THE STUDENTS' PERCEPTION OF USING FLY SWATTER GAME IN VOCABULARY LEARNING AT THE SIXTH SEMESTER OF THE ENGLISH DEPARTMENT STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

A THESIS

Submitted to the state Islamic University Syekh Ali Hasan Ahmad Addary Padang Sidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By

ADINDA SAFRINI
Reg. Number. 2020300009

ENGLISH EDUCATION DEPARTMENT

TARBIAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES
OF SYEKH ALI HASAN AHMAD ADDRY
PADANGSIDIMPUAN
2024

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LETTER OF AGREEMENT

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To:
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to ***Adinda Safrini,*** entitled ***"The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan".*** we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of Enlgish Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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ABSTRACT

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Title of Thesis : **The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.**

This study explores students' perceptions regarding the effectiveness of the Fly Swatter game in enhancing vocabulary mastery among sixth-semester students at the English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The primary objective is to assess how students perceive the use of the Fly Swatter game in improving their vocabulary skills.The research employed a descriptive quantitative method, utilizing a questionnaire as the primary data collection tool. The study involved 63 students from the sixth semester, with a sample size of 30 students selected through simple random sampling from class TBI-2. Data analysis was conducted using quantitative methods to analyze responses gathered through the questionnaire.Findings indicate a positive perception towards the use of the Fly Swatter game for vocabulary mastery. Specifically, 42.14% of students agreed and 32.86% strongly agreed that the game was beneficial for improving their vocabulary. Respondents demonstrated understanding of the game's purpose and its effectiveness as an engaging learning tool. Furthermore, the study suggests that using the Fly Swatter game in vocabulary instruction addresses challenges students face in mastering vocabulary, especially when facilitated in classroom settings by instructors. Evaluation mechanisms also contribute to assessing and reinforcing students' vocabulary acquisition.

Keywords: ***Perception, Fly Swatter Game, Vocabulary Mastery***

ABSTRAK

Nama **: Adinda Safrini**
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Judul Skripsi **: Persepsi Mahasiswa Terhadap Penggunaan Permainan Fly Swatter dalam Pembelajaran Kosakata di Jurusan Bahasa Inggris Semester Enam Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan.**

Penelitian ini mengeksplorasi persepsi siswa mengenai efektivitas permainan Fly Swatter dalam meningkatkan penguasaan kosakata di kalangan mahasiswa semester enam di Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Tujuan utama dari penelitian ini adalah untuk menilai bagaimana persepsi mahasiswa tentang penggunaan permainan Fly Swatter dalam meningkatkan kemampuan kosakata mereka. Penelitian ini menggunakan metode kuantitatif deskriptif, dengan menggunakan kuesioner sebagai alat pengumpul data utama. Penelitian ini melibatkan 63 mahasiswa semester enam, dengan jumlah sampel sebanyak 30 mahasiswa yang dipilih secara simple random sampling dari kelas TBI-2. Analisis data dilakukan dengan menggunakan metode kuantitatif untuk menganalisis tanggapan yang dikumpulkan melalui kuesioner. Hasil penelitian menunjukkan adanya persepsi positif terhadap penggunaan permainan Fly Swatter untuk penguasaan kosakata. Secara khusus, 42,14% siswa setuju dan 32,86% sangat setuju bahwa permainan ini bermanfaat untuk meningkatkan kosakata mereka. Para responden menunjukkan pemahaman tentang tujuan permainan dan efektivitasnya sebagai alat pembelajaran yang menarik. Selain itu, penelitian ini menunjukkan bahwa penggunaan permainan Fly Swatter dalam pembelajaran kosakata dapat mengatasi tantangan yang dihadapi siswa dalam menguasai kosakata, terutama jika difasilitasi di dalam kelas oleh para pengajar. Mekanisme evaluasi juga berkontribusi dalam menilai dan memperkuat penguasaan kosakata siswa.

Kata Kunci: ***Persepsi, Permainan*** **Fly Swatter,** ***Penguasaan Kosakata***

ملخص البحث

الاسم :أديندا سفريني
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عنوان البحث :تصور الطلاب لاستخدام لعبة منشة الذباب في تعلم المفردات في الفصل الدراسي السادس بقسم اللغة الإنجليزية بالجامعة الإسلامية الحكومية سيخ علي حسن أحمد أداري بادانغسيدمبوان.

تستكشف هذه الدراسة تصورات الطلاب فيما يتعلق بفعالية لعبة منشة الذباب في تعزيز إتقان المفردات بين طلاب الفصل الدراسي السادس في قسم اللغة الإنجليزية في الجامعة الإسلامية الحكومية شيخ علي حسن أحمد أداري بادانغسيدمبوان. وكان الهدف الأساسي هو تقييم كيفية إدراك الطلاب لاستخدام لعبة منشة الذباب في تحسين مهاراتهم في المفردات اللغوية، وقد استخدم البحث طريقة وصفية كمية، باستخدام استبيان كأداة أساسية لجمع البيانات. وشملت الدراسة 63 طالبًا وطالبة من الفصل الدراسي السادس، وبلغ حجم العينة 30 طالبًا وطالبة تم اختيارهم من خلال أخذ عينات عشوائية بسيطة من فصل تعليم اللغة الإنجليزية 2. تم إجراء تحليل البيانات باستخدام الأساليب الكمية لتحليل الاستجابات التي تم جمعها من خلال الاستبيان، وتشير النتائج إلى وجود تصور إيجابي تجاه استخدام لعبة منشة الذباب لإتقان المفردات. وعلى وجه التحديد، وافق 42.14% من الطلاب، ووافق 32.86% منهم بشدة على أن اللعبة كانت مفيدة لتحسين مفرداتهم اللغوية. أظهر المبحوثون فهمًا للغرض من اللعبة وفعاليتها كأداة تعليمية تفاعلية. علاوةً على ذلك، تشير الدراسة إلى أن استخدام لعبة "منشة الذباب" في تعليم المفردات يعالج التحديات التي يواجهها الطلاب في إتقان المفردات، خاصةً عندما يتم تيسيرها في الفصول الدراسية من قبل المعلمين. كما تسهم آليات التقييم أيضًا في تقييم وتعزيز اكتساب الطلاب للمفردات اللغوية.

الكلمات المفتاحية *الإدراك، لعبة منشة الذباب، إتقان المفردات*

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I realize this thesis cannot be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, July 2024
Reseacher

Adinda Safrini
Reg. Num. 20 203 00009

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English language skills is essential in this day of globalization. A solid Leraning of the English language makes it easy to learn science and technology from other, more developed countries. Furthermore, speaking English fluently can open doors for international cooperation. Therefore, a nation's ability to communicate in English has a significant impact on its progress.

Vocabulary is necessary to improve all four language skills, they are listening, speaking, reading, and writing. According to Soedjito in Labib et.al, vocabulary includes all the words present in a language, the rich words of the speaker or writer, words used in the field of science, and a list of words arranged like a book. dictionary accompanied by concise and practical explanations.[1] When learning English, the first thing to learn is vocabulary. This means learning vocabulary is important, especially for high school students. In addition, vocabulary is not just grammar, it is the key for students to understand what they hear, read, and communicate successfully with others.

One way to teach English is through games. Playing games helps students learn the language faster and allows teachers to present the subject in a more engaging way. These are only two advantages of using games in the English language learning process. Additionally, by allowing students to participate actively

[1] Syahrir Labib. et al., "Improving Students Vocabulary Mastery By Using Fly Swatter Game At The Seventh Grade Students Of SMP Negeri 2 Kulo," *La Ogi : English Language Journal* 8, no. 1 (n.d.): 35–39, https://doi.org/10.55678/loj.v8i1.609.

in their education, the use of games in the classroom can support student-centered learning. An pleasant classroom environment is created to increase student interest in learning.

In teaching vocabulary, the teacher or lecturer must lead with the correct technique. The teacher can create an activity that can be applied in the classroom. Games can be an alternative way to help teachers teach children vocabulary. This will make the learning situation more enjoyable. According to Rizky state that"Game is one of the interesting instruments that is used to attract students to follow the teaching and learning process. Games are associated with a feeling of happiness."[1] For this reason, most learners appreciate games even if they are not familiar with the rules. Games are the perfect instrument to motivate and make the students participate in the teaching and learning process. When games and education are combined, it can be educative and education environments can be entertaining. The learners who learn with games, gain positive attitudes and can be more motivated while learning.

Teachers can use games to teach. Games can make students more interested in learning English instead of emphasizing unfamiliar grammatical structures that students need to learn. Teachers often use games in the classroom because they help students reduce stress and pressure during the learning process. Sometimes students feel stressed because they have to study very hard to master the target language. They are stressed because they feel like they have to deal with words,

[1] Ramanda Rizky, "'Bits and Pieces' to Improve the Students' Writing Skill: Using Educational Game as an Approach to Teach Descriptive Text," *Elsya : Journal of English Language Studies* 2, no. 1 (2020): 20–25, https://doi.org/10.31849/elsya.v2i1.3631.

grammatical structures, etc. unfamiliar. Students often feel uncomfortable, affecting their ability to learn. According to Saputra and Hadi said"Games can help them overcome anxiety and make them want to learn more."[2] In conclusion, some teachers believe that students can relax when playing games. When they play fun games, they may also want to communicate. So they don't worry about making a lot of mistakes and they also don't worry about anyone's judgment or correction and they will probably correct their mistakes themselves. if they think they are making a mistake. When not worried and stressed while playing games, students can improve their English level.

Vocabulary is the basic source to build language, learners will be able to understand listening, speaking, reading, and writing when they have enough vocabulary. One of the games that can improve students' ability to master vocabulary is the "fly swatter game". The fly swatter game is a game in which students have to enter words on the board according to the teacher's instructions. Ideally, if students can play more games in English, their vocabulary skills will improve. We found that they had little vocabulary to memorize and could not mention the meaning of simple vocabulary words.[3] This game helps students improve their sight word vocabulary and can be a very valuable tool.

According to Rezkiah and Amri, this game can be used at any level by students who need to practice and improve their vocabulary. It is an exciting

[2] Hikmah Noerqori Saputra et al., "Teaching Vocabulary through Fly Swatter Game," *Elif English Language In Focus* 2, no. 1 (2015), file:///C:/Users/safri/Downloads/fly swetter 4.pdf.

[3] Tiara Dwi Saputri, "Teaching Vocabulary Using Fly Swatter Game at the Seventh Graders of Secondary School," *EBONY: Journal of English Language Teaching, Linguistics, and Literature* 2, no. 2 (2022): 1–8, https://doi.org/10.37304/ebony.v2i2.5274.

activity in the class especially to warm up the class. In the classroom, the atmosphere will be different from the usual Students will make a bit of noise in the classroom but that is the point of this game because students will feel more enjoyable, and get them addicted to the game.[4] So from the explanation above, we can see that this game can be used to improve students vocabulary in learning English.

Hammer et.al state that, "The responses and perceptions of the students were positive regarding the use of games as a tool to enhance vocabulary mastery."[5] In conclusion, The majority of students agreed and gave positive responses to the notion that games can aid in children's vocabulary acquisition rather than negative ones.

Teaching vocabulary to the young learner is a perfect way to get their attention. Thus, one technique for teaching vocabulary is by using games. Games can be used as one of the educational techniques in the teaching and learning process. It also can be a tool for transferring knowledge because it provides an enjoyable atmosphere in the class. It can help the students learn vocabulary in a fun way and it can also break the tension and help to avoid boredom in learning English.[6] By using games, students will focus on their learning process and it will

[4] M.Ed. Helena Rezkiah, Zul Amri, "Using Fly Swatter Game To Improve Students' Vocabulary Of Grade 5 Of Elementary School," *Journal of English Language Teaching* 1, no. 2 (2013): 292–300, file:///C:/Users/safri/Downloads/fly swatter 5.pdf.

[5] Welliam Hammer et al., "Students' Perception of the Use 'Game To Learn English' in Improving Vocabulary Mastery: A Case Study At Eighth Grade Students of Smpn 2 Petir," *Journal Homepage* 2, no. 2 (2023): 152–71, file:///C:/Users/safri/Downloads/1446-Article Text-3190-1-10-20231220.pdf.

[6] Hasna Muchlas Abrar, Sudarkam R. Mertosono, "Improving Vocabulary Mastery Of Grade Seven Students Through Fly Swatter Game," *E-Journal of ELTS (English Language Teaching Society)* 7, no. 1 (n.d.), file:///C:/Users/safri/Downloads/fly swatter 2.pdf.

also be easier for teachers to teach students.

The fly swatter game in the teaching and learning process is used as a tool to play games in teaching vocabulary.[7] Hopefully, by playing more games in English, your vocabulary skills will improve. The most influential person in English is the role of the English teacher. With interesting teaching techniques, it encourages and motivates students to improve their English vocabulary.

As claimed by jones, "Fly Swatter is a great way to give your child the repetition they need to achieve vocabulary mastery while keeping them engaged. Because the game is physical, this game is suitable for increasing vocabulary and channeling energy in learning"[8] By using the fly swatter games, students will focus on their learning process and it will also be easier for students to increase their vocabulary.

According to Nilamsari, "the students' perception on the use of fly swatter game is positive. Besides, they are fully satisfied with the influence of fly swatter game in promoting their English vocabulary mastery."[9] In conclusion, The learners believed that the fly swatter game would encourage them to participate actively in their education. Additionally, other linguistic skills can be taught using the fly swatter game as a teaching method.

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[7] Arlina Laoli et al., "Improving the Students' Vocabulary Mastery by Using Word Cloud at The Tenth Grade of SMK Negeri 1 Gunungsitoli In 2022/2023," *JETAL: Journal of English Teaching & Applied Linguistic* 6, no. 1 (2023), https://doi.org/10.36655/jetal.v5i1.1237.

[8] Tamara Jones, *Fifty Ways to Teach Vocabulary: Tips For ESL/EFL Teachers*, Wayzgoose Press 2013, Hal 42

[9] Adinda Nilamsari, "Students ' Perception And Satisfaction Toward Fly Swatter Game To Promote Vocabulary Undergraduate Thesis By English Language Education Program Department Of Language Education Faculty Of Cultural Studies" (Universitas Brawijaya, 2022), file:///C:/Users/safri/Downloads/Adinda Nilamsari.pdf.

Based on the results of the researcher observations in the sixth semester students of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Lecturers have conducted lessons using the fly swatter game to teach vocabulary to students in the class. In fact, the researchers explored how students perceive the fly swatter game on their vocabulary mastery. However, in reality, students' vocabulary is still low, even though in previous research the fly swatter game was very good for mastering vocabulary.

So based on the gap between the theory and reality, the researcher wants to investigate the students perception of Using Fly Swatter game in Vocabulary Learning conducted in the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. From the explanation , the researcher tried to conduct descriptive quatitatif research entitled "The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan"

B. The Identification of the Problem

Especially in the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the researcher found that the problem with vocabulary Learning of the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan still low.

C. The Limitation of the Problem

This study focuses on The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The population was limited to the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, specifically TBI-2 students of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan who were experiencing playing Fly Swatter game in the classroom.

D. The Definitions of Operational Variables

1. Students Perception

   Perception is an individual's assessment or presumption about specific environmental phenomena that occur in and around them. From that idea, it follows that a person's perspective can influence their decision to go in a particular path. As a result, it's critical to develop or maintain a perception that will aid in learning.

   Students' perception stands from two words students and perceptions. Students' perception in this research was how students of English department responds, feedback and perspective in vocabulary Learning using Fly Swatter Game.

2. Fly Swatter Game

   Fly swatter game is a game where players are asked to find a word that has been written on the blackboard based on the instruction given by the

teacher. The fly swatter game is one of the games used in learning vocabulary to help students avoid boredom and difficulty in learning vocabulary.

As claimed by jones, "Fly Swat is a great way to give your child the repetition they need to achieve vocabulary Learning while keeping them engaged. Because the game is physical, this game is suitable for increasing vocabulary and channeling energy in learning"[10] By using the fly swatter games, students will focus on their learning process and it will also be easier for students to increase their vocabulary.

3. Vocabulary

Vocabulary is one of the factors in mastering English as a foreign language. It means the students' ability to understand and use the word and its meaning. The more vocabulary the students master, the more proficient they become in their language.

According to Siregar and Angela, "vocabulary is necessary for everybody from Elementary up to university in a variety of purposes and needed. Based on the researcher's finding, the third semester students had been good enough in mastering English vocabulary."[11]

E. The Formulations of the Problem

Based on the previous explanation it can be seen, that most of the students lack vocabulary the researcher formulated the following research question:

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[10] Tamara Jones, *Fifty Ways to Teach Vocabulary: Tips For ESL/EFL Teachers*, Wayzgoose Press 2013, Hal 42

[11] Selvia Angela Fitri Rayani Siregar, "Students' Vocabulary Mastery Using Kahoot Platform Media," *English Journal for Teaching and Learning* 07, no. 02 (2019): 187–96, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

How is The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

F. The Objective of the research

Based on the problem formulations above, the objectives of this research is: To know The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

G. The Significances of the Research

This research would give some benefits for lecturers, students and other researcher:

1. For Lecturers, that read this research will get the information about students perception of using Fly swatter game in vocabulary Learning , how effective this media to help students in vocabulary Learning. Lecturers may also know students respond thet may can't be delivered by students direcly to the lecturers.
2. For students, this game will be a good experience for vocabulary learning, and also it will increase their knowledge of learning vocabulary in an easy and fun way.
3. For researchers, who are interested in this study to get more information about vocabulary learning and fly swatter games in the future.

CHAPTER II

THEORITICAL DESCRIPTION

A. Literatur Review

a. Perception

a. Definition of Perception

Perception, according to the Longman Dictionary, is how someone feels about something.[1] It also concerns how individuals interpret what they see, hear, and feel. Walgito said that The process of perception is triggered by differentiation from the sensory process.[2] According to Goldstein et al., "Perception is a physiological process that focuses on the connection between the characteristics of physical stimuli and the stimuli that elicit perceptual reactions."[3] It can be concluded that, perception is the process of accepting information through a sensory process.

Perception is a cognitive process where individuals interpret and organize sensory information from their environment, allowing them to understand and respond. According to Walgito, "Perception follows sensing, where stimuli are received through sensory organs and transmitted by nerves."[4] This means perception cannot occur without

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[1] Pearson Education Limited, "Longman Dictionary," 2018, n.d., https://www.ldoceonline.com/.

[2] Bimo Walgito, Introduction to General Psychology (Pengantar Psikologi Umum), IV (Yogyakarta: ANDI, 2004).

[3] By Bruce Goldstein, Colin Ryan, and John Baro, Sensation and Perception, ed. jaime A. Perkins Jon-David Hagua, Eighth Edi (Belmont, USA: Wadsworth Cengage Learning, 2008).

[4] Bimo Walgito, Social Psychology (Psikologi Sosial), (Suatu Pengantar), IV (Yogyakarta: Andi Yogyakarta, 2003).

prior sensing. In essence, perception is the interpretation of sensory information, starting with sensing and leading to a comprehensive understanding of one's surroundings.

According to Rahayu et.al that, "that perception has a crucial psychological role in how people react to the different elements and symptoms that are present in their environment."[5] This is how people react to societal phenomena that are in the news.

Jumroh said that, "perception is the impression that a person has based on their unique and dependant experience."[6] Sabri claims that "perception is a human ability to regulate inputs and identify social phenomena are backed by evidence."[7] An individual's experiences form the basis for their interpretation or categorization of senses.

In addition, Sarwono and Meinarno claimed that "the process of characterizing, categorizing, and organizing the information a person receives is known as perception."[8] The outcome is an interpretation of the brain's thought process. The idea that perception cannot exist independently of the sensory process is also supported by this. The human

[5] Desy Try et al., "EFL University Students ' Perception Of The Use Of Online Learning Platform In The Covid 19 Pandemic," Jurnal Penelitian, Pendidikan, Dan Pembelajaran UNISMA 15 34 (2020): 12, http://riset.unisma.ac.id/index.php/jp3/article/view/8102.

[6] J Jumroh, O Rohmah - INFERENCE: Journal of English, and undefined 2019, "The Influence of Student'S Perception on Learning Media and Student'S Motivation Toward Student'S English Achievement," Journal.Lppmunindra.Ac.Id 2, no. 1 (2019): 1–10, https://journal.lppmunindra.ac.id/index.php/inference/article/view/5364.

[7] Alisuf Sabri, Psikologi Pendidikan Dan Evaluasi Pendidikan (Jakarta: Gramedia Pustaka Utama, 2003).

[8] Desy Try et al., "EFL University Students ' Perception Of The Use Of Online Learning Platform In The Covid 19 Pandemic," Jurnal Penelitian, Pendidikan, Dan Pembelajaran UNISMA 15 34 (2020): 12, http://riset.unisma.ac.id/index.php/jp3/article/view/8102.

body processes stimuli through its sensor and motor systems. After the human senses receive an input, mind or perception processes it and produces an output. We can comprehend that perception is organizing, translating the stimulus into an outcome as a consequence of the receiving process.

b. Influence factors of Percetion

According to the definition given above, perception is the act of a person receiving stimuli and converting them into thoughts. Certain things impact perception. People's perceptions will be shaped by such elements. According to Waldito, perception is influenced by three things. They are:

a. Object

Each person will perceive objects differently depending on what they get. A person's perspective of English could differ. It is possible to label a student as challenging or easy depending on their performance. The object's shape, size, and color would influence how others perceived it.

b. Sanse organs, nerves, and merveous system

Humans share the same sense organs, but each person's neurological system will react differently depending on how their nervous system interprets sensory information. A spicy lover might not consider level 1 noodles spicy, but a spicy coward would consider it extremely spicy. Based on the functioning of their nerve systems, each person will perceive the world differently. Furthermore, this component is a physiological necessity.

c. Attention

One crucial psychological need is the ability to pay attention. The nervous system would not be aware of the thing and the process would not occur if it did not get attention from someone. Thus, we can infer from the description above that perceptions are influenced by three different elements. They are attention, a sense organ, and an object.

The three aforementioned criteria had an impact on how individuals perceived certain things. A factor from one to another would affect the other. Depending on how they view an object's size, position, color, or even function, various people will perceive it in distinct or similar ways. How an object's qualities drew someone in and allowed their senses to perceive or feel it. [9]

c. Indicators of Perception

The researcher must be aware of the signs that indicate perception in order to determine perception. Walgito said that markers of perception are:

a. Absorption of the external stimuli or object

During this stage, the nervous system, nerves, and sense organs will all receive the inputs. It may differ in terms of appearance, flavor, or even scent and emotion. The item would be recognized in order to provide any images or impressions.

[9] Walgito, Pengantar Psikologi Umum.

b. understanding object

After being chosen, arranged, and given significance or concept formation, the images that emerge in a person's brain are next processed. This phase is characterized by rapidity. Comprehending the object or stimulus can help them distinguish it from their existing background knowledge.

c. individual assesssment or evaluation

After the thing has been formed and understood, individual assessment takes place. Even when the object is the same, each evaluation can be unique. As a result, perception is determined by what each person thinks about.[10]

Because it is impossible to disentangle these three signs, they would have an impact on perception. Thus, the researcher used these indications as the research's indicators.

d. Perception Process

In general, Walgito explains how perception works in his book. In order for the researcher to conclude that perception begins with the touch sense system, an object or stimulus. It is referred to as a physiological process. The information it gets will then be sent to the brain by nerves. After that, the information will be processed

[10] Walgito.

by the brain—a process known as psychological processing. Simply we can understand how is the process of perception happen uses this picture.

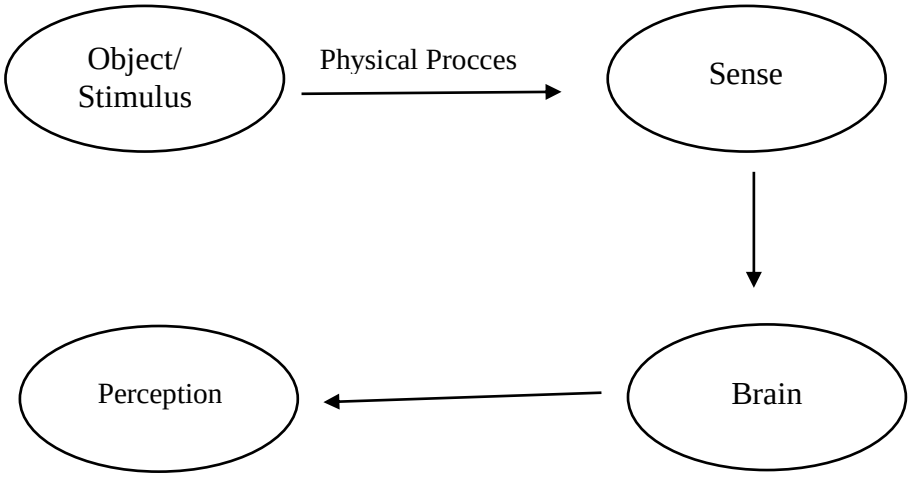

Figure 1 Scheme of perception Process[11]

In addition, Qiong divided the perception process into three phases: interpretation, organization, and selection.

a. Selection

The process of picking the input to be absorbed by the brain is called selection. We are exposed to a multitude of stimuli and information every day, but we choose which to focus on based on what we believe to be the most relevant or intriguing information.

Due to the fact that we do not always get all stimuli that affect us, this process may cause people to become unaware of other people in a party or at school. It's also the reason why people believe

[11] Walgito

they haven't learned the stuff yet they chose not to be exposed to certain stimuli.

b. Organization

After the significant and fascinating stimuli have been eliminated through the selection process, the data is arranged into categories or patterns in a subsequent step. In this case, the brain will classify according to factors like intensity, persons, and priority.

c. Interpretation

Interpretation is the final phase of perception. The process of giving previously chosen information significance is called interpretation. The process will be influenced by an individual's background, upbringing, education, and other factors.[12]

In summary, things must pass through three steps in order to be perceived. Selection, arrangement, and interpretation are these.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is the first thing to learn when learning language. According to Mawar et.al," Vocabulary is one of component for the language, where is vocabulary help people to speaking and language communication. Vocabulary is also one of the important things to mastery the four skill like; reading, speaking, listening and writing"[13]

[12] OU Qiong, "A Brief Introduction to Perception," Studies in Literature and Language 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

[13] Seri Mawar, Eka Sustri Harida, And Fitri Rayani Siregar, "Improving Students'

This indicates that vocabulary development is crucial, particularly in high school. Lubis et al stated that "vocabulary is one aspect which own by every student to make them understand and master english language. It is a part of language that so important to all aspect in life."[14] .According to Hasibuan et.al,"Vocabulary is one of the aspects of language that must be learned. Learning vocabulary is important because we can speak, write, and listen correctly."[15] Vocabulary is a basic part of English that English students must master. With vocabulary, students can speak English. In addition, students also need vocabulary to improve their English skills; listen, speak, read, and write. Therefore, students who lack vocabulary will have difficulty understanding text, speaking, and writing their ideas.[16] Furthermore, vocabulary is essential for pupils to comprehend what they read, hear, and connect with others.

Vocabulary is considered a central element of language and should be the first thing to learn when learning English. According to Gushendra, "Vocabulary is the entire words that make up a language.

Vocabulary Mastery Through Word Square Modeling At Grade Vii Smp Negeri 5 Padangsidimpuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2 (2017): 235, https://doi.org/10.24952/tazkir.v3i2.1554.

[14] Dr. Fitriadi Lubis, M.Pd., Sojuangon Rambe, S.S., M.Hum., Rahmi Pu'adi Siregar, "The Effect of Concept Circle Strategy on Students' Vocabulary Mastery at Grade VII MTs N 2 Padangsidimpuan," *English Education* 5, no. 1 (2017): 6–18, file:///C:/Users/safri/Downloads/1174-2720-1-SM.pdf.

[15] Eka Sustri Harida and Fitri Rayani Siregar Sri Nardani Hsb, "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan," *English Education* 02, no. 01 (2014): 88–106, http://www.e-journal.iain.ac.id.

[16] Novia Lestari dan Yuyun Yulia,.The Use of Crossword Puzzle to Improve Vocabulary Mastery Of The Fifth Grade Studentsof SD N Golo, *JELLT (Journal of English Language and Language Teaching),*Vol. 2, No. 2, 2018, 71–79

Before someone studies about English skill, he should learn about vocabulary as the first step."[17] It means vocabulary is the first thing that we have to learn when we learning a foreign language.

Vocabulary is an important language component and will not be able to escape in learning English. Junaid et. al states, "Vocabulary is an essential element of foreign language learning. It plays an essential role in language learning because it involves the four macrolinguistic skills: listening, speaking, reading, and writing."[18] It means that language learners with good vocabulary will speak more fluently, write better, listen easier, and read more quickly than those who lack vocabulary.

From the definition above, The researcher can conclude that vocabulary is a combination of several words that can help students understand the teaching and learning process in class. By knowing a lot of vocabulary, students can say a lot of words. This means that vocabulary is important for developing students' knowledge in the classroom.

b. Principles of Vocabulary

There are many principles in teaching and lerning vocabulary as follows: aims, quantity, need, situation presentation, meaningful presentation, presenting in context, learning vocabulary, inference

[17] Rizky Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs," *Indonesian Journal of Integrated English Language Teaching* 3, no. 1 (2017): 53–64, https://doi.org/10.24014/ijielt.v3i1.3968.

[18] Rusdiana Junaid, Paldy, and Arini Hasan, "The Use of Fly Swatter Game to Improve Students' Vocabulary Mastery," *Journal of English Language Teaching and Applied Linguistics* 4, no. 3 (2022): 120–28, https://doi.org/10.32996/jeltal.2022.4.3.11.

(guessing) procedure in vocabulary learning, technique in teaching and learning vocabulary.

Wallace in Hernawati stated nine principles of teaching and learning vocabulary as follows:

a. Aims

In teaching vocabulary, we have to be clear about our aims how to explicitly we must decide the vocabulary that we expect the learner to be able to do. It it is not clear at this point, it will be difficult to assess how success full the vocabulary learning has been.

b. Quantity

Having decided what is involved in vocabulary learning. We may then decide on the quantity to be taught and the number of students who can learn. If we expect the word that will be taught to become part of what students can learn. The number of factors varies from class to class and from learner to learner when there are too many new words, the students may be confused, discouraged, and frustrated.

c. Need

The vocabulary that is taught the students depends on the course book or syllabus but the teacher should consider the aims of the course and the individual lesson.

d. Situation Presentation

The words presented are appropriate to the student's situation.

e. Meaningful Presentation.

The students must have a clear and specific and understanding of what donates or references are perfectly clear.

f. Presenting in Context

The words very seldom occur in isolation, so the students have to know the usual context that they occurs in.

g. Learning Vocabulary

Learning vocabulary and in the mother tongue and in the large language teaching the words of the target language the teacher can compare simulating and differences of the words.

h. Inference (guessing)

procedure in vocabulary learning inference is also one of the strategies in learning in which the learners are heard on a practice by using definite knowledge to have a clear understanding of the word they learn. The students infer the meaning of words by listening or reading them used in certain situations.

i. Frequent exposure and Repetition

A certain amount of repetition is necessary until there is proof that the students have learned the largest word. The simple way of checking that the students have done the learning is to see whether or not the students can recognize the target words and identify their meanings. If the words have to be part of the student's productive vocabulary, they must be given an opportunity to use them as often as necessary for them

to the words with the correct pronunciation and identify their meaning.[19]

From the explanation above, teachers should understand these types according to the means, strategies and method that the teachers use.

c. The Importance of Vocabulary

The importace of vocabulary is demontrated daily in and out the school. In classroom, the echieving students possess the most suffcient vocabulary. [20] Mastering vocabulary is very important in learning English. With a rich vocabulary, this will help students learn the four basic skills of English: reading, speaking, writing and listening. Without a large vocabulary, students will not be able to learn easily, and without a large vocabulary, students will not be able to form sentences in communication and express their feelings. In communication through language, vocabulary plays the most important role.

Regarding the statement above, Tarigan in Dewi Ema said "the quality of language depends clearly on the quantity and the quality of mastering vocabulary." [21] to achieve this goal, the students also must master English vocabulary and structures.

From the definitions above, it can be conclude that Learning vocabulary is very important, because without a lot of vocabulary

[19] Hernawati, "Building Up the Studets' English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampanua Kab. Pinrang," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 2 (2015): 201–15, https://doi.org/10.24252/eternal.v12.2015.a4.

[20] Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How To Be Taught, *International Journal of Teaching and Education III*, No. 3, 2015, 21–34

[21] H Dwi Ema, Pictures an Attractive Media in Teaching Vocabulary, Tulungagung: STAIN, 2001, p. 3.

students will not be able to improve their English ability; listen, speak, read, write and they cannot communicate well.

d. Aspect of Vocabulary

Vocabulary is one of the aspects of language that you should learn. Learning is important because you must first acquire vocabulary before you can speak, write, and listen. People are said to "know" a word if they can recognize its meaning when they see it. This means that when learning vocabulary, learners need to understand its meaning a understand and use it within the context of sentences. Although the concept of a word can be defined in many different ways, the three important aspects of her that teachers need to know and focus on are form, meaning, and usage.

According to Lado as cited in Mardianawati, “there are some aspect of Learning vocabulary. They are meaning, spelling, pronunciation, word classes, and word use.”[22]

a) Meaning

In learning a foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

b) Spelling

Spelling is the writing of a word or words with the necessary letters

[22] lies Mardianawati, “Vocabulary Teaching Strategies Used By Teachers Of Junior High School (A Descriptive Study on Private Junior High Schools in Cilacap in Academic Year 2012/2013)” (Muhammadiyah University Purwokerto, 2012), https://repository.ump.ac.id/6390/1/LIES MARDIANAWATI COVER.pdf.

and diacritics present in an accepted standard. order and an arrangement of letters that form a word or part of a word the process of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that as form (pronunciation and spelling). The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

c) Pronunciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with good pronunciation so that they can communicate with others without hindrance. Prounoncing the words also enables students to remember them longer and identify them more readily when it is heard or read.

d) Word Classes

Word class (alternatively part of speech) describes the category of grammatical behavior of a word. Word class usually abbreviations n: noun, adj: adjective, etc., whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

e) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus become the subject of profound analysis.

Based on the above statements of the researchers, it can be concluded that without a rich vocabulary, learners will not be able to fully develop their comprehension skills. Therefore, the only aspect that students should learn when learning English is vocabulary. The learnable vocabulary aspects were grouped by students into her five categories: meaning, spelling, pronunciation, word class, and word usage.

3. Fly Swatter Game

a. Definition of Fly Swatter Game

Fly swatter game is a game where the students have to get the word on the blackboard by using the teacher's instructions. In this game will hit the board after the teacher says the clue. The students who can find the word first will get the point.

According to Parmadi, "Fly Swatter Game is a formalized guessing game, in which the students have to guess what the teacher says by hitting the answer on the blackboard. The students who can find the right answer will get the point."[23] In other words, fly swatter game is a game that makes the students have to guess the clues given by teacher.

[23] Dimas Gilang Parmadi, Teaching Vocabulary Through Fly Swatter Game (An Experimental Reasearch at the School Grade Students of SMP N 2 Baturraden in Academic Year 2013/2014), *UMP* 2014, Hal. 11

Sitorus stated that “the Fly swatter game is a game in which the students have to swat the word on the whiteboard based on the teacher's instruction or what the teacher says before.”[24] In conclusion, the fly swatter game is a game that use fly swatter to play and the student must listen to instruction from teacher to fin d the vocabulary.

As claimed by jones, Fly Swat is a great way to give your child the repetition they need to achieve vocabulary mastery while keeping them engaged. Because the game is physical, this game is suitable for increasing vocabulary and channeling energy in learning[25]On the other hand, Labib,et al. Stated that “a fly swatter is an item used to kill flies consisting of a flat piece of plastic etc. on a long handle. Fly Swatter is a game in which students have words to write on the blackboard or whiteboard according to the teacher's instructions. Fly Swatter is an insect killer. That's why the fly swat game is one of the interesting games applied in the teaching process. The fly swat game helps students be active and attracts students' attention to learning.”[26] From the definition above, it can be concluded that The fly swatter game is a game that allows students to learn vocabulary without getting bored, so they can enjoy the classroom atmosphere. This game is used by teachers of class, the teacher is the instructor and the students are the players.

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[24] Dhea Octa Yossaline Sitorus, The Effect of Using Fly Swatter Game into Students’ Vocabulary Mastery at Eight Grade of Junior high School, *UHN* 2021, Hal.30

[25] Tamara Jones, *Fifty Ways to Teach Vocabulary: Tips For ESL/EFL Teachers*, Wayzgoose Press 2013, Hal 42

[26] Syahrir Labib. et al., “Improving Students Vocabulary Mastery By Using Fly Swatter Game At The Seventh Grade Students Of SMP Negeri 2 Kulo,” *La Ogi : English Language Journal* 8, no. 1 (n.d.): 35–39, https://doi.org/10.55678/loj.v8i1.609.

b. The procedure of Fly Swatter Game

According to Jones, there are some procedures that should be followed :

a. First, the teacher write the target vocabulary words on the board.
b. Second, the teacher divide the class into three groups and give each a different colored flyswatter.
c. Third, call all the students to stand at the front of the room and have each group send forward a representative with the team's flyswatter.
d. Fourth, the teacher read aloud a definition for one of the words or a sentence with the word omitted.
e. Fifth, The flyswatter holders race to swat the corresponding word.
f. Sixth, Each person only gets one chance to swat the word, and they should hold their flyswatters in place once they have made their choice.
g. Then the team representatives quickly give the flyswatters to a different team member to give each student a chance to play.
h. If a person is correct, he/she earns a point for his/her team.
i. The team that has the most points at the end is the winner.[27] From the explanation above, there are 9 steps that need to know to play the fly swatter game

Additionally, Herring said the game has three rounds or three levels. In the first round, the teacher will say something simple to

[27] Tamara Jones, *Fifty Ways to Teach Vocabulary: Tips For ESL/EFL Teachers*, Wayzgoose Press 2013, Hal 42

the students. The teacher says the word and the two students have to find the word on the board. In the second round, the teacher gives the students different assignments, allowing them to play against different people from the opposing team. The teacher then says the word in the student's native language and the student has to find the English word. In the final episode, the teacher will give you hints such as what you are wearing on your feet. Next, students must find possible answers on the board.[28] Therefore, students will understand when they find the appropriate word.

From the two theories above that the researcher wrote, the researcher used the theory from Tamara Jones

c. Advantages of fly swatter game

According to Rezkiah and Amri stated that "playing Fly Swatter Game in teaching vocabulary may give some advantages. First, Fly Swatter Game does not use a monotone activity. Second, it is fun for students. They can learn through playing, thus it helps them learn and acquire new words easily. Third, it involves friendly competition and keeps students interested. Fourth, it serves students to learn to pronounce and spell words. Fifth, students are more active than teacher. The teacher's role is just to give explanations and correlations about the student's task".[29] From the explanation above, we can know that there are fifth advantages of the fly

[28] Carol Haring, The Fly Swatter Game, 2013, accessed on 11 November 2023, form https://www.yeuanhvan.com/vocabulary-plan/2784-the-fly-swatter-game

[29] Helena Rezkiah Dr. Zul Amri, "Using Fly Swatter Game To Improve Students' Vocabulary Of Grade 5 Of Elementary School."

swatter game.

Based on the explanation above, the researcher concludes Fly Swatter Game is actually interesting to do in the classroom. Using this Fly Swatter Game makes the students not bored with learning and they are more active and enjoy in learning process and also adds to their knowledge about vocabulary.

B. The Related Findings

Previous related findings is used to support argument in this research. Besides, it is also used as a reference and comparison of the research with other research. There have been some findings related to this study, some of them are:

The first research was conducted by Harahap and Zulfitri in they research. The research method experimental method. The research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data was analyzed by using T-test formula. The result of the research there was a difference score between students' score in learning vocabulary by using fly swatter game and without fly swatter game. The mean score of control class, pre-test got 37 and post-test got 56,2 and for the mean score of experimental class, pre-test got 50,8 and post-test got 79,2. The result that found in this research t observed was 15.578 and t table 2.0106.[30] The conclusion of this research is fly swatter game effectively be used to teach vocabulary learning of seventh grade students of MTS Al-Wasliyah Medan.

[30] Zulfitri Nurmila, Hrp Cahyani, "The Effect Of Using Fly Swatter Game As The Media In Teaching Vocabulary At Seventh Grade Of Mts Al- Washliyah MEDAN," *Universitas Muslim Nusantara Al Washliyah English Education Journal (UMNEEJ)* 1, no. 1 (2023): 51–56, file:///C:/Users/safri/Downloads/fly swetter 6.pdf.

The second, research was conducted by Nilamsari in her thesis. the researcher discovered problems such as the lack of vocabulary, the difficulty to recall new vocabulary, the boredom with monotonous learning, the low enthusiasm in learning English, and lack of self-confidence to sound out vocabulary. This study aims to investigate students' perception and their satisfaction toward the utilization of fly swatter game in promoting vocabulary mastery. This study employed mixed method design and analyzed using descriptive statistics. The data was carried out through a survey and supported with interview about students' perception on the arrangement, the benefits, and the satisfaction in using fly swatter game. The result of this study revealed that the students' perception on the use of fly swatter game is positive. Besides, they are fully satisfied with the influence of fly swatter game in promoting their English vocabulary mastery. The students assumed that fly swatter game can engage them to actively involved in the learning process as well. For the extension, fly swatter game can be used as a teaching tool in other language skills.[31]in conclusion students have positive perception by using fly swatter game.

The third, research was conducted by Ferawati in her thesis. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing, and reflecting. The result of the data analysis and the findings in used word building to improve students' vcabulary applied in learning outcomes cycle I, students got mean score was 61,2 while the scores of the students learning outcomes in the cycle II was 81,5. It can be categorized student learning outcomes

[31] Adinda Nilamsari, "Students ' Perception And Satisfaction Toward Fly Swatter Game To Promote Vocabulary Undergraduate Thesis By English Language Education Program Department Of Language Education Faculty Of Cultural Studies" (Universitas Brawijaya, 2022), file:///C:/Users/safri/Downloads/Adinda Nilamsari.pdf.

improve.[32] So it can be conclude that using flyswatter game improve signivicantly students' vocabulary at the eight grade of SMPN 8 Palopo.

The fourth has done by Muadah, she was showed that 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. It is proved 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, this is proved that fly swatter game was used successfully.[33] The conclusion of this thesis is 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.

Based on the result above, the differences between the previously from the researcher, this research had the similarity that is focused on using Fly

[32] Rini Ferawati, "Using Fly Swatter Game To Improve The Students' Vocabulary At The Eighth Grade Of SMPN 8 Palopo," *IAIN Palopo* (State Islamic Institute Of Palopo, 2020), Https://Www.E-Ir.Info/2018/01/14/Securitisation-Theory-An-Introduction/.

[33]Asfiatul Muadah, Teacher Training, And Education Faculty, "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)" (State Institute For Islamic Studies (Iain) Salatiga, 2019), File:///C:/Users/Safri/Downloads/File.Pdf.

swatter Game to teach Vocabulary. The difference from this research is focused to get students perceptions of Using Fly Swatter game in Vocabulary mastery: A Study at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

C. The Conceptual Framework

Perception is an individual's assessment or presumption about specific environmental phenomena that occur in and around them. From that idea, it follows that a person's perspective can influence their decision to go in a particular path. As a result, it's critical to develop or maintain a perception that will aid in learning.

Vocabulary is an important part of language there will be no language aspects which should be learnt. Vocabulary is important part of language to speak, write, and listen without vocabulary will not a language or sentence. In reach the four skills of English the teacher must use an effective technique in teaching vocabulary. So, since we can see, speak, know about we are around will there vocabulary, through game will find vocabulary or all word of listen, look, and speak, one of games to increase vocabulary is Fly Swatter Game.

Fly swatter game is a game where the students have to get the word on the blackboard by using the teacher’s instructions. In this game will hit the board after the teacher says the clue. The students who can find the word first will get the point.

Fly swatter game is considered an effective, interesting, and enjoyable technique to teach vocabulary because it can give students enjoyment or

challenge in studying vocabulary. To know the students perceptions of Using Fly Swatter game in Vocabulary mastery the researcher a Study at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan espacially TBI 2 as the sample of collecting data for this research.

This research will focused on students perception of Using Fly Swatter game in Vocabulary mastery the researcher a Study at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan which refers to the perception indicators: absorption of the ecternal stimuli or object, understanding object, and individual assessment or evaluation. It will Related to the use of Fly swatter game in vocabulary mastery in the classroom.

D. Research Hypothesis

The hypothesis of this research states that:

" The students have positive Perception of Using Fly Swatter game in Vocabulary mastery: A Study at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This reserch used descriptif quantitatif research. It was aplied to answer the formulation of the research about the students' Perception of Using Fly Swatter game in Vocabulary Learning. Quatitatif research is procedures collecting number, graphic, diagram whis description of the phenomena unde study.[1]

B. The Time and the Location of the Research

This research start from January 2024 until finished. The location of the research is in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, it was Located at T. Rizal Nurdin Street, No. Km 4.5 Sihitang, Southeast Padangsidimpuan, Padangsidimpuan City, North Sumatera.

C. The Population and the Sample

1. Population

The population in this research students the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan which consist of 63 students .

Table III.1
The population of The Research

No	Class	Total
1	TBI 1	33
2	TBI 2	30
Total Population		63

[1] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, nineteenth (bandung: Alfabeta, 2013), file:///C:/Users/safri/Downloads/buku metode penelitian sugiyono 2013.pdf.

2. Sample

The study sample is part of the population selected for the study. The method used to take samples in this research is simple random sampling. Simple refers to the fact that population strata are not taken into account when members of the population sample are changed suddenly.[2]

So, the sample of this research is all TBI-2 Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan which consists of 30 students.

D. The Instrument of Data Collection

In this reserch, researcher used questionnaire as the instrument to collecting data. It was to make that the data result were consistent, stong, certain, and complete. Instruments that used in this research are:

1. Questionnaire

The questionnaire given to informants, Questions designed to answer the research question about students' perception. Questionnaire created by using google form.The questionnaire created by online platform with 25 questions about vocabulary learning by Teaching using Fly swatter game. The questionnaire that the researcher used is likert scale.[3] Which have five difference score and level, they are:

a. Strongly Agree: 5

b. Agree: 4

[2] Sugiyono.
[3] Sugiyono.

c. Neutral: 3

d. Disagree: 2

e. Strongly Agree: 1

The researcher created an English-language questionnaire based on Bimo Walgito's theoretical indicator of perception. The questionnaire has valid by le lecturer of State Islamic University Syekh Ali Hasan Ahmad Addary

Padangsidimpuan.

Table III.2
The indicator of students perception of Using Fly Swatter game in Vocabulary Learning

No	Indicator of Perception	Sub Indicator Perception	Item	Number Of Question
1	Absorption of external stimuli or object	Absorption of the object before knowing the object	8	1, 2, 3, 4, 5, 6, 7, 8
2	Understanding the object	The use of object into various features	6	9, 10, 11, 12, 13, 14, 15
3	Individual assessment or evaluation of the object	Individual poit of views about vocabulary learning in teaching using Fly Swatter game	10	16, 17, 18, 19, 20, 21, 22, 23, 24, 25

E. The Validity and Reability

a. Validity of the Questionniaire

Validity is important thing to doing the research, it means validity how to valid the Questionnaire, because a good test must be validity. In this study, the researcher will use content validity. Content validity refers to how well a research instrument (such as a test, questionnaire, or assessment rubric) reflects the concept or topic being researched. To validate the Questionnaire, to make it sure the researcher had validated the quetionnaire to the Lecturer.

b. Reliability of the Quetionnaire

The high reliability be must have a good test, besides having validity. Test-Retest of the measurement is define as reliability. The Test-Retest reliability is which is done to measure the extent to which a test produces consistent results if repeated at different times but under the same conditions, then the data obtained is analyzed with certain techniques. That reality of successful test is reliability.

F. The Process of the research

The process of gathering data came from the respondents to the study. The methods used in this study's data collection were designed to ensure that the information was sufficient and complete to support the findings. The pair of actions is:

1. Questionnaire

In this section, researcher collected questionnaire data by follow these steps:

a. Researcher designed the questionnaire by google form using Likert scale. Researcher adopted perceptions indicators by Bimo Walgito.

b. Researcher shared the link to all respondents.

c. Finally, researcher collected the data and classified the data.

G. The Techniques of Data Analyzing

Data is collected through questionnaires; the data from the questionnaires was analyzed using quantitative methods, The technique used to analyze the data is as follows:

1. Requirement Test

a. Normality Test

Normality test use to know whether the data is research is normal or not. So, that the researcher using Shapiro-wilk test.

The hypothesis for normally test is formulated as follows:

H_o: The data is not normal distribution

H_a: The data is normal distribution

The significant level chosen in analyzing the score of $F_{calculated}$ through usingSPSS 29.0 version is 5% or 0.05. Statistically the hypothesis is:

H_o: $F_{calculated} > F_{0.05}$ or $significant_{calculated}$ >significant $\alpha(0.05)$

H_a: $F_{calculated} < F_{0.05}$ or $significant_{calculated}$ <significant $\alpha(0.05)$.

b. Homogeneity Test

Homogeneity test is used to know control class and experimental class have same the variant or not. The researcher uses KR-21 test with using SPSS 29.0 version.

c. Hypothesis Test

The hypothesis is a preliminary answer to the problem in the study. The problem was formulated in the form of a question.

The hypothesis state that:

Ho: The Students have Negative Perception of Using Fly Swatter Game in Vocabulary Learning at The Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Ha: The Students Have Positive Perception of Using Fly Swatter Game in Vocabulary Learning at The Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

This research uses an independent samples t-test using SPSS 29.0 version. The researcher formulated the hypothesis based on the analyzed data by looking at the table and comparing it with the table. If tcount>ttable, it means that the alternative hypothesis is accepted (there is a significant effect), while tcount <ttable means that it is rejected (there is no significant effect).

2. Data analysis of questionnaire

Questionnaire used a quantitative method. Researcher analyzed questionnaire using some following steps:

a. The researcher collected the data from google form and and gave score from all the answer using Likert Scale below:

1) Strongly Agree reached 5 score

2) Agree reached 4 score

3) Neutral reached 3 score

4) Disagree reached 2 score

5) Strongly disagree reached 1 score

b. After that, Researcher analyze how much the score percentage from each statements by using the formulation from sugiyono[4] :

$$P = \frac{f}{N} \times 100\%$$

P: Percentage

f: Frequency respondents answered

N: Total respondents

c. Researcher categorized students answered into positive or negative perception.

d. Explain the result of questionnaire Researcher explained the result from questionnaire based on the data percentage above. Researcher showed the result also by giving pie chart for each statements, it helped to shown the percentage clearly.

H. The Outline of the Research

The Outline of this Reseacrh consist of three chapters.

Chapter one is that introduce the background of the problems where researcher discussed the lack vocabulary of students at students university level,

[4] Sugiyono.

next there are the identification of the problems, the limitation of the problems, the defenition of the opeartional variable, the formulation of the problem, the objectives of the research, the significances of the researcher.

Chapter two, there are literature review, theoritical description, the related findings, the conceptual framework, and the hypothesis.

Chapter three, there are methodology of the research, the research design, the time and the location of the research, the population and the sample, the instrument of data collection, , the technique for the data analysis.

Chapter four, there are findings and discussion. Chapter five, Conclusion and suggestion.

CHAPTER IV
RESULT AND DISCUSSION

This chapter presented the result of the research about exploring students perception of their vocabulary learning using fly swatter game at the English department at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

A. Data Description

this research had findings result based on the formulation about students perseption in their vocabulary learning using fly swatter game at English department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan after using descriptive Quntitatif method design, the result of the research from the questionnaire:

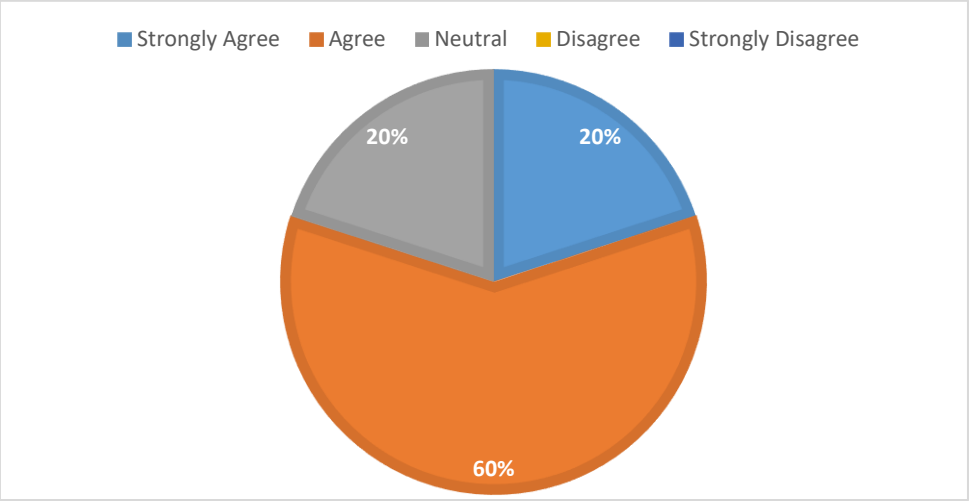
1. The Result Research from Questionnaire

The data from the questionnaire consisted of 25 statements, of which 8 statements examined the analysis of the absorption of external stimuli or objects the five sense individually, 7 items examined the understanding of the object that occurs in the brain, and 10 items individual assessment or evaluation of the object. The participants were 30 students from sixth semester in the English department.

a. Absorption of external stimuli or objects the five sense individually

Based on this indicator, the researcher created 8 statement to know how were students overview before knowing the usefulness of using project based learning. The statements start from number 1 to 8. The following are result that will be described through charts:

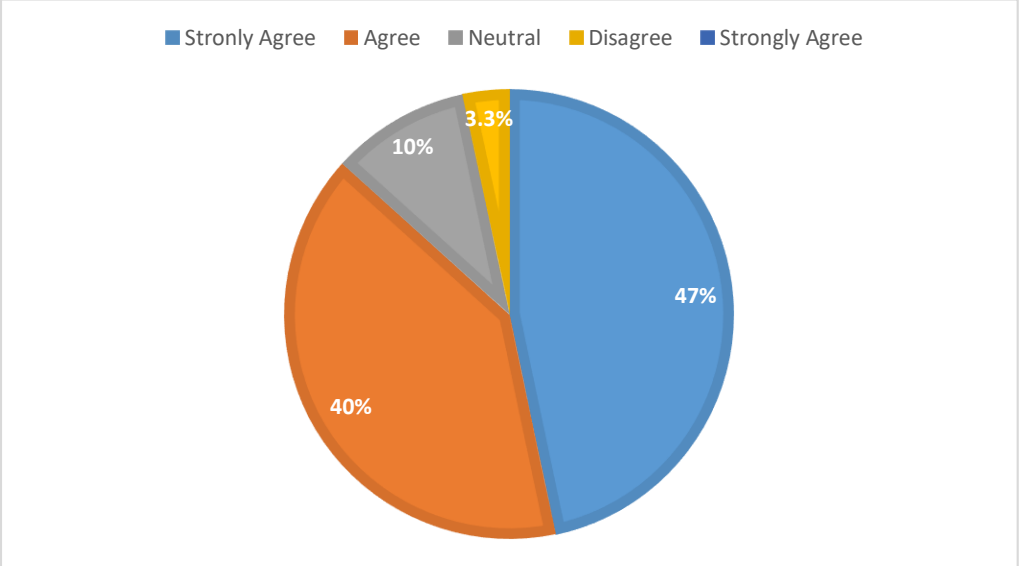
1) I think fly swatter game captures my attention during English class



Pie Chart IV.1.
I think fly swatter game captures my attention during English class

Based on the chart, it is clear that a substantial majority of students think the fly swatter game effective in capturing their attention during English class. Specifically, 18 respondents (60%) and 6 respondents (20%) strongly agreed. Additionally, 6 respondents (20%) chose the neutral option, indicating neither agreement nor disagreement. Notably, there were no respondents who disagreed or strongly disagreed with the statement, suggesting a consensus or positive reception towards the game as a means of enhancing student engagement. Overall, the findings highlight the fly swatter game's perceived effectiveness in maintaining student focus during English lessons.

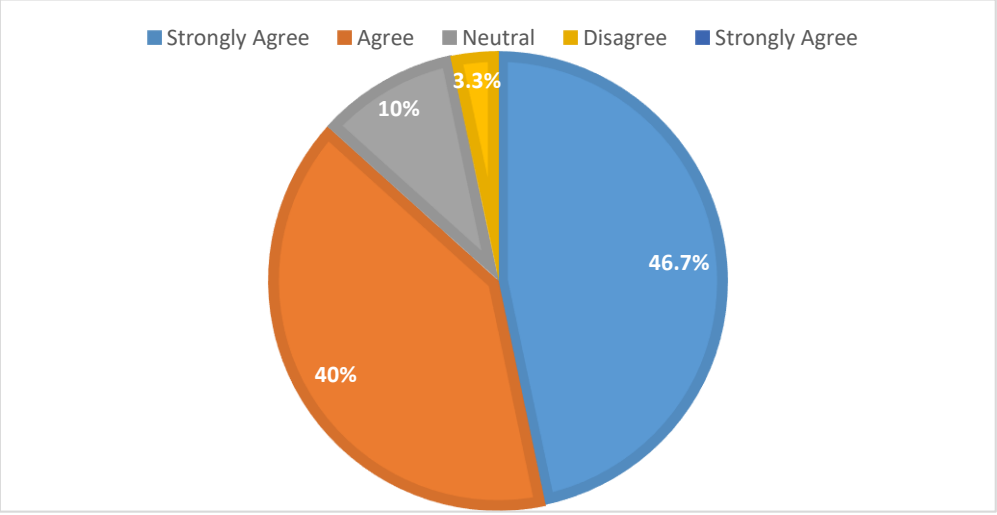
2) I find the Fly Swatter Game engaging and interesting.



Pie Chart IV. 2.
I find the Fly Swatter Game engaging and interesting.

The pie chart describes that a significant majority of students strongly agreed that they see the fly swatter game engaging and interesting, comprising 14 (46%) who strongly agreed and 12 (40%) who agreed, supported the statement under investigation. Furthermore, a small percentage of students, 3 (10%), expressed a neutral stance, while only 1 (3.3%) student disagreed. Notably, none of the students strongly disagreed with the statement. These findings indicate a predominantly positive response among students regarding the topic, suggesting a strong level of agreement or at least acceptance with the statement being assessed.

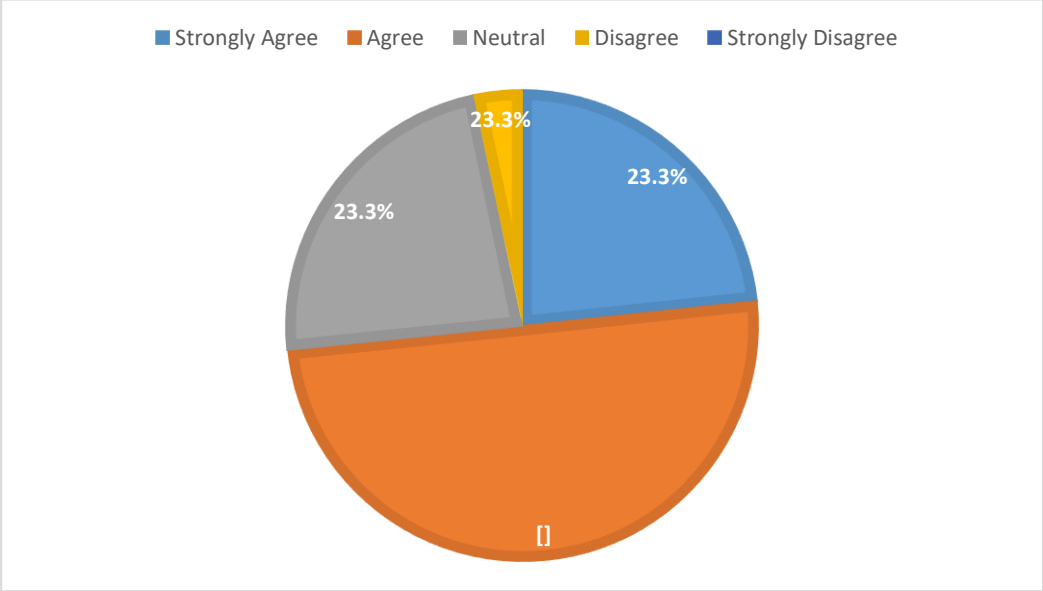
3) Using the Fly Swatter Game makes learning English more enjoyable



Pie Chart IV.3.
Using the fly swatter game makes learning english more enjoyeble

Based on the chart, the researcher observed that almost a half of total students strongly agreed that by using fly swatter game makes their english learning more enjoyable, specifically 14 (46.7%), strongly agreed, and 12 (40%) agreed that using the fly swatter game makes learning English more enjoyable. Additionally, 3 respondents (10%) chose the neutral option, while 1 respondent (3.3%) strongly disagreed. Notably, there were no respondents who expressed disagreement with the statement. These findings indicate a predominantly positive response to the use of the fly swatter game in enhancing enjoyment during English learning sessions. The majority of respondents either strongly agreed or agreed with its effectiveness, suggesting that the game is well-received among students as a tool to make learning English more engaging and enjoyable.

4) The Fly Swatter Game helps me focus better on learning activities

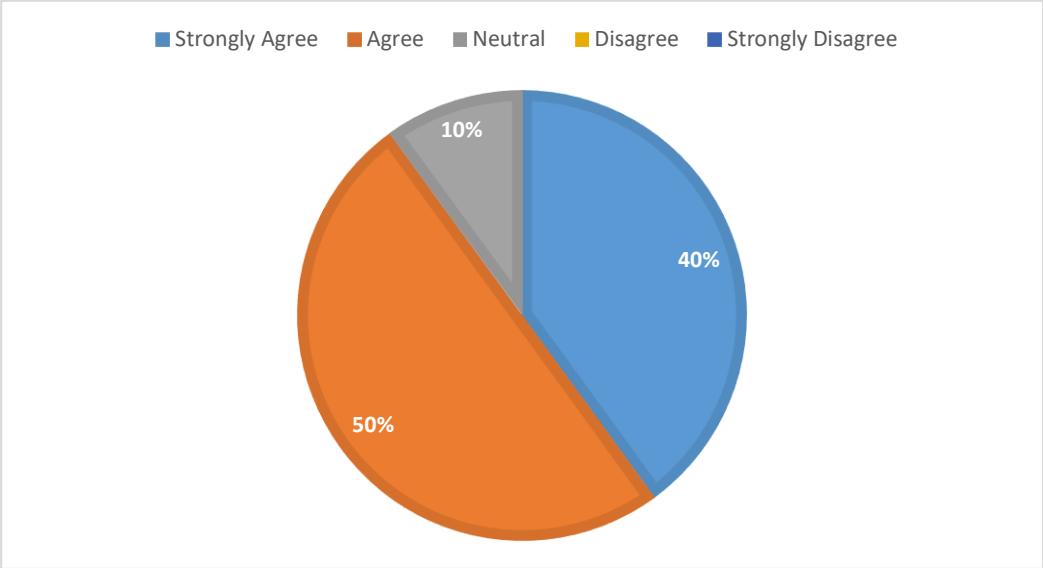


Pie Chart IV.4.
The fly swatter game helps me focus batter on learning activities

Regarding the effectiveness of the fly swatter game in helping students focus better on learning activities, the researcher found that a significant portion of respondents, 15 (50%) agreed and 7 (23.3%) strongly agreed with this statement. Additionally, 7 respondents (23.3%) chose the neutral option, indicating neither agreement nor disagreement. Only 1 respondent (3.3%) disagreed with the statement. Importantly, no respondents strongly disagreed.

These findings suggest a generally positive reception to the idea that the fly swatter game aids students in focusing during learning activities. A majority either agreed or strongly agreed with its effectiveness, while a notable portion chose to remain neutral. This indicates a favorable perception of the game's ability to enhance student concentration in educational settings.

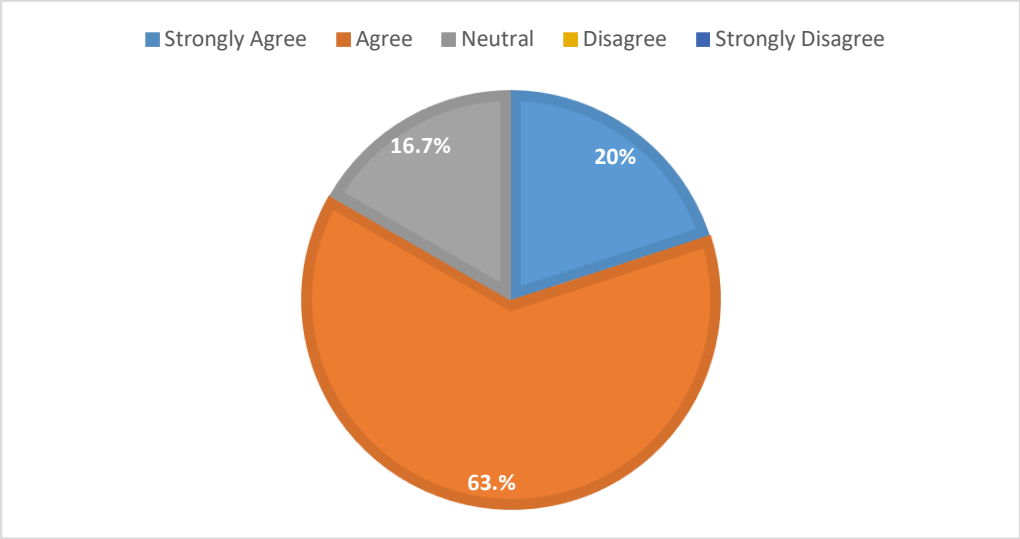
5) The physical activity in the Fly Swatter Game makes the class more lively.



Pie Chart IV.5.
The physical activityin the fly swatter game makes the class more lively

Based on the pie chat, it is evident that a significant majority of students responded positively to the statement. Specifically, 15 students (50%) agreed agreed, while 12 students (40%) strongly. Additionally, 3 students (10%) chose the neutral option, indicating neither agreement nor disagreement.These findings highlight a strong level of support among students for the statement in question. The majority either strongly agreed or agreed, indicating a favorable perception of whatever was being assessed or discussed. The neutral responses suggest that a small portion of students were undecided or indifferent to the statement. Overall, the data reflects a positive consensus among students regarding the topic under consideration.

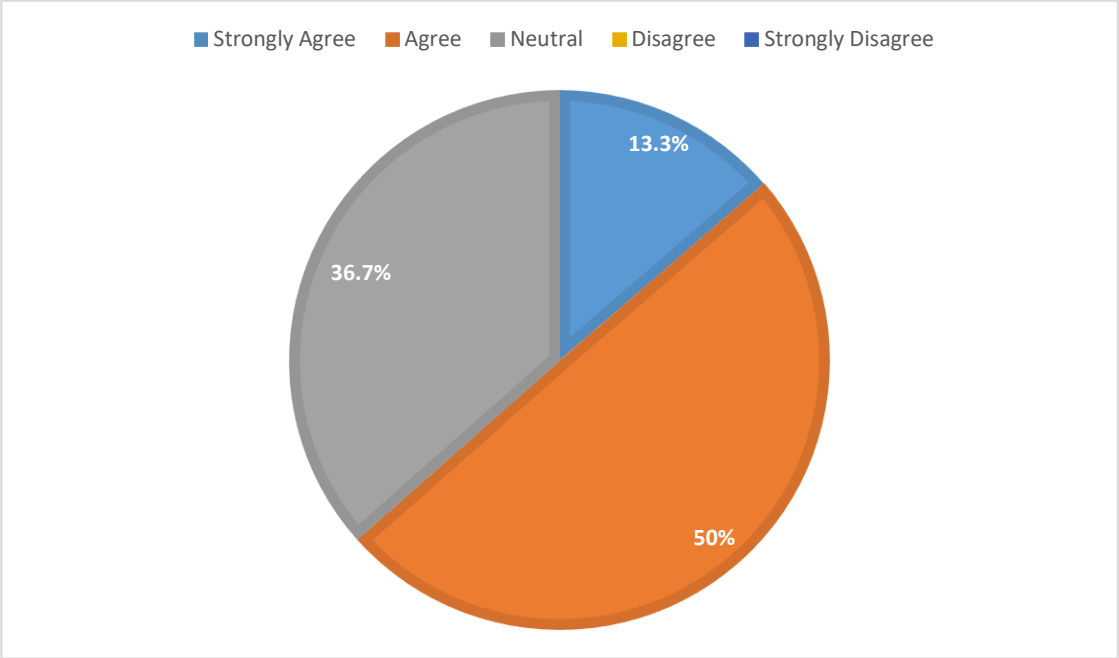
6) I feel more alert and attentive when we play the Fly Swatter Game.



Pie Chart IV.6.
I feel more alert and attention when we play the fly swatter game

The pie chart describe that more than a half total students in that class agreed that they feel more alert and attentive when they play the fly swatter game. Specifically, 19 students (63.3%) agreed with this statement while 5 students (16.7%) chose the neutral option. Interestingly, there were no students who strongly disagreed or disagreed, highlighting a consensus towards the positive impact of the game on class energy. Additionally, 6 students (20%) strongly agreed option, indicating a neutral stance on the matter. Overall, the data suggests that students perceive the physical activity involved in the fly swatter game as effective in making the classroom environment more lively. The lack of negative responses underscores a generally positive reception towards incorporating such interactive activities into the learning process.

7) The Fly Swatter Game motivates me to participate more actively in class

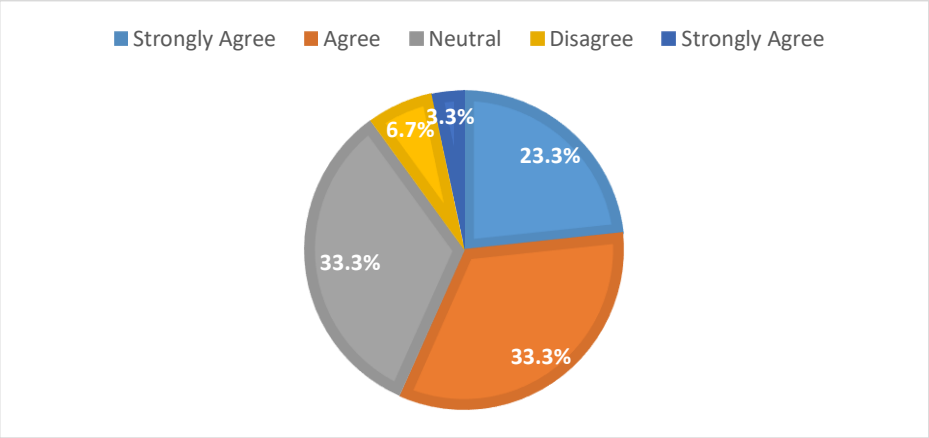


Pie Chart IV.7.
The fly swatter game motivates me to practice more affectifly in class

Based on the pie chart above, It was found that a half total students in that class agreed when asked about the Fly Swatter Game motivates them to participate more actively in class. Specifically, students 15 students (50%) , and 4 (13.3%) strongly agreed with this statement. Additionally, 11 students (36.7%) chose the neutral option, indicating a lack of strong opinion either way.These findings suggest that while a significant number of students perceive the teaching strategy as beneficial for their learning, a notable portion remains undecided. The lack of negative responses indicates a generally favorable reception towards the strategy, with a considerable number of students either agreeing or strongly agreeing with its effectiveness in enhancing their learning

experience.

8) The game format of the Fly Swatter Game keeps me from getting bored during the lesson.



Pie Chart IV.8.
The game format of fly swatter game keeps me from getting bored during the lesson

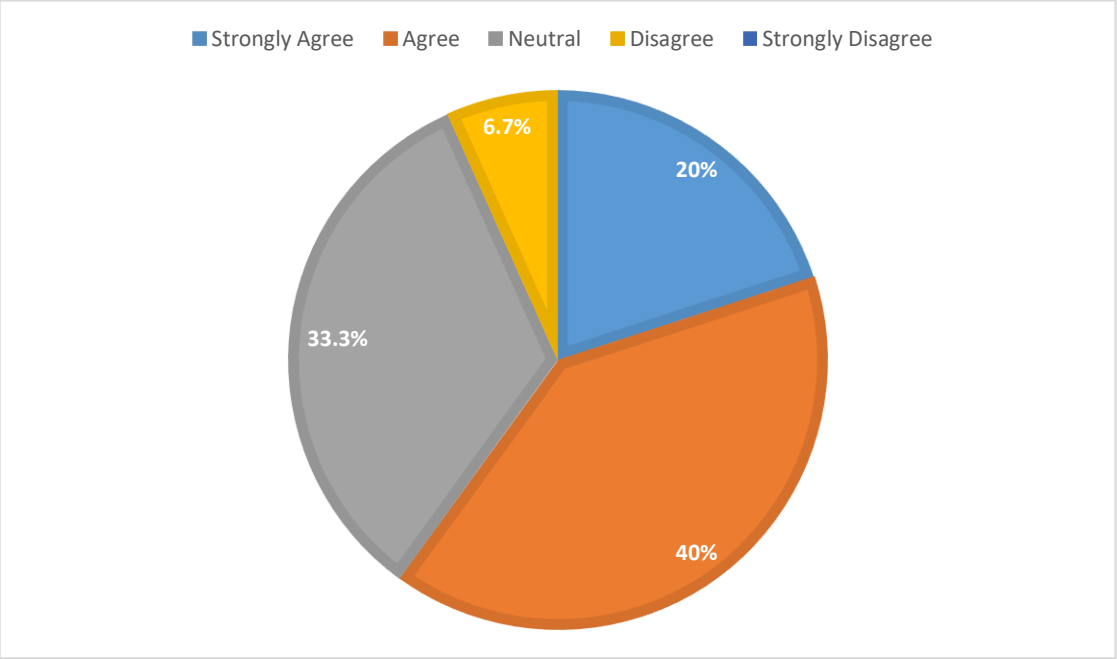
The researcher found that a significant portion of students expressed their views on the statement about the fly swatter game. Specifically, 10 students (33.3%) agreed and 10 students (33.3%) provided neutral responses that the game format prevents boredom during lessons. 7 students (23.3%) strongly agreed,. Additionally, one student (3.3%) strongly disagreed, and two students (6.7%) disagreed with the statement. However, 7 students (23.3%) strongly agreed with the statement. one student (3.3%) strongly disagreed, and two students (6.7%) disagreed with the statement.These findings highlight that more than 33.3% of students agreed with the statement, suggesting that many perceive the fly swatter game as effective in maintaining engagement during lessons. The presence of neutral and negative responses indicates varying levels of opinion among students

regarding the game's ability to prevent boredom in the classroom.

b. Understanding of the object that occurs in the brain

The second idicator was about students point of view after know the object. In ithis case about students perception in their vocabulary learning by using fly swatter game. There were 7 statements that students had answered. The students had chosen the answered base on their point of view.

1) The Fly Swatter Game helps me understand English vocabulary better.

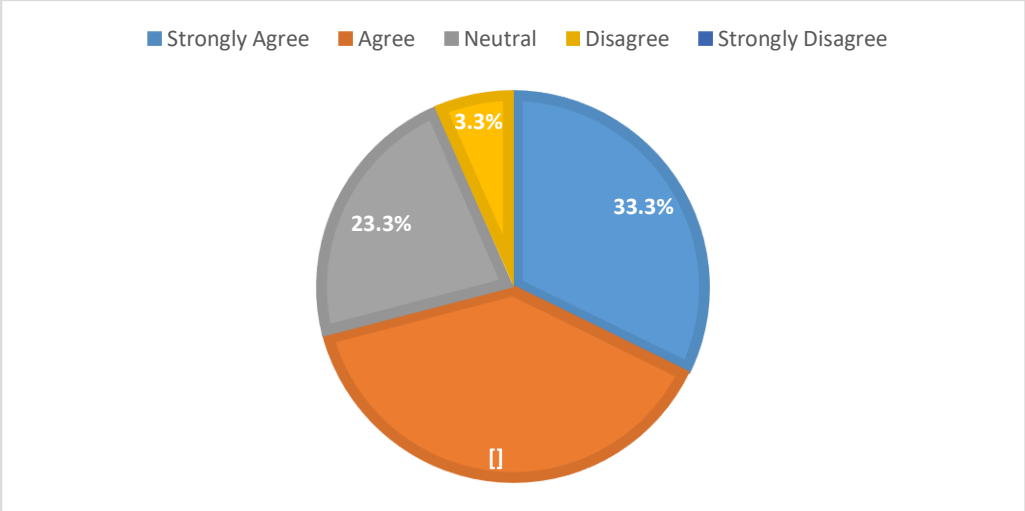


Pie chartIV. 9.
The fly swatter game helps me understand english vocabulary better

Based on the pie chart above, the findings indicate that almost of total students agreed that the Fly Swatter Game helps them understand English vocabulary better. Specifically, 12 students (40%) agreed, while 2 students (6.7%) disagreed with it. Additionally, 6 students (33.3%)

responded neutrally, and 10 students (20%) strongly agreed. Importantly, no students responded with strong disagreement.These results suggest that a majority of students hold a positive view towards the statement in question. The presence of neutral and a smaller number of disagreeing responses indicates varying degrees of opinion among students, but the absence of strong disagreement underscores a general agreement with the statement among the student population.

2) Playing the Fly Swatter Game improves my ability to recall English words.

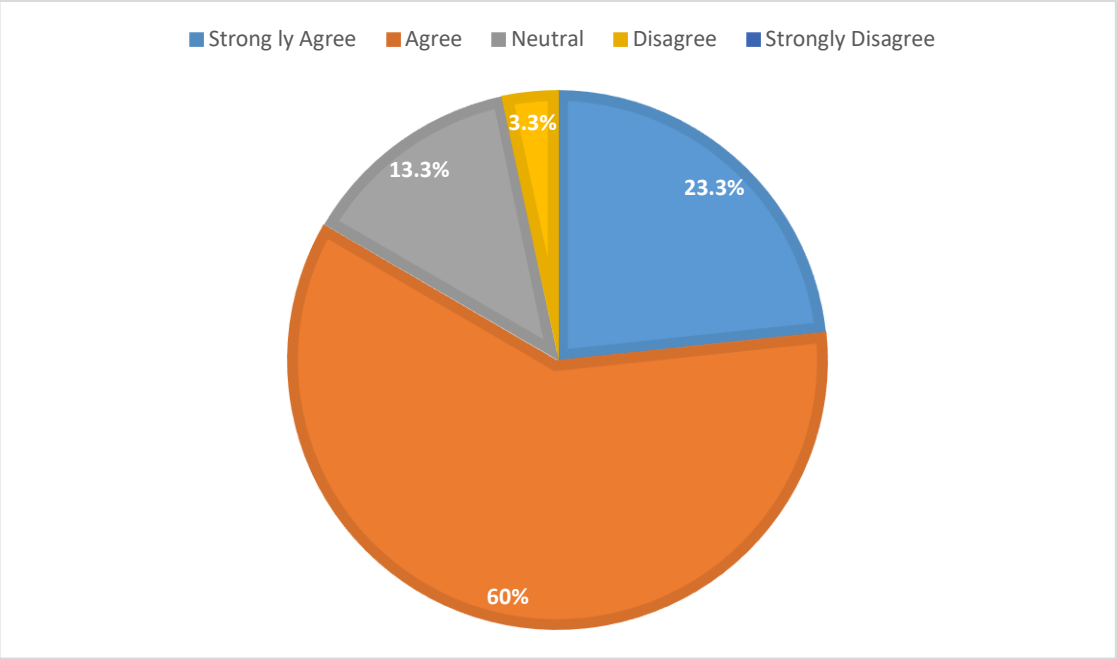


Pie Chart IV.10
Playing the fly swatter game improves my ability to recall English word

Based on the pie chart above, regarding the impact of playing the fly swatter game on improving English word recall, it is notable that no students expressed strong disagreement with this notion. A significant majority, comprising 40% of the students, agreed that playing this game indeed enhances their ability to recall English words. Additionally, 33.3%

of students strongly agreed with this assertion. A smaller proportion of 23.3% remained neutral on the matter, while only 3.3% of students disagreed with the statement. These responses illustrate a generally positive inclination towards the belief that engaging in the fly swatter game contributes positively to their English word recall abilities.

3) I can remember the lessons better when the lecturer taught using the Fly Swatter Game.

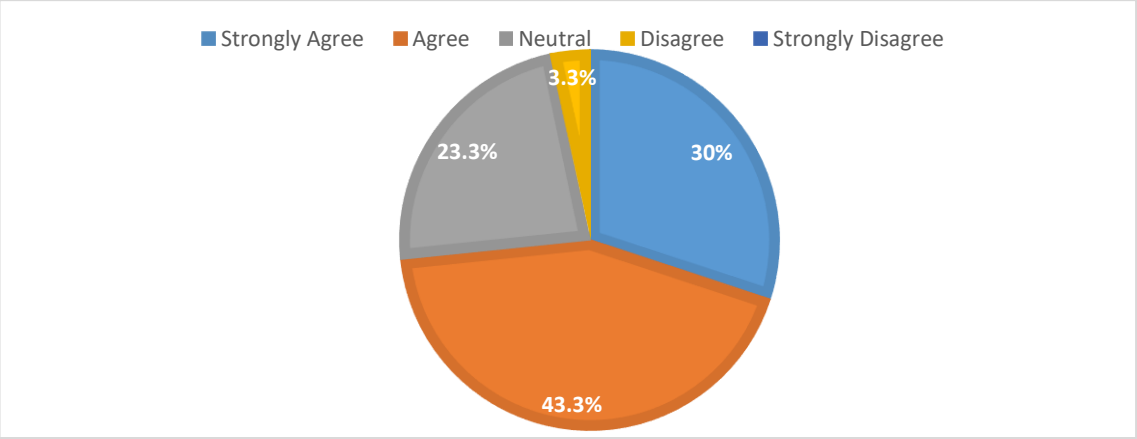


Pie Chart 11
I can remember the lesson better when the lecturer taught using the fly swatter game

The pie chart above describe that, statement that they can remember the lesson better when lecturer taught using the fly swatter game, more than a half of students total that agreeed with the statement. Comprising 60%, agreed that they can better remember lessons when lecturers incorporate this game into their teaching methods. Additionally, 23.3% of students

expressed strong agreement with this sentiment. A smaller portion, approximately 13.3%, remained neutral on the matter, which corresponds to about 4 students. Conversely, only 3.3% of students, representing around 1 student, disagreed that their lesson retention improved when the fly swatter game was used during lectures. These responses indicate a predominantly positive perception among students regarding the beneficial impact of integrating the fly swatter game into teaching strategies for enhancing lesson recall.

4) The Fly Swatter Game helps clarify difficult concepts in English

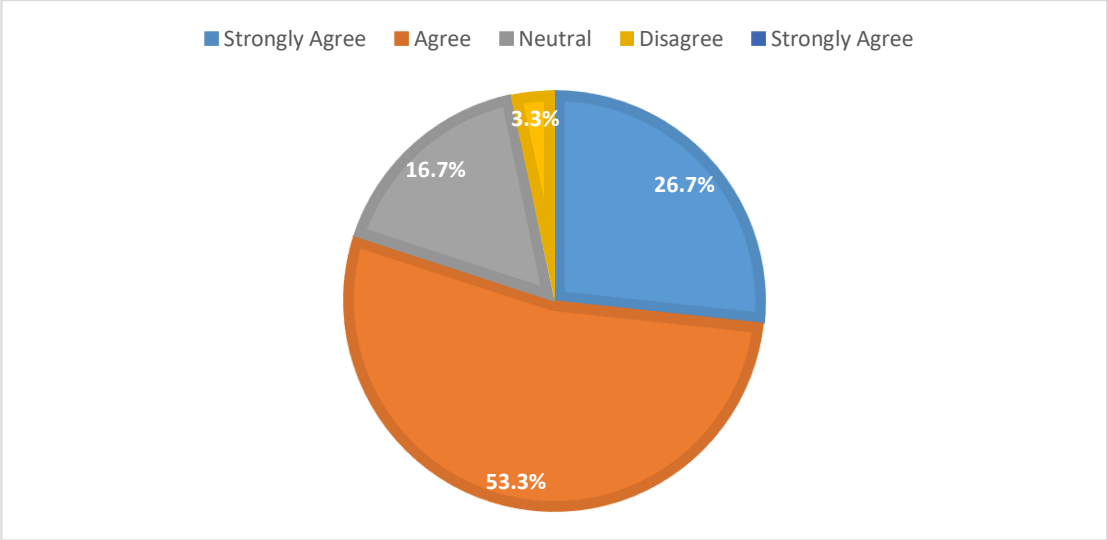


Pie Chart IV.12.
The fly swatter game helps clarify difficult concepts in English

The pie chart describes that almost half of the total students in the class agreed with the statement about the fly swatter game help them to clarify difficult cocepts in English. approximately 43.3% of students, totaling around 13 students, agreed with this assertion. 30% of students, strongly agreed that the game effectively helps in clarifying challenging English concepts. A smaller group, representing 23.3% or about 7 students,

remained neutral on the topic. Conversely, only 3.3% of students, equating to approximately 1 student, disagreed that the fly swatter game contributes to clarifying difficult English concepts. Additionally, 30% of students, strongly agreed that the game effectively helps in clarifying challenging English concepts. These findings highlight a predominantly positive perception among students regarding the game's ability to enhance understanding of complex English topics, despite a minority expressing neutrality or disagreement.

5) I learn new English words more quickly through the Fly Swatter Game.

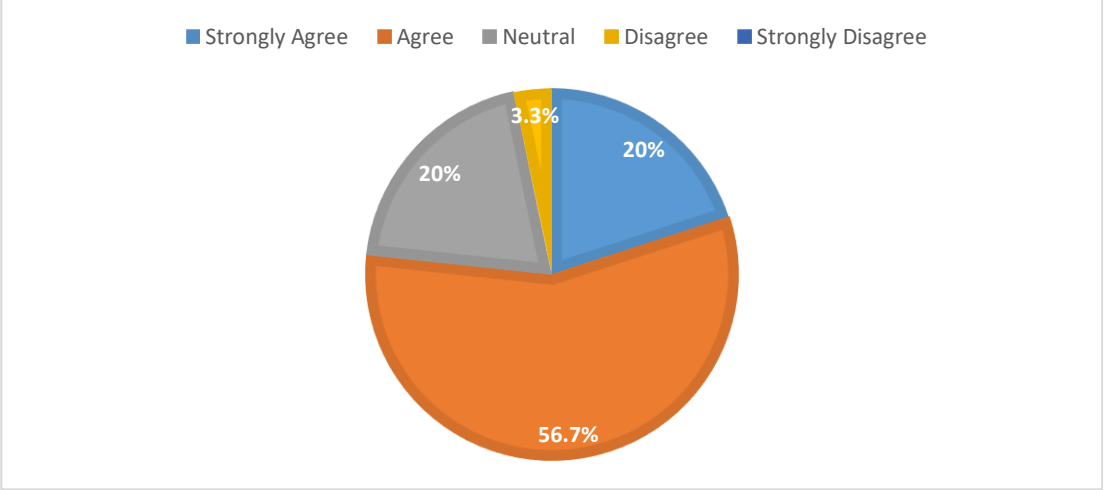


Pie Chart IV. 13.
I learn new English words more quickly through the fly swatter game

Based on the pie chart above, it is evident that a significant majority of students hold positive views regarding the subject under investigation. Specifically, an even larger proportion, accounting for 53.3% of students,

expressed agreement, reinforcing the prevalent positive sentiment among the respondents. A smaller contingent, approximately 16.7% or 5 students, maintained a neutral stance on the issue. Conversely, a mere 3.3% or 1 student disagreed with the statement, suggesting minimal dissent among the participants. Moreover, 26.7% of students responded with strong agreement, indicating a robust endorsement of the topic at hand. Notably, none of the students responded with strong disagreement, underscoring the overall consensus favoring the topic being studied.

6) The Fly Swatter Game helps me make connections between new and known vocabulary.

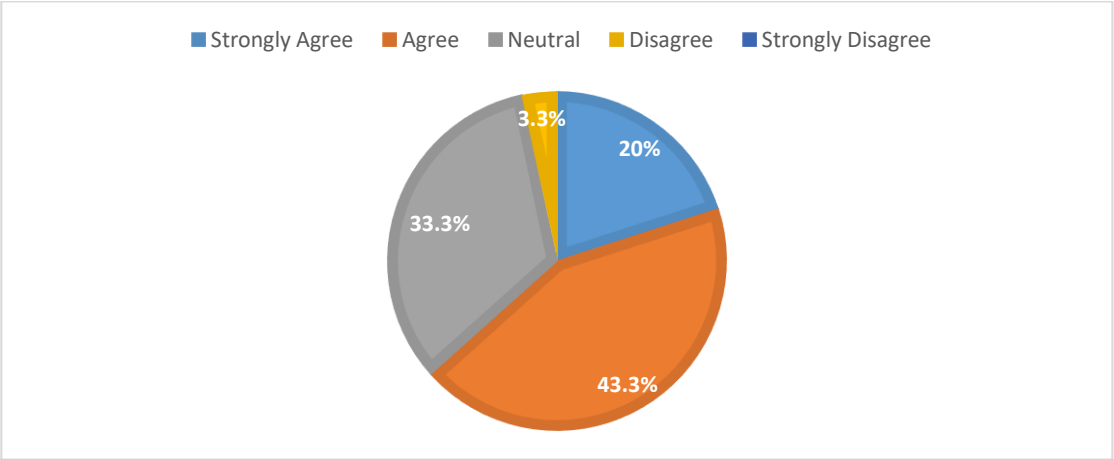


Pie Chart IV.14.
The fly swatter game helps me make connections between new and known vocabulary.

The pie chart above describes that half of the students in the class agreed with the statement the fly swatter game helps them make connections between new and known vocabulary. Specifically, 56.7% of students

affirmed their agreement, highlighting a significant consensus among the respondents. Conversely, a mere 3.3% of students expressed disagreement, reflecting a minor dissenting opinion within the group. Meanwhile, a notable 20% expressed strong agreement, underscoring a robust endorsement of the topic. Furthermore, 20% of students responded neutrally, suggesting a reserved position without a strong inclination either way. These findings reveal a predominantly favorable perception among students regarding the matter under investigation, with strong support and minimal opposition observed in the responses collected.

7) I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.



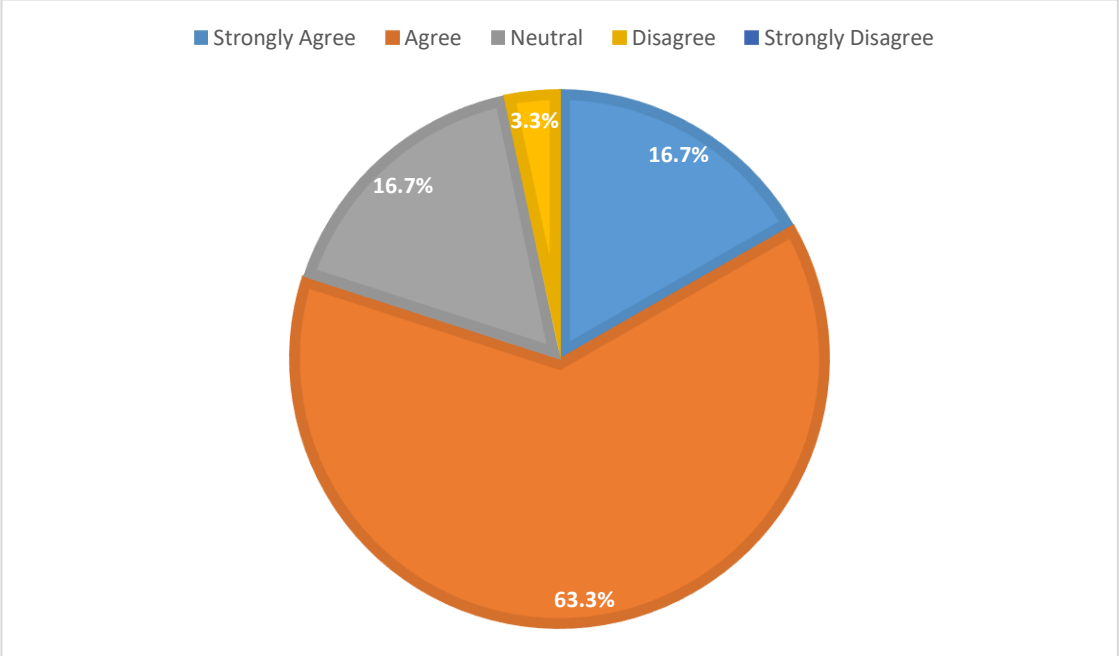
Pie Chart IV.15.
I feel that the fly swatter game helps me grasp the meaning of new vocabulary

Based on the pie chart ,almost halfof students in the class agreed that they think that the fly swatter game helps Students grasp the meaning of new vocabulary. Specifically, 43.3% of students agreed, suggesting a substantial portion of the respondents found merit in the statement.

Furthermore, only 3.3% of students disagreed with the statement, representing a minority viewpoint within the group. Additionally, 20% of students strongly agreed, demonstrating robust support for the topic at hand. In contrast, 33.3% of students responded neutrally, reflecting a significant number who withheld strong opinions or remained undecided. This neutrality underscores a cautious approach or a lack of definitive stance among a considerable segment of the cohort. Importantly, no students indicated strong disagreement, indicating a lack of vehement opposition among the respondents. Overall, the data presents a nuanced picture of student perspectives, with a majority leaning towards agreement or neutrality regarding the topic.

c. Individual assessment or evaluation of the object

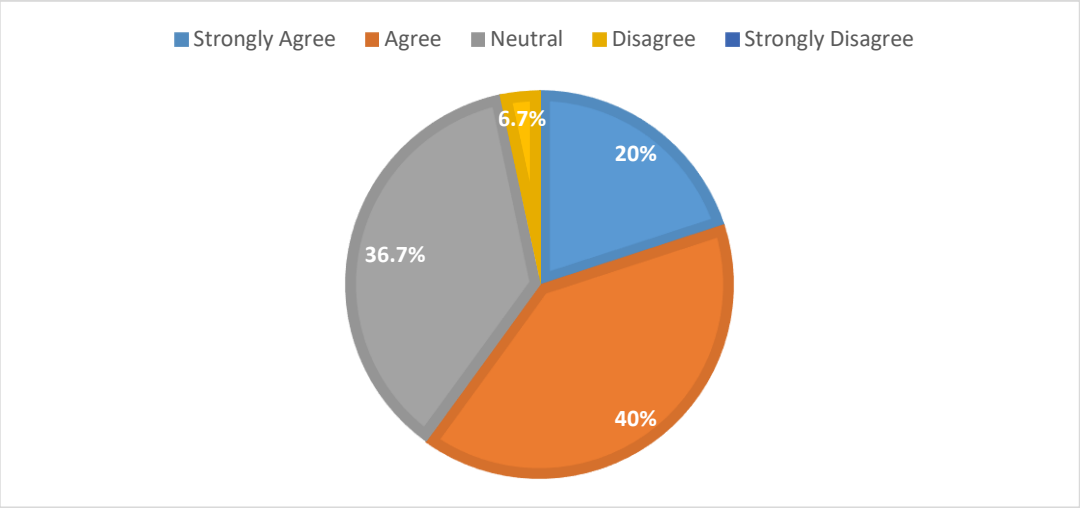
1) I think the fly swatter game is an effective tool for learning English in the class.



Pie Chart IV.16.
I think the fly swatter game is an effective tool for learning English in the class

Based on the pie chart provided, it is clear that a substantial majority of students hold a positive view regarding the subject under consideration. A combined total of 80% of students either agreed (63.3%) and strongly agreed (16.7%) with the statement, indicating strong consensus among the respondents. This significant agreement highlights a common positive sentiment among the students towards the statement. Furthermore, 16.7% of students responded neutrally, suggesting a portion of the group withheld strong opinions or remained undecided. In contrast, only 3.3% of students disagreed with the statement, representing a minority viewpoint within the cohort. Notably, there were no students who expressed strong disagreement with the statement, emphasizing the absence of strong opposition among the respondents.

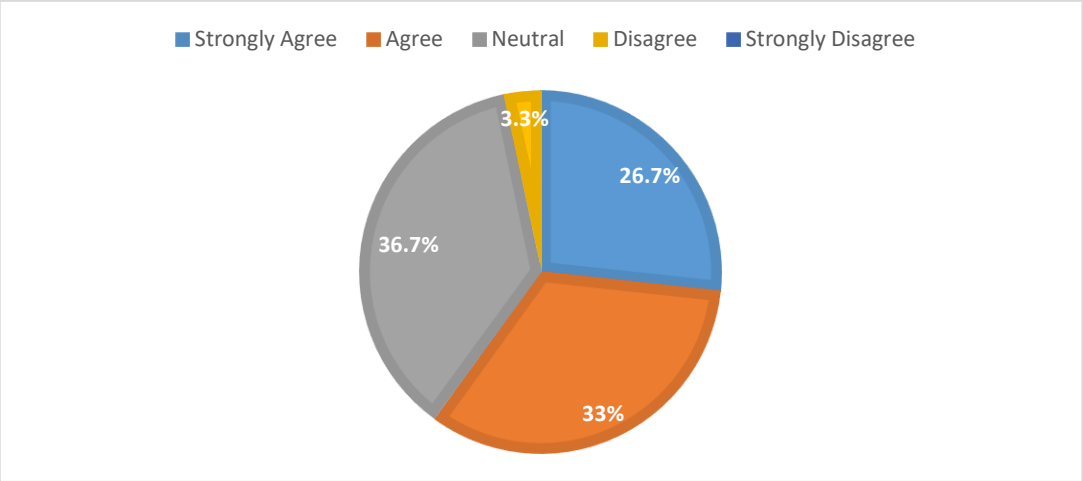
2) I feel more comfortable participating in English class when we play the Fly Swatter Game.



Pie Chart IV.17.
I feel more comfortable participacing in english class when we play the fly swatter game

Based on the pie chart above, for the statement provided, it is evident that the majority of students express a generally positive perspective on the subject in question. Specifically, agreed (40%) agreed with the statement. In contrast, only 6.7% of students disagreed with the statement, representing a minority viewpoint within the group. strongly agreed (20%) with the statement, indicating a notable level of agreement among the respondents. Moreover, 36.7% of students responded neutrally. Notably, there were no students who expressed strong disagreement, highlighting the absence of strong opposition among the respondents.This substantial agreement underscores a prevalent positive sentiment among the students towards the statement.

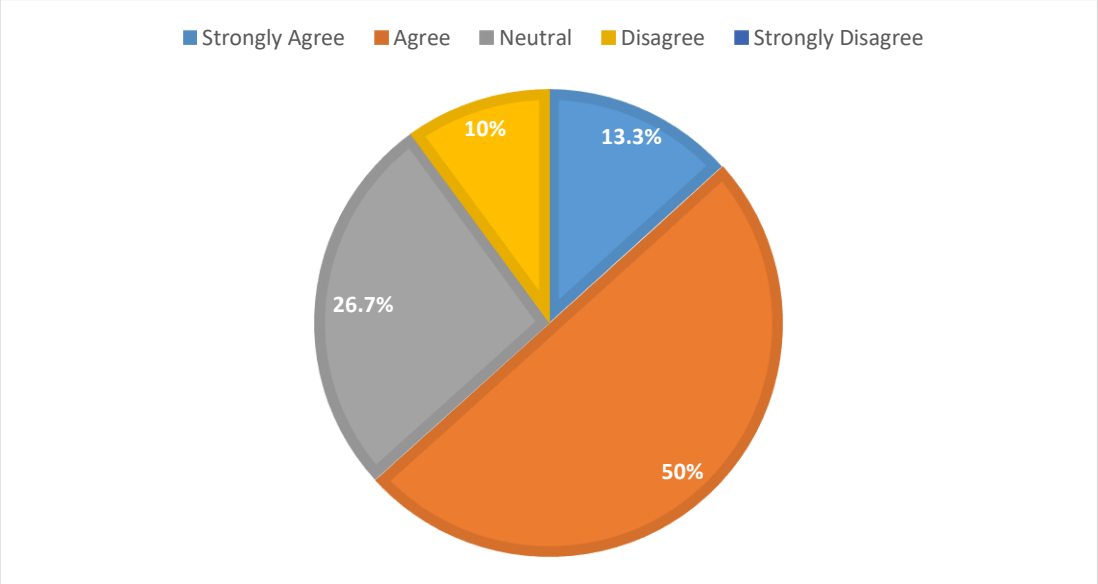
3) I think my English vocabulary retention has improved with the use of the Fly Swatter Game.



Pie Chart IV.18.
I think my English vocabulary retention has improved with the use of the fly swatter game

Based on the pie chart provided,almost half of students in the class neutrally that they think their English vocabulary retention have improved with the use of the fly swatter game. Specifically, 36.7% of students responded neutrally, suggesting a sizable portion of the cohort either withheld strong opinions or remained uncertain about the statement's validity. Moreover, only 3.3% of students disagreed with the statement, representing a minority viewpoint within the group. In contrast, agreed (33%) and strongly agreed (26.7%) with the statement, indicating a notable level of consensus among the respondents. This substantial agreement underscores a prevalent positive sentiment among the students towards the statement. Notably, there were no students who expressed strong disagreement, highlighting the absence of strong opposition among the respondents.

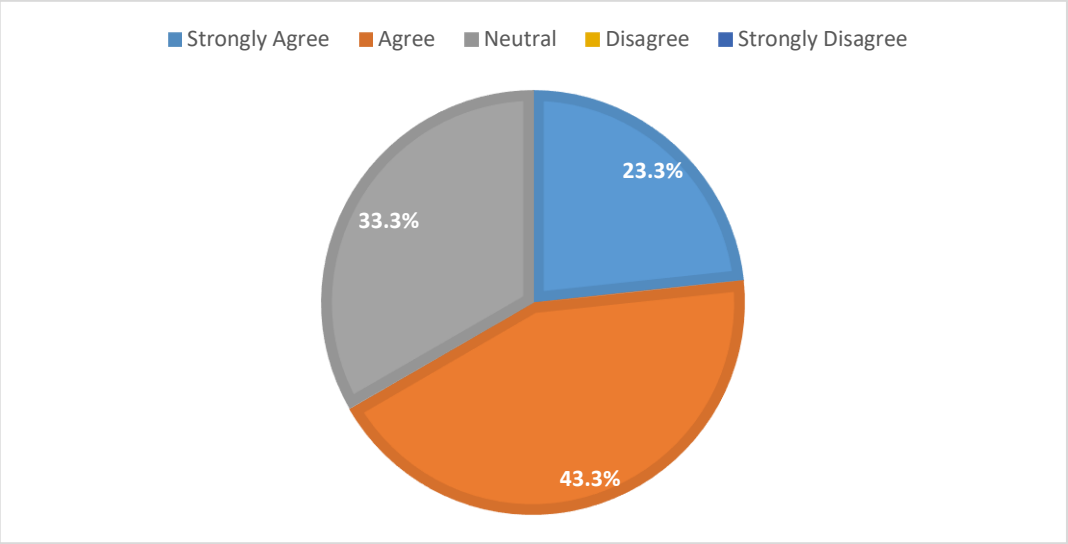
4) The Fly Swatter Game have me interested in the lesson topic.



Pie Chart IV.19.
The fly swatter game have me interested in the lesson topic

The pie chart above describe that half of the students in the class agreed that the fly swatter game have them intereted in the lesson topic. The most of students respond agreed (50%) with the statement. This majority agreement highlights a prevalent positive sentiment among the students towards the statement. In contrast, 10% of students disagreed with the statement, representing a minority viewpoint within the group. Moreover, strongly agreed (13.3%) with the statement. Additionally, 26.7% of students responded neutrally, suggesting a significant proportion of the cohort either withheld strong opinions or remained uncertain about the statement's validity. Notably, while there is a notable neutral response and some disagreement, the absence of strong disagreement indicates a lack of vehement opposition among the respondents.

5) I find it easier to recall the lesson material when i play the Fly Swatter Game because of its excitement.

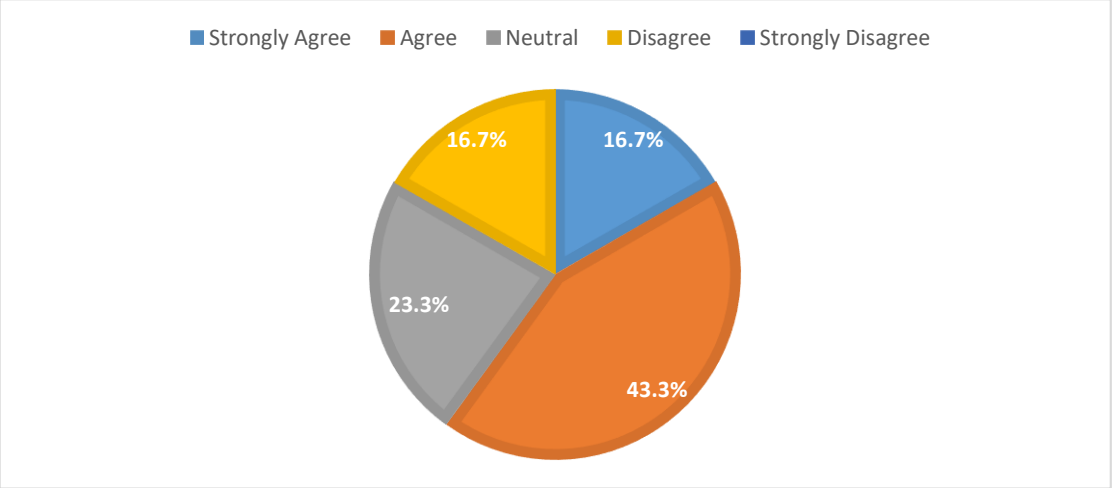


Pie Chart IV.20.
I find it easier to recall the lesson material when I splay the fly swatter game because of its exitement

The pie chart above presented, the majority of students exhibit a positive stance towards the statement in question. A significant 66.6% of students either strongly agreed (23.3%) or agreed (43.3%) with the statement, indicating a clear consensus among the respondents. This substantial agreement underscores a prevalent positive sentiment among the students regarding the statement. Additionally, 33.3% of students responded neutrally, suggesting a considerable portion of the cohort withheld strong opinions or remained uncertain about the statement's validity. Notably, there were no students who expressed disagreement or strong disagreement, highlighting the absence of opposition or strong dissent among the

respondents.Overall, the findings indicate a generally favorable reception among students towards the statement.

5) The Fly Swatter game provides a good opportunity for me to practice vocabulary with my peers.

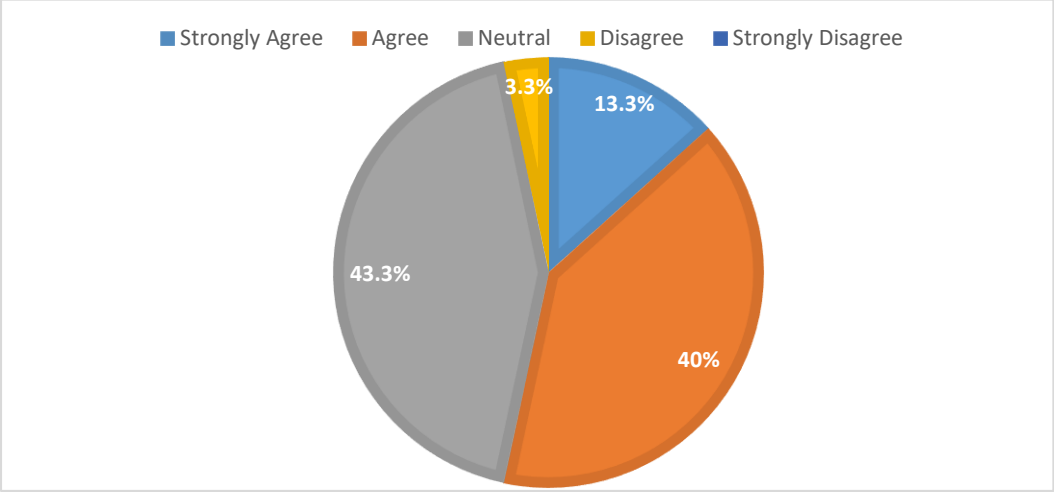


Pie Chart IV.21.
The fly swatter game provides a good opportunity for me to practice vocabulary with my peers

According to pie chart above, it is evident that a majority of students hold a positive view regarding the statement in question. Specifically, 59.3% of students either strongly agreed (16.7%) or agreed (43.3%) with the statement, indicating a significant level of consensus among the respondents. This substantial agreement underscores a prevalent positive sentiment among the students. Additionally, 23.3% of students responded neutrally, suggesting a considerable portion of the cohort either withheld strong opinions or remained uncertain about the statement's validity. In contrast, 16.7% of students disagreed with the statement, representing a

minority viewpoint within the group. Notably, there were no students who expressed strong disagreement, highlighting the absence of strong opposition among the respondents.

6) The Fly Swatter game have helped me to enhance my vocabulary skills.

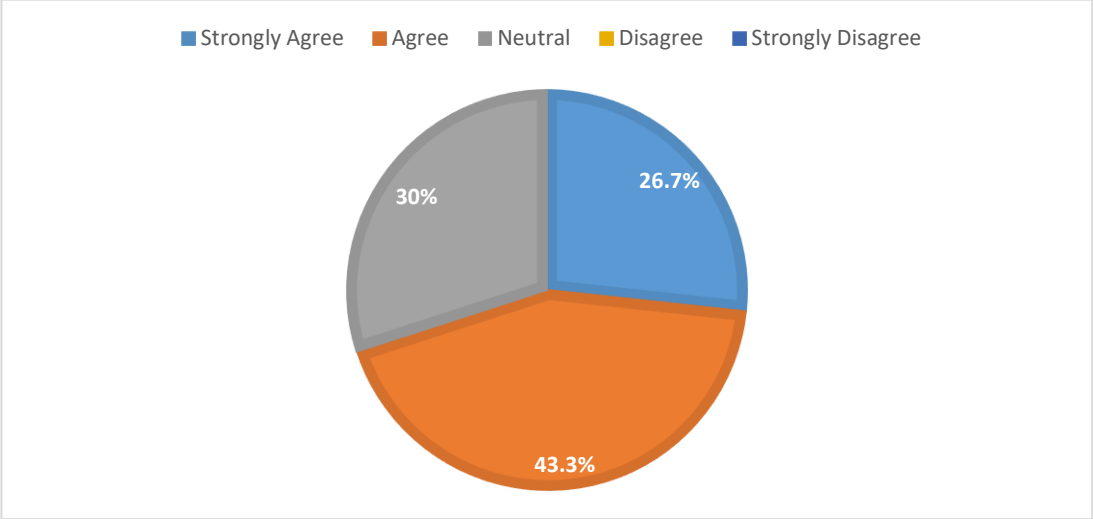


Pie Chart IV.22.
The fly swatter game have halped me to enhance my vocabulary skills

Based on the data provided, the responses from students indicate a diverse range of perspectives on the statement in question. A combined total of 53.3% of students either strongly agreed (13.3%) or agreed (40%) with the statement, suggesting a notable level of consensus among the respondents. This majority agreement underscores a prevalent positive sentiment among the students towards the statement. Furthermore, 43.3% of students responded neutrally, indicating a significant proportion of the cohort withheld strong opinions or remained uncertain about the statement's validity. In contrast, only 3.3% of students disagreed with the statement,

representing a minority viewpoint within the group. Notably, there were no students who expressed strong disagreement, highlighting the absence of strong opposition among the respondents.

7) I think the Fly Swatter game is an effective tool for learning vocabulary.

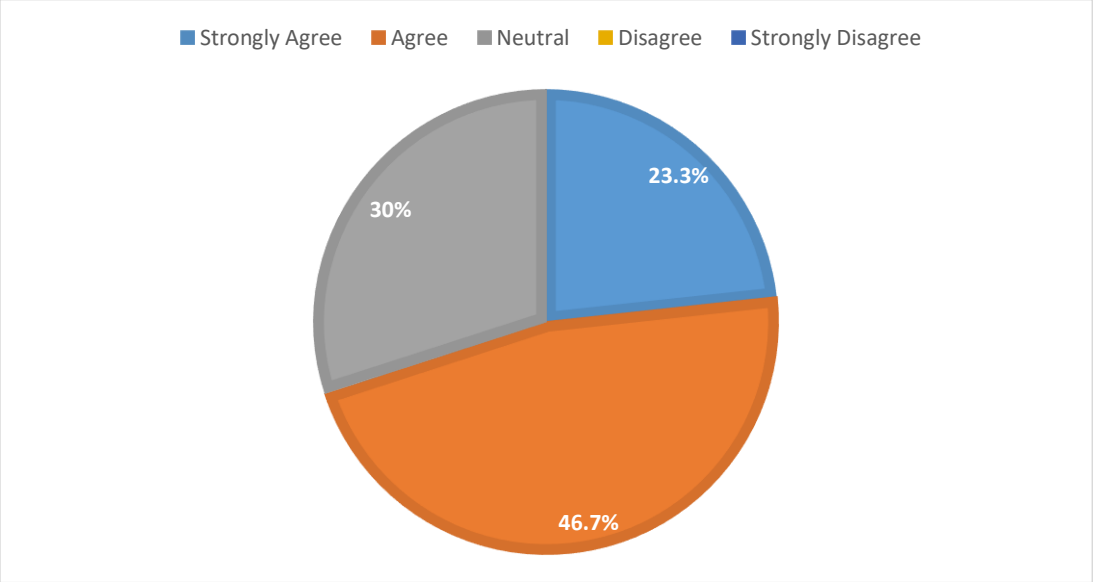


Pie Chart IV 23.
I think the fly swatter game is an effective tool for learning vocabulary

Based on the pie chart, it is evident that a majority of students hold a positive view regarding the statement in question. Specifically, 70% of students either strongly agreed (26.7%) or agreed (43.3%) with the statement, indicating a significant level of consensus among the respondents. This substantial agreement underscores a prevalent positive sentiment among the students towards the statement. Additionally, 30% of students responded neutrally, suggesting a considerable portion of the cohort either withheld strong opinions or remained uncertain about the statement's validity. Importantly, there were no students who expressed

disagreement or strong disagreement, highlighting the absence of opposition or strong dissent among the respondents.

8) I would recommend the Fly Swatter game to other students for vocabulary learning.

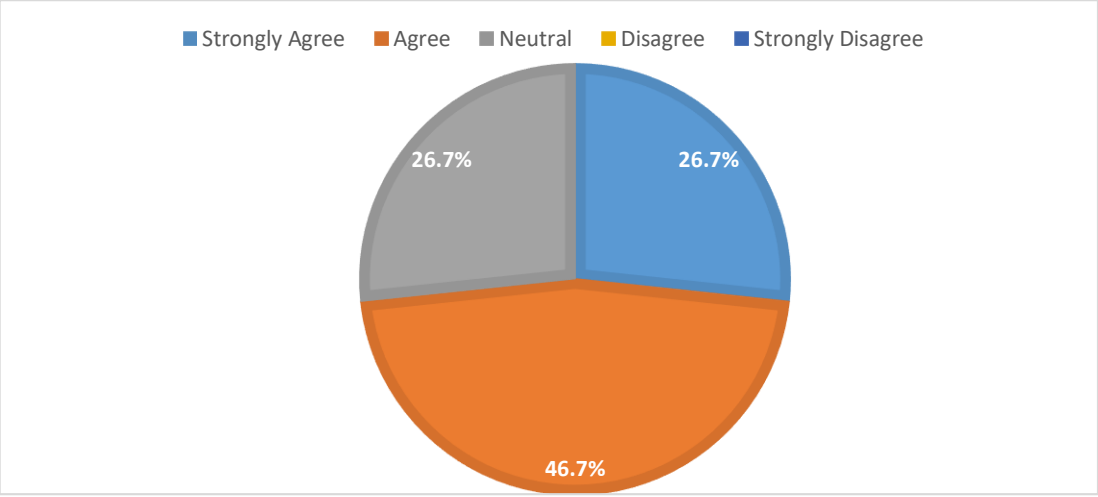


Pie Chart IV. 24.
I would recommend the fly swatter game to other students for vocabulary learning

Based on the data analysis, almost half of students in the class agreed with the statement that they would recommend the fly swatter game to other students for vocabulary. The majority of students (70%) either strongly agreed (23.3%) or agreed (46.7%) with the statement, indicating a clear consensus and positive sentiment among respondents. A notable portion (30%) responded neutrally, suggesting uncertainty or a lack of strong opinion. Importantly, no students expressed disagreement or strong disagreement, highlighting widespread acceptance of the statement without

significant dissent.In conclusion, the findings reveal a strong and dominantly favorable reception among students towards the statement, with a majority endorsing its validity and a minority maintaining neutrality. This overall positive response underscores the general agreement and lack of opposition among the student participants.

9) I feel motivated to learn more vocabulary words because of the Fly Swatter game



Pie Chart IV.25.
I feel motivated to learn more vocabulary words besause of the fly swatter game

Based on the pie chart above, a significant majority of students agreed with the statement that they feel motivated to learn more vocabulary words because of the fly swatter game. Specifically, students agreed (46.7%) with the statement, indicating a clear consensus and positive sentiment among respondents. Furthermore, strongly agreed (26.7%) and (26.7%) responded neutrally, suggesting some students withheld strong opinions or remained

uncertain. Importantly, no students expressed disagreement or strong disagreement, highlighting widespread acceptance of the statement without opposition. In summary, the findings demonstrate a strong and predominantly positive reception among students towards the statement. The high agreement percentage underscores general support for the statement, while the neutral responses reflect a range of perspectives among the participants.

Table IV.1. The Data Result

1.	The highest score	125
2.	The lowest score	72
3.	Mean score	98,13
4.	Median	97,5
5.	Modus	99

Based on the table above, it known that the highest score is 125, the lowest is 72. While mean score is 98,13, median is 97,5 and modus 99.

Table IV.2. Frequency Distribution

Interval	Mid Point	Frequency	Percentage
72-80	76	1	3.33%
81-89	85	1	3,33%
90-98	94	14	46.67%
99-107	103	10	33,33%

108-116	112	3	10.00%
117-125	121	1	3,33%

Based on the table 4, the interval it can be concluded that the mean score came from interval 90-98 which the highest frequency with total 14 students (46,6%). The lowest interval had 1 students 3,33% and the highest Interval had 1 students 3,33%.

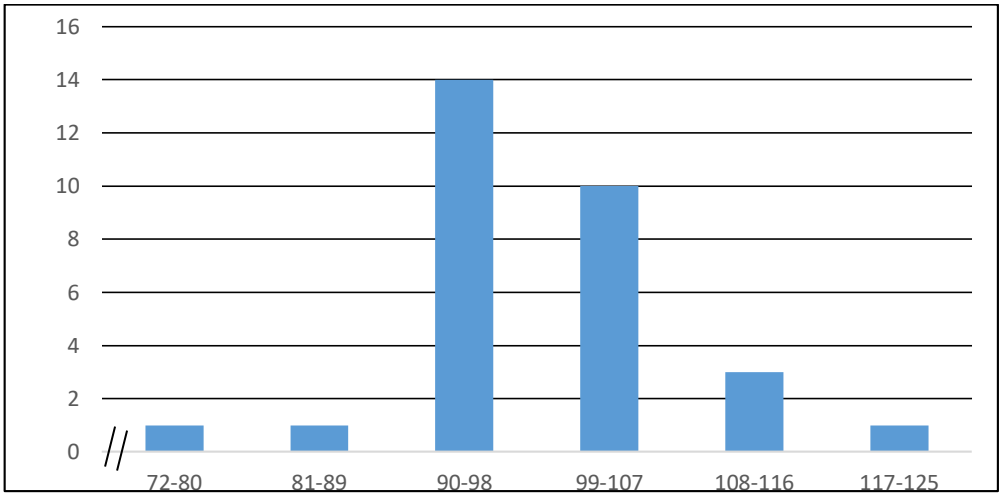


Figure IV.1 Description of Questionnaire

Based on the figure of dat description the students score start from interval 72-80 up to 107-115. The highest frequecy was in 90-98 with total 14 students.

2. Normality Test

Normality test use to know whether the data is research is normal or not. So, the researcher using Shapiro-Wilk test. The data was calculated using SPSS 29. The result of the normality test can be seen in the below.

Table IV.3
Shapiro-wilk test

	Statistic	df	Sig.
Absorption of the external stimuli or object	.941	30	.099
Understanding object	.935	30	.059
Individual assesssment or evaluation	.932	30	.056

a. Test distribution is normal
b. calculated from data
c. Lilliefors Significance Correction

From the data above can be seen that the significance is 0,099 for indicators of Absorption of the external stimuli or object, 0,059 for indicators of Understanding the object and 0,056 for indicators of Individual assessment or evaluation. It means 0.099> 0,05, 0,059>0,05, and 0,056>0,05. Ho is rejected and Ha is accepted. So, the data is Normal.

3. Homogenity test

Homogeneity test is used to know control class and experimental class have same the variant or not. The researcher used test of homogeneity of variances with KR-21 test using SPSS 29.0 version.

Table IV.4
Homogenity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Absorption of the external stimuli or object	Based on Mean	1.189	5	16	.358
	Based on Median	1.148	5	16	.376
	Based on Median and with adjusted df	1.148	5	10.921	.393

	Based on trimmed mean	1.180	5	16	.362
Understanding object	Based on Mean	1.151	5	16	.375
	Based on Median	.537	5	16	.745
	Based on Median and with adjusted df	.537	5	8.521	.744
	Based on trimmed mean	1.104	5	16	.397
ividual esssment or luation	Based on Mean	2.689	5	17	.057
	Based on Median	1.429	5	17	.264
	Based on Median and with adjusted df	1.429	5	8.540	.306
	Based on trimmed mean	2.486	5	17	.073

Based on the table above, it showed that varience in every indicators based on mean have 0,358 on Absorption of the external stimuli or object, 0,375 on Understanding object and 0,73 on Individual assesssment or evaluation. It means sig $>\alpha$=0.05. the data for the three indicators are homogeneous.

4. Hypothesis Test

Based on the result of the data analysis requirement test it can be seen that the data are normally distributed and have have homogeneous variants. Therefore, to teats the hypothesist can be done uding the independents sample t-test. Researcher used the spss version 29.0 application to calculate the hypothesis statistically. To see the students perceptions of Using Fly Swatter game in Vocabulary learning. The researcher presented the data in the table below.

Table IV.7
Hyphothesis Test

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Absorption of the external stimuli or object	4.807	29	<.001	<.001	3.226	3.089	3.364
Understanding object	4.290	29	<.001	<.001	2.763	2.632	2.895
Individual assesssment or evaluation	4.473	29	<.001	<.001	3.823	3.649	3.998

From the table above, it can be seen that the t_{count} are 4.807 Absorption of the external stimuli or object,4.290 Understanding object and 4.473 for Individual assesssment or evaluation . To find out whether the hypothesis is accepted or not, the researcher looked at the t_{table} with a significance level of 0.05. The t_{table} is 2.045. This means that $t_{count} > t_{table}$ (4.807>2.045) Absorption of the external stimuli or object, (4.290>2.045) Understanding object and (4.473>2.045). It means that the hypothesis is accepted. This means that "The students had positive Perception of Using Fly Swatter game in Vocabulary learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

B. Discussion

Based on data description The Students' Perception of Using Fly Swatter game in Vocabulary learning at the Sixth Semester of the English Department indicated that the implemented media was beneficial for their vocabulary learning. The using of Fly swatter game in vocabulary learning

give a positive respond.

According to Fauzanah and Fatimah sataed that “Absorption of external stimuli or objects gets a positive perception from students when they realize the many stimuli that influence their senses during learning.”[1]The result also found that got positive perception from students in this indicator, it means By getting external stimuli it is easy for them to absorb materials contained in the lesson. The diffrence on this research with the previous, inthis research indicators understanding object and individual assesment got positive perception from students while the previous research is got negative.

Soghirun et.al. stated that “ in understanding object learning is not just transferring knowledge, meaning that learning will be more meaningful if students see an object of learning directly, in other words, they can see and feel it.”[2] The result also found that It is more meaningful if students can see the learning object directly, they can see and feel it. Involving students directly with learning objects not only improves their understanding conceptually, but also allows them to relate theoretical knowledge to practical experience. In this way, learning becomes more real and connected to students' real lives, facilitating a deeper and more applicable understanding of the learning material.

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[1] Diah Fauzanah and Sitti Fatimah, “UNP Chemistry Students’ Perception of Using References Written in English,” *Journal of English Language Teaching* 8, no. 3 (2019): 2302–3198, file:///C:/Users/safri/Downloads/105495-33670-2-PB (1).pdf.

[2] Muh. Soghirun, Fatimah Hidayahni Amin, and Sukardi Weda, “Students’ Perception of Storytelling Technique in Enhanced Speaking Skill” 1, no. 4 (2022): 487–99, file:///C:/Users/safri/Downloads/40826-101674-1-SM.pdf.

Setya hernandi said that " individual assessment or evaluation is When the students learn something new, their brain forms a new understanding. then they will use their subjective norms or criteria to evaluate this new understanding with what them already know. Based on the outcomes of this comparison, an assessment will be developed."[3] In this research, the result was show that Individual evaluation or assessment occurs when students learn something new, their brains form new understandings. They then use their subjective norms or criteria to evaluate this new understanding against what they already knew.

Based on the result of analysis it was found that the results of the questionnaire is obtained as an average of all data generated from the Absorption of the external stimuli or object indicator is around 4.0. The percentages of this indicator show that grade agreed is the most common at 51.25%, followed by neutral at 26.25%, strongly agreed at 15%, disagreed at 6.25%, and strongly disagreed at 1.25%. from the Understanding object indicators is obtained as an average of all data generated The average of the data on this indicator is around 3.87 . Percentages show that agreed is the most common with 50%, followed by neutral 26.67%, strongly agreed with 16.19%, disagreed with 5.71%, and strongly disagreed with 1.43%. And the last indicators here is individual assesment or evaluation, The average for this indicator ranges from 3.7 to 4.0. Percentages show that agreed is the

[3] Farhan Fadhlurrahman Setyahernadi, "Students' Perception On The Online Learning At Sixth Semester Of English Language Education Students Of Uin Raden Mas Said Surakarta In Academic Year 2021/2022," *Universitas Islam Negeri Raden Mas Said* (2022), file:///C:/Users/safri/Downloads/Students Perception on the Online Learning.pdf.

most common with 53.33%, followed by neutral with 40%, and strongly agreed with 6.67%.

Based on the results from the questionnaire, a notable 32.86% of students strongly agreed with the effectiveness of using the Fly Swatter game for vocabulary learning. Additionally, 42.14% of students expressed agreement regarding its beneficial impact on their vocabulary skills. A considerable portion, accounting for 20.17% of students, responded neutrally to the game's application in vocabulary instruction. Only a small minority, specifically 4.29% of students, disagreed with its effectiveness, while no respondents expressed strong disagreement. These findings illustrate varying levels of student perception regarding the utility of the Fly Swatter game in enhancing vocabulary acquisition.

Researcher found that the using fly swatter game on students vocabulary learning has gotten positive respond. Students who gave the information from questionnaire showed that they were agree with using fly swatter game as the media to increase their vocabulary learning. Now students have known what was the function of fly swatter game, the function of using this media. The difficulties that students got in fisnishing in vocabulary learning also can solve with using fly swatter game where lecturer and student do it in the classroom. Evaluation also one of the way to explain their vocabulary learning. Based on the questionnaire, generally there was no statements that had disagree and strongly disagree score above 10% researcher analized that using project based learning was good for students.

C. The Treats of The Research

The research found threats of the research as follows:

1. In distributing questionnaires, students found it difficult to respond to researchers
2. Students took a very long time to fill out the questionnaire that had been distributed

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

On the findings of the research titled "The Students' Perception of Using Fly Swatter Game in Vocabulary Mastery: A Study at the Sixth Semester of the English Department, State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan," the researcher concludes that students perceive the Fly Swatter game as an appropriate and suitable tool for mastering vocabulary. Students reported feeling enjoyment and comfort while using this medium, which also enhanced their motivation to learn vocabulary. The majority of students view this game positively for vocabulary mastery, with 42.14% agree and 32.86% strongly agree. Additionally, 20.17% of students were neutral, 4.29% disagreed, and none strongly disagreed with using the Fly Swatter game for vocabulary mastery. This data indicates a generally positive response from the students.

Students perseption that using fly swatter game helped them to easy in their vocabulary mastery. Based on the data from questionnaire, students were agreed that they get the explanation for misunderstanding from lecturer.

B. Implication

The descriptive quantitative conducted at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan highlights the students perception of using fly swatter games as a teaching tool in students vocabulary learning. By incorporating interactive and engaging activities like fly swatter game,

students not only showed quantitative improvements in their vocabulary scores but also displayed increased motivation and enjoyment in the learning process.

The research methodology, involving observing, evaluation and implementation of this game- based approach. While fly swatter game demonstrated strengths in promoting vocabulary learning, it is essential to address any potential weaknesses or limitations through appropriate strategies or modifications. The positive results encourage educators to explore similar interactive and game-based approaches, fostering an engaging and effective learning environment that enhances student engagement and facilitates better retention and mastery of language skills.

C. Suggestion

Based on the result, the researcher would like to give some suggestion a followed:

1. For lecturer, the researcher suggests providing more tips and detailed explanations to help students master vocabulary more effectively. Although discussion time is offered to address students' difficulties, some students may still remain silent. Therefore, offering additional tips and thorough explanations can significantly aid students in overcoming challenges and improving their vocabulary skills.
2. For the students, it is very important to focus on mastering vocabulary because it forms the foundation for effective communication and academic success. Please give your full attention to expanding your vocabulary and do not hesitate to engage in discussions with your

lecturer. Moreover, treat the vocabulary exercises and projects assigned by your lecturer as valuable opportunities to practice and apply what you have learned.

3. To the future researcher, researcher hopes the future researcher would conduct a research related to the topic deeper.

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CURRICULUM VITAE

A. Identify

Name	: Adinda Safrini
Reg. Number	: 20 203 00009
Place/Birth	: Padangsidimpuan, 18 October 2002
Sex	: Female
Religion	: Islam
Address	: Jl. Oswald Siahaan, Pandan, Tapanuli Tengah

B. Parents

Father's Name	: Alm. Safriadi Sikumbang
Mother's Name	: Mas Murni Daulay

C. Educational Background

1.	Elementary School	: SD Negeri 152979 Pandan 1, 2014
2.	Junior High School	: SMP Negeri 1 Pandan, 2017
3.	Senior High School	: MAN 3 Tapanuli Tengah, 2020
4.	University	: UIN Syahada Padangsidimpuan, 2020-2024

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Telepon (0634) 22080 Faxmile (0634) 24022 Website: uinsyahada.ac.id

SURAT PERNYATAAN UJI VALIDITAS

Yang bertanda tangan dibawah ini :

Nama : Fitri Rayani Siregar, M.Hum
NIP : 19820731 200912 2 004

Telah membaca angket instrument yang dibuat oleh mahasiswa yang mengadakan penelitian guna memperoleh data dalam rangka penyusunan Proposal Penelitian yang berjudul:

"THE STUDENTS' PERCEPTION OF USING FLY SWATTER GAME IN VOCABULARY MASTERY: A STUDY AT THE SIXTH SEMESTER OF THE ENGLISH DEPARTMENT STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN"

Nama : Adinda Safrini
NIM : 20 203 00009
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Setelah dilakukan kajian atas instrument Proposal penelitian tersebut dapat dinyatakan:

- [x] Layak digunakan untuk penelitian
- [ ] Layak digunakan dengan perbaikan
- [ ] Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran perbaikan/ sebagaimana terlampir
Demikian agar dapat digunakan sebagaimana mestinya.

Padangsidimpuan, 10 Juli, 2024

Fitri Rayani Siregar, M.Hum
NIP : 19820731 200912 2 004

APPENDIX 1

QUESTIONNAIRE STUDENTS PERCEPTION

INSTRUCTIONS:

1. For you personally, you are asked to write down the data that matches your personal data.
2. For questions or statements submitted, answer choices have been provided, you are asked to answer by choosing one answer by means of a checklist on the possible answers provided, namely:

SA : Strongly Agree
A : Agree
N : Neutral
DA : Disagree
SD : Strongly Disagree

Fill your identity below!

Name:

Nim:

Class:

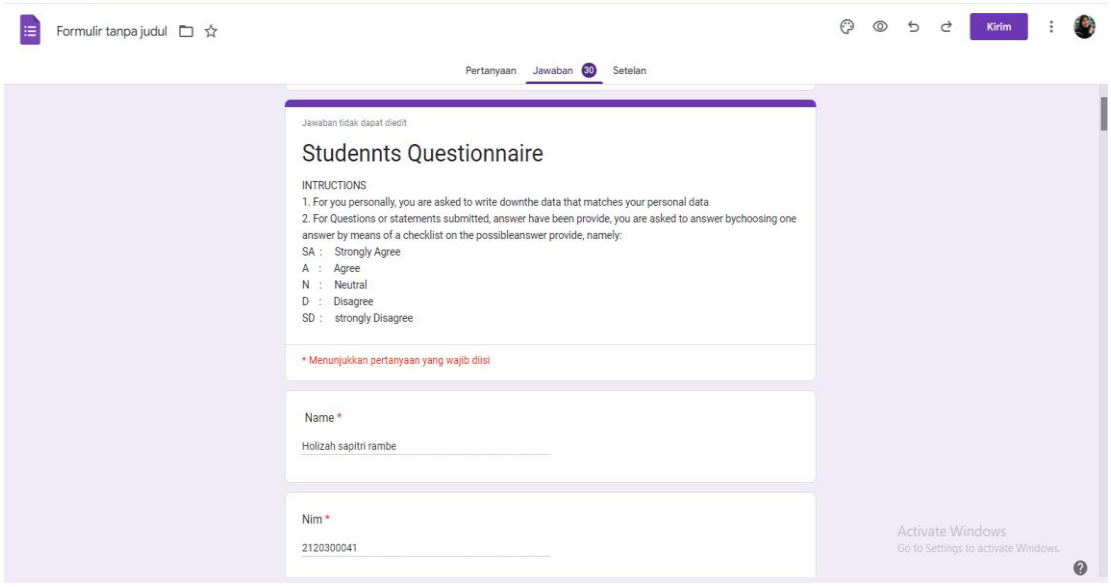
No	Indicators Of Questionnaire	Question	Frequency of Scale				
			SA	A	N	D	SD
1	Absorption of the external stimuli or object	1. The Fly Swatter Game captures my attention during English class.					
		2. I find the Fly Swatter Game engaging and interesting.					
		3. Using the Fly Swatter Game makes learning English more enjoyable.					
		4. The Fly Swatter Game helps me focus better on learning activities.					
		5. The physical activity in the Fly Swatter Game makes the class more lively.					
		6. I feel more alert and attentive when we play the Fly Swatter Game.					
		7. The Fly Swatter Game motivates me to participate more actively in class.					
		8. The game format of the Fly Swatter Game keeps me from getting bored during the lesson.					
2	Understanding object	9. The Fly Swatter Game helps me understand English vocabulary better.					
		10. Playing the Fly Swatter					

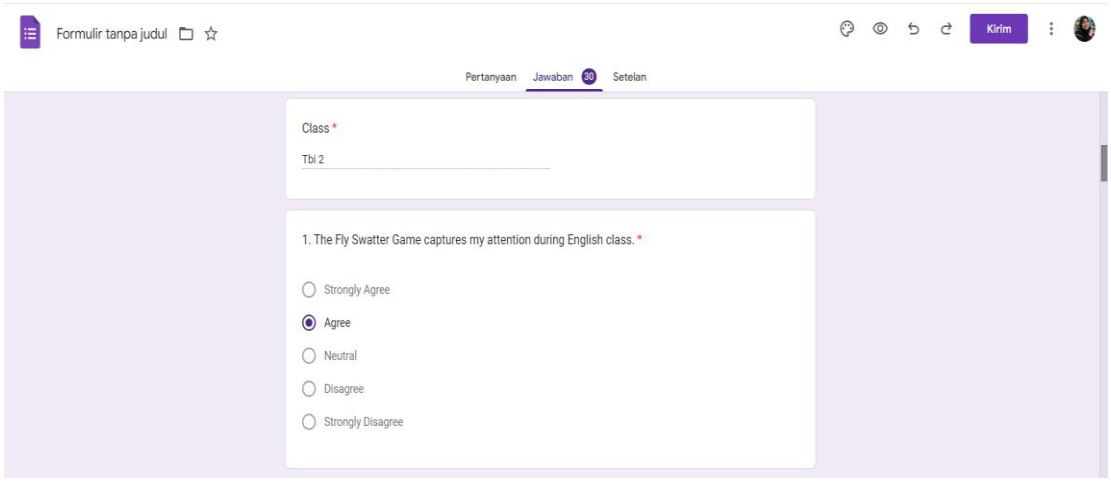
		Game improves my ability to recall English words.					
		11. I can remember the lessons better when the lecturer taught using the Fly Swatter Game.					
		12. The Fly Swatter Game helps clarify difficult concepts in English					
		13. I learn new English words more quickly through the Fly Swatter Game.					
		14. The Fly Swatter Game helps me make connections between new and known vocabulary.					
		15. I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.					
3	Individual assesssment or evaluation	16. I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.					
		17. I feel more comfortable participating in English class when we play the Fly Swatter Game.					
		18. I think my English vocabulary retention has improved with the use of the Fly Swatter Game.					
		19. The Fly Swatter Game has me interested in the lesson topic.					
		20. I find it easier to recall the lesson material when I play the Fly Swatter Game because of its excitement.					
		21. The Fly Swatter game provides a good opportunity for me to practice vocabulary with my peers.					
		22. The Fly Swatter game has helped me to enhance my vocabulary skills.					
		23. I think the Fly Swatter game is an effective tool for learning vocabulary.					
		24. I would recommend the Fly					

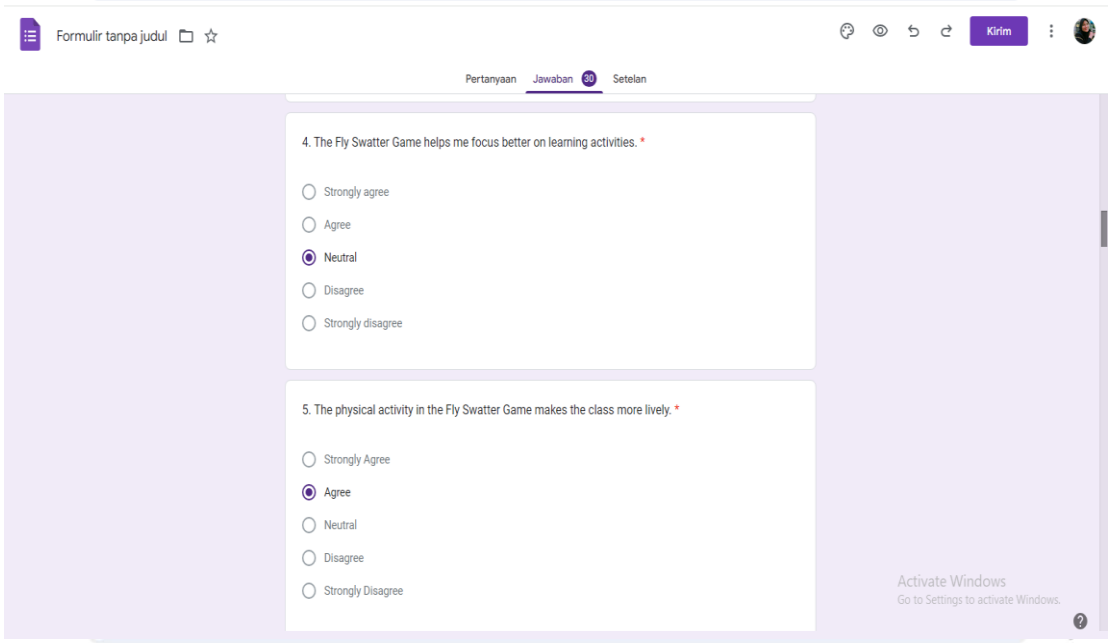
		Swatter game to other students for vocabulary learning.					
		25. I feel motivated to learn more vocabulary words because of the Fly Swatter game					

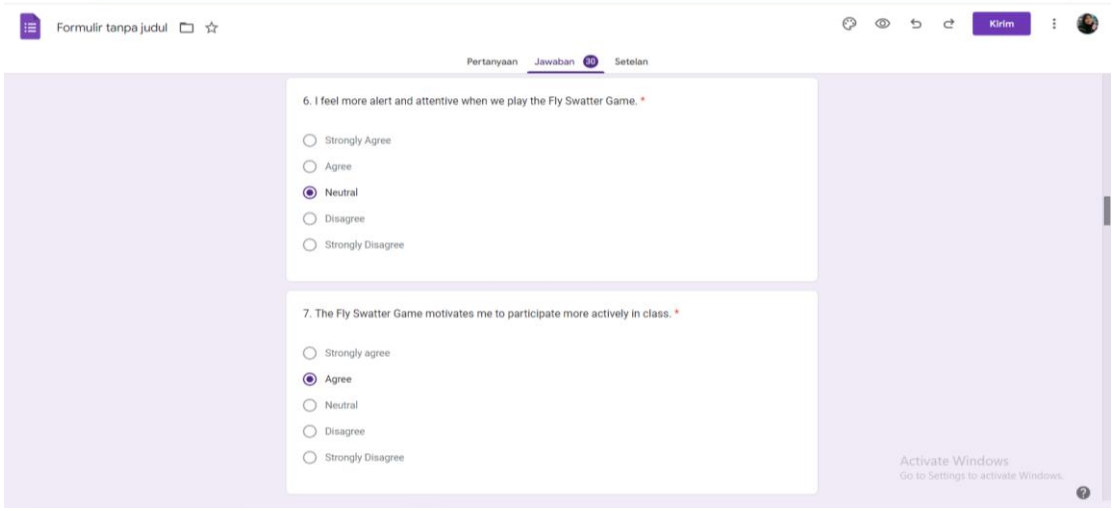
APPENDIX 2

Quetionnaire Students Perception






Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
4. The Fly Swatter Game helps me focus better on learning activities. *
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
5. The physical activity in the Fly Swatter Game makes the class more lively. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.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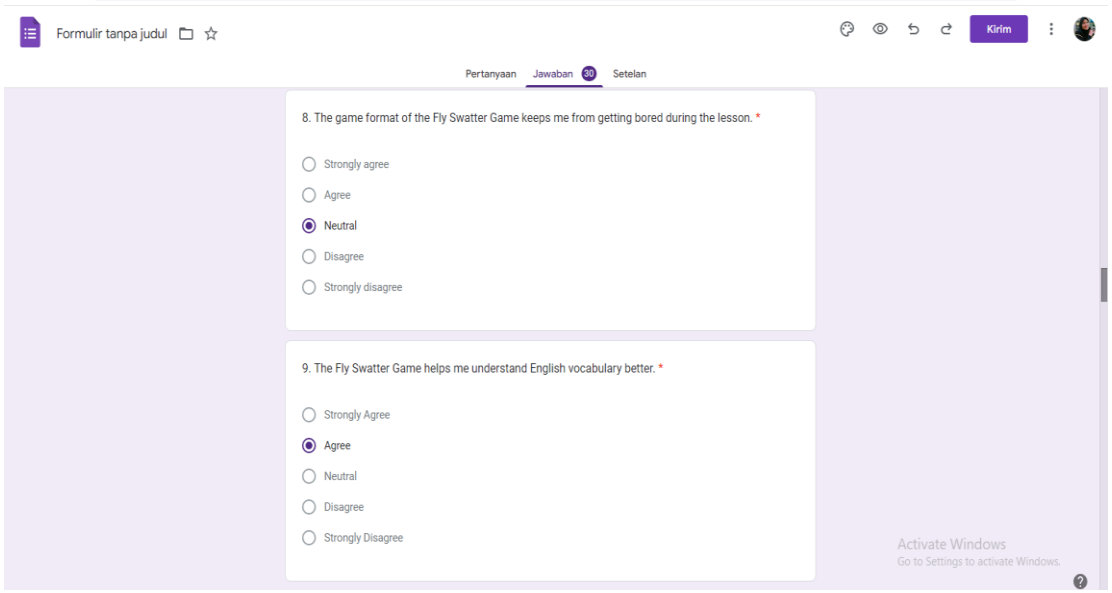
Kirim
Pertanyaan
Jawaban 30
Setelan
6. I feel more alert and attentive when we play the Fly Swatter Game. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
7. The Fly Swatter Game motivates me to participate more actively in class. *
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.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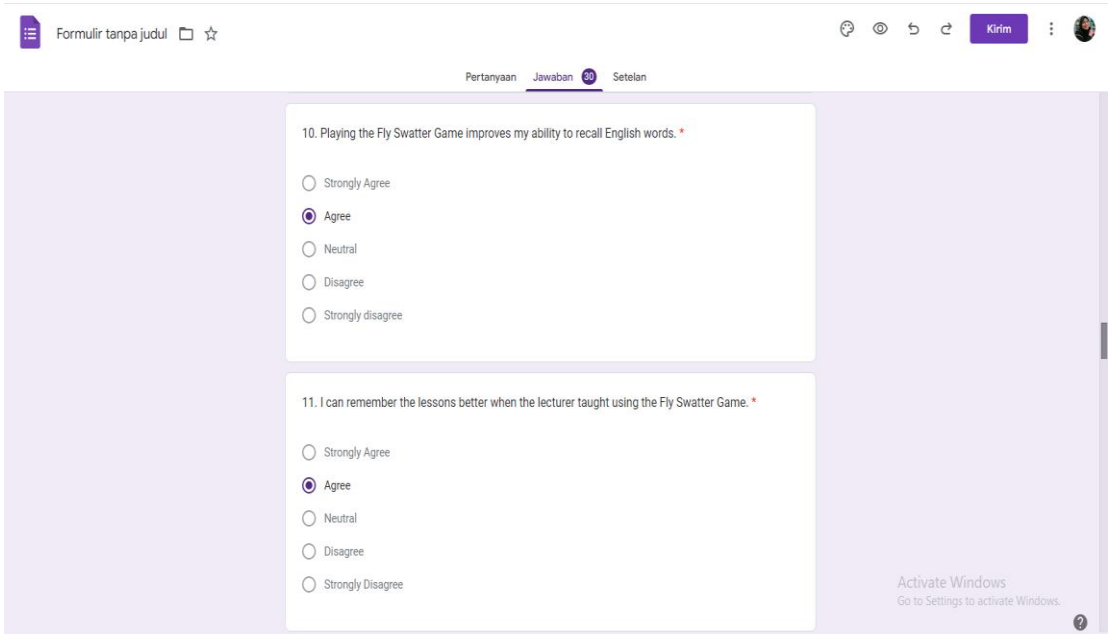
Pertanyaan
Jawaban 30
Setelan
8. The game format of the Fly Swatter Game keeps me from getting bored during the lesson. *
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
9. The Fly Swatter Game helps me understand English vocabulary better. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.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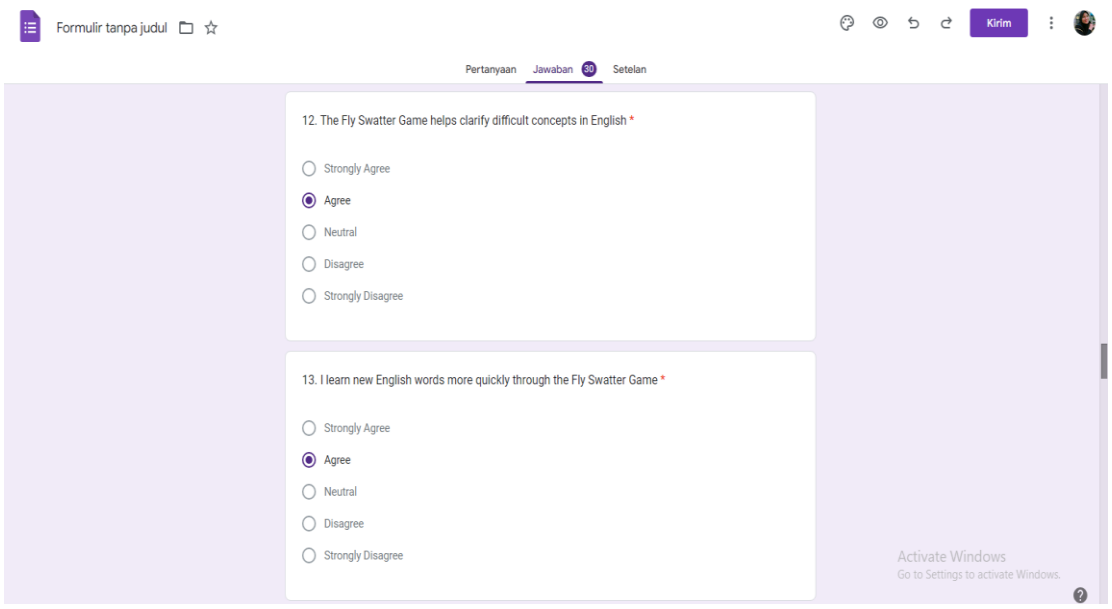
Kirim
Pertanyaan
Jawaban 30
Setelan
10. Playing the Fly Swatter Game improves my ability to recall English words. *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
11. I can remember the lessons better when the lecturer taught using the Fly Swatter Game. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.


Formulir tanpa judul
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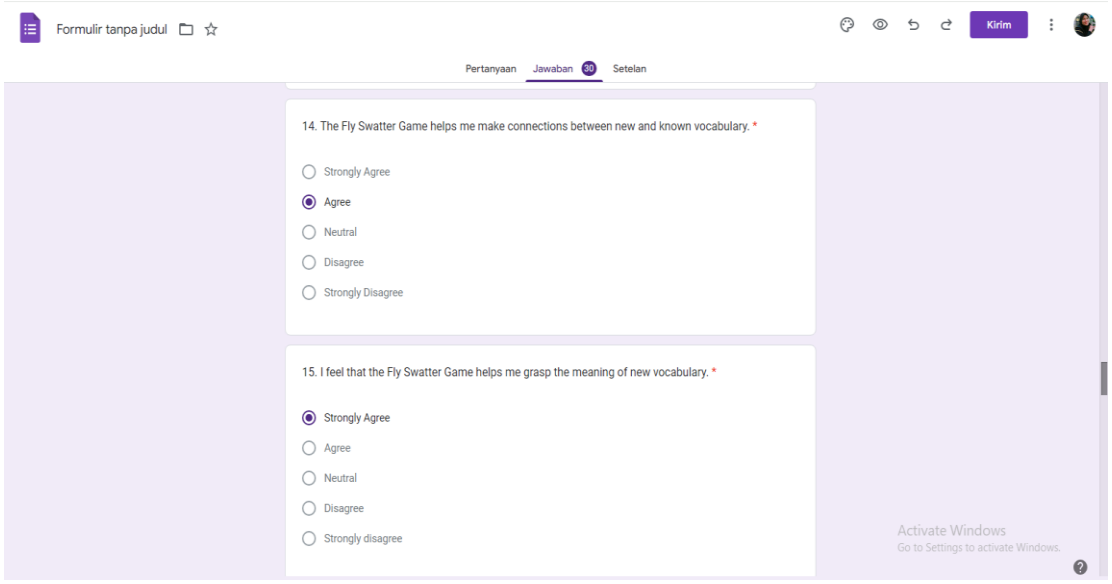
Pertanyaan
Jawaban 30
Setelan
12. The Fly Swatter Game helps clarify difficult concepts in English *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
13. I learn new English words more quickly through the Fly Swatter Game *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.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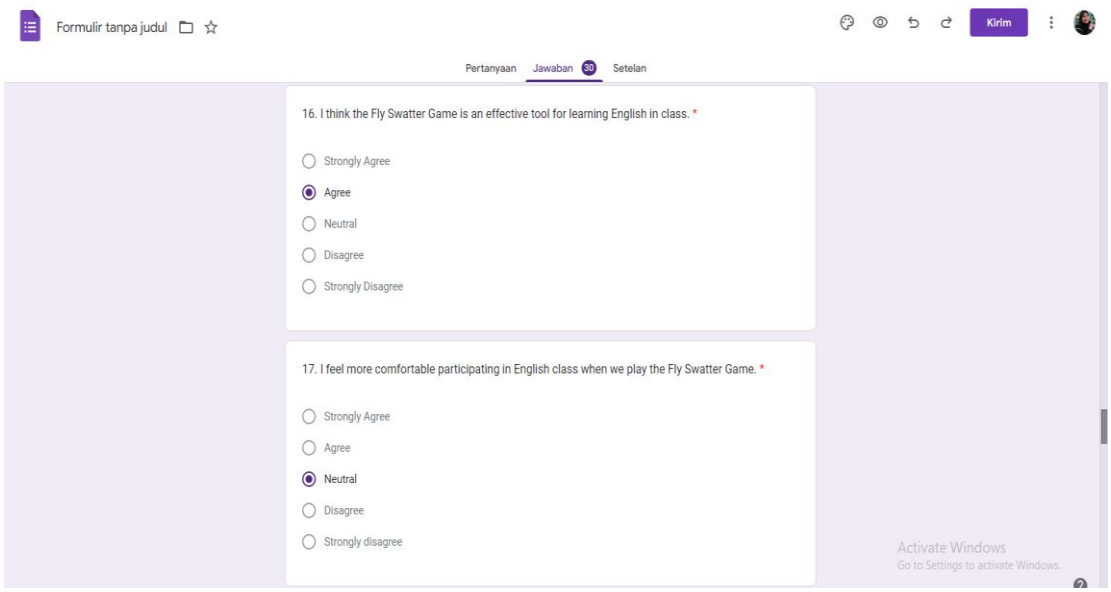
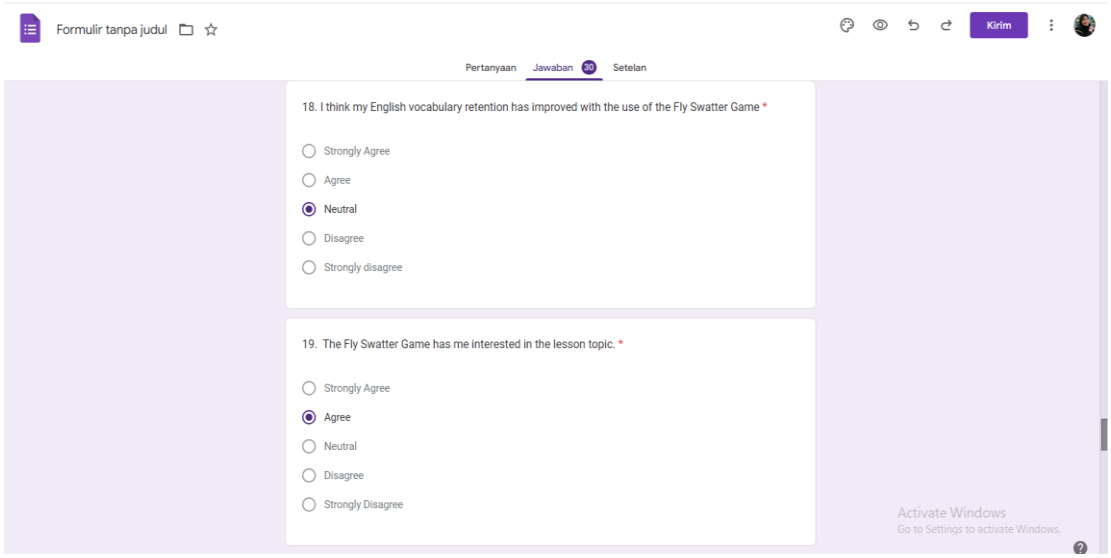
Pertanyaan
Jawaban 30
Setelan
14. The Fly Swatter Game helps me make connections between new and known vocabulary. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
15. I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary. *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
Activate Windows
Go to Settings to activate Windows.


Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
16. I think the Fly Swatter Game is an effective tool for learning English in class. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
17. I feel more comfortable participating in English class when we play the Fly Swatter Game. *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
Activate Windows
Go to Settings to activate Windows.


Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
18. I think my English vocabulary retention has improved with the use of the Fly Swatter Game *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
19. The Fly Swatter Game has me interested in the lesson topic. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
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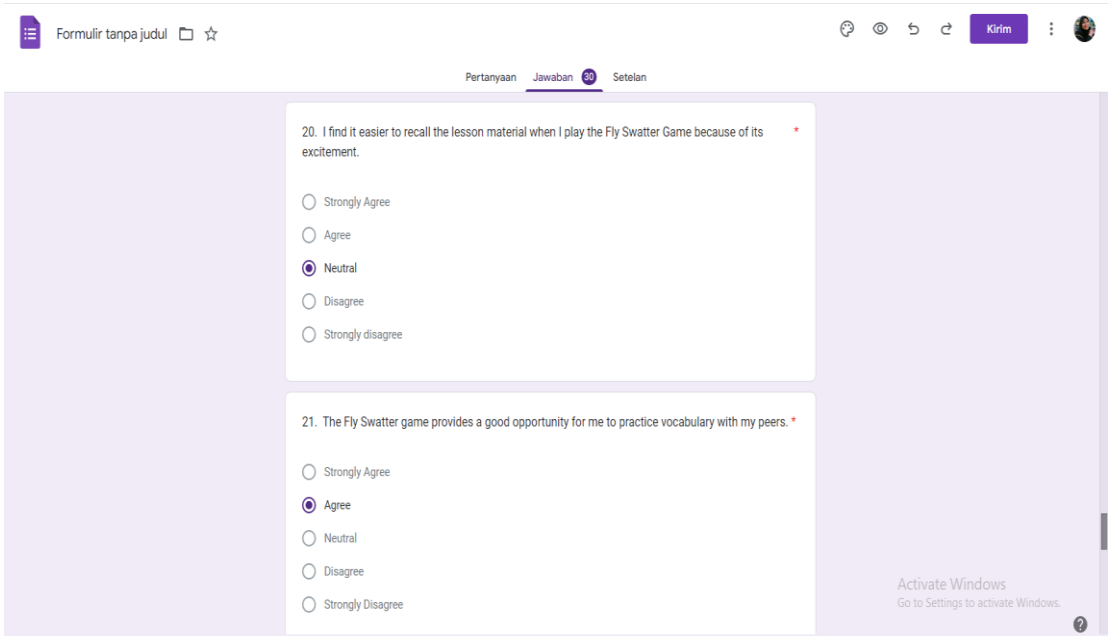
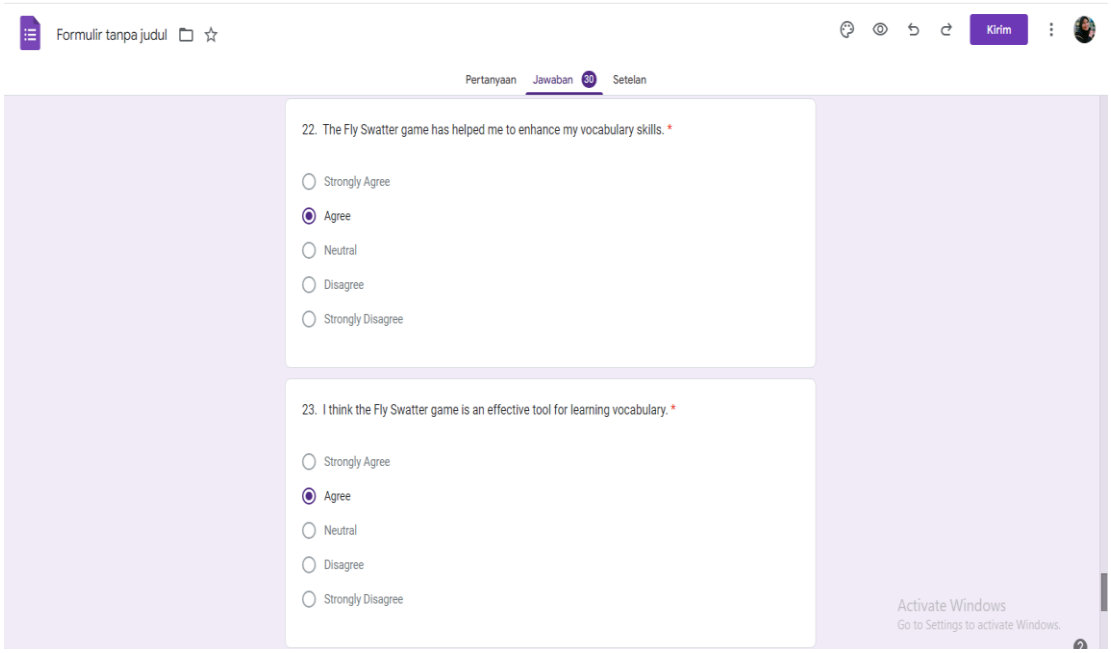
Go to Settings to activate Windows.


Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
20. I find it easier to recall the lesson material when I play the Fly Swatter Game because of its excitement. *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
21. The Fly Swatter game provides a good opportunity for me to practice vocabulary with my peers. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.


Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
22. The Fly Swatter game has helped me to enhance my vocabulary skills. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
23. I think the Fly Swatter game is an effective tool for learning vocabulary. *
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
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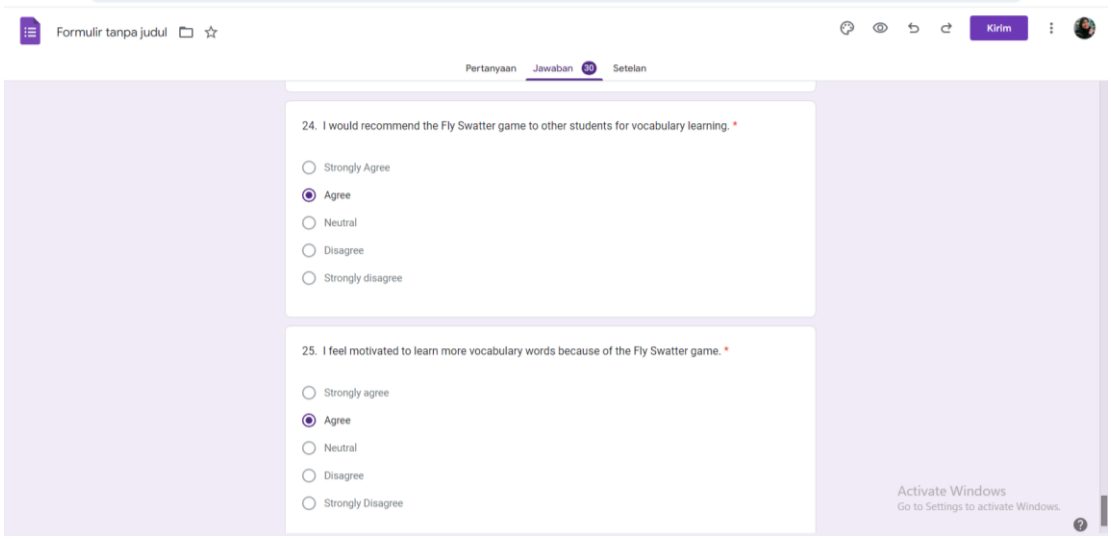
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Kirim
Pertanyaan
Jawaban 30
Setelan
24. I would recommend the Fly Swatter game to other students for vocabulary learning. *
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
25. I feel motivated to learn more vocabulary words because of the Fly Swatter game. *
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.

APPENDIX 3

Data of Questionnaire

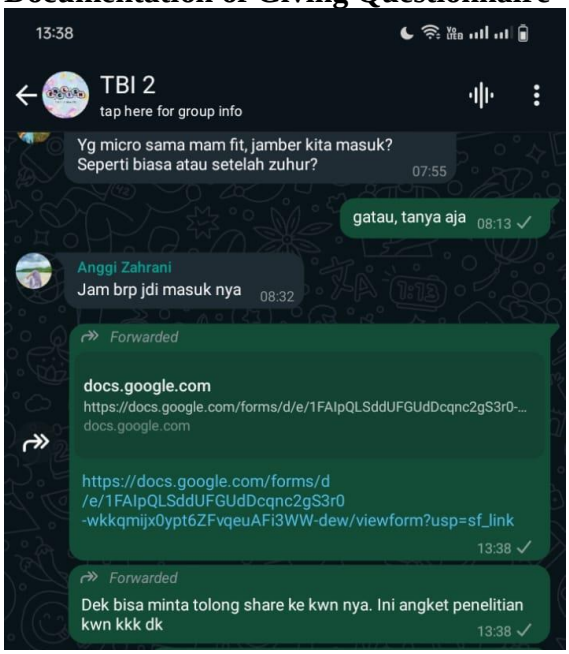
No	Name	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20	P 21	P 22	P 23	P 24	P 25
1	HSR	4	4	4	3	4	3	4	3	4	4	4	4	4	4	5	4	3	3	4	3	4	4	4	4	4
2	ANHSB	4	5	5	4	4	4	4	2	3	4	3	4	4	4	3	4	5	4	3	4	4	4	5	5	4
3	ANH	5	5	5	5	5	5	5	5	5	5	5	3	4	3	3	4	3	3	3	4	4	4	4	4	4
4	DHSB	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
5	BRNR	3	2	1	4	5	4	3	1	5	4	5	4	4	5	3	4	5	3	4	4	3	5	4	4	3
6	LFN	4	4	4	4	4	4	4	3	4	3	5	3	3	3	3	4	4	4	3	3	4	4	4	4	4
7	KNN	4	4	5	5	5	4	4	5	4	5	4	3	4	3	4	4	4	5	4	4	4	3	4	4	4
8	KH	3	3	4	3	4	3	3	4	3	3	4	3	3	3	3	4	3	3	4	3	2	3	4	3	3
9	AAP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	4	4	4	4
10	PA	5	5	5	4	5	3	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	5	5	5
11	RSS	4	5	4	4	4	4	3	3	4	4	4	5	4	4	3	4	4	4	3	5	4	4	4	4	4
12	LTH	4	5	5	4	5	4	3	4	5	4	4	5	4	4	5	4	5	4	4	4	3	3	3	4	3
13	TAN	4	4	4	4	4	3	3	3	2	2	2	2	2	2	2	3	2	2	3	3	2	3	3	3	3
14	AR	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
15	WRH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
16	SL	5	5	5	4	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
17	TRBH	4	5	3	2	5	4	3	3	2	5	4	3	5	4	3	2	4	3	2	5	4	3	5	4	5
18	NAN	4	5	5	3	5	4	3	5	4	3	4	3	4	4	4	4	4	3	3	4	2	3	4	3	5
19	YM	4	3	5	3	5	4	3	5	3	4	3	4	4	3	3	4	3	4	4	4	5	4	5	3	4
20	YFH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3
21	SD	3	4	5	5	3	4	4	3	3	4	4	4	3	5	3	5	4	5	4	4	3	4	4	3	5
22	YSB	3	5	4	3	4	4	3	3	3	3	4	5	3	5	4	4	3	3	4	3	3	4	5	3	4
23	ANS	5	5	5	4	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	2	3	3	4	4
24	NSS	3	4	5	4	4	3	3	4	3	5	3	5	3	4	5	3	3	5	3	4	4	5	3	5	3
25	SAH	4	5	3	4	3	5	4	3	4	3	4	4	4	3	5	4	3	3	4	3	3	3	3	4	5

26	AZRL	4	4	4	5	3	4	4	4	3	3	3	3	5	4	3	3	4	5	4	3	5	3	3	5	3
27	NN	4	5	5	3	4	4	5	4	5	5	4	4	5	4	4	5	3	3	2	5	4	3	3	4	4
28	DMP	4	4	5	5	4	4	4	3	3	5	5	5	5	4	4	4	5	3	2	3	3	2	5	5	5
29	RS	5	5	4	3	5	5	3	2	3	5	4	5	5	4	4	3	3	5	5	4	5	4	5	3	5
30	WPP	3	3	3	5	5	4	4	3	3	3	5	5	5	4	4	4	3	4	5	5	4	3	4	4	4
		120	129	128	118	129	121	113	110	112	121	121	120	121	118	114	118	113	115	110	117	108	109	119	118	120

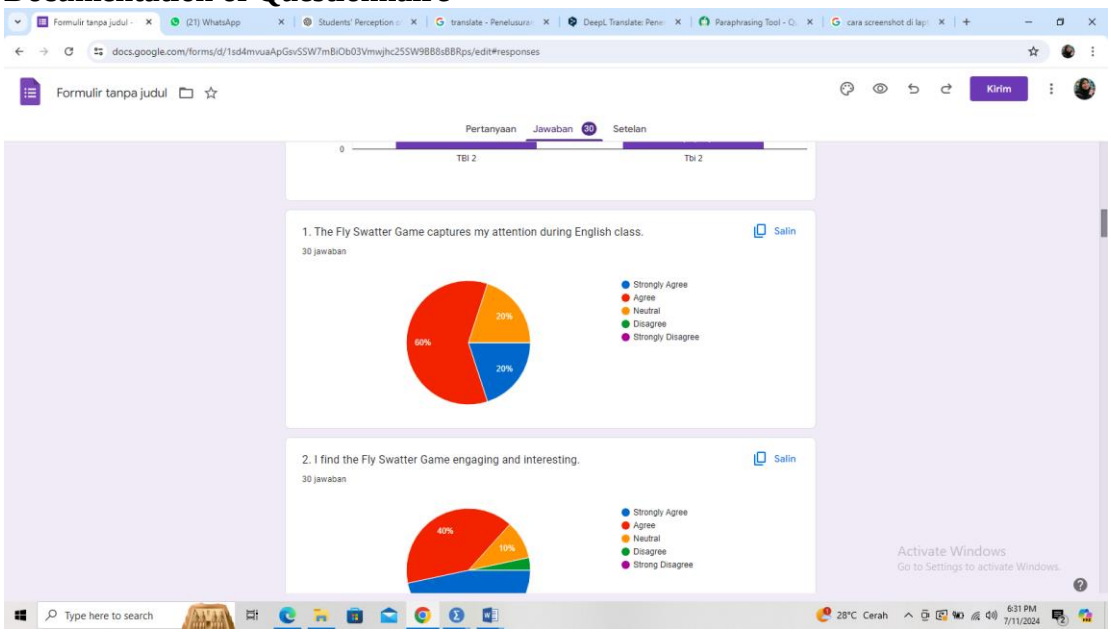
APPENDIX 4

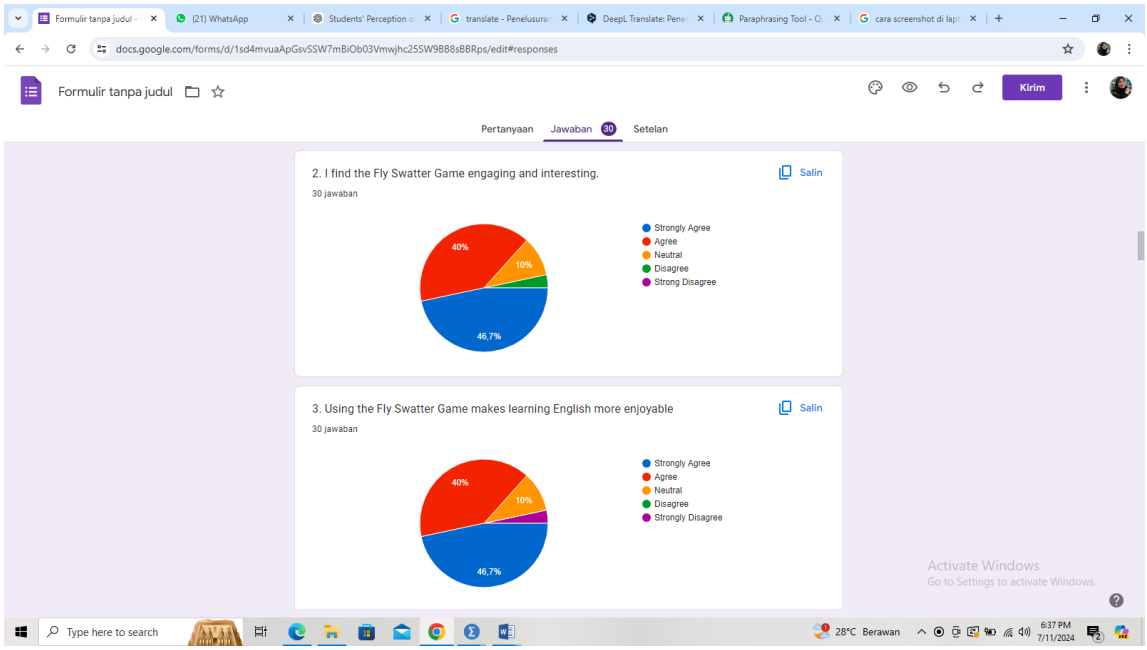
Documentation of Research

Documentation of Giving Questionnaire



Documentation of Questionnaire

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Kirim
Pertanyaan
Jawaban 30
Setelan
2. I find the Fly Swatter Game engaging and interesting.
Salin
30 jawaban
40%
10%
46,7%
Strongly Agree
Agree
Neutral
Disagree
Strong Disagree
3. Using the Fly Swatter Game makes learning English more enjoyable
Salin
30 jawaban
40%
10%
46,7%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.
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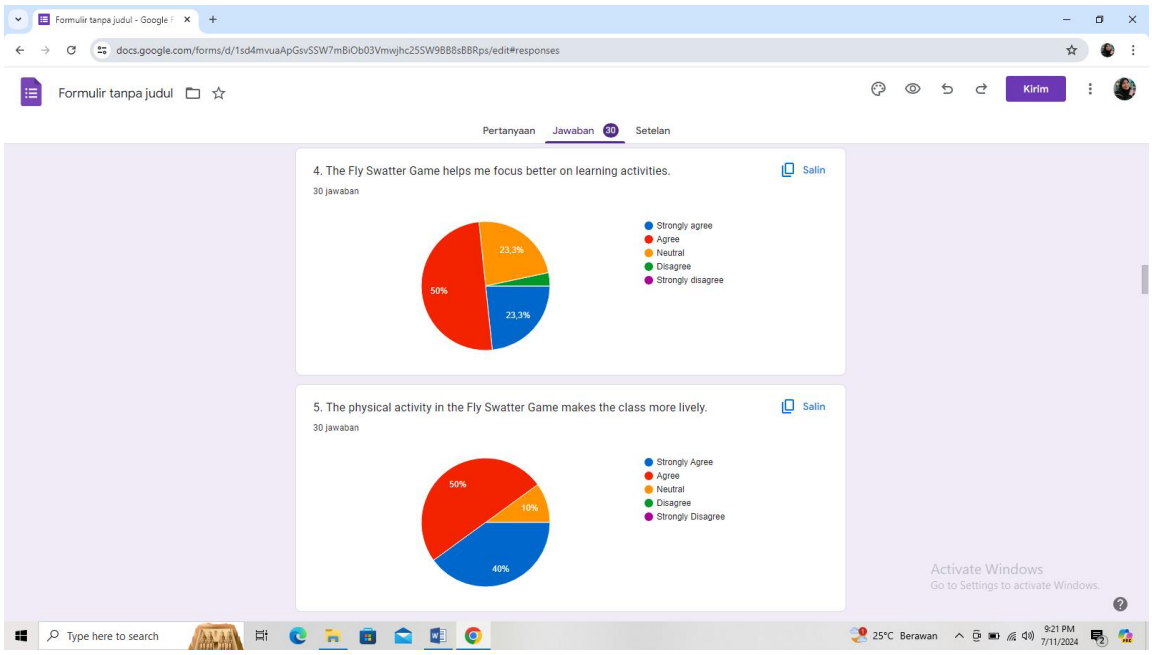
7/11/2024


Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
4. The Fly Swatter Game helps me focus better on learning activities.
Salin
30 jawaban
23,3%
50%
23,3%
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
5. The physical activity in the Fly Swatter Game makes the class more lively.
Salin
30 jawaban
50%
10%
40%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
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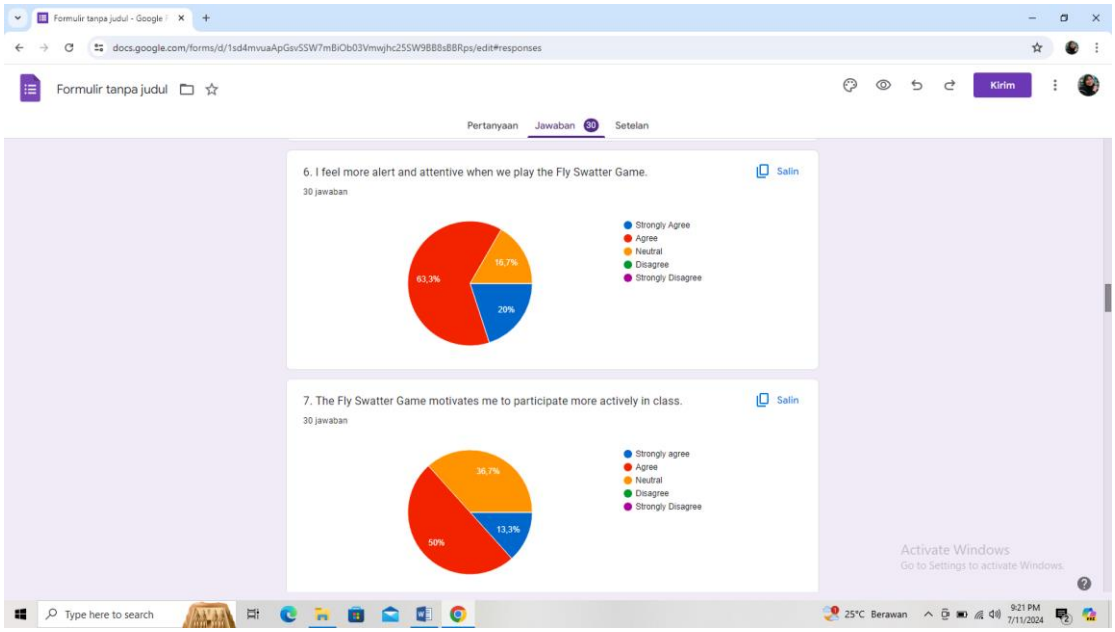
7/11/2024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Kirim
Pertanyaan
Jawaban 30
Setelan
6. I feel more alert and attentive when we play the Fly Swatter Game.
Salin
30 jawaban
63,3%
16,7%
20%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
7. The Fly Swatter Game motivates me to participate more actively in class.
Salin
30 jawaban
36,7%
50%
13,3%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree
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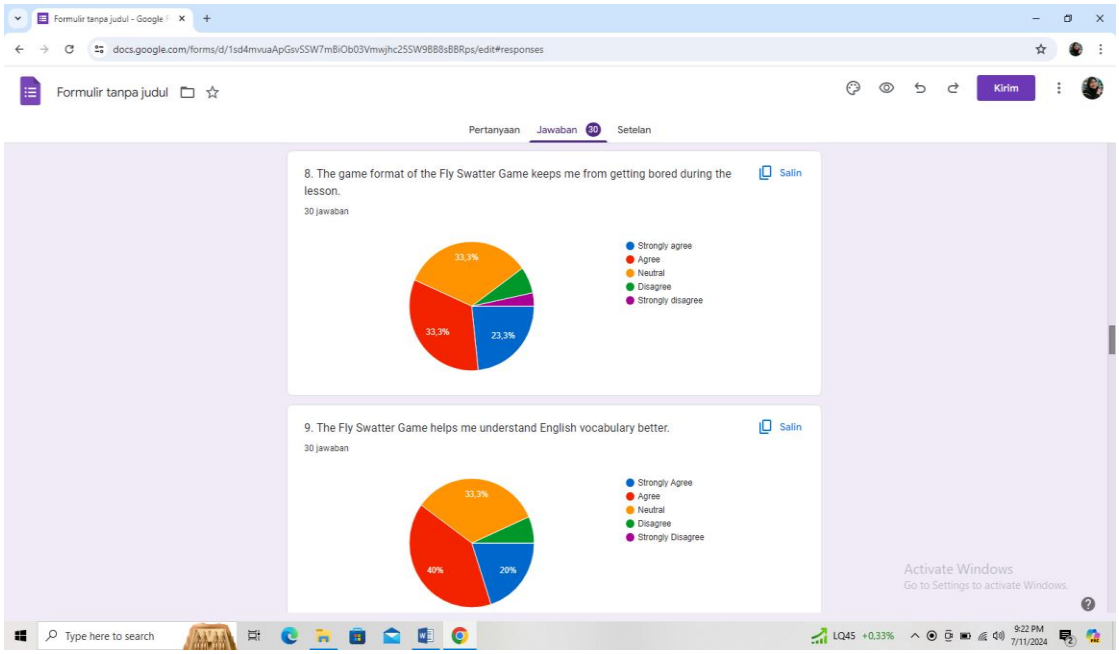
7/11/2024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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
8. The game format of the Fly Swatter Game keeps me from getting bored during the lesson.
Salin
30 jawaban
33,3%
33,3%
23,3%
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
9. The Fly Swatter Game helps me understand English vocabulary better.
Salin
30 jawaban
33,3%
40%
20%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
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LQ45 +0,33%
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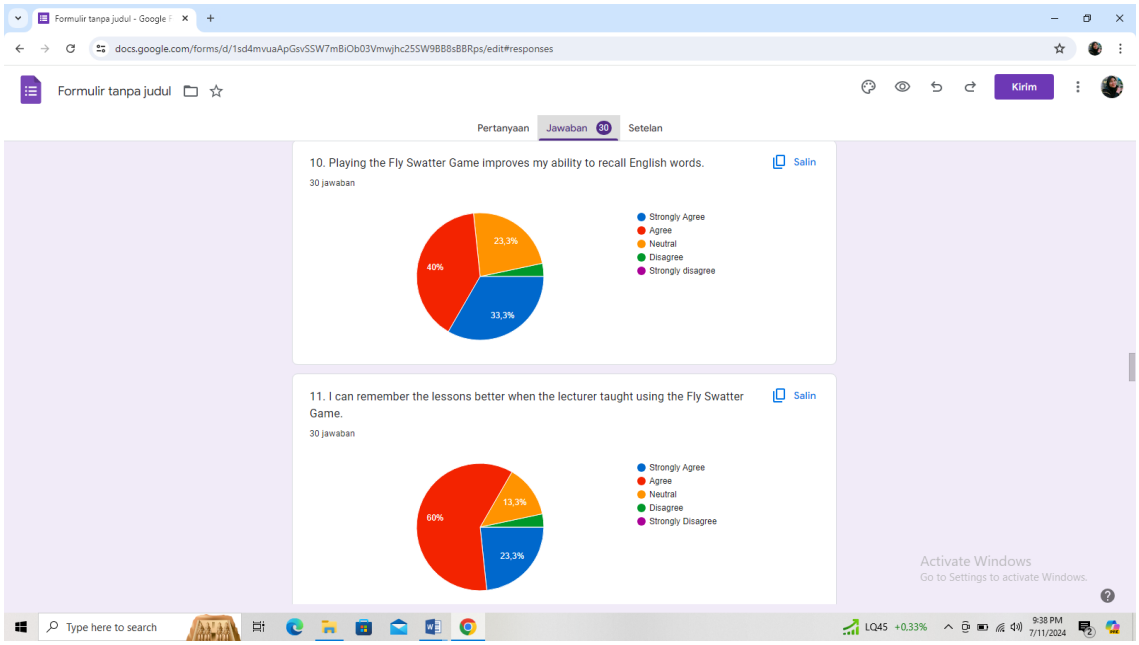
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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
10. Playing the Fly Swatter Game improves my ability to recall English words.
Salin
30 jawaban
23,3%
40%
33,3%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
11. I can remember the lessons better when the lecturer taught using the Fly Swatter Game.
Salin
30 jawaban
13,3%
60%
23,3%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
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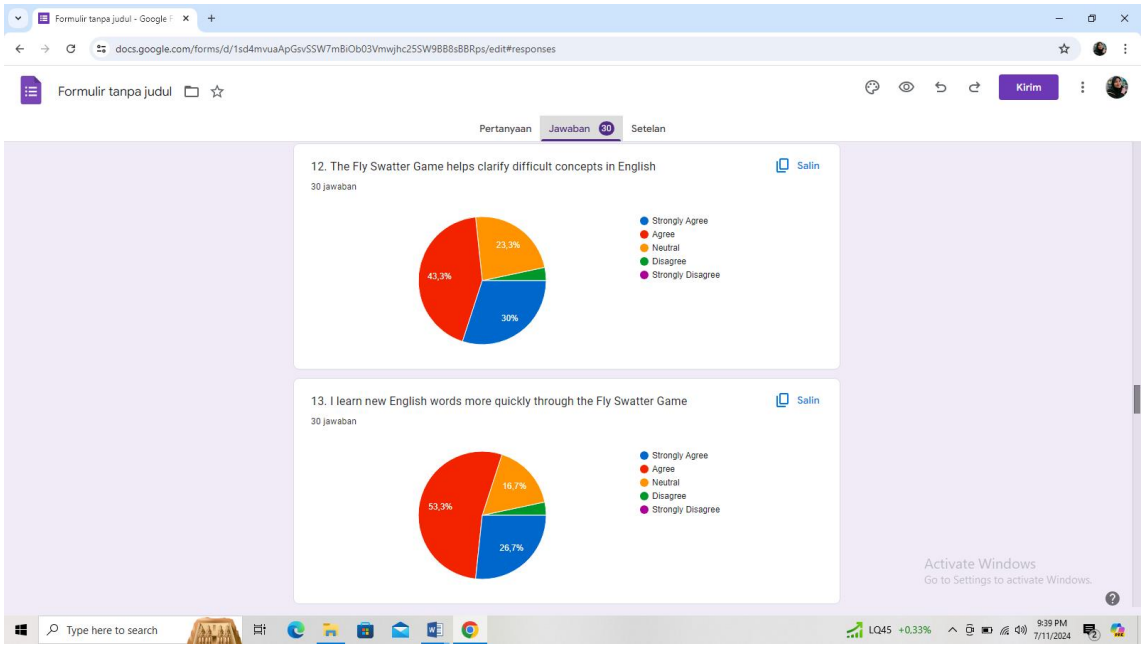
LQ45 +0,33%
9:38 PM
7/11/2024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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
12. The Fly Swatter Game helps clarify difficult concepts in English
Salin
30 jawaban
23,3%
43,3%
30%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
13. I learn new English words more quickly through the Fly Swatter Game
Salin
30 jawaban
16,7%
53,3%
26,7%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
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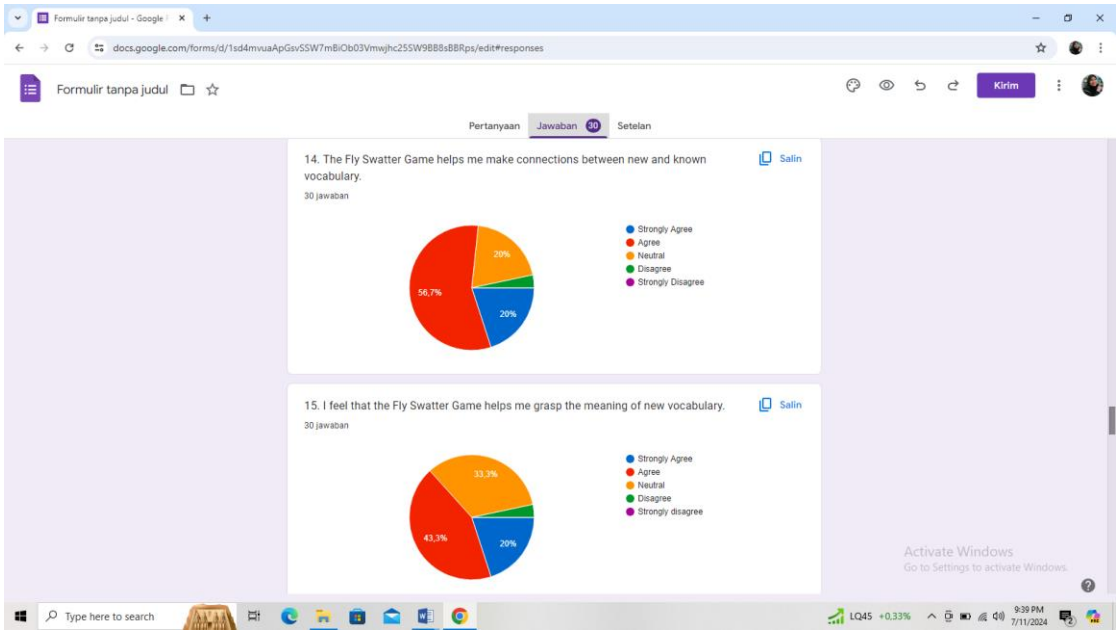
LQ45 +0,33%
9:39 PM
7/11/2024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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
14. The Fly Swatter Game helps me make connections between new and known vocabulary.
Salin
30 jawaban
20%
56,7%
20%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
15. I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.
Salin
30 jawaban
33,3%
43,3%
20%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
Activate Windows
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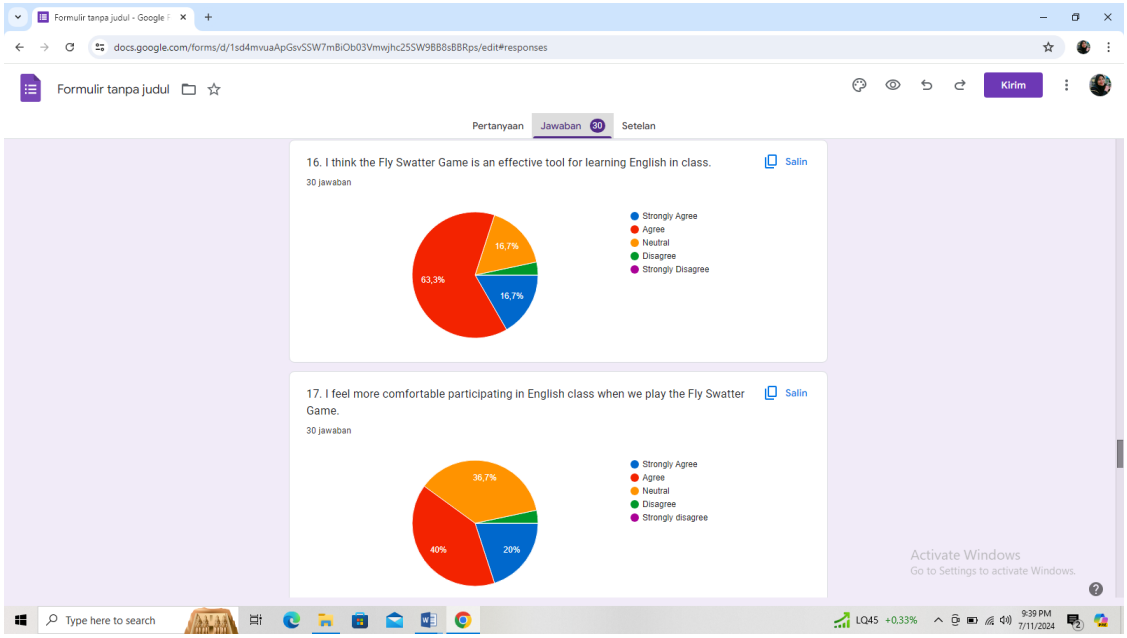
LQ45 +0,33%
9:39 PM
7/11/2024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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
16. I think the Fly Swatter Game is an effective tool for learning English in class.
Salin
30 jawaban
16,7%
63,3%
16,7%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
17. I feel more comfortable participating in English class when we play the Fly Swatter Game.
Salin
30 jawaban
36,7%
40%
20%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
Activate Windows
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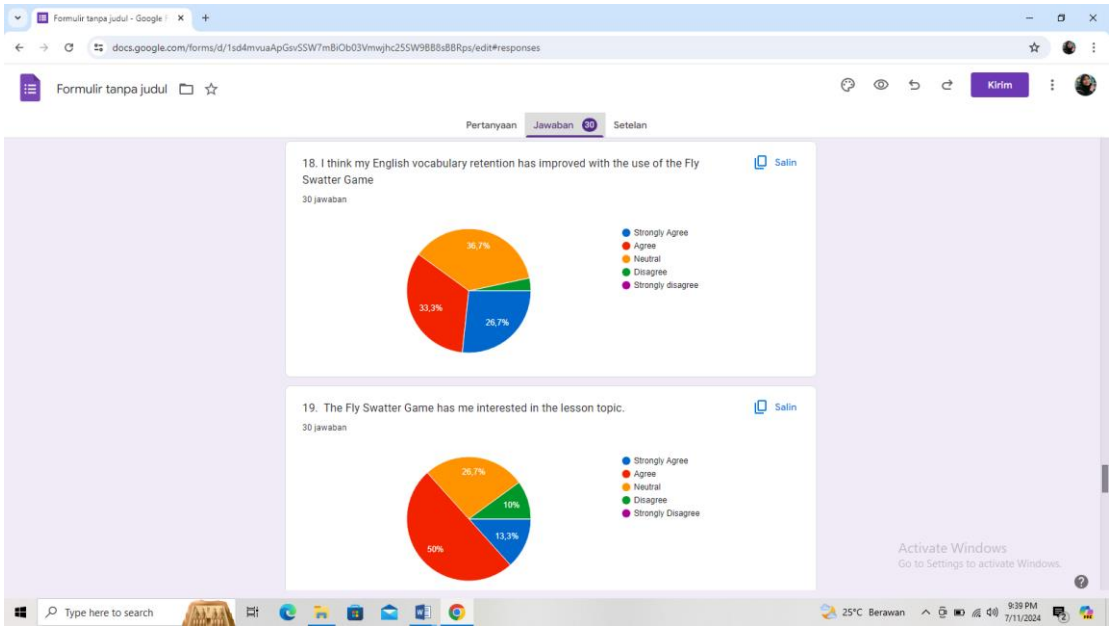
Type here to search
LQ45 +0,33%
9:39 PM
7/11/2024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Kirim
Pertanyaan
Jawaban 30
Setelan
18. I think my English vocabulary retention has improved with the use of the Fly Swatter Game
Salin
30 jawaban
36,7%
33,3%
26,7%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
19. The Fly Swatter Game has me interested in the lesson topic.
Salin
30 jawaban
26,7%
10%
13,3%
50%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
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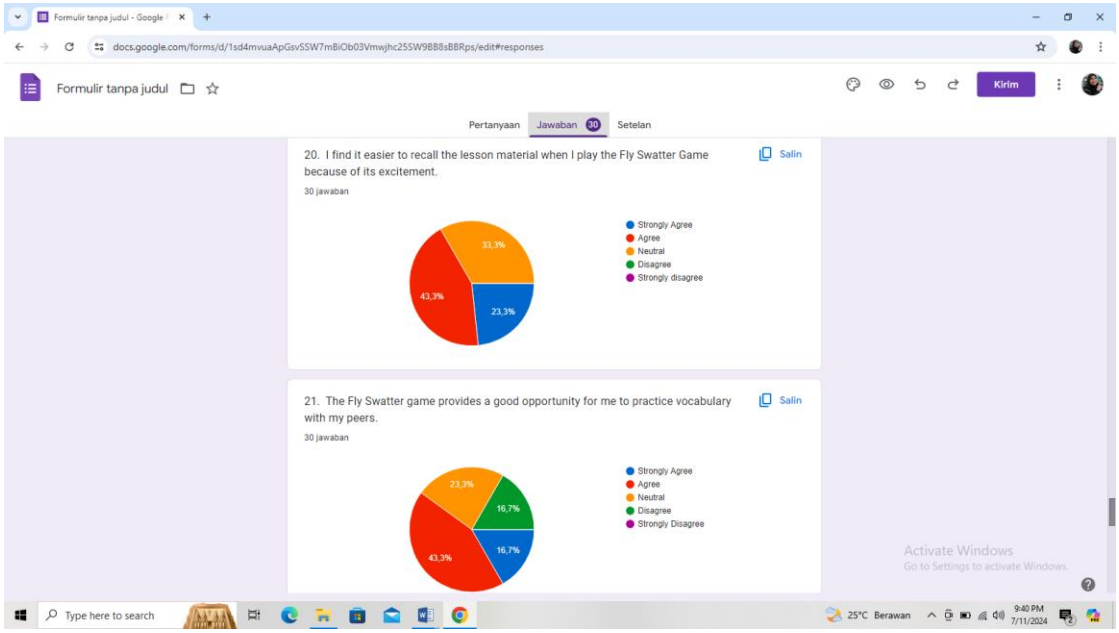
7/11/2024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Kirim
Pertanyaan
Jawaban 30
Setelan
20. I find it easier to recall the lesson material when I play the Fly Swatter Game because of its excitement.
Salin
30 jawaban
33,3%
43,3%
23,3%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
21. The Fly Swatter game provides a good opportunity for me to practice vocabulary with my peers.
Salin
30 jawaban
23,3%
16,7%
16,7%
43,3%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.
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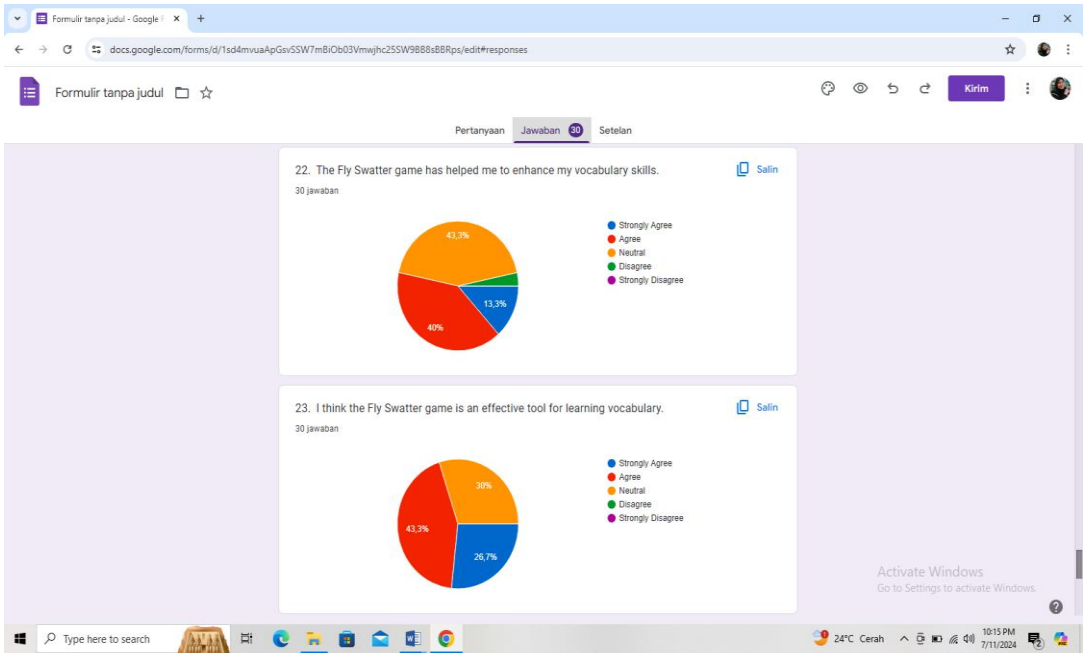
25°C Berawan
9:40 PM
7/11/2024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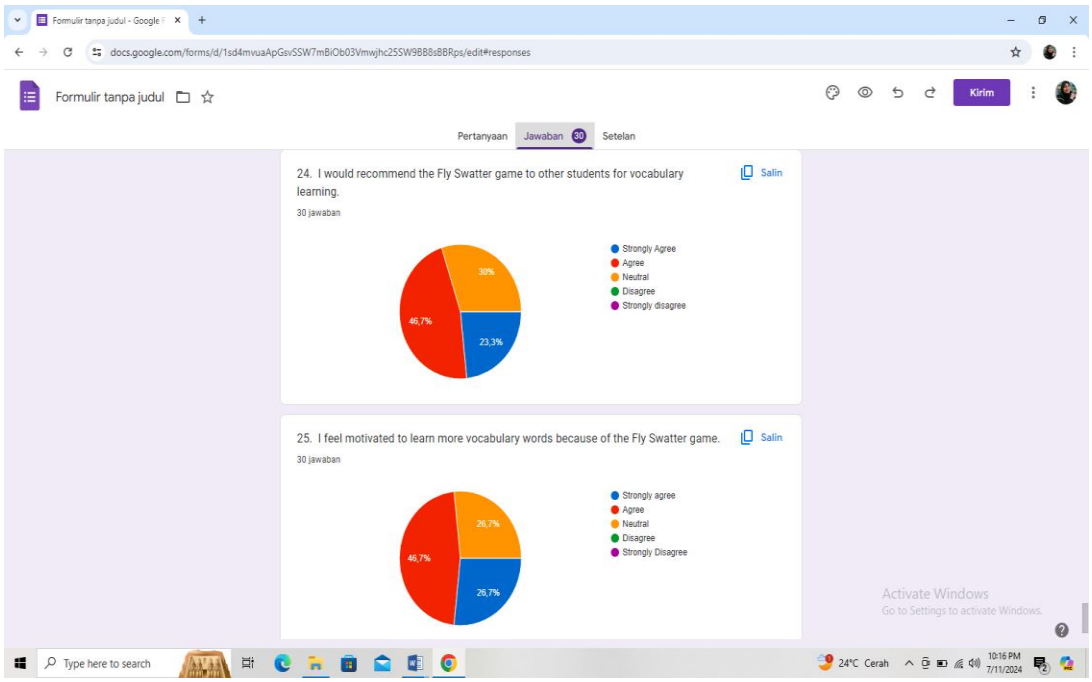
Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
22. The Fly Swatter game has helped me to enhance my vocabulary skills.
Salin
30 jawaban
43,3%
13,3%
40%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
23. I think the Fly Swatter game is an effective tool for learning vocabulary.
Salin
30 jawaban
30%
43,3%
26,7%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.
Type here to search
24°C Cerah
10:15 PM
7/11/2024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Formulir tanpa judul
Kirim
Pertanyaan
Jawaban 30
Setelan
24. I would recommend the Fly Swatter game to other students for vocabulary learning.
Salin
30 jawaban
30%
46,7%
23,3%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
25. I feel motivated to learn more vocabulary words because of the Fly Swatter game.
Salin
30 jawaban
26,7%
46,7%
26,7%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree
Activate Windows
Go to Settings to activate Windows.
Type here to search
24°C Cerah
10:16 PM
7/11/2024

APPENDIX 5

Statements and Students Percentages

No	Statement	Frequency of Scale				
		SA	A	N	D	SD
1	The Fly Swatter Game captures my attention during English class.	20%	60%	20%	0	0
2	I find the Fly Swatter Game engaging and interesting.	46,7%	40%	10%	3.3%	0
3	Using the Fly Swatter Game makes learning English more enjoyable.	46,7%	40%	10%	0	3,3%
4	The Fly Swatter Game helps me focus better on learning activities.	23,3%	50%	23,3%	3,3%	0
5	The physical activity in the Fly Swatter Game makes the class more lively.	40%	50%	10%	0	0
6	I feel more alert and attentive when we play the Fly Swatter Game.	20%	63,3%	16,7%	0	0
7	The Fly Swatter Game motivates me to participate more actively in class.	13,3%	50%	36,7%	0	0
8	The game format of the Fly Swatter Game keeps me from getting bored during the lesson.	23,3%	33,3%	33,3%	6,7%	3,3%
9	The Fly Swatter Game helps me understand English vocabulary better.	20%	40%	33,3%	6,7%	0
10	Playing the Fly Swatter Game improves my ability to recall English words.	33,3%	40%	33,3%	3,3%	0
11	I can remember the lessons better when the lecturer taught using the Fly Swatter Game.	23,3%	60%	13,3%	3,3%	0
12	The Fly Swatter Game helps clarify difficult concepts in English	30%	43,3%	23,3%	3,3%	0
13	I learn new English words more quickly through the Fly Swatter Game.	26,7%	53,3%	16,7%	3,3%	0
14	The Fly Swatter Game helps me make connections between new and known vocabulary.	20%	56,7%	20%	3,3%	0

15	I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.	30%	43,3%	33,3%	3,3%	0
16	I feel that the Fly Swatter Game helps me grasp the meaning of new vocabulary.	16,7%	63,3%	16,7%	3,3%	0
17	I feel more comfortable participating in English class when we play the Fly Swatter Game.	20%	40%	36,7%	3,3%	0
18	I think my English vocabulary retention has improved with the use of the Fly Swatter Game.	26,7%	33,3%	36,7%	3,3%	0
19	The Fly Swatter Game has me interested in the lesson topic.	13,3%	50%	36,7%	0	0
20	I find it easier to recall the lesson material when I play the Fly Swatter Game because of its excitement.	23,3%	43,3%	33,3%	0	0
21	The Fly Swatter game provides a good opportunity for me to practice vocabulary with my peers.	16,7%	43,3%	23,3%	16,7%	0
22	The Fly Swatter game has helped me to enhance my vocabulary skills.	13,3%	40%	43,3%	3,3%	0
23	I think the Fly Swatter game is an effective tool for learning vocabulary.	26,7%	43,3%	30%	0	0
24	I would recommend the Fly Swatter game to other students for vocabulary learning.	23,3%	46,7%	30%	0	0
25	I feel motivated to learn more vocabulary words because of the Fly Swatter game	26,7%	46,7%	26,7%	0	0

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Nomor : B6132 /Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

30 **Oktober** 2023

Yth.
1. **Rayedriani Fahmei Lubis, M.Ag** **(Pembimbing I)**
2. **Sri Minda, M.Hum** **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan **kepada Bapak/Ibu** Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, **telah ditetapkan** Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Adinda Safrini
NIM	: 2020300009
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan kelembagaan

Dr. Lelis Yulianti Syafrida Siregar, S.Psi.,M.A
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Lamp : -
Perihal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepada UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama	: Adinda Safrini
Nim	: 2020300009
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl.Oswald Siahaan, Pandan, Tapanuli Tengah

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimaksih.

a.n Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Rahmadi Syafrida Siregar, S.Psi.,M.A
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SURAT KETERANGAN
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Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan ini menerangkan bahwa :

Nama	: Adinda Safrini
NIM	: 2020300009
Semester	: VIII (Delapan)
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Benar telah selesai melaksanakan penelitian di lingkungan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dalam rangka penyelesaian skripsi dengan judul "**The Students' Perception of Using Fly Swatter game in Vocabulary Learning at the Sixth Semester of the English Departement State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan**".

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan 1 Juli 2024
a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
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