

The Use Of Fly Swatter Game To Improve Student's Vocabulary Mastery at The Seventh Grade Of SMPN 5 Palu

Masyail Diyanah¹, Hasna¹, Andi Patmasari¹, Mashuri

¹Universitas Tadulako, Indonesia

*Correspondence: diyanahmasyail@gmail.com

ABSTRACT

Field observations at SMPN 5 PALU reveal that the vocabulary mastery of seventh-grade students remains far from optimal. Many students struggle to understand English reading texts because they encounter too many unfamiliar words. When asked to use these words in conversations or written tasks, they often feel hesitant and lack confidence. This problem is compounded by monotonous teaching methods, where teachers mostly provide vocabulary lists for students to memorize and translate without engaging, interactive activities. Such methods quickly lead to boredom, low motivation, and poor vocabulary. The purpose of this research is to prove if whether the Fly Swatter Game can improve the vocabulary mastery of seventh-grade students at SMPN 5 PALU. In this research, the researcher applied a quantitative method with a quasi-experimental research design, specifically the pre-test and post-test control group design. The independent variable in this study was the use of the Fly Swatter Game as a strategy for teaching vocabulary to the seventh-grade students of SMPN 5 Palu. Meanwhile, the dependent variable in this study was the students' vocabulary mastery. The students who were taught using the Fly Swatter Game obtained higher scores compared to those who were taught using the conventional method. In conclusion, the use of the Fly Swatter Game was effective in improving the vocabulary mastery of the seventh-grade students at SMPN 5 Palu.

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1. Introduction

In Indonesia, English is taught as a compulsory subject from junior high school (SMP) to senior high school (SMA), with one of the main objectives being the development of students' vocabulary. However, many students face difficulties in learning and remembering new words, which can affect their confidence and motivation in using English. To overcome these challenges, teachers are encouraged to use innovative and interactive strategies that make vocabulary learning engaging and effective.

Globally, vocabulary mastery is a key challenge for English learners, especially in EFL (English as a Foreign Language) contexts. Research shows that students with limited vocabulary not only struggle academically but also face obstacles in participating in international communication (Schmitt, 2008; Prihandoko et al., 2019; Anggawirya et al., 2021; Andini et al., 2026). In today's era of globalization, students need a sufficient vocabulary to access global knowledge, engage in cross-cultural communication, and compete academically and professionally (Said et al., 2021; Junaid et al., 2025; Prihandoko et al., 2022; Ritonga et al., 2024).

The Indonesian government, through the Kurikulum Merdeka, highlights the importance of English learning as a medium of cross-cultural communication and as a 21st-century competence. The curriculum encourages students to be more active, creative, and independent in learning. Within this framework, vocabulary acquisition is not merely about memorization but about the ability to use words meaningfully in real communication. Nation (2001) asserts that vocabulary is the foundation of language skills. Students with limited vocabulary face barriers both in understanding reading passages and in expressing their opinions. Similarly, Thornbury (2002) emphasizes that vocabulary is not simply the number of words memorized, but also how actively those words can be used productively in different situations.

Field observations at SMPN 5 PALU reveal that the vocabulary mastery of seventh-grade students remains far from optimal. Many students struggle to understand English reading texts because they encounter too many unfamiliar words.

When asked to use these words in conversations or written tasks, they often feel hesitant and lack confidence. This problem is compounded by monotonous teaching methods, where teachers mostly provide vocabulary lists for students to memorize and translate without engaging, interactive activities. Such methods quickly lead to boredom, low motivation, and poor vocabulary retention. Cameron (2001) explains that rote memorization without meaningful context often results in weak retention, making words easily forgotten and difficult to use communicatively.

To address this issue, a more innovative and enjoyable approach to vocabulary teaching is needed, particularly one that suits the characteristics of junior high school learners. One effective strategy is the use of games in language learning. Games are believed to create interactive classroom environments, reduce student anxiety, and enhance learning motivation. c, Eileen, and Donato (2020) found that games in language learning increase students' participation, enrich vocabulary acquisition through direct interaction, and strengthen memory retention in enjoyable contexts. Likewise, Aziz, and Khan (2022) reported that game-based learning, whether digital or conventional, accelerates vocabulary acquisition by offering challenges, healthy competition, and direct feedback that make students more active participants.

One widely used and easily implemented game is the Fly Swatter Game. In this activity, vocabulary words are posted on the board or classroom walls. The teacher calls out a word, and students compete to quickly hit the correct word with a fly swatter. This simple activity requires focus, concentration, and quick responses. The Fly Swatter Game combines cognitive (memory of vocabulary), affective (enjoyment and motivation), and psychomotor (physical movement) aspects, making it highly suitable for junior high school learners, who are typically energetic, curious, and more responsive to experiential learning. Uberman (1998) stresses that language games create a pleasant learning climate, reduce anxiety, and provide opportunities for more natural language use.

Previous studies also support the effectiveness of the Fly Swatter Game. Junaid, Paldy, and Hasan (2022) demonstrated that this game improved students' mastery of noun vocabulary such as objects and places. Similarly, Saputri (2022) highlighted its effectiveness in teaching adjectives in simple texts, yielding positive outcomes. However, research on its application in teaching verbs remains limited. Verbs play a crucial role in sentence structure, as actions and events cannot be expressed without them. Therefore, this study introduces novelty by focusing on enhancing both noun and verb vocabulary mastery through the Fly Swatter Game.

Furthermore, the implementation of the Fly Swatter Game aligns with the principles of the Kurikulum Merdeka, which emphasizes active, creative, and critical learning. The game encourages teamwork, healthy competition, and self-confidence. Classrooms become more dynamic, as students actively move, interact, and collaborate rather than sitting passively. It also helps teachers diversify their teaching strategies, reducing monotony and sustaining student interest.

Considering these factors, conducting research on the application of the Fly Swatter Game in the seventh-grade of SMPN 5 Palu is highly significant. The findings are expected to contribute to improving students' motivation, expanding their vocabulary mastery, and offering an effective alternative to traditional teaching methods. Practically, this research benefits both teachers and students. Theoretically, it adds fresh perspectives to vocabulary learning strategies, particularly in the underexplored area of verb acquisition.

2. Methodology

2.1. Research Design

In this research, the researcher applied a quantitative method with a quasi-experimental research design, specifically the pre-test and post-test control group design. The research involved two groups of students namely the experimental group and the control group. The experimental group received treatment through the use of the Fly Swatter Game as the teaching strategy in learning vocabulary. Meanwhile, the control group was taught using conventional methods without the application of the Fly Swatter Game.

Before the treatment, both groups were given a pre-test to measure their initial vocabulary mastery. After the experimental group received treatment through the Fly Swatter Game, a post-test was administered to both groups in order to measure the improvement in students' vocabulary mastery. By comparing the pre-test and post-test results of both groups, the researcher determined that the Fly Swatter Game had a significant effect on improving students' vocabulary mastery.

The design of the research can be illustrated as follows:

Experimental Group : $O_1 X O_2$

Control Group : $O_3 O_4$

Where:

$O_1 O_3$ = Pre-test

X = Treatment (Vocabulary Self-Collection Strategy)

$O_2 O_4$ = Post-test

2.2. Population and Sample

In a research study, variables are the elements that can change or influence the outcome of an experiment. Creswell (2009) explains that an independent variable is a factor that is assumed to cause, influence, or affect the results, while a dependent variable refers to the outcomes or effects that occur as a result of the treatment given to the independent variable. In other words, the dependent variable is expected to change after the independent variable is applied in the learning process.

Based on this explanation, the present research involved two types of variables. The independent variable in this study was the use of the Fly Swatter Game as a strategy for teaching vocabulary to the seventh-grade students of SMPN 5 Palu. Meanwhile, the dependent variable in this study was the students' vocabulary mastery which was measured through the results of the pre-test and post-test administered before and after the implementation of the Fly Swatter Game. Therefore, this study aimed to examine to what extent the use of the Fly Swatter Game influenced the improvement of students' vocabulary mastery.

Table 1. Population Data

No.	Class	Number of Students
1.	VII A	26
2.	VII B	27
3.	VII C	21
4.	VII D	25
5.	VII E	25
6.	VII F	22
TOTAL		146

To determine the sample, based on Table 1 the researcher selected two classes from the seventh grade as the samples of this study, namely Class VII D and Class VII E. Class VII D, consisting of 25 students, served as the experimental group, where the treatment using the Fly Swatter Game was implemented. Meanwhile, Class VII E with 25 students functioned as the control group where the teaching and learning process continued using conventional methods without the Fly Swatter Game. The selection of these two classes was in line with the principles of a quasi- experimental design which requires the involvement of both an experimental group and a control group without random assignment of subjects (Sugiyono, 2018).

2.3. Research Variables

In a research study, variables are the elements that can change or influence the outcome of an experiment. Creswell (2009) explains that an independent variable is a factor that is assumed to cause, influence, or affect the results, while a dependent variable refers to the outcomes or effects that occur as a result of the treatment given to the independent variable. In other words, the dependent variable is expected to change after the independent variable is applied in the learning process.

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2.4. Research Instrument

In this study, the researcher used a vocabulary test as the main instrument to measure the students' mastery of English vocabulary before and after the treatment. The instrument consisted of a pre-test and a post-test administered to both the experimental and control groups. The pre-test was given to determine the students' initial vocabulary mastery, while the post-test was conducted after the treatment to identify any improvement in their performance.

The test items were constructed based on the vocabulary materials for the seventh-grade students of SMPN 5 Palu, particularly focusing on common nouns and action verbs, which were the emphasis of this research. The test included multiple-choice items to assess recognition of vocabulary meaning, a matching test to measure the ability to connect words with their appropriate meanings or objects, and word classification items to evaluate the students' skill in identifying and grouping vocabulary appropriately.

2.5. Technique of Data Collection

In this study, the technique of data collection was conducted through the administration of vocabulary tests to both the experimental and control groups. The researcher used two kinds of tests, namely a pre-test and a post-test. The pre-test was given before the treatment in order to identify the students' initial vocabulary mastery, while the post-test was conducted after the treatment to measure the improvement in vocabulary mastery as a result of the teaching strategy.

The experimental group was taught using the Fly Swatter Game, while the control group received instruction through conventional methods. The data obtained from both groups were then compared to examine whether the application of the Fly Swatter Game had a significant effect on students' vocabulary mastery.

2.6. Teaching Outline

The researcher applied the Fly Swatter Game to teach students vocabulary mastery and conducted six meetings, each consisting of 2 x 40 minutes. The first meeting was about introducing the game and explaining the rules. The second meeting was for the first treatment, which used simple clues. The third meeting included the second treatment, where students were given clear explanation hints. The fourth meeting included the third treatment, where the students made up their own clues. The fifth meeting was about the fourth treatment, which used words related to daily activities. Finally, the sixth meeting included the fifth treatment, which involved using mixed clues.

2.7 Technique of Data Analysis

2.7.1 Calculating the Standardized Scores

Calculated based on their pre-test and post-test scores. In order to calculate students' individual score, the researcher uses a scoring formula based on Arikunto (2006) which is formulated as follows:

$$Z = \frac{x - \bar{x}}{s} \times \frac{100}{\sigma}$$

Where:

Z = standardized score

x = score obtained by student

$\bar{x}$ = maximum score

s = standard deviation

2.7.2 Calculating the Mean (Average Score)

To find out the central tendency of the students' scores, the researcher calculated the mean scores for both the experimental and control groups by using a formula proposed by Arikunto (2006) which is presented as follows:

$$M = \frac{\sum x}{N}$$

Where:

M = mean score

$\sum x$ = total score of all students in a group

N = number of students in that group

2.7.3 Calculating the Sum Square Deviations

To assess the variability or dispersion of the students' scores, the sum of squared deviations was calculated for both groups. The researcher used a formula proposed by Arikunto (2006), which is formulated as follows:

a. For the experimental group, the formula is:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{n}$$

ontrol group, the formula is:

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{n}$$

$\sum x^2$ = sum of square deviations for experimental group

$\sum y^2$ = sum of square deviations for the control group

n = number of students

$\sum X^2$ = the square derivation for experimental group

$\sum Y^2$ = the square derivation for control group

2.7.4 Hypothesis Testing Using Independent t-Test

To determine whether the difference in the post-test results between the experimental group (taught using the Fly Swatter Game) and the control group (taught using conventional methods) was statistically significant, an independent sample t-test was used. The formula adopted from Arikunto (2006) is presented as follows:

$$t = \frac{M_x - M_y}{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}$$

Where:

t = the value of t-count

M_x = mean of experimental group

M_y = mean of control group

$\sum x^2$ = sum of square deviation for control group

$\sum y^2$ = sum of square deviation for control group

N_x = number of students in experimental group

N_y = number of students in control group

2.7.5 Hypothesis Testing Using Independent t-Test

The researcher tested the hypothesis to determine whether the use of the Fly Swatter Game had a significant effect on the students' vocabulary mastery. The decision was made by comparing the calculated t-value (t-count) with the critical t-value from the t-distribution table (t-table). If the t-count was greater than the t-table, the alternative hypothesis (H_a) was accepted, indicating that the Fly Swatter Game had a significant effect on the students' vocabulary mastery. Conversely, if the t-count was equal to or smaller than the t-table, the null hypothesis (H_o) was accepted, meaning that the Fly Swatter Game did not have a significant effect on the students' vocabulary mastery.

3. Results and Discussion

To determine the effectiveness of the Fly Swatter Game in improving students' vocabulary mastery, the researcher compared the students' achievement before and after the treatment. Therefore, the findings are presented in two sections, namely the results of the pre-test and the results of the post-test for both the experimental and control groups.

3.1. Result of Pre-Test

The pre-test was administered before the treatment to identify the students' initial level of vocabulary mastery. Both the experimental and control groups completed the same test before participating in the learning activities. The test focused on students' understanding of vocabulary, particularly common nouns and verbs, which were taught during the research. The administration of the pre-test followed the English lesson schedule in each class.

The highest score obtained by the students was 76,67, while the lowest score was 26,67. The total score of all students was 1143,33 and the highest pre-test score in the control group was 83,33, while the lowest was 26,67. The total score of all students in this group was 1206,67.

The mean score of the pre-test in the experimental group was 45,73. This result indicates that the students' vocabulary mastery before receiving the treatment was still unsatisfactory. Most of the students experienced difficulties in identifying and understanding the meaning of English vocabulary, especially common nouns and verbs. Therefore, an appropriate teaching strategy was needed to improve their vocabulary mastery.

The control group's pre-test was 48,27, this finding reveals that the students' vocabulary mastery before the treatment was still at a low level. Furthermore, the similarity between the mean scores of both groups indicates that the students had relatively comparable vocabulary mastery before the treatment was conducted. Therefore, both groups started the research with nearly the same level of vocabulary knowledge.

3.2. Result of Post-Test

After the treatment was completed, the researcher administered a post-test to both the experimental and control groups. The purpose of the post-test was to measure the students' vocabulary mastery after the implementation of the Fly Swatter Game in the experimental group and the conventional teaching method in the control group. The post-test was conducted at the end of the research period, following the completion of all treatment sessions.

The highest score of the experimental group was 93,33, while the lowest score was 40,00. Compared with the pre-test, the students' scores increased after they were taught using the Fly Swatter Game. The mean score of the post-test in the experimental group was 79,07. Compared with the pre-test result, the students showed a noticeable improvement in their vocabulary mastery. This finding indicates that the implementation of the Fly Swatter Game had a positive contribution to improving the students' understanding of English vocabulary, particularly common nouns and verbs.

The highest score was 86,67, while the lowest score was 50,00. Although the students' scores improved after the teaching process, the improvement was lower than that of the experimental group. The mean score of the post-test in the control group was 70,27. Although the students' scores increased after the learning process, the improvement was not as substantial as that of the experimental group. This suggests that the students who learned through the conventional teaching method made progress, but the improvement was less significant than those who were taught by using the Fly Swatter Game.

3.3 Result of Score Deviation

After obtaining the mean scores of the pre-test and post-test, the researcher calculated the deviation score to measure the improvement in students' vocabulary mastery in both the experimental and control groups. The deviation

score was obtained by subtracting the pre-test score from the post-test score, while the square deviation was calculated for hypothesis testing.

Table 2. The Result of Deviation Score Experimental Group

No.	Initials	Student Score		Deviation (d)	Square Deviation (d ²)
		Pre-test (x1)	Post-test (x2)		
1	ABP	33,33	70,00	36,67	1344,69
2	AAW	56,67	93,33	36,66	1343,99
3	ASY	40,00	90,00	50,00	2500,00
4	ARP	26,67	76,67	50,00	2500,00
5	MAH	43,33	86,67	43,34	1878,36
6	MWS	46,67	80,00	33,33	1110,89
7	MFA	43,33	70,00	26,67	711,29
8	MSD	53,33	80,00	26,67	711,29
9	PJI	46,67	83,33	36,66	1343,96
10	RTO	43,33	73,33	30,00	900,00
11	ALA	43,33	66,67	23,34	544,76
12	ALY	56,67	93,33	36,66	1343,96
13	AJT	46,67	83,33	36,66	1343,96
14	AAI	50,00	76,67	26,67	711,29
15	IAN	26,67	80,00	53,33	2844,09
16	NAA	36,67	70,00	33,33	1110,89
17	NQS	36,67	73,33	36,66	1343,96
18	NZA	73,33	86,67	13,34	177,96
19	SIA	76,67	93,33	16,66	277,56
20	SCM	33,33	40,00	6,67	44,49
21	ZTP	53,33	80,00	26,67	711,29
22	KFF	60,00	86,67	26,67	711,29
23	NAI	40,00	83,33	43,33	1877,49
24	YMR	30,00	80,00	50,00	2500,00
25	YPI	46,67	80,00	33,33	1110,89
TOTAL				833,32	30998,27

Table 2 presents the deviation scores (d) of the experimental group. The highest deviation score was 53,33 while the lowest deviation score was 6,67. Meanwhile, the highest square deviation (d²) score was 2844,09, and the lowest was 44.49. After calculating all the deviation scores, the researcher computed the mean deviation of the pre-test and post-test scores, which was 33.33.

Table 3. The Result of Deviation Score Experimental Group

NO	Initials	Student Score		Deviation (d)	Square Deviation (d ²)
		Pre-test (x1)	Post-test (x2)		
1	ASP	56,67	66,67	10,00	100,00
2	AST	46,67	76,67	30,00	900,00
3	ESA	43,33	80,00	36,67	1344,69
4	MDA	83,33	86,67	3,34	11,16
5	MNF	53,33	80,00	26,67	711,29
6	MRA	30,00	56,67	26,67	711,29
7	QMF	56,67	70,00	13,33	177,69
8	RAI	26,67	50,00	23,33	544,29
9	SRP	43,33	73,33	30,00	900,00
10	SHR	46,67	73,33	26,66	710,76
11	WZI	53,33	56,67	3,34	11,16
12	YBF	66,67	80,00	13,33	177,69
13	ZSA	70,00	73,33	3,33	11,09
14	AFK	63,33	66,67	3,34	11,16
15	ANI	30,00	50,00	20,00	400,00
16	FGL	46,67	56,67	10,00	100,00
17	KAM	56,67	83,33	26,66	710,76
18	MAR	56,67	63,33	6,66	44,36
19	NUH	33,33	56,67	23,34	544,76
20	NAZ	50,00	76,67	26,67	711,29
21	NAB	43,33	86,67	43,34	1878,36
22	NSI	26,67	70,00	43,33	1877,49
23	SAP	46,67	73,33	26,66	710,76
24	SSA	40,00	80,00	40,00	1600,00
25	MAF	36,67	70,00	33,33	1110,89
TOTAL				550,00	16010,89

Table 3 presents the deviation scores (d) of the experimental group. The highest deviation score was 43,34, while the lowest deviation score was 3,33. Meanwhile, the highest square deviation (d²) score was 1878,36, and the lowest was 11.09. After calculating all the deviation scores, the researcher computed the mean deviation of the pre-test and post-test scores, which was 22,00.

After obtaining the deviation scores of both the experimental and control groups, the researcher continued by calculating the total squared deviation from the mean for each group. Based on the calculation results, the total sum squared deviation of the experimental group was 1,661,45, while the control group obtained a total sum squared deviation of 3,910,89.

After obtaining the sum squared deviations of both groups, the researcher continued by calculating the significance of the difference between the experimental and control groups, which was the value of the t_{counted} is 3,71.

3.4 Testing Hypothesis

The hypothesis testing was conducted to determine whether the use of the Fly Swatter Game had a significant effect on students' vocabulary mastery. If the t-count value is higher than the t-table value, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates that the use of the Fly Swatter Game has a significant effect on improving the vocabulary mastery of the seventh-grade students at SMPN 5 Palu. On the other hand, if the t-count value is lower than the t-table value, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted, indicating that the treatment does not have a significant effect.

To determine the t-table value, the researcher first calculated the degree of freedom (df) using the formula. The experimental group consisted of 25 students, and the control group also consisted of 25 students. Therefore, the degree of freedom was calculated as follows.

$$df = 25 + 25 - 2 = 48$$

At the 0.05 level of significance, the t-table value was determined based on the t-distribution table. Since the degree of freedom (48) was available in the table, the researcher did not need to use the interpolation formula. Therefore, the t-table value was directly obtained from the table, which was 1,677 at the 0.05 level of significance (one-tailed test). The calculation showed that the t-count value (3.71) was higher than the t-table value (1,677). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This result indicates that the use of the Fly Swatter Game significantly improved the vocabulary mastery of the seventh-grade students at SMPN 5 Palu.

3.5. Discussion

The purpose of this research was to find out whether the use of the Fly Swatter Game could improve the vocabulary mastery of the seventh-grade students at SMPN 5 Palu. To collect the data, the researcher administered a pre-test and a post-test to both the experimental and control groups. The pre-test was conducted before the treatment to measure the students' initial vocabulary mastery, while the post-test was administered after the treatment to identify their improvement. The experimental group was taught using the Fly Swatter Game, whereas the control group received vocabulary instruction through the conventional teaching method.

The findings revealed that the use of the Fly Swatter Game had a significant positive effect on students' vocabulary mastery. The students in the experimental group obtained higher post-test scores than those in the control group. During the learning process, the students also became more active, enthusiastic, and confident in participating in classroom activities. These results indicate that the Fly Swatter Game was effective in improving the vocabulary mastery of the seventh-grade students at SMPN 5 Palu.

The improvement in the experimental group was influenced by the implementation of the Fly Swatter Game during the learning process. At the beginning of the treatment, some students still had difficulty identifying and understanding the meaning of several vocabulary items. They were also less confident when answering vocabulary questions and often made mistakes in choosing the correct words. However, as the treatment continued, the students became more familiar with the vocabulary through the Fly Swatter Game. They actively participated in identifying words, competing with their classmates to hit the correct vocabulary, and discussing the answers together. These activities created a more enjoyable and interactive learning environment.

During the treatment sessions, the teacher guided the students by introducing the target vocabulary, explaining the meaning of the words, and giving them opportunities to practice through the game. The students became more enthusiastic, confident, and actively involved in the learning process because they learned while playing. After several meetings, they showed noticeable improvement in recognizing, understanding, and using the target vocabulary correctly. This improvement was reflected in their post-test scores, which were higher than their pre-test scores, indicating that the Fly Swatter Game effectively improved the students' vocabulary mastery.

The findings of this research are in line with several previous studies that proved the effectiveness of the Fly Swatter Game in improving students' vocabulary mastery. Julianti, Rahayu, and Susilowati (2023) found that the use of the Fly Swatter Game could improve students' vocabulary achievement and create a more enjoyable learning atmosphere. The students became more active and interested in participating in vocabulary activities because they learned through an interactive game.

Similarly, Silaban and Refika (2018) revealed that the Fly Swatter Game was effective in helping students improve their vocabulary mastery. The game encouraged students to participate actively and made the process of learning new vocabulary easier and more interesting. In addition, Syahrir and Anwar (2022) found that the implementation of the Fly Swatter Game improved students' vocabulary scores and increased their motivation during the learning process. Furthermore, Lubis, Hasibuan, and Aisyah (2023) also reported that this game provided a positive effect on students' vocabulary learning because it involved students directly in recognizing and practicing new words.

These previous findings support the results of the present research, which showed that the use of the Fly Swatter Game significantly improved the vocabulary mastery of seventh-grade students at SMPN 5 Palu. The similarity between this research and previous studies indicates that the Fly Swatter Game can be an effective alternative strategy for teaching vocabulary.

Meanwhile, the control group that was taught using the conventional method showed only a small improvement in their vocabulary mastery. The learning process was mostly teacher-centered, which provided fewer opportunities for students to actively practice, explore, and apply new vocabulary. Students tended to memorize vocabulary lists without having many interactive activities to help them understand and remember the words.

The difference between the experimental and control groups indicates that the Fly Swatter Game provided a more engaging and student-centered learning experience. Through this game, students had more opportunities to participate actively, recognize new words, and practice vocabulary in an enjoyable way. This finding is supported by previous studies conducted by Julianti, Rahayu, and Susilowati (2023), Silaban and Refika (2018), who stated that the use of the Fly Swatter Game could increase students' participation, motivation, and vocabulary achievement compared to conventional teaching methods.

Although the implementation of the Fly Swatter Game was successful, several challenges were found during the learning process. One of the challenges was that some students needed time to understand the rules and procedures of the game. In addition, controlling the classroom situation was sometimes challenging because students became very enthusiastic during the activity. Therefore, the researcher needed to provide clear instructions and manage the classroom effectively to ensure that the learning process ran well. This finding is supported by Julianti, Rahayu, and Susilowati (2023), who stated that although the Fly Swatter Game could increase students' interest and participation in learning vocabulary, teachers still needed to manage classroom activities properly to make the game run effectively. To overcome these challenges, the researcher provided clear explanations, guided students during the activity, and monitored their participation throughout the learning process.

4. Conclusion

The researcher concludes that the implementation of the Fly Swatter Game successfully improved the vocabulary mastery of the seventh-grade students at SMPN 5 Palu. The students who were taught using the Fly Swatter Game obtained higher scores compared to those who were taught using the conventional method. The use of this game made the learning process more interactive, enjoyable, and student-centered because students actively participated in recognizing, practicing, and remembering new vocabulary through game activities.

The improvement in the experimental group showed that learning vocabulary through the Fly Swatter Game was more effective because students were actively involved in recognizing, practicing, and remembering new words through an interactive activity. The teacher's role as a facilitator also helped students understand difficult vocabulary and guided them throughout the learning process. Although some challenges occurred during the implementation of the game, they could be overcome through clear instructions, proper classroom management, and continuous guidance. In conclusion, the use of the Fly Swatter Game was effective in improving the vocabulary mastery of the seventh-grade students at SMPN 5 Palu.

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