A. Vocabulary

There are some definitions of vocabulary from some experts. Nunan (1999: 101), and Hatch and Brown (1995: 1) state the same idea what vocabulary is. They define vocabulary as a list of target language words for particular language or a list of word that the individual speaker might be.

It can be said that vocabulary is a word or list of words with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual. When we only know the form and meaning, but do not know the implementation of vocabulary in sentences, our vocabulary will be useless, so it is important to teach vocabulary first to the students. Because vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

This sub-topic covers four points: (1) Kinds of vocabulary, (2) The Aspects of Vocabulary, (3) The Importance of Vocabulary, and (4) Teaching Vocabulary. Below is the description of each.
1. **The Importance of Vocabulary**

   In every language, vocabulary is very important to convey the idea, express desire and feelings; and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language.

   Vocabulary as the one of language component has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students, who get more vocabulary, can enrich their English easily. It forms an opinion that the development of a rich vocabulary is an important element in learning a language.

   Harmer (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication. Language learner has to master many vocabularies in order to be able to use language both in spoken and written.

   Based on the statement above, vocabulary is very important for the learners because without the sufficient vocabulary, the students cannot skillfully use the language. If the students do not have enough vocabulary, it will lead to the miss communication.

2. **Kinds of Vocabulary**

   Relating to the definition of vocabulary, it is important for us to know the kinds of vocabulary. There are two kinds of vocabulary namely receptive vocabulary and productive vocabulary (Hatch & Brown, 1994).
a. **Receptive vocabulary**

Receptive vocabulary is words which the learners recognize and understand when they occur in context, but cannot produce correctly. Receptive vocabulary recognize by the learners when they see in reading context. Receptive vocabulary is also called a passive process because the learners just receive thought from others. It is a basic vocabulary which is much larger than productive vocabulary. In this case the learners only as a hearer. Listening vocabulary is larger than speaking vocabulary and similarly to reading vocabulary that is relatively larger than writing vocabulary.

b. **Productive vocabulary**

Productive vocabulary is the words, which the learners understand, able to pronounce correctly, and able to use it in speaking and writing. Productive vocabulary is needed from receptive vocabulary to make the learners able to produce speaking and writing competence related with the context. Productive vocabulary can be called as an active process, because in this process the learners are able to produce and express what they thought to others.

3. **The Aspects of Vocabulary**

In learning vocabulary, there are some aspects that can be learnt by the learners. In this research, the learners focus on learning three aspects of vocabulary, namely meaning, spelling and pronunciation.
According to Lado (1967) the aspects of vocabulary that can be learnt by the learners are as follows:

a. **Meaning**

The most important aspect of teaching vocabulary teaching for students is to foster students’ independence so that they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson. When conveying the meaning to the students, teacher should teach their students that a word may have more than one meaning when it is used in different context. Therefore, guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

Guided discovery involves asking question or offering example that guided students to guess meaning correctly. The meaning of words can be communicated in different ways. Nation (1990: 20) suggests that teachers can convey meaning to their students by demonstration or pictures (using object, using a cut of figure, using gesture, blackboard drawing or diagrams and pictures of book) and by verbal explanation (analytical definition, putting the words in a defining context, and translating into another language). When the students are involved in discovery meaning, they will be able to express themselves fluently.

Contextual guesswork means making of the context in which the words appear to drive an idea of its meaning, or in some cases, guess
from the word itself. Lewis (1993: 186) states that knowledge of word formation (prefixes and suffixes) can also help guide students to discover meaning. Teacher can help students with specific techniques and practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (verb, adjective, noun) the latter is very useful when using dictionaries.

b. Spelling

In learning vocabulary, spelling is very important since it can help in reading activity. It can tighten the connection between sounds and letters. Spelling and reading also have common factor, proficiency with language.

Students need to be accustomed about spelling to make them easier in writing. In learning vocabulary, students have spelling problems, for example the letter (I) is not always pronounced /I/. Thus, the English teacher should guide students to pronounce and spell English words correctly.

c. Pronunciation

Many students really want to be able to speak English well with a good pronunciation so that they can communicate with others without hindrance. However, not all of English words are pronounced based on spelling words. Thus, teacher needs to guide
students to pronounce word correctly. Pronouncing the words also enables students to remember it longer and identify it more readily when it is heard or read.

d. Word classes

Word classes are categories of words. Word class is an important feature in semantic analysis. The examples of word class are: nouns, verbs, adverbs, adjectives, and prepositions. The classification of the words of a language depends on the function in communication. Nouns can occur in certain places in sentence and serve certain functions. Verbs also occur in certain places and have special function. Thus, word class membership is an important lexical feature.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning. Word use may also involve grammar and thus become the subject of profound analysis.

The examples of activities of word use are as follows:

1. Learners work together, either in pairs or small groups to list collocates for given word.
2. A student reports on a word what has been found in their reading. The activity will involve them to talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.

4. **Teaching Vocabulary**

Vocabulary is very important for learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary will be different. It needs special treatment and consideration taken by teacher. Teacher has to consider some aspect in teaching vocabulary. Wallace (1982:207) explains that teaching vocabulary has to be based on the following things:

a. **Aims**

   The aims have to clear for the teacher. The teacher should decide how many of things listed does the teacher expect the learners to be able to achieve the vocabulary and the kind of the words that students will learn.

b. **Quantity**
Teacher may decide in the number of vocabulary items to be learned. How new words in a lesson the learners can learn? If there are too many words, the learner may become confused or discouraged and it will make the students feel bored.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication. They communicate and get the words they needed.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that his students master fee target words well. He also should give opportunity to the students to use the words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary, the teacher should present target words in such a way that their meaning of the target words are perfectly clear and not ambiguous.

f. Situation and presentation

The teacher should tell to the students that they have to use words appropriately. They use of words depends on the person to whom they are speaking.
B. Fly Swatter Game

Fly swatter game is formalized guessing game, in which the students have to guess what the teacher says by hitting the answer in the blackboard. The students who can find the right answer will get the points.

Schmenk (2001: 3) states that Fly Swatter is a game where the students have to get the word by swatting the words in the whiteboard. This game helps the students to improve their sight-word dictionary and it can be a very valuable tool.

Helena (2013: 3) fly swatter game is a kind of activity that students do in the classroom by using a fly swatter that students use to hit the word on the whiteboard that teacher says before. In this activity, teacher and students can make a good relationship in learning process.

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

C. How to Teach Vocabulary Using Fly swatter Game

Implementing Fly Swatter Game covers preparation, procedure and teaching implementation. Below is the description of each.

1. Preparation of Fly Swatter Game
   
a. Material
The first thing that must be considered by teacher is the preparation of material. Teacher should make a lesson plan that includes the activity and steps in teaching vocabulary by using Fly Swatter Game. The lesson plan is very important for teacher as a guide in teaching and learning process. Besides, teacher should inform students on how to use Fly Swatter Game in their classroom. Then, teacher chooses a topic that will be learned. Teacher has to prepare the teaching resources for teaching and learning activity such as: fly swatter, text and some words on whiteboard.

b. Media

After teacher chooses the material, teacher must prepare the whiteboard as the place for sticking words the teacher also can use LCD projector as the teaching aids. The whiteboard is a medium that teacher uses to place some words. Teacher should make sure that words on the whiteboard can be seen by students. Teacher may decorate the wall becomes as beautiful as possible. It can be wrapped by colorful papers or other properties. Students are also free to decorate it and they can use their imagination to make it become attractive. In addition to the whiteboard, the teacher should also get ready with marker and fly swatter to hit their bug (pictures or words that students have to hit in the whiteboard).
2. Procedure of Fly Swatter Game

Implementing Fly Swatter Game is an interesting way for learning and teaching vocabulary. According to Amanda (2010) there are some procedures that must be followed in this game, they are:

a. Teacher teaches material to the students.

b. The teacher tells the student that they will play a game, namely Fly Swatter Game.

c. To play the game, Teacher asks the member from each team come stand in front with their back facing the whiteboard so they can't read the words written by the teacher. Then, give both players a fly swatter. Then the teacher reads the clues or definitions randomly from the words that students have learned from the material.

When the definition is being read, the two students at the front can turn around, face the board, and try to find the word that is the correct answer. When they locate it they swat it with the fly swatter. The first one to swat the correct word gains a point for their team. Teacher asks them to say the word, both students then sit down and two new students go up. (If the first person to swat a word swats the wrong answer their opponent gets a free shot)

d. The teacher can end the game either when she/he uses up all definitions/clue or when every student has gotten a chance to
play. Then the teacher asks the students to make sentences from the words they have learned from the game.

3. Teaching Implementation

There are three stages of implementing Fly Swatter Game, they are: (1) Pre teaching activities, (2) Whilst teaching activities, and (3) Post teaching activities. Below is the description of each.

a. Pre-teaching activities

Pre-teaching activities are done at the beginning of teaching learning process in the class, which is used to attract students’ motivation and make them ready to learn. In pre-teaching, there are some activities that will be followed. First, teacher introduces and brainstorms a topic about the topic that is going to be taught. It helps students to consider what they have already known about the topic and present some vocabularies. There some ways that can be used in introducing the topic. One of them is by using video. The teacher shows a video that has connections to the topic.

Second, the teacher checks students’ background knowledge by asking some questions about the topic or video that have been watched.

Then, the teacher tells students that they will play a game. But, before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher gives explanation about the rule of the game that must be followed by students.
First, they should not hit another student by fly swatter. Second, they should not throw the fly swatter to anyone. Third, they should not "block" another player with their arm or their body to prevent them from getting a word.

b. Whilst teaching activities

In this stage, the teacher rechecks students’ readiness. It is important to do before the game is started. After students are ready, teacher begins to lead them to the game. The game is played during 30 minutes. There are some important points that should be paid attention along the game.

1) Teacher’s role

Teacher’s role is to establish the success of playing this game. In this game, teacher has several functions. Teacher’s functions can be:

a) As a facilitator. It means teacher prepares anything students’ need that concerns the game such as animal’s video, group formation, and pictures and other needs.

b) As an instructor. Teacher gives an instruction to students that are related to the game. Sometimes, teachers’ instruction is difficult to understand by some students because of the language. Therefore, teacher should not use difficult terms because they may not be understood by students. If teacher speaks in English, he/she mentions the translation into the Indonesian language if necessary. The activity can be as follows:
Teacher: Ok, now we start the game. Everybody has to focus and listen to my instruction.

Students: Yes, Sir.

Teacher: Do not break the rule, ok.

c) As the leader. It means teacher leads students to the game. The game is started by the teacher and students follow teachers’ rule during the game. Teacher can make his/her own rule. In addition, teacher controls anything that is necessary during the game. Moreover, in this section, teacher also has to check the correctness of students’ pronunciation. Commonly, junior high school students have bad pronunciations. They speak originally based on the what written in text. No word is missed. In this stage, teacher makes a correction about mistakes and mentions the right one.

2) Students’ role

In this game, students are as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by teacher. Moreover, all students should participate in using vocabulary they have and also pay attention to their friends’ performance in the game. Besides, students should also keep the situation well during the game is played. Based on those activities, students can improve their vocabulary because; first, they learn while playing. Students like doing something
fun. They will be more interested in the lesson. Second, there some moments that can make students remember some words like when their friends do something wrong or funny, other students can remember those moments and also the words, automatically. Third, by using fly swatter game, students will compete with each other to find out the meaning of words by following some interesting activities in that game. So, students can enrich their vocabulary without using monotonous activity.

c. Post teaching activities

In the post teaching activities, teacher gives exercises. Students do the exercises individually. It can be by writing words as many as possible including the meaning of words based on a certain clues given by teacher. Another activity can be given to students is by asking them to make sentences based on the word they found during the game. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

D. The Advantages of Playing Fly Swatter Game in Teaching and Learning Vocabulary

According to Helena (Journal of English Language Teaching, 2013), playing Fly Swatter Game in teaching vocabulary may give some advantages. First, fly swatter game does not use a monotonous 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 pronouncing and spelling words. Fifth, students are more active than teacher. Teachers’ roles are just to give explanations and corrections about the students’ task.

E. **Basic Assumption**

Fly Swatter game gives the students pleasure in learning vocabulary. Students can be easier in learning the words and in interacting with others students because Fly Swatter provides some rules that are interesting to be followed. In this case, the writer has assumption that teaching vocabulary using Fly Swatter Game is effective.

F. **Hypothesis**

Based on explanation above, the writer has hypothesis that teaching vocabulary using Fly Swatter game is effective.