THE INFLUENCE OF USING FEELY GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP KARTIKA II-02 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

A Thesis proposal

Submitted as a partial fulfillment
of the requirements for proposal seminar

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ABSTRACT

**THE INFLUENCE OF USING FEELY GAME TOWARDS STUDENTS'
VOCABULARY MASTERY AT THE FIRST SEMESTER OF
THE SEVENTH GRADE OF SMP KARTIKA II-02
BANDAR LAMPUNG IN THE ACADEMIC
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Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. In the contras, the students' vocabulary at SMP Kartika II-02 Bandar Lampung was still low, and to solve this problem the writer used feely game. Feely game is asking questions and naming objects. Then, in this research, the objective there was significant influence of using feely game toward students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in 2018/2019 academic year.

The methodology of this research was quasi experimental design. The writer did three steps in conducting this research: pre-test, treatment, and post-test. The population of this research was the seventh grade of SMP Kartika II-02 Bandar Lampung. The sample of this research was chosen by doing cluster random sampling technique. The sample consisted of two classes, one as a experimental class and another class as a control class. The treatments were held in three meetings 2x40 minutes for each meeting. The design used pre-test and post-test to find out students' vocabulary test. After giving the post-test, the writer analyzed the data by using independent samples test.

After doing the hypothetical testing, this result was consulted to the score of the value significant generated Sig. (Pvalue) $< \alpha = 0.05$. Therefore, H_o is rejected and H_a is accepted. In other words, from this research it is known that feely game can improve the students' vocabulary. It can be concluded that there is a significant influence of feely game towards students' vocabulary.

Key words: Feely game, Vocabulary, Quasi Experimental Design.

APPROVAL

A thesis entitled	: **"THE INFLUENCE OF USING FEELY GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP KARTIKA II-02 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020"**
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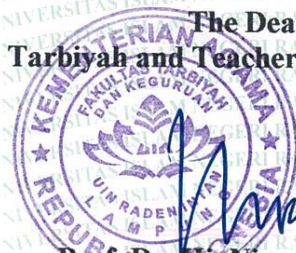
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says vocabulary is one of the components of language which will make the language meaningful. It means that without mastering vocabulary we cannot have communication. It is supported by Cameron vocabulary has been seen as a major resource for a language use.[1] Vocabulary is one important component of language learning and the most important element of material and need to be studied to be understood in order to be used properly.[2] Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says building up a useful vocabulary is central to the learning of foreign language at primary level.[3] It concludes vocabulary is ones of level in learning of foreign language.

Vocabulary is the basic element of a language.[4] It means that vocabulary is important thing and one of aspects that should be mastered by the students besides the others components like grammar and pronunciation in learning English. In a

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[1] Lynne Cameron, *Teaching Language To young Learners*, . (London : Cambridge university press, 2002). p. 94.

[2] Scott Thornbury, *How to Teach Vocabulary*, (Cambridge : Person education limited, 2002),p.13

[3] Lynne Cameron, Op.cit p.72

[4] Michael Wallace, *Teaching Vocabulary*, London: Heinemann Educational Books, 1982 p:47

row, Thornburry states that another components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.[5] It can be concluded that vocabulary is the basic element that very important in learning English.

Mastering vocabulary has become a complex problem, because it difficult task to do. Sometimes, it is hard to memorize the vocabulary. According to Nation Teaching vocabulary does not distinguish common words from uncommon words, which is make students more burden to memorize the vocabulary.[6] In other case, it is very hard because besides memorizing, the pronunciation of vocabulary also become a problem. If the students are lack of vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what someone said.

According to the theories above, it can be concluded that the people have various types of vocabulary that they used for different purposes. Vocabulary is used to express our ideas such as speaking, listening, reading and writing. Vocabulary is one of component in language learning, without vocabulary we cannot communicate each other.

Based on the writer's preliminary research at SMP Kartika II-02 Bandar Lampung, the writer has found that students' vocabulary was still low. When the writer interviewed the English teacher Reni Puspasari M.Pd at SMP Kartika II-02

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[5] *Ibid.,* Scott Thornburry, p.13.
[6] Paul Nation, *Teaching Vocabulary*, (Wellington:Victoria University of Wellington, 2015), p.1.

Bandar Lampung. She said that almost the students especially in seventh grade did not master vocabulary. The writer also gets the data from preliminary about students score in vocabulary mastery. And the students said that the teacher did not use an interesting game to teach vocabulary. Thus, the students lost motivation to learn and felt difficult to study English. Therefore, the students were unable to communicate English well. The students' vocabulary score can be seen in the table below:

Table 1

The English Vocabulary Score at the First Semester Seventh Grade of SMP Kartika II-02 Bandar Lampung in the Academic Year of 2018/2019

No	Score	The number of students					
		VII A	VII B	VII C	VII D	Total	Percentage
1	<70	25	24	22	22	93	62%
2	≥70	13	15	15	14	57	38%
Total		38	39	37	36	**150**	**100%**

Source : Document of the students' vocabulary score at the seventh grade of SMPKartika II-02 Bandar Lampung in the academic year of 2018/2019

From the table above, it can be said that the vocabulary score of the seventh class of students at SMP Kartika II-02 Bandar Lampung is still low, because the English vocabulary test of students in class VII A, VII B, VII C, VII D. The criteria of minimum mastery (KKM) at SMP Kartika II-02 Bandar Lampung is 70. The number of students who get score under 70 is 62% students and above 70 is 38% students. It means that students still have difficult to understand vocabulary. One of students' problem that difficulty in learning English because they did not know the meaning of new vocabulary. Thus, the student still low in mastering vocabulary.

In fact, an interesting game will encourage students to learn vocabulary more easily. According to Napa, there are many ways which can be used to develop students' vocabulary mastery. It can be taught by using many different techniques, such as flashcard, game, picture, text, translation, etc.,[7] suitable game should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lesson in their learning.

To solve this problem in teaching vocabulary process need interesting game. One of the games is by using a game. A game is an activity with rules, a goal and an element of fun. It means that game is fun and enjoys activity for today. Playing game is a vital and natural part of glowing and learning. One of the games is feely game. Feely game is asking questions and naming objects.[8] First, the students feel enjoy and interest. As the result, teacher still used conventional way in learning process. Second, the students more active in a activities such as the students to perform in front of the class, answering teacher's questions and working together with their friends. Finally, after the students memorize, they express the vocabulary in front of the class one by one and the students can enjoy study in class.

Feely game is to know that we have senses which allow us to find out about the world around us. Feely game encourages the children to explore using touch, to

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[7] Pieter Napa, *Vocabulary Development Skills*, (Jakarta, Yayasan Kanisius), 1991.
[8] Andrew Wright and Michael Buckby, *Games for Language Learning*, Cambridge: Cambridge University Press, 1983, p.94

develop their ability to express and support their thoughts.[9] It can be said that feely game will encourage students to use different senses to identify and describe familiar things at the environment.

There are some previous researches about Vocabulary Mastery as follow: firstly by Novitri on the improving of using feely game towards students speaking mastery at the second semester of the eighth grade of SMPN 4 Kotabumi in academic year of 2012/2013. Feely game is not only interesting the students but expected to help the students to achieve new vocabulary without memorize. Novitri said in her thesis that feely game is good way for the teaching and learning.[10]

The second research is conducted by Lilik in her thesis entitled "The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1 Kediri in Academic year 2014/2015. There were two things which are discussed in this study, vocabulary mastery and reading comprehension. The objective of this study was to show the correlation between vocabulary mastery and reading comprehension. Increasing vocabulary skill is one of the most important things to reach the students goal in comprehension skills.[11]

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[9]Handa IWB, *Project Lesson Plan Our Sense*: *Communication 4 All,* Journal, Big Book, Fdn stage, 2016.

[10] Novitri Yani, *The Improving of using feely game toward students' speaking mastery at the second semester of the eighth grade of SMPN 4 Kotabumi in academic year of 2012/2013*, 2012, p. 3

[11]Lilik Wahyuningsih, "*The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1 Kediri in Academic year 2014/2015* (SI Thesis, Universities Nusantara , Kediri, 2015).

The last previous research is about feely game that has been done by Siregar that focuses on feely game to improve students' ability in mastering vocabulary. She used experimental research. It was found that teaching process ran well. The students were active, enthusiastic, and interested in mastering vocabulary. The result of the research there was a significant effect of using feely game toward students' ability in mastering vocabulary.[12] It means that feely game as a good game to develop the students' students' ability in mastering vocabulary skills and successful.

The research findings showed that the vocabulary mastery affected the students' performance in reading comprehension. As the influence is positive one, it supported the basic assumption that the student who got high score in vocabulary test, he would get the score in comprehension as well. It means that the more students have many stocks of words, the better he performs in comprehension.

Based on discussion of previous study, it can be concluded that there is a significant different of this research with previous ones. The difference lies on topic and skill applied. In the first previous research of Novitri only focuses in feely game and speaking ability with the result of the research is feely game is good way for the teaching and learning. In the second previous research of Lilik focus in vocabulary mastery and reading comprehension, with the result of the

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[12]Sahnida Siregar, *Improving The Students' Ability In Mastering Vocabulary By Using Feely Game At Grade Vii Private Islamic Junior High School Pesantren Dairi,* State Islamic University of North Sumatera Medan, 2018, Unpublished.

research is: there are a significance correlation between vocabulary mastery and reading comprehension.

Therefore, this research only focuses on the students' vocabulary mastery by using feely game. The writer proposes a research entitled "The Influence of Using Feely Game Towards Students' Vocabulary Mastery at the First Semester of the Seventh Grade of SMP Kartika II-02 Bandar Lampung in the Academic Year of 2018/2019"

B. Identification of the Problem

Based on the background of the problem, the writer identifies some problems as follows:

1. The students' vocabulary mastery is still low.
2. The students' felt difficult in the meaning words of vocabulary.
3. The teacher did not use an interesting game to teach vocabulary.

C. Limitation of the Problem

Based on the identification of the problem above, the writer limits the problem of the research on the influence of using feely game toward students' vocabulary mastery especially in concrete noun and descriptive adjective at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in 2018/2019 academic year.

D. Formulation of the Problem

Based on the limitation of the problem, the writer formulates the problem as follows: Is there a significant influence of using feely game toward students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in 2018/2019 academic year?

E. Objective of the Research

The objective of the research wants to know whether there is a significant influence of using feely game toward students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in 2018/2019 academic year.

F. Significance of the Research

The significant of the research are as follows:

1. Theoretically,

   The result of this research provided more theory for father writer in teaching and learning Vocabulary, especially by using Feely game.

2. Practically,

   a. For the teacher, it can be a source of information and knowledge about the kind of teaching games especially in mastery vocabulary and also it can be implements by the teacher in teaching learning English to mastery the student's vocabulary.

b. For the students, the finding of this research motivated them to practice more than they did before and encourage them to learn English well.

c. For other writer, the results of this study are expected to be one of resources to get the larger knowledge and experience about how to teach English by using feely game, especially to teach the first semester students of junior high school.

G. Scope of the Research

The scopes of the research were as follows:

1. Subject of the Research

   The subject of the research was the students at the seventh grade of the first semester at SMP Kartika II-02 Bandar Lampung.

2. Object of the Research

   The object of the research was the use of feely game towards students' vocabulary mastery.

3. Place of the Research

   This research was conducted at SMP Kartika II-02 Bandar Lampung.

4. Time of the Research

   This research was conducted at the first semester of the seventh class of SMP Kartika II-02 Bandar Lampung.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Language is a means of communication. Human being use language to express idea, feeling and their expectation to other. Setiyadi said, "Language is a system for the expression of meaning (communicative language teaching) and principle in teaching foreign language are develop from an axiom about the language."[13] In this case the objective the foreign language is enabling the students to communication with other people by using English.

Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).[14] It means that English is different when English for communication and English for teaching materials and methods. These differences may influence in teaching English achievement.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.[15] It describes that teaching is a process to help the learner for understanding

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[13] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language,* (Yogyakarta : Graha Ilmu, 2006), p.10.
[14] *Ibid,* p.20
[15] H. Douglas Brown, *Principles of Language Learning and Teaching:* 4th Edition, (new York: Addison Wesley Longman, 2000), p.7

something that learned. In this case the English teacher should be able to create a real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken forms.

According to Harmer that English as a foreign language is generally taken to apply to students who are studying general English at schools and institute in their own country or as transitory visitors in a target language country.[16] Meanwhile, English generally has been learnt by the students since they were in the basic level of education. It means that English as a foreign language is important, and is needed to the English learner as a part their study in the school.

Based on the statement above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English as a foreign language, the teacher should be creative to make the students are interested in learning English as a foreign language.

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[16] Jeremy Harmer, *How to Teach Writing, (*Harlow: Longman Group, 2004), p.79

2. Vocabulary

a. Definition of Vocabulary

According to Cameron, Vocabulary is one of the language aspects which should be learn. Learning we have to know vocabulary first. A person said to "know" a word if they can recognize its meaning when they see it.[17] it means that in learning vocabulary we must to know the meaning of it and also understand and can use it in the sentence context. Wallace states,"Vocabulary is the stock of words used by people, particular class or person".[18] Based on the statement above it is clear that the students should be master adequate vocabulary.

Some definitions of vocabulary are proposed by some experts. Vocabulary is one of the language components that can affect macro skill because vocabulary one of the important thing in learning English. Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.[19] It means that vocabulary has big contribution to supporting the successful of learning English. Without vocabulary they cannot developed their language skill namely: listening, speaking, reading and writing.

Hornby states that vocabulary is central to language and is great significance to language learners.[20] It means vocabulary is part of language,

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[17] Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2001), p.27

[18] Catherine Wallace, *Reading*, (Oxford: Oxford University Press,1987), p.30

[19]Scott Thornburry, *How to Teach Vocabulary*, (Cambridge:Longman, 2002), p.13

[20]As. Homby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford; Oxford University Press, 1983), p.959

because a language is formed by words, so that significant to language learner. According to Richard, vocabulary is one of the most important aspects of foreign language.[21] It can be vocabulary is the basic aspect in learning language especially foreign language.

From the statement above, writer assumes that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is very difficult for a learner to study and using English to speak with other people. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. So that, vocabulary is an essential part of language which makes the language meaningful.

b. **Definition of Vocabulary Mastery**

Hornby states that vocabulary is the total number of words which make up a language.[22] It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part learning English.

Brown states, that vocabulary is seen its central role, conceptualized meaningful language".[23] It means in other word vocabulary is the important part that can make the language meaningful. Richard and Renandya states, that

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[21]Jack C.Richard and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37
[22] A.S. Hornby, *Op.Cit,*. p.461
[23]H. Doughlas Brown, *Op. Cit.,* p.377.

vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.[24] It can be said that the first think people should be learn is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based on the definitions above, vocabulary in this study is the words to teach in English. Vocabulary a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and to speaks through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all education use and believe they understand well, but when pressed to describe precisely what it means to master a concept, skill or subject everyone has different definition.[25]

It can be concluded that vocabulary is one of important aspect of the language, as we know that vocabulary is the basic element in language and it is one of the objective in teaching learning English. Vocabulary mastery is a complete skill of the students to understand well and communicate by using something they have learned.

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[24] Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching*, an Anthology of Current Practice, (New York: Cambridge University Press,2002) ,p. 255.
[25] Thomas R Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press,1994) ,p.1.

c. **Kinds of Vocabulary**

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary; there are active vocabulary and passive vocabulary.[26]

1. Active vocabulary refers to all words the students have learned, and which can be used in communication.

2. Passive vocabulary refers to all words which students will recognize them when they see them in communication.

According to Hiebert and Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.

2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.

3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and use frequently.[27]

So, no matter how many experts classifying kinds of vocabulary, words area part of language elements or language tools of communication which are use by person for showing and telling their opinion and ideas. And the writer conclude that the most important thing in learning vocabulary is the learners have to know

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[26]Harmer, *op. cit.,* p. 159.
[27]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*; *Bringing Research to Practice.* (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.

vocabulary as many as possible in order to increase their ability in using the target language.

d. Aspects of Vocabulary

According to Harmer there are four basic aspects that students need to know to learn new vocabulary items:

a. Word Meaning : Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggest~ or rather that words are different connotations, often depending on the context they occur in.[28] The one problem in learning vocabulary is about meaning. It is one of the difficult in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts.[29] One of the difficulties when learning vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings.[30] Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a

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[28]*Ibid,* p.19

[29] Elfrieda H. Hiebert and Taffy E Raphael, *Early Literacy Instruction,* (Santa Cruz, Calfornia: Text Project,Inc, 1991), p.103, *Op.Cit,* p.103

[30]Jeremy Harmer, 1991, *Op.Cit,* p.18

misunderstanding or misinterpretation. For example: He looks so blue because he get a low score today. "Blue" in this sentence does not mean a kind of color, but it means expressing of sad.

b. Word use: Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses.[31] It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. "Water" in this sentence doesn't mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.

c. Word combinations: Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.[32] It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

d. Word Grammar: The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical

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[31] *Ibid,* p.19
[32] *Ibid,* p.20

patterns such as noun, verb, adjective, adverb, etc. Example: Mr. Budi <u>is</u> a postman. He <u>sends</u> the letters everyday.[33]

Based on the theories above, in this research the writer used word meaning and word use for teaching a basic learner especially students of eleventh grade, it is achievable for students of eleventh grade because the students of seventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of seventh grade is more suitable.

e. **Types of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.[34] There are noun, verb, adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

1. **Noun**

a) Definition of Noun

The noun is one of the most important part of speech. It may function as the chief or head of word in many structures of modification.[35] According to Harmer noun is a word (or group of words) that is the name of a person, a

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[33] Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman, 1991), p.19

[34] Scott Thronburry *Op.cit*,. p.4

[35] *Ibid* p.6

place, a thing or activity or quality or idea; noun can be used as the subject or object of verb.[36] It consists of single word, complex word and compound word.

Single word (simple) is word whose root cannot be morphologically analyzed, for example: book, chair, and stone. Complex word is word which is form by a simple word added with certain augmentation, in the form or prefix or suffix, for example: teacher, friendly, national. Compound word represents the word yielded with combination of two words or more to forming new word, for example: boyfriend and blackboard.

From the statement above, the writer can draw a conclusion that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb. In short, in this research the students' vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

b) Types of Noun

While according to Crystal, there are six types of noun, they are: countable noun, uncountable noun, concrete noun, proper noun and collective noun.[37]

   I.   Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by senses we can see, touch, smell the object (flower, girl).[38] Concrete noun refers to entities which can be observed and measured. Then, an

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[36] Jeremy Harmer, 2004, *Op.Cit*. p.34.
[37] D. Crystal, *The Cambridge Encyclopedia of the English Language*, (Australia; Cambridge University Press, 1995), p.206
[38] Marcella Frank, *Op.Cit,* p.6

abstract noun is a word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).[39] Abstract noun refers to unobservable nations, such as idea, difficult, certainly, etc.

II. Countable and Uncountable Nouns

Countable noun are things we can count, such as books, houses, flowers, for example: He bought six *books* of mathematics. It can be know that *book* is countable noun. Uncountable noun refers to an undifferentiated mass or nation, such as butter, wetter, sugar, etc. Uncountable noun also know as non-count nouns mass nouns.[40] For example: I add some *sugar* in his milk. It can be known that *sugar* is uncountable noun.

III. Proper and Common Nouns

Proper noun is a noun that is written with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications. Example: Mr. Jams Charles (names personal), England (name city) countries, Jakarta (name city), etc.

IV. Collective Nouns

A collective noun is a word for group of people, animal or objects considered as a single unit. Example of collective nouns are audience,

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[39] *Ibid*, p.7

[40] A.J. Thomson and A.V. Martinet, A *Practical English Grammar*, (Oxford: Oxford University Press, 1986), p.28

committee, class, crew, faculty, family, government, group, majority, national, press, public, team, etc.[41]

From classification of noun above, it can be concluded that there are nine types of noun. Types of noun based on it can be count and can not be count, they are; Countable Noun and Uncountable Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Abstract Noun and Concrete Noun also Possessive Noun that show ownership. In this case, for teaching basic learners especially students of the eleventh grade, the writer limits the material of noun only about concrete noun.

2. Verb

a. Definition of Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.[42] While Sjah and Enong Its varying states that verb is a word that is showed measure and condition of a thing.[43] It means that verb can be used to show the measure and condition of thing. For examples : write, read, listen and others.

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[41] Marcella Frank, *Op.Cit*, p.6
[42]*Ibid.*, p.47.
[43]Sjah and Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 2002), p.30.

From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

3. **Adverb**

a. Definition of Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs. [44] It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong states that adverb is a word that explain about how, where and when a thing happen. [45] It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

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[44] Marcella Frank, *Op, Cit.,* p.141.
[45] Sjah and Enong, *Op, Cit.,*p.72.

4. Adjective

a. Definition of Adjective

According to Frank, the adjective is a modifier that has the grammatical property of comparison.[46] It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.

b. Type of Adjective

Furthermore Frank classifies the type of adjective as follows:

I. Determiners: consist of a small group of structure word without characteristic form.

   a.   Articles: the, a-an

   b.   Demonstrative adjectives: this-plural these, that-plural those

   c.   Possessive adjective:

       c.1. From pronouns: my, your, one's, etc.

       c.2. From nouns: John's., the girl's, etc.

   d.   Numeral adjectives:

       d.1. Cardinal: four, twenty-five, one hundred, etc.

       d.2. Ordinal: fourth, twenty fifth, one hundredth, etc.

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[46] Marcella Frank, *Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

e. Adjectives of indefinite quantity: some, few, all, more, etc.

f. Relative and interrogative adjectives: whose, what, which.

II. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of :

a. Proper adjectives: a Catholic church, a French disk, a Shakespearian play.
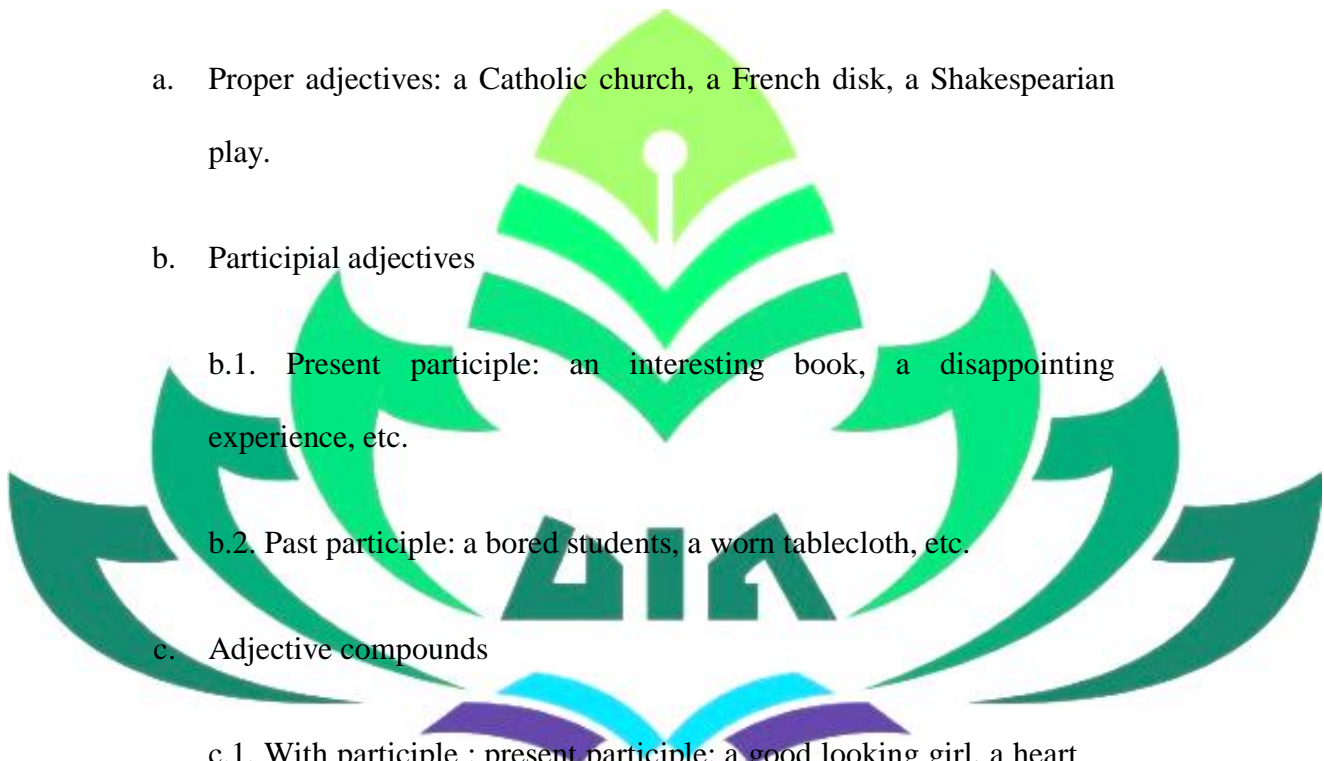
b. Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: a bored students, a worn tablecloth, etc.

c. Adjective compounds

c.1. With participle : present participle: a good looking girl, a heart breaking story, etc.

c.2 . With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted etc.

5. Pronoun

The definition of the pronoun as "a word that takes the place of a noun is applicable to some types pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent- but to a larger part of a discourse that proceeds. Those pronouns that are not substitutes may simple have indefinite reference or express indefinite quantity.[47]

6. Preposition

The preposition is classified as part of speech in traditional grammar. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.[48]

7. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. This term is a source of difficult in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conductions or verb phrases.[49]

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[47] *Ibid*, p. 18
[48] *Ibid*, p. 162
[49] *Ibid*, p. 206

8. Determiner (Article)

The two articles are the and a. The may be used with a singular or a plural noun; a is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound.

From the explanation above can be concluded they are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the writer will do the research to know the students' vocabulary mastery especially adjective and noun, that appropriate with the feely game and the materi is available in syllabus.

f. Teaching Learning Vocabulary

According to Thornbury, Vocabulary is the basic element of language to understand the language and Thornbury add, that there are several aspects of lexis that need to be taken into account when teaching vocabulary such as:

1. The level of the learners (whether beginners, intermediate, or advanced).

2. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).

3. The difficulty of the items whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.

4. The teacher teaching ability whether, for example, they can be easily explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).[50]

According to Brown, there are five 'essential steps' in learning vocabulary based on research into students' strategy, there are:

1. Having sources for encountering new words.

2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.

3. Learning the meaning of the words.

4. Making a strong memory connection between the forms and meaning of the words.

5. Using the words.[51]

From the first point implies that students have different level and encourage their students to gain success in learning the language. The technique can motivate them on teaching language. There are so many ways on teaching vocabulary mostly English teacher use, such as translation, game, picture, etc. Teacher knows that in presenting the new vocabulary. The English teacher not only gives the students list of words, but also they should be creative to manage and introduce the words with a good and appropriate way.

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[50] Scott Thornbury, Op. Cit, p.75-76
[51] Hatch and Brown in Lynne Cameron, *Teaching Language to Young Learner*, (New York: Cambridge University Press, 2001), p.28

g. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process, and one that takes a longtime.[52]There are a lot of problems that a student faces while they are learning vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning. Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1. Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

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[52]Ronald Carter, *Vocabulary, Applies Linguistic Perspectives Second Edition*, (London: Routledge, 1998), p. 184.

4. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them.[53]

3. Approach, Method and Technique

a. Definition of an Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.[54] Approach is how to start learning, How to manage learning activities and attitude of students so that students do learning process actively and get the result optimally. People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before teacher will teach in the class, the first should approach to students to know situation of the class, condition and characteristic of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After find the answer, a teacher easily to know what the method is appropriate for teaching student.

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[53]Thornbury, *op. cit,*.pp. 27—28.
[54] Jack C.Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching,* Cambridge University Press, Cambridge, 1987, p.35.

b. Definition of Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.[55] Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful and some model of syllabus organization.[56]Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Others methods, such as Total Physical Response method and the audio lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and them the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).[57]

Method is a way something is done. Perhaps used for routine tasks. For example, after the teacher do approach, the teacher decided that method to appropriate in teaching learning vocabulary in elementary school is Total Physical Response (TPR) method because the students will understand more toward new material by using direct example or responses and this method this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day

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[55]*Ibid.*

[56] Jeremy Harmer, *Op.Cit,* p.62.

[57]Bambang Setyadi, *Op.Cit*, p.6

to day instruction in front of your students. "Do you follow the textbooks and curricula to the letter with everything?" This is not really a question of "what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?" Method is based on the teacher's passion and the teacher's ability in doing method.

c. **Definition of Technique**

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.[58] Technique is how the teacher in teaching learning process does. Learning techniques is determined based on the method used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag

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[58]*Ibid.*

behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

From the explanation above, the writer conclude that games is including in a technique in teaching and learning process, because in a game there is a procedure, trick or stratagem   in teaching and learning process that can motivate the student. So, in this case Feely game is a game that including in the technique for teaching and learning process.

4. Definition of Game

Game is an activity which can do of a recreation. A contest physical or mental according to certain rules for amusement, recreation or for winning a stake as a games of chance, games of skill, field games etc. Harmer states, games is designed to engage students with a list of vocabulary items which be used in the lesson sequence which follow.[59] It can be the statements point out two important functions of using games in teaching make teacher easier in present the materials. Second, the students in a game give them pleasure and skill the students. This created a good in the classroom, where the students pay more attention to the lesson. Therefore, motivate the students to their interest and work in the learning a language.

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[59] Jeremy Harmer, *Op. Cit*, p.238

Thornburry states that it would be wrong to suggest that vocabulary learning to be all work and no play.[60]Game also provides environment for coping with new learning. Paul says, when children are having fun, they are more like to take risk, make mistakes without having feeling of failure and try to overcome their initials feelings of confusion when they encounter new words and patterns.[61] Game of any kind in usually fun. So they will find the subject more interesting, more enjoyable and will begin to improve as a result.

Brown adds, "Game could be any activity that formalizes a technique into units that can be scored in some way".[62] It means in teaching vocabulary teachers can use games as a technique expected that student's can be motivated and more active in learning process.

From the statement above Game also help the teacher to create context in teaching language is useful and meaningful. Game is good devices for practicing English, and it can be used to teach vocabulary. So that can make students more diligent in study. Therefore, the writer will choose game to teach the students in this research. The name of game the write will use is Feely game.

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[60] Scott Thornburry,*Op. Cit*, p.102

[61] David Paul, *Teaching English to Children in Asia*, (Hongkong: Longman, 2004), p.49

[62] H Douglas Brown, *Teaching by Principles an Intractive Approach to Language Pedagogy*, San Francesco, Longman, 2001, p.183

5. Feely Game

a. Definition of Feely Game

The Feely game is to guess what's in a bag or box; to identify objects from touch; to focus student's attention on a central point.[63] The Feely game is one of kind in game. The game is one of the important ways for the teacher to improve their ability in teaching their students, to make the students more active and easier to understand according to the teacher goals as a good teacher.

According to Wright et.al, Feely game is identified, guess, and speculate, asking questions and naming objects.[64] Based on game above, can make motivation students to learn good a less or more than, the teacher can be make complete with enjoyed and happiness in give a material.

According to Barbara, the feely game is information about objects.[65] So, feely game is related to objects in around us. For the example as objects according to Uppal you will need; large bag: different objects (eg.teddy bear, keys, cup, book, iron, and pen).[66] It means game feel related to objects on plays and for the game to draw required objects that can make the student happy by using objects as material for the game.

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[63] Read Carol, *500 Activities for the Primary Classroom,* (Oxford: Macmillan Education, 2007), p. 156.

[64] Andrew Wright, et.al, *Games for Language Learning*, New York: Cambridge University Press, 2006, p.67

[65] Barbara Sher, *Attention Games*, San Francisco: America, 2006, p.54

[66]HerjinderUppal, *Play Activities for the Early Years*, Sparrow Hall Farm: Edlesborough, 2004, p.5

The Feely game perspective is we can use "Feely games" for many games and activities that require a student to simply feel an object or to make a random draw. They are easy to make.[67]

Feely game is to know that we have senses which allow us to find out about the world around us. Feely game encourages the children to explore using smell and touch, to develop their ability to express and support their thoughts.[68] It can be said that feely game will encourage students to use different senses to identify and describe familiar things at the environment.

Based on definition above, it can be concluded that feely games is one of the games that deal with objects or identify an object by way of feeling. Felly game is an effective way for knowing students' vocabulary mastery. This game also helps to improve and increase their vocabulary and feely game which helps to bring the students memorizes more words. In this research, writer will use feely game as a game to teach vocabulary especially Noun and Adjective to improve and increase the students.

It can be conclude that feely game is a part of word game that was developed students' vocabulary and simultaneously to enrich the stock of vocabulary. This game is effective activities as a technique for vocabulary subject. This game can be motivating and uncertain students and help them learn in a way which aids the

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[67] Suzanne L. Churchman, *Bringing Math Home,* (Chicago: Review Press 2006), p. 69.
[68]Handa IWB, *ProjectLesson PlanOurSense* :*Communication 4 All,* Journal, Big Book, Fdn stage, 2016.
http://cass.welbni.org/downloads/97/338_56_STEM%20Project%20Lesson%20Plan%20-%20Our%20Senses%20FS.doc

retention and retrieval of the material for students. The Feely game was brought in relaxation and fun for students, thus help them learn and retain new word easily.

b. Procedure of Feely Game

According to Andrew, the procedures of feely game are:

1. Make sure that the learners know the name of the majority of the objects which you have collected.
2. Put four or five of the objects under the cloth on a table without the class seeing which ones you have chosen.
3. Ask a learner to feel one of the objects through the cloth and tell you what they think it is let the learner remove the object to see if they were correct.
4. Repeat with other learners.[69]

Then, Uppal states the procedure of Feely game:

1. The teacher put an object (nouns at class) in the box or bag without the student seeing.
2. The teacher explains to the student that they are you going to take turns to guess what an object is by just feeling it. Explain that they should not tell anyone what they think the object is.
3. The other student have to ask questions to find out what the object is. For example, 'Is it small?' 'Is it used in the house?' The student with the box or bag can answer only 'yes' or 'no'.

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[69] Andrew *Ibid*, p.68

4. Limit the student to 10 questions.

5. Encourage the student to listen carefully to each other's answer to help them ask their next question.

6. Finish student (feeler) asking the other student (questioner) to guess what the object is. Check to see if they are correct.

7. Ensure all the students have turns being both the feeler and the questioner.[70]

Based on procedure above, it can be concluded that feely games have some step that can implement to students such as,

1. Make sure that the learners know the name of the majority of the objects which the teacher has collected.

2. The teacher put some object in the box or bag.

3. The teacher asks 2 students to come in front of the class, and choose 1 of them as a feeler and another as a questioner.

4. The teacher explains to the student that they are you going to take turns to guess what an object is by just feeling it. Explain that they should not tell anyone what they think the object is.

5. The other student as questioner has to ask questions to find out what the object is. For example, 'Is it small?' 'Is it used in the house?' The student as feeler with the box or bag can answer only 'yes' or 'no'.

6. Encourage the student to listen carefully to each other's answer to help them ask their next question.

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[70]Uppal Herjinder, *Play Activities for the early years,* (Andrews UK Limited: Brilliant Publications 2010), p. 26.

7. Finish student (feeler) asking the other student (questioner) to guess what the object is.

8. The teacher check to see if they are correct and repeat with other learners.

c. Strength of Feely Game

Teaching through games such as Feely game is one effective technique to teach vocabulary in the classroom. One of the best ways of teaching is through games. There are many advantages of games in the classroom:

1. Students are motivating and challenging,

2. They create a meaningful context for language use,

3. Games are a welcome break from the usual routine of the language class,

4. Games provide language practice in the various skills speaking, writing, reading, and listening,

5.They encouraged students to interact and communicate.[71]

d. Weakness of feely game

There are many disadvantages of games in the classroom:

1. As a kind of Active Learning, the class of Feely bag game strategy tends to be noisy.

2. Spend much time to answer each question, because the students must think first.

3. The student not seriously because they think this is just a game. [72]

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[71] Lee, *Creative Games for the Language Class. English Teaching Forum,* (Washington: United States Department of State for Teacher of English, 2013), p. 35.
[72] *Ibid.,* p.36.

Based on the explanation above, the writer concludes that feely provides an opportunity for students to deliver their ideas with another student. Provides oral language development for students and the students can deliver their opinion in front of the class. The students get opportunity to get up out of their chairs and talk with another partner. So, the students are actively engaged in the activity and can build their vocabulary when they guess many words. Feely also is a motivating way for students. Feely makes teaching learning process became more interesting and makes the students practice in memorizing vocabulary and acquiring a good pronunciation.

e. Teaching Vocabulary By Using Feely Game

Feely game has an appropriate procedure of presenting the language materials. As it is in line with Andrew, Feely game has a set of procedure of teaching vocabulary, where vocabulary is the based to be considered.[73] That's why the first procedure of teaching is more related to vocabulary mastery. This is the procedure that will be used for teaching the language by using the game based on the assumption about language learning in Feely game. This is clear enough to be the reason of constructing the concept of the lesson plan as follow:

1. Pre teaching

    a. Prepare the stuff that appropriate with the material.

    b. Open up the meeting with pray.

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[73]*Ibid,* p. 56.

c. Check attendant list.

d. Arouse student's interest in planning task.

e. The teacher explain about the game, how to work or used it.

f. The teacher gives material or text and asks the students to list vocabulary noun and adjective according text.

2. While teaching

The procedures of feely game are:

a. Make sure that the learners know the name of the majority of the objects which the teacher has collected.

b. The teacher put some object in the box or bag.

c. The teacher asks 2 students to come in front of the class, and choose 1 of them as a feeler and another as a questioner.

d. The teacher explains to the student that they are you going to take turns to guess what an object is by just feeling it. Explain that they should not tell anyone what they think the object is.

e. The other student as questioner has to ask questions to find out what the object is. For example, 'Is it small?' 'Is it used in the house?' The student as feeler with the box or bag can answer only 'yes' or 'no'.

f. Encourage the student to listen carefully to each other's answer to help them ask their next question.

g. Finish student (feeler) asking the other student (questioner) to guess what the object is.

h. The teacher check to see if they are correct and repeat with other learners.

3. Post activity

    a.   The teacher encourages children to memorize the vocabulary through different interesting ways of helping them with their memorization.

    b.   The teacher asked them randomly to see their pronunciation by asking them to repeat, substitute, and to response the teachers' phrases/utterances/sentences.[74]

    Teaching learning process, the teacher gives the material and instruction to the students, and the students play together in large groups. It means the material has an important role in this case. Materials: Essential: a Feely bag or box (non-transparent drawstring bag or box, example shoe box or bread bag), and items to put in the bag or box. The focus language use are: Opinions, is there…?, Have you got…? Classroom objects, adjective to describe size, texture and shape, materials, made of, any familiar vocabulary. To explore their ideas and share their knowledge with their friends.

    The students' role here is as participants will guess the object that he/his friend touch. Play this game with a large group, so the student will be active to guess the object that teacher's put in the bag and they will follow the teacher's role when the teaching learning process is doing in class.

    Teacher here as a facilitator and instructor that makes the class conditions comfortable and the teaching learning process run well. The teacher's pay attention to student activity during the teaching, learning, and sometimes the

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[74]*Ibid.*, Andrew, p.5.

teacher's answer the students question when the students ask what they do not understand.

6. Translation Technique

There are many techniques in teaching vocabulary, such as game technique, picture technique, translation technique, etc. But here the writers choose translation technique in teaching vocabulary in control class becausthis tehnique have been applied in SMP Kartika 11-02 Bandar Lampung.

a. Definition of Translation Technique

Hurtado defines that translation technique as procedures to analyze and classify how translation equivalence works. The translation techniques have five basic characteristics:

1) They affect the result of the translation

2) They are classified by comparison with the original

3) They affect micro-units of texts

4) They are by nature discursive and contextual

5) They are functional obviously, translation technique are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression and contextual dimensions also intervene in the analysis.[75]

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[75] Lucia Molina and Amparo Hurtado Albir, " Translation Techniques Revisited : A Dynamic and Functionalist Approach" (online), available at http:// www. Trans-Teach-Molina-Hurtado, accesed on June 2016.

Translation technique is a technique for communication of the meaning of a source language text by means of an equivalent target language text.[76] According to Jaaskelainen translation technique is a series of competencies, a set of steps or processes that favor the acquisition, storage,/or utilization of information.[77] In this research, translation technique focuses on translating some unfamiliar vocabularies. After the students find the meaning, then the students' are memorizing them. This technique using by the teacher to teaches vocabulary mastery.

b. The classify translation technique

The classification of translation techniques is based on the following criteria:

1) To isolate the concept of technique from other related notions (translation strategy, method and error).

2) To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.

    To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen.
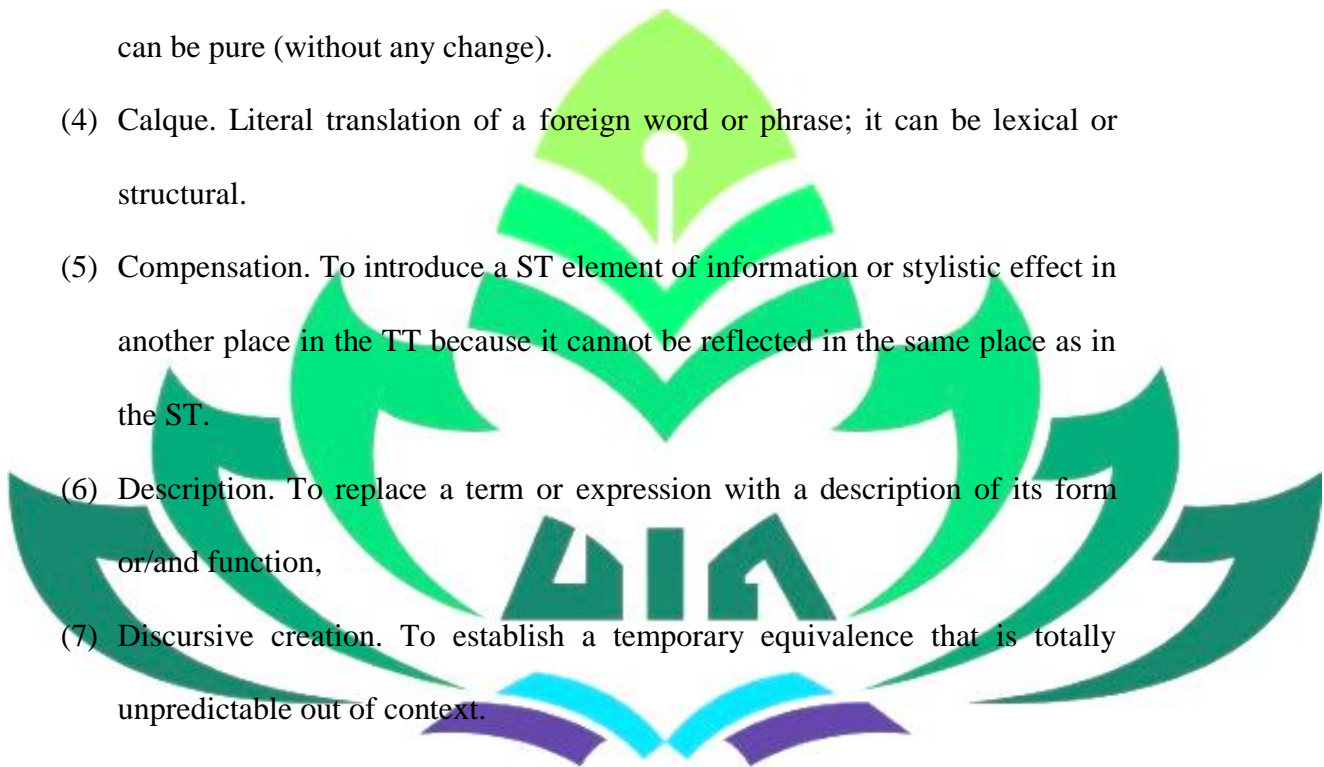
3) In relation to the terminology, to maintain the most commonly used terms.

4) To formulate new techniques to explain mechanisms that has not yet been described.

    They are some techniques of translation:

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[76]http://en.wikipedia.org/wiki/Translation
[77]Jaaskelainen (1999) http://www.bokorlang.com/journal/41culture.htm (July, 15th 2012)

(1) Adaptation. To replace a ST cultural element with one from the target culture.

(2) Amplification. To introduce details that is not formulated in the ST: information, explicative paraphrasing. Amplification is in opposition to reduction.

(3) Borrowing. To take a word or expression straight from another language. It can be pure (without any change).

(4) Calque. Literal translation of a foreign word or phrase; it can be lexical or structural.

(5) Compensation. To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST.

(6) Description. To replace a term or expression with a description of its form or/and function,

(7) Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context.

(8) Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.

(9) Generalization. To use a more general or neutral term.

(10) Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing.

(11) Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling.

(12) Literal translation. To translate a word or an expression word forward.

(13) Modulation. To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural.

(14) Particularization. To use a more precise or concrete term.

(15) Reduction. To suppress a ST information item in the TT.

(16) Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.

(17) Transposition. To change a grammatical category.

Variation to change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.[78]

c. Strength of Translation Technique

The following are the strength of translation technique:

1. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.

2. Widen vocabulary, hence increasing our vocabulary indirectly.

3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

d. Weaknesses of Translation Technique

The following are weaknesses of translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the

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[78] *Ibid,* p.509.

words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.

2. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.[79]

e. Procedure of Teaching Vocabulary Mastery through Translation Technique

Below is the procedure of teaching vocabulary through translation technique:

1. In class translation activities were introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.

2. Translation was integrated reading activities to find the new vocabulary.

3. Translation was conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.

4. Several short Indonesia text translations (around 400 characters) were integrated progress-safety into class activities.

Feedback was provided in the following week by 1) correcting individual translation work and 2) presenting common mistakes/errors in class.[80]

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[79] Albany, *Advantages and Disadvantages of Translation.* http://tccl.rit.albany.edu/knit/index.php/unit 3: what is the advantage of using translation as a teaching resource/. Accessed on 05 March

[80] Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, Melbourne: University of Melbourne. 2008. p. 143

7. Frame of Thinking

Vocabulary is a component of language that contains of information about the meaning and using a word in language. It is also to say that vocabulary is a part of language which makes language meaningful. The more vocabulary the students again, especially for the four skills such as: listening, speaking, reading and writing. The purpose of English learning is that students are expected be able to communicate well.

However, in the real situation English subject is recognized as boring subject and difficult to learn. Themselves who have a little motivation to learn English besides monotonous technique of teaching used by the teacher? Therefore, the writer thinks that the interesting teaching technique can increase the students' learning motivation.

In relation to the vocabulary teaching and referring to the frame of theories the writer assumes that feely game is suitable for teaching vocabulary, because it can motivate the students in learning English primarily in vocabulary learning. The students need repeated exposure and practice of language, and feely game can be students enjoyed and fun the way. The writer assumes that by using feely game toward teaching vocabulary as one of game that can be done to increase the students' vocabulary mastery because it is easy to remember and familiar, so the writer assumes teaching vocabulary by using feely game has positive influence towards students' vocabulary mastery.

8. Hypothesis

Based on the frame of thinking above, the writer formulated the hypothesis of the research as follows:

Ha : There is a significant influence of using feely game towards students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika Bandar Lampung in the academic year of 2018/2019.

Ho : There is no significant influence of using feely game towards students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II Bandar Lampung the academic year of 2018/2019.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the writer applied experimental design in order to know the influence of using feely game towards students' vocabulary mastery. Experimental design is the general plan to carrying out a study with and active independent variable.[81] In this research, the writer used quasi experimental research design; quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter can not artificially create groups for the experiment.[82] In this research, the writer used two classes of students that consist of one class as the experimental class and another class as the control class.

According to Ary *et.al*., who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pre test, post test, and post test-only.[83] The writer uses pre-test and post-test. The writer applies the pre-test and post-test design approach to a quasi-experimental design. The writer's design is presented in table 1:

Table. 3
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest[84]

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[81]Donald Ary *et.al., Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth Cengange Learning, 2010), p.301

[82]John W. Creswell, *Educational Research*, (4th Edition), (Boston: Pearson Education, 2008) p.309

[83]Donald Ary *et.al.*, *Op. Cit*, p.307

[84] John W. Creswell. *Op. Cit,* p.112.

In this research, pretest and posttest conduct for control and experimental class. In control class, the students given pre-test and post test without treatment. On the other hand, in experimental class, the students gave pre-test to know their vocabulary mastery before treatment and posttest after the treatment by feely game.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.[85] There were two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated, and measured in the research. While the dependent variable is a variable which is observed and measured to determine the effect of the independent variable. [86] In this research, the writer used feely game as independent variable (X) and vocabulary mastery as a dependent variable (Y).

C. Operational Definition of Variable

The operational definition of variable is used to decribe the variables which are used in this research to avoid misconception of variables presented in this research. It also aims in other the research has clarity about the data needed, so the writer investigates the data that was related with the variables of this research. The operational definitions of the variables of this research are as follows:

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[85]John W. Creswell. *Loc. Cit,* p.113.
[86]*Ibid*, p.115-116.

1. **Independent Variable (X)**

Feely game is a kind of game for teaching vocabulary by asking students to feel one of the objects that had been given by the English teacher and then they have to guess what the object is, especially by guessing noun that appropriate with the theme of the meeting. Then check to see if they are correct.

2. **Dependent Variable (Y)**

Students' vocabulary mastery is the students' knowledge of vocabulary that knows the meaning of word and able to use it for communication. Students must have ability to use or to understand word of language especially noun that they have learned in certain situation which they really have experienced in their lives, including: word meaning, word use, and word combinations.

D. **Population, Sample and Sampling Technique**

1. **Population**

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.[87] According to Ary *et.al.,* state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.[88] Population of this research is all of the students at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in academic year of 2018/2019. The number of population are 150 students consisted of four classes.

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[6]James B. Schreiber and Kimberly Asner-Self, *Educational Reasearch, The Interrelationship of Question, Sampling, Design and Analysis* (India: John Willey and Sons Inc, 2011), p.83.
[88]Donal Ary *et.al., Op. Cit*, p.148.

Table. 3. 1
The Population of the Students at the First Semester of Seventh Grade of
SMP Kartika II-02 Bandar Lampung in Academic Year of 2018/2019

No.	Class	The Number of Students
1.	VII A	38
2.	VII B	39
3.	VII C	37
4.	VII D	36
Total		**150**

Source: Document of SMP Kartika II-02 Bandar Lampung in academic year of 2018/2019

2. **Sample of the Research**

A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.[89] Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.[90] The sample of this research was divided into two classes. Based on the total of population in that school were 150 students from three classes in the first semester at seventh grade. The first class was experimental class and the other class was control class.

3. **Sampling Technique**

For getting the sample from population, the writer used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.[91] The writer conducted the research at eleventh grade. The seventh grade consists of

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[89]John W. Creswell, *Op.Cit.,* p.142
[90]Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.106.
[91]James B. Schreiber, *Op. Cit*, p.89.

four classes. The writer wrote names of classes in small pieces of the paper and then rolled it up and put them into a glass. After that the writer shaked and then the writer took two pieces of the rolled papers. The first class is as experimental class and the second is control class.

E. Data Collecting Technique

Collecting data is the most important step in conducting the research. In collecting data in this research, the researcher used a test. According to Donal ary, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[92] It means that a test was a device that contains a series of the task to do or questions to be answered by someone to measure the one aspect specific behavior. Thus, the function of the test was as a tool to measure.

Before conducting the real test the researcher conducted a try out test to got it is validity, reliability of each item of the test. In this research, the researcher gave, test namely vocabulary test to get the data or information.

F. Research Instrument

Sugiyono states that research instrument is a tool used by researcher to measure the nature or social phenomena being observed.[93] Here, it has purpose as a tool to get the data. It is used to measure the students' ability and to get the data to prove the theory. In this research, the researcher used a vocabulary test as instrument.

[92] Donal Ary, Jacobs, L.C., Sorensen, C., Razavieh, *Introduction to Research in Education* (Blemton : Wadsworth, Cengage Learning,2006).p.201
[93] Sugiyono, *Op.Cit,* p.148

For the vocabulary test, the researcher used the multiple-choice with four options; a, b, c and d. Thornbury states that Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design.[94] Before the researcher gave the try out test to the students, the instrument consisted of 50 items and after try out test the instrument consisted of 25 items. The criteria of vocabulary mastery test could be seen in table below:

Table. 3. 2
The specification of Pre-Test for Vocabulary Mastery

Subject	Material		Odd	Even	Odd	Even
	Noun	**Adjective**				
	Concrete	**Descriptive**				
Word Meaning	10	10	10	10	1, 5, 7, 9, 11, 15, 17, 23, 25, 39,	2, 6, 8, 12, 16, 14, 18, 20, 22,26,
Word Use	10	10	10	10	3, 13, 19, 21,27,29, 31, 33, 35, 37,39	4, 10, 24,28, 30, 32, 34,36, 38,40
Word Combination	5	5	5	5	41, 43, 45, 47,49	42, 44, 46,48, 50
	25	**25**	**25**	**25**	**25**	**25**
Total	**50**		**50**		**50**	

Based on the table above, it could be concluded that the try out test consists of 50 items. It consists 25 items for word meaning and 25 items for word use. In word meaning, they are 1, 5, 7, 9, 11, 15, 17, 23, 25, 39, for odd questions, meanwhile for even questions they are 2, 6, 8, 12, 16, 14, 18, 20, 22,26, In word use they are 4, 10, 24,28, 30, 32, 34,36, 38,40 for odd questions, for even questions they are 3, 13, 19, 21,27,29, 31, 33, 35, 37,39. In Word Combination,

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[94] Scott Thornburry, *How to Teach Vocabulary* (Essex: Longman Pearson Education Limited, 2002), p.132

they are 41, 43, 45, 47,49 for odd questions, meanwhile for even questions they

are 42, 44, 46,48, 50.

Table 3. 3
The specification of Post-test for Vocabulary Mastery

Subject	Material		Odd	Even	Odd	Even
	Noun	Adjective				
	Concrete	Descriptive				
Word Meaning	10	10	11	10	1, 3, 7, 13, 15, 19, 21, 27, 29, 33, 37	4, 6, 12, 20, 24, 26, 32, 34, 36, 40
Word Use	10	10	9	10	5, 9, 11, 17, 23, 25, 31, 35, 39	2, 8, 10, 14, 16, 18, 22, 28,30, 38
Word Combination	5	5	5	5	41, 43, 45, 47,49	42, 44, 46,48, 50
	25	25	25	25	25	25
Total	50		50		50	

Based on the table above, it could be concluded that the try out test consists of

50 items. It consists 25 items for word meaning and 25 items for word use. In

word meaning, they are 1, 3, 7, 13, 15, 19, 21, 27, 29, 33, 37 for odd questions,

meanwhile for even questions they are 4, 6, 12, 20, 24, 26, 32, 34, 36, 40. In

word use they are 5, 9, 11, 17, 23, 25, 31, 35, 39 for odd questions, for even

questions they are 2, 8, 10, 14, 16, 18, 22, 28, 30, 38. In Word Combination, they

are 41, 43, 45, 47,49 for odd questions, meanwhile for even questions they are

42, 44, 46,48, 50.

G. Scoring Procedure

In scoring vocabulary test, the ideal highest score is 100, the answer is score 1 if it

is correct and score 0 if it is incorrect, by using the following formula:

$$S = \frac{r}{N} X\ 100$$

Notes :

s= The score of test

r = Total of test which is correct.

n　= The total item.[95]

H.　Research Procedure

In conducting the research, the writer used the following steps:

1.　Determining the subject

The writer determines the subject. In this case, the writer choose the seventh grade in of SMP Kartika II-02 Bandar Lampung as the subjects of the research, one class is as the experimental class and one is control class.

2.　Determining the population and sample signing the test

The writer determined the instruments that was taught by students, the instruments was descriptive text. The students gots the same instrument for both classes in the topics.

3.　Selecting the material that was given

The writer selected the materials that suitable for the students. For example, the writer selected the descriptive text that had easier to understand by the students.

4.　Giving the treatment, the writer teaches the class

The writer gave the treatment in five meetings. In the treatment, the writer as a teacher teaches the students by using feely game. The writer gives the explanation about descriptive text. For instance, the generic structures of descriptive texts are general classification and description. The writer also gives explanation about the

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[95]Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik* (Jakarta : Rineka Cipta, 2013) p. 149

feely game. After that, English teacher asks students to feel one of the objects that has been given and then they have to guess what the object is.

5. Giving the pre-test, post test and score the result.

The writer conducted the pre-test before the treatment. The writer prepares a kind of test (call pre-test) that is given to the students. Then, The writer conducts the post-test after the treatment. By giving post-test, the writer know the students' improvement in their vocabulary mastery. This test is aim to knows the students' vocabulary mastery after giving the treatment. In this test, the students is given some questions. Then, the students answer questions.

6. Analyzing the result of the test

The writer analyzed the data to find out whether game used effective or not.

I. Validity and Reliability of the Test

1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments.[96] It means that a good test must have validity, so the test can measure the aspects that is measured. To measure whether the test has good validity or not, the writer use the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter

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[96]Donal Ary *et.al., Op. Cit*, p.225.

specialists.[97] It means that to get the content validity, the test adapt with the student's book, that is the test is suitable with the material that teach to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that will be measured because in this research the test is intend to measure students' of the seventh grade of Junior High School. Based on the syllabus, descriptive text is taught at seventh grade of Junior High School.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.[98] It means that construct validity is focused on the aspects of the test which can measure the students' vocabulary mastery. In this research, the writer asked students to answer the question test that can measure the students' Vocabulary Mastery. To make sure, the writer consult to the English teacher of SMP Kartika II-02 Bandar Lampung, Reni Puspasari M.Pd for determining whether the test will obtain construct validity or not.

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[97]John W. Best and James V. Kahn, *Research in Education,* (7th edition), (New Delhi, Prentice-Hall, 1995), p. 295.

[98]*Ibid,* p.296.

2. Reliability of the Test

Reliability is the consistency or stability of the values, test scores, or weight measurement.[99] Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer used inter-rater reliability. According to Ary *et.al.,* a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation was called the inter-rater or inter-observer reliability.[100] It means that, inter-rater reliability use when scores on the test are independently estimated by two or more judges or raters. They were the teacher and the writer. The estimate the reliability of the test, the writer used rank order correlation formula as follows:[101]

$$rho_{XY} = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

Notes :

rho_{XY} : Coefficient correlation ordinal.

D : Difference between first variable score and first variable score so.

That D : R1-R2

N : Number of subjects.

[99]James B. Schreiber, *Op. Cit*, p.110.
[100]Donal Ary, *et.al.*, *Op. Cit*, p.256.
[101]Suharsimi Arikunto, *Prosedur Penelitian Suatuu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.321.

Furthermore, to know the degree or the level of the reliability of vocabulary test the writer consult the criteria of reliability as follows.[102]

   0. 80 – 1. 00 = very high

   0. 60 – 0. 80 = high,

   0. 40 – 0. 60 = medium

   0. 20 – 0. 40 = low

   0. 00 – 0. 20 = very low

J. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfillment of the Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression were widely used by researcher in many diciplines, including statistic parametric tests to produce accurate result, the assumptions underlying them such as normality and homogienity test mut be satisfied.

a.   Normality Test

The researcher used normality test to know whether the data have a normal distribution or not.[103] When the data had been collected, the normality test was apply. In this research, the researcher used statistical computation by using *Statistical Package for Social Science* (SPSS) for normality test.

[102]*Ibid*, p.319.
[103] Ag. Bambang Setiyadi, *Op.Cit.,* p.169

The hypotheses for normality test were formulated below:

H_o : the data are normally distributed

H_a : the data are not normally distributed

While the criteria acceptance or rejection of normality test were:

H_o is accepted if Sig (p_{value}) $\geq \alpha = 0.05$

H_a is accepted if Sig (p_{value}) $< \alpha = 0.05$ [104]

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test was intended to test whether the data obtain from the sample homogeneus or not. In this research, the researcher used statistical computation by using *Statistical Package for Social Science* (SPSS) for homogeneity of the test.

The hypotheses for the homogeneity test were formulated as follows:

H_o : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

While the criteria acceptance or rejection of homogeneity test were:

H_o is accepted if Sig (p_{value}) $\geq \alpha = 0.05$

H_a is accepted if Sig (p_{value}) $< \alpha = 0.05$ [105]

c. Hypothetical Test

The data of this research were statistically analyze. The researcher used group pre-test post-test design where there were two groups (control and experimental), so

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[104] Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT Rineka Cipta, 2007), p. 194

[105] *Ibid.*

the data of the research was statistically analyzed with independent sample test to compare the mean of two different data from different groups.[106] In this case, the researcher used statistical computation by using *Statistical Package for Social Science.*

The hypotheses are :

H_a : There is a significant influence of using feely game towards students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in the academic year of 2018/2019.

H_o : There is no a significant influence of using feely game towards students' vocabulary mastery at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in the academic year of 2018/2019.

While the criteria of the hypothetical test are:

H_a is accepted if Sig (p_{value}) $\leq$ α = 0.05

H_o is accepted if Sig (p_{value}) > α = 0.05 [107]

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[106] Ag. Bambang Setiyadi, *Loc.Cit.*
[107] Margono, *Loc. Cit.*

CHAPTER IV
RESULT AND DISCUSSION

A. Research Procedure

The research conducted in SMP Kartika II-02 Bandar Lampung on September 25th, 2018. Before conducted the research, firstly the writer asked the permission to the headmaster and the English teacher at the school. After had the permission, the writer conducted through the following steps;

a. Determining the subjects of the research, the subjects of the research were the students at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung.

b. Designing the test which was multiple choice tests about vocabulary mastery for each of pre-test and post-test.

c. Determining the sample of the research by using cluster random sampling.

d. In this research the sample was VII A as an experimental class and VII B as a control class. Holding the pre-test in order to know the students' vocabulary mastery before they had treatment.

e. Analyzing the data got through the pre-test.

f. The treatment was conducted three times after the researcher gave the pre test to the sample. The researcher did the treatment of Feely game to the experimental class.

g. After treatment, the researcher gave post-test to the sample in order to know the students' vocabulary mastery of feely game after the treatment.

h. To know the normality and homogeneity result of the data gotten through pre test and post test, the researcher analyzed the data by using SPSS.

i. Before making the conclusion, the researcher tested the hypothesis.

j. As the last process of the research, the researcher reported the result of the research.

B. Process of Treatment

In this research, the writer gave three times for the treatment and began on October, 2018. The writer found that all activities could run well. All students paid attention to teacher seriously while presenting the lesson. The students looked very serious when the researchers presented the lesson. The students seemed to be not worried and nervous anymore and they were taking classes well. The treatment was very interesting for students. They feel very interested and enjoyed the activity.

1. Description of the First Treatment on October2nd, 2018

In the first treatment the students looked nervous. The writer asked to the students what vocabulary is. Some students knew vocabulary but they were still confused. So the writer gave explanation about vocabulary and its types for making easy the students to understand about vocabulary. In the first treatment the writer taught the students with the topic about animal. Then the writer introduced feely game. Then the writer explained to the students what feely game itself.

Firstly, the writer had lesson plan that appropriate with the curriculum. The writer prepare the stuff that appropriate with the material about the topics. Then the writer give material or text and ask the students to list vocabulary noun and adjective according to the text. The writer explained how to play Feely game. Then the writer, make sure that the students know the name of the majority of the objects which witer have collected. Put four or five of the objects under the cloth or box on a table without the class seeing which ones teacher had chosen. Ask 2 learners to come in front of the class, then asked a learner to feel one of the objects through the cloth or box and tell another students what he/she think it is let the learner remove the object to see if they were correct. Then, repeat with other learners. The last, the writer explained all of words that was mentioned by the students.

In the first meeting the writer got difficulties in controlling the class because some of the students were busy with their own activities like chatting and disturbed other students. Then, students' problem were the students' understanding of the meaning of the words was still low and the students had difficulty in pronouncing the words. Then to solve the problem the writer used feely game makes the students are interested and fun learning teaching English. Then when one students feel and tell the object to another students that make students more active to find the word and it speeds up the response of the students and encourage the fluency.

2. Description of the Second Treatment on October 3ʳᵈ, 2018

In the second treatment was better than the first. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about vocabulary that they had learned in previous meeting. In the second treatment the writer focused on the topic about animals. Then the writer reminded about the procedure of feely game. Before applying this treatment the writer explained the material first.

In this sesson the writer explained about stationary. The writer had lesson plan that appropriate with the curriculum. The writer prepared the stuff that appropriate with the material about stationary. Then the writer gives material or text and asks the students to list stationary according text. The writer started by reviewing the students'comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their stationary by using some stuff. After explaining about the material, the writer reminded about the procedure of feely game. Then writer, make sure that the students know the name of the majority of the objects which teacher have collected. Put four or five of the objects under the cloth or box on a table without the class seeing which ones teacher had chosen. Ask 2 learners to come in front of the class, then asked a learner to feel one of the objects through the cloth or box and tell another students what he/she think it is let the learner remove the object to see if they were correct. Then, repeat with other learners. The last, the writer explained all of words that was mentioned by the

students. After that the writer drew conclutions from the material given, then the writer gave chance to the students to ask if they had difficulty. Finally the writer gave task to the students related the material given, as their home work.

In the second meeting the writer still got difficulties in controlling the class because some of the students were busy with their own activities like chatting and disturbed other students. But in this treatment the writer got some help form the teacher to control the class. Then, in this treatment students' problem were still lack in vocabulary and the students' understanding of the meaning of words was still low. So the writer asked student to repeat together the words that had been learned. After that, the writer asked the student to memorize the words.

3. **Description of the Third Treatment on October4th, 2018**

In the third treatment was better than before, because the students were familiar in teaching learning process through feely game. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about vocabulary that they learned in previous meeting and asked them to mention some of words about the topics before. In the third treatment the writer focused on the topic about sport. Then the writer reminded about the procedure of feely game.

Firstly, the writer had lesson plan that's appropriate with the curriculum. The writer prepared the stuff that appropriate with the material about sports. Then

the writer gives material or text and asks the students to list sports according to the text. The writer started by reviewing the students'comprehension of the last material, then ask them to collected their homework that had gven before. After that, the teacher did brainstorming to students and asked something about their favorite sport by using some stuff. After that, the writer reminded about the procedure of feely game. Then writer, makes sure that the students know the name of the majority of the objects which teacher have collected. The procedure was same with the previous treatments.

After that the writer made conclutions from the material given, then gave chance to the students to ask if they had difficulty. The students looked interesting in teaching learning process; they enjoyed the material given and enthusiastic to do the task and the writer already able to control the class. But, in this treatment students' problem were still lack in vocabulary, difficulty in pronouncing the words and the students' understanding of the meaning of words was still low. So the writer give more attention, also making the more understand and active in learning process by using Felly game. Then when one students feel and tell the object to another students thats make students more active to find the word and it speeds up the response of the students and encouraging the fluency. The writer also asked student to repeat together the words that had been learn by using feely game, because by using feely game help the students easier to remember the meaning of the words.

C. Result of the Research

1. Data Description

a. Result of Pre-Test

The witer conducted pre-test in order to see students' vocabulary before the treatment. The scores of the students' vocabulary that were tested in pre-test can be seen in Figure 1 and 3.
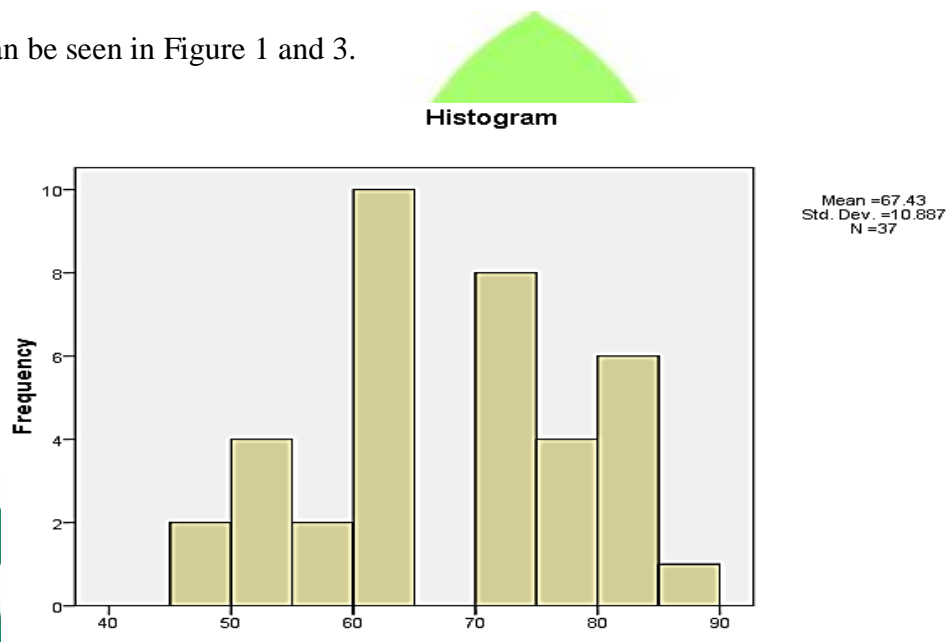

Figure. 1
The Result of Pre-Test of VII.A

Based on the figure. 1 that the mean of pre-test in experimental class was 67.43, deviation standard = 10.887, N = 37, median = 67.27, mode = 70.00, variance = 118.530, minimum score = 45, maximum score = 88.
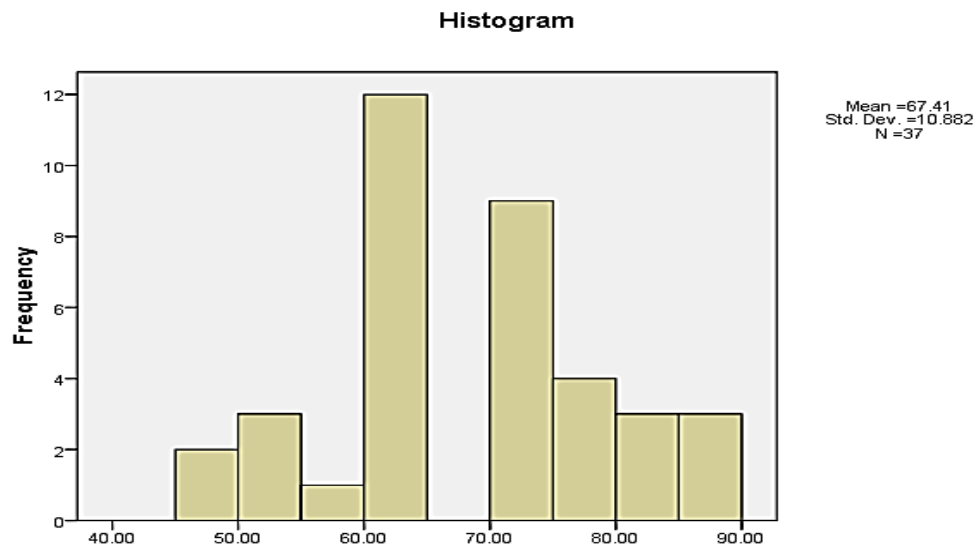
Figure. 2
The Result of Pre-Test of VII.B

Based on the figure. 2 that the mean of pre-test in control class was 67.41, deviation standard = 10.882, N = 37, median = 70.00, mode = 61.00, variance = 118.414, minimum score = 45, maximum score = 88.

b. Result of Post-Test

The writer also conducted post-test in oreder to know students' vocabulary after treatment. The scores of the students' vocabulary that were tested in post-test can be seen at figure 3 and 4.
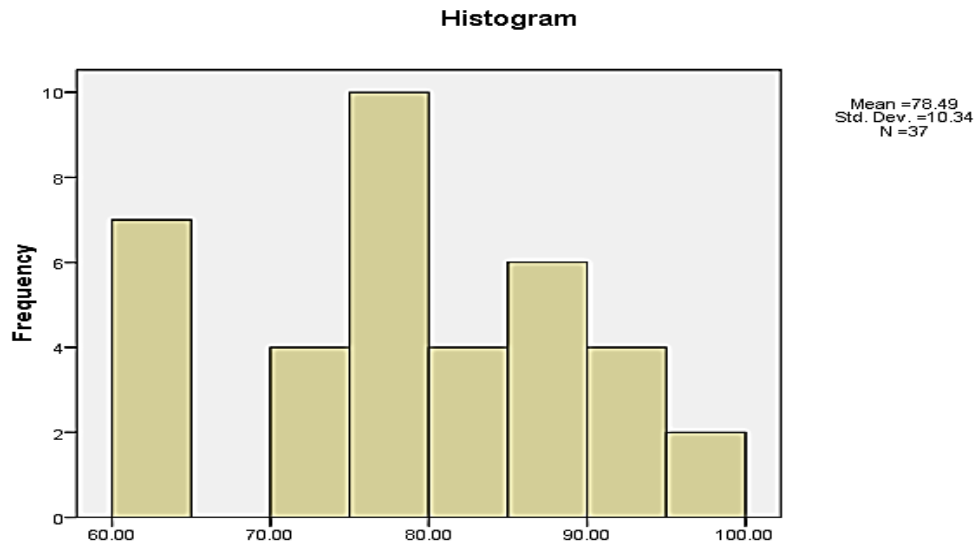
Figure.3
The Result of Post-Test of VII.A

Based on the figure. 3 that the mean of post-test in experimental class was 78.49, deviation standard = 10.34, N = 37, median = 7.78, mode = 76.00, variance = 106.923, minimum score = 61, maximum score = 97.
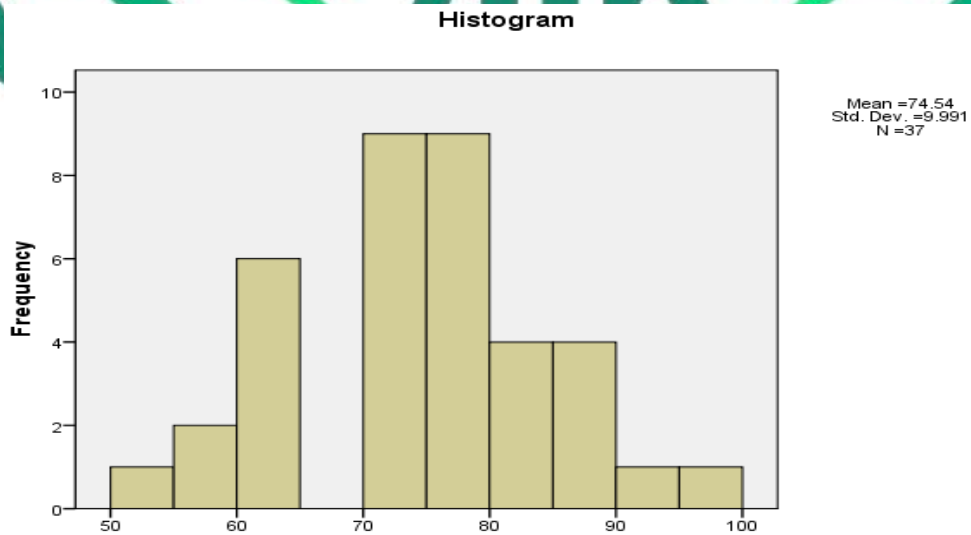

Figure. 4
The Result of Post-Test of VII.B

Based on the figure. 4 that the mean of post-test in control class was 74.54, deviation standard = 9.991, N = 37, median = 76.00, mode = 73, variance = 99.811, minimum score = 54, maximum score = 97.

c. Gain Score

The writer got gain score from post test score – pre test score.gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that post-test score was higher than pre-test score, a negative gain score indicates that the post-test score was less than pre-test. This is detail score pre-test, post-test, and gain in experimental and control class.

D. Result of Data Analysis

1. Fulfillment of the Assumptions

a. Result of Normality Test

The writer did normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

H_o : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follows:

H_o is accepted if Sig (Pvalue) > α = 0.05

H_a is accepted if Sig (Pvalue) < α = 0.05

Table.4
The Normality Test of Experimental and Control Class

Tests of Normality

	TEHNIK	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	1	.181	37	.004	.910	37	**.006**
	2	.163	37	.014	.897	37	**.002**

a. Lilliefors Significance Correction

Based on the table. , it can be seen that Sig (Pvalue) for experimental class was 0.006 and Sig (Pvalue) for control class was 0.002 and $\alpha = 0.05$. It means that Sig (Pvalue) $< \alpha$ and H_a is accepted. The conclusion was that the data of experimental and control class had normal distribution.

b. The Result of Homogeneity Test

The writer did this homogeneity testto know whether the data is homogeneity or not. The writer used Levene Test using SPSS 16.00. the hypotheses for the homogeneity test are formulated as follows:

H_o : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria for the homogeneity test are as follows:

H_o is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table. 5

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	**2.308**	1	72	.133
	Based on Median	2.000	1	72	.162
	Based on Median and with adjusted df	2.000	1	63.524	.162
	Based on trimmed mean	2.325	1	72	.132

Based on the table. , it canbe seen that Sig (Pvalue) based on mean was 2.308, and α = 0.05. It means that Sig (Pvalue) > α H$_o$ is accepted. The conclusion is that the data has same variance or homogeneous. It is calculated based on the gain of the experimental and control class.

c. The Result of Hypothetical Test

After the writer knew that the data is not normal but homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

Ho : There is no influence of using feely game towards students' vocabulary at the first semester of the seventh grade at SMP Kartika II-02 Bandar Lampung in the academic year of 2018/ 2019

Ha : There is a influence of feely game towards students' vocabulary at the first semester of the seventh grade at SMP Kartika II-02 Bandar Lampung in the academic year of 2018/ 2019

While the criteria for acceptance and rejection of the hypotheses are:

Ho is accepted if Sig (Pvalue) > α = 0.05

Ha is accepted if Sig (Pvalue) < α = 0.05

Table. 6

The Result of Hypothetical test
Independent sample t-test

T-test for Equality of Means		
T	**Df**	**Sig.(2-tailed)**
-2.019	61	.048
-2.027	58.274	.047

Based on the result obtained in the table 6, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed 0.048, and the α = 0.05. It means that Sig (p_{value}) <α, so H_o is rejected and H_a is accepted. Based on the computation, it concluded that there was any influence, it can be concluded that there was a significant influence of using feely game towards students' vocabulary at the first semester of the seventh gradeat SMP Kartika II-02 Bandar Lampung in the academic year of 2018/ 2019.

C. Discussion

At the beginning of the research, the writer explained there were some procedures used to know students' vocabulary in using feely game. Tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know the students' quality in vocabulary mastery before they were given treatments by the writer. The score of the pre-test and post-test would be used as the students' score before treatments. Based on the students'

pre-test and post-test score, it showed that the students' post-test is higher than in pre-test. Feely game can improve aspect of students Vocabulary including word meaning and word use.

In this research there are two aspect that are tested to know the students' vocabulary, including word meaning and word use. Based on the finding research, there was so much increase of students vocabulary after the treatments. It happened because through feely game, the students tried to guess and mention some words. In feely game game the students felt enjoy and enthusiastic to learn English, especially vocabulary although there were some problems that happened during the implementation of feely game game.

In applying the treatments, the writer always asked the students for using English in their communication. In the fact, some of the students were hesitate to use English in their communication, because they were afraid to make mistake. The students were lazy to open dictionary to find the meaning of words. Therefore, the writer always motivates the students to learn harder.

In general, the teaching and learning process ran well because the students cooperated well throughout third treatments. Based on the data and testing of hypothesis, the result of calculation by SPSS version 16.00 found that the hypothesis null (Ho) was rejected and the hypothesis alternative (Ha) was accepted. From the analysis above, we knew that using feely game in teaching and learning vocabulary could improve and get better result that using translation technique.

Therefore, in this case the writer would like to say that using feely game is one of good way in motivating the students for learning English, especially vocabulary. So, it can be said that there is a significant influence of feely game towards students' vocabulary at the first semester of the seventh grade of SMP Kartika II-02 Bandar Lampung in the academic year of 2018/2019.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the resarch that was carried out in SMP Kartika II-02 Bandar Lampung in 2018/2019 academic year, the writer might draw conclusions as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using feely game towards students' vocabulary at the first semester of the seventh grade at SMP Kartika II-02 Bandar Lampung in the academic year of 2018/ 2019. The significant influence can be seen from Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

By using feely game, the students become more focus on following the learning process. Furthermore, feely game game could help the students to provide the interesting material of vocabulary, and implement vocabulary in group with interesting and enganging manner. In other words, feely game has influence on the students' vocabulary the first semester of the seventh grade at SMP Kartika II-02 Bandar Lampung in the academic year of 2018/ 2019

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the Teacher

a. Feely game as an alternative game of the teaching process is a good way to be applied in the fifth grade to improve students' vocabulary, since the students not only translate many words but also making them more understand and active in learning process.

b. The English teacher should be able to choose the appropriate game according to the skill and materials that are going to teach to the students for make an interesting and enjoyable situation in teaching and learning process.

c. The teacher should give motivation to the students in order they to do several practices for learning vocabulary in real situations.

2. For the Students

a. The students must be active in doing exercise especially vocabulary exercise.

b. The students should learn harder and more seriously in learning English in order to develop and increase their ability.

c. The students should practice to use English in their daily activity.

d. The students also should have motivation to learn English in order to improve their English ability.

e. The students should not be lazy to open the dictionary when they hard to get the meaning of words because it can be a good habit when they want to try practice harder.

3. For the Other Writer

a. The writer should be able to find out the alternative way to solves the teacher and the students problem in context teaching learning process, especially in vocabulary and recommend game for the future.

b. In this research the treatments were done three meetings. Other writer can spend more time in giving the treatments to the students, so that they can get enough exercise.

c. In this research, the writer used feely game to help the students of Junior High School, especially in vocabulary. Other writer can use feely game for senior high school.

d. The next researcher are also suggested to do research that related other aspect of vocabulary such as, teaching learning vocabulary by using game, tehnique in teaching vocabulary, metode in learning vocabulary, etc.

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