THE EFFECT OF USING FEELY GAME ON EIGHT GRADE ON STUDENTS' VOCABULARY MASTERY AT SMP MUHAMMADIYAH 1 JEMBER IN 2019/2020 ACADEMIC YEAR

Faizah Fitraini

English Education Program Unmuh Jember

E-mail : ffitraini95@gmail.com

ABSTRACT

Vocabulary is a collection of word that English learner still difficult to understanding and remembering the word. Besides, the teacher also used conventional method that made learners passive and only focus to the teacher. In learning foreign language should have some interesting activity to make them active in the class, therefore the researcher aims to explore the effect of using feely game on students' vocabulary mastery.

In this research, the problem is "Is there any significant effect to the students' achievement in learning vocabulary by using feely games? " and the objective of the reserach to find out whether or not the using of feely game has significance effect in understanding vocabulary. Based on the theoretical explanation and previous research about teaching vocabulary using game, the researcher assume that there is significant effect on students on using feely game to improve their vocabulary mastery on eight grade at SMP Muhammadiyah 1 Jember 2019/2020 academic year.

The design of this reserach is experimental research, the design of this research was quasi experimental with the pretest and posttest design. The subject is the eight class consist 50 students, the data collecting by using written test and consist of 20 question by multiple choice form.It was used two classes is experiment and control which consisted of two meetings. The result of Independent T-test is higher (0.516) on significance level 0.05 with n=25 stduents.

In concluded that using feely game make enhancing students achievement and understanding vocabulary at SMP Muhammadiyah 1 Jember in the 2019/2020 Academic Year. Using feely game is more affectives than the application of conventional teaching on students' vocabulary and can enhancing achievement students' vocabulary at SMP Muhammadiyah 1 Jember.

. **Key words**: Vocabulary Mastery, Feely Game

Language is the tool of communication to give another people some information or express their idea, English learner will understand the sentence if they understand the vocabulary, vocabulary is the component in learning English, Wilkins said in Thornbury (2002:13) "Without grammar little be conveyed, without vocabulary nothing can be conveyed", it means that we cannot say anything without the word but grammar can be followed as long as we learn the language.

Vocabulary also can be said as collection of words than an individual knows (Nunan & Caroline, 2005:13). English learner also know the mean of the words it can help them in learning process, they can understand what the teacher share about material or others. Mastering vocabulary is the way to learn English, the specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires and need for the words Hatch & Brown in Al-Qahtani (2015:23). Mastering vocabulary should be responsible and have motivation to increase their vocabulary to learning English. Learning vocabulary is important to make the learners easy to understand in their learning.

English learners still have many problem to understand the vocabulary, the difficulties of learning vocabulary is how they can pronounce, the length, spelling grammar and meaning, the English teacher should have a new method to make the English learning more active and understand to learning English. Thornbury (2002;102) stated that "it would be wrong to suggest that vocabulary learning has to be work no play", means that learning vocabulary not only write on the note book but also can be enjoyable by using game. Wright, et.al (2006:1) games in an activity which is entertaining and engaging often challenging, and an activity in which learners play and usually interact with others.

Carol in Siregar (2018:19) stated that feely game or feely bag game is guess what in bag and identify the object by touching the object to make focus on students' attention on a central point, feely game is the game that guess the thing and describe the things this activity also can nurture and develop their imagination because they do not see the thing, feely game have many variation, and one of them is "touch and describe", the ESL ask to touch and feel the thing then mention the thing in English by they own word. This game is affective game for the

English learner because this is a word game that can increase students' vocabulary and also can stimulate their brain to think something. The Feely bag game was brought in relaxation and fun for students, thus help them learn and retain new word easily.

From the statements above, we can get the understanding that feely game, as one of the instructional media, are beneficial in teaching vocabulary mastery. The students are able to be more interested and get motivation in learning vocabulary. Besides, feely games are also useful in helping the students in understanding the word. This research significant difference on vocabulary on the eighth grade students between who are taught by using feely game and those who are not using feely game.

Method

The kind of this research is an experimental research. Arikunto (2010, p.9) Experimental research is the way to find the cause and effect relation between two variables. Research experiments are studies that help to learn the presence or absence of something improsed on the subject inquired. The research design used in this research was a quasi experimental research design. A quasi experimental research was used in this research because it was quite impossible to conduct a true experimental research design (Ary et al., 2010, p.316).

The collected data from the vocabulary mastery test (post test), as the primary data, were analyzed by using t-test formula with SPSS computing system to know whether or not there was a significant effect of using stick figures as the English teaching media on the eighth grade students' reading comprehension. SPSS (Statistical Package for Social Sciences) is acomputing system that is used to make the statistical analysis easier, more effective and more accurate rather than analyzing the data by using the T-test formula manually.

Result and Discussion

Pre-test is used to know earlier knowledge of the students' reading comprehension before the researcher gave the treatment. The result of pre-test is follows :

Table 4.2 The result of pre-test score in experimental and control group

Statistic	Experimental	Control
Mean	52.60	50.00
Variance	71.083	97.917
Minimum	35	30

Maximum	65	65
Range	30	30

Table 4.2 shows the mean score of experimental group's pre-test is 52.60.The mean score of control group's pre-test is 50.00.

The result of pre-test score in experimental and control group have the same score of the test.Post-test is used to know earlier knowledge of the students' on reading comprehension after the reseacher gave the treatment. The result of post-test is follows :

Table 4.4 The result of post-test score in experimental and control group

Statistic	Experiment	Control
Mean	78.60	71.00
Variance	61.500	91.667
Minimum	60	55
Maximum	90	90
Range	30	35

Therefore of the table above, shows that the mean score of post test in experimental group is 78.60 and for the mean score of post test in control group is 71.00.

If significance value in the (sig 2-tailed) > 0,05 level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Meanwhile, if the significance value in the (sig 2-tailed) is< 0,05 level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. And the test criterion is if the significant (sig 2-tailed) < α (0,05),it means there is effect. The result of *t-test* posttest as follows:

The Independent Sample T-test, the Sig. (2- tailed) is 0,004. The data had a significant less than < α (0,05). The null hypothesis(H_0) is rejected and the alternative hypothesis (H_a) is accepted which mean there is significant difference on reading comprehension who are taught by using feely game and those who are not using feely game.

Conclusion

This research found there is significance different between experimental and control group based on the result on post-test. The result of this research, the post-test in experimental and control group is less than (<) 0.05. The score of post-test from experimental group is 78.60, while the control group is 71.00. It can be concluded that experimental group had better achievement by using feely game than control group on the eighth grade students vocabulary mastery.

References

Alqahtani, Muhammad. (2015). The Important of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education.* 3(3): 21-27

Arikunto, Suharsimi. (2010). *Prosedure Penelitian*. Suatu pendekatan Praktik. Jakarta: P.T Rineka Cipta.

Ary, Donald., Lucy Cheser Jocobs., Chris Sorensen., Asghar Rezavieh., (2010). *Introduction to Research in Education*. Eight Edition. Wadsworth: Cengange Learning

Linse, C, (2005). *Practical English Language Teaching : Young Learners.* New York : Mc Graw-Hill Companies, Inc.

Siregar, S. (2018). *Improving the Students' Ability in Mastering Vocabulary by using Feely Bag Game.* Medan. UIN Sumatra Utara

Thornburry, S. (2002). *How to Teach Vocabulary*. London: Pearson Education Limited

Wright, et al (2006). *"Games for language learning third edition"*. New York : Cambridge University Press.