



**IMPROVING THE STUDENTS' ABILITY IN MASTERING  
VOCABULARY BY USING FEELY BAG GAME AT GRADE VII  
PRIVATE ISLAMIC JUNIOR HIGH SCHOOL PESANTREN DAIRI**

***A SKRIPSI***

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirements for the Degree of Sarjana Pendidikan*

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
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## **ABSTRACT**

**Improving The Students' Ability in Mastering Vocabulary By Using Feely Bag Game At Grade VII Private Islamic Junior High School Pesantren Dairi.**

**MEDAN: DEPARTMENT OF ENGLISH EDUCATION FACULTY OF  
TARBIYAH AND TEACHERS TRAINING STATE ISLAMI UNIVERSITY  
OF NORTH SUMATRA UTARA, MEDAN 2018**

Keywords: Ability, Mastery, Vocabulary, Feely bag game.

This research was aimed to find out the improving of the students' ability in mastering vocabulary by using the Feely bag game. The subject of this research was seventh grade of Private Islamic Junior High School Pesantren Dairi. It was consisted of one class and 26 students as respondents. This research of this study was conducted by using classroom action research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The qualitative data was taken from observation sheet, interview, diary notes and documentation. The quantitative data was taken from the test. Data was taken from the test result which was carried out in two cycles. And two cycles conducted in six meetings. They are seven ways to improve students' ability in mastering vocabulary about the noun material by using the Feely bag game are: First, the researcher should improve the ability in presenting the material. Second, the researcher should be able managing the class during the learning process. Third, the researcher should have prepare better. Fourth, Researcher should explain better the material of vocabulary and the rule of doing Feely bag games. Fifth, the researcher also prepared the reward for the student who got the highest score and win the game. Sixth, the researcher should prepare the instrument of pre test, post test I, and post test II to collect the data. And the last, the researcher motivated the students and evaluate the whole activities.

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The title of this thesis is **“IMPROVING THE STUDENTS’ ABILITY IN MASTERING VOCABULARY BY USING FEELY BAG GAME AT GRADE VII PRIVATE ISLAMIC JUNIOR HIGH SCHOOL PESANTREN DAIRI”**. It is submitted to the English Department, Faculty of Tarbiyah and Teachers Training, Medan State Institute Islamic Religion of a partial fulfillment of the requirements for taking the degree of Sarjana Pendidikan. The writer realized that I would never finish writing this thesis without helping of some people around me directly and indirectly. Therefore, I would like to express my sincere gratitude to:

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**SAHNIDA SIREGAR**  
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English as one of the languages in the world is very important to learn because it can be used in giving or receiving information and for the development of education, technology, and arts. It is important and very beneficial to the young learners. Preparing the learner to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well.

English is the world's most widely used languages. A distinction is often made that depends on how the language is learned: as a native language (mother tongue), acquired when the speaker is a young student (generally in the home), or as a foreign language, acquired at home subsequent period. Overlapping with this distinction is that between its uses as a first language, the primary language of the speaker and as an additional language.<sup>1</sup>

Indonesia also makes English as the first foreign language to be studied and it has been taught at all school levels. Depdikbud stated, "English is the first language was studied in order to master and develop the knowledge, technology, arts, and create good relations with other countries."<sup>2</sup> The quotation shows the utility of English and how important it is. That is the reason why the student must learn English well.

To enable students to communicate well in English, they must be able to speak, listen, read, and write in English. To achieve these aims, students must

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<sup>1</sup> Sidney Greenbaum and Randolph Quirk, (2003), *A Student's Grammar of the English Language*, England: Person Education Limited, p. 1.

<sup>2</sup> Departemen Pendidikan dan Budaya, (1993), *Kurikulum Pendidikan Dasar Tingkat Pertama*, Jakarta, p. 1.

master a number of vocabulary. By mastering a number of vocabulary, we were able to conceive what we hear and read, and we were able to say what we want to speak or write.

The vocabulary is essential for success to comprehend the language well, speak better, or compose a good writing; it is expected that learners have to increase their vocabulary around 1000 words a year. Similarly, on the Competency-Based Curriculum, the students are required to increase their vocabulary 1000 - 1500 words every year so that in three years students have increased their vocabulary around 4000 words.<sup>3</sup>

Teaching vocabulary is one of the basic elements in achieving all four language skill. Similarly, also states that teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills.<sup>4</sup>

Many kinds of teaching methods, one of them is a Feely bag game. The Feely bag game is not only the game, but it's also having an educational value and a Feely bag game makes a terrific educational tool in the classroom.

The procedure of the games is like a place and interesting object in the box or bag and invite students to use as many different words that they can describe it as they feel it. Then, the student had a description of the vocabulary items which are put in the box or the bag.

According to Catherine and Jill, Feely bag game is single objects or several objects are put into a soft bag. The student may be invited to feel one object and

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<sup>3</sup> Nation, (2011), *Teaching and Learning Vocabulary*, New York: Newbury House, p. 22.

<sup>4</sup> David Nunan, Kathleen M. Bailey, (2009), *Exploring Second Language Classroom Research*, Boston: Heinle Publisher, p. 149.

guess what, it is, or to identify one object from the rest by feel. This game can also be used to practice describing words (the student is asked to say what an object feels like-soft, squashy, hard, square, round).<sup>5</sup>

The Feely bag game is the best exercise that can be used for confirming the meaning of words in the students' mind. By using Feely bag game, it makes students get many new words and enjoy the word game while they are studying the vocabulary. Another benefit of using Feely bag games in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools. By using Feely bag game, it helped the students get many words and enjoy the word game while they are studying the vocabulary and also was motivated and encourage the students in learning.

There are some factors that can influence the low mastery of the students' vocabulary, namely internal and external factors. Internal factors are students' motivation, interest, IQ, and others. External factors are material, parents, teaching strategy and others, including teaching methodology.

Based on my first observation at Grade VII Private Islamic Junior High School Pesantren Dairi in the year 2018, the researcher found that there are many students who lack English vocabulary. Learner usually has many problems in mastering English words. They have limited vocabulary to comprehend the meaning of each word, they are not able to hear the English words from the speakers, they cannot compose their writing task successfully, they get difficult to communicate receptively in English, they do not have other media to support them in studying vocabulary, the teacher does not use various games in teaching

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<sup>5</sup> Catherine Delamain, Jill Spring, (2017), *Achieving Speech and Language Targets*, New York : Rotledge, p. 218.

vocabulary, they interest in learning English is low, and the media that the teacher uses is not the new one.

So, based on the reason above, the researcher is interested in conducting a research with the title, **“IMPROVING THE STUDENTS’ ABILITY IN MASTERING VOCABULARY BY USING FEELY BAG GAME AT GRADE VII PRIVATE ISLAMIC JUNIOR HIGH SCHOOL PESANTREN DAIRI”**.

### **1.2 Statement of the Problems**

Based on the background of the study, the researcher can get the statement of the problem, such as:

1. The student has a limited vocabulary to comprehend the meaning of each word.
2. The student is not able to hear the English words from the speakers.
3. The student cannot compose their writing task successfully.
4. The student gets difficult to communicate receptively in English.
5. The student does not have other media to support them in studying vocabulary.
6. The teacher does not use various games in teaching vocabulary.
7. The students’ interest in learning English is low.
8. The media that the teacher uses is not the new one.

### **1.3 Research Questions**

Based on the extent of the problem that has been given, then the research questions in this research include:

1. How is the use of Feely bag game in vocabulary at Grade VII Private Islamic Junior High School Pesantren Dairi?
2. How is the improvement of students' ability in vocabulary by using Feely bag game at Grade VII Private Islamic Junior High School Pesantren Dairi?

### **1.4 The Purposes of the Study**

The purpose of the study is:

1. To describe the use of the Feely bag game in vocabulary at Grade VII Private Islamic Junior High School Pesantren Dairi.
2. To describe the improvement of the student in vocabulary by using the Feely bag game at Grade VII Private Islamic Junior High School Pesantren Dairi.

### **1.5 The Significance of the Study**

The findings of this study are supposed to be useful:

1. For English teachers in teaching vocabulary, as one of the alternative strategies to teach vocabulary.
2. For the students of English in learning vocabulary, to make the students more interested and motivated in improving their vocabulary.
3. For the readers who learn English, the Feely bag game is one of the games to improve English vocabulary and it can be used as the supplementary material of regular exercises, such as speaking, writing, listening, and reading.



### **1.6 Limitation of the Study**

In this research, the focus of the study is the teacher does not use various games in the teaching noun material. And one of the games that can use to increase the students' ability in mastering noun material by using the Feely bag game. The Feely bag game was used in this study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

##### **2.1.1 General Concept of Vocabulary**

In learning a language is essential in conducting communication. Whenever we want to communicate with other people using a language, we should have mastered vocabulary related to the topic spoken.

###### **2.1.1.1 Definition of Vocabulary**

According to Jackson, vocabulary is the stock of words in a language, or that is known or used by an individual, or that are associated with a particular activity. Vocabulary can be defined as the words we teach in the foreign language.<sup>6</sup>

The vocabulary can be also be differentiated from its meaning, namely synonym, antonym, hyponym, and metonymy. (a) Synonym refers to a relationship of 'sameness of meaning' that holds between two words. Synonym have one or more words or phrases on one side and synonyms for those words in the same language on the other side. Examples: Love and like are synonyms, Sick and ill are synonyms, Marriage and wedding are synonyms, (b) Antonym is the meaning relation which is based on oppositeness. Antonym list contains flashcards that have one or more words or phrases on one side, and antonym (words with opposite meaning) for those words (in the same language) on the

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<sup>6</sup> Howard Jackson, (2002), Words, *Meaning and Vocabulary: an Introduction to Modern Lexicology*, Cassel, p. 202.

other side. Examples: Up and down are antonyms, Dead and alive are antonyms, Parent and student are antonym, (c) Hyponym refer to a hierarchical ‘group member’ relation. For example, the word *plant* with it is hyponyms *fungus, lichen, shrub, creeper, and tree*. In linguistics, a specific term used to designate a member of a class. For instance, *oak* is a hyponym of *the tree*, and *the dog* is a hyponym of *animal*, (d) Metonym refers to a semantic relation of ‘whole-part’ in which constitutes or holds all meanings of its part. The meaning relation of metonym also finds expression in some analytical definitions, e.g., abdomen, ‘the part of the body’ containing the *stomach, bowels, reproductive, organs*. A metonym denotes a constituent part of a member of something. For example, ‘finger’ is a metonymy of ‘hand’ because a finger is part of a hand.<sup>7</sup>

Vocabulary is defined as a large number of words that students have to know; not only memorizing the form of the word but also understands the meaning.<sup>8</sup> Allah SWT has given us the ability to do everything, even to communicate especially in developing vocabulary. Allah says the words in Qur’an Surah Al-Baqarah in the 31-33<sup>th</sup> verse:



<sup>7</sup> Ibid, 223.

<sup>8</sup> Hani Sutrisna, (2012), *Vocabulary For Daily Conversation*, Yogyakarta: Kawah Media, p. 2.



*It means: “And He taught Adam the names of all things; then He places them before the angels, and said: tell me the names of these if you are right (31). They said: “Glory to Thee: of knowledge we have none, save what thou has taught us; in truth, it is thou art perfect in knowledge and wisdom (32). He said, “O Adam! Tell Them the names. When we had told them, Allah said; “Did I tell you that I know the Secrets of the heaven and earth, and I know what reveal and what conceal?”<sup>9</sup>”*

Based on the verse above, it describes the teaching process that is given by Allah Almighty to Prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole thing. When education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is the fact that man can communicate well if he knows the names of anything. Therefore, from the definition above, we can conclude that vocabulary is a component of language.

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<sup>9</sup> *Al-Qur’an Tiga Bahasa*, (2010), Depok: Al-Huda. Departemen Agama RI, p. 8-9.

### **2.1.1.2 Mastering Vocabulary**

Mastering vocabulary is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Mastering Vocabulary is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger of students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Based on the curriculum, the student of junior high school is expected to master vocabulary 2000 words after graduated.<sup>10</sup> It means that the students have to master at least 667 in one year. Thus, from the definition above that mastering, vocabulary is competence to know the words and the meaning of the word.

### **2.1.2 Strategies To Build Vocabulary Capability**

There are many ways to build vocabulary capability. The following are the techniques to build it.

#### **Dealing with the meaning**

There are two aspects of meaning to consider when we are learning vocabulary:

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<sup>10</sup> Dadang Dachajar, (2008), *Get Success UN Bahasa Inggris*, Anggota IKPI: Gfindo Media Pratama, p. 1

### 2.1.2.1 The Type of Meaning

The various types of meaning that need to be learned are a) propositional meaning, b) register, c) metaphorical meaning, and d) connotational meaning.

- **Propositional meaning:**

This means the basic meaning of a word given in simple dictionaries.

For example:

- “Excellent” means extremely good. However, when given we use “excellent” to describe things, it takes on additional meanings.

- **Register meaning:**

Part of the meaning of a word is its register. Which types of language are the word used in: formal or informal, letters or reports, spoken or written, computer or business and so forth?

For example:

- “Thanks” is an informal word, typically used in speech: “gratitude” is the more formal equivalent, common in academic writing.

- **Metaphorical meaning:**

The meaning that a word has when it is first used in a new situation. When new ideas or products are made, very often old words are used for these new ideas and products. In some cases, the old meaning disappears or becomes less well known. Computer science and business use, many metaphors.<sup>11</sup>

For example

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<sup>11</sup> Tim Bond, (2003), *Games for Social and Life Skills*, London: HUTCHINSON, p. 204.

- A “head” is part of the body of an animal, but it is now commonly used for the highest person in a company or organization.

For example:

- “ Approval of drawing money may only be made by the Head of the Department.”

- **Connotations meaning:**

Connotational means an idea that is implied or suggested. Apart from the basic, dictionary meaning, words have other meanings. For example, a word may be a positive or negative word? These are different in different languages, so it is important to know the association that a word may have in English.

For example:

- In social science, the word “homeless” is better to be used than “vagrant” since that word has negative connotations.

### **2.1.2.2 The Representation of Meaning**

There are many ways in which the meaning of words can be expressed: a) translation, b) definition, c) relationships d) in context. In the following part, we will discuss it one by one.

- **Translation**

The easiest way to show the meaning of a word is to translate it into our target language.<sup>12</sup>

For example:

- The word “browser” on the Internet will be difficult to be translated in Indonesia

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<sup>12</sup> Ibid, 205.

- **Definition**

Some words can be easily defined in English, but not in other languages.

For example:

- The word “correlation” is defined as “a connection between two or more things, often one in which one of them causes or influences the other. While in Bahasa Indonesia, it is only defined as “hubungan”.

- **Relationships**

Often words are defined by their relationship with other words-for example, it is impossible to understand the meaning of “beautiful” without some understanding of the meaning of “ugly”.

For example:

- Similar meanings (synonyms): “overcome = surpass”.

- **In context**

When we give an example of the word used in context is often enough to make the meaning clear.

For example:

- The meaning of “head” will be clear from the following text: “She has been appointed as the head of the computer department.”<sup>13</sup>

### **2.1.3 Vocabulary in Teaching and Learning English**

The vocabulary is very important both in teaching and learning process.

#### **2.1.3.1 Teaching Vocabulary**

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<sup>13</sup> Ibid, 206.



Teaching is a very personal activity, and it is not surprising that individual teacher bring to teach very different beliefs and assumptions about what constitutes the effective teaching.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which was implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target language teaching.<sup>14</sup>

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary was helping students to master all the language skills: listening, speaking, reading,

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<sup>14</sup> MOFAREH ALQAHTANI, (2015), *The importance of vocabulary in language learning and how to be taught* . *International Journal of Teaching and Education*, Vol. III(3), pp. 21-34., 10.20472/TE.2015.3.3.002

and writing. It also includes the studying second language because vocabulary is the basic material to master the four language skills that are speaking, reading, writing and listening. Without understanding the new words, the students will get the difficulties in studying the English language.

To raise students' interest in learning vocabulary, the teacher should have appropriate ways and techniques. The mastery of vocabulary was achieved if the vocabulary teaching is effective. There are many strategies to present vocabulary to the students. Philips explains that "vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object". The student should then meet and use the word(s) in relevant contexts, in order to fix them in their minds. This helps establish their relationship to other words so the vocabulary network is built up.<sup>15</sup>

Teaching vocabulary is very essential. Vocabulary as a symbol of ideas should be at the center of language teaching. A teacher should give the best facility learning and attention in teaching vocabulary. The most important aspect of vocabulary teaching for students is to learner's independence in order that they will be able to deal with new vocabulary. The teacher can help students with specific technique and practice in identifying the function of the word in the sentence. The use of a dictionary should be the main way in discovering meaning.

Teaching vocabulary for a student is important to understand the material will be taught. The teaching must based on the appropriate strategy referred to the teaching principles. The learners also must understand in the teaching process and structurally transferred in order to they will gain English foundation.

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<sup>15</sup> K. Carr & D.K. Phillips, (2010), *Becoming a Teacher through Action Research Second Edition: Process, Context, and Self-Study*, New York: Routledge, p. 68.

### 2.1.3.2 The Principle of Teaching Vocabulary

Nation explains about several principles of teaching vocabulary to young learners are:

- a. Types of words that students find possible learn to shift.
- b. Vocabulary development is not just learning more words, but it is also important about expanding and depending on word knowledge.
- c. Word and word knowledge can be seen as being linked in the network of meaning.
- d. Basic level words are likely to be more appropriate for student or when learning vocabulary for the new concept.
- e. Student change in how they can learn the words.

Whereas the very young learner will learn words as collections, older student are much more able to make the connection between the words they learn, the organization of the word and concept as a help in vocabulary learning.<sup>16</sup>

### 2.1.3.3 Testing Vocabulary

One of the ways of knowing the students' development or students' understanding about the material is through testing. Test in simple term is a number measuring person's ability, knowledge or performance in a given domain.

There are many published exercise on vocabulary. These include:

- a. Matching picture with words.
- b. Matching, part of words to other parts.

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<sup>16</sup> I. S. P. Nation, (2008), *Teaching Vocabulary: Strategies and Techniques*: Heinle, p. 81.

- c. Matching words of other words, example: synonym, opposites, sets of related words, etc.
- d. Using prefixes and suffixes to build new words.
- e. Using given words to complete a specific task.
- f. Filling in the crossword, grids or diagrams.
- g. Memory games.<sup>17</sup>

Several tasks seem to be designed for students working on their own, but can easily be used in class. For the better, the teacher should give some test to students appropriate to their situation with their situation and their skill in order to can get the best result in the learning of the English language.

#### **2.1.4 The Use of Game in Teaching Foreign Language**

Everybody likes the game, no matter how old they are. Games are used to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun. Games can give as a starter in the opening part, as an additional activity in the main part, or as a closing in the closing part. They also function as garnish of teaching-learning foreign language activities.<sup>18</sup>

Games are fun and this makes them an enjoyable way of learning foreign language. There is nothing unusual in games serving ends in addition to those of exercise and fun. When a student play at being parents, they are coming to terms with their own family life and rehearsing adult roles as well as having fun. There is no good reason why such a universal method of learning in student hood should

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<sup>17</sup> James D. Brown, (2005), *Testing in Language Program*, New York: McGraw-Hill, p. 3.

<sup>18</sup> Sutanto Leo. A Challenging book to practice teaching in English. (Yogyakarta : PENERBIT ANDI. 2013), p. 143.

not continue into adult life. Young people and adults still retain an interest in leisure activities. This enthusiasm for fun and friendship can be tapped for teaching social skills in the widest sense of that phrase.

Studying of the evolution in teaching methods, we can observe that changes arise according to learners' breakthroughs, needs and purposes. Hence, each method is developed to fill a gap left by a previous method, and each has its own procedures and tools for how to teach and learn a foreign language. During the teaching and learning of foreign languages, teachers do their best to conform to the methods that they have learned, and they very carefully follow the instructions to ensure better results.<sup>19</sup>

Games are an exciting and rewarding method of social education because of the way they use the social interactions within groups. This means that responsibility for the outcome of the game does not rest entirely on the facilitator's shoulders, but is a responsibility shared with the participants and is in itself a valuable experience. Games build on the energy of informal interactions rather than repress them in the ways more rigid methods of learning to require, since the dynamics of each group interaction are different, every time the same game is used there will be variations. Running games, like other ways of using interpersonal skills, can become a long-term interest, the facilitator acquiring considerable skills. But they can also be used with reasonable success by a complete beginner.

As games offer the participants structured experiences they are particularly suitable for improving social skills. The structure of the game can focus the

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<sup>19</sup> Melek ALPAR, (2013), *The importance of games in teaching foreign languages to student*, Academics Journal, Vol. 8(15), pp. 1247-1255

experience on specific issues. In addition, learning a foreign language by direct personal experience has far more impact than being advised on the basis of someone else’s experience, which is inevitably second-hand. The first-hand experience makes it easier for someone to relate to whatever they have learned from the game and the student can apply in their lives.

**2.1.5 Feely Bag Game**

**2.1.5.1 Definition of Feely Bag Game**

The Feely bag game is to guess what’s in a bag; to identify objects from touch; to focus student’s attention on a central point.<sup>20</sup> The Feely bag game is one of kind in strategy. The strategy 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. It is suitable with Allah’s saying in Surah An-Nahl verse 125 in the Holy Qur’an, namely:



Meaning: *Invite (all) to the way of the Lord with wisdom and beautiful preaching (with good method) and argue with them in ways that are*

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<sup>20</sup> Read Carol, (2007), *500 Activities for the primary classroom*, Oxford: Macmillan Education, p. 156.

*best and most gracious: for They know the best, who have strayed from His path, and who receive guidance.*<sup>21</sup>

From the above verse, Allah asked the man to give the lesson of wisdom, wisdom means the mayor's strategy by right strategy, it can help the teacher to make the teaching learning process run well.

Feely bag is a game that you can nurture and develop your student's imagination and awareness of the world around him/her through this activity. Take a cloth bag or pillowcase and fill it with various items. Like: a spoon, familiar small toy, piece of wood, crayon, hair brush. Without allowing your student to see, ask the students to dip, students' hand into the bag and feel one object kept in the bag. Before the students removes the object have the student guess what it is.<sup>22</sup>

The Feely bag game is a game that can start with the student sit in a circle. Select objects and items that you would like the student to learn names for. Show the student the objects; fill them what that are called and describe what you do with them. Let them touch the items and pass them round. Make a Feely bag out of an old pillow case or material stitched into a bag. Put one of the objects in the bag. Pass the bag around for the student to feel object through the cloth. Can anyone remember what the item is called? If this is difficult to let the student put their hands into the bag and feel the object directly; the tactile (touch) sense may

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<sup>21</sup> *Al-Qur'an Tiga Bahasa*, (2010), Depok: Al-Huda. Departemen Agama RI, p. 203.

<sup>22</sup> Tim Bond, (2003), *Games for Social and Life Skill*, London: Hutchinson, p. 235.

help the student learn the language quickly. Lastly, pull the object out of the bag and see if the student can name it.<sup>23</sup>

The Feely bag perspective is we can use “Feely bags” 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.<sup>24</sup>

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

#### **2.1.5.2 The Principle of Feely Bag Game**

In teacher preparation program, there is a more attention to acquire and apply a suitable and sophisticated technique of teaching vocabulary. One reason is that in many English language classes, even where teachers have devoted much time to vocabulary teaching the result has been disappointing.

The importance of vocabulary in learning English is to enable students having the real meaning of a word successfully. Its mean the students can improve the students’ vocabulary mastery. Teaching vocabulary through Feely bag game games makes the classroom more enjoyable and productive place for both students and teacher. The Feely bag game can be an effective technique in the

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<sup>23</sup> Janet Cooper, (2013), *The Early Years Communication Handbook*, London: Andrews UK Limited, p. 12.

<sup>24</sup> Suzanne L. Churchman, (2006), *Bringing Math Home*, Chicago: Review Press, p. 69.



teaching learning process. If the students do not know the meaning of the word, after they follow a Feely bag game the student can know the meaning of the word before. Therefore, the researcher suggests that Feely bag game can be used in teaching vocabulary.

By language games in teaching English, it is hoped that students are more enjoy and interest in learning English. In language teaching, there are many kinds of language game such Feely bag, scramble, search-a-word and many more.

One of the language games that can be used by teachers in the English classroom is a Feely bag game. By using Feely bag game, it was made the students to get many new words and enjoy the word game while they are studying the vocabulary. By using Feely bag game the learners were given the skill or ways in developing vocabulary and simultaneously to enrich their stock of vocabulary. Besides that, the Feely bag game makes material for studying more enjoyable, interesting and challenging.

Feely bag solving is a much more active type of review techniques do. A multi-sensory Feely bag game is perfect for the development of descriptive vocabulary. The teacher put an interesting object in the bag and invite students to use as many different words as they can describe the object as they feel it. The teacher writes their words down in rows like a poem-big, squishy, soft, round. After studies have described the object, they can try to identify it and add the word to the end of the poem: Big, squishy, soft, round... and the student answer pillow.

### **2.1.5.3 The Design of Feely Bag Game**

There is some objective of the Feely bag game. They are: (a) mastering the material, the students can master the material after giving the Feely bag game, (b) Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions, (c) Extend their vocabulary, exploring the meanings and sounds of new words.

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 (non-transparent drawstring bag, example shoe bag or bread bag), and items to put in the bag. And 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 teacher's answer the students question when the students ask what they do not understand.

#### **2.1.5.4 The Procedure of Feely Bag Game**

In presenting Feely bag games, the teacher can do the various ways. The procedure of presenting a Feely bag game must make the students are interested to do the Feely bag game. The procedure of Feely bag game:

- a. The teacher put an object (nouns at class) in the bag without the student seeing.
- b. 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.
- c. 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 bag can answer only 'yes' or 'no'.
- d. Limit the student to 10 questions.
- e. Encourage the student to listen carefully to each other's answer to help them ask their next question.
- f. Finish student (feeler) asking the other student (questioner) to guess what the object is. Check to see if they are correct.
- g. Ensure all the students have turns being both the feeler and the questioner.<sup>25</sup>

#### **2.1.5.5. The Advantages of Feely bag game**

Teaching through games such as Feely bag 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: (a) Students are motivating and challenging, (b) They create a meaningful context for language use, (c) Games are a welcome break from the usual routine of the language class, (d) Games provide language practice in the various skills speaking, writing,

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<sup>25</sup> Uppal Herjinder, (2010), *Play Activities for the early years*, Andrews UK Limited: Brilliant Publications, p. 26.

reading, and listening, (e) They encouraged students to interact and communicate.<sup>26</sup>

#### **2.1.5.6 The Disadvantages of Feely bag game**

There are many disadvantages of games in the classroom: (a) As a kind of Active Learning, the class of Feely bag game strategy tends to be noisy, (b) Spend much time to answer each question, because the students must think first, (c) The students not seriously because they think this is just a game.

### **2.2 Conceptual Framework**

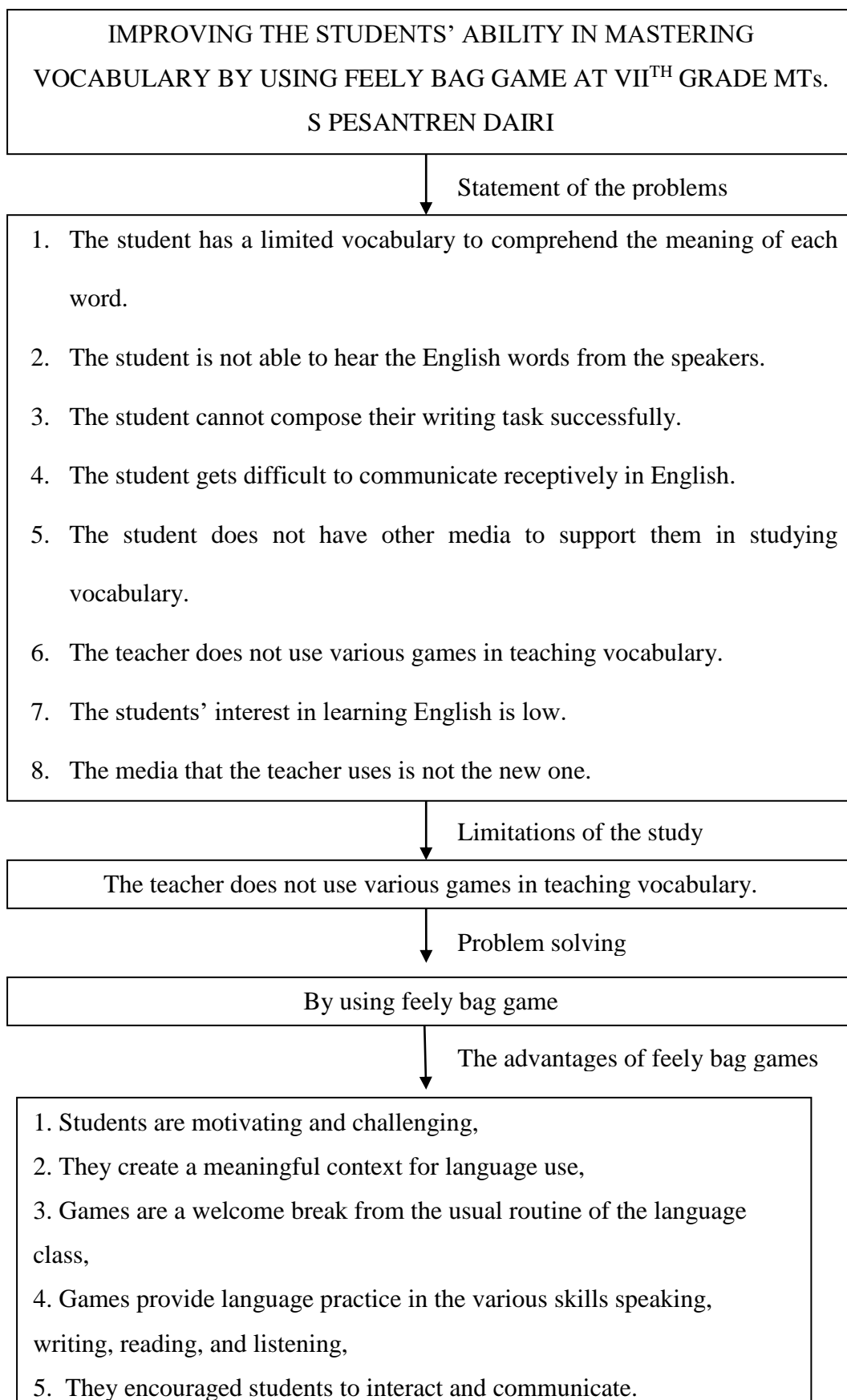
The aim of this study is improving the students' ability in mastering vocabulary by using the Feely bag game at Grade VII Private Islamic Junior High School Pesantren Dairi. Teaching vocabulary is very essential. Vocabulary as a symbol of idealism in center of language teaching. A teacher was given the best facility learning and attention in teaching vocabulary. The most important aspect of vocabulary teaching for students is to learner's independence in order that they will be able to deal with new vocabulary. The teacher can help students with specific technique and practice in identifying the function of the word in the sentence. The use of a dictionary should be the main way in discovering meaning.

Based on my first observation of Grade VII student of Private Islamic Junior High School PESANTREN DAIRI in the year 2018, the researcher found there are many students who lack English vocabulary. And one of the causes the student lack of English vocabulary is the teacher does not use various games in teaching vocabulary. Based on the reason the researcher to solve the problem was made

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<sup>26</sup> Lee, (2013), *Creative Games for the Language Class. English Teaching Forum*, Washington: United States Department of State for Teacher of English, p. 35.

Feely bag game to improving the students' ability in mastering vocabulary by using the Feely bag game.



## Figure 2.1 The Frame of Conceptual Framework

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This study employs to Classroom Action Research. Classroom Action Research is utilized because it is aimed at improving outcomes for teaching and learning. It helps the teacher be more aware of the process. Classroom Action Research is portrayed as a cyclist or spiral process involving the steps of planning, acting, observing and reflecting with each of these activities being systematic and self critically implemented and interrelated.<sup>27</sup>

According to Arikunto, a Classroom Action Research consists of three words that can be understood as follows understanding: (1) Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information useful improve the quality of a thing that interest and importance for researchers. (2) Action: something moment activities that deliberately made with a specific purpose, which in this study form a series of the cycle of activity. (3) Class: is a group of student who receives in the same the same lesson from a teacher. Restrictions write for the understanding of the nation that class is long to

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<sup>27</sup> Anne Burns, (2009), *Doing Action Research in English Language Teaching*, UK: Routledge, p. 16-17.

knock out a misconception and is widely understood by the public with the room of classroom but a group of students who are studying.<sup>28</sup>

The Classroom Action Research is the teachers can do with a deliberate and carefully observed result. The teacher realized the weakness of the result of his work, then that's actually right thing has been used as a title.

There are four steps to conduct Classroom Action Research, namely: (1) Plan, involves thinking the process and evaluating to reflect the event that will be happening and attempting to find out ways to overcome problems encounter. (2) Act, at this step, we think and consider what will action we do, how the method will be applied, and what material is provided. (3) Observation, is some activities that consist of gathering data to identify the result of the action. Collecting can be considered from several factors: students and teacher interaction. (4) Reflection, is the activity to verify the fairness of data and interpret the data for doing some improvement and revision in order to enhance the success of teaching.

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection, but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the result can add to the knowledge

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<sup>28</sup> Suharsimi Arikunto, (2006), *Prosedur penelitian: Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta, p. 71.

base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis.<sup>29</sup>

### **3.2 Research Setting and Sample**

This research was conducted at Private Islamic Junior High School Pesantren Dairi Sidikalang, which is located at Jalan Runding, Kec. Sidikalang, Kab. Dairi. The researcher chosen this location because some reasons, namely: (1) the English teacher still uses the old method in teaching learning process in class, (2) and the English teacher never uses feely bag game in teaching vocabulary.

Prof. Dr. Rochiati Atmadja said that sample who being researched in qualitative is mentioned by an informant, which is becoming a relationship or counselor for getting information that needed by researchers. The sampling is based on total sampling technique.<sup>30</sup>

The sample of this research was conducted on the second year student of Private Islamic Junior High School Pesantren Dairi Sidikalang. Academic Year 2017/2018. There are three parallel classes. The researcher chosen class VII<sup>a</sup> which consists of 26 students, namely 11 boys and 15 girls.

### **3.3. Data Collection**

The data for this study was collected through the quantitative and qualitative way. In collecting quantitative data, the researcher given written assessments to the students as the instrument. It was analyzed the students' learning level. The student was asked to answer all the questions. There are about 10 questions for

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<sup>29</sup> Ibid, 102.

<sup>30</sup> Syahrums & Salim, (2007), *Metode Penelitian kualitatif*, Bandung: Cipta Pustaka Media, p. 142.



each cycle. In scoring the vocabulary test, it was determined that the ranging from 0 – 100 by accounting the correct answer. The correct answer was given 10 while the wrong answer was given 0 and by applying this formula:<sup>31</sup>

$$S = \frac{R}{N} \times 100\%$$

Where:

S = scores on the test.

R = the number of correct answers.

N = the number of the questions.

In qualitative data, the researcher was used observation sheets focusing on what was happening in the classroom (classroom management) taken by the collaborator, interviewing the students to obtain about their interest and difficulties in learning vocabulary, diary notes to record events in a chronological events which show thoughts and feelings important to the researcher, as the instrument.

### 3.3.1 The Instrument of Collecting Data

In this research, the data was collected by using quantitative data and qualitative data. In collecting quantitative data, the researcher conduct vocabulary test. There are two tests of vocabulary was given to the students. The tests are pre-test and post-test. The vocabulary test consists of 10 items based on the context of the subject, namely Things at School and Things at The Kitchen. The test was made by the researcher and it was mixes from some resources such as; students' book exercises, internet, etc. The test was conducted by the researcher in order to

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<sup>31</sup> W. Saragih, Dipl Appl, (2008), *Language Testing*, Medan: State University of Medan, p. 35.

see the students' mastery of the subject they was learned. It was analyzed the students' learning level.

The qualitative data describe the situation during teaching and learning process. The qualitative data are use diary notes, observation (observation sheet), interview (interview sheet), and photographic evidence.

Action research requires a plan of method for gathering evidence in monitoring phases of action research. The data was collected in the research, and the researcher were used the following instruments, they are: Diary Notes, Observation, Interview, Test, and Documentation.

#### **3.3.1.1 Diary Notes**

The researcher observed the students. The activity of students is guessing word to solve the clues of Feely bag game note in diary notes. The result of observing was known any event in every activity. The improvement of students in vocabulary mastery also keeps paying attention to the teacher for the first meeting until the last meeting.

#### **3.3.1.2 Observation Sheet**

The researcher was given the observation sheet to English teacher as the observer. The English teacher as the observer was observed the researcher and the running class in every activity, include their way in teaching English, how far the students are interested etc. The results of observation sheet was used to describe the way of the researcher in presenting the topic and the situation of the class. The researcher observed the approach of the game that use by the researcher in order to improve the students' vocabulary mastery.

### **3.3.1.3 Interview**

The interview is a form of verbal communication and dialogue to get the information about researcher was used interviews to collect data directly. The interviewer asked directly about the indication of research. The researcher was sure that interviewing technique is the process of asking questioning to four pupils and to the teacher English.

From the interview which was done between researcher and teacher in the first meeting, it was found that teacher have a problem in teaching English because of many students still lack of vocabulary. The researcher interviewed the students and the teacher in the first meeting and at the last meeting. The results of interviewing was used to identify the problem of the study.

### **3.3.1.4 Test**

The students were asked to answer all the questions. There are about 10 questions for each cycle. In scoring the vocabulary test, it was determined the ranging from 0 – 100 by accounting the correct answer. The correct answer was given 10 while the wrong answer was given 0.

### **3.3.1.5 Documentation**

It also can use to support other forms of data gathering (e.g. Interview or field notes) or as a means for providing reference points for interviews or discussion.<sup>32</sup> The function of documantation is a way of reporting, observations, reflections, and reactions of students in teaching and learning process.

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<sup>32</sup> Hopkins, (2012), *A Teacher's Guide to Classroom Research*, Philadelphia: PA Open University Press, p. 42.

### **3.4 Data Analysis**

This study was applied qualitative and quantitative data. The qualitative data are analyzed from interview sheet, observation sheet and diary notes. The quantitative data used to describe data that was not enabling to being counted or measure in an objective way and therefore subjective.

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification.

#### **3.4.1 Data Reduction**

First, the mass of the data has to be organized and somehow meaningfully reduced and reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.

In reducing the data, the researcher chose which aspects of the data that appeared in the interview transcriptions, dairy notes, and observation should be emphasized, minimized, or set aside completely for the purposes of the research.

#### **3.4.2 Data Display**

Data display is the second phase in the Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The researcher displayed the data that were reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as evaluating implementation of the Feely bag game in vocabulary subject.

### 3.4.3 Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the researcher drew meaning from the data in a display.<sup>33</sup>

The analysis qualitative data used in this study was the observation of the students' activities during the learning process, and the interview before and after classroom action research. In this case the writer collected the entire data which have gained. First the writer tries to get the average of students' score per action within one cycle. It is used to know how well students' score.

The formula:

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

$\bar{x}$  : The mean of the students

$\sum x$ : The total score

N: The number of the students

Next, to categorize the number of students who were competent in mastering vocabulary about noun material, the following formula applied.

$$P = \frac{R}{T} \times 100\%$$

Where: P = the percentage of those who got the point up to 80

R = the number of those who got the point up to 80

T = the total number of the students.

Third, after getting mean of students' score in every actions, the researcher identified whether or not there might have students' improvement score on

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<sup>33</sup> Matthew B. Miles, A. Micheal Huberman, Jhonny Saldana, (2014), *Qualitative Data Analysis*, United States of America: SAGE Publication, p. 11

building up vocabulary about noun material from pre-test up to post-test in cycle 1 and cycle 2.

The formula whether or not there might have students' improvement score from pre-test up to post-test I.

**Formula:**

$$P = \frac{y1-y}{y} \times 100 \%$$

P: Percentage of students' improvement

y: pre-test result

y1: post-test 1

The formula, whether or not there might have students' improvement score from the post-test I up to post-test II.

**Formula:**

$$P = \frac{y2-y}{y} \times 100 \%$$

P: Percentage of students' improvement

y: pre-test result

y2: post-test 2

Furthermore, the data was checked for their sturdiness and confirmability. The researcher was checking validation of the data using triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying of confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources, such as interview responses and

observational data as many times as necessary to obtain the valid findings of this study.

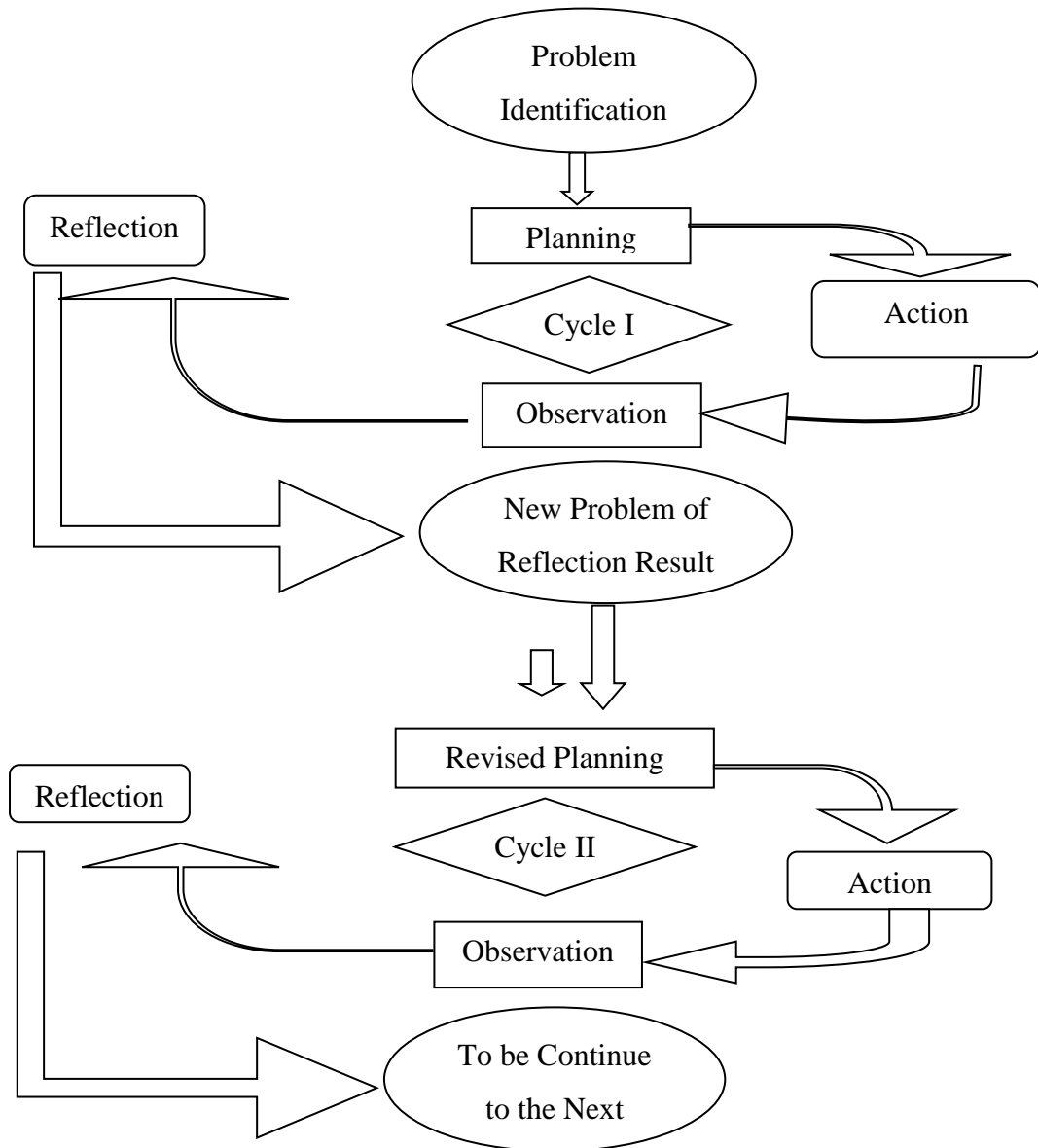
### **3.5 Research Procedure**

Before the procedures of data collection begin, orientation, test was administrated to identify the basic knowledge about the students' ability in mastering vocabulary. The procedure of data collection of the study was conducted by making Classroom Action Research method. The procedure of data collection was conducted six meetings within two cycles. Each cycle consist of 6 meetings and involves 4 phases, namely planning, acting, observing and reflecting.

Referring to Iskandar the application of four phases of action research in the classroom is as follows:<sup>34</sup>

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<sup>34</sup> Iskandar, (2009), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 49.



**Figure 3.1 Simple Action Research Model**

Referring to Iskandar, the activity and the output of the cycle I and cycle II are as follows:<sup>35</sup>

<sup>35</sup> Ibid, 50.



**Table 3.1 The Activity and Output in Classroom Action Research****a. Cycle I**

<b>CYCLE I</b>	
<b>Activity</b>	<b>Output</b>
1. Feel the material of the bag.	1. The material of the bag.
2. Doing the pre test of vocabulary.	2. The result of the pre-test of vocabulary.
3. Doing the observation and analyze the classroom through diary notes.	3. The situation and condition of a classroom, which is written in diary notes.
4. Developing the scenario of teaching and learning process in the classroom by using the Feely bag game.	4. The scenario of teaching and learning process in the classroom by using the Feely bag game.
5. Conducting the teaching of subject matter by using the Feely bag game.	5. The amount of the act of studying by using the Feely bag game.
6. Reflecting and last evaluation / final test in cycle I.	6. The final ability of students in Feely bag game in cycle I.
7. Conducting an interview to know students' perception about studying Feely bag games, the test / the exercise, time, students' interaction, level of difficulties, and etc.	7. Students' perception about studying by using Feely bag game, the test / the exercise, time, students' interaction, level of difficulties, and etc.

**b. Cycle II**

<b>CYCLE II</b>	
<b>Activity</b>	<b>Output</b>
1. Identify a new problem which appears based on the cycle I.	1. A new problem which appears in the cycle I.
2. Changing, revising and conforming	2. A model / scenario of learning was

the scenario of teaching and learning process in the classroom.	revised and confirm
3. Conducting the scenario learning was revised and confirm.	3. A meeting to conduct the learning was revised and confirm.
4. Final evaluation of learning by doing post-test in the last cycle.	4. The last students' vocabulary improvement after the second cycle ending.
5. Conducting an interview to know students; perception about studying by using the Feely bag game.	5. Students' perception about studying by using the Feely bag game.

### 3.6 Trustworthiness

In qualitative research, the trustworthiness of a research study is important to evaluate its worth. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" According to Lincoln and Guba there are four criteria for establishing the trustworthiness of qualitative data, namely credibility (true value), dependability (consistency), confirmability (neutrality), and transferability (applicability).<sup>36</sup>

Credibility is an evaluation of whether or not the research finding represents a "credible" conceptual interpretation of the data drawn from the participants' original data. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Confirmability is a measure of how well the inquiry's findings are supported by the data collected. Shenton states that the concept of confirmability is that the qualitative investigator's comparable concern to objectively. Here, steps must be taken to

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<sup>36</sup> Heather R. Hall, Linda Roussel, (2012), *EVIDENCE-BASED PRACTICE: An Integrative Approach to Research, Administration, and Practice*, United States of America: JONES & BARTLETT. p. 39

help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of the triangulation in promoting such confirmability must again be emphasized, in this context to reduce the effect of investigator bias. Transferability is the ability to which findings of this inquiry can apply or transfer beyond the bounds of the project.

The technique which is applied to establish the trustworthiness of the data is triangulation. Triangulation is typically perceived to be a strategy for improving the validity of the data. Miles and Huberman says that triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it. Sheton states that triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.<sup>37</sup>

Denzin identify four basic types of triangulation. Firstly, data triangulation involves time, space, and people. Secondly, investigator triangulation involves multiple researchers in an investigation. Thirdly, theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomena. Fourthly, methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

This study was used methodological triangulation. Multiple data gathering is conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-validating data in the study of

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<sup>37</sup> Shenton, K, A. *Strategies for ensuring Trustworthiness in qualitative research projects*. (Education for Information 22 2004) 63-75 63. IOS Press.

the implementation of the students' ability in mastering vocabulary by using Feely bag game at Grade VII Private Islamic Junior High School Pesantren Dairi.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **4. 1 Research Finding**

##### **4.1.1 Data Description**

The research was used classroom action research. This data was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation, diary notes and documentation. The quantitative data were taken from the mean of the students' score in taking test in class. To collect the data, the researcher did the observation in the classroom by interviewing the teacher and the students. Then, the researcher consulted with the teacher about what they would do.

The main focus of this research was actions which were done in two cycles. Every cycle had four phases namely planning, acting, observing, and reflecting. The research was done only to one class; the class was chosen is VII<sup>a</sup> which consisted of 26 students.

##### **4.1.1.1 Preliminary Study**

Before conducting the first cycle, the researcher did preliminary study. The preliminary study was conducted to know the situation and process of teaching, learning and students' participation in English class especially in students' ability in mastering vocabulary by using feely bag game. In this preliminary study the researcher did permission, observation and interview with the English teacher in (March, 2018). The interview were used to find out the problems of students' in vocabulary test, how teacher operated the class and to know teacher strategy in

teaching English. From this interview, the teacher explained that some of the students' are the student has a limited vocabulary to comprehend the meaning of each word and the student is not able to hear the English words from the speakers. See appendix XVI.

According to teacher opinion, it could be concluded that students' still lack of the vocabulary, the student is not able to hear the English words from the speakers.

In the second day, the researcher came to Private Islamic Junior High School Pesantren Dairi to observe the process of learning in the class. The data which conducted from observation showed that process of learning in the classroom was good enough in teaching. This process described about activities of teacher and students in the classroom. Firstly the teacher asked the students' about the last lesson and task of the students. After that the student doing the learning process. The teacher evaluated students' performance in class. Then, the teacher started the next lesson and asked about the the description of noun at school before she explained about it.

Based on those steps, the researcher concluded that the teacher could help students' in learning vocabulary. However, researcher also found there are some students still confused about the lesson, what they should know about vocabulary by using feely bag game.

Besides, in this preliminary study the researcher gave essay test to the students. This test aims to determine the ability of the students in understanding of vocabulary by using feely bag game was implemented.

Based on the result of students score achievement, it was indicated that the students' vocabulary was low. It could be seen from the mean score of students was 55,76 with 4 of 26 students passed the test who get point up to 80.

Table 4.1 The students' score average in pre-test

<b>Total of students</b>	<b>Total score</b>	<b>Average</b>
26	1450	55,76

#### **4.1.1.2 Result After Implementing CAR**

The data of this phase was taken from the observation and interview during and after implementing of CAR. The data accomplished by 2 cycles of CAR. The observation was conducted during the implementing of feely bag game in learning process. In first cycle, the researcher observed all activities of students and class situation. Beside observed directly, researcher was helped by collaborator to filled the observation sheet that used to evaluated the steps of the lesson plan which needed to reflect researcher as teacher in teaching process.

The observation stage in both cycles was done to observe the students activity, paid attention to how students enthusiastic in doing the test. The students were easier in understanding the vocabulary which given by description about noun at school. It could be seen also students more active in conducting discussions and convey opinions related to questions given. Then, during the implementation of feely bag game, the researcher observed the situation of the class, students' activities and found out the problems faced of students during the process of learning in two cycles. The teacher as collaborator filled the observation sheet in order to know and observed the steps of learning that should be implemented by researcher in teaching. Based on the result of the observation indicated that the

learning process was good and increasing every meetings. It could be seen from the data of observation sheet in first meetings until six meeting and data observation of researcher that the students were excited, active and enthusiastic during learning process.

In the last of the cycles, the researcher did interview with the students and English teacher to analyzed their opinion about the implementation of feely bag game in vocabulary about noun at school and kitchen. Based on the result of the data interview, it could be seen that students' and teachers gave good opinion about the implementation of feely bag game. Most of the students felt that the implementation of feely bag game in vocabulary about noun at school and kitchen can improve their understanding and score achievement in every cycle. In addition, the English teacher also said that feely bag game could help students easier to understanding vocabulary about noun material.

#### **4.1.2 The Quantitative Data**

The quantitative data were taken from the result of the test which was carried out in two cycles. In both of the cycle, the researcher was conducting meetings which conducted by applying four steps in action research. The quantitative data was conducted from the students achievement score of pre-test, post test I and post-test II.

##### **4.1.2.1 Pre-Test**

Pre-test was given before using feely bag game, the result of students' score achievement was described below:



Table 4.2 The students score achievement in pre-test

No	Initial Name	Score	Achievement Standard	Statement
1	ARS	50	80	Unsuccessful
2	ASS	50	80	Unsuccessful
3	AB	40	80	Unsuccessful
4	BHS	50	80	Unsuccessful
5	CHB	50	80	Unsuccessful
6	DT	50	80	Unsuccessful
7	HAT	20	80	Unsuccessful
8	ISK	100	80	<b>Successful</b>
9	JAH	60	80	Unsuccessful
10	LSL	40	80	Unsuccessful
11	MKC	50	80	Unsuccessful
12	MS	50	80	Unsuccessful
13	NMS	50	80	Unsuccessful
14	NN	100	80	<b>Successful</b>
15	RBMAA	50	80	Unsuccessful
16	RB	50	80	Unsuccessful

17	RS	70	80	Unsuccessful
18	ROB	100	80	<b>Successful</b>
19	SRB	40	80	Unsuccessful
20	ST	70	80	Unsuccessful
21	SAK	40	80	Unsuccessful
22	SRS	40	80	Unsuccessful
23	SB	50	80	Unsuccessful
24	SHH	50	80	Unsuccessful
25	YLG	30	80	Unsuccessful
26	YNM	100	80	<b>Successful</b>
<b>TOTAL</b>		$\Sigma = 1450$		

Based on the result of pre-test, the data showed that the mean score of pre-test was 55,76. There was 4 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 22 students were under the criterion. The lowest achievement gained 20 scores. By the analysis of the result, it could be seen that almost of the students cannot understand about vocabulary so well. This data can be seen in Appendix VI. The mean score derived from the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1450}{26}$$

$$\bar{X} = 55,76$$

Then, to the percentage of students who passed the KKM score driveled from the following formula:

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

$$P = \frac{4 \times 100\%}{26}$$

$$P = 15,38 \%$$

#### 4.1.2.2 Post-Test I

The post test I was given to the students in the last meeting of first cycle. the result of students' score achievement in post test I were shown in the table below:

Table 4.3 The students' score achievement in post-test I

No	Initial Name	Score	Achievement Standard	Statement
1	ARS	100	80	<b>Successful</b>
2	ASS	70	80	Unsuccessful
3	AB	70	80	Unsuccessful
4	BHS	70	80	Unsuccessful
5	CHB	70	80	Unsuccessful
6	DT	100	80	<b>Successful</b>

7	HAT	40	80	Unsuccessful
8	ISK	100	80	<b>Successful</b>
9	JAH	70	80	Unsuccessful
10	LSL	40	80	Unsuccessful
11	MKC	-	80	Unsuccessful
12	MS	100	80	<b>Successful</b>
13	NMS	100	80	<b>Successful</b>
14	NN	100	80	<b>Successful</b>
15	RBMAA	60	80	Unsuccessful
16	RB	70	80	Unsuccessful
17	RS	100	80	<b>Successful</b>
18	ROB	70	80	Unsuccessful
19	SRB	70	80	Unsuccessful
20	ST	100	80	<b>Successful</b>
21	SAK	100	80	<b>Successful</b>
22	SRS	100	80	<b>Successful</b>
23	SB	100	80	<b>Successful</b>

24	SHH	70	80	Unsuccessful
25	YLG	50	80	Unsuccessful
26	YNM	70	80	Unsuccessful
<b>TOTAL</b>		$\Sigma = 1990$		

Based on the result of post-test I, the data showed that the mean score of post-test I was 79,6. There was 11 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 15 students were under the criterion. By the analysis of the result, it could be seen that almost of the students cannot understand about vocabulary so well. This data can be seen in Appendix VII. The mean score derived from the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1990}{25}$$

$$\bar{X} = 79,6$$

Then, to the percentage of students who passed the KKM score derived from the following formula:

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

$$P = \frac{11 \times 100\%}{25}$$

$$P = 44\%$$

Based on the result of the test, it was found that the students score achievement improved from the result of pre-test. The student score achievement in post-test I was higher than the pre-test.

#### 4.1.2.3 Post-Test II

The post test II was given to the students in the last meeting of second cycle. The result of students' score achievement in post test II were shown in the table below:

Table 4.4 The students' score achievement in post-test II

No	Initial Name	Score	Achievement Standard	Statement
1	ARS	100	80	Successful
2	ASS	80	80	Successful
3	AB	80	80	Successful
4	BHS	100	80	Successful
5	CHB	80	80	Successful
6	DT	90	80	Successful
7	HAT	70	80	Unsuccessful
8	ISK	100	80	Successful
9	JAH	100	80	Successful
10	LSL	100	80	Successful
11	MKC	80	80	Successful

12	MS	100	80	<b>Successful</b>
13	NMS	100	80	<b>Successful</b>
14	NN	100	80	<b>Successful</b>
15	RBMAA	80	80	<b>Successful</b>
16	RB	90	80	<b>Successful</b>
17	RS	100	80	<b>Successful</b>
18	ROB	100	80	<b>Successful</b>
19	SRB	80	80	<b>Successful</b>
20	ST	100	80	<b>Successful</b>
21	SAK	100	80	<b>Successful</b>
22	SRS	100	80	<b>Successful</b>
23	SB	100	80	<b>Successful</b>
24	SHH	80	80	<b>Successful</b>
25	YLG	70	80	Unsuccessful
26	YNM	100	80	<b>Successful</b>
<b>TOTAL</b>		$\Sigma = 2380$		

Based on the result of post-test II, the data showed that the mean score of post-test II was 92,30. There was 24 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 2 students were under the criterion. By the analysis of the result, it could be seen the students were understand about vocabulary so well. This data can be seen in Appendix VIII. The mean score drived from the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2380}{26}$$

$$\bar{X} = 91,53$$

Then, to the percentage of students who passed the KKM score drived from the following formula:

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

$$P = \frac{24 \times 100\%}{26}$$

$$P = 92,30 \%$$

The calculation of the data shown that there were the improvement of the post-test II. The mean of student score achievement in post-test II bigger than post-test I and pre-test. The students' score average in pre-test, post test I and II.

The researcher try to served in table 4.5 as follows:

**Table 4.5**

Meeting		Students who got up to 80	Percentage
Pre-Test	II	4	15,38%
Cycle 1	III-IV	11	44%
Cycle 2	V-VI	24	92,30%



In the pre-test, there was 4 students (15,38%) who got up to 80. In the post test in cycle I, there were 11 students (44%) who got up to 80. It means there was improved about 28.62%. In the post test in cycle II there were 24 students (92,30%) who got up to 80. This data can be seen in the Appendix VIII about the quantitative data analysis. The total of improvement from Pre-test, Post-Test I until Post Test II about 76,92%.

#### **4.1.3 The Qualitative Data**

The qualitative data were taken from the observation and interview. The phase of observation and interview were accomplished in 2 times, before implementing CAR (preliminary study) and in time of during and after implementing CAR.

##### **4.1.3.1 Cycle I**

The data of this cycle was collected after implementing feely bag game on vocabulary about noun at school at Grade VII Private Islamic Junior High School Pesantren Dairi.

##### **1) Planning**

In planning, the researcher set the action based on the problems faced in previous section and made learning steps of feely bag game to apply in the classroom such as: selected the material and exercise, prepared the lesson plan and made the instrument of noun at school (post-test) to evaluate and reflected the lesson plan, and to know whether this game work or not in this phase. Besides that, the researcher also prepared observation sheet which needed to observe the researcher as teacher in the class, and the situation of students' activities during learning process.

## **2) Acting**

The researcher used the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher and students, they were: (a) The researcher explained the material and students listened the material given by the teacher. (b) The researcher gave the topic about vocabulary about noun material (c) The researcher gave the description about vocabulary about noun material. (d) The researcher starts the learning process by using Feely bag game and the students follow the rules given by the teacher. (e) The researcher puts an object (nouns at class) in the bag without the student seeing. (f) The researcher explains to the student that they are 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. (g) The researcher asks the student as questioner and a feeler. And 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 child with the bag can answer only 'yes' or 'no'. (h) Finish student (feeler) asking the other student (questioner) to guess what the object is the researcher check to see if they are correct. (i) Both researcher and students evaluated the answer after students finished the learning process. (j) The researcher motivated the students and close the meeting.

## **3) Observing**

The observation was conducted during the implementing of feely bag game in learning process. The researcher observed all activities of students and class situation. Beside observed directly, researcher was helped by collaborator to filled

the observation sheet that used to evaluated the steps of the lesson plan which needed to reflect researcher as teacher in teaching process.

#### **4) Reflecting**

The data and result which conducted from planning, acting, and observing were analyzed in this phase, in order decided whether the cycle should be continue or not. Based on the results of observation and students' score test was showed that some students still got the difficulties in determining the important part of the vocabulary, especially in understanding about noun at class . Therefore, according to the discussion and the result of post- test I, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress.

#### **4.1.3.2 Cycle II**

##### **1) Planning**

In this phase, researcher created a new plan such as made a new lesson plan that is an improvement from a review of previous lesson plan in cycle I, selecting the materials that are interesting and easy to understand, preparing necessary media. Prepared post test II as an evaluation material of cycle II.

##### **2) Acting**

After reviewing the previous lesson by using slowly explanation. (a) The researcher asked the students to have a discussion about vocabulary based on the material that the researcher had been explained before. (b) After the researcher defined about the rules, the researcher started the game. (c) All the making

discussion about the material that was given by the teacher. (d) The researcher starts the learning process by using Feely bag game and the students follow the rules given by the teacher. (e) The researcher puts an object (nouns at kitchen) in the bag without the student seeing. (f) The researcher explains to the student that they are 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. (g) The researcher asks the student as questioner and a feeler. And 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 child with the bag can answer only 'yes' or 'no'. (h) Finish student (feeler) asking the other student (questioner) to guess what the object is the researcher check to see if they are correct. (i) Both researchers and students evaluated the answer after students finished the learning process (j) The researcher gave the score for each student and mention the winner. (k) The researcher motivated the students and close the meeting. All activities went well and better than before.

In the cycle II the researcher applied same as the previous meeting. The researcher gave post test II to the student after they implemented the game. This procedure was done in order to know their progress in understanding the vocabulary about noun material.

### **3) Observing**

The observation stage was done to observe the students activity, paid attention to how students enthusiastic in doing the test. The students were easier in understanding the vocabulary about noun at kitchen. It could be seen also students

more active in conducting discussions and convey opinions related to questions given.

#### **4) Reflecting**

Based on the result of the planning, acting and observing in this cycle showed that students easier to understand the learning by using feely bag game.

### **4.2 Discussion**

The data in this research was taken from vocabulary test, interview, diary notes and observation. The research was conducted only in one class with two cycles. The data was taken from the Grade VII of Private Islamic Junior High School Pesantren Dairi Sidikalang. The exact number of the students in the class was 26 students.

The result of this research:

1). Based on qualitative data using feely bag game influenced the classroom activities become more comfortable and lead the students learn more passionately. Students feel more confident to learn and teacher was also taught well. Teaching vocabulary without using Feely bag game probably was making the students less comfortable and confident on learning vocabulary about noun material.

From statement above suitable with definition from some expert. First in accordance with Melek ALPAR statements' in his journal on title "Games are fun and this makes them an enjoyable way of learning foreign language". Melek said, studying of the evolution in teaching methods, we can observe that changes arise according to learners' breakthroughs, needs and purposes. Hence, each method is developed to fill a gap left by a previous method, and each has its own procedures and tools for how to teach and learn a foreign language. During the teaching and

learning of foreign languages, teachers do their best to conform to the methods that they have learned, and they very carefully follow the instructions to ensure better results.<sup>38</sup>

Second, according to MOFAREH ALQAHTANI said that the teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target language teaching.<sup>39</sup> So a good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process of foreign language in the classroom.

Third, according to James D. Brown teaching foreign language can use the game. He said that games are used to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun.<sup>40</sup> Games can give as a starter in the opening part, as an additional activity in the main part, or as a closing in the closing part. They also function as garnish of teaching-learning foreign language activities.

Fourth, one of the games that can use in of teaching-learning foreign language is felly bag game. According to Tim Bond Feely bag is a game that you can

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<sup>38</sup> Melek ALPAR, (2013), *The importance of games in teaching foreign languages to student*, Academics Journal, Vol. 8(15), pp. 1247-1255

<sup>39</sup> MOFAREH ALQAHTANI, (2015), *The importance of vocabulary in language learning and how to be taught* . *International Journal of Teaching and Education*, Vol. III(3), pp. 21-34., 10.20472/TE.2015.3.3.002

<sup>40</sup> James D. Brown, (2005), *Testing in Language Program*, New York: McGraw-Hill, p. 3.

nurture and develop your student's imagination and awareness of the world around him/her through this activity.<sup>41</sup> Another opinion about the Feely bag game are Catherine and Jill, according to them the Feely bag game is single objects or several objects are put into a soft bag. The student may be invited to feel one object and guess what it is, or to identify one object from the rest by feel. This game can also be used to practice describing words (the student is asked to say what an object feels like-soft, squashy, hard, square, round).<sup>42</sup>

This study reveals that one of the word games that can be used by teachers in the English classroom is a Feely bag game. By using Feely bag game, can nurture and develop student's imagination and awareness of the world around him/her through this activity, it was made the students to get many new words and enjoy the word game while they are studying the vocabulary. Also, this game used to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun. Then Feely bag game was given to the student the skill or ways in developing vocabulary and simultaneously to enrich their stock of vocabulary. The last, Feely bag game makes material for studying more enjoyable, interesting and challenging. Based on the statement, by using Feely bag game can improve the students' ability in mastering vocabulary at Grade VII Private Islamic Junior High School Pesantren Dairi.

They are seven ways to improve students' ability in mastering vocabulary about the noun material by using the Feely bag game are: First, the researcher

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<sup>41</sup> Tim Bond, (2003), *Games for Social and Life Skill*, London: Hutchinson, p. 235.

<sup>42</sup> Catherine Delamain, Jill Spring, (2017), *Achieving Speech and Language Targets*, New York : Rotledge, p. 218.

should improve the ability in presenting the material. Second, the researcher should be able managing the class during the learning process. Third, the researcher should have prepared better. Fourth, Researcher should explain better the material of vocabulary and the rule of doing the Feely bag game. Fifth, the researcher also prepared the reward for the student who got the highest score and win the game. Sixth, the researcher should prepare the instrument of pre test, post test I, and post test II to collect the data. And the last, the researcher motivated the students and evaluate the whole activities.

2). Based on quantitative data the result was indicated that there was an improvement on the students' ability in mastering vocabulary by using feely bag game. The mean of the first cycle was 79,6 that was still low. The mean of second cycle was 91,53. That was indicated that the scores and the mean in second cycles were better than first cycle.

The percentage of students who got point  $> 80$  also grew up. The percentage of the students' score in the pre-test who got point up to 80 there were only 4 of 26 students (15,38 %). The percentage of the students' score in the post-test of the first cycle who got point up 80 there were only 11 of 25 students (44 %). It means that there was improvement about 21,08 %. Then, the percentage of the students' score in the pos-test of the second cycle who got point up to 80 there were 24 of 26 students (92,30 %). For the total improvement of the students' score from Pre-Test to Post-Test I until Post-Test II was 77,12 %. In other words, the students' ability at vocabulary mastery became well in the first meeting to the next meeting.



From the data, it indicated that using Feely bag game in mastering vocabulary was effective, and the data above can be concluded that the students' ability have been improved by feely bag game.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of the research, the researcher found that the students' ability in vocabulary about noun material was improved step by step, from the preliminary study of the first cycle, and from the first cycle into the second cycle. It means that there was an improvement toward the students' ability in vocabulary about the noun material by using the Feely bag game.

1. The use of the Feely bag game in teaching vocabulary about noun material is really helpful to increase and improve students understanding in learning vocabulary about noun material. It can be seen since the very first time this game applied to the class. It significantly brings the students to a better understanding, so the students got a better score than before the teacher applicate this game to them. This because the Feely bag game influenced the classroom activities became more comfortable, enjoy, and active. Then by using Feely bag game can nurture and develop student's imagination and awareness of the world around him/her through this activity, it was made the students to get many new words and enjoy the word game while they are studying the vocabulary. Last this game used to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun.

2. They are seven ways to improve students' ability in mastering vocabulary about the noun material by using the Feely bag game are: First, the researcher should improve the ability in presenting the material. Second, the researcher should be able managing the class during the learning process. Third, the

researcher should have prepared better. Fourth, Researcher should explain better the material of vocabulary and the rule of doing Feely bag games. Fifth, the researcher also prepared the reward for the student who got the highest score and win the game. Sixth, the researcher should prepare the instrument of pre test, post test I, and post test II to collect the data. And the last, the researcher motivated the students and evaluate the whole activities.

## **5.2 Suggestion**

The researcher also would like to contribute some suggestion for the teacher. The Feely bag game would be really helpful to the process of teaching vocabulary about noun material, especially and it can involve students being more active during the process of the learning, so the teacher needs to use this Feely bag game for the next time in teaching vocabulary about noun material. Having concluded the result of the research, the researcher proposes some suggestions for the English teacher, the institution of education, the students and to the other researcher. The suggestions described as follows:

### **1. For the English Teacher**

The teacher can use the Feely bag game in teaching English in order to make the student motivated and interested to study the material. It is important for the teacher to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so the students were more active and comfortable in the process of teaching learning. The teacher should build an enjoyable situation of teaching learning process in order to improve students' braveness in sharing and asking opinions about the material. By using Feely bag game this kind of situation would be easily create.

## 2. For Students

The students should be more active to practice their ability in studying vocabulary. The Feely bag game is one the way that could be choose by the students. Because they can share, they can discuss and they can help their friends to understand the material. The students could be more talkative and communicative during the process of learning.

## 3. For the other researchers

The result of this research is expected to encourage other researchers to conduct further study deals with a Feely bag game in other skills area such as listening, speaking, reading and writing.

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## APPENDIX I : LESSON PLAN IN FIRST CYCLE AND SECOND CYCLE

### LESSON PLAN

(First Cycle)

**EDUCATION UNITS** : MTS.S PESANTREN DAIRI

**SUBJECT** : ENGLISH

**TOPIC** : NOUNS AT SCHOOL

**CLASS** : VII

**TIME ALLOTMENT** : 4 X 40 MINUTES

**MEETING TO** : I & 2

**Standard Competency** : Understanding and memorizing some vocabulary which relevant to the topic and sub topic. The students develop their English vocabulary.

**Basic Competency** : Developing vocabulary into new words based on the letters that build the vocabulary which has related to their daily life.

**Indicator** : Mentioning new vocabulary.  
 Memorizing some new words.  
 Understanding the meaning of some new words.

**A. Objective of The Study** : In the end of teaching learning process, the students are able to:

- Mention new vocabulary

- Memorize some new words
- Understand the meaning of some new words

## B. Learning Materials

### Nouns at Class

Name	Meaning	Description
Ruler	Penggaris	A tool used to rule straight lines and measure distances.
Book	Buku	A written or printed work consisting of pages glued or sewn together along one side and bound in covers.
Pen	Pulpen	An instrument for writing or drawing with ink, typically consisting of a metal nib or ball, or a nylon tip, fitted into a metal or plastic holder.
Dictionary	Kamus	A book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage.



Map	Peta	A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
Crayon	Krayon	A pencil or stick of coloured chalk or wax, used for drawing
Pencil Case	Tempat Pensil	A small container for pencils, pens, and other writing equipment.
Eraser	Penghapus	A piece of soft rubber or plastic used to rub out something written
Socks	Kaos kaki	A garment for the foot and lower part of the leg, typically knitted from wool, cotton, or nylon.
Belt	Ikat Pinggang	A strip of leather or other material worn, typically round the waist, to support or hold in clothes or to carry weapons.

### C. Learning Method : Feely bag game

The Methods are as follow:

- Question and answer
- Guess the object

- Discussing

#### **D. Steps Learning Activity**

##### I. Preliminary Activities

- a) Greeting
- b) Praying
- c) Express purpose to be achieved

##### II. Main Activities

###### a) Exploration

The teacher explains about vocabulary (especially nouns at school and the description of each nouns) and the importance of vocabulary

The teacher explains about feely bag game and its procedures

###### b) Elaborations

- a. The teacher put an object (nouns at class) in the bag without the student seeing.
- b. The teacher explain 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.
- c. 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 child with the bag can answer only 'yes' or 'no'.

- d. Limit the student to 10 questions.
- e. Encourage the student to listen carefully to each other's answer to help them ask their next question.
- f. Finish student (feeler) asking the another student (questioner) to guess what the object is. Check to see if they are correct.
- g. Ensure all the student have turns being both the feeler and the questioner.

### III. Close activity

a) Confirmation

b) Close the lesson

### **E. Learning Resources and Media**

- 1) Tool : bag and object of nouns at class
- 2) Source : English text book and Dictionary
- 3) Media : Handout of description nouns at class

### **F. Appraisal**

Technique : Writing test

Form : Essay Question

Instrument : Enclosed

### **G. Rules of assessment**

- Score for every correct answer = 10
- Maximum score  $10 \times 10 = 100$
- Students' mark

$$S = \frac{R}{N} \times 100$$

Where:

S= Score of the Test

R= Number of Correct Answer

N=Number of Question

Sidikalang, Mei 2018

Mengetahui

Guru Bahasa Inggris

Researcher

Syahfitri Dabutar, S.Pd.I

Sahnida Siregar

Kepala Sekolah MTs. S Pesantren Dairi

Ismail Sholeh Banurea, S.H.I, S. Pd. I

## LESSON PLAN IN SECOND CYCLE

### LESSON PLAN

(Second Cycle)

**EDUCATION UNITS** : MTS.S PESANTREN DAIRI

**SUBJECT** : ENGLISH

**TOPIC** : NOUNS AT KITCHEN

**CLASS** : VII

**TIME ALLOTMENT** : 4 X 40 MINUTES

**MEETING TO** : III & IV

**Competency Standards** : Comprehension meaning in short functional text and monolog and sustained on daily activity.

**Basic Competencies** : Comprehending the rhetoric ways in simple functional writing text by using language accurately, fluency and accepting an interaction with the closer environment.

**Indicator** : 1. Write the vocabulary of nouns at kitchen .  
2. Ask the students to write the description of nouns at kitchen

#### **A. Learning Objectives**

1. Students can write the vocabulary of nouns at kitchen.
2. Students can write a description from a vocabulary of nouns at kitchen.

## B. Learning Materials

### Nouns at kitchen

Name	Meaning	Description
Cup	Cangkir	A small bowl-shaped container for drinking from, typically having a handle.
Plate	Piring	A flat dish, typically circular and made of china, from which food is eaten or served.
Spoon	Sendok	An implement consisting of a small, shallow oval or round bowl on a long handle, used for eating, stirring, and serving food.
Cooker	Kompur	An appliance used for cooking food, typically consisting of an oven, hob, and grill and powered by gas or electricity
Bowl	Mangkuk	A round, deep dish or basin used for food or liquid.
Skillet	Kuali	A small metal cooking pot with a long handle, typically having legs.
Pot/Pan	Panci	A metal container used for cooking food.
Rice Spatula	Sendok Nasi	An implement with a

		broad, flat, blunt blade, used for mixing and spreading nouns, especially in cooking and painting.
Teapot	Teko	A pot with a handle, spout, and lid, in which tea is brewed and from which it is poured.
Napkin	Serbet pembersih mulut	A square piece of cloth or paper used at a meal to wipe the fingers or lips and to protect garments

### C. Learning Method : Feely bag game

The Methods are as follow:

- Question and answer
- Guess the object
- Discussing

### D. Steps Learning Activity

#### I. Preliminary Activities

a) Greeting

b) Praying

c) Express purpose to be achieved

#### II. Main Activities

a) Exploration

- The teacher explains about vocabulary (especially nouns at kitchen and the description of each nouns) and the importance of vocabulary
- The teacher explains about feely bag game and its procedures

b) Elaborations

- a. The teacher put an object (nouns at class) in the bag without the student seeing.
- b. The teacher explain 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.
- c. 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 child with the bag can answer only 'yes' or 'no'.
- d. Limit the student to 10 questions.
- e. Encourage the student to listen carefully to each other's answer to help them ask their next question.
- f. Finish student (feeler) asking the another student (questioner) to guess what the object is. Check to see if they are correct.
- g. Ensure all the student have turns being both the feeler and the questioner.

III. Close activity

a) Confirmation

b) Close the lesson



**E. Learning Resources and Media**

- 1) Tool : bag and object of nouns at kitchen
- 2) Source : English text book about kitchen
- 3) Media : Handout of description nouns at kitchen

**F. Appraisal**

Technique : Writing test

Form : Essay Question

Instrument : Enclosed

**G. Rules of assessment**

- Score for every correct answer = 10
- Maximum score 10x10 =100
- Students' mark

$$S = \frac{R}{N} \times 100$$

Where:

S= Score of the Test

R= Number of Correct Answer

N=Number of Question

Sidikalang, Mei 2018

Mengetahui

Guru Bahasa Inggris

Researcher

Syahfitri Dabutar, S.Pd.I

Sahnida Siregar

Kepala Sekolah MTs. S Pesantren Dairi

Ismail Sholeh Banurea, S.H.I, S. Pd. I

**APPENDIX II : PRE-TEST**

1. The description of the thing is a written or printed work consisting of pages glued or sewn together along one side and bound in covers. What is it?
2. Please mention the description of the pen!
3. The description of the thing is a tool used to rule straight lines and measure distances. What is it?
4. The description of the thing is a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage. What is it?
5. Please mention the description of the map!
6. The description of the thing is a pencil or stick of colour chalk or wax, used for drawing. What is it?
7. Please mention the description of the pencil case!
8. Please mention the description of the eraser!
9. Please mention the description of the socks!
10. The description of the thing is A strip of leather or other material worn, typically round the waist, to support or hold in clothes or to carry weapons. What is it?

**APPENDIX III: POST-TEST I**

1. The description of the thing is a square piece of cloth or paper used at a meal to wipe the fingers or lips and to protect garments. What is it?
2. Please mention the description of the skillet!
3. The description of the thing is a pot with a handle, spout, and, lid, in which tea is brewed and from which it is poured. What is it?
4. The description of the thing is an implement with a broad, flat, blunt blade, used for mixing and spreading nouns, especially in cooking and painting.
5. The description of the thing is a metal container used for cooking food. What is it?
6. Please mention the description of the bowl!
7. Please mention the description of the cooker!
8. The description of the thing is an implement consisting of a small, shallow oval or round bowl on a long handle, used for eating, stirring, and serving food. What is it?
9. The description of the thing is a flat dish, typically circular and made of China, from which food is eaten or served.
10. Please mention the description of the cup!

**APPENDIX IV : POST- TEST II**

1. Please mention the description of the cup!
2. The description of the thing is an implement consisting of a small, shallow oval or round bowl on a long handle, used for eating, stirring, and serving food. What is it?
3. Please mention the description of the cooker!
4. The description of the thing is a flat dish, typically circular and made of china, from which food is eaten or served. What is it?
5. The description of the thing is a round, deep dish or basin used for food or liquid. What is it?
6. Please mention the description of the Pot/Pan!
7. The description of the thing is a small metal cooking pot with a long handle, typically having legs. What is it?
8. Please mention the description of the Rice Spatula!
9. The description of the thing is a square piece of cloth or paper used at a meal to wipe the fingers or lips and to protect garments .What is it?
10. The description of the thing is a pot with a handle, spout, and lid, in which tea is brewed and from which it is poured. What is it?

**APPENDIX V: ANSWER KEY****PRE- TEST**

1. Book
2. An instrument for writing or drawing with ink, typically consisting of a metal nib or ball, or a nylon tip, fitted into a metal or plastic holder.
3. Ruler
4. Dictionary
5. A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
6. Crayon
7. A small container for pencils, pens, and other writing equipment.
8. A piece of soft rubber or plastic used to rub out something written.
9. A garment for the foot and lower part of the leg, typically knitted from wool, cotton, or nylon.
10. Belt.

**POST-TEST I**

1. Napkin
2. A small metal cooking pot with a long handle, typically having legs.
3. Teapot
4. Rice Spatula
5. Pot/Pan
6. A round, deep dish or basin used for food or liquid.
7. An appliance used for cooking food, typically consisting of an oven, hob, and grill and powered by gas or electricity.

8. Spoon
9. Plate
10. A small bowl-shaped container for drinking from, typically having a handle.

### **POST-TEST II**

1. A small bowl-shaped container for drinking from, typically having a handle.
2. Spoon
3. An appliance used for cooking food, typically consisting of an oven, hob, and grill and powered by gas or electricity.
4. Plate.
5. Bowl
6. A metal container used for cooking food.
7. Skillet
8. An implement with a broad, flat, blunt blade, used for mixing and spreading nouns, especially in cooking.
9. Napkin
10. Teapot

**APPENDIX VI: THE SCORE OF STUDENTS IN PRE-TEST**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Achievement Standard</b>	<b>Statement</b>
1	ARS	50	80	Unsuccessful
2	ASS	50	80	Unsuccessful
3	AB	40	80	Unsuccessful
4	BHS	50	80	Unsuccessful
5	CHB	50	80	Unsuccessful
6	DT	50	80	Unsuccessful
7	HAT	20	80	Unsuccessful
8	ISK	100	80	<b>Successful</b>
9	JAH	60	80	Unsuccessful
10	LSL	40	80	Unsuccessful
11	MKC	50	80	Unsuccessful
12	MS	50	80	Unsuccessful
13	NMS	50	80	Unsuccessful
14	NN	100	80	<b>Successful</b>
15	RBMAA	50	80	Unsuccessful



16	RB	50	80	Unsuccessful
17	RS	70	80	Unsuccessful
18	ROB	100	80	<b>Successful</b>
19	SRB	40	80	Unsuccessful
20	ST	70	80	Unsuccessful
21	SAK	40	80	Unsuccessful
22	SRS	40	80	Unsuccessful
23	SB	50	80	Unsuccessful
24	SHH	50	80	Unsuccessful
25	YLG	30	80	Unsuccessful
26	YNM	100	80	<b>Successful</b>
<b>TOTAL</b>		$\Sigma = 1450$		

**APPENDIX VII: THE SCORE OF STUDENTS IN POST-TEST I**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Achievement Standard</b>	<b>Statement</b>
1	ARS	100	80	<b>Successful</b>
2	ASS	70	80	Unsuccessful
3	AB	70	80	Unsuccessful
4	BHS	70	80	Unsuccessful
5	CHB	70	80	Unsuccessful
6	DT	100	80	<b>Successful</b>
7	HAT	40	80	Unsuccessful
8	ISK	100	80	<b>Successful</b>
9	JAH	70	80	Unsuccessful
10	LSL	40	80	Unsuccessful
11	MKC	-	80	Unsuccessful
12	MS	100	80	<b>Successful</b>
13	NMS	100	80	<b>Successful</b>
14	NN	100	80	<b>Successful</b>
15	RBMAA	60	80	Unsuccessful

16	RB	70	80	Unsuccessful
17	RS	100	80	<b>Successful</b>
18	ROB	70	80	Unsuccessful
19	SRB	70	80	Unsuccessful
20	ST	100	80	<b>Successful</b>
21	SAK	100	80	<b>Successful</b>
22	SRS	100	80	<b>Successful</b>
23	SB	100	80	<b>Successful</b>
24	SHH	70	80	Unsuccessful
25	YLG	50	80	Unsuccessful
26	YNM	70	80	Unsuccessful
<b>TOTAL</b>		$\Sigma = 1990$		

**APPENDIX VIII: THE SCORE OF STUDENTS IN POST-TEST II**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Achievement Standard</b>	<b>Statement</b>
1	ARS	100	80	<b>Successful</b>
2	ASS	80	80	<b>Successful</b>
3	AB	80	80	<b>Successful</b>
4	BHS	100	80	<b>Successful</b>
5	CHB	80	80	<b>Successful</b>
6	DT	90	80	<b>Successful</b>
7	HAT	70	80	Unsuccessful
8	ISK	100	80	<b>Successful</b>
9	JAH	100	80	<b>Successful</b>
10	LSL	100	80	<b>Successful</b>
11	MKC	80	80	<b>Successful</b>
12	MS	100	80	<b>Successful</b>
13	NMS	100	80	<b>Successful</b>
14	NN	100	80	<b>Successful</b>
15	RBMAA	80	80	<b>Successful</b>

16	RB	90	80	<b>Successful</b>
17	RS	100	80	<b>Successful</b>
18	ROB	100	80	<b>Successful</b>
19	SRB	80	80	<b>Successful</b>
20	ST	100	80	<b>Successful</b>
21	SAK	100	80	<b>Successful</b>
22	SRS	100	80	<b>Successful</b>
23	SB	100	80	<b>Successful</b>
24	SHH	80	80	<b>Successful</b>
25	YLG	70	80	Unsuccessful
26	YNM	100	80	<b>Successful</b>
<b>TOTAL</b>		$\Sigma = 2380$		

**APPENDIX IX: THE STUDENTS SCORE FROM THE PRE- TEST,  
POST- TEST I IN CYCLE I AND POST- TEST II IN CYCLE II**

No	Initial Name	Score		
		Pre test	Post test I	Post test II
1	ARS	50	100	100
2	ASS	50	70	80
3	AB	40	70	80
4	BHS	50	70	100
5	CHB	50	70	80
6	DT	50	100	90
7	HAT	20	40	70
8	ISK	100	100	100
9	JAH	100	100	100
10	LSL	40	40	100
11	MKC	50	-	80
12	MS	50	100	100
13	NMS	50	100	100
14	NN	100	100	100
15	RBMAA	50	60	80
16	RB	50	70	80
17	RS	100	100	100
18	ROB	100	100	100
19	SRB	40	70	80
20	ST	100	100	100
21	SAK	40	100	100
22	SRS	40	100	100
23	SB	50	100	100

24	SHH	50	70	80
25	YLG	30	50	70
26	YNM	100	100	100
<b>Total (<math>\Sigma</math>)</b>		<b>1450</b>	<b>1990</b>	<b>2380</b>
<b>Mean (<math>\bar{x}</math>)</b>		<b>55,76</b>	<b>79,6</b>	<b>91,53</b>

**APPENDIX X: DATA ANALYSIS OF STUDENTS' AVERAGE SCORE****Formula:**

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

**Where:**  $\bar{x}$  : The mean of the students $\sum x$ : The total score

N: The number of the students

**Students' Average score in Pre-Test:**

$$\bar{x} = \frac{\sum x}{N} = \frac{1450}{26} = 55,76$$

**Students' Average score in Post-Test I:**

$$\bar{x} = \frac{\sum x}{N} = \frac{1990}{25} = 79,6$$

**Students' Average score in Post-Test II:**

$$\bar{x} = \frac{\sum x}{N} = \frac{2380}{26} = 91,53$$



## APPENDIX XI: DATA ANALYSIS OF STUDENTS' PERCENTAGE SCORE

**Formula:**

$$P = \frac{R}{T} \times 100\%$$

Where : P = the percentage of those who got the point up to 80

R = the number of those who got the point up to 80

T = the total number of the students.

### **Class percentage in Pre-Test**

$$P = \frac{R}{T} \times 100\% = \frac{4}{26} \times 100\% = 15,38\%$$

### **Class percentage in Post-Test I**

$$P = \frac{R}{T} \times 100\% = \frac{11}{25} \times 100\% = 44\%$$

### **Class percentage in Post-Test II**

$$P = \frac{R}{T} \times 100\% = \frac{24}{26} \times 100\% = 92,30\%$$

## APPENDIX XII: DATA ANALYSIS OF STUDENTS' IMPROVEMENT SCORE

The formula whether or not there might have students' improvement score from pre-test up to post-test I.

**Formula:**

$$P = \frac{y_1 - y}{y} \times 100 \%$$

Where: P: Percentage of students' improvement

y: pre-test result

y<sub>1</sub>: post-test I

$$P = \frac{y_1 - y}{y} \times 100 \% = \frac{79,6 - 55,76}{55,76} \times 100 = 23,84 \%$$

The formula, whether or not there might have students' improvement score from post-test I up to post-test II.

**Formula:**

$$P = \frac{y_2 - y}{y} \times 100 \%$$

Where: P: Percentage of students' improvement

y: pre-test result

y<sub>2</sub>: post-test II

$$P = \frac{y_2 - y}{y} \times 100 \% = \frac{91,53 - 55,76}{55,76} \times 100 = 35,77 \%$$

**APPENDIX XIII: THE STUDENTS' ATTENDANCE LIST**

<b>NO</b>	<b>NAME</b>
1	<b>ALFANDI RABIAH SOLIN</b>
2	<b>ANIL SYAHPUTRA SITUMORANG</b>
3	<b>ARAHMADAN BERUTU</b>
4	<b>BELLA HAVIZAH SITUNGKIR</b>
5	<b>CERMAT HAVRIZAL BANCIN</b>
6	<b>DICKY TUMANGGER</b>
7	<b>HAIKAL AL FADRI TANJUNG</b>
8	<b>ISLAH SAHBANA KUDADIRI</b>
9	<b>JULI AZIZAH HASUGIAN</b>
10	<b>LELI SATRIDAH LINGGA</b>
11	<b>M. KAISAstra CAPAH</b>
12	<b>MASNI SITOANG</b>
13	<b>NABILA MENDENA SITANGGANG</b>
14	<b>NURBAITI NASUTION</b>
15	<b>RAJA BANGUN MULIA ANAK AMPUN</b>
16	<b>RIKO BERUTU</b>
17	<b>RINA SOLIN</b>
18	<b>ROHMA OLIH BANUREA</b>
19	<b>SADA REZEKI BERUTU</b>
20	<b>SALAMAH TUMANGGER</b>
21	<b>SITI AISAH KABEAKEN</b>

22	<b>SUCI RAHMADANI SOLIN</b>
23	<b>SULASTRI BERUTU</b>
24	<b>SYARIF HIDAYAT HASUGIAN</b>
25	<b>YUDHOYONO LUMBAN GAOL</b>
26	<b>YUTHA NADIROH MANDA</b>

## APPENDIX XIV: OBSERVATION SHEET

### Notes:

This is followed available a list of learning activities aspect who has doing the teacher in the classroom. Please give, assign checklist (√) based on the column exactly.

3 = Very Good, 2 = Good, 1 = Bad

No	Indicator	Cycle I			Cycle II		
		3	2	1	3	2	1
1	The teacher's ability to open the class		√		√		
2	The teacher's ability to present the material		√		√		
3	Mastering the material		√		√		
4	The systematics of presentation			√	√		
5	Board work			√	√		
6	The teachers' rapport with the students		√		√		
7	The teacher uses the media to present the material	√			√		
8	Electing responses from students			√	√		
9	The teachers' ability to manage the class			√	√		
10	The teachers' ability to close the lesson		√		√		
11	The teachers' ability to use the time effectively			√	√		
12	The students respond to the teacher's explanation			√	√		
13	The students' participation in learning process			√	√		
14	The students' enthusiast in studying Feely bag games		√		√		
15	The students' motivation in teaching and learning process			√	√		
16	Being active in asking the question about the material for the teacher			√	√		
17	The teacher's ability concludes the lesson		√		√		

No	Indicator	Cycle I		Cycle II	
		YES	NO	YES	NO
1	The teacher comes to the class on time	√		√	
2	The teacher greets the students	√		√	
3	The teacher gives motivation to the students		√	√	
4	The teacher does brainstorming to introduce the topic	√		√	
5	The teacher presents the material on time		√	√	
6	The teachers' ability to present the material on time		√	√	
7	The teacher uses the media to present the material	√		√	
8	The teachers' ability to manage the class	√		√	
9	The teacher is serious in the teaching and learning process	√		√	
10	The students respond to the teacher's explanation	√		√	
11	The students' participation in learning process	√		√	
12	The students' enthusiast in studying the steps of the teacher's strategy	√		√	
13	Teacher gives the chance to the students to ask about the lesson	√		√	
14	The students are active in asking the question about the material	√		√	
15	The teacher concludes the lesson	√		√	
16	The teacher's gives the task to the students	√		√	
17	The teacher's ability to use the time effectively		√	√	
18	The teacher close the lesson on time	√		√	

## **APPENDIX XV: DIARY NOTES**

### **Friday, 18<sup>th</sup> May 2018 (Meeting I)**

The first meeting of the research was the Pre-Questionnaire. In this research, pre-questionnaire was conducted in structured questions. It was held on Friday 18<sup>th</sup> May 2018. The researcher served some questions orally to the teacher and students to gain information about the learning teaching activities.

The questions were related to the class situation, students learning difficulty, teacher's teaching strategy, and teacher's opinion about the students in the matter of learning process. The teacher also mentioned that she applied a method and it has not significantly improved students' ability in understanding vocabulary about noun material.

### **Saturday, 19<sup>th</sup> May 2018 (Meeting II)**

The pre-test was done before the Classroom Action Research. It was conducted on Saturday, May 19<sup>th</sup> 2018. There were 10 questions in the essay test form in 20 minutes.

Based on the result of pre-test, the data showed that the mean score of pre-test was 55,76. There was 4 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 22 students were under the criterion. The lowest achievement gained 20 scores. By the analysis of the result, it could be seen that almost of the students cannot understand about vocabulary so well.

**Friday, 25<sup>th</sup> May 2018 (Meeting III)**

In this meeting the researcher does cycle I. The teacher explains to the student that they are 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. During the teaching-learning process, the students gave a good response. When the teacher gave handed out of the description of noun to every student. The teacher put an object (nouns at class) in the bag without the student seeing. The teacher asks one of the students as a feeler. Finish student (feeler) asking the other student (questioner) to guess what the object. The teacher check to see if the student is correct. The teacher ensures all the student has turns being both the feeler and the questioner.

**Saturday, 26<sup>th</sup> May 2018 (Meeting IV)**

In this meeting the researcher continues cycle I. Students were very excited in this meeting, they were asked to answer the Cycle I test (Post-Test I). They paid attention to listen to the instruction. Some of students were still confused to do the test while the other looked so optimistic. They still active to ask the teacher about the test and asked to rehearse the study before. In answering the test, some of them still asked their friends for the answer. The teacher always warned them to do the test correctly and honestly. Although they had problem in answering the question, but they still excited in this meeting.



**Friday, 8<sup>th</sup> June 2018 (Meeting V)**

During the teaching-learning process in Cycle II, The students participated and gave a good response. They more interested to listen and less of noisy. Teacher explanation about the lesson and also an exercise which still related with it. Before teacher taught the lesson, it would be better for the teacher to do the warmed up to the students. The warmed up was still in the form of a question and students should be answering the question which given to them. After a warmed up, the teacher continued the lesson and asked them to read some vocabulary about the noun. After finishing to read some vocabulary, teacher and students translated the vocabulary and also asked the students to answer the exercise. The answer of the exercise also discussed together with the students in the classroom.

**Saturday, 9<sup>th</sup> June 2018 (Meeting VI)**

In this last meeting, the researcher continues cycle II. The teacher handed out of vocabulary about noun material to every student. The teacher gave instruction to the students about the Feely bag game. The teacher put an object (nouns at kitchen) in the bag without the student seeing. The teacher asks one of the students as a feeler. Finish student (feeler) asking the other student (questioner) to guess what the object. The teacher check to see if the student is correct. The teacher ensures all the student has turns being both the feeler and the questioner. Teacher reviewed the lesson include the entire topic which has been discussed. Teacher done the reviewed of study so that the students could recall what had been learnt before the test gave to them. Then, the teacher gave the vocabulary test (Post-Test II) that consisted of 10 questions for each student. They

have only 20 minutes to do the test. They were very confident to answer the test by themselves. At the end, before leaving the class, the researcher thanked to them for their attention during the teaching learning process.

## APPENDIX XVI: INTERVIEW SHEET

- Interview between the researcher and the English teacher of the class VII<sup>a</sup> (it had already been translated into English)

Researcher : Firstly, thank you for giving me the chance to do my research in this school Mis. By the way, may I know how long have you been as an English teacher in MTs. S Pesantren Dairi?

English Teacher : Yes, nevermind. I had teach here since Five years.

Researcher : What is the English teacher motivation to increase the students' ability in studying English?

English Teacher : Use many media, give them something that can make them like to studying English and can increase their English.

Researcher : What Strategy do you use in teaching to increase the students' achievement?

English Teacher : I always use direct strategy such as: make small conversation, ask them to give some example after I explain the topic.

Researcher : What is the suitable Strategy do you use in English, especially in teaching vocabulary?

English Teacher : I ever use Card Short strategy in Simple Past Tense, they find new word and search the meaning after that I aks them to remaind that word and meaning.

- Researcher : What does the strategy do the students like in studying English, especially in studying vocabulary?
- English Teacher : They like Games Tournament Strategy. Because they like the game. And that strategy can make them enjoy to study English.
- Researcher : Do the students have problems in studying English, especially in studying vocabulary? And what are the factors of those problems?
- English Teacher : Yes of course, they have many problems, especially in Speaking, Reading, Writing and Grammar. The Factors of them is they don't know and remember of vocabulary.
- Researcher : Has the teacher ever used Feely bag game in teaching vocabulary?
- English Teacher : Never.
- Researcher : How is the students' activity when they studying English?
- English Teacher : They talk to another, and not focus.
- Researcher : According to you, how the students' response to English Subject?
- English Teacher : Nothing response, because they not understand about the material. And they are boring with the material.

- Interview between the researcher and the students held in the first meeting. It was done to know the students' problems in improving their vocabulary achievement (it had already been translated into English)

Researcher : Do you like Study English? Why? (Apakah kamu menyukai pelajaran bahasa inggris? Mengapa?)

Islah : Ya, Mis. Saya sangat suka pelajaran bahasa inggris karena bahasa sangat menyenangkan dan juga bahasa inggris merupakan bahasa internasional Mis.

Alfandi : Ya, Mis. Sama dengan Islah, Mis. Saya juga suka belajar bahasa inggris, bagi saya belajar bahasa inggris itu menyenangkan. Meskipun dalam belajar bahasa inggris saya masih banyak kurang paham.

Nurbaiti : Saya suka belajar bahasa inggris, Mis, karena bahasa inggris adalah pelajaran kesukaan saya disekolah, Mis.

Yudhoyono : Tidak, Mis. Saya tidak menyukai pelajaran bahasa inggris karena pelajaran bahasa inggris sulit sekali saya pahami, Mis.

Researcher : What are the difficulties that you are always facing when you studying English? (Apakah kesulitan-kesulitan yang sering kamu alami ketika kamu belajar bahasa inggris?)

Islah : Kesulitan yang sering saya hadapi ketika belajar bahasa inggris adalah apabila saya disuruh menulis karangan panjang kedalam bahasa inggris, Mis.

- Alfandi : Kesulitan saya muncul ketika saya disuruh untuk menterjemahkan teks kedalam bahasa Indonesia atau sebaliknya, Mis.
- Nurbaiti : Ketika saya mempelajari kosakata bahasa inggris dan juga grammarnya, Mis.
- Yudhoyono : Mengartikan kalimat yang panjang Mis, sulit sekali bagi saya Mis, karena saya tidak mengerti tentang kosakatanya dan menyusun kalimat itu menjadi kalimat yang baik. Sulit sekali, Mis.
- Researcher : So, vocabulary is one problem for you to study English. Now, I want to ask you, how do you overcome your difficulty in understanding and learning English vocabulary? (Jadi, kosakata menjadi salah satu masalah kamu dalam mempelajari bahasa inggris. Sekarang saya ingin bertanya kepada kamu, bagaimana kamu mengatasi kesulitan kamu untuk memahami dan juga mempelajari kosakata bahasa inggris?)
- Islah : Jika saya menemukan kesulitan dalam kosakata bahasa inggris terutama ketika saya disuruh menerjemahkan teks bacaan, saya selalu membuka kamus untuk menemukan kata-kata itu, Mis.
- Alfandi : Membuka kamus saya, Mis. Kemudian saya akan mencoba untuk mengingatnya meskipun bagi saya itu tidak mudah.

- Nurbaiti : Membuka kamus kemudian mengingat kosakatanya. Itu yang selalu saya lakukan untuk menguasai kosakata, Mis.
- : membuka kamus saya, Mis
- Researcher : How did you improve your English vocabulary? (Apa yang kamu lakukan untuk meningkatkan kosakata dalam bahasa inggris?)
- Islah : Untuk mengingatkan kosakata saya, saya selalu menghafal kata-kata itu. Kemudian saya mencoba ngomong bahasa inggris walaupun kurang benar, Mis.
- Nurbaiti : Belajar lebih dan lebih giat lagi untuk meningkatkan kosakata saya. Saya selalu mengingatnya kemudian mengulanginya berkali-kali, Mis.
- Alfandi : Menghafal kosakatanya kemudian mencoba untuk berbicara, Mis.
- Yudhoyono : Tidak ada, Mis. Karena saya tidak suka bahasa inggris, jadi saya tidak mau untuk menghafalnya karena saya fikirini sulit untuk saya, Mis.
- Researcher : Okay, now. I want to ask you, have you ever try to playing word game such as Feely Bag Game? (Ok, sekarang saya ingin bertanya pada kalian, pernahkah kalian mencoba bermain permainan kata seperti feely bag game?)
- Islah : Tidak pernah dengar game itu pun Mis.

- Alfandi : Ya Mis saya juga baru kali ini dengar feely bag game.
- Nurbaiti : Sama Mis saya juga tidak pernah main game ini dan baru pertama dengar feely bag game Mis.
- Yudhoyono : Tidak, Mis. Saya tidak pernah memainkan game ini Mis.
- Researcher : Have you ever got a word game, namely Feely bag game in learning English vocabulary in the classroom before? (Pernahkah kamu memperoleh permainan kata yaitu feely bag game dalam mempelajari kosakata bahasa inggris di dalam kelas sebelumnya?)
- Islah, Alfandi, Nurbaiti and Yudhoyono : Tidak pernah Mis.
- Researcher : What do you think about Feely bag game in studying English after I taught you in the classroom? (bagaimana pendapat kamu tentang feely bag game dalam belajar bahasa inggris setelah saya mengajarkan kamu didalam kelas?)
- Islah : Feely bag game adalah permainan yang sangat menyenangkan bagi saya, membuat setiap orang yang mempelajarinya merasa santai / relax. Selain kita bermain permainan kata, banyak manfaat yang dapat kita ambil dari sini. Contohnya, kita dapat meningkatkan kosakata, Mis.
- Novita : Menurut saya , Mis, feely bag gameitu menarik karena kita merasa santai dalam menjawab setiap tebakan yang



diberikan kawan kita. Selain itu, kosakata bahasa inggris saya lebih meningkat dari sebelumnya, Mis.

Alfandi : Saya sangat menyukai permainan ini, seperti yang sudah saya katakan pertama kali Mis. Feely bag game yang Mis berikan dan ajarkan pada kami lebih menarik dari pada yang pernah saya kerjakan didalam buku teks bahasa inggris karena Mis tidak hanya memberikan kami petunjuknya, tetapi juga gambar seperti yang ada di dalam teka-teki silang, Mis.

Yudhoyono : Menurut saya game ini lumayan bagus, Mis. Nilai saya pun sudah mulai bagus setelah belajar vocabulary dengan game ini, Mis.

Researcher : Do you think Feely bag game could helps you to improve your English vocabulary?(Apakah Feely bag game dapat membantu kamu untuk meningkatkan kosakata dalam bahasa inggrsi kamu?)

Alfandi : Ya, Mis. Feely bag game telah membantu saya untuk meningkatkan kosakata bahasa inggris saya. Tebakan yang diberikan kawan kita bisa kita jawab, Mis.

Nurbaiti : Feely bag game telah meningkatkan kosakata saya. Feely bag game itu sangat mudah untuk di mengerti karena semua berkaitan dengan kehidupan sehari-hari, Mis.

Islah : Ya, Mis. Feely bag game telah membantu saya meningkatkan kosakata bahasa inggris saya. Saya benar-

benar menyukainya. Memberi pengetahuan kepada saya tentang nama benda yang ada disekolah maupun yang ada didapur, Mis.

Yudhoyono : Ya, Mis. Saya lebih ingat tentang apa yang sudah kita bahas kemarin. Setidaknya, saya tahu nama-nama dari benda tersebut dalam bahasa inggris dan juga saya sudah hafalkan arti dari itu semua. Walaupun tidak semua, Mis.

**APPENDIX XVII: DOCUMENTATION**

