AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING FEELY TOUCH GAME
ON TEACHING VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO

By:

Amalia Rahma Noviani
Student Number (2101051003)

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF METRO
1447 H / 2025 M

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**THE INFLUENCE OF USING FEELY TOUCH GAME
ON TEACHING VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:

Amalia Rahma Noviani
Student Number :2101051003

Sponsor : Dr. Umi Yawisah, M.Hum

STATE ISLAMIC INSTITUTE OF METRO
1447 H / 2025

APPROVAL PAGE

Title   : THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO

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APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
               of Amalia Rahma Noviani

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro
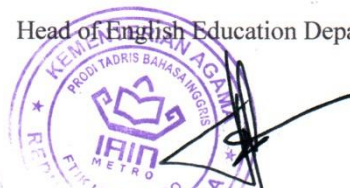
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Amalia Rahma Noviani
Student Number : 2101051003
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 17 June 2025

Head of English Education Departement   Sponsor

Dr. Much Deiniatur, M.Pd.B.I   **Dr. Umi Yawisah, M.Hum**
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Amalia Rahma Noviani

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Amalia Rahma Noviani
Student Number : 2101051003
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : THE INFLUENCE OF USING FEELY TOUCH GAME ON
                  TEACHING VOCABULARY MASTERY OF THE EIGHTH
                  GRADE OF MTs DARUL A'MAL METRO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 17 Juni 2025
Ketua Program Studi TBI   Pembimbing

Dr. Much Deiniatur, M.Pd.B.I   **Dr. Umi Yawisah, M.Hum**
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RATIFICATION PAGE

No. B-2715/In.28.1/J/PP.00.9/07/2025

An Article entitled: "The Influence of using feely touch game on teaching vocabulary mastery of the eighth grade of MTs Darul A'mal Metro" written by:Amalia Rahma Noviani, student number 2101051003 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26th, 2025 at 09.00-11.00WIB.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum.   (.............................)

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ABSTRACT

THE INFLUENCE OF USING FEELY TOUCH GAME
ON TEACHING VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO

By:
Amalia Rahma Noviani

This research aims to investigate the influence of using the Feely Touch Game on teaching vocabulary mastery among the eighth grade students of MTs Darul A'mal etro. The background of this study is based on the students' low vocabulary mastery and lack of motivation in learning English.

The research applied a quantitative method with a one-group pretest-posttest design. The data were collected through pre-tests and post-tests involving 30 students as the research sample. To test the hypothesis, the researcher used the paired sample t-test to determine whether the proposed hypothesis was accepted or rejected.

Based on the result to answer the research question, The average pre-test score was 69.33 and increased slightly to 81.97 in the post-test. The hypothesis testing showed that Sig. (2-tailed) = 0.000 < 0.05, which means there is a significant influence of using the Feely Touch Game on vocabulary mastery. It can be concluded that the Feely Touch Game is an effective and enjoyable method to enhance students' vocabulary mastery.

Keywords: Feely Touch Game, Vocabulary Mastery, Teaching Vocabulary, Quantitative Research.

ABSTRAK

PENGARUH PENGGUNAAN PERMAINAN *FEELY TOUCH*

PADA PENGAJARAN KOSA KATA SISWA KELAS DELAPAN

MTs DARUL A'MAL METRO

Oleh:

Amalia Rahma Noviani

Penelitian ini bertujuan untuk menyelidiki pengaruh permainan Feely Touch terhadap penguasaan kosakata siswa kelas VIII di MTs Darul A'mal Metro. Latar belakang penelitian ini didasarkan pada rendahnya penguasaan kosakata siswa dan kurangnya motivasi dalam belajar Bahasa Inggris.

Penelitian ini menggunakan metode kuantitatif dengan desain pretest-posttest satu kelompok. Data dikumpulkan melalui pretest dan posttest yang diberikan kepada tian. Untuk menguji hipotesis, digunakan uji t sampel berpasangan (paired sample t-test) guna mengetahui apakah terdapat perbedaan yang signifikan dalam penguasaan kosakata sebelum dan sesudah perlakuan.

Hasil penelitian menunjukkan bahwa rata-rata nilai pretest sebesar 69,67 meningkat menjadi 82,17 pada posttest. Uji hipotesis menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,000 yang lebih kecil dari nilai alpha 0,05. Hal ini menunjukkan bahwa penggunaan permainan Feely Touch memberikan pengaruh yang signifikan terhadap penguasaan kosakata siswa.

Kata Kunci: Feely Touch Game, Penguasaan Kosakata, Pengajaran Kosakata, Penelitian Kuantitatif.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Amalia Rahma Noviani

Student Number   : 2101051003

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States that this undergraduate thesis is originally the result of the researchers research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 17, 2025

Amalia Rahma Noviani

St.ID. 2101051003

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Amalia Rahma Noviani

NPM : 2101051003

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagiab-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, May 27th 2025

The Researcher

Amalia Rahma Noviani

St.ID. 2101051003

ACKNOWLEDGEMENT

Thanks to Allah SWT who has given the researcher grace and blessings so that the researcher can complete this undergraduate thesis. It is entitled " The Influence Of Using Feely Touch Game On Teaching Vocabulary Mastery Of The Eight Grade Of MTs Darul A'mal Metro" Sholawat and greatings also deliver to our prophet Muhammad SAW who has us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Prof Dr. Ida Umami, M.Pd., Kons., Rector of IAIN Metro.

2. Dr. Siti Annisah M.Pd the Dean of Tarbiyah and Teachers Training Faculty of IAIN Metro.

3. Dr. Much Deiniatur, M.Pd. BI as the Head of English Education Study Program of IAIN Metro Lampung.

4. Dr. Umi Yawisah, M. Hum, as the sponsor who has given the researcher advice and suggestion in writing this undergraduate thesis.

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7. All of the teachers of MTs Darul A'mal who provided the opportunity for researchers to conduct this research.

researcher realizes that there are weaknesses in this undergraduate

thesis. The researcher apologizes for any writing errors. The researcher

hopes that this undergraduate thesis can be useful all readers.

Metro, June 17, 202

The researcher

AMALIA RAHMA NOVIANI

Student Number : 2101051003

MOTTO

<p dir="rtl">اَللَّهُمَّ يَسِّرْ وَ لَا تُعَسِّرْ</p>

"Oh Allah, make it easy and do not make it difficult."

(HR. Imam Al-Bukhari and Muslim.)

DEDICATION PAGE

The Undergraduate thesis is dedicated to:

1. To My beloved parent (Mr. Pathurrahman and Mrs. Yunani), thank you for all your endless support and prayers. Without you, this achievement would never have been possible. Thank you for always being the reason for the researcher in completing the writing of this thesis to obtain bachelor's degree in Education.

2. For all my beloved extended family

3. My friends (Angghy, Binti, Sinta), I am truly gratefull to have meet someone like you who has provided me with support and encouragement throughtout this journey.

4. And finally, to myself, Amalia Rahma Noviani. Thank you for surviving this far. Thank you to still choose to try and celebrate yourself to this point, although often feel hopeless for what is cultivated and not successful, but thank you remain a human being who always wants to try and not tired of trying. Thank you for deciding not to give up no matter how difficult the process of preparing this thesis and has completed it as well as possible and as much as possible, this is an achievement that is worth celebrating for yourself. Blessed wherever you are, Amalia Whatever is lacking and more, let's celebrate yourself.

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CHAPTER I

INTRODUCTION

A. Background of Study

English as one of the languages in the word 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.

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 countrie[1]. The quotation for the utility of English and how about the important of vocabulary. That is the reason why the student must learn English well. to anable student to communicate well in English, they must be able to speak, listen, and write in English.

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

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[1]Depdikbud (1993) Departeman Pendidikan dan Budaya, Kurikulum Pendidikan Dasar Tingkat Pertama, Jakarta, p. 1.

their vocabulary 1000 - 1500 words every year so that in three years students have increased their vocabulary around 4000 words[2].

Implementation vocabulary is the actions taken by individuals or groups to carry out policy objectives of vocabulary as outlined in official decisions[3]. In the implementation of vocabulary will be able to use the teaching at the first grade students. It language for communication It means consists of four dimensions, they are that although the students master, background, aim, kinds, and, grammar well, they will find process of teaching vocabulary.

According to Richard, vocabulary includes all the word as heard , spoken, reading, and written that a person knows, a one of the most crucial components of learning a foreign language is vocabulary, Vocabulary is a fundamental component of language learning, particularly in foreign languages[4].

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[5].

Many kinds of teaching strategy, One of them is a Feely game. The Feely game is not only the game, but it's also having an educational value

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[2]National (1990). *Teaching and Learning Vocabulary*. New York: Newbury House
[3]Van Horn (1975), *The Implementation of Teaching Vocabulary*
[4]Jack C.Richard and Theodore S. Rodgers. *Approach Methods in Language Teaching*(Second Edition), Cambridge: University Press, 2001, p. 37
[5]David N, Kathleen (2009), *Exploring second Langunge Classroon Rsearch,*Boston p.149

and a Feely game makes a terrific educational tool in the classroom and this game very influential in pronouncation comprehension, cause feely game 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 and the student memorizing and knowing a new vocabulary.

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

The researcher focused on the vocabulary mastery of the grade eight of MTs Darul A'mal The researcher conducted the pra-survey on Saturday, November 23, the researcher found the students have difficulties and some problems in learning English. The issues are the students are less comfortable in learning, the students have found it difficult to remember vocabulary, they have felt bored and less interested in learning English as the students concentrate only on the resources and do written exercises. The teachers didn't use combinations or other teaching tools.

Based on the pra survey, find out the students level of vocabulary. The pra-survey was conducted by interviewing the English Teacher (Mei Tri Yana Sari), the teacher told about some problems faced by the eight-

grade students of MTs Darul A'mal. Some of the students did not enjoy, and students experience difficulties in pronunciation, spelling, and understanding the meaning of words, the teaching-learning process found it uninteresting. Additionally, The English teacher explained that students difficulties with understanding vocabulary. After the reseacher interviewed the teacher, the researcher decided to conduct tests, pre-test and post-test and interviews with eight grade students of MTs Darul A'mal to fnd out the score of vocabulary understanding in students and get the following score. The writer also obtained the students English scores. The score can be seen as follow:

Table 1.1

The Score of the eighth grades of MTs Darul A'mal Metro

No	Grade	Explanation	Frequencies	Percentage
1.	≥75	Complete	10	33.33%
2.	≤75	Incomplete	20	66.67%
Total			30	100%

Source: The Teacher's archieve, taken on November 23,2024

From the table above, It be seen From the table above, the level of students vocabulary is low . the total subjects of research are 30 students, only 10 students with precentage 33.33% who pass of the test. The criterion of minimum (KKM) of the students is 75. So, the researcher

asummed that the The Students have low motivation in learning vocabulary, so the students have limited english vocabulary.

However, the learning process is not more interesting for the students then must be adapt to Your Learning Style, they frequently feel bored in following learning activities. In this case, the researcher have applied feely touch game as a medium in English learning process especially in vocabulary mastery. The researcher hopes that the technique can help of the student problem in learning English vocabulary. The research is entitled "The Influence Of Using Feely Touch Game On Teaching Vocabulary Of The Eighth Grade Of Mts Darul A'mal Metro"

B. Identification of the Problem

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

1. Students have limited English Vocabulary

2. The students felt difficult in the meaning words of vocabulary.

3. The students have limitations in memorizing new vocabularies

C. Problem Limitation

Based on the identification of the problem above, the researcher limits the problem of the research on the influence of using feely Touch game on teaching vocabulary mastery of the eighth grade of MTs Darul A'mal Metro.

D. Research Question

Based on the limitation of the problem, the researcher formulates the problem as follows: Is there any significant influence of using feely

touch game on teaching vocabulary mastery of the eighth grade of MTs Darul A'mal Metro?

E. Objective and Benefit of Study

The significant of the research are as follows:

1. The Objective of the research

Concerned with the background of research and problem identification above, the objective of the research is to find out whether there is a positive and significant influence of using feely touch game on teaching vocabulary mastery of the eighth grade of MTs Darul A'mal Metro.

2. The Benefit of study

a. For the student

Feely touch game make the students feel enjoying and interested in English learning process and improve the students vocabulary.

b. For the English Teachers

This research as be used as information, espencially about the process of teaching vocabulary throught feely touch game.

c. For the institution

The result of this research as be used as the information material and gives a real contribution of knowledge in learning English especially in vocabulary.

F. Prior Research

This frist research was conducted by considering several prior previous studies The first research by Novitri on enhancing the use of feely games to help students improve their speaking proficiency during the second semester of the eighth grade at SMPN 4 Kotabumi during the 2012–2013 school year. Novitri conducted the first study on the enhancement of feely games for students' speaking proficiency. In addition to keeping children engaged, the Feely game is supposed to assist them in learning new words without memorization. She said in her thesis that feely game is good way for the teaching and learning[6].

The second is the the research written conducted by the study authored by lilik In her thesis, "The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1 Kediri in Academic Year 2014/2015". Reading comprehension and vocabulary competence the two topics covered in this study. This study aimed to demonstrate the relationship between reading comprehension and vocabulary acquisition. Increasing vocabulary skill is one of the most important things to reach the students goal in comprehension skills[7].

The last previous research is about feely game that by sahnida Siregar that focuses on feely game to improve students' ability in

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[6]Novitri Yani,(2012) *The Improving of using feely game toward students' speaking mastery at the second semester of the eighth grade of SMPN 4 Kotabumi*
[7]Lilik Wahyuningsih, (2014) *The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1.*

mastering vocabulary. She used qualitative research. she focusing on feely games can help students become more proficient in language. The teaching process was determined to be effective. The pupils were engaged passionate, and eager to learn new words. According to the study's findings, employing feely games significantly improved students' language acquisition skills. It means that feely game as a good game to develop the students' ability in mastering vocabulary skills and successful[8].

It can be inferred from the discussion of earlier studies that this study differs significantly from it. The subject and level of skill used make a difference. Novitri's initial research focused solely on feely games and speaking abilities, and the findings indicated that feely games are an effective teaching and learning tool. The findings of Lilik's second earlier study, which focused on vocabulary mastery and reading comprehension, showed a significant relationship between the two the different for sahnida siregar in the methodologhy use qualitative research.

Therefore, this research only focuses on the influence of the students' vocabulary mastery by using feely touch game. The writer proposes a research entitled The Influence of Using Feely touch Game Toward on teaching Vocabulary Mastery. This research is conducted to know if there any positive and significant 'influences of using feely touch game on teaching vocabulary mastery'. The researcher uses quantitative method in data collection. The researcher uses game in learning class with

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[8]Sahnida Siregar,(2018*) Improving The Students' Ability In Mastering Vocabulary By UsingFeely Game At Grade Vii* Private Islamic Junior High School Pesantren Dairi, State IslamicUniversity of North Sumatera Medan

the purpose the students to improve english vocabulay of the students` or at least any significant and positive influences. The researcher focuses on vocabulary aspect of the student. Hence vocabulary is very important to understand the English well.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language elements which should be learned if one wants to master a language. Vocabulary has role, to help the learner mastering four language skills. According to Cameron, Lee argue Vocabulary is one of the language aspects which should be learn. Learning we have to know vocabulary first[9]. If someone can identify a word's meaning when they see it, they are said to know it. It implies that when acquiring new words, we need to understand their meaning as well as be able to utilize them in sentences.

Vocabulary is the important in learning language, without vocabulary we cannot communicate well. Learning Vocabulary is instruction used to help students learn new words and to help them acquire a deeper understanding of the words they know[10]. It means that vocabulary is important aspects in language, Scott Thornbury states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed[11]. It means that vocabulary has big contribution to supporting the successful of learning English. Vocabulary is one of the

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

[10]Andrew p. Johnson. *Teaching Reading And Writing : "A Guidebook For Tutoring And Remediating Students"*.(lanham : A Division of Rowman & Littlefield Publishers Inc, 2008). p. 93

[11]Scott Thornburry. (2000). *The teaching Vocabulary Using Games.* P, 36-55

language components that can affect macro skill because vocabulary one of the important thing in learning English.

Based on explanation above, vocabulary is plays a significant role in language, It is quite difficult for a student to study and use English to communicate with others if they do not have a big vocabulary. Even if we have little knowledge of grammar, we can nevertheless comprehend the language then Vocabulary is therefore a crucial component of language that gives it meaning.

Vocabulary mastery plays a crucial role in the language learning process. According to Alqahtani, mastery can be interpreted as deep knowledge that allows a person to become an expert in a particular field. Vocabulary mastery is important in language[12]. By having a wide and varied vocabulary, we can improve our communication skills and overall understanding. Thus, vocabulary mastery not only enriches communication, but also strengthens language fluency. Mastering vocabulary is the competence or complete knowledge of a list or a set of a words that made 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).

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[12]Mofareh Alqahtani, "*The Importance of Vocabulary in Language Learning and How to Be Taught*," International Journal of Teaching and Education III, no. 3 (2015): 21–34

2. Importance of Vocabulary

The vocabulary is very important to speak. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary, That from four language skill: listening, speaking, reading, writing. The Proficiency in someone's speaking is heavily influenced by their vocabulary. To clarify this, let's examine the importance of vocabulary in relation to the four key language skills[13], there are :

a. Speaking,

Speaking is essential for expressing our ideas or feelings effectively. The words we possess influence how well we communicate, making vocabulary a crucial component of effective speech.Listening,

b. Listening,

listening is crucial for understanding what others say. even if we know sentence structures, understanding spoken language becomes challenging if we lack sufficient vocabulary.

c. Reading,

reading is necessary for comprehending written material. Without a strong vocabulary, reading can be difficult, as understanding a passage depends on knowing the meaning of the words used. A person's vocabulary directly impacts their ability to grasp the content of a text.

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[13]Putri Amelia, *Increasing Teenagers Vocabulary Matery Through Community Language Learning Strategy,* Palopo, 2021.

d. Writing

In writing, vocabulary allows a writer to develop and clearly express their ideas. A good command of vocabulary enables the selection of accurate and clear words, which is essential for effective writing. Limited vocabulary can hinder writing development and expression[14].

3. Kind of Vocabulary

There are types of vocabulary, are: receptive and productive[15].

a. Productive Vocabulary

Words and phrases that are actively employed by a person are called productive vocabulary. This is different from vocabulary that is only comprehended when others use it. The ability to actively utilize a set of words in conversation is the hallmark of a productive vocabulary.

b. Receptive Vocabulary

Receptive vocabulary is a collection of terms that a person recognizes and understands when they hear or read them but does not necessarily utilize in their own speech or writing. This form of vocabulary is necessary for learning and processing language since it allows one to comprehend the meaning of words encountered in a variety of circumstances, such as

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[14]Dzakiah Kinanti Eka Putri Kadir, *Teaching Vocabulary* for the Seventh Grade Students of SLB Dharma in Academic Year 2018/2019, Surakarta 2019

[15] Norbert Schmitt, Vocabulary in language Teaching. Cambridge University Press (2019) : 34-40

reading and listening. Understanding receptive vocabulary aids in accurately perceiving and responding to verbal and written communication. Receptive vocabulary is frequently larger than productive vocabulary because people can recognize and understand more words than they actively utilize in their own language production. This distinction emphasizes the significance of expanding both forms of vocabulary to achieve complete language competency and understanding.

4.   Problem of Learning Vocabulary

According to Krashen , The problem in vocabulary learning is the lack of exposure to comprehensible input. Vocabulary is difficult to acquire if learners are not frequently exposed to words in understandable contexts, such as through reading or listening. The solution is to increase language exposure in relevant and level - appropriate forms[16]. One of the problems is well known from the four skill. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning. Students might get some difficulties in learning vocabulary[17]. Some factors that often cause these problems are:

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[16]Krashen,s.(1985),*The input hypothesis issues and implications*, New York Longman

[17]Bahri,S,Sugeng,B,(2008) *Difficult in learning Vocabulary*,Yogyakarta   state in University

a. Pronunciation

Pronunciation is the way someone articulates words or sounds in a language, including pronunciation, stress, intonation, and rhythm to convey meaning clearly.

b. Spelling

Spelling is the process of arranging letters in the correct order to form words. It ensures that words are written accurately according to the rules of a language. For example, the correct spelling of the word "friend" is F-R-I-E-N-D.Words that contain silent letters are particularly problematic, such as foreign,listen, honest, etc.

c. Length and complexity

Length refers to the size or extent of something from end to end. In language or writing, it can refer to the number of words, sentences, or the duration of speech.

Complexity refers to the level of difficulty or intricacy. In language, it describes how complicated something is, such as a sentence with advanced vocabulary, multiple clauses, or abstract ideas.

d. Grammar (part of speech)

Grammatical information is inherent in words, and as students learn new vocabulary, they naturally progress in their

understanding of grammar. Therefore, emphasizing vocabulary learning does not mean neglecting grammar.

e. Meaning

Meaning is the idea, concept, or message conveyed by a word, phrase, sentence, or action. It is the interpretation or understanding of what something represents or signifies.When two words overlap in meaning, learners are likely to confuse them[18].

5. **Type Question Of Teaching Vocabulary**

Question of Teaching Vocabulary refers to the process of evaluating how effectively vocabulary is taught and learned[19]. It includes various methods to measure students' vocabulary knowledge, usage, and growth. Here are some key aspects of vocabulary question, along with insights from experts in the field:

a. Multiple choice

Multiple choice is a type of objective assesment that asks students to select the correct answer from a list of options. Multiple-choice test are often used in higher education, market research, and elections.

b. Matching exercises

Matching is an exercise (or activity, task) in which the learner matches one thing to another, for example, learners could be asked to

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[18]Thornbury., *How to teach Vocabulary* (Essex: Person Educational Limited,2002),p.27 ibid p. 27-28.

[19]P Nation.,(2001) *Learning vocabulary in another language,*Cambridge university press p 107

match word to gaps in gap, include: definition-matching exercise,gap fil-matching exercise

c. Fill-in-the-blanks

Fill-in-the-blanks questions are common educational tool that asks students to provide missing word or phrase in a sentence or paraghraph.they can be used as a knowledge and understanding of a variety of subjects, including language learning, scientific concepts,and historical facts[20].

B. **The Concept of Game**

1. **Definition Of Feely Touch Game**

Game is one of the media to develop students' abilities in speaking, writing, listening, and reading. With games, Students have more motivation to engage the class. Often, Students are involved in playing the games do not realize that they are practicing language.Games is also defined as an "activity with rules, a goal, and an element of fun." Its means that games is extremely effective way of motivating students in a classroom and can be used to all of the level because games are fun and exited[21]. In the Feely Touchy game, students must guess what's inside a box or bag in order to recognize objects by touch and concentrate on a central point [22]. The strategy of the Feely Touch game is unique to the teacher's objectives as a good teacher, the method use

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[20] ibid.,p110

[21]Hadfield, 2012, Luu Trong Tuan, *Vocabulary Recolletion Through Game*, Theory and Practice in Language Studies, Vol 2, No.2

[22]Read,Carol.,(2007),*500Activities for the primary classroom, Oxford: MacmillanEducation*, p. 156

feely touchy game one of the key strategies to help them become a better teacher by making their students more engaged and understandable.

According to Wright et.al, Feely touch games involve identifying, speculating, and guessing while labeling objects and posing queries. Based on the game above, teachers can be made to feel happy and satisfied by providing materials that would motivate pupils to learn well[23].

According to Barbara, the feely touch game are provides object information. Feely games are therefore connected to the things that surround us. For instance as objects[24]. Additionally, Uppal says you'll need a big bag with a variety of items (such as a teddy bear, keys, a cup, a book, an small iron, and a pen).It indicates that the game feels connected to the objects that are played and that it uses objects as game materials to draw necessary objects that can bring joy to the student[25]. According to the definition given above, feely touch games are those that involve objects or object identification by way of feeling. Feely games is an effective way for knowing students' vocabulary mastery. This game also helps to improve and increase their vocabulary and feely game which helps tobring the students memorizes more words. In this research, writer will use feely touch game as a game to teach

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[23]Andrew Wright, et.al, *Games for Language Learning*, New York: Cambridge UniversityPress, 2006, p.67
[24]Barbara, Sher. 2006. *Attention Games*, San Francisco: America.
[25]Herjinder Uppal, Play *Activities for the Early Years*, Sparrow Hall Farm: Edlesborough,2004, p.5

vocabulary especially Noun and Adjective to improve and increase the students.

2. **Procedure of Feely Touch Game**

Uppal states the procedure of Feely touch game:

a. The teacher put an object (nouns at class) in the box or 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. The other student have to ask questions to find out what the object is. For example, ‗Is it small?' ‗Is it used in the house?' The student with the box or bag can answer only ‗yes' or ‗no'.

c. Limit the student to 10 questions.

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

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

f. ensure all the students have turns being both the feeler and the question.[26]

From the preceding process, it can be inferred that feely games have some steps that students can follow, like:

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[26]Upal Herjinder, ibid p. 26.

a. The teacher placed something in the bag or box.

b. The theacher calls on two pupils to stand in front of the class, designating one as a questioner and the other as a feeler.

c. The teacher explains informs the class that they will alternately guess the identity of an object by simple feeling it.

d. In order to determine the objectis, the other student acting as the questioner must pose questions. For instance, "Is it used in the house?" "Is it small?" As a feeler with the box or bag, the student can simply respond with a yes or no.

e. Motivate the student to listen attention 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.

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

3. Advantages of Feely Touch Game

Teaching through games such as Feely touch 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, reading, and listening.

e. They encouraged students to interact and communicate[27].

4. **Disadvantages of Feely Touch 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[28].

5. **Theoretical Framework and Paradigm**

a. **Theoretical Framework**

The process of creating concepts that clarify the connection between the theory and the main problems being studied is included in the theoretical framework. The independent variable (X) and the dependent variable (Y) are the two variables that are

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

[28]Albany, *Advantages and Disadvantages of Translation*, Albany, Advantages and Disadvantages of Translation.http://tccl.rit.albany.edu/knit/index.php/unit3: what is the advantage of using translation as a teaching resource/. Accessed on 05 Marchp28

examined in this study. The vocabulary mastery is the dependent variable, and the feely touch game are the independent variable.

b. Paradigm

A paradigm is a simple framework that highlights the research indicators and their interactions, Incorporating the essential components of the study. The research presents the paradigm as follows, based on the previously indicated theoretical framework.

Figure 2.1

The structure of the paradigm
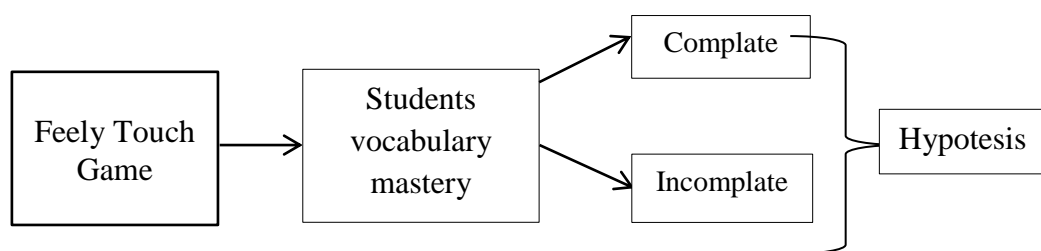
c. Hypothesis

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

Ha : There is a significant the influence of using feely touch game on teaching vocabulary mastery at the eight grade of MTs Darul A'mal

Ho: There is no significant influence of using feely touch game on teaching vocabulary mastery at the eight grade of MTs Darul A'mal

CHAPTER III

A RESEARCH METHOD

A. Research Design

This study employed use a quantitative research, this research used pre-experimental research design, Experimental design is the general plan to carrying out a study with and active independent variable. but not random assignment of participants to groups. One - Group Pre- test- Post-test is one of the designs of pre-experimental method which has one group of experiment without using control group. The researcher use pre-experimental study because the researcher want to find out the influence of using feely touch game as (independent variable) to increase students'vocabulary mastery (idependent variable). The pre-test and post-test will be given to a single group with following formula[29]:

Table 3.1

Pre-test and Post-test Design

ND	Treatment	Post-test
01	X	02

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[29] Gay L. R., Geoffrey E. Mills, and Peter Airasian, Educational Research: Competencies for Analysis and Applications, Tenth Edition (Pearson Education, 2012).

From the research design above, the treatment will be given after doing pre-test. Pre-test will be given before the implementation of feely touch game as the treatment. At the end of the treatment period, post-test will conduct to assess students' vocabulary mastery.

This research was intended to investigate whether there is a positive this research used feely touch game as independent variable (X) and vocabulary mastery as dependent variable(Y).

A. Variable And Operational Definition Variable Of The Research

This research has to variable independent and dependent. In this research the independent variable was using feely touch game (X), Feely touch game is could be understood clearly include the vocabulary. Dependent variable is vocabulary mastery (Y). This research could be helping increasing the students vocabulary mastery.

B. Population, Sample and Sampling Technique

1. Population

According to Paul, population is the term used to describe all the possible cases of interest[30]. The population of this research was the students at the eighth grade of MTs Darul A'mal METRO which consist of 212 students that divided into 9 classes .

2. Sample

The "population" consists of all the subjects to be studied. It includes all possible instances (persons, objects, events) that

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[30] Paul S. Gray and John B. Wiliamson, etc, *The research imagination: an introductionto qualitative and quantitative methods,* (New York: Cambridge University, 2007), p. 103.

made up the known whole. Sampling is the process of selecting a group of subjects for study in such a way that the individuals represent the larger group from which they are selected. This representative part of the population is called the sample. The population of this study were all students of class VII MTs Darul A'mal Metro consisting of 9 classes or 212 students. The research sample was selected using a purposive sampling technique. As mentioned by Muijs, in conducting quasi-experimental studies, The researcher conduct VII G class as sample that will be given the treatment that consisted of 30 students. This research investigate only one class that is experimental class, there is no control class.

3. **Sampling Technique**

The sampling technique use purposive sampling, purposive sampling is the selection of sample are chosen directly by researchers baon certain criteria. way that the group is chosen is called the sampling technique. A sampling technique was a way to choose samples that were used in study. Total sampling is a technique where all members of population are included as the research sample, typically because the population sizes is relatively small or because every member of the population is relevant to the study. The students of MTs Darul A'mal Metro, who are in eighth grade, were chosen as a sample for this study due to their poor enthusiasm to learn English and inadequate vocabulary knowledge.

C. Data Collecting Technique

In this research, the reseacher used an objective test to know students vocabulary mastery. To collect the data, the reseacher was some method such as:

1. Test

   The valid a can be reached through several techniques of data collection method, one of them is test. Test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group The researcher used test as data collecting technique to measure both of the variable. The test consist of two kinds such as:

   a. Pre-test

      The pre-test was given to the students in the first meetin in order to find out students ability in the beginning before Influence Of Feely Game Vocabulary. Pre-test was conduct before implementation the treatments. Post-test was used to get data of the students' vocabulary mastery after give the treatments. The test (pre-test and post-test) consisted of 20 multiple choice questions and each item had 4 options of answer. The test was multiple choices test with criteria

Table 3.2

The criteria of test

Category	Items	Total
Part of speech	1,2,3,4,5	5
Spelling	6,7,8,9,10	5
Contex(desctiption)	11,12,13,14,15	5
Meaning (match)	16,17,18,19,20	5

b. Post-test

Following treatment, the post-test was administered at the most previous meeting. Following the influence feely game, the researcher utilized a post-test to determine the students' vocabulary. The researcher employed a written test for collecting data for this study. The primary method to gather information about students vocabulary is through written assessments. The vocabulary of the kids was evaluated using this technique.

2. Observation

This method used to got detail in formation and the process of events while the research at MTs Darul A'mal. Observation is the process of gathering open ended, firsthand information by observing people and places at a researcher site.

3. Documentation

Documetation consist of public and private recods that obtain about a site or participants in a study, and they can include newpapers, munutes meetings, personal journals, and letter. The researcher used this method to got the data about a school history, the profile, the total of the students and teacher of MTs Darul A'mal Metro.

D. Data Analysis Technique

1. Normality Test

Before analyzing the research data, The first step is to test the normality of the data. The normality test in this study is conducted to verify the assumption that the sampling distribution data from the sample mean approximates or follows the normal distribution of the population. To this end, The researcher performed a normality test on the students test results using the Shapiro-Wilk test. To determine whether the research data tends to be normally distributed, The researcher applied the Shapiro-Wilk test through SPSS.

The test criteria are as follows, if the significance value (Sig) is greater than 0.05, The data is considered normally distributed. Conversely, If the significance value (Sig) < 0.05, The data is deemed not normally distributed.

2. Homogenity Test

The researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS Use the Levene test. According to Andy Field Levene test the null hypothesis that the variances in different groups are equal[31]. The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

H_O: The variants of the data is not homogeneity if sig value <0.005,

H_a: The variants of the data is homogeneity if sig value <0.005.

3. Hypotesis Test

In hypothesis test, the researcher to investigate whether there is any positive influence of using feely touch game on students" vocabulary mastery at the eighth grade of MTs Darul A'mal Metro, the researcher uses the pre-experimental design in the form of t-test by using one group pretest-posttest design.

The paired sample t-test aims to evaluate whether there are changes that occur as a result of a treatment by comparing conditions before and after the treatment is given. This study uses a one group pretest-posttest design, Where performance is measured before treatment using a prepared instrument then measured again

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[31] Field, A. P. (2024). *Discovering Statistics Using IBM SPSS Statistics (6th ed.).* London: SAGE Publications .

after treatment is given using the same instrument. To evaluate the effectiveness of the treatment, we look for differences in the means before and after the treatment. A significant difference indicates that the treatment had an impact[32].next, The calculated it is compared with the t table with a significance level of 95%. The decision making criteria are :

$$t = \frac{D}{\frac{SD}{\sqrt{N}}}$$

t = calculate t value

D = Average measurements for sample 1 dan 2

SD = Standard devition of measurements for sample 1 dan 2

N = Number of sample

To interpret the paired sample t-test, It must first be prioritized :

- $value = a$
- df (degree of freedom) = N- k
- for paired sample t-test df = N-1
- compare the calculated t value with t table

[11]Mikha Agus Widiyanto M.Pd, *Statistika Terapan (Konsep dan Aplikasi SPSS/LISREL Dalam Penelitian Pendidikan,Psikologi & Ilmu Sosial Lainnya)* (Jakarta: PT Elex Media Komputindo, 2013), P.251

T table > T observed = Ho is the accepted or Ha is the rejected T

table < T observed = Ho is the rejected or Ha is the accepted.

CHAPTER 1V

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of MTs Darul A'mal Metro

The founder of the Darul A'mal Islamic Boarding School, KH. Khusnan Mustofa Ghufron, Was a prominent figure known as an activist in the political field whose name was already familiar to the people of Lampung. He was born in Kesamben, Blitar, in September 1942 and passed away in the city of Metro on August 21, 2001. In 1987, he decided to open a new chapter in his life. He spent his days engaging in beneficial activities aimed at himself, his close ones, the community, students, And generally for the future generation, in an effort to realize this dream. Inspired by this vision, he established an Islamic boarding school. The background of establishing the Darul A'mal Islamic Boarding School stemmed from the concerning social condition at the time, Especially among the youth in the Mulyojati 16 B area, West Metro Subdistrict, where many teenagers were engaged in activities that led to criminal behavior. Observing this situation, KH. Khusnan Mustofa Ghufron, Together with KH. Syamsudin Thohir, Took the initiative to establish the Islamic boarding school. Eventually, they

purchased a piece of land around the Metro Barat area and founded the school named Darul A'mal.

Darul A'mal Islamic Boarding School is one of the best and favorite Islamic boarding schools in Lampung, which has thousands of students and alumni from all over Lampung province and even Indonesia. Madrasah Tsanawiyah (MTs) Darul A'mal is surrounded by green trees with a natural feel. Like schools in general, this MTs consists of three class levels, namely; class VII, class VIII, and class IX with a total of 33 classes, 18 subjects, 85 teachers, and 956 students. As a junior high school (MTs) that has been accredited A, MTs Darul A'mal continues to improve the quality of its learning. The school has internet access, which allows students to get the latest information and knowledge. With a land area of 1.560 M^2. MTs Darul A'mal Metro provides comfortable and conducive learning spaces to support the teaching and learning process.

b. Vision, Mision, and purpose MTs Darul A'mal Metro

1. Vision

   MTs Darul A'mal Metro Has a Vision of "Knowledgeable, Creative and Good Morals"

2. Mission

   In an effort to realize the vision above, MTs Darul A'mal Metro has the following mission:

a. Improving the Quality of Professionalism through training and coaching.

b. Make morals and ethics the basis for acting develop knowledge, ways of thinking and acting based on Imtek.

c. Develop creative skills and mastery of imtek/IT.

d. Optimizing intra and extracurricular activities.

3. Purpose

The objective of darul A'mal Metro as follows:

a. Increasing faith and devotion to God Almighty.

b. Developing the potential of students, so that they become human beings who have good morals, are knowledgeable, highly dedicated, creative, caring, independent, and responsible.

c. Graduates of MTs. Darul A'mal can be accepted in state/superior schools.

d. Students who graduate from MTs. Darul A'mal are able to have high competence in community life.

c. **School Identity Of MTs Darul A'mal**

Madrasah Name : MTs Darul A'mal

Address   : Mulyojati 16 B Village,

West Metro, Metro City, Lampung

NPSM   : 10816987

Accredited   : A

Head of Master : Markhaban.MP.d

Land Area   : 1.560 M^2

2. **Description of Result Data**

a. **Result of student Research**

The researcher was conducted the pre-test on 19 Mei, The researcher has done the pre-test to measure the student"s vocabulary mastery before the treatment was given. The pre-test which was used in this research is writing test. The result of pre-test can be identified as follow:

Table 4.1

Result Of The Student Vocabulary Mastery In Pre-Test

No	Name	Score pre-test	Category
1	AZ	70	Incomplate
2	ANL	80	Complate
3	AF	75	Complate
4	AMN	70	Incomplate
5	AO	60	Incomplate
6	BO	54	Incomplate
7	EC	65	Incomplate
8	EDK	70	Incomplate
9	FI	83	Complate
10	FZ	76	Complate
11	GRA	54	Incomplate
12	HS	70	Incomplate
13	IN	63	Incomplate
14	JW	82	Complate

15	KAN	78	Complate
16	KN	78	Complate
17	KM	59	Incomplate
18	LZ	69	Incomplate
19	MF	70	Incomplate
20	MH	80	Complate
21	NA	85	Complate
22	ND	56	Incomplate
23	RZ	69	Incomplate
24	RP	81	Complate
25	SA	80	Complate
26	SAP	60	Incomplate
27	SAP	69	Incomplate
28	SYF	40	Incomplate
29	VF	64	Incomplate
30	VN	70	Incomplate
TOTAL SCORE	2.078		
AVERAGE	69.67		
The highest score	85		
The lowest score	40		
Student who got 70 or more	9		

The following is a table of pre-test statistic

Graph 1

frequency Distribution of Pre-Test

Histogram

Mean = 69.67
Std. Dev. = 10.31
N = 30
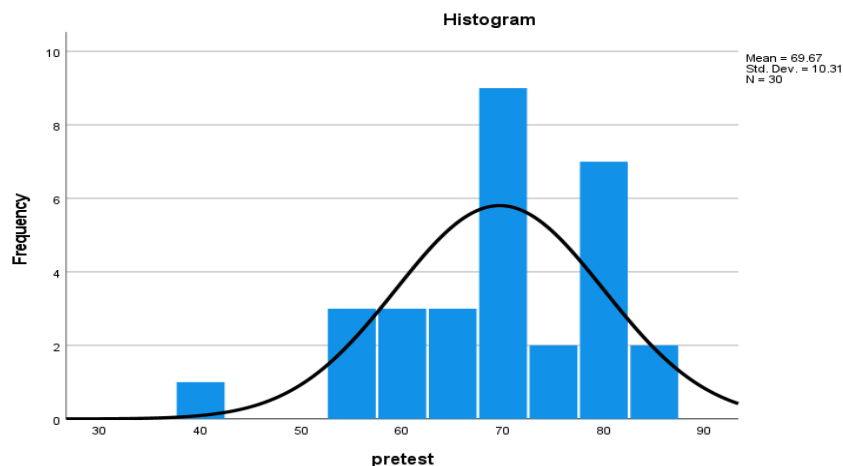
Based on the fraquency above , it can be seen that the Pre-Test of VIII G who got 40-50 low criteria were 5 students with a percentage 16.67%, And who got the score 60-70 were 13 students with fair criteria which had a percentage of 43.33%, And who got the score 80-100 were7 student got a high score category of 23.33% as well. This percentage shows that students learning outcomes before using the feely game have not met the Minimum Mastery Criteria (MMS) that 75, By using SPSS Version 27 program.

Table 4.2

Description Of Student Learning Achievement Level Before Getting Treatment (Pre-Test)

Score	Category	Frequency	Percentage
0-70	Incomplete	23	76.7%
80-100	Complete	7	23.3%
Total		30	100%

In the table above, It is known that out of 30 students there are 9 students with percentage of 30 % who are complete and meet the Minimum Mastery Score (MMS). This indicates that students in class VIII G have not yet met the requirements of the assessment.

b. **The Treatment by using Feely Touch Game**

This research the treatment conducted by english teacher of MTs Darul A'mal Metro with using feely touch game eighth grade of MTs Darul A'mal Metro. The treatment was conduct on 16 and 17 Mei 2025. The first treatment, the teacher provided material about vocabulary related to class, And home. And the second treatment the teacher gives material about vocabulary related to school. Before using make a game, The teacher was explained how the rules of game. After that, teacher divided group and start the game, up to several rounds.

c. **The result of student post – test**

During the research, there were changes on students learning outcomes after being given treatment. This change can be seen from the learning outcomes obtained after the post-test. These changes can be seen in the post-test score data for student learning outcomes.

Table 4.3

Result Of The Student Vocabulary Mastery in Post-Test

No	Name	Score post-test	Category
1	AZ	80	Complate
2	ANL	85	Complate
3	AF	80	Complate
4	AMN	75	Complete
5	AO	95	Complate
6	BO	90	Complate
7	EC	80	Complate
8	EDK	81	Complate
9	FI	85	Complate
10	FZ	80	Complate
11	GRA	60	Incomplate
12	HS	75	Complate
13	IN	95	Complate
14	JW	85	Complate
15	KAN	80	Complate
16	KN	91	Complate
17	KM	70	Incomplate
18	LZ	97	Complate
19	MF	76	Complate
20	MH	88	Complate
21	NA	91	Complate
22	ND	96	Complate

23	RZ	75	Complate
24	RP	83	Complate
25	SA	81	Complate
26	SAP	75	Complate
27	SAP	80	Complate
28	SYF	95	Complate
29	VF	65	Complate
30	VN	70	Complete
TOTAL SCORE	2.459		
AVERAGE	81.97		
The highest score	97		
The lowest score	60		
Student who got 70 or more	6		

Here is the categories for the Post-Test result:

Graph 1

Frequency Distribution Of Post-Test
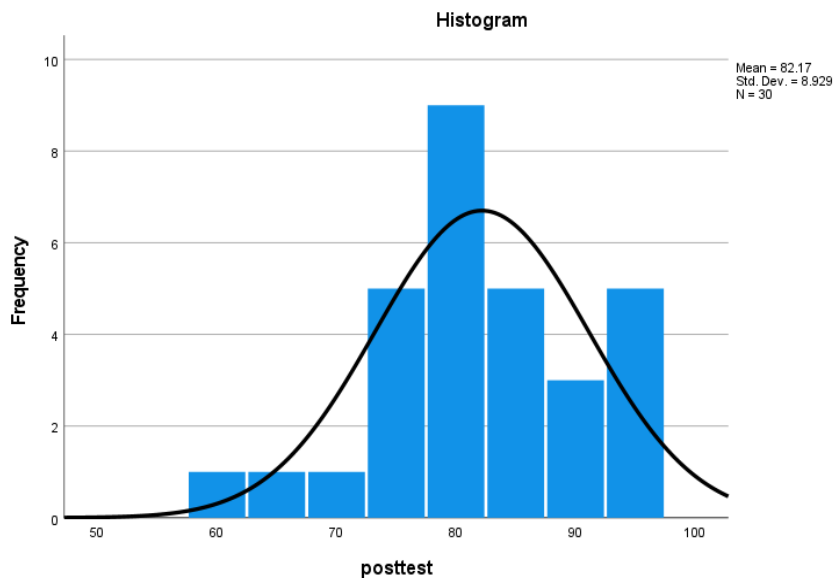
Based on the frequency above, It can be seen that the post-test result of student in class VIII G, 8 students (26,%) in the fair category, And 21 students (70%) in the high category. 1 student (3.3%) In the low category. This shows a significant improvement in students vocabulary mastery after using the Feely Touch Game. This indicates an increase in students' writing ability after they receive certain treatments. After the complete data was collected, The researcher analysed the effect of using feely touch game on teaching vocabulary mastery of the eighth grade of MTs Darul A'mal Metro by using SPSS Version 27 program.

Table 4.4

Description of the pre test

Score	Category	Frequency	Percentage
0-70	Complete	29	96.7%
80-100	InComplete	1	3.3%
Total		30	100%

Based on the table it can be seen that of the 30 students who get the research subject there were the research subject, there were 1 students (3.3%) who had not yet reached mastery while the other 29 students (96.7%).

B. Normality Test and Homogenity Test

1. Normality Test

Before analyzing the research data, The first step is to test the normality of the data. The normality test in this study is conducted to verify the assumption that the sampling distribution data from the sample mean approximates or follows the normal distribution of the population. To this end, the researcher performed a normality test on the students test results using the Shapiro-Wilk test. To determine whether the research data tends to be normally distributed, the researcher applied the Shapiro-Wilk test through SPSS. The test criteria are as follows, If the significance value (Sig) is greater than 0.05, the data is considered normally distributed. Conversely, if the significance value (Sig) < 0.05, The data is not normally distributed. The result of the normality test are illustrated in the following SPSS version 27 output:

Table 4.7

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
	kelas	N	Percent	N	Percent	N	Percent
nilai ujian	pre-test	30	100.0%	0	0.0%	30	100.0%
	post test	30	100.0%	0	0.0%	30	100.0%

The table of Case Processing Summary shows the number of student are 30 students. Missing 0 indicates date the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distribute

Table 4.8

Test of normality in Pre-Test and Post-Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas	Statistic	Df	Sig.	Statistic	df	Sig.
nilai ujian	pre-test	.154	30	.067	.944	30	.119
	post-test	.117	30	.200[*]	.962	30	.340

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of calculation using SPSS, it is known that the Sig. (2-tailed) is 0.340 which means that the value is > 0.05. Therefore it can be concluded that there is an effect using Feely Touch Game on

the students" vocabulary mastery of eighth grade of MTs Darul A'mal Metro.

2. **Homogenity Test**

    A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow :

Table 4.9

Test of Homogenity In Pre-Test and Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai ujian	Based on Mean	.140	1	58	.710
	Based on Median	.148	1	58	.702
	Based on Median and with adjusted df	.148	1	57.072	.702
	Based on trimmed mean	.091	1	58	.765

Based on the homogeneity research data, It is known that the value of Sig. research is (0,765). That means the value of Sig. Research results >0.05. Then the Research data is homogeneous. Therefore, It can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test with following:

Table 4.10

Descriptive Statistic

Descriptives

Kelas				Statistic	Std. Error
nilai ujian	pre-test	Mean		69.33	1.911
		95% Confidence Interval for Mean	Lower Bound	65.43	
			Upper Bound	73.24	
		5% Trimmed Mean		69.87	
		Median		70.00	
		Variance		109.540	
		Std. Deviation		10.466	
		Minimum		40	
		Maximum		85	
		Range		45	
		Interquartile Range		16	
		Skewness		-.728	.427
		Kurtosis		.567	.833
	post-test	Mean		81.97	1.708
		95% Confidence Interval for Mean	Lower Bound	78.47	
			Upper Bound	85.46	
		5% Trimmed Mean		82.28	
		Median		80.50	
		Variance		87.482	
		Std. Deviation		9.353	
		Minimum		60	
		Maximum		97	
		Range		37	
		Interquartile Range		15	
		Skewness		-.245	.427
		Kurtosis		-.217	.833

Base on data above the number of students are 30 students, score of pre test with mean of 69,33. And the number of students for the post test with mean of 81.97.

C. Hypothesis Testing

Researcher performed calculations using SPSS with a paired sample t test as a decision criterion when Sig. (2-tailed) > 0.05, then H_O is accepted and H_a is rejected. If the value of Sig. (2-tailed) < 0.05 then H_O is rejected and H_a is accepted. The result of the hypothesis test in SPSS are described as follows:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	69.33	30	10.466	1.911
	post- test	81.97	30	9.353	1.708

Table 4.11

Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-12.633	13.890	2.536	-17.820	-7.447	-4.982	29	.000

Based on the result of calculation using SPSS, it is known that the Sig. (2-tailed) is 0.000, which means that the value is < 0.05. Therefore it can be concluded that there is an effect using Feely Touch Game on students vocabulary mastery of the eighth grade of MTs Darul A'mal Metro.

D. Discussion

This research aims to determine the influence of using feely touch game on teaching vocabulary mastery of the eight grade of MTs Darul A'mal Metro, The selection of using a game by the researcher aims to facilitate the teacher in delivering the material and make it easier for students to understand the material provided. After using a game , In this research it was found this technique has advantages in helping students think critically in learning, especially in vocabulary mastery. Which is the main source of their learning. Thus, this technique can increase students interest in learning and make the learning process more enjoyable. It is line with the research conducted by Sahnida, Novitry, and lilik they said that using feely touch game had a significant in fluence on the learning process, Created learning motivation and was able to improve students' English language skills.

In this research, Researchers used an experimental method with a one-group pretest-posttest design. The researcher process begins with giving an pre-test to students before treatments and ends with post-test after treatment. The result showed a comparison of the statistical values of

the 30 samples. The lowest pre-test score was 40 and the highes was 85, while the lowest post-test score was 60 and the highes was 97. The average pre- test score was 69,33%while the average post-test score was 81,97% .

From the post-test result, It is known that the everage post-test score is 81,97%, indicating that student learning outcomes after the application of using feely touch game are better than before implementation. In addition, the percentage category of students learning outcomes also increased. In the high category, there were 29 students with a percentage 96,7 %, in low category there were 1 students with a percentage of 3,3%.

The result of this research show that using a feely touch game on teaching vocabulary a has a positive and significant influence on students" vocabulary mastery. After conducting research at MTs Darul A'mal Metro, it is clear that there are changes experienced by each student before and after the application of the Feely touch game. These changes include an increase in student understanding, From previously not understanding to understanding as well as an increase interest in learning from less interested to more concentrated and enthusiastic about participating in lessons. With the technique of the Feely touch game, students are able to analyze the material through the stages they do. So, Their interest in learning increases. This increasedinterest in learning also has a positive impact on student learning outcomes. The stages they do. So, Their

interest in learning increases. This increased interest in learning also has a positive impact on student learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and data analysis regarding the influence of using the Feely Touch Game on teaching vocabulary mastery of the eighth-grade students at MTs Darul A'mal Metro, It can be concluded that the Feely Touch Game has a significant and positive effect on the students' vocabulary mastery. This is evidenced by the increase in the students' average scores from the pre-test (69.33) to the post-test (81.97). The results of the hypothesis test also indicate that the significance value (Sig. 2- tailed) is 0.000, which is less than 0.05. This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

The use of the Feely Touch Game in the learning process successfully creates a more interactive and enjoyable classroom atmosphere. It helps to increase students' motivation and active participation, Which in turn improves their vocabulary mastery. Therefore, the Feely Touch Game is recommended as an effective and fun strategy in teaching English vocabulary, Especially for Junior High School students.

B. Suggestion

The researcher had done the research at the eighth grade of MTs Darul A'mal Metro the academic year of 2024/2025, The researcher would like to give some suggestion as follows:

1. For Teachers

   The teachers can choose the technique using a game an alternative strategy in teaching English especially in vocabulary mastery in order that the student can understand the material delivered by the teacher, because by an interesting technique in teaching learning, It can automatically influencing the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

2. For students

   It is suggested that students should actively participate in learning English vocabulary, Especially through interactive methods such as the Feely Touch Game, As this can make the learning process more enjoyable and effective. Students are also encouraged to increase their motivation and confidence in learning English, To practice vocabulary regularly both inside and outside the classroom, And not to be afraid of making mistakes, Because consistent practice and active involvement will help them improve their vocabulary mastery significantly.

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APPENDICES

MODUL AJAR KURIKULUM

MERDEKA

INFORMASI UMUM
A. IDENTITAS MODUL
Nama Penyusun : Amalia Rahma   Noviani Instansi : MTs DarulA'mal   Tahun 2024   Jenjang Pendidikan : Madrasah   Tsanawiyah (MTs) Fase / Kela D/VIII   Alokasi Waktu : 2 x 30 Menit (2 Pertemuan)
B. KOMPETENSI AWAL
❖ Memahami kosakata dasar terkait perayaan umum, mampu mendeskripsikan kegiatan sehari hari, dan memiliki pengetahuan dasar tentang Hari Kemerdekaan Indonesia.
C. PROFIL PELAJAR PANCASILA
1) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia,   2) Bergotong-royong,   3) Mandiri,   4) Bernalar kritis, dan   5) Kreatif.
D. SARANA DAN PRASARANA
❖ Sember belajar**:** Buku teks Bahasa inggris kelas 8   ❖ Kamus bahasa inggris   ❖ Media Belajar: Kartu-Kartu Hyponymy game
E. TARGET PESERTA DIDIK
❖ Peserta didik regular
F. MODEL PEMBELAJARAN
❖ Model pembelajaran tatap muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ Siswa dapat mengidentifikasi kata-kata yang berhubungan dengan kemerdekaan (Independence Day).
- ❖ Menguasai Kosakata (vocabulary) terkait tema tersebut melalui hyponymy game.
- ❖ Menggunakan kosakata dalam kalimat sederhana secara tepat.
- ❖ Berpartisipasi dalam permainan dan kegiatan diskusi kelompok

B. PEMAHAMAN BERMAKNA

- ❖ Menghubungahan hyponymy game dengan independence day.

C. PERTANYAAN PERMANTIK

- ❖ What do you know about Indonesia's Independent Day?
- ❖ What English word can you use to describe the celebration of independence day?

D. KEGIATAN PEMBELAJARAN UTAMA

Pengaturan Siswa :

:

1. Ceramah
2. Tanya Jawab
3. Permainan

E. PERSIAPAN BELAJAR

PERTEMUAN KE 1

No	Kegitan	Deskripsi
1.	Pendahuluan	• Mengucapkan Salam, doa bersama, menanyakan kabar • Melakukan absensi • Mengenalkan materi

	2.	Kegiatan Inti	- Guru memperkenalkan kepada siswa definisi feely touch game - Guru memberikan contoh kepada siswa contoh dari feely touch game. Contoh: barang sekitar kelas	

		- Setiap kelompok maju kedepan dan harus menebak barang yang sudah di letakkan kedalam box dengan meraba dan menebak barang yang diambil. - Menyebutkan barang yang sudah ditebak dengan menggunakan bahasa inggris. - Guru memberi penilaian - Guru memberikan penjelasan lebih lanjut tentang cara penggunaaan kosakata tersebut dalam kalimat.	
	Penutup		- Guru dan siswa merefleksikan pembelajaran hari ini. - Guru memberikan umpan balik dan menyimpulkan materi pembelajaran. - Guru memberikan tugas individu berupa teks pendek tentang hari kemerdekaan yang harus berisi minimal 5 kosakata baru yang telah dipelajari.	10 me nit

F. DIFERENSIASI

1. Untuk peserta didik yang bermunat belajar dan mengeksplorasi topik ini lebih jauh, disarankan untuk membaca materi menganalisis peran

G. ASSESMENT / PENILAIAN

a. Asesmen Diagnostik (Sebelum Pembelajaran)

Untuk mengetahui kesiapan peserta didik dalam memasuki

pembelajaran dengan memberikan soal *pre-test* sebagaimana

terlampir.

Pertanyaan	Jawaban	
	ya	
1) Apakah peserta didik dapat mengidentifikasi kata dasar yang berhubungan dengan hari kemerdekaan/Independent day?		
2) Apakah peserta didik dapat menggunakan kosakata dalam kalimat sederhanan secara tepat?		

DAFTAR GURU MTs DARUL AMAL TP. 2024/2025

1	Markaban, S. H. I., M.Pd	31	Eka Apriyani, S. Pd.	61	Tanyizul Maksum, S. Pd. I.
2	Wahadi Guna, S. H. I., M. Sy.	32	Eko Puji Hastuti, S. Pd.	62	Titis Asriwi, S. S., M. Pd.
3	Dra. Jusmirah	33	Khairani Elvandari, S.Pd.	63	Tuti Hanifiah, S.Pd
4	Dwi Setyowati, S. Pd.	34	Leni Octavia, S. Pd.	64	Widiyanto, S. Pd. I.
5	Ngatiyem, S. Pd., M. Pd.	35	Lidya Ningsih S.Pd	65	Ayu Antika,S.Pd
6	Umi Salamah, S. Ag., M. Pd.I.	36	Lies Andriana, S. Pd.I.	66	Zamzami, S.H., M.H
7	Yulianawati, S. Pd. I.	37	M. Badrul Munir	67	Zuhroni S.Pd
8	Ahmad Rodul Ahyar, S.Pd.I.	38	M. Saifudin Rosyid, M.Pd	68	Dwi Desi Uryatul Jannah, M.Sos
9	Esti Handayani, S. Pd. I.	39	Mega Suaedah Prastika, S. Pd.	69	Muhtarulloh Hidayatul K, S.H
10	Ida Suryani, S. T.	40	Miftahul Huda, M. Pd.	70	Mega Anjarwati
11	Sahanan, S. E.	41	Mita Handika S.Pd	71	Badriyah, S.Pd
12	Tri Yudhaningsih, S. Pd.	42	Sisca, S. Pd.	72	Eri Irawan , S.Pd.I.
13	Rohmat, S.Pd.I	43	Siti Hasanah, S. Pd. I.	73	Sawali Fahrizal Kurnia, S.Pd.
14	Muthohar, S. Pd.	44	Siti Rahmawati S.Pd	74	Ahmad Saiful Bahri, S.Pd.I.
15	Nur Sayfudin S.Pd	45	Tri Wahyuni, S. Pd.	75	Restuning Rahayu, S.Pd.
16	Masruhan, S.Pd.	46	Tusmidah, S. Pd. I.	76	Yuli Fitriani, S.Pd.I
17	Mulan Erniati, S. Pd.	47	Umi Hasanah, S. Pd.	77	Rani Sefira, S.Pd.
18	Mei Tri Yana Sari, S. Pd.	48	Umi Kulsum, S.Ip	78	Amalia Fatmarani, S.Pd.
19	Novi Herawati, S. Pd.	49	Siti Husnul Khotimah, M.Pd	79	Muhammad Adnan
20	Misbahul Munir, S.H	50	Andrea Rio Fernando, S. Pd.	80	Ikrima Amanatuz
21	Ahmad Nurcahyo Utomo, S.Pd	51	Yuliana Kasanul Inayah, S. Pd.	81	Muhammad Fadilah Akbar, S.Pd.
22	Rahmat Hidayat, S.Pd.	52	Alwi Rosyid, S. Pd. I.	82	Nila Farihah,S.Pd., Al-Hafidz
23	Ahmad Badawi, M. Pd.	53	Eko Priyono, S. Pd. I.	83	Muhammad Fatih
24	Syaikhoni, S. Pd.	54	Hartono, S. Pd.	84	Imam Turmudi, S.H.
25	Nur Halimah Tusakdiah, S. Pd.	55	Hindun Kusuma Dewi S.Pd		

26	Akri Sutanto	56	Indiati, S.E		
27	Ahmad Alma Rufudin, M. Pd.	57	Muhtar Fauzi, S. Pd.		
28	Aminatun, S. Pd.	58	Ni'matul Ulfah, S. Pd.		
29	Annur Mu'minatul L, S. Pd.	59	Kista Sari, S. Pd.		
30	Dika Agustina, S. Pd.	60	Sigit Ikhwan Nurdin, S. Pd.		

A. Uji validitas

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Correlations

		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TOTAL
	Pearson Correlation	1	1.000[**]	.337	.135	.207	.135	.213	1.000[**]	.337	.337	.771[**]
	Sig. (2-tailed)		.000	.069	.477	.272	.477	.258	.000	.069	.069	.000
	N	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	1.000[**]	1	.337	.135	.207	.135	.213	1.000[**]	.337	.337	.771[**]
	Sig. (2-tailed)	.000		.069	.477	.272	.477	.258	.000	.069	.069	.000
	N	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.337	.337	1	.040	.351	.040	.443[*]	.337	1.000[**]	1.000[**]	.751[**]
	Sig. (2-tailed)	.069	.069		.834	.057	.834	.014	.069	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.135	.135	.040	1	.088	1.000[**]	.063	.135	.040	.040	.402[*]

Sig. (2-tailed)	.477	.477	.834		.645	.000	.740	.477	.834	.834	.028
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.207	.207	.351	.088	1	.088	.139	.207	.351	.351	.444*
Sig. (2-tailed)	.272	.272	.057	.645		.645	.465	.272	.057	.057	.014
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.135	.135	.040	1.000**	.088	1	.063	.135	.040	.040	.402*
Sig. (2-tailed)	.477	.477	.834	.000	.645		.740	.477	.834	.834	.028
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.213	.213	.443*	.063	.139	.063	1	.213	.443*	.443*	.525**
Sig. (2-tailed)	.258	.258	.014	.740	.465	.740		.258	.014	.014	.003
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	1.000**	1.000**	.337	.135	.207	.135	.213	1	.337	.337	.771**
Sig. (2-tailed)	.000	.000	.069	.477	.272	.477	.258		.069	.069	.000
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.337	.337	1.000**	.040	.351	.040	.443*	.337	1	1.000**	.751**
Sig. (2-tailed)	.069	.069	.000	.834	.057	.834	.014	.069		.000	.000
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.337	.337	1.000**	.040	.351	.040	.443*	.337	1.000**	1	.751**
Sig. (2-tailed)	.069	.069	.000	.834	.057	.834	.014	.069	.000		.000
N	30	30	30	30	30	30	30	30	30	30	30

Pearson Correlation	.771**	.771**	.751**	.402*	.444*	.402*	.525**	.771**	.751**	.751**	1
Sig. (2-tailed)	.000	.000	.000	.028	.014	.028	.003	.000	.000	.000	
N	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

SOAL PRE-TEST

Direction

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class   :

A. Choose a, b, c, d for the correct answer!

1. What is the English word of "pena"?
    a. Ruler
    b. Table
    c. Pen
    d. Eraser

2. You can find ..., in bathroom.
    a. pen
    b. book
    c. television
    d. Soap

3. I like to eat _____ .
    a. Apple
    b. Book
    c. Run
    d. Happy

4. What is the English word of "tas"
    a. Bag
    b. Book
    c. Lamp
    d. Eraser

5. What is the colour of hair ?

    a. Red
    b. Black
    c. Blue
    d. Yellow

6. E-T-H-C-A-R-E
  The correct arrangement is........
    a. Techare
    b. Theacer
    c. Teacher
    d. Taecher

7. D-I-W-O-N-W
  The correct arrangement is........
    a. Window
    b. Downiw
    c. Wondiw
    d. Dinwow

8. N-S-U-T-D-E-T
  The correct arrangement is........
    a. Student
    b. Tsudent
    c. Detstun
    d. Stenutd

9. L-E-S-P-E
  The correct arrangement is........
    a. Elspe
    b. Sleep
    c. Plees
    d. Slepe

10. R-E-A-S-R-E
  The correct arrangement is........
    a. Reaser
    b. Ersear
    c. Aerser
    d. Eraser

B. Description it!

1. Please mention the description of book!
2. Please mention the description of ruler!
3. Please mention the descrion of pen!
4. Please mention the descriton of crayon!
5. Please mention the description of scissors!

C. Match the words below!

a. Car	1. pisang
b. Banana	2. mobil
c. Shirt	3. dokter
d. Spoon	4. baju
e. Doctor	5. sendok

KUNCI JAWABAN

Part of speech

1. C
2. D
3. A
4. A
5. B

Spelling

6. C
7. A
8. A
9. B
10. D

Contextual usage

A book is a collection of written or printed pages that are bound together. It typically has a cover, which can be hard or soft, and contains text or illustrations. Books

A ruler is a flat, straight tool used for measuring length or drawing straight lines. It is typically made of wood, plastic, or metal and comes in various lengths, such as 15 cm, 30 cm, or even longer.

A pen is a writing instrument used to apply ink onto a surface, typically paper. It consists of a cylindrical body that holds ink, and a nib or ballpoint that delivers the ink when pressure is applied.

A crayon is a small, cylindrical stick of colored wax or chalk used for drawing or coloring.

Scissors are a hand-operated tool used for cutting materials like paper, fabric, plastic, or hair.

Matching

1. B. banana
2. A. car
3. E. doctor
4. C. shirt
5. D. spoon

Orientasi Penilaian

- A : 10 soal x 5poin (50)
  B : 5 soal x 6 poin (30)
  C : 5 soal x 4 poin (20)

  <u>Jumlah nilai</u> x 100 (Nilai Maksimum)
    100

SCORE OF STUDENT (PRE-TEST

SOAL PRE-TEST

Direction

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!
5.

Name : Azra Zia Fatiha

Class : VIII G

A. Choose a, b, c, d for the correct answer!

1. What is the English word of "pena"?
   a. Ruler
   b. Table
   c. Pen
   d. Eraser

2. You can find ..., in bathroom.
   a. pen
   b. book
   c. television
   d. Soap

3. I like to eat _____.
   a. Apple
   b. Book
   c. Run
   d. Happy

4. What is the English word of "tas"
   a. Bag
   b. Book
   c. Lamp
   d. Eraser

5. What is the colour of hair ?
   a. Red
   b. Black
   c. Blue
   d. Yellow

6. E-T-H-C-A-R-E
   The correct arrangement is........
   a. Techare
   b. Theacer
   c. Teacher
   d. Taecher

7. D-I-W-O-N-W
   The correct arrangement is........
   a. Window
   b. Downiw
   c. Wondiw
   d. Dinwow

8. N-S-U-T-D-E-T
   The correct arrangement is........
   a. Student
   b. Tsudent
   c. Detstun
   d. Stenutd

9. L-E-S-P-E
   The correct arrangement is........
   a. Elspe
   b. Sleep
   c. Plees
   d. Slepe

10. R-E-A-S-R-E
    The correct arrangement is........
    a. Reaser
    b. Ersear
    c. Aerser
    d. Eraser

B. Description it!

1. Please mention the description of book! *for write*
2. Please mention the description of ruler! *for write*
3. Please mention the descrion of pen!
4. Please mention the descriton of crayon!
5. Please mention the description of scissors!

C. Match the words below!

a. Car	1. pisang
b. Banana	2. mobil
c. Shirt	3. dokter
d. Spoon	4. baju
e. Doctor	5. sendok

SOAL POST-TEST

Direction

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class :

A. Choose a, b, c, d for the correct answer!

1. You can find ...., in bathroom.
   a. pen
   b. soap
   c. television
   d. book

2. My friends went to the ...... to eat some food.
   a. library
   b. classroom
   c. canteen school
   d. laboratory

3. We will conduct science experiment in .....
   a. labolatory
   b. classroom
   c. library
   d. computer room

4. The……. isa set of clothes that students are required to wear to school.

    a. book

    b. uniform

    c. wallet

    d. bag

5. The place to sleep is a……

    a. kitchen

    b. bathroom

    c. living room

    d. bedroom

6. A-B-T-E-L

The correct arrangement is........

    a. Table

    b. Tebla

    c. Letba

    d. Balte

7. O-K-B-O

The correct arrangement is........

    a. Bkoo

    b. Koob

    c. Book

    d. Okbo

8. L-A-B-Y-R-I-R

The correct arrangement is........

    a. Library

    b. Labryri

    c. Lybrari

    d. Braylir

9. E-A-R-S-E-R

The correct arrangement is........

    a. Eraser

    b. Rasera

    c. Serrae

d. Ersere

10. C- H-I-A-R

The correct arrangement is........

a. Chiar
b. Chair
c. Craih
d. Cihar

B. Description it!

1. Please mention the description of book!
2. Please mention the description of ruler!
3. Please mention the descrion of pen!
4. Please mention the descriton of crayon!
5. Please mention the description of knife!

C. Match Meaning the words below!

1. HOLIDAY	a. BEKERJA
2. LEARN /STUDY	b. BERLIBUR
3. LIBRARY	c. MAKAN SIANG
4. LUNCH	d. PERPUSTAKAAN
5. WORK	e. BELAJAR

ANSWER KEY (POST TEST)

PART OF SPEECH

1. B

2. C

3. A

4. B

5. D

SPEELING

6. A

7. A

8. C

9. A

10. B

CONTEX

A book is a collection of written or printed pages that are bound together. It typically has a cover, which can be hard or soft, and contains text or illustrations. Books

A ruler is a flat, straight tool used for measuring length or drawing straight lines. It is typically made of wood, plastic, or metal and comes in various lengths, such as 15 cm, 30 cm, or even longer.

A pen is a writing instrument used to apply ink onto a surface, typically paper. It consists of a cylindrical body that holds ink, and a nib or ballpoint that delivers the ink when pressure is applied.

A crayon is a small, cylindrical stick of colored wax or chalk used for drawing or coloring.

Scissors are a hand-operated tool used for cutting materials like paper, fabric, plastic, or hair.

MATCH

HOLIDAY = BERLIBUR

LEARN = BELAJAR

LIBRARY = PERPUSTAKAAN

LUNCH = MAKAN SIANG

WORK = BEKERJA

Orientasi Penilaian

- A : 10 soal x 5poin (50)
  B : 5 soal x 6 poin (30)
  C : 5 soal x 4 poin (20)

  $\dfrac{\text{Jumlah nilai}}{\textbf{100}}$ x 100 (Nilai Maksimum)

Score of student post test

SOAL POST-TEST

Direction

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Khushy Manda.

Class : VIII 6

A. Choose a, b, c, d for the correct answer!

1. You can find ...., in bathroom.
   a. pen
   b. soap
   c. television
   d. book

2. My friends went to the ...... to eat some food.
   a. library
   b. classroom
   c. canteen school
   d. laboratory

3. We will conduct science experiment in .....
   a. labolatory
   b. classroom
   c. library
   d. computer room

4. The....... isa set of clothes that students are required to wear to school.
   a. book
   b. uniform
   c. wallet
   d. bag

5. The place to sleep is a......
   a. kitchen
   b. bathroom
   c. living room
   d. bedroom

6. A-B-T-E-L
   The correct arrangement is........
   a. Table
   b. Tebla
   c. Letba
   d. Balte

7. L-A-B-Y-R-I-R
   The correct arrangement is........
   a. Library
   b. Labryri
   c. Lybrari
   d. Braylir

8. O-K-B-O
   The correct arrangement is........
   a. Bkoo
   b. Koob
   c. Book
   d. Okbo

9. E-A-R-S-E-R
   The correct arrangement is........
   a. Eraser
   b. Rasera
   c. Serrae
   d. Ersere

10. C-H-I-A-R
    The correct arrangement is........
    a. Chiar
    b. Chair
    c. Craih
    d. Cihar

B. Description it!

1. Please mention the description of book!
2. Please mention the description of ruler!
3. Please mention the descrion of pen!
4. Please mention the descriton of crayon!
5. Please mention the description of knife!

for writte read
for measure
for writte
for drawing

C. Match the words below!

a. HOLIDAY	1. BEKERJA
b. LEARN /STUDY	2. BERLIBUR
c. LIBRARY	3. MAKAN SIANG
d. LUNCH	4. PERPUSTAKAAN
e. WORK	5. BELAJAR

Documentation

1. **Meet the english teacher class eighth**

2. **Giving a pre-test**

3. Give a treathment

4. Give a post test

PONDOK PESANTREN DARUL A'MAL
MADRASAH TSANAWIYAH
NSM : 121218720002   NPSN : 10816987
Terakreditasi Nomor : 087/BAN-PDM/SK/2024 Peringkat A
Akte Notaris No.15 Tanggal 21 Maret 2013
Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125

Nomor   : 102/MTs.DA/SBR/I/2025
Lampiran   : -
Perihal   : **Surat Balasan Izin Research**

Kepada Yth.
Wakil Dekan **Institut Agama Islam Negeri (IAIN)   Metro Lampung**
  Di –
       Tempat

Assalamu'alaikum Wr.Wb

Menindak lanjuti surat dari **Institut Agama Islam Negeri (IAIN)   Metro Lampung** Nomor: B-1588/In.28/D.1/TL.01/05/2025tentang Izin Penelitian saudara :

Nama   : AMALIA RAHMA NOVIANI

NPM   : 2101051003

Semester   : 8 (Delapan)

Judul   : **"THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS DARUL AMAL METRO".**

Dengan ini kami Kepala MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 19 Mei 2025
Kepala Madrasah

Markaban, S.H.I., M.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1588/In.28/D.1/TL.01/05/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**AMALIA RAHMA NOVIANI**
NPM	:	2101051003
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di MTs Darul Amal Metro, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS DARUL AMAL METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Mei 2025

Mengetahui,
Pejabat Setempat

MARKABAN, S·H·I., M·Pd

Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1589/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA MTs Darul Amal Metro
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1588/In.28/D.1/TL.01/05/2025, tanggal 19 Mei 2025 atas nama saudara:

Nama	:	AMALIA RAHMA NOVIANI
NPM	:	2101051003
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs Darul Amal Metro bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs Darul Amal Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS DARUL AMAL METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Mei 2025
Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor   : 1217/In.28.1/J/TL.00/04/2025
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**AMALIA RAHMA NOVIANI**
NPM	:	2101051003
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING FEELY TOUCH GAME ON TEACHING VOCABULARY MASTERY

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 April 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Amalia Rahma Noviani   Program Studi : TBI
NPM : 2101051003   Semester   : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 10 Des. 2024	Be consistent in using the terms: - Study Program or Department - Feely troublesome or feely bothersome? - TYPOS - REVISE - Novelty?	
2	Jumat 13/Des-24	Chapter I : Objective & Prior Research	
3	Senin 16/12-24	Chapter II : Focus on the grand theory	

Mengetahui
Ketua Program Studi TBI

Dr. Moch Deniatur, M.Pd.B.I.
NIP. 19880308 2015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Amalia Rahma Noviani   Program Studi : TBI
NPM : 2101051003   Semester   : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Rabu, 18/12/24	Chapter III : use Future Tense sample	
5.	Jum'at 20/12/24	Revision of chapter III is ok	
6.	Senin 23/12/24	All revision is ok Acc for Proposal seminar	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Amalia Rahma Noviani
NPM : 2101051003

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	15/5-25	Acc for research instrument	
8.	29/5 -25	abstract → 3 paragraphs	
9.	2/6 - 25	chapter I ⟨ originality / background g, theory	
10	9/6 - 25	chapter III → analysis	
11	12/6 - 25	Chapter IV → spss	
12	20/6 - 25	conclusion → answer the pr. formulation	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Amalia Rahma Noviani

NPM : 2101051003

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 23 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

---

SURAT KETERANGAN BEBAS PUSTAKA
**Nomor : P-1182/In.28/S/U.1/OT.01/11/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: AMALIA RAHMA NOVIANI
NPM	: 2101051003
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051003

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.
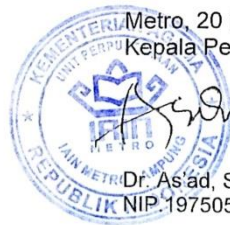
Metro, 20 November 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

Amalia Rahma
Noviani_2101051003.docx

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23 Juni 2025

DR. MUJIB DEINIATUR, M.Pd.B.I.
NIP. 19880303 201503 1 006

Submission date: 19-Jun-2025 11:32PM (UTC-0700)
Submission ID: 2702728925
File name: Amalia_Rahma_Noviani_2101051003.docx (2.86M)
Word count: 11974
Character count: 62678

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING FEELY TOUCH GAME
ON TEACHING VOCABULARY MASTERY
OF THE EIGHTH GRADE OF MTs DARUL A'MAL METRO

By:
Amalia Rahma Noviani
Student Number (2101051003)
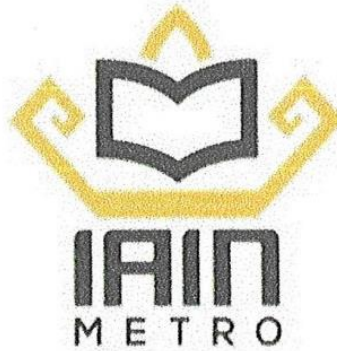
ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF METRO
1446 H / 2025 M

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CURRICULUM VITAE

The researcher name is Amalia Rahma Noviani was born in labuhan Ratu (Pasir Sakti) east Lampung, in November 28, 2002. She is first the doughter from mr Pathurrahman and mrs Yunani. The researcher lives in Pasir Sakti, East Lampung. The researcher graduated from elementary school at Tarbiyatul SDIP Al- Firdaus.Then she continued her study in Boarding School at Madinah Islamic Boarding School from 2014 and graduated on 2020. State Islamic Institute of Metro was her choice in continuing her studies at S1 English Education of Tarbiyah and Teacher Training Faculty at IAIN Metro.