

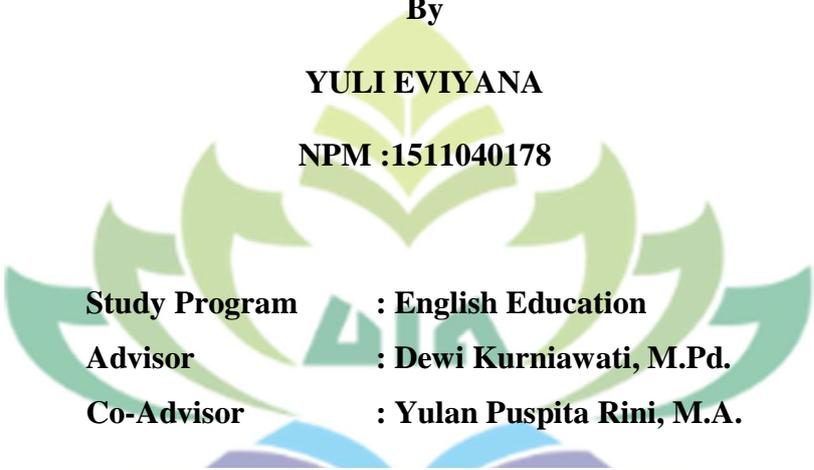
**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH  
ANTONYM MATCHING GAME AT THE SECOND SEMESTER  
OF THE EIGHTH GRADE OF SMPN 35  
BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF  
2019/2020**

**A thesis**

**Submitted in a Partial Fulfillment of The Requirements for S1- Degree**

**By**

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LAMPUNG  
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## ABSTRACT

This research is about improving students' vocabulary mastery by antonym matching game at the eighth grade of SMPN 35 Bandar Lampung. It focused on students' vocabulary and the use of antonym matching game. The objective of this research was to find out whether there is any improvement in students' vocabulary mastery after being taught by antonym matching game .

In this research, the researcher used classroom action research as a research design that was held in two cycles. The subject of the research was the students of VIII ( special class ) consisted of 30 students of the eighth grade of SMPN 35 Bandar Lampung in the second semester. In this research, the instruments were vocabulary test and observation sheet. The improvement of students' vocabulary was analyzed by comparing of score from each cycle and percentage of high score. The actions implemented in this research were applying the antonym matching game in vocabulary activity to improve students' vocabulary mastery. There were some steps in applying the antonym matching game, they were; surveying questioning, finding the antonym vocabulary based on the list an adjective, make a sentence, and reviewing. In this research there is the improvement of students' vocabulary in the learning process after being taught by antonym matching game. Improved the students' vocabulary in the first cycle and students in the second cycle. Because in the second cycle, the researcher tried to modify based on the weaknesses found in the first cycle. So for the second cycle, the students were asked to find the antonym vocabulary based on the list of adjectives and using their own words to make a sentence. The material about the antonym matching game only focuses on the adjective. Every cycle consisted of some steps, those were planning, action, observation, and reflection.

The result shows that the implementation of the antonym matching game in this study is successful to improve the students' vocabulary mastery. The indicators of the success of the implementation were that:1) effectiveness of the learning process, 2) student involvement in teaching, 3) improvement of students ability and vocabulary mastery of the lesson. For vocabulary, the standard goal is 75. Therefore, the researcher determined that if 80% of students got to score 75 it assume that using antonym matching game in learning process improved students' vocabulary mastery. Looking at the score, it was found that the students' vocabulary mastery is improved from 43.3% of students passed in the first cycle to 83.3% of students passed in the second cycle. It means that antonym matching game is a good game in the learning process, especially in teaching vocabulary.

**Keywords** : *Vocabulary Mastery, Antonym Matching Game, Classroom Action Research*



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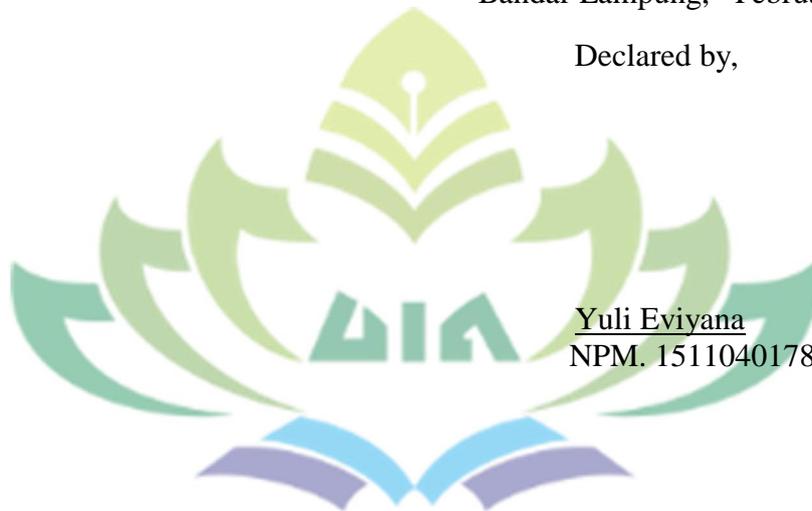
  
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## DECLARATION

I hereby state that this thesis entitled, “Improving Students Vocabulary Mastery Through Antonym Matching Game at the Second Semester of the Eighth Grade of SMPN 35 Bandar Lampung Academic Year of 2019/2020” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, February 2020

Declared by,



Yuli Eviyana  
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## **DEDICATION**

1. My Greatest heroes in my life, My beloved Parents Mr. Ali Rahman and Mrs. Erna Yulis, who always pray to me, give the support and motivation to me.
2. My beloved sister Nurlaila and Aisyah Rahma Gania who also gives support to me.
3. My beloved almamater State Islamic University Raden Intan Lampung.



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This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, February 2020  
The Researcher

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## MOTTO

﴿فَارْغَبْ رَبَّكَ وَإِلَىٰ﴾ ﴿فَأَنْصَبْ فَأَرغَتْ فَإِذَا﴾ ﴿يُسْرًا أَلَّعَسْرَ مَعَ إِنَّ﴾

*(6)most certainly, there is ease with hardship (7)So, whenever you are free, strive in devotion (8) and turn to your lord with longing.<sup>1</sup>*

**(Q.S. Al- Insyiraah, 6-8)**



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<sup>1</sup>Tafheemul Quran Surah 94 Al-„Insyiraah, Ayat 1-8” (On-Line), Available on:<http://www.islamicstudies.info/>(October, 01 2018).

## **CURRICULUM VITAE**

The researcher's name is Yuli Eviyana. Her nickname is Yuli. She was born in Kampung Jawa, July 18<sup>th</sup>, 1997. She is the first child of Mr. Ali Rahman and Mrs. Erna Yulis. She began her study at SDN 1 Wayjambu Pesisir Barat and graduated in 2009. After that, she continued her study at SMPN 2 Pesisir Selatan, Krui Pesisir Barat and graduated in 2012. After she finished from junior high school, continued her study at SMAN 1 Pesisir Selatan, Krui Pesisir Barat and graduated in 2015. Then, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung, she joined UKM-F Kopma Ibnu Khaldun as a member in 2016-2017 period. Besides, when selection campus she is chosen to be one of members of Dewan Eksekutif Mahasiswa Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung (DEMA-F) as Deputy Chief of Sport Division in 2017-2018 period. She also joined in external organization called HMI (Association of Islamic University Students).

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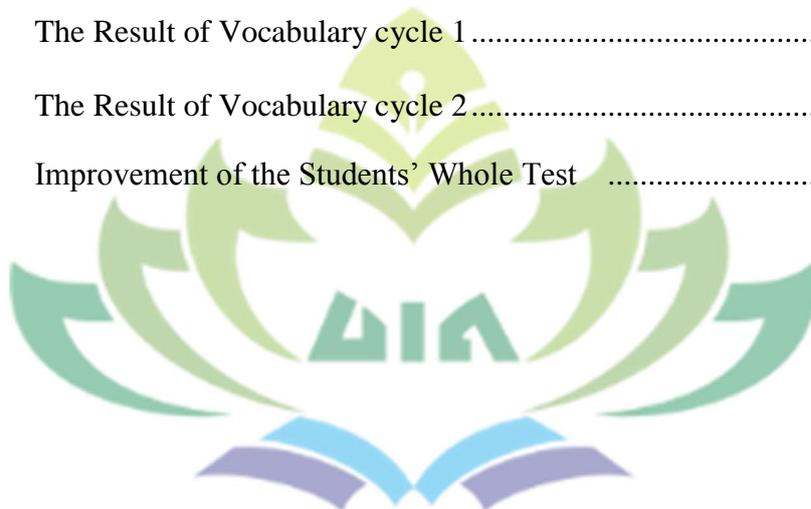
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## CHAPTER I

### INTRODUCTION

#### **A. The Background of Problem**

Vocabulary is basic element to learn a language and to make a communication with another people. Vocabulary is important thing and one of aspects that should be mastered by the students besides the other components like grammar and pronunciation in learning English. Based on the researcher preliminary research at SMPN 35 Bandar Lampung, the researcher found that students' vocabulary is still low to solve this problem in teaching vocabulary process need interesting game. One of the game is by using Antonym Matching Game.

As a developing country, Indonesia has been programming the English Language education at formal institutions because English seems to be a key to get into international technology and other developments. It is undeniable that the role of English is very important nowadays. But in fact, the student are still unable to use English. However, English Learners understand structure and grammar very much but they are not able to use it in their life.

One of the most important language that we must learn is English.. According to Susanna in Souriyavongsa says that English is not only used as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the

world- wide.<sup>2</sup> Based on the theory mentioned above most people use English as a medium of communication in their interaction. In other words, people from different nation use English when they meet and interact with each other.

Vocabulary isn't skill, Vocabulary is the most important one that should be noticed. Because vocabulary is the heart of language, without mastering vocabulary, students would be hard in understanding words or sentences. Vocabulary is all words contained in a language, the wealth of words possessed by a speaker or author, a word used in a field of knowledge and a list of words compiled like a dictionary with brief explanations and practical, meaning the vocabulary is a support to expedite our English skills, and broaden the horizons.

Using a new vocabulary is not only fun, but also the best way to remember all new vocabulary. At least try to use three new vocabularies every day when communicating with others even though in practice we are still stammering or the language we use there is the wrong grammar.

Vocabulary is defined as a large numbers of words that students have to know; not only memorizing the form of the word but also understands the meaning. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur'an Surah Al-Baqarah in the 31-32<sup>th</sup> verse:

عَلَّمَ لَهُمْ كُلَّهَا الْأَسْمَاءَ وَأَدَمَوْا عِلْمَ الْمَلَائِكَةِ هُوَ لَا يَسْمَعُ أَنْبِيؤُنْفَقَالَ إِنْ كُنْتُمْ صَادِقِينَ: ٣١

سُبْحَانَكَ يَا عَلِيمًا إِنَّا عَلَّمْنَا مَا لَا الْعِلْمُ أَنْتَ الْكَرِيمُ: ٣٢

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<sup>2</sup> Thongma Souriyavongsa, "A research Paper: *Factors Causes Students' Low English Language Learning: A Case Study in the National University of Laos*". International Journal of English Language Education, Vol.1 No.1 (2013),p. 181.

It means: “ And He taught Adam all the names ( of things ) all over, then forward it to the angels, saying: “ Mention me the names of these if you are really frightened of the truth”. They said: “Glory to Allah, that we know nothing other than what you have taught us. Allah is Al-Knowing and wisely.”<sup>3</sup>

From this verse, we know that everybody must know all of the things in this world. This verse is related to learning the vocabulary. A person who doesn't know the meaning of vocabulary, of course he gets a difficulty to understand the spoken or written, reading, and listening from other people. So the mastery of vocabulary is needed to improve the quality of the students in understanding the words.

Although vocabulary is easy to be mastered, but there are still many students who are lack of understanding words. They found many unfamiliar words in a text or passage but they just skip those words. They got no motivation in finding the meaning of unfamiliar words in dictionary or asking friends. They understood the sentence but they did not understand each words in that sentence. In overcoming these problems, the teacher should apply a technique or strategy in teaching vocabulary. Therefore, the students' motivation, effectiveness and score will be increased.

When the researcher conducted preliminary research at eighth class of SMPN 35 Teluk Betung Bandar Lampung , it was found that the students' vocabulary need to be improved. The researcher knew it by conducting questioner about the students' excitement in learning English, especially in learning

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<sup>3</sup> Yusuf Ali, Abdullah, *English Translation of Al Qur'an*, Accessed on 10<sup>th</sup> December 2016 ( [www.alqur'an/English Translate](http://www.alqur'an/English%20Translate))

vocabulary. Besides, the informations were collected by asking an English teacher about the students' difficulties in learning vocabulary. She said that the students' effectiveness in vocabulary is still low and need an improvement. It is proved by their enthusiastic while learning. Then, the researcher asked some students directly. Most of them said that they are lazy to learn new words, they are hard to translate unfamiliar words, the students cannot use the words they have learnt in real communication, and they often forget the meaning of words they have learnt before.

These problems of vocabulary must be solved, because it can be difficulties for students to continue the next level or grade. Also the students may have low motivation in learning English because they feel learn vocabulary is difficult. Moreover, the students will have boredom in English class.

Related to preliminary research, the researcher found that some students had low score in vocabulary. The students' score can be seen in Table 1

**Table 1**  
**The Percentage of Vocabulary Score at the Eighth Grade of SMPN 35 Teluk Betung Bandar Lampung at the Second Semester in Academic Year 2019/2020**

NO	Class	KKM		Number of Students
		> 75	≤ 75	
1	VIII A	12	18	30
2	VIII B	15	19	34
3	VIII C	8	27	35
4	VIII D	9	29	38
5	VIII E	11	22	33
Total		55	115	170
<b>Percentage</b>		<b>32.3%</b>	<b>67.6%</b>	<b>100%</b>

*Source: The Score Data from English Teacher of SMPN 35 Teluk Betung Bandar Lampung*

Based on the result above, it can be concluded that the students' vocabulary mastery at the eighth grade of SMPN 35 Bandar Lampung need to be improved. It can be seen that the students who passed the minimum mastery criteria are 55 students (32.3%) and the students who did not pass the minimum mastery criteria are 115 students (67.6%). It is clear that the students have difficulties in vocabulary skill.

Based on the students' problems above, the researcher is interested to improve students' vocabulary mastery. Game has been chosen as a tool of teaching vocabulary in this research. The name of the game is Antonym Matching Game. Game is intended can overcome students' problem in learning, because it makes the students fun and enjoy.<sup>4</sup> Agoestyowati mentions that "Game allow students to; work co-operatively, comete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun".

Game is the kind of fun way in teaching, in order to decrease boredom. The students will be easier in receiveing the material through game. They will play but still get the point of material and get new knowledge. There are also so many games which can be used in improving students' skills in English, especially in improving vocabulary mastery. One of those games is Antonym Matching Game.

Antonym Matching game is a word game that has different meanings with other words. An example of Antonym Matching game is fast and slow, both

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<sup>4</sup>Agoestyowati, R, *102 English Games*, Gramedia Pustaka Utama Oktober, Jakarta. 2007.p.1

sentences have opposite meaning and meanings, The opposite of fast is slow. This game can improve students' vocabulary mastery and activity because the students would not find it hard to find the words.

The effectiveness of an antonym matching game had been proved on previous research. It was conducted by Primita Amijayanti, the research was conducted at MTS Manba'ul 'ulum Buntaran Rejotangan Tulungagung entitled "*The Effectiveness Of Using Antonym Matching Game To Teach Students Vocabulary*". The aim of this research is to find out the effectiveness of using an antonym matching game in teaching vocabularies on writing descriptive text. The student's achievement in writing descriptive text before being taught by using an antonym matching game generally low. It could be seen from the score obtained by the student before being taught by using an antonym matching game that from 25 students there were three students obtain score upper 60 and 21 students obtain score less than 60. It means that 21 students did not pass. The mean of pretest score was 41.12. The students achievement in writing descriptive text after being taught by using an antonym matching game was better than before. It showed from the score obtained by the student after being taught by using an antonym matching game that from 25 students there were 21 students past the test ( upper 60 ) and only 3 students did not pass. It means that there was any significant difference on the students' writing descriptive text before and after being taught by using an antonym matching game .<sup>5</sup>

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<sup>5</sup> Primita Amijayanti, *The Effectiveness of Using Antonym Matching Game to Teach Students' Vocabulary*, ( English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute of Tulungagung, 2016), p.22

Paramita conducted a research entitled “ *The Use of Matching Game to Improve Students’ understanding on Irregular Verb of Simple Past Tense*”. Concerning with the result of the research, the matching game successfully improved the students’ understanding on irregular verb of simple past tense. The researcher got the information from the calculation of the t-test. In cycle 1, the-test is 7.1. It used the significance level of 5% and there is no table with  $( N-1 ) = 31$ . The table is 2.04. From the data, the researcher concluded that the score of t-test is higher than t-table. Therefore, there was a significant the results of the research in the cycle 1. Furthermore, in the cycle 2, the t-test is 8.4. It uses the significance level of 5% and there is no t-table with  $( N-1 ) = 31$ . The t-table was 2.04. From the data, the researcher concluded that the score of t-test is higher than t- table. Therefore, there was a significant improvement of students’ understanding on irregular verb of simple past tense through matching game.<sup>6</sup>

Based on the previous research above, it can be concluded there are significant differences of previous research to this research. The differences are in the first previous research it showed from the score obtained by the students after being taught by using antonym matching game that from 25 students there were 21 students past the test ( upper 60 ) and only 3 students did not pass. It means that there was any significant difference on the students’ writing descriptive text before and after being taught by using antonym matching game. And the second previous research the researcher got the information from the calculation of the t-test. In sycle 1, the-test is 7.1.It used the significance level of 5% and there is no

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<sup>6</sup> Paramita, *The Use of Matching Game to Improve Students’ understanding on Irregular Verb of Simple Past Tens*, ( English Education Department Teacher Training and Education Faculty State Institute For Islamic Studies Salatiga ), p. 67

table with  $(N-1)=31$ . The table is 2.04. From the data, the researcher concluded that the score of t-test is higher than t-table. Therefore, there was a significant the results of the research in the cycle 1. Furthermore, in the cycle 2, the t-test is 8.4. It uses the significance level of 5% and there is no t-table with  $(N-1) = 31$ . The t-table was 2.04. Therefore, there was a significant improvement of students' understanding on irregular verb of simple past tense through matching game. In this research the researcher needs to improve students' vocabulary ability. Antonym matching game as an alternative game that can be used for teaching English especially for teaching vocabulary. Finally, the researcher will conduct the research entitled "Improving Students' Vocabulary Mastery Through Antonym Matching Game at the Eighth Grade of SMPN 35 Bandar Lampung Academic Year of 2019/2020".

### **B. The Identification of Problem**

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

1. The students' vocabulary mastery is still low
2. The students have difficulties to translate unfamiliar words.
3. The students have difficulties to differentiate kind of vocabulary such as adjective.

### **C. Limitation of Problem**

Based on the identification of the problem, the researcher only focuses on the main problem in this study on “ Using Antonym Matching Game Make Students Learn Adjectives Fun”. Based on preliminary research, researchers found that most students were still confused and did not know the difference adjectives.

### **D. Formulation of Problem**

Based on the background of the problem, the researcher formulated the problem in this research:

How can the Antonym Matching Game to improve the students' vocabulary mastery of eighth grade students in SMPN 35 Bandar Lampung in the academic year 2019/2020.

### **E. The Objective of the Research**

Based on the formulation of the problem, this research is aimed describe the implementation of Antonym Matching Game can improve the students' vocabulary mastery of eighth grade students in SMPN 35 Bandar Lampung in the academic year 2019/2020.

### **F. The Use of the Research**

From the research findings, it is expected that there would be benefit given to teacher, students, and another researchers. Those are:

1. For the teacher, the teacher can use Antonym Matching Game as well as expected when this research will be lasting.

2. For the students, the students can explore their skills outside class, and the research can enhance the students' vocabulary mastery.
3. For the researcher, it is hoped that this research can provide useful input in improving the quality of learning in the school.

#### **G. Scope of the Research**

##### 1. Place of the Research

The research was conducted at SMP Negeri 35 Bandar Lampung. It is located on Jl. Drs. Warsito No.48, Kupang Kota, Teluk Betung Utara, Kota Bandar Lampung.

##### 2. Subject of Research

The subject of the research was the students at the eighth grade of SMP Negeri 35 Bandar Lampung.

##### 3. The object of the Research

The object of the research was the students' vocabulary mastery.

##### 4. Time of Research

The research was conducted at the eighth grade in 2019/2020.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

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

#### 1. Teaching English as a Foreign Language

Language is highly organised system in which each unit plays an important part which is related to other parts.<sup>7</sup> It means that language is considered as a tool of communication. In this case, language is so important in our life. By using language, people can express their ideas, and their feelings in interaction to others. Based on the theoretical above, we can see that someone need communicating, acquiring knowledge and skill, talking education and establishing relation with other people. On teaching and learning process, the teacher of course uses language to communication, especially in teaching and learning process.

As a foreign language, English is called as a target language. English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign language.<sup>8</sup> People in Indonesia use English as a foreign language. It means that they do not use it as a

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<sup>7</sup> Lim Kiat Boey, *An Introduction to Linguistic For the Language Teacher, For Regional English Language Center*, ( Singapore: Singapore University Press, 1997 ), p.1

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*. ( London Pearson Education Limited, 2007 ), p.265.

means of their everyday communication. However, they just formally learn it at school as a compulsory subject. However, they are taught the four language skill, listening, speaking, reading, writing, and components of language such as grammar, vocabulary, and pronunciation.

However, teaching English as a foreign should be different from teaching it as a second language. Setiyadi stated that language teaching is influenced by ideas on nature of language ( language theories ) and the learning conditions that make learners to acquire the language ( language theories ). Differences in language theories may affect the selection of teaching methods.<sup>9</sup> It means that teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it.

In other words, the teacher should prepare the materials, instructions, in techniques well. In addition, Brown stated that teaching showing or helping someone to learn how to do something, giving instructions, guiding in study something, , providing with knowledge, causing to know or understand.<sup>10</sup> It means that teaching English gives knowledge to someone from not understood to understand.

Based on explanation above, it could be concluded teaching English as a foreign language is a process to comprehend about content of English, so, the students can be helped to understands about English. The students who learn English as a foreign language have opportunity to practice or use their English in

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<sup>9</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*. ( Yogyakarta : Graha Ilmu. 2006 ),p.20

<sup>10</sup> H. Douglas Brown, *Teaching Principles of Language and teaching prentice*, ( New Jersey: Hall Regents, 1994),p.7

real life situation. Teaching and learning will success if the teacher knows how to teach it well. To achieve the goal of English teaching, it needs media and other facilities which can support and achieving the goal. In addition, the teaching should be interesting, appropriate for students.

## 2. Concept of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.<sup>11</sup>

Richard and Renandya state that "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write. without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than, reading, or watching television their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio and native speakers, using the language in different context".<sup>12</sup>

It means that vocabulary is very important in languages learning because it is hard to use language without vocabulary. All language skills are

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<sup>11</sup> Marianne celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language, USA: Heinle & Heinle, p. 285*

<sup>12</sup> Richard, J., & Renandya, W. *Methodology in Language Teaching: An Anthology of Current Practice*. University Press, Cambridge. 2002.p.255.

concerned with words. It is the basic of learners to speak, listen, read, write. They could not speak, read, and write well without mastering vocabulary. Vocabulary should be taught efficiently, in order to make learners remember each words they have learnt and explore new words.

Vocabulary is the list of words that make the sentence on a language. It is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs. It supported by Cameron that "Vocabulary is central to the learning of a foreign language at primary level. First we must mastering vocabulary, because it is basic element and the most important parts in teaching learning process. Vocabulary is just like a 'mother to family'".<sup>13</sup>

It means that without vocabulary the students will not able to master English well. It is the central of language where everything in English begins by learning vocabulary. The importance of vocabulary is described like a mother to family. As we know that a mother is the heart in family, she is the ones who cares about everything and affects much in the family's situation.

From the theories above, the researcher concludes that, it is easy to learn vocabulary and also teacher easy to teach vocabulary. This is an easy way to explore ideas word by words and then find the meaning of it. All of the aspects of life needs vocabulary. How could we write, speak, listen, and understand the words or sentences without mastering vocabulary. It can be called first of all to anything else.

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<sup>13</sup> Cameron, L. *Teaching Language to Young Learners*. University Press, Cambridge. 2001.p.72.

### 3. Concept of Teaching Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>14</sup> Relating to the vocabulary teaching, the teacher has responsibility to make students successful. The teacher must be able to know the techniques in teaching vocabulary. Cameron says that vocabulary teaching can be focused to have learners build up to knowledge of the words in ways that will enable them to use the language efficiently and successfully. Beside vocabularies the learner mastered, more chances they master the language.

Vocabulary constitutes an important factor in all of language teaching, so that in teaching vocabulary, the students should be taken into account and the technique used must be considered too. The application of better technique of teaching vocabulary can be meaningful and useful. The students will be easier to understand the meaning of words. This is automatically increase students vocabulary mastery as well.

According to Schmitt that “Learners carry around dictionaries and not grammar books”.<sup>15</sup> Teaching vocabulary helps students understand and communicate with others in English. Language is very difficult to put into words. I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes”.

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<sup>14</sup> Douglas Brown, *Teaching by Principles an Interactive approach to Language Pedagogy Second Edition*, (San Fransisco: Longman, 2001),p.8

<sup>15</sup> Schmit. *Vocabulary and It is Important in Language Learning*. University Press, Cambridge. 2010.p.4.

It means that vocabulary is the central of every aspects in language, students will face the problems if they are not enrich vocabulary. The more students learn vocabulary, the more they will be easier to write or speak.

Vygotsky added a theory “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”<sup>16</sup>.

It means that learning grammar might important to EFL learners but the most important is to learn vocabulary. By mastering vocabulary, they will know much words. It makes them easier in speaking or writing sentences. Grammar is important but the first thing in English that we should learn is vocabulary.

Furthermore, Thornbury states “Vocabulary cannot be taught, it can be presented, explained, included in all kinds of activities, and experienced in all manner of associations, but ultimately it is learned by the individual.”<sup>17</sup>As a language teacher, he or she should arouse interest in words in certain excitement in personal development in this area. We can help our students by giving those ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationship in an individual way”.

It means that vocabulary cannot be taught just like the other English skills. It should be presented, explained through activities. It should be practiced daily in order not to forget the words. Because it is useless if we learn much today but

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<sup>16</sup> Vygotsky, L.S. *How to Teach Vocabulary: A Word is Microcosm of Human Consciousness*. Harvard University Press, Massachusetts. 1978.p.5.

<sup>17</sup> Thornbury, S. *How to Teach Vocabulary*. Pearson Education Limited, Essex. 2002.p.144.

forgetting it tomorrow. The teacher can help the students to learn vocabulary by giving them ideas about how to remember the words long-lasting and explore new words everyday.

From the theories above, the researcher concludes that teacher must help the students to improve the students' vocabulary, especially in teaching learning process. Teacher is responsible to make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have gotten. With much vocabulary, they will easier in communication with other and understanding what they have read. Therefore the students with poor vocabulary need to enrich their vocabulary.

### **B. Concept of Game**

Generally, a lot of people like to play games. They often play game for killing time or to achieve something. Through game, people will know much aspects such as; new friend, new words, new sentences, new experience, or new achievement. It supported by Parlett that "Game is something that has "end and the means of achieving"; that there is a purpose, and the results of a series of regulations to achieve both".<sup>18</sup>

It means that game has purposes to achieve something. In playing game, there is an end. In the end of game, people will get rewards based on the game they have been played. If the game relates to education, then they will get new knowledge. But if the game relates to daily fun, they will get self-enjoyment or get rewards for what they have played before.

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<sup>18</sup> Parlett, D. *Card Games*. Oxford University Press, England. 2004.p.74.

When we talk about game, there is available the situation that called conflict. Conflict represents feel participating between the player and the game situation and rule. Salen and Zimmerman, call the games as system of conflict. Conflict a game as a contest of power, is a core component of our very definition of game. While conflict outside of games can sometimes be destructive, in games we find the wonderful paradox of a staged conflict, resulting in meaningful play. Crawford in Salen and Zimmerman also says that conflict arises naturally from the interaction game. The player is actively pursuing some goal. Obstacles prevent him from easily achieving this goal. Conflict is an intrinsic element of all games.<sup>19</sup> It means that when we talk about game, actually, we also talk about conflict-conflict in a game. Hence, the players will feel engaged in an artificial conflict and some rules showed during the game process. This statement also supported by wright, he says that game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

Based on the definitions, the researcher can conclude that a game is structured playing, usually undertaken for enjoyment and it can make the learners do the interaction with the other learners in a class.

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<sup>19</sup> Katie Salen, and Eric Zimmerman, *Rules of Play: Games Design Fundamentals*, ( MIT Press. 2003), p.1

### C. Concept of Game in Teaching and Learning Vocabulary

Learning a new language can be a difficult journey. However, the reward is being able to communicate with whole new country or culture of people. The process of learning a new language takes time. Teaching vocabulary by using game is very recommended because the students will be fun and faster in receiving and remembering the material that have been taught.

Martinson & Chu state that “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly”.<sup>20</sup> It means that game can be used in teaching learning process, because it will make the students think flexibly and could achieve the goal in learning.

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. Huyen identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom.<sup>21</sup>

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<sup>20</sup> Chu, S., & Martinson, B. *Game-based Learning in Design History*. Handbook of Research on Effective Electronic Gaming in Education. IGI Global, Pennsylvania USA. 2008.p.478.

<sup>21</sup> Huyen. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. Asian EFL Journal. 2003.p.32.

In teaching vocabulary, a teacher needs to use proper technique in order to help his students have good understanding on new words being learned. Learning vocabulary has been considered a boring subject for a long time. So, there should be an effective way in helping learners feel comfortable and interested in the subject of vocabulary.

It is better when teaching English by using game. Especially in teaching vocabulary. By applying the game, it will be gotten enjoyable class during learning process. The students will more relax and interest to follow the learning because there are so many activities that will be passed either when the learning is started or when the learning have finished.

In addition, Lee in Asian EFL Journal by Huyen lists several main advantages when game are used in the classroom, including “ a welcome break from the usual routine of the language class”, “ motivating and challenging”, “ effort of learning “, and “ language practice in the various skills.”<sup>22</sup> It means that the vocabulary learning will be more effective and attractive when the teacher applied a game in the classroom. Hence, the students will get motivation to follow all of learning steps. Summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons not only more interesting, enjoyable, and effective, but also practice it incidentally.

From the theories above, it is clear that games allows students to work cooperatively, compete with each other, strategize, think in different way,

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<sup>22</sup>Nguyen T. Huyen, Asian EFL Journal: *Learning Vocabulary through Games; The Effectiveness of Learning Vocabulary through Game*, ( Asian EFL Journal, 2012), p.35

compare and share knowledge, learn from others, learn from mistake, work in a less stressful and more productive environment, and allow people to have fun.

#### **D. Concept of Antonym Matching Game**

According to Redjeki that “Antonym Matching is a game that asks students to guess the opposite of words given by the teacher. The opposite is hidden on the cartoon. The students will not choose the opposite directly, but play the game first. The cartoon has number and each number has an opposite. If the student failed to guess, then it continued to the next student”<sup>23</sup>.

It means that Antonym Matching Game is a game that provides a lot of fun. The students would not interested if they will ask directly about the opposite of the word given. This game provides cartoon and the opposite is hidden on it.

Antonym Matching Game can have variation. The students can be asked to write down the opposite of words in piece of paper and make sentence based on those words.

According to Zachary “the game of Antonym is a variant of the game Nim, with the additional rule that heaps are not allowed to be the same size”.

Here the example of exercise:

A. What are the antonyms of following words?

1. Impossible:\_\_\_\_\_

2. Handsome:\_\_\_\_\_

1. Easy:\_\_\_\_\_

2. Happy:\_\_\_\_\_

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<sup>23</sup> RedjekiAgoestyowati, *102 English games from A to Z*, GramediaPustakaUtama, 2007, pp.18-24

3. Big:\_\_\_\_\_

B. Sentences example.

1. It is *impossible* to come early x It is *possible* to come early
2. My brother is very *handsome* x My brother is very *ugly*
3. He said that English is *easy* x He said that English is *hard*
4. I am *happy* to hear that x I am *sad* to hear that
5. They saw a *big* rat x They saw a *small* rat

Based on the theory above, the researcher concludes that teaching vocabulary through Antonym Matching Game is good. Because the students would not only learn new words but also learn to apply the words in sentences.

We have designed these antonym vocabulary activities to help build vocabulary for all of our students, but especially for our ESL learners. The state of Indiana requires third grade students to pass a standardized test called IREAD-3. Although most of the student might know what an antonym, that doesn't mean that they have all the vocabulary available to them to find words with an opposite meaning. These activities are meant to be used with guided instruction so the meanings of these words can be discussed.

### **E. Procedure of Teaching Vocabulary through Antonym Matching Game**

The procedures of teaching vocabulary through Antonym Matching Game based on *102 English Game from A to Z*, games are as follows :

1. Write down a list of adjectives then stick it on the wall, cartoon, or white board.
2. Those antonyms must be covered with carton and have a number on it (so the audience can only see the number).
3. You will say “what is the opposite of below?”
4. One student might answer “number 5”, then the teacher opens number 5, it means she/he is wrong because the answer for number 5 is “easy”. When it is wrong, close it again.
5. Then you will ask another question, for example “what is the opposite of soft?”. The student might answer “number 8”, then the teacher open number 8, it means she/he is right. Eventhough the answer is right, you will have to close it.
6. Ask the students to make sentence based on the opposite words found.<sup>24</sup>

### **F. Advantages and Disadvantages of Using Antonym Matching Game**

According to Huda there are some advantages of Antonym matching game, as follows:

1. Antonym matching game can improve students in learning activity for their cognitive and physic.

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<sup>24</sup>RedjekiAgoestyowati, *102 English games from A to Z*, GramediaPustakaUtama, 2007, pp.18-24

2. Fun.
3. Antonym matching game can improve students' motivation in learning and students' comprehension about the material.
4. Effective as exercise courage students to perform presentation.

According to Huda there are some disadvantages of Antonym matching game, as follows:

1. If this learning is not well prepared much time is wasted.
2. At the beginning of the application of this learning, many students shy to practice vocabulary skills
3. If the teacher does not give instruction verywell, alot of students are less attention during a presentation.
4. Teacher should becareful and prudent when given the punishment to students which not able to practice the vocabulary they just learned.
5. Using this model continuously will cause bored.<sup>25</sup>

### **G. Frame of Thinking**

Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in mastery vocabulary.

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<sup>25</sup>Miftahul Huda, Loc.Cit.p.253-254

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

Antonym Matching game is considered as an effective, interesting, and enjoyable to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Antonym Matching game must have hard focus for answer the teacher instruction.

From the discussion above, the researcher propose that Antonym Matching game in teaching vocabulary in English language can improve students' vocabulary mastery.

#### **H. The Hypothesis**

Hypothesis proposes in this research has formula as follows: by using games called Antonym Matching Game in teaching vocabulary can improve students' vocabulary activity at the eighth grade semester of the eighth class of SMPN 35 Bandar Lampung.

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