

**THE INFLUENCE OF USING MATCHING WORD GAME
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE
SECOND SEMESTER OF THE EIGHTH CLASS OF SMP
EL- SYIHAB BANDAR LAMPUNG**



**A Thesis
Submitted as a Partial Fulfillment of the Requirements of S-1
Degree**

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ABSTRACT

The objective of this research was to know whether there was any significant influence of using matching word game towards students' vocabulary mastery at the second semester of the seventh grade of SMP El-Syihab Bandar Lampung. The writer used matching word game, a kind of game that could help the students felt enjoy then the students could improve their vocabulary mastery, in that case was about simple present tense, especially in nominal form.

The writer used quasi-experimental design. The writer used cluster random sampling to determine the sample. The sample of the research were two classes, VII A as experimental class and VII B as control class. In collecting the data, the writer used test. The type of the test was multiple choice. Before doing the treatment, the students did the pre-test, and after doing the treatment, the students did the post-test. After finishing the research, the writer analyzed the data using Independent Sample T-Test.

After analyzing the data, it was found that the result P_{value} (Sig.) or Sig. (2-tailed) = 0.00 and $\alpha = 0.05$. It meant that H_a was accepted. It could be concluded that there was significant influence of using matching word game towards students' vocabulary mastery at the second semester of the seventh grade of SMP El-Syihab Bandar Lampung.

Keywords : *Matching Word Game, Simple Present Tense, Vocabulary Mastery*



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DECLARATION

I hereby stated that this thesis entitled “The Influence of Using Matching Word Game Towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Class of SMP El- Syihab Bandar Lampung” is completely my own work. I am fully aware that I have quote some statements and ideas from various sources and those are properly acknowledge in the text.



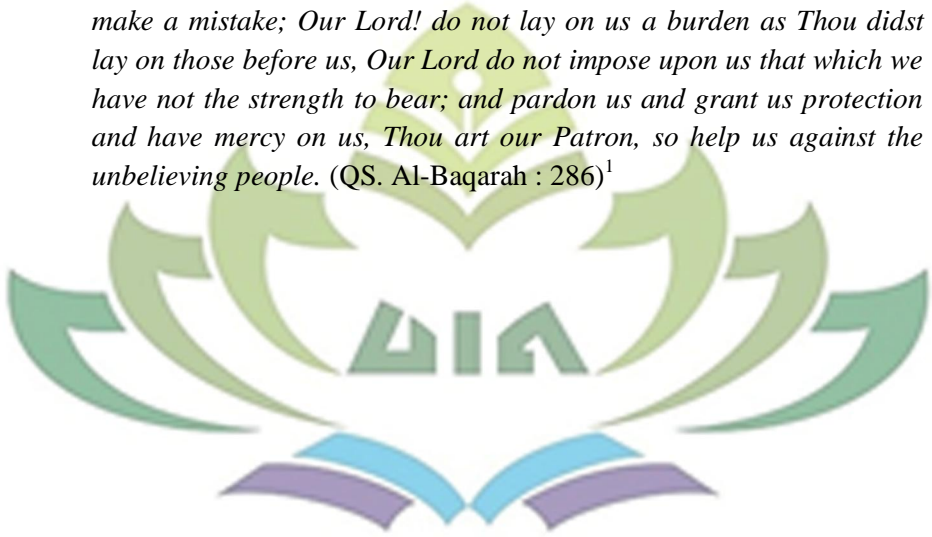
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا¹ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ² رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا³ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا⁴ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ⁵ وَاعْفُ عَنَّا⁶ وَارْحَمْنَا⁷ أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ⁸

Allah does not impose upon any soul a duty but to the extent of its ability; for it is (the benefit of) what it has earned and upon it (the evil of) what it has wrought: Our Lord! do not punish us if we forget or make a mistake; Our Lord! do not lay on us a burden as Thou didst lay on those before us, Our Lord do not impose upon us that which we have not the strength to bear; and pardon us and grant us protection and have mercy on us, Thou art our Patron, so help us against the unbelieving people. (QS. Al-Baqarah : 286)¹



¹ Ibnu Katsir, Asbabun Nuzul. *Lembaga Pendidikan Islam: Bait Syariat Indonesia*. (Malang: UIN Maulana Malik Ibrahim, 2019)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Purwanto and my mother Ms. Mei Ayu Ningrum who always pray for my success also who always there for me whenever and wherever.
2. My beloved young brother Danur Wenda and David Sandya who always supports me and prays for my success.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the writer is Tio Azis Pradana. He was born on November, 12th 1997 in Margodadi, Pringsewu. The writer came from East Rawajitu, Tulang Bawang, and he lived at Fajar Baru, labuhan Dalam, Rajabasa, Bandar Lampung. The writer is the first child of three children of Mr. Purwanto and Ms. Mei Ayu Ningrum. The writer has twin young brother namely Danur Wenda and David Sandya.

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Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

This thesis entitled “The Influence of Using Matching Word Game Towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Class of SMP El- Syihab Bandar Lampung” is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

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Bandar Lampung, January 2023

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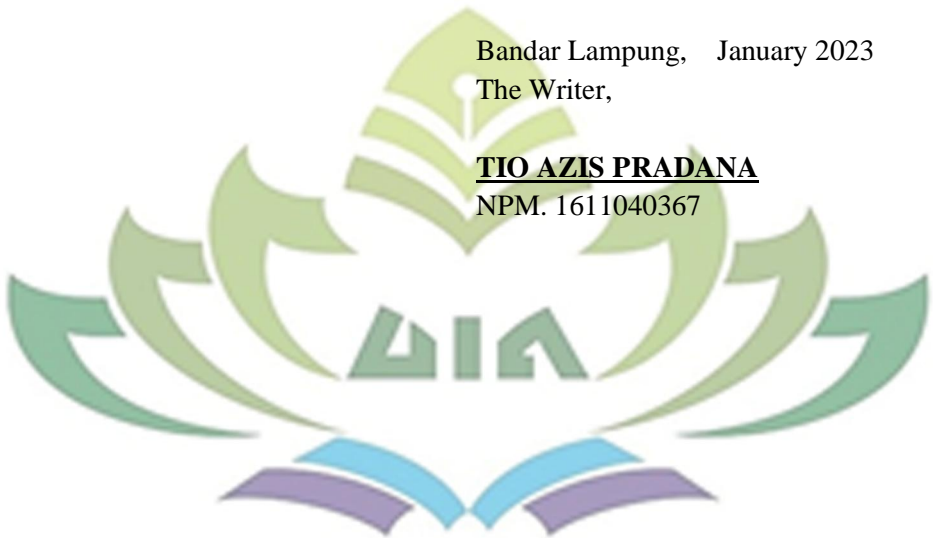


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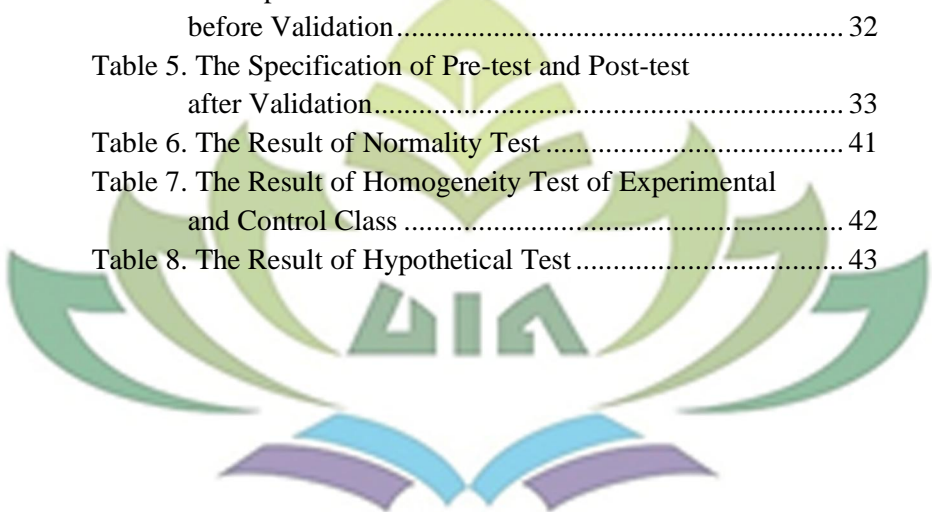
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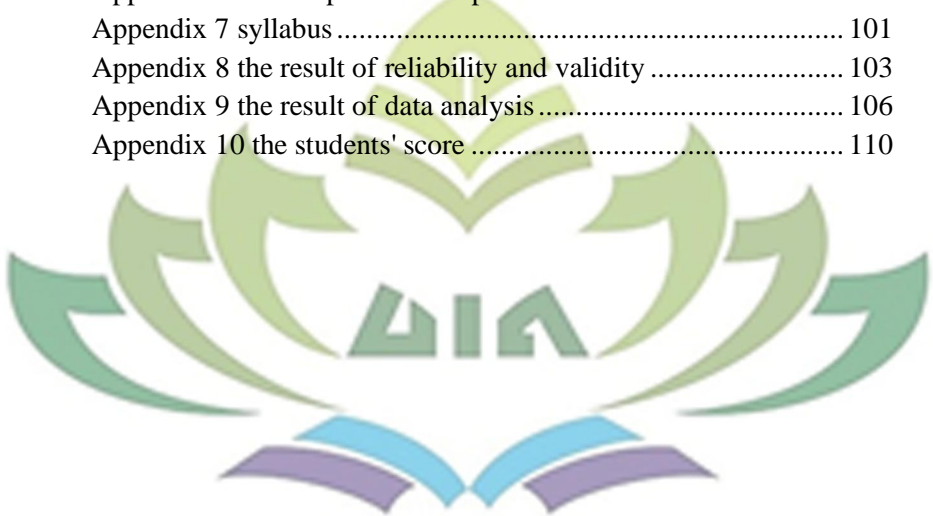
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CHAPTER I INTRODUCTION

A. Title Confirmation

The writer explained about the purpose of this proposal title to make the readers can understand well. The title of this proposal is “The Influence of Using Matching Word Game towards Students’ Vocabulary Mastery”. The explanation below was for understanding some of terms contained in this proposal. Here as follows:

Vocabulary is a one of important components in learning English. Vocabulary has an important role in improving the all of skills in English. The more vocabularies that could be remembered, the more master people could understand in learning English, and if the students’ English vocabulary mastery were limited, the students would find some difficulties in using English for the aim communication. Vocabulary is a powerful carrier to communicate with other.

Matching Word Game is one of games that can be used in learning English, especially introducing new vocabularies. The game offers a fun activity in teaching-learning activity, the students will be happy and interested during this game. The students will not realize that the students receive new knowledge. The writer will ask the students to suit the vocabulary with another vocabulary till the students find the right pairs.

Therefore, the writer concluded to do this proposal with the title “The Influence of Using Matching Word Game towards Students’ Vocabulary Mastery”.

B. Background of the Problem

A world language or international language is English. It was used by people such as in economic, political and also education.¹ Therefore, there are some countries that used the

¹ Janet Holmes, An Introduction to Sociolinguistics (Fourth Edition,2013), p.61.

kind of languages in this world including English. English is an international language that is the most important language in this modern globalization era. Considering that English plays a crucial role in life, it must be mastered well. English as the first foreign language that should be learned by Indonesian students as a compulsory subject taught from junior high schools to universities. In addition, English is also taught in Elementary school as a local content. Further, Harmer said that language is as a means of communication, English is widely used all over the world. English seem to be one of the main languages of the international communication.² From that statement, English plays important role in many aspects such as in education, politic, technology, tourism, commerce, and so forth.

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is a major core in studying a foreign language.³ It means that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner could not either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner could not either comprehend a speech or produce an utterance. In short, the learners must have an adequate vocabulary to communicate well.

Vocabulary is a very important part for us in learning English. It is because vocabulary is an essential element of foreign language learning which contributes to every level to

² Jeremy Harmer, *The practise of English Language Teaching* (3 ed), (Cambridge: University Press, 2002), p.13.

³ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman,2002) p.17

communication and comprehension in the target language.⁴ It means that vocabulary can support everyone to communicate with other people and comprehend in the target language. Furthermore, without grammar very little can be conveyed but without vocabulary, nothing can be conveyed.⁵ It means that vocabulary an important part of learning English. From the theories above, the writer concludes that vocabulary is an important part of learning English because it is supporting everyone to be able to communicate with other people and comprehend the target language. Therefore, the English teacher has to able to organize teaching and learning activities that they have to give materials using a suitable method and master the lesson effectively. Especially in learning vocabulary, teachers should make the students able to memorize such words in English language and group of new words. The statements above mean vocabulary is important to teach and teachers must try to find the most effective way to taught it.

Based on the interview with Ms. Diyyah Andika Pratiwi, S.Pd., one of the English teachers in SMP El Syihab Bandar Lampung during the preliminary research, there were some difficulties faced by students in grade VII in learning vocabulary.

Some students said that vocabulary was easy, but when the writer asked them to explain vocabulary, they difficult to explain the vocabulary. To make students' mastery of vocabulary, there should be research on a teaching technique that could help the students to vocabulary mastery.

In addition, there were interviews that were answered by students. From these results, writers found several problems experienced by students, such as: students felt bored during the learning process because they only learn English by books

⁴ Marianne Nikolov, Early Learning Of Modern Foreign Languages(Salisbury: Short Run Press,2009), p.181

⁵ Scott Thornbury, How To Teach Vocabulary (Harlow: Pearson, 2002), p.13

and flash card. Therefore, the following table was the students' score in writing since they have difficulties in this skill.

Table 1
The students' Vocabulary Score at Seven Grade of SMP EL Syihab Bandar Lampung in Academic Year 2021/2022

No.	Category	Score Scale	Number of Students	Percentage
1	Excellent	80-100	10	7,05%
2	Good	66-79	36	25,35%
3	Fair	56-65	36	25,35%
4	Poor	46-55	60	42,25%
Total			142	100%

Source Source : The data of Vocabulary score at the Seven Grade of SMP EL Syihab Bandar Lampung in Academic Year of 2021/2022.⁶

From the data in Table 1, it could be seen that from 90 students of the seven grade of SMP EL Syihab Bandar Lampung there are 60 students (42,25%) got the poor score, 36 students (25,35%) got the fair score, 36 students (25,35%) got the good score and 10 students (7,05%) got the excellent score. It indicated that most students were still difficult to mastery vocabulary. Ms. Diyyah Andika as English teacher said that the biggest problem why the students felt hard in mastery vocabulary because the students difficult to remember the vocabulary and using the vocabulary in making sentences.

From the above statement, teachers often have difficulty in finding the right method so that students could understand the lessons that were delivered well. The teacher only had to find a media that makes students learnt vocabulary and memorize

⁶ The data of English score at the Seven Grade of SMP EL Syihab Bandar Lampung in Academic Year of 2021/2022

it not just translate words on the internet or copy assignments belonging to friends.

Based on the interview of some students, the teacher seldom used interesting media in giving material, the teacher only taught what on the book and wrote it on the board. So that the students felt bored to learn and also lost motivation in learning English. From that statements, using word matching game as media in teaching vocabulary the writer hoped, it could give the solution to students in learning English especially in vocabulary.

Matching Word Game is a game to enhance and facilitate learners regarding word knowledge in which students are apt the instructions about lexical knowledge during the game (synonymy, and antonymy). What unique about this game was the opportunities that the activity offers, which would give the player chances to explore kinds of depth word knowledge in a fun, intriguing, and memorable way.

From the explanation above, "Matching Word" game was suitable to be used in teaching vocabulary. First, the students felt happy, enjoy and interest. As the result, the teacher was easy to conduct the students in teach process. Second, the students became more active in doing activities such as; answering teachers' questions, listening, speaking and working together with their friends. So, they did not feel bored in their study. Finally they could improve their confidence in learning English in other to improve the students' vocabulary mastery.

These were supported by some previous studies. The first previous study has been conducted by Amijayanti, "*The Effectiveness of Using Matching Game Toward Students' Grammar Achievement of The Eighth Grade at Mts Manba'ul 'Ulum Buntaran Rejotangan Tulungagung*". The result of the study of using "Matching Game" game in teaching grammar showed that they provided students were interesting and enjoying in the learning process. She said that teaching

grammar achievement by word matching game the result was very significant.

The second research was conducted by paramita entitled *“The Use Of Matching Game To Improve Students’ Understanding On Irregular Verb Of Simple Past Tense”* result of this research there was improve student understanding before teaching using word match game and after word match game. It meant that teaching using word match game was effective in increasing students’ understanding on irregular verb.

In addition another relevant study, entitled *“The Effect of Using Matching Words Game Toward Students’ Vocabulary Knowledge T Smpn 1 Rumbio Jaya in Kampar Regency”* explanation from Ramasari she used “Matching Words Game” to teach vocabulary knowledge of her study showed that “Matching Words” game could improve the students’ vocabulary knowledge. She said there was significant influence of using “Matching Word” game toward students’ vocabulary knowledge.

Grounded on the explanation above, the writer applied the Matching Word” game towards students’ vocabulary As a written in Syllabus Curriculum K13, writer chose the materials about antonym and synonym that necessary in the SMP El- Syihab. Therefore, based on the background above, the writer was interested in conducting the research entitled *The Influence of Using “Matching Word” game towards students’ vocabulary mastery.*

C. Identification and Limitation of Problem

Based on the background of problem above, the writer identified the problems of the research as follows:

1. The students’ Vocabulary subject score was under the standard of minimum mastery.
2. The students had difficulties to develop their vocabulary.
3. The students did not feel interest and enjoyable when learning the material especially vocabulary

4. The students felt difficulties in memorizing words, to found the meaning and pronunciation

Considering the problems identified above, writer focused on the influence of using matching word games towards students' vocabulary mastery. The writer limited the kinds of vocabulary which were appropriate with syllabus K13.

D. Formulation of the Problem

Based on the limitation above, the writer was formulates problem as follow: Is there any influence of using matching words game toward students' vocabulary mastery”

E. Objective of the Research

The objective of the research was to know whether there was significant influence of using matching word game toward students' vocabulary mastery.

F. Significance of the Research

The uses of the research are as follow :

1. Students

For the students, this writer was introducing that matching word game could be used to motivate them in learning English subject, especially in vocabulary mastery. Because this was a game, it could build good cooperation from one student to another student.

2. Teacher

For the teacher, it is giving information that there was influence of matching word game towards' students' vocabulary mastery and the game could be alternative way to learn vocabulary. This kind of technique was also expected to help and improve their students' vocabulary mastery.

G. Relevancy of the Research

The writer determined of relevancy of the research as follows :

1. A study entitled "*The Effectiveness of Using Matching Game Toward Students' Grammar Achievement of The Eighth Grade at Mts Manba'ul 'Ulum Buntaran Rejotangan Tulungagung*" was carried out by Amijayanti.⁷ It was conducted to knowing effectiveness of using matching game towards students' grammar achievement. The instruments used in this research were questionnaire which assessed the students' grammar achievement. Based upon the analysis conducted. It reached a conclusion that there was a significant effectiveness with observed obtained was 2,064.
2. Next "*The Use of Matching Game to Improve Students' understanding on Irregular Verb of Simple Past Tense*" was carried out by paramita.⁸ It was conducted to improve the students' understanding on irregular verb of simple past tense. Data was collected through a of data collection are test, observation and documentation.. Paramita findings revealed that most improve students' understanding get the 87,5%. The results of the research showed that matching game successfully improvement the students' understanding irregular verb of simple past tense.
3. In addition another relevant study, entitled "*The Effect of Using Matching Words Game Toward Students' Vocabulary Knowledge Smpn 1 Rumbio Jaya in Kampar Regency*"⁹ it was conducted to knowing effect of using

⁷ Amijayanti,(2016) "*The Effectiveness of Using Matching Game Toward Students' Grammar Achievement of The Eighth Grade at Mts Manba'ul 'Ulum Buntaran Rejotangan Tulungagung*".*Repository Uin Tulung Agung*

⁸ Paramita,(2017) "*The Use Of Matching Game To Improve Students' Understanding On Irregular Verb Of Simple Past Tense*".*Repository IAIN Salatiga*.

⁹ Ramasari, Fitra,(2020). "*The Effect Of Using Matching Words Game Toward Students' Vocabulary Knowledge T Smpn 1 Rumbio Jaya In Kampar Regency*".*Repository UIN Suska Riau*

matching words game towards students' vocabulary knowledge. In this research Ramasari was collected the data through of quasi experiment. From the results of data analysis Ramasari found that there was a significant difference in knowledge of vocabulary student words between students who are taught by using and not using a word-matching game at SMPN 1 Rumbio Jaya district Kampar. The conclusion from the independent sample t-test table shows that value Sig. (2-tails) $0.001 < 0.05$. So the alternative hypothesis (H_a) is accepted and null the hypothesis (H_o) is rejected with an effect size value of 0.17 which is categorized as great effects. There is a significant difference to knowledge words between students who learn by using and not using a word-matching game at SMPN 1 Rumbio Jaya district Kampar.

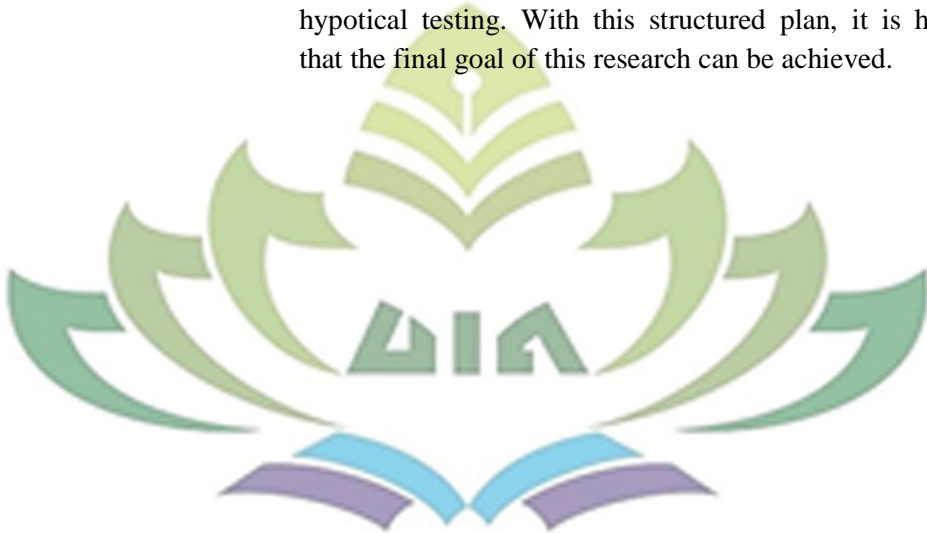
The difference between this research with previous researches were the skill and matching game. This research focused on vocabulary mastery with new package in order to the students not be scared in learning vocabulary anymore. Then, the research also focused on antonym and synonym. By using this game, the writer could analyze and investigate whether there was influence of using matching word game towards student vocabulary mastery.

H. Systematic of the Research

In this proposal entitled "*The influence of Matching Words Game Towards Student's Vocabulary Mastery*". The writer discussed about several systematic of the research arranged 3 chapters. Namely an introduction, frame and theories and research methodology. In the first chapter of the thesis preparation the writer explained the reasons for choosing the title, an overview of the problems faced in English lesson identification of the problems, the limitation of the problems studies, and the significance of the proposal for the readers in the future.

To get the objective of the research, the writer reached to know the concept and theories of the variable from the title of this study in chapter 2. That was about all of parts of matching words and student ability in vocabulary mastery. Until it was reached in the provisional conjecture of the research hypothesis.

After knowing the concept and theories of each variable, the writer explained how the research would be carried out in the future. This was listed by the writer in chapter 3. Which included the place and time of the research, research design, population, sample, data collecting technique, research instrument, data analysis to hypotical testing. With this structured plan, it is hoped that the final goal of this research can be achieved.



CHAPTER II

FRAME OF THEORIES AND HYPOTHESES

A. Theory Used

1. Vocabulary
 - a. Definition of vocabulary

Vocabulary is an important component that should be mastered by the students. According to Kamil and Heibert, vocabulary is a set of words for which we know the meaning and also that an individual can use speaking, reading, writing, and listening.¹ It meant that vocabulary is list of words of language that someone has. Vocabulary played an important role in improving our skills in English. It becomes one of aspects for improving communication skill. Vocabulary played an important role in improving our skills in English. It became one of aspects for improving communication skill. If the students' English vocabulary mastery was limited, they found some difficulties in using English for the aim communication.

Brown stated, vocabulary is seen its central role, conceptualized meaningful language.² Based on the statement, it was important for the teacher to create some way or techniques in teaching and vocabulary. So the students could receive and understand the material simply. Moreover, it was expected by mastering great number of vocabulary, it would be easier for students to learn a foreign language and use it for communication.

Vocabulary was the first stage to learn and to know the language. It was supported by Cameron states that vocabulary is central to learning of a foreign language at

1 Elfrida H. Heibert and Micheal M. Kamil, *Teaching and Learning Vocabulary Bringing*

Research to Practice, (LEA) (New Jersey London: Mahwah, 2005), p.3

2 Douglas Brown, *The Principle of Language Learning and Teaching*,(New Jersey : Prentice Hall,2000),p.337.

the primary level.³ It could be concluded that vocabulary is central of language and of critical importance to typical language learner. Without sufficient vocabulary, we could not communicate effectively or express ideas in both oral and written form.

From the mentioned above the definition of vocabulary was more than one but the definition from one reference to other is related . From those the writer summarized that vocabulary was a total of words or phrase that maintains all information used by person in communication.

b. Kind of Vocabulary

There were two kinds of vocabulary, passive/receptive vocabulary and active/productive vocabulary.⁴ It meant that kinds of vocabulary were receptive and productive. Receptive was the passive vocabulary while receptive and productive. There were some words in making sentences and collections of words to make sentence include vocabulary because vocabulary was a collection of words.

Knowledge of words comes in two forms, receptive that we could understand or recognize in reading and listening and productive that was vocabulary we use when write or speak.⁵ From that statement, it could be known receptive or passive vocabulary was refers to language items that could be recognized and understood in the context of reading and listening, while active vocabulary refers to the students' ability to use his own speech or writing.

From the statement above, the writer concluded there are to kinds of vocabulary that could be categorized based on the division of the skill in language. That is productive vocabulary and receptive vocabulary. Productive is associated with productive language skills in speaking and writing skills, while the receptive vocabulary was

3 Scott Thornburry, *How to Teach Vocabulary*, (London: Longman, 2002), p.15.

4 Nurgun AKAR, Loc.Cit

5 Elfrieda H.Hiebert, Michael L Kamil, Loc. Cit

associated with the receptive skills that consist of listening and reading.

c. Types of Vocabulary

Vocabulary simply meant words, and English vocabulary meant lots of words. Every word divided into some of type and can be categorized as a part of speech based on function in the sentence. Part of speech is the sentence that divided according to the functional each word has in subject-predicate relationship.⁶ From that statement part of speech is word that divided based on the functional each word. Besides that, in term of the meanings word divided into two groups. There are content words and grammatical words.⁷ Content words consist of noun, verb, adjective and adverbs. While grammatical word consists of pronoun, preposition, conjunction and determiner. Those can be described as follow:

1) Noun

Noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. Noun are names of person, animal, things, places, characteristic, and ideas.⁸ It means that noun is one of part of speech that used in name of people, place, plant, etc.

2) Verb

Verb is a word that is showed measured and condition of a thing. It means that verb is used to show the condition of thing especially in action of things. Example Run, hits, and slide.

6 Marcella Frank, *Modern English a Practical Reference Guide*, (New York: University Press, 1972), p.1.

7 Scott Thonburry, *How to Teach Vocabulary*, (Harlow: Longman, 2002), p.4.

8 Jo Ray McCuen, Anthony C.Wincler. *From idea to Essay A Rhetoric, Reader, and Handbook* (12thEdition) (New York: Houghton Mifflin Harcourt Pulising Compaby. 2009), p. 574.

3) Adjective

Adjective is a word that gives more information about noun or pronoun and it can be used before or after noun.⁹ It means that adjective is a word that gives more information about noun or pronoun. For example: beautiful, tall, big etc.

4) Adverbs

Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such as meanings as time and place).¹⁰ That we know adverb is word that describes or add to meaning in part of speech. Example, beautifully, quickly.

5) Pronoun

Pronoun is word used instead of noun.¹¹ From that statement pronoun is words used to substitute or replace nouns, these nouns can be human, animal, abstract places and concepts. Example I, me, you, your, they, us, and it.

6) Preposition

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.¹² It means that, preposition is a words expressing relationship between two words (such as: noun or noun equivalent) which is placed in front of pronoun or noun. Examples of prepositions: in, of, on, under, into, behind, near.

9 Jeremy Harmer, Op.Cit. p. 51.

10 Marcella Frank, Op. Cit., p.141.

11 Manser H. Martin. Oxford Learner's Pocket Dictionary, (Hongkong: Oxford University Press, 1991), p.330.

12 Anne Seaton. Basic English Grammar for English Language Learners Book ,(UnitedState: Saddleback Educational Publishing, 2007), p.132.

7) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together. Examples of conjunctions: and, but and or.

8) Determiner

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the. The existence of determiner is to complete a noun.¹³

From the explanation above that were some types of vocabulary. All the type of vocabulary needs to be known and learn for the successful of mastering vocabulary. Vocabulary should be mastered in language learning especially in teaching and learning English. In this research the writer just focus on vocabulary that consist of noun, verb, and adjective based of the syllabus.

d. Concept of Adjective

Adjective is a word that adds something to the meaning of a noun or pronoun.¹⁴ It is used before the noun or pronoun or come after it in the predicate. For example : a cleaver boy does his work well, this boy is clever. Seaton says that adjective is a describing word. It tells more about noun. An adjective usually appear before the noun it describes.¹⁵ It means adjective is word that used to describe noun by giving some information about thing, people, or place. Moreover, adjectives are words describe nouns or pronouns. They may come before the word they describe (that is a cute puppy) or they may follow the word they describe (that puppy is cute).¹⁶

13 Anne Seaton, Op. Cit., p.71.

14 Bhardwaj, 2010,p.23

15 Seaton, 2007,p.52

16 Straus,2008,p.10

Based on the statement above, it could be concluded that adjective was often used to describe word, especially noun or pronoun without an adjective we cannot describe a thing, or a person in the sentences.

2. Concept of Teaching Vocabulary

The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words, but it should be more than that. Teaching English vocabulary is one of the effective ways to make students to be able to communicate well in English. The students have to memorize their new words into mind. As have been explained that vocabulary is important in language. It is useful that through vocabulary students can arrange their own language which appropriate in the context. Vocabulary is the basic element of language to understand the language. The learner should know the complexity of words. Moreover, the teacher should decide how to teach vocabulary on the class. According to Thornbury here are four of factors that have related on teaching set of words are considering by the teacher :

- 1) The level of the learner, it means that the teacher should give the material that is proper to the level of the students.
- 2) The learner likely familiarity with words, it means that the degree of familiarity should be known first by the teacher before he or she teaches the students.
- 3) The difficulty of item, it should be proper to the students' level.
- 4) Their teach ability whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).¹⁷

From the statement above the writer could conclude that the students have different level and teacher encourages their students to gain success in learning the language. There were many ways on teaching vocabulary mostly English teacher

¹⁷ Scott thornbury, how to teach vocabulary, Malaysia:longman,2002,p.75-76

uses. Such as game, picture, song, etc. Teacher knew that in presenting the new vocabulary the English teacher could not give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way.

3. Concept of Students Vocabulary Mastery

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 and 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”.¹⁸ 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.¹⁹

18 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.

19 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. In this statement the writer teaching vocabulary by using matching word game. By applying matching word 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.”²⁰ 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 was clear that games allows students to work cooperatively, compete with each other, strategize, think in different way, 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.

20 Nguyen T. Huyen, Asian EFL Journal: Learning Vocabulary through Games; The Effectiveness of Learning Vocabulary through Game, (Asian EFL Journal, 2012), p.35

4. Concept of Matching Words Game

a. Definition of Matching Words Game

Word-matching games are one of many instructional games that are suitable for someone to make or see the relationship between words, definitions, pictures, synonyms, and or antonyms of a word. This method is one of the methods of cooperative learning that makes students more active in the teaching and learning process. This game is an alternative to typical matching exercises and it is a fun way for an initial understanding of words and concepts.²¹ The Word Matching Game was one technique that would help teachers easier to teach vocabulary. This would help students get new words easier and improve their vocabulary performance.

Word-matching games could make the teachers easier to teach vocabulary while preparing vocabulary lessons for their class. The rule of this game is to match objects such as words, definitions, pictures, synonyms and or antonyms on the card. In this game students were also given words or images as a distract to deceive who plays this game. The content used was vocabulary in order to improve students' vocabulary quickly because the game was very fun. Students became experts with different vocabulary enrichment tools such as synonyms verbs and special terms in a short amount of time; a teacher could teach them all using a vocabulary matching game. And best of all, students have fun while learning and can motivate students in learning vocabulary.²²

²¹ Janet Allen, *Words, words, words: Teaching vocabulary in grades 4–12*, (Portland: Stenhouse Publishers, 2006). 102

²² Muslimin, Sutapa Y., Y. Gatot, *The Use of Matching Game to Support Vocabulary Building for Learning Specific Terms in Local Folklore*, *Jurnal Pendidikan dan Pembelajaran Untan*, Vol 6, No 10, 2017, p.4.

Matching game has a lot of genres of the topic. These genres include the likes of matching word, matching picture, matching clothes, but most of matching game which has been used is matching words which are used in reading text in teaching learning process. Usually, the media used for playing the matching games on a piece of paper, cards and a laptop, form more, the matching games are easy to prepare and can be played anytime.

b. Procedure of Matching Game

There are some instructions for playing the word matching game in class, as explained by Laily Indah Sari in her thesis entitled *"Improving Students' Vocabulary Mastery Through Make a Match Technique"*, she explained how to play make a match technique that is the teacher prepares several cards containing some topics where the first part of the card is a question and the other part of the card is the answer. Then, each student who receives a card thinks of the answer to the cardholder. Then, each student must find a partner who has a matching card to answer until the time limit given. After one more card is shuffled, each student gets cards that are different from before and repeatedly until learning is complete. In the end, they conclude together.²³

In this case, the writer used the same game instructions but with a few modifications in it, the following is the procedure for playing the word matching game:

- 1) The teachers prepare several cards, wherein one card there are two parts separated by lines into the top-down or right-left side.
- 2) One side contains the word card and the other side of the equation or the opposite word, definition, or picture.

²³ Laily, "Improving Students' Vocabulary Mastery Through Make a Match Technique", Undergraduate Thesis in IAIN Salatiga, Salatiga, 2016, p. 30-31, not published.

- 3) Students are divided into groups d. Each group matches the answers of the cards held, from start to finish.
- 4) Each group matches the card to find a definition or picture of the corresponding word.
- 5) Each group must match cards before time runs out.
- 6) This activity is carried out until finding the fastest group that successfully matches the words correctly.
- 7) In the end, students repeat the vocabulary they have matched together.

In this game procedure, the writer adapted from Laily Indah Sari by doing a little improvisation and adding instructions to the game. As explained by Laily, he did the game by dividing students into pairs, whereas in word matching games the writers divided the students into groups. Then, in word matching games the writers add time in the game in order to makes students more active, work cooperatively, and create health competition between one group to another.

c. Procedure of Teaching Vocabulary by Using Matching Words Game

Teaching vocabulary mastery through using game would be better for students and teachers. It was because the students will be easy to memorize the words if they learn while playing. Then for the teacher, they will be easy to create context of vocabulary learning by using games. Teacher can create interesting game to teach vocabulary mastery to students. One of interesting game is matching words game where the students will play to match the words with their groups.

There are many ways that can be applied in teaching vocabulary to students. One of the them is by using vocabulary game. Most of students are like to play game. Because it will be a good ways to use game in teaching vocabulary to students. Games are the activity which is entertaining and engaging and often challenging and an

activity in which the learners play and usually interact with others.²⁴ Learning the language needs hard work from the learner. It needs effort to understand the language, repeat and try to use it in conversation. Because of this game will help and push many learners to sustain their interest and work.

Games help the teacher to create context in which the language is useful and meaningful. Games will help teachers in finding and creating games that make their students learn while play.²⁵ This is a argument to apply games in language learning. Games as a tool in learning the language for the students because games give variation in learning and increase their motivation. A good context of game can be useful for the learners. Furthermore learning the language through games will help the students to understand it more. It is because they learn with fun and they have a high motivation to learn the language because they learn through playing games.

In short, matching words games are helpful in teaching and learning vocabulary. Students like to play game while studying that can help them feel enjoy in learning language and make the language they learn more memorable. Futhermore by using game will help the learners to learn the language with fun and without pressure. Then for the teacher, they can create context in which the language is useful and meaningful that make the students and teacher achive learning objective easily. In addition people who learn in a fun, active way learn faster and remember more.²⁶ This statement related to the effect of using game in learning vocabulary. Game is a fun activity. Most of students like to play and games are

24 Wright, Betteridge and Buckby, Games for language learning,2006

25 Bakhsh, S. A, Using Games as a Tool in Teaching Vocabulary to Young Learners. English language teaching, 2016.9(7), 120-128.

26 SCANNELL, Edward E.; BURNETT, Carol A. of brain building games.2010

popular among children. Furthermore learning new vocabulary through using games will make the students learn faster and remember more the words they learn and they like to play that game in teaching learning activity. Games here is not about the competition who will be a winner or not, but is more about the fun activity and how the students engage in playing that game and how they learn the new words. According to Jones this game can be used through following procedure :

- 1) Students work in pairs or group and teacher prepares sets of cards.
- 2) Students get set A and B cards and they have to match the words with the correct corresponding cards.
- 3) Students play the game in group and stop playing if the times up.
- 4) Each group read the pairs of words in turn, If right the group gets 1 point for each correct answer and if wrong the group gets no point, and without giving the correct answer then the teacher checks it from group to group. The teacher checks by going round the class from group to group.
- 5) Teacher continues until the pairs have been correctly read out.²⁷

d. The Advantages of Matching Words Game

There are several advantages when games were used in the classroom:

- 1) Games help and encourage many learners to learn target language more easily.
- 2) Games help teacher to create contexts in which the target words are useful and meaningful.
- 3) Games also bring fun for students, thus help they learn and retain new words more quickly.
- 4) Game based learning can create a meaningful context for language learning process.

²⁷ Jones, P. W. (1993). *Vocabulary Games and Activities for Teachers*. Sweden: Penguin Books Ltd

- 5) Learning and practicing new vocabulary through games give the students opportunity to use language in a non stressfull way.
- 6) Games are motivating, because they usual involve friendly competition and create cooperative learning environment, hence students have opportunity to work together.
- 7) Games improve students' communicative skills and they have chance to use the target language.
- 8) Vocabulary games bring real world context into the classroom.
- 9) Games enhance students' use of English in a flexible, communicative way.²⁸

In addition Hidayat stated the advantages of using game in teaching vocabulary such as: words game make the students feel happy in learning English, increase students motivation and help the students to remember the words.²⁹ Learning vocabulary through games enable the students to acquire the lesson with fun and they can remember the words easily.³⁰ Another advantages games usually involve the students in friendly competition where it increase their interest and motivation to learn the words .

From the advantages mentioned above, it could be concluded that teaching vocabulary through matching words game could help students in learning word easier with fun and enjoyable. Games also improve students' motivation in learning. It would make the students to have a positive attitude toward learning that could improve

28 Derakhshan, A., & Khatir, E. D. (2015). The effects of Using Games on English Vocabulary Learning. *Journal of Applied Linguistics and Language Research*, 2(3)

29 Hidayat, N. (2016). Improving Students' Vocabulary Achievement through Word Game. *Journal of Educators society*, 1(2), 95.

30 Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 9(7), 122.

their learning outcomes too. Hence games were useful and helpful in teaching vocabulary.

e. The Disadvantages of Matching Words Game

There are some disadvantages that may come when learning vocabulary through using games. According to Akdogan they are:

- 1) Sometimes playing game may be time-consuming.
- 2) Learning outcomes may be lost in winning the game.
- 3) Learning through games make the students too much moved and spoke that make the teacher difficult to control the class.³¹

In addition Wulanjani mentions the disadvantages of games in learning vocabulary such as teachers have limited time to teach the material to students and it makes the teachers to cover all the content and materials which students will be interested on, and it is not always easy for the teachers to incorporate games into the class. Sometimes games do not work because of the students have different learning style.³² Another disadvantage is sometimes the students make noisy during playing game. Then if the students are often to play that game in learning activity it will make them feel bored and they will have low interest to play that games.

From the explanation above, it can be concluded that games do not always bring the advantages for teaching and learning activity. Sometimes disadvantages may come in the learning process through using matching words game. Hence, the teacher needs to take a consideration between using game in their classroom to avoid the disadvantages of games.

31 Akdogan, E. (2017). Developing Vocabulary in Game Activities and Game Materials. *Journal of Teaching and Education*, 7(1), 41

32 Wulanjani, A. N. (2016). The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning. *Transformatika*, 12(1), 81.

5. Concept of Realia

a. Definition of Realia

In education realia (/ri' ei , li, ə/ pron. ree-ay-lee-ah) are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.³³ According Richard Plat in Bryan Smith journal “realia: (in language teaching) actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching”.³⁴ A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. As mentioned to Adrienne L. Herrell and Michael Jordan “realia is used to provide experience on which to build and to provide students with opportunities to use all the sense in learning”.³⁵

b. Procedure of Teaching Reliability

1. Teacher bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing.
2. Students work in pairs group and sitting in a circle.

³³ Jeremy Harmer. *The Practice of English Language Teaching with DVD (4th Edition)* (Longman Handbooks for Language Teachers). Pearson Longman ELT. p. 177.

³⁴ Smith Bryan, Virtual Realia: Program in Second Language Acquisition and Teaching, the Internet TESL Journal, III, 1997.

³⁵ Adrienne L. Herrell and Michael Jordan, *50 Strategies for Teaching English Language Learners*, (Boston: Pearson Education Inc., 2012), P. 88

3. The teacher pass one of the objects to the student , saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well.
 4. Students keep passing on the object, repeating its name, until it comes full circle back to the teacher.
- c. Advantages and Disadvantages of Realia
- 1) The Advantages.
 - a) Concrete nature.
 - b) Can overcome space, time and space.
 - c) The price is relatively cheap, and easy to make and use in classroom learning.³⁶
 - 2) The Disadvantages of Using Realia
 - a) It only emphasizes the perception of the senses of the eye, its limited size can only be seen by a group of students;
 - b) If the image is too complex, it is less effective for certain learning.³⁷

B. Hypothetical Test

H_a : There is significant influence of using matching word game towards students vocabulary.

H_o : There is no any significant influence of using matching word game towards students vocabulary.

36 Etin Solihatin & Raharjo, Op.Cit. p. 27

37 Ibid

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