

**TEACHING LEARNING VOCABULARY MASTERY  
THROUGH KARUTA GAME AT THE SEVENTH  
GRADE OF MTS AL-KHAIRIYAH KALIAWI  
IN ACADEMIC YEAR 2023/2024**

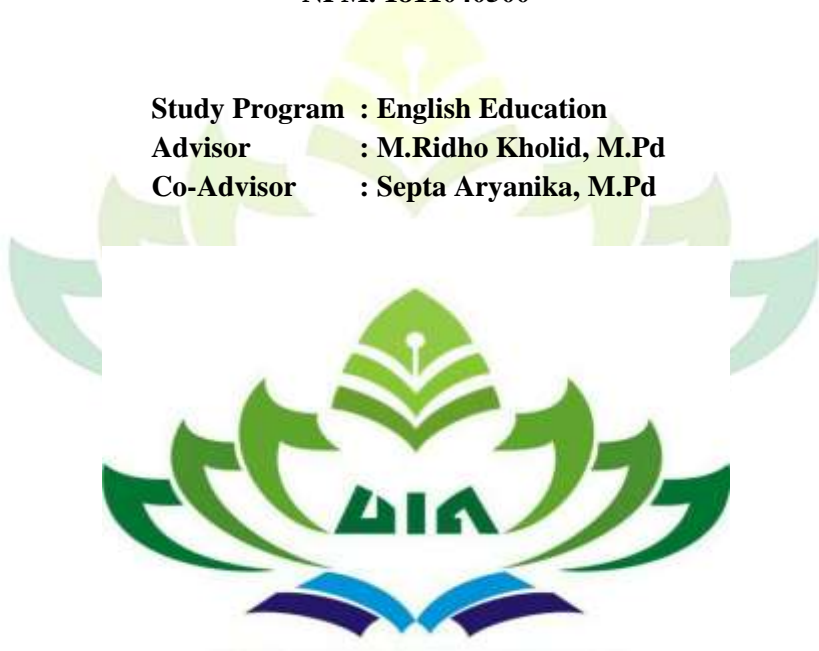
**A Thesis**

(Submitted to The English Department  
As a Partial Fulfillment of Requirements  
For S-1 Degree)

**By**

**MELDI JULIYAN  
NPM. 1811040500**

**Study Program : English Education  
Advisor : M.Ridho Kholid, M.Pd  
Co-Advisor : Septa Aryanika, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2024**

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LAMPUNG  
2024**

## ABSTRACT

The objectives of this research were to analyze the process of teaching learning vocabulary mastery by using karuta game, to know and analyze the teacher's problem in teaching vocabulary mastery by using karuta game, to analyze the students' problem in learning vocabulary mastery by using karuta game. The method of this research was descriptive qualitative. The researcher analyzed the data at the seventh grade which consisted of 23 students in 1 class. The population of research were 23 students. The researcher used total sampling technique. Based on the data analysis, it was found that the use of karuta game was good and effective to be used for teaching learning vocabulary mastery even though there were some little problems both for teacher and students. The process of teaching learning by using karuta game was very well responded to by students but there are a few problems with vocabulary pronunciation and the class was noisy when the teacher presents the material to students so it can be concluded that karuta was not really effective in the vocabulary learning process because there were some problems existed in the process of teaching learning by using Karuta Game. The teacher's problem in teaching vocabulary mastery by using Karuta game were; (1) The teacher had problem in preparing material of vocabulary, especially to search new unfamiliar vocabulary (2) The noisy class (3) The teacher had difficulty to make the students pronounce the words correctly. The students' problems in learning vocabulary mastery by using Karuta game were; (1) The students could not pronounce the vocabulary well and (2) Some of students had difficulties to remember the words. Based on this result, the researcher recommended that the students need to practice their pronunciation of word. They can learn from movies or songs.

**Keywords:** Karuta game, Teaching-Learning Vocabulary mastery, Qualitative Study.

## DECLARATION

I hereby stated this thesis entitled “Teaching Learning Vocabulary Mastery through Karuta Game at The Seventh Grade of MTs Al- Khairiyah Kaliawi in Academic Year 2023/2024” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, 4 January 2024

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THE SEVENTH GRADE OF MTS AL-  
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A thesis entitled: **“TEACHING LEARNING VOCABULARY MASTERY THROUGH KARUTA GAME AT THE SEVENTH GRADE OF MTS AL-KHAIRIYAH KALIWI IN ACADEMIC YEAR 2023/2024”**, BY : **MELDI JULIYAN, NPM : 1811040500**, STUDY PROGRAM : **ENGLISH EDUCATION**, has been tested and defended in the examination session held on: **Thursday 4<sup>th</sup> Januari 2024**

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## MOTTO

قَالَ يَتَّذَرُكُمْ أَنْبِئُهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ  
لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا

كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

Allah berfirman: "Hai Adam, beritahukanlah kepada mereka nama-nama benda ini". Maka setelah diberitahukannya kepada mereka nama-nama benda itu, Allah berfirman: "Bukankah sudah Ku-katakan kepadamu, bahwa sesungguhnya Aku mengetahui rahasia langit dan bumi dan mengetahui apa yang kamu lahirkan dan apa yang kamu sembunyikan?"

(Al- Baqarah: 33) <sup>1</sup>



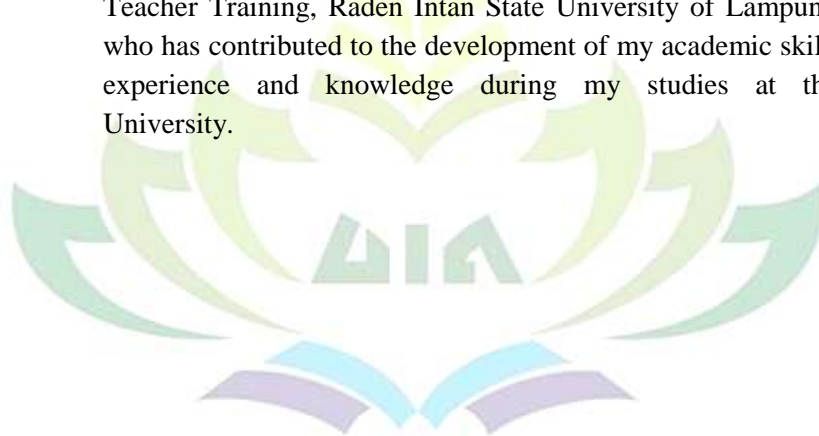
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<sup>1</sup> Departemen Agama RI, Al- Quran Tajwid Dan Terjemahnya, (PT Syamil Cipta Media, 2006), p.71

## DEDICATION

In the name of Allah SWT for the blessing and merciful, I dedicate this thesis to:

1. My God Allah SWT, whose blessing to the completion of my thesis.
2. My beloved parents, “Mr. Damhuri and Mrs. Aswati” who always support and pray for me especially in completing this thesis.
3. My beloved sister “Laila isnaini” and my sister “Happy Sefia and Firsafa Delfa Arabel” thanks for the support and being a listener to every complaint in completing this thesis.
4. My beloved best friends who always give me motivation and support.
5. All beloved lecturers, classmates and almamater of Departement of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State University of Lampung who has contributed to the development of my academic skill, experience and knowledge during my studies at the University.





## **CURRICULUM VITAE**

Meldi Juliyan was born in Sukamulya, West Lampung on July 12<sup>th</sup>, 1999. meldi is the second child of Mr. Damhuri and Mrs. Aswati. He has three sister, whose name is Laila Isnaini, Happy Sefia and Firsafa Delfa Arabel.

In the academic background, Meldi started his education at SDN 1 Sukajadi, West Lampung and graduated in 2012. Afterward, he continued the study in SMP Sukajadi, West Lampung and graduated in 2015. He continued her study at SMA N 1 Liwa, West Lampung and graduated in 2018. After finishing her study at Senior High School, he continued the study at Raden Intan State Islamic University Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW who has guided us from the darkness into brightness.

Secondly, my study in Raden Intan State Islamic University of Lampung is not individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I dedicated to give my recognition to a few of them who have helped me in specific ways, they are:

1. Prof. Dr. Hj. Nirva Diana M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who have given an opportunity and for bearance to the writer when on going to the study until the end of this thesis completion.
2. M. Ridho Kholid, M.Pd head of English Study Program at UIN Raden Intan Lampung as well as the first Advisor, who has guided and directed the writer for the completion of this thesis as well.
3. Yulan Puspita Rini M.A, secretary of English Study Program at UIN Raden Intan Lampung.
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6. Ahmad Muthoi as head of the foundation of MTs Al-Khairiyah kaliawi who has given the writer permission to conduct research in the school.
7. My parents, Mr. Damhuri and Mrs. Aswati thank you for all support and prayers that are always given to the writer.

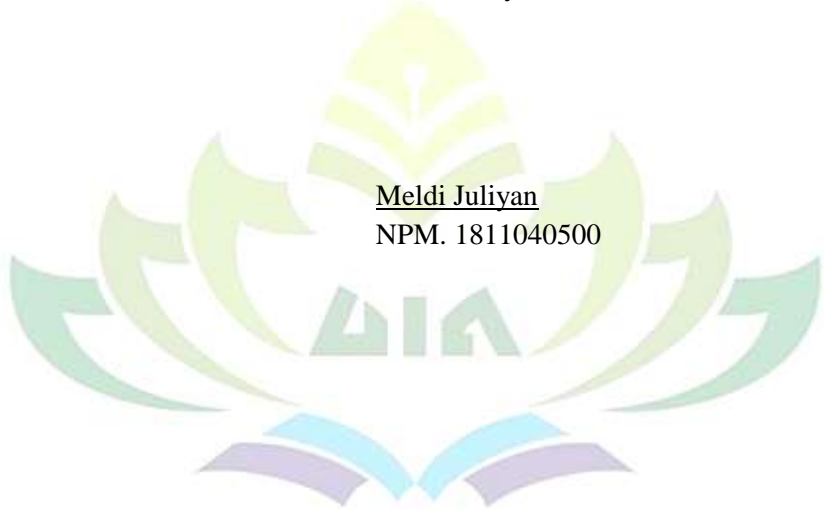
8. All friends and seniors of Himpunan Mahasiswa Islam (HMI) who always give me motivation and support.
9. All friend of Amazing class and friend of English Department 2018, thanks for the togetherness and the sweet memories.
10. My Almamater UIN Raden Intan Lampung.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

Bandar Lampung, January 2024

Declared by,

Meldi Juliyan  
NPM. 1811040500



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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

Title affirmation was the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

#### 1. Karuta Game

Karuta game is a snap game that's uses flashcard to introduce vocabularies and help students to memorize the word easily. Karuta game is one of the best classroom activities in teaching-learning vocabulary.<sup>2</sup> It means that a snap game called Karuta uses flashcards to introduce vocabulary and make it simple for students to memorize words.

#### 2. Vocabulary mastery

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>3</sup> It is a skill to understand words and words meaning.

### B. The Background of Problem

Language is a tool of communication in order to information. Language is a basic of human life. We know that without language we cannot interact with the others. By language, people

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<sup>2</sup> Tarigan, Bahagia, and Lila Pelita Hati. "Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students in Sidomulyo of Sibiru Biru Sub-District." *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat* 6.2 (2021): 292-297.

<sup>3</sup> Lynn Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press), 2001,p.72.

can share their ideas, feeling and experiences.<sup>4</sup> There are many kinds of languages. One of them is English. Language is like a hand, we can do everything through language. by the hand, we can do what we wanted, such as take something, eat, pointing out, as a code, etc. It is the same with language, through language we can interact to another people, share our ideas generally and will get many friends.

Language is a means of communication among individuals. It is a system of sound which is structured and is used to communicate people's feelings, intentions, purpose, etc to the others. It is a special characteristic of human or it can also be regarded as one of human criteria, because only human beings speak a language.<sup>5</sup> Nevertheless, the ability to speak a language should be developed in a social group. By means of language, people can interact with one other. Interaction is made thought listening and speaking. Therefore, by having people can give new information to one another.

English is one of the languages which become an international language. Many people from different countries use English in order to be able to communicate, not only in oral but also in written communication.<sup>6</sup> English is global language, it means that many people use English for communication or express their ideas to other people from other countries. We also need English to deliver messages or the ideas from the speakers to deliver messages or the ideas from the researchers to readers.

From all of the skills in English, 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

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<sup>4</sup> Brown, H. D, *Teaching by principles: An interactive approach to language*, (Englewood Cliffs, NJ: Prentice Hall Regents, 2007), p.357

<sup>5</sup> *Ibid*

<sup>6</sup> Harmer, J, *The practice of English language teaching*, (Harlow, England: Pearson Education, 2007), p.31

practical, meaning the vocabulary is a support to expedite our English skills, and broaden the horizons.

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>7</sup> It means that vocabulary is very important in languages learning because it is hard to use language without vocabulary. All language skills are 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.

One of interesting way to teach vocabulary is by using game. Adam said that a game is a type of play activity, conducted in the context of a pretended reality, in which the participant(s) try to achieve at least one arbitrary, nontrivial goal by acting in accordance with rules.<sup>8</sup> In other words, game is a competition between players who interact with each other by using certain rules to achieve certain goals as well.

Game is an entertainment in the form of multimedia that is made as fun as possible so that players can get something so that there is inner satisfaction. Games have enormous potential in building motivation in the learning process.<sup>9</sup> In contrast to the application of conventional methods to create motivation to learn as much as motivation in games, it takes a teacher/instructor who is competent in managing the learning process

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<sup>7</sup> Jack Richard, & Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press), 2002,p.255.

<sup>8</sup> Adam Ernest Dan Rollings Andrew, *Fundamentals of Game Design*, (Prentice Hall. Yogyakarta: Graha Ilmu, 2006).

<sup>9</sup> Clark, D, *Games and e-learning*, (Sunderland: Caspian Learning, 2006), p.9

The researcher is interested to analyze the use of Karuta Game in teaching learning vocabulary. This game seems effective to be applied. It proved by some researchers on some previous studies. The first study was conducted by Bahagia Tarigan et.al entitled “Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students”.<sup>10</sup> The results show that (1) the karuta game is easy to use because it does not have a complicated rule; furthermore, it is flexible because it can be modified in several ways following the vocabulary intended to introduce; (2) the karuta game benefits the students in bringing up their motivation in learning English vocabulary, providing them a comprehensive conceptual meaning of each vocabulary, and improving their pronunciation. There is difference between this study and the research in this paper. This study aimed to increase the students’ motivation in learning vocabulary, while this research aims to analyze the process of teaching learning by using Karuta Game.

Another study was conducted by Fachriyani and Syafe’I entitled “Using Karuta Game in Teaching Vocabulary for Young Learner”.<sup>11</sup> The result showed that by using game in classroom activity is best solution for young learners due to one of their characteristics who tend to like learning by playing. Karuta Game can help teacher to teach vocabulary in fun way. The difference between this study and the research in this paper is about the design of research. It used experimental design while this research will use descriptive qualitative research design.

Teaching English with karuta games is an innovative and effective way to improve English language skills. Games are not only fun, but also able to build high motivation in learning. In this

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<sup>10</sup> Bahagia Tarigan et.al. Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students, ISSN Printed Version: 2549-4341 ISSN Online Version: 2549-418X ABDIMAS TALENTA 6 (2) 2021: 292-297 <http://abdimas.usu.ac.id>

<sup>11</sup> Fachriyani and Syafe’I, Using Karuta Game in Teaching Vocabulary For Young Learner, Journal of English Language Teaching Volume 7 No. 1 Journal of English Language Teaching ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang available at <http://ejournal.unp.ac.id/index.php/jelt>

game, players can be actively involved in the learning process and interact with various English texts directly.

Teaching English with games is a teaching method that uses games or play activities to facilitate English language learning. The main aim of this approach is to make the learning process more fun and interactive for the students. In teaching English, games can be used to actively involve students in the learning process and increase their motivation to learn English, especially vocabulary.

Due to the effectiveness of Karuta Game, the researcher is interested to know more about the use of this game for teaching learning vocabulary, it is whether this game really effective or not just like the previous studies. Game has been chosen as a strategy of teaching vocabulary in this research. The name of the game is Karuta Game. Game is intended can overcome students' problem in learning, because it makes the students fun and enjoy. Agoestyowati mentions that Game allows students to; work cooperatively, compete 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.<sup>12</sup> In other words, students can collaborate, come up with new ideas, strategize, compare and exchange knowledge, learn from others' errors, work in a less stressful and more productive setting, and have fun while playing games.

Teaching vocabulary to young learner is not an easy task. Due to young learners' characteristic; like to play, have short attention so they easily get bored, and cannot control their own thoughts; teacher should be creative in choosing the appropriate media or technique in teaching vocabulary to young learners. The best way to teach vocabulary to young learners, especially junior high school students, is by using a game. It can help teacher to deliver meaning of word to the students in interesting and fun way.

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<sup>12</sup> Redjeki Agoestyowati, *102 English Games*, (Jakarta: Gramedia Pustaka Utama), 2007, p.1

Karutagame is a technique that is suitable to teach vocabulary because of their characteristics that like to learn by playing.

Karutagame is a Japanese game that similar to snap game where there are two cards; first is the pictures with word, and second card is the description of the picture. The students have to find the matching card that has been described by teacher. The students have to snap the card and take the card with him/her. Based on the implementation of the game in chapter three, this is the variation of how to play the Karuta game. This game helps teachers to grasp young learners' attention for the rules which involving competition between them and using time limit to force them quickly to get many right cards. It also helps the teachers to know how many vocabularies that the learners could remember.<sup>13</sup> Therefore, the researcher conducted research entitles: **“Teaching Learning Vocabulary Mastery through Karuta Game at the Seventh Grade of Mts Al-Khairiyah Kaliawi in Academic Year 2023/2024”**.

### **C. Focus of Study**

This research focused on the process of teaching learning vocabulary through karuta game and analyzed the students and teacher's problems in teaching learning vocabulary.

### **D. Research Question**

Based on the background of study and the focus of research above, there were some research questions as follows:

1. How is the process of teaching learning vocabulary by using karuta game?
2. What is the teacher's problem in using karuta game for teaching vocabulary?
3. What is the students' problem in using karuta game for learning vocabulary?

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<sup>13</sup> Tarigan, Bahagia, and Lila Pelita Hati. "Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students in Sidomulyo of Sibiru Biru Sub-District." *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat* 6.2 (2021): 292-297.

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

Based on the research question, then the researcher made the objectives of this research as follows:

1. To know the process of teaching learning vocabulary by using karuta game.
2. To know the teacher's problem in using karuta game for teaching vocabulary.
3. To know the students' problem in using karuta game for learning vocabulary.

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

The significance of the research was divided into two types namely theoretically and practically, thus can be describes as follows:

#### 1. Theoretically

The theory of this research can be used by the further research as references to conduct the similar research both for using game or vocabulary mastery.

#### 2. Practically

To give information for the English teacher and students about the use of karuta game.

##### a. For the teacher

As an information to apply an interesting game in the classroom for teaching vocabulary.

##### b. For the students

As an information to learn how to play game in form of many cards that can add the students' knowledge of vocabulary.

##### c. For further researcher

As a reference to conduct the similar research about teaching learning vocabulary by using game, especially karuta game. The further researcher may conduct the research about karuta game in other skill of English such as writing or speaking by using card.

## G. Relevant Study

The first study was conducted by Bahagia Tarigan et.al entitled “Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students”.<sup>14</sup> This paper aims at describing how the karuta game is implemented in teaching vocabulary and how it enhances the elementary school students’ vocabulary mastery. This is a descriptive study taking the elementary school students living in Sidomulyo of Sibiru Biru Sub-District, Deli Serdang Regency, North Sumatra, as the participants. The data were collected using observations and interviews and were analyzed qualitatively. The results show that (i) the karuta game is easy to use because it does not have a complicated rule; furthermore, it is flexible because it can be modified in several ways following the vocabulary intended to introduce; (ii) the karuta game benefits the students in bringing up their motivation in learning English vocabulary, providing them a comprehensive conceptual meaning of each vocabulary, and improving their pronunciation. It is concluded that the karuta game is a good technique in enhancing elementary school students’ vocabulary mastery.

The second study was conducted by Fachriyani and Syafe’I entitled “USING KARUTA GAME IN TEACHING VOCABULARY FOR YOUNG LEARNER”.<sup>15</sup> This article explains the implementation of Karuta game in helping Elementary School students’ grade 5 and 6 in mastering vocabulary. Vocabulary is the important basic part to be mastered by students who learn English in order to facilitate them to communicate in English. However, there are some problems faced by the teacher while teaching vocabulary to young learner. Teacher should be creative in choosing media or technique in teaching vocabulary to young learners. Using game in classroom

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<sup>14</sup> Bahagia Tarigan et.al. Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students, ISSN Printed Version: 2549-4341 ISSN Online Version: 2549-418X ABDIMAS TALENTA 6 (2) 2021: 292-297 <http://abdimas.usu.ac.id>

<sup>15</sup> Fachriyani and Syafe’I, Using Karuta Game in Teaching Vocabulary For Young Learner, Journal of English Language Teaching Volume 7 No. 1 Journal of English Language Teaching ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang available at <http://ejournal.unp.ac.id/index.php/jelt>



activity is best solution for young learners due to one of their characteristics who tend to like learning by playing. Karuta Game can help teacher to teach vocabulary in fun way.

The third study was conducted by Keith entitled “Using a Japanese Card Game Karuta to Enhance Listening and Speaking Skills in Japanese Learners of English”.<sup>16</sup> The research investigated how an adapted version of the popular, traditional, fast paced game Karuta could be used for listening and speaking activities for learners of English as a foreign language. A listening activity and two versions of a speaking activity were developed: one with a free speech mode, and one with a supportive framework. Japanese high school and university students at the beginning or low intermediate scale were subject to these versions and asked about how useful they found it for English learning. Results were overwhelmingly positive about the use of Karuta for listening. However, students replied that the free speech mode was less useful than a supportively structured mode indicating that beginning/intermediate learners need a lot of help to develop fluency in high pressure speaking situations.

## **H. Research Method**

### **1. Research Design**

In this research, the researcher used qualitative method in collecting and analyzing the data. Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. It is design to describe students’ response during the process of students’ activity, and the result of students’ improvement before and after the activity. Besides, it was arranged as words, pictures, quoted data and not as numerals. Quantitative data from different sources, such as

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<sup>16</sup> Keith, Using a Japanese Card Game Karuta to Enhance Listening and Speaking Skills in Japanese Learners of English, 2012

quantitative test data along with qualitative interview data, to find out if findings from the two sources converge.<sup>17</sup> Qualitative research is the research that produce descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of research is an individual understanding and its background completely.<sup>18</sup> Then, this research was a descriptive qualitative one. Because, the objectives of this study are observing and finding the information as many as possible of the phenomenon. Also, it was kind of method which was conducted by collecting and analyzing data, and drawing representative conclusion. Then, in this method, the data used a random sampling which was explored by description.

This research used qualitative and focused on the qualitative description. Then, writer focused on the process of teaching learning vocabulary by Karuta Game. It was in which the description of observation is not ordinarily expressed in quantitative term. In other hand, it was not suggested that numerical measures are never used. But, that other means of description were emphasized.

## **2. Research Subject**

This research was conducted at the seventh grade of MTs Al-Khairiyah Kaliawi. This research was conducted for initial observation and interviews for 1-4 days. As well as documentation and also the students' vocabulary. The object of this research was the students of class VII in 1 class only. The initial observation was carried out alternately to see what students' problems were in vocabulary mastery.

## **3. Instrument and Data Collection**

### **a) Instrument**

The research instrument is about the researcher himself, because in qualitative research the presence of the researcher is absolute, because the researcher must interact with the

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<sup>17</sup> Creswell, J. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2015), p.132

<sup>18</sup> *Ibid.*

environment, both human and non-human in the research arena. In addition to the researchers themselves, other instruments are interview guidelines and observation guidelines.<sup>19</sup> Therefore, in this research, the researcher interviewed the English teacher about the process of teaching learning vocabulary mastery by using Karuta Game and he observed the activity of teaching learning in the classroom at the seventh grade of MTs Al-Khairiyah Kaliawi.

#### b) Data Collection

The data collection technique in this research were observation and interview techniques, namely data collection techniques that are combining from existing data. This means that researcher used data collection techniques from the same source. Researchers used observation, interviews and documentation. Researcher used triangulation data collection techniques aimed at increasing understanding of the method that was used when teaching learning vocabulary mastery. And also, by using the triangulation technique the data obtained can be more consistent, complete and certain.<sup>20</sup>

- 1) Observation: observations made in the early stages are unstructured observations, because researchers want to see what is interesting to examine. At this stage, the researcher came directly to the school to observe the students when they received vocabulary mastery learning, or it can be said that the researcher went directly into the classroom to examine what happens during the learning process. Below the blueprint of observation:

**Table 1.1**  
**Blueprint of observation**

No	Aspects	Item Number
1	Planning phase	1,2,3
2	Practicing phase	4,5,6,7,8,9,10

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<sup>19</sup> Thalha Alhamid dan Budur Anufia, "Resume: Instrumen Pengumpulan Data," *Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong*, 2019.

<sup>20</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D edisi kesatu* (Bandung: Alfabeta Ikapi, 2018), 83.

- 2) Interview: the interview process was carried out simultaneously with observation. In this process, it was carried out with teachers in the field of study in class VII. This process was carried out so that researcher gets more in-depth information about the research that was carried out. Below the blueprint of interview:

**Table 1.2**  
**Blueprint of interview**

No	Aspects	Item Number
1	Teaching the meaning of word	1,8
2	Teaching misinterprets meaning	5,6
3	Teaching students to memorize word	4,7
4	Motivating the students	2,3,9,10

- 3) Questionnaire; the researcher gave the students 10 close-ended questions to determine their excitement in learning vocabulary mastery by using Karuta Game. Below the blueprint of questionnaire:

**Table 1.3**  
**Blueprint of questionnaire**

No	Aspects	Item Number
1	Pronunciation	1,2,3
2	Spelling	4,5
3	Grammar	6,7,8
4	Meaning	9,10

- 4) Documentation, Documentation was a technique used to prove the truth of the data obtained from the resource person through the interview or observation process. By providing evidence in the form of photos from observations and interview recordings during the study. Documentation Contents, namely all forms of sources of information related to documents, whether official or not official documents based on any type of source, be it written or

illustrated.<sup>21</sup> The documentation in this research was in form of picture in the classroom among the researcher, teacher and students.

#### 4. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.<sup>22</sup> It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction

Data reduction was about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2) Data Condensation

Data condensation was about the process of selecting, focusing, simplifying, abstracting, transforming on the field note or all of the data of research. There were four steps of data condensation as follows:

a. Selecting

The researcher must be selective to decide which dimension that matter, the relation, consequence, and information that will be collected and analyzed. The researcher selects reading problem based on research questions to be discussed.

b. Focusing

It is form of pre-analysis. The researcher focuses the data based on the research questions. It is the phase of data selection that the researcher should focus it based on the research question.

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<sup>21</sup> Imam Gunawan, *Metode Penelitian Kualitatif*, (Jakarta : PT Bumi Aksara, 2013), 175.

<sup>22</sup> Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis*, (London, Sage Publications, 2014), p.14

c. Abstracting

The data that had been collected are evaluated by the researcher. The process and the statements must be related with the research.

3) Data display

Data display was about an organized, compressed assembly of information that permits conclusion drawing and action.

4) Conclusion drawing

Conclusion drawing was the final activity of research that the researcher needs to conclude the research finding related to the research question.

## 5. Trustworthiness of Research

To make the research findings of this research valid, the researcher did trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. Triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

- 4) **Confirmability**  
Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.
- 5) **Audit Trails**  
An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.
- 6) **Reflexivity**  
It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.<sup>23</sup>

Based on the explanation above, this research used confirmability triangulation. In other words, the researcher was responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.<sup>24</sup> In this research validated the research findings in order to make it valid. The person who validated the research findings of this research was the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

## **I. Systematics of the Discussion**

1. Chapter I introduction, in the introduction discussed the affirmation of the title, background of the problem, research focus, problem formulation, research objectives, research

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<sup>23</sup> Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. Moules, *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Qualitative Methods Volume 16: 1–13, 2017: Sage Publication

<sup>24</sup> *Ibid.*

- benefits, relevant research and research methods.
2. Chapter II Theoretical foundation, explaining the theories regarding the relevant titles
  3. Chapter III Description of the research object, explained the general description of the object and the presentation of facts and research data.
  4. Chapter IV about the description of research finding and discussion.
  5. Chapter V about conclusion of research and some recommendation based on research finding.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Vocabulary

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>25</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.

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they will have the difficulty in understanding about what they see, read, and learn. Their vocabulary will increase if they read more words. This reason makes vocabulary very important; a bad vocabulary will cause bad understanding of a text.

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>26</sup> It means that vocabulary is very important in languages learning because it is hard to use language without

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<sup>25</sup> Lynn Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press), 2001,p.72.

<sup>26</sup> Jack Richard, & Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press), 2002,p.255.

vocabulary. All language skills are 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 has an important role in determining the successful achievement of each skill. Daily communication needs vocabulary. The more vocabulary the learners have, the more easily they will communicate and express what they want to say. The language skills that are listening, speaking, reading and writing always include vocabulary in their activities. By having a lot of vocabularies learner will easier to express or show their ideas, make a composition and many other activities dealing with language.

Webster's dictionary defined vocabulary as follows: A list or collection of words and phrases usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual work or in relation to a subject: scope of language, and a list of a foreign language textbook of the words and phrases taught or used. According to Hornby, vocabulary is:

- a. All the words that a person knows or uses.
- b. All the words in a particular language.
- c. The words that people use when they are talking about particular subject.
- d. A list of words with their meaning, especially in a book for learning foreign language.<sup>27</sup>

It means that knowledge of new words and new meaning keep increasing as we grow older and we are often very conscious of this growth and change. As we all may know, vocabulary is very important to improve our knowledge. We can find all information that we want by understanding our reading. As the English teachers, we can give our student some ways to make them interested in mastering their vocabulary. We do not much time just for looking up the difficult word in dictionary.

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<sup>27</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Sixth Edition*, (London: Oxford University Press, 2000), p. 1447.

Schmitt Broadly defined, we must consider what we mean by vocabulary. The first idea that probably springs to mind is words, a formulation that is admirably adequate for the layperson.<sup>28</sup> It means that Vocabulary is central to language and of critical importance to the typical language learner.

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 need 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.

## **B. Vocabulary Mastery**

Vocabulary mastery is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. By having and mastering it, we will know the meaning of vocabulary in the context. It can also help to avoid making the mistakes in identifying a language with dictionary and guide us in making the equivalence of the second language to native language. In relation to the importance of vocabulary second on foreign language learners need various strategies to improve their vocabulary in establishing the meaning of new words when they encounter them. There are 5 essential steps in vocabulary learning that are suggested by Hatch and Brown namely:

- a. Having sources for encountering new words.
- b. Getting a clear image, either visual or auditory or both for the forms of the new words.
- c. Learning the meaning of the words.
- d. Making a strong memory connection between the forms and meanings of the words.

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<sup>28</sup> Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 1.

e. Using the words.<sup>29</sup>

These steps would make learners easier in improving their vocabulary and make them more proficient in English. Vocabulary teaching includes some of the most complex problems in the field of education. Vocabulary teaching is influenced by ideas on the nature of language in general, by ideas on the particular language being taught, and by ideas on how the language is learned.

Mastering vocabulary is the ability to get and receive a lot of words, by having and mastering it, we will know the meaning of vocabulary in the context it can also help to avoid making the mistakes in identifying a language with dictionary and guide us in making the equivalence of the second language to native language, so that mean:

- a. Helping us master kinds or levels of meaning. In mastering the kinds or levels of meaning such as the words with their lexical meaning are, they are by no means the only essential meaning in the symbols and devices of a language and also the lexical content the various words as listed and defined in a dictionary.<sup>30</sup>
- b. Vocabularies find in a language; this is because the languages we use consist of vocabularies. Whatever else people may do when, they come together whether they play, flight, they talk; we live in a world of words.
- c. Words can express our ability. When a person demonstrated his speech in front of the public, his word can bring ourselves to the other world, his ability in speech is well known all over the world, and that all start from word.
- d. Vocabulary is involved in all aspects in student learning and that can improve their skill in English, whether in listening, in speaking, reading or writing. Student cannot speak well if they do not know vocabulary, they also do not listen carefully if

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<sup>29</sup> Evelyn Hatch & Cheryl Brown, *Vocabulary, Semantics and Languages Education*, (Washington: America Educational Research Association, 2005), p. 373.

<sup>30</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (Victoria: Holt Rineheart and Winston, Inc, 2004), p. 1.

they do not know vocabulary, they may stuck in reading if they do not know vocabulary. So, it is mean that vocabulary helps students to learn the language and improve it. In writing vocabulary function as a tool to express a successful learning, it shows good feedback to the learning.<sup>31</sup>

From those can be concluded that vocabulary is involved in each aspect of our live, and that mean it is crucial to be acquire, especially when we talk.

### C. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading and writing. There are many kinds of vocabulary made by the expert. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.

1. Active vocabulary is also called as the productive vocabulary.

Learner more commonly uses it appropriately in speaking and writing. Although when in practice, it seems more difficult to be carried out, but at least learner must know how to pronounce it appropriately, able use the words with good structure in target language. Vocabulary can be called as an Active Vocabulary when students have already learned it and they are expected to be able to use it properly.

2. Passive vocabulary is called as receptive vocabulary as well.

It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. The passive vocabulary refers to items that learners will probably find it difficult or even not able to produce it and they only recognize it when they meet them.<sup>32</sup>

In short active vocabulary is easier to use because probably someone has already learned it properly and practiced it a lot, while passive vocabulary will tend to be difficult to use.

Nation states, students may acquire vocabulary in two ways; direct and indirect learning. In direct learning, students do exercise and activities that focus on vocabulary, for instance: word

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<sup>31</sup> *Ibid*

<sup>32</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group, 1993), p. 153.

building exercise, learning words in lists, and vocabulary games. While in indirect vocabulary learning, the learners' attention is focused on some other features such as reading and listening activities.<sup>33</sup> Whereas Hatch and Brown used the term of intentional learning and incidental learning for kinds of vocabulary learning. They define intentional learning, "As being designed, planned for, or intended by teacher or students. While incidental learning as the type of learning that is byproduct of doing or learning something else".<sup>34</sup> In other words, intentional learning is particular instruction in the learning of words. While, incidental vocabulary learning has focused on the vocabulary which is learned through reading, writing, speaking, and listening.

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into three. There are oral vocabulary, print vocabulary, and productive vocabulary. Oral vocabulary means the set of words for which we know the meaning when we speak or read only. Print vocabulary, it consists of those words for which the meaning is known when we write or read only. Then productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.<sup>35</sup> So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. And the researcher concludes that the most important thing in learning vocabulary is the learner have to know vocabulary as many as possible in order to increase their ability in using the target language.

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<sup>33</sup> I. S. P. Nation, *Teaching Learning Vocabulary*, (Boston: Heinle & Heinle Publisher, 1990), p. 2.

<sup>34</sup> E Hatch & Brown, *Vocabulary, Semantics and Languages Education*, (Washington: America Educational Research Association, 2005), pp. 368 – 369.

<sup>35</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*, (London: Lawrence Erlbaum Associates, 2005), p. 3

#### D. Function of Vocabulary

Before discussing vocabulary function, first of all we should know the meaning of it. Vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc.<sup>36</sup> The word “use” has a meaning as the function or the advantage. So, we can say that from the definition-above the vocabulary use is the function or the use of words which are used in language. It means that when we use words, we should know the function or the use of our words our vocabularies because it can guide us in understating the language which we learn.

Moreover, vocabulary is central to both the system and the use of language. The words that we pronounce write and organize into sentences and other grammatical combinations. Words are also, what ordinary users think of as language. For, they are accessible and reflected more fully the whole culture and respond more quickly to changes in society than do other aspects of language.<sup>37</sup> Vocabulary mastery is really important in learning English. Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching.

Ur states Vocabulary is the most important aspect of language to teach. You can understand a reading text and make your-self understood with almost no grammar, but you cannot get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency.<sup>38</sup> A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to

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<sup>36</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Sixth Edition*, (London: Oxford University Press, 2000), p. 1959.

<sup>37</sup> Penny Ur, *Teaching Vocabulary: Going Beyond the Textbook, Some Research-Based Fact about Vocabulary Teaching*, 2009, p. 1.

<sup>38</sup> *Ibid*

help students to gain a large vocabulary of useful words. In every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

### **E. Learning Vocabulary**

According to Jack C Richard and Schmidt Richard, learning is the process by which change in behavior, knowledge, skill etc, comes about through practice, instructions or experience and the result of such as process.<sup>39</sup> From that definition, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment.

Learning vocabulary is not more than just the meaning of words but also understanding the knowledge implied both in general and for certain words in particular. As stated in Harmer, writes some components of vocabulary that students need to know, they are:

#### **a. Meaning**

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The words 'book', for example, refers to a noun as something you see to read from, or as a thing to be read, but it is also has meaning as a verb.

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<sup>39</sup> Jack C. Richards and Schmidt Richard, *Longman Dictionary of Language Teaching & Applied Linguistics*, (New York: Pearson Educated Limited, 2002), p. 298



b. Word use

Students need to recognize metaphorical language use and they need to know words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in. For example, if you meet your friend on the street you may say “Hi”, or “Hello” (informal term) but if you meet your teachers, you should greet them with formal expression, “Good Morning Sir”

c. Word formation

Word formation means knowing how words are written and spoken, and knowing they can change their form. Students need to know how words are spelt, how they sound, the way words are stressed because the way the words are stressed can change when their grammatical function is different, like a word “present” as in a gift has different stress with the word “present” as in low.

d. Word grammar

Language learners also need to master grammar because the aim of language learning is preparing the learners to higher level of education. It can summarize “Knowing a word”.<sup>40</sup>

Based on the explanation above, it can be seen that there are 4 types of learning vocabulary namely meaning, word use, word formation, and word grammar. The teacher must teach these types of learning vocabulary to the students and the students should enrich their vocabulary besides learning these learning types of vocabulary.

## F. Problem in Learning Vocabulary

Learning vocabulary is not easy for students. Building up vocabulary is a complicated process, and one that takes a long time.<sup>41</sup> There are a lot of problems that students face while they are learning vocabulary. One of the problems is well known.

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<sup>40</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group, 1993), p. 156.

<sup>41</sup> Ronald Carter, *Vocabulary, Applied Linguistic Perspective Second Edition*, (London: Routledge, 2008), p. 184.

Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1. Pronunciation

Research shows that words are difficult to pronounce and more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling

Words containing silent letters are particularly problematic, such as listen, honor, foreign, honest, etc.

3. Grammar

Grammar associated with the words also problematic, especially if this differs from that of its first language equivalent.

4. Meaning

When two words overlap in meaning, learners are likely to confuse them.

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So, it often makes difficulties for the students to comprehend the vocabulary.

## **G. Teaching Vocabulary**

Teaching and learning are two concepts that cannot be separated from each other. Learning indicates what should be done by learner as a subject who receives lessons, while teaching indicates what should be done by the teacher to his/her student. Both concepts will be integrated in one even when the interaction between teacher and student occur during process of learning. It is called by learning as a process. The most decisive activity in the successful implementation of curriculum is a learning process or learning activity. Learning is a process that must be taken by students, but basically it should be understood by teachers in its implementation, so that teachers can organize and guide the

learning process in accordance with the rules for the effective learning.

Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning.<sup>42</sup> Thus, vocabulary learning is very crucial in developing competence in a second or foreign language.

Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the teachers are hoped to have some technique in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students.

#### **H. The Problem in Teaching Vocabulary**

Presently, vocabulary teaching gets more attention. Teaching vocabulary becomes one of the most discussed topics in teaching English as a foreign language since it is crucial. English teachers have devoted much time to teach vocabulary but they got unsatisfying results. Moreover, a number of studies have shown that lexical problems affect communication. Vocabulary teaching should also not be delayed though students have not mastered grammar. Thus, there is a need to teach vocabulary in order to supports students' language acquisition. Yet, when it comes to teaching and learning processes, teachers would likely encounter problems from students, themselves, or even other factors.

Since teaching vocabulary is considered important, teachers need to teach the meanings of words in context – not from lists of unrelated words. He suggested three things in teaching vocabulary such as:

- 1) The form of the word,
- 2) The meaning of the word, and

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<sup>42</sup> Harmer, *Op, Cit*

- 3) The form and the meaning of the word go together.
- 4) Motivation in learning is necessary.<sup>43</sup>

Motivation is vital in language learning. It makes language learners positive about their own learning. It also creates drive acquire target language and enjoy the learning process. Moreover, experience of success and satisfaction has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success. In order for language students to become satisfied with the lesson, it is required to produce a stress-free classroom and develop integrated-tasks lesson. It is necessary that there is a trust between a teacher and students so that much communication in a target language is developed.

### **I. Karuta Game**

Using game in teaching vocabulary can be a good technique to reach students motivation and understanding in learning process. According to Martinson and Chu, games are the effective tools for learning because it teaches us how to organize, to consider alternatives, and to think flexibly. Students may draw their own meaning from these experiences while learning from their mistakes and also from each other. Games are popular among children because they like to play.<sup>44</sup> Through game, students can interact, discover and experiment with their surroundings. Games may bring an enjoyable, fun, interesting classroom's atmosphere so that it can stimulate and motivate the learners to learn new vocabularies. By using game, they also learn how to be responsible with their task, activate their critical thinking, and engage in classroom activities

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<sup>43</sup> Suci Noer Wulan Sari, Niken Anastasia Kusuma Wardani, Difficulties Encountered by English Teachers in Teaching Vocabularies, *Research and Innovation in Language Learning* Vol. 2(3) September 2019 pp. 183-195 P-ISSN: 2614-5960 e-ISSN: 2615-4137

<sup>44</sup> Martinson, Barbara, and Sauman Chu. "Impact of Learning Style on Achievement When Using Course Content Delivered Via a Game-based Learning Object." In *Handbook of Research on Effective Electronic Gaming in Education*, edited by R. E. Ferdig, 478-488. Pennsylvania: IGI Global, 2008.

Karuta Game is a card game where there are at least three people in a game, one is a reader, and the others are as players. This game is also known as snap game that use some flashcards as media where the students have to snap one of the faces up cards on the table that has been called out.

The game can be a good technique to teach vocabulary to young learner school students. Many studies have proved the effectiveness of using games in improving students' vocabulary mastery. One of the games that apply to elementary school students is the karuta game, an old Japanese card game, mainly designed for memorizing Japanese classical poems, proverbs, or other written expressions. As the game is related to memorizing, it is applicable to be brought into one of the techniques in teaching vocabulary. For this reason, several studies have been conducted on using karuta games in teaching vocabulary. Taynton & Yamada used the karuta game to enhance listening and speaking skills in Japanese learners of English.<sup>45</sup> Besides, Zuharoh used classroom action research to find the improvement of the English vocabulary of the students after being treated by using the karuta game.<sup>46</sup> Moreover, using an experimental method, Mudrikah, Kusrini, and Dahidi studied the effectiveness of the karuta game in memorizing Japanese vocabulary.<sup>47</sup> Furthermore, Fachriyani & Syafe'i discussed the use of the karuta game in teaching vocabulary to young learners. These previous studies suggest some possible variations in using the karuta game in teaching English vocabulary.<sup>48</sup> One of the modifications can be done by

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<sup>45</sup> Taynton, K. & Yamada, M, *Using a Japanese card game karuta to enhance listening and speaking skills in Japanese learners of English*, Bulletin of Shitennoji University, 2012, 53, 407-416

<sup>46</sup> Zuharoh, A. (2014). Improving students' vocabulary mastery by using karuta card game (A classroom action research of the seventh grade students of SMP N 2 Gebog Kudus in the Academic Year 2013/2014) (Unpublished thesis). Kudus: Universitas Muria Kudus.

<sup>47</sup> Mudrikah, D. D., Kusrini, D., & Dahidi, A. (2017). Efektivitas permainan karuta terhadap kemampuan mengingat kosakata Bahasa Jepang (Penelitian eksperimen murni terhadap siswa Kelas X SMA Pasundan 8 Bandung). *Edujapan*, 1(2), 130-137

<sup>48</sup> Fachriyani, I. & Syafe'i A. F. R. (2018). Using karuta game in teaching vocabulary for young learner. *JELT*, 7(1), 32-39.

modifying the shapes and the contents of the cards. Thus, this paper demonstrates the use of the karuta game with a design different from those used in previous studies.

Karuta is a Japanese card game that has been around for centuries. The game is played with a deck of cards called “karuta” which are divided into two groups:

1. the “torifuda” (the lead cards)
2. and the “yomifuda” (the reading cards)

Players take turns flipping over the top card of their *torifuda*, and then search for the corresponding card in the *yomifuda*. The first player to find and grab the correct card wins the round. The game is played until all of the cards have been matched. Karuta is a popular game in Japan, and is often played at New Year’s parties and other festive occasions.

The game is also a popular way for children to learn to read and write Japanese. Below the origin of playing Karuta Game:



(Source: <https://yougojapan.com/how-to-play-karuta/>)



(Source: <https://yougojapan.com/how-to-play-karuta/>)

Another example of learning by using Karuta Game can be displayed on the picture as follows:



(Source: <https://youtu.be/kAAggj-4r5Y>)

There are many different kinds of karuta decks, including decks with traditional Japanese characters, animals, plants, and objects. To make the cards interesting or attractive to the students, they are designed with colorful pictures under which the words indicating the meaning of the pictures are written (see Figure 2.1).

As shown in Figure 1, each of the cards contains pictures of things that can be found in a house. Then, the English words representing those words are placed underneath. This makes the karuta game described in this paper different from the karuta games ever studied in the previous studies.<sup>49</sup> For example, used the cards containing animal pictures available online.



Figure 2.1 Card of Karuta Game (things)



Figure 2.2 Card of Karuta Game (animal)

Based on the explanation above, the researcher concludes that Karuta game is a Japanese game that similar to snap game where

<sup>49</sup> *Ibid*



there are two cards; first is the pictures with word, and second card is the description of the picture. The students have to find the matching card that has been described by teacher. The students have to snap the card and take the card with him/her. Based on the implementation of the game in chapter three, this is the variation of how to play the Karuta game. The teacher can try to combine the game with guessing and gesture the word activity to make the meaning delivered more to the students. This game helps teachers to grasp young learners' attention for the rules which involving competition between them and using time limit to force them quickly to get many right cards. It also helps the teachers to know how many vocabularies that the learners could remember.

#### **J. Procedure of Teaching Vocabulary through Karuta Game**

There are some procedures of teaching vocabulary through the use of Karuta Game as follows:

##### **1. Planning phase**

This phase is known as pre-teaching activity where teacher do some activities to introduces the topic they are going to learn and some vocabularies should be mastered by students at the end of the study. Teacher also explains the objectives of the lesson. At this phase students will learn and understandsome new words. For example, today they are going to learn about farm animals. Before starting to lesson, the teacher shows the song video of farm animals titled “Old McDonald Had A Farm” to activate their knowledge about the topic. The video can be played twice and ask the students to follow the song. After watching the video, the teacher asks the students what kind animals that McDonal had in the farm. While the students say the name of the animals, the teacher writes them on the board. Then, the teacher ask learner to say the word that she/he pointed on the board. For example, the teacher says “Cow”, and then the students repeat and shout out the word. The teacher shows the flashcard of farm animals and practices how to say the animals name in the card. The teacher needs to briefly describe about each animals to support the illustration of animals on the card. The teacher can also write

the animals description in different card so at the end the students will have a task to match the flashcards of animal with the card of animals' description. Furthermore, the teacher can mention the animal's name and ask the students to describe the animals. The teacher needs to guide them is they are make mistake in making a simple sentence. This following activity will help students to remember the words unconsciously.

## 2. Practicing phase.

In this phase students have opportunity to practice the words that have been explained by teacher. This phase is also known as whilst teaching activity where students will practice the new words by using Karutagame. The teacher lets students know that they are going to play Karutas game. This game is appropriate activity to practice the vocabularies they have learned. The teacher tries to explain about the game and the rules of the game. To make it challenging, teacher tells the students that they are going to compete in team. There are following steps in using karuta game in teaching vocabulary:

- a. First, the teacher and the students do some preparations before starting the game. They need to manage the classroom. They have to make a big space for this activity so they have to arrange the tables and chairs to the backside of the classroom. The teacher randomly spread the flashcards face up on the floor in front the class, under the board. Then, the teacher divides the students into teams. The teams should not be more than 6 in order to enable the teacher to control them. In Indonesian school, one class contain of 20 until 25 students. Therefore, the teacher should divide them into 4 teams that contain 5 or 6 students. Each team should have a name, for example team Superman, team Spiderman, team Boiboboy, and team Batman. The students stand a little far away from the cards around 2 meters.
- b. Second, the teacher demonstrates how to play the game with two students as volunteer while the other

students pay attention how to play. The teacher holds some cards that contain of animal description and read one of its characteristics. However, the teacher can make these description cards or she/he is confident to describe the animals orally without using the description cards. If the students already guess what the animal is, she/he runs to the cards that spread on the floor, snap the right card and take the card. The first hand that snaps the right card is allowed to take the card.

- c. Third, after the students understand how to play the game, the teacher guides the students to start the game. The teacher let the students know that they will competewith the other team to collect the right card. The game will be started when the time is already set up. Each team line up neatly and four students who stand in the first line are nominated to be the first runner. They will says to the teacher, "Hello, tell me about yourself." Then the teacher says. "I eat the grass. I run so fast." The teacher is allowed to make some body movement or gesturing the sentences they said in order to make them get the point of the animal description. If the students can guess what animal that the teacher means, they may run to the card, snap the card and take the card with her/him. Student who takes the right card will be the winner. If there is a student put the wrong card, he/she has to take the card to the floor and the team will lose one point.
- d. Teacher takes note the score for each team. When the teacher says "The time is up", they have to stop the game. The team who collect more farm animals' flashcards is the winner. They will get a reward. The team who is losing will get a punishment to sing a song in English and dancing in front of the class. Meanwhile, during the game, teacher has to make sure that all students involve and participate in the game. It is suggested that teacher gives compliment

for every students who take the right animal's flashcard such as very good, excellent, smart, clever, amazing, and so on. The teacher also takes note for every mistake students made in guessing the words. Later, the teacher may discuss about the mistake with the students. The point in this game is not in guessing the right words, but how much the students made the wrong guessed. After the game is finished, the teacher can lead students doing discussion about the game and reviewing the game to see their opinion about the game.<sup>50</sup>

### **K. Advantages of Using Karuta Game**

According to Tarigan and Hati, there are some advantages of using Karuta Game in teaching learning vocabulary as follows:

1. The karuta game is easy to use because it does not have a complicated rule; furthermore, it is flexible because it can be modified in several ways following the vocabulary intended to introduce
2. The karuta game benefits the students in bringing up their motivation in learning English vocabulary, providing them a comprehensive conceptual meaning of each vocabulary, and improving their pronunciation.<sup>51</sup>

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<sup>50</sup> Fachriyani and Rozani, Using Karuta Game In Teaching Vocabulary For Young Learner, Journal of English Language Teaching Volume 7 No. 1 Journal of English Language Teaching ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang available at <http://ejournal.unp.ac.id/index.php/jelt>

<sup>51</sup> Tarigan and Hati, Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students in Sidomulyo of Sibiru Biru Sub-District, ISSN Printed Version: 2549-4341 ISSN Online Version: 2549-418X ABDIMAS TALENTA 6 (2) 2021: 292-297 <http://abdimas.usu.ac.id>

### **L. Disadvantages of Using Karuta Game**

According to the disadvantages of using Karuta Game in teaching learning vocabulary mastery as follows:

1. Karuta game can only use for teaching and learning vocabulary, it is hard to find the use of Karuta Game for teaching English in other skill.
2. Karuta game might be difficult for the students who cannot think faster.<sup>52</sup>



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<sup>52</sup> Martinson, Barbara, and Sauman Chu, *Op, Cit*

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## Appendix 1

### Result of Preliminary Research

1. Apakah terdapat masalah di pembelajaran vocabulary?

Jawaban: Ya, seperti yang kita ketahui bahwa anak kelas 7 adalah pemula dan mereka belum banyak mengingat ataupun belajar vocabulary.

2. Apa saja permasalahan dalam belajar mengajar kosakata

Jawaban: biasanya siswa tidak paham dengan kosakata baru dan juga jarang berlatih sehingga mereka lupa akan kosakata yang telah mereka pelajari sebelumnya. Selain itu, siswa juga kurang motivasi dalam belajar.

3. Strategi apa saja yang pernah anda ajarkan ketika mengajar vocabulary?

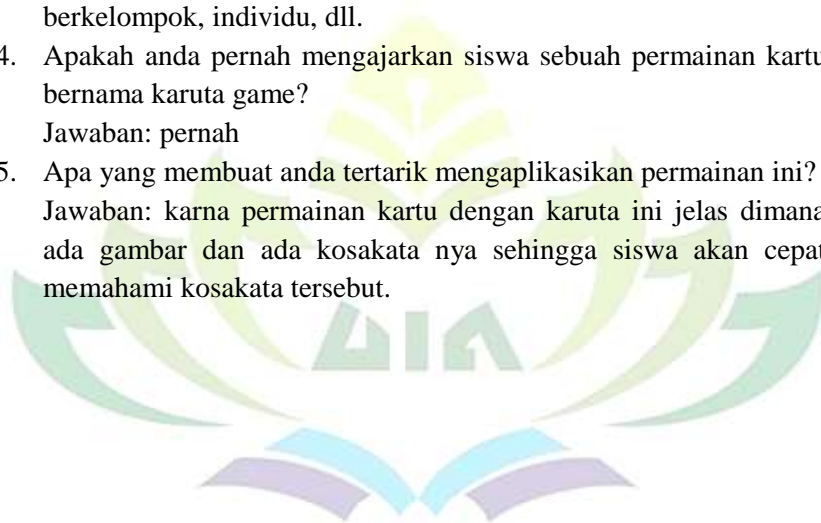
Jawaban: ada beberapa strategy seperti bermain game, strategi berkelompok, individu, dll.

4. Apakah anda pernah mengajarkan siswa sebuah permainan kartu bernama karuta game?

Jawaban: pernah

5. Apa yang membuat anda tertarik mengaplikasikan permainan ini?

Jawaban: karna permainan kartu dengan karuta ini jelas dimana ada gambar dan ada kosakata nya sehingga siswa akan cepat memahami kosakata tersebut.



## Appendix 2

### Observation Sheet

#### OBSERVATION SHEET FOR TEACHER

Nama Guru : Yulyanti, S.Pd  
 Peneliti : Meldi Julian  
 Pokok Bahasan : Process of teaching and the problems in teaching by using Karuta Game  
 Waktu : 60 Minute (based on situation)  
 Source : The procedure of teaching by using Karuta Game. (Fachriyani and Rozani, Using Karuta Game in Teaching Vocabulary For Young Learner, Journal of English Language Teaching Volume 7 No. 1 Journal of English Language Teaching ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang available at <http://ejournal.unp.ac.id/index.php/jelt>).

	NO	ASPECTS	YES	NO	EXPLANATION
<b>A</b>	<b>Stage 1: Planning phase</b>				
	1	Teacher does some activities to introduces the topic they are going to learn and some	√		The teacher explains and introduces the karuta game to students and the type of vocabulary that students will learn is nouns, especially about types of animals. The teacher asks students to remember the vocabulary they have learned previously and as

		vocabularies should be mastered by students at the end of the study.			a brainstorm, the teacher asks several students randomly to name the type of animal and English for that type of animal.
	2	Teacher also explains the objectives of the lesson. At this phase students will learn and understand some new words	√		The teacher explains the learning objectives by using one type of game, namely karuta. Then the teacher explains to the students that they will learn a lot of new vocabulary through this game.
	3	The teacher shows the flashcard and practices how to say the words in the card.	√		The teacher shows students a card with a theme about animal vocabulary. These cards have been prepared by the teacher beforehand. The flashcards in question are the cards that will be played in the karuta game. In this case, one card has one vocabulary and the teacher asks students to spell the vocabulary on the card they receive.
<b>B Stage 2: Practicing phase</b>					
	4	The teacher randomly spread the flashcards face up on the floor in front the	√		Guru menaruh kartu-kartu tersebut dilantai (dibawah papan tulis). Kartu-kartu tersebut diletakkan secara terbalik sehingga siswa belum melihat jenis-jenis koakata hewan yang akan mereka

		class, under the board.			pelajari
	5	The teacher divides the students into teams.	√		After placing the cards on the floor, the teacher divides the students into several teams to play the karuta game
	6	The teacher should divide them into 4 teams that contain 5 or 6 students. Each team should have a name	√		The team requested by the teacher is 4 to 6 people in each group. Each group must have a leader and each group must have a name. In this case the names of the groups are the names of the animals themselves. There are 23 students in 4 groups. The names of the groups are rabbit, cat, ant and bear.
	7	The teacher demonstrates how to play the game with two students as volunteer while the other students pay attention how to play.	√		The teacher asks students to play the karuta game with 2 students as volunteers in each group to play. The other students pay attention to the game
	8	The teacher guides the students to start the game. The teacher let the students	√		The game begins, students are given vocabulary cards by the teacher and ensure that students have got the cards. Volunteers in each group are tasked with holding a card and saying the vocabulary on the

		know that they will compete with the other team to collect the right card			card, then followed by friends in their group. The teacher asks each group to remember the vocabulary they learned on the cards and the teacher asks them to repeat the vocabulary along with the correct picture.
	9	The teacher gives score to students	√		The teacher gives scores to the group. Scores are given based on correct pronunciation of vocabulary and matching vocabulary with pictures.
	10	The teacher gives punishment to the lowest score students in team	√		Students who are unable to pronounce vocabulary words well are given a punishment, namely singing using English songs. There was 1 group with the lowest score and they sang an English song from SIA entitled "Unstoppable"



### Appendix 3

#### Interview Sheet

Interview Sheet for Teacher

**PEDOMAN WAWANCARA**  
**GURU MATA PELAJARAN BAHASA INGGRIS**  
**KELAS VII MTS AL-KHAIRIYAH KALIAWI**

This interview aims to know the teacher's problem during teaching by using Karuta Game.

Researcher : Meldi Juliyan

NPM : 1811040500

Location : MTS Al-Khairiyah Kaliawi

Nama Guru : Yulyanti, S.Pd

No	Questions	Answers
1	Are there any obstacles you face when preparing karuta game material?	There is a problem finding vocabulary related to the material given. In this context, the vocabulary is about animals, so I have to look for as many animal vocabulary words as possible and ones that are not too familiar so that students will learn new vocabulary.
2	What is the student's response when taught with the karuta game?	The students' response was very good, they looked enthusiastic in participating in the karuta game
3	What problems are encountered when dividing students into several groups?	Nothing, the students just obeyed when asked to form groups because they seemed happy to play games
4	What problems are faced when students start playing the karuta game?	The problem is pronunciation of vocabulary and remembering the vocabulary they have just pronounced and learned
5	Apakah siswa bingung dengan kartu kosakata dari karuta game?	Ngga, karna dalam permainan karuta game kana ada gambarnya jadi ngga bingung. Paling siswa susah untuk

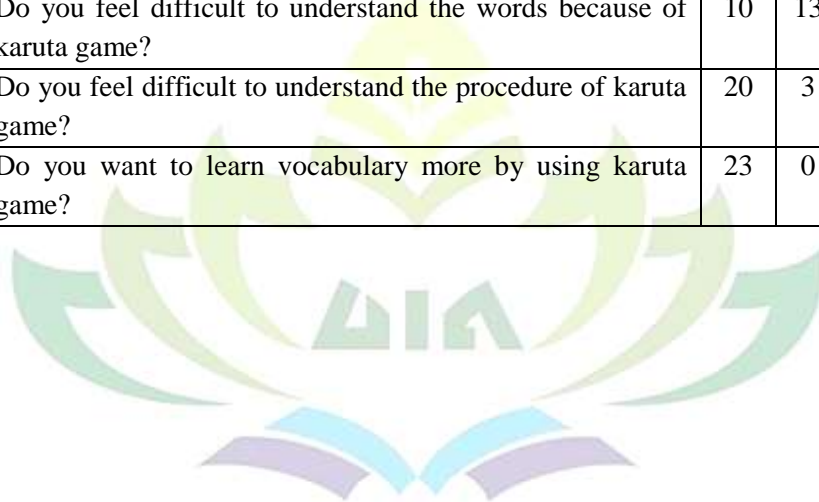
		pelafalan vocabulary aja
6	Are students able to name and guess the vocabulary on the cards?	Some students can't afford it, but this is a group so their group mates can help
7	Does the karuta game take up a lot of class time?	No, because this karuta game is to the point, it teaches students about vocabulary, pronunciation and remembering vocabulary
8	How do you deal with problems when students are noisy in class while playing the karuta game?	Considering that Karuta is a game, students are definitely a bit noisy in class. In this case, I monitor the students and give confidence to the leader of each group to organize their group mates to be collaborative and not noisy during the lesson.
9	Do many groups get punished at the end of the karuta game?	No, there was only 1 group whose vocabulary pronunciation was lacking so I asked them to sing an English song because this is junior high school level so the punishment must also be fun but still have a learning side.
10	What are the reasons why students are punished?	Because it is difficult to remember and pronounce vocabulary well





Result of Questionnaire from the total students:

<b>Questions</b>	<b>Yes</b>	<b>No</b>
Have you ever taught by using karuta game?	23	0
Is that karuta game can improve your vocabulary mastery?	20	3
Do you enjoy in learning vocabulary through karuta game?	23	0
Is the material delivered by the teacher becomes easier for you to understand using karuta game?	23	0
Is the use of karuta game can improve your motivation in learning vocabulary?	19	4
Do you like to start learning vocabulary by using karuta game?	23	0
Do you have more confidence to understand words by using karuta game?	21	2
Do you feel difficult to understand the words because of karuta game?	10	13
Do you feel difficult to understand the procedure of karuta game?	20	3
Do you want to learn vocabulary more by using karuta game?	23	0



**Research Documentation**  
**The process of teaching learning karuta game**





**The researcher interviewed English teacher**



**The students filled questionnaire**



## The students got punishment





**KEMENTERIAN AGAMA**  
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**SURAT KETERANGAN**

Nomor: B-0424/ Un.16 / P1 /KT/II/ 2024

**Assalamu'alaikum Wr.Wb.**

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I  
 NIP : 197308291998031003  
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
 Menerangkan bahwa Artikel ilmiah dengan judul

**TEACHING LEARNING VOCABULARY MASTERY THROUGH KARUTA GAME AT THE  
 SEVENTH GRADE OF MTS AL-KHAIRIYAH KALIWI IN ACADEMIC YEAR 2023/2024**  
 Karya

NAMA	NPM	FAKULTAS/PRODI
MELDI JULIYAN	1811040500	FTK/PBI

Bebas Plagiasi sesuai Cek bab 1-5 dengan tingkat kemiripan sebesar 20%. Dan dinyatakan **Lulus** dengan bukti terlampir.

Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

**Wassalamu'alaikum Wr.Wb.**

Bandar Lampung, 01 Februari 2024  
 Kepala Pusat Perpustakaan



Dr. Ahmad Zarkasi, M. Sos. I  
 NIP. 197308291998031003

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THROUGH KARUTA GAME AT  
THE SEVENTH GRADE OF MTS  
AL-KHAIRIYAH KALIAWI IN  
ACADEMIC YEAR 2023/2024

*by* PERPUSTAKAAN UIN RIL

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**Submission date:** 01-Feb-2024 11:46AM (UTC+0700)

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**Word count:** 16796

**Character count:** 87827

TEACHING LEARNING VOCABULARY MASTERY THROUGH  
KARUTA GAME AT THE SEVENTH GRADE OF MTS AL-KHAIRIYAH  
KALIWI IN ACADEMIC YEAR 2023/2024

ORIGINALITY REPORT



PRIMARY SOURCES

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|----------|---|-----------|
| <b>1</b> | Arika Nurul Iftitah, Abdul Gafur Marzuki, Ana Kuliahana. "DEVELOPING VOCABULARY MASTERY THROUGH GUESSING WORDS GAME FOR THE SEVENTH GRADE STUDENTS OF SMP NEGERI 10 PALU", Datokarama English Education Journal, 2020<br><i>Publication</i> | <b>2%</b> |
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