# CHAPTER I

# INTRODUCTION

## 1.1 The Background of the study

The first foreign language in Indonesia is English. In schools and many courses provide English as one of the lessons. English have four skills: speaking, reading, listening, and writing and vocabulary as component could be a tool to increase all the skills of English.

English is one of important things in the world. Sharifian ( 2009 : 1 ) states that "English rapidly develops more complex relationship within and between communities of speakers around the world, the dialogue addressing its role as a global language needs to continue to expand". English has become universal language that is used in the world of technology, education, trade, politics, etc. Every people need english as a tool to communicate with people from other countries, because english is international language. As mentioned by Harmer ( 2007 : 11 ), " Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general english often do not have a particular reason for going to english class, but simply wish to learn to speak ( and read and write ) the language effectively for wherever and whenever this might be useful for them. "

In English, the skills that must be mastered are speaking, listening, reading, and writing. and there are several components that support these skills, namely: vocabulary, structure and pronunciation. one of the most important aspects of learning a foreign language is vocabulary. without a proportional amount of vocabulary, anyone will have problems reading, writing, listening and speaking. that means, vocabulary is one element that connects the four skills. It is relevant to Tarigan's statement (1989: 2) that the quality of someone's language skill depends on the quality and quantity of vocabulary they have. it means having more vocabulary will get good

performance in language and vice versa if you have less vocabulary will get poor performance in language. That means, a person's language ability is determined by the number of vocabulary they have.

According to Cameron (2001:72) "vocabulary is a language resource". By mastering its vocabulary one can master that language. He added that "building up a useful vocabulary is central to the learning of a foreign language at primary level." Without having enough vocabulary, students will find difficulties in learning a foreign language, even worse, in communication using English. Without sufficient vocabulary students cannot understand others or express their own ideas. Learning vocabulary and having much wider vocabulary will make easier to communicate well in English. Through mastering vocabulary the learners will have a strong base for their next English learning. It can be concluded that vocabulary knowledge is a foundation to build up the building of all English skills. Although learning other aspects of English like grammar and pronunciation are also very important, learning vocabulary is more essential for English learners because it brings the students to the meaningful English communication. From this statement, vocabulary is the main thing that we must emphasize in language learning. Knowing that vocabulary is a language components that must be mastered, it would be better if you learn vocabulary from an early age. By learning vocabulary from an early age, early learners may be able to communicate English easily.

Many students have difficulty memorizing and enriching new vocabulary given by the teacher. However, it is normal for students, because English is not their native language. So, getting students to understand and remember new words they had never heard before was a very tough task for the teacher. In teaching vocabulary, the teacher must have creativity in the teaching and learning process. As we already know, students will feel bored when they don't

understand, especially if the teaching is still using conventional methods, where the teacher only explains the material and then provides exercises in written form.

In the Junior High School, English is not the new something for students. They have known about it when they were in the Kindergarten or elementary school. But, sometimes they still feel difficult. As Celce-Murcia (2000: 77) states, vocabulary should be recognized as a central element in language instruction from beginning. Students have difficulties in using English for communication. It is because their mastery of vocabulary is so limited. Students still difficult to remember the new vocabulary in a short term memory, so that students will quickly forget the new vocabulary is given by the teacher. The teacher should increase their creativity with create the interesting of teaching media in their classroom activity.

There are many problems students face in learning English. For students, English is still a foreign language not a second language for them, they have a little habit and the responsibility of using English for communication, they still find it difficult pronunciation in learning English. The difficulty faced by students is learning or memorizing new vocabulary. Students only remember some material of all that they have learned before. They get bored easily and find it difficult to keep their concentration.

Based on the observation in SMPS Bintang Laut Bagansiapiapi and gave the written text that is vocabulary test in short text. As the result, the writer provides the data below :

**Table 1.1**
**The Result of Preliminary Research**

| No. | Initial Name of the Students | R | N | S |
|---|---|---|---|---|
| 1 | AM | 25 | 50 | 50 |
| 2 | CO | 25 | 50 | 50 |
| 3 | ES | 33 | 50 | 66 |

| 4 | EN | 22 | 50 | 44 |
|---|----|----|----|----|
| 5 | FC | 20 | 50 | 40 |
| 6 | HW | 20 | 50 | 40 |
| 7 | MA | 25 | 50 | 50 |
| 8 | NI | 22 | 50 | 44 |
| 9 | SK | 24 | 50 | 48 |
| 10 | VM | 25 | 50 | 50 |

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

Where :

S : Score Number of Test

R : Number of the correct answers

N : Number of question

Total Score = **482**

Total Data = **10**

Mean = 482 : 50 = **9,64**

Based on the data above, the writer concludes the students are lack of vocabularies. Students need new alternatives that they can help them to memorize new vocabulary words easily. Therefore, the teacher can provide games so that students don't feel bored with the lesson. This game can also provide a new atmosphere for students, because through the game students will be more excited and easily pass these lessons.

Games are one of the natural means for children to understand the world around them. therefore, games are an inseparable part of their learning, including foreign language learning. The purpose of this article is to provide an overview of the classification and benefits of games

in learning English. The author also describes various ways of using games in the language classroom Blanka Klimova, ( 2015: 15). There are so many advantages for students and teachers in the learning process through games. Students can be more motivated and challenging. Games provide language practice in a variety of speaking, listening, writing, and reading skills. Games too encourage students to be able to communicate.

The writer choses the Word Matching Game to increase student's vocabulary mastery. Word matching game is one of many instructional games that are suitable to someone to make or see a connection between words and words, definitions, and pictures. The writer used Hadfield (1999: 8) as the theory to support her explanation about Word Matching Game. According to Hadfield ( 1999 : 8) "Word Matching games is a game to match the corresponding pair of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or pictures or as a pair work or small group activity".

**1.2 The Problem of the study**

In line with the background of the study above, the research problem is formulated as follows: "Does the use of word matching games affect students' vocabulary mastery?"

**1.3 The Objective of the study**

The objective of the study is aimed to find out whether or not the application of Word Matching Game  affects students' vocabulary mastery.

**1.4 The Scope of the study**

There are a few games in teaching vocabulary: According to Hadfield (1999:5), there are many types of game in achieving vocabulary mastery namely: information gap games, guessing games, search games, matching games,  labeling games, exchanging games, exchanging and

collecting games, board games and card games, role-play games. Based on the types of game, the game which is used in this research is charades game which is classified as a guessing game. The Researcher focuses on Word Matching game to get an understanding of the students about vocabulary. Word Matching game is games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Here, the researcher only focuses on describing a word in vocabulary. From the component of vocabulary, the researcher knows how the ability of each student. The Researcher wants to do research at the second grade of SMPS Bintang Laut Bagansiapiapi.

## 1.5 The Significances of the study

The research finding will be expected to have both theoretical and practical significance.

1. For the students, this game will be a good experience vocabulary learning, and also it will enrich their knowledge of learning vocabulary in an easy and fun way.

2. For Student, to encourage them to be more active and smart students, especially in group work/team.

3. For English Teacher, who wants to adopt this way in teaching vocabulary, as one of the alternative strategies and get the new experience of teaching vocabulary by using game.

4. For the Researchers, who interest in this study to get information about vocabulary learning and Word Matching Game.

5. For the Readers who learn English, Word Matching Game is one of media to teaching English Vocabulary and it can be used as additional material of regular exercises, such as speaking, reading and writing.

## 1.6 The Hypothesis

The hypothesis in this study is a tentative answer for the research problem stated previously. Therefore the writer proposed hypothesis as follows :

Ha : There is a significant effect of using Word Matching Game on Students Vocabulary mastery.

Ho : There is no significant influence of using Word Matching Game on Students Vocabulary mastery.

## CHAPTER II
## REVIEW LITERATURE

## 2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts term that have relation in this research the related literature of this study. Some of terms are used in this research and needed to be theoritically.

## 2.2 Vocabulary

## 2.2.1 Defenitions of Vocabulary

Vocabulary as component could be tool to increase all the skills of English. Without vocabulary students could not improve their ability to communicate with foreign people, read English literature, wrote English literature.

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using

English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise.

Another definition stated by Linse (2006:121), that "vocabulary is the collection of words that an individual knows." It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people. Similarly, Hornby (1986: 478) stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary is the total number of words a person has to express or convey information or language in communication.

Vocabulary is the total number of words in a language; all the words with their meaning, especially one that accompanies a textbook Hornby ( 1995 : 1331 ). Those definitions show that vocabulary is the first element that the English Learners should learn in order to master English well besides the other English components and skills.

Based on the above definition, it can be assumed that vocabulary has a big influence role in communication. One way to have good language skills learning is by mastering vocabulary because it makes people convey it thoughts and ideas easier.

**2.2.2 Kinds of Vocabulary**

According to Scrivener (1994: 74) there are two kinds of vocabulary, they are receptive vocabulary and productive vocabulary. Receptive or passive vocabularies are words that the students' recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading or listening. On the other hand, productive or active vocabulary is

the set of words that students' recognize and understand, can pronounce correctly and use constructively in speaking and writing. Thornbury (2002: 3-10) says that there are six kinds of vocabulary, they are:

a. Word classes

Word classes or parts of speech. They are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

1) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. The examples of nouns are Adam Malik, Muhammad Ali, table, door, Indonesia, Australia and etc. There are types of noun as follow:

a) Countable Noun

Countable noun can usually be made plural by the addition of-s. For example: Harris painted the door blue and the chairs green.

b) Uncountable Noun

Uncountable noun is a noun which does not have a plural form and this refers to something that could not count Frank ( 1972: 7).

c) Proper Noun

Proper noun is a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications. For example: Bobby doesn"t like Monday. Muhammad is the last prophet.

d) Common Noun

Common noun is a noun referring to a person, place or thing in general sense: usually we should write it with capital letter when it begins a sentence.

e) Concrete Noun

Concrete noun refers to objects and substances, including people and animals, physical items that we can perceive through our senses, it means concrete nouns can be touched, felt, held, something visible, smelt taste, or be heard. For example: The bread was eaten by Sarah. My parent spent their holidays in Puncak.

f) Abstract Noun

Abstract noun is noun which names anything which can't perceive through physical sense Martnet & Thomson ( 1986: 24). For example: Maria has high imagination about her future.

g) Collective Noun

Collective noun is noun which describes groups, organization, animals or person Martnet & Thomson ( 1986: 26). For example: The committee of tennis meets every Sunday.

h) Noun Plural

Most of nouns change their form to indicate number by adding –s/ -es Martnet & Thomson ( 1986: 24). For example: Yesterday, I gave two books for my sister.

2) Pronouns

Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it.

3) Verbs

Some examples of verb are like, looking, doing, help and other.

4) Adjectives

Abjectives are words that are used to explain or modify a person, place, or thing, for example: old, new, beautiful, good, handsome and etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, upstairs, now, ago and so on.

6) Preposition

Preposition are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because, and others.

8) Determiner

The determiners-words like "a", "the", "some", "this", "last". To make easier in learning, Thornbury divide them into two groups; they are grammatical words or function words and

content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

b. Word families

It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful).

c. Word formation

Affixation is one of the ways new words are formed from old. Another ways are:

1) Compounding

Compounding is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).

2) Blending:

information + entertainment = infotainment; breakfast + lunch = brunch and etc.

3) Conversion:

I always Google every information. (Google is noun, and then it is converted into verb).

4) Clipping:

electronic mail email; influenza flu.

5) Acronym

Acronym is the result of forming a word from the first letter or letters of each word in a phrase. It often name political, industrial, and social organization. For example:

VIP – Very Important Person

WHO – World Health Organization

NASA – National Aeronautics And Space Administration

6) Coinings

Coinings are pure creations of writers, investor, scientists and others who are in need of a term to express a given meaning or to name an item or product. For example: Kodak, Aspirin, Vaseline, Zipper, Tipp-ex, etc.

d. Multi-word units

1) Phrasal verbs: look, for, look after, wipe off, and throw on and so on.

2) Idioms: famous last word, jack me around.

e. Collocations

Two words are collocates if they occur together with more than chance frequency. Example: this week, once more, once again, aswell.

f. Word Meaning

1) Synonym

Synonym is words that share a similar meaning Thornburry ( 2002: 9). For example:

Sadness = Unhappiness

Gratefully = Thankfully

2) Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language McCarthy ( 1990: 17). For example: accept >< refuse

3) Homonyms

Homonyms are words that share the same from but have unrelated meanings, such as: well, hat, shed, left, fair, etc,homophones literally: same sound are spelt differently: horse and hoarse, meet and meat, tail and tale, aloud and allowed.

4) Homographs

Homographs are words that are pronounced differently but spelt the same: a live concert, but where do you live? Based on Thornbury ( 2002: 8) stated that, homonym is words that share the same form but have unrelated meaning. For example: Like – I like looking the sunset Its look like new.

## 2.2.3 The Importance of Vocabulary

Vocabulary plays an important role in communication. According to McCarthy (1990:8), "No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". What we will deliver in communication is meaning and meaning can be conveyed through words with the help of grammar as the structure. So if there is only a structure without material, something cannot be built. We can deliver meaning by words, but not with grammar.

Vocabulary is a base of language learning, especially in learning foreign language. Cameron (2001:72) stated that "vocabulary is a language resource". As a resource, vocabulary gives learners a lot of information about foreign language they learn. By digging the resource, learners are able to build up a strong base of language. Therefore, having enough vocabulary is the key to be successful in mastering English.

In addition, vocabulary is fundamental base for the four language skills. The learners can listen, speak, read and write a source language to target language if he or she has sufficient vocabulary mastery. If the learners do not have sufficient vocabulary, messages or ideas are difficult to be conveyed well and sometimes can cause misunderstanding. This indicates that vocabulary is very influential to students in their efforts to learn English.

As the writer's experience in learning English as the foreign language, for example, the skill that is first taught by teachers is reading skill. In building vocabulary, learners should have many inputs and besides listening, reading can be a source of the meaningful input. However, in reading one must have enough vocabulary too. Laflame on Preszler (2006 : 4) proposed that "vocabulary knowledge is the single most important factor contributing to reading comprehension. Limited vocabularies prevent students from comprehending a text". In reading comprehension learners benefits old knowledge to new knowledge, learners benefits old vocabularies they have had to find new vocabularies. Reading skill is taught first so that learners master vocabularies. Based on the statements above, it can be concluded that learning vocabulary at the beginning brings advantages in mastering English language.

## 2.2.4 Teaching Vocabulary

Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning Brown (2000:7). As stated before that learning vocabulary is the basic of learning English, teachers' role is as a bridge to help their students to learn vocabulary. Wilga Rivers in Thornburry (2002: 144) offers ways to teach vocabulary. Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations. but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area. We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

It tells that to teach vocabulary for students, teachers only can help direct them how to learn and find the meaning of vocabulary either by presenting, explaining, or including in all kinds of activities, or by experiencing in all manner of associations to it. The thing is to make them

interested in learning vocabulary. Then, teaching is a process of helping learners how to learn themselves. As teachers, what must be done in teaching vocabularies is motivating learners to be interested in words.

However, teaching is not only motivating. In teaching vocabulary Wallace (1982: 207) explains that it should consider these following factors:

1) Aim. To make the teacher easy to formulate the materials that will be taught to the students.

2) Quantity. To decide the number of vocabulary items to be learned.

3) Need. To choose the words really needed by the students in communication.

4) Frequent exposure and repetition. To give much practice on repetition so that the students master the target words well.

5) Meaningful presentation. To present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

All these factors should be considered in teaching. If teachers do not consider about the aim, they will get difficulty to formulate the materials that will be taught. It is also important to think of how many numbers of vocabulary to be learned and what words actually needed in communication. To master words presented by teachers, students have to get practice and repetition on that words, get clear and unambiguous presentation of target words meaning, and get explanation about when and to whom the words can be used.

Presenting vocabulary is generally used way in teaching vocabulary. According to McCarthy (1990: 109), there are some ways to present vocabulary in the classroom:

1) Pre-teaching, it is about sort of preparation for the introduction of new word.

2) Form and meaning, starting with a set of meaning and proceedings actual, form.

3) Types of stimuli, the most frequent stimulus for the introduction of vocabulary is the written word, either in the form of words in contexts, or in lists or grids, but written stimulus will usually be backed up by pronunciation practice and perhaps drilling of the word.

4) Input, reinforcement, and uptake, let the learners have a better chance of retaining the words they memorize. This is like steps in introducing something. memorize it. The purpose of these steps is to get students familiar and memorize the introduced words.

What can be done to help students in learning vocabulary is guide them to be good vocabulary learners. According to Thornbury (2002: 144), there are some methods to train good vocabulary learners.

1) Learner training. It is training learners to learn effectively using strategies that successful learners use. Such strategies are: paying attention to form and meaning, being a good guesser, not afraid to make mistakes, and organizing their own learning.

2) Using mnemonics. This is a kind of remembering techniques that uses the best known mnemonic called the keyword technique. This involves devising an image typically connects the pronunciation of the second language word with the meaning of a first language word.

3) Word cards. Get learners to produce their word card sets, and invite them to comment on their usefulness, how many words they have learned, and how often they reviewed them.

4) Guessing from context. Guessing the meaning of unknown words from context is a strategy that helps learners cope when reading and listening.

5) Coping strategies for production. Getting round gaps in vocabulary knowledge when speaking and writing through paraphrasing, describing, using a rough synonym, foreigning the equivalent L1 word, using gesture and mime, and using the L1 word.

6) Using Dictionaries. Training learners in effective dictionary use.

7) Spelling rules. Spelling rule will equip learners with a handy tool when writing.

8) Keeping records. Learners will have to depend to a large extent on their own vocabulary records.

9) Motivation. Making the students excited in learning words. The essence of these methods is to motivate learners to learn vocabulary seriously and to give them ideas on how to learn.

There are similar steps in teaching vocabulary presented by Hatch and Brown. Cameron (2001:84) describe five essential steps in vocabulary learning based on research into learners' strategies. They are: (1) having sources for encountering new words; (2) getting a clear image, whether visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. This steps is essential for learners to learn vocabulary so that they can learn on their individual own way.

In traditional method words are presented and then practiced through oral repetition like drills. However, repetition has no guarantee to store new words in permanent or long term memory. To ensure long term retention and recall words need to be 'put to work', to be placed in working memory and subjected to different operations Thornburry ( 2002: 93). These operations are called integration activities that higher than practice and reinforcement activities. The integration activities are classroom activities designed to integrate new into old knowledge, to

integrate newly acquired words into the learner's mental lexicon. According to Thornburry (2002: 105), these activities underlies the importance of making successive decision about words, productive as well as receptive tasks, and the judicious use of highly engaging activities such as game. These activities include:

1) Decision making tasks consist the task of identification, selecting, matching, sorting, and ranking and sequencing.

2) Production tasks that require completion and creation of sentences and texts.

3) Games that draw attention to newly learned words and encourage recall through categorizing and guessing

### 2.2.5 Assessing Vocabulary

Vocabulary is part of the assessment, vocabulary assessment aims to assess the students' vocabulary knowledge. With vocabulary assessment, students can seriously review and study vocabulary, thus creating beneficial effects on learning.

According to Harmer ( 2001, p. 16) stated that "There are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb".

According to Hughe ( 2003, p. 180) that assessment of vocabulary including "Recognize synonym, recognize definition, recognize antonym and appropriate word for context". The aspect above can be use testing students' vocabulary mastery in foreign language classroom.

According to Ur ( 2009:71) there are some technique for vocabulary testing among others:

1) Multiple-choice

Note date only denotative meaning is tested, the taste does not need to know the words' connotations, spelling, pronunciation, grammar, or how they would be used in context. Multiple-choice questions are tricky and time consuming to compose, but, if the answers are clear, very quick and easy to mark.

2) Matching

Matching items are quicker and easier to compose than multiple-choice, but note that the last option - if the learner has all the others right becomes obvious. This problem can be corrected by the provision of more items in Column B than in A.

3) Matching

Here the only thing that is being tasted whether the taste is aware of the existence of the combine word which probably means they also know its meaning, but this fact is not actually being tested.

4) Odd one out

Only meaning is being tested, and you have no way of being sure that all the items are known. But this is at least more interesting to do, and usually easy to mark.

5) Writing sentences

Spelling and pronunciation of the items are not tested, but most other aspect. This is a bit boring to do, and difficult to mark objectively, but does check the taste's knowledge fairly well.

6) Dictation

Dictation tests aural recognition and spelling only. However, if learners can recognize and spell an item correctly they probably also know what it means: it is extremely

difficult to perceive, let alone spell, words you do not know, a relatively easy test to administer and check.

7) Dictation-translation

This checks if students know meaning and spelling only. There is the problem that the mother-tongue translation may be inexact or misleading; but if it is a reasonable equivalent, then this is very quick, easy and convenient test to administer and check.

8) Gap-filling

This tests meaning, spelling, to some extent grammar and collocation. But tastes may write down possibly acceptable items that are not in fact the originals, or what you intended.

9) Gap-filling

with a "pool" of answers Meaning is tested here, also to some extent grammar and collocation, this version is easier to do and mark.

10) Translation

Translation can test all aspects of an item, but there is the usual difficulty of finding exact equivalents across language, and it may be tricky to mark.

11) Sentence completion

This test denotative meaning only; but is 'personalized' and interesting to do and read.

From the techniques above, the researcher chooses a Multiple Choice tests for assessing vocabulary with the words meaning aspect of synonym and antonym type, because this test is able to assess objectively and the material tested can cover most of the teaching material that has been taught. So that, the students' answers can be corrected easily and quickly.

### 2.2.6 Vocabulary Mastery

Vocabulary mastery is important for language learners in learning the whole language. To develop students' language skill in reading, listening, speaking, and writing, the learners must be able to master vocabulary. Vocabulary mastery is needed to master other skills (Reading, Writing, Speaking, and Listening).

Vocabulary mastery is an individual's great skill in using words of a language, which is acquiring based on their own interests need and motivation Alqahtani (2015:26). The success in widening the vocabulary mastery requires their own motivation and interest on the words of a individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation.

According to Harmer (1988:18) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

2. Extending Word

Use Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For example: "as sick as parrot" this idiom expression become so widely used that it began to irritate, everybody, except, perhaps.

3. Word Combinations

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups ( The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. we make a distinction between countable and countable nouns. The former can be both singular and plural.

From explanation about, The Researcher can concluded that vocabulary mastery is there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research, the writer will focus on word meaning for teaching vocabulary mastery in SMPS Bintang Laut Bagansiapiapi.

Vocabulary and mastery are part of the vocabulary learning set, Mastery is clearly shown by the ability of students to express vocabulary which is known as understanding. This is also shown by their abilities make sentences using vocabulary. Vocabulary mastery aims learn vocabulary, because when students master vocabulary they can use it in everyday life.

The process of learning vocabulary can produce vocabulary mastery. Students must be able to produce all kinds active and passive or receptive and productive vocabulary. That students can understand the meaning of the sentence and pronounce it in every situation. Those words can be used to express their ideas.

Mastery of words in vocabulary learning has several levels. First full mastery level. This is achieved when students have proficiency in use vocabulary as they write and speak. Second Sufficient level of comprehension of words when they find them in reading. The last level is a simple skill in word mastery because it is in this section students only use their ability to understand words to find out the text that reading. It can be concluded that vocabulary mastery is an ability use good words in listening, reading, writing, speaking and some language component.

Based the explanation above, the researcher can conclude that vocabulary mastery in this case research means increasing the vocabulary competence of students understand all the words with this set of them. and then Listening, reading, writing and speaking are very important for students to master and improve their vocabulary skills in language skills. And that can also be done by memorizing or practicing. Even students can create small groups both inside and outside the school to improve their vocabulary mastery.

## 2.3 Game

### 2.3.1 Defenition of Game

According to Andrew Wright et al ( 2006 : 1 ) in their book, Games for

Language Learning, games are fun and entertaining activities that are also full of challenges where students can interact and play together. In teaching vocabulary, teachers usually provide some material for their students to increase their vocabulary using rehearsal or practice, but if the teacher only uses this monotonous method in learning vocabulary it will make students feel bored.

As Vernon said in the Sahar Ameer Bakhsh journal Vol. 9 No.7 ( 2016 : 123) that games are an effective tool for teaching vocabulary to young students, where children can participate and pay more attention because they enjoy themselves and do better during and after the game.

Repetition will not be boring and fun for children who learn new words. Furthermore, young students will be alert and stimulated by involving physical movements in the game. Involving physical movements will guarantee their participation and will not get bored very quickly in the learning process. Learners engage in healthy competition so that they help them learn more without feeling compelled.

Based on the explanation above, the researcher can conclude that games are a fun way for students to learn vocabulary well. Through games students can also be more active in the teaching and learning process because games bring relaxation to students. Games can also be a motivation for students because they can invite other students to interact.

**2.3.2   Kinds of Games**

Defining a game, Wright, Betteridge and Buckby (2006: 1) stated that game is an activity which is entertaining, and engaging, often challenging, and an activity in which the learners play and interact with others.

There are many types of game. According to Hadfiled ( 1999 : 5), there are some types of game in language teaching, namely :

1)  Information gap

Information gap is the simple technique that can be used for games. In this activity, students work in pair or small group. Students A has access toinformation which is not owned by students B. students B must acquire this information to complete the tasks.

2)  Guessing game

This kind of game can be varied by teacher. In this game, the players hold

the information and the other should guess what it might be. The thing should be guessed can be on the form of single word, phrase, sentence, or sentences. Miming game can be done in pairs or in the form of group.

3) Search game

This game usually played in whole class activities. In this game, everyone in the class has information. The players should get the information available to fill the questionnaire or to solve a problem.

4) Matching game

Matching game involves some identical pairs of cards and pictures where players must choose the cards and the pictures from a selection to match those chosen by their partner from the same selection.

5) Matching-up game

This technique is based on the jigsaw principle. Each player in a group has a list of opinion, preferences. Only one of these is shared by everyone in the group. Through discussion, the group must decide on common preference, in order to agree on something. The example of this game is treasure hunt game.

6) Exchanging and collecting game

This game is based on barter principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This kind of game can be played as whole class activities, group.

7) Combining activities

In this game the players must act on certain information in order to arrange

themselves in a group such as families or people living in the same flat. This game is familiar with role-play, but with the purpose of the game is to find the group.

8) Puzzle solving game

In this game, players share information in order to solve a problem or a mystery. This game can be applied for any age even children with a clear guide from the teacher.

9) Role play

In this game, the players are given the name and the same characteristics of fictive character. However, this is not a role play in the true sense, as the role-play element is always subordinate to the game for the purpose of a language use.

10) Simulation

Classroom is limited for a certain total situation such as supermarket, hotel, restaurant or street. In this game, the players practice interaction between the individual and service such as shops, banks, offices, and station.

Based on the types of games above, the researcher only focuses on using word matching games to improve students' vocabulary skills.

### 2.3.3 The Advantages and Disadvantages of Games

According to Akdogan (2017: 40), games are fun activities but have advantages and disadvantages of fun games in learning new vocabulary as follow:

1) Advantages of Games

a) Most of the learners do not like to memorize technique because is boring but a game is fun and learners are the breaks from the usual routine of vocabulary session.

b) Games are motivating to learners.

c) Games are challenging. They can challenge students to be responsible for their learning and knowledge in a new way.

d) Games are interactive. They inherently create a situation in which students interact with each other.

e) A game creates a better understanding for the learners in regards to information, tools, materials, and even the other learners.

2) Disadvantages of Games

a) Sometimes a game structure may be too difficult and timeconsuming.

b) Maybe too expensive.

c) Learning outcomes may be "lost" in winning the game.

d) Students get tired overtime when they find out that games do not match their assessment test.

e) Keep under control is difficult in the classroom.

f) Game culture and play could be a disadvantage to the learner if not designer correctly.

g) Some learners, especially teenagers, may find games unnecessary and childish.

h) Straying away from the basic purpose of the gameplay activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.

i) Usually, a game is difficult to apply in a big class.

## 2.4 Word- Matching 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. The Word Matching Game is one technique that will help teachers easier to teach vocabulary. This will help students get new words easier and improve their vocabulary performance.

Matching game is a guessing game where is a one of many types of game, As Slattery and Willis (2001 : 49 ) suggest, this type will help children become familiar with new vocabulary in an enjoyable way . And also, Allen ( 1983 :54 ) points out that " guessing game can create conditions in which the use of the target language is necessary for leading players to the correct guess " game of matching an image or words with similar meanings or description. That can run in some media like computer, paper, most of the time embedded in a web browser and played online, but some of these games are also available for download and can be played offline. This matching game can be one technique to improve children's vocabulary in a fun and enjoyable way. Furthermore, besides matching game there are kind's games which has similar purpose like vocabulary Flash Games and Vocabulary Speeling Games other than fun ways to expand child's knowledge of the English Language, all while having fun.

Word-matching games can 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 are also given words or images as a distract to deceive who plays this game. The content used is vocabulary in order to improve students' vocabulary quickly because the game is very fun. Students become experts with different vocabulary enrichment tools such as synonyms verbs and special terms in a short amount of time; a teacher can teach them all using a vocabulary matching game. And best of all, students have fun while learning and can motivate students in learning vocabulary.

Matching game has a lot of genres of topic. These genres include the likes of matching word, matching picture, matching clothes, but most of matching game which have been used are 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 and a laptop, for more, the matching games are easily to download and can be played anytime. The only thing required is a secure internet connection to download the game. It can be played online or offline, whether we're at home, in the office, or at school, we can play matching game.

In conclusion, word matching games are games that teachers use to teach students to improve their vocabulary in which all students participate in the teaching and learning process. they will work hard in playing this game to fit the word into a pleasant atmosphere. teaching vocabulary using this game makes it easier for students to master vocabulary. That's because most children like to play Fun learning games and activities will result in students learning more words easy to remember because they learn words with fun and without stress. Therefore, learning vocabulary using games will make the atmosphere of the teaching and learning process better. In short, this game can improve students' vocabulary mastery.

### 2.4.1 Teaching Vocabulary using Word-Matching games

Teaching vocabulary knowledge through using game will be better for students and teachers. It is 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 contex of vocabulary learning by using games. Teacher can create interesting game to teach vocabulary knowledge to students. One of interesting game is matching words game where the students will play to match the words with their groups.

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.

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

a. The teachers prepare several cards, wherein one card there are two parts separated by lines into the top-down or right-left side.

b. One side contains the word card and the other side of the equation or the opposite word, definition, or picture.

c. Students are divided into groups.

d. Each group matches the answers of the cards held, from start to finish.

e. Each group matches the card to find a definition or picture of the corresponding word.

f. Each group must match cards before time runs out.

g. This activity is carried out until finding the fastest group that successfully matches the words correctly.

h. In the end, students repeat the vocabulary they have matched together.

In this game procedure, the researcher 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 researchers divided the students into groups. Then, in word matching games the researchers add time in the game in order to makes students more active, work cooperatively, and create health competition between one group to another.

In line with the idea above Allen (1983 : 53) also stated that "games are helpful because they can make the students feel that certain words are important and necessary, because without those words, objects of the game can not be achieved". There are many benefits of using game in English language teaching especially teaching vocabulary. Games help the teacher to create context in which the language is useful and meaningful. The same idea come from Lewis & Bedson (1999 : 5) "games are fun and children like to play it. Playing games is a vital and natural part of growing up and learning." This is a strong argument to apply games in language learning. Games as a tool in learning the language for the students becaus 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 easyly.

**2.4.2 Advantages and Disadvantages of Using Word Matching Game**

There are several advantages when games are used in the classroom as stated by Derakhshan & Khatir (2015 : 40 ):

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.

5. Learning and practicing new vocabulary through games give the students opportunity to use language in a noun 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.

In addition Hidayat (2016 : 95 ) also states 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. Learning vocabulary through games enable the students to acquire the lesson with fun and they can remember the words easily Bakash (2016 : 122). Another advantages games usually involve the students in friendly competition where it increase their interes and motivation to learn the words .

Based on the above advantages, the researcher can conclude that learning using word matching games can make it easier for students to learn vocabulary in a fun way. games can also provide good motivation for students in language. This can support students to be positive in increasing their learning outcomes. Therefore, games really help students in the learning process of teaching vocabulary.

There are some disadvantages that may come when learning vocabulary through using games. According to Akdogan (2017 : 41) 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.

In addition Wulanjani (2016 : 81) 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. Some times games do not work because of the students have different learning style. 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.

Based on the explanation above, the researcher can conclude that games do not always bring advantages in the teaching and learning process. Sometimes it can also bring disadvantages through word matching games. Therefore, teachers need to consider the use of games in their class to avoid the disadvantages of the game.

**2.5 Previous Research**

Many studies have been performed by the researcher related to the use of strategies, techniques, or media, in motivating the students to learn English Vocabulary. Some of them are mentioned with their report as follows:

1. Yolanda in her research entitled *The Effect of Using Charades Game on Students' Vocabulary Mastery at Eight Grade Students of Junior High School 37 Medan* states the compare with this research, While Yolanda used Charades Game to improve student's vocabulary mastery. The Researcher will use the Word Matching Game to improve student's vocabulary mastery. Basically, the two techniques are almost the same because they both provide motivation and comfort for students in learning vocabulary and it also helps students to be more active in the teaching and learning process. The findings of the study indicate the results of the study: The mean score of pre-test in experimental class is 52.9 and the post-test is 76.1.The mean score of pre-test in control group is 51.3 and the post-test is 64.8. It is conducted that the mean score of experimental group is higher than control group.and The result that t-calculated > t-table as the level of significance p=0.05 (8.22>2.042). The alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Therefore, as a researcher I make this research my reference.

2. Zeni in her research entitled *Improving Vocabulary Mastery Through Vocabulary Cards of Grade VII Students at SMP Insitut Indonesia Yogyakarta In The 2015/ 2016 Academic Year* states the compare with this research, While Zeni used Vocabulary Card Game to improve student's Vocabulary Mastery. The Researcher will use the Word Matching Game Technique to improve student's Vocabulary Mastery. Basically, the two techniques are almost the same because they both provide motivation and comfort for students in learning vocabulary and it also helps students to be more active in the teaching and

learning process. The finding of this study is that the use of vocabulary cards to teach vocabulary could improve the students' vocabulary mastery at SMP Institut Indonesia Yogyakarta. The results of the research show that there is improvement of the students' vocabulary mastery through the use of vocabulary cards. By implementing vocabulary cards game the students became more confident to speak up and easier to memorize new words. It also made the students participate more in the learning activities and get more chance to communicate. The improvement was also supported by the students' average score which increased to 68.8 from the average score of pre-test which was 49.3. Therefore, as a researcher I make this research my reference.

3. Ika Rahmadani in her research entitled *Improving Student's Vocabulary Mastery By Using Fly Swatter Game in The First Grade of MTS Persatuan Amal Bakti ( PAB ) 1 Helvetia* states the compare with this research, while Ika Rahmadani used Fly Swatter Game to improve student's Vocabulary Mastery. The Researcher will use the Word Matching Game Technique to improve student's Vocabulary Mastery. Basically, the two techniques are almost the same because they both provide motivation and comfort for students in learning vocabulary and it also helps students to be more active in the teaching and learning process. Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of post-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in the pretest. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%)

who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It improved 47.71%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game. Therefore, I as a researcher use this research as my reference.

4. Jurasni in her research entitled *the use of hangman game to increase students' vocabulary* states the compare with this research, While Jurasni used Hangman Game to improve student's vocabulary mastery. The Researcher will use the Word Matching Game to improve student's vocabulary mastery. Basically, the two techniques are almost the same because they both provide motivation and comfort for students in learning vocabulary and it also helps students to be more active in the teaching and learning process. The result of this research, the writer got students' vocabulary was significance difference between the mean score of pre-test and post-test. The mean score of pre-test was 67.2 and the mean score of post-test was 83.6. Then the improvement of the students' vocabulary could improve on 24.40%. It means that mean score of post-test was greater than the mean score of pre-test. Then the calculating the t-test value for vocabulary was 9.7 and t-table for vocabulary was 2.045. It means that the t-test was greater than t-table or 9.7>2.045. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.Therefore, as a researcher I make this research my reference.
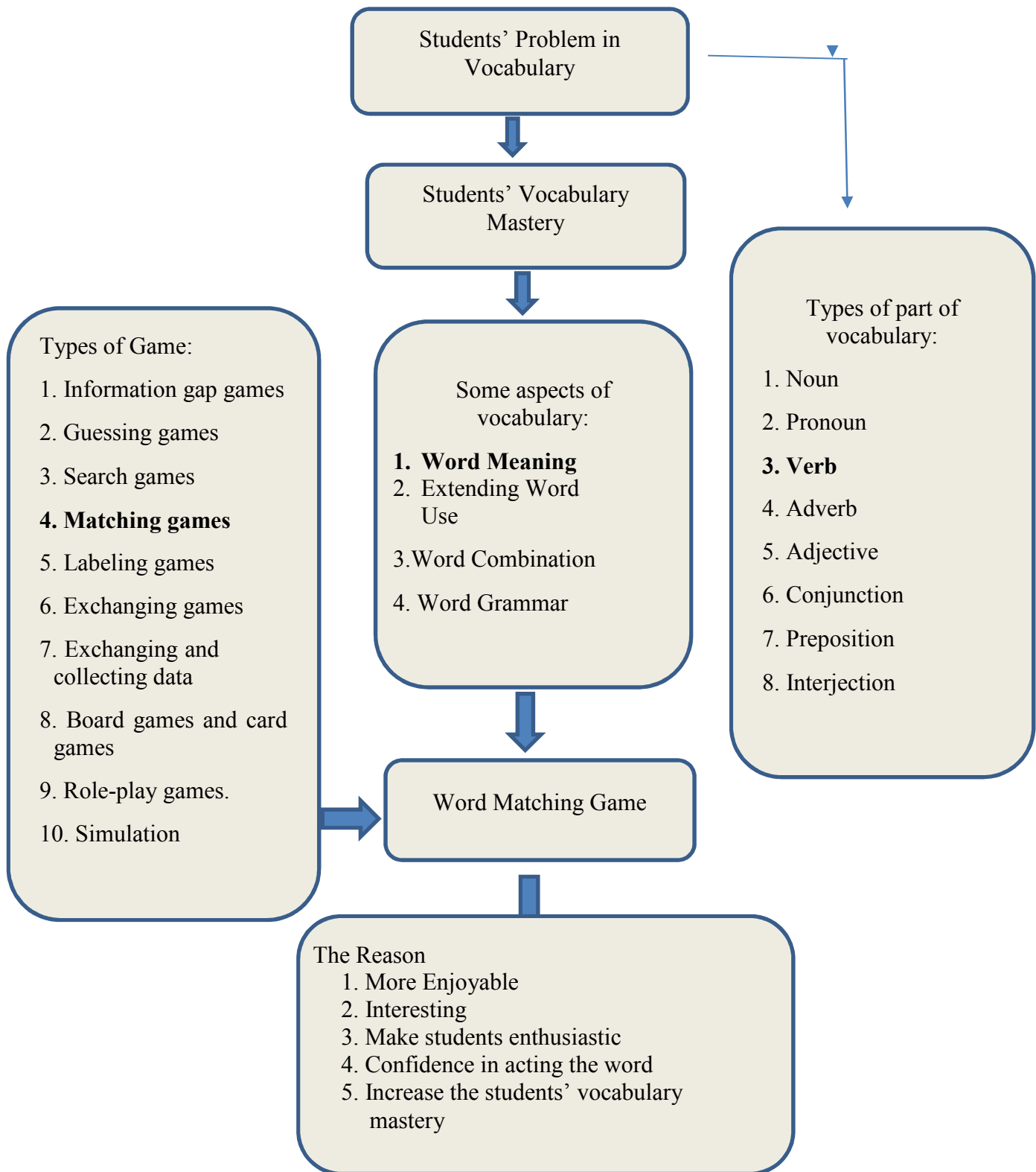
**2.6 Conceptual Framework**

Based on the explanation above, vocabulary is one of the component in language learning that must be mastered. Without vocabulary mastery, English as foreign language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency.

Based on the theories explained previously and the background of the research, a conceptual framework is constructed on the description of the difficulties to understand English vocabulary mastery. This conceptual framework is aimed at focusing this research on the problem concerned. The culmination of the language is not simply in the mastery of the forms of the language but the mastery of forms in order to accomplish the communicative functions of the language. Vocabulary is basic to communication. It is also essential for students to learn English but they often face difficulties in learning it. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

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

According to Yuliarsih & Sa'adiyah (2018 : 139 ) said that matching game is one of technique to teach language to students and match techniqe is developed by Lorna Curran. Match technique is learning language through using cards which is the card devided into two types such question cards and answer cards.

From the discussion above, The Researcher proposed that Word Matching Game in teaching vocabulary in English language can help students' vocabulary mastery learn vocabulary with pleasure.

```
                          Students' Problem in
                              Vocabulary


                          Students' Vocabulary
                               Mastery


Types of Game:                                            Types of part of
                                                              vocabulary:
1. Information gap games        Some aspects of
                                  vocabulary:          1. Noun
2. Guessing games
                                                       2. Pronoun
3. Search games             1.  Word Meaning
                            2.  Extending Word          3. Verb
4. Matching games               Use
                                                       4. Adverb
5. Labeling games           3.Word Combination
                                                       5. Adjective
6. Exchanging games         4. Word Grammar
                                                       6. Conjunction
7. Exchanging and
   collecting data                                     7. Preposition

8. Board games and card                                8. Interjection
   games

9. Role-play games.
                             Word Matching Game
10. Simulation


                     The Reason
                        1. More Enjoyable
                        2. Interesting
                        3. Make students enthusiastic
                        4. Confidence in acting the word
                        5. Increase the students' vocabulary
                           mastery
```

Figures 2.1 Conceptual Framework of " The Effect of Using Word Matching Game on Student's Vocabulary Mastery

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

This study was conducted by applying experimental quantitative research, which consists of pre-test, treatment and post-test in order to know the effect of using Word Matching game on students vocabulary mastery at SMPS Bintang Laut Bagansiapiapi. In conducting the experimental research, the sample was divided into two groups namely, experimental group and control group. The experimental group is a group that receives a treatment by using word matching game, while control group is a group that receives a treatment without word matching game or by using conventional method. For both of groups the writer was given pre-test, after pre-test finished, the writer also gave treatment to both of the class. After applying the treatment, the writer gave post-test to both of class experimental group and control group.

**Table 3.1**

**Research Design**

| Group | Pre- Test | Treatment | Post-Test |
|---|---|---|---|
| Experimental | ✓ | Using Word Matching Game | ✓ |
| Control | ✓ | Without Word Matching Game (Conventional Treatment) | ✓ |

**3.2 The Population and Sample**

**3.2.1  Population**

Arikunto ( 2010 : 232 ) states that population is a set or collection of all elements processing or more attributes processing. Based on the statement the researcher concludes that population is a number of people that have characteristic and become subject of the research. So, the researcher would took the eight grade students of SMPS Bintang Laut Bagansiapiapi as the population. There are three classes of eight grade students namely VIII-A, VIII-B,VIII-C. Each class consists of 24 students. So the total number of eight grade students of SMPS Bintang Laut Bagansiapiapi is about 72 students.

**3.2.2  Sample**

A sample is a limited number of cases Corbetta ( 2003: 211). The Researcher would research in 2 classes which are VIII-A as the experimental class and VIII-B as The Control Class. As Usually each class consist 24 students, But now in pandemic situation each class consist of 10 students. The researcher would applied the Word Matching Game in the experimental Class, while the control group only apply the method as usual in the learning process.

**3.3 The Instrument of Collecting Data**

The research instrument is a tool to get data that used by the writer. In this study the writer used a test to get the data about vocabulary mastery. The data was collected by giving a multiple choice test which consists of 10 items and matching items test which consist of 20 items to both the experimental and control class in the pre-test and post-test. The technique of collecting data has an important role in concluding any kinds of research in order that the result of the study is

availed. The time given is 30 minutes. Then, the writer collect the students answer sheet as the data to be analyzed by the writer.

## 3.4 Procedure of Collecting Data

There are some steps in collecting the data for this research. The researcher would used the test in the data collecting technique. The test is going to use to measure the person's competence and to achieve the objective. The data is obtained by giving vocabulary Test. The vocabulary test is going to be conducted pre-test and post-test.

### 3.4.1   The Pre-Test

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It would do in control group and experimental group to find out the students' quality before treatment. The experimental group and the control group was given the same pre-test. The writer would gave the test from a text which contains 10 items questions of a multiple choice, 10 items question of gap-fill  and 15 items questions of matching , and 15 items questions of Complete Sentences.

### 3.4.2 Treatment

The Writer would used vocabulary in the rest 15 minutes in every English meeting. She will deliver Word Matching Game activity to the experimental class in teaching vocabulary.

**Table 3.2**

**The Steps of Treatment**

| Steps | Experimental Group | Control Group |
|---|---|---|
| 1 | The teacher would greeted the students to open the class (introduction) | The teacher would greeted the students to open the class (introduction) |
| 2 | The teacher would explained to the students about vocabulary and Word Matching game. | The teachers would prepared the material |
| 3 | The teacher would ensured students already to study | The teacher would begun a lesson with explain short review of previous learning. |

| 4 | The teacher would explained five word categories, for example noun, verb, adverb, adjective, and preposition. | The teacher would begun the lesson with explain about vocabulary especially noun. |
|---|---|---|
| 5 | The teacher would prepared several cards, where in one card there are two parts separated by lines into the top-down or right-left side. One side would contain the word card and the other side of the equation or the opposite word, definition, or picture. Students would divide into groups. Each group matches the answers of the cards held, from start to finish. Each group matches the card to find a definition or picture of the corresponding word. Each group must match cards before time runs out. This activity is carried out until finding the fastest group that successfully matches the words correctly. In the end, students will repeat the vocabulary they have matched together. | - The teacher give them part of body text and the teacher explain the text.<br>- The Teacher would prepared twenty vocabulary that would be memorized by students.<br>-Each Student memorizes twenty vocabulary given by the teacher.<br>- Each student must memorize twenty vocabularies before time runs out.<br>- This activity is carried out until students can memorize the twenty vocabulary.<br>- In the end, students will repeat the vocabulary given by the teacher together. |

### 3.4.3 The Post Test

The writer would gave post-test to the students after treatments had already done by using Word Matching game in experimental group and control group without Word Matching game. The writer would gave the post-test with the same questions likes in pre-test to all students in two classes. Finally after time was up the students would collected the paper and the teacher would checked the students' paper.

### 3.5 Scoring System

After collecting all the tests, first, the researcher calculated students' scores of pre-test and post-test of experimental and control group using following formula ( Arikunto, 2006 ) :

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

Where :

S        = Total Score

R        = Student's Score

N        = Total Numbers of Question

   100          = Constant Number

**3.6 The Validity of Reliability of the Test**

The validity and reliability show how well a test is. These two factors would be fulfilled by a test before it is used to derive valid data in research. The establishment and procedure of all aspect is discussed in following part:

**3.6.1 The Validity of the Test**

According to Arikunto (2006:168) validity is the measurement which shows the levels of validity of instrument. In addition, Wallace (1998:36) states that validity means testing what you are supposed to test, and not something else. It can be concluded that an instrument said to be a valid instrument if it can reveal the data of the studied variables appropriately.

It can be said that validity of a thesis to extend to which the test measures what will be intended to measure. There are three types of validity: (1) content validity, (2) criterion validity, and (3) construct validity. This study would be use content validity. Content validity refers to extent to which a test measures a representative sample of the subject matter or the behavioral changes under consideration. It means content validity concerns with how well the test measure the subject matter and learning outcomes covered during the instruction period.

**3.6.2 The Reliability of the Test**

Reliability is one of the characteristic of good test. Arikunto (2006:178) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it is already well enough. A good instrument would not be tendentious directing the respondent answers. If the data appropriate to the fact, the result would be the same although it is exercised many times.

In this research, the researcher was used ANATES to know reliability of test.

The categories of coefficient correlation are as the following;

0.00-0.20        = the reliability is very low

0.21-0.40        = the reliability is low

0.41-0.60        = the reliability is fair

0.61-0.80        = the reliability is high

0.81- above      = the reliability is very high

## 3.7 The Technique for Analyzing the Data

After teaching vocabulary by applying Word Matching Game the writer would used a statistical to analyze data. In order to find out the result of the test whether it is statistically significant, the writer will apply t-test.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

t            = the effect

Mx           = mean of the experimental group

My           = mean of the control group

$Dx^2$       = the deviation score of the experimental group

$Dy^2$       = the deviation score of the control group

Nx    = the sample of the experimental group

Ny    = the sample of the control group

## 3.8 The Test Specification

The writer made the test in students vocabulary mastery by using Word Matching game for the specification based on Thornbury (2007:129-143).

**Table 3.8**
**The Test Specification Vocabulary Assessment**

| Content | Items | Kinds of Test | Score |
|---|---|---|---|
| Word Meaning | 15 | Matching | 30 |
| Extending Word | 10 | Gap Fill | 20 |
| Word Combination | 15 | C. Sentences | 30 |
| Word Grammar | 10 | Multiple Choice | 20 |

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

2. Extending Word

Use Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For example: "as sick as parrot" this idiom expression become so widely used that it began to irritate, everybody, except, perhaps.

3. Word Combinations

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups ( The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways

which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb,etc.