

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter reviews the description theories including games in teaching English and the importance of vocabulary in learning English. This chapter also consists of previous research, theoretical framework and hypothesis.

#### A. Theoretical Description

##### 1. Games in Teaching English

###### a. Definition of Game

Game is an engaging and entertaining activity but give a challenging also, and usually have to interact with each other. It can be written or pronounced.<sup>1</sup> The others definition of game is an activity with goal, rules and element of fun. There are two classifications of language in game. They are linguistic and communicative games. Linguistic game is game that focus on accuracy. Meanwhile communicative game is game that based on successful exchange of information.<sup>2</sup> Salen and Zimmerman state that game is system which defined by rules, results in a quantifiable outcome and players engage in an artificial conflict.<sup>3</sup>

Based on some definitions above, researcher get a point. In teaching vocabulary teachers need a new technique for help them. Game is the answer for their problem. It is an activity with fun element that can help students to learn something with playing with each other. Games also make the teachers be more creative to create context .

Vernon said that games are an effective tool for teaching vocabulary for young students. Children can participate and more pay attention with the games. They can enjoy with themselves, do better during and after the games. Moreover, game can make the repetition of

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<sup>1</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, third edit, 2006, 16-17

<sup>2</sup> Blanka Frydrychova Klimova, *Games in the Teaching of English*, *Procedia Social and Behavioral Sciences*, 191, 2015

<sup>3</sup> Salen K, and E. Zimmerman, *Rules of Play : Game Design Fundamentals*, The MIT Press, 26, 2003

material fun and it will not be boring. <sup>4</sup> It proved that games can be one of way to make effective class, especially for teaching vocabulary. Because in teaching vocabulary, the teachers provide some material with something new.

There are several factors that teachers must be noticed in choosing appropriate games for students, so that they do not get bored. They are about: time duration of the game, the difficulties level of the game, the level of grade students, the level of students' age, and the number of students in the class.<sup>5</sup> So, don't let a classroom that is supposed to be fun get boring because of the teacher's mistake in choosing kind of game.

#### **b. Kind of games**

There are some source that classified kinds of games, the first is from Haldfield. He said that games can be classified into 8 categories, they are:

##### 1) Information gap

This games help students to solving a problem together with their partner. Students will pair up with their deskmate to do this game.

##### 2) Guessing games

This game is also done in pairs. One player became a wordplay and the others become a guesser.

##### 3) Search games

To play this game, players must fill a questionnaire to solve the problem. And the players must obtain all the information first to can fill it

##### 4) Matching games

These game involve matching pairs of pictures or cards. After that, students must find a partner that have corresponding picture or card. Furthermore, players have to choose cards or pictures from a selection to match those chosen by their partner from the same selection.

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<sup>4</sup> Sahar Ameer Bakhsh, Using Games as a tool in teaching vocabulary to young learners, english lanuage teaching,, vol. 9, no.7, 2016.

<sup>5</sup> Tri Ramadhani, Teaching English Vocabulary through Game: Views from the Students, *ISELT-4*, 3, 2016

## 5) Matching-up games

These games are based on a jigsaw or 'fitting together' principle. The players divide into groups with list of preferences, opinions, possibilities or wants. After that their must discussion and compromise until get an agreement.

## 6) Exchanging games

Make an exchange that is satisfactory to both sides is the aim of this game. Students or players that using this game have to have certain ideas or articles which they wish to exchange to the others.

## 7) Arranging games

The players that doing this game, they must get information and act it in order to arrange items. These games also called sequencing or ordering games.<sup>6</sup>

There are many kinds of games that can be used to teach vocabulary. But according to some definitions of games above, the researcher choose matching game to improve students' vocabulary.

### c. The Benefits of Games

Ali Derakhsan represent some literature concered about the effects of using games on English vocabulary learning in his journal. He state that games are effective and advantageous in learning vocabulary, such as:

- 1) Games are motivating and make friendly competition.
- 2) Games can create cooperative learning environment and give students an opportunity to be team work.
- 3) Games can improve students' communicative skill and more active.
- 4) Games can make vocabulary class more enjoyable and more valuable.
- 5) Games help students to enhance their English in communicative way and more flexible.
- 6) Games can help the teachers to create contexts

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<sup>6</sup> Luu Trong Tuan, *Vocabulary Recollection through Games, Theory and Practice in Language Studies*, 2, 2012

- 7) Games bring non-stressful way and fun learning for students.<sup>7</sup>

Additionally, games are workable because game can make students to attention easily and confidence appears to be well supported. Games also facilitating students to more creative and improve their confidence in learning english especially for vocabulary.<sup>8</sup>

Games have many benefits that can help students and teacher in teaching English. A comfortable and having fun environment is indispensable for making the learning process succesful. And games are effective way to make it be come true. Especially in vocabulary, teachers must be able to make fun of classes. So that, students can acquire new vocabulary and remember it on their mind.

#### **d. Words-Matching Game**

Words-matching game is one of the kinds of games that can be used in teaching vocabulary. This game that requires the students to match either words in target language with some pictures that describe about definition of the words or the words in target language with its definition in students' language. This game can be applied in group or individually. There are some purpose of this strategy, they are: Edutainment, Deepening of the material, and Exvacation material.<sup>9</sup>

Jacob stated that words matching game is a game that the participants need to find a match for their words. it is very simple game but effective way to learn a particular topic. In addition, this game can make the students to be more interested and enjoyable in the teaching learning process.<sup>10</sup>

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<sup>7</sup> Ali Derakhsan, The Effects of Using Games on English Vocabulary Learning, *Journal of Applied Linguistics and Language Research*, Vol 2, 2015, 3

<sup>8</sup> Ying-Jian Wang, Hui-Fang Shang and Paul Briodly, Investigating the Impact of Using Games in Teaching Children English, *International Journal of Learning & Development*, Vol 1, 2011, 1

<sup>9</sup> Veronika Matondang, Erikson Saragih, Novalina Sembiring, The Use of Words Matching Game to Improve Students' Vocabulary Mastery of The First Grade Students of SMP Santo Petrus Medan, *Kairos ELT Journal*, 2, 2, 2018

<sup>10</sup>Jacob, G.M, Using Games in Language Teaching, 9.

The researcher can conclude that the definition of word-matching game is one of game that can be applied in learning vocabulary, using card as media and this game requires the student to match word in cards with each other card.

Some steps in implementing words matching game in group for teaching vocabulary include:

- 1) Firstly, teachers present the material that will be learned.
- 2) Students are divided into two groups , A and B.
- 3) Each student gets a card, the student who goes into group A gets a card with questions. whereas, the student who goes into group B gets a card with answer.
- 4) Every student finds their partner that has a matching card with his card. Ten minute for every session
- 5) Students who can find their partner before time up will get a point.
- 6) Teacher ask to one pairs to come forward and present their answer, while the other students give respond to whether the word partner's answer is true or not.
- 7) Last, teacher give feed back for the student's answer.
- 8) This step is repeated over and over until all couples can present their answers.<sup>11</sup>

## 2. Vocabulary in Learning English

### a. Definition of Vocabulary

Vocabulary can be defined basically as the word that we get, learn and teach from foreign language.<sup>12</sup> Whereas vocabulary definition in general is the knowledge of the meaning of words.<sup>13</sup> Jack Richards and Willy Renandya also state in their book, vocabulary is a basic of language skills and as a basic for students English skill. <sup>14</sup> So,

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<sup>11</sup> Yusron Pora, *Develop Your Vocabulary Grammar and Idiom* , 252-253

<sup>12</sup> Susanne Flohr, Presenting and Teaching Vocabulary in the EFL Classroom, Seminar paper

<sup>13</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to practice*, LEA Publisher, 6

<sup>14</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, New York: Cambridge University Press, 2002, 255

vocabulary is the word that someone teach in the foreign language as a basic for their knowledge.

Vocabulary is the main communication tool. Language users employ vocabulary to expressing their feelings, opinions and ideas. According to linguistic perspective, vocabulary is more urgent and useful than grammatical. Sullivan and Alba stated “Without vocabulary nothing can be conveyed, without grammar very little can be conveyed.”<sup>15</sup> Dwi Erna stated “ the quality of language depends clearly on the quality and quantity of mastering vocabulary”.<sup>16</sup>In learning English, vocabulary give a big effect to master the other four skills they are reading, speaking, writing and listening. The students without having large vocabulary, it will be impossible to easy to study english. Students whom good at vocabulary mastery, it means that they ready the aother four skills and ready to the next stage in learning.<sup>17</sup>

Based on the definition of vocabulary above, the researcher can get point that mastering vocabulary is very important for students. Because vocabulary is the basic component to learn a language successfully especially in English learning. Additionally, mastering vocabulary can help students to be able to communicate in English easily and to express their feeling.<sup>18</sup> Students can learn vocabulary direct and indirect. Example, students learn vocabulary directly from their teachers individual words. Meanwhile for indirect vocabulary, students can learn when they doing conversations with others and reading.<sup>19</sup>

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<sup>15</sup> Saniago Dakhi and Tira Nur Fitria, The Principles and the Teaching of English Vocabulary: A Review, *Journal of English Teaching*, 2019.

<sup>16</sup>Dwi Erna H, “Picture an Attractive Media in Teaching Vocabulary”, *Journal Dinamika Penelitian*, 2001.

<sup>17</sup> Nia Utami, Gatot Sutapa, and Dwi Riyanti, Improving Students’ Vocabulary through Make A Match Technique, English Education Study Program of Teacher Training and Education Faculty.

<sup>18</sup> Veronika Matondang, Erikson Saragih, Novalina Sembiring, The Use of Words Matching Game to Improve Students’ Vocabulary Mastery of The First Grade Students of SMP Santo Petrus Medan, 145

<sup>19</sup> Susan Hanson and Jennifer F.M.Padua, *Teaching Vocabulary Explicitly, Pacific Resources for Education and Learning*, 10

## b. Kinds of Vocabulary

Based on Thornbury stated from Veronika Matondang's Journal, there are two kinds of English vocabulary to teach. They are:

### 1) Productive Vocabulary

Productive vocabulary is the lexical items, this vocabulary appropriately in writing and speaking skills. Because of that, it is also called as active vocabulary. Students are supposed to know how to pronounce a vocabulary well before their saying it. In addition, students must to know and be able to use grammar, understand a word in connotation meaning and they have to familiar with collocation. The words are well-known, common and frequent in use.

For example: He or she can get and produce a new word if they speak to another people or write something.

### 2) Receptive Vocabulary

Receptive vocabulary is the lexical items also, but students only can understand when they meet a new word in the context listening and reading materials. This vocabulary is also called as passive vocabulary. Receptive vocabulary knowledge this type refers to ability to understand a new word when students seen or heard something.

For example: students can produce and get new vocabulary when they ever hear a song and see the lyrics of song, they watching a movie and see the subtitle.<sup>20</sup>

The point of kinds of vocabulary above is productive vocabulary for active vocabulary in writing and speaking skills. Meanwhile receptive vocabulary for passive vocabulary in listening and reading skills. Both kinds of vocabulary were essential to assist the teacher in delivering vocabulary learning.

## c. The aspect of learning vocabulary

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<sup>20</sup> Veronika Matondang, Erikson Saragih, Novalina Sembiring, The Use of Words Matching Game to Improve Students' Vocabulary Mastery of The First Grade Students of SMP Santo Petrus Medan, 145

Hatch and brown divide the vocabulary into two based functional categories, those are:

1) Major classes

Major classes or can be called content words are the words that have more or less independent meaning or information, namely:

- a) Noun: it means a place, person or thing. The example: table, jessica, school, etc.
- b) Adjective: the words those give information about pronoun or noun. The example: beautiful, naughty, soft, etc.
- c) Verb: the words those describe action. The example: eat, cry, walk, etc.
- d) Adverb: the words that add or describe to the meaning of a adjective, verb, a whole sentence or another adverb. The example: carefully, correctly, slowly, etc.

2) Closed classes

Closed classes or can be called function words or grammar words are the words that can be added. Those are:

- a) Pronoun: it mention nouns that have already been mentioned. The examples: I, you, they, we, etc.
- b) Preposition: the words that help locate items, actions in space and time. The examples: in, on, beside, etc.
- c) Conjunction: the words that connect sentences, clause or phrases. The examples: so, but, and, etc.
- d) Determiner: the words that used before a noun to show which particular. The examples: the, an, a, etc.<sup>21</sup>

Besides according to Harmer, he stated that there are some aspects of vocabulary that should be taught by students, they are:

1) Word Meaning

According to Harmer, word meaning include:

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<sup>21</sup> Evelyn hatch and cheryl brown, *vocabulary, semantics and language education*, cambridge: cambridge university press, 1996, 218-253.



## a) Polysemy

Polysemy is word meaning that we see the word in context only. It suggest that a word may have two or more meanings, it cannot stand alone and must must follow or following other words.

For example: the house is at the foot of the mountains.

## b) Antonym

Antonym is used for the opposite meaning of a word.

For example: “full” is an antonym of “empty”  
“clean” is an antonym of “dirty”

## c) Synonym

Synonym is a word or more have the same meaning.

For example: the synonym of “clever” is “smart”

The synonym of “awful” is terrible”

## d) Hyponym

hyponym is the item that serve as specific examples of a general concept.

For example: the hyponym of fruits are apple, grape, strawberry and banana

## e) Connotation

Connotation is the communication value as expressed under what it refers to or can be defined using a word to suggest a different association. The connotation can be either positive, negative or neutral.

For example: “slim” has favorable connotation, while “thin” has unfavorable. So that one could describe something as “slim body” not “thin body”.

## 2) Extending Word Use

Words do not just have different meanings. But, they can also be twisted to fit different uses and different contexts. Example: “ you are an apple in my eyes” this idiom explain that someone expression show to praise someone not apple fruit in someone eyes.

## 3) Words Combination

The words not only can appear as a single item that combined in a sentence, but also they can occur in

two or more items. The words often combine in ways which competent speakers of the language recognize instantly, but which others often find strange.

4) Word Grammar

The last aspect of vocabulary according to Harmer is word grammar. Word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns, such as verbs, nouns, adverbs, adjectives, and so on.<sup>22</sup>

**d. The Classification of Vocabulary**

Nation in his book classified vocabulary into four categories. The categories based on frequency in the language and its range. They are:

1) High Frequency Words

High frequency words can be defined as words that occur very frequently in all kinds of language. There are 2,000 most frequent word families in general service list that classified in this vocabulary and they are relatively short. The words can be used in written and spoken text (conversation, newspapers, academic text, or novels), and formal or informal situation. Furthermore, 169 words are function words such as conjunction (or, but, and), number (one, two, three), pronoun (I, you, they, he, she, it) and etc. The rests out of the function words in the list are content words like verbs, nouns, adverbs, and adjective. They cover 90% of the running words in most spoken text and 80% in written text. The words very familiar and common for young native speaker. They can be used everyday for us. These words are very important and should be put on the first list of the target words.

2) Academic words

Academic words are the words that very frequently also but in academic texts. But the words are not from the list of 1,000 or 2,000 of high frequency words. The words consist of 570 word families and they are arranged in a list called AWL (Academic Word List). Those words list make up

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London:Cambridge), 1988, 18

around 8.5% to 10% of the running words in academic text. So, we can get point that there will be one word in every ten words coming from the AWL.

These words occur often in formal text such as newspaper, academic writing, children's books, very formal conversation, and other kinds of special purpose text. Different with high frequency words, the words that classified in academic words do not take place very often in other kinds of language. The 570 of academic words very important for everyone whom using English for academic study, such as vocational institutes, in universities or in schools. In addition for university students that use English for their academic tasks they have nto focus on learning this vocabualry.

### 3) Technical Words

These words can be found in every kinds of academic subject like biology, physics, linguistics, mathematics and so on. The words are familiar in particular areas like the vocabulary in Botany or Politics. The words that classified into technical words can only be found in one specialized area. But there are some words that can be found in other subject and the words may have same or different meaning. For example, the word neck and by-pass are technical words for medicine, but the words also used in other areas like Psychology or Biology. Some of technical words are available in 2,000 high frequency words yet. The words are used as specialized words in a specific area. Technical words are be a vital role for everyone whom are from specialized from a specific area.

### 4) Low Frequency Words

The definition of low frequency words are the rest of words in a language. The words consist of a big number of word families and the biggest compared with other vocabulary, but the words rarely in most of texts. Normally, around 20,000 words are native speakers have, but it can be

changed. Their vocabularies depend on their book that they read and on their education level.<sup>23</sup>

**e. Approaches of Teaching Vocabulary**

Hunt and Beglar in *Methodology in Language Teaching* stated that there are three approaches to teaching and learning vocabulary, they are:

1) Incidental Learning

The incidental of vocabulary is learning vocabulary as a product of doing other things namely listening or reading. The students have to develop their ability on reading. This approach is appropriate for intermediate and advanced students.

2) Explicit Instruction

This approach depends on identifying specific vocabulary from the target or learners. Explicit instruction include: developing fluency, presenting words for the first time, diagnosing the words and elaborating word knowledge. This approach is more appropriate for beginning and intermediate students.

3) Independent Strategy Development

The independent strategy development depends on training the learners to use the dictionary and practicing guessing from context. This approach is appropriate for advanced students.<sup>24</sup>

**f. Teaching and Learning Vocabulary Strategies**

There are many techniques that can be used teachers to teaching vocabulary. But, the teachers have to remember that when student want to introduce a new vocabulary, it same meaning that teachers want to students to remember new vocabulary. It means that teachers needs to be practiced, learnt and revised to prevent their students from forgetting. Furthermore, some factors influenced the technique teachers used such as time availability, as the content, and its value. Teachers suggested also important to employ planned vocabulary.

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<sup>23</sup> I.S.P. Nation, *Learning Vocabulary in Another Language*, New York: Cambridge University Press, 2001, 63-64

<sup>24</sup> Jack C. Richards, *Methodology in Language Teaching*, New York:Cambridge University Pres, 2010, 156.

Here are some techniques of teaching vocabulary:

1) Using Objects

Using this technique means that use of demonstration, realia and visual aids. Using object can help students to remembering new vocabulary better. Because students' memories for pictures and object is visual techniques and very reliable. This technique can be applied for beginners and young learners. Presenting a new word with showing the real object can help learners to memorize through visualization. Objects in the classroom can be used for this technique.

2) Drawing

Teachers have to draw the objects on the black/whiteboard or on flash cards. This technique also can help students easily understand the material that they have learned in their classroom.

3) Using Illustrations and Pictures

There are many vocabularies that can be introduced by pictures or illustrations. Using illustrations and pictures can present meaning unknown words clearly. The list of pictures like: magazine pictures, posters, wall charts, photographs, flashcard, and board drawings. The students can make their own visual aids from magazine. Visual new word helps to make the word more memorable.

4) Contrast

Using opposite of word can be used to teaching vocabulary. For example, the word "bad" contrasted with "good". But, not all of words have contrast meaning. In addition, verb "contrast" means to show difference.

5) Enumeration

This technique can be used teachers to describe a difficult word. Because, enumeration is a collection of items that is a complete and ordered listing the item in the word. For instance, the word

“clothes” can be describe with list a number of clothes like trousers, a skirt or dress.<sup>25</sup>

Furthermore according to Thornbury, there are five factors that have related to teaching set of words that should be considered by the teacher, they are:

a) The Level of The Learners

First, the learners should be placed according to their level of language mastery. This is so that students can receive the materials which suitable to their level of language mastery, such as beginners, intermediate, or advanced.

b) The Learner is likely Familiar with Words

It means that the learners may have met the words even though they are not a part of the active vocabulary.

c) The Difficulties of Item

It means that the key expresses abstract rather than concrete to the meaning or the learners are difficult to pronounce.

d) Their Teaching Ability

It mean that the learners should be explained or demonstrated the words to showing their knowledge.

e) Whether items are being learned for production (in speaking writing) or for recogniton only (in listening and reading).<sup>26</sup>

**g. The Influencing Factors of Vocabulary Learning**

There are two factors that influence the learner’s vocabulary learning strategies, they are:

1) Individual Factors

The first point that learner should pay attention is their views about vocabulary. If the learner focuses on the vocabulary, the learner will be more use of cognitive and memories strategies. On the other hand, if the learner pay attention to the function of vocabulary, they will use fewer strategies such as cognitive, memory but more use of communicative

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<sup>25</sup> Mofareh AlQahtani, The Importance of Vocabulary in Language Learning and How to be Taught, International Journal of Teaching and Education, 26

<sup>26</sup>Scott Thornbury, How To Teach V ocabulary, Longman: London, 13.

strategies. Here are some of the factors that fall into the individual factors, they are:

a) The factor of Age

Age is an important factor for vocabulary learning strategies. Young learner tend to rely more on specific learning tasks to use strategies. Meanwhile, adult learner can use strategies neatly. They are more complex and always use more learning strategies.

b) The learning motivation

Learning motivation is very important for any type of learning, including vocabulary learning. The learning motivation has a close relationship with the use and selection of learning strategies. The learner who has strong motivation use more strategies than the learners who have little motivation, and different vocabulary learning motivation can affect learners choose different learning strategies.

c) The personality Difference among students

Every learner is an individual having their own living and growth environmet, which formed a unique personality and individual differences. It also changes the different people's interests and needs. The different personality of students will have different degrees of influence on the English vocabulary learning. The researchers have proposed assumptions regarding the relationship between the usage of strategies and one's personality.

d) The differences of Gender

Gender differences are bought to the attention of the researchers increaqsingly in vocabulary learning. Gender differences will lead to male learners and female learners use differeent vocabulary learning strategies. Female learner use more social strategies and more frequently than male learners.

2) The Factors of Social Environmental

as a language is a social phenomenon in human communication, it is close related to the society, so the using of learning strategies in vocabulary

learning is restricted by social environment. Thus, the social environment, to a great extent, affects the learner's strategies. This will be bound to affect the learner's mentality and the use of learning strategies indirectly.<sup>27</sup>

## B. Review of Previous Study

Words matching game to improve students' vocabulary has been conducted by several previous studies. They are:

1. A journal was conducted by Veronika Matondang, Erikson Saragih and Novalina Sembiring in 2018 entitled "The Use Words Matching Game to Improve Students' Vocabulary Mastery of The First Grade Students of SMP Santo Petrus Medan." This study uses Classroom Action Research (CAR) to help the researcher find out what was happening in his or her classroom and to improve students' vocabulary mastery through words matching game. The aim of this research is to describe the process of improving students' vocabulary mastery and to do to know whether there is a significant use of words matching games to improve students vocabulary of the first grade students of SMP Santo Petrus Medan. The result showed that using words matching game is one of many game that could make the the students easier in vocabulary mastery. And this research proved effectiveness of word matching game in vocabulary mastery.<sup>28</sup>

The similarity is the variable word matching game. The difference is research method, this is classroom action research. Meanwhile the researcher using quantitative method.

2. A journal was conducted by Aswandi in 2020 entitled "The Application of Matching Game to Improve Students' English Vocabulary Mastery". The aim of this research is to solve students' problem in memorizing and understand some words which are unfamiliar with them by applying a match game. And the result shows that matching game could improve the students' vocabulary mastery. It could be seen

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<sup>27</sup> Zhihong Bai, An Analysis of English Vocabulary Learning Strategies, *Journal of Language Teaching and Research*, Vol. 9, No. 4, 2018, 851.

<sup>28</sup> Veronika Matondang, Erikson Saragih and Novalina Sembiring, "The Use Words Matching Game to Improve Students' Vocabulary Mastery of The First Grade Students of SMP Santo Petrus Medan."



from the improvement of the students score in test. The students scores in cycle 1 was 63 and in cycle 2 was 66.<sup>29</sup>

The similarity is the variable matching game to students vocabulary mastery. The difference is the subject.

3. A thesis was conducted by Emarsani Navita Laka in 2018 entitled “Improving the Eleventh Grade Students’ Vocabulary Mastery in SMK N 2 Depok Using the Make-A-Match-Technique”. The research aimed to implemet Make-A-Match-Technique in improving the vocabulary mastery of the eleventh grade students of SMKN 2 Depok. The result is using Make-A-Match-Technique could help the students in improving their vocabualry mastery, it could be seen from the students’ scores. In pre-test, the mean score was 67,25 and it increased in cycle 1, cycle 2 and the last post test to become 97,5.<sup>30</sup>

The similarity is the variable using kind of games also, but for the difference is the subject of research. This thesis for eleventh grade students, while the researcher will research at the junior high school.

4. A journal was conducted by Dr. Amaal Al Masri and Mrs. Majeda Al Najjar in 2014 entitled ”The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan”. The aim of this research is to investigate the effect of using word games on primary stage students’ achievement in English Vocabulary in Marj Al Hamam Primary School for Al Baraa’ School for boys in Amman in Jordan. The result shows students were more engaged in learning when they were given a chance to use games to learn new vocabulary.<sup>31</sup>

The similarity is this is quantitative research. So it same method with the researcher. And for the difference this journal focus on students achivement so, it is different with the researcher.

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<sup>29</sup> Iswandi, The Application of Matching Game to Improve Students’ English Vocabulary Mastery, 2022

<sup>30</sup> Emarsani Navita Laka, “ Improving the Eleventh Grade Students’ Vocabulary Mastery in SMK N 2 Depok Using the Make-A-match-Technique”.

<sup>31</sup> Dr. Amaal Al Masri and Mrs. Majeda Al Najjar, The Effect of Using Word Games on Primary Stage Students Achivement in English Language Vocabulary in Jordan.

5. A thesis was conducted by Mifathul Jannah in 2011 entitled “Using Games in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat).” This study used Classroom Action Research (CAR) to know how is the implementation of using games in improving students’ vocabulary. The result of this research shows that using games can improve students’ vocabulary at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat and the students were interested in learning vocabulary by using games.<sup>32</sup>

The similarity is use games to improve students’ vocabulary. The difference is the research design, it is uses Classroom Action Research (CAR) meanwhile the researcher will use true experimental research design.

6. A thesis was conducted by Nailisy Syafa’ah in 2021 entitled “The Effect of Presentation Method on E-Learning Environment Towards Students’ Speaking Proficiency at MAN 1 Kudus”. This study used quantitative research with a true experimental research design. The researcher used test and questionnaire to be instruments. The result of this research based on the result of simple regression analysis to determine the effect of presentation method towards students’ speaking.<sup>33</sup>

The similarity is the method and design of the research, also the instrument. The difference is the hypothesis analysis.

7. A thesis was conducted by Yuli Eviyana in 2020 entitled “Improving Students’ Vocabulary Mastery through Antonym Matching Game at The Second Semester of The Eighth Grade of SMPN 35 Bandar Lampung in The Academic Year of 2019/2020”. This research used classroom action research and focused on students vocabulary and the use of antonym matching game. The

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<sup>32</sup> Mifathul Jannah, “Using Games in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat).”

<sup>33</sup> Nailisy Syafa’ah, The Effect of Presentation Method on Learning Environment Towards Students’ Speaking Proficiency at MAN 1 Kudus, 2021.

result based on hypothesis analysis with independent sample t-test.<sup>34</sup>

The similarity is the variable y (vocabulary mastery) and the hypothesis analysis. The difference is method of research and the variable x.

8. A thesis was conducted by Hidayatur Rokhmah in 2017 entitled *The Effectiveness of Using Word Search Game to Improve Students's Vocabulary Mastery at The Tenth Grade Students of SMK Negeri 1 Kebumen in The Academic Year of 2016/2017*. This research was quantitative approach with experimental research design. The result showed that word search game is effective to improve the students' vocabulary mastery at the tenth grade students of SMK Negeri 1 Kebumen.<sup>35</sup>

The similarity is test (pre test and post test) to be the instrument of data. The difference is this study used purposive sampling meanwhile the researcher used random sampling.

### C. Theoretical Framework

This study adopted quantitative research and took place at MTs NU Mifathul Ma'arif Kaliwungu. In this study, the researcher will apply words matching game to improve students' vocabulary in seventh-grade students of MTs NU Miftahul Maarif Kaliwungu. The purpose of this study is to find out the effectiveness of using word matching game to improve students' vocabulary. Its method can help students to get new vocabulary with relax, fun and remember it easily. The teacher can make active class with this method. It can be practice with group or individual.

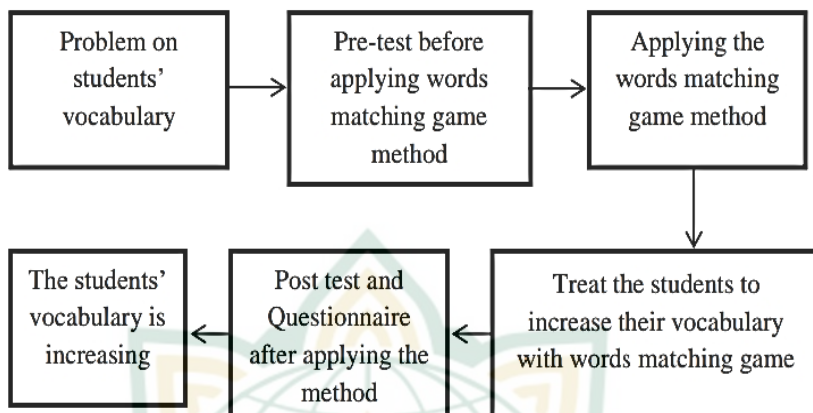
This research refers to two things. Namely word matching game and vocabulary mastery. Then the researcher will be mapped on the concept map below:

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<sup>34</sup> Yuli Eviyana, *Improving Students' Vocabulary Mastery through Antonym Matching Game at The Second Semester of The Eight Grade of SMPN 35 Bandar Lampung in The Academic Year of 2019/2020*, 2020.

<sup>35</sup> Hidayatur Rokhmah, *The Effectiveness of Using Words Search Game to Improve Students' Vocabulary Mastery at The Tenth Grade Students of SMK Negeri 1 Kebumen in The Academic Year of 2016/2017*, 2017.

Picture 2.1 Theoretical Framework



#### D. Hypothesis

Based on theoretical description and theoretical framework above, the researcher hypothesis as follows:

1. H<sub>0</sub>: There are no significant and positive effects of words matching game towards students' vocabulary at MTs NU Miftahul Ma'arif Kaliwungu.
2. H<sub>a</sub>: There are significant and positive effects of words matching game towards students' vocabulary at MTs NU Miftahul Ma'arif Kaliwungu.