

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the results of test given to the experimental and controlled group and the questionnaire responses given to the experimental group. Furthermore, there are discussions of the test results to be analyzed for getting empirical evidence of the effectiveness of words matching game on students' vocabulary at the seventh grade of MTs NU Miftahul Ma'arif Kaliwungu.

#### A. Research Results

##### 1. Description of Research Object

###### a. The History of MTs NU Miftahul Ma'arif Kaliwungu Kudus

MTs NU Miftahul ma'arif Kaliwungu was established in 1975. It started with K. Sofwan who had a concept of the idea to have an education that could educate a future quality of islamic youth. So, he invited several religious and public figures to establish a representative instution. It is received by religious leaders very well, especially K.H Abdulloh Manan who have been very supportive and provided land facilities to helping this activity.

After a few meetings, the idea was realized with the formation of an education with named "Madrasah Ibtidaiyah Miftahul Ma'arif". At first, the sudy was at K.H Abdul Manan and K.H. ma'ruf Amin's house in the afternoon. But it goes on for about 10 years with very simple infrastructures. But upon his return from the boarding school, young figure K.H. Subchan took overthe leadership and continued the procession at the school. On November 19, 1975, it became an important momentum as the birth of an institute of education in the village of Kaliwungu that called "Madrasah Miftahulk Ma'arif".

On the progress, the number of students at Madrasah Miftahul Ma'arif grew. Although at first there were only 70 students and 6 teachers. In the early 1980's the school has grown until this day. The beginning of the administrative structures of Madrasah Miftahul Ma'arif were:

- 1) Adviser : K.H. Abdul Manan
- 2) Chairman : K.H. Subchan
- 3) Vice-chairman : Mastur

- 4) Treasurer : Sumarto
- 5) Secretary : Ircham
- 6) Members :1. H. Noor Yatin  
2. K.H. Ma'ruf Amin  
3. K. Sumari

**b. Profile of MTs NU Miftahul Ma'arif Kaliwungu**

MTs NU Miftahul Ma'arif is one of Islamic junior high school in Kudus. It is located on Kaliwungu, Kaliwungu Kudus regency. Futhermore, solidirity of MTs NU Miftahul Ma'arif Kaliwungu was built by its vision and mission that highly dedicated.

The vision of MTs NU Miftahul Ma'arif Kaliwungu is

*Cerdas dan Berkualitas dalam Pemahaman serta Penerapan Ilmu dan Teknologi yang Berlandaskan Ajaran Islam Ahlussunnah Waljama'ah*

Moreover, the specific missions of MTs NU Miftahul Ma'arif Kaliwungu are:

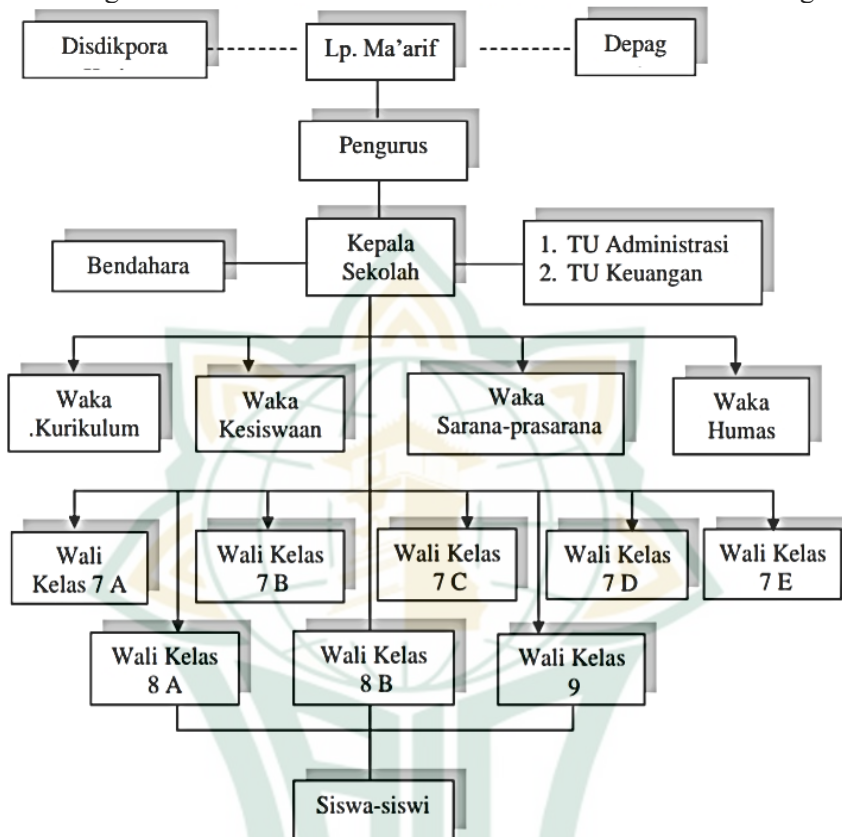
- 1) *Melaksanakan pendidikan terpadu (agama dan umum) yang berlandaskan nilai-nilai islam ahlussunnah waljama'ah*
- 2) *Menerapkan model pembelajaran PIKEM (pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan)*
- 3) *Memberikan fasilitas dan keleluasaan kepada peserta didik dalam mengembangkan potensi diri yang optimal.*
- 4) *Menanamkan nilai-nilai islam sebagai pedoman hidup.*

**c. Organization Structure of MTs Nu Miftahul Ma'arif Kaliwungu Kudus**

The organization structure of MTs NU Miftahul Ma'arif Kaliwungu Kudus can be seen on the following Picture 3.1

Picture 4.1

The Organization Structure of MTs NU Miftahul Ma'arif Kaliwungu



#### d. Teachers Profil of MTs NU Mifatul Ma'arif Kaliwungu

Based on research results on teacher profil of Mts NU Miftahul Ma'arif Kaliwungu in 2021/2022, there were 23 teachers consisting of 9 women and 14 men. Some teachers have long taught at the school, meanwhile many new teachers are young but they are so talented professional. The teachers with educational background of bachelor's degree number 20 and for the other teachers is still continuing ther studies. All of teachers of MTs NU Miftahul Ma'arif came from Kudus.

**e. Students data of MTs NU Miftahul Ma'arif Kaliwungu**

The number of students at MTs NU Miftahul Ma'arif Kaliwungu was continue to grow. Starting in 2020, MTs NU Miftahul Ma'arif Kaliwungu has a new program “boarding school” that makes students were interest to study at this school. In 2021, there were 270 students who studied at this school with 9 classes. The Nine class were consists of 2 classes for VII, 4 classes for VIII, 2 classes for IX and a class for boarding class.

**f. Facility and infrastructure of MTs NU Miftahul Ma'arif kaliwungu**

Based on the research data obtained, overall the facility and insfracture of MTs NU Miftahul Ma'arif Kaliwungu was adequate and in good condition. Facility for the learning process in the school are worthy of use, but there were some sectors that should be complete. Furthermore, the land that was used has been certified in the name of its own and the building was in good condition.

**g. Extracurricular Activities**

MTs NU Miftahul Ma'arif Kaliwungu has some extracurricular activity that all students can follo. The aim of this activity is to developing students talents and interests in the arts and sports sector. The extracurricular activities take place outside of the teaching process, so that they do not disturb with the learning process. This activity consist of 2 categories, they are : compulsory and optional. Compulsory program include scouting education while optional program include tambourine, english club, computer class and martial art.

**2. Research Process**

The researcher carried out a study on June 7, 2022 – june 12, 2022 with VII class of MTs NU Miftahul Ma'arif Kaliwungu. The aim of this study was to know the effectiveness of using words matching game on students' vocabulary. The researcher used true experimental design to this study. In this study, the researcher given treatment by using picture as media to apply words matching game for experimental class. The technique that researcher used

in determining the research sample was simple random sampling technique.

The researcher conducted the study with three meetings (six hours of learning) in each class, experimental class meeting on June 7 to 12 while control class meetings on June 7 to 12. During the research process, the experimental class used picture as media to apply words matching game. The research process includes pre-test, treatment and post test.

a. Learning Process on Experimental Class

An experimental class is a class that used as an object of research by treating a different kind of control class. Which is to apply words matching game in material of describing appearance and characteristic of people, animals and things. Before carrying out the study in the experimental class, the researcher asked students to do the pre test before the learning process begins. The aim of this test was the researcher know how high the students' knowledge of the vocabulary is before the treatment. After that, the researcher began to teaching the experimental class. At the next meeting, the researcher taught experimental class but using words matching game as treatment to explain describing appearance and characteristic of people, animals and things material. The game was carried out by 6 groups that consist of 5 students. The game is played by 2 groups with facing each other. Each student will given one opportunity to match the picture with the correct description. After playing words matching game, the researcher give review for students' answers. Besides giving review, the researcher also explain the meaning of the vocabulary at game. This treatment was carried out in two meetings. For the last meeting, the researcher asked all students to do the post test and questionnaire for additional. The aim of this test was the researcher can determine how high the students' knowledge of the vocabulary is at the end of treatment in learning process. Whether there is an improvement or not.

b. Learning Process on Controlled Class

In this research, the controlled class has a function as a comparison to experimental class. At the beginning of the research process, the activity is same with

experimental class. Which is giving the pre-test to the controlled class before learning starts. The aim of this test was the researcher know how high the students' knowledge of the vocabulary is before learning is given. In the learning process, the researcher used conventional learning where is the researcher only used whiteboard, marker and books as tools for the processing in controlled class. This conventional learning was carried out in two meetings. For the last meeting, the researcher asked all students to do the post test and questionnaire for additional. The aim of this test was the researcher can determine how high the students' knowledge of the vocabulary is at the end of treatment in learning process. Whether there was an improvement or not.

### 3. Data Analysis

The research data on Independent sample T-test was carried out by distributing pre-test, treatment and post-test to 30 students of both class VIIA and VIIB at MTs NU Miftahul Ma'arif Klaiwungu. The researcher was processed the data by using SPSS. The researcher used test to be the primary data source and questionnaires as additional information on this research. The test administrated by researcher at the beginning and at the end of research. Those tests were given to both experimental and controlled groups. There were some steps in this chapter, namely validity test, reliability test, normality test, homogeneity test and the last Independent sample T-test.

The researcher has conducted independent sample t-test research by distributing pre-test, treatment, and post test to 30 students from both class VII A and VII B at MTs NU Miftahul Ma'arif Kaliwungu. The data of scores and descriptive statistic analysis from both experimental class and controlled class are as follows:

**Table 4.1 Controlled Class**

No.	Name	Pre-Test Score	Post-Test Score
1.	Ahmad Najib Sirril Wafa	72	76
2.	Ahsin Yuwwa Fikrilla	76	80
3.	Ananda Febriana Sari	80	80
4.	Dita Khoirun Nisa	76	72

5.	Fara Azzahra	84	76
6.	Fatimatuz Zahra'	72	76
7.	Manda Kamalludin Faiz	76	84
8.	Maulana Fatah	76	84
9.	Muhammad Afganulum	76	76
10.	Muhammad Fahmi Mujtaba	72	76
11.	Muhammad Fahri Ardiansyah	76	76
12.	Oktaviani Aulia Putri	72	72
13.	Siti Chusna Maulida	80	72
14.	Uswatun Khasanah	76	76
15.	Yuna Afreliya Isna Izaa	76	80

Table 4.2 Experimental Class

No	Name	Pre-Test Score	Post-Test Score
1.	Ahmad Fahri Akbar	76	84
2.	Ahmad Zulfikar Al-Hafidz	80	84
3.	Alfino Putra Pratama	80	88
4.	Citra Ayu Dealofa	72	84
5.	Dian Fafa Saputra	76	88
6.	Hilmi Faisal Haq	76	88
7.	Jihan Na'ma Azkiyah	84	92
8.	Melisa Aulia Rahma	84	88
9.	Muhammad Bagas Dwi Ardian	76	80
10.	Muhammad Fahri Yuliyanto	76	80
11.	Muhammad Faris Efendi Bakhtia	76	84
12.	Muhammad Ikmal Bawaqi	72	80
13.	Muhammad Nazrul Huda	72	84
14.	Muhammad Wildan Rafiza	76	84
15.	Muhammad Yahya	80	88

**Table 4.3 Descriptive Statistic Analysis**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	1 5	72	84	76,0	3,381
Post-Test Experiment	1 5	84	96	90,4	3,312
Pre-Test Controlled	1 5	72	84	77,0	3,845
Post-Test Controlled	1 5	80	92	85,0	3,535
Valid N (listwise)	1 5				

**Table 4.4**  
**The Criteria of Score Test**

Score	Category
<b>85-100</b>	<b>Highest</b>
<b>70-80</b>	<b>High</b>
<b>51-69</b>	<b>middle</b>
<b>0-50</b>	<b>Low</b>

Based on the table above, it is known that the mean of post test in experimental group was 90,40 and post-test in controlled group 85,07. So, it can be concluded that the quality of students' vocabulary at seventh grade of MTs NU Miftahul Ma'arif Kaliwungu are highest.

#### 4. Validity Test

The validity test is aimed to measure how far the instrument is appropriate to test what will be tested. Before distributing the instrument to sample of research, the researcher has to test the validity to measure whether the instrument is appropriate to be distributed or not. The result of the validity test showed at table 4.4.



**Table 4.5 Validity Test**

Validity of Test				Validity of questionnaire			
No .	R Count	R Tabl e	Criteri a	No .	R Count	R Tabl e	Criteri a
1.	0,63785	0,361	Valid	1.	0,5708	0,361	Valid
2.	0,46867	0,361	Valid	2.	0,3898	0,361	Valid
3.	0,58782	0,361	Valid	3.	0,6612	0,361	Valid
4.	0,39208	0,361	Valid	4.	0,2019	0,361	Not Valid
5.	0,54685	0,361	Valid	5.	0,3893	0,361	Valid
6.	0,55116	0,361	Valid	6.	0,4692	0,361	Valid
7.	0,36343	0,361	Valid	7.	0,6448	0,361	Valid
8.	0,53032	0,361	Valid	8.	0,5976	0,361	Valid
9.	0,57416	0,361	Valid	9.	0,3981	0,361	Valid
10.	0,34488	0,361	Not Valid	10.	0,6543	0,361	Valid
11.	0,27072	0,361	Not Valid	11.	0,6138	0,361	Valid
12.	0,27999	0,361	Not Valid	12.	0,4175	0,361	Valid
13.	0,49322	0,361	Valid	13.	0,3366	0,361	Not Valid
14.	0,12806	0,361	Not Valid	14.	0,6762	0,361	Valid
15.	0,52089	0,361	Valid	15.	0,2588	0,361	Not Valid
16.	0,60615	0,361	Valid	16.	0,6051	0,361	Valid
17.	0,38894	0,361	Valid	17.	0,3307	0,361	Not Valid
18.	0,56506	0,361	Valid	18.	0,5561	0,361	Valid

19.	0,5397 4	0,361	Valid	19.	0,722 4	0,361	Valid
20.	0,4283 2	0,361	Valid	20.	0,547 5	0,361	Valid
21.	0,2853 6	0,361	Not Valid	21.	0,439 2	0,361	Valid
22.	0,4411 7	0,361	Valid	22.	0,283 5	0,361	Not Valid
23.	0,5303 1	0,361	Valid	23.	0,503 4	0,361	Valid
24.	0,3556 6	0,361	Not Valid	24.	0,685	0,361	Valid
25.	0,3495 2	0,361	Not Valid	25.	0,558 4	0,361	Valid
26.	0,3953 4	0,361	Valid				
27.	0,3861 8	0,361	Valid				
28.	0,4411 7	0,361	Valid				
29.	0,3323 9	0,361	Not Valid				
30.	0,2614 4	0,361	Not Valid				
31.	0,3724 3	0,361	Valid				
32.	0,3727	0,361	Valid				
33.	0,3010 4	0,361	Not Valid				
34.	0,4285	0,361	Valid				
35.	0,4193 9	0,361	Valid				

Based on the results of item validity above, there was two instruments namely test and questionnaire. The table for validity of test there was 35 items with multiple choice questions. it was found 10 question items did not valid from 35 question items. The ten items are numbers 10, 11, 12, 13, 14, 21, 24, 25, 29, 30, 33. So, the researcher used 25 valid items to be pre-test and post test on this research.

Meanwhile, the result validity for questionnaires showed 5 questionnaire items did not valid from 25 question items. The five items are numbers 4, 13, 15, 17, 22. So, the researcher used 20 valid items to be research instrument.

## 5. Reliability Test

Another important requirement for reseachers is realibility test. The instrument is said reliable if it has a consistent value on the measurement of learning participants. The instrument can be said reliable if  $r$  count  $> 0,60$ . This research used Alpha Cronbach to testing the reliability by *SPSS Windows 16.0*. The result of the reliability test showed at table 4.5.

**Table 4.6 Reliability of Variable y**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.864	34

The result above showed that  $r$  count coefficient was 0,864. It means that instrument of test (variable  $y$ ) is declared reliable ( $0,864 > 0,60$ ). The reseacher get the data based on try out test result. Whereas, the result reliability of questionnaire (variable  $x$ ) can be seen at the following table 4.6

**Table 4.7 Reliability Test of Variable x**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.863	23

The result above showed that  $r$  count coefficient was 0,863. It means that instrument of questionnaire (variable  $x$ ) is declared reliable ( $0,863 > 0,60$ ).

## 6. Pre Requisite Analysis

As for knowing the effectiveness between the use of words matching game on students' vocabulary, the researcher conducted normality and homogeneity test, as follows:

**a. Students' Pre Test Score**

The data of this part is the result of pre test conducted in experimental class and controlled class. The scores were classified based on the score of pre-test from researcher. The statistic analysis of pre-test scores of experimental and controlled class using SPSS 16.0 to get the result of the normality and homogeneity test:

1) Normality Test

The normality test on the data sample of pre-test is to find out whether the sample comes from a normal population or not. The researcher used shapiro wilk on this normality test. The criterias of normality test areas follows:

- a)  $H_0$ : the sample comes from a normally distributed population  
 $H_1$ : the sample does not come from a normalyn distributed population
- b)  $\alpha$  (alpha) = 0,05
- c) count

**Table 4.8 normality test of pre-test Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre test experimental	.300	15	.001	.837	15	.011
pre test controlled	.276	15	.003	.872	15	.037

a. Lilliefors Significance

Correction

d) decision

If significance value  $> \alpha$  (0,05), then  $H_0$  was accepted  
 If significance value  $< \alpha$  (0,05), then  $H_0$  was rejected

(1) pre-Test of experimental class = because of sign. (0.011)  $> \alpha$  (0.05) then  $H_0$  is accepted

(2) pre-Test of controlled class = because of sign. (0.037) >  $\alpha$  (0.05) then  $H_0$  is accepted

e) Conclusion

The data sample of pre-test from experimental class and controlled class at MTs NU Miftahul Ma'arif Kaliwungu comes from a normally distributed population.

2) Homogeneity test

The purpose of homogeneity test is to know the data between experimental class and controlled class were in homogeneous variance or not. The criterias of homogeneity test areas follows:

- a)  $H_0$ : the data was homogeneous  
 $H_1$ : the data was not homogeneous
- b)  $\alpha$  (alpha) = 0,05
- c) count

**Table 4.9 Homogeneity Test of Pre-Test Test of Homogeneity of Variances**

pre test score

Levene Statistic	df1	df2	Sig.
1.026	1	28	.320

d) decision

If significance value >  $\alpha$  (0,05), then  $H_0$  was accepted  
 If significance value <  $\alpha$  (0,05), then  $H_0$  was rejected

Pre-test between experimental and controlled classes = because of sign. (0.426) >  $\alpha$  (0.05) then  $H_0$  is accepted.

e) Conclusion

The pre-test between experimental class and controlled classes at MTs NU Miftahul Ma'arif Kaliwungu was homogeneous.

**b. Students' Post-Test Score**

The data of this part was the result of post-test in both experimental and controlled class. The statistic

analysis of pre-test scores of experimental and controlled class using SPSS 16.0 to get the result of the normality and homogeneity test:

**1) Normality Test**

The normality test of this part based on comparative hypothesis test between post-test from experimental and controlled class. The purpose is to find out whether the sample comes from a normal population or not. The criterias of normality test are as follows:

- a)  $H_0$ : the sample comes from a normally distributed population  
 $H_1$ : the sample does not come from a normally distributed population
- b)  $\alpha$  (alpha) = 0,05
- c) count

Table 4.10 Test of Normality

**Tests of Normality**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.232	15	.029	.883	15	.052
.219	15	.052	.888	15	.063

a. Lilliefors Significance Correction

d) decision

If significance value  $> \alpha$  (0,05), then  $H_0$  was accepted  
 If significance value  $< \alpha$  (0,05), then  $H_0$  was rejected

- (1) post-Test of experimental class = because of sign. (0.052)  $> \alpha$  (0.05) then  $H_0$  is accepted
- (2) post-Test of controlled class = because of sign. (0.063)  $> \alpha$  (0.05) then  $H_0$  is accepted

e) Conclusion

The data sample of post-test from experimental class and controlled class at MTs NU Miftahul Ma'arif Kaliwungu comes from a normally distributed population.

**2) Homogeneity Test**

The purpose of homogeneity test is to know the data between experimental class and controlled class were in homogeneous variance or not. The criterias of homogeneity test areas follows:

- a)  $H_0$ : The data was homogeneous  
 $H_1$ : The data was not homogeneous
- b)  $\alpha$  (alpha) = 0,05
- c) count

**Table 4.11 Homogeneity Test of Post-Test  
Test of Homogeneity of Variances  
post test score**

Levene Statistic	df1	df2	Sig.
.027	1	28	.871

d) decision

If significance value  $> \alpha$  (0,05), then  $H_0$  was accepted  
 If significance value  $< \alpha$  (0,05), then  $H_0$  was rejected

Controlled classes = because of sign. (0.871)  $> \alpha$  (0.05) then  $H_0$  is accepted.

e) Conclusion

The post-test between experimental class and controlled classes at MTs NU Miftahul Ma'arif Kaliwungu was homogeneous.

**7. The Hypothesis Test**

Data analysis is the systematic process of searching and regulating data that has been collected or compiled by researchers after field data retrieval. the researcher used independent sample t test to be hypothesis test. The purpose of independent test in the hypothesis test is to determine whether there is a difference between two variables, post test of controlled class and post test from experimental class or not. The criterias of independent test areas follows:

- a.  $H_0$ : there is no any difference between post-test of controlled class and post-test of experimental class with teaching media.

H1: there is a difference between post-test of controlled class and post-test of experimental class with teaching media.

- b.  $\alpha$  (alpha) = 0,05
- c. count

**Table 4.12 Independent Sample Test Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
post test score	class A	15	90,40	3,312	,855
	class B	15	85,07	3,535	,913

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post test score	Equal variances assumed	,027	,871	4,264	28	,000	5,333	1,251	2,771	7,895
	Equal variances not assumed			4,264	27,882	,000	5,333	1,251	2,771	7,896



d. Decision

If sign. (2-tailed)  $> \alpha$  (0,05), then  $H_0$  was accepted  
 If sign. (2-tailed)  $< \alpha$  (0,05), then  $H_0$  was rejected

Because sign. (2-tailed) (0.000)  $< \alpha$  (0.05) then  $H_0$  is rejected

e. Conclusion

There is a difference between post-test of controlled class and post-test of experimental class with teaching media.

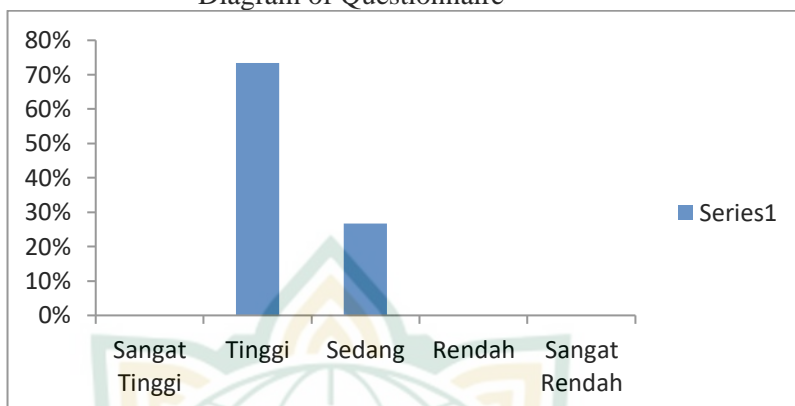
**8. Students' Opinion of The Implementation of Presentation Method**

Beside using test to investigate the effectiveness of words matching game towards students' vocabulary, the researcher also used questionnaire to get students' opinion as additional information of using words matching game on english class. The questionnaires consisted of 25 multiple choice questions. The respondents were the students in experimental class only. The researcher asked students' about their feeling and impression during treatment. The result of the questionnaires presented that almost all of students felt helpful with words matching game. Then, the researcher presented the result of the questionnaires on appendices pages.

**Table 5.13**  
**The Result of Questionnaire**

No.	Interval	% Interval	Frekuensi	Precentage (%)
1.	69 – 80	<b>≥86%</b>	Highest	0%
2.	57 – 68	<b>71-85%</b>	High	73%
3.	45 – 56	<b>56-70%</b>	Middle	27%
4.	33 – 44	<b>41-55%</b>	Low	0%
5.	20 – 32	<b>≤40%</b>	Lowest	0%
Total				100%

Picture 4.2  
Diagram of Questionnaire



## B. DISCUSSION

The researcher used two classes to be sample on this research, they are VII A as experimental class and VII B as controlled class. The researcher used two instruments on this research, they were test and questionnaire. Before the instruments are given to the students, the researcher tested the validity and realibility of the instruments first. Based on the calculation, the instrument that can be used are 25 multiple choice questions and 20 items for questionnaires.

The next step is normality test, the researcher used SPSS 16.0 with shapiro wilk test with significance value 5% ( $\alpha = 0,05$ ). The result showed that the normality test of pre test on experimental class 0.011 and controlled class 0.037. Meanwhile the result of normality test for post test in experimental class was 0.052 and controlled class was 0.063. Based on the data, the result of normality test  $> \alpha = 0,05$  it means that between experimental class and controlled classes at MTs NU Miftahul Ma'arif Kaliwungu normally distributed population. Furthermore homogeneity test, the researcher used SPSS 16.0 also to tested it. The result showed that the homogeneity test of pre test was 0.320 and post test 0.871. Based on the data, the result of normality test  $> \alpha = 0,05$  it means that between experimental class and controlled classes at MTs NU Miftahul Ma'arif Kaliwungu was homogeneous.

There were three steps on this researcher, they are pre-test, treatment, and post-test. The first step is, the researcher gave the pre-test that consist 25 multiple choice questions to experimental and controlled classes before treatment. From the pre-test, the

researcher get the result of the mean score of experimental class is 76,00 and the mean score of the controlled class is 77,07

furthermore, the second step is the researcher gave the same material (descriptive text) to class VII A and VII B but with different treatment. The researcher gave treatment to VII B as experimental class by using matching games. Meanwhile, the controlled class (VII A) taught with method of speech without treatment as usual. Then there is improvement in the mean score of post-test score in the experimental class is 90,40 while the mean score of post-test in controlled class is 85,07. Based on the result above, the quality of students' treatment was better than anyone else. So, it can be concluded that the quality of students' vocabulary at seventh grade of MTs NU Miftahul Ma'arif Kaliwungu are highest.

Then, the data is calculated using independent sample t-test through SPSS 16.0 and the result showed that there is the effectiveness of using words matching game on students' vocabulary. The result of independent sample t-test showed that the significance value (2-tailed) of experimental and controlled classes was  $0,000 < \alpha = 0,05$ . It can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It showed that words matching game gave significant effect on students' vocabulary at seventh grade MTs NU Miftahul Ma'arif Kaliwungu Kudus.

In addition, this research also analyzed questionnaires to get students' point of view after doing words matching game treatment. This was same same with the previous study that has been conducted by Naili Syafa'ah which used reflections on her research The Effect of Presentation Method On E-Learning Environment Towards Students' Speaking Proficiency at MAN 1 Kudus. The questionnaires result showed that the students felt more confident, have fun, enjoy, and active towards learn vocabulary with words matching game.