CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Literature

This chapter deals with some basic theories of the study focus and outlines its coverage in the area of the research being done. The themes and trends as well as previous studies are also included accordingly in this chapter as the foundation for the work to be developed.

2.1.1 The nature of Vocabulary Mastery

A number of definitions of vocabulary are offered by different experts. It is very important for one to know what vocabulary is prior to the dicusssion of the vocabulary mastery. Mastering a large number of vocabulary is vital for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995) the term vocabulary refers to a list or set of words for particular language or a list words that individual speakers of language use. Portner (2001) views that mastery is learning or understanding something completely and having no difficulty in using it. Oxford Advanced Dictionary states that mastery is defined as the complete control of knowledge. In addition, Karen (2003:52) revelas that vocabulary is the meaning and pronounciation of words that we use in communication. Therefore, it can be said that vocabulary mastery is always being essential part of English. Lewis and Hill (1990:12) say that vocabulary mastery is important for the students which more important than

grammar for communication purposes particularly in the early stage propotional English vocabulary. There are two ways to expand our vocabulary sets; we can learn new vocabulary indirectly through everyday experiences or we can have someone directly teach or explain the meaning of a word to use (Ambruster. Lehr, and Osborn, 2001 in Karen,2003). In learning vocabulary, meaning is built through a growing bank of background knowledge that is continually recognized and expended. This deep bank is know as schema, a network of related knowledge that forms a mental structure to understand complex systems.

In language leraning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good quality in language to communicate. It depends on the quality and quantity of the vocabulary that they have mastered. The richer vocabulary that can be matered by the students, they will get the better skill that can be reached by using language. The concept of a word can be defined in various ways, but there significant aspects teachers need to be aware of and focus on are form, meaning, and use. Nation (2001) *form* of word involves its pronounciation (spoken form), spelling (written form), and any word parts that mmake up this particular item (such as a prefix, root and suffix). *Meaning* encompasses the way that form and meaning work together; in other words, the concept and what items it refers to and the associations that come to mind when people think about a specific word or expression. *Use,* Nation noted that use involves the grammatical functions of the word or phrase, collocations that normally go with it.

Hatch and Brown (1995:1) view that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. It means that vocabulary is the words of certain language which are used by language speakers in using language. According to Oxford AdvancedLeaner's Dictionary of Current English (1995:721), the word mastery means complete knowledge; great skill. From the simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. Therefore, it can be implied that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of a certain language. Furthermore, Espin and Foegen (1996) found vocabulary knowledge as a significant predictor of content performance; similarly, Farley and Elmore (1992) found vocabulary knowledge to be a stonger predictor of reading comprehension.

Until recently, vocabulary had been widely overlooked in the ESL/EFL classroom. Within the last few years, vocabulary has been viewed as an important aspect in second language learning; in fact, many belive just it is as important as the main skills of reading, wiriting, listening, and speaking. Learning vocabulary is an on going process that takes time and practice. Mehning (2005) in Nakata (2006) acknowledge that vocabulary acquisition requires continual repetition for effective vocabulary learning.

Students need to learn three types of vocabulary (Vacca and Vacca,1999) :

a. Generalized : it commonly used terms, often with widely agreed upon definitions such deny, alow, and fight.

b. Specialized : interdisciplinary terms with specific, often subtle, meaning and multiple-meaning words such as loom, advance and rivet.

c. Technical : discipline-specific terms such as senate, Bill of Rights abd equator.

Most content area teachers are very comfortable teaching the technical terms in their discipline. Unfortunetly, this is insufficient because texts use all of the three types of vocabulary and students require an instruction in each to fully comprehend the content. Teachers must develop students' vocabulary to enable them to discuss various academic disciplines, as well as convey their thingking about the subject they study.

It is no wonder that vocabulary is the means by which learning is articulated. The ability to use vocabulary accurately and incisively is arker of one's command of the topic. In fact, vocabulary is often used as a proxy to measure how a person learns. Hart and Risley's (1995) argue that the land mark of the study of vocabulary knowledge at school entry age show that the level of vocabulary comprehension predicts later achievement.

Vocabulary means the words we use to express ourselves in written form. Joan Sedita (2005:1) views that vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonic and word study , fluency, vocabulary, and comprehension. Vocabulary is the glue that hold stories, ideas and content together making comprehension accessible for children. Joseph

(1992) added that vocabulary is in truth an accomplishment, and like any other accomplishment it may be used for a show.

According to Richards (2002:255) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Harmer (1991:158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by methapors and idioms. Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-,or in-) such as in imposible and possible, incorrect and correct. Then word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc.

Based on the afore-mentioned theories above, vocabulary mastery can be defined as a number of words in a language which contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that students should master. It may mean that knowing more words can make the reader easier to store the information from productive or receiptive skills.

Napa (1991:10) says that vocabulary is one of the components of language and that no language exists without words. Words tell our ideas, feelings, thoughts, either spoken or written. Furthermore, according to Kamil & Hiebert (2007) in their articles accessed from internet, they broadly define vocabulary as the knowledge of words and word meanings. However, vocabulary

is more complex than this meaning. Harmer (1991:53) stated that if language structures build up the skeleton of the language, vocabulary is the vital organs on the flash. Moreover, he said that grammatical structures use does not have any meaning without words.

Nation and Newton (1997) strengthens that vocabulary is the knowledge of words and word meaning. Actually, vocabulary is more complex, vocabulary mastery is not only knowing words and their meanings, but also knowing about how the words sound and how the words are used in the context. Knowing a word by sight and sound and knowing its dictionarydefinition are not the same as knowing how to use word correctly and understand it when it is heard or seen in various contexts.

The identification of the printed words begins with a visual process that concentrates on the visual forms of the letters that make up the word. Vocabulary knowledge has a direct relationship to background knowledge and high level comprehension and processing (Nagy and Scott, 2000). Developing and expanding a students' different vocabulary levels is a complex process that requires multiple exposures to words and their meaning. Students should be taught to read, write and spell these high frequency words as soon as possible in their school career. The more words students recognize automatically the greater their level of reading fluency and comprehension (Keren, 2003:54). It is obvious, therefore, that vocabulary is important for comprehension. The more readers master vocabulary, the better their ability in reading comprehension.

From the explanation of the theories above, it can be concluded that vocabulary is a key component to be mastered by students to improve their ability to understand reading materials or involve reading ativity. Richer vocabulary can make the reader better to select reading resources and get into reading activity.

2.1.2 The Importance of Vocabulary

Vocabulary is one element of the language that should be learned and taught. It would be hard to master the language without having or understanding a certain number of vocabulary. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997:5), states that vocabulary is central to language and a critical importance to the typical language learner. Burns and Broman (1975:295) argue that the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in the manner appropriate to a particular place, time, and situation. Wilkins (1982) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the students' ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading, vocabulary helps learners to comprehend the text. In writing, it helps them to expand their ideas based on the topic sentence that they need to develop. In listening, they comprehend and understand what other person speak. In speaking, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997:5) argue that vocabulary is central and extremely important for to typical language learners.

On the basis of the above theories, it is obvious that vocabulary is a basic element to be mastered by the readers or students because it is related into language skills in English;namely, listening, speaking, reading, and writing. Without those skills, the readers or students cannot posssess language skills.

2.1.3 Types of Vocabulary

Vocabulary is classified by some experts into several types. Vocabulary can be classified into two types: receptive vocabulary and productive vocabulary. Receptive vocabulary includes words the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thoughts from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Then, productive vocabulary is defined as the words used when the learner speaks and writes. Richards and Rodgers (1987;308) give a profound explanation that the vocabulary in listening is larger than the vocabulary in speaking and while the vocabulary in reading is relatively larger than the vocabulary in writing. Harmer, (1998:159) adds there is another type of vocabulary which is called active vocabulary that refers to the vocabulary students have been taught or have learned and which the students will recognize when they meet but which they will probably not be able to produce.

The types of vocaluary that have been mentioned are similar to the ones offred by Hatch and Brown (1995) who break vocabulary into receptive vocabulary and productive vocabulary as described below:

a. Receptive (passive) Vocabulary

Receptive vocabulary is concerned with list of words the students must master in order to understand the information. This type of vocabulary contains words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is the vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thoughts from others. In language application, the receiptive vocabulary is considered the basic vocabulary.

b. Productive (active) Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. Furthermore, Brown (2004:22) says that there are eight feuatures of reading comprehension; namely, general idea/general description, expression in context, inference, grammatical features, details, uncertain details, supporting ideas and vocabulary in context. Therefore, productive vocabulary can be considered as an active process because the learners can produce the words to express their thoughts to others. Receptive and productive vocabulary are two kinds of vocabulary that can be used in language skills. Receptive vocabulary is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but does not use them when he speaks or writes. On the other hand, productive vocabulary involves what is needed for receptive vocabulary plus the ability to speak or write at appropriate time.

2.1.4 Teaching Vocabulary

Nagy (2007) explained that teaching vocabulary "is more than teaching words, it is teaching about words : how they are put together , how they are learned , and how they are used". To achieve the goal of teaching vocabulary, the students must learn many things about words and their meanings as well as the words themselves. As stated by Widaningsih (2011:1) " Teaching vocabulary must be easy and enjoyable for the students. It is intended so the students easy to keep the new words in their mind. Therefore, English teachers have to use good methods and appropriate techniques in teaching vocabulary to young learners".

Morever, (Nagy & Scott : 2000), state that the process of word learning is incremental, involving gradiations of word knowledge, particularly for conceptually complex word. Furthemore, Cocoran (2011:10) state that the teacher is responsible for teaching students to recognize and identify words, to pronounce words, to analyze, and categorize words, to read and finally to put words together into phrase, sentence, paragraph in written language. This indicates that in teaching vocabulary students are encouraged to memorize words and then put them into practice in writing. Furthermore, Wallace (1987:207) reveals that there are several principles for teachers as considerations in teaching-learning vocabulary:

a. Aims

The aims have to be clear for the teacher before they teach the vocabulary to the students.

b. Quantity

The teachers have to decide how many new words in a lesson students should learn.

c. Need

The choices of words have to be related to the aims of teaching.

Wallace says that : " *it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students*".

d. Frequent Exposure and Repetition

The teachers could not only teach new words once. They have to repeat them to make sure the students already remember them.

e. Meaningful Presentation

This requires that words are presented in such a way that its denotation or reference are perfectly clear and unambigious.

f. Situational Presentation

The students should learn words in the situation in which they are appropriate.

From the principles above, in teaching learning process the teacher should be able to identify the students' needs and how he should teach in a simple and interesting way. Different age of students indicate that they also have different needs and interest. There are many ways dealing with vocabulary presentation. However, a few things have to be remembered irrespective of the way new lexical

items are presented. If the teacher wants the students to remember new vocabulary it needs to be learned and practiced. Students should be taught properly to prevent the from forgetting and the teacher must make sure the students understand the new words.

In order to enrich the students' vocabulary, the teacher should apply appropriate techniques, and teaching aid. By using them, it would be easy for the students to actively participate in the teaching and learning process. Doff (1989) suggest some ways of presenting vocabulary or techniques for teaching new words as in the following:

a. introduce the words by using media or real objects

b. pronounce the words clearly and write them on the board

c. get the class to repeat the words together.

d. give an example to show how words are used and

e. ask the students questions using the new words.

2.2 Kinds of Word Class

According to Eckersley (1960), there are eight kinds of vocabulary that are also stated in parts of speech.

1. Noun

This part of a speech refers to words that are used to name a person, a thing, an animal, a place, an idea or an event. Nouns are the simplest among the eight parts of speech. In fact, noun is the first part of speech that is taught to primary school students.

Example:

- *Tom Hanks* is very versatile

  The italicized noun refers to a name of a person

- *Dogs* can be extremely cute

  In this example, the italicized word is considered a noun because it names an animal.

- It is my *birthday*

  The word "birthday" is a noun which refers to an event

- *house, iron, london, handphone* are names of things.

2. Pronoun

   A pronoun is a part of speech which functions as a replacement for a noun. Some example of pronouns are : I , it he, she, mine, his, hers, we, they, theirs, and ours. The word that refers to people or things without really naming them are being compelled to repeat the names frequently.

   Examples:

   Janice is a very stubborn child. *She* just stared at me and when I told her to stop.

   The largest slice is *mine*

   We are number one

3. Adjective

   This part of speech is used to describe a noun or a pronoun. Adjective can specify the quality, the size and the number of nouns or pronouns. The

word that qualities a noun by making its meaning clear, fuller or more exact.

Examples:

The carvings are *intricate*

The italicized word describes the appearance of the noun "carvings"

I have *two* hamsters

a bad egg, a blue dress, a new book.

4. Verb

This is the most important part of speech for without a verb, a sentence would not exist. Simply, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

The word that expresses the idea of action or being that affirms that a person or thing is, does or suffers something.

Example: *am, is, was, are, and were*

Sample Sentences :

As usual, the stormtroopers *missed* their shot

The italicized word expresses the action of the subject "Stormtrroopers"

The are always prepared in emergencies

Boys played football, he was hungry.

5. Adverb

Just like adjectives, adverb also used to describe words, but the difference is that adverbs describe an adjective, a verb, or another adverb.

The word that can be added to a verb to make its meaning clearer, fuller or more exact. Examples:

Annie *danced* gracefully

She came *yesterday*

Of course, I looked *everywhere*

He run quickly. I saw him yesterday.

6. Preposition

The words that are used with nouns or pronouns and show the relationship between the noun or pronoun and other word, often express abstract relationship of case or of time or place.

Examples:

Micah is hiding *under* the bed

The italicized preposition introduces the prepotional phrase " under the bed", and tells where Micah is hiding.

7. Conjunction

The conjuction is a part of speech which joins words, pharases or clauses together.

The word that is used to join words, phrases or sentences.

 Examples:

This cup of tea is delicious *and* very soothing.

Kiyoko has to start all over again *because* she didn't follow the professors' instruction.

 because, with, and, etc

8. Interjection

The part of speech refers to words which express emotion.

Examples:

- *Ouch* ! That must have hurt

- *Hurray*, we won!

- *Hello ! ah ! oh ! (Kasihani.k.e Suyatn,2010)*

All of the parts of speech are of prime importance and that students should be able to apply them in their daily communication; however, not all of them need to be learned by the students at once as their levels determine the limitation of their learning materials.

2.2.1 Languange Acquisition

Vocabulary is the main important factor in teaching and learning English. Kinberg (2007:23) said that one very important aspect of prior knowledge is vocabulary. It means that vocabulary plays a dominant role in early speech stage. As students begin to procedure one or two words utterances the teacher expends the input with the new vocabulary. Teaching vocabulary can improve the ability of students in speaking, reading, writing and listening comprehension. If students understand the meaning of vocabulary it will be easy for them to analyze the meaning of words and practice them to make phrases or sentences.

All children acquire language in the same way, regardless of what language they use or the number of languages they use. Acquiring a language is like learning to play a game. Children must learn the rules of the language game, for example, how to articulate words and how to put them together in ways that

are acceptable to the people around them. In order to understand child language acquisition, we need to keep two very important things in mind. First, children do not use language like adults because they are not adults. Acquiring language is a gradual, lengthy process, and one that involves a lot of apparent 'errors'. Second, children will learn to speak the dialect(s) and language that are used around them. Children usually begin by speaking like their parents or caregivers, but once they start to mix with other children (especially from the age of about 3) they start to speak like friends of their own age. Parents cannot control the way their children speak: they will develop their own accents and they will learn the languages they think they need.

The acquisition of an adequate vocabulary mastery is essential for successful second language use because students will not be able to use the speaking skill and faction than they learn for comprehension communication without an extensive vocabulary mastery in contrast with development of other aspect of second language. Nunan (1991:127) said that for those who are learning English as a foreign language, vocabulary mastery is needed to comprehended sentences or a text in English. Moreover, in the process of language learning good vocabulary is really required in order to make easier for the learner to comprehended texts.

2.2.2 Teaching English for Young Learners

Philips (1996: 5) defines young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. From Phillips' theory, young learners are mainly recognized based on their age.

Besides, Scott and Ytreberg (1990: 1) divided children into two main groups, five to seven years of age and eight to ten years of age.

We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups. Teaching to young learners is difficult. In order to teach English successfully to young learners, the teacher has to consider the characteristics of young learners and try to use appropriate techniques, so they are motivated and enjoy the teaching and learning process. Scott and Ytreberg (1990: 5-6) state what should be done by an English teacher in his teaching to children; namely; 1) Words are not enough, 2) Play with the language, 3) Variety in the classroom, 4) Routines, and 5) Cooperation.

In addition, Venon (2006) also said "Make your classes fun so that the children want to come and not bored". Teaching English to elementary school students is different from teaching English to adults because they have specific characteristic such as prefering learning by doing, playing games, role play,etc. Einborn (2002) writes that in learning teaching techniques and teacher training she recommends an easy way to learn English with many strategies; one of them is by giving English learners pictures and label classroom items in both English and their native language by following the stages below:

First, make the students feel fun. Children play for the experience, and for the intrinsic motivation of fun and for learning (Mann in Weaver, 2000). Having

fun increases children ability to remember. The more they enjoy themselves as they learn English, the easier they can remember such as using pictures.

Second is play. Play is an important thread that runs through the stages of chilhood development. Children play for enjoyment; they instinctively wants to play in order to intergrate the play into a les,son. Therefore the teacher must understand that plays are valuable and the children learn through plays (Sawyer and Roger in Weaver, 2000).

Third, children must believe that they can learn. Much of this attitude is influenced by the work they make interesting for them to learn. In this case, learning a language is the same as children need activities which are exciting. They also need to be appreciated by the teacher. Furthermore, learning a language is the same as children learn their mother by imitating people around them. It considerably increases their words gradually, unconsciously and naturally due to the involvement in the process of communication.

In order to encourage the students to understand the material being presented, the teacher has to apply an appropriate method or technique to motivate the tudents to learn and understand the material. Fortunately, there are many teachers who use games or other teaching methods in teaching the students of elementary school because most of them like learning with playing. As Suyanto (2008:113) said that the students' pleasure in learning English can not be separated from the role of the teacher, the methods used and the materials which support the lesson.

Based on the explanation above, it can be said that "matching word games" is suitable to be applied for elementary school level. Indeed, teaching vocabulary in elementary school especially for children is not so simple. Teaching children is completely different from teaching adults; therefore, the teacher requires extra works to do. Kingsley (1997:121-126) gives some steps in vocabulary learning as in the following:

1. Listening to the words

2. Pronouncing the words

3. Understanding the meaning

4. Making an illustration in the form of sentences

5. Doing practice in expressing the meaning

6. Pronouncing the words in loud voice and

7. Spelling the words.

So far, the researcher has used some of the steps above such as: listening to the words, pronouncing the words, understanding the meaning and spelling the words. Mei and Jing (2000) said that through playing games, students can learn English in the way they learn their mother tongue without being aware that they are studying without having stress. So, teaching vocabulary through games is effective and interesting that can be applied in English class of elementary school.

There is no basic rule on how many words should be given to the fourth grade students of elementary school. As ten up to eleven years old children, the the fourth grade students should not be given too many words. It is better to give them about seven or ten new words at one time.

To help the learners in learning a foreign language Slaterry and Willis (2003:4) suggest some ways to teach them :

a. Make learning English enjoyable and fun

b. Don't worry about mistakes, be encouraging; make sure children feel comfortable and not afraid to take part.

c. Use a lot of gestures, action, pictures to demonstrate what you mean.

d. Talk a lot to them using English especially about things they can see.

e. Play game, sing a song, and say rhymes and chants together.

f. Tell simple stories in English using pictures and acting with different voices.

g. Don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.

h. Consistently recycle new language but don't be afraid to add new things or to use words they will not know.

i. Plan a lesson with varied activities, some students are quiet, some are noisy, some are sitting, some are standing and moving.

In teaching vocabulary to the fourth grade students, the teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorize the words quickly and to internalize them. In order to help

language learners to develop their language ability, language teacher can refer to the suggestion stated by Slaterry and Willis in their book (2003:4) about how to help young learners in learning English as their foreign language.

2.2.3 The Characteristic of Young Learners

English Young Learners students are young learners who learn English. Unlike adults, children are not self-motivated and do not have an immediate need to learn English" (Suyanto,2008:14).

From the statement above, it is obvious that children are different from adults. In teaching English to children , the teacher has the challenging task to motivate them. He/she has to make his teaching interested for the students to encourage them to learn English so that the expected results could be achieved.

According to Suyanto, (2008:15) the general characteristics of young learners are :

1. In general, children of five to seven years old have an egoncentric attitude.
2. It is still difficult for them to differentiate between concrete and abstract things.
3. They also tend to be imaginative and active.
4. They have very short attention and concentration on speaking.
5. They become easily bored.
6. Children's lives are also full of colours and fun.
7. They like playing.

From the characteristics of young learners as stated by Suyanto, young learners are exactly different from adult learners in learning a language. Slattery and Wills (2004:1) view that young learners are children aged 7 to12 years of age..

2.3 The Nature of Games

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) offers the meaning to games as a form of play governed by rules. They should be enjoyed and fun; they are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun."

Language games are games that are used in teaching learning activity to make the students easy to learn English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. Language teachers through a history have interspersed their grammar of course material with what often seem like hearted games but they do actually touch the language directly. The most important thing is the games are fun.

As stated by Wright *et.al*(1984) "Games also help the teacher to create contexts in which the language is useful and meaningful. Besides, "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Ersoz, 2000)". According to Uberman games are useful and

effective that should be applied in vocabulary class for they make the lessons more interisting and enjoyable. Games are used not only as the media to teach vocabulary and to enable the students to learn English easily with fun but theyb are also used to make students more active and improve their physical contact.

Richards and Theodore (1986) define that playing vocabulary game is one of the activities which require students to actively communicate with their classmate by using their own language. Playing games in teaching vocabulary is very important because teaching through games can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the teacher to create useful and meaningful contexts (Cameron, 2001).

On the other hand, Slattery and Jane (2001) explain that game can help the learners to create context in which the language is useful and meaningful. He also argues that in increasing vocabulary, teachers should need media to be used. One of them is games. Games can make students more focused in learning because they do not feel they are forced to learn. Games are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely (Bredemeier & Greenblat, 1991). Also, games have many advantages in learning. According to Carrier (1980), Gerlach and Elly (1971) and Cameron (2001), the advantages of game are as follows:

   a. Games can be used to change the pace of a lesson and to maintain motivation

b. Games can encourage students to interact and communicate.

c. Games can increase students' vocabulary and to reduce the dominance of the classroom by the teacher.

d. Games can act as a testing mechanism, in the sense that they will expose areas of weaknesses and the need for remedial work.

e. Games can make students seek to solve problem in which they are intimately involved.

f. Games can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.

g. Games are motivating and challenging.

h. Games can help students to make and sustain the effort of learning.

i. Vocabulary games bring in real world context to the classroom, and increase the students' use of English in a flexible, meaningful and communicative ways.

j. Games usually involve a friendly competition and they keep students interested in learning the language.

k. Games can help students learn and hang on to new words more easily.

According to Rini (2007) there are some adventages of using games in teaching and learning English both for the teacher and for students:

For the teacher :

1. Using game in teaching English make the teacher easy to explain the material.

2. The situation in the classroom becomes more live.

For students :

1. The students find it easy to understand the material.

2. The students are not bored when learning process is in progress.

3. The students become more active in class.

4. Games can help students to remember the materials easier and faster.

In a research paper written by Mei and Yu-jing (1998) it is said that Games are fun and children like them. Through games children experiment, discover, and interact with their environment. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programme, and more specifically different games would give benefits to students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

2.3.1 Matching Word Games

Munsyi (1982) says that teaching aids can help students to catch what the teacher means. One of them is a word game. The teaching aids are material used by the teacher to give supplement classroom interaction or stimulate the interest of the students. Matching word game is a list of two or more sets of words, or words and pictures that the player must pair up according to a specific theme such as a list of English words and their meanings.

According to Riddell (2003:6) one of the important vocabulary teaching techniques is matching word activity. It can combine some of the approaches of

language teaching methods. For example, matching words with pictures, with synonyms, with simplified meanings, words in sentences with simplified meanings, matching the English word with statements, and listening and matching. In this study matching English words with pictures and match English words with meanings were used.

Peter (1992:3) states that learning English vocabulary seems to become more active, dynamic, and enjoyable by using games especially matching word games. It is widely known that almost all of children and teenagers and adults extremely are pleased with games. In addition, Fletcher (2008:2) states that matching word with pictures can encourage students to write on the worksheet, play questions, and answer game in pains or around the class. With Matching Words Games facilitates students to memorize new words by giving exercises on have been learned.

2.3.2. The adventages of teaching vocabulary through

Matching Word Games according to Cameron (2001) gives the following advanateges:

1. Students are more active in studying vocabulary by playing games.

2. Teaching vocabulary through matching word games is an attreactive way to enrich students' vocabulary,

3. Playing with games can build the student's self-confidence.

4. Playing game in the classroom can enormously improve students' ability by using language because the have changed to use the language purpose in the situation provided.

2.3.3 The procedures of using matching word game in teaching English vocabulary according to Peter (1992:4) .

1. Copy, cut up and shuffle set of the cards and make class work in pairs or group of four or six.

2. Give each group a set of A and a set of B cards or word in the paper or on the white board and tell them to match them into 10 pairs of words

3. Set a definite time limited to stop the students at the end of it whether or they have finished their work.

4. Check by going round the class from group to group. Each group reads out a pair in turn. The teacher says whether it is right or wrong.

5. Continue until the pairs have been correctly read out.

2.4 Motivation

Motivation is one of the keys of success in learning because it is a factor that encourages the learners to take action and being active in learning process. In the study of Kinder in Washoe (2001), he found that motivation is psychological mechanisms governing the direction, intensity, and persistence of action not due to solely to individual difference in ability to overwhelm environmental demands that coerce the force action.

Johnstone considered motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci, to be motivated means to progress or to be in motion to do something. Crump believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer (2000) states that a cognitive view of

motivation includes factors such as the need of exploration, activity, stimulation, new knowledge and ego enhancement. In short, learners are motivated by how they themselves feel, believe, and behave toward the situation that they face in the learning process. Also, how the learners interpret, value, and futuristically face the information about this world that can motivate them in the learning process.

Matching word game motivation is one's own purpose, idea and desire related to the title, action and the results of the vocabulary (Guthrie & Wigfield, in Ahmadi: 2013). The students must have difficulties to read in a foreign language if they have low motivation because motivation is a significant factor in language learning. Based on the previous study of Dornyei in Qashoa (2006:2), motivation was the main determinant of second/foreign language learning. He also stated that going up and down affected language achievement.

Motivated writer is not only about students who are having fun while learning vocabulary but what is meant by motivation are values, beliefs and behaviour of every individual. When talking about motivation, it refers to three aspects: (1) *Interest*, (2) *Dedication* and (3) *Confidence* (Cambria and Guthrie: 2010). An interested student reads because he enjoys it; a dedicated student writes because he believes it is important; a confident student reads because he can do it.

2.4.1 Kinds of Motivation

a. Integrative and Instrumental Motivation

Motivation is understood as *integrative* and *instrumental* motivation, as stated by Gardner and Lambert. Integrative motivation can be defined as a

willingness to become a member of another ethnolinguistic group. In other words, the language is learned with intention of participating in the culture of its people. Brown, H.Douglas (2000)

Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that the students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation" (Finegan 1999:568). Integrative motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the target language group.

According to Gardner (1985 : 50). motivation involves four aspects: a goal, an effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question. In other words, it is the combination of effort and

desire to achieve the goal of learning the language with favorable attitudes toward learning that language.

Meanwhile, instrumental motivation is the desire to gain social recognition or economic advantage through knowledge of a foreign language; for instance, language is learned as the support of purpose relating to occupation. Instrumental motivation concerns an individual's primary concern for language development, apart from social goals in second language acquisition.

Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation , the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

b. Intrinsic and Extrinsic Motivation

Motivation is also mechanized as two notions; they are intrinsic motivation and extrinsic motivation. According to Harmer, *intrinsic motivation* comes from the individual. An intrinsic motivation motivates student to study because she/he wants to study; the material is interesting, challenging, and rewarding and the student receives some kinds of satisfaction from learning. Thus,

the students must be motivated by the enjoyment of learning process itself or by the desire to make themselves feel better in learning.

Intrinsic motivation is motivation from within the student (Lumsden). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. Furthermore, Deci and Ryan (1985) Intrinsic motivation refers to the engagement in an activity for the pleasure and satisfaction of performing it. Intrinsically-motivated individuals voluntarily participate in an activity without experiencing external or internal pressures to do so and without expecting rewards.

Intrinsic motivation also defined as engagement in an activity for the pleasure and satisfaction derived when trying to excel to reach a new standard, or to create something new. Individuals with IM toward accomplishment focus on the process rather than the outcome of an activity and seek to feel competent and creative. Finally, intrinsic motivation to experience stimulation represents involvement with an activity for the experience of fun, excitement, and positive sensations (Vallerand et al. 1992).

In contrast, *extrinsic motivation* comes from any numbers of outside factors. An extrinsically motivated student studies and learns for other reasons; for example, the needs to pass the exam, the hope for financial rewards, or the possibility of future travel. Both of this type of motivation work together in learning process as the psychological mechanism that gives the students courage,

energy, and attention in learning. An extrinsically motivated student studies and learns for other reasons.

Furthermore, Deci and Ryan (1985) view extrinsic motivation as a multidimensional construct as well. Three types of extrinsic motivation are defined in the self-determination theory tradition: external regulation, introjection, and identification. External regulation is the most representative type of extrinsic motivation. It refers to the involvement in an activity to gain rewards or to avoid punishment. Furthermore, behavior is the result of experiencing external or internal pressures. The second type of extrinsic motivation, introjections, refers to a more internalized involvement with an activity, one in which the self is more involved. At this stage, behavior is not yet self-determined, but the individual is beginning to internalize the reasons for her/his actions. Identification is a more self-determined type of extrinsic motivation than external regulation because behaviors are valued, and considered important; thus, engagement is perceived as chosen by the individual.

2.5 The Vocabulary Assesment

Brown (2004) states that vocabulary assesment is clearly in the above tasks, but the procedures are creatively linked by means of the target word, its collacations, and its morphological variants. It means assesment is very important to know the result of the students' activity in learning vocabulary. Also, assesment is a test that is used a teacher to measure the ability or skill of students' after the learning process in classroom is finished.

According to Miller (2006) there are some assesment activities in learning vocabulary. They are including active vocabulary, selecting words that have been taught in a lesson then include as much context as possible, arrange the theme fruit, vegetables, family, school, space, and action words, use group word, such as cat, bat and cat meat.

On the basis of SDN 018 Kubang Jaya Kampar lesson plans, the students of the fourth grade should be able to acquire the vocabulary based on such topics as parts of body, colours, things in the classroomand animals:

1. Noun

   The word that is related to name of things, people or place.

2. Adjective

   The word that qualifies a noun by making its meaning clearer, fuller or more exact.

3. Verb

   The word that expresses the idea of an ction or being that affirms that a person or thing is soes or suffers something.

4. Adverb

   The word that can be added to a verb to make its meaning clearer, fuller or more exact.

2.6 Related of Studies

Many experiences show that teaching English vocabulary through games is effective to improve students' vocabulary and also can increase students'

motivation. Below are some examples of successful research about teaching vocabulary through games.

Abdullah Hasan *et al* (2015) carried out a research with quantitative and qualitative methods entitled "Using Active, Creative and Joyful (ACEJ) Learning Strategies toward English Achievement and their Behavioural Changes among Primary School Students". A study that the experiments the ACEJ language learning strategies focusing on its effect toward students' English language achievement and their behavioural changes. The data were collected though a quantitative and qualitative method. A quasi-experimental approach was adopted with a pre-post-test analysis. A total of 181 year-four students Elementary Schools in Riau province and three teachers were involved as the partcipatns of the study. The study aimed to evaluate the effects of language learning strategies through active, creative, effective and joyful learning on the students' English language achievement as well as their behavioural changes after conducting a quasi experimentl research for four months at primary schools in Riau province. A quasi experimental approach was adopted with a pre-post-test analysis. The overall mean scores of pre-post-test results of the experimental groups showed a significant difference of 5.30 : 7,55. It could be determined that the overall mean score of the experimental group increased significantly by 2.25. The ACEJ learning contributed more benefits to improve students' motivation, attitude, interest and self-esteem which could be used to improve their English language achievement and behavioural changes. Students liked and enjoyed the English class very much because the various activities were provided in the English class.

This affirms that the ACEJ leaning could be implemented in ELT at primary schools that offer extensive benefits. Teacher should formally employ this method in their classroom practices most significantly in teaching English as a foreign language at primary school level.

ACEJ learning is one learning strategy that is indirectly an approach that maximises the learning outcomes to achieve the learning objectives more effectively and more efficiently in accordance with students' ability. The research findings of language learning strategies through ACEJ learning highlighted the positive and significant effects on students' English language achievement and their behavior changes at primary school level.

Rohaty *et al* (2012) carried out a research entitled "The effect of ACEJ Language Learning Strategies on Students" English Language Achievement". The main objective of the study was to examine the effects of language learning strategies through active, creative, effective and joyful learning on the students' English language achievement. The study employed a quasi- experimental approach of the pre-post-test non equivalent group design. The participants of the study comprised 181 Year Four students of elementary schools and three intact teachers. The results indicated that subjects in theexperimental groups showed significant improvements in the English language achievement composite and post-test mean scores (from 5,43-7,42) with mean increase of 1.99.

The findings indicated the effectiveness of ACEJ approach and the need for optimizing the use of ACEJ modules in teaching English language. Further implementation of this learning module with more differentiated sample groups

should be conducted. The findings indicated that the increase in English language achievement could be attributed to the positive strengths of meaningful learning where by students learned through various modalities such as auditory, body kinesthetic and using affect.

Ayu Wisudayanti (2012) carried out a research entittled, "Developing Supplementary English Vocabulary for the Fourth Grade Students of the State Elementary School in Bandung". The objective of the study was to find out if the students' vocabulary achievement improved through Make a Match Method. The subjects of this study were the second year students of elementary school class IV consisted of 31 students. The research was conducted in two cycles and every cycle consisted of three meetings. In test I, the mean of the students' score was 59 while in test II, the mean of the students' score was 70.5 and in test III the mean of the students' score was 77.3. It was found out that teaching vocabulary through Make a Match Method improved the students' vocabulary achievement. It is suggested that English teacher use Make a Match Method as one of the alternatives techniques in teaching vocabulary.

Nora Anzelita (2015) on her research entitled "The effect of Vocabulary Role Play strategies on students' speaking and writing ability at MTS Nurul Islam Kuantan Singingi Regengcy". The aim of the research was to investigate whether there was a significant effect of using vocabulary role plays on students' speaking and writing ability at MTS Nurul Islam Kuantan Singingi Regency. The research was conducted by using quasi-esperimental design. The number of participants of was all second year students of MTS Nurul Isla Kuantan Singingi Regency.

Cluster random sampling was used to take the sample with 58 students in total. There were 30 students of classVIII A as the eperimental class and 28 students of class VIII C as the control class. The findings of the research showed that there was a significant effect of using vocabulary Role Play on the students' speaking and writing ability at MTS Nurul Islam Kuantan Singigi Regency.

From the results, it can be concluded that vocabulary Role-Play had a positive effect on the students' speaking and writing ability at MTS Nurul Islam Kuantan Singingi Regency. This improvement in studens' speaking and writing ability might be attributed to students' to make connections among their past experiences, the content currently being studied, and vocabulary that was new or being used in an unfamiliar way.

Alfiah Sari conducted a study (2011) entitled, "The Correlation between the Secod Year Students' Understanding of Sentence Patterns and Vocabulary Mastery and their Reading Comprehension at SMAN 1 Pagelaran". This research was aimed to find out the correlation between students' understanding of sentence patterns, and vocabulary mastery and their reading comprehension at SMAN 1 Pagelaran. The population was 60 students of the first year and data were collected from 30 participants by using sampling random technique. This research used a correlation of ex post facto as the research design. In her research she stated that based on the calculation, the researcher found the coefficient correlation of Students' Understanding of Sentence Patterns and Vocabulary Mastery an their Reading Comprehension (r) was .870. The coefficient correlation was higher than the critical value of table (r) (.870>.32). the result of this research

showed that Students' Understanding of Sentence Patterns and Vocabulary mastery and their Reading Comprehension. It indicated that both of Students' Understanding of Sentence Patterns and Vocabulary mastery simultaneously had significant correlation and contribution towards their reading comprehension.

Alfiah's study had a similarity in variable X and Y with this study even both of studies had different terms like grammar mastery with sentence patterns but the purpose was similar. Moreover, both studies used a corelation design of ex post facto design. The difference was that Alfiah conducted her study at Senior High School level and this study was conducted at university level.

The finding of her study showed that students' understanding of sentence patterns and vocabulary mastery gave high contributions to reading comprehension at the second year students of SMAN 1 Pagelaran. This research fnding was not as big as Alfiah's which had higher coefficient correlation. It could be compared that the students of the second year of SMAN 1 Pagelaran Tangerang had more times and most of them were more enthusiastic in studying English than the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru who studied English only once a week and 100 minutes every meeting because the English was not their own major. Thus, this factor could influence the high or low students' comprehension in reading.

Roinah (2016) carried out a study on entitled, "The correlation between Students' VocabularyMastery and their Reading Comprehension and Reading Preferences at STAIN Bengkalis". The objectives of study were to investigate the correlation between students' vocabulary mastery and reading preferences at

STAIN Bengkalis; to investigate the correlation between sudents' reading comprehension and reading preferences; and to investigate the contribution of their vocabulary matery and reading comprehension towards their reading references. The type of this research was correlation research. Overall, the research population was two classes that consisted of 57 students of the sixth semester. The results of the analys of the coefficient of correlation analysis was 0.648 with the alpha value was equals to $= 0.025$. The findings also indicated that the relationship seemed to be weak due to several psychological and social factors such as lack of reading, rarely memorizing English words and lack of practicing English in their campus.

Alharthi (2014) did research entitled "The Role of Vocabulary Learning Strategies in EFL Learners' Word Attrition". The research design was a triangulated multi-methodological approach labeled 'Sequential Two Phase design' with participants of 41 students of Saudi Arabia. The use of vocabulary learning strategies (VLS) by foreign language (FL) learners has been described as the steps taken by learners to enrich their word growth which would eventually enable them to function effectively in English. Research had shown fruitful outcomes of VLS, supporting the significant role it had in effective vocabulary learning, but whether VLS prevented English as a Foreign Language (EFL) learners' attrition of vocabulary knowledge had been under research. The current study attempted to shed more light on the role of VLS in memorization of vocabulary, both word attrition and retention of 41 Arabic learners of English before and after the completion of a B.A course. Questionnaires and semi-

structured interviews were used to indicate patterns of VLS use. Vocabulary achievement tests were used to examine the attrition of receptive and productive knowledge of learned words. The results showed that the use of role learning (repeating an English item with its Arabic translation) led to more attrition in receptive word knowledge, while note-taking strategies (writing an English item with its synonym and definition) emerged as a positive predictor of learners' retention in receptive and productive word knowledge. The findings had significant implications for the adoption and the teaching of effective VLS that prevented or minimized vocabulary attrition by L2 learners.

Winda Pratiwi (2012) did a research entitled "The use Vocabulary Self-Collection Strategy (VSS) to improve the Vocabulary Mastery at the Eighth grade Students of SMP N 333 Purworejo in the academic year 2012/2013". The research design was quasi-experimental design. The population of this research was the eighth grade students of SMP N 33 Purworejo in the academic year 2012/2013. The population was 231 students. The sample was two classes which were divided into control and experimental groups. After analyzing the data, the researcher concluded that teaching vocabulary by using Vocabuary Self-Collection Strategy (VSS) was effective in improving students' vocabulary mastery. Based on the 0.05 significant levels, the value of the t-table was 2.03. The results of the computation showed that t-value was higher than a t-table that was 3.67>2.03. Another fact showed that the strategy used was effective where the mean of experimental group was higher than the mean of the control group (76.06>65.15).

The findings of the research proved that the use Vocabulary Self-Collection Strategy (VSS) could improve the vocabulary mastery of the eighthgrade students of SMPN 33 Purworejo in the academic year 2012/2013. The similarity of her research and this research is that both of studies were designed to improve the students' reading comprehension. The difference of her research with this research ws in the goal of the research and the reading strategy used. In her research, she only used Vocabulary Self-collection Strategy (VSS), whereas in this research two strategies were used, Vocabulary Self-collection Strategy (VSS) and semantics Mapping. In her research, she used experimental research which used quasi experimental, whereas in this research comparative experiment was used.

Other study was done by Ibrahim Mohamed Alfaki (2015) entitled "Vocabulary Input in English Language Teaching : Assessing the Vocabulary Load in Spine Five. The study aimed to investigate the vocabulary load scares in Sudan. The study contributed to the improvement of EFL textbooks and material development. The analysis of the new vocabulary items in spine 5 showed that a textbook reflected a level of difficulty because it contained a large number of low frequency words. There was also a poor provision of new vocabulary items. 43,8% of vocabulary items had not been recycled and 44.4% words had insufficient recycling. Even those with sufficient recycling were not systematically recycled. A massed ecycling was performed with very few words. The few words which had spaced recycling were high frequency words; massed recycling was found in all pages of Spine 5 of the pupils' books.

Efendi (2012) carried out a classroom action research on the use of games to improve vocabulary mastery. This article was aimed at describing the way of "got it game" and "back to the board game" in improving vocabulary mastery of the seventh grade students of SMPN 5 Malang. The research design was classroom action research (CAR) in which the researcher acted as the teacher who applied the teaching activity. The data were required from two major sources: the qualitative and the quantitative. The findings of the study presented that the use of "Got It Game" and "Back to the Board Game" with the topics vocabulary of daily English communication, people's occupation, and personal care and appearance could improve the students' vocabulary mastery.
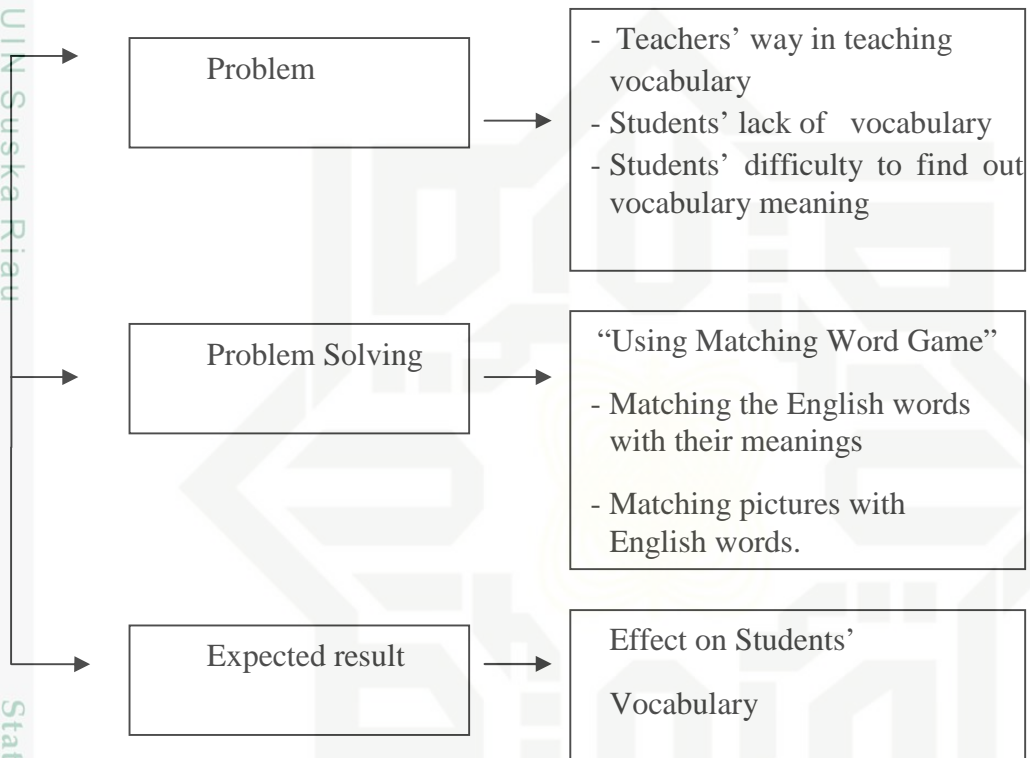
Based on the relevant studies above, it can be inferred that those strategies are useful to increase student vocabulary teryand make students active in learning process. The strategies have positive responses in vocabulary mastery. because they could improve the students' mastery vocabulary and their motivation.

The researcher found that students vocabulary mastery was less frequent than fictional text and preffered fictional to nonfixtional text. Based on these findings, suggestions are provided on how teachers can help young students to master vocabulary.

2.7 The Operational Concept and Indicators

The conceptual framework of the research is presented below:

Figure 2.6: The Conceptual Framework

Problem	→	- Teachers' way in teaching vocabulary - Students' lack of vocabulary - Students' difficulty to find out vocabulary meaning
Problem Solving	→	"Using Matching Word Game" - Matching the English words with their meanings - Matching pictures with English words.
Expected result	→	Effect on Students' Vocabulary

Refering to the conceptual framework, it can be described that the problem of this research is the teacher's way in teaching vocabulary. Students' lack of vocabulary, students' difficulties in finding out the vocabulary meaning. Then, the researcher applied Matching Word Games with two variations: Matching the English words with their meanings" and "Matching pictures with the English word. Then, the expectation of the use of Matching Word Games for this research was the enrichment of students' vocabulary.

2.7.1 Indicators

a. The Indicators of Matching Word Game strategy :

1. Teacher copies, cut up and shuffles set of the cards and makes class work in pairs or group of four or six.

2. Teacher gives each group a set of A and set of B cards or words on the paper or on the white board and tell them to match them into 10 pairs of words.

3. Teacher sets a definite time limited to stop the students at the end of it, whether or not they have finished their work.

4. Teacher checks the students' activity by going around the class from group to group. Each group reads out a pair in turn. The teacher says whether the students' work is right or wrong.

5. Teacher continues the students' activity until the pairs have been correctly read out.

b. The Indicators of vocabulary mastery :

1. Students are able to identify words dealing with parts of body.

2. Students' are able to identify words dealing with colours.

3. Students are able to identify words dealing with things in the classroom.

4. Students are able to identify words dealing with animals.

c. The Indicators of Motivation

a. Students feel pleased to follow the English class.

b. Students' show anthusiasm in learning and they learn by themselves.

c. Students' are willing to work hard and complete the class assignments.

d. Students' always attend classes.

e. Students participate and complete the work well.

f. Students want to learn independently.

2. 8   Assumption and Hypothesis

2.8.1 Assumption

Before formulating the hypothesis as the temporary answer to the problem, it is necessary to present some assumptions as follows:

a. Using Matching Word Game strategy can give effect toward the students' vocabulary mastery.

b. Using Matching Word Game strategy can give effect toward the students' motivation.

2.8.2   Hypothesis

Ho1: There is no significant difference of students' vocabulary pre-test mean score between the experimental and control group at SDN 018 Kubang Jaya

Ha2: There is a significant difference of students' vocabulary between Pretest and post test mean score oof the experimental group at SDN 018 Kubang Jaya

Ha3: There is a significant difference of students' vocabulary between Pre-test and post test mean score of the control group at SDN 018 Kubang Jaya

Ha4: There is a significant difference of students vocabulary post-test mean score between the experimental and the control group at SDN 018 Kubang Jaya

Ho5: There is no significant difference of students' vocabulary motivation

Pre-test mean score between the experimental and the control group at

SDN 018 Kubang Jaya

Ha6: There is a significant difference of students' vocabulary motivation

between pre-test and post test mean score of the experimental group at

SDN 018 Kubang Jaya

Ha7: There is a significant difference of sudents' vocabulary motivation

between pre-test and post-test mean score of the control group at SDN

018 Kubang Jaya

Ha8: There is a significant difference of students' vocabulary motivation

Post-test mean score between the experimental and the control group at

SDN 018 Kubang Jaya