This study is based on the problems of the low vocabulary mastery in junior high school students. It focuses to know how far word games can improve students’ vocabulary mastery. It also identifies the phenomenon takes place when word games are employed in teaching and learning vocabulary. Moreover, this study has purposes to find out the strengths and the weaknesses of the employment of word games in teaching and learning process.

In accordance with the study, the writer conducts an action research. The technique employed in this research is word games. The procedure of the research consists of identifying the problems, planning the action, implementing the action, observing or monitoring the action,
reflecting the result of the observation, and revising the plan for the following steps. The research is conducted in two cycles. Each cycle consists of two meetings. Techniques in collecting the data are qualitative and quantitative method. In qualitative method, the writer used observational and non-observational techniques. Observational techniques consist of observations, field notes, and photographs, while non-observational techniques consist of interviews and document. The results of the observation are in the form of field notes, interviews and photographs. The result of qualitative data is analyzed by using Constant Comparative Method (CCM). In quantitative method, the writer used tests. The test consists of pre-test and post-test. The technique to analyze the tests result is by comparing the score of pre-test and post-test. In this action research, the writer is as the teacher in teaching and learning process. Meanwhile, the observer is the English teacher.

The results of this research show that word games can effectively improve students’ vocabulary mastery. The improvement can be seen in the form of students’ behaviour and students’ score. The students become more active in teaching and learning process. The improvement of students’ score can be seen from the differences between pre-test and post-test. The mean score of pretest is 6.47 and it improves to 7.52 in post test 1 and it also improves to 8.58 in the post-test 2. From the test result, it shows that there is a significant improvement of students’ vocabulary mastery after the writer conducts the research. It proves that teaching vocabulary through word games can improve students’ vocabulary mastery.

The result of the research implies that English teachers need to choose the appropriate techniques in teaching vocabulary. The appropriate technique to teach vocabulary is word games. Through word games, the students become more active in teaching and learning process.