This present research was conducted based on pre-observation in which the researcher found that the students’ English ability was unsatisfactory. The inability to master vocabulary was much due to the lack of techniques employed by the teacher.

To improve the instructional practice, the researcher conducted Classroom Action Research (CAR). The researcher formulated the statement of the problem: “Do the second year students’ vocabularies increase after given the “matching game” at MTS Nurul Ulum Gadungan Malang.”

In line with the statement of problem above, the researcher proposed on technique of teaching vocabulary by using the “matching game”.

This research employed CAR design in which the researcher acted out as the temporary teacher. There were 2 cycles in this research and each cycle consisted of four phases namely: planning, implementation, observation and reflection. The data were collected from the students of MTS Nurul Ulum Gadungan Malang in 2009/2010 academic year which consisted of 37 students. The data were collected by using the observation forms and tests.

After conducting the research, it is concluded that the “matching game” was able to increase students’ vocabulary attainments. It can be seen that the result of pre-test and post test showed significant difference.

The implication of this research was addressed to English teacher and future researcher. English teachers need to consider the technique of the “matching game” to improve students’ vocabulary attainments. Further researchers who apply CAR are expected to use this research as a reference or they can conduct a new CAR with different subject and different population.