MAKING A MATCH GAMES TO IMPROVE STUDENTS' VOCABULARY

Desi Lina
SMPN 1 Hulu Sungkai, Indonesia

ABSTRACT

The objectives of the research were to examine whether the use of Match Games Improve the students' vocabulary and to find out the strengths and the weaknesses of Match Games. The researcher was applied pre-experimental design the population is the seven grade students of SMPN 1 Hulu Sungkai in academic year 2021/2022. The total number of populations is 240 students. The researcher was used total sampling technique. relatively baseline knowledge based on their test examination average scores. The total number of samples was 30 students from class VII. In analyzing the numerical data, the writer was used SPSS for windows. After implementing the research, the researcher concludes that the use of Matching Games in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' posttest. The t-test of the students' vocabulary achievement in posttest was smaller than α (0.000 < 0.05). It meant that the H1 of the hypothesis was accepted

Keyword: matching games, vocabulary.

INTRODUCTION

As an international language, English is very important for everyone. English is used as the main language for communication with other people from other countries. Therefore, mastering English as an international language is important.

Indonesian government has decided to introduce English to children earlier. They learn many things about English words although they often have difficulty on spelling. In a Junior High school, pupils learn basic English as a foundation to learn English, such as numbers, vegetables, animals, colors, transportations, things around them and others. The materials are made easily and simply to make the students interested in studying English.

Learning vocabulary is very important for studying English. And if students have a lot of words of vocabularies, they can study and learn English skills easily. For Junior High school, students' study and learn vocabulary by using pictures, songs, or games. Usually teaching vocabulary using pictures, songs and games are interesting for students of Junior High school because they can practice in their daily life.

The importance of learning vocabulary inspires the Indonesian government to improve English learning system especially in vocabulary. Despite the attention given to English language learning by the government, there are still some problems found in English language learning. These problems also happen to the students of Junior High School. It can be seen from the mark the students get on the last semester examination.

The phenomenon above might be caused by various things. Based on the interview with the teacher herself, she said that in the teaching and learning process she usually gives a list of words that should be found the meaning by the students in limited time. Normally, it is hard for people to learn new thing (in this case new words) in such of limited time by only consulting to a dictionary. From the pre-research observation students felt bored with the teacher's technique in delivering material. They saw English lesson as something difficult and boring. Sometimes they did not pay attention to the lesson. They played with other students or sometimes they did nothing. Then, the students found difficulties in pronouncing, spelling, and understanding new vocabularies. It seemed that they really found difficulties to remember and grasp the meaning of words easily.

To solve this kind of problems, it is a need to give treatments to students that will make them enjoy the vocabulary learning and learn it fast. In this research the writer tried to give certain method which is teaching vocabulary through Match Game. But why it is game? Suyanto (2007: 117) also stated that *"anak bermain karena mereka senang. Anak belajar melalui permainan. Pada saat mereka bermain bersama, anak berinteraksi satu dengan yang lain".* From this statement Suyanto want to say that beside games make a fun learning and teaching atmosphere, games also train the learners to communicate with others.

Because there are so many kinds of games based on the problems and reasons above, the writer proposes one of them as teaching techniques as the solution for the problem of learning vocabularies. The teaching technique, which is suitable to overcome the problems, is Match games.

Wright (1994: 23) defines a matching game as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the children to communicate effectively since playing matching games will help the children to develop language and thought. In the activities of matching games, the children will develop their ability to say what they mean to say and to express themselves clearly. From the definition above, it can be seen clearly that matching games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that

Matching Games can help students use and practice the target language in a relaxed way. By using Matching Game for teaching vocabulary, the writer hopes that the students will improve their vocabulary speaking and encourage their self to participate and interact in teaching and learning process. So, the students will know that English is easy to practice.

And based on explanation above, the writer was interested in taking job training of teaching vocabulary using games especially using matching technique to Junior High School students. Therefore, the writer chooses "Make a Match Games to Improve students Vocabulary" as the tittle of this research"

METHOD

In this research, the researcher was applied pre-experimental and there was no possibility for the researcher to randomize them as the sample of the research.

The consideration is relevant to the statement of (Gay, et al. 2006:258). The research design was used pre-experimental research with one group pre-test and post-test. This research was conducted at SMPN 1 Hulu Sungkai. The researcher was used total sampling technique. The researcher uses this technique because all the members of the selected had similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of samples was 30 students from class VII. Calculating the mean score, finding out the standard deviation of pretest and posttest, computing the frequency and the rate percentage of the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent t-test using SPSS version 16.0 for Windows Evaluation Version

FINDINGS AND DISCUSSIONS
Findings
The Interpretation of the Result of Students' Achievement Test.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning vocabulary before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the vocabulary test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

1. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 The Percentage of Students' Pretest Score

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	9	30
Fair	41-60	15	50
Poor	21-40	5	20
Very Poor	1-20	0	0
Total		30	100

Based on the data in Table 1, pre-test showed that out of 30 students, there was no student of them categorized as very good. There were 9 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there were no students in category very poor.

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 3 December 2022

2. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
59.73	13.496

Based on the classification of vocabulary test, the mean score of the pre-test (59.73) was considered fair with the standard deviation 13.496. It indicates that the points of the classification reached by the students are still low.

3. Scoring classification of the students' post-test.

The scores of students' vocabulary achievement was classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	11	37
Good	61-80	19	63
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		30	100

From the classification, the scores, and the rate percentage of the posttest illustrated in the table above that out of 30 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 19 (63%) students leveled as fair. In this group, there were 11 (37%) students can gain the very good level.

Based on the description above, there is a much more significant improvement of vocabulary reached out by the students in post-test through treating those students using matching games during the research.

4. The mean score and standard deviation of students' post-test.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4 The Mean Score and Standard Deviation of Students' Posttest

Mean Score	Standard Deviation
80.33	9.463

It can be observed in the table above that post-test was valued 80.33 for its mean score with the standard deviation obtained 9.463. It can be referred from the

description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 59.73 in pretest to 80.33 in posttest or fair classification to good classification.

5. Test of significance (t-test).

T-test is a test to measure whether there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 29, N1– 1, the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 5 The Paired t-test Value of Students' Achievement

Variables	Probability Value	α	Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α (0.00 < 0.05) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of Matching Games significantly enriches students' vocabulary. It is more effective, more productive, and faster to enrich the students' vocabulary.

Discussion

The discussion section deals with the interpretation of test result both pretest and posttest.

The Students' Vocabulary Achievement.

Wright (1994: 23) defines a matching game as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the children to communicate effectively since playing matching games will help the children to develop language and thought. In the activities of matching games, the children will develop their ability to say what they mean to say and to express themselves clearly. From the definition above, it can be seen clearly that matching games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that Matching Games are able to help students use and practice the target language in a relaxed way.

By using Matching Game for teaching vocabulary, the writer hopes that the students will improve their vocabulary speaking and encourage their self to participate and interact in teaching and learning process. So, the students will know that English is easy to practice. Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement

can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using word wall media, the mean score of the pre-test before the treatment was 59.73 and after the treatment the students gained score 80.33. In the pretest, that out of 30 students, there was no student of them categorized as very good. There were 9 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there was no student in category very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seems lack because the students did not have any knowledge about the test or they are not given the treatment yet by using matching games. There are some factors that can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students' interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using word wall media as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of matching games gives progress significantly toward students' achievement. It means all the students could enrich their vocabulary; it is proved by the students' mean score before and after the treatment gets increase as stated before. The vocabulary achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the class is lower than alpha (α) in which (0.000 < 0.05). It meant that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all the students got fair and poor classification in mastering vocabulary. The difficulties that the students faced are especially to remember the meaning and the spelling.

Furthermore, from the researcher observation during the treatments conducted for six meetings in different topics that employed the word wall media, the students could enrich their ability to master vocabulary. Matching games provided an enjoyable atmosphere while learning a new vocabulary.
The procedure of the treatment has an important role for the students' vocabulary mastery. It is proved by the enhancement of students' vocabulary achievement after giving the treatment by using matching games for four times.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Matching Games in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the

students' posttest. The t-test of the students' vocabulary achievement in posttest was smaller than α (0.000 < 0.05). It meant that the H1 of the hypothesis was accepted.

REFERENCE

Akram, 2003. The Problem Faced by the Students of SMU Negeri 1 Sinjai in Mastering Vocabulary. Unpublished Thesis. Makassar: FBS UNM.

Al-Jarf, Reima Sado. 2006. The Effect of Online Grammar Instruction on Low Proficiency EFL College Students' Achievement. Retrieved February 9th 2013.

Brown, H. Douglas. 2004. Language Assessment. Principles and classroom practices. New York: Pearson Education.

Cahyoko, Angkat Adi.2013. The Effectiveness Of Matching Games To Teach Speaking Skill Viewed From Students' Creativity . Unpublished Thesis. Surakarta: Universitas Sebelas Maret

Depdiknas. 2005. Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus. Jakarta: Badan Standar Nasional Pendidikan. Jakarta.

Dyah, Sulistiyani.2014. The Effectiveness Of Group-Discussion Using Word Wall To Teach Reading Viewed From Students' Interest. Unpublished Skripsi. Jakarta: UIN Jakarta.

Finocchiaro, M. and M, Bonomo. 1973. The Foreign Language Learner: a Guide For Teacher. New York: Regent Publishing Company, Inc.

Gay, L.R., Geoffrey E. Mills, and Peter Airasian. 2006. Educational Research: Competencies for Analysis and Application (Eight Edition). Columbus, Ohio: Pearson Merril. Prentice Hall, New Jersey.

Hornby, A.S. 2006. Oxford Advance Learner's Dictionary of Current English. London: Oxford University Press.

Hornby, A.S. 1995. The Advances Learner's Dictionary to Current English. Second Edition. London: Oxford University Press.

Ikhsan. 2013. The Implementation of English Macromedia Flash Games Software to Enrich Students' Vocabulary. Unpublished Thesis. Makassar: PPs UNM.

Jabu, Baso. 2008. English Language Testing. Badan Penerbit UNM

Kim, Lee SU.1995. Creative Games for the Language Class. Forum, Vol 33 No 1, January- March

Masnijuri. 2004. Improving the Students Achievement by Using Multimedia Program as Learning in Teaching English. Unpublished Thesis. Makassar: PPs UNM.

Mulyadi. 2004. Enhancing Students Mastery of English Vocabulary by Using CALL. Thesis. Makassar: State University of Makassar.

Nurmiati. 2004. Imporving the Students' English Vocabulary Mastery by Using Whispering Games. Thesis. Faculty of Language and Arts UNM.

Nunan, D. 1992. Research Methods in Language Learning. Cambridge:
Cambridge University Press.

Peng, H. H., & Li-jeng, D. (2007). Vocabulary Acquisition in Multimedia Environment. US-China Foreign Language, Vol. 5 (8), August 2007.

Pusat Kurikulum. 2006. Model Penilaian SMP. Retrieved on January 12th 2015. From http://www.puskur.net.

Sudrajat, Akhmad. Media Pembelajaran. http://akhmadsudrajat/wordpress.com). Retrieved on January 12th 2015

Sugiyono. 2008. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta.

Surya, Dian. 2014. Improving Students' English Vocabulary Through Cluster Technique. Unpublished Skripsi. Jakarta: UIN Jakarta.

Ur, Penny .1996. A Course in Language Teaching Practice and Theory. Cambridge University Press, Australia.

Winataputra, Udin S. 2005. Strategi Belajar Mengajar. Jakarta: Universitas Terbuka.