

The Use of Matching Game to Improve Students' Vocabulary

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Abstract

The aim of this study was to know the impact of the Matching Game on students' vocabulary mastery. This research method was a pre-experimental design. The population of this research was the seventh-grade students of SMPN 1 Bajeng in academic year 2022/2023 through a convenience sampling technique. The sample of the research is seventh grade D which consists of 31 students. The pre- and post-tests for the research's vocabulary test were given. The results of the study demonstrated that vocabulary development in students can benefit from the use of matching games. It was established that the pre-test mean score for students was 50.19, while the post-test mean score for students was 68.13. The usage of a matching game could enhance students' vocabulary, according to the statistics.

Keywords— Matching Game, Vocabulary Mastery.

INTRODUCTION

Vocabulary in foreign language learning is essential. Vocabulary is not only a set of words they also have meanings and are included in the system such as phonology, grammar, pronunciation, and others. Vocabulary is important for English learners because mastering vocabulary will certainly help students in mastering four skills in English easier. According to Alqahtani (2015) Securing of vocabulary is exceptionally vital for success in English, since without broad vocabulary, the students cannot utilize the structures and functions of existing languages to communicate well.

Furthermore, Read (2006:16) in Siregar (2013) stated that vocabulary was not merely a set of individual language learners in the form of vocabulary and the capacity to access information for communication. The influence that causes students to lack mastery of English vocabulary is their lack of interest in learning English. Besides that, they also feel bored with the learning methods applied by their teachers. There are many ways to develop the learning process such as implementing digital-based learning, and one of them is using media. Some experts suggest that using media in learning can increase students' interest in English fluency, as Briggs (1970) states that media is a physical medium used to send meaning to students and stimulate them to learn. Game-based learning can help students understand a lesson easily, and matching games are chosen because they are one of the learning methods that adopt the game system in the learning process. According to Allen (2006), Matching Games are one method that will make it easier for teachers to teach vocabulary.

LITERATURE REVIEW

There are two previous studies that can be referenced for this research. The first previous study was done by Khikmah, N (2016) "The Use of Scattergories Board Game to Improve Students' Vocabulary Mastery and Reading Comprehension for The Eighth Year

Students of Smp Islam Sudirman Ambarawa in The Academic Year Of 2016/2017", from Institute for Islamic Studies (IAIN) Salatiga. The results of this study show that by doing a scatter board game, students' vocabulary fluency and reading comprehension can be improved.

Previous studies have similarities with this study, that is, they all apply game-based learning methods in the learning process to improve students' vocabulary. However, this study is also different from previous research regarding the types of games used to improve students' vocabulary. In this research, matching games were employed to enhance students' vocabulary, whereas earlier studies utilized scattered media to enhance students' word knowledge. The second previous study is "The Effect of Matching Games for Teaching Speaking Skills" by Meilina and Bestari (2022) from Nahdlatul Ulama Purwokerto University. The result of this study is that Matching Game can be an effective strategy for teaching speech. It can help students learn to speak easily and effectively. Previous research has similarities with this study, namely that both use the matching game method as a tool to improve students' English skills. However, this study is different from previous research. This study used matching games to improve students' vocabulary, whereas previous research used matching games to investigate whether matching games could be an effective strategy for teaching say or not.

1. Vocabulary

Harmer (1991) differentiates between these two vocabulary categories. The initial type of vocabulary pertains to words taught to students, which they are expected to employ. Conversely, the second category involves words that students will comprehend upon encountering them but struggle to articulate. 1) Active vocabulary means a set of vocabulary that can be used by learners in writing and speaking, they can also express what they think and feel. 2) The term "passive vocabulary" refers to the words that students identify and understand when they are employed in a context or when they need further explanation from a teacher. The researcher assumed that active vocabulary has the same meaning as productive vocabulary because they can produce the words and receptive vocabulary also has similarities with passive vocabulary, they need to listen or read to find words that they previously did not know or understand but they cannot say.

2. Game-based learning

Game-based education involves taking specific concepts from gaming and implementing them in real-world contexts to captivate users (Trybus, 2015). Game-based learning is a method that uses a virtual game system that is applied to the real life that is used to support the learning process. The game method will usually be conditioned according to the needs of the students. Game-based learning is not just about making games, but they are created according to the activities of the learners. Its application in the learning English process usually depends on the needs of the students, for example: if in the classroom, most of them are lacking in speaking, the type of game to be used will be speaking-based. this method will leave the conventional type of teaching because what happens is only in the form of a return between the teacher and the student, students will also be bored and lack in giving their attention to the lesson being taught.

3. Matching Game

(Rusman, 2010: 223), stated that one kind of model used in cooperative learning is the Make a Match model (creating a couple). Furthermore (Jolliffe, 2007: 3). Stated that Matching Game are included in both competitive and cooperative game of kind of games. Because the application of Matching Games can be conducted as a cooperative game or a competition game, it makes the lessons more interested during the learning process. Matching Games are games that match each other. basically, Matching Game consists of two sides. on the first side must

find the pair of words or images that he holds to the pair of the second. Game matching can be conducted with a cooperative system. This means, Matching Games will make students interested, and increase cooperation among students during learning, teachers can also use other alternatives by making Matching Games a form of competitive teaching, with that students will be required to be responsive and think quickly during the learning process.

METHOD

A. Research Design

A quantitative experimental methodology is used in the investigation. Pre-test, treatment, and post-test phases are followed, with data for these phases being gathered via questionnaires for the pre-test and post-test phases. According to Arikunto (2019, p. 27) stated that As the name implies, several steps of the quantitative research process including data collection, data interpretation, and the presentation of results—require the use of numbers. The following diagram classifies the research design:

Pre-Test	Treatment	Post-Test
O1	X	O2

Research Design

O1 : Pre-Test
X : Treatment
O2 : Post-Test

B. Research Place

The Place where the research has been conducted SMPN 1 Bajeng which was located at Jl. Batang Banoa No.3, Limbung, Bajeng District, Gowa Regency, South Sulawesi.

C. Population & Sample

All things connected to the current problem made up the population. Students from SMPN 1 Bajeng's 7th grade served as the study's subjects. There are 341 pupils in the 10 classes that make up grade 7, which range from A to J. Convenience sampling was also used by researchers as a sample in this study. The grade for the research sample was a 7 D.

D. Instruments of the Research

In this study, the researcher used questionnaire. according to Creswell (2012) is “a form used in a survey design that participants in a study complete and return to the researcher” (p.382). The researcher used questionnaire to collect the date which related to (Creswell, 2009). The reason for choosing a questionnaire as the data collection method in this study is its ability to extrapolate data from a sample to the entire population. The test that was used by the researcher in this study was a questionnaire. Concerning the meaning of the terms that were intended, there are 25 questions in the questionnaire. Prior to getting treatment, students' vocabulary skills were assessed with a pre-test; following that, they underwent a post-test to determine how well they had retained their vocabulary.

E. Procedure of Collecting Data

a. Pre-test

The pre-test was the first test that was conducted before the treatment was given, this test used to evaluate the extent of students' vocabulary ability. This test was in the manner of a multiple-choice test that contain as many as 25 questions.

b. Treatment

In this treatment, the treatment divided into 4 four categories depend given material. 10 meetings and total 70 minutes were required to complete each treatment.

- a) The researcher explained what would be conducted throughout the course of the following 10 meetings.
- b) The researcher provided a brief review of Matching Games.
- c) The researcher explained the theme that would be used during the meeting that would be held in the next meetings.
- d) The researcher demanded attention from students during treatment.
- e) The entire students divided into 4 groups that consist of 7-8 students.
- f) The researcher gave basic rules in playing Matching Games.
- g) The researcher spread picture cards/word cards and their partners by randomly to each group.
- h) The researcher began the game at a predetermined time (20 minutes).
- i) Representatives from each group stood up when the game was over to announce the words they paired.
- j) The words that spoken by each representative will be written on the board and then spoken together.
- k) At the end, the researcher explained that the meeting would be held up to 12 times, and the researcher inquire students to understand each material to be given. At the end of the meeting, the researcher gave a post-test as a test to evaluate the understanding of the students.

c. Post-test

The post-test comprised identical participants as the pre-test and was administered by the researcher after the treatment. The aim of the post-test was to determine the effectiveness of the treatment.

F. Technique of Data Analysis

a. The data was analyzed by SPSS application with the formula:

$$\text{Students Score} = \frac{\text{Correct Answer}}{\text{Number of items}} \times 100$$

Descriptive statistics and quantitative analysis were used to analyze the data gathered. The KKM, or minimal completeness criteria, are 76. The following scale was used to categorize students' scores:

No	Classification	Category
1	Excellent	98-100
2	Very Good	87-97

3	Good	76-86
4	Average	66-75
5	Poor	<65

(Kemendikbud, 2013)

b. The development of pre-test and post-test students

$$\%: \frac{X2 - X1}{X1} \times 100$$

Explanation:

%; The percentage of development

x1: The total of pre-test

x2: The total of post-test

RESULTS

1. Analysis from calculating data

a. Rate Frequency and percentage of student's Pre-test and Post-Test Scores

Classification	Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentages
Excellent	98-100	0	0	0	0
Very Good	87-97	0	0	0	0
Good	76-86	1	3%	12	39%
Average	66-75	5	15%	7	22%
Poor	<65	25	82%	12	39%
Total		31	100%	31	100%

Based on table above, the results for the classification above shows that the excellent category has a value of 98-100, the very good category is 87-97, the good category has a value of 76-86, the average category has a value of 65-75, and the poor category has a value of less than 65.

b. The Mean Score and Standard Deviation of Students Pre-Test and Post Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-Test Experiment	31	32	76	50.19	11.632
post-Test Experiment	31	40	84	68.13	11.888
Valid N (listwise)	31				

The table above displays the t-test results from the pre-test and post-test. The average score on the students' pre-test was 50.19, whereas their post-test on vocabulary had a mean score of 68.13. Given that the value of Sig. (2-tailed) in this study was 0.000, which is

substantially different from 0,05, and the fact that the student test scores both in the pre-test and post-test improved, it can be deduced that using matching games can benefit students' vocabulary. Researchers used the formula that was discussed in the previous chapter focusing on the method of data analysis to determine the growth in student vocabulary, which is up to 36%. They also calculated the mean score between the pre-test and post-test in order to know the improvement of students' vocabulary.

The use of Matching Games can help students' vocabulary, as explained in the conclusion above. This is demonstrated by the fact that a higher percentage of students scored as good or average overall compared to pre-test students. According to the information on table above, the mean score and standard deviation of the pre-test students were lower than those of the students' post-test.

c. Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Pretest – Posttest	-16.645	11.224	2.016	-20.762	-12.528	-8.257	30	.000

From the data in table above paired sample test shows that the Sig.(2-tailed) is 0.000 which is < from 0,05. It can be concluded that H₀ is rejected and H₁ is accepted. It means that the application of Matching Game improved students' vocabulary.

DISCUSSION

1. Pre-test

The researcher discussed a brief explanation that appears in the finding. In the pre-test, the researcher gave a test that was divided into four parts namely: multiple choice, make a sentence, spell the words, and speak to me, and the meeting itself has twelve meetings that consists 3 sections, first section about meaning, second section about usage, and the third section about spelling and pronunciation.

In the pre-test, students looked confused and most of them asked the researcher about the meaning and what was meant in the question. In the first part of the pre-test, students seemed not too difficult to answer these questions. However, after the first part, many of them seemed confused in doing it. Many of those who did not answer the question because they were confused. In the second part, most of them only could answer one tense namely simple present.

In the third part, most of them only could answer words such as winter or flower. And in the fourth part, many of them could only say one to three words well. The researcher provided four words in meaning and usage sections and three words in each meeting of spelling and pronunciation, and total of 34 words of vocabulary used in this study, as well as several types of tenses that are often used in everyday life.

2. Treatment

First treatment about meaning, the results found, students initially did not know the vocabulary given, but for the next meetings students seemed to understand a little in interpreting a noun and words in other classes. although in its implementation, the use of the

matching game method in the learning process made students look confused and needed a little direction. but in the test given, it can be seen that the student's score in multiple choice for the post-test almost all students answered correctly even though for the pre-test not many students could answer correctly. And next about usage, in terms of usage, students are difficult to make sentences, only a few of them understand the rules in using each word, especially making sentences based on tenses. the use of matching games makes students look younger in making sentences even though they only know a few words. it can be seen from the comparison of student scores during the pre-test and post-test. And the last section was about spelling and pronunciation, the media used for the matching game method is letter cards with other letter cards, after which students will spell and pronounce the words they get. In its application, this slightly follows the game of arranging letters to make it into a word. This can also improve students' understanding and will make students familiar with the letters and pronunciation of a word in English.

d. Analysis the data

The Matching Game's use has a significant impact on improving students' language abilities. The average score for the pre-test was 50.19, whereas the average score for the post-test was 68.13, according to an analysis of the results of the students' pre- and post-tests. This statistical information highlights the development of students' vocabularies. Nunan (2003, p. 5) underlined that a technique for teaching a language involves a particular set of rules that teachers follow in the classroom. According to Nunan's assertion, a teaching method is an organized process that helps teachers effectively communicate their information throughout lessons.

CONCLUSIONS

It is evident from the results and discussion of the previous chapter that the researcher discovered that, following data analysis, students' vocabulary had increased. The students' pre-test had a mean score of 50.19, but their vocabulary post-test had a mean score of 68.13. It can be inferred that employing matching games can benefit students' vocabulary given that the value of Sig. (2-tailed) in this study was 0.000, which is significantly different from 0,05, and the fact that the test scores of the students both in the pre-test and post-test improved.

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