

THE EFFECTIVENESS OF MATCHING GAME TECHNIQUE IN TEACHING VOCABULARY AT THE SEVENTH GRADE OF SMP NEGERI 1 MUARA TEWEH SCHOOL YEAR 2019/2020

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ABSTRACT

This thesis tries to know the students' ability in reading narrative text. The design of this research is descriptive quantitative research, where researcher presents data in numerical and descriptive form. The design of this research is descriptive quantitative research, where researcher presents data in numerical and descriptive form. The place of this research is SMP Negeri 1 Muara. It is located at Jl. Ahmad Yani, Lanjas, Kec. Teweuh Tengah, Kabupaten Barito Utara, Kalimantan Tengah 73814. The population is students at the eighth grade of SMP Negeri 1 Muara Teweuh. It consists 60 students. The researcher uses purposive sampling, the sample is students class A at the eighth grade of SMP Negeri 1 Muara Teweuh with total 30 students. In this research given to students at the eighth grades each student get twenty multiple choice and essay question with A until D in the range of eighty minutes. The students' ability at the eighth grade of SMP Negeri 1 Muara Teweuh have shown sufficient qualification in reading narrative text. Individually, 5 students (17%) who got 81-100 with rating quality is very good, 8 students (27%) who got 61-80 with rating quality is good, 14 students (47%) who got 41-60 rating quality is fair. And the last, 3 students (10%) who got 21-40 with rating quality is poor. Based on the research result, the researcher is trying to give some suggestion. First, the teacher should prepare the material to make the students more interested in learning English, especially in reading narrative text and then for students, they need to learn more about how to read the text of the narrative in English.

Keyword: Effectiveness Matching , Game Technique, Teaching Vocabulary

ABSTRAK

Skripsi ini mencoba untuk mengetahui kemampuan siswa dalam membaca teks naratif. Desain penelitian ini adalah penelitian kuantitatif deskriptif, dimana peneliti menyajikan data dalam bentuk numerik dan deskriptif. Desain penelitian ini adalah penelitian kuantitatif deskriptif, dimana peneliti menyajikan data dalam bentuk numerik dan deskriptif. Tempat penelitian ini adalah SMP Negeri 1 Muara. Terletak di Jl. Ahmad Yani, Lanjas, Kec. Teweuh Tengah, Kabupaten Barito Utara, Kalimantan Tengah 73814. Populasi adalah siswa kelas VIII SMP Negeri 1 Muara Teweuh. Terdiri dari 60 siswa. Peneliti menggunakan purposive sampling, sampelnya adalah siswa kelas A kelas VIII SMP Negeri 1 Muara Teweuh yang berjumlah 30 siswa. Dalam penelitian yang diberikan kepada siswa kelas VIII ini masing-masing siswa mendapatkan dua puluh soal pilihan ganda dan soal uraian dengan nilai A sampai D dalam rentang waktu delapan puluh menit. Kemampuan siswa kelas VIII SMP Negeri 1 Muara Teweuh sudah menunjukkan kualifikasi cukup dalam membaca. Narrative text. Secara individu, 5 siswa (17%) yang mendapat 81-100 dengan kualitas penilaian sangat baik, 8 siswa (27%) yang mendapat 61-80 dengan kualitas penilaian baik, 14 siswa (47%) yang mendapat 41- 60 kualitas penilaian adil. Dan terakhir 3 siswa (10%) yang mendapat nilai 21-40 dengan kualitas penilaian kurang baik. Berdasarkan hasil penelitian, peneliti mencoba memberikan saran. Pertama, guru harus mempersiapkan materi agar siswa lebih tertarik dalam belajar bahasa Inggris, khususnya dalam membaca teks narrative dan kemudian untuk siswa, mereka perlu belajar lebih banyak tentang cara membaca teks narrative dalam bahasa Inggris.

Kata Kunci: Pencocokan Efektivitas, Teknik Permainan, Kosakata Pengajaran

INTRODUCTION

English is predominant language used by various countries, including the state of Indonesia, indirectly almost all Indonesian people use English for communicating. English lesson is also has been used for school curriculum junior and senior high school ,students thought if English lessons very difficult because the student do not know the words and they have to remember the new words.

Vocabulary is one aspect of English, vocabulary is to support communication also, teaching vocabulary is important to make students be able to recall new words, they will be not able to express themselves clearly and effectively if they do not master vocabulary before, McCarthy and O'Dell (2001:6) state that English has a very large vocabulary, which adds greatly to our opportunities to express the meaning in different styles, Neufeldt (1995:1494) states vocabulary is a sum of a stock list words employed by language, group, individual, or relation to a subject .

The students feel bored to study about English because they prefer to use mother tongue, students with less vocabulary will feel difficult to understand both reading and short conversation, therefore the teacher must have the good technique in teaching English so the students do not feel bored in the class, to improve the vocabulary ability there are many ways to teach, one of them is using game , while playing game ,indirect they try to remember the new words ,Jill Hadfield (1984: 4) states a game is an activity with rules, a goal and an element of fun. there are many games for teaching and matching game is one of the game, Learning to use matching games is matching each other's words, students remember which words are appropriate and interconnected.

The use of matching in this game will make students feel relaxed, easier to remember and can improve students' vocabulary. Hadfield (1987:7) give some

advice namely 1) a game must be more than just fun; 2) a game should involve 'friendly' competition; 3) a game should keep all students involved and interest;4)a game should encourage students to focus on the use of language rather than on the language itself; and 5) a game should give students a chance to learn, practice, or review specific language material. There are many benefits of using games in learning, the researcher hopes that the students can add vocabulary mastery.

Based on the previous findings that some English Vocabulary than most in Indonesia is still far from adequate. The research on this matching game technique had been investigated previously by: Arisa Setianingsih (Student Number:64311057). The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense (An Experimental Research with Eighth Grade Students of SMPN 01 Mlonggo Jepara In the Academic Year 2010/2011. Thesis,Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Amijayanti, Primita. Student Registered Number. 2813123124. 2016. The Effectiveness of Using Matching Game toward Students' Grammar Achievement at the Eighth Grade of MTs Manba'ul 'Ulum Buntaran Rejotangan Tulungagung. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tulungagung. Advisor: Hj. Ida Isnawati, M.Pd. In this research, matching game uses flashcard as the media that consist of two kinds of cards that are; question card (verb 1) and answered card (verb 2) and the students should be matched the suitable cards. After that, they have discussed about it in the last lesson. Matching game has advantages which it contained flash card attract students' attention to interpret it and express their ideas related to the card. Matching game

also stimulates students to memorize past participle verb easily and fun without forcing them.

Another reason is the strategy used by teacher that is still a traditional. For example, asking students to read and answer the question that relate to the matching game technique.

METHOD OF RESEARCH

Quantitative research is “collecting ‘facts’ of human behavior, which when accumulated will provide verification and elaboration on a theory that will allow scientists to state causes and predict human behavior”

This research used pre-experimental with One-Group Pretest Posttest design. This research was classified as pre-experimental design because it was little or no control of extraneous variables. In the One-Group pretest posttest design, a single group was measured or

1. The result of T-test

**Table Sample Statistic
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	74.2000	25	5.42371	1.08474
pretest	66.4400	25	4.12391	.82478

Paired sample statistic showed a summary of average and standard deviation of the comparison (pre-test) and (post-test), the students who were taught without using matching game technique on pre-test obtained the mean 66.44. while the students who were taught by using diary on the post-test obtained the mean 74.20.

It means that the students who were taught using matching game technique have higher score in the vocabulary test on the post-test than pre-test at seven grade of Smp Darussalam Martapura

b. Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest & pretest	25	.825	.000

c. The result of Paired Samples Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	7.76000	3.08599	.61720	6.48617	9.03383	12.573	24	.000

• **Decision guidance in paired t-test**

observed not only after being exposed to a treatment of some sort, but also before.

DISCUSSION

The researcher use SPSS (statistical Product and Service Solution) to find out the effectiveness of matching game technique in teaching vocabulary at Smp Negeri 1 Muara Teweh, and especially to find out whether the students who have been taught matching game technique have better score on the post-test than the pre-test.

If the student’s score of vocabulary test who are taught by matching game technique is not better on the post-test than on the pre-test, the null hypothesis (Ho) is rejected ,but if the student’s score of vocabulary test who are taught by matching game technique is better on the post-test than on the pre-test, the alternative hypothesis (Ha) is accepted.

If sig (2-tailed) < 0.05 There is a significant difference between the learning outcomes in the c,pretest and post-test data meaning that there is influence of the use of learning technique in improving learning outcomes for vocabulary test.

If sig(2-tailed) > 0.05 There is no significant difference between the learning outcomes in the pretest and post-test data meaning that there is not influence of the use of learning technique in improving learning outcomes for vocabulary test.

Based on the data above, people know that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) was rejected .Because the students who are taught by using matching game technique have better score on the post-test than pre-test. It can be seen from the results of data analysis that T-value higher than T-Table $12.573 > 2.064$ an significance < 0.05 ($0.00 < 0.05$) .

Based on the result, people know that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Because the students who are taught by using matching game have better score on the post test than pre-test. It can be seen from the results of data analysis that T-value higher to T-table ($12.573 > 2.064$) and the mean score of pre-test is 66.44, while the mean score of post-test is 74.20

From the results obtained and the result of the alternative hypothesis (Ho) is accepted and the null hypothesis (Ho) was rejected, the researcher concluded that the matching game as media was effective in learning vocabulary test.

CONCLUSION

Based on the result of data analysis as presented in chapter IV, it can be concluded that matching game can improve the student's ability in vocabulary . it from for the result of the post-test of the 7 grade, which was treatment using matching game got better score than pre-test which was without treatment using real object in matching game . So, matching game are effective media for the students to learn vocabulary in matching game.

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