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**ENRICHING STUDENTS' VOCABULARY THROUGH MATCHING GAME
AT SECOND GRADE STUDENTS OF MA PUTRA AL-ISLAHUDDINY
KEDIRI LOMBOK BARAT IN ACADEMIC YEAR 2018/2019****Oleh:****Muhamad Sarifuddin dan Terasne**

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Abstract: This research is aimed at finding out whether Matching Game able to enrich students' vocabularies mastery at second grade students of MA Putra Al-Islahuddiny Kediri Lombok Barat in academic year 2018/2019. This study has conducted to find out the Effect of Matching Game toward Students' Vocabulary mastery at MA Putra AL-Islahuddiny Kediri in Academic Year 2018/2019. This research used Experimental approach. For more detail, This research categorized as a quasi-experimental reserch. This research used Randomized Two-Groups Posttest Design only, the two-group experimental design may involve little more than random assignment and a posttest. The population of this research was the second grade students of MA Putra Al-Islahuddiny Kediri Lombok Barat in Academic Year 2018/2019. The total numbers of the students was 67 students that consist of three classes namely VIIA (23 students), VIIB (23 students) and VIIC (24 students). In this case writer used cluster random sampling to select the intact group. The researcher took 2 classes as sample, those were class VIIA (23 students) as experimental group and class VIIB (23 students) as control group. Both of the classes are determined by lottery. The data of this research collected through Pre-test and post-test. The collected data then analyzed through analyzing the Mean, Mode, Median and Standard Deviation. After that the result of the Mean, Mode, Median and Standard Deviation have analyzed inferentially. Base on the computation of t- test of independent sample, the value of t_o is 3,14 and the value of t_r is 1,677 from (df) 48 in degree of significance 5%, because t_o 3,14 > t_r 1,677 it can be concluded that H_a (alternative hypothesis) is accepted, it means that matching game is able to enrich students' vocabulary.

Keywords: *Enriching, English Vocabulary and Matching Game.*

INTRODUCTION

Vocabulary mastery is an important besides four skills of language, such as listening, speaking, reading and writing. People who mastery vocabulary, they will be able to fix the meaning of the word in their mind, make the word in their mind, and use the word to communicate with others, besides that refers to four skills in language such as listening: they easier to get information they hear or they can be a good listener because they understand what speaker said, in speaking: they can be a powerful speaker, communication without limits with everyone because they has a lot of vocabulary, and also if they have a lot of vocabulary that would make person more confident to use the language, in reading: people easier to

know meaning of the text they read, and the last in writing: it make them know how to write the words so it can be motivation for people to attract people be a good writer.

In learning vocabulary students need to master a lot of vocabulary list, an educated native speaker will probably have a vocabulary of around 20.000 words. This is the result of adding about a thousand words a year to the 5,000 he or she had acquired by the age of five (Thornburry, 2002: 20). Moreover, to mastery vocabulary, students be able to know: (1) form of words so that know how is the words written, (2) position so that students know grammatical patterns of word, (3) function of words, students be able to know where can use the word, (4)

meaning, students be able to know what does the word mean.

In delivery to develop students vocabulary, teacher necessary to make good technique in teaching manner. In learning vocabulary students find some problem such as about remembering new vocabulary, students difficult to remember new words they found after they read, difficult to make the word in their mind, and use the word to communicate with others, and also a teacher difficult to found or created good techniques or ways to teach vocabulary so that can help student's be able to remember new vocabulary their found in learning activity. One of problems research found in MA Putra Al-Islahuddiny Kediri Lombok Barat is students difficult to remember new vocabulary their found in learning activity so it's make students have limited in their vocabulary list. Remembering new words is hard. Words are slippery things: before you know it, they've wriggled away and are gone. It takes a lot of effort to keep them where you want them. It seems to me that in order to retain a word, students have to go through three district processes. They have to fix meaning of the word in their minds, they have somehow to make the word their own-to personalize it so that it takes on a color and a character for them and becomes part of their individual word store- and they have to use the word creatively in context for themselves, and also make learning process is fun.

Based on the problem above researcher interested to use matching game in vocabulary activity. Used matching game in learning process is one of way to help students easier remembering new words, they not only learn about remembering new vocabulary but also they can enjoy in learning process because matching game is an activity with rules, a goal and an element of fun. Matching game is based on a different

principle, but also involve a transfer of information. These involve matching corresponding pairs of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding card or pictures, or a pair work or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle (Hadfield, 1999: 5). Writer using matching games in this research base on definition above in activity matching game using cards/picture which the cards match with words target so it can help students to keep their memorizing about new words they found. Looking picture while remember words, it can be easy for students to remember new words they found and also make learning process be enjoyed because using pictures/cards.

Based on all of the problem above, researcher interested to take research "The Effect of Matching Game toward Student's Vocabulary Mastery at second Grade Students of MA Putra Al-Islahuddiny Kediri Lombok Barat For this research, the writer formulate the problem as follow: "what is the effect of matching game toward students' vocabularies mastery at second grade students of MA Putra Al-Islahuddiny Kediri Lombok Barat in academic year 2018/2019?" Based on the statement of the problem above this study is aimed to find out the effect of matching game toward students' vocabularies mastery at second grade students of MA Putra Al-Islahuddiny Kediri Lombok Barat in academic year 2018/2019.

RESEARCH METHODS

This study will be conducted to find out the Effect of Matching Game toward Students' Vocabulary mastery at MA Putra AL-Islahuddiny Kediri in Academic Year 2018/2019. This research will use Experimental approach. Experimental approach is characterized by much greater

control over the research environment and in this case some variables are manipulated to observe their effect on other variables (Kothari, 2004: 5).

This research will be categorized as a quasi-experimental research. Quasi Experimental research is full experimental control is lacking it becomes imperative that the researcher be thoroughly aware of which specific variables his particular design fails to control. It is for this need in evaluating

quasi-experiments, more than for understanding true experiment (Julian, 1969: 34). A good rule of thumb is that researchers should attempt to use the most rigorous research design possible, striving to use a randomized experimental design whenever possible (Campbell, 1969). This research will use Randomized Two-Groups Posttest Design only, the two-group experimental design may involve little more than random assignment and a posttest, as depicted here:

Table 02
Research Design

| Class | Treatment | Post-test |
|--------------------------------------|-------------------------|----------------|
| Group experimental (R ₁) | X (by matching game) | T ₂ |
| Group control (R ₂) | -X (puzzle game) | T ₂ |

Where:

- R₁ = Experiment Class
- R₂ = Control Class
- X = Students teach by matching game
- X = The students teach with puzzle game
- T₂ = Test given after treatment

Population

According to Dowdy et (2004: 25), population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects. Some statisticians use the word in the more restricted sense of the set of measurements of some attribute of such a collection. The population of this research is second grade students of MA Putra Al-Islahuddiny Kediri Lombok Barat in Academic Year 2018/2019. The total numbers of the students is 67 students consist of three classes such as VIIA (23 students), VIIB (23 students) and VIIC (24 students).

According to Levine (2005: 2), sample is the part of the population selected for analysis. According to Levine (2005: 7) says sampling is the process by

which members of a population are selected for a sample. In this case writer will use cluster random sampling to select the intact group. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population (Singh, 2006: 89). The researcher will take 2 classes as sample, those are class VIIA (23 students) as experimental group and class VIIB (23 students) as control group. Both of the classes are determined by lottery.

Pre-test is the first step in collecting the data. The writer will come to the class by giving the students a set of test for the control and experimental group with the same test to test the level of students' knowledge of the material to be delivered, pre-test activities conducted before teaching activities are given. In

other words, a pre-test will be used to know the ability of students about the lesson delivered. The post-test is the last step of collecting data. This step will be conducted after giving the treatment to the both groups with the same test. The result of this post-test is compared with the result of pre-test that has been done so that will be known the effect or influence of matching game in teaching vocabulary.

Data Description of Experimental Class

The data description of experimental class shows that the highest score is 90,4761 and lowest score is 42,8571. The mean is 71,08, the mode 85,07, the median is 81,61 and the standard deviation is 15,02. Then, the frequency distribution of the data are shown in the bellow table:

Table 03

Frequency Distribution of Experimental Class

| Class Limit | Class boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-----------|-----------|------------|
| 42-51 | 41,5-51,5 | 46,5 | III | 3 | 12,5% |
| 52-61 | 51,5-61,5 | 56,5 | IIII | 5 | 20,83% |
| 62-71 | 61,5-71,5 | 66,5 | III | 3 | 12,5% |
| 72-81 | 71,5-81,5 | 76,5 | IIII | 4 | 16,6% |
| 82-91 | 81,5-91,5 | 86,5 | IIII IIII | 8 | 37,5% |

Data Description of Control Class

The data description of control class shows that the high score is 76,1904 and lowest score is 33,333. The mean is 57,07

the mode 69,05, the median is 68,61 and the standard deviation is 12,8. Then, the frequency distribution of the data are shown in the bellow table:

Table 04

Frequency Distribution of Control Class

| Class Limit | Class boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-----------|-----------|------------|
| 33-41 | 32,5-41,5 | 37 | IIII | 4 | 19,23% |
| 42-50 | 41,5-50,5 | 46 | III | 3 | 11,53% |
| 51-59 | 50,5-59,5 | 55 | IIII | 4 | 15,38% |
| 60-68 | 59,5-68,5 | 64 | IIII IIII | 8 | 34,61% |
| 69-77 | 68,5-77,5 | 73 | IIII | 4 | 19,23% |

Normality and Homogeneous of Data

According to Levine and Stephan (2005: 174), data normality is that the values in each group are drawn from normally distributed population. To know the data was normality, the following formula was used:

$$x^2 = \sum_{i=1}^k \left(\frac{f_i - f}{f} \right)^2 \quad (\text{Chi quadrate})$$

If the value of Lo is higher than Lt Ho is rejected and Ha is accepted, but if Lo is lower than Lt Ho is accepted and Ha is rejected.

Table 05

Normality of Data

| Class | N | Xo ² | Xt ² | Note |
|--------------|----|-----------------|-----------------|------|
| Experimental | 24 | 8,62 | 9,488 | |

| | | | | |
|---------|----|------|-------|-----------------------|
| Control | 26 | 6,41 | 9,488 | Normally distribution |
|---------|----|------|-------|-----------------------|

Based on the computation of data normality both of experimental class and control class, the value of X^2_o experimental class is 8,62 and the value of X^2_t is 9,488 because X^2_o 8,62 < X^2_t 9,488, it can be concluded the sample of experimental class is normally distribution, and the value of X^2_o control class is 6,41 and the value of X^2_t is 9,488 because X^2_o 6,41 < X^2_t 9,488 , it can be

concluded the sample of control class is normally distribution.

Homogeneity of data was needed to know whether or not the ability of the sample was same. To know the sample is homogeny or not used statistic F_o , following formula was used;

$$F_o = \frac{h_1 h_2 v}{l_1 l_2 v}$$

If the value of F_o is low than F_t , it can be concluded that data were homogeneous.

Table 06
Homogeneity of Data

| Class | N | F_o | F_t | Note |
|--------------|----|-------|-------|-------------|
| Experimental | 24 | 1,32 | 1,96 | Homogeneous |
| control | 26 | | | |

Based on the computation of homogeneity of data, the value of F_o is 1,32 and the value of F_t is 1,96, because F_o 1,32 < F_t 1,96, it can be conclude the data are homogeneous.

Testing Hypothesis

This research is used to know the differences significance between teaching vocabulary by using matching game and teaching vocabulary without matching game. To know the researcher used: Alternative Hypothesis (H_a): Matching game has positive effect toward students' vocabularies mastery. Null Hypothesis (H_o): Matching game has not positive effect toward students' vocabularies mastery. The criteria of hypothesis was if $t_o > t_t$, H_a is accepted and H_o is rejected; and if $t_o < t_t$, H_a is rejected and H_o is accepted.

Base on the computation of t- test of independent sample, the value of t_o is 3,14 and the value of t_t is 1,677 from (df) 48 in degree of significance 5%, because t_o 3,14 > t_t 1,677 it can be concluded that H_a (alternative hypothesis) is accepted, it means that matching game has positive effect toward students' vocabulary.

Discussion

According to Hierbert (2005: 3), vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak. To mastery vocabulary, students be able to know: (1) form of words so that know how is the words written, (2) position so that students know grammatical patterns of word, (3) function of words, students be able to know where can use the word, (4) meaning, students be able to know what does the word mean.

Matching game is an activity with rules, a goal and an element of fun. Matching games are based on a different principle, but also involve a transfer of information. These involve matching corresponding pairs of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding card or pictures, or a pair

work or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle (Hadfield, 1999: 5). Based on the result of the data analysis, matching game has positive effect towards students' vocabulary, It means that there is significant difference between students was being taught by using matching game and students not using matching game.

Step teaching of matching games such as teacher divide the students into groups, teacher give each groups a house plan and a set of house hold object card, teacher get them to spread the object cards out word-side up on the table, students should take it in turns to take a household object card and decide which room it should go into on the house plan, the object of the game is to put all the objects into suitable rooms students can check by looking at the pictures on the back of the cards, , when students have finished and all the cards are pictures-side up, they can see if they can remember all the names, and the final teacher invite students to mention how many thing each room by using good pattern. Based on the step teaching of matching game students be able to know: (1) form of words so that know how is the words written, (2) position so that students know grammatical patterns of word, (3) function of words, students be able to know where can use the word, (4) meaning, students be able to know what does the word mean, beside that in learning activities teacher while observe students how about students responds in class when the teacher apply in experimental class by using matching game and how about the students responds in class control without using the matching game, and teachers see the students in the experimental class by using matching game look more active and enjoy the process of learning.

Based on research observe in learning activities, some of result why

matching game have significance in vocabulary learning because in learning process students not only be able to know list of the vocabulary but also, they know the function and meaning of the word by looking the picture of the word because cards used consist of 2 side up, one side written of the words and other side up picture of the words. They seemed very enthusiastic when the researchers invited them to play the game in according to the step teaching of matching game.

Although, the result of this research matching game has positive effect towards students' vocabulary because $t_u > t_t$, but in learning activities research found some insignificance of matching game such as much time was wasted as the teacher should divide the students into groups, teacher explain step of how to play matching game and not all of students quick to understand and sometimes teacher explain more than twice.

Conclusion

According to the result of the analysis, the value of t_u is 3,14 and the value of t_t from the df (48) on degree of significance of 5% is 1,677, it can be concluded the value of t_u is higher than the value of t_t , so it's means there is a significance different between the students' vocabulary score taught by matching game and taught without matching game or the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. Matching game is a good technique to implement in enriching students' vocabulary, because it help the students easier to remember new vocabulary their found.

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