THE IMPLEMENTATION OF *MATCH WORDS GAME* IN TEACHING ENGLISH VOCABULARY FOR THE STUDENTS AT SMP PENDA TAWANGMANGU

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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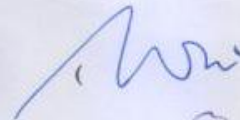(Nur Hidayat. M.PD)
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Surakarta, July 13th 2019

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Abstrak

Penelitian deskriptif ini bertujuan untuk mendeskripsikan tentang implementasi mengajar kosa kata bahasa inggris pada siswa Smp Penda Tawangmanggu menggunakan gameMatch words. Masalah dalam penelitian ini berfokus pada game yang di gunakan, proses pengajaran kosa kata, kemudian masalah yang dihadapi oleh guru dan siswa, dan pemecahan masalah oleh guru. Game adalah alat yang memudahkan anak-anak untuk belajar hal-hal baru. Siswa sangat santai saat belajar sambil bermain. Penulis mengambil siswa kelas dari kelas tujuh (VII A) dan kelas selapan (VIII D) sebagai subjek penelitian. Data diambil dari observasi di kelas dan wawancara dengan siswa. Peneliti berperan sebagai guru dalam pengimplementasian match words game. Berdasarkan temuan penelitian, dapat disimpulkan bahwa masalah yang dihadapi oleh guru dalam mengajar kosa kata adalah ksuasana kelas yang tidak kondusif dan masalah yang di hadapi siswa adalah kosa kata yang mereka ketahui hanya sedikit, sehingga membuat siswa kesulitan saat melaksanakan permainan. Pemecahan masalah yang diterapkan oleh guru dalam mengajar kosa kata adalah menciptakan hubungan yang baik antara guru dan siswa. Guru menegur siswa dengan halus dan sabar dalam menghadapi tingkah laku siswa. Guru mengkolaborasikan proses belajar-mengajar dengan permainan dan harus tenang untuk mengajar kosa kata satu per satu dari bahan yang mudah. Penggunaan permainan dapat meningkatkan motivasi dan minat siswa dalam mempelajari kosa kata baru. Siswa juga memberikan tanggapan positif tentang guru mengajar vocabulary menggunakan match words game.

Kata kunci: metode guru, pengimplementasian guru, respon siswa

Abstract

This descriptive study aims to describe the implementation of *match words game* in teaching English vocabulary for the students at SMP Penda Tawangmangu. The problem in this study focuses on the procedure of teaching english vocabulary using *match words game*, the problems faced by teachers and students, problem solving by the teacher, and studrnts responses toward the use of *match words game*. Games are tools that make them easy for students to learn new things. The students enjoyed learning while playing. The author takes the students from seventh grade (VII A) and eighth grade (VIII D) students as research subjects. Data is taken from classroom observations and interviews with students. The researcher acts as a teacher in implementing match words games. Based on the research findings, it can be concluded that the problems faced by teacher in teaching vocabulary is that the class is not conducive and the problem faced by students is the vocabulary they mastered was only a little, so that making students difficult when carrying out the game. Problem solving applied by the teacher in

teaching vocabulary is to create a good relationship between teacher and student. The teacher admonishes students smoothly and patiently in dealing with student behavior. The teacher collaborates the teaching and learning process with the game and must be calm to teach vocabulary one by one from easy material. The use of games can increase students' motivation and interest in learning new vocabulary. The students also give positive views about teachers' teaching vocabulary though match words game

1. INTRODUCTION

Vocabulary is one of the important things in learning English well, and it is basic in learning English. According to Hatch and Brown (1995: 1) vocabulary refers to a list or set of word in a particular language or word that individual speaker of language might use. Based on the definition above, the writer concludes that vocabulary is a set of words that can be used for communication. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary. Vocabulary is central to the learning of language at primary level to increase learners' language. There should be a strategy to help students learn vocabulary. Many vocabularies in English text books must be learnt.

Teaching English vocabulary is important to students, it prepares the students to introduce English in early ages. Students as the object of English learning activity at school are demanded to love this language first. To make that condition, the teacher should be more active and creative to create a successful teaching and learning activity. From that fact, the teacher should make the teaching learning English more interested to learners.

The basic element that supported students' skills is vocabulary. In teaching vocabulary the teacher should make the teaching learning English more interesting and fun. When we learn English, we firstly must understand about vocabulary. The most important element in learning English is vocabulary. In learning English, sometimes we cannot translate the story, novel, not understand about what people say, and many others if we do not understand vocabulary.

Sometimes, the teachers do not pay attention about vocabulary mastery of the students.

Currently, Students prefer to play mobile phones, online games, watch videos on YouTube, etc. As teachers, we can make students interested in learning vocabulary. Now the teacher has a big challenge to find techniques and ways in teaching vocabulary so that the students can be active in learning English.

According to (Richards & Rodgers, 2001) one of the techniques that can be used is by using games. By using games teachers will create an atmosphere that will attract the students' attention to learn the language. The students learn better when they have the feeling that they are making progress. According to Wright, Betteridge, & Buckby (2005) games provide a context for meaningful communication which takes place as the students seek to understand how to play the game and as they communicate about the game.

Based on the situation above, the researcher is interested to do research in SMP Penda Tawangmangu. SMP Penda Tawangmangu is one of the schools in Karanganyar. SMP Penda Tawangmanggu located in Ngeblak, Tawangmangu, Karanganyar, Central Java. This school uses (KTSP) and (K13) as curriculum. KTSP used in seventh grade, while K13 used in eight grade.

The researcher wants to do the research in SMP Penda Tawangmangu because of some reasons. The first one is the researcher wants to know how the teacher teaches vocabulary using match words game at SMP Penda Tawangmangu. Second one is that the school has good reputation and it gets A grade accreditation. Although has good reputation, Students at SMP Penda Tawangmanggu has low interest in learning English. Students also rarely ask the questions about the English material delivered by the teachers. Teaching vocabulary is one of the challenges for English teachers because students' interest in learning English is very low. Therefore, the teaching and learning process is must be interesting and fun, so the students can be interested in learning vocabulary. One way that teachers use is playing games.

This research is conducted to find out the information about the implementation of match words game in teaching English vocabulary and to know

how the process of the implementation of match words game in teaching English. Related to the background of the study, the writer identifies the problems as follows: (1) How is the procedure of teaching English vocabulary using match words game, (2) What are the teacher and students' problems in using match words game, (3) How is the teacher solve the problems in teaching English vocabulary using match. (4) How is the students response of using match words game in English vocabulary learning.

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general, (1)The researcher: Many new valuable experiences in language education are useful for her preparation to be an English teacher in the future. It is hoped that this report can be an additional reading and additional trick in teaching vocabulary. The researcher also get much new vocabularies, (2)The teacher: It is hoped that this research can be an additional reading and additional trick in teaching vocabulary, (3)The reader: As an input for readers who want to teach English in junior high school because there are a lot of ways that help the students to make them easy to remember the words in fun way.

There were some related studies in the same field that is Teaching English vocabulary using game. Teaching English vocabulary can be studied in a variety of contexts, in a variety of subjects learned, or in the methodology used.

The first study was conducted by Miftahul Jannah (2011) entitled *"Using Games in Improving Students' Vocabulary (A classroom action research at seventh grade of yayasan miftahul jannah (YMJ) junior high school ciputat)."* The second study was conducted by Sahar Ameer Bakhsh (2016) entitled *"Using Games as a Tool in Teaching Vocabulary to Young Learners."* The third study was conducted by Shevy Ari Tyan (2014) entitled *"Descriptive Study on Teaching Vocabulary Using Game of Observation and Memorization at The Fourth Year of SDN 2 Sendang Wonogiri."* The fourth study was conducted by Tri Ramadhaniarti (2016) entitled *"Teaching English Vocabulary Through Game: views from the students' vocabulary plays an important role."* The fifth study was conducted by Nurul Indah Putri Utami (2018) entitled *"Teaching vocabulary*

using emergency vocabulary game: a case study in Gamma course Wonogiri"
This research written based on the writer's observation as an English teacher in
Gamma course which was done for two months.

There were several differences and similarities between the research paper
and the previous study. The similarity between this research and the first previous
study conducted by Miftahul Jannah (2011) entitled *"Using Games in Improving
Students' Vocabulary (A classroom action research at seventh grade of yayasan
miftahul jannah (YMJ) junior high school ciputat"* is the tool of teaching English
vocabulary by using games. The difference of this research and the first previous
study are type of the research, and technique of collecting data.

The similarity between this research and second previous study conducted
by Sahar Ameer Bakhsh (2016) entitled *"Using Games as a Tool in Teaching
Vocabulary to Young Learners"* is the type of study. The difference of this
research and the second previous study is research subject.

The similarity between this research and third previous study conducted by
Shevy Ari Tyan (2014) entitled *"Describe a Descriptive Study on Teaching
Vocabulary Using Game of Observation and Memorization at The Fourth Year of
SDN 2 Sendang Wonogiri"* is the type of study. The difference of this research
and third previous study is research object.

The similarity between this research and fourth previous study conducted
by Tri Ramadhaniarti (2016) entitled *"Teaching English Vocabulary Through
Game: views from the students' vocabulary plays an important role"* is the
method. The difference between this research and fourth previous study is the
purpose.

The similarity between this research and fifth previous study is conducted
by Nurul Indah Putri Utami (2018) entitled *"Teaching vocabulary using
emergency vocabulary game: a case study in Gamma course Wonogiri"* is the
type of research. The difference of this research and fifth previous study is the
type of the game.

Match words game is a game that is inspired by make a match learning
model. According to Lie (2002: 55) make a match developed by Lorna Curran

(1994). The teacher developed to make a match learning model with naming match words game. There are similarities and differences from the two games. In make a match learning model. The teacher prepares several cards that contain several concepts or topics that are suitable for the review session, and then each student gets one card. The student thinks of answers or questions from the card held, then the student looks for a partner who has a card that matches. Every student who can match his card before the deadline is given points. After one round, the card is shuffled again so that each student gets a different card than before.

The teacher divided students in four groups, each group is given a card, there are two cards namely a card that contains English vocabulary, and a card that contains the meaning in Indonesian. By the four groups, the author gave the first group of cards containing English vocabulary, the second cards containing the meaning, as well as groups of three and four. Then, the teacher shares the card, each student looks for a partner who has a card that matches the card (English vocabulary with meaning in Indonesian), After finding the matching pair of cards they describe the card they got. The end of the match words game does not always describe but adjusted to the material taught by the teacher, for example, VIII grade learn about past tense, so the end of the game is to make a story of the past according to the vocabulary contained in the card. Then represents the result in front of the classmate.

Match words game gave several benefits. Using match words game can make the students interesting to accept the material given. It is expected that the teacher is highly recomended to use Match words game technique for teaching learning. Students will be motivated and not bored when learning while playing because it is very fun and can also continue to make students interested in learning English especially in English vocabulary. To sum up, the use of match words game in teaching English vocabulary can help the students capture the material. It is because many students like and fun with the match words game in learning process. The use of games can increase students' motivation and interest in learning new vocabulary.

2. METHOD

The data of this research were analyzed using descriptive qualitative research. The subject of this research is the students VII A of seventh grade and VIII D of eight grade. The object of this research is the implementation of match words game in teaching English vocabulary.

The credibility data can be checked by the triangulation technique. It is done by checking data to the same source by using different technique. Doing observation is to check the validity data about the process of the implementation of using match words game in teaching English vocabulary, then the other technique to check it, that is key informant review, key information review is the way of checking credibility of the collected data by communicating with the key informant to determine and justify their validity. For example doing an interview with the students and give the questionnaire to the students. Source triangulation is used to check the data credibility, it is done by checking data gotten by some sources. For example in interview with the students of seventh grade and eight grade, the purposes of its to get the students' responses with the teacher method in teaching English vocabulary, then both of the result interview can compare to get the suitable data or not from students' information.

3. FINDING AND DISCUSSION

The researcher presents the finding which has been collected during research, and discussion about the data of the researcher. The researcher describes the implementation of using match words game of teaching English vocabulary for students at SMP Penda Tawangmangu. This study takes place in SMP Penda Tawangmanggu where located in Ngelebak, Krangean, Nglebak, Tawangmangu, Karanganyar regency, Central Java, 57792. This school use curriculum based on Kurikulum Tingkat Satuan Pendidikan (KTSP) used by eighth, and ninth grade, and curriculum 2013 (K13) used by seventh grade. The subject of this research is student of VII A class, which consist of 30 students and VIII D which consist 27 students. These meeting has duration about 80 minutes that can be used to deliver the topic and implementation the game.

3.1 The procedure of teaching English vocabulary using *match words game*

In the meeting of teaching English vocabulary using match words game, teaching English vocabulary for students at SMP Penda Tawangmanggu can be divided into six steps: pre teaching (opening, reviewing), while teaching (teaching, practicing), and post teaching (evaluating, closing). The implementation of using match words game wasin the while teaching step in practicing. There are similarities and differences from the two games in the procedure of playing the game.

The procedure of match words game were the teacher divided students in four groups, each group is given a card, there are two cards namely a card that contains English vocabulary, and a card that contains the meaning in Indonesian. By the four groups, the author gave the first group of cards containing English vocabulary, the second cards containing the meaning, as well as groups of three and four. Then, the teacher shares the card, each student looks for a partner who has a card that matches the card (English vocabulary with meaning in Indonesian), After finding the matching pair of cards they describe the card they got. The end of the match words game does not always describe but adjusted to the material taught by the teacher, for example, VIII grade learn about past tense, so the end of the game is to make a story of the past according to the vocabulary contained in the card. Then represents the result in front of the classmate.

This research is relevant to the finding of Shevy Ari Tyani (2014). The result has shown the process of teaching-learning vocabulary at the fourth year of SDN 2 Sendang Wonogiri can be divided into seven steps, opening the class, explanation, consultation, practice, presentation, evaluation, and closing the class. Each meeting of teaching English at the fourth year at SDN 2 Sendang Wonogiri consists of 2 X 35 minutes. The teacher always uses similar steps in every meeting.

3.2 The teacher and students problems in using *match words game*

There were several problems faced by teachers and students when playing match words.

3.2.1 Teacher problems

In the process of implementing match words game, the teacher finds several difficulties. The difficulty faced by the teacher is when arranging class students, when students are looking for matching pair of cards, students are very noisy, and the class atmosphere is not conducive, even though the teacher has told students to remain calm and not noisy when looking for matching pairs of cards.

3.2.2 Students problems

There were some students who have difficulties during the process of playing match words game. Students get some difficulties in the process of playing match words. the difficulties faced by students are mostly like describing the vocabulary they get and looking for matching pairs of cards. As statements from student of class VII A and student of class VIII D from the results based on interview Saturday, 4th may 2019.

(Interview 1)

Researcher   : *"Bagian mana dari game match words yang membuat kamu mengalami kesulitan?"*. (Which part of the game match words made you difficulty?)

Respondent 3 : *"ketika saya menafsirkan dengan menggunakan bahasa inggris"*. (When I interpret by using English)

This result is relevant to the finding of Shevy Ari Tyani (2014). The result showed the teacher problems faced by the teacher. The teacher orders the students to use basic English in their dialogue every Friday. But, they do not want to try that. The students are not responsive to study, they have learned, and played at the same time. So, it disturbs other students because the classroom is noisy.

3.3 The teacher strategy to solve the problems in teaching English vocabulary using *match words game*

To overcome the difficulties faced by the teacher, the solution that must be done by the teacher is to be patient in facing the conditions of the students, immediately approaching the students concerned and told that they are not too crowded because they will disturb other classes. When we approach students and give

polite advice, students feel that the teacher's intentions are good, and they can be slowly calm down.

Facing students with inappropriate words, yelling at students, telling them to come out, or anything that makes students' hearts offended is not in my opinion. Because a good approach can make students polite with the teacher, so students can be calm not because they are afraid of the teacher but because they respect the teacher. Occasionally creating humor in the class during the process of delivering material, or playing games are very necessary, because a tense atmosphere will make the mind uncontrollable.

This research is irrelevant to the finding of Shevy Ari Tyani (2014). The result showed To solve the problem about the differences' motivation of the students, the teacher is giving advices and motivation about their importance learning vocabulary early. The teacher also links the teaching-learning process with game, it has purpose to make students felt interested in learning vocabulary, so, they are not feel bored. The teacher must be calm, ask students to open the dictionary, and she is teaching one by one from the easy material

3.4 The students' response toward the use of *match words game* in teaching English vocabulary

The students really enjoyed and love learning in using games, especially when playing match words games. Learning while playing games is very helpful for students in memorizing new vocabulary.

Game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Using games while learning is very helpful, fun and can memorize easily. The students also give positive views about teachers' teaching vocabulary though match words game.

There were several students' responses toward the use of match words game in teaching English vocabulary, such as fun, very helpful, and very easy. This is appropriate based on interview Monday 6th, May 2019.

Interviewer :*"Bagaimana menurutmu tentang penggunaan game "Match words" untuk belajar vocabulary?"* (How is your opinion about using match words in learning vocabulary?)

Respondent 1 :*"Sangat membantu"* (Very helpful)

Respondent 2 :*"Sangat memudahkan dan menyenangkan"* (It is very easy and fun)

The students really enjoy when playing match words game. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play, and usually interact with others. Using games while learning is very helpful, fun and can memorize easily. The students also give positive views about teachers' teaching vocabulary though match words game.

This research is relevant to the finding of Nurul Indah Putri Utami (2018). The result showed, that the majority of students' views were positive in using emergency vocabulary game, like: 'exciting', 'fun', 'good', 'help to memorize word', and 'build self-confidence'.

4. CONCLUSION

This conclusion was related to the research problem of the study about The Implementation of *match words Game* in Teaching English Vocabulary for The Students at SMP Penda Tawangmanggu. Based on the research findings and discussion in the previous chapter, the researcher proposes some conclusions as follows: (1)The process of the implementation teaching English vocabulary using match words game consists of pre teaching (opening, reviewing), while teaching (teaching, practicing), and post teaching (evaluating, closing). The goals of the implementation of using match words game in teaching English vocabulary are to make students interested and enthusiasm in learning English, especially vocabulary, where the vocabulary is one of the most important parts of learning English. (2) The problems faced by the teacher in the implementation of using match words game in teaching English vocabulary for the students at SMP Penda Tawangmangu are when arranging class students, when students are looking for matching pair of cards, students are very crowded, and the class atmosphere is not

conducive, even though the teacher has told students to remain calm and not noisy when looking for matching pair of cards. While the difficulty of students in the process of playing match words game is when students make descriptive text or recount text in English, look for pairs that match their cards, and interpret the vocabulary on the card. (3) The problems solving applied by teacher in teaching English vocabulary is using match words game to be patient in facing the conditions of the students, immediately approaching the students concerned and told that they are not too crowded because they will disturb other classes. When we approach students andgive polite advice, students will feel that the teacher's intentions are good, and they will slowly calm down. Occasionally creating humor in the class during the process of delivering material, or playing games are very necessary, because a tense atmosphere will make the mind uncontrollable. (4) The game used by the teacher is Match words game. The result of the study shows that most student have positive response in the use of Match Words game. The students really enjoy when playing match words game. Game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play, and usually interact with others. Using games while learning is very helpful, fun and can memorize easily.

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