

## THE USE OF MATCHING GAME TO SUPPORT VOCABULARY BUILDING FOR LEARNING SPECIFIC TERMS IN LOCAL FOLKLORE

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**Abstract:** This research aimed to support student's vocabulary building by using matching game for learning specific term in local folklore to the seventh-grade students in academic year 2015/2016. This research was conducted through A-Pre-Experimental design to solve the problems that happened in the class, which was students' lack of vocabulary related to term in local folklore. The sample of this research was class VII B students which consisted of 34 persons. The researcher used measurement technique to collect the data, while the tool of data collecting was an objective test which consisted of 30 matching test items. The research findings show that matching game improves the students' vocabulary mastery. In this research, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It indicates that matching Game enhanced the vocabulary mastery of the seventh-grade students in academic year 2015/2016. In conclusion, matching game is effective to support the students' learning of specific term in local folklore.

**Keywords:** *Vocabulary, Specific Term, Matching Game*

Vocabulary has an important role, it can be seen that vocabulary has become a major resource for language use. Thus, it means the ability to master vocabularies is very crucial in the High School level. English is one subject material in the curriculum of school although it is a foreign language, student demand to mastering English language in order to develop their life skill into academic also because English is widely used for communication around the world.

Without good vocabulary mastery, students will face difficulties in their study and also when they do not know how to enrich their vocabulary, students often gradually lose interest in learning. Based on the pre-observation in SMP Negeri 3 Jawai, the writer found that there are problems faced in teaching learning process such as boring teaching-learning techniques that make students reluctant to learn because they think that English is something new and difficult. Another problem faced by the student is the lack of source of the English materials. The only sources that the students have are the

knowledge from the teacher and the English text book from the government.

The teacher found that the students' difficulty in teaching English was caused by the lack of book sources and their late starting age in learning English. These problems were the root of student's low proficiency in English that made the material in the book become too difficult for them. Furthermore, their mother tongue- Malay Sambas- were hard to translate into English. This problem led the students to another problem where they could not find the appropriate equivalent from Sambas Malay in English. In addition, the students also did not have any supporting media for their learning outside the classroom. Concerning to these problems, the writer concluded that the main difficulty for the students in learning English was in understanding simple vocabulary. Therefore, the writer tried a media to help the students learning English through using games; this way will increase their attention to learn English. In order to gain information about the effect of Games on teaching vocabulary, the

writer had referenced to some similar games in several places. Based on the writer's discussion with the English teacher of the Extracurricular English Class, third grade students of Al-Azhar still get the difficulties in learning vocabulary. They loved to play with their friends rather than listened to teacher's explanation about the vocabularies. Whenever the teacher gave them written exercise about vocabulary, only some students could answer it correctly. The teacher found that the students' difficulties were related to meaning, spelling and word usage of vocabulary. The writer believes that Game is an effective way to teach vocabulary. According to the result of the previous research and the theories, it can be concluded that matching game can be a good way to teach and deliver materials in easy and fun way. From the fact above, the writer tries to modify the Matching game to support vocabulary building of specific terms in local folklore in Sambas regency.

## **METHOD**

The method used in this research is the Pre- Experimental Research. Is the research conducted by teachers in the classroom, where research is applied in the classroom which is expected to solve a problem or improve teaching learning process, this research form is quantitative research formed in the pre-experimental study. The researcher used the technique of measuring pre-test and post-test to measure students' mastery of the vocabulary knowledge within specific local folklore.

As an illustration of the above methods, the writer has provided pre-test ( $O_1$ ) to the students. The function of the pre-test ( $O_1$ ) is to determine the student's basic mastery in building vocabulary in a certain period in local folklore, then the writer gives three treatments ( $X$ ) to students. After that, the writer provide post test ( $O_2$ ) find out the results of treatment.

## **Population and sample**

The population is the total of all the individuals that have certain characteristics and population size is the number of people or observation, as Creswell (2012: 142) says that "A population is a group of individuals who have the same characteristics". The population of this study was drawn from students of class VII

SMP Negeri 3 Jawai in the academic year 2014/2015. Each class consists of 32-33 students by the total number of students is 96.

Samples are partly or representative of the total population to be studied. This is a fraction of the entire population. As Creswell (2012: 142) states that the sample is the target population sub groups that researchers plan to study. In this study, the researcher used cluster sampling technique that took the example of a research class 7 B which consists of 34 students. That technique took a group class to implement technique matching games in one class.

## **Technique and Tool of Data Collecting**

The researcher used a measurement technique to measure students' mastery of vocabulary with questions matching game. The first step is to provide pretest conducted to determine the basic knowledge of vocabulary questions from the students. The second step, the treatment gave to play a matching game. In the game, the researcher asks students to his / her opponent based on questions provided in the grid matching game.

The researcher gave examples of how to play the game so that students had gain a clear understanding before they play the game. Along the game, the researcher also monitors the students. Provide assistance by the researcher to students if there are problems during the game. The final step is provided post test conducted after the given study aimed to determine whether or not there is influence on student mastery of the vocabulary question in a certain period in a game matching local folklore with specific terms.

Instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to be analyzed.

The instrument of this research is written test. The researcher planted to use multiple choices. A research must have a good instrument because a good instrument can guarantee the valid data. Therefore, before the test is administered to the students, the researcher firstly will conduct a try-out of the test. The purpose of conducting try-out of the instrument is to

achieve the Validity and Reliability of the instrument.

## **FINDINGS AND DISCUSSION**

### **Findings**

Teacher in Sambas regency need to modify tool of teaching similar with the background students or level of ability, Furthermore, English has become a foreign language and beside language of Indonesia has still second language for people this regency while there have terms in Malay language difficult if translating into Indonesia language, through the as modern media as tool of teaching and related between local material can compare as new media to create as merger scientific learning and for this case try used by local folklore as their material with specific term into English language in order that make them easier mastering vocabulary with specific term by their folklore. after conducting the result in teaching the use of matching game to support vocabulary building for learning specific terms in local folklore study on the seventh-grade students of SMP Negeri 3 Jawai in Academic Year 2014/2015), the writer obtained the substantial data for the sake of research findings and hypothesis testing. Then, to answer the research problem, the researcher analyzed the data by using t-test and the results.

The result of the t test was 13.98. The degree of freedom in this study was 33. In the table of t-values, it was found that with 33 degrees of freedom t-value of 2.042 is required for t-values are significant at the 0.05 level. Values obtained from 13.98 exceed the given value to 0.05. So, it can be concluded that the use of the pre-test and post-test, there was a significant different achievement. The mean score of students in post-test (63) is higher than the average score of students in pre-test (28.35). T-test results showed that the t-value obtained was 13.98 higher than t-table with 33 degrees of freedom is 2.042 at the 0.05 level. Based on the calculation, the alternative hypothesis which states that the use of effective Matching Game to support the development of a vocabulary to learn certain terms in local folklore for students of class VII SMP Negeri 3Jawai in the academic year 2015/2016 is received and its effects are categorized as "strong effect".

From the results, it can be seen that the vocabulary of students increased from pre-test to post-test. There is some significant improvement in the amount of vocabulary mastered during the learning process. Staines (1990 cited in Haifa, 2004, p.82) also pointed out that "There is no mystery to learn through play. When children play, they cannot learn and developing. They are enthusiastic and want to know about the game. Students listen to teacher explanations of vocabulary and also on how to play the game." The learning process goes well until the teacher creates a group and plays the game. From my analysis, it can be concluded that in playing the game, the students follow the instructions and answer the questions independently. This situation affects their understanding on how to give the answer of the game.

In the learning process, teachers gave assignments to students. They were asked to memorize a list of words given by teachers while their friends playing a matching game. At first, the problem could be addressed by reminding students about the work and words. But the problem occurred again and again until the other groups played the first game. Then the teacher said that if they do not follow the rules, the teacher will stop the game. It enabled students to follow instructions and made the classroom under the control and. As a result, they completed a written test well even though all students could not pass the minimum standards of completion.

### **Discussion**

Games have been played around the world since long time ago. Ancient Egyptians enjoyed games. Pictures of games and game playing can still be seen on the walls of tombs and temples that are thousands of years old. The earliest known board game, measuring about 7 by 3 inches and dating from 4000 to 3500 B.C., was found in a predynastic cemetery in El-Mehasna, Egypt. Variants of the popular African strategy game of Mancala, which uses a carved wooden game board and involves the moving of dried beans from pocket to pocket, have been found in East and West Africa, southern India, and Sri Lanka.

The game board used in Chess today is a descendant of a board game that originated in India some five thousand years ago. Those facts show how games have been known many years ago and have become a part of human's life. A competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win that a game is an activity with rules, a goal and an element of fun. Miller (2008:19) also says, "games are free-form activities that exist within a highly structured environment, to be enjoyed freely at certain moments in life." So game is a highly structured activity which attempts to accomplish a goal and also makes children feel the element of fun along the activity.

Matching game is a guessing game where is one of many types of game. As Slattery and Willis (2001) suggest, this type will help children become familiar with new vocabulary in an enjoyable way (p. 49). And also, Allen (p. 54, 1983) points out that "guessing game can create conditions in which the use of the target language is necessary for leading players to the correct guess" game of matching an image or words with similar meanings or description. That can run in some media like computer, paper, most of the time embedded in a web browser and played online, but some of these games are also available for download and can be played offline. This matching Game can be one technique to improve children's vocabulary in a fun and enjoyable way. Furthermore, besides matching game there are kind's games which has similar purpose like vocabulary Flash Games and Vocabulary Spelling Games other than fun ways to expand child's knowledge of the English language, all while having fun.

Matching game became easy for teachers teaching vocabulary process while prepare vocabulary lessons for their classes because on this game which the rule is match a object like word or picture with another object seems connection a bridge partial, if not same that object like word or picture that meaning show our knowledge about that object that thing usually provide same word or picture and addition with distracter to deceive who the play this game,

and for this research the object to used of content is vocabulary with Student's effort with learning vocabulary increases quickly because of educational games that students enjoy playing. Students become experts with different vocabulary enrichment tools like synonyms verb and specific terms in no time; teacher can teach them all of that by using vocabulary matching games. And best of all, students have fun while learning.

Matching game has a lot of genres of topic. These genres include the likes of matching word, matching picture, matching clothes, but most of matching game which have been used are matching words which are used in reading text in teaching learning process. Usually, the media used for playing the matching games on a piece of paper and a laptop, for more, the matching games are easily to download and can be played anytime. The only thing required is a secure internet connection to download the game. It can be played online or offline, whether we're at home, in the office, or at school, we can play matching game.

Based on the data the analysis and research findings the use of matching game is a good media to increase the student. average value of individual student in post test score was 63 and average value of individual student score was 28.35 in pre-test, From the process, the researcher conclude that is effective to used of Matching game in teaching vocabulary to certain terms in local folklore in class VII SMP Negeri 3Jawai in the academic year 2015 / 2016. In conducting this research, the researcher applied Pre- Experimental Research. This method was intending to solve the problems were founded in the classroom at seventh grade student in SMP Negeri 3 Jawai.

Even though all of the students could not pass the minimum standard of completion this situation affected their understanding how to make an answer from the game As a test, teacher gave a task for the student; they asked to memorize a list of words from the task and the word to play matching game, at first, the problem could be handled by reminding the students about the task and word related specific term, but then problem occurred again and again in the same way until the other group the first

match, then teacher said to student if they did not follow the rule, teacher would stop the game. It effective to make students followed the instruction and makes class situations eligible to implement the game, and caused understanding for students. Finally, they finished the test well.

That similar to those found in the research SMP Negeri 1 Tanggulangin, Sidoarjo regency, East Java province, where Rizqiyah Sakinah S1-English Education, Language, Faculty of Arts, State University of Surabaya as investigators analyze the use of games and Mix games are used by teachers to teach reading texts for eighth grade junior high school, the study is expected to make the teacher to be able to apply media in this study when they are taught to read narrative texts in qualitative descriptive study classes used to conduct studies and observation checklist, field notes, questionnaires and student worksheet that instrument to collect data.

The results showed that the medium used by teachers to teach reading narrative is interesting media to build a pleasant environment. This media also can implement as a medium for teaching for class VII SMP Negeri 3 jawai and using media make students understand the learning process into better. On student achievement scores, it is clear that the vocabulary of students increased from pre-test to post-test. Although the data showed a significant improvement in the students' learning process couldn't pass minimum standards of completion. But the students are very enthusiastic in playing the game and are very active in the spoken vocabulary and writing vocabulary on the board. According to Warschaver (1996, p.112) *"the language skill the students acquired was not only one but more since the variety media allows it to combine reading, writing, speaking and listening in single activity. The result of media combination conveyed more information"*

Based on these results, the researcher decides that the teaching of vocabulary by using games to improve the mastery of vocabulary is effective. The students are more confident and enthusiastic after playing the game. They also get more experiences and feedbacks from the teacher. In addition, the teacher gets closer to

their students, because the students share their past experiences and their feelings in it. In addition, the researcher argues that teaching use matching game with specific term need to be continued because it does improve students' vocabulary mastery on local folklore.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on the results of research in the seventh-grade students at SMP Negeri 3 Jawai, the writer makes a conclusion to the study of the students, which supports the effectiveness of the game by using the vocabulary matching game in term of local folklore. This is evidenced by the results of the average value of the scores of each student. At pre-test, the average value of individual student score was 28.35 and the average value of individual students' scores in post test was 63. Then, the learning process by using matching games in learning vocabulary influenced them to understand how to create an answer from game.

As a result, It is clear that there is the effectiveness of the test pre to post test that uses a matching game can improve the ability of students and supports the mastery of vocabulary, where the main problem in this research is that students find it difficult to get a sense of the vocabulary of the English language to Sambas Malay, through matching game students learn new vocabulary presented in the descriptive text in the game besides making them more understand the specific terms in Sambas Malay into English words, and make teachers find an activity to be implemented in the material that is more fun and interactive.

This activity is important to make classroom learning more touching in accordance with the teaching materials as well as their environmental conditions. It is also important to avoid other situations with different cultural and social to make the learning process better for students. From the findings of Pre- Experimental study of the findings that have been held in Class VII grade students of SMP Negeri 3 Jawai in the academic year 2015/2016, activities are based on the results of matches played games test students' in the descriptive text of the first to apply, both apply, and apply all three have improved. The writer concludes as match-

ing games that use the vocabulary increases, the improvement is not only in average value, but also in the learning process in the classroom.

### Suggestions

This research has formulated some suggestions that need to be done for the further improvement in the study of vocabulary. First, it is important for the lecturer to give more attention in teaching English through Indonesian language and the mother language, in this case Malay language. The results of this study show that the students need more hours to learn about how to use the Malay language into English practice. Find the meaning in English used media which made easier to understand. for further study, it is suggested to fix the students' difficulties in mastery English language in daily life with specific term used in games and construct the special dictionary for Malay Language and the reason why such type of English language is difficult for them is low media and innovative way. In addition, it is recommended to make a study on other types of supporting game. Third, for the students, it is important to understand the distinction between Malay languages to Indonesia language by alternative learning through matching games, songs, or culture games which contain English language.

From the result of the research, the researcher also suggests some technical supporting may help for who interest with this media, which can be used by the teacher or the other researcher such as: (1) Matching Game can used by paper or cartoon or field yard as alternative solution for teacher to teach the students since it can help them in comprehending about specific word in sambas Malay. (2) In using Matching game, the teacher is recommended to use the vocabularies learned by the students in the previous classes or the vocabularies used in their daily life in order to sharpen the students' knowledge about the vocabularies and make the students become more familiar with English vocabularies in their surroundings. (3) In applying the Matching game, the teacher should control the students' activity. Helps may be needed since not all students have the same understanding about the game. (4) The teacher should explain more

clearly about game. The use of LCD-projector will be helpful to enhance the students' understanding about the procedure of playing the matching game. (5) Preparing the special classroom equipped with face to face desk and the barrier between the desks will help the students enjoy the game better and create a better learning process. (6) The other writer can study on the use of this game with development because this game are new modify for better material focus or area of research.

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