THE APPLICATION OF MATCHING GAME TO IMPROVE STUDENTS' ENGLISH VOCABULARY MASTERY

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Abstract:*Based on the problem found in the classroom, mastering English vocabulary is one of the weekness for the student. It seemed difficult for them to understand some words which are unfamiliar with them or even memorizing them.The use of learning media can be more effective and interesting way in learning.Thereforethe researcher decided to solve these problems by applyinga matching game which can be used as an alternative learning medium in learning Vocabulary. The participants of this research were 20 Students of English Depatment. This research was classroom action research and conducted in two cycles. Each cycle consisted of four meetings; three meetings for teaching the vocabulary by using this media, and one of them was for the test. The research findings showed that matching game could improve the students' vocabulary mastery. It could be seen from the improvement of the students score in test.The average score of students in cycle 1 was 63 and in cycle 2 was 66. In conclusion, the implementation of matching game could improve the students' Vocabularymastery at first year Students of English DepartmentatState Polytechnic of Bengkalis.*

Keywords*: Matching Game, Vocabulary.*

INTRODUCTION

English can be seen as a language whichhas influence in life, especially in education, technology, science, the arts, and in making partnerships with other country. It is one of the evidence that this language is very important to be mastered.

Vocabulary is one of the important components in learning English. A person's vocabulary is defined as group of all words that are understood by the people or all the word that will be used by the person to make a sentence. The dificulty appears when the speaker of a language does

not have many vocabularies. For example, as a student who wants to communicate and express their ideas clearly both oral and written in English.

In addition, lack of vocabularies affect their ability to read the text either in school or learning materials that exist in book, newspaper and so on.

In fact, there are various ways in learning English that will help the student improve their vocabulary. One of the most popular and effective ways is by using games.

Game has been proven as an effective way because it does not only improve students' skill, but also decrees stress during learning process.

Furthermore, there aremany types of games which can be used as learning media, either electronic or conventional. One of the games is Matching Game which is one of conventional games.

Matching Game Book is played by one person or more. To play this game the students have to match the picture card and word cards. This game is started with open the book and the students will be found the picture card and word card. Then the students have to make a match between picture card and word card in the book. The students have to finish only five minutes. If the students cannot finish the game, the students will get a punishment from beside.

The application of this game is expected to improve the students' vocabulary.

Based on the previous explanation, the writer was interested to apply Matching Game to improve students' English Vocabulary.

REVIEW OF LITERATURE
VOCABULARY

Vocabulary is defined as all the words recognized and understood by a person although they are not necessary to be used by her or him.

According to soedjito (2009: 24), Vocabulary are: 1) All of word in a language. 2) Number of vocabulary mastered by a speaker and writer. 3) The words that used in a certain places. 4) The word that is written as dictionary and short explanation. In addition, Barnhart (2008: 697), said that 1) Stock of words used by person, class of people, profession, etc. 2) A collection or list of words, usually in alphabetical order and defined.

From the definitions and theories above, it can be concluded that vocabulary is a group of sentences that knows by someone who have a language and give the meaning when we used the language.

GAME

The game aim edit giving pleasure toeach player with specific rules contain the game played by the player. According Muchtar (2005), Game is something that can be played by certain rules so that there are no winners and losers, usually in the context of serious or not with the purpose of refreshing. In addition, Peres (2010), states that the game is a strategy that contained in a game to achieve the victory.

Based on the definition above, it can be concluded that game is an activity arranged inspecific rules. It has certain rules which followed by player to finish it. However, game is always related to fun and entertaining activity.

MATCHING GAME

Make a match is almost similar to matching game. It is a method to teach the student learning about subject.According to Wahab (2007: 59), *Make a match* is learning system that priorities social ability, especially the ability to cooperate, the ability to interact in addition to the ability to think quickly through the game looking for a partner using card. In addition, suyatno (2009: 72) state that make a match is learning where the teacher prepares a card containing questions or concerns and prepare a card containing questions or concerns and prepare a reply card and then the students looking for a partner card.

In addition, matching game is a modified game of the make a match game. This game is applied by following the rules of the game. But, it is adjusted to the level of the students and thier weekness.

The instructions in playing Matching Game, as followed:

1. The game is played by one or more player .
2. The cards are shuffled before the game started.
3. The first player takes the picture card and put it into available in the book.
4. The second player guess what the English of the picture and find the pair of the picture.

5. If the second player cannot find the pair, the player can ask his/her group to help.

6. No time limitation to finish the game. Whenever the game is finished. The matching game will be cecked.

7. The group that has many fails will gets punishment from the winner group.

8. In addition, the game was play individually even they are in the group.

METHODOLOGY OF STUDY

The design applied in this research was Classroom Action Research (CAR). This research was conducted in two cycles; each cycle consisted of four meetings. Kemmis and Taggart (1988) state that action research is conducted in two or more cycles. Each cycle consisted of Plan, Action, Observation, and Reflection.

The participants of the research were the students of English Department at State Polytechnic of Bengkalis. There were 20 students of first year students of English study program of State Polytechnic of Bengkalis. The data in the research were gathered from the observation checklists, field notes, interviews, and tests.

RESULT AND DISCUSSION
Findings and Discussion

Findings of the research discuss data description and analysis as well as findings and discussion of the findings. The findings are expected to answer questions stated in the formulation of the problem; To what extent can matching game improve the students' vocabulary at first year students of English Study Program of State Polytechnic of Bengkalis?

Based on the data which were collected from the result of the test, observation sheets, field notes and interviews, those questions above are answered in the research findings.

The extent to which matchinggame can improve students' Vocabulary Cycle one

At the first meeting of the treatment in cycle one; the lecturer explained all about the teaching and learning process to learn vocabulary by using matching game to the students. The cycle one was conducted in four meetings; three meetings for treatments and one meeting for comprehension test.The preparation of the meetingincluded the

lesson plans in teaching the vocabulary by using matching game, teaching materials, the instruments for gathering the data, test, observation checklist sheets in learning vocabulary by using matching gameand scoring system for the test.

In the cycle one, the researcher explained in details by giving some examples about low-frequency word in form of cards. The steps and rules of the game were introduced and explained to the students in order to make them understand how to use this game.The procedures and some examples about how to apply the game were explained and given. After that, the students' understanding about procedures was also checked by asking some question. Then, the researchers implemented this instructions during teaching and learning activities in the classroom.

At the end of the cycle the researcher gave comprehension test to the students. The data showed that the class average score of students' vocabulary mastery increased.

Graph 1. The comparison between Students' Average Score of vocabularyBefore Using matching game and Cycle I
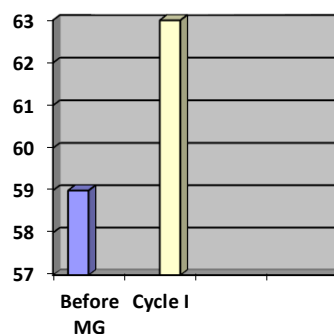
Based on the result of the students' vocabulary masteryin cycle I, the researcher found that the students' average score in masteringvocabularytest cycle I was 63 increased4 points comparing with the students' average score before applying matching game (59). It could be concluded that the students' average score in mastering vocabulary test in cycle I has increased comparing to the students' average score before Applying the game. Based on the data, there were 8 of 20 students who could achieve the minimum standard and the other students still had lower score than it. The researcher assumed that the students still had problems with their vocabulary mastery, especially in mastering low-frequency words.

Cycle two

The treatment of the learning prosess was coducted similar tothe activities applied in the the first cycle, but there were some different

emphasis due to the revised plan. The students were not only askedto find the words from the game, but also to write their work on their worksheet and try to memorizing them. and they were also asked to write their work on the whiteboard. This cycle also consisted of four meetings, which consisted of eighty minutes for each meeting. The first up to the third meeting were for the teaching and learning the vocabulary by applying matching game and awritten task was given at the end of each meeting. Then, at the last meeting of the second cycle the researcher conducted the vocabulary masterytest.

At the end of the cycle the researcher gave the vocabulary test to the students. The data showed that the class average score of students' vocabulary mastery increased.

Graph 2. The comparison between Students' Average Score of vocabulary mastery Test in Cycle I and Cycle II
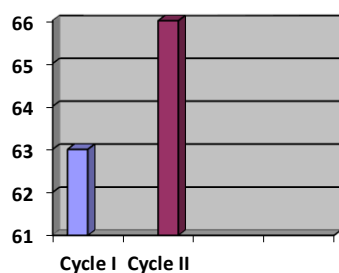
Based on the result of the students' reading comprehension of business texts test in cycle II, the researcher found that the students' average score in mastering vocabularytest cycle II was 66 increased 3 points comparing with the students' average score in cycle I (63. It could be concluded that the students' average score in vocabulary mastery test in cycle II has increased comparing to the students' average score before applying the game. Based on the data, all of the students could achieve the minimum standard.

Graph 3. The Improvement of the Students' vocabulary mastery
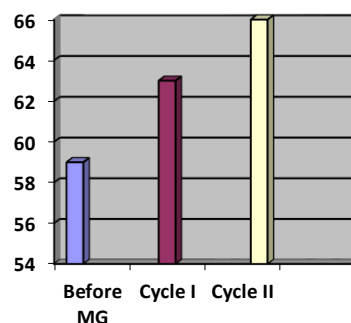
Based on the graph above, it could be seen that the average score of the students' vocabulary mastery after applyingmatch game in cycle one and two were better than before applying matching game. There was a quite improvement from cycle one up to cycle two. The average score of

students' vocabulary masterybefore applying Matching game was 59, then it increased to 63 in the cycle 1 and also increaseda 3 points in the cycle 2 became 66. It meant that matching gamecould improve the students' vocabulary.

Finally, the researcher believed that the vocabularythrough matching game had been improved until the second cycle, because there was significant improvement of stuadents' average score of vocabulary mastery. The implementation of this game intotwo cycles had achieved the minimum criteria of students' achievement. So, it did not need to move to another cycle.

CONCLUSION

This research was done to find out to what extent matching game can improve students' vocabulary mastery at first year students of state polytechnic of Bengkalis.

Mastering English is very important in this modern world, because it is widely used in many aspects. However, the difficulties in learning English are still occurred among the learners, especially in mastering vocabulary. For example in memorizing words. This condition might occur because the lack of learning media used to helping tool in teaching and learning process.

There are many kinds of media that can be used to teaching and learning English. One of them is games. Teaching and learning process can be such a fun activity for the students during mastering the vocabulary.

This research was conducted to improve the students' vocabulary mastery by applying matching game and the effectiveness of this game was showed by the score at each cycle. It can be concluded that:

1. At the end of the Cycle one, the average of the students' score increased from 59 to 63 or at 4 points.

2. The use of matching game to improve the students' vocabulary mastery. The improvement can be seen in the average score of students' vocabulary test. It was 63 in cycle 1 and 66 in cycle 2. So, it increased 3 points.

3. It showed that students' vocabulary mastery increased significantly which can beseen between the averange score before and after the application of

matching game. It was 59 point and 66

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