IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD MATCHING TECHNIQUEOF THE SEVENTH GRADE AT SMP TD PARDEDE FOUNDATION

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Abstract

Vocabulay is an important language center to be mastered by students in learning English. The lackof mastery of English vocabulary by seventh grade students in the SMP TD PARDEDE FOUNDATION is the researcher's goal to find a technique that can be used in improving students' vocabulary. This research applied classroom action research through Word Matching Technique. Word Matching Technique is a technique that can be used in increasing students' vocabulary and with applying Word Matching Technique the students can be more interested, active, and enthusiastic in giving a good response in learning vocabulary. This research used two cycles. The researche data were collected by using some instruments, namely vocabulary tests, observation sheet, questionnaire sheet, and diary notes. In the Test I, Test II, and Test III have increased. The mean of Test I (Cycle I) was 54,8. Test II (Cycle I) was 66,4. And Test III (Cycle II) was 92, 2. The results of the questionnaire, observation, and diary notes showed that the implementation of Word Matching Technique helped the students to improve their vocabulary mastery and could motivate them to learn English.

Keywords: *Class Action Research, Vocabulary, Word Matching Technique*

Abstrak

Kosakata adalah pusat bahasa yang penting untuk dikuasai oleh siswa dalam mempelajari bahasa inggris. Kurangnya penguasaan kosakata bahasa inggris oleh siswa kelas tujuh di SMP TD PARDEDE FOUNDATION menjadi tujuan peneliti untuk menemukan suatu teknik yang dapat digunakan dalam peningkatan kosakata siswa. Penelitian ini menerapkan penelitian tindakan kelas melalui teknik pencocokan kata. Teknik pencocokan kata adalah sebuah teknik yang dapat digunakan dalam meningkatkan kosakata siswa dan denganmenerapkan teknik pencocokan kata siswa dapat lebih tertarik, aktif, dan antusias dalam memberikan respon yang baik dalam belajar kosakata. Penelitan ini menggunakan dua siklus. Data penelitian dikumpulkan dengan menggunakan beberapa instrument, yaitu tes kosakata, observasi, kuisioner, dancatatanbukuharian. Pada Tes I, Tes II, dan Tes III mengalami peningkatan. Nilai rata-rata Tes I (Siklus I) adalah 54,8, Tes II (Siklus I) adalah 66,4, dan Tes III (Siklus II) adalah 92,2. Hasil dari kuisioner, observasi, dancatatanbukuharian menunjukkan bahwa penerapan Word Matching Technique membantu siswa meningkatkan penguasaan kosakata dan dapat memotivasi mereka untuk belajar bahasa inggris.

Kata Kunci : *Penelitian Tindakan Kelas,Kosakata , Word Matching Technique*

Introduction

English is an international language that plays an important role in the world as a communication tool. It is can be used as a means of oral and written communication. English is important to learn, because English is used in many countries over the world and widely used in many sectors such as information, trade, education, etc. One of the considerations or ways for students to master the four skills in learning English is to master vocabulary. Without learning and understand the vocabulary, learning language will never be successful. According to David Wilkins (2002), "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveye".

Zimmerman cited in Coady and Huckin (1998) says that vocabulary is central to language and of critical importance to the typical language learning. In order to make it easier to learn all the skills, must have many vocabulary because it will greatly support our skill. In learning English, vocabulay is important to understand by students to facilitate their learning process. A lot of students problems in vocabulary mastery?. Activities in classroom, they are not enthusiastic about learning, they are afraid to read and spell words for fear of being wrong, they do not know the meaning of every word they read and hear. However, the main problem is done by students, they are lazy to carry a dictionary and they don't try to memorize vocabulary. For them it is difficult to memorize it.

Teaching vocabulary in junior high school in seventh grade is not easy. Most students are not motivated to deepen vocabulary in English lessons. Students just want to play. In their person the future has not been directed to where and their character still requires recovery from children to adolescents. Based on the writer's expeience when conducting research in junior high school, and based on interviews conducted by the writer and various data that has been done from junior high school, the writer found various obstacles, one of them most of them still lacking English vocabulary, and when asked some of them do not like English because it is difficult, on the contrary some of them like English but they are difficult to express English for fear of being wrong. This problem occurs because most teachers still use old way to teach English vocabulary just reading and translating, after that is collected to the front of the class, the teacher only gives assignments without deepening the material and memorizing the vocabulary.

Therefore, increasing students' vocabulary mastery is very important so students can speak English fluently. Besides, lack of vocabulary mastery will cause difficulties in speaking English. Students will be able to master vocabulary through the learning process, and teachers can teach vocabulary using a variety of methods. Harmer says that there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Students need to see words and hear how they are used. So that students are more interested in learning English, especially vocabulary, teachers need to use teaching techniques called word matching.

The word matching technique is one of the learning methods, where students find or match pairs of words provided. This technique is a kind of game where students must find pairs of words. In the word matching technique using synonyms and antonyms, the teacher provides cards containing English words, and cards containing antonyms and synonyms of the words. The word matching technique with synonyms and antonyms will make students understanding and knowledge more extensive and improve because one word contains several vocabularies.

According to Manik, Christiani: 2016 states that," word Matching is suitable for someone and something to make or to see a connection or relation between two people or things by sentences". This technique has the following advantages:

1. All students can be directly involved when answering questions that are given to them.
2. Through this technique students will be active and can incease students creativity through card matching.
3. This technique will help students not get bored when leaning vocabulary during the teaching learning process.
4. This technique makes the class more interesting.

In teaching vocabulary using this word matching technique will make the teaching and learning process easier, when students are interested in learning then all their concentration will be focused on the lessons given by the teacher. Ur (2009: 72) says that Matching items are quicker and easier to compose than multiple – choice".

Research Methods

The research design used in this research is a Classroom Action Research method. To measure students' vocabulary mastery by applying word matching, researchers used qualitative and quantitative methods that are combined in different ways. Accoding to Burns (2010),"Classroom Action Research (CAR) can be a very veluable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. Classroom action research is a method of finding out what works best in one's classroom so that researcher can improve student learning.

Wallace cited in Mackey and Gass (2005, p. 216) maintains that action research is principally a way of reflecting on teaching by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be. The research will be taken in two stages of the cycle, cycle I and cycle II there was stages of planning, action, observation, and reflection.
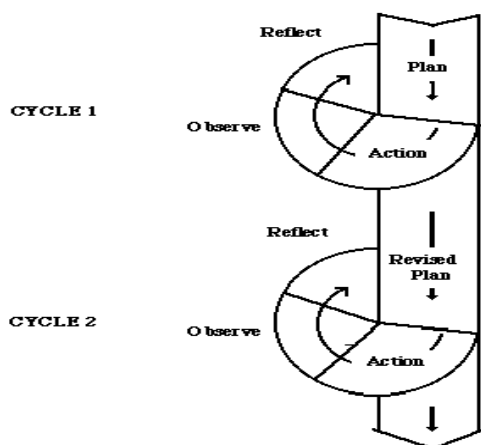

Figure. 1. Cyclical AR model based on Kemmis and Mc Taggart (1998 : 14)

This research was conducted in SMP TD PARDEDE FOUNDATION and this school is located at Jalan Binjai km 10,8 Sunggal, Deli Serdang. The writer conducted research on November 2019. The reason researchers choose SMP TD PARDEDE FOUNDATION as the object of research, because when the researchers asked about the English vocabulary, there were still many who did not know. And then the researchers will use Word Matching Technique to improve students' vocabulary in SMP TD PARDEDE FOUNDATION.

The writer choose seventh grade namely VII-A at SMP TD PARDEDE FOUNDATION which consists of 25 students. In this instrument of data collection,

researchers used reseach instruments through vocabulary tests. This test is given to know the increase in students' vocabulary through word matching technique. In addition to the vocabulary test, the writer also uses observations and interviews conducted by researchers to find out how the development of students vocabulary and identify what happened in the classroom.

Observation sheet used to observe conditions or situation, performance, and behavior in social phenomenon even natural phenomenon, in this case the researcher sees and observes in order that the researcher know the constraints the students do not like English or lack of mastery of English vocabulary. The researcher used questionnaire sheet to know students' opinion about English subject, Vocabulary, and Word Matching Technique. In this diary note, the writer records each students' personal evaluation of the class situation in the teaching-learning process related to the progress achieved, namely increasing students' vocabulary.

This vocabulary test in used by researchers to assess students vocabulary where the vocabulary test consists of 20 items such as 10 items asking for synonym and 10 items asking for antonyms, all related to topics that have been discussed together.

- **Procedure of the Research**

In this research, the researcher will take two cycles, each cycle consisting of two meetings namely after the first cycle is finished, the second cycle will be carried out following the first cycle. In this second cycle hopes to increase the activity of the first cycle. The prosedure of this activities that will be done by researchers according to Kemmis and Mc Taggart in Arikunto (2010), are as follows:

1. **Cycle I**
 a. **Planning**

At this planning stage, researchers need to prepare appropriate instruments to support learning, they are: 1) The researcher formulate the porpuse of learning, prepares materials needed in the activities designed by the researcher, makes lesson plans and designs steps in class action. 2) The researchers prepare a class obervation sheet, questionnaire sheet, diary notes, pre-test and post-test to measure students' vocabulary.

 b. **Action**

This action stage, researchers will implement classroom action research and do some actions in the classroom namely: 1) The researcher giving pre-test to students. 2) The researcher teaching vocabulary in class using word matching technique. 3) The researcher opening a session for students to ask about difficulties in understanding vocabulary or problems in understanding vocabulary. 4) The researcher giving question orally and giving post-test.

 c. **Observations**

Observation is an action that is very important to find out the effects or information of an action during the learning process takes place. In this phase

the observation will be carried out carefully. Because the students' attitude , class condition, and obstacles that happen ore observed during the teaching and learning vocabulary.

d. Reflection

it is the final stage of classroom action research. This stage as a basis or benchmark for planning further learning. Researchers find the results and reflect on their findings whether satisfactory or improved. If it does not increase, the researcher can revise the work and return to the first stage.

2. Cycle II

After the researcher finished the cycle I, it was found that the students' score are still below average. Then, the writer made learning plans based on students' difficulties to improve their mastery in vocabulary. The researcher expected that the results of the cycle II will be better than the results of the cycle I. In addition, the cycle I was connected to the cycle II to know and determine the students' value in the cycle I was true. In cycle II planning to imrove cycle I such as: 1) The researchers identified the new problem emerge in cycle I of evaluation and reflection in cycle I. 2) improve the learning and teaching process of vocabulary mastery in cycle II by using word matching technique. 3) The researchers revised the lesson plan in three meeting. 4) Made assignment items and post-test students. 5)Designed or making observation sheets

Scoring of the Test

Arikunto (2010) says that,"in scoring the test of the students, the writer was used the pattern below:

$$S = \frac{R}{N} \; X \; 100\%$$

Where : S = Score of students' test

R = The correct of students answer

N = Total of questions

The writer collected qualitative data from observations of the learning process in class, questionnaires, and students diaries presented by the teacher. The quantitative data was collected and analyzed by calculating the result scores from each vocabulary mastery test. Sudjono (2011: 254) to know the means of the students' score in each cycle, the writer used the formula:

$$\overline{X} = \frac{\sum X}{N} \; x \; 100\%$$

Where : $\overline{X}$ = The mean of students' score; $\sum X$ = The total score of the students;

N = The number of the students

According to Sudijono to categorize scores obtained by students up to 70, the writer used the following pattern:

$$P = \frac{F}{N} \; x \; 100\%$$

Where : P = Percentage of students who got score 75;
F = The number of students who got score above 75;
N = The total number of students who did the test.

Results and Discussion

The writer used three written test scores to find out the increase in students' vocabulary. The students scores from the first orientation test to the last competency test have increased. The students scores can be seen in table below. From the table can be seen how many students passed and how many did not pass the first test.

Students' Vocabulary Scores in Test I, Test II, Test III

No	Students' Initial Name	Test I	Test II	Test III
1	HJP	45	65	100
2	FN	40	55	85
3	YRS	35	55	90
4	AS	45	50	90
5	TLT	45	60	100
6	NGP	55	65	100
7	MLH	50	55	85
8	LAL	50	80	100
9	ASS	55	65	95
10	YNL	55	65	100
11	IPR	45	50	90
12	YP	45	50	100
13	RFF	60	75	100
14	MS	55	70	100
15	EST	90	90	95
16	CSY	55	75	100

17	AFN	60	75	100
18	SA	35	50	75
19	JSS	50	70	85
20	JA	55	65	70
21	NEH	90	90	95
22	RSH	60	65	85
23	YPS	70	80	90
24	FJD	65	70	85
25	YGS	60	70	90
	Total ($\sum x$)	1370	1660	2305
	Mean ($\bar{x}$)	54.8	66.4	92.2

The vocabulary test used word matching technique, in the table above there were student scores from test I to test III. The mean score on the III test is the highest among the other tests. Student vocabulary test scores were calculated based on student answer using word matching technique.

Based on tests conducted by students there were the lowest score and highest score. Increased students vocabulary on each test can be seen in table below:

The Comparison of Students' Vocabulary Score

No	Types of Score	Test I	Test II	Test III
		Meeting-2	Meeting-4	Meeting-6
1	The Lowest Score	35	50	70
2	The Highest Score	90	90	100
3	Number of Students	25	25	25

The score above showed the students' vocabulary increased from test I to Tes III to find out increase in students' vocabulary used word matching technique can be seen from the mean score in each cycle. The formula was:

$$\bar{X} = \frac{\sum x}{N}$$

Note: $\bar{X}$ = The Mean from students score
$\sum X$ = Total Scores
N = Total Students

The students number was 25, and total score of students in Pre-Test was 1370. The students mean score was:

$$\bar{X} = \frac{1370}{25} = 54,8$$

The total score of students in Test II was 1660. The students mean score was:

$$\bar{X} = \frac{1660}{25} = 66,4$$

The total score of students in Test III was 2310. The students mean score was:

$$\bar{X} = \frac{2305}{25} = 92,2$$

So the improvement of students mean score before and after being showed Word Matching Technique in studying English vocabulary can be seen in the table as follow:

The Improvement of Mean score of Students' Vocabulary Test

No	Test	Meeting	Total Score	Mean
1	Test I	2	1370	54,8
2	Test II	4	1660	66,4
3	Test III	6	2305	92,2

The conclusion from the table above was the students' mean score improved even though they got different improvement.
The formula to know the percentage of students who passed the KKM was:

$$P = \frac{R}{T} x100\%$$

Note: P = Percentage of students getting score 75
R = Number of students getting score 75
T = The total number of students taking the test

The percentage of student scores that excel in the Pre-Test was:

$$P = \frac{2}{25} x\ 100\% = 8\%$$

The percentage of student scores that excel in the Test II was:

$$P = \frac{7}{25} x 100\% = 28\%$$

The percentage of student scores that excel in the Test III was:

$$P = \frac{24}{25} x 100\% = 96\%$$

The Percentage of Students' Vocabulary Score

No	Test	Students Who Got Score Up To 75	Percentage
1	Test I (in the middle of Cycle I)	2	8%
2	Test II (in the end of Cycle I)	7	28%
3	Test III (Cycle II)	24	96%

Based on the percentage of students' vocabulary score after using Word Matching Technique has increased. Can be seen in the middle of Cycle I (Test I, the number of students who got up to 75 points was 8% to 28% in Cycle I (Test II), then in Cycle II (Test III) the number of students who got up to 75 points was 92,2%. The data proved that Word Matching Technique could help the students to improve students' vocabulary.

The qualitative data were taken from observation sheets, questionnaire sheets, and diary notes that gained within two cycles. The observation sheets were carried out to investigate situations and problems found during the learning process of teaching English vocabulary using Word Matching Technique as a medium. During the study from the first meeting to the final meeting students gave more attention and good response to the teacher during the learning process. And students also responded to the teacher by giving various questions when the teacher gave them the opportunity to ask questions, although there were some students the did not ask but when asked they were able to answer the teacher questions. When they were asked to come to the front of the class to answer the questions by the teacher, they race forward. This will make the teaching and learning process run smoothly and actively, based on the score they got increase each meeting.

From the observation sheets can be concluded that using Word Matching Technique can helped teachers to create an active classroom atmosphere in the teaching and learning process and can increase motivation for students, so that students were interested in learning English Vocabulary. The questionnaire sheet was given at the final meeting. This sheet was given to find out students' opinions about English subjects, vocabulary, and Word Matching Technique. Based on questionnaire sheet, most of them liked to use Word Matching

Technique while learning English vocabulary and some of them liked to use Word Matching Technique in other subjects.

Diary notes were aimed to personal evaluation about the class situation during teaching and learning. At that time it ws found that while learning English vocabulary in the first and second meetings. They were less interested and were not passionated about learning vocabulary. So in cycle II researchers used Word Matching Technique to learn vocabulary so that they were more active and interested and enjoyed the lesson. They also wanted to ask questions unlike in the first meeting, they just stay quiet.

- **Research Phase**

In the cycle I confessed in three meetings, the writer find out and formulate students' problems in English vocabulary. At the first meeting the writer still made a good introduction such as self-introduction, English, and vocabulary. Then at the second meeting, students took an orientation test. This test was given to students before applying class action research. At this meeting, the writer did not apply the method of memorizing vocabulary using Word Matching Technique. The students just did the orientation tests consisted of 20 items. After checked the result of student answers. The researchers found various obstacles, many students did not reach the minimum completeness score that was 75 points.

After that, the researchers continued to the third meeting, the researchers explained about the English vocabulary how important the English language was to the students and the researchers gave the English vocabulary to students namely through vocabulary of synonyms and antonyms in English. The researchers also explained to students if learning English using synonyms and antonyms of a word, the vocabulary will be more and more. This third meeting, researchers did not apply Word Matching Technique in learning vocabulary. After researchers provided vocabulary of synonyms and antonyms to students.

At the fourth meeting, researhers gave a Post-test to students consisted of 20 items.Besides, after finished the exam. The researchers examined the results of the students' Post Test, some students experienced an increase but there were still many students still below the criterion of minimum complence (KKM), there were still many 50 points. Thus, in the fifth meeting researchers applied Word Matching Technique in teaching English vocabulary. Researchers were still using the material at the third meeting which was provided vocabulary of synonyms and antonyms. But at this meeting, researchers used Word Matching Technique. The researchers wrote English vocabulary into several cards, and the other cards were synonyms and antonyms of the word. After that, the researchers stick the cards on the board by randomizing them. Before done Word Matching, the researchers divided students into 5 teams. Then the researchers asked all teams to look for synonyms and antonyms of the words that had been posted on the board.

When the researchers applied the technique. Students competed to find what synonyms and antonyms of the cards posted on the board. They were enthusiastic and curious about what were the synonyms and antonyms of the word. After finished they done on a piece of paper by each teams. The researchers asked students to come to the front of the class to answer the questions one of each team, all students can answered the questions posed by the writer. Even though there were teams wrongly attaching synonyms and antonyms of the word. The researchers asked the other team to correct it and in the end everything can be answered thoroughly.

Then, the researchers asked students to write what Indonesian was from the vocabulary and asked the students to read English and Indonesian from the given vocabulary. In the next meeting (the sixth meeting) the researchers conducted a Test III (Cycle II) on students. Almost 100% of students reach 75 points. The score increased from the previous test. This proved that Word Matching Technique really helped students improved their vocabulary. They were more active, enthusiastic, and willing to asked questions that made them more interesting in learning English. The Word Matching Technique really helped students become more active. The Cycle II was the final meeting. The Cycle of the research was stopped in the Cycle II because the goal of the research had completed. Then the researchers gave questionnaire to the students and from the results of questionnaire students liked to use Matching technique. The words in increasing their vocabulary, even they liked the Word Matching Technique applied to other subjects.

- **Research Findings and Discussion**

The qualitative and quantitative data were obtained from meeting 1 to the final meeting. At the second meeting (cycle I) the researchers gave a test to students. From these tests it was known that students presentations in the vocabulary were still low, very far from the criteria of minimum completeness. They did not know the answer because they did not understand. The mean of Test I was 54.8. Their grades were very low, their vocabulary was still bad. Then gave teaching about vocabulary through vocabulary synonyms and antonyms and gave understanding of vocabulary and tests. After the second test, the mean score increased to 66.4. But, it was still low. Only seven students who score 75 above. Therefore the writer wanted to increase students' knowledge and grades, so that the second cycle was carried out. In this cycle, the mean of score was 92.2. So there were twenty four students reaching 75 above because they were pay fully attention to their concentration on the teacher. When the teacher gave directions about Word Matching Technique.

From the Test I to the Test III were significantly improved. The researchers also analyzed qualitative data to support the findings and discussion. Researchers was taken from a diary, observation sheet, and questionnaire sheet. To found out how Word Matching Technique can improved their ability in

vocabulary. Diary notes showed that students pay attention and respond well when learning took place. Although in Cycle I students had difficulty answered the test because students were confused about how to answer the test using Word Matching Technique. However, Cycle II students were enthusiastic in learning by using Word Matching Technique. The questionnaire sheet showed that students understand and were interested in learning vocabulary and their grades were improved by using Word Matching Technique. Based on the results of the quantitative data and qualitative data it was found that the use of Word Matching Technique has significantly increased their vocabulary mastery.

Conclusion

After conducted qualitative and quantitative research got good results. The student's scores have increased from Cycle I to Cycle II. Seen from an increase from Test I was 54.8, Test II (end of Cycle I) was 66.4, and Test III (Cycle II) was 92.2. The students' score continuously improved in each vocabulary test which proved that Word Matching Technique can improved students' vocabulary mastery and make the students active in learning English. The observation and questionnaire sheet also show that students gave their attitudes, responses, and opinion during teaching English vocabulary using Word Matching Technique. In other words, teaching vocabulary with Word Matching Technique brings good improvement to the students' achievement. The writer suggest to English teachers and other subjects that Word Matching Technique can be used as an alternative technique when teaching. Using this technique can enrich students' vocabulary and change the boring classroom atmosphere become fun and the students feel comfortable and enjoy to learning English. Besides, the readers or the other writers can use this technique in conducting classroom action research especially in improving students' vocabulary. This research can be useful information for those who are interested in conducting research related to this study.

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