



THE IMPLEMENTATION OF MAKE A MATCH TECHNIQUE TO INCREASE STUDENTS' VOCABULARY MASTERY (A Classroom Action Research at Fourth Grade of SDN 4 Troso in Academic Year 2017/2018)

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ABSTRACT

This research is aimed to find out: (1) The students' problem in learning Vocabulary and (2) The extend the use of Make a Match technique to increase students' vocabulary mastery for the fourth grade students of SDN 4 Troso in the academic 2017/2018. The method in this research is Classroom Action Research. It was carried out in three cycles of actions. In each cycle consist of Planning, Action, Observation, and Action. The Research was done based on Kemmis and Mac Taggart Design. The technique for collecting data are observation, test, and interview. The data were analyzed by using quantitative data and qualitative data. The problem got in this research was the students feel tired and bored, because the teacher asked the students to write the vocabularies and to pronounce the vocabularies. After conducted of Make a Match Technique students enthusiastic in the lesson and looked enjoy during the implementation of Make a Match Technique . The result of this research showed that Make a Match Technique can improve students' vocabulary. It could be seen from the average in every cycle. The first cycle was 70.98, then the second cycle was 73.7, and the third cycle was 76.1, which stated that Make a Match Technique was effective to taught vocabulary mastery at Fourth Grade of SD Negeri 4 Troso.

Keywords : *vocabulary, Make-A-Match Technique, Classroom Action Research*

INTRODUCTION

Language is a means of communication which is used to human to communicate and interact with each other. By language, people could express their ideas and emotions. Now, language has a significant role so that learning a language becomes a crucial thing for non-English spoken to do especially English as an International language.

According Harmer (2007:1) that English is a language used widely for communication between people who do not share the same first or second language. It means that students have to be able to understand and share their ideas, information, thought, opinions, and feeling through spoken or written texts.

In this era, English is important language. More country used English to Communicate and share information to other

people around the world. Therefore, English is taught since elementary school, junior high school, senior high school and university. There are four language skills in English: Listening, Speaking, Reading and Writing. Among the four skills above indicate that each ability requires special preparation, one of which is understanding vocabulary.

According Yamin (2009:14 in Sunhaji 2016:132) stated that student have differences in interest, competence, hobby, experience, and learning style. By means of learning activity, class organization, subject matter, learning time, tool of learning, and system of evaluation. It means that learning process concerns interest, gifted, capability, learning method and strategy, learning motivation and social background of student, as well as motivating a student is to develop the potentation opimally. It means that learning vocabulary is not easy because the students has different problems, so that the teachers should need various method which will encourage students to learn vocabulary.

Although English as compulsory subject in Indonesia, but many students graduate with minimal score. One of factors in this case is lack of vocabulary. From observation in SDN 4 Trosodone by the researcher, the result shows that teaching and learning process in SDN 4 Troso is rather passive. Students just listen and there is no feedback. Beside that, the students are busy with themselves and always talk with friend, consequently students don't get understand the learning material well. It also, the students feel tired and bored, because the teacher asked students to write the vocabularies and to pronounce the vocabularies.

Based on the appeared problem, it is necessary for researcher to the implementation of Make A Match Technique to increase students' vocabulary mastery. When the teacher applied this technique, the student was

interested to join in this technique. There are many effect from this technique. Make a Match Technique is one interesting technique because the students will be active and motivated in English learning.

According Suprijono (in Sari, 2016:30) that Make a Match technique is one technique in cooperative learning developed by Lorna Curran. In this technique the teacher must prepare some card that contain several concept, vocabulary items or topics and answer.

During the observation in SDN 4 Troso, the researcher found problem related with vocabulary. The problem can be formulated as follows: (1) What is students' problem in learning vocabulary and, (2) What extend the use of Make a Match technique to increase students' vocabulary mastery for the fourth grade students of SDN 4 Troso in the academic 2017/2018.

The objective of the research is to findout : (1) The students' problem in learning vocabulary and (2) The extend the use of Make a Match technique to increase students' vocabulary mastery for the fourth grade students of SDN 4 Troso in the academic 2017/2018.

Vocabulary

Vocabulary is one of importants aspect in English language that should be mastered by learners. Vocabulary is tool to communicate and share information in English. The people will be misunderstand when he or she not understand vocabulary with clearly. According by Maduratna (2014:290) that Vocabulary includes collection of words. They are known not only as individual words, but also a group of words that have meaning.

According Raphael (2002:2) that vocabulary is words are the primary building blocks of effective communication.

Vocabulary, broadly defined, is knowledge about words and word meanings. According Hatch and Brown (1995:1 in Lestari, 2015:5) that vocabulary is a list or set of word for a particular language or a list or set of word that individual speakers of language might use.

From the definitions above, it can be understood that vocabulary is the tools to communicate, express the idea or opinion and share information from speaker to the listener.

Kinds of Vocabulary

In addition, Nation (2001: 24 in Putri, 2013:26) also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary is passive vocabularies are words that the students recognize and understand when they occur in a context, but they cannot produce the meaning correctly in reading and listening. Then productive vocabulary or active vocabulary is used to express the meaning and produce the appropriate word in the form of spoken or written.

Based explanation above, the researcher get the conclusion of receptive and produce vocabulary. Receptive vocabulary is the ability to understand of the word. It involved gaining from environment by listening and reading. Then, productive vocabulary is the kind of vocabulary were used in daily activity by spoken and write.

Aspects of Learning Vocabulary

Harmer (1991: 158) summarizes that knowing a word means knowing about meaning, word use, word formation, and word grammar. It means that learning vocabulary not only learning about the new words but also about how to use the words or vocabulary into correct usage.

Teaching Vocabulary for Elementary School

Teaching for student of elementary school is different with teaching for adult, because they have different characteristic and motivation. In School-based Curriculum for High School, there is no special attention for teaching vocabulary. The elementary school student age seven up to thirteen years old which are enthusiastic to know and learn everything not only by explanation but also from what they see, hear and crucially have a chance to touch and interact with.

Make a Match Technique

Make a Match is the fun technique to teaching by using card. This technique make students enthusiastic and motivated. Because the students directly know how to spell that word and how to write of the word.

According Huda (2013:221) that Make a match technique is one of technique in cooperative learning developed by Lorna Curran, in this technique the teacher must prepare some card that contain several concept or topics and answer. The purpose of this technique are : 1). Deepening of material, 2). Cotrolling of material, 3). Edutainment (Education and Entertainment). According Suprijono (2010:98 in Kusumarasyati, 2013:2) that by using make a match technique, the students will active and enjoying to learning.

From the explanation above, can be concluded that Make a Match is one of technique cooperative learning used in active learning and fun learning that involving students in finding a partner while learning a concept using cards. By Make a Match, students more enthusiastic and motivated in learning vocabulary.

The Procedure of Make a Match

According Kusumarasyati (2013:2) that Make a match: a kind of learning technique that is played by two groups. One

group brings questions and another brings answer cards. And they have to find their matches. In this technique, the students are divided into two groups, "A" group and "B" group. Each of the student of the group get one card. The students in "a" group bring the topic cards while the students in "b" group bring the simple description cards. When the students looking for their matches, the teacher turn on the music as back sound to make the students relax and enjoy the activity. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose longer paragraph based on the topic they got.

There are some instructions to play make a match tehniqe in the class by Aqib (2013:23 in Maduratna, 2014:292) that the proposes procedures of make-a match technique. The steps are:

1. The teacher prepares some cards that contain some concepts or a suitable topic for review sessionpart is contains questions and the other is the answer.
2. Every student gets a card.
3. Every studentthought the answer or the question from the card that they hold.
4. Every student found their partner that has a matching card with his card.
5. Every student who find their suitable card before the time up will get a point.
6. After the first session, the card is shuffled, so the students will get the different card in the nextsession. It is continued until this activity is ended.
7. Teacher together with the students make a conclusion from thematerial that have been given by teacher.

From the procedure above, can beconcluded thatMake a Match is a simple and easy technique to use it is interesting. It is suitable for the school which has limited

technique to teach English in Elementary school.

METHOD OF THE RESEARCH

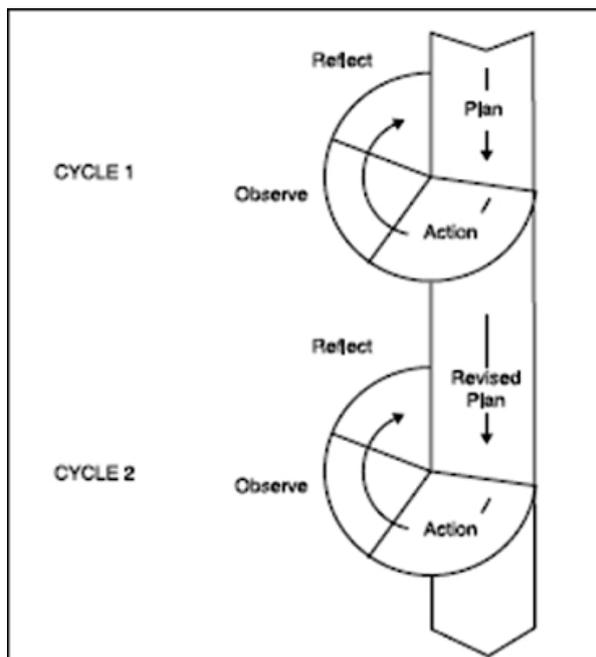
According to Mubarok (2015:62) CAR isResearch in the Classroom to get solve problem and improve students' ability.According to Burns (1999 in Putri, 2013:51) that the focus of action research is on concrete and practical issue concerns to particular social groups or communities. While the essence is on particular groups, the participatory are the members of the actual community understudy.

According to Mubarok (2015:75) that CAR has two approaches, these are individual and collaborative approach. This research conducts individual approach to action research are those which directly teach in the class without helped from the Englilsh class. Individual approaches also, the teacher make some lesson plan to teach with lonely. In this research, the researcher as a English teacher and researcher.

Procedure of the Research

This study used classroom action research, so in this case the researcher used three cycles. The writer has the role as teacher and observer.The writer delivered material to the students.The writer uses classroom action research Kemmis and Taggart model which consist of four step, there are: planning, acting, observing, and reflecting. It is comprissed in three cycles.

Kemmis and Mc Taggart Model



Planning

The planning means that researcher prepares the step of action needed for doing CAR. The reason of doing this research is based on the fact that students have difficulties in building their vocabularies. Thus, Make a Match technique are used to increase the students' vocabulary. In order to achieve the purpose of this CAR, researcher plans are as follows :

1. Preparing material, making lesson plan and designing the steps in doing action.
2. Preparing some cards which are appropriate with the topic given.
3. Preparing list of students' name and scoring
4. Preparing sheets for classroom observation
5. Designing the test in each cycle to increase students' vocabulary mastery.

Action

The researcher conduct an action after planning is complete. Action refer to what the researcher does in the classroom and how the class is managed based on the lesson plan. In

the action, the researcher uses some cards in teaching vocabulary. There are some steps that have been planned before such as pre activity, main activity, and post activity.

Observation

Observation is one of the instruments which are used in collecting data. As a scientific method, observation can be systematically used to observe and note all of the phenomena investigated like the students' feeling, thinking and something they do in the process of teaching learning vocabulary. In this step, the researcher observes all the activities in teaching and learning process. The purpose of observation is to know the effectiveness of Make a Match Technique in teaching vocabulary.

Reflection

Reflection is an activity in expressing of experience that is had by the researcher as a self-evaluation. They make an evaluation based on the result of the observation to find the weakness of the activities that have been carried out in using Make a Match Technique in teaching vocabulary. The weakness can be refined in the next cycle.

Technique of Data Collection

Data collection is important in the research as describe by Sujarweni (2014:74) as follows :

“Teknik pengumpulan data merupakan cara yang dilakukan peneliti untuk mengungkapkan atau menjangring informasi kuantitatif maupun kualitatif dari responden sesuai lingkup penelitian.”

Based on description above data collection is the process of gathering and measuring information on targeted variables. In doing the action research, the writer used several appropriate techniques and methods. To carry out her study, the writer had to collect data containing some information

needed for her research. In this research, the writer used observation, interview, and test.

Observation

According to Mubarok (2015:60) that observation is one of data collection techniques that are very common in qualitative research methods. Its mean that observation using some activity likes smell, hearing, emotion, atc. The observation is to know the situation of the teaching and learning process when the method is applied.

The researcher does the observation four time. The first time observation is done before conducting the research. The purpose of this observation is to know the real condition of the school includes the classroom, the students, and the problems that faced by the students.

The second, third, and fourth observation is done during the implementation of Make a Match Technique in the classroom. These observations are aimed at knowing the situation of the class, the students' participation, the way of the researcher's teaching the students, and all of the things related to the teaching learning process.

Test

According Mubarok (2015:68) states that test is series of question or exercises that are used to measure knowledge, skill, intelligence or ability possessed by individual or group. Test is used by the researcher in order to examine the result of the students by using question which measures the students' result of the lesson that is researched. In this research, the researcher gives the test to the students three time in order to know how extend Make a Match Technique can increase students' vocabulary.

Interview

Interview as one of data collection techniques is describe by Sugiyono (2012:188) as follows :

“Wawancara digunakan sebagai teknik pengumpulan data apabila peneliti ingin melakukan studi pendahuluan untuk menemukan permasalahan yang harus diteliti, dan juga apabila peneliti ingin mengetahui hal-hal dari responden yang lebih mendalam dan jumlah responden sedikit/kecil.”

It means that interview is used to gain information about the problem faced by respondent. Another description of Interview is one technique of data collection is by interview, which is to get information by asking questions directly to the respondents (Mubarok, 2015:57).

Technique of Data Analysis

In this research, the writer used some ways to analyze the data. data from conducting the observation and interview in order to know the students' problem in learning vocabulary. The data analysis from observation in the classroom is recorded in the observation sheet and analyzed in order to explore the uses of Make a Match Technique in teaching vocabulary. Also, the researcher analysis the data from interview.

Then, data from conducting the test is analyzed in order to know the improvement of the students after applying Make a Match Technique in teaching vocabulary. The result of test is scores.

FINDING AND DISCUSSION

The first time the researcher did observation. The purpose of this observation was to know the real condition of the school includes the classroom, the students, and the problems that faced by students in the teaching and learning process. From the observation, the researcher found some of

data about the students at fourth grade. In academic year 2017/2018, the number of the fourth grade is 46 students, it consist of male 16 and 30 Female. The researcher applied Classroom Action Research (CAR) as the method in conducting this research. It is comprised in three cycles.

The researcher held the test after applied the technique. In every cycle, there is significant of the average. In the first cycle, the students get mean 70,98. The situation of first cycle was the students are enthusiastic of the learning English. After analyzing the result of action in cycle I, the researcher concludes that many students cannot pronounce the vocabulary well. Then, in second cycle the students get mean 73.7.

In second cycle, the students give the response, feedback or comment about the material. After analyzed the result of action in cycle II, the researcher can be seen that the students can pronounce English vocabulary better, but they still have difficulty in writing the vocabulary when the teacher tested them. In the last cycle, the mean of test was 76.1. the students are active and looked enjoy, When the researcher given explanation of the material. After analyzed the result of action and observation in the cycle 3, the researcher concluded that students' vocabulary mastery improved after they are taught by Make a Match Technique.

Based on the Activity of teaching learning English vocabulary by Make a Match Technique at Fourth grades of SDN 4 Troso. The researcher explained the influences of using Make a Match Technique. Make a Match Technique gave the positive effect in improving the student's English vocabulary

and the student's motivation in learning English vocabulary.

Teaching English vocabularies by using Make a Match was the process of making the students more active and interested in English class. This technique was good to improve the students' English vocabulary. As the result, score of the English was increase well.

CONCLUSION

According the data from observation and interview, the researcher get the conclusion the students' problem at Fourth grade of SDN 4 Troso in learning English vocabulary was the students are bored of the teaching and learning process because the teacher just asked the students to write, after that the students read together. This activity runs in regularly everyday. Beside that, the students get difficult to pronounce the word.

After did the test, the researcher get the result was the teaching learning process by using Make a Match Technique gives the positive effect in improving the student's vocabulary and also Make a Match Technique help students to understand clearly and easily. It can be seen from the result of the score in every cycle, the researcher seen that the average from cycle to cycle improves significantly, where the average score in the last cycle is better that first cycle. The mean score of first cycle was 70.98, then the mean of second cycle was 73.7, and the mean of third cycle was 76.1, which stated that Make a Match Technique was effective to taught vocabulary mastery at fourth grade of SDN 4 Troso.

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