

The Use of Make a Match Technique in Teaching How to Communicate About Greeting in Student Class X MIA 3 SMA Negeri 1 Sigli Academic Year 2021/2022

Farizawati¹, Mariati², Ramlan³

^{1,2,3}Universitas Jabal Ghafur, Indonesia

farizawati83@gmail.com, marieatifikip84@gmail.com, ramlan@unigha.ac.id

Abstract

This research is entitled "The Use of Make a Match Technique in Teaching How to Communicate about Greeting in Student Class X MIA 3 SMA Negeri 1 Sigli in the Academic Year 2021/2022." The expected goal is to improve English speaking skills in greeting. The problem behind this research is the lack of student interest in learning to speak. To overcome this, it takes effort and creativity of teachers. The use of card media with several forms of greeting is one of the efforts to solve this problem. The data analysis technique used descriptive analysis. The results showed that 75% achieved complete learning and as many as 89.7% of students actively participated in learning. With the use of the card media, it can improve the results of learning English in the speaking skills aspect of class X MIA 3 students of SMA Negeri 1 Sigli. In addition, the use of card media can increase student motivation and activity in the learning process so that learning outcomes also increase.

Keywords

make a match; communicate; greeting



I. Introduction

Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally or indirectly through the media. In this communication requires a reciprocal relationship between the delivery of messages and recipients namely communicators and communicants (Hasbullah, et al: 2018).

Darwanto (2007:1) contend that Communication is a social event that can occur anywhere without knowing the place and time. Language is a tool of communication that cannot be separated from human life. It is used in most of our time to communicate to one another in order to fulfill our needs in social interaction. There are many kinds of languages used in the world, one of them is English. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. But the most supporting element to learn them is vocabulary and grammar. Gough (2001:3) says that Vocabulary and grammar are both important. The most of pupils face difficulties to understand English text even the simple one, it is caused by the lack of vocabulary mastery. Vocabulary is really important element of the language to be concerned with in order to master the four language skills. Vocabularies are like fuels for car of language. Without enough vocabularies, the car of language cannot go as far as. Learning English without mastery of vocabulary can make people trouble to speak and they cannot answer some question in spoken and written form.

Some teachers have presented some techniques in teaching vocabulary but in fact, there are still many students whose vocabulary mastery is still very poor, including the eighth grades as the object place of this study. This case can be proved that when the English teacher of MTS Swasta Al-Badar Tanjungbalai explained the materials in English, students were confused and they did not understand what the teacher said. Besides, when English subject was delivered in 3 the class, most of students did not understand the context of the text and they did not know the meaning of vocabularies in the text. It showed that there were weaknesses when learning process in the class, there was no active interaction between student and teacher.

Suprijono (2010:94) stated that the needful of the Make a Match is learning cards containing questions and other card contains the answer. The writer used Make a Match Method in teaching vocabulary because it can make to have fun the student and it can foster cooperation in answering questions by matching cards. By looking at the importance of vocabulary, the writer will conduct a research entitled "Improving students' vocabulary achievement through Make a Match Method." Hopefully, the result of this research will make the material more enjoyable, interesting and challenging and to improve the knowledge of teaching for the teacher and also give a benefit for the education in this country.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Based on the background of this study, the writer formulates the research questions of this study as: *"is the students' achievement in vocabulary improved if it will be taught through Make a Match Method?"*

The scope of this study is teaching and learning vocabulary through Make a Match Method to improve students' vocabulary achievement. This study is limited on synonym and antonym

The objective of the study is to find out the improvement of the students' achievement in vocabulary by applying Make a Match Method.

The finding of this study is expected to be useful teachers, students, and readers especially in teaching and learning in improving students' vocabulary achievement.

II. Review of Literature

Suprijono (2010:94) stated that the needful of the Make a Match is learning cards containing questions and other card contains the answer. The writer used Make a Match Method in teaching vocabulary because it can make to have fun the student and it can foster cooperation in answering questions by matching cards.

According to Richards (2001:4) vocabulary is one of the components of language and one of the first things applied linguists turned their attention too. Wardani and Herawati (2012:2) state one of the key elements in learning a foreign language is mastering the vocabulary. It means that if people want to improve their foreign language, they should master the vocabulary of the language. According with Willis, Judy (2008:80) with enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension.

III. Results and Discussion

3.1 Results

a. Vocabulary

Vocabulary is not only words. When we talk about vocabulary, it means that we talk the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym and homonym.

1. Testing of Vocabulary

In testing vocabulary, the teachers frequently use some ways. Tarigan (1988) defines that there are some activities should be done by teachers to test students' ability. They are:

- a) Identification: Students are able to give response orally or in written form to identify appropriate words based on the definition.
- b) Multiple choices: Students are able to choose the right word of more than two words have been provided in a test.
- c) Matching item: Words are presented in column. The description in the column is to match vocabulary randomly.

2. Kinds of Vocabulary

According Evelyn Hatch and Charly Brown there are two kinds of vocabulary, as follows:

a) Active Vocabulary (Productive Vocabulary)

Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing. It refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

b) Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is words that recognize and understand when they occur in a context, but which he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

b. Make a Match Method

Make a Match Method is learning using card. It consists of questions card and the other consist of answer from the question (Suprijono, 2010: 94). This model can generate student learners to engage actively in the learning process. In Make a Match Method, the teacher should prepare two cards with the topic, they are question card and answer card. Make a Match can be made for all subjects and at all levels of education starting from elementary through high school.

In Make a Match Method, the teacher should prepare two cards with the topic, they are question card and answer card. Every student has one card. Every student thinks about question or answer that they have. Every student looks for a couple that have a match card with the question. From some steps that above mentioned, Make a Match is one of the appropriate method that can be used in mastery vocabulary because Make a Match is not only teaching learning process that is emphasized but also fun.

The Step of Make a Match Method

Istarani (2012:64) formulates the steps in learning Make a Match is as follows:

1. Teachers prepare some cards that contain several concepts or topics are appropriate for review sessions, one about the question cards and other parts of the answer cards.
2. Each student gets a card.
3. Each student holds answer and question cards.
4. Each student matches the cards with their partner (answer and question cards).
5. Any student is able to match the cards before the deadline will be given points.
6. After one round of cards shuffled again so that each student gets a different card from the previous
7. And so on.
8. Conclusion / closing

c. Greeting

You can use “hey” and “hi” to greet someone instead of “hello”. Both are particularly popular among younger people. While “hi” is appropriate to use in any casual situation, “hey” is for people who have already met. If you say “hey” to a stranger, it might be confusing for that person because he or she will try to remember when you met before! You can also add “man” to the end of “hey” when greeting males. Some people also use “hey man” to casually greet younger women, but only do this if you know the woman very well. Remember that “hey” doesn’t always mean “hello”. “Hey” can also be used to call for someone’s attention.

But what about introducing yourself to a stranger? Speaking with strangers is often a dreaded (feared) task for many speaking in a second language and for English learners, it is no different. We have particular titles used for greeting strangers in English and usually, it is more formal speech than hey, hey man or hi.

This research was conducted through classroom action. Classroom Action Research is directed toward an action or cycle of action that a researcher wants to take to address situation. Action research is one of those terms that we hear quite often in today educational circles. Action research uses four stages; they are planning, action, observation, and reflection.

1. The Procedure of Collecting Data

This research was collected by using qualitative and quantitative data.

- a) Quantitative data comprises students' score of learning outcome. The researcher gave written tests to the students as instrument. The type of the test that administered to the student in collecting data is multiple choice items of 25 questions which related to the text that they read. The time was 45 minutes to answer all the questions was given. The students choose only one out of the four alternatives or option provided as the right answer.
- b) Qualitative data are about the information which gives a description of students' expression about comprehension level toward the subject (cognitive), students' respond toward new method (affective), and students' activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning that can be analyzed qualitatively. In collecting qualitative data, the researcher uses interview sheet, observation sheet and diary notes. Interview sheet is used when the writer wants to identify what happened in the classroom. Diary notes and observation sheet are used to record events in difficulties learning vocabulary which showed thoughts and feelings important to researcher or other condition of the students. It was expected that require data of the research is achieved after analyze.

2. The Qualitative Data

a) Diary Notes

The diary notes were analyzed in order to know to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved in teaching learning process of vocabulary mastery through Make a Match Method.

b) Observation Sheet

The observation sheets were analyzed to investigate the situation and the problems found during the teaching and learning process in vocabulary achievement through Make a Match Method. The observation sheet was by the collaborator.

c) Questionnaire Sheet

Questionnaire sheets were analyzed to know students' opinion about English subject; Vocabulary and using Make a Match Method in teaching learning process. After calculating the score in the questionnaire sheets with the criteria; strongly agree (3), agree (2) and disagree (1), it was found that 87% students agree and 13% students disagree with the using Make a Match Method in vocabulary achievement.

3.2 Discussion

From the results of this study, researchers found several findings including; 1. Students of SMAN I Sigli class X are very enthusiastic when the teaching and learning process takes place using the Make a Match method, all of them participate in demonstrating their abilities. 2. Based on the interview with the homeroom, they previously did not like to learn English because they felt bored let alone English is a foreign language for them so felt unnecessary, it turns out that when applying the Make a Match method they are interested and fun. This information is obtained by the class from his students. 3. English language learning facilities are available. 4. Changes in attitude, way of learning, willingness, and ability to master English are increasing.

IV. Conclusion

Based on the research analysis, it is concluded that: Cooperative integrated Make a Match Method can improve the students' achievement in vocabulary achievement especially for students class VIII MTs Swasta Al-Badar Tanjungbalai. Make a Match Method is a method that is applicable to be taught in the class for teaching vocabulary because this method makes teaching and learning process become interesting and enjoyable. The result showed the mean of the second cycle is higher than the first cycle. Thus, by using Make a Match Method to improvement the students' vocabulary achievement could be said worked well which helped students to improve their vocabulary achievement and more interesting and enjoyable in vocabulary mastery.

The result of this study shows that the uses of Make a Match Method improve the students' vocabulary mastery. The following suggestions are offered:

1. For the English teacher, it is better to use Make a Match Method in teaching vocabulary because by using this method, the students can be more enjoyable in memorizing the words and hopefully the words will be remembered for long time.
2. For the students, it is suggested to practice their vocabularies regularly and know the meaning of the words. It will make them easier to understand what their teacher said.

References

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Astuti, R.W., Waluyo, H.J., and Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 215-219.
- Azhar,A. (2018). Students' Trends in Islamic Communication Postgraduate in2010-2016 State Islamic University of North Sumatera (UINSU). *Budapest International Research and Critics Institute (BIRCI-Journal)*, P.206-214.
- Darwanto. 2007. *Televisi Sebagai Media Pendidikan*. Yogyakarta: Pustaka Pelajar
- Gronlund, Norman E. 1998. *Assesment of Student Achievement*. Sixth Edition. Boston. Allyn and Bacon.
- Hasbullah, Hatta, M., and Arifin, Z. (2018). Communication Pattern of Wilayatul Hisbah, Lhokseumawe City in Implementing Amar Makruf Nahi Mungkar. *Budapest International Research and Critics Institute Journal*, Vol. 1, No. 4, 194-205.
- Herawati, Atti. 2007. *Learning to Conduct Research (A Handbook of Research on ELT)*. Bogor: Pakuan University. Unpublished
- Istarani. 2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada
- Lie, Anita. 2004. *Mempraktekkan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: PT. Rhineka Cipta.
- Lubis, R., et al. (2019). Survival Strategy for Lokan Seekers in Paya Pasir Village, Kec. Marelan, Medan, Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 2, No 1, Page: 293-303.
- Purba, N. et al. (2020). Language Acquisition of Children Age 4-5 Years Old in TK Dhinukum Zholtan Deli Serdang. *Linglit Journal: Scientific Journal of Linguistics and Literature*. P.19-24
- Richard, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: University Press.

- Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113
- Sudjana. 2002. *Metoda Statistika*. Bandung: PT. Tarsito.
- Suprijono, Agus. 2010. *Cooperative Learning: Teori & Aplikasi Paikem*. Surabaya: Pustaka Belajar.
- Wardani, R.H and Herawati, A. 2012. *Improving Students' Vocabulary Mastery Through Make a Match Method*. 1 (2) 2. (accessed on April 13, 2013)
- Willis, Judy. 2008. *Teaching the Brain To Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. United States of America: Association for Supervision and Curriculum Development.