

## JURNAL

**Pengaruh dari Metode Matching Word dalam Penguasaan  
Vocabulary Pada Kelas VII SMP Islam Sejahtera Badas  
Pada Tahun Ajaran 2016/2017**

***The Effect of Matching Word to Seventh Grade Students'  
Vocabulary Mastery of SMP Islam Sejahtera Badas  
in the Academic Year 2016/2017***



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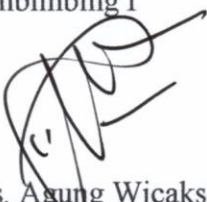
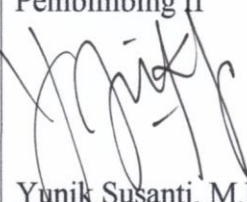

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## **The Effect of Matching Word to Seventh Grade Students' Vocabulary Mastery of SMP Islam Sejahtera Badas in the Academic Year 2016/2017**

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### **ABSTRACT**

The objective of this research entitled "The Effect of Matching Word to Seventh Grade Students' Vocabulary Mastery of SMP Islam Sejahtera Badas was to find out whether or not the effect of Matching Word was effective in improving students' Vocabulary mastery. This research used quantitative method pre-experimental design with one group pretest and posttest design. The population of this research was 17 of the seventh grade students SMP Islam Sejahtera Badas and the sample was clustering sampling. The instrument of this research was written test. The data collected by giving pretest and posttest the student sample to improve and then the data were analyzed by using t-test formula. The result's of data analysis showed that: mean score of pretest was 53.52, mean score of posttest was 77.058, the t-score was 14.285 and the t-table with degree of freedom (df) 16 and level significance at 5% was 1.745. Based on the data above The Effect of Matching Word was effective to improve students' vocabulary mastery and it was also means that the alternative hypothesis was accepted because the t-score was higher than t-table ( $14.285 > 1.745$ ). Therefore, it can be suggested that the use of Matching Word can be alternative method to teach English especially vocabulary, in order to improve vocabulary mastery. The next suggestion was to the students are expected to use Matching word method in learning vocabulary. The last suggestion was to other resarchers who conduct the same research may this research be used as reference.

**Keywords :** Matching Word, Vocabulary

## I. BACKGROUND

English has been considered as an essential language to be learned in order to meet the communication needs in this globalization era. The teaching of foreign language, specifically English, is aimed to develop students' ability to communicate with world society. Therefore, it is taught in different kind of grade levels. The teaching includes the teaching of the four skills, listening, speaking, reading, and writing and each of the micro skills.

This research investigates students' vocabulary mastery in understanding the language for communication orally or written. And this problem needs to be carried out because many students lack of vocabularies so they can not express their idea orally or written. Thus, analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

Vocabulary is one of crucial aspects to support those skills. According to Zimmerman cited in Coady and Huckin (1998) "vocabulary is central to language

and of critical importance to the typical language learning". So, we must have many vocabularies to support our skill. Because when it has been supported our skill. We will be easier to learn all of skills. And according to Nunan (2003: 121) vocabulary is the collection of word that an individual knows.

According to Camerron (2001: 73) stated that "word is the key unit in building up skills and knowledge". So, knowing and mastering many vocabularies will give the benefits for students. It will develop their skill in spoken and written. It will help us to know new knowledge. And it will be complement for productive and acceptive skill. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008: 315). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002).

In the world of education, students are expected to mastery enough vocabulary to support their English skill. When the students have known enough vocabulary, it will help them to make their learning process go easier with the maximum result. Actually, many problems for the students in mastery vocabulary. The students are not able to pronounce the word correctly, they are afraid to spell the word. And they do not know the meaning every word. However, the main problem faced by many students that they are still mastery a small number of vocabularies that influence their English competence. Students also are lazy to open the dictionary. And they do not try to memorize vocabulary.

The students will learn vocabulary in learning process. It will be had in every school. For improving students' vocabulary, the teachers can use many kinds of teaching method. One of the appropriate method is Matching word. Matching word is suitable for someone and something to make or to see a connection or relation between two people or things by sentences (Manik, Christiani : 2016). According to Ur (2009: 72) states that, "Matching items are

quicker and easier to compose than multiple – choice".

According to the problems above, the researcher would like to conduct an experiment research about "The Effect of Matching Word To Seventh Grade Students' Vocabulary Mastery of SMP Islam Sejahtera – Badas in The Academic Year 2016/2017.

## II. METHODS

This research used quantitative approach, and the method is experimental research using one – group pretest – posttest design. This research was conducted at SMP Islam Sejahtera Badas located in Bringin village, Badas subdistrict, Kediri regency. The population in this research is the seventh grade students. There are seventeen students consist seven males and ten females.

The data of this research is taken from the students' score. The researcher decides to use written tests for collecting the data. So, by the explanation above, the researcher asks the students to write and answer the questions.

### III. FINDING AND CONCLUSION

In pre-test, the researcher gave question of vocabulary test in descriptive text about things around the school. The researcher gave a pre-test to know the students' vocabulary mastery before using matching word method. The test was designed in writing test. The researcher had done this research in 45 minutes. Based on the result of this pre-test, it can be seen that some of the students were bad on antonym meaning but some of the students were good on arrange spelling and some of the students had adequacy on their translate and synonym.

The minimum of standard score of English subject in junior high school is 75. If the students got score less than 75, it means that they are failed the pre-test. According to the result of pre-test above, the students who passed the pre-test just 2 students and the other students could not pass it. In this pre-test, most of the students made mistakes on antonym meaning . They saw lack of them, only few students who had good ability on spelling. From the graphic and definition above, it could be

concluded that the seventh grade students of SMP Islm Sejahtera Badas had poor vocabulary mastery.

After giving the pre-test, the researcher gave the students treatments in two meetings. The first meeting was on Tuesday, May 09<sup>th</sup> 2017 and the second meeting was on Wednesday, May 10<sup>th</sup> 2017. Every treatment took 40 minutes.

To know the effect of matching word, the researcher gave post-test to the students. In post-test, the researcher gave 20 questions of vocabulary test in descriptive text about things around the school, 10 questions focuss on meaning and 10 questions focuss on spelling. Based on the result of post-test, it can be seen that some of the students were little bit increased on antonym meaning and some of the students were better on arrange spelling and some of the students had good on their translate and synonym. The chart below proved the result from post-test.

Post-test was conducted to measure how far the effect of matching word to the students' vocabulary mastery. The post-test total score is 1310. In post-test, the



total students who could pass the test are 12 students and 5 students could not pass it. Based on the two tables above, the total score of pre-test (910) and post-test (1310), it could be said that the score of post-test was higher than pre-test.

It could be said that there were many students who could pass the vocabulary test and had increasing score of vocabulary test. In this post-test, most of the students made little bit mistake on antonym meaning. They seen lack of them, most of the students had good ability on spelling. It means that the seventh grade students' vocabulary mastery of SMP Islam Sejahtera Badas was increased.

Based on the statistical analysis, the researcher found the differences between pre-test and post-test. It could be seen that the mean score of post-test was higher than the mean score of post-test. To know the differences between two means was significant or not the researcher applied t-test.

The result calculation of t-test was 14.285, t-table for the level significant 5% and degree of freedom was 1.745. Based on the result above could be concluded

that the result of t-test was higher than t-table. It could be said that matching word method was statistically significant to the students' vocabulary mastery. The researcher concluded that there was significant effect of matching word method to seventh grade students' vocabulary mastery of SMP Islam Sejahtera Badas because the students' score was increased after being taught using matching word method.

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