



**THE USE OF MATCHING PAIRS GAME TO ENRICH  
STUDENTS' VOCABULARY MASTERY**  
(The Case of Seventh Grade Students of SMP Negeri 5 Magelang in the  
Academic Year 2016/2017)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

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## APPROVAL

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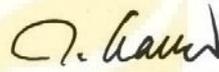
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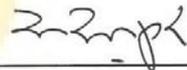
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## DECLARATION OF ORIGINALITY

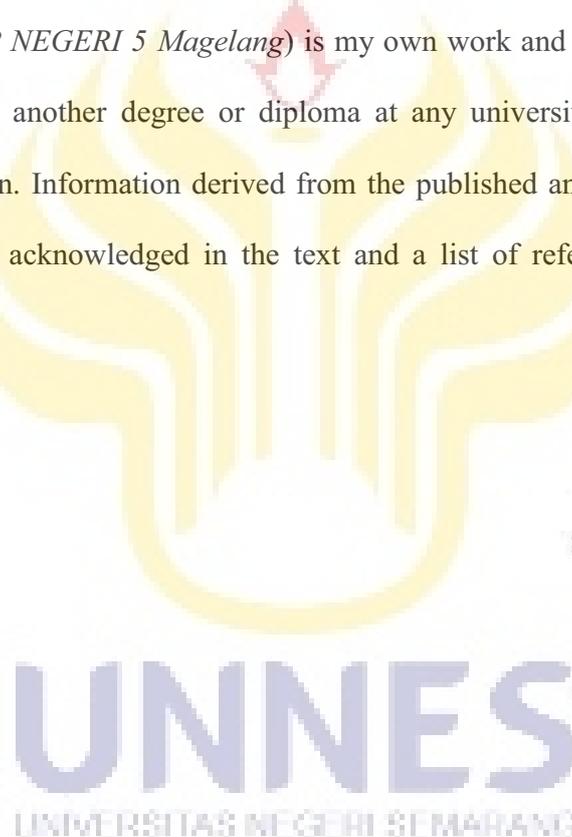
I Feni Handayani hereby declare that this final project entitled *The Use of Matching Pairs Game to Enrich Students Vocabulary Mastery (the Case of Seventh Grade Students of SMP NEGERI 5 Magelang)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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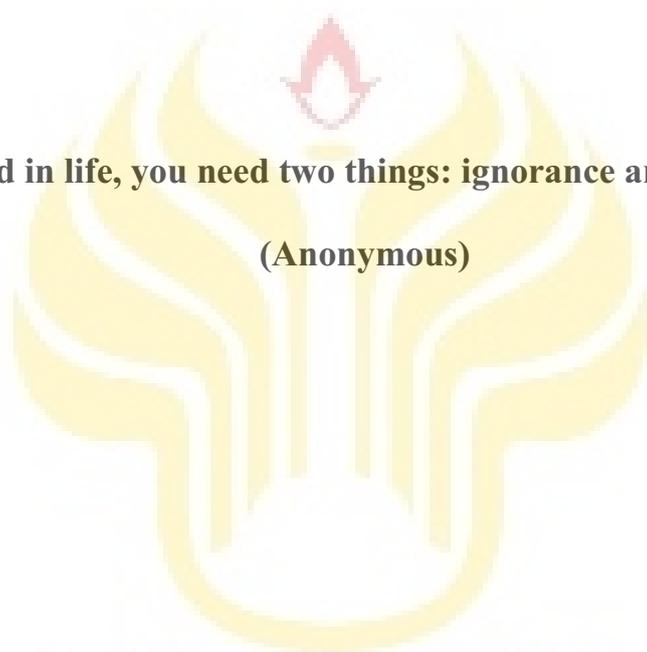


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## **MOTTO AND DEDICATION**

**“To succeed in life, you need two things: ignorance and confidence”**

**(Anonymous)**



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**Dedicated to :**

**My beloved father and mother**

**My beloved brothers and sisters**

**All of my lovely friends**

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## ABSTRACT

**Handayani, Feni.** 2016. *The Use of Matching Pairs Game to Enrich Students' Vocabulary Mastery (The Case of Seventh Grade Students of SMP Negeri 5 Magelang in the Academic Year 2016/2017)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor : Drs. Laurentius Elyas Nugraha, MA. Second Advisor : Intan Permata Hapsari S.Pd., M.Pd.

**Key Words :** Matching Pair Game, quasi experimental study, vocabulary

This study is aimed at finding out the effectiveness of matching pair game to enrich students' vocabulary mastery. The research design of this study is quasi experimental design. The population of the study was the seventh grade students of SMP Negeri 5 Magelang. The sample was VII G as the experimental group and VIIH as the control group. I conducted four steps in obtaining the data of, the first was tryout test, second was pre-test, third was treatment, and the last was post-test. The pre-test and post-test were given for the experimental and control groups. The students of experimental group were taught using matching pair game, while the students of control group were taught using conventional technique. The mean of the pre-test of experimental group was 57.41 and the control group was 57.67. In the post-test the mean of the experimental group was 76.89 while the control group was 71.33. Based on the t-test analysis the t-value was 7.38 then the t-table was 2.05. It shows that the t-value was higher than t-table ( $7.38 > 2.05$ ). It means that there is significant different between the students who were taught using matching pair game and those who were taught using conventional technique. It can be concluded that matching pair game is more effective to be implemented in teaching vocabulary to enrich students' vocabulary mastery than conventional technique.

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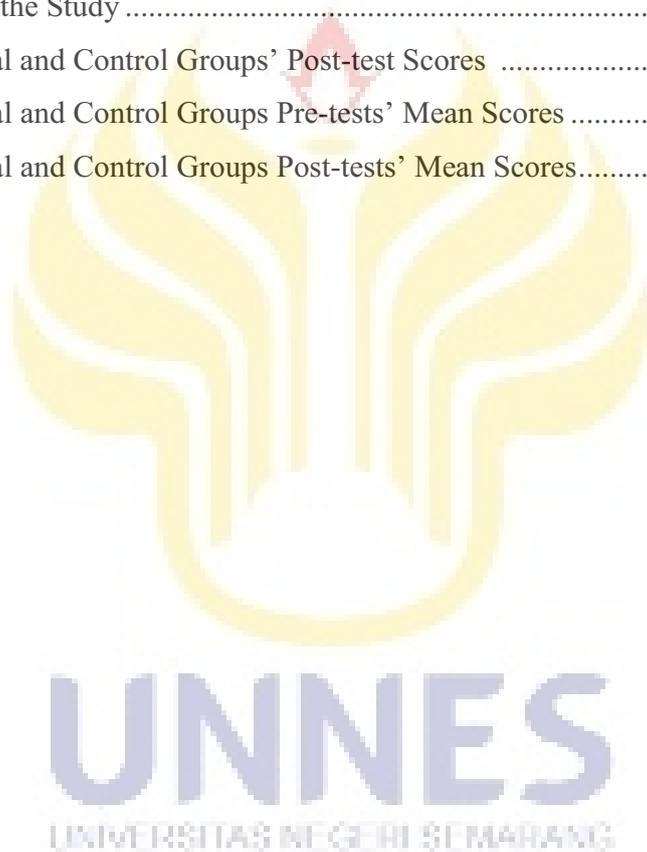
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# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statements of the study, objectives of the study, significance of the study, limitation of the study, definition of key terms, and the outline of the study.

### **1.1 Background of the Study**

Language is a part of communication. It is a tool of communication. One of its functions is to communicate. As we know, English becomes an international language. Therefore, many people learn English for many reasons such as for business purpose, economic purpose, teaching, etc. In our country English is the first foreign language. It is taught from elementary school until the college. It is also stated in our education curriculum. However, it is not easy for every people to master English well. Some people will learn English easily but the others may be not.

As a foreign language, learning English vocabulary seems difficult for some Indonesian students. Some students think that English is difficult for them, so that they do not make an effort to learnt it more. In my experience when I was doing PPL program (*Praktik Pengalaman Lapangan*), I found that my students in SMP 5 Magelang got difficulty in vocabulary mastery since the teaching technique was not interesting.

I observed the students of SMP Negeri 5 Magelang when I was doing PPL program, I gave the students a quiz and most of them did not answer the questions

correctly. Some of them got very low score. They had difficulty in learning English, especially in understanding the meaning of the sentences. Most of the problem was in the vocabulary mastery that would help them to know the meaning of the English sentences.

It is difficult for many students to master English well because of the teaching technique of the teacher. The technique is not interesting and the students will get bored with this. Teachers often teach their students only by explaining directly then just writing the words / text on the board then the students write down the word on their books. Students will get bored since they only listen the teacher's explanation and write down on their note.

The key of learning English is vocabulary mastery of the students. Vocabulary is very important in learning English. They cannot understand the meaning of English sentences without mastering the vocabulary well. Therefore, the teachers should have some interesting techniques to teach vocabulary to their students.

There are some techniques to improve students' vocabulary mastery. One of them is through games. Game is an interesting way to teach vocabulary in the classroom. Games have been known to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning

activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen , Thu Nga, 2013:41)

This time, there are many kinds of English vocabulary games such as alphabet bingo, the matching pairs, stepping stones, cross word, etc. In this case, I apply the matching pair game as a technique to enrich students' vocabulary mastery in the seventh graders of SMP 5 Negeri Magelang.

Hopefully the students can enjoy learning English with fun way and it can increase the vocabulary mastery of them.

### **1.2 Reasons for Choosing the Topic**

In this study I choose the topic “The Use of Matching Pairs Game to Enrich Students’ Vocabulary Mastery (The Case of Seventh Grader Students of SMP Negeri 5 Magelang in the Academic Year 20016/2017)”

Therefore, the reasons for choosing the topic of the study can be stated as follows:

- (1) Vocabulary is a set of word which is an important part in learning foreign language.
- (2) During my teaching practice in PPL program, I found most of students of SMP Negeri 5 Magelang have difficulties in memorizing vocabulary.
- (3) Game is one of interesting ways in learning vocabulary has been suggested by many researchers.

- (4) Matching pairs game is a game where the students match the word with the picture in the other sheet.

### **1.3 Statements of the Problem**

In this study I want to know the answer of the following questions:

- (1) Is there any difference before and after students are taught by using matching pairs game ?

### **1.4 Objectives of the Study**

In line with the statements of the problem, the objective of the study can be stated as follows :

- (1) To find out whether there is differences before and after the students are taught by using matching pairs game?

### **1.5 Hypothesis of the Study**

There are two hypothesis of this study, alternative hypothesis and null hypothesis.

$H_a$  : There is a significant difference in vocabulary mastery between the students who are taught by using matching pairs game and those who are taught by using conventional technique.

$H_0$  : There is no significant difference in vocabulary mastery between the students who are taught by using matching pairs game and those who are taught by using conventional technique.

### **1.6 Significance of the Study**

In this study, I hope the findings of the study will be useful in :

(1) Theoretically

The finding of this study can be used to deepen the existing theory of the use of the matching pairs game to enrich students' vocabulary mastery.

(2) Practically

(a) For English learners: the learners will know how to improve their vocabulary mastery by using matching pairs game.

(b) For English teachers: the teachers will improve the students' motivation in the way of learning English vocabulary by using matching pairs game and reach their goal to enrich their vocabulary mastery.

(c) For the researcher: It is hoped that this study may answer my curiosity about how useful matching pairs game to help students in improving their vocabulary achievement. This study is also presented as my final project after studying English for more than three years at the English Department of Semarang State University.

### **1.7 Limitation of the Study**

The limitation of this study are :

- (1) The observation of this study is only conducted for the seventh grade students of SMP 5 Negeri Magelang in academic year 2016/2017.

- (2) This study focuses on vocabulary mastery of the seventh grade students of SMP 5 Negeri Magelang in academic year 2016/2017.
- (3) This study uses matching pairs game as a technique in teaching vocabulary mastery.

### **1.8 Definition of Key Terms**

In order to make this study easier to be understood, I draw the definition of the terms used in the present study briefly. Generally, the terms definition can be seen as follows:

- (1) Vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject (Hornby, 2005:1331).
- (2) Game is an activity with rules, a goal and an element of fun (Hadfield, 1990:88).
- (3) Matching pair game is a pair work activity based on matching word with drawing containing bubble speech (Peter, 2001:10).

### **1.9 Outline of the Study**

This study consists of five chapters, each chapter can be define as follows:

Chapter I is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypothesis, significance of the study, hypothesis, limitation of the study, definition of key terms and outline of the study.

Chapter 2 is review of related literature. It consists of review of the previous studies, review of the theoretical study, and theoretical framework.

Chapter 3 deals with methods of investigation. It consists of research design, subject of the study, population, sample, research variables, roles of the researcher, type of data, instrument for collecting the data, method of collecting the data, and method of analyzing the data.

Chapter 4 is findings and discussions. It consists of result of the tryout test, result of the pre-test, the implementation of experiment, the result of post-test, computation between two means, t-test analysis, and the last is discussion in research findings.

Chapter 5 is conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with review of previous studies, review of theoretical studies, and theoretical frame work.

#### **2.1 Review of Previous Studies**

Using game as a technique in teaching and learning process is an interesting study for some researchers. It is proved by some studies that have been done in the past. Here I chose some studies related to this study. They can be used as references for this study.

According to International Research Journal of Applied and Basic Sciences (2013), research about the effect of game in learning vocabulary gives a result that a word game gives positive effect on learning vocabulary and it is significantly boosted the vocabulary knowledge of the students. The study was conducted in DEC in Vietnam.

The result showed that learning new vocabulary was more quickly and retain better when it was applied in a relaxed and comfortable environment such as while playing games. It was proved by the data from interviewing the students and the teacher of DEC. The researcher gathered the data by observing the class while the game was conducted and interviewing the teacher and the students of DEC.

The similarity of the previous study with present study was both of studies focuses on teaching vocabulary with the game. While, the difference of the study is

the previous study uses more than one game while my study only uses one game in teaching vocabulary. The other difference is the previous study uses qualitative approach while the present study uses quantitative approach. The researcher presented the result of the study by describing the data. However, I present the data in the form of number by calculating the result of pre-test and post-test.

Similar with that, Mufakhiroh (2015) conducted a research entitled “The Effectiveness of Random Sounds Game in Teaching Simple Past Tense”. This study was aimed to find out the effectiveness of using random sounds game in teaching simple past tense. The object of this study was the tenth grade students of SMA N 1 BATANG. This study was an experimental research.

The result of this study showed that the implementation of random sounds game could improve students’ understanding in simple past tense. There was a significant difference in simple past tense understanding between the students who were taught by using random sounds game and those who were taught using conventional method. It was proved by the result of the test before and after giving the treatment. The average score of the pre-test was 55.00 and after getting the treatment the average score of post-test increased to 71.29. This study has a similarity with this study, both of them focus on a game in teaching English. However, the study has differences too. In the Mufakhiroh’s study focuses on teaching simple past tense while my study focuses on vocabulary mastery. The other difference is the subject of the study. The previous study takes senior high school students as her sample of the study while my study is conducted for junior high school students.

Furthermore Afniati (2014) carried out a study to find out the effectiveness of word mapping strategies to improve students' vocabulary mastery. This study was a quantitative study. The object of this study was the seventh grader students of SMP 1 Pagedongan Banjarnegara. This study was an experimental research. Afniati chose two classes randomly as a sample of the population.

In this study the result showed that the implementation of word mapping strategy can improve students' vocabulary. It was proved by the mean of pre-test and post-test result. After getting the treatment, the mean scores between the experimental and control groups gradually increased. The result showed that word mapping strategy was more effective than the conventional one. The similarity between this study and my study both focuses on vocabulary mastery. Beside, the previous study has difference in the technique that was used. In the Afniati's study, it used word mapping strategy as a technique while my study used matching pairs game in teaching vocabulary. The other difference was the research design of the study, the previous study used true-experimental study while present study used quasi-experimental research.

Based on the previous studies that showed the effectiveness of game in teaching and learning process, I am interested in conducting a research entitled "The Use of Matching Pair Game to Enrich Students Vocabulary Mastery"

## **2.2 Review of Theoretical Study**

Review of the theoretical study presents theories underlying issues or references of this study to guide and keep the study on the right track.

### 2.2.1 Vocabulary

Vocabulary brings an important role in learning English. Students who want to learn English as their foreign language have to learn it first. It is a basic thing in learning English in order to be able to speak English well. Some definitions had been stated by researches. Here I chose some of the definitions to be explained below:

Vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people use when they are talking about a particular subject (Hornby, 2005:1331)

Walter (2008:1707) listed two definitions of vocabulary which are all the words known and used by a particular person and all the words which exist in a particular language or subject. Meanwhile, Holt (1966:803) in Harjuno (2009) states that vocabulary is an alphabetical list of the words used in a book often including their translation or definition. Moreover, Webster (2004:1400) in Galuh (2009) states, "Vocabulary is list or collection of word, and phrase usually alphabetically, arranged, and explained or defined. Webster also states that vocabulary is a sum or stock of words employed by language group, individual, or work or in a field of knowledge".

There are two types of vocabulary are stated by Harmer (1991: 159). First is active vocabulary. He stated that active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use.

Second is passive vocabulary. Passive vocabulary refers to words which the students will recognize when they meet them, but they will probably not be able to produce.

From the definition I conclude that vocabulary is a list of word in a particular language that people use and have certain meaning.

### **2.2.2 Game**

We know that almost every people likes to play a game especially children. While the students get bored in learning vocabulary, game can be enjoyable media in teaching English. Using game as a technique in teaching vocabulary is not a new issue. There are a lot of definitions of game that experts state. Here are some of the definitions of a game :

First, Hadfield (1990) in Deesri (2002: 1) describes games as an activity with rules, a goal and an element of fun. This definition highly evaluates the importance of games in teaching learning process. Games serve not only as an ‘amusing activity’, but also as a technique to carry out tasks to the learners amusingly as well.

Second, Gerlach and Ely (1980: 380) in Mufakhiroh, (2015 : 15) state that a game is simplified, operational model of real – life situation that provides students with vicarious participation in a variety of roles and events. Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher.

McCallum (1980) in Mufakhiroh (2015:16) explains that there are many advantages of games such as the fact that they:

- (1) focus students’ attention on specific structures, grammatical patterns, and vocabulary items.
- (2) can function as reinforcement, review and enrichment.

- (3) involve equal participation from both slow and fast learners.
- (4) can be adjusted to suit the individual age and language levels of the students.
- (5) contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
- (6) can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
- (7) provide immediate feedback for the teacher.
- (8) ensure maximum student participation for a minimum of teacher preparation.

In this case, I give a limitation in the educational game only. That will be applied as media to teach vocabulary in the SMP 5 Negeri Magelang.

### **2.2.3 Matching Pairs Game**

There are many kinds of game that can be used to teach vocabulary to the students who learn English as a foreign language. The examples of the game are *tic tac toe*, *word grouping*, *cross word*, *matching pairs*, *snakes and ladders*, etc. Matching pairs game is one of the games that is used by me to conduct this research.

Matching pair game is a pair work activity based on matching word with drawing containing bubble speech (Peter, 2001:10). Matching pair game asks the students to match the picture with a bubble speech (Card A) with the correct word (Card B) in different paper. The word is an adjective to describe people.

The characteristics of the game are :

#### (1) Material

We need paper, pen, and the copies of card A and card B.

(2) Dynamic

This game was played in pairs

(3) Procedure

- a. Students work in pairs A and B. One student has all the A-card and one has B-card.
- b. Student A faces up the card in front of him.
- c. Students B shuffles his card and places it face down on the table. He takes up the top card and shows it out. Students A tries to reply with correct adjective. If he does, the card will be turned over. If not, students B can guess the answer and claim the card. If no one knows the answer, student B places the card at the bottom of pile, to be used later on.
- d. Continue in this way until the cards have been used up (Peter, 2001:10).

### 2.3 Theoretical Framework

In conducting this research, I used quasi experimental study. Two groups were chosen as experimental and control groups. Group A is as an experimental group and group B is as a control group.

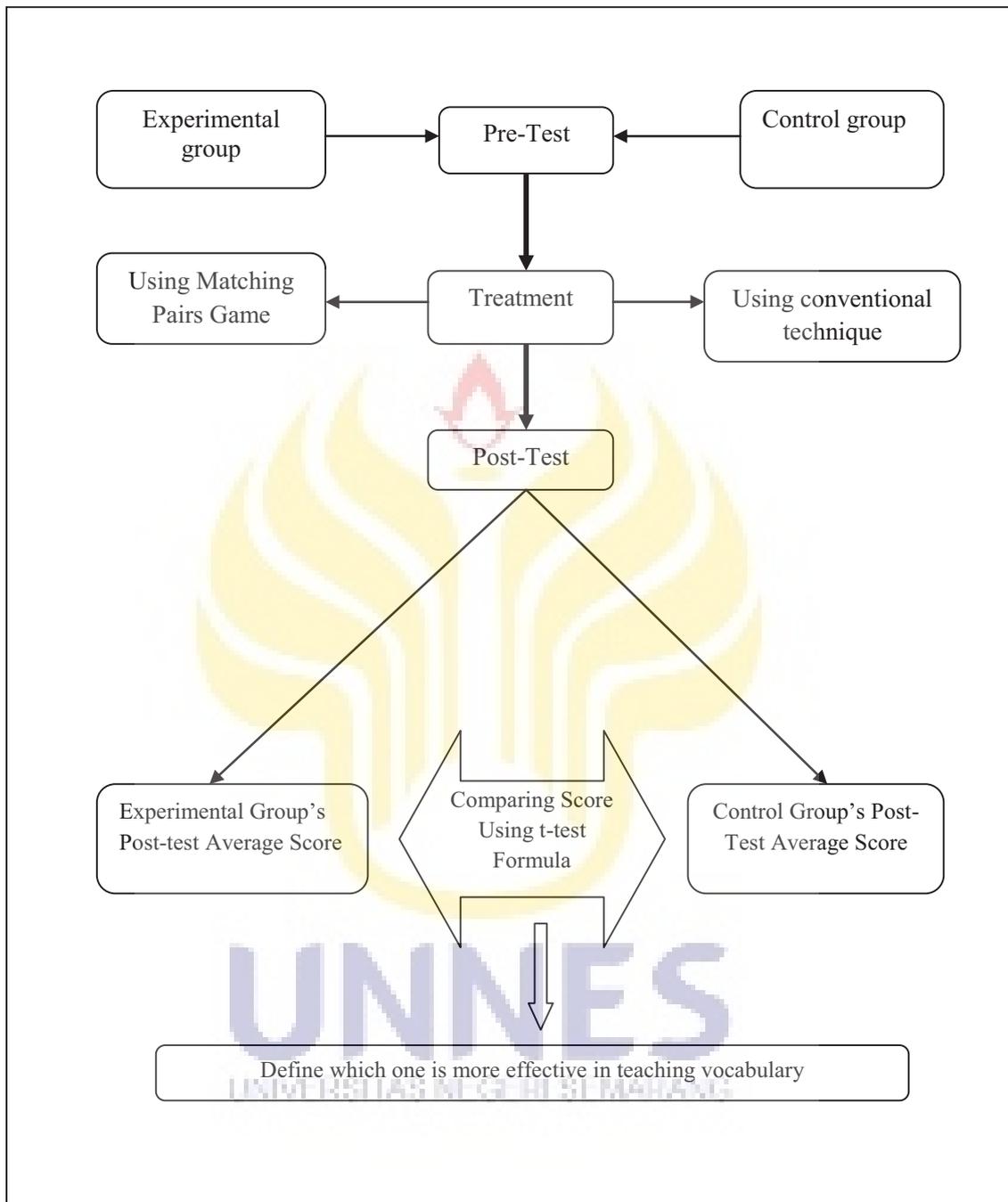
Before giving the treatment, I gave pre-test for both of groups at the same time. After that, I gave the treatment by using matching pairs game to teach vocabulary to the experimental group and gave the conventional technique to the control group. At the end of the experiment, I gave post-test for both of groups at the same time. Then the result of the post-test from both of groups show how effective matching pairs game in improving students' vocabulary achievement is.

The test was given to measure students' vocabulary achievement before I gave the treatment to them and the post-test was given to measure the students' vocabulary achievement after they were treated by me.

In this research, the subject of the study is the year seven students at Junior High School 5 Magelang.

The chart below shows the procedure of the research.





## 2.1 Procedure of the Research

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the previous discussions and suggestions for the teachers, the students, and the future researchers.

#### 5.1 Conclusions

Based on the results of the data analysis and research findings, I conclude that the students of experimental group and control group relatively have equal vocabulary achievement level before getting the treatment using matching pairs game in teaching vocabulary. It could be seen by the results of pre test between the two groups. The mean score of experimental group is 57.41, and the mean of the control group is 57.67. The result of pre-test in control group is slightly significance from experimental group. It can be concluded that the two groups were homogenous before getting the treatment since there was only slight difference in the pretest result.

After getting the treatment, there is a significant difference in vocabulary achievement between the students who are taught using matching pair game and who are not taught using matching pair game. It is proved by the t-test result of the post test. The t-value is 7.02 and the t-table is 2.05. Since the t-value  $>$  t-table ( $7.02 > 2.05$ ), it can be concluded that there is a significant difference in vocabulary achievement

between the students who are taught using matching pair game and who are not taught using matching pair game.

Furthermore, using matching pair game to enrich students' vocabulary mastery is more effective than using the conventional technique. It can be seen by comparing the average score of the experimental and control groups in the pre-test and pos-test. The average score of pre-test for experimental group is 57.41 and the control group is 57.67. The average score of the post-test for the experimental group is 76.89 and the control group is 71.33. The percentage of students' improvement in experimental group is 49.6% and in the control group is 28.7%. From this calculation, the different average score on the experimental group is higher than the control group. It can be concluded that there is good improvement of the experimental group's vocabulary achievement after they receive the treatments using matching pair game.

## 5.2 Suggestions

Based on the further discussion and result of the study, I would like to recommend some suggestions proposed as follows:

First, for English teachers, they should be able to choose the appropriate teaching strategy and teaching technique in order to make the students more interested in learning English especially in mastering vocabulary. Since learning vocabulary is difficult for students, they should make the teaching and learning

process enjoyable and fun for their students. Hence, it is highly recommended for the teachers to use matching pair game because of its effectiveness in improving students' vocabulary mastery.

Second, for the students, they should enrich their vocabulary mastery because it is very important for them to know English well. They can learn from many kinds of sources such as reading a book, watching movie or listening to music and many more. Beside that, they are suggested to use matching pair game to enrich their vocabulary mastery.

Third, for future researchers, they can use this study as a reference to conduct similar researches. Hopefully they can conduct a new fun and enjoyable strategy in teaching vocabulary. Although this study has been done, it still has some weaknesses and hopefully there will be an improvement for the next study.

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APPENDIX 13

STUDENTS' WORK OF PRE-TEST

M. Zeg. AW  
VII B

1. cleaner ✓	11. brave ✓
2. lazy ✓	12. loyal ✓
3. helpful ✓	13. anxious ✓
4. <del>sociable</del> selfish ✓	14. mean ✓
5. sociable ✓	15. bad tempered ✓
6. <del>shy</del> shy ✓	16. generous ✓
7. <del>cheerful</del> cheerful ✓	17. creative ✓
8. <del>generous</del> tidy ✓	18. modest ✓
9. boastful ✓	19. easy-going ✓
10. thoughtful ✓	20. honest ✓

$5 = 8 \times 5 = 40$

NAURA ALIA

B. Inggris  
Sweet Princess

Date: \_\_\_\_\_

1. Clever
2. Lazy
3. Helpful
4. selfish
5. sociable
6. boastful
7. Shy
8. kind
9. thoughtful
10. Anxious
11. Brave
12. ~~generous~~ mean
13. Bad-tempered
14. stubborn
15. Honest
16. generous
17. creative
18. modest
19. cheerful
20. tidy

$15 \times 5 = 75$

UNNES

