

The Effectiveness of Find A Match Game Card in Increasing Students' Vocabulary

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Abstract: This research was to find whether Find A Match game card effective in increasing students vocabulary or not. The writer used a pre-experimental method with one group pre-test and post-test design. The participant was one class of the Second Year students of SMAN 21 Makassar which chosen by random sampling. The class was consisted of 27 students. The data collected using vocabulary test on pre-test and post-test. The result of the research indicated that there was an improvement of students' achievement after given treatment in learning vocabulary using Find A Match game card. The students' achievement on the post-test was higher than the pretest. The average score of students on the pretest was 5.2 which was classified as Poor result and the average score of students on the posttest was 9.4 which was classified as Very Good result. In conclusion, Find A Match game card is significantly effective in increasing students' vocabulary.

Index Terms: Effectiveness, Game Card, Vocabulary

I. INTRODUCTION

Language has a central role in developing students' intelligence, socialization, and emotion and supporting their success in studying all kinds of subjects. English is the facility in global communication. Hence, English is not only used as communication language but also used as students' self-development to be the people who have power in global competition.

Mastering English is expected to help students in knowing the international culture. Some students may not care the importance of mastering English. However, when applying for a job, applying for a scholarship, English proficiency as one of the requirement can determine their success.

Nowadays, advanced students can generally communicate well, having learned all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations.

[7] said in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

Researchers such as [4] and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

The more vocabulary students know, the better they are able to comprehend. A large vocabulary opens students up to a wider range of reading materials. In addition, being able to improve vocabulary will open a lot of chances for good future. Therefore, it is necessary for English teachers to improve their teaching skill especially in teaching vocabulary. Teacher's method in teaching vocabulary is one of the influencing factors that can help students to improve their vocabulary mastery. Asking students for finding the translation of new vocabulary from dictionary is just an old way. Furthermore, it can create a boring learning situation in the class so that the students' interest in learning English can be decreased.

Applying game in the classroom can be one of effective strategies in teaching vocabulary stated by [8]. In addition [5] stated that game can make learners to be more enthusiastic in learning vocabulary.

Using pictures is the most common way in teaching vocabulary, for instance by showing flashcard to introduce a new word to students. Beside flashcard, a kind of game card is also considered more effective to be applied in teaching vocabulary as [9] found that teaching vocabulary by using English Quartet Cards games can improve the students' vocabulary skill. Another game card that contains pictures is Find A Match game card. Therefore, the writer is interested to investigate whether such card can increase students' vocabulary mastery or not.

II. LITERATURE REVIEW

1.1. Definition of Vocabulary

Defenition of vocabulary according to [6] are:

- All the words that a person knows or uses.
- All the words in particular language.
- The word that people use when they are talking.
- A list of word with their meanings. Especially in a book for learning a foreign language.

2.2. Type of Vocabulary

According to [14] types of vocabulary are:

- a. Receptive Vocabulary is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.
- b. Productive Vocabulary Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

2.3. Teaching Vocabulary

There are some techniques of teaching vocabulary as stated by [1] as follow: (1) Using Objects, (2) Drawing (3) Using Illustration and Pictures (4) Contrast, (5) Enumeration, (6) Mime, Expression and Gesture, (7) Guessing from Context, (8) Eliciting, and (9) Translation.

2.4. Find A Match Game Card

Find A Match game card as known as *Dobble*, is a simple pattern recognition game in which players try to find an image shown on two cards.

Each card in Find A Match game card features eight different symbols or picture, with the symbols varying in size from one card to the next. Any two cards have exactly one symbol in common. For the basic game, reveal one card, then another. Whoever spots the symbol in common on both cards claims the first card, then another card is revealed for players to search, and so on. Whoever has collected the most cards when the 55-card deck runs out wins!

2.5. The Advantage of Learning through Games

a. Games Improve Learners' Language Acquisition

According to [2] 90% of his students confided that they could remember new words faster and better due to the relaxed atmosphere created by playing games. This is doubly reinforced by the same sentiment of [8]: "Students tend to learn better, when it is applied in a relaxed environment like playing games. The meaning of the language students listen to, read, speak and write will be more vividly experienced in a game and, therefore, then they will better remember the language they learnt.

b. Games Increase Learners' Achievement

[10] emphasized the advantage of games in improving learners' achievement, when schools use the games, the student benefits speak for themselves--a greater desire to learn and higher test scores." In brief, games prove to be a useful tool employed regularly in language teaching.

III. METHODS

3.1. Research Design

This research used a pre-experimental method with one group pre-test and post-test design. It aimed whether Find A Match game card as treatment had an effect to students' vocabulary. [3] described the kind of research design as follows:

O1-----X-----O2

O1 = pre-test, X = treatment, O2 = post-test

3.2. Participants

The participant of this research was one class of the Second Year students of SMAN 21 Makassar which chosen by random sampling. The class consisted of 27 students.

3.3. Data Collection Procedure

The procedure of data collection was as follow:

a. Pre-test

The pre-test was done before treatment. The students were given a vocabulary test that was multiple choice test using mother tongue with 50 items. They were instructed to find the meaning of the underlined word. The students were not allowed to find out the words meaning in their dictionary. The students should skip the number and leave it blank if they didn't know the answer. It aimed at identifying the recognizable words for the students.

b. Treatment

The students were divided into 7 groups consisted of 3 – 4 students in one group. Each group was given 1 pack of Find-A-Match Game card to play. Before playing the game, the students were instructed to list all the name of the pictures of each card in Bahasa Indonesia and find the English translation in the dictionary. They could discuss in group or ask the researcher. When they had known the words, the game could be started.

The students played The Tower game type. The procedure is at the same time, players flip over their cards. They try to spot the one symbol or picture that appears both on the center card and on their own cards. The first player who has the match card then call it out (example: "leaf!") after that take the center card and place it face-up on top of his flipped card, building a personal pile. Now the player will use the top card of his personal pile. Each time a new center card is revealed, this process is repeated.

c. Post-test

After doing treatment, the post-test was given to the students. On the post-test, the students were given the same multiple choice test and the same regulation as in the pre-test. It aimed at comparing their achievement before and after the treatment. The result of the post-test was scored to know the changes in students' vocabulary.

d. Interview

As a supporting data, after giving posttest, 15 students as representatives were interviewed with 5 questions about the learning process using Find A Match game card.

IV. RESULT AND DISCUSSION

The result of this research describes the data quantitatively which has analyzed using statistical technique.

Table 1. The Result of Pre-test

Student Number	Pre-test	Score	Classification
1	31	6.2	Fair
2	29	5.8	Fair
3	34	6.8	Fairly good
4	35	7	Fairly good
5	35	7	Fairly good
6	34	6.8	Fairly good
7	33	6.6	Fairly good
8	27	5.4	Poor
9	19	3.8	Poor
10	24	4.8	Poor
11	19	3.8	Poor
12	19	3.8	Poor
13	26	5.2	Poor
14	22	4.4	Poor
15	27	5.4	Poor
16	26	5.2	Poor
17	27	5.4	Poor
18	13	2.6	Very Poor
19	29	5.8	Fair
20	33	6.6	Fairly good
21	18	3.6	Poor
22	24	4.8	Poor
23	24	4.8	Poor
24	28	5.6	Fair
25	24	4.8	Poor
26	23	4.6	Poor
27	24	4.8	Poor

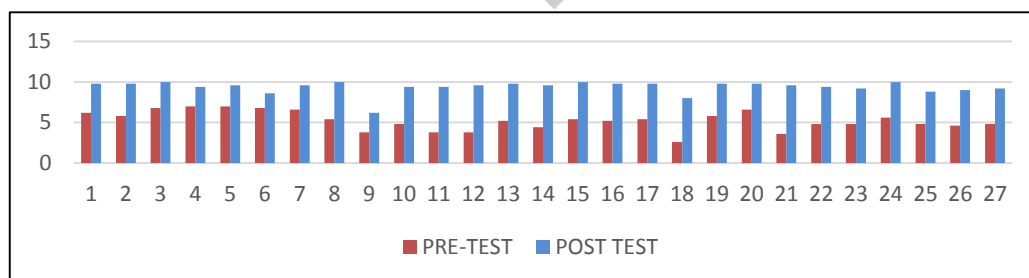
Table 1. shows that the students' result in pre-test was bad. From 27 students, there were only 6 students got **Fairly good** result with range of score 6.6 – 7.5 means they could answer 33 to 37 items correctly, 4 students got **Fair** result with range of score 5.6 – 6.5 means they could answer 28 to 32 items correctly, 16 students got **Poor** result with range of score 3.6 – 5.5 means they could answer 18 to 27 items correctly and 1 student got **Very poor** result with range of score 0-3.5 means they could only answer 0 to 17 items correctly.

Table 2. The Result of Post-test

Student Number	Pre-test	Score	Post-test
1	49	9.8	Excellent
2	49	9.8	Excellent
3	50	10	Excellent
4	47	9.4	Very Good
5	48	9.6	Excellent
6	43	8.6	Very Good
7	48	9.6	Excellent
8	50	10	Excellent
9	31	6.2	Fair
10	47	9.4	Very Good
11	47	9.4	Very Good
12	48	9.6	Excellent
13	49	9.8	Excellent
14	48	9.6	Excellent
15	50	10	Excellent
16	49	9.8	Excellent
17	49	9.8	Excellent
18	40	8	Good
19	49	9.8	Excellent
20	49	9.8	Excellent
21	48	9.6	Excellent
22	47	9.4	Very Good
23	46	9.2	Very Good
24	50	10	Excellent
25	44	8.8	Very Good
26	45	9	Very Good
27	46	9.2	Very Good

The table 2. shows that the students' result in post-test was improved. From 27 students, there was only 1 student got **fair** result with range of score 5.6 – 6.5 means they could answer 28 to 32 items correctly, 1 student got **good** result with range of score 7.6 – 8.5 means they could answer 38 to 42 items correctly, 9 students got **very good** result with range of score 8.6 – 9.5 means they could answer 43 to 47 items correctly, and 16 students got **Excellent** result with range of score 9.6 – 10 means they could answer 48 to 50 items correctly,

Figure 1. The comparison of students result on pre-test and post-test



The graphic shows that all of the students' result are increased on the posttest. The result on the posttest was higher than the pretest. Even some of the students got the perfect score with 0 incorrect answer.

Table 3. The percentage of the result on pretest and posttest

Classification	Range Score	Pre-test	Post-test
		Percent	Percent
Excellent	9.6 – 10	0	59.3
Very Good	8.6 – 9.5	0	33.3
Good	7.6 – 8.5	0	3.7
Fairly Good	6.6 – 7.5	22.2	0
Fair	5.6 – 6.5	14.8	3.7
Poor	3.5 – 5.5	59.3	0
Very poor	0 – 3.5	3.7	0
TOTAL		100	100

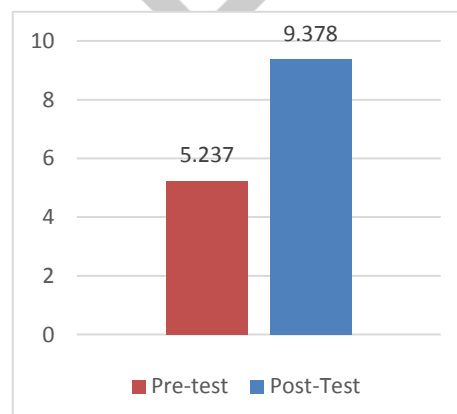
Table 3. shows that on pretest, there were 22.2% students had score which was classified as **Fairly Good**, 14.8% students had score which was classified as **Fair**, 59.3% students had score which is classified as **Poor** and 3.7% student had score which was classified as **Very Poor**. However, in the post-test, it showed improvement. It was increasing significantly. In posttest there were 59.3% students had score which was classified as **Excellent**, 33.3% students had score which was classified as **Very Good**, 3.7 student had score which was classified as **Good** and 3.7% student had score which was classified as **Fair**.

Table 4. The mean and standard deviation of the result

Variable	Minimum	Maximum	Mean	Std. Deviation
Correct Answers in Pre-test	13	35	26.19	5.758
Score Pre-test	2.6	7.0	5.237	1.1516
Correct Answers Post-test	31	50	46.89	3.945
Score Post-Test	6.2	10	9.378	.7890

Table 4. displays the minimum and maximum correct answers as well as the score on pretest and posttest. The table also displays mean and standard deviation on pretest and posttest. On pretest, the student with the lowest score that was 2.6 could only answer 13 items of 50 items were tested and the students with highest score that was 7 could answer 35 items of 50 items were tested. The mean of students' correct answers on pretest was 26 and standard deviation was 5.758. It means that in average, the students could answer 26 items of 50 items were tested and the mean score was 5.2 which is classified as **Poor** result. After the students were given treatment using Find A Match game card in learning vocabulary, the result was increasing significantly. On posttest, the student with the lowest score that was 6.2 could answer 31 items of 50 items were tested and the highest score was 10 could be achieved by several students which the test was completed with 100% correct answers. The mean of the students' correct answers was 46.89 or 47 on the posttest and standard deviation 3.945. It means in average, students could answer 47 items of 50 items were tested on the posttest and the mean score was 9.378 or 9.4 which is classified as an **Very Good** result.

Figure 2. The comparison of students' mean score on pre-test and post-test



Based on the data analysis that the result of students on the posttest is higher than the pretest, it can be concluded that using Find A Match game card in teaching vocabulary bring significant improvement to students' achievement in learning vocabulary. The same result was found also by another researchers who investigated the effectiveness of using games in

learning vocabulary. [13] found that the use of scramble game can improve the students' vocabulary and it showed significant improvement on the posttest. However using game in boosting vocabulary doesn't frequently shows different result from boosting vocabulary using textbook as found by [11].

The result of the research is supported by the conclusion of the interview session with the students after having the posttest. All of the students said that learning vocabulary using Find A Match game card was effective in increasing vocabulary. Find A Match game card had pictures that attractive to see and easy to remember. The game played was also fun. The words that were kept repeating when played the game made the students memorize the words every time they saw the picture. It was in line with the finding research of [12] that the vocabulary game helped students to remember more words.

V. CONCLUSION

Based on the finding of this research, it can be concluded that Find A Match game card is effective in increasing students vocabulary. It is proven by the improvement of students' result from the pretest students in average got score of 5.2 which is classified as Poor, and the posttest after the students were given a treatment using Find A Match game card in learning vocabulary, the students in average got score of 9.4 which is classified as Very good result.

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