

ARTICLE

TEACHING VOCABULARY THROUGH MAKE A MATCH METHOD AT JUNIOR HIGH SCHOOL

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TEACHING VOCABULARY THROUGH MAKE A MATCH METHOD AT JUNIOR HIGH SCHOOL

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Abstract

This paper aims to give exploration about vocabulary and make a match method, and how to teach vocabulary through make a match method especially for junior high school students. Vocabulary is basic by using card contains question and answer cards. Teaching vocabulary through make a match method can make learning process interesting, make students understand the meaning and spelling of words in English, to make students have ability to communicate with other, and to make the students express their ideas in English. There are four steps to build vocabulary are: being aware at words, reading, using dictionary and studying and reviewing regularly. There are some activities use in testing student vocabulary. First, identification: students are able to give response orally or in written form to identify appropriate words based on the definition. Second, multiple choices: students are able to choose the right words of more than two words have been provided in a test. Third, matching items; words are presented in column. There are four methods in teaching vocabulary. Listening carefully, pronouncing the word, method of grasping the meaning, make a match method. Make a match method is one of the cooperative learning methods that makes the students active in teaching and learning process. Make a match method is learning using card. It consists of question cards and the other consists of answer from the question. To teaching vocabulary through make a match method use three procedure consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

Keywords: *Teaching vocabulary, make a match*

INTRODUCTION

1. Background of the Problem

Darwanto (2007:1) says 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 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, because many countries use English as the second language for communication.

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. In teaching and learning a language, there are four language skills that support four aspects above such as: reading, speaking, listening and writing. But the most supporting element to

learn them is vocabulary and grammar. Gough (2001:3) says that vocabulary and grammar are important. The most of students' difficulties to understand English text even the simple one, it is caused by the lack of vocabulary mastery. Rivers (1983:125) has also argued vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Vocabulary is really an important element of the language to be concerned with in order to master the four language skills. Vocabularies are like fuels for a car of language. Without 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.

This case can be proved that when the English teacher explained the material in English, Students were confused and they did not understand what the teacher said. Most of students did not understand about 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) says 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 the students have fun and it can foster cooperation in answering questions by matching cards.

By looking at the importance of vocabulary, the writer hope “Teaching vocabulary through Make a Match Method” will make the material more enjoyable, interesting and challenging to improve the knowledge of teaching for the teacher and also give a benefit for the education in this country.

2. Purpose of Writing the Paper

The writer hopes that this paper will give precious contribution to both English teacher and students. Having read the paper, the writer hopes the English teacher will be able to select a suitable strategy for teaching English vocabulary interestingly. Moreover, the students also will take advantages of the paper because they can know how to learn English vocabulary successfully.

In addition, this paper is written to describe one of the potential method for teaching vocabulary: Make a Match Method. Beside describing the concept of make a match, it also describes the procedure of using make a match methode in teaching vocabulary. Finally, the paper is written to fulfil one of the requirements to get S1 Degree in the English Department of the Faculty of Teacher Training and Education, Bung Hatta University.

3. Organization of the Paper

The paper has four chapters. Chapter 1 discusses background of the problem,

objective of writing the paper, and organization of the paper. Chapter II contains vocabulary and Make a Match Method. Chapter III shows the procedure of Teaching Vocabulary through Make a Match Method. Chapter IV give some conclusions and suggestions from the writer.

Review Of Related Literatures

A. Vocabulary

Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing and speaking. According to Yun (2005), the field in which vocabulary is commonly used is as follow:

1. All the words as the language.
2. The number of words that an individual can understand and use whether in speaking or writing.
3. The words said to be representative of a subject or occupation.
4. List of words to serve a spesivic purpose

In fact, most people still need some vocabulary rules in order to gain a good sense

of language. The words that someone choose affect how good the impression he makes and how people react to serve a specific purpose of the language.

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. Kinds of Vocabulary

According to Brown (1945), 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.

- 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.

2. Purpose of Teaching Vocabulary

Vocabulary development is an important outgrowth of literature and grammar study. Research indicates that vocabulary knowledge increases when new words are encountered repeatedly in contact through reading and listening and are linked to student's prior knowledge. According to Tisdal (2001), purposes of teaching vocabulary in school or out school are student have: The student able to use the language as vehicle for through learning and self expression.

- a. The student be able to use language as a tool for the personal growth, social interaction, and for developing relationship within the international community comprehend more clearly aspect of their own culture and those of

other cultures by expressing the independence of human beings through a variety of words.

- b. They able to explore the many fact of the language throught the use of media and information technology to develop the skill involved in speaking ,listening ,reading writing and viewing in a variety of context.
- c. The student can respond appropriately to a variety of contexts develop language skills through interdisciplinary work.
- d. The student able to consider the role of literature both culturally and historycally reflects on the learning process in various ways an at various stages to empathize with real people and fictions characters and appropriate.

3. How to Build Vocabulary.

In order that one can have a lot of vocabulary, he or she should know how to build it. Related to this, O'Connor (2005) gives several steps to build vocabulary teaching as follow:

1. Being aware of words.
2. Reading
3. Using dictionary.

Brown and Payne (1994) claim that the first three steps are foundation of in the procces of vocabulary acquisition, and the last two steps are critical.

O'connor (2005) gives statement to build a good vocabulary teaching. Generally, there are some items that should be marked as a guidance point. The items are stated as follows:

- a. Words
- b. Meaning
- c. Sentences practice.
- d. Dictionary

Furthermore, language without vocabulary is like chicken walking around without bones. So, vocabulary is backbone of the language and we cannot ignore it.

In addition, there are several aspects that need to be taken into account when

teaching vocabulary. The list below is based on the work of Gairns and Redman (1986).

- a. Polysemy
- b. Homonymy
- c. Homophyny
- d. Synonymy Affective meaning
- e. Style, register, dialect.
- f. Translation
- g. Grammar of vocabulary
- h. Pronunciation

From devinition above, in teaching vocabulary the teacher must be use teaching techniques to make teaching process to be more interesting and the students more quickly understand the lesson.

4. 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.
- b. Multiple choices

c. Matching item

5. Method in Teaching Vocabulary

When students do not understand an author's vocabulary, they did not understand the text. Good vocabulary instruction emphasizes useful words (words that student see frequently) important words (key words that help student understand the text) and difficult words (idiomatic words, words with more than one meaning etc).

As a teacher, she/he should be inventive in selecting interested activities and must provide a great variety of them. Here, there are some methods in teaching vocabulary, especially in getting students attention while learning vocabulary. According to Norton (2006), there are some methods in teaching vocabulary. The methods are following:

- a) To keep children amused, teacher should make class more interesting by prowling around them.

b) Try to remember their names because children feel that a child pays attention to them.

c) Ask them to close their book when teacher is talking in order to keep their attention to the teacher, not to their book.

d) Try to find different ways of choosing the learners whom teacher is going to interact with students.

According to Frisby (1957), language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom.

- Listening carefully
- Pronouncing the Word
- Methods of Grasping the Meaning

According to Lorna Current (1994), Make a Match Method is one of cooperative learning methods that makes the student active in teaching and learning process. Make a

Match Method is learning by using card. It consists of question card and the other consist of answer cards from the question (Suprijono, 2010).

B. Make A Match

Make A–Match Method is one of the cooperative learning methods that makes the students active in teaching and learning process (Iorna Current,1994). The implementation of the teaching technique becomes one of the most important strategies in teaching learning process.

Make a Match Method is learning using card. It consists of question cards 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.

1. The Step of Make A Match Method

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

- a. Teacher prepared some cards that contain several concept or topics are appropriate for review session, one about the question cards and other parts of the answer cards.
- b. Each student gets a cards.
- c. Each student holds answer and question cards.

- d. Each students matched the cards with their partner (answer and question cards).
- e. Any student is able to match the cards before the deadline will be given points.
- f. After one round of cards shuffle again so that each student gets a different card from the previous.
- g. And so on.
- h. Conclusion / closing.

2. Advantages of Using Make A Match Method

They are some advantages if the teachers use “Make A Match” method in teaching process (Iorna Current 1994), namely:

1. Students are directly involved in answering questions submitted to him through the card.
2. Increase creativity in student performance.
3. Avoid saturation of the students in the following teaching and learning activities.

4. Learning more fun because it involves learning media created by teacher.

3. Vocabulary Items for Junior High School Student

The vocabulary items for junior high school students based on English Curriculum 2004 are divided into two kinds. Those are classification of word according to theme and class.

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in different theme. The theme which is related to vocabulary is considered to fill the target of competence. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedures, report, etc. for example, the second grade student of junior high school genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, student are learning descriptive text, the social function is to describe a flora and fauna, place or thing.

Procedures Of Teaching Vocabulary Through Make A Match Method

In order to get a good result in teaching vocabulary, it is suggested to use Make A Match Method. It can make the students active in the classroom with the procedures in sequential order. There are procedures of teaching vocabulary through make a match method: preparation, presentation consist of pre-teaching activities, whilst-teaching activities, and post-teaching activities, and evaluation.

A. Preparation

There are some media that should be prepared by teacher before he / she teaches vocabulary in the classroom. First, teacher should prepare teaching material. Second, the teacher should prepare the lesson plan. Third, the teacher asked the student to make complex line shapes on the floor.

B. Presentation

In this part the teacher explains the materials and gives some examples. They are

through: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

a. Pre-Teaching Activities

Pre-teaching activities give new information about teaching vocabulary through make a match method. The following is some activities in pre-teaching activities:

1. Greetings
2. Check the students attendance
3. The teacher shows to the students about the lesson.

b. whilst-teaching activity

In this part, the teacher applies this method to teach vocabulary in the classroom.

c. Post-teaching activities

In the post-teaching activities, the teacher asks the students to pronounce the words on whiteboard loudly following him/herself. The teacher also asks them spell the words.

The teacher monitors the students activity. He/she will argue and give suggestion if the students get difficulties in mentioning the words.

CONCLUSION

1. Conclusion

Vocabulary is an important aspect in language because it affects the mastery of the four basic language skills. 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. By using Make a Match Method in teaching vocabulary in classroom make the students easily to remember the vocabulary having been taught. It will help the students to increase their new vocabulary and tell them that vocabulary learning is not boring but fun and interesting.

2. Suggestion

Based on the conclusion above, the writer would like to give some suggestion as follows:

- a. 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.
- b. 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.

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