IMPROVING VOCABULARY MASTERY USING MATCH WORDS GAME IN TEACHING ENGLISH FOR THE EIGHT GRADE STUDENTS AT SMP PANDANARAN PLUPUH SRAGEN IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as a Partial Requirement

for the Degree of Sarjana

By:

ISTHIQOMAH SUCI MILLENIAN

SRN.183221086

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR SHEET

Subject: Thesis of Isthiqomah Suci Millenian

SRN   : 183221086

To:

The Dean of Cultures and Languages Faculty
UIN Raden Mas Said Surakarta in Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of:

Name : Isthiqomah Suci Millenian

SRN   : 183221086

Title   : Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023

Has already fulfilled the requirements to be presented before The Board Examiners (*Munaqosyah*) to gain Bachelor Degree in English Language Education Department.

Thank you for the attention

Wassalamu'alaikum Wr. Wb.
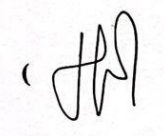
Surakarta, 02 Oktober 2023
Advisor,

Maria Wulandari, M.Pd.
NIP. 19890518 201701 2 145

i

RATIFICATION

This is to certify the undergraduate thesis entitled **"Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023"** by Isthiqomah Suci Millenian has been approved by the Board of Thesis Examiners as the requirements for undergraduate degree in English Education Department.

Main Examiner   : <u>Novianni Anggraini, M.Pd</u>   (   )

NIP. 19830130 201101 2 008

Chairman   : <u>Ika Sulistyarini, M.Pd.</u>   (   )

NIP. 19870404 201903 2 015

Secretary   : <u>Maria Wulandari, M.Pd</u>   (   )

NIP. 19890518 201701 2 145

Surakarta, 18 October 2023
Approved by
Dean Faculty of Cultures and Languages

<u>Prof. Dr. H. Imam Makruf, S. Ag., M.Ag</u>
NIP. 19710801 199903 1 003

DEDICATION

This thesis dedication to:

1. My God, Allah SWT and Prophet Muhammad SAW.
2. My beloved parents, Mr. Dasa and Mrs. Harti, who give affection, love, support and your pray.
3. My beloved brother, Aditya Fajar Firmansyah, thank you for your support and motivation.
4. My best friends the OMK Squad, Sabrina Nella Maharani, Aisah Rahmawati, and Elma Bintarti, thanks for always support me.
5. My own self, thanks for always believing and not giving up on you.

MOTTO

Lazy to do lazy

~anonim~

The revenge that destorys us is not revenge. The real revenge is to forget so completely that we don't even remember why and continue to live well.

~The Good Bad Mother~

The people we should be thankful for are not those who save us, but those who make us want to live.

~The Good Bad Mother~

A life that does not match your dreams is not a failure, and a life that matches your dreams is not necessarily a successful life.

~Twentyfive Twentyone~

PRONOUNCEMENT

Name   : Isthiqomah Suci Millenian

SRN   : 183221086

Study Program   : English Language Education

Faculty   : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled **"Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023"** is my real masterpiece. The things out of my masterpiece in this signed by citation and referred in the bibliography.

If later that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repeating my thesis and academic degree.

Surakarta,
Stated by

Isthiqomah Suci Millenian
SRN. 183221086

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **"Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023".** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of wolrd revolution.

The researcher is sure that tis thesis would not be completed without the helps, support, and suggestions from several sides. Thus the researcher ould like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Toto Suharto, S.Ag., M.Pd as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd. as the Dean of Cultures and Languages Faculty of the Raden Mas Said State Islamic University of Surakarta.
3. Hj. Fithriyah Nurul Hidayati, M.Pd. as the coordinator of English Language Education Study Program.
4. Maria Wulandari, M.Pd. as the advisor for all this guidance, suggestion, and motivation for the researcher until this thesis finish.
5. Thank you for all lecturer of English Language Education for their time knowledge and experience.
6. The researcher's parents and older siblings who always pray for her, give support, helps, attention, love and everything that she can not mentioned one by one.
7. All the researcher's friends who always give support.
8. Everyone who helps her that she can notmentioned the name one by one.

The Researcher realizes that this thesis is still far from being perfect. The researcher hopes that this is useful for the researcher in particular and the readers in general.

Surakarta,
The Researcher,

Isthiqomah Suci Millenian
SRN. 183221086

TABLE OF CONTENS

LIST OF APPENDIXES

ABSTRACT

Isthiqomah Suci Millenian. 2023. *Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023.*

Advisor   : Maria Wulandari, M.Pd

This research aims to know the comparison before and after using Match Words Game methode, to explain the students' response about the Match Words Game methode at the eight grade students at SMP Pandanran Plupuh Sragen in Academic Year 2022/2023.

The method used in this study is Classroom Action Research (CAR). The number of the students in the class was 29 students. There were 18 males and 11 females. This study was carried out in two cycles. Each cycle consisted of two meetings and each cycle consisted of planning, action, observation, and reflection. Meanwhile, the data were calculated from the test (before and after CAR), interview, and observation. The researcher data used log book observation, a set of vocabulary test items and interview guidelines to obtain the data. This study used method triangulation to support the data.

The findings of this study was the Match Words Game could improve students' vocabulary mastery in learning English after implementation Match Words Game methode. It can be seen from the average students' test scores. The pre-test was 57,24, the first post-test average was 65,34, and the second post-test average was 77,93. It can be concluded that learning by using Match Words Game for eight grade students there was an increase score. Related to the result of observation and interview from students, it could be known that the students were more active, enthuisiastic and interested in learning with Match Words Game in the classroom.

Key Words: Match Words Game, Teaching English, and Vocabulary Mastery.

CHAPTER I
INTRODUCTION

A. Background of the Study

Understanding language is crucial in social interactions since it is the primary means of communication. Language plays a significant influence in all facets of daily life. A person can express their purpose through language, ensuring that the knowledge and messages they share with others or the community are accurate. People are now required to converse with one another in the universal language, such as English, especially while they are traveling. One of the fundamental skills needed to compete globally is the ability to master English. To strengthen ties and cooperation between world states, the entire community is urged to participate in international integration (Hardini and Sitohang, 2019)

According to Abraham Oomen (2012), the importance of English as a global language is unquestionable and to become competent in this language is the demand of the time. This phrase means English is a very important language that everyone must have the ability. Those statements caused English as an international language to be included in the learning curriculum and taught in schools from elementary school to university level. In most eductaional institutions, teaching English as a foregin language often takes place in an academic setting. In learning English as a second languge, at least one must be familiar with English vocabulary. By

mastering English vocabulary, the information conveyed will be received correctly. According to Schimitt et al. (2017), wording is "fundamental to all language usage," which means that learning a languge requires proficiency in it. The achivment of specific levels and quality of vocabulary is one of the most important requirements for successful language acquisition.

This development is very encouraging, but at the same time, it builds some concerns because it is suspected that there are still elements that should be improved in the implementations. For example, the English teaching techniques as a foreign language at the junior schools. Start with the concrete and work to the abstract, going from most common to least common (Sulistiyo, 2016). This idea shows that language should be taught from the basics, such as vocabulary, and continue to more difficult parts like grammar.

According to Hornby (2006), vocabulary is the words used in a particular language. Vocabulary is a set of words that can be used for communication in English. Vocabulary is one of the main parts that is commonly used. In learning English, four skills must be mastered, namely writing, listening, reading, and speaking skills. These four skills are related to each other. The linkage of these skills will be very easy to master if have a lot of English vocabulary. Without vocabulary, people can't communicate and express their feelings both in oral and written forms effectively and correctly. Vocabulary has an important role in

communication using English. To teach the beginner, such as students from junior school, teachers have to start with vocabulary, not grammar. Someone has good grammar but it will be useless if they are not able to understand a lot of vocabulary.

Teaching vocabulary is not as easy as it seems. Not infrequently, students also feel that English is not important because it is not their mother tongue or everyday language used. Fear, worry, doubt, and laziness that arise in students become a problem that is being faced commonly by teachers who teach English. This causes a loss of motivation in students, causing teaching to become ineffective. Students become more introverted and reluctant to learn vocabulary in the future.

A person's motivation to learn anything depends greatly on several factors. Lack of intrinsic and extrinsic motivation causes expected learning outcomes to diverge from reality. This promotes the development of a sense of idleness and a lack of practice discipline. Students are encouraged to talk in English, a lack of desire causes them to hesitate and even stop speaking.

To build motivation within the students selves, teachers should create a comfortable and supportive environment. Teachers should avoid things that will make students feel miserable, difficult, and stressed. The creation of an atmosphere in the classroom that follows expectations depends on the desire and creativity of the teacher as a manager of learning activities. It should not be too difficult for students to acquire new words. This means

that the amount of new vocabulary that must be mastered in a session must be constrained and tailored to their level of proficiency; even at the junior high school level, Finocchiaro and Brumfit recommended that only three to five new words should be presented for active use in a single lesson (Sulistiyo, 2016). The combination of vocabulary into phrases and sentences both oral and written are expressions that must be associated with contexts that are often used by students in their daily lives so that learning at school becomes useful. Through this technique, students will also find it easier to use the word in a sentence.

Maximum language practice is referred to as active learning, which is advantageous for students' cognitive and physical development because it allows them to focus on the subject comprehend the instructional materials they are given, and practice it with their friends both verbally and in writing (Afzal, 2019). If the learning program is too dominant to the teacher, it is feared that learning outcomes will not be implemented. In addition, students will only focus on the textbook, not implementing it practically.

In the preliminary research in SMP Pandanaran Plupuh, Sragen, the researcher conducted a preliminary test in eight grade at SMP Pandanaran Plupuh Sragen, the average pre-test score was 57,24, it means the score not yet complete from the competency standard of 75. From interview of the English teacher in eighth grade, the students found difficulties in mastering vocabulary because the teacher English only used method

memorizing in class so many students in eighth grade had difficulty in improving vocabulary. The words students have learned are easily forgotten by them. It was difficult to retain English words as a foreign language, it depended on the learners' recall.

The material taught should be interesting for students. Attractive traits can be created from various sides appearance and presentation. Teachers should choose the best techniques using relevant media to make students learn. The right media following the objectives will be able to improve the learning experience which can enhance learning outcomes. Game is one of the easiest ways to improve English language skills. Display games that require students to actively in dialogue or carry out other tasks with their friends that create a sense of pleasure. Games can stimulate students to further form basic skills in their target language. Through game activities, students' thinking power is stimulated to utilize their emotional, social, and physical aspects.

According to Amaal and Majeda (2014), games have been shown to have several benefits and effects on vocabulary learning. First, the games are enjoyable for students and help them to understand and easily remember new words. Secondly, games usually mean good competition and attract students. Third, vocabulary games increase students' use of English in a smooth and communicative process. Fourth, games are encouraged and students have more opportunities to express their thoughts

and feelings. Fifth, games not only provide a distraction from regular classroom activities but also help introduce new concepts.

Many games must be implemented based on the previous research. Match Words Game is one of the best methods that can be implemented to improve the knowledge of English vocabulary. The most popular learning strategy used in the teaching and learning process is the Match Words Games model. One of the games that can be used in English lessons to improve vocabulary or grammar. The model is a really interesting and useful game that improves English language proficiency through word-by-word matching. When students hear a word, they must be interested in learning what the pair and the opposite of the word they just mentioned are. This strategy aims to encourage students to remember synonyms and antonyms.

Some previous researchers who had employed research related to this study followed the research conducted by Aswandi, entitled "The Application of Matching Game to Improve Students' English Vocabulary Mastery". This study examined the use of learning media matching game can be a more effective and interesting way of learning vocabulary. The next research was conducted by Arbi Maulida Hadijah Zurri, Kamarudin, and Ahmad Hanan, entitled "The Effectiveness of Ransom Note Game in Learning Vocabulary at SMPN 1 Keruak". This research was aimed at finding out the effectiveness of the Ransom Note Game in learning vocabulary. The other research is entitled "Improving Students'

Vocabulary in Transactional Text by Using Domino Game in SMPN 16 Pontianak". This research was done by Najamudin, Sofian, and Eni Rosnija. This study was conducted to solve the problem of students in vocabulary achievement on transactional text.

The purpose of this study is to learn more about the proper application of Match Word Games in the instruction of English vocabulary and to increase students' vocabulary mastery. Researcher can accomplish the goals of the teaching and learning process at SMP Pandanaran Plupuh by understanding its implementation. In this study, the researcher conducted a study entitled "**Improving Vocabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023**".

B. Identification of the Problems

Concerning the background, the identification of the research will be divided into several problems :

1. The teaching method does not support the optimal vocabulary students develop.

2. Facilities and infrastructure in schools are inadequate for classroom learning.

3. There are many activities in the dormitory so there is less focus in class.

4. The students have difficulty memorizing vocabulary mastery.

5. Teachers keep teaching and learning as a monotonous process.

C. Limitation of the Problems

To avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher wanted to know whether the use of match words game can improve the students' vocabulary mastery. Many students have difficulty understanding the mastery of English vocabulary so the researcher introduced a new method of using match words game on the students' achievement vocabulary for the eight grade students of SMP Pandanaran Plupuh Sragen in the academic year 2022/2023.

D. Formulation of the Problems

Based on the problem identified above, the problems of the research can be formulated as:

1. How is the students' vocabulary mastery before and after using Match Words Game at the eight grade of SMP Pandanaran Plupuh Sragen in the academic year of 2022/2023?

2. How is the students' response about the Match Words Game methode at the eight grade of SMP Pandanaran Plupuh Sragen in the academic year of 2022/2023?

E. Objectives of the Study

The objectives of the study are :

1. To know the comparison before and after using Match Words Game at the eight grade students of SMP Pandanaran Plupuh Sragen in the academic year of 2022/2023?

2. To explain the students' response about the Match Words Game methode at the eight grade students of SMP Pandanaran Plupuh Sragen in the academic year of 2022/2023?

F. Benefits of the Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section :

1. Theoretically

   The writer hopes that the result of the study can be used as a reference for other researchers who will conduct different perspectives.

2. Practically

   a. For the students

      The result of this research can be used as a recommendation to improve students' vocabulary mastery. The students know the importance of vocabulary and elaborate the meaning. Moreover, they can identify and anticipate their difficulties in vocabulary learning.

   b. For the teachers

The results of this study can help teachers to more easily improve vocabulary in students and this study helps the teachers provide exercises that promote language use in real and would help them teach students how to communicate more effectively.

    c. Other researchers

Provide additional information for other researchers who wish to conduct further research in related fields. This research can be used as a reference. Therefore, this research would be refined by another research.

G. Definition of Key Terms

To avoid misunderstanding the researcher gives some key of terms which are following, the key terms used for clarification or gives as follow :

1. Match words game is a type of game that requires students to match one of the words in the target language with several other words or it could be with other images. (Erikson, 2018)

2. Teaching English is an activity to convey knowledge about English in an articulate and interesting way. A teacher could encourage students to improve their English skills, such as reading, listening, speaking, and writing.

3. Vocabulary mastery is an essential element of language learning that should be learned by the learner (Faliyanti & Arlin, 2018).

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Vocabulary Mastery

a. Definition of vocabulary mastery

Vocabulary can be defined in many ways. The experts proposed several terms about vocabulary. According to Richard and Renandya (2002: 255) state that vocabulary is a core language skill and shows how well the learners speak, listen, read, and writing.

Then according to Hiebert and Kamll (2005: 3), vocabulary is the knowledge of meaning words. In addition related to Penny Ur (2009: 60) vocabulary is a word taught in a foreign language, where new vocabulary items can be more than one word but only express one idea. It means vocabulary is a part of language that provides information or explanation in language terms.

Hatch and Brown (1995) state that vocabulary refers to the set of words for a particular language or set of words that every speaker of the language might use. From that statement, vocabulary can be interpreted as all words that are known or used by students everyone, and that is all the words in a particular language. In mastering a language, this statement emphasizes the importance of vocabulary

in knowledge of a language. The statement explains that vocabulary is a collection of vocabulary that a person knows.

Based on that definitions, vocabulary is an idea both in spoken or written language in all the words used in one language. Vocabulary not only contains a list of words but information about word usage and meaning in every word in a language. Learners must learn vocabulary well and improve vocabulary.

Victoria (2008: 271) states that mastery is great skill and knowledge. Swannel (1994: 656) defines mastery as comprehensive knowledge or use of a subject or instrument. From the definition, it comes to the conclusion that mastery means the competency to understand and apply something to learn.

Vocabulary mastery is always an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purposes, especially in the early stages when students are motivated to learn basic words. According to Greene (2012), mastery is the perception that people, along with the other individuals, have more influence over the rality. Madsen (1983) states the purpose of vocabulary tests is to measure the comprehension and production of words used in speaking or writing. It can be defined that vocabulary mastery is a complete skill to understand the stock of words and their meanings in a particular language. Threfore, Vocabulary mastery is

the ability to talk, write, and listen with great skill in a language, not just knowing the words.

b. Kinds of vocabulary

Linguist argue that there are various kinds of vocabulary. According to Linguist Hebert and Kamll purpose of that word is in two forms. First, oral vocabulary is a group of words to know the meaning when spoken or read orally. Second, in print vocabulary, there are many words whose meaning is known forms as follows:

1) Productive vocabulary

Productive vocabulary refers to students who can use it correctly in speaking and writing and that is also called active vocabulary (Aisyah, 2017). The words are common, well-known, and often used.

2) Receptive or recognition vocabulary

Receptive or recognition vocabulary refers to language items that can be understood in listening or reading and that is also referred to as passive vocabulary. The words are unfamiliar but can recognize the words. Stuart Webb, 2009 in Alqahtani, 2015)

c. Aspect of learning vocabulary

Hatch and Brown (1995) divide the vocabulary into two based on their functional categories those are, major classes and closed classes.

1) Major classes / Content Words

Content words are words that have more or less independent meanings of information, such as nouns, adjectives, verbs, and adverbs.

2) Closed Classes / Function Words

Closed class categories or function words also called grammar words are those to which no new items can be added, that consist of pronouns, prepositions, conjunction, and determiners.

2. Games

a. Definition of games

According to Andrew Wright et al. In their book, *Games for language Learning,* games are entertaining activities so that students can interact and play together. In teaching vocabulary, teachers usually teach only give practice questions, but if teachers only use this monotonous method in learning vocabulary it will make them bored.

Using the games method in learning vocabulary students will be active in the lerning process because games can be fun for students it also brings high motivation games usually require students to interact with other students.

Game comes from English which means game. Games are a form of work in which participants, called players, make decisions to manage their resources through in-game objects for the sake of achieving a goal (Greg Costikyan, 2013). So it can be concluded that the game is an activity done by one or more players with certain rules so that someone wins and some lose intending to have fun, filling free time, or refreshing. Games are played primarily for entertainment, and fun, but can also serve as a means of education, training, and simulation. Games can hone intelligence and brain skills in overcoming problems or conflicts in the game.

Games are meant to be entertaining, usually, the game is much liked by children to adults. Games are important in brain development, to improve concentration and practice solving problems properly.

b. Kinds of games

Hadfield (1999) explains the types of games that can be used to learn vocabulary, such as information gap games, guessing games, search games, matching games, labeling games, exchanging games, exchanging and collecting games, board games, and card games, and role-play games.

1) Information gap games

In this game, students ask their partner to get information so that can complete a task or card together.

2) Guessing games

   Students guess word information which hidden from their partner. The partner just can say yes/no in this game.

3) Search games

   This game must involve all students in the class, players must obtain available information to fill out a questionnaire.

4) Matching games

   Students must find matching words, pictures, or cards.

5) Labeling games

   These are form matching, in that participants match labels and pictures.

6) Exchanging games

   In this game, students exchange cards, other objects, or ideas. Thera are many card games in this category.

7) Exchanging and collecting games

   Students must collect cards to complete a set, which the game can qualify as a full class activity.

8) Board games and card games

   Scrabble is one of the most popular board games that specifically highlight language.

9) Role play games

Role playing can involve students playing roles that are not played in real life such as police, doctors, nurses, or other professions.

From the explanation above, the researcher can conclude that many kinds of games can used to teach vocabulary. Word matching game is one of the matching games. In this game, all students have one card of the word and one card of its definition, synonym, antonym, and or picture. It can played by groups or individuals.

3. Match Words Game

Word matching is one of many types of games, as suggested by Slattery and Willis (2001) this type of game will easily help students to learn new vocabulary in a fun way. This method is cooperative learning makes students more active in learning vocabulary. Word matching game is one of the method that can help teacher be easier to teach vocabulary and students more easily get new vocabulary.

The rule of this game is to match objects such as words, groups of words, definitions, pictures, synonyms, and or antonyms. In this game students easy to understand vocabulary such as synonyms of adverbs and other terms. Students will enjoy this method and get motived by learning vocabulary.

Matching game has many topic genres, such as matching word, matching picture, and matching clothes. This game mostly used matching words. Usually, the media used are paper, a whiteboard

marker, and a laptop, besides that, this method is easy to prepare and can be played anytime.

a. Advantages and disadvantages of match words game

   1) The advantages of match word games in the classroom by Andrew Wright et al (2006), are:

      a) Games can increase students' interest in learning

      b) Games help teachers create contexts where the language is useful and meaningful

      c) Games make students understand what other people are saying or writing

      d) The game can provide practice in all skills (reading, writing, listening, and speaking)

   2) The disadvantages of match word games in the classroom, are:

      a) By attracting students' interest in games, all of them were active and made noisy. So it was difficult for the teacher to control them.

      b) By playing games the teacher only had a little time to explain the material and give some new vocabulary. So there was no longer time for the teacher to explain more and help them memorize all the new vocabulary

b. The procedure for playing the word-matching game:

1) The teacher prepares a word grouping table

2) The teacher shares the text

3) Students divided into groups

4) Each group matches the word to the group of words in the table, from start to finish

5) Each group matches the word to find a group of words like a group of adjectives, verbs, or nouns.

6) Each group must match words before time runs out

7) This game is carried out until finding the fastest and correct

B. Previous Related Studies

The previous research entitled Using Games in Improving Students' Vocabulary (Classroom Action Research at Seventh Grade of Yayasan Miftahul Jannah (YMJ) Junior high school Ciputat) by Miftahul Jannah in 2011 was aimed to improve students' vocabulary most efficiently through games at the seventh grade of Yayasan Miftahul Jannah (YMJ) Junior High School Ciputat, and it also helps the English teacher at seventh grade of Yayayasan Miftahul Jannah (YMJ) Junior High School Ciputat to manage activities in the classroom. The research design was Classroom Action Research (CAR). This research consisted of two cycles and each cycle consisted of four phases, they were: planning, action, observation, and reflection. To collect and analyze the data, the researcher used interviews, observation, and the students' achievements in pre-test and post-test to support the data collected. The result of this research shows that using games in the seventh grade of Yayasan

Miftahul Jannah (YMJ) Junior High School Ciputat can improve their vocabulary. Moreover, the students' achievements in the pre-test and post-test showed a significant improvement.

Second, research titled The Use of World Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015) by Febriana Eka Setyaningsih in 2015. The objectives of this study are to find out whether "World Clap Game" can be used as a strategy in teaching vocabulary to the eight grade students of SMPN 3 Ungaran and to find out whether the use of "World Clap Game" can improve the students' vocabulary achievement in learning vocabulary. This research method is Classroom Action Research (CAR). There were two cycles in this study. Each cycle was carried out through four steps. The researcher got the data from observation, test, and questionnaire. According to the analyses, the pre-test mean is 64,4 while the post-test mean is 77,1. The result of the research shows World Clap Game can be used as a strategy to improve the students' vocabulary mastery.

The third research titled The Use of Sticky Notes Towards The Improvement of Students' English Vocabulary Mastery at SMPN 11 Maros Baru was done by Nurhamdy Strio Utomo in 2019. The objective of the research is to find out the effectiveness of Sticky Notes on the students' English vocabulary mastery in the second grade of SMPN 11 Maros Baru. The research method is quasi-experimental with a non-equivalent control class design. The total population was 167. Then, the sampling was purposive sampling which

consisted of 20 students in the experimental class and 20 students in the control class. The instrument was used in pre-test and post-test. The findings showed that in both experimental and controlled class students can improve their English vocabulary. It was measured by the increasing mean score of the students score in pre-test and post-test.

Based on the previous findings above, the researcher concluded that the use of interesting techniques in teaching vocabulary can stimulate and improve students' vocabulary. The similarity of the research above is the teaching of English to improve the vocabulary aspects by using games and the collected data use pre-test and post-test. There were some differences from previous studies with the research conducted by the researcher in the strategy of teaching vocabulary using the Match Words Game.

C. Rationale

Vocabulary is an important thing that must be mastered by someone who is learning a foreign language, especially English which is as students junior high school. The students who has a good vocabulary mastery can easily communicate with other people. The students will have difficulty in achieving language competence if less vocabulary. To reduce difficulties in learning English, need some new, creative, and innovative ways to learn and teach. Methode was needed in teaching English vocabulary. One of the good methode that can improve vocabulary is the technique of a Match Words Game.

In this study, the researcher would applied a Match Words Game to improve vocabulary mastery, because the methode is a cooperative-based

methode which when applied in class the students become active and motivated. Related to improving students' vocabulary in learning English, the researcher wanted to focus her research subject on SMP Pandanaran Plupuh Sragen. In observations made by researcher, there are difficulties experienced by students in learning English, especially vocabulary. Referring to the difficulties of students, the researcher wants to apply new ways to improve vocabulary using Match Words Game methode. With these objectives, it is hoped that it can improve the vocabulary of students learning English.

D. Hypothesis

Based on the theory and rationale above, the researcher proposes the hypothesis that using match words game can improve the vocabulary English of the eight grade students of SMP Pandanran Plupuh Sragen in the academic year 2022/2023.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was classroom action research (CAR). According to Michael J. Wallace (2006), Classroom Action Research (CAR) is a type of classroom research by the teacher to solve problems or to find answers to context-specific issues. This research focused on the process of teaching English vocabulary using match words games. The utilization of classroom action research was chosen as the method to discover the most effective approach in the classroom, allowing the researcher to directly observe the study subject.

This research included research locations and samples, research time, and classroom action research cycle as follows, if in the first cycle students' vocabulary had increased, the learning was stopped, but if students' learning had not increased, and it continued to the second cycle. This action research was conducted using the spiral model of action research proposed by Kemmis and Mc Taggart model which consisted of four steps namely, planning, acting, observing, and reflecting (as cited in Kemmis et al., 2014: 112). The research design can be illustrated as follows:
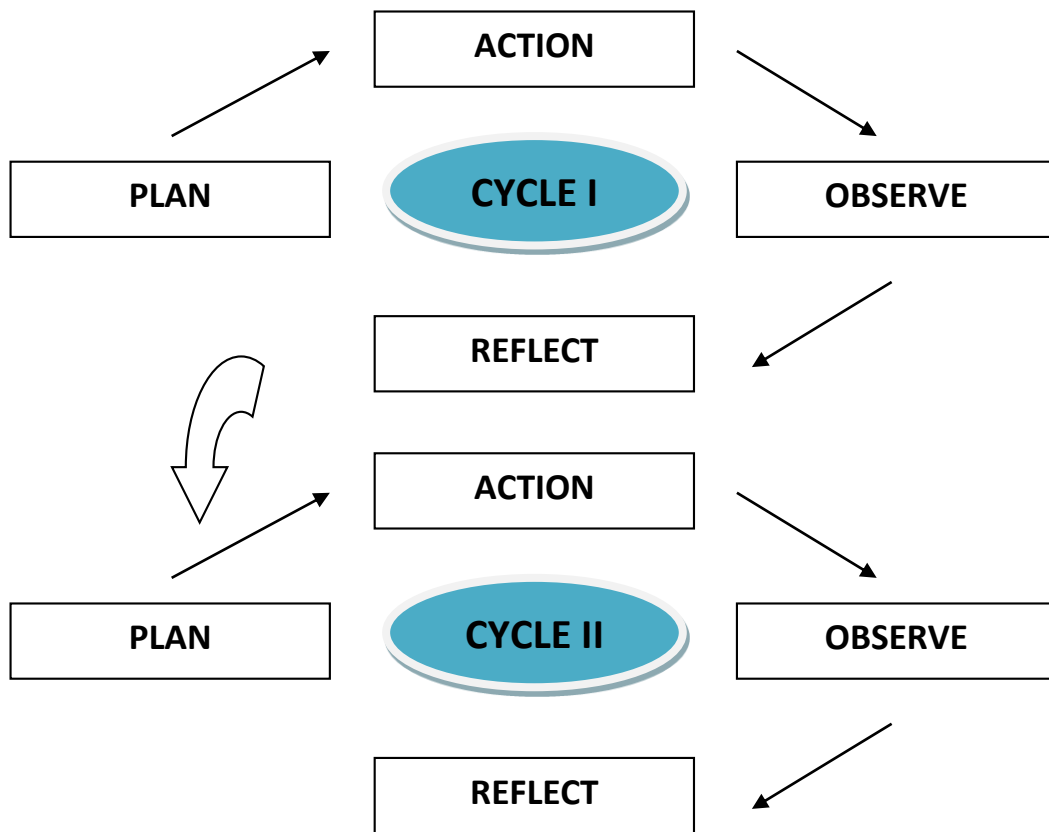
Figure 3.1 Cycle of Action Research Kemmis and Mc Taggart

B. **Research Setting**

1. Place of Research

   The research took place in the eight grade of SMP Pandanaran Plupuh Sragen in the Academic Year 2022/2023. SMP Pandanaran was located at Kedungdowo, RT 09 RW 03, Somorodukuh, Plupuh, Sragen.

2. Time of Research

   The data collection of this research was held in January in the second term academic year 2022/2023.

C. **Research Subject**

Subjects in a study were required to get the needed information. Lodico et al., (2006: 266) revealed "Depending on the types of questions asked, the researcher would want to select the subjects so that they will be able to provide the key information essential for the study". It means that in Clasroom Action Research, the researchers select their subject based on the subjects' knowledge which is capable of answering the question. Research subjects as informants, which means people who are used to providing information about the situation and conditions of the research place.

The subject of this study was students in SMP Pandanaran Plupuh Sragen in eighth grade in the academic year of 2022/2023. The class had 29 active students consisting of 11 female students and 18 male students.

D. Source of the Data

The source of the data of this study were informants from students to interview about their opinion of match word game and events in the classroom when the researcher implemented using match words game in the learning process. Besides that, the researcher used the test to find the students' vocabulary mastery before and after the implementation of using match words game in the classroom.

E. Techniques of Collecting the Data

There were three techniques of collecting data applied in this study; they were observation, interview, and test. This research used qualitative data and quantitative data. The qualitative data consisted of observation of the physical activity in the classroom and interviews with students. Besides

that, the quantitative data used was pre-test and post-test. The complete explanation is as follows:

1. Observation

    The observation was documented in a sheet, providing a valuable reference guide to enhance the learning process and wish the learners good luck. Recording observational data is not just taking notes, but also consideration and assessment into an assessment graded. The format used in the observation is arranged in items.

    Observation was based on direct experience so that the researcher made a field more based on what they had seen; setting, manner, and whatever following real situations. The observation was conducted to observe the teaching-learning process in eighth grade students of SMP Pandaran Plupuh Sragen, in the academic year 2022/2023. It used to know about the implementation of using games and improvement toward the use of match words game. The researcher observed by recording the students' activities in the from of photos and videos.

    The observation sheet was one of the instruments used in data collection. The observation was made during the teaching-learning process using the match words game.

2. Interview

The interview was a data collection technique through an oral question-and-answer process that took place in one direction, meaning that the question came from the interviewer, and the answer was given by the interviewee.

The interview was a dialogue conducted by the interviewer to get information from the interviewer. In this research, the researcher used a structural interview. The researcher interviewed the English teacher before implementing Class Action Research (CAR). Moreover, the researcher asked some questions to the students to get some information about their opinions after learning vocabulary using match words game in class. The researcher interviewed in students eighth grade in SMP Pandanaran Plupuh Sragen. Here, the researcher took 10 samples of 29 students.

Interviews were a form of direct communication between researchers and respondents. Communication took place in the form of questions and answers in face-to-face relationships, so the respondent's movements and expressions were patterns of media that complement the words verbally. The interview method was employed to gather data by instructing how to directly engage with informants during the process. The interview was to ask questions or confirm to researcher's sample systematically (structure). The Interview meant how to collect information materials carried out by question and answer verbally,

unilaterally, face to face directly, and with a purpose that had been specified.

In the process of collecting data in this study, the research used the structured interview method. The structured interview was questions lead to answers in a pattern of questions that put forward

3. Test

The test questions used in this study as written test. The test was given to the students to find their vocabulary mastery. The test was a way to get how far the students' ability was and to see the students' achievement from a material that was explained. The result of this test was students' vocabulary improvement. The test in this research was in the form of pre-test and post-test. The pre-test was done before implementing the match words game. It was used to measure students' vocabulary comprehension at first. Meanwhile, the post-test was implemented after using match word games.

Penny McKay (2006) states that vocabulary can be assessed by using types of discrete-point vocabulary, including questions match-making and multiple-choice questions. Match pictures with words can used for vocabulary reading assessment. In this research, the test was done in the form of multiple choices.

F. Research Instrument

Some instruments were used in this research. They were vocabulary tests, interview lists, and observation checklists.

1. Observation checklist

   In this research, observation was used to know the students' condition during the treatment process. The observation of this research was as follows.

Table3.1. Student's Observation Checklist

NO	Students' Preparation	Yes	No
1.	The students prepare themselves to learn and prepare all the things needed in the learning activity.		
2.	**Students' Interest in Using Match Words Games and the Material Give**		
	- Students pay attention to the explanation of the material		
	- Students pay attention to the explanation about the steps of the match words game		
	- Students show their interest in using match words game and the material given.		
	- Students give comments or ideas about the material given.		
3.	**Students' Attitude toward Using Match Words Game**		
	- Students actively participate during practice.		
	- Students get enthusiastic ideas in vocabulary tests by using match words game		

2. Interview list

In this research, the researcher used interviews to get the students' perception of match words game in learning vocabulary in the classroom. There were five questions prepared by the researcher. The researcher used Bahasa when conducting the interview. The questions for the interview were as follows:

Table3.2.Students Interview Questions

NO	Grid of Interview Questions
1.	*"Apa pendapatmu tentang pembelajaran Bahasa Inggris menggunakan Match Words Game yang barusan diterapkan di kelas?"*
2.	*"Apakah kamu dapat memahami materi dengan metode* Match Words Game*?"*
3.	*"Apakah* Match Words Game *membantu mengingat arti kosakata Bahasa Inggris?"*
4.	*"Apakah belajar kosakata bahasa Inggris menggunakan* Match Words Game *sangat menarik dan menghibur? Kenapa?"*
5.	*"Apakah ada perbedaan belajar sebelum dan sesudah menggunakan* Match Words Game*?"*

3. Vocabulary test

The test is one of the best instruments to get data. The vocabulary test in this research consisted of one kind of blank question. It was multiple choice questions. The test was given to students in eighth grade SMP Pandanaran Plupuh. The test items of the pre-test were different from the post-test but similar in their level.

G. Techniques of Analyzing the Data

The data collected was analyzed through qualitative and quantitative techniques. Description and reflections about what happened in the teaching and learning process were obtained from observations and interview transcripts.

The data from the pre-test and post-test scores was analyzed using quantitative methods using a formula proposed by Arikunto (2010:15). In analyzing the data the researcher used the mean score of pre-test and post-test by using this formula below:

$$M = \frac{\Sigma\, x}{n}$$

In which:

M: Mean of student's scores

n: Number of the data

$\Sigma\, x$: The sum score of the student's test

In this research, the result of analyzing quantitative data was used to compare the students' abilities before and after this research was done. These were used to find out whether any improvements in the students' achievements before and after the study.

H. Trustworthiness of the Data

The validity of the data is important in the research to check the credibility of the data. In this research, the researcher used triangulation to determine the validity and reliability of the research. Denzin in Tohirin (2012: 73) divides triangulation into four kinds, they are; triangulation by using sources, triangulation by using methods, triangulation by using investigators, and triangulation by using theories. The explanations can be presented below :

1. Triangulation by using the resources

   In this source triangulation, the researcher used many sources or participants to get the accuracy of data. This type of data triangulation was to know if the data studied in research had the same meaning in different conditions.

2. Triangulation by using method

   Method triangulation involves the use of more than one type of method to study a phenomenon. Checking the data was done by comparing the results obtained from certain methods such as interviews, observations, and document studies. This type of triangulation made the answers to interviews conducted with informants strengthen assumptions but would break the assumptions of researchers.

3. Triangulation by using theory

   Theory triangulation means using several theoretical frameworks in research from one theoretical perspective. Checking the data was done by comparing the theory used in previous studies. This type of data triangulation was to ensure that the selected theory was used to test the data that had been collected.

4. Triangulation by investigator

   This triangulation has a way of utilizing researchers or other observers for re-checking the degree of confidence in the data. The use of other observers helped the researcher to reduce errors in data collection.

   Based on the explanation above, the researcher decided to use the triangulation method for this study. It was done by the data taken from observation held during the teaching and learning process, from students' test results before and after CAR, and the data from interviews with the students in eighth grade of SMP Pandanaran Plupuh. The researcher observed the process the teaching-learning process in class to validate the data. The process of triangulation technique was aimed to support the trustworthiness of the data.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The researcher presents the findings which had been collected during research and discussion about the analysis data of the research. The researcher described the implementation of using the match words game to teach English vocabulary mastery to eighth grade students at SMP Pandanran Plupuh Sragen. The respondents of the research consisted of 29 students in the eighth grade.

The researcher described the results of the research and analyzes the data collected through two cycles consisting of cycle I and cycle II. Each cycle of research implementation consists of planning, action, observation, and reflection. The researcher also interviewed ten students after the implementation of using match words game.

1. The Improvement of Vocabulary Mastery Based On Test Result

Tests were also employed by the researcher to strengthen their findings. The preliminary test for narrative text material, post-test cycle I narrative text, and post-test cycle II recount text consisted of the three tests that were conducted by the researchers. Each test had different average value, although there was an increase. The results of the test scores of students are in the table below.

Table 4.1 The Student's Score during Cycle I and Cycle II

No	Students Name	Pretest	Post Test I	Post Test II
1.	AN	50	65	75
2.	ARNB	55	70	75
3.	AD	60	70	80
4.	AS	55	65	75
5.	AGCR	65	70	85
6.	ADL	55	65	75
7.	DIS	65	70	80
8.	EF	50	60	75
9.	FKU	60	70	80
10.	ISN	55	65	75
11.	IS	60	65	85
12.	KW	60	70	80
13.	MIPP	55	65	75
14.	MAAS	55	60	75
15.	MC	50	60	75
16.	MF	55	60	75
17.	MI	65	70	80
18.	MMR	60	65	80
19.	MN	50	60	75
20.	MRRM	55	60	75
21.	NAP	65	70	85
22.	RMPW	60	70	80
23.	RR	50	60	75
24.	RR	55	60	75
25.	SFA	60	65	75
26.	SJ	60	70	80
27.	UF	65	70	85
28.	VA	55	60	75
29.	ZAA	55	65	80
	Total	1660	1895	2260
	Mean	57,24	65,34	77,93

The researcher discovered that the students' vocabulary mastery had improved based on the data above. It could be seen from the mean of value from the test (pre-test, post-test I, and post-test II) was improved.

a. The Result of the Preliminary Test

The researcher gave a test of narrative text before the implementation match words game in the class. The material was by the material taught using the method usually used by the English teacher, just by memorizing a few words and the English teacher explained the material in front of the class. There were 20 multiple-choice in 60 minutes. The calculation of the average of the score pre-test is as follows :

$$M = \frac{\Sigma x}{n} = \frac{1.660}{29} = 57,24$$

From the calculation of the average result of the student's initial test before using the match words game was 57,24. It can be seen that for all students in class VIII SMP Pandanaran Plupuh Sragen, the average has not yet complete the minimum criteria for learning completeness (KKM) which is 75, and students' vocabulary mastery is still very low. Therefore, the researcher conducted learning using match words game to improve students' learning outcomes.

b. The Result of Post-Test Cycle I

In the first cycle, the researcher implemented the match words game with the material narrative text. The calculation of the average of the score post-test cycle 1 is as follows:

$$M = \frac{\Sigma x}{n} = \frac{1.895}{29} = 65,34$$

The calculation of the average result post-test cycle 1 after using the match words game was 65,34. The post-test 1 results showed an increased score. However, it needed to be further improvement because the average had not yet fulfilled the minimum criteria for learning completeness (KKM) which was 75.

c. The Result of Post-Test Cycle II

The researcher gave the last post-test in the second cycle with the material recount text after implementing the match words game. The calculate mean score of post-test cycle II is as follows:

$$M = \frac{\Sigma x}{n} = \frac{2.260}{29} = 77,93$$

With an average of 77,93 the students showed better results in the minimum criteria for learning completeness (KKM) in cycle I which had been set at 75. It can be concluded that the match words game can improve students' vocabulary mastery.

2. **The Implementation of Match Words Game Based on Observation Cheklist**

a. Data Analysis of Preliminary Test Result

Before conducting the research, the researcher gave the preliminary test. The preliminary test was used to support the

empirical data and to get the basic score of students' vocabulary before implementation of the match words game. The preliminary test was done before the Classroom Action Research (CAR). It was conducted on Monday, 22 Agustus 2022. There were 20 questions in multiple-choice from which the students carried out the test for 60 minutes.

The calculation of the average result of the students' initial test before using the match words game was 57,24. The average is not yet complete from the competency standard of 75. From that analyzing, it could be seen that almost all of the eight grade students' vocabulary mastery was still very low. Therefore the researcher conducted learning using match words game to improve students' learning outcomes.

b. The Implementation of Cycle I

In this stage, the researcher acted as the teacher in applying match words game in teaching vocabulary. In this cycle there were four steps, namely planning, action, observation, and reflection. The following is a brief explanation of the cycle I.

1) Planning

Before carrying out an activity, it was better to start with planning, so that the activity was according to plan. In this study, the researcher first made preparations as follows: The researcher made a Learning Implementation Plan (RPP)

complete with questions, pre-test and post-test questions. The researcher prepared material and media learning to be presented. Then, the researcher prepared observation sheets to strengthen the test results data coupled with the results data. Before the planning tools were applied, the researcher consulted with the eighth grade English teacher to correct whether the research tools were suitable to be carried out. Cycle 1 was held on Monday, 13 March 2023, and Wednesday, 15 March 2023.

2) Action

The implementation of the actions in the first cycle was carried out in two meetings. The learning process was implemented according to the English learning schedule VIII grade. The first action was carried out on Monday, 13 March 2023. The material in the first cycle was mentioning the types of words in English such as nouns, adjectives, and verbs, besides also learning the meaning of each word in narrative text material.

In the first meeting researcher became the teacher in the class English. Students read the text silently after the researcher shared print outs of the text. Then, the researcher and students read the text together. The researcher continued to

discuss the narrative text's generic structure, vocabulary learning, and meaning, as well as how to analyze the text.

In this activity, the researcher created several groups consisting of five to six students to play the game. The researcher explained the rules match word game activities that were carried out in teamwork. After students paid attention and understood the rules of the game, students identified types of words and collected words based on groups of words such as nouns, adjectives, and verbs in narrative texts that had been distributed by researchers. The students looked enthusiastic to answer the questions, and the class was getting crowded and uncontrollable. Then the researcher called the team randomly to answer the word category table in front of the class. Each team represented its members to mention three types of words for each group of words and explained the meaning of each word, this rule turned to the other team. The students showed interest in using match word game and the students actively participated during practice. After all teams had answered the categories, the researcher discussed them together so that students knew the wrong and correct answers. When the game was over, the researcher gave time to ask questions about the narrative text material. Before ending the lessons the researcher concluded the lesson that had been presented. Then the

researcher gave information in the next meeting would be held an exam narrative text. In the end, the researcher closed the meeting.

The second meeting in the first cycle was held on Wednesday, 15 March 2023. In this meeting, the researcher only reviewed the material before, including narrative text material. The researcher tried to ask short questions to random students, such as asking about the types of generic structures, vocabulary learning, and the meaning. Then, at the end of the meeting before closing, the students gave answers to post-test questions that had been shared by the researcher. Students had 60 minutes to answer 20 multiple-choice questions. During this meeting, the number of students who followed the Post Test Cycle 1 totaled 29 students. After all students finished answering the questions, the researcher closed the lesson by saying greetings and reading a prayer, not forgetting that the researcher gave a moral message to students so that they would be more enthusiastic about studying.

3) Observation

This observation was made during the learning process of narrative text material using a Macth Words Game which took place in two meetings on Monday, 13 March 2023, and on Wednesday, 15 March 2023. This observation focused on the

situation of the implementation of learning and the activeness of students in the learning process in the implementation of the Match Words Game.

The results of the observations by the researcher who observed the students during class. The findings in the first cycle the students looked less excited when going to start the lesson. When the researcher explained the narrative text material the students looked serious but some students were noisy. Then when the researcher implemented the match words game the students were very enthusiastic and interested in learning. Complete data on the result of observations can be seen in Appendix 1 students observation.

4) Reflection

The researcher reflected on the student observation sheets and post-test results to find out the advantages and disadvantages of the teaching and learning process of narrative text in match words game. The researcher maintained the advantages and corrected the disadvantages of the lesson plan (RPP) in cycle 1. The researcher concluded that the strength of the lesson plan for cycle 1 was a fun learning process. The students got an increase in scores on the preliminary test although still below the competency standard of 75. However, some students did not understand the material and still

questioned because it was first a match words game held in class, and besides that, during learning, students were very crowded. Complete data on the result can be seen in the appendix 2 log book. According to the result, some improvements were needed to conduct the next cycle to get better results.

c. The Implementation of Cycle II

The Cycle II was used to improve the achievement in the cycle 1. The implementation of the action was divided into four stages, there were stages of planning, implementing/action, observation, and reflection which from a cycle. For its implementation, the second cycle was carried out on Monday, 20 March 2023, and Wednesday, 22 March 2023. For more details, each stage can be explained as follows:

1) Planning

In cycle II planning, the researcher compiled the instruments research, the same as what researchers did in cycle I, there are: (a) prepared observation sheets of students, interview sheets (b) prepared lesson plan (RPP), (c) prepared learning media for Recount Text material, (d) prepared worksheet in the group, (e) made test question that was used in the post-test cycle II.

2) Action

The first meeting in the second cycle was carried out on Monday, 20 March 2023. The material in the the cycle II was mentioning the types of words in English words such as nouns, adjectives, and verbs in recount text material. In this meeting researcher became the teacher, the same as what the researcher did in the first cycle. Before starting the meeting, The students prepared all the things needed for the learning activity. The researcher explained the Recount Text material in class, after giving print outs of text material text to all students. After reading the text together, the researcher explained the generic structure of the recount text, and types of words such as nouns, adjectives, and verbs. The students paid attention to the explanation about the material recount text.

Before starting the game, the researcher told the rules of the game that it was still the same as the previous game. The students paid attention to the explanation and the instructions for the match word game. After the researcher gave the text according to the material, namely recount text to each student, the researcher divided the group, each group consisting of five to six people, and then group members looked for groups of words such as adjectives, nouns, adverbs, and verbs randomly in the word table that had been distributed. The students looked at active participation during the implementation of the match

words game in the class. After all groups had finished answering, the researcher called the group randomly to fill in the table on the board provided by the researcher in front of the class. Each group mentioned three types of words. If the group answered correctly, they got points, but if they could not answer, the wrong answers were corrected together. Before closing the lesson, the researcher summarized the recount text material. In the end meeting the researcher gave an announcement that the next meeting would be an exam recount text.

In the second meeting in the second cycle, the researcher reviewed the previous material, which was recount text. Before the exam started, the researcher asked randomly students about kinds of generic structure recount text, vocabulary learning, and the meaning. After that, the researcher gave the final post-test of the recount text that had been learned before to find out whether the students had understood the material that had been given and whether there was any improvement or not. Students had time to answer the question same as the test before which took 50 minutes to answer 20 multiple-choice questions. Before closing the meeting, the researcher interviewed ten students to get short answers regarding the use of match words game in English

teaching. This was done to support the researcher's data. To close the meeting, the researcher apologized if there were many mistakes when teaching English to students during the research. Not forgetting that the researcher gave messages and inspired students to be active in learning to achieve their goals.

3) Observation

Observations were made while the learning process was being carried out. The results of the observations in the second cycle meeting by the researcher who observed the students during class learning were that students were very enthusiastic, and their interest in learning increased more than in the first cycle. Students felt happy to learn and students were able to respond well to the learning, so students quickly understood the new materials presented.

Additionally, observational results also revealed that during the second cycle, the students looked very excited when the researcher presented the recount text material in front of the class. When playing the game with their respective groups, they seemed capable of understanding the rules of the game, so when the game session started, a few of the students were confused and asked the researcher about the first cycle. The complete data regarding the observation results can be seen in appendix 1 students observation.

4) Reflection

The researcher evaluated the learning process that had been carried out in the second cycle. In this cycle, the researcher concluded that the match words game method used had succeeded in increasing enthusiasm, generating good responses, and improving students' vocabulary mastery. The students were also very active compared to the previous meeting and were able to understand the recount text material with the match words game. In addition, during thep ost-test, the students were orderly in doing the task and got an increase in scores above the competency standard of 75. Complete data on the result can be seen in the appendix 2 log book.

3. **The Improvement of Vocabulary Learning Based On Interview Result**

After implementing the Match Words Game in class, the researcher conducted interviews with students to strengthen the results of the study. It was conducted on Wednesday, 22nd March 2023 after finishing cycle 2. Interviews were conducted on ten students. The ten students who were interviewed consisted of active and high scores in class. The number of questions posed to students was five questions. The full interview results can be seen in the seventh appendix of the interview transcript.

The first question was about my opinion on learning English with the Match Words Game that had just been implemented in class. The most of students thought the match words game was excellent and enjoyable and the class became active because it was the first time learning English vocabulary using the match words game. This statement can be evidenced by students' interview result as follow:

> "*Menurutku belajar Bahasa Inggris menggunakan* Match Words Game ***sangat menyenangkan*** *dan saya **sangat menyukainya*** ". (Student 1)

> "*Sangat **menyenangkan karena hal yang baru** di terapkan di kelas.*" (Student 5)

> "*Menurutku **sangat menyenangkan** karena saat pembelajaran **menjadi aktif**.*" (Student 8)

The second question was intended to ask about could understand the material with Match Words Game. Almost all students said that used match words game to learn English vocabulary and the meaning was very easy to understand. It can be shown from the interview students' result below:

> "*Tentu saya dapat belajar dengan **mudah memahami** materi English vocabulary dengan match words game daripada pembelajaran biasanya yang monoton* " (Student 2)

> "*Iya kak, saya **dapat memahai** materi English vocabulary dan artinya dengan Match Words Game.*" (Student 4)

> *"Iya tentu, saya **dapat mengerti** materi English vocabulary dengan mudah selama menggunakan match words game."* (Students 6)

The third question was about could Match Words Game helped remember the meaning of English vocabulary. The studens agreed that statement matchwords game helped remember in study. It can be proven as below:

> *"Iya **dapat membantu mengingat** kosakata Bahasa Inggris yang sulit **menjadi mudah".** (Student 3)

> *"Menurutku Match Words Game dapat **membantu mengingat** kosakata beserta artinya karena saat pembelajaran sangat **seru.** "* (Student 6)

> *"Menurutku belajar kosakata bahasa Inggris dengan march words game sangat **membantu mengingat arti kosakata dengan mudah cepat**."* (Student 9)

The forth question was telling about learning English vocabulary with Match Words Game could be interesting. The students recognized that the Match Words Game was engaging because it was not monotonus and encouraged active participation in class discussion. This statement can be proven by the students' interview results as follow:

> *"Iya **sangat menarik** untuk belajar kosakata Bahasa Inggris karena pembelajaran yang **tidak monoton**."* (Student 3)

> *"Menggunakan Match Words Game saat belajar Bahasa Inggris di kelas menurutku sangat **menarik dan menghibur***

*karena **hal yang sangat baru dan hampir aktif semua** saat pembelajaran."* (Student 7)

*"Menurutku **sangat menarik dan menghibur** karena diterapkannya Match Words Game saat pembelajaran di kelas merupakan hal yang sangat baru yang belum pernah digunakan saat pembelajaran."* (Student 10)

The fifth question was about the differences in learning before and after using match words game in class. Before using the Match Words Game in learning the students felt bored but after using match words game in learning could understand the vocabulary and the meaning easily and the students were so enthusiastic and active and got increase scores. This statement is evidenced by students' interview results as follows:

*"**Sebelum menggunakan sulit untuk memahami** materi sedangkan sesudah menggunakan Match Words Game **sangat mudah memahami** materi dengan cepat."* (Student 5)

*"Tentu saja ada yaitu saat **sebelum menggunakan Match Words Game pembelajaran sangat susah di mengerti** tapi sesudah menerapkan match words game sangat mudah memahami vocabulary dan artinya dengan cepat."* (Student 7)

*"Iya tentu saja ada, **saat sebelum diterapkannya pembelajran menggunakan match words game di kelas, kurang menarik dan sangat monoton** namun setelah diterapkannya Match Words Game pembelajaran **sangat semangat dan aktif sehingga mendapat kenaikan nilai**."* (Student 10)

From the results of the interview above, it can be concluded most students who learn English with match words games enjoy and were able to understand the vocabulary and the meaning quickly. In addition, match words game can raise students' scores in English vocabulary.

B. Discussion

The findings of this research showed that match words game improved students' vocabulary mastery in eighth grade of SMP Pandanaran Plupuh Sragen in the academic year 2022//2023. It can be seen from the improvement of students' test scores. The students' average score on the preliminary test was 57,24. After the implementation of the match words game, the average score of post-test I was 65,34. The researcher then carried on to the second cycle, where the average post-test II score was 77,93 or passed the minimum criteria for learning completeness (KKM) of 75 as the specified success criterion. In addition to improving the students' scores, the implementation of a match words game got positive responses from students in the voabulary learning process.

This part covers the discussion of teaching English vocabulary mastery through the match words game technique. The findings of the research proved that match words game can improve students' vocabulary mastery. It can be seen from the improvement score, students' observation checklist, and interview transcript. The result of the observation showed that the students' activities and attitudes in the learning process were improved compared to the previous cycle. Moreover, from the interview transcript, most students believe that learning English vocabulary mastery with match

words game was enjoyable. In addition, the students can understand vocabulary mastery easily. Furthermore, students also argued that there was a difference in learning English vocabulary mastery before using and after applying it as the average students' score increased and students became enthusiastic in studying English vocabulary mastery with match words game.

The findings of this research confirmed theories from experts. Games are a powerful tool for getting students more involved in the teaching and learning process. Besides that, playing games has inspired students to be more imaginative and interested in studying English. Games are also motivating because the students can enjoy the challenging activities. It adds a competitive element to language-learning exercises. It provides useful encouragement for the use of targeted language (Prasad, U. 2003). Therefore, the purpose of suggesting games for vocabulary learning is to stimulate an environment that encourages vocabulary growth, and a carefully selected game can be useful the students in acquiring English words. Gaming offers a fun, usually joyful setting where students follow rules while working toward a difficult objective. To increase the students' improvement and participation, games can be an alternative.

Make and match is a teaching method that places a high value on social skills, particularly the capacity for cooperation and interaction, as well as the capacity for quick thought while playing the game in search of words for the partner (Wahab Abdul, 2007). Therefore, in this research,

students carried out work together in groups to answer the assignments so that all students became active in learning, such as students who were passive in learning and began to dare to ask active students. Besides that, students are also active in looking for the meaning of vocabulary in the dictionary book so that students can remember the vocabulary.

Thoroughly, similar results occurred with the previous studies from Miftahul Jannah (2011) entitled "Using Games in Improving Students' Vocabulary (Classroom Action Research at Seventh Grade of Yayasan Miftahul Jannah (YMJ) Junior High School Ciputat", and Febriana Eka Setyaningsih (2015) entitled "The Use of World Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic Year of 2014/2015)". Both studies showed that games could improve vocabulary mastery because the students with a comfortable and fun way to learn English that the students could not get in the classroom before. These findings prove that games can be used to improve vocabulary learning.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This research was conducted to know the comparison before and after using Match Words Game, to explain the students' response about the Match Words Game methode at eight grade of SMP Pandanaran Plupuh Sragen on the academic year of 2022/2023. After carrying out several procedures such as determining the research design, collecting data, and analyzing the data, the researcher completed the research with positive results. Based on the findings of the researcher, the average pre-test in the pre-cycle stage was 57,24 out of 29 students, none of the students reached the school's standard of completeness. It means the students' scores in pre cycle could be categorized as poor. Then the researcher used the Match Word Game to improve students' ability to master vocabulary was very helpful. It could be seen that using match words game in teaching and learning English was more interesting to the students. It showed an indicator the average score of the students in the first cycle was 65,34 and the second cycle was 77,93. It means the students' scores in the first until the second cycle could be categorized as good. The learning outcomes of eight grade students at SMP Pandanaran Plupuh Sragen could improve after the implementation of the match words game implemented through this research. Thus, the learning approaches and media studied were proven to improve students' learning outcomes. It can be concluded that

making a match words game can improve the students' vocabulary and can remember the vocabulary.

B. Suggestions

The implementation of this research provides more insight to researchers, especially in terms of looking at the implementation of Classroom Action Research (CAR) for an educator. The implementation of Classroom Action Research (CAR) is very necessary as a means of self-improvement as an educator and optimizing the learning process to be of higher quality and beneficial to students. However, in addition to gaining new insight, some things need to be addressed. Suggestions that can be conveyed based on the implementation of this research are:

1. Teachers need to provide learning that is not monotonous and interesting for students. The use of varied learning methods, approaches, and media is highly recommended in the learning process. This can help students optimally understand learning material.

2. Learning with match words game can be an interesting learning innovation. However, it should also be noted that the class is always in a conductive state.

3. The use of ice-breaking to restore students' focus during the learning process needs to be given to overcome the burden because students cannot always enjoy and follow learning.

4. Reflection after learning is very necessary and should be done regularly by a teacher to evaluate and improve the quality of their performance as educators. It also aims to improve the learning process and outcomes.

5. It is hoped that the next researcher will improve upon the findings of this study to help others and better the field of education.

BIBLIOGRAPHY

Afzal, N., 2019. "A Study on Vocabulary-Learning Problems Encountaered by BA English Majors at the University Level of Education". Arab World English Journal (AWEJ).

Alqahtani, M. (2015). The Importance of Vocabularyin Language Learning and How to be Taught. *International Journal of Teaching and Education,* 3(3),25. https://doi.org/10.20472/TE/2015.3.3002

Amaal, A. M. & and Majeda, A. N., 2014. "The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan". International Journal of Cotemporary Research.

Asyiah, D. N. (2017). The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia,* 9(2), 293-318. https//:doi.org/10.21274/1s.2017.9.2.293-318

Aziz, Wahab Abdul. 2007. Metode dan Model-model Mengajar. Bandung: Alfabeta.

Berg, Bruce L. 2001. *Qualitative Research Methods for the Social Sciences. Fourth Edition.* California State University

Burns, Anne.,2010. *Doing Action Research in English Language Teaching.* Francis: Taylor e-Library

Costikyan, Greg. 2013. *Uncertainty In Games*. The MIT Press. Cambridge.

Denzin. (1978). Kriteria dan Teknik Pemeriksaaan Kebenaran Data: Teknik Pemeriksaan Kebenaran Data. In Tohirin (Ed), Metode Penelitian Kualitatif Dalam Pendidikan dan Bimbingan Konseling (pp. 73). Jakarta: PT Rajagrafindo Persada.

Faliyanti, E., & Arlin, M. (2018). The Correlation Between Students' Habits in Watching English Movie and Vocabulary Mastery at the Sixth Semester at English Education Study Program in Muhammdiyah University of Metro. *Intensive Journal, 1*(2), 94-102. http:dx.doi.org/10.31602/intensive.v1i2.1524

Hardini, S. & Sitohang, R. 2019. "The Use og Language as a Socialcultural Communication." Jurnal Littera.

Hiebert, Elfrida H & Kamil, Michael L. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice.* London: Lawrence Erlbhaum Associates, Inc.

Hadfield, Jill., 1999. *Intermediate Vocabulary Games.* England : Pearson Education Limited

Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education.* Cambridge: Cambdrige University Press.

Jeanne McCarten, 2007. *Teaching vocabulary Lesson from the Corpus, Lesson for the Classroom.* United State of America: Cambridge University Press.

Kemmis, Stephen., McTaggarat, Robin., & Nixon, R. 2014. *The Action Research Planner Doing Critical Participatory Action Research.* New York

Lodico, Marguerite G., Spaulding, Dean T., & Voegtle, Katherine H. 2006. *Methods In Educational Research From Theory to Practice.* San Francisco

McKay, Penny. 2006. *Assessing Young Language Learners*. Cambridge: Cambridge University Press

Miles, M. B. and Huberman, A. A. 1994. *Qualitative Data Analysis (2nd Ed.).* Thousan Oaks: Sage Publications Inc

Oomen, A., 2012. "Teaching Global English- A Shift Of Focus on Language Skills". The International Journal of Language Learning and Applied Linguistics World.

Prasad, U. 2003. Achieving Communicative Competence in English. India's National Newspaper July, 29. 2003

Rohmah, Nur. 2011. "The Use of Internet Picture Dictionary as Media in Teaching Vocabulary (An Action Research at the Fourth Grade Students of SD N 04 Purwodadi Grobogan in theAcademic Year 2010/2011)." Final Project. Semarang: Semarang State University

Richards, Jack C & Renandya, Willy A, 2002. *Methodolgy In Teaching An Anthology Of Current Practice.* New York : Cambridge University Press.

Schmitt, N., Cobb, T., Horst, M., & Schmitt, D. (2017). How Much Vocabulary is Needed to Use English? Replication of Van Zeeland & Schimitt (2012), Nation (2006) and Cobb (2007). *Language Teaching, 50*(2), 212-226. hhttps://doi.org/10.1017/S0261444815000075

Slattery, Mary & Willis, JANE., 2001. *English for Primary Teachers.* A handbook of activities & classroom language. Oxford: Oxford University Press

Sulistiyo, U. 2016. English Language Teaching and EFL teacher. *Proceedings of the Fourth International Seminar on English Language and Teaching,* Volume 4.

Ur, Penny., 1991. *A Course in Language Teaching*. Practice ang Theory. New York : Cambrige Unversity Press.

Wallace, Michael J., 1998. *Action Research for Language Teachers.* United Kingdom: Cambridge University Press.

Wright, Andre., Betteridge, David., & Buckby, Michael. (2006). *Games for Language Learning Third Edition.* Cambridge: Cambridge University Press

APPENDIXES

APPENDIX 1 STUDENTS OBSERVATION CHEKLIST

THE STUDENT'S OBSERVATION CHECKLIST

Subject   : English

School   : SMP Pandanaran Plupuh Sragen

Class / Term : VIII / II

Cycle   : I

NO	Students' Preparation	Yes	No
1.	The students prepare themselves to learn and prepare all the things need in learning activity.		√
2.	**Students' Interest toward Using Match Words Games and the Material Give**		
	- Students pay attention the explanation about the material		√
	- Students pay attention to the explanation about the steps of match words game	√	
	- Students show their interest toward using match words game and the material give.	√	
	- Students give comments or ideas toward the material given.		√

3.	**Students' Attitude toward Using Match Words Game**		
	- Students give active participation during practice.	√	
	- Students get enthusiastic ideas in vocaubulary test by using match words game	√	

THE STUDENT'S OBSERVATION CHECKLIST

Subject   : English

School   : SMP Pandanaran Plupuh Sragen

Class / Term : VIII / II

Cycle   : II

NO	Students' Preparation	Yes	No
1.	The students prepare themselves to learn and prepare all the things need in learning activity.	√	
2.	**Students' Interest toward Using Match Words Games and the Material Give**		
	- Students pay attention the explanation about the material	√	
	- Students pay attention to the explanation about the steps of match words game	√	
	- Students show their interest toward using match words game and the material give.	√	
	- Students give comments or ideas toward the material given.	√	

3.	**Students' Attitude toward Using Match Words Game**		
	- Students give active participation during practice.	√	
	- Students get enthusiastic ideas in vocaubulary test by using match words game	√	

APPENDIX 2 LOG BOOK

Judul Penelitian:

Improving Voccabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023

1.	Tanggal/Bulan/Tahun	Senin, 13 Maret 2023
2.	Nama Kegiatan	Menerapkan metode Match Words Game pada materi Narrative text
3.	Tujuan Kegiatan	Peserta didik mampu mengingat kosakata Bahasa Inggris dengan mudah dan cepat
4.	Catatan kemajuan: (Hasil yang diperoleh)	- peserta didik mampu memahami materi - peserta didik sangat aktif saat pembelajaran dikelas
5.	Kendala	- peserta didik masih bertanya-tanya karena pertama kali diadakan - saat pembelajaran sangat ramai
6.	Rencana kegiatan selanjutnya	Mengadakan post test pada materi Narrative Text untuk mengetahui sejauh mana pemahaman materi

Mengetahui
Guru Bahasa Inggris

Harsi, S.Pd

Sragen, 13 Maret 2023
Peniliti

Isthiqomah Suci M
NIM 183221086

Judul Penelitian:

Improving Voccabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023
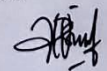
1.	Tanggal/Bulan/Tahun	Rabu, 15 Maret 2023
2.	Nama Kegiatan	Mengevaluasi Materi Sebelumnya yaitu Narrative Text
3.	Tujuan Kegiatan	untuk mengetahui sejauh mana peserta didik mampu memahami materi Narrative Text yang sudah diajarkan dengan Match Words Game.
4.	Catatan kemajuan: (Hasil yang diperoleh)	Banyak peserta didik mendapat kenaikan nilai meskipun masih dibawah KKM (kriteria ketuntasan minimum)
5.	Kendala	Sebagian peserta didik saling memberi jawaban ke peserta didik yang lain.
6.	Rencana kegiatan selanjutnya	melanjutkan materi selanjutnya yaitu materi Recount Text.

Mengetahui
Guru Bahasa Inggris

Harsi, S.Pd

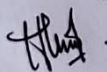Sragen, 15 Maret 2023
Peneliti

Isthiqomah Suci M
NIM 183221086

Judul Penelitian:

Improving Voccabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023
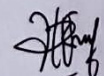
1.	Tanggal/Bulan/Tahun	Senin, 20 Maret 2023
2.	Nama Kegiatan	Menerapkan materi Recoun Text dengan Match Words Game.
3.	Tujuan Kegiatan	Peserta didik mampu memahami dan menambah kosakata B.Inggris dengan mudah
4.	Catatan kemajuan: (Hasil yang diperoleh)	• Peserta didik sangat aktif daripada pertemuan sebelumnya. • Peserta didik sudah mampu materi dengan Match Words Game
5.	Kendala	• Adanya keramaian dikelas karena peserta didik sangat aktif
6.	Rencana kegiatan selanjutnya	Diadakan evaluasi yaitu Post test materi Recount Text.

Mengetahui
Guru Bahasa Inggris

Sragen, 20 Maret 2023
Peniliti

Harsi, S.Pd

Isthiqomah Suci M
NIM 183221086

Judul Penelitian:

Improving Voccabulary Mastery Using Match Words Game in Teaching English for the Eight Grade Students at SMP Pandanaran Plupuh Sragen in the Academic Year of 2022/2023
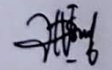
1.	Tanggal/Bulan/Tahun	Rabu, 22 Maret 2023
2.	Nama Kegiatan	Mengevaluasi materi sebelumnya yaitu Recount Text
3.	Tujuan Kegiatan	Untuk mengetahui adanya peningkatan atau tidak pada peserta didik memahami materi yang sudah diajarkan
4.	Catatan kemajuan: (Hasil yang diperoleh)	· Peserta didik tertib mengerjakan tugas · Peserta didik mendapatkan kenaikan nilai di atas KKM (kriteria ketuntasan Minimum)
5.	Kendala	Lancar
6.	Rencana kegiatan selanjutnya	

Mengetahui
Guru Bahasa Inggris

Harsi, S.Pd

Sragen, 22 Maret 2023
Peniliti

Isthiqomah Suci M
NIM 183221086

APPENDIX 3 LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII/2

Materi   : Narrative Text

Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

B. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi generic structure teks narrative

2. Peserta didik dapat mengetahui jenis-jenis kata yang digunakan dalam teks narrative

3. Peserta didik mampu membedakan jenis-jenis kata yang digunakan dalam teks narrative

C. Materi Pembelajaran

*terlampir

D. Metode Pembelajaran

Present Practice Production (PPP)

E. Media dan Sumber Pelajaran

1. Media : Worksheet, papan tulis

2. Sumber Belajar : LKS Bahasa Inggris Kelas VIII Kurikulum 2013, Internet

F. **Langkah-langkah Kegiatan**

1. **Pendahuluan**

   a. Guru mengkondisikan suasana kelas sebelum memulai pembelajaran

   b. Guru membuka pelajaran dengan mengucapkan salam

   c. Guru menanyakan kabar siswa

   d. Guru mengecek kehadiran siswa

   e. Guru menyampaikan topik yang akan dipelajari

2. **Kegiatan Inti**

   a. Guru mempersentasikan materi berupa penjelasan singkat tentang teks narrative

   b. Guru memberikan satu teks narrative dan siswa berlatih menggunakan teks tersebut secara bersama-sama

   c. Guru menjelaskan jenis-jenis kata yang ada dalam bahasa Inggris

   d. Guru menjelaskan aturan dalam kegiatan Match Words Game yang akan dilaksanakan dalam kerja team

   e. Guru membagi siswa bekerja dalam team untuk melakukan match words game dengan langkah sebagai berikut:

   - Guru membagi siswa kedalam satu team yang terdiri dari 5-6 siswa

- Siswa mengidentifikasi jenis-jenis dan mengumpulkan kata yang didapat berdasarkan berdasarkan kelompok kata seperti noun, adjective, dan verb di dalam teks narrative

- Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain

- Setiap team mendapatkan kesempatan untuk menjawab 3 kata nouns, 3 kata adjective, dan 3 kata verb

- Anggota team mewakilkan masing-masing anggotanya untuk menjawab berdasarkan kelompok katanya.

f. Guru memimpin siswa untuk menyimpulkan hasil diskusi

3. **Penutup**

a. Guru mempersilahkan siswa untuk bertanya mengenai materi yang dianggap masih sulit

b. Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan

c. Guru menutup pelajaran dengan mengucapkan salam

G. Penilaian

a. Setiap soal yang benar di beri nilai 5

b. Total penilaian 20 x 5 = 100

c. Nilai maksimum: 100

Penilaian siswa $= \frac{\text{Nilai yang diperoleh}}{\text{Nilai maksimum}}$ x 100%

Malin Kundang

Once upon a time, there was a poor fisherman named Malin Kundang who lived in a small   village on the coast of West Sumatra, Indonesia. Despite his humble origins, Malin Kundang had dreams of wealth and success, and he left his village to seek his fortune   in the big city.

Years passed, and Malin Kundang became incredibly rich through his hard work and business acumen. He married a beautiful woman and had a son, but he never returned to his village or acknowledge his past.

One day, Malin Kundang's ship was anchored near the coast of his hometown, and he saw an old woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Malin Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set sail and leave the shore.

As the ship sailed away, a strom suddenly appeared, and the ship was battered by huge waves. Malin Kundang tried to save himself, but he slipped and fell onto the deck, where he was struck by lightning and turned into a stone steatue.

source: https://www.english-academy.id/blog/narrative-text-adalah

Analyzing the text

1. **Generic Structure of narrative text**

a. Narrative text is an imaginative strory to entertain people and to deal with an actual or vicarious experience in different ways.

b. Orientation it is about the opening paragraph where the teachers of the story are introduced.

c. Complication is where the problems in the story developed

d. Resolution is where the problems in the story is solved.

2. Language features analysis

Using past tense, using linking words, using chronological order of time.

3. Vocabulary Learning

- Noun : a word that refers to a person, place, thing, event, substance or quality.

  Example: Doctor, tree, party, coal and beauty are all nouns

- Adjective : a word that describes a noun or pronoun

  Example: Big, boring, purple, quick, beautiful, and obvious are all adjectives.

- Verb : a word that describes an action, condition or experience.

  Example: The words 'run', 'keep' and 'feel' are all verbs.

- Adverb : a word which describes or gives more information about a verb, adjective, adverb or phrase. Adverb can describe of time.

  Example: In the phrase 'she smiled cheerfully', the word 'cheerfully' is an adverb.

Vocabulary List

1. Once upon time	16. Anchored
2. Poor	17. Coast
3. Fisherman	18. Old
4. Small	19. Shore
5. Humble	20. Searching
6. Wealth	21. Refused
7. Success	22. Ordering
8. Seek	23. Leave
9. Big	24. Sailed
10. Rich	25. Appeared
11. Hard	26. Huge
12. Marry	27. Slipped
13. Beautiful	28. Fell
14. One day	29. Struck
15. Ship	30. Stone

Group the words from based on its parts below!

NOUN	VERB	ADJECTIVE	ADVERB

VOCABULARY CARDS

STONE	ONCE UPON TIME	STRUCK	POOR	FELL
FISHERMAN	SLIPPED	SMALL	HUGE	WEALTH
BIG	LEAVE	SAIL	SUCCESS	APPEAR
LEAVE	SEEK	RICH	ORDERING	HARD
SHIP	ANCHORED	OLD	MARRIED	REFUSED
SHORE	ONE DAY	COAST	SEARCHING	BEAUTIFUL

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP Pandanaran Plupuh Sragen

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII/2

Materi   : Recount Text

Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

B. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi generic structure recount text
2. Peserta didik mampu memahami makna atau arti yang digunakan dalam teks recount
3. Peserta didk mampu membedakan jenis-jenis kata yang digunakan dalam text recount

C. Materi Pembelajaran

*terlampir

D. Metode Pembelajaran

Present Practice Production (PPP)

E. Media dan Sumber Pelajaran

1. Media : Worksheet, papan tulis

2. Sumber Pelajaran : LKS Bahasa Inggris Kelas VIII Kurikulum 2013, Internet

F. Langkah-langkah Kegiatan

   1. Pendahuluan

   a. Guru mengkondisikan suasana kelas sebelum memulai pembelajaran

   b. Guru membuka pelajaran dengan mengucapkan salam

   c. Guru menanyakan kabar siswa

   d. Guru mengecek kehadiran siswa

   e. Guru menyampaikan topik yang akan dipelajari

   2. Kegiatan Inti

   a. Guru mempersentasikan materi berupa penjelasan singkat tentang teks recount

   b. Guru memberikan satu teks recount dan siswa berlatih menggunakan teks tersebut secara bersama-sama

   c. Guru menjelaskan jenis-jenis kata yang ada dalam bahasa Inggris

   d. Guru menjelaskan aturan dalam kegiatan Match Words Game yang akan dilaksanakan dalam kerja team

   e. Guru membagi siswa bekerja dalam untuk melakukan Match words Game dengan langkah sebagai berikut :

- Guru membagi siswa kedalam satu team yang terdiri dari 5-6 siswa

- Siswa mengidentifikasi jenis-jenis dan mengumpulkan kata yang didapat berdasarkan kelompok kata seperti noun,adjective, dan verb di dalam teks recount

- Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain

- Setiap team mendapatkan kesempatan untuk menjawab 3 kata nouns, 3 kata adjective dan 3 kata verb

- Anggota team mewakilkan masing-masing anggotanya untuk menjawab berdasarkan kelompok katanya

f. Guru memimpin siswa untuk menyimpulkan diskusi

3. **Penutup**

a. Guru mempersilahkan siswa untuk bertanya mengenai materi yang dianggap masih sulit

b. Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan

c. Guru menutup pelajaran dengan mengucapkan salam

G. Penilaian

a. Setiap soal yang benar di beri nilai 5

b. Total penilaian 20 x 5 = 100

c. Nilai maksimum: 100

d. Penilaian siswa $= \frac{\text{Nilai yang diperoleh}}{\text{Nilai maksimum}}$ x 100%

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animalas.

After getting the food we went to the noctural house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

source: https://quizizz.com/admin/quiz/5dcc937cac82f4001b29b047/recount-text

Analyzing the text

A. **Generic structure of recount text**

- Recount text is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.

- Orientation tells who was involved, what heppend, where the event took place, and when it happened.

- Event (Event 1 and 2) tells what happened and in what sequence.

- Reorientation consists of optional-closure of event or ending.

B. Language features analysis:

Using past tense, who, where, when, why, noun or pronoun

C. Vocabulary learning

- Noun : a word that refers to a person, place, thing, event, substance or quality.

    Example: Doctor, tree, party, coal and beauty are all nouns

- Adjective : a word that describes a noun or pronoun

    Example: Big, boring, purple, quick, beautiful, and obvious are all adjectives.

- Verb : a word that describes an action, condition or experience.

    Example: The words 'run', 'keep' and 'feel' are all verbs.

- Adverb : a word which describes or gives more information about a verb, adjective, adverb or phrase. Adverb can describe of time.

    Example: In the phrase 'she smiled cheerfully', the word 'cheerfully' is an adverb.

Vocabulary List

1. Yesterday	16. Reptiles
2. Went	17. Only
3. Zoo	18. Night
4. See	19. Lunch
5. Elephant	20. Thrill
6. Other	21. Ride
7. Animal	22. Near
8. Got	23. Fell
9. Shop	24. Rope
10. Buy	25. Park
11. Give	26. Afternoon
12. Get	27. Return
13. Food	28. Tired
14. Saw	29. Happy
15. Birds	30. Fun

Group the words from based on its parts below!

NOUN	VERB	ADJECTIVE	ADVERB

VOCABULARY CARDS

FUN	ANIMAL	FELL	GOT	NEARLY
YESTERDAY	ROPE	SAW	ONLY	SHOP
HAPPY	ELEPHANT	REPTILES	FOOD	RIDE
WENT	PARK	BIRD	NIGHT	BUY
TIRED	SEE	RETURN	GET	THRILL
ZOO	AFTERNOON	OTHER	LUNCH	GIVE

APPENDIX 4 PRE TEST WORKSHEET

Pre Test Narrative Text

<table>
<tr><td>Name :</td></tr>
<tr><td>Number :</td></tr>
<tr><td>Grade :</td></tr>
</table>

Choose the correct answer by giving a cross on a, b, c or d!

The following tetxt is for questions 1-5

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught **sight** of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to .... for help.

Luckily for her, her freind the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a **broken** wing. The fox was delighted to found that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began *cleverly* to hop futher and futher away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her freind was asfe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone spalshed it all over him, and he burned his **greedy** paws.

Source: https://roboguru.ruangguru.com/forum/redfeathers-the-hen-redfeathers-the-hen-was-so-called-ause-all-her_FRM-WPAEDVYL

1. "pretending to have a **broken** wing" The bold word is similar in meaning with ....?
   a. Destroyed
   b. Restored
   c. Fixed
   d. Repaired

2. "The fox caught **sight** of..." The meaning of the bold word is?
   a. To move woth haste
   b. To cry out in a loud voice
   c. To trap or ensnare
   d. The power or faculty of seeing

3. "not even able to .... for help" Fill the blanks with suitable words?
   a. Run
   b. Eat
   c. Call
   d. Cry

4. ",Who began *cleverly* to hop futher..." The Synonym of the italic word is?
   a. Awkwardly
   b. Inteligently
   c. Unskillfully
   d. Clumsily

5. "...., and he burned his <u>greedy</u> paws" The antonym of the underlined word is ...?
   a. Generous
   b. Hungry
   c. Selfish
   d. Impatient

The following text is for questions 6 to 9.

A long time ago a poor man wanted to (6) .... his king a present. The only thing the man had was a simple wooden bowl. The king had never (7) .... such a bowl before. In appreciation and thanks. He gave the man pot of gold in a kingdom.

Now the man became (8) .... and greedy. He said to hmself, "the king gave me a pot of gold for a simple wooden bowl. Imagine what he will give him a golden chair".

So the man sold his gold and bought a golden chair, he said, "how can I repay this man? I have only one thing as precious as this chair". Then the king gave the man the simple (9) ... The greedy man was speechless. He realized that he had made the biggest mistake in his life.

6. a. See
   b. Call
   c. Give
   d. Drink
7. a. Seen
   b. Eat
   c. Say
   d. Run
8. a. Happy
   b. Kind
   c. Naughty
   d. Rich
9. a. Wooden bowl
   b. Wooden spoon
   c. Wooden plate
   d. Wooden fork

The following text is for questions 10 to 13.

Once, hunter lived a village. He used to boast of this brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the **tiny** animals used to get scared even at the sight of him.

Oneday, the **hunter** was passing through a forest. He met a woodcutter from the same village. The *boastful* hunter approached him and said, "How are you? It's a fine day, isn't?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? It's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The <u>scared</u> hunter said, "No ... no ... I onlly just wanted to see his footprints."

Finally, The boastful hunter ran away from the spot.

10. "He said that **tiny** animals used...." The bold word is similar in meaning with ....?
    A. Small
    B. Big
    C. Large
    D. Rich

11. "The **hunter** was passing through..." The meaning of the bold word is?
    A. Nobody defeated him.
    B. He was the smartest man.
    C. A person who searches for or seeks something.
    D. He was the most courageous man.

12. The word *boastful* in the second paragraph is similar in meaning with ....?

A. Upset

B. Arrogant

C. Jealous

D. Disappointed

13. "The <u>scared</u> hunter said" The antonym of the underline word is ....?

A. Catch.

B. Fight.

C. Avoid.

D. Brave.

The following text is for questions 14 to 17.

Three <u>large</u> fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much **frightened**. The first one thought a moment, then (16) .... through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to bee seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was *easily* caught.

14. "Three <u>large</u> fish lived..." The antonym of the underline word is .... ?

A. Giant.

B. Hige.

C. Broad.

D. Little.

15. The word **frightened** in the second paragraph is similar in meaning with?

    A. Cool.

    B. Afraid

    C. Comforted.

    D. Calm.

16. Fill the blanks with suitable words!

    A. Smart.

    B. Swam.

    C. Patient.

    D. Humble.

17. In last paragraph, the word *easily* most nearly means ….

    A. Doubtedly.

    B. Difficultly.

    C. Calmly.

    D. questionably.

The following text is for questions 18 to 20.

A wealthy businessman **worried** about his son's <u>bad</u> habits, so he sought counsel from a wise, oldman. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they wlaked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked on the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, The old man showed him a bigger tree and asked the child to pull it out. The child *failed* to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad."

18. The opposite of **worried** in the first paragraph is ....

    A. Concerned.

    B. frightened.

    C. Bothered.

    D. Comforted.

19. The word <u>bad</u> in the first paragraph is similar in meaning with?

    A. Pleasing.

    B. Beneficial.

    C. Wonderful.

    D. Awful.

20. The synonym of *failed* in the second paragraph is .....?

    A. Profitable.

    B. Fruitless.

    C. Productive.

    D. Effectual.

KUNCI JAWABAN (Pre Test Narrative)

1. A
2. D
3. C
4. B
5. A
6. C
7. A
8. C
9. A
10. A
11. C
12. B
13. D
14. D
15. B
16. B
17. C
18. D
19. D
20. B

APPENDIX 5 POST TEST WORKSHEET

Narrative Text

Name :

Number :

Grade :

Choose the correct answer by giving a cross on a, b, c, or d!

The following text is for questions 1 to 10.

Malin Kundang

Once upon a time, there was a (1) .... fisherman named Malin Kundang who lived in a (2) .... village on the coast of West Sumatra, Indonesia. Despite his humble origins, Malin Kundang had dreams of **wealth** and success, and he left his village to seek his fortune   in the big city.

Years passed, and Malin Kundang became incredibly rich through his **hard** work and business acumen. He married a (5) .... woman and had a son, but he never returned to his village or acknowledge his past.

One day, Malin Kundang's ship was anchored near the coast of his *hometown*, and he saw an <u>old</u> woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Malin Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set *sail* and leave the shore.

As the ship sailed away, a strom suddenly appeared, and the ship was battered by <u>huge</u> waves. Malin Kundang tried to save himself, but he slipped and **fell** onto the deck, where he was struck by lightning and turned into a stone steatue.

1. A. Large
   B. Poor
   C. Small
   D. Heavy
2. A. Small
   B. Heavy
   C. Bright
   D. Thick

3. The word **wealth** in the first paragraph is similar in meaning with ....
   A. Poor
   B. Seek
   C. Riches
   D. Big
4. "... his **hard** work and business acumen." The antonym of the bold word in the second paragraph is....
   A. Rich
   B. Married
   C. Soft
   D. Beautiful
5. A. Dark
   B. Married
   C. Hard
   D. Beautiful
6. "... the coast of his *hometown*." The meaning of the italic word is?
   A. The town or city in which a person lives or was born.
   B. A densely populated area of considerable size.
   C. The place in which one's domestic affections are centered.
   D. A building where the business of cummercial.
7. The opposite of <u>old</u> in the third paragraph is ....
   A. Tired
   B. Anicent
   C. Aged
   D. Young
8. The meaning of *sail* in the third paragraph is ....
   A. To move or travel through the air
   B. To move along or travel over water
   C. To move or travel on land
   D. To move or travel on land and in water
9. What is the synonym of <u>huge</u> in the thrid paragraph?
   A. Little
   B. Giant
   C. Limited
   D. Tiny
10. The word **fell** in the last paragraph is similar in meaning with ....
    A. Raise
    B. Build
    C. Help
    D. Drop

The following text is for questions 11 to 14

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a **high** cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear freind," said the wolf in his sweetest vocie, "aren't you <u>afraid</u> you will fall down from that cliff? Come down here and graze on this fine grass beside me on (13) ...., level ground."

"No, thankyou" said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the *exasperated* wolf, "Why dine alone?"

"My dear wolf, " the goat finally said, "Are you quite sure that it is My dinner you are worrying about and not your own?"

11. "... the edge of a **high** cliff." The bold word is similar in meaning with..?
    A. Tall
    B. Low
    C. Small
    D. Tiny

12. "Aren't you <u>afraid</u>...?" The opposite of underline word is ....

    A. Nervous
    B. Scared
    C. Suspicious
    D. Brave

13. Fill the blanks in the second paragraph!

    A. Eat
    B. Safe
    C. Happy
    D. Sad

14. What is the antonym the word of *exasperated*?

    A. Annyoed
    B. Bitter
    C. Calm
    D. Enraged

The following text is for questions 15 to 17

One day a man stopped a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at **sad** young girl who was sitting in fornt of the flower shop. He asked her what was wrong and she replied, "I wanted to (16) .... a red rose for my mother but my money is not enough". The man smiled said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

Afetr buying a rose flower for the girl the man offered the girl a <u>ride</u> to her home. She said "Yes please! You can take me to my mother". She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

15. The opposite of **sad** in the first paragraph is?

    A. Cry
    B. Bitter
    C. Wistful
    D. Glad

16. Which words are suitable to fill in the blank sentences in the first paragraph?

    A. Buy
    B. Cry
    C. Dinner
    D. Eat

17. The synonym of <u>ride</u> in the second paragraph is?

    A. Run
    B. Walk
    C. Drive

D. Swim

The following text is for questions 18 to 20

Once upon a time there was a peacock who was very proud its (18) ... looks. Its only disappointment was that it live next to an **ugly** owl . Every day, peacock come to the owl house would insult the owl on its looks while the owl stayed quiet.

All the others animals in the forest tried to make the peacock seen sense, but it was too swayed by it own goood looks.

One night, it rained heavily and flooded the peacock's nest. Peacock are homeless and have no food. Peacock come to the owl house ask for food and the owl gave it. Then the owl told peacock to <u>stay</u>.

18. A. Beautiful

    B. Delicious
    C. Ugly
    D. Sweet

19. What is the similar meaning the word of **ugly**?

    A. Pretty
    B. Gorgeous
    C. Awful
    D. Good

20. The opposite of <u>stay</u> in the last paragraph is....

    A. Holiday
    B. Leave
    C. Vacation
    D. Hang out

KUNCI JAWABAN (Post Test Narrative)

1. B
2. A
3. C
4. C
5. D
6. A
7. D
8. B
9. B
10. D
11. A
12. B
13. D
14. C
15. D
16. A
17. C
18. A
19. C
20. B

Recount Text (Post Test)

Name :	
Number :	
Grade :	

Choose the correct answer by giving a cross a, b, c or d!

The following text is for questions 1 to 10.

A Trip to the Zoo

Yesterday my family (1) .... to the zoo to see the elephant and other animal. When we got to the zoo, we went to the *shop* to **buy** some food to give to the animalas.

After getting the food we went to the *nocturnal* house where we saw birds and   (2) .... which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to (3) .... it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in   the park. In the afternoon we saw the animals being fed.

When we returned home we were <u>tired</u> but happy because we had so much <u>fun</u>.

1. A. Buy

    B. Sell

    C. Eat

    D. Went

2. A. Students

    B. Reptiles

    C. Teacher

    D. People

3. A. Ride
    B. Lunch
    C. Sleep
    D. Study
4. What is the meaning of *shop* in the first paragraph?
    A. A piece of land covered with trees
    B. An institution in which sick
    C. An area of land
    D. Shops that sell certain types of goods
5. What is the opposite of **buy** in the first paragraph?
    A. See
    B. Sleep
    C. Sell
    D. Send
6. What is the meaning of *nocturnal* in the second paragraph?
    A. Animal that eats meat.
    B. Animal that eats vegetables.
    C. Animals that are active at night.
    D. Animals that are active at morning.
7. What is the synonym of <u>tired</u>?
    A. Annoyed
    B. Fresh
    C. Saved
    D. Energized
8. What is the antonym of <u>fun</u>?
    A. Amusing
    B. Boring
    C. Enjoyable
    D. Great

The following text is for questions 9 to 12

One hoilday, Vandra visited his aunt in a village. It was his first experience of travelling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncles's house was not **far** from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was **dark** skinned and looked **strong**. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children, She was simple, but had a great dream, she wanted her children to be successful. As a mother, she was willing to

work hard for her children's education. She never gave up. She belived that her hard work would bepaid off. Vandra was amazed at the horse cart rider's story. What a (12) .... woman.

9. What is the opposite of **far** in the first paragraph?
    A. Long
    B. Distant
    C. Deep
    D. Near
10. The opposite the word of dark in the second paragraph is..?
    A. Long
    B. Black
    C. Bright
    D. Dim
11. "... and looked **strong**." The synonym of the bold word is?
    A. Broken
    B. Soft
    C. Capable
    D. Small
12. A. Bad
    B. Great
    C. Cry
    D. Bright

The following text is for questions 13 to 16

At the forst break, Arin went to the school library. As usual , she walked towards she fiction section, her favourite one. She took an **interesting** storybook from the shelf, then sat at the corner. The book was about a handsome and **brave** prince who tried to free a princess from a giant.

Arin way very sleepy. She didn't realise that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and (15) .... several students looking and laughing at her.

Arin was confused, but she finally realised what had happened. She dream about the story in the look she read. For matters **worst**, she tell down from the chairdue to her dream.

13. What is the antonym of **interesting** in first paragraph?
    A. Boring
    B. Beautiful
    C. Elegant
    D. Impressive
14. What is the similar word of **brave** in the first paragraph?
    A. Shy
    B. Happy
    C. Confident
    D. Afraid
15. Which words are suitable to fill in the blank sentences in the second paragraph?
    A. Sleep
    B. Eat
    C. Run
    D. Saw
16. "For matter **worst**,…" The synonym of the bold word is?
    A. Bored
    B. Bad
    C. Jealous
    D. Embarressed

The following text is for questions 13 to 16

Hexa and I camped in the mountain last weekend. It was very beautiful and very **quiet** there. The air was fresh. The location of our camp site was on the top of a hill, so we could see the scenery around us. It was amazing, it was green everywhere. It was also easy to get water as it brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers and (18) …. guitar. It was fun meeting people who has the same hobby. It was not **frightening** at all at night in the forest as it was very **noisy** that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with others campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

17. The similar the word of **quiet** is?
    A. Peaceful
    B. Noisy
    C. Loud
    D. Troubled
18. A. Make
    B. Buy
    C. Played
    D. Sell
19. The opposite of **frightening** in the last paragraph is?
    A. Comforting
    B. Play
    C. Afraid
    D. Noisy
20. The antonym of **noisy** in the last paragraph is?
    A. Crowded
    B. Loud
    C. Afraid
    D. Silent

KUNCI JAWABAN (Post Test Recount)

1. D
2. B
3. A
4. D
5. C
6. C
7. A
8. B
9. D
10. C
11. C
12. B
13. A
14. C
15. D
16. B
17. A
18. C
19. A
20. D

APPENDIX 6 INTERVIEW TRANSCRIPT

Interview Transcript of Students After Implementing Match Words Game

Student 1 :

Researcher: Halo dek.. disini kakak akan menanyakan tentang pembelajaran tadi yang menggunakan metode match words game boleh?

Student 1: Boleh dong kak

Researcher: Oke kakak mau tau apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game?

Student1: Menurutku belajar Bahasa Inggris menggunakan Match Words Game sangat menyenangkan dan saya sangat menyukainya

Researcher: Apakah adek dapat memahami materi dengan metode Match Words Game yang barusan kakak terapkan?

Student 1: Iya dapat memahami materi dengan mudah saat belajar dengan Match Words Game

Researcher: Apakah Match Words Game dapat membantu mengingat arti kosakata Bahasa Inggris?

Student 1: Iya kak, Match Words Game dapat membantu mengingat kosakata dengan cepat dan mudah

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur? Kenapa?

Student 1: Menurutku ya sangat menarik dan menghibur karena saat belajar tidak mudah bosan dan ngantuk bahkan dari awal sampai akhir semangat terus.

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 1: Ada perbedaan, saat belajar sebelum menggunakan Match Words Game terasa bosan dan monoton dan sulit dipahami namun setelah menggunakan Match Words Game sangat mudah untuk dipahami dan sangat menarik.

Student 2:

Researcher: Hai dek, kakak mau memberikan pertanyaan nih terkait pembelajaran di kelas barusan yang menggunakan metode Match Words Game, apakah boleh?

Student 2: Iya boleh ka

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan di terapkan di kelas?

Student 2: Tentu saya dapat belajar dengan mudah memahami materi English vocabulary dengan match words game daripada pembelajaran biasanya yang monoton

Researcher: Apakah kamu dapat memahami materi dengan mudah menggunakan metode Match Words Game yang barusan kakak terapkan dalam pembelajaran tadi?

Student 2: Tentu saya dapat mudah memahami materi English vocabulary dengan match words game kak

Researcher: Lalu apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris?

Student 2: Iya kak, aku mudah cepet mengingat kosakata Bahasa Inggris

Researcher: Menurutmu belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik tidak?

Student 2: Iya sangat menarik kak, karena saat belajar tidak membosankan

Researcher: Menurutmu apa perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 2: Perbedaanya saat sebelum menggunakan Match Words Game yaitu belajar terasa bosan dan sulit di pahami tapi sesudah menerapkan aku sangat mudah memahmi Bahasa Inggris dengan cepat.

Student 3:

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan di terapkan di kelas?

Student 3: Menurutku sangat bagus dan sangat menyenangkan

Researcher: Apakah kamu dapat memahami materi dengan metode Match Words Game yang barusan diajarkan di kelas?

Student 3: Iya kak, saya dapat memahami materi yang diajarkan di kelas dengan mudah

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris?

Student 3: Iya dapat membantu mengingat koasakata yang sulit menjadi mudah

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 3: Belajar menggunakan Match Words Game menurut saya sangat menarik karena saat pembelajaran menjadi aktif dalam belajar.

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 3: Tentu saja ada kak, sebelum menggunakan Match Words Game pembelajaran di kelas sangat membosankan dan sulit untuk di pahami namun ketika sesudah menggunakan Match Words Game pembelajaran sangat menyenangkan sehingga mudah di pahami.

Student 4:

Researcher: Apa pedapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan diterapkan di kelas?

Students 4: Menurutku Match Words Game sangat menyenangkan dan memudahkan saat belajar

Researcher: Apakah kamu dapat memahami materi dengan metode Match Words Game?

Student 4: Iya kak, saya dapat memahai materi English vocabualry dan artinya dengan Match Words Game

Researcher: Apakah Match Words Game membantu mengingat dengan mudah arti kosakata Bahasa Inggris?

Student 4: Menurutku iya sangat membantu dengan mudah dan cepat arti kosakata Bahasa Inggris

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 4: Iya sangat menarik untuk belajar kosakata Bahasa Inggris karena pembelajaran yang tidak monoton

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 4: Iya ada kak, misalnya sebelum menggunakan Match Words Game pembelajaran di kelas sangat monoton sehingga mudah ngantuk tapi sesudah menggunakan Match Words Game pembelajaran sangat mudah di pahami

Student 5:

Researcher: Apa pendapatmu tentang belajar bahasa Inggris menggunakan Match Words Game yang barusan di terapkan di kelas?

Student 5: Menurutku sangat menyenangkan karena saat pembelajaran menjadi aktif.

Researcher: Apakah kamu dapat memahami materi dengan Match Words Game?

Student 5: Iya saya dapat memahami materi Bahasa Inggris

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris dengan mudah?

Student 5: Iya kak Match Words Game dapat dengan mudah mengingat arti kosakata

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 5: Menurutku iya sangat menarik dan menghibur karena dalam pembelajarn menggunakan peraturan permainan untuk aktif dalam pembelajaran sehingga tidak mudah jenuh

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Students 5: Sebelum menggunakan sulit untuk memahami materi sedangkan sesudah menggunakan Match Words Game sangat mudah memahami materi dengan cepat.

Student 6:

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan ditrapkan di kelas?

Student 6: Pendapatku mengenai belajar Bahasa Inggris menggunakan Match Words Game sangat menyenangkan dan pembelajaran yang sangat baru bagi saya.

Researcher: Apakah kamu dapat memahami materi dengan menggunakan Match Words Game?

Students 6: Iya tentu, saya dapat memahami materi English vocabulary dengan mudah selama menggunakan match words game.

Researcher: Apakah Match Words Game membantu mengingat arti kosakata dengan mudah?

Student 6: Menurutku Match Words Game dapat membantu mengingat kosakata beserta artinya karena saat pembelajaran sangat seru"

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 6: Iya sangat menarik dan menghibur karena semua sangat aktif dalam pembelajaran

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 6: Tentu saja ada, menurutku sebelum menggunakan Match Words Game saat pembelajaran sangat membosankan dan mudah mengantuk namun ketika sesudah menggunakan Match Words Game materi mudah dipahami dan sangat semangat dalam belajar.

Student 7:

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusa di terapkan di kelas?

Student 7: Pendapatku mengenai Match Words Game yang barusan di terapkan sangat membantu dalam memahami materi dan sangat menyenangkan.

Researcher: Apakah kamu memahami materi dengan diterapkan Match Words Game?

Student 7: Iya saya dapat memahami materi yang barusan di ajarkan di kelas.

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris dengan mudah dan cepat?

Student 7: Iya sangat membantu dan memudahlan untuk mengingat kosakata Bahasa Inggris.

Researcher: Menurutmu apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 7: Menggunakan Match Words Game saat belajar Bahasa Inggris di kelas menurutku sangat menarik dan menghibur karena hal yang sangat baru dan hampir aktif semua saat pembelajaran.

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 7: Tentu saja ada yaitu saat sebelum menggunakan Match Words Game pembelajaran sangat susah di mengerti tapi sesudah menerapkan match words game sangat mudah memahami vocabulary dan artinya dengan cepat.

Student 8:

Researcher: Menurutmu apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan di terapkan di kelas?

Student 8: Sangat menyenangkan karena hal yang baru di terapkan di kelas.

Researcher: Apakah kamu dapat memahami materi dengan Match Words Game?

Student 8: Iya saya dapat memahami

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris dengan mudah?

Student 8: Iya Match Words Game dapat dengan mudah mengingat arti kosakata.

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 8: Iya sangat menarik dan menghibur

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 8: Perbedaan sebelum menggunakan, pembelajaran sangat membosankan dan sesudah menggunakan pembelajaran sangat menarik.

Student 9:

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan diterapkan di kelas?

Student 9: Menurutku sangat bagus dan menarik.

Researcher: Apakah kamu dapat memahami materi dengan Match Words Game?

Student 9: Iya dapat memahami materi dengan Match Words Game daripada biasanya.

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris dengan mudah?

Student 9: Menurutku belajar kosakata bahasa Inggris dengan march words game sangat membantu mengingat arti kosakata dengan mudah cepat.

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 9: Iya sangat menarik dan menghibur karena pembelajaran baru yang di terapkan di kelas.

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 9: Perbedaan sebelum di terapakannya, ketika pembelajaran sangat mudah mengantuk dan monoton namun sesudah di terapkan Match Words Game sangat semangat belajar.

Student 10:

Researcher: Apa pendapatmu tentang belajar Bahasa Inggris menggunakan Match Words Game yang barusan diterapkan di kelas?

Student 10: Pendapatku menegenai Match Words Game yang barusan di terapkan di kelas saat pembelajaran Bahasa Inggris sangat menarik dan membantu memahami materi dengan cepta.

Researcher: Apakah kamu dapat memahami materi dengan Match Words Game?

Student 10: Iya saya dapat memahami materi yang di ajarkan di kelas dengan di terapkannya Match Words Game.

Researcher: Apakah Match Words Game membantu mengingat arti kosakata Bahasa Inggris dengan mudah?

Student 10: Menurutku iya sangat membantu untuk mengingat kosakata Bahasa Inggris dengan mudah saat di terapkannya Match Words Game.

Researcher: Apakah belajar kosakata Bahasa Inggris menggunakan Match Words Game sangat menarik dan menghibur?

Student 10: Menuruku sangat menarik dan menghibur karena diterapkannya Match Words Game saat pembelajaran di kelas merupakan hal yang sangat baru yang belum pernah digunakan saat pembelajaran.

Researcher: Apakah ada perbedaan belajar sebelum dan sesudah menggunakan Match Words Game?

Student 10: Iya tentu saja ada, saat sebelum diterapkannya pembelajran menggunakan match words game di kelas, kurang menarik dan sangat monoton namun setelah diterapkannya Match Words Game pembelajaran sangat semangat dan aktif sehingga mendapat kenaikan nilai.