The Implementation of Make a Match Technique in Street Children Foundation (SCF) Sidoarjo using Flannel Expression for Instructional Media

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Abstract
The objectives of this research was to find the result of implementation of make a match technique. The main purpose was to find out if students taught using the Make a Match technique would improve for vocabulary. Thematerial given to the students was vocabulary in the context of an expression. Express your feeing was used for instructional media which is used to sourceof data. The subjects for the study was 4-6 grades in elementary school in SCF, Sidoarjo which had 20 students. The researcher used descriptive qualitative. The data for this research was collected from data of test for each group. As a follow up from this research, it is suggested that English teachers should try using the Make a Match technique for teaching reading as an alternative to be applied in teaching reading in English.

Keywords: *Teaching Vocabulary, Express your feeling, Make a MatchTechnique.*

INTRODUCTION

In English language teaching, students are not only expected to master the four language skills; listening, speaking, reading and writing but also to master the components such as Englishgrammar, collocation and vocabulary(Harmer, 2007: 102). The ability of the students to master grammaticalfeatures and vocabulary contributes much to their efforts in mastering the four language skills. In other words, the smaller the vocabulary the more difficulty students will have in comprehending oral and written textsin English (Komariah, 2011: 13). According to Depdiknas (2006), elementary school students are expected to master 1500 words to help them understand and use the four language skills. However, most students cannot learn this many words. According to Rusman (2011:223-233) Make A Match model is one type of method in cooperative learning. This method was developedby Lorna Curran (1994). One way to excel this technique is that students look for partners while learning about a concept or topic, in a pleasant atmosphere.

Anita Lie (2008: 56) states that the type of learning model Make A Match or pairing is a learning technique that gives students theopportunity to work with others.

Thistechnique can be used in all subjects and for all age levels of students.

REVIEW OF LITERATURE

Nature of Vocabulary

Many definitions have been givenfor what vocabulary is. Vocabulary can be defined as "words we mustknow to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)'" (Neuman & Dwyer, 2009: 385). This word collection is used as a medium forexpressing the purposes of speakers or writers and to illustrate theirspeeches and writings. A person will be better able to communicatefluently if he has a sufficiently large vocabulary that will enable him to communicate more easily. In otherwords, vocabulary is one of the main requirements for a person to communicate well. Another definition of vocabularyis that vocabulary is the knowledge of words and word meanings. Stahl (2005: 3) has stated that vocabulary knowledge is knowledge of words that not only implies definition, but also implies how each word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in sentences. Vocabulary is acquired incidentallythrough indirect exposure to wordsand intentionally through explicit instruction and learning aboutspecific words and strategies forlearning about words and collocations.

Teaching Vocabulary

Vocabulary plays an important role in helping students develop their ability in mastering reading comprehension. Because vocabulary knowledge is critical to reading comprehension, it is important thatthose working with young readers help each young reader foster the development of a large "word bank" and also help them practice effective vocabulary learning strategies. There are several effective explicit(intentional, planned instructions)and implicit (spontaneous instruction as a student comes to new words in a text) strategies that adults can employwith readers of any age. There are several strategies on how vocabulary can be taught; they are explicit vocabulary learning instructions, pre teaching vocabulary words,vocabulary maps, root analysis, repeated exposure to words, etc.

One of the most effective ways ofhelping students learn new vocabulary is to teach

vocabulary in context; for instance in a reading context. Stahl (2005) has mentioned that adults (either alone or with the students should preview readingmaterials to determine which words are unfamiliar. Then, these words should be defined and discussed. It is important for the adults to not only tell the students what the wordsmean, but also to discuss their meanings and collocations using them. This allows the students to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adults with feedback about how well the students understand the words. After pre-teaching vocabularywords, the students should then read their texts.

In addition, Pavicic (2003: 7) dealt with a way to improve students' abilities to explore, store, and use vocabulary items. He determined the role of vocabulary teaching and howa teacher could help their learners.He emphasized on self-initiatedindependent learning with strategies, in which formal practices, functional practices and memorizing could beincluded. He pointed out that the teacher should create activities andtasks to help students build their vocabulary and develop strategies to learn vocabulary on their own. In other words, instead of just the teacher, the learners themselves have responsibilities to improve theirvocabularies while the teacher shouldprovide suitable activities and tasks for the students to do.

It may seem common sense that the more times students are exposed to a word, the stronger their understanding becomes (Stahl, 2005).However, repeated exposure to new vocabulary words is often ignored.Teachers often forget a person (especially a student) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Pavicic (2003: 5) has claimed that providing multiple opportunities to use a new word in itswritten and spoken form will help students solidify their understanding of it.

The Nature of Make A MatchTechnique

Make a Match techniques is one of the co-operative learning methods developed and introduced by Curran in 1994. The basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroomatmosphere (Curran, 1994). To provide more understanding about the technique, some information is provided as follows.

According to Arifah and Kusumarasdyati (2013: 10), Make a Match is one of the teachingtechniques which can be used in co-operative learning. The Make amatch

technique is a kind of game where students have to find their partner. In this technique, thestudents are divided into two groups,group A and group B. Each of thestudents in each group get one card.The students in group A get the topiccards while the students in group Bget the simple description cards.After they find their matches, theyhave to report it to the teacher andthe last step is the teacher asks them to compose sentences based on thewords they got on their cards. Istarani(2011: 63) suggests that if a teacherwants to teach the students using theMake a match technique, he shouldprepare some cards, each with aquestion related to a topic and someother cards each one with an answerto one of the questions. Istarani addsthat the Make a Match technique hasseveral advantages as follows:

1. Each student can be directly involved in answering a questiongiven to them in the form of a card.
2. It can increase the students' creativity through matching thecards.
3. It can help avoid students being bored during the teaching-learningprocess.
4. It can create a more interestingclassroom atmosphere.

In line with the above advantages, Suprijono (2010: 97) clarifies that by using the Make a Match techniqueteachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English to junior high school students, teachers can use the Make a Match technique to make teaching-learning easier. When the students are more interested in learning, they will concentrate and participate more actively in the class. In teaching vocabulary, the Make a match technique is considered as one very appropriate technique.Suprijono (2010: 98) has stated that by using the Make a Match technique, the students will get more attracted and pay more attention totheir teacher. They will not feel so bored nor be afraid of making a mistake in pronouncing a word. Moreover, the teacher can minimize the difficulties they have in leading their students to learn once the technique is applied.

Teaching Vocabulary through the Make a Match Technique

Teachers can play an important role in helping students enrich their vocabulary. According to Harmer(2007: 229) there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Students need to see and hear words in context and see and hear how the words are used. Accordingly, the best way, perhaps, of introducing new words

is forstudents to read texts and/or listen to audio tracks to see and/or listen tonew words in action.

In order to encourage students to get more interested in learning English especially EFL vocabulary,teachers can introduce and developthe teaching technique called Make a Match. The application of the Make aMatch technique needs good preparation. Suprijono (2010: 94) hassuggested several steps in preparing learning activities using the Make a Match technique. The first step is preparing the cards with the questions and the other cards with theanswers to the questions. The second step is grouping. The teacher divides the class into three groups. The first group is the group which is given the question cards, the second group is those who are given the answercards, while the third group is some students as an assessor group. Then, the groups is positioned in forms of aU letter in which the first and thesecond groups face each other. Wheneach group is already in position, the teacher blows a whistle or gives some other sign that the matching activities can start. Students in thefirst and the second group move around and meet the members of the opposite group to match their cards and find the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to one of the assessor group. Thisgroup, then reads them to make sure that they got the correct answers. When this activity has been done, theteacher changes the role of the assessor group to take the role of either the first or the second group and issues new cards. At the end, the teacher gives feedback and facilitatesclass discussions to ensure the correctanswers and understanding of the meaning and the use of all the new words by the students.

RESEARCH METHOD

This research is dealt with qualitative research in which is attempted to describe the improving of the students' reading comprehension achievement in the report text through Jigsaw technique. In relation to this, the qualitative research focuses on making a description sistematically and accurately based on facts about a certain object (Suryana, 2010, p. 14). Thus, the researcher will discribe the process of improving of the students' reading comprehension achievement in the report text through Jigsaw technique clearly.

The qualitative research deals with describing about something.Relating to the

description of the study that investigates the quality of relationships, actives,situations, or materials, this research refers to the qualitatives research (Fraenkel and Wallen, 2012, p. 26). In line with Fraenkel and Wallen (2012), Sugiono (2013) states that the qualitative research focuses on natural object. It means that the main instrument is the researcher, the data are inductive, andthe result focuseson the meaningrather than generalization.

Therefore, the researchertakes qualitative research due to type ofsocial science research that collectsand works with non-numerical data that seeks to interpret meaning from these data which helps students understand social life through the study of targeted populations or places.Thus, that qualitative includes focus groups, in depth interviews, and reviews of documents for type ofthemes.

FINDING AND DISCUSSION

There are several steps in preparing learning activities using theMake a Match technique. The firststep is opening (praying, introducing,etc). The second step is brain storming. The third step is explanation. And then is repetition. The fifth step is make a match in learning media (express your feeling). The sixth step is giving time. The seventh step is evaluation. The last step is closing.

The position of teacher inhere is as facilitator, and the students is as active participator. The result is responses from teachers and students.The first is from teachers. Teachersin here are university students of STKIP PGRI Sidoarjo. The response is very attractive to teach all of the children SCF Sidoarjo, especially in 3-6 grades. The response of students are cheerful, interested, excited, and happy.   The proof are their expression and enthusiastic when the teacher teach the material. The finding of the research is succeed. The students improved their vacabulary about expression that have been given by teachers.

Table I.1. Learning media "Express yourfeeling"

Table 1.2. The implementation of make amatch method

Table I.3 Wild Teaching

Table 1.4 Evaluation the material

CONCLUSION

       Vocabulary plays an important role in helping students develop their ability in mastering reading comprehension. Because vocabulary knowledge is critical toreading

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The conclusions basically cover the background of the study and the findings and the discussion presented above. Some conclusionsare drawn in relation to teaching vocabulary by using the Make a Match technique in express yourfeeling as learning media. They are:

(1) there was a significant difference in vocabulary mastery between thestudents who were taught by using the Make a Match technique and those who were taught through thetechnique the teacher commonly used, (2) the students who weretaught by using the Make a Matchtechnique is effective and suitable to their material . The students is very enthusiastic when the teacher given the material, (3) the Make a Match technique can improve the students' mastery of the parts of vocabularyvia: nouns, adjectives and verb.

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