

# THE EFFECT OF MATCHING GAMES FOR TEACHING SPEAKING SKILLS

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## ABSTRACT

Speaking for general communication is compulsory subject that must be taken by students during second semester. In reality, most of the students at Universitas Nahdlatul Ulama Purwokerto face some problems related to speaking skill. To improve the students' speaking skill, the lecturers need to know what media is the most suitable for the students. This research is purposed to find out whether matching game can be an effective strategy for teaching speaking. The method of research was experimental research especially quasi-experimental research. The techniques of collecting data were pre-test and post-test. There were two classes as the subject of this research. They are experimental group and control group. Experimental group consists of 20 students and control group consists of 18 students. The result of the data analysis showed that matching game is effective for teaching vocabulary. The value of t-test was higher than the t-table. The result of t-test formula was 1.86, and the t-table was 1.68. Overall, matching game can be an effective strategy for teaching speaking. It can help students to learn speaking easily and effectively.

**Keywords:** experiment; matching game; speaking.

## INTRODUCTION

### *Background*

Language skills are very important in human life. A person's language ability consists of 4 indicators, namely listening ability, speaking ability, reading ability and writing ability. Language is a very important tool for human oral communication. Likewise, for English. English is used as an international language and a second language in Indonesia in the process of formal and informal activities. The use of foreign languages as an oral communication tool is often found in everyday communication. Richard (2002, p. 201) stated that the biggest presentation for students learning languages in the world, they study English is to develop their speaking skills. Therefore, speaking is not enough to rely on vocabulary mastery skills, but must also have adequate grammatical knowledge.

As one aspect of language, speaking has an important role in social life, so that the ability to speak is easy for anyone to learn. Thommbury (2006, p. 1) states that speaking is a natural and integral thing so that we forget how when humans first got and were able to speak, therefore when we are going to master a foreign language, we have to learn it again.

Communicating means understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in this case is defined as the ability to discourse, namely being able to understand and produce spoken or written texts that are realized in two language skills, namely receptive skills and productive skills. Receptive skills are skills that consist of listening and reading. While productive skills are skills that consist of speaking and writing. Therefore, English education students are highly directed to develop these skills and speak in English at a certain level of literacy.

In the aspect of education, students are expected to be able to speak in the learning process. Students must be able to express their opinions and ideas. They must also be able to answer questions or ask questions well in learning. Students may already have mastered the manners of speaking, but the skills that are mastered are mainly only the ability to speak in face-to-face conditions or in small groups. As a result, students find it difficult to communicate.

Many factors make it difficult for students to communicate, including the lack of a lecturer's role in facilitating students with appropriate learning models and media. In addition to these factors, other factors that affect students' speaking skills are low speaking skills, students' difficulty in compiling sentences and students' inability to communicate. The lecturers often use the lecture method in the learning process also affects the ability of students.

Based on the experience of teaching in the last semester, the researcher concluded that many second semester students of the English Education Study Program still have low ability to speak English. And starting from this phenomenon, a lecturer must be able to understand what is happening to his students. A lecturer must act as a facilitator which can be interpreted as a teacher who also acts as a guide in the teaching and learning process.

## ***Speaking***

According to Tika R & Suharmoko (2019), speaking skills in public are not necessarily owned by everyone. Speakers must develop techniques for preparation, for structuring conversations, for transmitting energy and enthusiasm and for capturing and reaching their tastes. Speaking is a natural means of communication between community members to express thoughts and as a form of social behaviour (Dewantara, 2018). In the context of communication, the speaker acts as the sender while the receiver acts as the receiver of the message. The process of learning to speak will be easier and more effective if students are actively involved in communicating activities.

1. Teaching speaking
2. Activities to support speaking
3. Speaking test

Spoken language is a vital communication tool owned by humans and is used to interact with fellow humans with the aim of getting information. In verbal communication we still have to remember that the way in conveying a message is more important than the message we will convey.

Some of the requirements that must be considered in spoken language include: the person who conveys the message (sender), the content of the conversation (message), the person who receives the message (receiver), time, place, circumstances, equipment used in delivering the message (media), direction interaction (unidirectional, two-way, or multi-way) and mutual understanding (understanding).

## ***Learning and Learning Strategies***

### ***Learning***

According to Majid (2013, p, 4) the term learning (instruction) means an effort to teach a person or group of people through various efforts (effort) and various strategies, methods, and approaches towards achieving the planned goals. In addition, learning is an effort made by educators to help students receive the knowledge provided and help facilitate the achievement of learning objectives (Suprihatiningrum, 2013, p. 75).

The nature of learning according to (Suprihatiningrum, 2013, p.75), among others:

1. Learning occurs when students actively interact with educators and the learning environment is regulated by educators;

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2. An effective learning process requires appropriate strategies, methods, and learning media;
3. The learning program is carefully designed and implemented according to the design made;
4. Learning must pay attention to aspects of the learning process and outcomes;
5. Learning materials and delivery systems are always evolving.

The learning process involves components that mutually support the achievement of learning objectives. The learning components such as lecturers, students, methods, environment, media, and infrastructure need to exist (Suprihatiningrum, 2013, p. 77).

Based on some of these opinions, it can be concluded that learning is a deliberate effort so that there is interaction between educators and students. In carrying out learning, it is necessary to use the right learning components so that they can achieve the planned goals. One of the important components during the learning process is the learning method.

### ***Learning strategies***

A process of activities that exist in the classroom and will lead to an interaction, in an interaction there needs to be ways and plans to use several teaching variables, such as (objectives, materials, methods and tools, as well as evaluation. According to Sudjana (2005, p. 147) learning strategies are actions real from the lecturers or lecturers' practice of carrying out teaching in a certain way, which is considered more effective and more efficient.

According to Dick and Carey in Abiyasa (2015, p. 1) learning strategies consist of all components of learning materials and procedures or stages of learning activities that are/or used by lecturers in order to help students achieve certain learning goals. Learning strategies are not only limited to procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that will be delivered to students.

From some of the definitions above, it can be concluded that learning strategy is a process of two-way interaction between lecturers and students, the lecturer applies an effective method by going through several stages and is not only a process of implementing a system in learning, but setting an easy material for students to understand in class.

A strategy, a person not only applies and carries out a systematic procedure, but a lecturer must be smart and proficient to be able to organize and control a learning process with strategies that have been applied and determined.

### ***Matching Games***

The game of pairing words in English speaking skills requires precision. This game requires students to pair words with words or words with pictures. The learning method is a way or path that must be passed in teaching (Slamet, 2003, p. 65). The learning method used by the lecturer will affect student learning outcomes and the course of learning. Less good learning methods can have a bad effect on the course of the teaching and learning process.

The game method is one method that can be used in explaining literary material. This method can help increase student creativity, by means that when students do not seem to be concentrating on the lessons explained by the lecturer, they are transferred to the method of playing with a certain time until they return to concentration (Hamzah & Muhlisrarini, 2014, p. 281). According to Arisnawati in Saefudin (2012, p. 3) the game method is a method used by lecturers in presenting lessons by creating a fun, serious but relaxed atmosphere by not ignoring the lesson objectives to be achieved.

In playing the game, educational game tools are needed so that it will make the game more interesting. The characteristics of educational game tools according to (Tedjasaputra, 2007, p. 81) are as follows:

1. Can be used in a variety of ways, so that it can achieve a variety of purposes and benefits,
2. Serves to develop various aspects of children's intelligence and motor development,
3. Make children actively involved, and
4. It is constructive.

### ***Teaching Traditional Speaking***

Simple learning model is a learning term that is usually applied in daily learning activities. The learning model tends to be focused on learning with lectures and exercises. In addition, the assessment carried out in the learning model is traditional in nature by asking students to speak forward. The steps taken in the traditional learning model generally start from explaining the material given by the lecturer, doing the exercises given and ending with homework assignments. There are several reasons which is why traditional learning models are often used. This reason is at the same time an advantage.

The following are the advantages of conventional learning models: lecturers easily master the class, easy to organize seating or class, can be followed by a large number of students, easy to prepare and implement, and lecturers easily explain the lesson well. Besides these advantages, the traditional learning model also has weaknesses. The following are the weaknesses of conventional learning models: verbalism is easy (understanding words), the visual is a loss, the auditory (heard) is big on it, when it is always used and too long, boring, and he lecturer concluded that the students understood and were interested in his lecture, this was very difficult.

In the teaching and learning process the media has a very important meaning. This is because it can represent what the lecturer is unable to say through certain words or sentences. For this reason, researchers will conduct experimental research to determine the effectiveness of matching games to improve English speaking skills.

The purpose of this study was to find out whether matching games are more effective than traditional teaching for teaching speaking skills of second semester students of English Education Study Program for the academic year 2020/2021.

## **METHOD**

The research method in this research is experimental research. Experimental study is defined as a technique or attempt to find a cause and effect relationship. Through experimentation, cause and effect relationships can be isolated. In this experimental study, there are two groups, namely the experimental group and the control group. The experimental group received treatment using a magic triangle game and the control group was taught using traditional techniques. The study was conducted at the Universitas Nahdlatul Ulama Purwokerto.

### ***Population, Sample, and Sampling.***

#### ***Population***

Population refers to all events, objects or individuals to be represented (Cristense, 2007, p. 57). The population is all research subjects (Arikunto, 2004, p. 115). Sekaran (2000, p. 266) writes that population refers to all groups of people, events, or interesting things that the researcher wants to investigate. Based on these three theories, it can be concluded that the population is all subjects or individuals with certain characteristics to be analysed. The total populations in this study were 28 students who were divided into 2 classes, morning class and evening class.

### ***Sample***

The sample is part of the population to determine the number of samples investigated. Sekaran (2000, p. 267) writes that the sample is a subset of the population. It consists of several members selected from the population. In other words, some, but not all, of the population elements will make up the sample.

Based on the population grouped into classes, the sample of this study is a class or cluster. In this case, the class is considered as a unit or group. In this study, there are two sample classes. The sample is the morning class and evening class. By drawing, the morning class is the control class and the evening class is the experimental class.

### ***Techniques for Collecting Data***

The method of obtaining data in a research activity is usually known as a data collection technique. In this study, the authors used tests and questionnaires to obtain data. The type of test is post-test. Post-test was used to determine the speaking ability of each group after the treatment was given. Questionnaires were used to collect data on students' interest in learning.

### ***Data Analysis Technique***

In analysing the data from the pre-test and post-test, the writer will use the t-test to analyse the data. The test results will be analysed using the t-test formula to ascertain whether matching games can be an effective strategy for teaching vocabulary and whether there is a significant difference between pre-test and post-test between the experimental and control groups or not. According to Arikunto (2010, p. 354), the formula for analysing the data using the t-test is as follows:

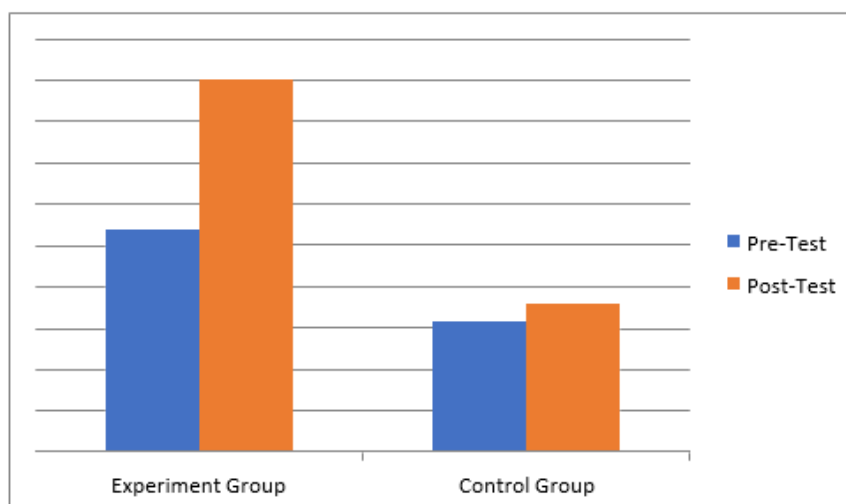
$$t = \frac{|M_x - M_y|}{\sqrt{\left\{ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Where:

- t = coefficient
- Mx = mean of experimental group
- My = control group mean
- x = standard deviation the experimental group
- y = standard deviation of the control group
- Nx = subject group of experimental
- Ny = subject of the control group

## FINDING AND DISCUSSION

In In the process of collecting data, the researchers conducted meetings in the experimental group and the control group. First, the researcher gave the students a pre-test for both classes at the first meeting. Second, the researcher gave an experimental class on speaking material using media matching games related to transactional speaking for 5 meetings. While the control group was given treatment for five meetings using traditional methods in the teaching and learning process. After all treatments were carried out, the experimental group was given a post-test. The result is as follow:



Graph 1. Differences in mean pre-test and post-test scores for the experimental group and the control group

The graph above shows that the mean value of the pre-test in the experimental group is 70.75. While the average value of the post test is 78.25. The percentage increase of students in this group was 10.6%. Therefore, there was a significant increase between the pre-test and post-test scores achieved by the experimental group students.



On the other hand, the mean value of the control group also showed an increase. It was 66.38 in the pre-test and 67.22 in the post-test. In this group, there was less improvement than the experimental group. The increase is only 0.12%. This means that the difference in mean scores in the experimental group is higher than the control group. In summary, the authors conclude that there is a better improvement in the achievement of the experimental group after they received treatment using a matching game strategy in teaching vocabulary to improve students' vocabulary mastery.

A clear comparison of the mean scores between the two groups can be seen in the following table:

Table 1. Mean of experimental and control group

Group	Pre-test	Post-Test	Progress
Experimental	70.75	78.25	10.6%
Control	66.38	67.22	0.12%

The test results are calculated using the t-test formula as follows:

$$t = \frac{|M_x - M_y|}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

After the researchers collected data, it was found that:

- M<sub>x</sub> = 7.5
- M<sub>y</sub> = 0.83
- ∑x = 2375
- ∑y = 2418.2
- N<sub>x</sub> = 20
- N<sub>y</sub> = 18

$$\begin{aligned}
 &= \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{7.5 - 0.83}{\sqrt{\left[ \frac{2375 + 2418.2}{20 + 18 - 2} \right] \left[ \frac{1}{20} + \frac{1}{18} \right]}} \\
 &= \frac{6.67}{\sqrt{\left[ \frac{4793.2}{36} \right] \left[ \frac{20}{360} + \frac{18}{360} \right]}} \\
 &= \frac{6.67}{\sqrt{\left[ 133.14 \right] \left[ \frac{38}{360} \right]}} \\
 &= \frac{6.67}{\sqrt{\left[ 133.14 \right] \left[ 0.10 \right]}} \\
 &= \frac{6.67}{\sqrt{13.314}} \\
 &= \frac{6.67}{3.6} \\
 &= 1.85
 \end{aligned}$$

Calculation of scores using the t-test for degrees of freedom (df) 38 ( $N_x + N_y - 2 = 20 + 18 - 2 = 36$ ) at a significance level of 0.05 the critical value is 1.68. The computational result using the t-test shows that the visible t-t-obs (t-obs) is higher than the t-table. It can be seen as follows:

$$t\text{-obs} = 1.85$$

$$t\text{-table} = 1.68$$

$$df = 36$$

$$t\text{-obs} > t\text{-table} (p= 0.05) \text{ with } df \ 36 \ 1.85 > 1.68 (p= 0.05) \text{ with } df \ 36$$

The result is the t-obs is 1.85 higher than t-table 1.68. It means that matching game is effective for teaching speaking

## CONCLUSION

After analysing the data in this research, it is stated that post-test scores of the experimental group were better than the control group. This is evidenced by the results of the t test  $1.86 > 1.68$  with a df of 36 with a significance level of 0.05. It can be concluded that the matching game is effective strategy for teaching speaking in the second semester students of English Department Universitas Nahdlatul Ulama Purwokerto.

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