The Development of Matching Game as Media to Teach Vocabulary for Elementary School Students

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Article Info	Abstract
	This research aimed at developing a learning media that can be used in the learning process at class V SDIT Syahiral Ilmi Bukittinggi. The media that developed was a matching game by using Adobe Flash CS6 to teaching vocabulary to young learners at the fifth grade Of SDIT Syahiral Ilmi Bukitinggi. This research was done because most students still encounter problems in learning English especially vocabulary mastery. Most of the students were difficult to memorize the new word, then the atmosphere of the classroom was not conducive and the students tend to be sleepy and bored in the classroom. Difficulties of students in understanding the material in learning English becomes a consideration for the researcher to develop the matching game as media to teach vocabulary to young learners. The research design was Research and Development (R & D), by using ADDIE models that consist of: (1) analysis, (2) design, (3) development, (4) implementation, and (5) Evaluation. The researchers have limited this research because in the Covid-19 pandemic time, therefore this research was done until only the Implementation stage. The data collection was obtained by validation results from learning media experts. The result of two media experts showed the percentage score was 94% in the "valid" category, while from the teacher as material experts showed 84% which was "valid" criteria as well as from language experts obtained percentage to 86% include "valid" category. Based on the result of analyzing data the media of matching game was feasible to be used in teaching and learning English.
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Info Artikel	**Abstrak**
	Penelitian ini bertujuan untuk mengembangkan media pembelajaran yang dapat digunakan dalam proses pembelajaran di kelas V SDIT Syahiral Ilmi Bukittinggi. Media yang dikembangkan adalah permainan menjodohkan (Matching Game) dengan menggunakan Adobe Flash CS6 untuk mengajarkan kosakata kepada siswa kelas V SDIT Syahiral Ilmi Bukitinggi. Penelitian ini dilakukan karena sebagian besar siswa masih mengalami kendala dalam pembelajaran bahasa Inggris khususnya penguasaan kosakata. Sebagian besar siswa sulit untuk menghafal kata baru, kemudian suasana kelas tidak kondusif dan siswa cenderung mengantuk dan bosan di dalam kelas. Kesulitan siswa dalam memahami materi dalam pembelajaran bahasa Inggris menjadi pertimbangan bagi peneliti untuk mengembangkan permainan mencocokkan sebagai media untuk mengajarkan kosakata kepada pelajar muda. Desain penelitian adalah Research and Development (R&D), dengan menggunakan model ADDIE yang terdiri dari: (1) analisis, (2) desain, (3) pengembangan, (4) implementasi, dan (5) Evaluasi. Peneliti membatasi penelitian ini karena pada masa pandemi Covid-19, maka penelitian ini dilakukan hanya sampai pada tahap Implementasi. Pengumpulan data diperoleh dengan hasil validasi ahli media pembelajaran. Hasil uji dua ahli media menunjukkan persentase skor 94% dalam kategori "valid", sedangkan dari guru sebagai ahli materi menunjukkan 84% dengan kriteria "valid" serta dari ahli bahasa diperoleh persentase menjadi 86% yang termasuk kategori "valid". Berdasarkan hasil analisis data media matching game layak digunakan dalam pembelajaran bahasa Inggris.
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INTRODUCTION

Vocabulary is one of the components that are taught in English learning. It is considered as an important aspect for the learners of foreign language. The students who acquire a lot of vocabulary will be able to construct good communication. They will be able to interact with others through listening, speaking, reading, and writing. As Linse & Nunan in *Practical English Language Teaching*: *Young Learners* stated that vocabulary is the collection of words that an individual knows. It means that vocabulary is the group of words that the students know and practice in everyday conversation. Learning English in Elementary school is to introduce and build English concepts. The first concept that be taught is vocabulary. By learning vocabulary the students can add many new words and also help the students to be successful in learning English. Teaching vocabulary can helps the students to understand and communicate with others in English. Without vocabulary, the students can not be mastery English. Vocabulary has a significant role in learning English (Irwandi et al., 2018).

Teaching vocabulary is also viewed as the basis of developing students' skills in reading, listening, speaking, and writing. In mastering those skills, students need enough vocabulary to make them understand what the teacher says. The students who have a good mastery of English vocabulary will certainly be able to speak, read, listen, and write in English. Through vocabulary, students will be able to enrich their English knowledge. Moreover, considering the importance of vocabulary mastery in foreign language learning, vocabulary should be thought of as an important aspect that will determine the success of the four language skills (Bakhsh, 2016). Furthermore, the vocabulary that is taught by the teacher should be meaningful for students, in order to be well memorized by the students (Nuraeni & Lube, 2020).

Teaching vocabulary to young learners is not easy as we think, it would be different from teaching adults. It is because young learners have the characteristic. Syafrizal and Haerudin (2018) stated that rather than adults, young learners show more intense and eager enjoyment, are energetic, and easier to adjust to a particular circumstance. In the process of learning young learners have various ways of learning such as understanding a meaning based on their experience and explore it and try something new because it has curiosity (Juhana, 2014). Therefore, the teacher should be creative because English is a foreign language for the students. A teacher can make the class fun by doing several activities, such as translation, memorization, sing a song, and playing games (Djalal, 2017). There are many media in teaching vocabulary, one of them by using games. According to Wright, Betteridge & Buckby (in Mahayanti et al., 2019), the game means an activity which is entertaining and engaging, often challenging and activity in which the learners play and usually interact with others. It means that game is one of the best ways to direct students attention in the class not only to learning vocabulary but also in other lessons.

One of the games that can be used by the teacher to attract the attention of students is a matching game. In the matching game, as the name implies, participants need to find a match for a word, picture, or card (Klimova, 2015). According to Wahab (2007 in Aswandi, 2020), a matching game is a game to match the corresponding pair of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding cards or pictures or as a pair work or small group activity. In addition, the matching game is a modified game of the make a match game. This game is applied by following rules of the game. But, it is adjusted to the level of the students and their weaknesses (Sari, 2016).

Based on previous research that has been applied by Sunarti (2011), Muslimin et al., (2017), Pridarani (2018), and Rahmawati (2019). The results of all these studies showing the matching game can attract students' interest and attention in learning.

The result of observation and interview at the fifth grade in SDIT Syahiral Ilmi Bukittinggi in November 2019, it was found some problems. First, 1) the atmosphere of the classroom was not conducive and the students be sleepy and bored in the classroom. The problems occurred, because the students seen needed a more interesting activity in learning

English vocabulary. 2) The school has good facilities for learning, such as laptop and projector, but the teacher did not use these facilities in learning English. The researcher interviewed the English teacher, she said that she rarely used learning media in learning English, because the teacher did not have experience in making the interested media. The second came from the students, they are lack motivation to learn English. This general problem was very familiar to the teacher when they taught their students in the class. The students did not listen when the teacher explained the material. They usually talked about something out of the lesson. When one of them was chosen by teacher to say something, they gave their gesture that they did not know the answer is. Sometimes, some students felt shy to express their ideas (Temaja, 2017).

Based on the problems above, the researchers are interested in the developed matching game as media to teach vocabulary for fifth grade at the Elementary school of SDIT Syahiral Ilmi Bukittinggi. One of the learning media that can be used by the teacher is used media interactive learning in the class because it is believed with used interested media in the class can bring out the power of imagination stored in students so that they will easily remember. media can be applied in learning by modifying learning materials into tangible objects. Matching games for fifth-grade elementary school students can be used as an alternative learning media to optimize the learning process, especially in learning English.

METHODS

The design of this research was Research and Development (R&D). R&D is a process to develop a new product or complete an existing product and tested its effectiveness. Research and Development (R&D) is a method used to produce a product, and test the effectiveness of the product. In this research, the researcher chose the ADDIE models, because this model was appropriate to be applied in developing English material-based multimedia (Gay et al., in Matondang et al., 2019). In addition, this model had simple stages and was easy to be used in developing a

product. Branch in *Instructional Design: The ADDIE Approach* said that The ADDIE models consist of 5 components that are interrelated and systematically structures.
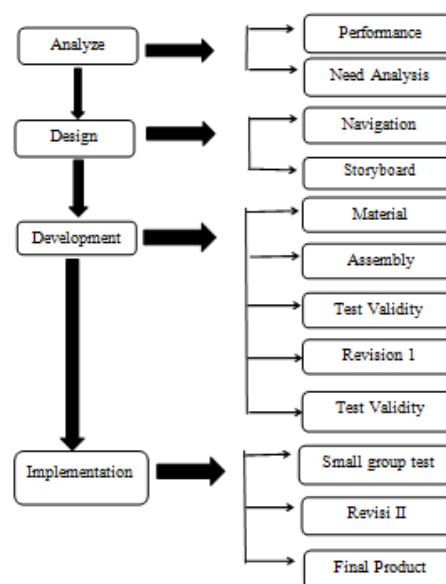

Figure 1. The Procedures of Research by Using ADDIE Model

In the development procedures above, each step can be explained as follows:
Analysis

The analysis is the first step that must be done, the analysis aims to find out the needs finds out the problems that exist in students, and determine the way out.
Design

The activities in this stage were designing Navigation Structure and storyboard.
1. Navigation Structure
In the making of the product schema, the researcher used the navigation structure. It was useful to describe a link from one page to another page of media.
2. Storyboard
A storyboard was a clear description of each scene. It described multimedia objects that included visual, audio, and other displays that were needed. So, the illustrations of the multimedia that developed can be seen clearly.
Development

Development in the ADDIE model is activities to make the product. In the development phase, the conceptual framework

that had been made then was realized into a product (Haviz, 2013). The activities of this stage were as follows: a) Material Collecting, this stage has collected the material. This process was most important in making media. These materials include photograph, clip art, audio, and others. b) Assembly, the assembly stage was the stage of making media. The production of the media is based on navigation structure and storyboard. The making of media used software of *Adobe Flash CS 6* by following Jibril in *Jurus Kilat Jago Adobe Flash.* c) Test Validity was done by some experts. This test was aimed to measure the validity of the product. d) The revision was done to repair the product. The revision was done by following under comments and suggestions that given by experts.

Implementation

The implementation phase is applied to the product in the real situation. Before doing this stage, the products had been validated by experts. After validating by the experts and be declared to be decent as a media, the product can be applied in the learning process (Rabiah, 2015).

RESULTS AND DISCUSSION

In this section the discussion of what has been done is presented, namely analysis, design, development, implementation.

Analysis

Based on the result from observation in the V class at SDIT Syahira Ilmi Bukit Tinggi, the reseacher found that The atmosphere of the classroom was not conducive and the students tend to be sleepy and bored in the classroom. The problems occurred, because the students seen needed a more interesting activity in learning English vocabulary. The observation showed that the teacher did not use variations of activity or media in learning English in the class.

The result of the interview with the English teacher of SDIT Syahiral Ilmi Bukittinggi showed that the students were lazy to learning English they had assumed that learning English was so difficult. Although this school has good facilities such as a computer lab and LCD in each class, teachers were seldom to used those facilities because the teacher does not have experience to make media interactive learning that interested to teach English vocabulary to young learners. The teacher said that used media interactive in the class is a better activity in teaching vocabulary in order to make students become more interested and motivated in learning vocabulary.

Therefore, researchers had interested in the developed matching game as media to teach vocabulary to young learners at the fifth grade in SDIT Syahiral Ilmi Bukittinggi. The teachers fully support this activity, because the application of this media is interactive in the learning process especially to learning English for young learners so the students can enjoy and feel fun in the learning process. By interesting media so they are be understanding the materials which have been explained.

Design

The design phase was the continuation of the analysis stage. In the process of media design, researchers needed a design schema to facilitate the researcher in the production of the media. The schema design was described in form Navigation structure as follow:
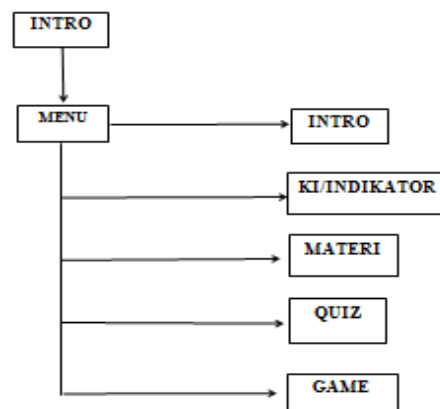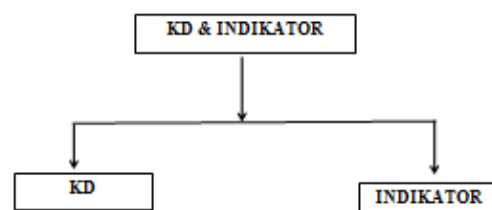

Figure 2. Main Navigation Structure

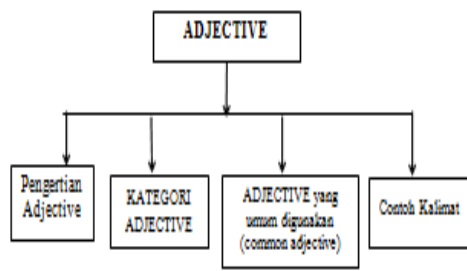**Figure 3.** Navigation Strcture of Indicator and KD (Basic Competence)

Figure 4. Navigation Stucture of Materia
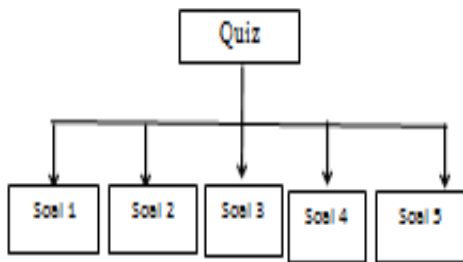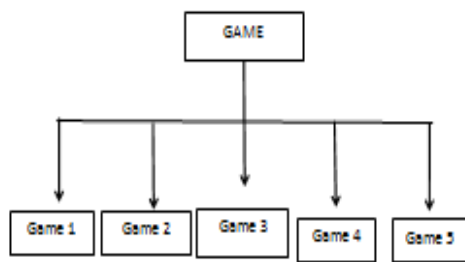

Figure 5. Stucture of Quiz

Figure 6. Structure of Game

Development
Assembling Process
1) The process of making background
The process of making a background was to input the picture at *Stage* (display of software). The picture assembled had extension of .png or .jpg following Sunyoto in *Adobe Flash + XML = Rich Multimedia Application*. After inputting the picture as a background, then to input text, logo, effect and gave the button (Binanto, 2010 in Yudistira, 2014).
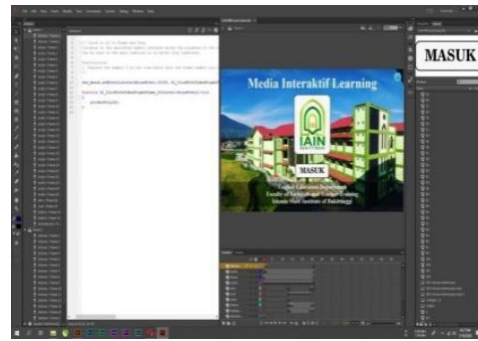

Figure 7. Display of Cover

2) Navigation button creation
The button of media was made by converting text or picture. The text and image was converted into symbol by button type and then controlled by using action scripts.
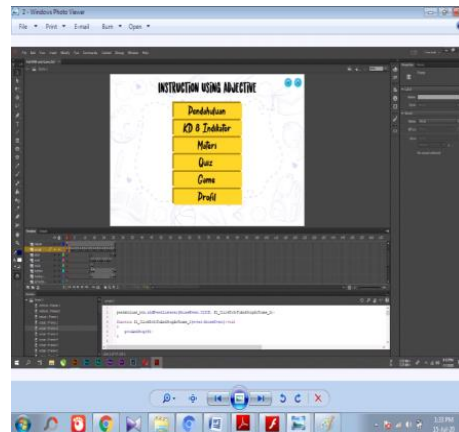

Figure 8. Process of Button

3) The media output
Here are display of meadia output developed.

Figure 9. Display of Cover

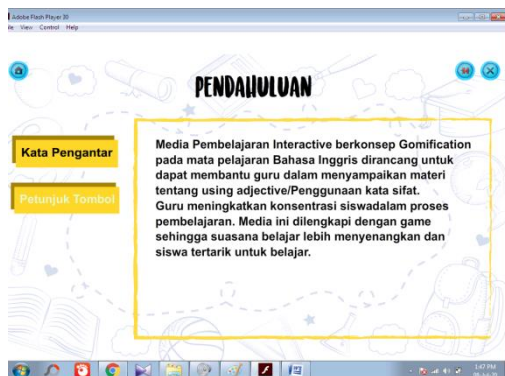**Figure 10.** Picture of Main Page

Figure 11. Display of Introduction

Figure 12. Basic Competence and Indicator

Figure 13. Display of Topic

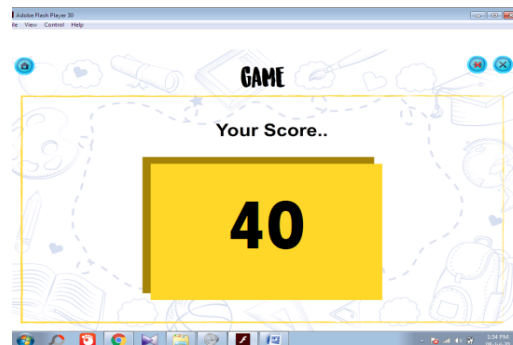**Figure 14.** Display of Material

Figure 15. Display of Quiz
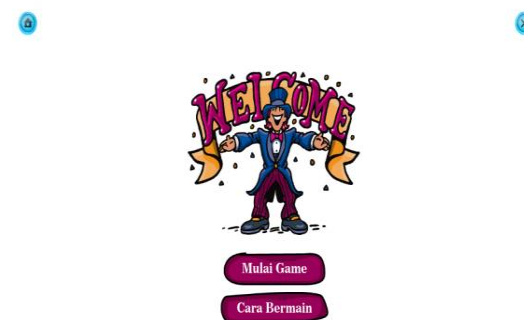

Figure 16. Score of Quiz

Figure 17. Opening Game

Figure 18. Display of Game

Implementation

The implementation stage was the continuation of the development stage. The advisability of the product that was developed before it got validation from some experts to be tested then got the score and suggestions about the product. In this research, the researcher involved 4 media experts, they were lecturers in information technology and computer education of IAIN Bukittingi. The material experts were English teachers and the language experts were English lecturers of IAIN Bukittinggi. At this stage, the researcher limited the application of the product at school, caused by coronavirus disease (COVID-19). Based on the government policy No 4 the Year 2020 regarding the application of learning at home that has started on March 16 until an unspecified time. Therefore, researchers did not apply the media at the field or school. In this research, researchers only tested media in small groups. Small groups test was done by involved 10 students of SDIT Syahiral Ilmi Bukittinggi. This test was aimed to know the response of learning media was developed.

The matching game-based media had been testing the product by the experts by using a validation sheet. The first, testing product by 2 experts of media they were lecturer of informatics and engineering IAIN Bukittinggi. The result of the feasibility of media experts is 94%. The second, result of material experts by teacher of SDIT Syahiral Ilmi Bukittinggi.The validation shows a percentage of 84%. The third by language expert by English lecturer of IAIN Bukittinggi got a percentage of 86%.

The researcher did testing product to small group test. Based on the testing product and by 10 students from V class SDIT Syahiral Ilmi get the percentage 93% in category "very

Valid". So its conclude that the matching game media was feasible to be used in teaching vocabulary in the learning process.

CONCLUSION

Based on the finding and the discussion in the previous chapters the researcher concluded this research that focuses to develop a matching game as media to teach vocabulary to young learners at the fifth grade of SDIT Syahrial Bukittinggi. That aimed to increase the interest in learning English.

The result of this research it concludes that: (1) the ADDIE model was found to be a useful guideline for building effective teaching and learning as tools of instructional design. (2) Based on the result of the eligibility of the product that validation by experts so can be concluded that the first validation by media expert showed a percentage of 94%. The second validation by material expert by English get the percentage of 84%. The third validation by language expert by English lecturer get was 86% and the result of testing product with small group try out by 10 students get the percentage 93%. Based on the result of analyzing data, it was found that the media was feasible to be used in teaching and learning in the fifth grade at SDIT Syahiral Ilmi Bukittinggi.

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