

PICTURE MATCHING GAME”, A PICTURE-TO-WORD GAME FOR THE SECOND GRADERS’ VOCABULARY MASTERY

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Abstract: *In learning English, one of the cores of the learning process is the vocabulary. Teaching vocabulary to young learners using media, especially visual media will be effective for teaching vocabulary mastery. This study was conducted to find the appropriate specifications for picture-to-word game for second graders. This study used Research and Development design adopted from Borg, Borg, and Gall (2003). The steps of developing, using the ASSURE model from Heinich, Molenda, and Russel (2002). Comprising the six steps, i.e., analyzing learner characteristics; stating objectives; select, modify, and design materials; utilize materials; require learner participation, and evaluate and revise. The discussion show that the Picture Matching Game was appropriate for second graders’ and can be used in the second grader’s vocabulary mastery. The result of the try-out process was the game is simple and easy. The revision of the media was the manual, the cards, and the picture. In conclusion, the appropriate specification for second graders was the picture must be colorful and clear, the media should be thick and strong, the object is chosen also should be found in students’ environment and surroundings.*

Keywords: *Prototype, Picture Matching Game, Second Graders, Young Learners, Vocabulary*

INTRODUCTION

English is a language that is widely used all over the world and it is important for everyone to be able to speak English. English is used in the signs, products, guides, education, and more. Young learners learn English by imitating and starting from basic kinds of vocabularies. According to Harmer (2001) they respond to meaning even if they do not understand individual words. Their understanding comes from what they see and hear and, crucially, have a chance to touch and interact with. They would not think about grammatical structures. To learn a language, understanding vocabularies is important because it is the language base itself.

Vocabulary can be defined as the words in the language. Vocabulary usually refers to the lexical items of the language. Students need to know about a lexical item, its written and spoken form and its most usual meaning. Vocabulary is “total number of words which (with rules for combining them) make up language (rang of) words to or used by, a person in trade, profession etc.” (Hornby, 1986). Young learners cannot sit still; they always move, and the teacher needs to get their attention by some movement by the teacher or the students itself. According to Nurhajati & Wicaksono in Cahyono & Mukminatien (2011) that when the students do not enjoy the learning activity, they will not pay attention to the lesson. Using this media, the researcher expected to conduct activities by the students, so they can learn vocabulary easier.

Media for teaching English could help young learners learn language better and in efficient ways. Some practical ways in which we can expose and motivate to learn language are using pictures, stories, games, and enjoyable activities. In this research, researcher will focus on developing the *Picture Matching Game* for vocabulary mastery. Picture are chosen to be the media to teach language because sight is a very dominant sense, and the most obvious type of visual material for children is a picture. The more clearly visible, interesting, and colorful the better. In this research, researcher focused on student vocabulary mastery using picture. According to Cameron (2001), “One of the most effective methods of helping children learn new words is to teach unfamiliar words used in a text prior to the reading experience and using the visual materials”. This showed that visual materials could attract students more in the learning process. Nugroho, Nurkanto, and Sulistyowati (2012) stated that, if the teacher only gives tasks from the worksheet, the students would easily get bored and did not have experience in learning vocabulary in the class.

In this study, the researcher chose to develop a media for vocabulary mastery using picture-to-word based game. The activity itself would be conducted after the teacher had explained the material. The media would be called *Picture Matching Game*. It would consist of two parts called the card and the pouch. Both the cards and the pouches would be made out of paper. Researcher also would make a manual book for teacher for the instruction and guidance in using the media. The objective of the study is to develop picture-to-word based game in vocabulary mastery to be used in the second graders class in SDN Karangbesuki 2 with appropriate specification.

This study would be adopting a framework of Research and Development design made by Gall, Gall, and Borg (2003). The researcher chose this framework because it is included some steps which were appropriate and needed in this study. In developing the product, the researcher chose the ASSURE model by Heinich, Molenda, and Russel (2002).

The result of this research is a *Picture Matching Game* with the appropriate specification to be used by English teachers in second graders class and another researcher in the same field. The specifications can be used as a measure or knowledge for the teacher to conduct a media for a level of a students. Teacher can also make their own *Picture Matching Game* based on the specification as the result of this study. For other researcher, this specification can be their measurements in developing *Picture Matching Game* for different students' level after they discovered the result of this study.

This research is based on the previous research entitled "Developing Picture-based Game as Supplementary Materials to Enrich the Fifth Graders' Vocabulary". The media is the picture-to-word game the additional parts to match the game that she wants to apply. In this study, researcher improved the game itself and called it *Picture Matching Game*. In the previous study, the researcher uses the game for fifth graders, while in this study, the researcher uses the game for second graders. The researcher wanted to find the appropriate specifications to be used in the second graders' vocabulary mastery.

The *Picture Matching Game* is divided into two different parts; the cards and the pouch, which should match each other like the concept of picture to word matching game. The product contains 40 cards and 40 pouch which are made from Art Paper type 310. Art Paper was chosen because it is thick and solid. The first part is a picture card; which is square and has the size of 6 centimeters for the height and width. Pictures would be on the center of the cards, and it is about 4 centimeters in height and width, facing the front of the card. So that the ratio between the cards and the picture is 3:2. The second part of *Picture Matching Game* is a pouch with a label. The pouch size is 6x7 centimeters with a square hole used as a window, and the size of the window is 5x5 centimeters. The pouch has the name of the picture in the small cards so that the students have to put the picture card into the correct pouch. There are 40 pouches, divided into 2 different colors, 20 per each, indicating different types of object. The third part of *Picture Matching Game* is the manual. The manual size is A5 (21x14.8 cm). The manual has the recommended instruction for teacher. The instruction is for the use in both individual and group activities. The manual would be explained in English and Bahasa Indonesia side-by-side.

The manual would be divided into individual and group work use. For individual works, first, the teacher distributes the picture cards randomly to each member of the class. The second step, teacher pick up the label pouch one-by-one and say the name of the pouch. Student who has the same card should answer by say the name of the card. The third step, after students say the name, teacher ask for the students one-by-one to come to the teacher and to put their cards into the pouch. Then, the teacher gives the students the label pouch and the students must keep it. Next, after all, students have put the picture cards into the label pouch and they have all their cards back, the teacher put the bag on the wall. Teacher asks the students to put their matched card into the right type of them. These steps will involve their knowledge and vocabularies because they do it individually.

To involve a group work in the class, the teacher groups the students into two big groups. Next, the teacher will distribute the picture cards to one group, and the label pouch to one another. Then, the teacher asks the pouch group to find the matching picture in cards group by calling one by one. Teacher asks the students who have found their pairs to go to the teacher to put the card in the bag based on the matched type (fruits & vegetables and animals). Then, the teacher asks the group to put their cards into the pouch and the bag. These steps will involve their vocabularies better because they will do it in a group and they will see different pictures and different names and they have to match them into the correct name and correct type.

METHOD

Researcher adapting a framework of Research and Development design made by Gall, Gall, and Borg (2003). The researcher chooses this framework because it is included some steps which were appropriate and needed in this study. There are seven steps in the Research and Development design for making up this study. They are (1) needs analysis, (2) product planning and design, (3) preliminary product

development, (4) preliminary field testing, (5) product revision, (6) main field testing, and (7) the final product revision. In developing the product, the researcher chooses a model to determine the quality of the Picture Matching Game. ASSURE model was chosen. ASSURE itself is an acronym for six steps for planning and delivering instruction that incorporates media, implies several assumptions. Those six steps are Analyze learner characteristics; State objectives; Select, modify, and design materials; Utilize materials; Require learner Participation; and Evaluate and Revise (Heinich, Molenda, & Russel, 2002).

The first step is analyzing the character of the learner's characteristics. The researcher conducted an interview with the teacher as part of the need's analysis process. Using the results of the needs analysis, most of the second graders stated that they like to learn English using pictures. The researcher assumes that the students learning characteristics were visual. The researcher concludes that a set of *Picture Matching Games* are appropriate as media in teaching English in the class.

The second step was stating objectives. The researcher objectives in developing *Picture Matching Games* is to develop picture-based media as supplementary in vocabulary mastery to be used in the second graders class with the appropriate specification. An appropriate specification for second graders could really help students to improve their vocabulary mastery better because it is matched with what they really need.

The third step was designing the materials. The researcher chooses the materials based on the syllabus collected from the teacher. The materials chosen was "fruits, vegetables, and animals". The researcher's making and editing process are using Adobe Photoshop CC. All the concept were made using Art Paper 310. Designed and printed concept was to be validated by the expert validators.

The fourth step was utilizing the materials. The researcher utilized the material by revising the product considering the expert validators results and advice. To validate the product, the researcher met the first advisor, Dr. Sri Rachmajanti, Dip. TESL, M. Pd to validate the blueprints for product validating. After the blueprints accepted, the researcher decides the expert validator who are experts in media for young learners, recommended by the first advisor. The validators chosen was the researcher's first and second advisors, Dr. Sri Rachmajanti, Dip. TESL, M. Pd, and Rahmati Putri Yaniafari, S. Pd, M. Pd. The purpose of validating the product was to know whether the Picture Matching Game was suitable for the second graders of SD Negeri Karangbesuki 2. The expert validators were requested to fill a validation sheet with scores and advice based on the criteria included in the validation sheet. It is covered by some aspects such as the contents; the design; and the manual of *Picture Matching Game*. After finding the result of the validation process, the researcher had to revise the product to make it better before trying it out in SD Negeri Karangbesuki 2.

The fifth steps was requiring learners response. The researcher conducted a try-out of the product in the class. The researcher conducted try-out to know the usefulness of the product and how is student's vocabulary mastery after the try-out of the product. Involving all the students in the game and a quick test. The researcher also collected the results of the test. The subject of the try-out was the second graders of SD Negeri Karangbesuki 2. There were 34 students involved. After the try-out process, the researcher analyzed the data gathered. Also, the researcher collected the data by interviewing the teacher and the students.

The last step is the evaluation process, involved teacher response after the try-out process to know the effectiveness, weaknesses, and student's response during the try-out process. The comments and suggestions from the teacher will be considered for the final product revision.

FINDINGS AND DISCUSSION

The researcher conducted a needs analysis to examine the teacher's problem during teaching English, especially in vocabulary. The teacher revealed that the second graders were highly motivated in learning English, as they like to learn a new language. The teacher solved the problems by applying different technique such as using media. Based on the result of the needs analysis, the researcher started to plan for developing a *Picture Matching Game*. In deciding the materials, the researcher choose the material based on the needs analysis and the syllabus collected from the teacher. The topic chosen – "fruits, vegetables, and animals" meets the standard of competence of second graders in the second semester. The next steps were developing the design of the *Picture Matching Game* instruments using Adobe Photoshop CC 2015. The design will be printed using Art Paper type 310 which is a thick and strong kind of paper. The next steps, the researcher construct the printed media using scissors, cutter, and double-sided tape.

The researcher conducted a validation process, which validated by two expert validators. The validators chosen was the researcher's first and second advisors, Dr. Sri Rachmajanti, Dip. TESL, M. Pd, and Rahmati Putri Yaniafari, S. Pd, M. Pd. The validation process conducted to find the weaknesses of the product to be revised before the researcher try out the product to school. There were several variables which were included in the validation sheets such as aims, design, materials, topic, and the manual.

The first variable was the aims. The experts stated that the *Picture Matching Game* was an appropriate media for the teacher and students in the learning and teaching process. It is matched with the syllabus from the school. The second variable was the design of the *Picture Matching Game*. according to the expert validators, the picture cards and the name pouches are matched. The colors chosen were good and could attract the student's attention. The size of the picture cards and the name cards are big enough for second graders group activity. The build quality of the cards was good, but it would be better if the cards were laminated to prevent stains from ink, water, and oil on students' hands. The picture of duck chosen is suggested to be revised and substituted by the picture of domestic duck which is more common in students' environments. The overall design was good and could attract the student's attention. The third variable was the materials on the exercise sheet. The materials were matched with what students have learned in the previous meeting. The instruction is clear enough for students to read and work on. The picture was chosen also good because the picture is the same as the picture on the picture cards. The fourth variable was the topic chosen. The chosen topic was interesting and could make the students learn more about vocabularies. The vocabularies chosen were objects which could be found around students' surroundings and environment. The last variable was the manual. The expert validator stated that the manual was good, but the prerequisite of using the *Picture Matching Game* is not mentioned yet, so it needs to be included in the preface. The researcher had to look at the language used. It would be better if the researcher provided every step with pictures required, not text-based only.

The researcher calculated the score from expert validators and the result showed the grand total of 85,9% which should not be revised. Otherwise, the researcher considering the suggestions from the expert validators about the manual, so that the researcher decided to revise the manual to be a better one. A set of *Picture Matching Game* for second graders use was the final product of this study. A set of *Picture Matching Game* contains 20 Animal name cards, 20 Fruit and Vegetable name cards, 20 Animal name pouch, 20 Fruit and Vegetable name pouch, and a manual book.

The weaknesses of the product were found during the validation process, whether the score showed the possibility to not revising the product, the researcher insisted to revise the manual so that it could be clearer. The revision would be based on expert validator suggestions and comments. The expert validators suggested the researcher put the prerequisite of using *Picture Matching Game*. The researcher decided to put the prerequisite of using the *Picture Matching Game* in the preface page, require students to have learned about animals, vegetables, and fruits first. The expert validators advise the researcher to give attention to misspelled words in the manual. Also, the manual could be confusing for the teacher because the manual was text based. The expert validators suggested the researcher to give picture of each steps. The researcher also revised the misspelled words in the manual and give pictures in every step. To put pictures in every step, the researcher modified the manual from English and Bahasa Indonesia manual into a separated page. The last thing to be revised was the picture of the duck which in expert validator point of view, was different with ducks in Indonesia. The picture of duck chosen is substituted by the picture of domestic duck which is more common in students' environments. Indonesian ducks were taller, and the fur was fully brown.

The researcher conducted classroom try-out as the part of ASSURE process; Require Learner Participation to estimate the use of *Picture Matching Game* in the classroom. The try-out process was done by the researcher and the second graders of SDN Karangbesuki 2. The teacher of the class, Mrs. Fanta observed the students' attitude during the try-out process. The researcher also conducted an interview with the teacher after the try-out process. There were 29 students in the class on that day because 5 of them were absent. During the tryout process, the researcher conducted an observation to know the students' attitude in the classroom. While the students were playing the games and working on the exercise sheet, the researcher was observing the students' attitude. From the researcher's point of view, the students were excited and understand with the media, but some students looked passive and shy because their friends were dominating the class. The researcher thought the passive students were confused because other students were noisy, so they cannot understand the teacher or researcher instruction clearly.

During the game activity, the researcher applied both the group and individual activity. Some students still cannot read the name on the Name Pouch with correct pronunciation, also the students with picture cards cannot understand the name of the picture they have.

The third activity, the researcher gave the students an exercise sheet and 30 minutes time to work on. Students can work on the exercise sheet. The researcher found there are two students who worked on the exercise sheet slower than the other student. The researcher expected the two students were the students with a slow-learner problem, as the researcher and the teacher discovered in the preliminary study with the teacher interview.

The researcher conducted an interview with the teacher after the try-out process was over. There were some aspects which included as the questions in the interview guide such as the content, students'

interest, design, the use of the manual, and suggestions from the teacher. According to the teacher, the topic used in the *Picture Matching Game* was appropriate with the topic that students have learned about animal, fruit, and vegetable. The students also seemed enthusiastic about joining the game. The design of the *Picture Matching Game* also good and interesting for students in second grade. The picture and the color were attractive and clear. The use of the game also easy and simple, but it is still depending on the condition of the class and how the teacher handles the class and the students. The manual also clear, good and easy to use. The manual also includes guidelines for individual or in groups use.

The teacher also gave comments and suggestion for the researcher in developing the *Picture Matching Game*. the teacher comments that the researcher should be able to handle and control the class more because the researcher was facing the young learner, which were very excited if they were given a game as an instructional media. On that occasion, good class management should be a good teacher as the manager of the class, as stated by Marzano, Marzano, and Pickering (2003), Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively. Because children cannot stand still, and they must be excited about the games. The teacher also suggested the researcher to put name also on the picture card, so the student could understand what picture card they have, and more responsive during the activity.

After all the process using the ASSURE model, the researcher can find the appropriate specification of *Picture Matching Game* for second graders vocabulary mastery. A set of *Picture Matching Game* for second graders use was the final product of this study. A set of *Picture Matching Game* contains 20 Animal name cards, 20 Fruit and Vegetable name cards, 20 Animal name pouch, 20 Fruit and Vegetable name pouch, and a manual book. There were slightly different from the researcher specification before the expert validation and try-out process. The difference was in the manual preface there was a prerequisite of using *Picture Matching Game* as an addition, the new layout of the manual, a name of a picture in the picture card which could not be found in the first concept and the picture card were also be laminated to avoid stains.

CONCLUSIONS

The design of the medium for this study was in the form of a *Picture Matching Game*. *Picture Matching Game* was a picture-to-word game to teach vocabulary. The first chapter mentioned that the objective of this study was to develop picture-to-word game in vocabulary mastery to be used in the second graders class in SDN Karangbesuki 2 with the appropriate specification. Then the result of the tryout process showed the students have enjoyed the activities because they learned English through the picture-to-word game. Nugroho, Nurkanto, and Sulistyowati (2012) stated, if the teacher only gives tasks from the worksheet, the students would easy to get bored and did not have experience in learning vocabulary in the class. In line with the statement, the result of the preliminary study in the form of teacher interview conducted by the researcher showed that the lack of media availability in the class also cannot help students and teacher to maximize English teaching and learning activities, especially in vocabulary mastery. The researcher also the topic that students have learned is about fruits, vegetables, and animals.

The researcher has applied ASSURE model (Analyze learner characteristics; State objectives; Select, modify, and design materials; Utilize materials; Require learner participation, and Evaluate and revise) adapted from Heinich, Molenda, & Russel (2002). The researcher analyzed learner characteristics by conducting a preliminary study (needs analysis) in the form of an interview with the teacher. After the researcher got the result, the researcher stated the objective to make an instructional media called *Picture Matching Game* with an appropriate specification to be used in the second grader's vocabulary learning and teaching. The researcher then made the instructional media and gave it to two expert validators to be validated. The result would be the researcher's consideration to revise the product based on expert validators suggestions. The result showed that the researcher had to revise the manual which should include guide pictures and the picture cards to be laminated to avoid stinks. After the revision process, the researcher conducted the try-out process in the class and teacher interview after the try-out process. The result was the media was good and appropriate for second graders. The teacher only suggested the researcher add the word in the picture card. The suggestion from the teacher would be implemented by the researcher in the next revision process to be the final product.

During the tryout process, the researcher found that the students were excited, but some students looked hard to follow because of the domination of their friends. On that occasion, good class management

should be a good teacher as the manager of the class, as stated by Marzano, Marzano, and Pickering (2003), Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively. Because children cannot stand still, and they must be excited about the games.

After all the process using the ASSURE model, the researcher can find the appropriate specification of *Picture Matching Game* for second graders vocabulary mastery. There were slightly different from the researcher specification before the expert validation and try-out process. The difference was in the manual preface there was a prerequisite of using *Picture Matching Game* as an addition, the new layout of the manual, and a name of a picture in the picture card which could not be found in the first concept.

The conclusion is, the appropriate specification for second graders was the picture must be colorful and clear, the size and the thickness of the media should be thick and strong, the object is chosen also should be found in students' environment and surroundings.

The researcher had some suggestions for the English teacher and the further researcher who want to conduct research about *Picture Matching Game* or picture-to-word based game. For English teacher, the researcher suggested using the *Picture Matching Game* to support English learning and teaching activity in class, especially in vocabulary mastery. Using media in learning and teaching process was a really good idea and would not make students bored. The activity conducted could help students learn vocabulary easier by playing and visual activities using picture-based media.

The researcher also had suggestions for the further researcher. The first suggestion is the researcher should try to apply this media in different grades, different topics, different kind of activities because with the teachers' creativity this media could be used in many forms of games. The second suggestion is the researcher should be able to find the topic and the visual which familiar with students' surroundings. This also includes the object, the color, the typical, and the popularity among students as Indonesian.

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