

# THE INFLUENCE OF THE MATCHING GAME TECHNIQUE TO THE STUDENTS' MASTERY IN QUESTION TAG TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 PADANGSIDIMPUAN

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## ABSTRAK

*Penelitian ini dilakukan untuk mengetahui tentang seberapa jauh pengaruh metode matching game terhadap penguasaan siswa dalam question tag di kelas VIII SMP Negeri 3 Padangsidimpuan. Dan dalam penelitian ini penulis menggunakan penelitian random sampling. Jumlah sampel dalam penelitian ini adalah 63 siswa, dimana mereka dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian pustaka dan penelitian lapangan. Penelitian perpustakaan diterapkan berdasarkan kebutuhan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 3 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan kuesioner dan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisa dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Korelasi Pearson Product Moment ( $r_{xy}$ ). Setelah menganalisis data, diketahui bahwa nilai  $r_{xy}$  adalah 0,76. Dengan menghubungkan nilai ini ke dalam tabel penafsiran yang diberikan sebelumnya, diketahui bahwa nilai korelasinya dapat dikategorikan ke dalam korelasi yang tinggi. Ini berarti bahwa ada pengaruh yang signifikan dari penggunaan metode matching game terhadap penguasaan siswa dalam question tag siswa kelas VIII SMP Negeri 3 Padangsidimpuan, dan hipotesis penelitian ini diterima.*

*Kata kunci: matching game, question tag*

## ABSTRACT

This research is carried out in order to know about how far the influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidimpuan is. And in this research the writer applies the random sampling research. The number of sample in this research is 63 students, in which they are chosen randomly. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Padangsidimpuan. And as the instrument for collecting the data the writer uses the questioner and written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation ( $r_{xy}$ ). After analyzing the data, it has been got that the value of  $r_{xy}$  is 0.76. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant influence of

the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan. And the hypothesis of this research is accepted.

Keyword: matching game, question tag

## **I. INTRODUCTION**

Language is a tool to convey ideas, opinions, and feelings among the people by oral or written ways. One of the languages which are often used in communication is English. It becomes the dominant language around the world, and now many people use English as an international language. In Indonesian, English as the first foreign language to be taught in the schools since English has become an international language and used by most communicates in the world.

English as the first foreign language has been given a special attention and role especially in education. This is why the Indonesian government chooses English as the first foreign language to be taught at the formal schools. In Indonesian, English is taught to the elementary school students and those of higher levels of education until they go to university.

There are four skills in learning language that must be mastered, that is listening, reading, speaking, and writing. Those four skills have to be supported by language component such as: phonology, grammar, and vocabulary. Each of the language skills has a relationship each other. Everyone who wants to communicate in English well has to master the English grammar first. It is because every language in the world has it is own grammatical system.

Many people think of grammar as a rather boring school subject which has little use in real life. If we study the grammar of our native language, the succes of learners in acquiring their second language is influenced

by some factor, which is one of them is the gramatical mastery of the target language.

To make students motivated and enjoyable to study grammar, the teacher should think creatively how the subject can be learnt well and make their interested to learn. One of the strategies that can be used by teacher is technique to support the teaching and learning process. There are some teaching media available now, so the writer will use matching game as technique to improve students' understanding on question tag.

Question tag is one of the topics that should be taught in the first term in the eighth grade of junior high school. The students' understanding of question tag is chosen because there are a lot of student who often make errors in this case. The researcher known that question tag is very complex to be learned and for students' of junior high school it is one of the subjects which are difficult to learn.

To make students' be more interest and enjoy, the teacher can be use interest strategy that can be used by teacher in teaching process. So the researcher chooses matching game technique to improve students' understanding on question tag, because researcher think that it can motivate them to active more and also encourage the work in group.

Matching game as technique that can be used to learning grammar. Matching game technique can establish condition which enables the students to acquire knowledge and skill. Due this fact the researcher will makes

the topic of her research as follows : “The influence of the matching game technique to the students’ mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan”. The writer has chosen the topic based on the following considerations :

1. Question tags is one of the grammar material that the students usually make errors in studying.
2. Matching game is one of the teaching method that the students can be motivated in learning.

Therefore, the writer would like to express the scope of this research as follows :

1. The matching game technique in the topic of this research means one of methods in cooperative study. Cooperative study is based on the philosophy of homo homini socius, that is the philosophy which emphasizes a human being as a social creature.
2. The students’ mastery in question tag in the topic of this research means a short question which is appended to a statement when the speaker seeks confirmation of his or her students.

The writer formulate the problem of this research as follows :

“How far is the influence of the matching game technique to the students’ mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan ?”

The main purpose of carrying out this research is in order to find out about how far the influence of the matching game technique to the students’ mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan is.

## II. THE REVIEW OF LITERATURE

### Matching Game

Matching is selection of subjects for clinical trials or other studies so that the different groups are similar in selected characteristics. Matching game is one of technique that uses research teaching learning process. The use of matching game has good implication. Matching game is very simple but very effective way to study a particular topic. Stimulate students for learning the topic. Make the students be more interest and enjoyable in teaching learning process.(Http://www.Studenttechniques/ Accessed 06082010)

Matching game is one of games, which are used to help students in English class. The goal of this game is to improve students’ acquisition of question tag.

### Question Tags

Thomson and Martinet (1983) state that question tags are short additions to sentences, asking for agreement or confirmation. These are formed with auxiliary verbs. The term of the same thing in Bahasa Indonesia is *Kalimat Pengukuh*. In Bahasa Indonesia, it is also used commonly in speech. We often hear Indonesian people say “ *bukan?* ” at the ends of their sentences. Cook and Suter (1980) also state that tag questions are statement which become questions by having a yes – no question element “tagged” on at the very end. The other writer, Azar (1989) also sates that a tag question is a question added at the end of sentences.

## III. THE METHOD OF RESEARCH

In carrying out a research, a researcher can’t be freed from the method in it. Referring to this research is assumed as a scientific research, so that in this research the

researcher uses the scientific method. And based on the main purpose of this research is in order to find out about how far the influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan is, so that in this research the writer applies the correlational research. It is relevant to the statements of L R Gay (1988) that states : Correlational research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. Degree

For collecting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of the data from the library, in this case the needs of the books as the sources of theories and information, whereas the field research is used based on the needs of data from the field, in this case from the SMP Negeri 3 Padangsidempuan.

For getting information about the matching game technique the writer uses the questioners . And then it is scored in order to get the quantitative data. And in order to get the data about the students' mastery in question tag the writer uses the written test.

After getting the data, both of the data of the matching game technique and the data of the students' mastery in question tag, then it is analyzed by using the statistical analysis.

The statistical analysis is done in order to find out how far the influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidempuan is. In this case the writer consults the value of  $r_{xy}$  to the table of interpretation of correlation. The table of interpretation will show us about how far the influence of the matching game

technique to the students' mastery in question tag is.

From the topic of this research, it can be seen that the population of this research is the total number of the eighth grade students of SMP Negeri 3 Padangsidempuan. The whole number of the eighth grade students in this 2015-2016 academic year is 322 students. They are divided into ten classes.

The method which is used by the writer in choosing the sample of this research is the random sampling. The writer has chosen only 63 students as the sample of this research. In this case the writer uses the cluster random sampling.

Related to the topic of this research, the writer chooses the appropriate instrument for collecting the data. From the topic of this research it can be seen that there are two variables of this research, they are : the matching game technique and the students' mastery in question tag. For getting the data about the matching game technique the writer uses the questioners as the instrument. The questioners consist of the list of questions that relates to the matching game technique. The use of questionnaire is regarded appropriate to the variable of this research concerning with the matching game technique. The number of questioner items in this research is 20 items, in which each item consists of three options, they are : a, b, and c. It is still as a qualitative data. And in order to get the quantitative data or the scores of questionnaires, the writer uses the following ways :

1. For the option a, it is scored by 2.
2. For the option b, it is scored by 1.
3. For the option c, it is scored by 0.

After scoring all the items of questioner, then the writer calculates the sum of the scores. It means that the highest score

can be got by a student is 40. And for getting the scale 100, the writer multiples the scores with 2.5.

And for getting the information about the students' mastery in question tag, the writer uses the written test. The number of the test items is 20 items, and the form of the test used is the completion test.

After getting the data, both of the data of the matching game technique and the students' mastery in question tag, the next step which is done by the writer is analyzing it by using the statistical analysis.

The statistical analysis is used in order to know about how far the influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidimpuan is.

The techniques used by the writer in analyzing the data are as follows :

1. The writer distributes the data into the table of analysis, in which the data of the matching game technique is symbolized by X and the data of the students' mastery in question tag is symbolized by Y
2. The writer calculates the value of X<sup>2</sup>, Y<sup>2</sup> and XY.
3. The writer calculates the sum of X, Y, X<sup>2</sup>, Y<sup>2</sup> and XY. It is symbolized by ΣX, ΣY, ΣX<sup>2</sup>, ΣY<sup>2</sup> and ΣXY.
4. The writer calculates the influence of variable X and variable Y ( r<sub>XY</sub>) by using the formula of Pearson's Product Moment Correlation as follows :

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

5. The writer consults the value of r<sub>xy</sub> to the table of interpretation given by Anas Sudijono (1987) below :

**TABLE I**  
**THE TABLE OF INTERPRETATION OF r<sub>XY</sub>**

| THE VALUE OF CORRELATION (r <sub>XY</sub> ) | INTERPRETATION         |
|---|------------------------|
| Between 0.0 – 0.2                           | No correlation         |
| Between 0.2 – 0.4                           | Low correlation        |
| Between 0.4 – 0.7                           | Sufficient correlation |
| Between 0.7 – 0.9                           | High correlation       |
| Between 0.9 – 1.0                           | Very high correlation  |

6. The writer tests the hypothesis
7. The writer calculates the value of the mean scores of the two variables.

**IV. THE RESULT OF RESEARCH AND DISCUSSION**

The data of the score got by the students' in matching game can be described as follows :

**TABLE II**

| NO | X  |
|----|----|
| 1. | 75 |
| 2. | 80 |
| 3. | 75 |
| 4. | 70 |
| 5. | 80 |
| 6. | 85 |
| 7. | 90 |
| 8. | 80 |
| 9. | 85 |

|     |    |
|-----|----|
| 10. | 65 |
| 11. | 75 |
| 12. | 90 |
| 13. | 80 |
| 14. | 85 |
| 15. | 80 |
| 16. | 85 |
| 17. | 80 |
| 18. | 70 |
| 19. | 80 |
| 20. | 85 |
| 21. | 90 |
| 22. | 70 |
| 23. | 80 |
| 24. | 90 |
| 25. | 90 |
| 26. | 75 |
| 27. | 90 |
| 28. | 80 |
| 29. | 85 |
| 30. | 80 |
| 31. | 85 |
| 32. | 75 |
| 33. | 85 |
| 34. | 80 |

|     |    |
|-----|----|
| 35. | 80 |
| 36. | 75 |
| 37. | 75 |
| 38. | 70 |
| 39. | 80 |
| 40. | 80 |
| 41. | 85 |
| 42. | 80 |
| 43. | 85 |
| 44. | 80 |
| 45. | 80 |
| 46. | 85 |
| 47. | 85 |
| 48. | 90 |
| 49. | 75 |
| 50. | 65 |
| 51. | 80 |
| 52. | 80 |
| 53. | 90 |
| 54. | 75 |
| 55. | 90 |
| 56. | 85 |
| 57. | 75 |
| 58. | 90 |
| 59. | 75 |

|     |    |
|-----|----|
| 60. | 80 |
| 61. | 80 |
| 62. | 90 |
| 63. | 90 |

The calculation of the matching game technique (X) can seen below :

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{5100}{63} \\
 &= \mathbf{80.95}
 \end{aligned}$$

Through the collected data it can be seen that the lowest score got by the students in matching game technique 65, and highest score is 90, whereas the mean score of the matching game technique (M<sub>x</sub>) is 80.95. It means that the application of matching game technique can be categorized into the good category.

The frequency and percentages of the application of matching game technique can be seen in the following table:

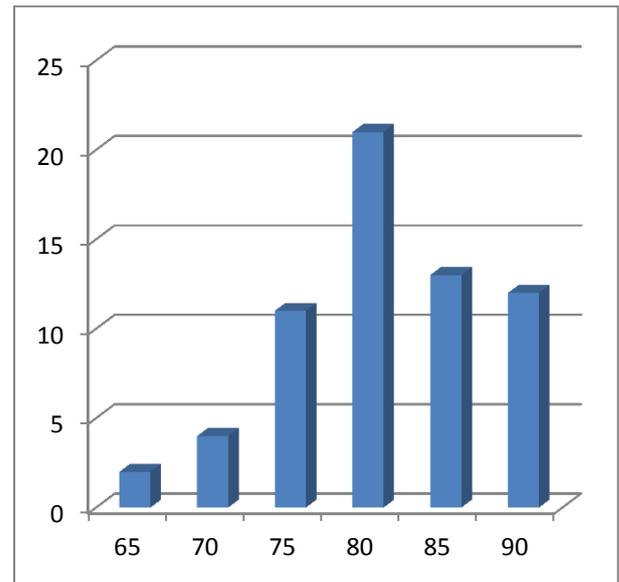
**TABLE III  
THE FREQUENCY AND PERCENTAGE  
DISTRIBUTION OF THE MATCHING  
GAME TECHNIQUE**

| NO | SCORES | FREQUENCY | %      |
|----|--------|-----------|--------|
| 1  | 65     | 2         | 3.17%  |
| 2  | 70     | 4         | 6.35%  |
| 3  | 75     | 11        | 17.46% |
| 4. | 80     | 21        | 33.33% |
| 5. | 85     | 13        | 20.63% |

|              |    |           |              |
|--------------|----|-----------|--------------|
| 6.           | 90 | 12        | 19.05%       |
| <b>TOTAL</b> |    | <b>63</b> | <b>100 %</b> |

Based on the table above the writer can make the histogram graphic as follows :

Graphic 1. The frequency histogram of the matching game technique



And the scores of the student in question tag show that the lowest score got by the students is 60, and highest score is 90. It can be seen below :

**TABLE IV**

| NO | Y  |
|----|----|
| 1. | 75 |
| 2. | 80 |
| 3. | 75 |
| 4. | 65 |
| 5. | 80 |
| 6. | 80 |
| 7. | 85 |

|     |    |
|-----|----|
| 8.  | 60 |
| 9.  | 80 |
| 10. | 60 |
| 11. | 70 |
| 12. | 90 |
| 13. | 75 |
| 14. | 80 |
| 15. | 75 |
| 16. | 80 |
| 17. | 75 |
| 18. | 70 |
| 19. | 80 |
| 20. | 80 |
| 21. | 80 |
| 22. | 65 |
| 23. | 80 |
| 24. | 85 |
| 25. | 85 |
| 26. | 75 |
| 27. | 75 |
| 28. | 85 |
| 29. | 85 |
| 30. | 75 |
| 31. | 80 |
| 32. | 70 |

|     |    |
|-----|----|
| 33. | 80 |
| 34. | 80 |
| 35. | 75 |
| 36. | 65 |
| 37. | 75 |
| 38. | 65 |
| 39. | 85 |
| 40. | 85 |
| 41. | 75 |
| 42. | 85 |
| 43. | 80 |
| 44. | 80 |
| 45. | 80 |
| 46. | 85 |
| 47. | 85 |
| 48. | 90 |
| 49. | 75 |
| 50. | 70 |
| 51. | 85 |
| 52. | 80 |
| 53. | 90 |
| 54. | 75 |
| 55. | 85 |
| 56. | 85 |
| 57. | 70 |

|     |    |
|-----|----|
| 58. | 80 |
| 59. | 70 |
| 60. | 75 |
| 61. | 80 |
| 62. | 80 |
| 63. | 90 |

The mean score of the students' in question tag is 78.02. The calculation of the students' score in question tag (Y) can be seen below :

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{4915}{63} \\
 &= \mathbf{80.95}
 \end{aligned}$$

It means that the students' abilities can be categorized in to the capable category. It shows us that in general the eighth grade students of SMP Negeri 3 Padangsidimpuan are able to master question tag.

The frequency and percentages of the students' mastery in question tag can be seen in the following table:

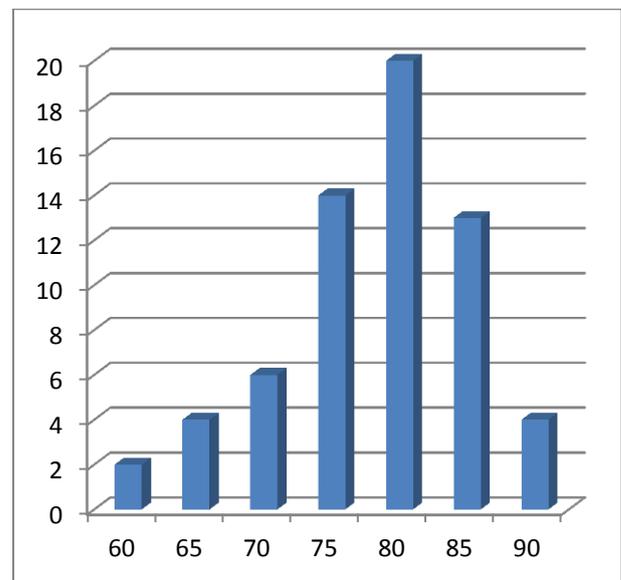
**TABLE V**  
**THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENT SCORES IN QUESTION TAG**

| NO | SCORES | FREQUENCY | %     |
|----|--------|-----------|-------|
| 1  | 60     | 2         | 3.17% |
| 2  | 65     | 4         | 6.35% |
| 3  | 70     | 6         | 9.52% |

|              |    |           |             |
|--------------|----|-----------|-------------|
| 4            | 75 | 14        | 22.22%      |
| 5            | 80 | 20        | 31.75%      |
| 6            | 85 | 13        | 20.63%      |
| 7            | 90 | 4         | 6.35%       |
| <b>TOTAL</b> |    | <b>63</b> | <b>100%</b> |

Based on the table above the writer can make the histogram graphic as follows :

Graphic 2. The frequency histogram of the students' mastery in question tag



From the above table and histogram above it can be concluded that the percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan who have succeeded in achieving the teaching objectives is 80.95%, whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria ( KKM ) is only 19.05% because all the students have achieved the value of the Minimum Completeness Criteria ( KKM ), that is 75.

From the analysis of the collected data it has been known that there is a significant influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidimpuan. And the hypothesis of this research that states "there is a significant influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidimpuan" is accepted.

## **V. THE CONCLUSIONS AND SUGGESTIONS**

### **The Conclusions**

1. There is a significant influence of the matching game technique to the students' mastery in question tag to the eighth grade students of SMP Negeri 3 Padangsidimpuan. It can be seen from the value of correlation of the two variables, that is 0.76.
2. The application of matching game technique is good to be applied in teaching question tags. It can be seen from its mean score, that is 80.95.
3. The students' mastery in question tag can be categorized into the capable category. It can be seen from the mean score got by the students, that is 78.02.
4. The students' mastery in question tag are not only influenced by the matching game technique, but also influenced by the other factors, such as: motivation, interest, attention, intelligence, aptitude, readiness, etc
5. The hypothesis of this research that states "there is a significant influence of the matching game technique to the students' mastery in question tag to the eighth grade

students of SMP Negeri 3 Padangsidimpua" is accepted.

### **The Suggestions**

1. In order to improve the students' mastery in question tag, it is suggested to the teacher to pay their special attention to the technique of teaching that influence the students' competences in learning.
2. It is suggested to the English teachers in SMP Negeri 3 Padangsidimpuan to teach the students in question tag well.
3. For the government it is suggested to complete school facilities, such as teaching aids, language laboratory, library, studying room, etc.
4. It is suggested to the students' parents to give attention concerning with the factors that influence the competences of their children in learning.
5. It is suggested to the headmasters of the schools to prepare the guidance and counseling teachers in order to improve the students' competences in learning and to solve the students' difficulties in learning.
6. This research is still far from being, so that it is expected to other researchers to carry out the deeper research concerning to the topic of this research

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