



TEACHING SPEAKING BY USING MAKE A MATCH TECHNIQUE FOR JUNIOR HIGH SCHOOL STUDENTS

Yetti Kurnia¹ and Rusdi²

English Department
Faculty of Languages and Arts
State University of Padang
kurniayetti59@gmail.com

Abstract

Speaking is one of the most difficult skills in learning English. Therefore, students need daily practices either inside or outside the classroom to make students fluent in speaking. This paper describes how to use *Make a Match* techniques in teaching of speaking to junior high school students. *Make a Match* technique is one of technique that can be used by teachers in teaching English especially speaking because *Make a Match* is a kind of techniques in the form of a game that will make students feel happy and can build motivation to learn. In addition, this technique can increase students' interest in learning speaking skills because *Make a Match* is a technique of looking for a partner using the card and picture as well as the award of prizes to the winners.

Key Words: *speaking, make a match, improve speaking ability.*

A. INTRODUCTION

English has four skills: listening, speaking, reading and writing. Among them, speaking can be the most difficult skill to be mastered by the students because it needs many daily practices. Then, the students should have practice repeatedly in order the students will be able to deliver and receive a message the oral form both in their classroom and out of the classroom. In Indonesia, it is hard to be implemented English because Indonesia includes English as a foreign language rather than first or second language. Consequently, many students are not able to speak English although they have learned English since they study English in elementary school. Therefore, students should have many chances to practice English speaking when they learn English in the classroom.

Based on the writer's experience of doing teaching practicum in a Junior High School, there are four major problems faced by the students in speaking class. First of all, students do not know how to express their idea in English. Second, students are the lack of self-confidence in speaking English. Mairi (2017) said that "it is not meaning-focus tasks, this kind of task may lead them to lack of self-confidence or anxiety and nervous". Third, students embarrassed and scared when they speak. Fourth, students bored with what is taught by the teacher in

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2017

² Lecturer of English Department of FBS Universitas Negeri Padang



learning English. To solve these four problems, there should be an appropriate technique used in teaching and learning English. One of the techniques is *Make a Match*. So, there are some reasons why *Make a Match* is chosen for teaching speaking.

The first reasons, in order the students know how to express their idea in English. Actually, they have an idea in their mind, but they cannot say it because they do not know how to express their idea in English. Second, in order the students are more courageous and confidence in speaking English. Most of the students are not brave and confident and feel inferior to her/his friends because she/he does not believe in her/his abilities. Third, in order the students not embarrassed and scared when they speak with each other. Most of the students will feel awkward when they speak, especially in front of the public because they do not have abilities to speak English when they communicate each other because of the lack of vocabulary that make each other misunderstood. Fourth, in order, the students are not bored with what is taught by the teacher in learning English, as we know, there are a lot of factors that make students do not interested in teaching and learning process because their teacher always uses the same methods in the teaching and learning English that is a conventional method.

In reality, there are some teachers who have difficulties when they teach speaking to the students. They have found a method that makes students like, meanwhile the teacher does not have knowledge in use that method. Therefore, the writer uses *Make a Match* technique to help teachers overcome their problems and make students become more active and responsive in teaching and learning process. So, teachers should have enough knowledge.

B. DISCUSSION

Speaking happens in real time. According to Thornbury (2005:1), speaking is part of daily activity relating to every day. So, when you speak with each other you cannot edit or revised what you say or what you wish. Therefore, you should think everything that you want to say before you speak in order not misunderstanding. There are three approaches in the teaching speaking in a second or foreign language according to Brown in Kroecker (2009:11) that are the indirect approach, the direct approach, and a combination of the direct and indirect approaches.

Before teacher teaches the students, they must know about the principle in teaching and learning process. There are some principles for teaching speaking according to Nunan (2003:54-56), first, be aware of the differences between second language and foreign language learning contexts. Second, give students practice with both fluency and accuracy. Third, Provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Fourth, Plan speaking tasks that involve negotiation for meaning. Fifth, Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

In cooperating learning we can find many kinds of techniques, for example, jigsaw, think pair share, numbered heads together, group investigation, two stays two stray, and make a match (Suprijono, 2009:74-92). Suprijono (2009:78) said

that *Make a Match* is learning using a card. It consists of questions card and the other card consists of answer from this a question In junior high school, students must learn English systematically and more focuses on the teaching of grammar rules and sentence structures (Zhu & Yaping, 2012:34). Therefore, learning and teaching process in junior high school little difficult.

1. The Advantages of *Make a Match* Technique

In using *Make a Match* technique, there are some advantages to improve speaking ability. According to Pertiwi (2013:2), there are four advantages of using *Make a Match* technique for teaching speaking at junior high school. First, it can increase student's motivation in learning. Second, it can increase student's comprehension of the material. Third, it can create a joyful learning because it is like a game. Fourth, avoid saturation of the students in the following teaching and learning activities.

2. Teaching Preparation

The teacher should have some preparation that is related to activities in the classroom before they come to the class in order teaching and learning process to be successful. The teacher who has a good preparation will be able to handle the class better than the teacher without preparation. Moreover, there are several things that should be prepared by the teacher to teach speaking that is using *Make a Match* technique.

First, it is important for the teacher to know about the technique well before the teacher shows to the students in order they can explain to students about the technique clearly and there will not misunderstand when the technique is played. Second, one of the most important things to be prepared is choosing the topic. Third, the teacher should make a lesson plan. Finally, the teacher should prepare several media related to the topic to build students background knowledge, for example; video, picture, and card. In addition, the teacher should prepare data projector to show the video or dialogue in front of the class and teacher also need speakers to listen how the pronunciation well. Here, the teacher prepares media such as:

Picture Card	Question Card	Answer card
	Where is the place Emma's 2nd Birthday?	123 Main Street Charlotte

3. Teaching Procedure of *Match a Match* Technique.

Before the writer discusses how the teacher using *Make a Match* technique, the writer would like to introduce the steps of teaching learning activity.

a. Pre-teaching activity

This activity is usually about ten minutes at the beginning of the class. There are some activities that can be done by the teacher: first of all, the teacher

greet the students and asks the students to pray together. Then, the teacher checks students' attendance. After that, the teacher reviews the previous lesson, it is done to see the student understands of the previous lesson and tells about the new lesson. The last, explains the objective of the lesson.

b. Whilst-teaching activity

Whilst-teaching activity is the main activity in the lesson which begins to be introduced, delivered and practiced during the class, where explain the material in this activity. In this stage, there are five steps: observing, questioning, experimenting, associating, and communicating.

1) Observing

In observing, the teacher explains about the topic that is invitation using media such as video, picture, and card about an invitation. These media will help the students to build their background knowledge. Also, the teacher asks the students to observe what they see to make students easier when they want to ask or answer the questions. This activity is usually about five minutes.

2) Questioning

This activity is usually about five minutes. The teacher asks the simple questions to the students related to the video or pictures orally. Also, teacher and students discuss those questions. The questions are used to help the students to know about the topic. Moreover, the teacher explains the material to the students.

3) Experimenting

This activity is usually about five minutes. This activity happens when the students have understood about the lesson. After that, the teacher gives the example of the conversation that has been made by the teacher itself and asks the students to scan the conversation and find difficult words. Moreover, the teacher asks the students to read the conversation based on the group, hear the cassette to know how the pronunciation well, after that the teacher reads the conversation again and ask the students to repeat after the teacher.

4) Associating

The teacher tells the students that they will play a technique which called *Make a Match* technique, this activity about twenty-five minutes. The steps this technique that are; the teacher will divide the students into four groups based on the number of attendance. After that, the students to sit like letter U so in the middle of the classroom will be free. Moreover, the teacher gives a card that contains the picture card with the question on the back of the picture card and answer card. After that, the teacher gives the instruction to each student to find the partner based on the card be held. The last, the teacher plays the music when the students find a partner, if they find a partner so the teacher gives the praises about their working and gives applause for them.

5) Communicating

This activity is the last activity in the whilst-teaching activity. This is about twenty minutes. The teacher checks students' understanding and asks the students to create a conversation itself with a partner based on the picture and situation given and perform in front of the class.

6) Post-teaching activity

This is the last step when you do teaching and learning process. The teacher asks the students about the material and problem that they face. Next, the teacher asks about the technique and tries to conclude what she/he has explained to the students. After that, the teacher informs students about a material and gives homework to students for next meeting. The last, the teacher and students do reflection together with listening to the music and close the meeting with saying greeting or Salam.

C. CONCLUSION AND SUGGESTIONS

From the explanation above, it can be concluded that the writer chooses to *Make a Match* as a technique for teaching speaking because this method can make the students to be more active in the learning process and at the same time make their learning more meaningful and fun for them. Also, the teacher can improve the student's speaking ability.

Based on the conclusion above, the writer gives some suggestions for English teachers, it is important for the English teachers to improve the teaching learning process in teaching speaking activity. The teachers can use *Make a Match* technique in teaching in order to make the students more motivated, interested and active in teaching and learning process. Also, teachers should have more knowledge than the students. For students, students should give positive contribution and they have to be active in teaching and learning process, so they get effective learning. They also should attempt to get more confidence and do not have to be afraid of making mistakes.

Note: This article is written based on the writer's paper with the advisor Prof. Drs. Rusdi, M.A., Ph.D

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