

Applying Make a Match Technique to Improve the Seventh-Grade Of Students' Vocabulary Mastery In SMP Dharma Wanita Medan

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Abstract: The design of this research is Classroom Action Research (CAR). This research will observe and study the problems that arise in the implementation of the teaching and learning process. This study aims to prove that the make a match technique can improve the students' vocabulary mastery and to prove that the students' motivation in learning vocabulary is improved by using the make a match technique. This study used tests, questionnaires, observation sheets, and field notes as data collection instruments. The research results can be seen that applying the Make a Match Technique can successfully improve the students' vocabulary mastery. The students' mean score from the pre-test to post test. The students' mean score was 40 in the pre-test, the formative test was 62, and the post test was 80.

Keywords: *Vocabulary, Make a Match Technique, Classroom Action Research*

INTRODUCTION

Language is a social communication tool in the form of a sound symbol system generated from human speech. Humans as social beings need interaction with other humans in society. For the sake of social interaction, means of communication called language is required. Every society must have a language. English is one of the most important languages in the world. Almost everyone from many various countries around the world use it to communicate. It is because English is used as an international communication in many aspects such as politics, business, education, cooperation with foreign countries, etc. In learning English, it cannot be separated is from the mastery of vocabulary.

Vocabulary is an important component of learning English. Vocabulary is one of the basics that must be taught to students before starting to learn about English skills. When students are proficient in mastering vocabulary, they will be ready to learn the four skills in English and be able to continue to the next stage in learning English. According to Faraj (2015:10) that vocabulary is an essential building block of language and as such it makes sense to be able to measure learners' knowledge of it. It can be concluded that vocabulary is a very important part of language especially for and learning teaching process, vocabulary plays an important role. In learning vocabulary, there are types of vocabulary. According to Harmer (2007: 56) , there are two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them but which they will probably not be able to pronounce. Haycraft (in Hatch and Brown 1995:78) state these two of vocabulary. According to Celce and Rosensweig (2001:285), vocabulary learning is a central to language acquisition whether the language first, second, or foreign. Meanwhile Hornby (1995:125) states that teaching is defined as giving instruction to somebody knowledge, skill, etc. As well as, Thornbury (2002: 29) states that Vocabulary is basic element of language to

understand the language. The learner should know the complexity of words, and the teacher should decide how to teach vocabulary on the class. Teaching vocabulary can be done through four phrases are: introducing, modeling, practicing, and applying.

According to Harmer, (2007) there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Students need to see and hear words in context and see and hear how the words are used. In order to encourage students to get more interested in learning English especially on vocabulary, teachers can introduce and develop the teaching technique called Make a Match. As well as, Curran (1994) states that the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. One of the solutions that can be given to increase vocabulary is to use the Make A Match Technique.

In order to learn more about this phenomenon, the writer has found several studies that have improved or increased students' vocabulary mastery. The first study by Nia Utami et al is entitled Increasing Student Vocabulary Through Matchmaking Techniques for Grade X Students of Madrasah Ibtidaiyah Mahta'ul Anwar Pontianak in the 2018/2019 Academic Year. In the classroom action research using two cycles and with a total of 36 students in class X IPS 2 as subjects. This research showed that more than 70% of students passed the assessment score. Researchers also calculated the average score, and the results for the second cycle increased to 77.79. This study shows that using the make a match technique can increase students' vocabulary.

The second study by Monica Mahdanty is entitled Improving Students' Vocabulary Mastery Using the Make A Match Technique in Class X SMK Negeri 7 Bandar Lampung for the 2021/2022 Academic Year. This study uses Classroom Action Research with two cycles. The subjects of this study were 30 X Accounting students. Through this research shows the first cycle was 70.67 there were 13 students or 43% who passed minimum mastery criterion, then the second cycle was 78.67 there were 22 students or 73% who passed minimum mastery criterion. The mean score of first cycle was 6.4, then in second cycle was 7.29. From this study, it was found that the use of the Make a Match Technique increased students' vocabulary.

METHOD

The design of this research is Classroom Action Research (CAR). This research will observe and study the problems that arise in the implementation of the teaching and learning process. According to Wallace (2006; 5) classroom action research is a type of research conducted by teachers to solve problems or find answers to context-specific problems. Meanwhile, Mettetal and Cowen (2000) state that Classroom Action Research is a research design to find out the best strategy or technique in the classroom in order to improve students' skill. The data that the writer will be collect based on data instruments were west, questionnaire, observation sheet, field notes

The procedure of classroom action research in this research is based on the theory of Kemmis and Mc Taggart In one cycle consist phases to conduct classroom action research. They are planning, action, observation, and reflection. The action cycle is carried out in an integrated manner. Each phase of the cycle is concluded based on the previous and the next one. It means that activities in classroom action research are based on planning, action, and observation, then researcher can make reflections to determine the next cycle. Researcher took two cycles. Each cycle consists of two meetings. After the first cycle was done, the second cycle took the first cycle and got the first activity cycle.

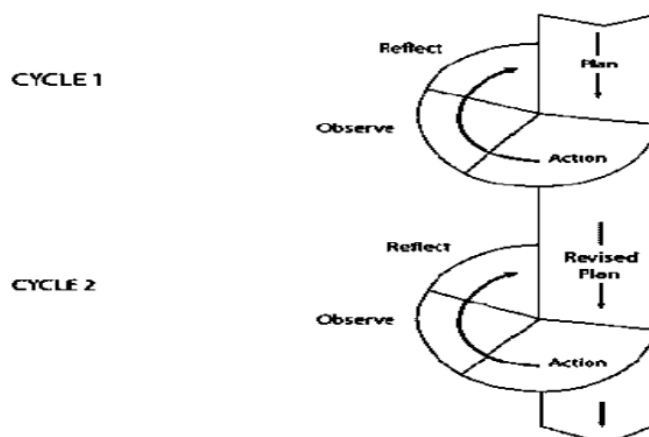


Figure 1. The procedure of Classroom Action Research

The technique of analyzing data in this research is based on each type of data which are in quantitative and qualitative. The test as the quantitative data will be analyzed by using the following formula to find out the means score of the students pre-test and posttest.

$$M = \frac{\sum x}{N}$$

M : Mean

\sum : Sum

X : Score

N : Number of students

In order, to know the score of the test, the following formula is used.

$$score = \frac{Total\ correct\ answer}{Total\ test\ item} \times 100$$

Calculating the students score rating by using the percentage below:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = The cumulative frequency of subjects

N = Total number sample

Participants

The subject of this research will be taken from the grade seventh students of SMP Dharma Wanita Medan. In order to get the subject of this research a sampling technique will be used. The sample of this research will be taken by using simple random sampling. According to Kohtari (2004: 32), This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples,

in case of finite universe, has the same probability of being selected. The method in taking the sample will be lottery. Based on this method the sample of this research is VII-1 consists of 21 students.

FINDINGS AND DISCUSSIONS

Findings

The data analysis was carried out to find out whether the Make a Match Technique could improve students' vocabulary mastery and student responses to the application of the Make a Match Technique. The data was taken from only one class at SMP Dharma Wanita Medan. The class is VII-1 consisting of 21 students. In the beginning of this research, a pretest was carried out in order to find out the preliminary situation of the students' vocabulary mastery.

Table 1. Quantitative Data

Component	Pre-test	Formative test	Post test
Mean	40	62	80
Median	36	64	80
Mode	40	64	78

Based on the quantitative data the students' scores, it can be concluded the mean score increases. It could be seen from the mean score of the pre-test, formative test, and also the post test. In the pre-test, the average student score was 40 while the student formative test score was 62 and in the student post test score was 80. Then the mode and median student scores in the post test were higher than the pre-test scores, this shows an increase in student vocabulary mastery through the make a match technique applied.

The percentage of students' vocabulary mastery achievement can be seen in the table below:

Tabel 2. Percentage of students' Achievement Who Got Score ≥ 75

Test	Students who got score ≥ 75	Percentage
Pre-test	1	5%
Formative test	8	38%
Post test	21	100%

Based on the percentage of the students' achievement, the writer presented the data in histogram:

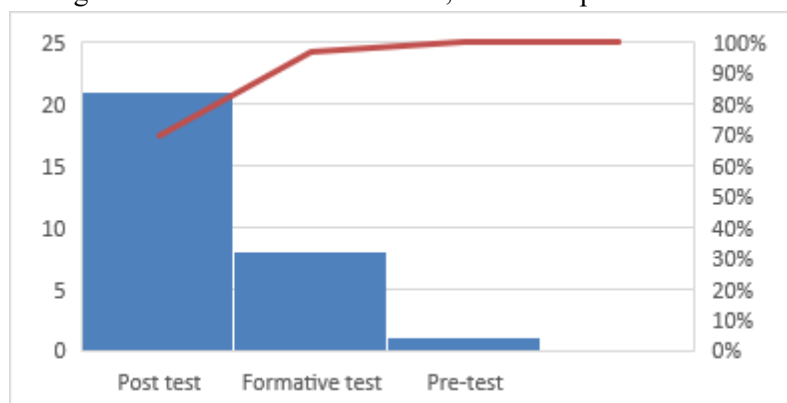


Figure 2. The Histogram Percentage of students' Achievement

From the histogram shows the percentage above there are 1 (5%) students who got score ≥ 75 . In the formative test there are 8 (38%) students who got score ≥ 75 . Then in the post test there are 21 (100%) students who got score ≥ 75 . Therefore, it can be concluded that Make A Match Technique can help students improve their vocabulary.

Discussions

From the results of research that has been done by the writer, the Make a match technique can improve students' vocabulary mastery. By applying the make a match technique, students' vocabulary test scores continued to increase from pre-test to post-test. This can be seen from the data showing the average score of students on the pre-test, formative test, and posttest. The average students score from the data obtained in the pre-test was 40, the average score in the formative test was 62, and the average score in the post test was 80. This can be seen from the histogram on the quantitative data which shows an increase from each test carried out starting from the pre-test, formative test, and posttest. It means that student scores continue to increase after the Make a Match Technique is applied in the vocabulary teaching and learning process.

Student responses to the teaching and learning process of vocabulary mastery through the make a match technique showed the desired results. This can be seen from the results of qualitative data taken in each cycle. From the results of these data, the make a match technique can increase student motivation in the teaching and learning process of vocabulary mastery. In cycle I, the writer found deficiencies that were seen during the teaching and learning process of vocabulary mastery. The writer sees the lack of student motivation in learning vocabulary mastery which makes students not actively involved during the learning process in class. The lack of student motivation in learning vocabulary mastery was proven from the data of the questionnaire which the active students were 70,7% while the in active students were 29,3%. However, in cycle II the deficiencies in the first cycle can be overcome through the application of the make a match technique. From the results of the data obtained, it can be seen that the increased motivation of students for learning vocabulary and students who became active in class showed that the deficiencies that appeared in the previous cycle were resolved through the second cycle so that there was no need to do the next cycle again. The increase motivation of students for learning vocabulary was proven from the data which all students were active 100%.

Apart from the questionnaire, to see the improvement of students in learning to teach vocabulary mastery through the Make a match technique is also shown in the observation sheet. In cycle I, the writer found deficiencies that were seen during the teaching and learning process of vocabulary mastery. According to data in cycle I, the teacher's lack of preparation in teaching resulted in less effective learning. The lack of teacher preparation in teaching vocabulary mastery is evidenced from the questionnaire data where the teacher received a positive response of 59.5% while in cycle II the teacher had improved the learning planning tools and received a positive response of 100%.

As for the observation sheet 2, it is intended to see the situation in the classroom when the teacher is carrying out the teaching and learning process and how the attitudes of the students are during the learning process. In cycle I, the writer found deficiencies that were seen during the teaching and learning process of vocabulary mastery. Based on data in cycle I, the lack of teacher preparation in teaching resulted in less effective learning which made the impact on the teacher's class not optimal during the teaching and learning process. The lack of teacher readiness in teaching vocabulary mastery is evidenced from the questionnaire data where the teacher received a positive response of 63.6%, while in cycle II the teacher had corrected teacher shortages by paying more attention to teacher readiness when starting

learning and received a positive response of 100%. Observation sheet 2 is also used to see how students behave during the teaching and learning process. In cycle I, the writer found visible deficiencies during the learning process. This is proven based on visible data where students got a positive response of 40% while in cycle II the positive response increased by 100%.

After the observation sheet, there are field notes which are one of the qualitative data used to collect data during the research. In the first cycle of field notes, there were still many student difficulties that were found during the learning process of vocabulary mastery. This can be seen from the results obtained during the pre-test and the formative test that was carried out during the first cycle. Therefore, cycle II was carried out to see the development of students' vocabulary mastery after applying the make a match technique. After applying the make a match technique in cycle II the results were better than before. This can be seen from the results of the post test where the results showed an increase so that there was no need to do the next cycle.

The last is reflection. Reflection is done to see how far the students have increased in vocabulary mastery. In the reflections that were carried out at the end of the first cycle, it was still seen that the students' vocabulary mastery was still lacking, so the writer continued the research in cycle II. During the course of cycle II, the authors began to see an increase after applying the make a match technique in the learning process. At the end of cycle II, the writer reflected again at the end of the cycle to review the final results of applying make a match. In reflection, the results are better than before, after applying the make a match technique the vocabulary mastery of students is better than before. Thus, after reflecting on the two cycles, it can be concluded that the make a match technique can improve students' vocabulary mastery.

CONCLUSION

From the results of research conducted by the writer on seventh grade students of SMP Dharma Wanita Pertiwi, the writer can conclude that teaching English vocabulary through the make a match technique is effective and can improve students' vocabulary mastery. After analyzing and presenting the data, the writer can draw the following conclusions that it can be seen that applying Make A Match Technique can successfully improve the students' vocabulary mastery. The students' mean score from the pre-test to post test. The students' mean score 40 in pre-test, formative test is 62, and posttest is 80. Meanwhile, the students score who passed Minimum Mastery Criteria from the pre-test is 5%, the formative test is 38%, and post test is 100%. After all the students, taught by make a match it can be seen the improvement of vocabulary mastery from pretest to the posttest about 100%. Therefore, the Make a Match Technique can improve the students' achievement in vocabulary mastery.

The qualitative data that was obtained during the research shows that during the learning process vocabulary mastery by make a match ran well technique. It can be seen that students are enthusiastic in the teaching and learning process and show good responses. This can be seen from the responses of questionnaire students' who gave a response that agreed as much as 56% and gave a response that strongly agreed there were as many as 44%. From the results of the questionnaire the application of the Make a Match technique was able to increase student motivation in learning vocabulary mastery and was able to increase student activity during the teaching and learning process. Students gave very good response. They agreed that applying the make a match technique could improve their achievement in vocabulary mastery. That means applying make a match technique can increase students' motivation and involvement in learning vocabulary mastery.

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