# IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY MASTERY OF SMP ANASTASIA PANCUR BATU BY USING MAKE A MATCH TECHNIQUE

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## ABSTRACT

This research was primarily conducted to prove that the application of Make a Match technique could improve the seventh grade students of SMP Anastasia Pancur Batu and to describe their responses towards the application of Make a Match technique in the processes of learning vocabulary. This research is Classroom Action Research which was performed in two cycles. Each cycle consisted of three meetings. The quantitative data analysis showed that the students mean score increase continuously from 72,75 in pre test, 85,17 in formative test and 96,20. The qualitative data analysis showed that the students gave good responses towards the application of Make A Match technique. They felt more interested and encouraged to master vocabulary after Make a Match technique was applied. To sum up, the application of Make a Match technique could improve the students' vocabulary mastery. It is advisable that English teachers should try applying Make a Match technique in teaching vocabulary.

***Key words**: Vocabulary, Make A Match Technique, Classroom Action Research*

## INTRODUCTION

In order to be successful in learning English language, a learner must have positive language attitude. It is in line with Fakeye's opinion (in Sari, 2016:38) who states that the matter of learner's attitude is acknowledged as one of the most important factors that impacts on learning a language. In learning a foreign language, vocabulary plays an important role. If one has only few words, can hardly express his idea. On the contrary, if he has a lot, he can express a lot. This is the most important role of vocabulary in learning a language. Vocabulary mastery is one imponent that can help one to speak easily. Vocabulary is all of the words known by people and they use those words to make up a language. Cameron (2001: 156) defines, "Vocabulary as one of the knowledge areas in language plays a great role for learners in acquiring a language". It means that to improve their language skill, learners must master the vocabulary. Manullang, Lumban Raja, and Sari (2018:128) state that communication will not flow if one has only a small number of vocabularies. Therefore, it is obligatory for him to develop his vocabulary for better communication.

Vocabulary is an important part of language and also for all the people to interact with each other. Vocabulary can be formed of four basic language skills.

Vocabulary will help students to succeed in using the language. The students are helped to understand how words work in written and spoken forms. Through vocabulary, students can communicate well because it refers to a concept which exists in the memory of the listeners mind when they do speech or active speaking. The problem is the students cannot understand the content of the text because they get difficulties on understanding new vocabulary.

Vocabulary has also been an important issue both for teachers and students in learning a foreign language. One's comprehension of a text either written or spoken will be highly dependent on his/her level of vocabulary mastery. If he has sufficient numbers of vocabulary, he will easily comprehend the points either what the writer delivers in a written text or messages delivered in spoken texts. Otherwise, she will not understand anything. As stated by Wilkins (in Thornbury, 2002), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It tells us that if someone wants to be able to convey meaning they need vocabulary. In addition, Sari and Pandiangan (2021:24) state that even though someone surpasses in sentence structure but if he/she does not excel in vocabulary mastery, he/she keeps being unable to say or write anything and the grammar knowledge will be futile. In addition, Sari and Br Sembiring (2019:508) state, "To be able to speak, a large amount of vocabulary is also important, because without adequate vocabulary, there is nothing to say".

Conventionally, vocabulary teaching is conducted by introducing students to new words found in a text by giving them a list of new words provided by the meaning in their native language. Teacher should bring the real situation in the classroom by giving activities that support students to practice English (Turnip, Rumapea, and Sari, 2017:103). Vocabulary conveyed their argument and students can easily to do communication (Thornbury, 2002:12). Teachers then give students time to memorize the words. After a while, teachers check their understanding by asking them to perform the vocabulary again or by asking the meaning of the vocabulary they have just learnt.

In the process of learning English for the seventh Grade Students at SMP Anastasia found a situation when the teacher Join explains the students were passive. However, after giving some exercises most students cannot do their work about English material, many students cheat answers from their friends. It is clear that they have problems in vocabulary mastery. They are still difficult to remember some new vocabularies. Usually, most of the students still consider that English is difficult lesson, especially in vocabulary mastery. Students' obstacles are the lack of knowledge in choosing the right vocabulary according to its use in making sentences and a lack of motivation both from inside and outside so that it is not as expected. In addition, students do not master vocabulary because students lack practice and vocabulary is too difficult to learn.

There are many techniques which can be used in the teaching learning process. One of technique is make a match. Make a match technique is one technique in cooperative learning developed by Lorrna Curran, in this technique the teacher must prepare some cards that contain several concepts or topics and answer. In this study, several writers have conducted this research before. For example, a study conducted by Novianti with the title The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020. Based on the findings,

the writer concluded that using Make a Match technique in teaching vocabulary is more effective than not using it. The result of data analysis showed that the mean value of experimental class was 86,13 and the control class was 74.91. The value of t-test was 4,332 while the value of t-table with db: 24 was 2,064. Based on the result of data analysis, it was known that the students who were taught by Make a Match technique had better vocabulary mastery than those who were taught by non Make A Match technique.

Another research was conducted by Reni, Munawaroh, and Ahmad with the title Improving Students' Vocabulary Through Make A Match Method At Class VIII of MTs Al-Khairiyah Kubangsari. Based on the findings, the writer concluded make a match method can improve students' vocabulary at class VIII A MTs AlKhairiyah Kubangsari. Result of the researcher's observation in the class when teaching the learning process, there were students' improvement in cycle II. Students could study enthusiastically. The students got better scores in the second cycle than the first cycle. The students score in cycle I was 67.14 and the score in cycle II was 81.90 while in improvement of students average score in cycle I and II was 14.76. It means that make a match method can make the students easier to understand the text and more convenient and pleasant to study in teaching learning, students can be better in their vocabulary.

From two previous researchers above, the writer concluded that there was an improvement from findings that two writers conducted. Based on the problems I found with research entitled Improving the Seventh Grade Students' Vocabulary Mastery of SMP Anastasia Pancur Batu by Using Make A Match Technique.

## REVIEW OF LITERATURE
### Vocabulary

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will not understand what others say. Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading and writing. Vocabulary conveyed their argument and students can easily to do communication (Thornbury, 2002:12). Vocabulary is one of crucial aspects to support those skills. As stated by Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. Based on the various definitions, it can be concluded that vocabulary is a list of words arranged alphabetically and which have meanings and recognized and understood by particular person when speaking, listening, reading, and writing.

### Types of Vocabulary

Vocabulary is useful for anyone who is studying English. In this case, that vocabulary is one important area that should not be neglected in language and learning. It is very useful for communication with other people in spoken or written. Hiebert and Kamil (2005:3) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.

They also define knowledge of words also comes in at least two forms as follows:

1. Productive vocabulary
   Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.
2. Receptive vocabulary
   Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words which individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

**Vocabulary Mastery**

In addition, there are some factors that influenced students' vocabulary mastery. The internal factor is that the young learners are not actively involved during the teaching and learning process. They are not highly motivated and do not respect vocabulary material because they are bored of the teacher's method. Meanwhile, the external factors are some factors that do not support the development of students' vocabulary mastery. Therefore, in English learning a teacher needs strategy, technique, method, and approach to help student understanding.

Vocabulary mastery is important because it is one of element that linked the four skills such as reading, listening, writing and speaking. Without vocabulary there is nothing we can say. Wilkins (2002) states, despite having good skills and grammar, the ability will be futile if it does not have enough mastery of vocabulary. In addition, Vocabulary is the component of the English language which holds an important role in communication (Hart and Risley, 2003:40). It means that we must master the vocabulary, if the students have more vocabularies, then they will develop the four language skills. Especially, writing skill.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) state vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

In order to make vocabulary learning process better at Junior High School, the teacher also has to follow particular principles in teaching vocabulary. According to Wallace (1982:27-30), they are as follows:

1) Aims
   The aims have to be clear for the teacher: how many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?
2) Quantity
   The teacher may have to decide on the number of vocabulary items to be learned.
3) Need
   The students are put in a situation where they have to communicate and get the

words they need, as they need them, using the teacher as an informant.

4) Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be certain amount of repetition until there is evidence that students have learned the target word.

5) Meaningful presentation

The learner must have a clear and specific understanding of what it denotes or refers to. The word is presented in such a way that its denotation or reference is perfectly clear and ambiguous.

6) Situation of presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal).

In fact, those purposes of language teaching cannot be reached if the students lack vocabulary. Therefore, the teacher has to find out the most suitable teaching and learning technique for her students to solve those problems.

**Teaching of Learning Vocabulary**

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. According to Hornby (1995:125), "Teaching" is defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

**Technique in Teaching  Vocabulary**

Technique of learning vocabulary are not simple. The teachers' ability to recognize the students' competence and characteristic are needed in teaching vocabulary, like teaching boys and girls, talkative and calm students. Therefore, the material taught to the students should be suitable with their level or rages.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006).

1. Using Object

Using this technique includes the use of realia, visual aids, and

demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008).

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3. Using Illustrations and pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

4. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

5. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations, translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time.

6. Make A Match

Vocabulary is a necessity for anyone who wants to understand a reading, conversation, or writing the English language. Coady as cited in Schmitt (2000:13) stated that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary. From the explanation, can be concluded

that without vocabulary is impossible for us to achieve that goal and we cannot communicate using the language. In addition, Vocabulary is not a particular subject for the students to learn, but it has been taught within the lessons of listening, speaking, reading, and writing (Schmitt, 2000). Many experts of language teaching methodology also agree that an appropriate technique, especially make-a match technique. The teacher will be easier in teaching vocabulary by Using make- a match technique because teacher will show how to teach vocabulary in good ways.

**Make A Match**

Make A Match learning technique is also included in cognitive learning theory, this learning technique also involves students in the learning process. In this learning process, it is emphasized on learning cooperation in a group. This was also stated Citra and Syaruroji (2016:147) that the make a match technique is a learning model where in its activities students are instructed to work together to find partners about a concept in a pleasant atmosphere.

Make a match technique is a learning that trains students to think quickly, interact with friends. Participate actively while building their concepts and understanding. Yesiana, et al (2016:11) also argue that the Make a Match learning model makes students active in following the learning so as to have a meaningful learning experience.

Make A Match technique is a learning is also included in cognitive learning theory, this learning model also involves students in the learning process. In this learning model also, it is emphasized on learning cooperation in a group. Application of the method start of the engineering student was told to look for a pair of cards is the answer or questions before deadlines, students who can match the cards of the given points. These cards consist of the cards contain questions and other cards contain the answers to those questions.

The next step is the teacher split the class into two groups of communities. The first group is the group of carriers of the card contains questions. The second group is the group of carries of the card contains the answers. If each group was already in the specified position, then the teacher rings the whistle as a sign that the first group or second group moving each other they meet, the couple questions answers search fit, and give the opportunity to them for the discussion. When they discuss it would be nice if there was a gentle instrumental music accompanying their learning activities. Result of discussions were marked by pairs of card bearer group member questions and answers carrier group members.

**The Processes of Applying Make A Match Technique**

Type of learning, techniques to make a match or find a partner developed by Lorna Curran (1994). This technique are students looking for the couple while learning about a concept or topic in a pleasant atmosphere. Steps to make a match type implementation as follows:

1. The Teacher prepares several cards that contain a number of concepts or topics that are appropriate for the review session, one part of the card is reserved and the other card is the answer.
2. Each student gets a card that reads the question/answer.
3. Each student thinks of answers/questions from cards held.
4. Any student looking for a suitable card pairs with the cards. For example: the

card holder that reads the name of a plant in Indonesia will be paired with plant names in latin (scientific).

5. Any student who can match his cards before the deadline given the point.
6. If the student is not able to match the cards with his friend's card (cannot find a card problem or answer card) will be punished, that have been mutually agreed.
7. After one round, the cards are shuffled again so that each student gets a card that is different from the previous, and so on.
8. Students can also join the 2 or 3 other students who hold cards that match.
9. Teachers together with students make inferences with respect to the subject matter.
10. Achievements

**The Advantanges of Using Make A Match Technique**

Make a Match technique has several advantages (Aqib, 2013:23) as follows:
1) Each student can be directly involved in answering a question given to them.
2) It can increase the students' creativity through matching the cards.
3) It can help avoid students being bored during the teaching-learning process.
4) It can create a more interesting classroom atmosphere.

**RESEARCH METHOD**
**Research Design**

This reseach is Classroom Action Research (henceforth, CAR). Kemmis, McTaggart& Nixon(2014:18) statethat CAR as a term of cycle from the step of change is conducted to putting plans into action observing what happened, and reformulate the plan of what has happened; CAR must be focused on or assess the things that happen in the classroom. The meaning of a class in CAR is a group of learners (students) who are studying not only in a closed room, but also when students are doing field trips, practicing in laboratories, workshops, at home, or other places, or when students are working on assignments given by the teacher either at home, at school or elsewhere.

Furthermore, Elliot (1991:69) states that CAR as the study of a social situation with a view to improving the quality of action within it. It aims to feed practical judgement in concrete situations and the validity of theories or hypotheses, it generates depends not so much on scientific tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. There are three words in CAR, classroom, action, and research. Classroom defined as a group of students at certain time and certain teaching from similar teacher. Action is planned activity to gain certain goal. Research is an activity to investigate an object using certain methodology to gain data or information which is beneficial to improve the quality of anything, important and interested by writers.

Based on the definitions, the writer concludes that CAR is an action research in educational field that can be done in the class in order to improve learning quality. A reflective research is to help teachers to find out what is happening in their classroom and to use that information to take an action for future information.

Pre test → Aplication of Make A Match technique → Post test
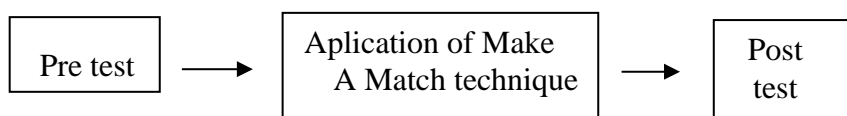
**Procedures of Classroom Action Research**

In this study, the writers used the procedure of research method from Kemmis & McTaggart (in Burns 2010:39). This method consists of four steps. They are planning, acting, observing and reflecting. This model could be visually illustrated as follow.
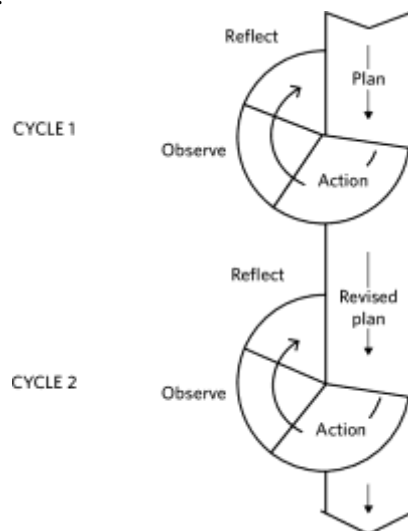


Before conducting the cycle in action, the writer does initial observation at first. Then he does some procedures and steps as follows:

1) Pre - Test

In pre- test the research is intended to know the initial condition of students. The writer observes the students' activity in vocabulary class. Based on the observation the writer knows the problem that happened to the students and their difficulties in vocabulary mastery.

2) Cycle 1

The writer uses *Make a Match* technique in teaching vocabulary. The topic is about part of body text. The procedures are as follows:

a) Planning

Planning an action research by focusing on who, what, when, where and how the action is done. It included arranging lesson plan, preparing the media related to the material, preparing teaching material, preparing checklist observation and making the test material.

b) Action

In this step the writer applies the technique in the class. The writer involves himself directly in the class as a teacher. In implementing the action, the writer does some activities. They are; explaining the material, introducing *Make a Match* technique to the students.

c) Observation

The observation is done to check the students' activities in describing, the students' responses during the teaching and learning process and the students' vocabulary mastery improvement.

d) Reflecting

This step analyzes the whole action that has been done. Based on the data that have been collected, the teacher and the writer discuss and make evaluation to determine the next cycle. The writer makes an evaluation based on his observation and his collaborators' note to identify the weakness during the action. Then, this evaluation will be a basic consideration to conduct the next cycle. It means if there is no improvement in cycle one, the writer has to do the second cycle in order to achieve the improvement that the writer has planned.

3) Cycle 2
   a) Planning
      Based on the reflection done in cycle 1, it is needed to replan activities in the cycle 2 in order to improve students' vocabulary mastery. Here are some plans that were done in cycle II.
      1) identifying the problem and making the solution for the problem,
      2) arranging lesson plan,
      3) preparing the media related to the material,
      4) preparing teaching material,
      5) preparing checklist observation and
      6) making the test material.
   b) Action
      After making a new plan, then the writer take some actions in order to give a better action than before. Here are some actions that was done in cycle II.
      1)  teacher explains the material,
      2) teacher introduces Make A Match technique to the students and
      3) teacher asks students to do some assignments and conduct Make A Match technique based on the topic given.
   c) Observation
      The observation is conducted to check:
      1) the students' activities in describing,
      2) the students' responses during the teaching and learning process and
      3) the students' vocabulary mastery improvement.
   d) Reflecting
      In this step, the writers analyzed the whole action that has been done. The writer and the teacher accomplish a reflection about the activity in the action phase by analyzing observation data with collaborator and make an evaluation to know the result of students' progress during the teaching learning process. The writer analyzes the students score of pre-test, formative test and post-test based on criteria success in order to know that Make A Match technique is good to imply in teaching vocabulary at the seventh grade of SMP Swasta Anastasia Pancur Batu or not.

**RESEARCH FINDINGS AND DISCUSSION**

Make A Match technique is applied to improve the students' vocabulary mastery to the seventh grade students of SMP Anastasia Pancur Batu. The collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Make a Match technique could be an effective way to help students in vocabulary mastery. It is shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of Pre-Test is 72,75. Formative Test is 85,17 and the Post-Test is 96,20. Those scores

showed that the second cycle is better than the first cycle. Besides that, the improvement can be seen from the observation sheet, field notes and questionnaire. Most of students are more active and enthusiastic during the process of teaching and learning start from the first to second cycle when the technique is applied. But in applying this technique, the writer faced some problems. Some problems faced by the writer, for example the number of the students, because there are so many students in that class. When the writer tried to approach some students, other students made some noises during teaching learning.

But nevertheless, the writer could apply this technique well because the students have willingness to study, they are also so active in asking some questions, and also because the writer has a collaborator that helped to conduct this CAR. The writer should often motivate them to study English because this language plays an important role in the global world. It is understandable that they have no good motivation in learning since they are still not mature enough.

In conclusion, Make A Match technique is suitable technique to improve students' vocabulary mastery because this technique gave students a chance to be more critical. It can improve the students' vocabulary mastery in the long term, as the result, the students' vocabulary score test increased in both cycles after being taught with Make A Match technique and also have good response toward the learning teaching processes through the application of Make A Match technique.

## CONCLUSIONS AND SUGGESTIONS
### Conclusions

1) Make A Match technique can improve students' vocabulary mastery. It was found that the students' achievement of vocabulary improved from Pre-Test to Post- Test after Make a Match technique is applied. The students' total mean score in Pre-Test is 72,75, the Formative Test is 85,17, and Post-Test is 96,20. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria *(Kriteria Ketuntasan Minimum)* from Pre-Test is 58,62%, the Formative Test is 79,31%, and Post-Test is 96,55%, the students' score percentage continuously increased in each test. Therefore, it is concluded that Make a Match technique can improve students' vocabulary mastery successfully.

2) Based on the analysis of qualitative data, it was found that the students' responses towards the learning-teaching process was good and positive. It is proved by question number 1 answered by 17 students in Strongly Agree, 11 students in Agree and 1 student in Strongly Disagree . Question number 2 answered by 20 students in Strongly Agree and 9 students in Agree. Question number 3 answered by 27 students in Strongly Agree, 2 students in Agree, 1 student in Quite Agree and 1 student in Strongly Disagree. Question number 4 answered by 28 students in Agree and one student in Quite Agree. Question number 5 answered by 25 students in Strongly Agree and 4 students in Agree. With total percentage of Strongly Agree was 60,54%, Agree was 36,73%, Quite Agree was 0,68%, Disagree was 0%, and Strongly Disagree was 0,68%.

### Suggestions

Based on the research findings, the writer would like to give some suggestions to be considered as follows:

1.  For the students
    Students should be more active in learning-teaching process and not afraid to make mistakes during doing Make A Match. The students should also have high motivation and desire in improving their vocabulary. They should have a good self- confidence to master vocabulary during learning-teaching process. Then, they can master their vocabulary every lesson begins.
2.  For the teachers
    In order to make English language teaching and learning as joyful, fun, and interesting as possible, a teacher must be able to create many enjoyable, fun, and  interesting situations. The most important goal should be fun which should ideally have a positive impact on education. On the other hand, the teacher must make learning as appealing as possible to the students.
3.  For the readers
    May this study would be useful for their academic needs for their further study.

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