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**IMPROVING STUDENT'S VOCABULARY MASTERY BY USING MAKE  
A MATCH TECHNIQUE AT THE TENTH GRADE OF SMK NEGERI 7  
BANDAR LAMPUNG IN THE ACADEMIC OF YEAR 2021/2022**

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**Abstract:** This research aims to improve the students' vocabulary mastery by using Make a Match Technique at the tenth grade of SMK Negeri 7 Bandar Lampung in the academic of year 2021/2022. The subjects of this research were 30 students of X Accounting. This research used Classroom Action Research with two cycles where each cycle consisted of three meetings. In each cycle consist of planning, Action, Observation, and Reflecting. The data were analyzed by using descriptive statistics and quantitative data. The result showed that use of Make a Match Technique improved the students' vocabulary. From quantitative data, the result showed that the mean score of each cycle was increased from post-test of cycle 1 to cycle 2. 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 improvement can also be seen from qualitative data the result of students' observation sheet students' learning activity from cycle 1 to cycle 2. The mean score of first cycle was 6.4, then in second cycle was 7.29. As from the result, it improved in each cycle which stated the implementation of Make a Match Technique can improve students' learning activities and vocabulary mastery.

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

## **INTRODUCTION**

Vocabulary is one of the important factors in all language teaching. Vocabulary is important because it is needed by each language skill. Vocabulary is one of components or sub skill that must be taught to the learners, before students' studies about the English skills, she/he should learn vocabulary as the step. When students come to learning English, they are expected to master four English skills: speaking, listening, reading and writing as well as three language components: grammar, vocabulary, and pronunciation.

Students will not be able to improve their language abilities unless they have mastery the vocabulary. It means that vocabulary is a basic component to communicate. Therefore, to introduce students about vocabularies, teacher can choose the relevant topic to be studied. The teacher should have a good and an interesting technique to introduce English for them, so that the students will be interested and motivated to learn English.

According to Cameron (2001:72) Vocabulary is central to the learning of a foreign language at primary level. Neuman & Dwyer (2009:385) states that vocabulary can be defines as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Another definition from Richards (2002:22) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means vocabulary is a part of language. If there are no words there will be no language.

According to Schmitt (2000:155) vocabulary is not a particular subject for the students to learn, but it has been taught within the lesson of listening, speaking, reading and writing. In another opinion by 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 conclude that vocabulary is a very important part of language especially for and learning teaching process, vocabulary plays an important role. Without sufficient vocabulary, people cannot communicate effectively or express their ideas both in oral or written form.

Make a Match was developed by Lorna Curran in 1994. This technique started when students are asked to find or match a pair of cards, and they must find their partner before the time limit, students who can find their partner will get points. Arifah and Kusumarasyati (2013:5) define Make a Match as one of the co-operative learning techniques that is used with pairs. According to Suprijono (2010:94) Make a Match Method is learning using card. It consists of questions cards and the other consists of answer from the questions.

Istarani (2011:63) states that if a teacher wants to teach the students using Make a Match technique, he/she should prepare some cards, each with a question related to a topic and some other cards each one with an answer to one of the questions. In another opinion from Suprijono (2010:98) has stated that by using the make a match technique, the students will get more attracted and pay more attention to their teacher.

According to Aqib (2013:23 in Maduratna, 2014:292) proposes procedure of Make a Match technique. The steps are:

1. The teacher prepares some cards that contain some concept or a suitable topic for review session, a part is contains questions and the other is the answer.
2. Every student's gets a card.
3. Every student's thinks the answer or the questions from the card that they hold.
4. Every student's finds their partner that has a matching card with his card.
5. Every students who find their suitable card before the time up will get a point.
6. After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity ended.
7. Teacher together with the students make a conclusion from the material that have been given by teacher.

According to Ria & Rahmad (2018) in applying this Make a Match technique has many advantages, there are:

1. The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.
2. Each student can be directly involved in answering a question given to them in the form of a card.
3. It can increase the students' creativity through matching the cards.
4. It can help avoid students being bored during the teaching-learning process.
5. Student cooperation will emerge dynamically.
6. There is dynamic mutual help between the students.
7. It can create a more interesting classroom atmosphere.

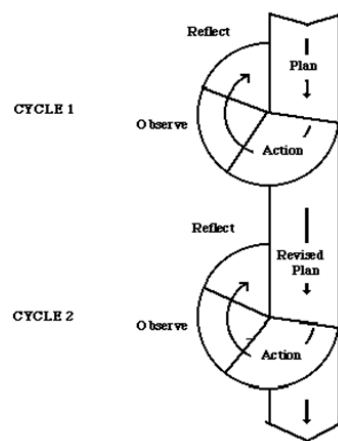
There are also has disadvantages of this technique. According to Ria & Rahmad (2018) the disadvantages of Make a Match, there are:

1. Requires guidance from the teacher to conduct the activity.
2. The time needed to be limited, students is not to let play too much in the learning process.
3. Teachers need to prepare adequate materials and tools.
4. Will create noise and crowds that are not controlled.

Based on the advantages and disadvantages of implementing the make a match technique in teaching vocabulary, it can be conclude that make a match technique can make learning vocabulary more effectively. So, the aim of this research was to know how Make a Match technique improved students' vocabulary mastery on tenth grade of SMK Negeri 7 Bandar Lampung in Academic Year 2021/2022.

## **METHOD**

The researcher used the Classroom Action Research (CAR) design to conduct this research. Classroom Action Research to improve students' vocabulary by using Make a Match technique. Mubarok (2015:62) says CAR is research in the classroom to get solve problem and improve student's ability. According to Burns (1999 in Putri, 2013:51) that the focus of action research is on concrete and practical issue concerns to particular social group or communities. The research was a method to develop the skills of the group and a way to solve the problem that appeared in the class area. The researcher used classroom action research Kemmis and Taggart model which consist of four steps, there are: planning, acting, observing, and reflecting.



**Figure 1. Action Research Cycle**

The fourth concept in this research raised performed blend, gradually and systematically. This research was collected by using quantitative and qualitative data. In this research, the researcher used some tools such as observation sheet, field notes and test. The quantitative method was used to analyses data from instrument test. While, the qualitative was analyzed by using the descriptive qualitative method.

## **FINDING AND DISCUSSION**

### **Research Findings**

This research was conducted at the tenth grade of SMKN 7 Bandar Lampung, consisting of 30 students. This research implemented Make a Match technique to improving students' vocabulary mastery. It was divided in two cycles. Every cycle was held in three meetings. Every

cycle in this research consisted of series of steps, namely: Planning, Action, Observing and Reflecting. Result of the data from the cycle 1 and cycle 2 of the students' learning can be seen in the table:

**Table 1. Students' Learning Result for Cycle 1 and Cycle 2 the Tenth Grade at SMK Negeri 7 Bandar Lampung**

No	Cycle 1		Cycle 2		Information
	Number of Student	% Completeness	Number of Student	% Completeness	
1	13	43%	22	73%	Complete
2	17	57%	8	27%	Incomplete

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 13 students with the percentage of 43%. It increased in cycle 2, the students who passed the test were 22 students with the percentage of 73%. It can be conclude that the implementation of Make a Match technique could improve students' vocabulary mastery.

**Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Tenth Grade at SMK Negeri 7 Bandar Lampung**

Cycle 1	Cycle 2	Improvement
<b>Average Score</b>	<b>Average Score</b>	0.89
6.4	7.29	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.4 (poor), while in cycle 2 the mean score of total score was 7.29 (enough). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.89. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

## **DISCUSSION**

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' vocabulary mastery by using make a match technique. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in vocabulary by using make a match technique. Make a match technique could help students to remember the word and know the meaning of the word.

The result of students' vocabulary test from two cycles showed that the implementation of Make a Match technique could improve students' vocabulary mastery. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 70.67 it was low, the students who got >75 point only 13 students or 43% that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 78.67, it was higher than cycle 1, it meant that the students who get >75 point were 23 students or 77%. Based on the result of students' vocabulary mastery, the data showed that the students had the improvement.

The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6.4. Meanwhile, the mean score of the cycle 2 was 7.29. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.89. Based on the result of students' vocabulary mastery, the data showed that the students had the improvement in students' learning activity. Emarsani Navita Laka (2018:1-161) explains about improving vocabulary using Make a Match technique was interesting learning activity. The good condition could increase students' knowledge in the English vocabulary. The research from Dewi Maduratna (2014:1-5) focus on the impact of the application Make a Match technique. She found the impact of using Make a Match technique such as: The use Make a Match technique is not only effective to lead the students feel more interesting and enjoy in the class, but give students opportunity to be active in learning vocabulary.

## **CONCLUSION**

After conducting the research of teaching English vocabulary at Senior High School, the conclusion is that the implementation of make a match technique can improve the students' vocabulary mastery at the tenth grade of SMK Negeri 7 Bandar Lampung. Make a Match Technique is very useful and interesting for teaching and learning activity. Students' individual score increased and teaching and learning process became better.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. Make a Match technique could create more comfortable atmosphere inside the class. During the teaching and learning process, the students were more active, confidence, enthusiastic and also interested to take a part in the lesson. They were not shy and not afraid anymore.

## **RECOMMENDATION**

From the conclusion above, there are some recommendation as in case of improving students' vocabulary by using Make a Match follow: 1) For the teacher, the teacher must prepare

this technique well before the teaching-learning process begins, the teacher needs to tell the students clearly about what Make a Match technique is and explain how to use this technique in learning process. 2) For the students, The students should have a high enthusiasm, motivation, attention and excitement for learning and teacher's explanation of the material and always improve themselves. 3) For further research, The further researcher recommend to conduct this type of research with different population. In order to enrich finding on teaching and learning vocabulary.

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