

## THE IMPACT OF THE APPLICATION OF MAKE-A MATCH TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY

Dewi Maduratna  
Universitas Bandar Lampung, Indonesia

Corresponding email: Dewi\_Maduratna@yahoo.com

---

### Abstract

The purpose of this research were to find out the impact of the application of Make-a Match technique towards students' vocabulary mastery of grade seven of SMP Tri Sukses Natar South Lampung. This research was using an experimental method in the quantitative form by collecting data from documentation, and test. The sample of the research was 25 students of seven grade. The data were collected by using two pre-tests and two post-tests in control group and experimental group. Statistical formula t-Test two group design was utilized to analyze data. The result showed statistically significsnt in the critical value at probability level of 5% is 2,01 and at probability 1% is 2,68 as t-value is 7,41, therefore p value is smaller than t value ( 2,01 < 2,68 < 7, 41). So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. it can be concluded that using Make-a Match technique in teaching vocabulary is quite success. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

*Keywords:* Quantitative research, Make-a Match Technique, Vocabulary Mastery.

---

### 1. INTRODUCTION

English is taught in Indonesia as the first foreign language and it is a compulsory subject that should be given to students of elementary school up to university. At the time being, English is taught for elementary students as the local content. English as the one of the important thing that needed by students when continuing their study for the next level. Besides, in the higher level English as the one of important subject. It shows that English is important to be mastered.

English is very important to be learned by students in school. It can be seen from the fact that most scientific books are written in English, there are many job applications which put English as the main qualification, and there are many schools use English in the daily activity for example SBI (Sekolah Bertaraf Internasional) and every body in this school must use English as a tool of communication.

In the junior high school curriculum, teaching English covers four skills namely listening, speaking, reading, and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, vocabulary is one of important language elements and student should increase it.

Vocabulary includes collection of words. The words are known not only as individual words, but also as a group of words that have meaning. To increase students' language skill in listening, speaking, reading, and writing. So, the learner must have some degree of vocabulary. To learn English in junior high school at least the students must mastery 1000 words. If they can not be mastery vocabulary of course they will not learn English well.

Vocabulary is amount of word which is combining by rule to make up a language. It is used by people in communication in the real word by using written or oral form (Nation, 2001). Without vocabulary the students can not follow teacher explanation's well. If it is happened repeatly what things that have been taught by teacher is useless.

In reality, teaching English for junior high school students are not easy. There are many problems which occur during the process. the one of them is the students usually confused in remembering or mastering vocabulary. On the other hand, the students do not understand when teacher explains the material by using English. The less of English vocabulary becomes the prominent problem.

While doing internship, the researcher experienced the difficulty of learning English coming from the students. It is shown from the statements of majority students who said that English was a difficult lesson. In addition, the writer finds several problems about students' problem in mastering vocabulary such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the words correctly, and the students could not use and understand the reference well.

For the purpose of this research and to increase the students' vocabulary the writer will apply the best technique for junior high school especially for VII grade of SMP Tri Sukses Natar south lampung based on students' characteristic. The writer purposes to create the teaching learning process that is interesting and comfortable to reach the learning goal. It is also to increase students' motivation to learn vocabulary.

The writer uses Make-a Match technique to improve students' vocabulary mastery in VII grade because the students have found difficulty in mastering vocabulary. Make-a Match is teaching technique that asks students to find spouse while learning a concept or certain topic in gratify condition (Huda, 2013). Besides, Make-a Match is learning model that help students to improve their ability to answer a question through a game (Komalasari, 2010). By applying Make-a Match technique in teaching vocabulary will create the classroom livelier.

## **2. THE APPLICATION OF MAKE-A MATCH TECHNIQUE**

A teacher must be able to select a way exactly to convey the material in learning process. It is supported by Brown as cited in Abidin (2012:74) stated that techniques (also commonly referred to by other terms) is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Furthermore, Richards and Rodger as cited in Abidin (2012:74). A technique is implementational-that which actually takes place in classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with approach as well.

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 can not communicate using the language.

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of critical importance of typical language (Richards, 2000). Without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form.

In learning English, vocabulary is a useful starting point to learn such units. As a way of quickly developing fluency and picking up native-like expression, groups of words should be learned as units (Crabbe and Nation,1991). 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.

Teaching of vocabulary is one of the most important components in of any language class. The main reason is the fact that it is a medium, which carries meaning ; learning to understand and express the meaning is what count in learning language. Teacher who has an important roles in teaching have to refer to everything teachers do or knowledge in order to help their learners learn (Hatch and Brown, 2000).

Since learning vocabulary is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in learning second language. Make-a Match can be applied for all of subjects and level of class, the teacher will be easier in using this technique for teaching in the classroom (Huda, 2013). This technique can help the students to revise language that they learn. It also helps the

teacher to create contexts in which the language is useful and meaningful. Make-a Match can give opportunity for the student to cooperation with the other people in teaching and learning activity (Huda, 2013).

Aqib (2013:23) proposes procedures of make-a match technique. The steps are:

1. The teacher prepares some cards that contain some concepts or a suitable topic for review session, a part is contains questions and the other is the answer.
2. Every student gets a card.
3. Every student thinks the answer or the question from the card that they hold.
4. Every student finds their partner that has a matching card with his card.
5. Every student who finds 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 is ended.
7. Teacher together with the students make a conclusion from the material that have been given by teacher.

Teaching vocabulary by using make-a match technique is very good. Using Make-a Match can improve students' vocabulary mastery. The students will stimulate to think about vocabulary and interest to improve their ability in vocabulary mastery. Moreover, Make-a Match can be applied for all level of class, so it make the teacher easier to applied this technique for teaching vocabulary in the classroom.

### **3. METHOD**

Quantitative research is an approach which must to use numbers, began from collecting data, interpretation of these data as well as the appearance of this results (Arikunto, 2006:12). This study involved 50 junior high school students of Tri Sukses Natar, South Lampung.

There were two variables, they are independent variable (x) and dependent variable (y). It supported by Kerlingert as cited in Arikunto (2006:119). "All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments)". The researcher described the characteristic of variables of the research, they are:

1. Using Make-a Match Technique means that the use of Make-a Match technique was used in the instruction and functioned as an independent variable.
2. Students' vocabulary test was measured to know the progress of the use of Make-a Match technique. It was indicated by the improvement of students' score.

Population is a collection of data whose properties are analyzed. Arikunto (2006) stated that: Population is a set (or collection) of all element processing one or more attributes of interested.

Sample is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population. A sample is a part of the population of interest, a sub-collection selected from a population. Irawan (200:73) stated that: Sample is represented from population. If the total of sample same with population, so the research called census. But oftentimes, total of sample that is taken smaller than total of population.

### **4. FINDINGS AND DISCUSSION**

The researcher found the result of two pre-test and post-test of two groups. Furthermore, the researcher statistically calculated to gain the whole score based on the equation of t-Test whether the treatment towards experimental group would have impact by using Make-a Match technique and control group was not without Make-a Match technique. Below is the statistical calculation experimental group and control group as follows:

**Control Group**

$$\begin{aligned} Mx &= \frac{\Sigma x}{N} \\ &= \frac{344}{25} \\ &= 13,76 \end{aligned}$$

$$\begin{aligned} \Sigma X^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\ &= 5914 - \frac{(344)^2}{25} \\ &= 5914 - \frac{118336}{25} \\ &= 5914 - 4733.44 \end{aligned}$$

$$\Sigma X^2 = 1180.56$$

**Experimental Group**

$$\begin{aligned} My &= \frac{\Sigma y}{N} \\ &= \frac{774}{25} \\ &= 30.96 \end{aligned}$$

$$\begin{aligned} \Sigma Y^2 &= \Sigma Y^2 - \frac{(\Sigma y)^2}{N} \\ &= 26020 - \frac{(774)^2}{25} \\ &= 26020 - \frac{599076}{25} \\ &= 26020 - 23963.04 \end{aligned}$$

$$\Sigma Y^2 = 2056.96$$

The equation of t-Test for two group design is presented as follows:

$$\begin{aligned} t &= \frac{| Mx - My |}{\sqrt{\left( \frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}} \\ &= \frac{|13,76 - 30,96|}{\sqrt{\left( \frac{1180,56 + 2056,96}{25 + 25 - 2} \right) \left( \frac{1}{25} + \frac{1}{25} \right)}} \\ &= \frac{17,2}{\sqrt{\left( \frac{3237,52}{48} \right) \left( \frac{2}{25} \right)}} \\ &= \frac{17,2}{\sqrt{(67,45)(0,08)}} \\ &= \frac{17,2}{\sqrt{5,40}} \\ &= \frac{17,2}{2,32} \end{aligned}$$

$$t = 7,41$$

$$\begin{aligned}df &= (N_x + N_y - 2) \\df &= (25 + 25 - 2) \\df &= 48 \\t &= 7.41 \\df &= 48\end{aligned}$$

$$\begin{aligned}p\text{-value} &= 1\% = 2,68 \\&= 5\% = 2,01\end{aligned}$$

The t-Test for two group design equation is presented as follows:

$t = 3,89$  ,Therefore,  $p < t = 2,68 / 2,01 < 7,41$ . It is statistically significant. This calculation shows that p-value is smaller than t-value. Therefore, null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. So, there is an impact of using Make-a Match technique on the students' vocabulary mastery at grade seven of SMP Tri Sukses Natar South Lampung.

## 5. CONCLUSION AND SUGGESTION

This research aimed to find out the impact of the application of Make-a Match technique towards the students' vocabulary mastery by administering two pre-tests, and two post-tests. Then, the researcher used t-Test for two group design to know the impact from the data. The researcher reported that in experimental group the average of the students vocabulary score before treatment (pre-test) was 1184 . In the control group, the average of the students' vocabulary mastery before the treatment (pre-test) was 840. In the experimental group the average students' vocabulary score after treatment (post-test) was 1958. Moreover, in the control group the average of students' vocabulary score (post-test) was 1184. After finding the result of the two post-tests and two pre-tests, the writer applied the equation of t-Test for two group design towards the result. Statistical is p 5%: 2.01, p 1%: 2.68 with degree of freedom (df) = 48 and t-value = 7,41. It means that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. Therefore, the application of Make-a Match technique gives an impact towards the grade ten students' vocabulary mastery in SMP Tri Sukses Natar.

The application of Make-a Match technique in classroom needed in vocabulary mastery. This study revealed that the students' difficulties causes of their lack of vocabulary. It is suggested that English teachers should apply this technique in teaching and learning process as their knowledge in teaching vocabulary but in the other hand how good the technique will not bring good result if the teacher does not have good attitude in teaching.

## REFERENCES

- [1] Abidin, Yunus, 2012, *Pembelajaran Membaca Berbasis Pendidikan Berkarakter*, Bandung, PT Refika Aditama.
- [2] Arikunto, Suharsimi, 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, PT Rineka Cipta.
- [3] Aqib, Z., 2013, *Model-Model Media dan Strategi Pembelajaran Kontekstual*, Bandung, Yrama Widya.
- [4] Crabbe, D., and I. S. P. Nation, 1991, *A Survival Language Learning Syllabus for Foreign Travel*, New Zealand, Victoria University of Wellington.
- [5] Hatch, E. and Brown, C, 2008, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Cambridge, Cambridge University Press.
- [6] Huda, M., 2013, *Cooperative Learning*, Yogyakarta, Pustaka Pelajar.
- [7] Irawan, P., 2000, *Logika dan Prosedur Penelitian*, Jakarta, STIA\_LAN Press.
- [8] Komalasari, K., 2013, *Pembelajaran Kontekstual Konsep dan Aplikasi*, Bandung, PT. Rafika Aditama.
- [9] Nation, I.S.P., 2001, *Learning vocabulary in another language*, United Kingdom, Cambridge University Press.
- [10] Ngalimun, 2012, *Strategi dan Model Pembelajaran*, Yogyakarta, Aswaja Pressindo.
- [11] Richards, J., 2010, *Vocabulary in Language Teaching*, New York, Cambridge University Press.
- [12] Schmitt, N., 2000, *Vocabulary in Language teaching*, New york, Cambridge University Press.