IMPROVING STUDENTS' VOCABULARY BY
USING MAKE A MATCH TECHNIQUE

(A Script)

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

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ABSTRACT

IMPROVING STUDENTS' VOCABULARY BY

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This research was aimed to find out whether there is significant improvement in students' vocabulary after the students were taught by using Make a Match Technique. This research was categorized as quantitative research and used One Group Pre-test and Post-test design. The subjects of this research were thirty students of tenth grade in SMA Muhammadiyah 2 Bandar Lampung. The data was obtained through a pre-test and a post-test in the form of multiple choices. The mean score of both tests was analyzed using Paired Sample T-test with the significant level of 0.05. The result showed that the students' mean score increase from 62.20 to 73.27 with the significant value was 0.004. Furthermore, it can be said that Make a Match Technique can improve students' vocabulary.

Keywords: *Make a Match Technique, vocabulary, cooperative learning.*

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A Script

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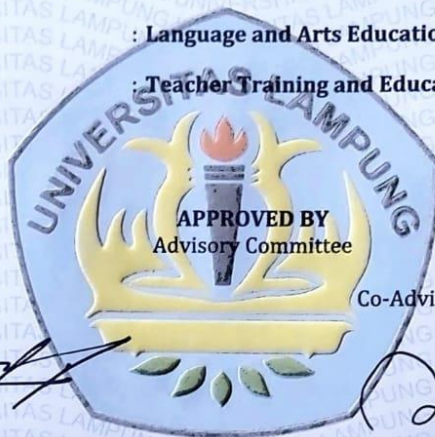USING MAKE A MATCH TECHNIQUE

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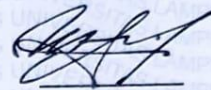NIP 19580505 198502 1 006   NIP 19860505 201903 2 022

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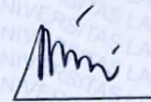NIP 19700318 199403 2 002

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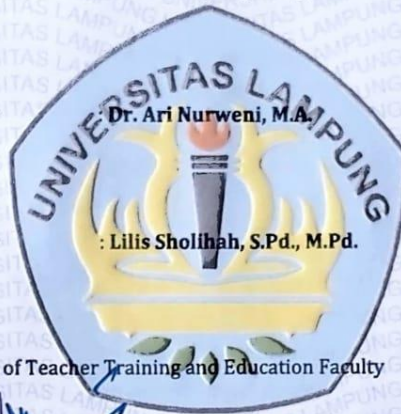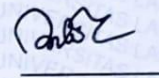1. Examination Committee

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 22 Mei 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Rizki Amalia Dinanti Hasan. She was born on May 3rd 2000 in Jakarta. She is the second child of La Hasan and Fauziah(alm). She registered in SMAN 15 Jakarta Utara and graduated in 2018. She enrolled at the University of Lampung by SMMPTN Barat in 2018 and was accepted as a student in English Education Study Program of Teacher Training and Education Faculty.

In 2020, she joined Unila's International Student Association of University of Lampung or known as AIESEC in Unila. She was part of Talent Acquisition staff and responsible for helping to manage the recruitment process. In the same year, she participated in one of the projects as Organizing Committee President of JOIN AIESEC Talk 2020. She was responsible to track, elaborate, and evaluate the action plan for Organizing Committee team.

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who has always been by my side,

this script is dedicated for my mother

MOTTO

"To truly love someone is to accept that the work of loving them
is worth the pain of losing them"

(The Haunting of Bly Manor)

ACKNOWLEDGEMENTS

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I.   INTRODUCTION

This chapter consists of several points to be investigated. They are background of the study, formulation of the problem, limitation of the problem, objectives of the study, theoretical use and practical use of the study, and definition of terms.

1.1 Background of the Study

In this modern era, people must have more than one language. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge, and culture. In Indonesia, English has been taught since elementary school and as a major subject in junior high school, and senior high school. In learning English, there are four skills such as reading, writing, speaking, and listening. In order to master English well, the students must master the four English language skills.

In teaching English as a foreign language, it would be better if the students learn about the vocabulary first. Setiawan and Sholihah (2017: 89) mentioned that students with limited vocabulary will find difficulties in translating word from the source language to the target language. Therefore, the writer believes that if there

is no vocabulary, the students will find difficulties in understanding English. Wilkins (in Thornbury, 2002:13) stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". He also implied that if we focus too much on grammar, our English will have little much improvement. On the contrary, there will be lot of improvement, if we learn more on words.

Learning vocabulary might seem easy but difficult to memorize for some students. The students tend to feel bored in learning vocabulary caused by monotonous strategy that the teacher use in every meeting. So, it will be hard for the students to be engage and they will feel uninterested in following the material. There are lot of strategy that can engage the students in learning vocabulary, such as learning vocabulary by using context clues, flashcard, semantics mapping, paraphrasing, or using synonym, antonym, and collocation. Preszler (2006) mentioned that teachers need to focus more on helping bring the words alive for students such as developing word awareness and loving the word, developing explicit rich instruction to build vocabulary, building strategies for independence, and engaging students actively with wide range of book.

However, there are many problems in learning and teaching English vocabulary that can be found in school. It happens because of monotonous teaching strategy and less interactive learning activity. The students only learn vocabulary by memorizing the words and its meaning without knowing how and when to use it in context. Furthermore, the students tend to feel bored and seem inactive in class. One of the ways to solve this problem is to use the suitable teaching strategy that can help motivate and engage the students in learning English. Yeti and Mulya

(2018) mentioned that the use of Make a Match Technique can improve students' learning motivation and learning outcomes, because through this technique students are responsible in working together to achieve learning goals. In other words, the use of Make a Match Technique is not only will change the dynamic of class, but also engaging the students and help them to learn new word effectively. The teacher also can make an exciting and interactive way of teaching vocabulary mastery. With Make a Match Technique the students will learn to work cooperatively and strategically in a productive environment, and allow the students to have some fun in learning English.

In this study, the writer tried to improve the students' vocabulary by using Make a Match Technique, where the students work in pair, and they were given two cards. One of the cards consisted of a word and the other consisted of the meaning. The rule is that the students need to find and match both cards correctly. That is why the writer intend to conduct research with the title "IMPROVING STUDENTS' VOCABULARY BY USING MAKE A MATCH TECHNIQUE."

1.2 Formulation of the Problem

Considering the importance of problem identification, the research problem was identified as follows:

1. Is there any significant improvement on student's vocabulary mastery after the students were taught by using Make a Match Technique?

1.3 Limitation of the Problem

Based on the background of the study, the study focused on improving students'
vocabulary after the students were taught by using Make a Match Technique at
Muhammadiyah 2 High School Bandar Lampung.

1.4 Objectives of the Study

The objectives of the study were to find out whether Make a Match Technique helps
improving students' vocabulary and to examine any improvement in learning
vocabulary through Make a Match Technique.

1.5 Theoretical Use and Practical Use of the Study

The finding of this study can be used by students, teachers, other researchers, and
the readers in improving students' vocabulary.

a. Theoretical Use

1. To provide information about Make a Match Technique as one of
   learning strategy in improving vocabulary.

2. To support previous research about the use of Make a Match Technique
   towards students' vocabulary mastery.

3. To support the theories about the use of Make a Match Technique in
   improving vocabulary

b. Practical Use

1. For the students, this strategy might give a good experience in learning
   vocabulary and can improve their knowledge of vocabulary.

2. For English teacher, who wants to employ this strategy in teaching vocabulary, as one of the alternatives and get the new experience of teaching vocabulary through Make a Match Technique.

3. For the researchers, who interest in this study to get more knowledge and information about vocabulary learning strategy.

4. For the readers who learn English as their second language, make a match is one of the strategies that can help them to improve their English vocabulary and can be used as optional material of regular exercise.

1.6 Definition of Terms

The key terms in this study were given the following conceptual and operational definition. Conceptual definition is the meaning of the terms taken from the dictionary or encyclopaedia, while operational definition is the meaning of terms based on how it is used in the research.

1. *Cooperatively* : involving two or more people working together

2. *Enrich* : to improve the quality of student's vocabulary skill.

3. *Make a match* : a cooperative learning strategy through cards.

4. *Pair* : two people who joined and do something together.

5. *Print words* : a written or read words.

6. *Treasury* : valuable and important.

7. *Vocabulary* : a group of words related to occupation.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study, they are: previous research overview, definition if vocabulary, kinds of vocabulary, vocabulary mastery, the importance of vocabulary, students' vocabulary, make a match technique, teaching vocabulary by using make a match technique, the procedure of teaching vocabulary by using make a match technique, and research hypothesis.

2.1 Previous Research Overview

There are several previous research aligned with this study. The first research that can be used as reference and comparison is "*Improving Students' Vocabulary Through Make a Match Technique*" by Utami, Sutapa, and Riyanti (2018). The aim of this research was to know whether there is an improvement in students' vocabulary after the students taught by using Make a Match Technique. This research used Classroom Action Research with 36 tenth-grade students at Islamic Boarding School of Mathla'ul Anwar Pontianak.

The problem that urges this research to be conducted was lack of vocabulary, for instance the students find difficulties with the words they are trying to speak and the students had a hard time to understand the meaning of certain words because of

their lack of vocabulary. In this research, the researcher used an observation checklist, field notes, and test. Based on the findings, in the first cycle, they were 14 students who got ≥ 75, yet the number increased to 29 in the second cycle. It showed that more than 70% students passed the assessment scores. On the observation checklist result, the students showed some positive responses. They were active in the learning process which can be shown from how enthusiast they answered the questions.

The next previous research aligned with this study that can be used as reference and comparison is "*Application of Make a Match Type Cooperative Learning Model for Improving Ips Learning Outcomes*." by Riyanti and Abdullah (2018) The same variable is about the same technique used to solve the problem,

the difference is on the subject. This research specifically studied about the use of Make a Match Technique for IPS or social studies. The problem that urges this research to be conducted was low learning outcomes on Social Studies subject especially in grade V SDN Tempuran 4 Ngawi becomes the background of this research. The purpose of this research is to describe learning implementation and students learning outcomes of cooperative learning.

This research used Classroom Action Research (CAR). The data was collected by using observation, test, and field notes. This research carried out in 2 cycles. The results of this study were based on the stage of the research cycle which includes the stages of planning, treatment and observation, and reflection. Based on the findings, the learning implementation increased from the first cycle with 72,2% to 88,8% in cycle II. The average score after the students being taught by using Make

a Match increased with value gains of cycle I with 77.4 and cycle II with 82.2. Student learning outcomes also increased from 62,5% in cycle I to 93,75% in cycle II. From this result it can be concluded that the implementation of the Make a Match cooperative learning type can improve student learning results in social studies subject.

The third previous research titled "*The Implementation of Make a Match Technique to Increase Students' Vocabulary Mastery*" by Fitriana (2018). The research was aimed to find out the students' problem in learning vocabulary and the extend the use of Make a Match Technique to increase students' vocabulary mastery. In this research, Classroom Action Research was used and carried out in three cycles which in each cycle consist of planning, action, observation, and reflecting. The problem that urges this research was lack of vocabulary caused by passive learning process in SDN 4 Troso which in this research for the fourth-grade students in the academic year of 2017/2018. The data was collected by using observation, interview, and test.

In the finding, students' mean score were 70,98 in the first cycle. After the researcher analyzed the result of the action in cycle I, it was concluded that many students cannot pronounce the vocabulary well. In the second cycle, students' mean score were 73,7. After analyzed the result of action in cycle II, the researcher can be seen that the students can pronounce English vocabulary better, but they still have difficulty in writing the vocabulary when the teacher tested them. In the last cycle, students' mean score were 76,1 and based on the observation, the students were active and enjoyed the learning process. After that the researcher analyzed the

result and concluded that students' vocabulary mastery had improved after they were taught by Make a Match Technique.

2.2 Definition of Vocabulary

All languages have words. Language appears first as words, both historically and in terms of the way we learned our first language or any subsequent language. Djiwandono (2011: 126) stated that vocabulary is defined as a treasury of words in various forms which include loose words with or without affixes and words that are a combination of the same words or different, each with its own meaning. Barhart (2008: 697 in Setiawan and Sholihah, 2017: 90) defines vocabulary as: (1) Stock of words used by a person, class of people, profession, etc., (2) A collection or list of words, usually in alphabetical order.

Vocabulary is an important component of language proficiency and provides much of the basic for how well the learners' language comprehension, such as speaking, listening, reading, and writing. The quality of one's language skills depending on the quantity and quality of their vocabulary (Tarigan, 2015). The richer our vocabulary, the more likely we are to be skilled in language. Moreover, vocabulary is a powerful carrier of meaning. The more words we know and can use, the easier we can communicate in many situations.

Based on the definition above, the writer concludes that vocabulary is a list of words that are essential in learning any language. In other word, it is one of the important aspects of language, because without vocabulary nothing can be conveyed. A

language will hardly be communicative if people do not know the meaning of the words.

2.3 Kinds of Vocabulary

Vocabulary is the main content of language. People use vocabulary to construct a sentence and to express ideas. By having a lot of vocabularies, people can express more ideas. According to Harmer (2007), there are two types of vocabulary: active vocabulary and passive vocabulary. Active vocabulary is used in speaking and writing, something that can be produced immediately inside an individual's mind. Meanwhile, passive vocabulary is a word that people recognize but hardly used by an individual, because they have difficulty in producing the words.

Furthermore, the two kinds of vocabulary have its connection with each other. When people use and actively produce the vocabulary in their daily conversation, then it considered as active vocabulary. Meanwhile, it might become passive vocabulary if they cannot remember the words spontaneously in their mind. Although, they know about the words, but have difficulties in producing it.

Kamil and Hiebert (2005), classify between the words and the knowledge of the words. They stated that words come in two forms; oral and print words, while the knowledge of word is divided into two parts; receptive and productive.

a. Oral vocabulary is a list of words which the meaning is known when we speak or read orally.

b. Print vocabulary is the words which the meaning is known when we write or read silently.

c. Receptive vocabulary is a list of words which the meaning can be assigned by an individual when they are listening or reading.

d. Productive vocabulary is a list of words which can be used when we write and speak.

2.4 Vocabulary Mastery

Learning vocabulary is important in order to be able to speak, write, and listen. Vocabulary as the basic of English is the most important thing to be mastered in learning language. It means that in learning vocabulary the learners must know the meaning of the words, also understand, and can use it in a sentence.

Hornby (in Alqahtani, 2015) defined the mastery of vocabulary as complete knowledge or complete skills. In other words, vocabulary mastery can be defined as several words in a language which contains information about its meaning, form, and usage in context of communication. Listyani and Pradina (2021) stated that if a learner has good mastery of vocabulary, they can comprehend the main ideas and content while reading a text rapidly. In writing, good mastery of vocabulary helps learners to produce a more sensible sentence. Vocabulary mastery also help the learners to understand and transfer their ideas during communication. It means that vocabulary has big influence in language competence and literacy development.

As stated by John (2000), vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary, or an equivalent word in their own language. Vocabulary must be learned aimed to increase the

vocabulary and knows its meaning when they use it. If the learners lack of vocabulary they will find difficulties in learning process. Therefore, vocabulary is crucial to be mastered by the learner in order to understand the language.

2.5 The Importance of Vocabulary

As explained before, vocabulary is one of the important aspects in learning English, because it is crucial for communication. Much more than grammar, vocabulary is the main part for students to understand what they heard, read, speak, or write. With limited vocabularies, people will find difficulties to communicate and express their thought or idea with other people.

As it was stated by Wilkins (in Thornbury, 2002), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." He also implied by learning more on words and expression we will improve better than only focus on grammar. It is relatively well-known that people can understand what they read or listen if only they know what the meaning of the word is, even though it is grammatically incorrect.

The importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read, and write. Thus, vocabulary should be ideally placed as an important aspect of language learning. Learning vocabulary can help students comprehend and communicate well in English. The role of vocabulary in learning a foreign language is unavoidable. Rich vocabulary will totally help students mastering

English and its four major skills which cover listening, speaking, reading, and writing.

2.6 Students' Vocabulary

The purpose of learning English in schools is to develop language skills which is listening, speaking, reading, and writing skills. The four language skills are a unity that cannot be separated yet can be distinguished. One skill depends on the other skill. The success of learning English is reflected in the ability to convey ideas both orally and written. This means that students who learn English are essentially learning to use it in oral and written communication actively and effectively (Basri, 2014).

Students' vocabulary is also heavily aligned and affected by the educational strategy mostly used in school to enrich their vocabulary. Each students tend to use strategies that different from the others. Vocabulary learning strategies are branch of language learning strategy. Foreign language learners often find difficulties regarding learning strategies to improve their vocabulary. In addition, Ghazal (2007) said that even though learning vocabulary and enriching their understanding of words are a challenge for foreign language learners, students can use various vocabulary learning strategies to overcome these challenges. Therefore, the strategy used in vocabulary learning is an important topic to be discussed in the realm of linguistics applied.

The definition of learning strategy vocabulary, previously mentioned by the researchers. Behbahani (2015) mentions some important things about strategy

vocabulary learning used by student; (1) keyword method; (2) flashcard vocabulary (flash cards); (3) guess the word from context; (4) word part learning; (5) repetition. For foreign language learners, learning vocabulary is not easy to get first language, so the strategy for learning a foreign language must be diverse and interesting.

Taxonomy by Schmitt (1997) in vocabulary learning strategies is a standard instrument for researchers to analyzing vocabulary learning strategies for student. Schmitt (1997) classify vocabulary learning strategies into five taxonomies, namely (1) Determination strategy: finding meaning without the help of expertise; (2) Social strategy: involves interaction with other people; (3) Memory strategy: connect new words with previously known knowledge; (4) Cognitive strategy: manipulating or changing learned words; (5) Metacognitive strategies: involve awareness of the learning process.

2.7 Make a Match Technique

The Make a Match learning model is a model of group learning that invites students to understand the concepts and topics of learning in exciting situations through the media of answer cards and question cards. In practice, this model has a maximum time limit already previously determined. The advantages of the Make a Match learning model, including: (1) creating an exciting learning condition for students; (2) learning materials are presented more interesting for students' attention; (3) can improve students' learning results to reach the level of study completeness; (4) cooperation between fellow students realized dynamically (Kurniasih and Berlin, 2015: 56).

Students need to be actively involved in learning activities, so that students feel engaged in learning course material. The discussion contained in this Make a Match type of cooperative learning model can make it easy for students to understand the concepts and gave rise to a lot of ideas. In addition, there are rules, waiting to play and find matching card pairs will also help students gain social skills and urge them to practice their speaking skills ability and measuring their vocabulary is already rich or not. This method is expected to provide benefits for various parties, including benefits for teachers, students, for institutions and for researchers.

2.8 Teaching Vocabulary by Using Make a Match Technique

Teachers are known as an important role in helping students achieve English proficiency, precisely in this study is vocabulary. Teaching vocabulary can be a difficult task to do for teachers. The teaching process not only include learning the meaning of the words, but also how to pronounce it and when to use that word in a sentence. If the teachers want to achieve the objective of the learning process, they should consider using a proper teaching strategy. As explained by Preszler (2006), she mentioned that teachers need to focus more on helping bring the words alive for students such as developing word awareness and loving the word, developing explicit rich instruction to build vocabulary, building strategies for independence, and engaging students actively with wide range of book.

In order to engage the students to be interested more in learning vocabulary, the teacher can introduce and widen the teaching technique which is Make a Match Technique. Make a Match technique is one of the learning methods pioneered and

developed by Curran in 1994. The basic principle of make a match is that the students must find and match a word with its meaning. In other word, this is the technique to teaching English by using card. According to Suprijono (in Fitriana 2018:43) teaching vocabulary by using Make a Match Technique will make the students feel enjoy and active to learn.

In Make a Match Technique, the students will be work in pair and each will get one card. Student A get the card with a single word written on it, while student B get the card with the simple description of a word. Both students must work together to find which cards are match to another. After the students find the match, they must inform the teacher and for the final step is the teacher would ask them to create a sentence based on the words they got on their cards. Istarani (2016:63 in Zawil 2016:316) suggest that if teachers intend to teach by using Make a Match Technique, they must prepare some cards, one card with words written on it, and the other related to its meaning.

2.9 The Procedure of Teaching Vocabulary by Using Make a Match Technique

Make a Match Technique is one type of models in cooperative learning developed by Curran in 1994. According to Rusman (2012), the application of this method began with the technique where the students are asked to find a pair of cards that are answers/questions before the time that has been determined, student who can match the cards will get points.

Steps for learning Make a Match used in this research, was adapted from Rusman (2012) as it follows:

1) The teacher prepares some cards containing some concepts/topics (one side of the card is a card question and the reverse side is a card answers),

2) each student gets one cards and think of answers or questions of the cards,

3) then, the students will be looking for a partner who has a card that matches with the other card (question card/answer cards)

4) students who can match the cards before the limit time is awarded points.

5) after one round. the cards are shuffled again so that each student got a different card from before, and so on.

2.10 Research Hypothesis

Vocabulary is an important component of language. Learning vocabulary might seem easy but difficult to memorize for some students caused by monotonous strategy. According to Yeti and Mulya (2018), the use of Make a Match Technique can improve students' learning motivation and learning outcomes, because through this technique students are responsible in working together to achieve learning goals. In other words, the use of Make a Match Technique will help students to learn new words while also change the dynamic of class and engaging the students to be active in class.

Based on the theoretical assumption, the researcher proposed a hypothesis. Hypothesis is an assumption or testable statement of what the researcher predict will be the outcome of the study. The researcher stated the hypothesis which is:

1. Alternative hypothesis (Ha) : There is an improvement in students' vocabulary after the students were taught by using Make a Match Technique.

III. RESEARCH METHODOLOGY

This chapter contains of the methodology used by the researcher to conduct this research. It includes of method and design of the study, population and sample of the research, research instruments, data analysis technique, and hypothesis testing.

3.1 Method and Design of the Study

This study was quantitative research. It discussed the use of Make a Match Technique in improving students' vocabulary. In this research the writer used One Group Pre-test and Post-test design.

Based on Sugiyono (2013), the experiment design used in this research was described as below:

O1	X	O2

Descriptions:

X: The treatment in experimental class

O1: Pre-Test (the experimental test before given the treatment)

O2: Post-Test (the experimental test after given the treatment)

3.2 Population and Sample of the Study

The research of this study was conducted at SMA Muhammadiyah 2 Bandar Lampung. In this research, the writer took the populations of 10th grade students at SMA Muhammadiyah 2 Bandar Lampung. The samples were 30 students from X IPS 3 class. The writer used quota sampling in taking the sample from the population. Quota Sampling is a technique in which to determine the sample based on the preferred amount (Sugiyono, 2013:84). In other words, the data collection would be considered unfinished if it has not been fulfilled the specified quota.

3.3 Instrument of the Study

The researcher collected the data by giving the students two tests. The tests consisted of a pre-test and a post-test. The pre-test was given to the students before the treatment, while the post-test was given to the students after the treatment. The test consisted of 30 items of multiple choices questions and the score for correct answer is 10 for each item. The writer used SPSS program to measure validity and reliability of the test.

3.3.1   Developing Instrument

In this research, to prove whether the test has good quality, it must be tried out first. The test will be called as a good test if it has good validity and reliability.

3.3.1.1 Validity

Validity is required to measure the validation of the instrument. It is necessary to verify the accuracy of the test. In this research, the researcher

used content validity. Content validity testing can be done by comparing the content of the instrument with the subject matter that has been taught (Sugiyono, 2013:129). In other words, content validity can be done by relating the material of the test with the syllabus.

The researcher tried to arrange the instrument in line with the basic competence in order to get content validity. Basic competence used by the researcher was KD 3.8 and KD 4.9 with one of the achievement indicators was to mention vocabulary relating to occupation. Therefore, the instrument used in this research was in form of descriptive question related to occupation.

3.3.1.2 Try Out

The instruments that will be used in this research were try out in order to make sure whether it is valid and reliable. The researcher administered a try out test on March 22nd, 2022 in X IPS 1 at SMA Muhammadiyah 2 Bandar Lampung. X IPS 1 class was chosen randomly by the researcher to analyze the reliability, level of difficulty, and discrimination power to achieve a good test instrument criterion. The number of the students who was tested with try-out test was 28 students. The try-out test was in objective test type consisting of 40 items with each item consists of four options (a, b, c, and d). The students were required to finish the test within 40 minutes. After analyzing the data, the researcher obtained 30 items in good criterion and 10 items need to be dropped from the test.

3.3.1.3 Results of Try Out Test

Try-out test was conducted on March 22nd, 2022 in X IPS 1 SMA Muhammadiyah 2 Bandar Lampung. The class was consisted of 28 students and was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a proper test. The students were given 40 items of multiple choices questions. The results of the try-out test can be seen in the table below.

Table 1. Results of Try Out Test

Criteria	Items	Decision
Poor	3, 5, 11, 21, 25, 26, 30, 34, 36, 40	Dropped
Satisfactory	1, 4, 6, 7, 8, 9, 10, 13, 14, 16, 17, 19, 20, 22, 23, 27, 28, 29, 31, 32, 33, 35, 37, 38, 39	Administrated
Good	2, 12, 15, 18, 24	Administrated

Based on table the above, there were 10 items in poor criterion and should be dropped. Meanwhile, the try-out test also consisted of 5 good items and 25 items were in satisfactory criterion. Furthermore, 30 items used as the instrument include of descriptive question related to occupation. The result of the try-out level of difficulty and discrimination power could be seen in Appendix 7 and 8.

In reference to the table, Split-Half technique was used to find the reliability of the test and to measure the coefficient. The results showed that the test was 0.83 (see Appendix 6).

3.3.1.4 Reliability of the Test

Reliability is required to measure whether the instrument that will be used

is consistent or not. According to Kurniawan and Puspitaningtyas (2016),

an instrument that shows relatively consistence result, has a higher level

of reliance. To achieve the reliability, the writer used Internal Consistency

with the formula of Spearman Brown. Question items of the instrument

will be divided into two groups, namely odd group and even group and the

data score of each group are compile alone. Next, total score between two

groups is sought for correlation. Furthermore, the correlation coefficient

will be input in formula below.

$$r_{11} = \frac{2 \cdot rb}{1 + rb}$$

Description:

r$_{11}$: Internal reliability of the instrument

rb   : Correlation between the total score of even

group and the total score of the odd group

The criteria of reliability are as follows:

High reliability   : 0.90-1.00

Average reliability   : 0.50-0.89

Low reliability   : 0.00-0.49

The reliability of an instrument is determined from the coefficient in the

calculation must be higher than the coefficient in the r$_{table}$. On the

reliability test, this study used SPSS.22 with the Guttman Split Half

Coefficient or r count. After acquiring the test, it was found that the results

were 0.83 and it was higher than the r_{table} 0,349. It could be stated that the test was reliable (see Appendix 6).

3.3.1.5 Level of Difficulty

Level of difficulty is related to how easy or difficult the items of the test are from point of view of the students who take the test. Level of difficulty is generally expressed in the percentage of the students who answer the item correctly. To find out the level difficulty, the researcher used the following formula:

$$LD = \frac{U+L}{N}$$

Description:

LD : Level of Difficulty

U : Denotes with the proportion of upper group students who answer correctly

L : Concerned the proportion of lower group students who answer correctly

N : Refers to the total number of students

The criteria are as follow:

<0.30   : Difficult

0.30-0.70   : Average

> 0.70   : Easy

Based on the results, from 40 items on the try-out test, there were 10 items considered as difficult. It was shown by the number of the level of difficulty for each item on the table were below 0.30. The result of level of difficulty are illustrated as the table below. (Full result of level of difficulty can be seen on Appendix 7).

Table 2. Results of Level of Difficulty

ITEM 3	0.25	Difficult
ITEM 5	0.285714286	Difficult
ITEM 11	0.25	Difficult
ITEM 21	0.285714286	Difficult
ITEM 25	0.285714286	Difficult
ITEM 26	0.321428571	Difficult
ITEM 30	0.214285714	Difficult
ITEM 34	0.214285714	Difficult
ITEM 36	0.285714286	Difficult
ITEM 40	0.25	Difficult

3.3.1.6 Discrimination Power of the Test

Discrimination power refers to "the extent to which the item differentiates between high and how level students on that test. A good item which is according to this criterion, is one in which good students did well, and bad students failed." (Shohamy, 1985:81) The formula is:

$$\mathbf{DP} = \frac{\mathbf{U\text{-}L}}{\frac{1}{2}(N)}$$

DP : Discrimination power
U : Refers to proportion of "upper group" students getting the item correct
L : Refers to proportion of "lower group" students getting the item correct
N : Designates a total number of students

The criteria are as follows:
0.00-0.19 : Poor
0.20-0.39 : Satisfactory
0.40-0.69 : Good
0.70-1.00 : Excellent

Based on the result, from 40 items on the try-out test, there were 10 items

had the results around 0.00-0.19, which categorized as poor item criteria. The result of discrimination power of the test is illustrated as the table below. (Full result of the discrimination power of the test can be seen on Appendix 8.)

Table 3. Results of Discrimination Power

ITEM 3	0.071429	Poor
ITEM 5	0.142857	Poor
ITEM 11	0.071429	Poor
ITEM 21	0.142857	Poor
ITEM 25	0.142857	Poor
ITEM 26	0.071429	Poor
ITEM 30	0.142857	Poor
ITEM 34	0.142857	Poor
ITEM 36	0	Poor
ITEM 40	0.071429	Poor

3.3.2   Data Gathering Technique

1. Pre-test

   The researcher gave pre-test before treatment in the first meeting in class. The test was 30 items of multiple choice.

2. Treatment

   The researcher conducted the treatment to improve students' vocabulary by using Make a Match Technique, the procedure was:

   a) Prepare some cards as media that will be used to apply Make a Match Technique.

   b) Divide students into two groups (question group and answer group).

c) Distribute cards to students based on their group.

d) Give instruction to students on how to apply Make a Match Technique and explain that they need to find their respective partners.

e) After finding their respective partners, the students must show their cards and see whether they found the correct match or not.

3. Post-test

The post-test was given after treatment in the fourth meeting. The test was 30 items of multiple choice.

3.4 Data Analysis Technique

The last step of the research was analyzing the data. The researcher used T-test formula of Statistical Program for Social Science (SPSS 22) as the technique of data analysis to know whether teaching vocabulary by using Make a Match Technique improves student's vocabulary.

3.5 Hypothesis Testing

The hypothesis testing was used to prove whether the proposed hypothesis in this quantitative research was accepted or not. The hypothesis was analyzed by using Paired Samples T-test of Statistical Package at the significance level of 0.05. The hypothesis testing was tested with the following criteria:

1. (Ho)   : There is no improvement in students' vocabulary after the students

were taught by using Make a Match Technique.

2. (Ha)   : There is no improvement in students' vocabulary after the students

were taught by using Make a Match Technique.

The criteria for accepting the hypotheses are as follows:

1. Ho is accepted if the t-value is lower than t-table.

2. Ha is accepted if the t-value is higher than t-table.

IV.   RESEARCH FINDING AND DISCUSSION

This chapter reports two major points: results of research and discussion of research findings as elaborated in the following section.

4.1 Implementation of the Research

This section attempts to answer whether there is any significant improvement on student's vocabulary mastery after the students were taught by using Make a Match Technique. This research was conducted in the first grade of SMA Muhammadiyah 2 Bandar Lampung in four weeks started on March 29th 2022 until April 21st 2022. This research employed one class which is X IPS 3 as the sample of the research. Try-out test was administered in X IPS 1 class before the research started in order to analyze the quality of the instrument.

In the first meeting, the pre-test was administered to find out how far the students' vocabulary mastery before being taught through Make a Match Technique. In the second meeting, the researcher conducted the first treatment in class. The researcher started the class by asking each student about their dream job. Then, the researcher

asked the students to list what other occupation they know. The learning process was continued by the researcher introduced Make a Match Technique and explained the procedures. In the second treatment, the researcher asked the students to recall previous material. After that, the learning process was continued by the researcher using Make a Match Technique with different material.

After having two meetings of treatments, the students were given post-test. The score of the post-test is higher than pre-test which mean that Make a Match Technique can be used to improve students' vocabulary.

4.1.1 Result of Pre-Test

To know the initial of students' vocabulary mastery, a pre-test was conducted before the students received the treatment from the researcher. The results of the pre-test are illustrated on the table below:

Table 4. Distribution Frequency of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	2	6.7	6.7	6.7
	31-40	3	10.0	10.0	16.7
	41-50	3	10.0	10.0	26.7
	51-60	4	13.3	13.3	40.0
	61-70	7	23.3	23.3	63.3
	71-80	6	20.0	20.0	83.3
	81-90	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

From the table above, it can be noticed that most of the students received the score around 61 to 80. Nonetheless, there were two students who earned low results by having 21 to 30 as their score. Moreover, seven students attained average grades around 61 to 70 while the rest of students got high scores with

the range of 81 to 90. Overall, the mean score of the pre-test was 62.20 described on the following table:

Table 5. Students' Mean Score of Pre-Test

		PRETEST
N		30
Normal Parameters[a,b]	Mean	62.20
	Std. Deviation	17.555

4.1.2 Result of Post-Test

After the treatment, the post-test was administered by the researcher in order to measure students' improvement. Complete distribution of students' post-test scores is reflected on the following table:

Table 6. Distribution Frequency of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41-50	3	10.0	10.0	10.0
	51-60	4	13.3	13.3	23.3
	61-70	5	16.7	16.7	40.0
	71-80	9	30.0	30.0	70.0
	81-90	7	23.3	23.3	93.3
	91-100	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on table 6, students' lowest range of score was 41 to 50. The highest number of students received 71 to 80. Meanwhile, there were seven students who received 81 to 90 and only two students earned the highest score which was 91 to 100. Overall, the mean score of student's post-tests was 73.27, described on the following table:

Table 7. Students' Mean Score of Post-Test

		POSTTEST
N		30
Normal Parameters[a,b]	Mean	73.27
	Std. Deviation	13.473

4.1.3 Gain of Vocabulary Test

After administering pre-test and post-test, the researcher compared and analyzed the mean of both tests in order to know the improvement of students' vocabulary. The data for the mean of the test are served on the following table:

Table 8. Students' Vocabulary Gain Score

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	62.20	30	17.555	3.205
POSTTEST	73.27	30	13.473	2.460

Based on table 8, the mean scores of students' pre-test before getting the treatment was 62.20 which is lower than the mean scores of students' post-test results 73.27.

After that, the researcher calculated the gain of the test with formulas below:

$$N\ Gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

The gain of the test came with the outcomes of 0.2928. Therefore, it can be assumed that students' vocabulary had improved after they were taught by using Make a Match Technique,

4.1.4 Result of Hypothesis Testing

This section proved whether the hypothesis proposed by the researcher is accepted or not. Paired Sample T-Test (SPSS 22.0 for Windows) was used to test the research hypothesis. The hypothesis testing was tested with the following criteria:

1) (Ho): There is no improvement in students' vocabulary after the students were taught by using Make a Match Technique

2) (Ha): There is no improvement in students' vocabulary after the students were taught by using Make a Match Technique

The criteria for accepting the hypothesis are as follows:

1) Ho is accepted if the t-value is lower than t-table.

2) Ha is accepted if the t-value is higher than t-table.

The results of the analysis are presented on the table below:

Table 9. Paired Sample T-Test

		Paired Differences			
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	11.067	19.108	3.489	3.932	18.202	3.172	29	,004

The table above shows the results of the computation of the value of two tailed. The significance of the test was 0.004 which means Ha is accepted since 0.004 < 0.05. It proves that the students' vocabulary improved from pre-test to post-

test after the students were taught by using Make a Match Technique. Another evidence that verifies the statement is the t-value which shows a higher number than t-table by having the results 3.172 > 2.0423. Hence, it can be concluded that there is improvement of students' vocabulary after the implementation of Make a Match Technique.

4.1.5   Result of Normality Test

The researcher also used normality test to find out whether the data were normally distributed or not. Normality test determines whether a sample data has been drawn from a normally distributed population.

The data were tested by One-sample Kolmogorov-Smirnov Formula (SPSS 22.0 for Windows) to test normality of the data. The data will be accepted as a normal distribution if the result of the normality test was higher than 0.05. The significance value of the normality test was 0.094 (see Appendix 9) which were higher than 0.05. Therefore, it can be concluded that the data were distributed normally.

4.2 Discussion of Research Findings

This research was focused on the implementation of Make a Match Technique as a method of teaching vocabulary. By taking X IPS 3 class at SMA Muhammadiyah 2 Bandar Lampung as the sample, the researcher conducted a treatment which delivered in two meetings. The students were required to take a pre-test to know their initial vocabulary. After that, the students were given a post-test by the researcher to know whether there is any improvement. Then, the results of both pre-

test and post-test were analyzed in order to know the significant improvement in students' vocabulary.

From the statistical calculation on SPSS, it was found that students' vocabulary improved after the students learned vocabulary using Make a Match Technique. The mean of post-test (73.27) was higher than the mean of pre-test (62.20) with gain score was 0.2928. Meanwhile, the result of the significant level was 0.004 which is higher than the p-value (0.05) and t-value was higher than t-table (3.172 > 2.043). Therefore, it can be said that there was a significant improvement in students' vocabulary after they were taught by Make a Match Technique.

The result of this research was consistent with the findings of Fitriana (2018). The study was aimed to find out the students' problem in learning vocabulary and whether the use of Make a Match Technique can increase students' vocabulary mastery. The study was carried out in three cycles of actions and based on the results it showed that Make a Match Technique help the students in enhancing their vocabulary. It was supported by the data, which revealed the students' mean score was 70,98 in the first cycle. After the researcher analyzed the result, it was concluded that many students cannot pronounce the vocabulary well. In the second cycle, the students' mean score was 73,7 then lead to the last cycle where the mean score was 76,1. Based on the observation result, the students were active and enjoyed the learning process. After the researcher analyzed the result, it can be concluded that students' vocabulary mastery had improved after they were taught by Make a Match Technique.

The results of this study were also in line with the result of Utami, Sutapa, and Riyanti (2018). The research was to find out how the use of Make a Match

Technique improved vocabulary of tenth-grade students. It was conducted by using Classroom Action Research with two cycles. The result findings showed that 14 students got $\geq$ 75 in the first cycle, then increase to 29 in the second cycle. Meanwhile, on the observation checklist result, the students showed some positive responses. They were active in the learning process which can be shown from how enthusiastic they answered the questions. Based on the findings on this research, it can be concluded that Make a Match Technique is very useful and interesting for teaching and learning activity, which is able to make the students to be more active, focused, motivated in learned the vocabulary.

Another study in line with this research was conducted by Utami and Abdullah (2018). The same technique used to solve the problem; the difference is on the subject. This research studied about the use of Make a Match Technique for IPS or social studies. The data was collected by using observation, test, and field notes and carried out in 2 cycles. The data results showed that the learning implementation increased from 72,2% in cycle I to 88,8% in cycle II with average score of cycle 1 was 77.4 and cycle II was 82.2 after the students were taught by using Make a Match Technique. Student learning outcomes also increased from 62,5% to 93,75%. From this result it can be concluded that the implementation of the Make a Match cooperative learning type can improve student learning results in social studies subject.

As a teacher, it is important to make the students active and engage in class. By using Make a Match Technique, we can make students become interactive with the class activities. As described by Kurniasih and Berlin (2015: 56) Make a Match Technique can create an exciting learning condition, pull students' attention with

interesting learning material, and create cooperation between each student. Based on the findings of this study with the findings of previous studies, improving students' vocabulary by using Make a Match Technique was effective in increasing vocabulary while also engaging students to be more active and involved in the learning activity.

V. CONCLUSION AND SUGGESTION

In this chapter, the study presented the conclusions that were based in the research's result and discussion in the previous chapter. It also presented suggestions were proposed for the teacher and for other researchers who are going to conduct any similar research.

5.1 Conclusion

Based on the result and discussion, it can be concluded that there is significant improvement on students' vocabulary after the students were taught by using Make a Match Technique. It can be seen from the result of the test which showed that the students' mean score was 62.20 increase to 73.27 with gain score was 0.2928. The result of hypothesis testing with Paired Sample T-Test showed the significant value was 0.004 which was lower than 0.05 with t-value was higher than t-table (3.172 > 2.043). Therefore, it can be said that the implementation of Make a Match Technique successfully helps to improve the students' vocabulary.

5.2 Suggestion

Based on the findings of the conducted research that has been concluded, there are some suggestions for other researchers and teachers as follows:

1. This study was conducted in High School. Therefore, further researchers are suggested to implement Make a Match Technique in a different level of students, for example Junior High School.

2. The researcher suggests to English teacher to apply Make a Match technique as an alternative teaching method. The teacher also needs to give apparent instruction, so students understand with the steps.

3. After the research, the students are expected to be more engaging and cooperative in the learning process. The researcher suggests the students to actively ask and give ideas.

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