



IMPROVING STUDENTS' VOCABULARY THROUGH MAKE A MATCH METHOD AT CLASS VIII OF MTs AL-KHAIRIYAH KUBANGSARI

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Abstract: *The objective of this research is to improve students' vocabulary through make a match method students at Class VIII MTs Al-Khairiyah Kubangsari. This school located on JL. Sunan Bonang, Lk. Penauan RT 02 RW 01, Kelurahan Kubangsari, Kecamatan Ciwandan, Kota Cilegon Provinsi Banten, 42445. The research was held in February 2018. The researcher conducted two cycles about improve students' vocabulary through make a match method, students' at Class VIII A MTs Al-Khairiyah Kubangsari in the second semester of the academic year 2017/2018. The total of the students were 21 students. The research that was done Classroom Action Research. It was done in two cycle and each step has four steps. They were planning, action, observing, and reflecting. Result of the researcher's observation in the class when teaching learning process, there were students' improvement in cycle II. Students could study enthusiast. The students got better scores in the second cycle than 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. Based on this result, it can be concluded that make a match method can improve students' vocabulary at class VIII A Mts Al-Khairiyah Kubangsari. 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.*

Keywords: *Vocabulary, Make a match method, and Classroom Action Research.*

INTRODUCTION

Vocabulary has a very important role as a tool of communication in society. Vocabulary serves to form sentences, express the contents of thoughts and feelings perfectly, both orally and in writing. Vocabulary is the basic element of language; vocabulary is one of language aspects which should be learn. Vocabulary is a compilation of the word that is known to their meanings and can be used by someone in one language. Vocabulary has always been a major factor should be controlled before the components of another. When student less vocabulary English they could not interact and speak English, read right, don't understanding about what other people say and cannot write a sentences. The method *make a match* is one of the model method as benefits: Create the atmosphere of learning active and fun; Learning materials delivered that made attractive may be so that students to the attention; Improve results learn students; The atmosphere excited will grow up in the learning process; The emergence of a sense of cooperation student.

Based on the background of the problem the writer can identify of the problem are as follow: The lack motivation of student in learning English, Still low vocabulary, The lack of students' achievement in Learning English vocabulary, Have not been able to write new words with a better, Have not been able to translate the new vocabulary with a good.

In this research, the researcher limited on the problem on improving students' vocabulary through make a match method at class VIII of MTs Al-Khairiyah Kubangsari. The scope of this research is concerned is multiple choice test. Kinds of games are arranged for the word of verb, noun, adjective, adverb, preposition, conjunction, the academic year is 2017-2018.

Based on identification of problem above, the writer can formulated research, problems as follows "How to improve vocabulary students' through *make a match* can improve vocabulary student at class VIII of MTs Al-Khairiyah Kubangsari. The objective of

this research is to improve the students' vocabulary through *make a match method* at class VIII of MTs Al-Khairiyah Kubangsari.

The significances of this research are as follows: Benefits of theoretical In teoritis the results of this research expected can be used as a reference in improving students' vocabulary through make a match method which can motivate students and can add to the treasures of science, especially in learning English. Benefit of practical: Teacher; Expected to add new ways of teaching with *make a match method*. Adds new knowledge about the use of make a match method as one of the innovation in learning. It is expected to improve teachers creativity in teaching Student; To help the students of MTs Al-Khairiyah Kubangsari improve their vocabulary. To help motivate and student learning outcomes of student in learning English. To give the new in the study teaching. The researcher; Add knowledge of insightful in the use of make a match method to illustrated so that will be used as a material exercise and development in the implementation of the learning process teaching. As well as to meet one of the requirements of gained a degree of education STKIP BANTEN.

LITERATURE REVIEW

Vocabulary has an importance function in language. By having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing and listening. As we know that vocabulary is the basic element in language, it means that is necessary to studying vocabulary first when we start to learn language especially English, because vocabulary is the first or beginning step or stages when we learn the language. It means that vocabulary has an important role and should be given from the beginning stages, in order to make the students mastering in vocabulary, because the students who have wide or large vocabulary will be able to use the suitable or appropriate words in sentences for each situation in making communication to other person. Students often instinctively recognize the importance of vocabulary to their language learning.

Types of vocabulary, Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary: Reading vocabulary refers to all the words an individual can recognize when reading a text. Listening vocabulary refers to all the words an individual can recognize when listening to speech. Writing vocabulary this includes all the words an individual can employ in writing. Speaking vocabulary This refers to all the words an individual can use in speech.

Noun; The noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances: apple, dog, fire, London, sister, water, etc. We can't use this as the criterion for identifying English nouns, though, because there are also large numbers of nouns denoting abstract entities: absence, debt, fear, love, silence, work, etc.

Adjective' The word 'adjective' is from Latin meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something, i.e. to qualify it.

Adverb; Remembering that the word 'verb' is derived from Latin *verbum* meaning 'word' we see that adverb must mean something added to a word. An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective). Adverbs are best understood as being of two kinds, those that add to the meaning of a verb and those that add to the meaning of other parts of speech and other adverbs.

VERB; The word 'verb' comes from the Latin *verbum* meaning 'word'. Verbs are doing, being or having words.

Preposition; The word 'preposition' is from the Latin word *preposition* meaning 'placed before' or 'in front of'. is a word placed before a noun or pronoun to show it relationship to some other words in a sentence.

Conjunction; This word is from the Latin *con* meaning 'together' and *hungered* meaning 'to join'. A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence. Is a word used to join one word to another word or one sentence to another sentence, there are: and, after, as, as soon as, also, although, but, because, for, even, how, or, if in case, until when, where, while, namely, so, till.

Make a Match techniques is one of the co-operative learning methods developed and introduced by Curran in 1994. The basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere (Curran, 1994). Make a match method is learning using card. It consists of question cards and the other consists of answer from the question. To teaching vocabulary through make a match method use three procedure consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

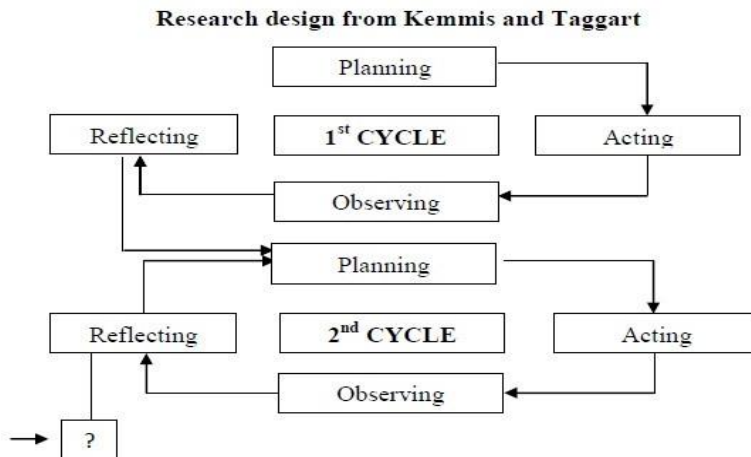
Advantages and disadvantages of make a match method: Game is very important to improve vocabulary. According to Lorna Curran, advantages of the game make a match in learning English is: Advantages; The atmosphere of excitement will grow in the learning process; Cooperation among fellow students manifested dynamically; The emergence of the dynamic of mutual help-sharing among all students. Disadvantages; needed guidance from the teacher to do the learning, the classroom becomes rowdy so it can interfere with other classes, Teachers need the preparation of adequate materials and tools. The Procedures of Make a Match Method, The teacher prepares some cards that contain some concepts or a suitable topic for review session, apart is contains question sand theory the answer. Every student get a question or an answer card. Every student thinks the answer or the question from the card that they hold. Every student finds their partner that suitable with their card. Every student who finds their suitable card before the time up is given a point. The student who can't find the partner before the time up is given a punishment is agreed together. After a session, the cards mixed again so that the students get different card. The students also able to gather with 2 or 3 students who hold suitable cards.

METHOD

This research belongs to classroom action research (CAR). Classroom action research is known by many teachers, including participatory research, collaborative inquiry, emancipator research, collaborative inquiry, action learning, and contextual action research. But all are variation on the theme.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Action research is about both 'action' and 'research' and the links between the two. It is quite possible to take action without research or to do research without taking action, but the unique combination of the two is what distinguishes action research from other forms of enquiry. It is, of course, not restricted to an educational context, though that is the focus



of this Guide. The Research design in this research such as below:

- a. Test: Conducted to determine the ability of each student and used as a reference as a teacher's success in teaching, and made reference whether students mean or not what is taught by the teacher.
- b. Observation: Conducted during the implementation of the research. Observation is taking regular conscious notice of classroom action and

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occurrences, which are particularly relevant to the issues or topics being investigated.

- c. Documentation: Document consists of lesson plan and students' assessment and test.

Test Scoring of Cycle I and Cycle I

No	Names	M/F	Test of Cycle I	Test of Cycle II
1	AS	M	65	70
2	AR	M	75	90
3	AD	M	70	70
4	AH	M	70	75
5	BM	M	60	85
6	DF	M	55	90
7	F	M	60	80
8	FUA	M	55	85
9	FRS	M	55	75
10	HK	F	80	90
11	JA	F	65	90
12	MFS	M	75	80
13	MRS	M	60	85
14	MA	M	65	85
15	MAB	M	75	70
16	M	M	70	75
17	NS	F	70	85
18	SM	F	70	85
19	SJ	F	60	90
20	TA	F	75	75
21	WB	F	80	90
Total Scores			1.410	1.720
Mean			67,14	81,90
Percentage (%)			28,57	85,71

In this case, the student has done the test in which consist of posttest cycle I and posttest cycle II. The research inputted the result of data

including the posttest cycle I, and posttest cycle II into a table as following:

Test of Cycle I

After scoring, the researcher calculated the result of test of cycle I in the second meeting of cycle. It was needed to know the mean score of the class by using the formula as:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.410}{21}$$

$$x = 67,14$$

From the absolute numerical data, it was known that the mean score of the class in the test of cycle I was 67,14. In the first cycle, there were 6 students who passed the standard score minimal (75). Then, it was calculated into class percentage. The formula as:

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

$$P = \frac{6}{21} \times 100\%$$

$$P = 28,57 \%$$

Based on the numerical data above, it showed 6 students had passed standard score minimal (75) and 15 students who got a score under standard score minimal (75). Then, researcher went on to do cycle two. In cycle I, there were many students still getting under standard minimal (75).

Test of Cycle II

After conducting action in cycle II, the researcher had got numerical data from the test of cycle II. The researcher calculated again the mean score of the class; students' achievement or improvement score into

percentage; and the class percentage who passed the standard score minimal (75).

To get Mean of data form of test cycle II, the researcher used the formula below:

$$\bar{x} = \frac{\sum x}{n}$$
$$\bar{x} = \frac{1720}{21}$$
$$\bar{x} = 81,90$$

In the second cycle it, was known that the mean score of the class in the test of cycle I derived 67.14. In the second cycle, the mean was 81.90; there were 18 students who passed the standard score minimal (75). Then, if it was calculate into class percentage. The formula is:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{18}{21} \times 100\%$$
$$P = 85,71 \%$$

Based on the numerical data above, it showed 18 students had passed standard score minimal (75) and 3 students who got a score under standard minimal (75).

Interpretation of the Data

In this subtopic will be delivered about the interpretation the result of the research.

Data Observation

From the data of observation, the data gained from first observation before classroom showed that there were any improvements of the students' participations in the teaching learning process for each meeting. However, after the students had been taught using vocabulary and kinds of vocabulary, they had feel enjoy, and motivate to memorize and learning English. The increase of their understanding and memorizing from their score.

Data of Test

Based on the result of the test, the 'mean' score of in the test of cycle I was 67.14. The class percentage which passes the KKM in test of cycle I was 28,57 %. It showed there were 6 students who passed the KKM and there were 15 students whose score still under KKM. It means that it was still needed more improvement in the next cycle (cycle II) in order that it could achieve the target yet of success CAR.

In cycle II, the mean score of the test of cycle II was 81.90. The class percentage which passes the KKM in the test of cycle II was 85.71%. It showed that there were 18 students who passed the KKM and there were 3 students whose got score skill under KKM. This class percentage showed that were improvement from the test of cycle I (28.57%) in the class percentage and then, the class percentage of test of cycle II (85.71%). In the test of the cycle II had fulfilled the target of Classroom Action Research (CAR) success. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle could be stopped.

From the explanation above, it can be conclude that make a match can improve students' vocabulary at class VIIIA of MTs Al-Khairiyah Kubangsari.

CONCLUSION

Based on the data analysis, the researcher states the conclusion that make a match method can improve the students' vocabulary at class VIII A MTs Al-Khairiyah Kubangsari. It means that make a match method can make the students easier to understand the vocabulary and more happy and spirit to study in teaching learning activity. Based on the data, the researcher concluded that: There is Improving students' vocabulary through make a match method at class VIII of MTs Al-Khairiyah Kubangsari, The progress from 28.57 % to 85.71 % show that make a match method is effective to improve the students' vocabulary and can be enjoyable activity for the students. The use of make a match method in teaching learning process have some benefits for the students. it can be used as excellent teaching tool for developing communication and active thinking skills.

Based on the conclusions above, the researcher suggested the following things: The English teachers teach make a match for teaching vocabulary, since it is more enjoyable for the students. The students could learn about vocabulary without any pressure. In using method not only to get have fun, but also it is able to be alternative to improve students' vocabulary. The English teacher should explain method clearly, and choose of material which has been matched with the method. The English teacher should review material that has been taught intensively, before he or she gives new material, so that student did not forget it. Obviously the teacher has to make group work, pair work, so on, so that students could interact each other.

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