

IMPROVING STUDENTS' VOCABULARY THROUGH MAKE A MATCH TECHNIQUE

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Abstract

The aim of this research was to find out how the use of Make a Match Technique improved vocabulary of tenth-grade students of Islamic Boarding School of Mathla'ul Anwar Pontianak in academic year 2018/2019. This research used Classroom Action Research with two cycles. The subjects of this research were 36 students of X IPS 2. The result showed that the use of Make a Match Technique improved the students' vocabulary. In the teaching learning process, the students were more enthusiastic and paid more attention to the learning activity. Furthermore, from the administered assessment, it showed that the students expand their vocabularies and can understand the meaning when doing written test in the class. As the result, from the students' individual score, it improved in each cycle. Therefore, the researcher recommends teachers to use Make a Match as a vocabulary teaching technique as to help students improve their vocabulary.

Keywords: Vocabulary, Make a Match Technique

INTRODUCTION

In learning English, vocabulary is one of the considerations of English students to master the other four skills. Vocabulary is a basic need before proceeding to learning all the skills. When students are good at vocabulary mastery, they can be ready to learn the other four skills and they can also proceed to the next stages in learning.

Based on the researcher's observation to year 10 students of Islamic Boarding School of Mathla'ul Anwar, the researcher found that students are lack of vocabulary. For instance, when they were asked to speak, they could not be clear with the words that they trying to say. Also, when the researcher asked them to read English texts, they still could not understand them. The students kept asking about the meaning of the words in the text because they did not understand the vocabulary they read. Based on the interview with the English teacher, students had difficulties in their vocabularies. Some of them are lack in vocabulary and they did not understand the meaning of the words that teacher used in the classroom, and they kept asking the teacher about the words itself. When the teacher gave them thematerials or texts, they felt hard to read and deliver their ideas that they got fromthe text. In short, the students had

difficulty because they lacked vocabulary.

In order to solve the problems, the researcher offered the teacher to use Make a Match technique to teach vocabulary. The main reason is because make a match technique allows students to search meaning of something in its process. In this case, the students can learn new vocabulary as well as its meaning by playing and finding their card partner. In conducting the the activity, the researcher collaborated with the teacher in the classroom.

Similar research related to Make a Match technique was previously conducted by Maduratna in SMP Tri SuksesNatar South Lampung, in the academic year 2014, the findings showed that using Make-a Match technique in teaching vocabulary is quite successful. It was not only effective to lead students to feel more interested and enjoy doing activity in the class but also it can give the students the opportunities to be active in learning English vocabulary.

There has been research that focused on the use of Make a Match, and there has not been any research about Make a Match in Pontianak, especially in Senior High School, this research focuses on improving students' vocabulary in descriptive texts which

contain about noun and adjective, while the previous researcher focused on improving students' interest. The subject of the previous researches was also conducted differently which was in junior high school, while this research was conducted in Islamic Boarding School. Furthermore, this research provides vocabulary card related to the materials to make the students easier to learn a new vocabulary.

Teaching vocabulary is a complex task because the teaching includes the meaning of the words and also the pronunciation of the words. A good teacher should use appropriate teaching technique and enough practices so that the objective will be achieved. Hackman (2008) suggest that teaching vocabulary can be done by giving many tasks to develop students' ability in vocabulary mastery by supporting them to use dictionary, giving them vocabulary notebook, playing words game, developing and extending independent reading exercise, encouraging reading partners, and encouraging pupils to use the learning environment to find their resources and prompts. Dealing with the teaching technique, a teacher must choose suitable method to teach vocabulary.

Teachers can play an important role in helping students enrich their vocabulary. According to Harmer, (2007) there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Students need to see and hear words in context and see and hear how the words are used. In order to encourage students to get more interested in learning English especially on vocabulary, teachers can introduce and develop the teaching technique called Make a Match. Make a match technique is use cards as tool in teaching vocabulary. It is more effective for students to master vocabulary better.

Make a Match was developed by Lorna Curran in 1994. This is one of the cooperative learning models that can be applied in the classroom. Curran (1994) stated that the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. This technique is started when the students asked to find their card partner, and they have to find the partner before the time limit, students who can find the partner will get the point.

In implementing Make a Match technique, the researcher used Lie (2002) models' steps, because it was the suitable steps to teach vocabulary. First, the teacher prepared 30 cards comprising of 15 cards containing words in Bahasa Indonesia and 15 cards containing in English. Second, the teacher divided the class into 3 groups: Group A, B, and C, after that Group A got the question cards, group B got the answer cards, and group C be the assessor group to assessed the result of the discussion. Third, the students look for the correct pair of the cards through asking contain of their friends' card and think whether the cards are match or not, after the students found their card partner they reported it to the assessor group. Fourth, the assessor group read the pair of cards to make sure they had a correct match. Last, the teacher discuss the meaning of vocabulary with their students.

Based on the problem existing in the classroom and to fill the research gap, the researcher intended to know the improvement of students' vocabulary by using Make a Match Technique. The researcher used A Classroom Action Research in conducted this research. The aim of this research was to know how Make a Match Technique improved students' vocabulary on tenth grade students of Islamic Boarding School of Mathla'ul Anwar Pontianak in Academic Year 2018/2019.

METHOD

The researcher chooses classroom action research design to conduct this research. Burns (2010) states that Classroom Action Research (CAR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. According to Nugent, Malik, and Hollingsworth (2012), action research begins from the concern about what the researcher is going to investigate. Then, the researcher defines and describes the problem that they want to solve. They assert that sources for identifying the problem may be from the experiences or the observation that has been read. After that, the researcher may go to the four stages which are planning, acting, observing, and reflecting.

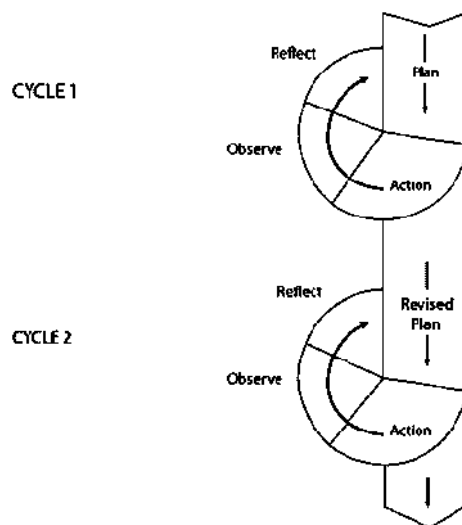


Figure. 1. Cyclical AR model based on Kemmis and McTaggart(1998 : 14)

Planning is the first stage in conducting this research. The researcher made a plan to make the research run smoothly. Killmier (2010) argues that before conducting the research, the researcher has to plan what they are going to observe by identifying the problems that become the concern of the specific area of the study. In the planning stage, the researcher prepared all the things that might be used for the action stage, such as teaching media, research instruments, and so on. It is important for the researcher to make a well-prepared plan, so the researcher could have such good direction in doing the research. In this research, the researcher and the teacher identified the problem and discussed the lesson plan that was going to be used for teaching and learning activity.

Acting is the second stage of classroom action research. The acting was how the researcher carried out their research using the chosen method. It is to do what has been prepared in the planning stage. The researcher has to do the activity based on the plan that has been made so the activity will not go out of the track. In this research, the teacher taught in the classroom using the lesson plan that was already prepared by the researcher and the teacher, while the researcher did her job as the observer in the classroom.

Observing is the third stage of this

research. After the researcher did the acting stage, the researcher began to observe what has been done in the acting stage.

In this stage, the researcher analyzed and observed the data or evidence during the activity. The researcher has to be able to analyze and observe the data well in order to get the accurate data from the activity. The analysis and observation should be done objectively based on the real situation which is happening during the activity. In this research, the researcher acted as an observer and observed what was happening during teaching and learning activity, such as the teacher's activity and students' activity. Then the researcher analyzed the data collected during the teaching and learning activity in the classroom.

Reflecting is the last stage of classroom action research. In reflecting stage, the researcher found the result and reflect on their findings whether that is satisfying or not. If the result does not satisfy or does not fill the criteria, the researcher may revise their work and go back to the first stage to solve the problem. In this research, the researcher with the teacher reflected the data that was already analysed and decided whether there should be the next cycle or not.

This research was conducted to the tenth grade students of Islamic Boarding School of Mathla'ul Anwar Pontianak. The subjects of this research were the students in class X IS 2 which consisted of 36 students. The researcher used observation and measurement for technique of data collection. The observation was done by using the observation checklist table and field note. Those are as guidance to notice students' improvement by using Make a Match Technique. Furthermore a measurement technique was done by giving the test to the students in order to know the students' progress or students' vocabulary achievement in every cycle.

In this research, the researcher used some tools such as observation checklists, field notes, and test. Observation checklist table was a form of table that consists the actions of the student and also watch in or to notice the atmosphere of the class. The test was used to record the students score in achieving vocabulary. In this research, the

teacher used the written test in form of missing word. The test was given after the implementation of Make a Match technique. The students answer the meaning of vocabulary in written form.

The researcher descriptively analysed observation checklist and field note. Descriptive analysis reveals pattern about process rather than simply a product. The researcher analysed the observation checklist and field notes in order to describe the situation of every cycle, and also the success of the teaching-learning process in using Make a Match Techniqueto improve students' vocabulary.

From the field notes and observation checklists, the researcher would know whether the research result satisfied or not for the future step. Here are some indicators for the students' vocabulary achievement in the classroom.

Table 1: Table of Specification Students' Vocabulary

Indicators
1. Understand the meaning of vocabulary.
2. Write the meaning of vocabulary with the right answer.

For the quantitative data, the students answer in vocabulary test, it was scored to analyse the data from the result of test achievement as a secondary measurement of the students' achievement in learning.

In getting the students' score, the formula as follows:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Number of questions}} \times 100$$

Table 2: Table of Specification Students' Individual Score

The score	Classification
80-100	Excellent
70-79	Good
60-69	Average
0-59	Poor

If the result of students individual score improved in each cycle and the analysis of students' score achieve with the criteria, it means the cycle will be stopped. The criteria of vocabulary achievement is when the students pass the assessment score 75 based on level criteria of vocabulary score

FINDINGS AND DISCUSSION

Finding

Below explanations were the findings based on the specific formulations.

1.The Improvement of Students' Vocabulary

Make a Match Technique was implemented in each cycle. When implementing Make a Match Technique, the students gave some positive responses. The students were curious about the content on the cards. They kept trying to find the meaning of the words on the cards. The data of the observation checklist and field note also showed signs of active participation of the students. Furthermore, the students' achievement improved on their individual score. Only 14 students got 75 in the first cycle, yet the number increased to 29 in the second cycle. Meaning that, the students were sort of able to expand their vocabularies and could understand the meaning when doing the test in the class.

2. Make a Match Technique Help The Students To Understand The New Vocabulary

Based on the observation checklist result, the students show some positive responses in the teaching process. They are active in the learning process, it could be shown from how they answered the researcher's questions. They are easy to answer the teachers' questions. The teacher gives them some questions about the meaning of several vocabularies from the cards and texts that have been discussed. The

understanding of the word in the cards and knowing the meaning of new vocabularies make them did the test well. It is proved by the increasing score of their individual score.

3. The Description Stages in the Implementation of Classroom Action Research

In the first cycle, the teacher and the researcher found that students' giving some positive responses in several activities. Such as in pre-teaching activity, they tried to shout out in explaining their opinions about the meaning of vocabulary. The students felt excited when the teacher shows them the texts and cards. When the teacher explaining the material, some students started to feel confused and still did not get the point. When the teacher gave them the cards, they felt curious but confusing in how to play the game.

Some student was passive because they still did not understand with several words in the cards. They were active after the teacher asked them to work with their card partner. The teacher also helped them by let the students asked something about the cards. The class was not controlled well. There were few students do not pay the attention with the teacher. As a result, they took a lot of time in finding their card partner.

The result of the students' individual score was unsatisfied in the first cycle, there are only 14 students that passed assessment score 75 and the rest only get the lower than 75, for the mean score also classified as "poor" level because the score only 62,5.

In the second cycle, the teacher and the collaborator found some positive feedback in the second cycle. The students made some progress. The students were more interested in learning because they already understand with the material. The existence of vocabulary cards was helpful.

The teacher also controlled the class very well, so the class were effective and efficient when teaching and learning process occurs. Most of students paid a lot of attention to the researcher and made the students understand the material that was given by the teacher in the class. Most of students became active because they really understand with the vocabulary in the text and in the cards. The time of the teaching and learning process

became efficient.

The result of the students' individual score was satisfied because there are improvement score from the students' individual score. There are 29 students that passed the assessment score 75 based on level criteria of vocabulary score. It showed more than 70% students passed the assessment score. The researcher also count the mean score, and the result of the second cycle was improved to 77,79. The specification for Students' vocabulary has been achieved

Discussion

In this research, the researcher offered Make a Match as the teaching technique and used Classroom Action Research to describe how Make a Match technique improve students' vocabulary. Reflecting on the findings of a previous research by Hayati (2014), the findings showed that there was improvement on students' reading comprehension after implementing make a match technique. But, prior to deep reflection on the improvement of the students' vocabulary, the researcher first has to reflect on how the technique actually worked in the process of the implementation in the classroom.

In the implementation of Make a Match Technique, it facilitated the students to find the meaning of new vocabulary by matching the existing cards in their hands and finding their card partner in a short time. Since the teacher allowed them to freely move to match their cards, the students could actively participate in the activity.

The cooperation each student happened dynamically, because they work together, sharing their thought about the meaning of the words in the cards, and match the cards with the right partner. This technique can also create a joyful learning because it is like a game, and it involves learning media created by the teacher.

The students showed their good attention during teaching and learning process of implementation make a match technique in the classroom. It could be seen when the teacher asked them to play the game, and giving the instructions, the students were listening and paying attention to the teacher

carefully. In the process of Classroom Action Research, the findings of research showed satisfying improvement. It could be seen from the students' individual score. From the first cycle to the second cycle, there were some students who got the lower score to the average score. Based on the indicators the students also showed improvement from the activity that was being observed. The researcher also counts the mean score and analysed the data which there was the improvement within the research. From the students mean score, it increased from the first cycle to the second cycle

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion in this research, the researcher proposed the agreement towards the implementation of Make a Match Technique in improving students' vocabulary. 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 learning the vocabulary. The students be the one who actively participate in learning process, because they learned cooperatively with their friends, sharing their own thought about the meaning of vocabulary the holds and find their card partner. The teaching media (cards) also made the students easier in understand the meaning of vocabulary. This result was proved by the result of the students' individual score and the results of the observation.

In conclusion, the vocabulary of the Tenth grade students of X IPS 2 class of Islamic Boarding School of Mathla'ul Anwar Pontianak in academic year 2018/2019 improved by using Make a Match Technique. The cards as a media could get the students' interest in learning vocabulary. The cards also made the students easier in order to know the meaning of new vocabulary. It is also easier for them in understanding the text. Students' individual score increased and teaching and learning process became better. Thus, the prediction of the action hypothesis was accepted. According the result, the researcher inputs the suggestion in order to make other researcher able to take any lesson

from this research.

Suggestions

In reference to the research findings, the researcher offers some suggestion as in case of improving students' vocabulary by using Make a Match Technique as follows: (1)

Since Make a match centres students to find out meaning of something in its process, it could be appropriate to be applied in learning vocabulary; (2) In teaching vocabulary through Make a match, teachers have to consider what kind of vocabulary to choose as to relate it to the previous teaching materials as well as prior understanding of the students; (3) Although students may have access to freely move in matching their cards, they are still demanded full control by the teachers as to keep the classroom activity effective; (4) Teachers have to be creative in designing the vocabulary cards since students are fond of pictures, particularly ones colourful.

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