

The Effectiveness Of Make-A-Match Technique In Increasing Vocabulary Mastery The Eight Grade Students' At Smpn 3 Palu

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ABSTRACT

This research focus on the vocabulary, For many years vocabulary is particular important in the learning language. Students' will easy to understand the material when they get many new vocabularies. Students' English vocabulary learning is student's way to find their selves new vocabulary through the process of learning. The interesting learning can be getting from many kinds of technique. Make-a-Match technique is the one of interesting technique for students. This technique use the question card and the answer card based on the topic of material. Every student's look for pair of card and matches the card. Make a Match technique helped students' to find out the new vocabulary.

The aims of the research to describe Could the make-a-match technique increase the eight grade students' vocabulary mastery at SMPN 3 Palu. The research has conduct at SMP Negeri 3 Palu. Researcher used type of quantitative method, which is the research question is could the make-a-match technique effective in increase the eight grade students' vocabulary at SMPN 3 Palu. The research has conduct at SMPN 3 Palu. The data collected in this research used pre-test, treatment and post test.

The result of this research indicated that the used of make-a-match technique in teaching of vocabulary effected in increased students' vocabulary. Students can easier to understand the material through make-a-match technique. Therefore, Learning used Make a Match technique increase students' vocabulary, students' creativity and can involve answering every question and this made the students' more motivation during learning process.

1. Introduction

In learning process, there are a lot of problems experienced by students, so it is very difficult to understand all the material that has been explained by the teacher. One of the problems is that most students have difficulty understanding the meaning of words, they may not know it when they learn, so it is very difficult for them learn to understand the lesson well, and it can also make them bored during learning process. Vocabulary is one of important aspects in English learning. In learning English without mastering vocabulary the students will difficult to express their feeling and idea to the others people. In Indonesia,

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English learning become important subject to be learn by students in school. According to Malik, Christiani and Navita Laka, Emarsani stated that vocabulary is total number of words with rules for combining them to make up a language .

Learning English process without mastering vocabulary make a student's difficult to understand when the English teacher explain the subject material and they can't answer the questions given by the teacher. In this case, some of students difficult remember some of new vocabularies. This means that teachers need to use effective techniques that can generate interest in learning. The teachers have to choose suitable ways, subject or material and how to apply it in the classroom. Good technique make a student's enjoy and more easily accept the material given by the teacher. Creative teachers can increase students' interest and enthusiasm in learning foreign languages so that the process of receiving material goes well. Therefore, with this technique the researcher hopes that it can be use to solve problem in learning vocabulary and make the class active and students can have fun memorizing vocabulary.

Curran stated that a learning strategy named Make-A-Match-Technique to teach vocabulary. He also states that Make-a-Match Technique is the type of teaching and learning technique in which every student will get one card and they must look for her partner having a suitable card . Whereas Komalasari defined Make-A-Match Technique is a technique that helps students to improve their ability to answer a question through Make-a-Match Technique in teaching vocabulary will create an interesting classroom activity . From the background described above, the researcher is interested in investigating The effectiveness of Make-a-Match Technique in increasing the students' vocabulary mastery the eight grade student's at SMPN 3 Palu.

2. Literature Review

2.1. Definition of vocabulary

Vocabulary is one of the main components in language learning that must be known by everyone, especially students. Vocabulary is a basic element of learning English and this is an important factor in reading, listening writing, and speaking. Richard and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write . Therefore vocabulary is particular important thing for language learner.

According to Jennifer I. Berne and Camille L.Z. Blachowicz stated that vocabulary learning is an essential part in foreign language learning as the meaning of new words is important for oral and written communication . Vocabulary is central in English learning that can be used to communicate and to express someone meaning because without vocabulary someone can not understand when others people express something. Vocabulary is the amount of words combined with rules to form a language so that it can be used in communicating in daily activity. The students can not understand the English teacher explanation well without vocabulary. Cameron also added, "Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially".

2.2. Teaching vocabulary

Teaching vocabulary is play an important components in English teaching. Vocabulary is also used to express their ideas and feelings. English teacher have important role in teaching process, they have to creative and need knowledge about material. When the English teacher teach vocabulary to students, they must know general knowledge about the vocabulary in question. According to hatch & brown teachers have an important role in teaching, they have to refer everything students do or knowledge in order to help their students to learn.

Using real objects or pictures make a student more enjoy to understand the material by given the teacher. While the best technique in English is to use all the time. Ika Rahmadani stated there are three vocabulary teaching techniques:

- a) Teach vocabulary using pictures. Images will help teachers to improve students' language skills. Pictures also support students to more easily remember words, meanings, and shapes of objects.
- b) Teach vocabulary using games. Word games will carry the meaning of the requested word. This media can make students enjoy the learning process and use accurate words. One technique that contains unsuitable games is to make a match.
- c) Teach vocabulary through demonstration. This technique gives students to know the meaning of certain words by showing an object. Learners to connect to the event and the meaning of the word.

The English teacher must be able to choose the good technique to convey the material in learning process. By using good technique in teaching especially about vocabulary the students' more easily to understand the material given by the teacher.

2.3. Make-a-Match Technique

Technique is used to help teachers create more interesting contexts or topics. In addition, good technique is one of the factors that will help students to better remember the material. According to Brown, Technique is any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objective . One techniques used in teaching vocabulary with fun classroom and active is Make-a-Match technique.

Make-a-Match technique is one of methods in cooperative learning develop by Lorna Curran. This technique is an alternative use in teaching vocabulary. Before starting the class English teacher have to prepare some cards and the question card with the answer cards already base on the topic. According to Lorna Curran, the basic principle of Make-a-Match is that the student find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere . The application of this technique starts from students look for pairs of cards that are answers/questions before the time is over, students who can match cards are given points. Make-a-Match technique is a types of game because in this technique the students have to find their partner. Arifah and Kusumarasyati stated that Make-a-Match is one of the teaching techniques which can be used in co-operative learning . In this technique the students have to make a two group, group A and group B. all of students have to get one card. The student in group A get the topic and in group B the students get the simple description card. All of student have to find their partner and matches the card and they have to report it to teacher. The last step is the teacher ask them and compose the sentence base on the words they got the cards.

There are some advantages of using Make-a-Match technique in learning process of Lorna Currant, namely: First, simple and easy technique. Second, students are directly involved in answering questions submitted through the card. Third, the students feel happy and relax in teaching and learning process. Increase creativity in student's performance. Fourth, avoid saturation of the students in the following teaching and learning activities. Fifth, the students interesting participate and develop their confidence to share their opinion, and be more active in the learning process. Sixth, learning more fun because it involves learning media created by teacher. Seventh, the students can express their ideas. Eighth, The students work together to learn. The last, the students will get the new words.

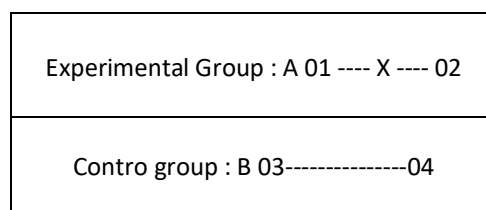
3. Methodology

3.1. Research design

The design of the research was conducted by using quasi-experimental design, especially non equivalent control group design. In the book of Educational Research, written by L.R. Gay and friends, the non equivalent control group design should be familiar with the pretest-posttest control group design, the only difference is that involves random assignment of to group treatments, not random assignment of individuals.

This research was used two groups, experimental and control group and chosen by using purposive sampling. The experimental group started with the pre-test, received the treatment, and last is the post-test, therefore the controlled group pre-test and post-test only with conventional method in the class. The treatment conducted after pre-test. The pre-test is intended to find out the students' prior knowledge of English basic vocabulary before giving the treatment, while the post-test is intended to find out the students' vocabulary increased after the treatment given. In this research the test was used to test the significance difference. This design involves two class, first class using pre-test (01), exposed to treatment (X), and post-test (02). The second class did not used the treatment.

Figure 3.1 Experimental Design



Where :
01 = pre-test for experimental group

- 02 = post-test for experimental group
- 03 = pre-test for control group
- 04 = post-test for control group
- X = treatment by using card

3.2 Subject

The subject of the research conducted at SMPN 3 Palu, Which is located at Jl. Kemiri No.35, Kamonji, Kec. Palu Barat Kota Palu. Where the researcher focused at the eight grade students at SMPN 3 Palu.

3.3. The kinds of variable that correlated with research consist of independent and dependent variable. Independent variable is the variable that influences another variable to achieve what expected by researcher. Whereas, the dependent variables the result that expected through implement of the independent variable.

Based on the title above, it identified that the dependent variable is the Students' vocabulary and the independent variable is the Make-a-Match Technique.

3.4 Population and Sample

According to Fraenkel and Wallen, population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the research. The population of this research was the eight grade at SMPN 3 Palu. The students chosed based on observation that they are still lack of vocabulary. In this case, the students need more instruction and learn new vocabulary with an interesting way.

The sample of this research was class A and B. Class 8A consisting of 10 students, the experimental class which is receives Make-a-Match Technique as a treatment. The second class was 8B consisting 10 students as the control class which is not receive any treatments. Total sample is 20 students Therefore, the researcher used purposive sampling because two classes cannot be changed and also asking for recommendation from the teacher in the school.

3.5 Research Instrument

To obtain the data, test of vocabulary is applied, namely pre-test and post-test. The test is used to find out the effectiveness of students' vocabulary trough Make-a-Match Technique. The vocabulary test administered in the pre-test and post test. The pre-test is intended to assess the students' vocabulary before treat the use of Make-a-Match technique and the post-test administered to know the result of the application. Both of the pre-test and post-test are inventory test. The test that applied is the vocabulary test.

The test consisteds of Fill in the blank and multiple choice. The test consisted 20 items. Fill in the blank consist of 5 items giving instruction and 15 items multiple choice questions. Then ordered the students to choose the best answer of the test, the post-test was same as the pre-test.

3.6 Technique of Colleting Data

In the test process, the researcher is conduct pre-test, treatment and post- test. It conducted to test Make-a-Match Technique increase students' vocabulary.

3.7 Technique of Data analysis

The technique of data analysis used statistical analysis to descriptive the analysis. Statistical analysis was used to test the hypothesis. The formula used to test the hypothesis was t-test with the level of significance 0.05(95%). Before the t-test, there are some steps which have to be done as follows:

1. The researcher should get the students' scores both of the experiment and control group. The score was checked both pre-test and post-test.
2. The formula that used to calculate the students' score per person:

$$\text{score} = \frac{\text{Students' Correct Answer}}{\text{Total number of item}} \times 100$$

In pre- test and post- test, the researcher gave the students' of controlled class and experimental class 25 items questions. Fill in the blank consist of 5 items and 20 items multiple choice questions. Classify the score of the student vocabulary test by the following classification.

4. Results and Discussion

4.1 Research Setting

Before conducting research, the researcher did the pre observation first. The researcher met the vice head master curriculum and public relations of SMPN 3 Palu the got the listense to conduct the research. The researcher did some interview and conversation with one of English teachers of SMPN 3 Palu Palu and discussed about schedule and the situation of the class.

4.2 Result of the Research

Base on the calculation, the score of experiment class in the standard deviation is (7,792) and the score post test of experiment class the standard deviation is 6,50.

The standard deviation of students' post test indicated that the mean score in this research seem likely it does not good dispersion value because the standard deviation 7,792 for experiment class and 59,67 For controlled class. In the other word, the good dispersion value of mean score of the result of standard deviation is under the grade of (< 1). If the standard deviation more or bigger than one, it show that the value dispersion of mean score is quality bad.

The last step was testing the hypothesis this research was the use of Make-a-Match technique can increase the students' vocabulary in class VIII of SMPN 3 Palu. To know the hypothesis was accepted or rejected, the research tested the hypothesis , so that the research using tested the hypothesis , where :

- a) .If the t- test higher than t- table it means the research was accepted. In order words, the use of Make-a-Match Technique can effective increase the students' vocabulary in class VIII of SMPN 3 Palu.
- b) If the t-test was lower than t- table it means that the research was rejected. On other words, the use of Make-a-Match technique cannot effective to increase the students' vocabulary in class VIII SMPN 3 Palu.

4.3 Discussion

Make-a-Match technique is one of methods in cooperative learning develop by Lorna Curran. This technique is an alternative use in teaching vocabulary. Before starting the class English teacher have to prepare some cards and the question card with the answer cards already base on the topic. According to Lorna Curran, 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 .

Arifah and Kusumarasdyati stated that Make-a-Match is one of the teaching techniques which can be used in co-operative learning . Make-a-Match technique is a types of game because in this technique the students have to find their partner. In this section, the researcher describe and discussed about the result of the research. This research was conducted in the middle of the corona pandemic, so some of activities of learning process by using online and offline.

The first meeting, the research give the pre test to students' trough question sheet and the other words the research to know the vocabulary students' and give the score. The second meeting until four meeting, the research applied the treatment trough Make-a-Match Technique to the experimental class and controlled class was not. At the last meeting , the research gave a post test to the students' so there were a total six meetings to experimental class and two meetings to controlled class.

5. Conclusion

Base on the finding the students' vocabulary mastery increased to a greater extent through Make-a-Match base on the findings, the conclusion was the students' vocabulary mastered increased to a greater extent through Make-a-Match Technique in the class. The total score of students in experimental class in the post test is 1235 and 925 for controlled class. In additional, the mean score in post test for experimental class is 77,1 and 57,8 for controlled class. The data above shows that students' vocabulary in experimental class is higher than in controlled class. The t-test for both classes in post test is

2,042. compare for the t-table with 2,042 for α 0,05 with degree of freedom (df) = 30. Since the score of t-test is larger than the score t-table, null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It means that the Make-a-Match Technique which was applied in the experimental class is effective to increase students' vocabulary. Students' score in the pretest in Experimental class is lower than in the post test. Based on the observation in the students' pretest and in the classroom, especially in the second meeting, almost of the students were lack of vocabulary, it was proved when they were asked about vocabularies, verbs and things most of them could not answer the question. They also were not interest and not confidence in learning. It makes them could not pronounce the vocabulary correctly. After given treatment, some students got more interested and confidence in learning. In the last meeting, most of the students showed better improvement. They were able to pronounce the vocabulary when they asked. Even they complete each other to answer the question correctly. All of students were totally confidence.

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