

IMPROVING VOCABULARY MASTERY BY USING *MAKE A MATCH* TECHNIQUE

Dian Pratiwi*

dian.pratiwi@umpri.ac.id
University Muhammadiyah of Pringsewu

Fini Widya Fransiska

finiwidyafriansiska@umpri.ac.id
University Muhammadiyah of Pringsewu

doi: 10.35706/eltinf.v5i1.7887

To cite this article: Pratiwi, D., & Fransiska, F., W., (2022). Improving vocabulary mastery by using 'make a match' technique. *ELT in Focus*, 5(1), 21-28. doi: 10.35706/eltinf.v5i1.7887

Abstract

The 'make a match' technique is the focus in this study, which aims to increase vocabulary mastery among students. The purposes of this study is to determine how the 'make a match' technique improve students' vocabulary mastery. Action research is used in this study. This research consists of two cycles. There are four steps; planning action, observation and reflection. The instruments used in collecting data were observation guide, interview guide, and vocabulary test. The technique of collecting data was observation, interview, test, and documentation. The study's findings indicate that the 'make a match' technique was effective in increasing students' vocabulary mastery. The improvement in the mean of the students demonstrates this. The average score of students on the pre-test was 58.90, additionally, the mean score of students on the post-test in cycle 1 was 80.78; the mean score on the post-test for cycle 2 was 86.04 and the mean score on the post-test for the final cycle was 88.87.

Keywords: teaching, learning, vocabulary, 'make a match'

INTRODUCTION

One of many languages spoken worldwide is English. Therefore, speaking English is the simplest way to interact with people from other countries about a variety of topics, including technology, economy, social issue, and politics. Grammar, vocabulary, spelling, and pronunciation, are the four language skills that are also taught in the process of learning and teaching English. There are four components to language learning and teaching that supports these four language skills. But the two factors that will assist you learn them the most are vocabulary

and grammar. Vocabulary and grammar are both important.

One of the most evident features of language and one of the first topics applied linguists concentrated on is vocabulary, Richard (2001: 4). One of the most crucial parts of learning a new language is mastering the vocabulary. It implies that in order to become more fluent in a foreign language, a person must learn its vocabulary. Students' abilities in writing, comprehension and verbal fluency all improve with increased vocabulary. Not just words are in a vocabulary. When discussing vocabulary. This indicates that

we speak the words. Considerations for vocabulary include its meaning, sound, collocation, expression, synonyms, antonyms, and homonyms. Tarigan (1982: 2) stated the quality of one's language skill depends on the quality of vocabulary mastered.

However, despite the fact that some teachers have demonstrated various vocabulary teaching strategies, many students, including the study's subject, still have very poor vocabulary mastery. In this instance, it can be demonstrated that students were perplexed and did not comprehend the teacher's explanations when she was explaining the topics to them in English during the Nursing Study Program. In addition, most students did not comprehend the context of the text when English was taught in class, and they were unable to decipher the meaning of the vocabulary used. The lack of active contact between students and teachers during the learning process in class demonstrated that there were flaws. It needs teachers' responsibility to increase English education quality. The majority of the time a teacher spends as a professional teacher in the language classroom—especially when the majority of the time spent teaching English as a foreign language. This involves using the right techniques to accelerate students' acquisition of the language as well as creating and implementing materials, testing, and practicing. Teachers have responsibility to educate the students who have no sufficient English skill. Teachers must have innovation to improve or to make the new trend of teaching approach following development period.

There are some techniques that can be used to teach vocabulary, such as elicitation, games, word card. All of them can be used in teaching vocabulary. To

teach vocabulary for students, the English teacher must be able to decide appropriate techniques. Since the students are interested in playing game, it is one of technique that can be used to teach English for students. The English instructor must determine the most efficient method of teaching vocabulary to improve student vocabulary proficiency. A good method should be employed by the English teacher in order to increase vocabulary proficiency among the students.

In order to resolve these problems and increase the level of vocabulary proficiency of the students, the instructor should employ an effective method that encourages student participation in the process of teaching and learning. One of the ways that can be done by the teacher is the type of cooperative learning approach through using 'make a match' technique. The make a match technique helps students memorize words and make them interesting. Using 'make a match' technique as a means of teaching vocabulary to nursing students

Previous Study

According to research findings (Ade & Sortha, 2013), cooperative integrated "Make a match" techniques can help students learn more vocabulary, notably class VIII MTs Swasta Al-Badar Tanjungbalai students. The outcome demonstrated that the second cycle's mean is higher than the first cycle. Therefore, it can be concluded that the "Make a Match" strategy was successful in helping students enhance their vocabulary achievement and make vocabulary learning more engaging and fun.

Additionally, according to Irma Lely Lumban Gaol (2013), the "make a match" method has the potential to create an engaging learning environment in the

classroom. Additionally, the study's findings indicate that the "make a match" method may help students write descriptive texts with greater vocabulary proficiency. Data showed that the students' mean scores on the Cycle II test (80.88) were higher than the mean scores on the Orientation test (61.59) and Cycle I test (72.44).

Theoretical Review

Vocabulary is more than just words. When we discuss vocabularies, this indicates that we speak the words. There are a few distinct approaches to vocabulary thinking :pronunciation, meaning, expression, collocation, synonym, antonym, and homonym.

Cameron (1991 :72), vocabulary is the maximum critical part of mastering a overseas language on the number one level. All language has words and language emerges first as words." Allen (1965: 208) defined the word as a minimum free form. Thus, broadly speaking, vocabulary is the comprehension of phrases and their ideas; Nevertheless, vocabulary is more nuanced than this definition suggests. Hornby's (2003:482) Described vocabulary is:a) all of a person's known or used words; b) all of a language's words; and c) a list of words and their meanings. Hiebert & Kamil, (2005: 96), vocabulary is talk about a 'sight vocabulary' or a set of the most common words in English. Another opinion about vocabulary is proposed by Ur (1999:60), "vocabulary as the foreign language words taught"

In addition, mastering vocabulary is a difficult task, particularly the complex English vocabulary. Students have difficulty mastering vocabulary because of its complexity. This is probably brought on

by word choices and word forms with different meanings.

Hornby (2003: 265) states mastery are; (1) great skill or knowledge, (2) control or power. Vocabulary mastery can be defined as a complete control of knowledge about element of languages which concerns with the primary of secondary meaning of words into larger units. Keraf (1982:16) stated, vocabulary mastery could be observed quantitatively and qualitatively from two perspectives. Mastering quantitative vocabulary is deemed necessary for students to achieve maximum vocabulary mastery in a language; in this case, students should actively master the vocabulary, which indicates their ability to communicate using vocabulary.

METHOD

Classroom action research is the focus of this study. The English teacher and the students collaborated and worked together on the research. To increase the students' understanding of vocabulary, the teacher and students collaborate to implement the "Make a match" method in the process of learning and teaching. Make a match is an interesting and straightforward method. It is suitable for schools with limited English instruction methods. When the teacher uses this method, there are no issues. Matching is one method that will make it easier for teachers to teach vocabulary. In addition to making pairs, it will make learning new words easier for the students. Students will be able to improve their vocabulary achievement more easily by using make a match.

The participants are the nursing students class B Faculty of Health with the total students are 23. In this research, the data were collected by quantitative (test) and qualitative (observation, interview and

documentation or photos). In quantitative data, the analyst involved spelling quiz to evaluate the understudy's accomplishment in jargon authority. The researcher gathered qualitative data through observation, interviews, and photo.

The research instrument for this study was using three tools to gather the information, such as guide for the interview, observation and vocabulary test. The researcher uses an observation guide to learn about the students' vocabulary mastery, while giving tasks to see how they've improved and vocabulary tests to see how their vocabulary skills have improved. The researcher employs direct observation in this study. And the second

is interview guide consisted of the questions for the English teacher and students. The interview was conducted to gather information from the teacher and students about the phenomenon in the classroom before and after this research.

And then vocabulary test, the students were given two tests: a test before and after. Before using the make-a-match method, the first students were given a pre-test to determine whether or not they had mastered the vocabulary. Post-test was administered in the last meeting for every cycle to assess the students' vocabulary development and to learn how the make a match technique improves the teaching and learning process.

FINDINGS AND DISCUSSION

In this research, there are two meetings in each cycle. Each meeting took 90 minutes. This study's cycles each include some numbers of steps, like; preparing, carrying out, observing and reflecting. There were two phases to the research: cycle 1 and cycle 2.

1. The pre-test's outcome before CAR

Before the putting the classroom action research into practice, the pre-test

was carried out to assess the students' vocabulary comprehension. The scale used to evaluate the vocabulary of the students mastery is between 0-100, so the highest score that could be achieved was 100 and the lowest one was zero (0). The complete pre-test vocabulary mastery score of the students is shown in the table below.

Table 1. *The description of the students' pre-test vocabulary mastery scores*

Total students	Max Score	Min Score	Mean	SD
22	76	46	58.90	8.7

The average score on the pre-test was 58.90, and the standard deviation was 8.7, according to the results.

This study's first cycle aimed to increase students' motivation in learning mastery of vocabulary. The first meeting

took place on Monday June 8th 2020, additionally, the second meeting was held on Monday, June 15th 2020.

Before the action was conducted, everything correlated to the procedure that would be followed was prepared. The cycle one consisted of two meetings and one post-test.

2. Cycle 1

Table 2. *The schedule of cycle 1*

Meeting	Date	Material
I	June 8 th 2020	Expressing intention
II	June 15 th 2020	Congratulating Other
Post-test	June 15 th 2020	Material meeting I and II

Table 3. *(pre-test) The result of students' vocabulary mastery in cycle 1*

Total students	Max. Score	Min. Score	Mean	SD
23	85	76	80.78	9.5

Based on the observation guidelines, the students' motivation and student's interest had increased. It could be seen the researcher gave good score in students' motivation and student's interest. Based on observation, the researcher and English teacher got the test's outcome increased.

Based on the observation in first meetings, the researcher got the results, first is the researcher should give familiar vocabulary to the students when gave an instruction, because the students still felt confused when the researcher gave unfamiliar vocabulary, so the students got

difficulties to memorize new vocabularies. Second is enthusiasm in this cycle was still low. So enthusiasm should be improved in the next cycle.

3. Cycle 2

The second phase of the research was designed to enhance students' motivation in learning vocabulary mastery. Cycle 2 was conducted in two meetings and one post-test. The first meeting took place on Tuesday, June 23th, 2020 and On Monday, the second meeting took place June 29th, 2020. The cycle 2 consisted of two meetings and one post-test.

Table 4 : *The schedule of cycle 2*

Meeting	Date	Material
I	June 23 th , 2020	Describing People
II	June 29 th , 2020	Visiting Ecotourism Destination
Post-test	June 29 th , 2020	Material meeting I and II

Table 5. *(Post-test) The result of students' vocabulary mastery in cycle 2*

Total students	Max. score	Min. score	Mean	SD
23	96	80	86.04	4.4

Based upon the observer’s field note, it could it can be seen that action in cycle 2 could run well as the plan. The action had yielded more positive responses than cycle 1. The students more enjoyed and they became more active in learning vocabulary. They also showed good attitude in teaching and learning process. It could be seen when they could answer almost all of the questions that they had done.

Based on what was observed in two meetings, It is possible to conclude that strategies used by the researcher in cycle 2 gave contribution in the

process of teaching and learning. The researcher compared the result in cycle 1 and the result in cycle 2. There were some differences between cycle 1 and cycle 2. The class situation was more alive. The students who were passive before became active. They were active to participate in the process of teaching and learning. The whole class actively answered the teacher’s questions and was active to involve in the activities. Most of the students could comprehend the words’ meanings.

4. The Improvement of Mastery of Vocabulary Using the "Make a Match" Method

Table 6. *The description of students’ vocabulary mastery in final post-Test*

Total of students	Max. score	Min. score	Mean	SD
23	96	80	88.87	4.5

From all of the actions, generally the results of the practices had showed positive impacts for the teachers and for the students. It means that the teacher was able to use cards ("make a match" method) as the teaching media. Second Cycle, it can be made clear that the students improved their vocabulary mastery. They enjoyed learning vocabulary by employing the "Make a Match" method. The "make a match" method

gave good contribution in the teaching and learning English, particularly vocabulary. The teachers and the students got new way to learn or teach English.

The comparison of the results of the pre-test, the first post-test, the second post-test, and the final post-test in Cycle 1 in table 7 below demonstrates the improvement in mastery of students' vocabulary:

Table 7. *The mean score of students’ vocabulary mastery*

Mean pre-test scores of students	Mean of the post-test results from Cycle 1	Mean of the post-test results from Cycle 2	The final post-test mean of the students
58.90	80.78	86.04	88.87

CONCLUSION

The result of this result can be concluded as follows:

An increase in the students' vocabulary proficiency has happened after they get some treatments. The mean scores of the students on the pre-, post-, and final post-tests in cycles 1 and 2, respectively, can be used to demonstrate this. The result of the pre-test is lower than the initial post-test outcome. The average score of the students on the pre-test was 58.90, and their score on the first after-test was 80.78. The result of The second post-test is more difficult than one of the initial test after. The average score of students who took the initial post-test is 80.78, and it rises to 86.04. The result of the final The post-test results are higher than the second post-test. The average score of students on the second post-test is 86.04, which rises to 88.87. It demonstrates that vocabulary mastery among students can be enhanced by employing the "Make a match" method.

The students' response in learning vocabulary using 'make a match' is very good. It is evident from the outcome of the interviews. It is also supported by the higher score gained by the students. The students are motivated to learn well in English after being taught using 'Make a match' technique. They also show good enthusiasm, interest, activeness in the class and have good achievement. The students do the tasks well and happily.

REFERENCES

- Ade, Iriyani & Sortha, Silitonga(2013). Improving students' vocabulary achievement through "make a match" method. *Register Journal*. Vol 2 (4).
- Agus, Suprijono. (2009). *Cooperative learning: teori dan aplikasi paikem*. Pustaka Pelajar: Yogyakarta
- Allen B, Harold. (1965). *Teaching english as a second language a book of reading*. New York: McGraw-Hill, Inc
- Arisanty, D and Riyah. (2019). *Application of make a match model to improve geography learning outcomes*. JOTSE.Vol 9(1), 32-40.
- Burns, A. (2009). *Doing action research in english language teaching: a guide for practitioners*. New York: Routledge.
- Cameron, L. (2001). *Teaching languages to young learners* Cambridge: Cambridge University Press.
- Henry Guntur Tarigan. (1982). *Pengajaran kosa kata*. Bandung: Angkasa.
- Hiebert, E. H and Kamil, M. L. (2005). *Teaching and learning vocabulary: bringing research to practice*. London: Lawrence Erlbaum Associates.
- Hornby. A.S. (2003). *Oxford advanced learner dictionary*. Fifth Edition. Oxford: Oxford. University Press.
- Hutchinson, T and Alan Waters.(1987). *English for specific purposes a learningcentered approach*. New York. Cambridge University Press
- Keraf. G. (1982). *Argumentasi dan narasi*. Jakarta: Gramedia
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Nur, Aini,WH., Suharno, Mintasih, I. (2007). The use of cooperative learning of jig jaw type and make a

match type to improve students' activity. *International Journal of Recent Engineering Science (IJRES)*. Vol 32, 2349-7157.

Richards, Jack C and Theodore S. Rodgers.(2001). *Approaches and methods in language teaching*. Second edition. New York: Cambridge University Press.

Slavin, Robert E. (1994). *A practical guide to cooperative learning*. John Hopkin University.

Tomlinson. (1998). *Material development in language teaching*. United Kingdom: Cambridge University Press.

Ur, P., (1999). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.