THE EFFECT OF MAKE A MATCH TECHNIQUE ON STUDENTS' VOCABULARY MASTERY

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Abstract

The purposes of this study are to determine the implementation of the Make a Match technique in teaching vocabulary mastery, as well as the effectiveness of using the Make a Match technique on students' vocabulary mastery in students.

This study was carried out using an experimental approach and a pre-experimental design. This study included 120 students from class X SMA Al-Irsyad Kota Tegal. The samples comprised 60 students, 30 from class X1 as the experimental group and 30 from class X3 as the control group. The researchers used cluster random sampling in a two-group design, with the experimental group taught using the make-a-match technique and the control group taught without it. The data collection techniques included pre-tests and post-tests, a vocabulary test, and an observation checklist. The data was analyzed using SPSS version 22.

The mean pre-test results showed that the experimental group outperformed the control group (54.67 > 51.63). The post-test scores indicated that the experimental group outperformed the control group (85.00 > 76.13). The Paired Samples T-Test yielded a significance level (tailed) of 0.000 < 0.05. This suggests that the experimental group improves students' vocabulary knowledge more effectively than the control group. Thus, the make-a-match strategy improves students' vocabulary mastery.

Furthermore, the researcher proposed that teachers employ the Make a Match technique as one of the teaching techniques in teaching vocabulary mastery. Students should practice vocabulary mastery alone and with support. Future scholars can explore the application of the Make a Match technique to teach additional language skills.

Keywords: Make A Match Technique, Vocabulary Mastery, Teaching Vocabulary.

1 INTRODUCTION

Vocabulary mastery is a major component of language learning. As expressed by (Richard 2001; (Romadhon & Qurohman, 2019)), Vocabulary is the most visible feature of language and receives the most attention from linguists. Understanding vocabulary is considered a very important thing to master the four talents. This suggests that knowing the vocabulary of a foreign language is essential for gaining fluency. Vocabulary teaching is given implicitly, which means that vocabulary teaching is done in conjunction with other learning resources or does not stand alone. Students will more easily understand the four parts of English skills by learning vocabulary. With more vocabulary, students' writing, comprehension, and verbal fluency will improve. Vocabulary includes more than just words. Meaning, sound, collocation, expression, synonyms, antonyms, and homonyms are factors to consider when choosing vocabulary (Pratiwi & Fransiska, 2022).

One of the linguistic skills that is very important for communicating in English is vocabulary. People who have little vocabulary will find it difficult to understand what others are saying. An extensive vocalization of vocabulary is necessary to strengthen the four language skills of reading, writing, listening, and speaking. As stated by (Richards and Renandya, 2002; (Simangunsong et al., 2022)), reading, writing, listening, and speaking skills all depend on students' vocabulary, which is an important component in language competence. The author concludes from these various definitions that a vocabulary is a group of words that is arranged alphabetically, has meaning and is understood by a person when reading, writing, listening, and speaking.

Learning vocabulary for students is not an easy task. Lack of vocabulary is one of the primary reasons why most high school students struggle to communicate in English. According to the researcher's conversation with the subject teacher, grade X students continue to struggle with learning English vocabulary. According to the researcher, grade X children still struggle to grasp English vocabulary.

Vocabulary writing, pronunciation, and memorization all have issues. Students have difficulty remembering terms when they read simple English texts, which makes it harder for them to remember the vocabulary in the phrase. Furthermore, even if they can retain the language, they struggle to write it back. In written language, words often include an odd number of letters or none.

The way teachers deliver lessons to students also affects learning activities. There are still many English teachers who deliver material in a way that is less varied and less imaginative so that it makes students bored, and there are still many students who are less involved and have difficulty understanding the material. Students should be allowed to choose from a variety of learning techniques. Teachers should employ a range of instructional tactics to spark students' interest in learning English. Techniques should be chosen based on the subject matter addressed, the learning objectives, the amount of time available, the number of students, and other elements in the process of teaching and learning. (Basri & Marniati, 2020). Students will acquire the material more quickly and enthusiastically if they employ approaches or strategies. Additionally, some methods or ideas will make language learning for students more effective and engaging. Additionally, teachers must be able to identify teaching methods that are appropriate for the circumstances and requirements of the class. Applying activeness, innovation, creativity, effectiveness, and fun principles is a good idea. The teacher must act as a catalyst and motivator who can help students get the information they need (Tini Mogea & Salaki Reynaldo Joshua, 2022). Student happiness and better acceptance of the teacher's information are two benefits of good teaching methods. To guarantee that the acquisition process runs smoothly, creative teachers can increase students' interest and passion for learning foreign languages. Therefore, the researchers are hopeful that this technique may be used to address issues with vocabulary acquisition, make the classroom lively, and allow students to enjoy learning new words.

According to (Lorrna Curran 1994; (Viyayanti & PakGuru, 2021)), the Make a Match technique is a teaching technique in which each student is given a card and must find a matching pair, making it a useful tool for improving vocabulary and making classroom activities more interesting. This technique not only helps in teaching vocabulary but also improves students' ability to answer questions. Curran popularized this technique as part of cooperative learning, making it an effective tool for improving students' overall skills. It can be generally interpreted that the Make a Match Technique seems to be a very effective and fun teaching method. By actively involving students in the search for card pairs, this technique not only facilitates vocabulary acquisition but also improves their skills in answering questions. The use of this strategy in a cooperative learning setting can boost student interaction, making the process of learning more dynamic.

The Make a Match technique may be used in the teaching and learning process. Within a set amount of time, students who are handed a card must locate a pair that matches. Students who locate a matching pair promptly will be awarded, and those who cannot do so within a given amount of time will be disciplined by the guidelines established by the teacher. Making students feel comfortable and fun in class is one of the benefits of the Make a Match technique that can help them learn a language. Students gain further from this method by being more engaged, self-assured, and enthusiastic about their education. This technique can assist students in communicating their views or giving more feedback. Finally, implementing this technique in the classroom is easy and doesn't take any planning. Based on the benefits that this methodology offers, it can be said that it may be the best method for raising students' vocabulary levels (Arief et al., 2023).

Based on the above reasons, the author is interested in conducting research with the research title " The Effect of Make a Match Technique On Students' Vocabulary Mastery (An Experimental Research at the X Grade of SMA Al-Irsyad Kota Tegal)". The author is interested in knowing the impact of using the Make a Match technique in teaching vocabulary mastery to class X students of SMA Al-Irsyad Kota Tegal in the academic year 2023/2024.

2   METHODOLOGY

The researcher took a quantitative approach to this study. Quantitative research is the collection and analysis of numerical data to understand a phenomenon. Quantitative research is referred to by various labels, including traditional, positivist, experimental, and empirical. Numbers are commonly employed to present quantitative data (Lan 2002). Quantitative research is objective and heavily reliant on statistical analysis, and the phenomena under study are unaffected by the researcher's ideas. The argument for quantitative research is that, in some instances, numerical data can be more reliable than textual data. Lan (2002) defines quantitative research methodologies as relying on a large number of

randomly selected samples, statistical inference, and constrained interpretations. Using experimental research.

This study used a quasi-experimental technique. Sugiyono (2015: 114) defines quasi-experimental research as research that resembles actual experiments. The purpose of this study is to test the cause-and-effect relationship hypothesis and identify the direct impact of one variable on the other variables. The quasi-experiment design has two components: experimental and control. However, the control class is unable to completely regulate the external factors that affect the experiment's execution.

In this strategy, two groups are chosen at the Odd Midterm exam, and following treatment, a post-test is utilized to see if there are any differences between the experimental and control groups. The participants were randomly assigned to one of several groups, with the experimental group getting treatment. The post-test evaluated both groups. Creswell (2014) suggests the following design for this study.

The two groups receive different treatments. 01 is the experimental group, and 03 is the control group. The Make a Match technique was used to teach the experimental group, but not in the control group. Throughout the procedure, participants are randomly randomized into groups. The therapies for the two groups differed. The same exam was given to both groups after they had received treatment.

The research was conducted at SMA Al-Irsyad Kota Tegal, hence the population of this study is SMA Al-Irsyad Tegal's tenth-grade students in the academic year 2023/2024. The population consists of 120 students. It consists of four classes: two for boys and two for girls. The researcher employed saturated sampling to select the study's sample. This technique is used when all members of the population become research samples. In this method, all available data is used as a sample, thus ensuring the representativeness of the characteristics of the population as a whole. A total of 120 students were divided into four classes. This study used two classrooms with a total of 60 students: the experimental class (30 students) and the control class (30 students) based on the Odd Midterm exam. This sampling is based on the Odd Midterm exam and the subject teacher's suggestion that the class is appropriate for the research sample.

The research used a purposive Odd Midterm assessment technique. The population of 120 students (4 classes), the researcher made this sampling on the Odd Midterm assessment on the recommendation of the subject teacher that the class is suitable for this research sample.

The instrument is a tool for collecting research data. In quantitative research, there are a variety of approaches and equipment. These are tests, interviews, observations, and documentation. The test requirements are analyzed to ensure that the findings drawn are correct. The first analytical requirements are normality and homogeneity tests, which are run before the analysis.

3 RESULTS

This chapter shows and discusses the data collected. In this study, students completed a pre-test and a post-test. The pre-test was given during the initial phase or meeting. The treatment was administered from the second to the seventh meetings. The goal of the eighth meeting's post-test was to examine and determine whether or not the application of the Make a Match approach had a significant influence on students' vocabulary expansion within the context of narrative texts.

3.1 Research Results

This study's final data analysis included descriptive statistics, the normality test, the homogeneity test, the paired sample t-test, and the independent sample t-test. The research findings are shown in the table below, which was created using IBM SPSS Statistics 22 to analyze the data.

3.1.1 Analyzing Descriptive Statistics

Table 1. *Descriptive Statistics.*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	30	37	70	54.67	9.204
Post Test Experiment	30	70	97	85.00	7.589
Pre Test Control	30	35	65	51.63	8.434
Post Test Control	30	62	90	76.13	7.855

Valid N (listwise)	30					

The experimental and control groups each have 30 participants as samples, as can be seen in the table above. Prior to undergoing therapy using the Make a Match technique, the experimental class had the lowest pretest score of 37 and the highest pretest score of 70. The first test yielded an average score of 54.67 with a standard deviation of 9.204 prior to using the Make a Match technique in the teaching and learning process to provide therapy. In the experimental class, the lowest post-test score was 70, and the highest score was 97. The experimental class's mean post-test score was 85.00, with a standard deviation of 7.589. Prior to starting therapy, the control group was instructed using conventional methods of instruction. The pretest resulted in a mean score of 51.63 with a standard deviation of 8.434, with 35 being the lowest and 65 being the highest. Ninety was the highest post-test score, while sixty-two was the lowest for the control class, which received standard instruction. The standard deviation was 7.855 and the average score was 76.13.

3.1.2 Analyzing Normality Test

Table 2. *Tests of Normality.*

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre Test Experiment	.147	30	.095	.960	30	.316
	Post Test Experiment	.120	30	.200[*]	.952	30	.190
	Pre Test Control	.151	30	.080	.944	30	.119
	Post Test Control	.134	30	.179	.957	30	.260

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

While the significant pretest score for the control class was 0.119, the significant pretest result for the experimental class was 0.316. Comparably, the experimental class's significant post-test result was 0.190, whereas the control group's significant post-test result was 0.260. Because both groups' significant results are greater than 0.05, the data is therefore regularly distributed.

3.1.3 Analyzing Homogeneity Test

Table 3. *Test of Homogeneity*

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result from Students	Based on Mean	.100	1	58	.753
	Based on Median	.057	1	58	.813
	Based on the Median and with adjusted df	.057	1	57.844	.813
	Based on trimmed mean	.093	1	58	.762

Based on the mean score, the significant outcome was 0.753. Since a value greater than 0.05 is required for a significant result, the generated data is homogeneous.

3.1.4 Analyzing Paired Sample T-Test

Table 4. *Paired Samples Test*

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			

Pair 1	Pre-Test Experiment - Post-Test Experiment	-30.333	4.071	.743	-31.854	-28.813	-40.809	29	.000
Pair 2	Pre-Test Control - Post-Test Control	-24.500	4.897	.894	-26.329	-22.671	-27.402	29	.000

The previous table demonstrates that Pair 1's sig. (2-tailed) of 0.000, which is less than 0.05. It implies that applying the Make a Match technique helps pupils enhance their vocabulary and narrative writing skills. Consequently, the research hypothesis (Hi) was accepted whereas the null hypothesis (Ho) was rejected.

3.1.5 Analyzing Independent Sample T-Test

Table 5. *Independent Samples Test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	Df				Lower	Upper
Result in Students	Equal variances assumed	.100	.753	4.446	58	.000	8.867	1.994	4.875	12.858
	Equal variances not assumed			4.446	57.931	.000	8.867	1.994	4.875	12.858

The two-tailed significance level is 0.00 < 0.05. It shows that the post-test means for the control and experimental groups differed significantly.

4 DISCUSSION

The author addresses the research findings in this section. Each class is given a pretest by the author first. The four components of English—speaking, listening, reading, and writing—were difficult for students in the experimental and control groups to comprehend because they lacked vocabulary mastery, enthusiasm for English language instruction, and even drive to increase their vocabulary. In addition, a lot of students mispronounce words. For example, "accuse" should be pronounced "əˈkyo͞oz" and "borrow" should be pronounced "ˈbärō."

The Make a Match technique is a learning strategy where participants must find card pairings and create word matches. Students' vocabulary achievement can be raised by implementing the Make a Match technique (Multidisiplin, 2023). Aside from that, (Pratiwi & Fransiska, 2022) claimed that the Make a Match technique engages students in the process of memorization while promoting word interest. In order to increase learning opportunities, mastering vocabulary is a crucial teaching strategy in language classrooms. In general, children can benefit from the Make a Match technique by expanding their vocabulary.

The Make a Match Technique significantly impacted students' vocabulary mastery, especially in the experimental class, according to the results of scoring the control and experimental courses. Using media that employed the Make a Match Technique, the experimental class was taught narrative texts. The control group, on the other hand, used different teaching strategies, including traditional learning, while still receiving the same material as the experimental group. The author gave each group a post-

test after the lesson for each class. Using the Make a Match Technique, the experimental group at SMA Al-Irsyad Kota Tegal outperformed the control group in terms of learning outcomes.

The significant value of the two-sided sample paired t-test was 0.00, or less than 0.05. Thus, there is a statistically significant difference between the experimental class's average pretest and posttest scores. This illustrates how students can more effectively build their vocabulary in narrative texts by using the Make a Match Technique. As a result, while Hi has been allowed, Ho has been reduced. Apart from that, the sig (2-tailed) value of the Independent Sample T-test is 0.00, which is below the 0.05 cutoff. This indicates a substantial difference between the experimental and control classes' average post-test results. Students in the experimental class were neither motivated or engaged in learning, especially vocabulary, prior to receiving treatment. Once they started receiving treatment, students' enthusiasm and interest in learning the language grew. When teaching vocabulary, the Make a Match strategy is used to help students become masters of the language, especially narrative text vocabulary, which has been demonstrated to increase students' vocabulary.

According to (Lindayanti et al., 2023) educators need to use practical tactics to pique students' interest in what they are studying. Students get more motivated to study vocabulary when they use the Make a Match technique. They don't become bored because they are paired with others. When students work with their friends, they experience less anxiety and more comfort and excitement. By randomly selecting matches from the cards they share with their friends, students using the Make a Match technique must actively seek out their mates. Additional findings imply that the majority of the experimental class X1 students found the Make a Match Technique to be enjoyable and a great way to increase their enthusiasm for vocabulary study. This method of vocabulary acquisition is engaging for pupils and does not become boring.

5   CONCLUSIONS

The results corroborate the hypothesis that there was a noteworthy distinction in student achievement between the control group, which employed the conventional teaching approach, and the experimental classroom, which implemented the Make a Match teaching technique. The experimental class outperformed the control class with a mean post-test score of 85.00 compared to 76.13, according to descriptive statistical analysis.

When the null hypothesis (Ho) "No significant effect" is accepted and the alternative hypothesis (Hi) asserts that the application of the Make a Match Technique has a significant impact on students' vocabulary mastery, the Paired Sample T-test results in a sig. value of 0.00 (two-tailed), which is less than 0.05. It was decided not to emphasize the value of using the Make a Match Technique to help students' expand their vocabulary when reading narrative books. Furthermore, the independent sample t-test calculation by the author produces a sig. (two-tailed) of 0.00, which is less than the 0.05 cutoff. Because of this, the outcomes of the pupils who received instruction utilizing the Make a Match technique (experimental class) and those who did not receive such instruction differ significantly. greatly enhances pupils' vocabulary acquisition.

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