IMPROVING STUDENTS' VOCABULARY THROUGH MAKE A MATCH METHOD

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Abstrak

Penelitian ini bertujuan untuk mengetahui cara meningkatkan kosakata siswa melalui Metode Make A Match. Penelitian Tindakan Kelas (PTK) yang digunakan dalam penelitian ini dilakukan dalam dua siklus, masing-masing dengan empat tahap: persiapan, tindakan, observasi, dan refleksi. Dua puluh enam siswa dari kelas VIII B SMP Negeri 1 Mentebah menjadi subjek penelitian. Setiap pertemuan terdiri dari dua sesi, masing-masing berlangsung selama empat puluh lima menit. Di antara alat penelitian yang digunakan adalah observasi dan tes kosakata yang difokuskan pada peningkatan kosakata. Peneliti mengumpulkan data melalui observasi dan tes ini. Untuk menganalisis data kualitatif, peneliti menggunakan kerangka kerja oleh Miles dan Huberman (2014), yang mencakup empat komponen: pengumpulan data, reduksi data, penyajian data, dan penarikan dan verifikasi kesimpulan. Untuk data kuantitatif, proses statistik digunakan. Temuan menunjukkan bahwa penggunaan metode "make a match" secara signifikan meningkatkan pengetahuan kosakata siswa Kelas VIII B di SMP Negeri 1 Mentebah. Hal ini tercermin dari peningkatan nilai rata-rata siswa, yang mencapai Kriteria Ketuntasan Minimal (KKM) sebesar 75 poin. Pada Siklus I, skor rata-rata adalah 56,65, sedangkan pada Siklus II menunjukkan peningkatan skor rata-rata menjadi 75,11. Hal ini menunjukkan keefektifan metode "make a match" dalam pembelajaran bahasa Inggris, khususnya dalam penguasaan kosakata. Penelitian ini menunjukkan bahwa metode ini dapat meningkatkan pengalaman belajar dan menyediakan lebih banyak kosakata baru bagi siswa.
Kata Kunci: Make A Match , Penelitian Tindakan Kelas (PTK), Penguasaan Kosakata.

Abstract

 This study aims to determine how to improve students vocabulary through Make A Match Method. Classroom Action Research (CAR), which is used in this study, is conducted in two cycles, each with four stages: preparation, action, observation, and reflection. Twenty six pupils from SMP Negeri 1 Mentebah's class VIII B served as the study's subjects. Each meeting consisted of two sessions, each lasting forty-five minutes. Among the research tools utilized were observation and vocabulary tests focused on enhancing vocabulary. The researcher gathered data through these observations and tests. To analyze the qualitative data, the researcher employed the framework by Miles and Huberman (2014), which includes four components: data collection, data reduction, data display, and drawing and verifying conclusions. For quantitative data, statistical processes were used. The findings indicate that the use of the "make a match" method significantly improved the vocabulary knowledge of Class VIII B students at SMP Negeri 1 Mentebah. This is reflected in the increase of the average student score, which reached the Minimum Completion Criteria (KKM) of 75 points. In Cycle I, the average score was 56.65, while Cycle II showed an improved average of 75.11. This demonstrates the effectiveness of the "make a match" method in English language learning, particularly in vocabulary acquisition. The study suggests that this method can enhance the learning experience and provide students with a broader range of new words.
Keywords: Make A Match, Classroom Action Research (CAR), Vocabulary.

INTRODUCTION

Vocabulary is one of the important things that humans cannot teach when learning English.To acquire good listening, speaking, reading and writing skills, someone need to master vocabulary (Atmaja & Sonia, 2020). Vocabulary is more than just words. Vocabulary learning as a foundation for general language learning provides a foundation for students to learn English vocabulary and use various English language learning strategies rationally. The development of a stable and rich vocabulary also contributes to students' long-term success in language learning. Students who are actively engaged in learning new vocabulary through reading, listening, and speaking practice will be better prepared to face the challenges of using English in a variety of contexts, both academic and social. Therefore, vocabulary teaching should be a priority in language education, with diverse and interesting methods to increase student involvement.

Mastery of vocabulary not only supports sentence structure and coherent expression but also plays a vital role in long-term success in language acquisition. Engaging with new vocabulary through various practices enhances students' readiness to navigate academic and social contexts. Therefore, prioritizing vocabulary instruction with diverse and engaging methods is essential in language education to foster student involvement and promote effective language learning. Learning vocabulary is very important for English language students. This is because it not only increases the students' ability to understand and collaborate with others, but also read and write because vocabulary is one of the most important factors in raising the students' proficiency in English.Based on demands and education, understanding learning can also emerge naturally via life events. Someone will find it simpler to converse verbally as a result of this. Thus, learning comprehension is advantageous as it facilitates language acquisition, understanding spoken word, and discussion of diverse subjects. As Sahrawi (2013) points out, teaching English vocabulary can be particularly challenging for young learners since it is often unfamiliar to them. To address this issue, it is essential to implement effective strategies that enhance the learning of English vocabulary

Make a Match was developed by Lorna Curran in 1994. This is a collaborative learning model that can be used in the classroom. Curran (1994) states that the basic principle of Make a Match is that students look for or match their partners when studying certain concepts or topics in an interesting class atmosphere. This technique begins when

students are asked to find their own pair of cards and must find that pair within a predetermined time limit. Students who can find their partner will be given points (Widiastuti, Rizki and Al-Qibtiyah, n.d.)

The Make a Match method uses cards to learn. Consisting of question cards and question answer cards (Suprijono, 2010: 94). This model can encourage students to actively participate in the learning process. When an incident occurs requires the teacher to prepare two cards with the topic: one question card and one answer card. "Make a Match" can be implemented in all subjects and all stages of education from elementary to high school. The Make a Match method requires the teacher to prepare two cards with a topic: one question card and one answer card. Each student has a card. Each student will ask his own question or answer. Each student looks for their partner who has the card that matches the question. Among the steps mentioned above, Make a Match is one great method you can use to learn vocabulary. Because Make a Match is a teaching and learning process that not only prioritizes values but is also fun. (Afriani et al., 2014).

In this study, Make A Match Method was implemented in SMP Negeri 1 Mentebah, especially for students in class VIII. Initial observations showed that the level of English proficiency of some students was not in accordance with the learning completeness criteria set for English subjects, especially in the domain of vocabulary. Additionally, an analysis of students' vocabulary proficiency scores revealed shortcomings in their language acquisition. Students cannot understand the words mentioned by the teacher. The students have difficulties in understand the meaning of words. Most students did not know the meaning of the words they had read. Then, it was found that students were still confused in choosing the right words in the sentences. This causes them to lack understanding. Furthermore, current teaching methods, often marked by monotony, exacerbate students' disinterest, especially during English lessons. To overcome this problem, researchers hope that students' vocabulary will increase by learning using the make a match method. In accordance with (Amirudin & Muzaki, 2022), The Make a Match method teaches students to work strategically and collaboratively and makes learning English fun for students in a productive environment.

Based on the above statements and concerns, the researcher embarked on a classroom action research initiative entitled 'Improving students' vocabulary through make a match method'. The purpose of this study is to improve students' English communication skills by fostering vocabulary through the utilisation of make a match method.

METHODOLOGY

This study aimed to improve vocabulary mastery of eighth grade students at SMP Negeri 1 Mentebah through the Make a Match method, which is applied within the framework of Classroom Action Research (CAR). (Kemmis et al., 1998) suggest the research process begins with planning an action. This is followed by implementing the plan through classroom activities, observing the actions taken, and finally reflecting on the data collected during the process..

The results of the study showed a significant increase in students' vocabulary mastery, with the average score of students in Cycle I reaching 56.65 and increasing to 75.11 in Cycle II. This increase shows the effectiveness of the Make a Match method in helping students understand and use new vocabulary. The research process involved various data collection techniques, including observation and measurement using vocabulary tests. Observations were made through checklists and field notes that recorded the activities of students and teachers during the teaching and learning process.

In addition, this study also provides practical contributions for teachers in developing more interesting and interactive teaching strategies, so that they can increase students' motivation to learn English. With the Make a Match method, students not only learn new vocabulary, but also actively participate in the learning process, which creates a more dynamic and enjoyable classroom atmosphere.

It is hoped that this study will not only provide insight for teachers on effective ways to teach vocabulary, but also become a theoretical reference for similar studies in the future. Overall, this study confirms that with the application of the right method, students' vocabulary mastery can be improved, and the learning experience becomes more enjoyable and productive.

FINDING AND DISCUSSION

In this research, the researcher presents the findings of a Classroom Action Research conducted over two cycles, with each cycle consisting of two meetings. The research took place from November 26 to December 6, 2024, at SMP Negeri 1 Mentebah, specifically in class VIII B for the 2024/2025 academic year.

The researcher was actively involved not only in data analysis but also in the learning process. By combining these two roles, the researcher aimed to gain insights into

classroom dynamics and the effectiveness of the intervention. To aid in data collection, the researcher collaborated with an English teacher who observed the learning activities while the researcher facilitated the lessons. Throughout the meetings in each cycle, the researcher implemented the Make A Match method to enhance students' vocabulary. This approach involved students finding matching pairs of cards and interpreting the text on them to improve their vocabulary mastery.

The research yielded two types of data: qualitative and quantitative. Qualitative data were gathered through observation sheets and field notes that captured various aspects of interaction and dynamics during the learning process. In contrast, quantitative data were derived from individual student skill tests and the average scores for each cycle.

In this first meeting, based on the observation checklist, the teacher has explained the material according to the Teaching Module. However, the teacher's explanation of the material is still not detailed enough, so that some students have difficulty understanding the material well. In addition, the teacher also seems less efficient in managing time, so that some of the available time is wasted without being used optimally. In addition, the teacher does not provide enough enthusiasm to encourage student activity and appreciation for the results they have worked on so that students are less confident with the answers they find.

In the second meeting of Cycle I, the researcher and his colleagues conducted observations based on the results of the vocabulary test and observation data obtained from the observation sheet, field notes, and observation checklist. From the recorded observation results, students showed several positive behaviors, such as: preparing themselves well before learning began, being able to work together with group members, actively participating in answering questions, and daring to provide answers to questions asked by the teacher.

Then to measure students' vocabulary mastery, the researcher used 15 questions. The test results from Cycle I showed that in Cycle 1 there were 0 students (0%) who were classified as "excellent", 2 students (8%) who were classified as "good", 13 students (50%) who were classified as "average", 11 students (42%) who were classified as "poor".

The results of the calculation of the average individual vocabulary test scores of students showed a score of 56,65. Based on this average score, the students' vocabulary test scores in Cycle I were in the "Average" category with a score range of 60-69. The following is a graph of the results of the individual vocabulary test scores of students in Cycle I:
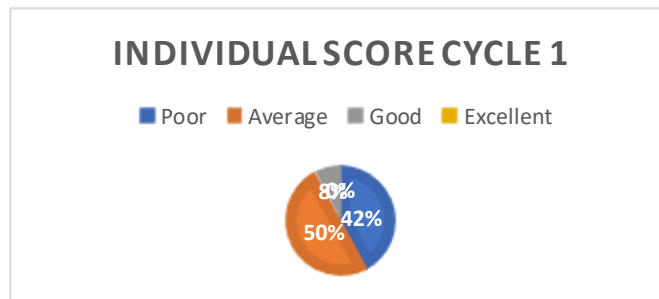
Graphic 1.   Students Individual Score Cycle I

Based on the graph of the results of the students' vocabulary ability test above, the students' scores are still not satisfactory and have not reached the Minimum Completion Criteria (KKM), thus it is necessary to carry out stage II or cycle II to improve the students' scores with the same activities as in cycle I.

The first meeting of Cycle II took place on Wednesday, December 4, 2024, from 08:00 to 09:30 WIB. All students were present to follow the learning process at this meeting. Before starting the lesson, the teacher motivated the students to be more enthusiastic in starting the lesson. Next, the teacher started the lesson by delivering material about The Place I Visited. Then students were asked to take notes on the material that had been delivered by the teacher. After finishing delivering the material, the teacher invited students to ask questions. Then the teacher provided another stimulus using the make a match learning method. In cycle II, the make a match method activity was carried out with a presentation in front of the class. Students were asked to find the correct pair of cards, translate them into Indonesian with their partners, and then do a presentation in front of the class. Then other students listened to the results of the student's translation that appeared. Thus, the learning at the meeting had ended, the teacher gave a conclusion to the learning at the first meeting.

In the second meeting of Cycle II, based on the results of observations through the observation sheet, the teacher began the learning by praying, greeting, and checking student attendance. This meeting took place on Friday, December 6, 2024, from 09:00 to

10:30 WIB, and all students were present to engage in the learning process. The focus of this session was on understanding the meaning and usage of words.

Based on field notes, it was observed that several students exhibited the courage to answer questions and demonstrated self-confidence. Additionally, students actively participated in the learning process, leading to noticeable improvements by the second meeting. Similarly, the observation checklist indicated that the teacher successfully implemented all the indicators outlined on the checklist. In Cycle II, researchers assessed the outcomes of the second data collection regarding the vocabulary test results.

Based on the graph above, data analysis shows the results of individual student scores in Cycle II, namely 18 students (0%) are in the "Excellent" category, 6 students (23%) are in the "Good" category, 2 students (7%) are in the "Average" category, and 0 students (0%) are in the "Poor" category. This data includes the scores of each student who took the test. To provide a clearer picture, the test results are then presented in the form of a graph. The graph shows a comparison of the scores of each student. The following is a graph that illustrates the results of individual student scores on the vocabulary test in that cycle.
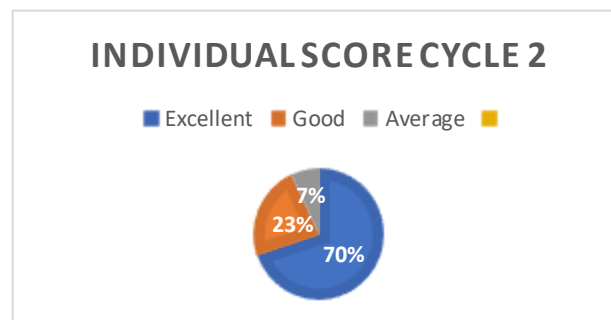
Graphic 2. Individual Score Cycle II

Based on the results of individual scores, it can be concluded that there was an increase in the average score between Cycle I and Cycle II. After calculating the average score for each cycle using the formula above, it was found that the average score for Cycle I was 56.65 while the average score for Cycle II was 75.11. This increase of 19 points shows that after learning in class using make a match method, students' vocabulary mastery has increased.

This study also found that make a match method was able to improve students' vocabulary mastery in the two main aspects of vocabulary. The successful application of this method in classroom action research is influenced by various factors, including the steps that need to be taken by the teacher. Teachers are

expected to create a pleasant learning atmosphere, one of which is by smiling more often in front of the class. In addition, good classroom management is crucial in ensuring the effectiveness of learning. As stated by Minsih (2018), effective classroom management can make the teaching and learning process run efficiently and purposefully.

However, this study also found a major obstacle, namely time management. The limited learning duration, which is 2 x 45 minutes, is often not enough because some students are less focused or passive in participating in learning activities. Although most students showed increased engagement, additional time is needed to encourage passive students to participate more actively. This obstacle is an important concern in designing more effective learning strategies in the future.

CONCLUSION

This study aims to improve students' vocabulary mastery at SMP Negeri 1 Mentebah through the make a match method, and the results show that this method is effective in achieving these goals. Students experienced an increase in vocabulary mastery after this method was applied, which can be seen from better learning outcomes. The activity of matching cards and translating texts with partners has been shown to help students understand the meaning and use of words better. In addition, this method succeeded in creating an active and enjoyable classroom atmosphere, where students became more enthusiastic and involved in the learning process. This success was also influenced by a conducive classroom environment and the teacher's attention to students' needs and interests, which helped maintain focus and avoid boredom during learning. Thus, the make a match method can be relied on to improve students' vocabulary mastery effectively.

SUGGESTIONS

After drawing conclusions, the researchers suggest several steps to improve students' vocabulary mastery. First, for teachers, it is recommended to integrate the make a match method into the curriculum to create an interesting learning experience and pay attention to students' behavior and learning patterns through observation and short interviews, as well as providing constructive feedback. Second, students are expected to be more active in the learning process by participating in class discussions, asking about difficult materials, and forming study groups outside of class hours, as well as using additional resources such as

language learning applications. Third, schools need to create a comfortable learning environment by providing modern facilities and adequate resources, as well as holding regular training for teachers to improve their skills in innovative learning methods. Finally, other researchers are expected to utilize these findings for further research involving different age groups and other educational contexts, as well as conducting longitudinal research to evaluate the long-term impact of the make a match method. With these steps, it is hoped that a better educational ecosystem will be created that supports students' vocabulary mastery in learning English effectively.

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