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## IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MAKE A MATCH TECHNIQUE TO THE SEVENTH GRADERS OF SMP NEGERI 40 PALEMBANG

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**ABSTRACT:** Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening, reading and using context clues to figure out the meaning. However, this kind of incidental learning is only possible if the amount of unknown words remains low. The purpose of this study was to find out whether or not Make a Match technique was effective to improve students' vocabulary mastery. In conducting this study, the researchers used quasi experimental research design. Test was used as the technique for collecting data. The data were analyzed by using paired and independent sample t-test. The population was all the seventh graders of SMP Negeri 40 Palembang in the academic 2019/2020. The researchers used purposive sampling technique and took the classes of VII.9 and VII.10 as the sample of the study. The result showed that make a match was effective to improve students' vocabulary mastery. It was found that the value of t-obtained was higher than the critical value of r-table or the t-obtained was 6.998 then t-table was 1.999. Based on the result of the analysis, it is claimed that make a match technique was effective to improve students' vocabulary mastery to the seventh graders of SMP Negeri 40 Palembang.

**Keywords:** *Make a match technique, vocabulary mastery.*

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## PENINGKATAN PENGUASAAN KOSAKATA SISWA MELALUI TEKNIK MAKE A MATCH TERHADAP SISWA KELAS TUJUH SMP NEGERI 40 PALEMBANG

**Abstrak:** Kosakata dipelajari melalui pembelajaran yang fokus dan dilakukan secara sadar, namun juga secara umum lebih dengan cara yang tidak langsung melalui keterampilan menyimak, membaca dan menggunakan petunjuk kontekstual untuk mendeskripsikan makna kata. Pembelajaran yang bersifat insidental hanya memungkinkan jika jumlah kosakata sulitnya hanya sedikit. Tujuan penelitian ini adalah untuk mengetahui apakah teknik make a match efektif untuk meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan metode penelitian eksperimen semu. Tes digunakan sebagai teknik untuk pengumpulan data. Data dianalisis menggunakan paired dan independent sample t-test. Populasi penelitian ini adalah seluruh siswa kelas tujuh SMP Negeri 40 Palembang periode tahun akademik 2019/2020. Peneliti menggunakan teknik pengambilan sampel purposif dan melibatkan kelas VII.9 dan VII.10 sebagai sampel penelitian. Hasil penelitian menunjukkan bahwa make a match teknik efektif untuk meningkatkan penguasaan kosakata siswa. Ditemukan bahwa angka t- obtained lebih tinggi jika dibandingkan dengan nilai kritis dari r-table atau t-obtained adalah 6,998 kemudian t-table adalah 1,999. Dari hasil analisis tersebut, dapat dinyatakan bahwa teknik make a match efektif untuk meningkatkan penguasaan kosakata siswa kelas tujuh SMP Negeri 40 Palembang.

**Kata Kunci:** *Teknik make a match, penguasaan kosakata.*

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## INTRODUCTION

Every group of people in the world has their own languages. These languages are the instrument for communication between one group and another. Basically, language is not only used to communicate but also to share ideas, opinions, and feelings. Language is a means of communication that is made up of sentence that convey meaning. Jianmin, Z. (2001) states that at school, learning language means learning its vocabulary. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. Furthermore, Richards (2002, p. 22), mentions that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Therefore, learning vocabulary is a crucial matter in developing their English. Vocabulary is another important aspect beside the four language skills in language learning. Cameron (2001, p. 22) states that building up a useful vocabulary is central to the learning a foreign language at primary level. Vocabulary is important to master since someone cannot talk without knowing vocabulary.

Guccirush (2010, p. 22) states that learning vocabulary needs practice and time and in our day time is a problem. Further, Huyen and Nga (2002, p. 33) identify that there are four problems in teaching and learning vocabulary: 1) they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring, 2) students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words, 3) students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons, and 4) many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Make a match learning model is a learning system that prioritizes the inculcation of social abilities, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games looking for a partner with the help of cards (Wahid, 2007, p. 9). The cooperative learning model is based on the philosophy of homo hominy socials, this philosophy emphasizes that humans are social beings (Lie, 2003, p. 33). The make a match model trains students to have good social attitudes, to work together and to practice students' thinking speed.

Realizing that learning vocabulary needs practice, the researchers proposed the use of make a match learning model to improve students' vocabulary mastery. Therefore, the researchers decided to do a research entitled "Improving Students' Vocabulary Mastery Through Make a Match Technique to The Seventh Graders of SMP Negeri 40 Palembang" with the objective to find out whether or not make a match technique was effective to improve students' vocabulary at SMP Negeri 40 Palembang.

## METHODOLOGY

In conducting this study, the researchers used quasi experimental research design. There were some categories in quasi experimental design, and pre-test and post-test group design used in this study. In this design, a single group was measured or

observed not only after being exposed to treatment of some sort, but also before (Fraenkel and Wallen, 2006, p. 266). The population of the study was all the seventh graders of SMPN 40 Palembang in the academic 2019/2020. There were 11 classes for the seventh grade. The total population in this study were 343 students. The researchers used purposive sampling technique because the classes were taught by the same teacher and they also had the same problems in vocabulary mastery. The students in those two classes had low vocabulary achievement and also had the same the average score. The writer took two classes, they were VII.9 and VII.10 as the sample of the study.

The data were collected by using vocabulary test which was given before (pretest) and after the treatment (posttest). Pre-test means the test was given before giving the treatment. The researchers gave the vocabulary test to measure the students' vocabulary mastery before the treatment was given. While post-test was given after the treatment in order to know the student achievement after they were given treatment using make a match technique. The researchers gave the posttest to measure the students' vocabulary achievement after they got treatment. At the end of this research, the achievement between both classes, experimental and control class were compared to find out whether there was different achievement of vocabulary or not. Both of experimental and control group were given treatment. The researchers applied make a match to the experimental group while the control group was taught using conventional or traditional method.

Both paired and independent sample t-tests were used in analyzing the data. The paired sample t-test was used to compare two sets of scores obtained from the same group or when the same participants are measured more than once in a research design. This analysis was also a useful means to find out whether there was any significant difference between pretest and posttest. Then, independent sample t-test was used to find out whether there was a significant difference in vocabulary mastery between the students who were taught by using make a match technique and those who were not.

## FINDING AND DISCUSSIONS

### *Descriptive Analysis of Control Group*

The statistical analysis of pre-test and post-test in the control group is shown in Table 1 below:

*Table 1. Descriptive Statistics of Control Group*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	40	75	1850	57.81	10.468
Posttest	32	65	95	2670	83.44	6.891
Valid N (listwise)	32					

The result of descriptive analysis for pretest of control group showed that the minimum score was 40, maximum score was 75, mean score was 57.81, and standard deviation was 10.468. And the result of posttest showed that the minimum score was 65, maximum score was 95, mean score was 83.44, and standard deviation was 6.891. Meanwhile, the result of pretest at control group showed that no student or 0% was in excellent level, three students or 9.4% were at very good level, twelve students or 37.5% were at good level, fifteen students or 46.9% were at fair level, and two students or 6.3% were at poor level.

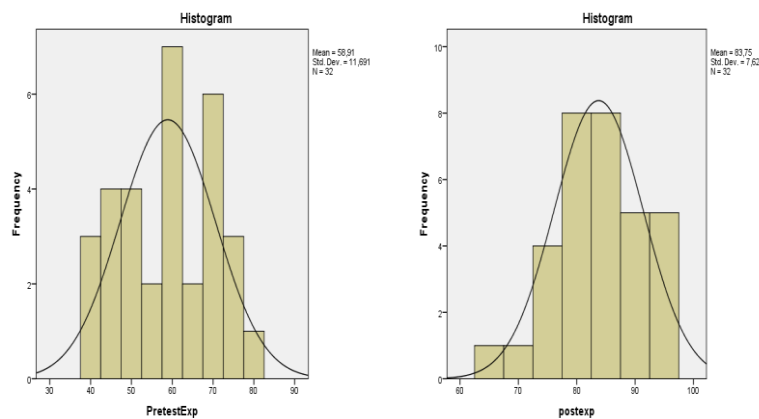
*Descriptive analysis of Experimental Group*

The statistical analysis of pre-test and post-test in the experimental group is shown in the Table 2:

*Table 2. Descriptive Statistics of Experimental Group*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	40	80	1885	58.91	11.691
Posttest	32	65	95	2680	83.75	7.620
Valid N (listwise)	32					

The result of descriptive analysis for pretest of experimental group showed that the minimum score was 40, maximum score was 80, mean score was 58.91, and standard deviation score was 11,691. Meanwhile, the result of posttest showed that minimum score was 65, the maximum score was 95, the mean score was 83.75, and standard deviation score was 7.650. The result of pretest at experimental group showed that no student were at excellent level, four students or 12.5% were at very good level, 15 students or 47% were at good level, ten students or 31.3% were at fair level, and three students or 9.4% were at poor level. There was no students who were at the excellent level because the researcher did not give treatment by using Make a Match technique before pretest. Furthermore, the result of posttest in experimental group showed that ten students or 30.5% were at excellent level, twenty students or 60.5% were at very good level, two students or 6% were at good level, no students or 0% was at fair and poor level. Then, there were ten students who were at the excellent level because the researcher gave treatment by using Make a Match technique.



*Figure 1. Score Distribution In Pre-Test And Post Test Of Experimental Group*

*Descriptive Analysis of Pre-test and Post-test of Control Group*

The result of descriptive analysis for the pretest of the control group showed that the minimum score was 40, maximum score was 75, mean score was 57.81, and standard deviation was 10.468. And the result of the posttest showed that the minimum score was 65, maximum score was 95, mean score was 83.44, and the standard deviation was 6.891.

Table 3. Descriptive Analysis

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	40	75	1850	57.81	10.468
Posttest	32	65	95	2670	83.44	6.891
Valid N (listwise)	32					

The result of pretest at control group showed that no student or 0% was in excellent level, three students or 9.4% were at very good level, twelve students or 37.5% were at good level, fifteen students or 46.9% were at fair level, and two students or 6.3% were at poor level. Furthermore, the result of posttest in control group showed that ten students or 31.3% were at excellent level, twenty students or 62.5% were at very good level, two students or 6.2% were at good level, no students or 0% was at fair and poor level.

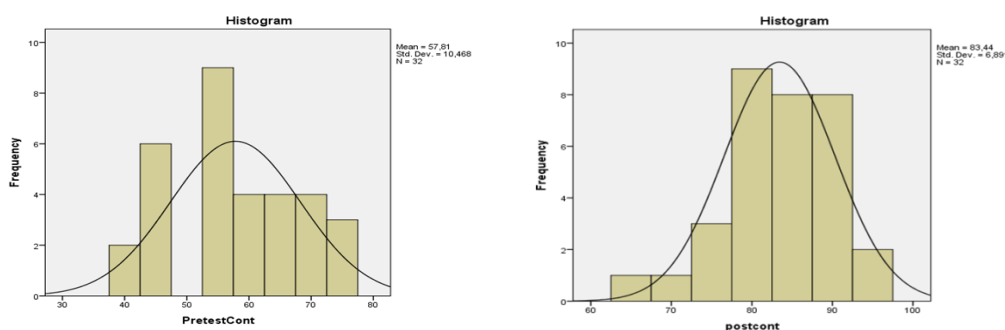


Figure 2. Score Distribution In Pre-Test And Post Test Of Control Group

*The Result of Paired Sample Statistics in Experimental Group*

The output showed that the mean difference between pretest and post test in the control group was 24.844. The standard deviation was 14.396 and the standard error mean was 2.545. The value of t-obtained 9.763 at the significance value 0.000 (2-tailed with degree of freedom (df) was 31, and the critical value of t-table was 2.040. It could be concluded that the use of make a match technique which was taught in the experimental group was significant to improve students' vocabulary mastery.

Table 4. The Result of Paired Sample Statistics in Experimental Group

		Paired Differences				df			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)		
					Lower	Upper			
Pair 1	pretest posttest	-24.844	14.396	2.545	-30.034	-19.654	-9.763	31	.000

*The Result of Paired Sample T-Test in Control Group*

The output showed that the mean difference between pretest and post test in the control group was 25.625. The standard deviation was 12.032 and the standard error mean was 2.127. and the standard error mean was 25.625. The value of t-obtained 12.048 at the significance value 0.000 (2-tailed with degree of freedom (df) was 31, and the critical value of t-table was 2.040. It could be concluded that the use of traditional method or conventional method which was taught in the control group was effective to improve students' vocabulary mastery.

*Table 5. The Result of Paired Sample T-Test in Control Group*

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest posttest	-25.625	12.032	2.127	-29.963	-21.287	-12.048	31	.000

*The Result of Independent Sample T-Test*

It was found that the value of sig (2-tailed) was 0.000 and it was lower than 0.05. While, the value of t-obtained was 6.988 which was higher than t-table critical value of 1.999 and the degree of freedom was 62. It is claimed that it was effective to improve students' vocabulary mastery through make a match technique to the seventh graders of SMP Negeri 40 Palembang.

*Table 6. The Result of Independent Sample T-Test*

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Equal variances assumed		2.642	.109	6.988	62	.000	8.281	1.185	5.912	10.650
Equal variances not assumed				6.988	57.123	.000	8.281	1.185	5.908	10.654

Based on the the result of this study, the students who were taught by using make a match got better achievement scores than students who were not taught by using make a match. During the process of teaching and learning in experimental group, the students made much progress in vocabulary mastery. It could be seen from the result of post-test which was higher than the result of pre-test. it happened because the students tended to be more active and confident when they were taught by using make a match

technique. Meanwhile, students' score in control group also improved significantly. Students' posttest for both groups improved significantly after the treatment were given to them. These findings might be caused by the treatment which was not done directly face to face at school, but it was done via zoom application during the covid 19 pandemic. Therefore, it was not possible for the researchers to conduct direct treatment which is more effective since the researchers can interact and explain the procedure clearly and also observe the students' participation during the treatment.

## CONCLUSION

Based on the findings and discussions of the study, the researchers concluded that it was effective to improve students' vocabulary mastery through make a match technique to the seventh graders of SMP Negeri 40 Palembang. It was proven from the students' test after post-test given that the students' score between pre-test and post-test in the experimental group had a significant improvement. In short, it was effective to improve students' vocabulary mastery through make a match technique to the seventh graders of SMP Negeri 40 Palembang who were taught through make a match technique. Students' posttest score in control group also had a significant improvement. In short, students' post test for both groups improved significantly after the treatment were given to them.

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