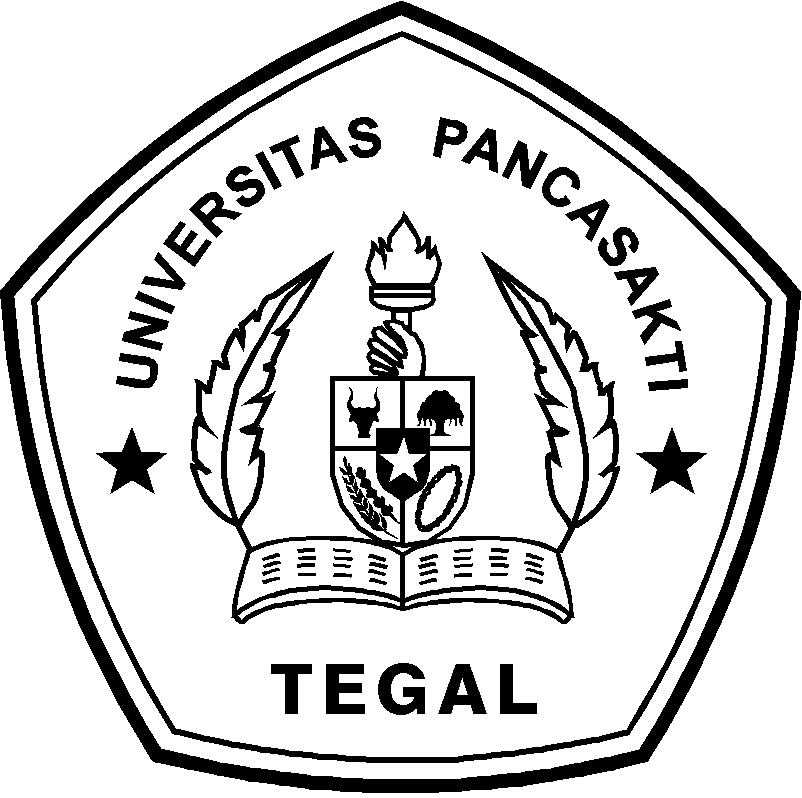
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# COVER

**THE EFFECT OF MAKE A MATCH TECHNIQUE ON STUDENTS’ VOCABULARY MASTERY**

(An Experimental Research at the X Grade of SMA Al-Irsyad Kota Tegal in Academic Year 2023/2024)

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirement for the Degree of *Sarjana Pendidikan* in English Education**

**By**

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**NPM 1619500010**

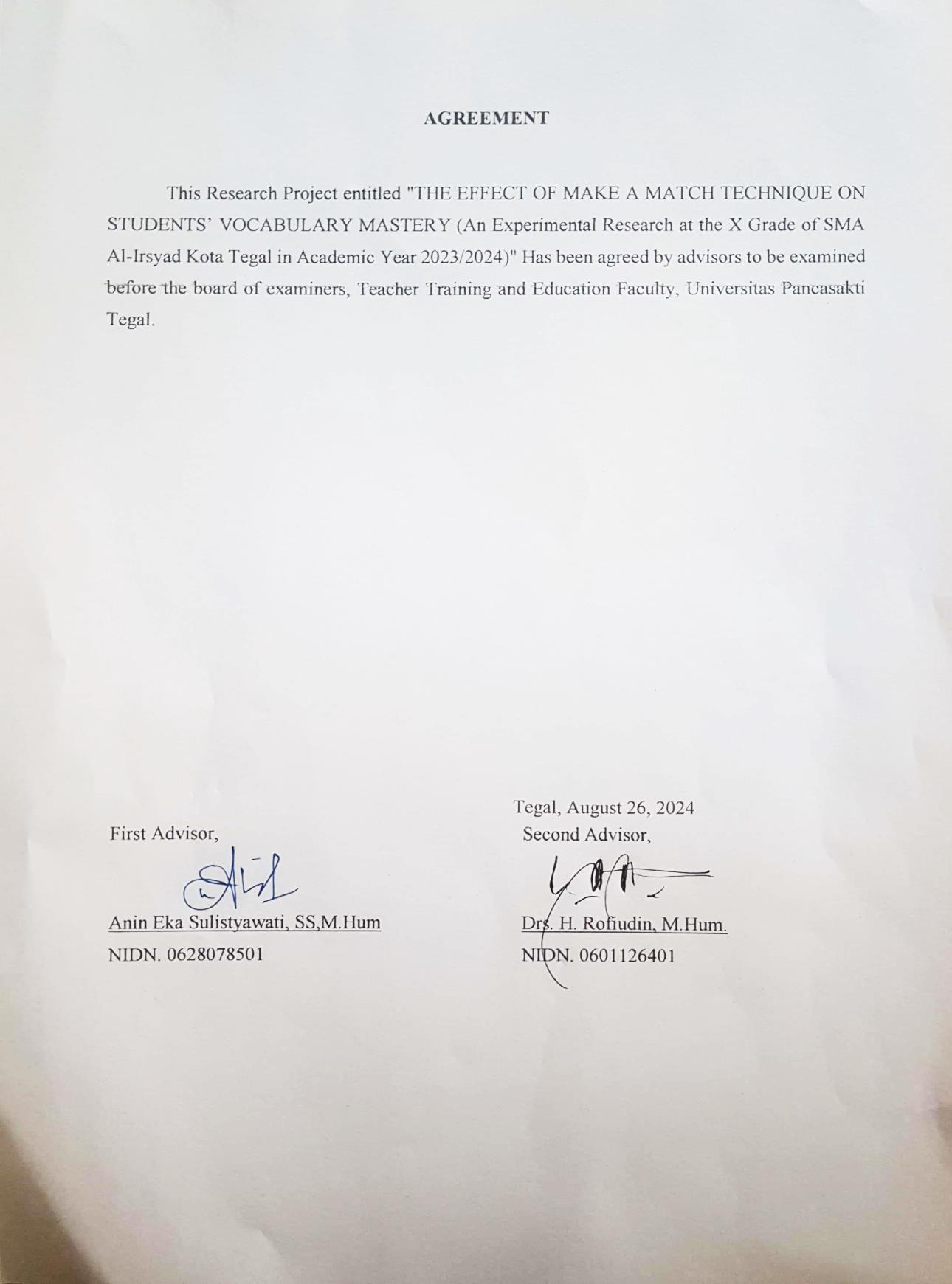
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**TEACHER TRAINING AND EDUCATION FACULTY**

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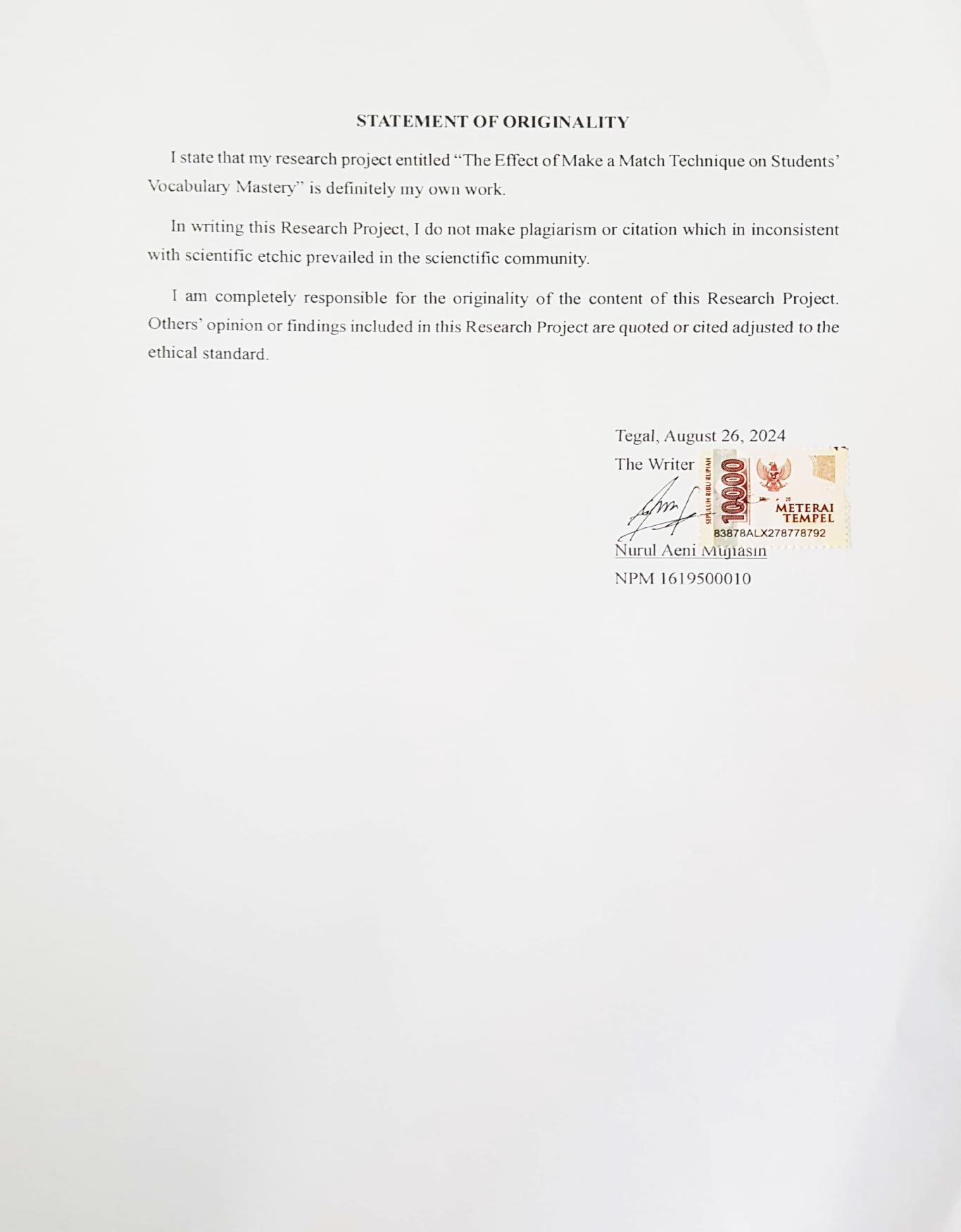
**2024**

# **AGREEMENT**



# **APPROVAL**

# **STATEMENT OF ORIGINALITY**



# **MOTTO AND DEDICATION**

**MOTTO**

"Study, seek knowledge. When you are poor, it will be your treasure. When you are rich, it will be your jewellery." - Luqman al-Hakim

"What can't be stolen from you, that's what you develop." - Moranamacaria

|  |  |
| --- | --- |
|  | **DEDICATIONS**  I dedicated this research project for :   * Allah SWT, who has always provided every blessing, strength, and guidance throughout this journey. All these achievements are the result of His grace and guidance. * Myself, who has struggled and committed to complete this research despite facing various challenges. * My beloved parents, who have provided endless support, love, and prayers. Without your guidance and encouragement, this achievement would not have been possible. * The lecturers, in particular the supervisors, who gave me great direction, counsel, and expertise while I was preparing my thesis. I appreciate all of your time and effort in helping me to understand. * I am appreciative of my family's steadfast fortitude and support. * My friends, who have accompanied, encouraged, and supported each other in this academic journey. * My dearest Class A’19, thanks for everything. * All those involved who cannot be mentioned one by one, who have contributed, supported, and helped in various forms during this process. Thank you for your role and participation.   May this dedication reflect my gratitude and appreciation to all those who have played a part in this achievement. |

# **PREFACE**

Praise be to Allah SWT, who blessed and graced the researcher in completing the research project titled "THE EFFECT OF MAKE A MATCH TECHNIQUE ON STUDENTS' VOCABULARY MASTERY". Shalawat and salam are always poured out for the Prophet Muhammad SAW, a human being who has guided us from darkness to light.

This research project is being presented to the English Department of the Faculty of Teacher Training and Education at Pancasakti University Tegal in partial fulfillment of the requirements for the Sarjana Pendidikan (S1) degree.

Various parties provided advice, guidance, and suggestions as the researcher completed this research project. Thus, in this opportunity, the researcher would like to express gratitude to::

1. Dr. Taufiqullah, M.Hum as the Rector of Pancasakti University Tegal.
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3. Yuvita M.Pd as the Head of English Departement of the Faculty of Teacher Training and Education, Pancasakti University Tegal.
4. Nur Aflahatun, M.Pd as first advisor who has patiently given advice, support, and encouragement to researcher in finishing this research project.
5. Drs. H. Rofiudin, M.Hum as second advisor who has give correction, suggestion, and guidance in writing this research project.
6. All the lecturers of English Department of Pancasakti University for their valuable knowledge, guidance and motivation during years of the researcher study in this university.
7. Sakuri, S.Pd as headmaster of SMA Al-Irsyad Kota Tegal.
8. Dicky Adhiprabowo, S.Pd and all the teacher of SMA Al-Irsyad Kota Tegal.
9. All students of SMA Al-Irsyad Kota Tegal for the 2023/2024, especially class X1 and X3 as the samples of this research project.
10. And all those who cannot be mentioned one by one, who have support the researcher.

The researcher recognizes that the research is far from perfect. Therefore, criticism and suggestions are required to improve this research project. The researcher then hopes that this research project will help to develop English language teaching.

|  |  |  |
| --- | --- | --- |
|  |  | Tegal, August 26, 2024  Nurul Aeni Mujiasih |

# **ABSTRACT**

Mujiasih, Nurul Aeni 2024. 1619500010 : "The Effect of Make a Match Technique On Students' Vocabulary Mastery (An Experimental Research at the X Grade of SMA Al-Irsyad Kota Tegal in Academic Year 2023/2024)". Research Project. Undergraduate Program. English Education. Faculty of Teacher Training and Education. Pancasakti University Tegal. Advisor I Nur Aflahatun, M.Pd and Advisor II Drs Rofiudin, M.Hum.

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

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 consisted of 60 students, with 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- and post-tests, as well as 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). While 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 is more effective at improving pupils' vocabulary knowledge 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 strategy 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 strategy to teach additional language skills.

**ABSTRAK**

**Mujiasih, Nurul Aeni 2024. 1619500010** : “Pengaruh Teknik Make A Match Terhadap Penguasaan Kosakata siswa (Penelitian Eksperimental pada Kelas X SMA Al- Irsyad Kota Tegal Tahun Pelajaran 2023/2024)”. Proyek Penelitian. Program Strata 1. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Pembimbing Pertama Nur Aflahatun, M.Pd dan Pembimbing Kedua Drs. Rofiudin, M.Hum.

Key words:*Teknik Make A Match, Penguasaan Kosakata, Mengajar Kosakata*

Penelitian ini bertujuan untuk mengetahui penerapan teknik make a match dalam pengajaran penguasaan kosakata, serta keefektifan penggunaan teknik make a match terhadap penguasaan kosakata pada siswa.

Penelitian ini dilakukan dengan menggunakan pendekatan eksperimental dan desain pra-eksperimental. Penelitian ini melibatkan 120 siswa kelas X SMA Al-Irsyad Kota Tegal. Sampel terdiri dari 60 siswa, dengan 30 siswa dari kelas X1 sebagai kelompok eksperimen dan 30 siswa dari kelas X3 sebagai kelompok kontrol. Para peneliti menggunakan cluster random sampling dalam desain dua kelompok, dengan kelompok eksperimen yang diajar menggunakan teknik make-a match dan kelompok kontrol yang diajar tanpa teknik make-a match. Teknik pengumpulan data meliputi tes awal dan tes akhir, serta tes kosakata dan daftar observasi. Data dianalisis menggunakan SPSS versi 22.

Hasil rata-rata pre-test menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol (54,67 > 51,63). Sedangkan hasil post-test menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol (85,00 > 76,13). Uji Paired Samples T-Test menghasilkan tingkat signifikansi (tailed) sebesar 0,000 < 0,05. Hal ini menunjukkan bahwa kelompok eksperimen lebih efektif dalam meningkatkan pengetahuan kosakata siswa daripada kelompok kontrol. Dengan demikian, strategi make-a match meningkatkan penguasaan kosakata siswa.

Lebih lanjut, peneliti mengusulkan agar para guru menggunakan strategi make-a match sebagai salah satu teknik pengajaran dalam mengajarkan penguasaan kosakata. Siswa harus berlatih penguasaan kosakata secara mandiri dan dengan bantuan. Peneliti selanjutnya dapat mengeksplorasi penerapan strategi make-a-match untuk mengajarkan keterampilan bahasa tambahan.

# 

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# **CHAPTER I INTRODUCTION**

This chapter describes the background of the problems, identification of the problems, limitations of the problems, statement of the problems, objectives of the problem, and significance of the research.

## **Background of the Problems**

Vocabulary mastery is the main components in language learning. Revealed by (Richard 2001; (Romadhon & Qurohman, 2019)), Vocabulary is the most visible feature of language and receives the most attention from linguists. Understanding vocabulary is regarded as being crucial to mastering the four talents. This indicates that knowing a foreign language's vocabulary is vital for gaining fluency. Vocabulary instruction is given implicitly, meaning it either takes place in conjunction with other learning resources or does not exist in isolation. Students will find it simpler to grasp the four skill parts of English by studying vocabulary. With more vocabulary, students' writing skills, understanding, and verbal fluency all improve. The vocabulary includes more than simply the words. Meaning, sound, collocation, expression, synonyms, antonyms, and homonyms are all factors to consider while choosing vocabulary (Pratiwi & Fransiska, 2022).

One linguistic skill that is crucial for communicating in English is vocabulary. People with little language will find it difficult to comprehend what others are saying. A broad vocabulary is required to strengthen the four language skills are reading, writing, listening, and speaking. As stated by (Richards and Renandya,

2002; (Simangunsong et al., 2022)), reading, writing, listening, and speaking skills all rely on pupils' vocabulary, which is an important component of language competency. The author concludes from these many definitions that vocabulary is a collection of words that are alphabetically organized, have meaning, and are comprehended by someone 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 chose 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 researcher 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, creating 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 teachnique 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 teachnique 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)”.

## **Identification of the Problems**

The following are the issues in this study:

1. Students' difficulties in learning English vocabulary.
2. Lack of student interest in English lessons due to uninteresting learning techniques.
3. The conventional method that used by the teacher made them felt bored.

## **Limitation of the Problems**

Based on the context of the problems, the researcher narrows the problem to examine the influence of the Make a Match approach on the vocabulary success of X grade students at SMA AL-IRSYAD TEGAL in the academic year 2023/2024. The researcher compared the effect of the Make a Match methodology to the standard method on pupils' vocabulary achievement. In addition, vocabulary content is confined to nouns, adjectives, verbs, and adverbs.

## **Statement of the Problems**

Based on the background of the problems above, the writer states the research statement as follows:

1. How is the effect of the Make a Match technique towards the students’ vocabulary mastery of X grade students at SMA Al-Irsyad Tegal?
2. Is there a significant difference in vocabulary mastery between students taught using the Make a Match technique and those taught using traditional methods?

## **Objectives of the Research**

The objectives of the research are as follows:

1. To investigate the effect of using the Make a Match technique on the vocabulary improvement of X grade students at SMA Al-Iryad Kota Tegal.
2. Find out to determine whether a significant difference exists between students taught using the Make a Match Technique and those not taught by this method in the X grade at SMA Al-Iryad Kota Tegal.

## **Significances of the Research**

#### Theoretical Significances

The results of this study, according to the author, should be used as a reference by anyone interested in studying vocabulary development, especially when applying the Make a Match Technique. The following are the advantages of this study:

##### Reference for Researchers

The findings can be invaluable references for other researchers, particularly those studying and teaching English vocabulary. This research can offer detailed insights and data, contributing to the broader field of vocabulary acquisition and instructional methods. Researchers can build upon this study to explore further dimensions of vocabulary learning and teaching strategies. The study provides a foundation for future inquiries into innovative educational techniques.

##### Enhanced Understanding

The information from this study may contribute to a better understanding of vocabulary teaching techniques. It can provide a comprehensive overview of the effectiveness of the Make-A-Match Technique, adding to the existing body of knowledge on innovative language teaching strategies. Educators and linguists can gain a deeper appreciation of how interactive methods can impact vocabulary retention and usage. This enhanced understanding can lead to the development of more refined and effective teaching approaches.

#### Practical Significances

The researcher hopes that this research will give the benefits for:

##### For the students

This study is meant to motivate pupils to increase their vocabulary proficiency. By emphasizing the benefits of engaging and interactive learning methods such as the Make a Match technique, students will become more aware of their learning patterns and motivated to learn a foreign language for personal growth rather than as a requirement. Enhanced vocabulary skills can lead to greater confidence and academic success in language-related subjects. Students may also find learning more enjoyable and less daunting, fostering a positive attitude towards language acquisition.

##### For the teacher

The findings can help teachers better support their students' acquisition of relevant and meaningful knowledge by providing insights, suggestions, and feedback. Vocabulary teachers who employ the Make-A-Match Technique can use the results to minimize its drawbacks and maximize its advantages. This research can serve as a guide for teachers to refine their instructional methods and adopt more effective strategies tailored to their students' needs. Teachers will be able to create more dynamic and engaging classroom environments that enhance learning outcomes.

##### For the school

The study findings should offer a clear and comprehensive explanation of the Make a Match technique in vocabulary instruction, the challenges students face, and the methods instructors use to address these challenges. This can encourage schools to adopt more diverse tactics and media for teaching English, particularly vocabulary. By incorporating innovative techniques, schools can enhance their overall language programs, making them more engaging and effective for students. This can lead to improved academic performance and a stronger reputation for the institution.

##### For the other researcher

The study's findings are anticipated to enrich the teaching and learning process, especially in vocabulary instruction. This research can serve as a resource and knowledge base for other researchers investigating the efficacy of the Make-A-Match Technique in vocabulary instruction. It can provide empirical evidence and practical insights that can inform future studies and educational practices, fostering a more comprehensive understanding of vocabulary teaching methods. Subsequent research can leverage these insights to explore new educational innovations and validate the effectiveness of various teaching techniques.

# **CHAPTER II REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK, AND HYPOTHESIS**

This chapter describes previous studies, a review of related theories, a theoretical framework, and a hypothesis.

## **Previous Studies**

Previous research by D. Pratiwi and F. Fransiska (2022) titled "Improving Vocabulary Mastery through the Use of the Make-a-Match Technique." The "Make-a-Match" technique is the focus of this study, which aims to improve students' vocabulary mastery. The purpose of this study is to determine how the "Make-a-Match" technique improves students' vocabulary mastery. This study uses action research. This research consists of two cycles. There are four steps: action planning, observation, and reflection. The instruments used for data collection were the observation guide, the interview guide, and the vocabulary test. The technique for data collection consisted of observation, interviews, testing, and documentation. The results of the study show that the "Make-a-Match" technique has effectively improved the vocabulary mastery of the students. The improvement of the students' average shows this. The average score of the students in the pre-test was 58.90, and the average score of the students in the post-test in Cycle 1 was 80.78. The average score in the retest for Cycle 2 was 86.04, and the average score in the retest for the last cycle was 88.87.

Previous research was conducted by L. Lindayanti, A. Kuliahana, and R. Rasmi (2023) titled "The Effectiveness of the Make-a-Match Technique in Improving Vocabulary Mastery of Eighth Graders at SMPN 3 Palu." This research focuses on vocabulary. For many years, vocabulary has been particularly important in language learning. Students will understand the material more easily if they receive many new vocabulary words. Learning English vocabulary is the way for students to acquire new words through the learning process. Interesting learning can be achieved through many types of techniques. The Make-a-Match technique is one of the most interesting techniques for students.

This technique uses the question card and the answer card based on the topic of the material. Each student is looking for a pair of cards and matches them. The Make-a-Match technique helped the students discover new vocabulary. The research aims to describe whether the Make-a-Match technique could improve the vocabulary mastery of eighth graders at SMPN 3 Palu. The research was conducted at SMP Negeri 3 Palu. The researcher used a type of quantitative method, with the research question being whether the Make-a-Match technique can effectively help expand the vocabulary of eighth graders at SMPN 3 Palu. The research was conducted at SMPN 3 Palu. The data collected in this research included a pre-test, a treatment test, and a post-test. The results of this research showed that the use of the Make-a-Match technique in teaching vocabulary led to an expansion of the students' vocabulary. The students can understand the material more easily with the help of the Make-a-Match technique. Therefore, learning through the Make-a-Match technique expands students' vocabulary and creativity and can involve answering any question, which makes students more motivated during the learning process.

Previous studies were conducted by S. Arief, S. Mestari, and H. Badu (2023) in their research titled "The Effect of the Make-a-Match Technique on Students' Vocabulary." This study aims to find out whether the application of the Make-a-Match technique can improve the vocabulary of students at SMA Negeri 4 Gorontalo. It was conducted in the first grade, particularly in the 10th grade IPA 1, as a sample for this investigation. The researcher used a pre-test post-test design to determine the significant difference in the students' vocabulary before and after the application of the Make-a-Match technique. For this study, the quantitative method was applied, as this type of research explains a phenomenon by collecting numerical data that is statistically analyzed. As a result, it is evident that the students' vocabulary has improved after the application of the Make-a-Match technique. This was evident from the result, which showed that the average score in the pre-test was 16.25 and increased to 19.3 in the post-test. Moreover, the application of this technique has encouraged students to actively participate in the vocabulary learning process and to focus on it. They were interested in tracking the learning process due to the learning media and the role they play during the section. Finally, the students can establish communication and collaborate with other students.

Earlier research was conducted by S. Mohammad Alhebaishi (2019) in her study titled "Investigation of Cooperative Learning Techniques and Attitudes in Language Learning Classes." The study examines the cooperative learning (CL) techniques implemented by language teachers in middle schools and investigates students' attitudes towards the use of CL in language instruction. To achieve the study's objectives, two instruments for data collection were used: observation reports and an attitude questionnaire. The observations were conducted in 31 classrooms in 12 public middle schools, and the attitude questionnaire was presented to 547 students. The observation results showed that CL was not implemented accurately in most classrooms. Language teachers made several mistakes in implementing CL techniques. Furthermore, the results of the hiring questionnaire showed that the students' attitudes towards CL were positive.

In comparison to the previous studies, there are some similarities and differences between these studies and this study. The similarity lies in the fact that the three studies specifically examined the Make-a-Match technique and the same vocabulary enhancement as this study. The fourth study examined cooperative learning (CL) techniques used by language teachers in secondary schools and investigated students' attitudes towards the use of CL in language instruction, including the use of the Make-a-Match technique.

The second and third previous studies used the same methodology as this study, namely an experimental design. And the difference lies in the fact that the first study has a different methodology, namely Classroom Action Research, while the fourth study uses classroom observation reports and attitude questionnaires, whereas the researcher employs an experimental design. Furthermore, the difference between this study and the first, second, third, and fourth studies lies in the location and the population being studied.

## **Review of Related Theories**

#### Vocabulary

##### Definition of Vocabulary

Vocabulary is an important element to master when one wants to be a good speaker and writer. According to (Ilma, 2020), vocabulary is the basis for their linguistic development. Students will find it challenging to communicate with people and convey their thoughts if they do not learn the language. The author argues that this indicates that students may not be able to take advantage of English learning opportunities that are around them, such as speaking in English, reading book materials, and so on. Students with a large vocabulary will find it easier to communicate their thoughts and feelings to others and succeed in language acquisition. (Mehrabian et al., 2019) states, that when it comes to language activities or language use in general, vocabulary is an important characteristic that sets humans apart from other species. One can determine a person's extensive vocabulary based on their intellect or level of education. Therefore, it is clear that both the quantity and quality of vocabulary that students possess will aid them in understanding the variety of information that instructors, lecturers, and other learning sources express to their students. Students' abilities to communicate and write, both verbally and in writing, are impacted by their command of vocabulary. The more our vocabulary, the higher our probability of being proficient in language. English language learners' attempts to acquire the language are greatly influenced by their vocabulary; proficient vocabulary is essential for effective communication. Without having mastered or understood a specific quantity of vocabulary, it will be challenging to master a language since vocabulary is the first thing that must be learned before acquiring other language related skills. Vocabulary should not be undervalued as it is the foundational and most significant aspect of learning English, (Nurdin, 2019).

Vocabulary mastery is the ability to manage, direct, choose, and arrange words as an essential instrument for learning and communication. One of the elements of learning English as a foreign language at the basic, intermediate, and advanced levels is developing one's vocabulary. One of the fundamentals of mastering the four language skills is being proficient in vocabulary. This is understandable given that the four language skills necessitate word knowledge since they cannot be performed without vocabulary. Students can practice the language more effectively the more vocabulary they possess. They can speak English more effectively and properly if they can recall a greater variety of words (Ani & Sinaga, 2021). Vocabulary mastery in everyday life and activities is crucial since it allows one to convey ideas in a way that others can understand. The teacher's involvement in teaching vocabulary is significant in this scenario. He or she will assist the students’ in achieving the learning goals (Beno, 2019). (Atia et al., 2022) claims that to make vocabulary instruction in English more engaging for students, a range of instructional resources is needed. Put another way, offering a diversity of lessons helps keep students’ from growing bored. The author concludes that vocabulary acquisition plays an important role in developing language proficiency and effective communication.

##### Types of Vocabulary

Vocabulary is helpful for everyone studying English. In this instance, vocabulary is a crucial component of language development that shouldn't be overlooked. It is highly helpful for written or verbal contact with other individuals (Simangunsong et al., 2022). The goal is to obtain a deeper understanding of how to teach them in a way that best meets their needs, learning preferences, and situation. (Dakhi & Fitria, 2019).

There are two kinds of vocabulary, namely receptive and productive vocabulary. Acording to (Dakhi & Fitria, 2019) The receptive vocabulary refers to the terminology that a reader encounters when reading and listening. Listeners and readers use these terms to understand communications that are offered to them. Such vocabularies are highly linked to receptive language skills. The productive vocabulary refers to the set of words employed to create messages. Speaking and writing are two key abilities that make extensive use of productive vocabularies. In brief, they are named after the productive language talents they are intended to correlate to. (Simangunsong et al., 2022) state The receptive vocabulary is the set of words to which an individual can ascribe meanings when listening or reading. These are terms that many students are unfamiliar with or do not use frequently. Even if they are not fully aware of the minor differences, people might be able to give them a meaning of some kind. These are also typically words that people do not use on their own. Even yet, many can recognize these words when they see them, albeit not perfectly. Productive vocabulary is the collection of words that a person can utilize when writing or speaking. These are common, familiar, and comfortable terms.

##### The Importance of Vocabulary

Developing an extensive vocabulary is crucial for those learning a foreign language. Learners of foreign languages will find it difficult to acquire the four language skills if they do not master them. Words convey ideas, sentiments, and opinions. Possessing a large vocabulary makes it easier to communicate your ideas, feelings, and opinions. Regardless of the level of participation, a related study by Staehr published in the journal (Dakhi & Fitria, 2019) demonstrates that word count favorably increases language proficiency speaking, writing, listening, and reading. It is related to speaking and listening skills but contributes more significantly to writing and reading skills.

The vocabulary that second language learners, foreign language learners, and even native speakers possess determines their level of English competence. Although expanding one's vocabulary is crucial, it can be difficult, particularly for non-native English speakers. Low vocabulary students struggle in university courses on language proficiency, linguistics, literature, and translation (Afzal, 2019). The vocabulary that second language learners, foreign language learners, and even native speakers possess determines their level of English competence. Although expanding one's vocabulary is crucial, there are certain challenges involved, particularly for non-native English speakers. Students’ with limited language understanding will not do well. The goal of learning English, according to the university's English language program, is to generate graduates who can communicate in the global world. Gaining this skill necessitates having a large vocabulary relevant to the industry. The study of English in higher education satisfies the demands of academic students and graduates in areas related to language proficiency, linguistics, literature, and translation for both English majors and non-majors. It entails imparting moral principles at the collegiate level (Susanto, 2017).

Making a note of the text and the contexts in which the terms are used is an effective method of learning new vocabulary. That is, new and unfamiliar words are committed to memory when language learners find themselves in such a circumstance (Mekhriniso Razokovna et al., 2022). Learning strategies are thought of as instruments that students utilize to expand their vocabulary. There are numerous learning tactics that students can employ that are efficient for picking up vocabulary (Goundar, 2019). Decision strategies emerge when students decipher new words without consulting the experiences of others. Acquiring new vocabulary through social engagement is known as social strategy. Memory strategies occur when a learner connects the acquisition of a new word with the application of prior knowledge (Thiendathong & Sukying, 2021). It is simpler to master grammar when one has mastered the terms first. Your ability to speak will increase as you expand your vocabulary.

#### Strategy of Teaching Vocabulary

Learners employ strategies, or communication procedures, to acquire and utilize language. In the process of learning, strategies also include the mind. According to (Chamot, 2004), learning strategies are concepts and procedures used to achieve a learning purpose.. According to (Subekti & Lawson, 2007), Applying particular vocabulary acquisition strategies efficiently provides empirical evidence of the importance of learning new terms for language learners. More specifically, learning strategies are tools for proactive, self-directed engagement, which is required to improve communicative competence. Using the correct language learning approaches will result in enhanced self-assurance. The goals of language learning techniques adopted by students are to facilitate learning and increase its speed, ease, fluency, enjoyment, self-directedness, self-explanatory nature, and transferability to novel contexts. It appears that the language learner may develop and accomplish learning goals using the learning techniques.

According to (Susanto, 2017) its definition, language learning strategies are any activities, plans, methods, or ideas that language learners have made the most of to aid in the understanding, storing, retrieval, and application of knowledge during the vocabulary-learning process. It's also important to talk about the qualities of language learning techniques because they could have certain things in common with vocabulary learning strategies. Given that vocabulary acquisition techniques constitute the central topic of this research, language learning strategies will nevertheless be discussed about the larger picture of language learning process aspects.

Language learning techniques support the primary objective of communicative competence by enabling learners to be autonomous, extending the role of the instructor, problem-oriented, more action-specific, exceedingly cognitive, not always visible, and adaptable. The explanation of language learning techniques points to the mindset that committed language learners must have in order to become proficient in a wide vocabulary.

Numerous approaches to language acquisition might potentially help in language acquisition (Oxford, 2003; (Kalajahi & Pourshahian, 2012). One cannot learn a language without acquiring vocabulary. Vocabulary has been determined to be a crucial component of second language learning classrooms (Fazlinda, 2017) and also a vital resource for language usage. Thus, studying vocabulary is crucial as it's a key component of developing knowledge and abilities. In any case, expanding one's vocabulary and understanding how to use new words in suitable contexts are equally as important as merely memorizing vocabulary words. Here's where vocabulary learning techniques come into play. Vocabulary has long been identified as a major issue for language learners that can impede their language learning progress, because language learners can encounter new words in the classroom in a variety of ways, including the teacher's language, the language of other learners, and learning materials. (Hedge 2000; Susanto, 2017) emphasizes that the teacher's primary responsibility is to help students develop their independence in addition to teaching them new vocabulary. There are other approaches, such as teaching kidsas effective vocabulary-learning techniques, fostering their independence in learning new words, and utilizing whatever additional inventiveness they may possess to grasp the terms.

#### The Principle of Teaching Vocabulary.

When it comes to the principles of teaching vocabulary, it is important to take into account both the material that vocabulary forms need to convey and the principles of how those forms should be taught. First of all, it is definitely crucial to consider the vocabulary elements to teach in addition to teaching vocabulary that is in line with its objectives and the demands of the pupils. To accomplish this, Nation (2001) suggested incorporating the following elements: spoken and written forms; word components; notions a word possesses and objects it may associate with; word association; word grammar; word collocation; word frequency; and register.

The second topic is vocabulary teaching concepts. There are several views about the principles and standards of teaching language. Two of them are regarded as believable authors. According to (Nation, 2005; Dakhi & Fitria, 2019), There are six rules for vocabulary instruction. Give students the majority of your attention to words that they already partially understand; (4) let them know if a high-frequency word is worth noting for future attention; (5) avoid introducing other unknown or subpar vocabulary; (6) use both oral and written presentations; and (7) keep instruction simple and clear, without complicated explanations. Effective vocabulary programs must, among other things, teach specific vocabulary, educate word-learning processes, and promote writer and reader consciousness. They should also offer rich and varied language experiences.

#### Teaching Vocabulary for Senior High School

According to Finochiaro (2011:9), teaching vocabulary is vital in language acquisition because mastery of vocabulary helps children acquire all language abilities, including speaking, listening, writing, and reading. The vocabulary will let pupils experience life and improve their notion that English can be used to express the same ideas or feelings as their original language.

Furthermore, when teaching vocabulary, the teacher can introduce a list of words selected from the book. The teacher employs and introduces more language that is relevant to the students. A teacher should be well-versed in their teaching materials. When teaching children about vocabulary, teachers should have a general understanding of the vocabulary, words, and their meanings. The words or vocabulary can be spoken or written.

Wallace (2007:207) explains that teaching vocabulary should consider these following factors:

##### Aims

The goal of teaching vocabulary is to make it easier for the instructor to plan the materials that will be given to the students.

##### Quantity

The teacher must decide how many vocabulary items will be covered. If students are exposed to a large number of new terms, they may become confused or disheartened. As a result, the teacher should select new words that the students may easily understand.

##### Need

When teaching vocabulary, the teacher must choose words that pupils will actually use in communication.

1. Frequent exposure and repetition

Frequent exposure and repetition This indicates that the teacher should offer the kids plenty of practice with repetition so that they fully understand the target terms. They also give kids the opportunity to employ words when writing or speaking.

##### Meaningful presentation

When teaching vocabulary, the teacher should deliver target terms in a way that makes their meaning completely plain and unambiguous.

##### Situation and presentation

The teachers inform the children that they must use the words appropriately. The way words are employed is determined by the situation and the person to whom they are addressed.

Gower (2005:8) proposes three major stages in vocabulary teaching: presenting, practicing, and reviewing. In this study, the researcher will outline each stage and its typical qualities in order to provide a more thorough analysis of subsequent procedures.

##### Presenting

The title of this initial stage clearly indicates its purpose in presenting new lexical terms to learners. According to Gower (2005:9), learners should at the very least understand the meaning and form of a new term. As a result, as he stated, it is important to emphasize that both aspects of a word should be presented in "close conjunction in order to ensure a tight meaning - and - form fit." If the co-writers of teaching practice immediately referred to the effectiveness of using visual aids in presenting new words. It also emphasizes the significance of closing "the gap between the presentation of a word's form and its meaning" so that students can build a mental connection between the two. Thorn (2009:10) emphasizes certain key considerations when determining the quantity of words to display. They could be the following:

a) The learners' level (beginning, intermediate, or advanced). Learners' likely familiarity with the words (learners may have encountered the words before even though they are not part of their active vocabulary)

b) Item complexity (e.g., abstract or difficult to pronounce)

c) "Teaching ability" (ability to explain or demonstrate in the classroom).

d) Whether the items are being taught for production (speaking and writing) or recognition (listening and reading). Because the former will need more time, the number of objects will most likely be lower than if the goal is merely recognition.

Thorn (2009:10), after expressing two of the most prevalent questions in providing new terms in teaching vocabulary, goes on to mention a principle in introducing new vocabulary items, which is learners' capability. When assessing the learners' ability to retain new words, the number of new words offered should be carefully examined and not overstretched.

Sokmen (2007:8) assumes that when delivering vocabulary, the teacher must provide a definition, explanation, or example of each new phrase. Students are invited to repeat the description, explanation, or example of the new term. Students then create a picture, symbol, or graphic design representing the term. The teacher engages pupils in activities that will assist them in understanding the new concepts. Students are asked to discuss the new terms often in class.

##### Practicing

Students frequently require some time for new lexical objects (or words, for short) to "sink in". They noted that while learners may recognize a novel item, they frequently delay putting it to active usage. In this instance, the utilization of organized activities to recycle and reactivate the new vocabulary is essential. This type of practice, as suggested by Thorn (2009:20), reinforces the widespread assumption that practice makes perfect. He also stressed the action of shifting words from short-term to permanent memory. He stated that new knowledge, or new words, must be integrated into current knowledge, or the learner's existing network of word connections, also known as the mental lexicon. This suggests that in order to ensure long-term retention and recall, words or lexical items must be put to use, or into practice, as it is commonly interpreted in many other settings. He proposed that vocabulary be stored in "working memory" and exposed to various procedures, which will be discussed in detail later under the techniques for exercising vocabulary.

The teacher must provide a few opportunities for practice. The teacher can use songs and games to teach vocabulary, as well as semantic field and semantic mapping procedures. The teacher use the key word strategy to highlight critical concepts and offer adequate practice. Important ideas and terminology are reviewed on a regular basis in the classroom.

##### Consolidating and Revising

In addition to presenting and practicing words, testing students' knowledge and rewriting those terms is a crucial last step in teaching this particular topic. This stage seems similar and may be equated with the second, but as the name implies, students are instructed to execute high-level activities, including production requests. The author of several well-known books for English language teachers classified decision-making tasks as the second stage, in which students had to decide and make a choice when confronted with previously learned information.

For the third and final stage, the author paid close attention to production tasks. A further in-depth examination and review of this stage's approaches will follow.

#### Vocabulary Materials for Senior High School

According to (Penny, 1996) teachers are required to prepare the material they will teach. The following resources are used to teach vocabulary:

##### Spelling and Pronunciation

Students must be able to pronounce words correctly and understand how they look. When learners first come into contact with the item, they will notice one or both of the rather prominent traits. In order to effectively instruct, a teacher must ensure that both aspects are conveyed appropriately.

##### Grammar

If a new item's grammar is not immediately apparent based on general grammar rules, it will need to be taught. An item may alter unexpectedly in specific grammatical situations or have a peculiar way of connecting with other words in phrases. It is crucial to provide this knowledge to students concurrently with the teacher's instruction of the foundational form.

##### Collocation

An additional aspect that determines whether a combination sounds appropriate or inappropriate in a specific situation is the collocations that are typical of that particular item. This is just another piece of information on recent products that could be useful to teach. Dictionaries also frequently list collocations, either by including the entire collocation under a headword or by including a remark in parenthesis.

##### Aspects of Meaning (Denotation, Connotations, Appropriateness)

A word's meaning is mostly determined by what it denotes in the actual language; dictionaries frequently provide this kind of description. "Dog" is an example of a category of animal. Connotation is a less evident aspect of an item's meaning. The associations are either good or bad emotions it arouses, which a dictionary definition may or may not mention. For example, most British people associate the word "dog" with monarchy and friendship.

##### Aspects of Meaning (Meaning Relationship)

The relationship between the meanings of one object and the meanings of others can also be used in education. There are several such relationships: (1) Antonyms (2) Synonyms (3) Hyponyms (4) Co-hyponyms (5) Superordinates (6) Translation.

##### Word Formation

Words or phrases in one's vocabulary can frequently be broken down into their constituent parts. Another important piece of information is the precise way in which these components are assembled. Maybe primarily for students who are more advanced. Another method for creating vocabulary items is to combine two words to create an item (to noun, gerund, or noun and verb).

##### Synonyms

Synonyms are often defined as words that have the same exact meaning or terms that have the same meaning. However, numerous authors argue that there are other factors to consider when defining synonyms as language phenomena. (The Romanian linguist Bulgar (2000); (Kostadinovska-Stojchevska, 2018)) says synonyms are words with almost identical meanings that can be used interchangeably in context without changing the context's meaning. Synonyms are words that have the same or nearly the same meaning as another, allowing for greater flexibility and precision in language use. They are vital in both written and oral communication because they reduce repetition and make the material more interesting. For example, the words “happy,” “joyful,” and “content” are synonyms because they all convey a similar sense of well-being and satisfaction. Synonyms can also have subtle differences in connotation, which can affect the tone and nuance of a sentence. For instance, “happy” is a general term, while “joyful” suggests a more intense feeling of happiness. Using synonyms effectively requires an understanding of these nuances to ensure the intended meaning is conveyed accurately. In academic writing, synonyms are often used to maintain reader interest and to demonstrate a rich vocabulary. They are also crucial in creative writing, where they can help create vivid imagery and evoke specific emotions.

Additionally, synonyms play a significant role in language learning, as they expand a learner’s vocabulary and improve their ability to express themselves. Research has shown that exposure to synonyms can enhance reading comprehension and writing skills. Synonyms are not always interchangeable in every context, so it is important to choose the right word based on the specific situation. For example, “big” and “large” are synonyms, but “big mistake” sounds more natural than “large mistake.” Understanding the context in which a synonym is used is key to effective communication. Synonyms can also be found in various parts of speech, including nouns, verbs, adjectives, and adverbs. For example, “run” and “sprint” are synonymous verbs, while “quick” and “fast” are synonymous adjectives. The use of synonyms can also reflect cultural and regional differences in language use. For instance, British English and American English often have different synonyms for the same concept, such as “lift” (British) and “elevator” (American).

##### Antonym

Antonyms are words that have opposite meanings, providing a way to express contrast and opposition in language (Kostadinovska-Stojchevska, 2018). They are fundamental in creating clear and precise communication, as they help to define and differentiate concepts. For example, the words “hot” and “cold” are antonyms because they represent opposite ends of the temperature spectrum. Antonyms are used to highlight differences and to create a sense of balance in writing and speech. They are particularly useful in argumentative writing, where contrasting ideas are often presented to support a point of view. In literature, antonyms can be used to create tension and conflict, adding depth to characters and plots. For instance, the contrast between “good” and “evil” is a common theme in many stories. Antonyms also play a crucial role in language learning, as they help learners understand the full range of meanings of a word. By knowing both a word and its antonym, learners can better grasp the concept being described. Research has shown that teaching antonyms can improve vocabulary acquisition and comprehension skills.

Antonyms can be formed in various ways, including the use of prefixes and suffixes. For example, the prefix “un-” can be added to “happy” to form the antonym “unhappy.” Similarly, the suffix “-less” can be added to “hope” to create “hopeless.” Some antonyms are completely different words, such as “day” and “night.” Understanding the relationship between antonyms can also enhance critical thinking skills, as it requires recognizing and analyzing differences. Antonyms can be found in all parts of speech, including nouns, verbs, adjectives, and adverbs. For example, “success” and “failure” are antonymous nouns, while “accept” and “reject” are antonymous verbs. The use of antonyms can also reflect cultural and contextual differences in language use. For instance, the antonyms “urban” and “rural” may have different connotations in different societies.

##### Homophones

According to (Jabir, 2024) homophones mean “similar sounding words with different meanings and spellings” Homophones are words that sound the same when pronounced but have different meanings and spellings, often leading to confusion and misunderstandings. They are an interesting aspect of language that highlights the complexity and richness of English. For example, the words “two,” “too,” and “to” are homophones because they are pronounced the same but have different meanings and spellings. Homophones are particularly challenging for language learners, as they require careful attention to context to determine the correct meaning. They are also a common source of errors in writing, as people may inadvertently use the wrong word. Understanding homophones is crucial for effective communication, as it helps to avoid misunderstandings and ensures clarity.

Homophones can also be a source of humor and creativity in language, as they are often used in puns and wordplay. For instance, the phrase “I scream” sounds like “ice cream,” creating a playful and humorous effect. In literature, homophones can be used to create double meanings and add depth to the text. They are also used in poetry to create rhyme and rhythm. Research has shown that teaching homophones can improve spelling and reading skills, as it encourages learners to pay attention to the details of language. Homophones can be found in various parts of speech, including nouns, verbs, adjectives, and adverbs. For example, “flower” and “flour” are homophonous nouns, while “write” and “right” are homophonous verbs. The use of homophones can also reflect regional accents and dialects, as pronunciation may vary in different areas. For instance, in some dialects, “cot” and “caught” are pronounced the same, making them homophones. Understanding homophones requires a good grasp of vocabulary and context, as well as an awareness of the nuances of pronunciation.

#### Make a Match

##### a. Definition of Make a Match Technique

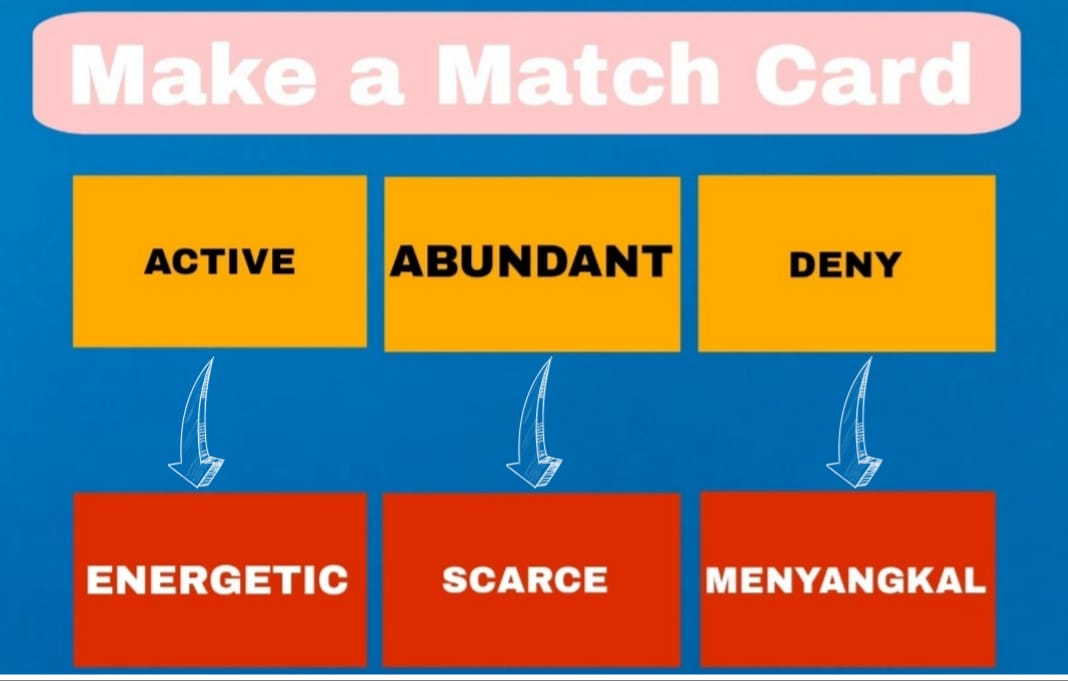


Figure 1 Make a Match Card

The cognitive learning theory also includes the Make A Match learning technique, which similarly incorporates students in the learning process. The importance of developing group collaboration is stressed throughout this learning process. (Kesumaningrum & Syachruroji, 2016) further mentioned that the make a match approach is a learning model wherein its activities encourage students to collaborate to discover partners about an idea in a welcoming environment.

The Make A Match Technique teaches kids how to think fast and communicate with others. Actively participate as they develop their thoughts and understanding. According to (Yesiana et al. 2016; Simangunsong et al., 2022), the Make A Match Technique paradigm engages students in their learning so they may have a fulfilling educational experience.

The cognitive learning theory includes the Make A Match Technique as a learning method that also includes students in the learning process. The need to develop group collaboration is stressed in this learning technique as well. Students who can match the cards of the supplied points are granted points for using the approach, which instructs engineering students to hunt for a pair of matching cards before deadlines. These cards are made up of questions on some and the solutions to those questions on other cards.

The teacher then divided the class into two communities in the following phase. The first group is made up of the card's question bearers. The second group consists of the holders of the card that has the answers. If each group was already in the designated place, the instructor would blow the whistle to signal that the first group or second group should move toward one another, meet, and ask and answer questions that are appropriate before giving them the chance to talk. It would be lovely if their educational activities were accompanied by soft instrumental music as they talked. The outcomes of the talks were recorded by pairs of card-carrying group members who were asked questions and provided replies.

##### The Characteristics of Make A Match Technique

The Make a Match Technique was devised by (Lorna Curran 1941; (Destika, 2022)). This strategy is specifically created to enhance interactivity and captivation in the learning process. It involves the task of having pupils match pairs of correlated information, such as questions and answers or phrases and definitions. Below are few attributes of this technique:

###### Interactive Learning

The Make a Match technique epitomizes interactive learning through its dynamic approach where students actively engage with the material. By handling and pairing cards that feature interconnected information like questions and answers or terms and definitions, students are prompted to think critically and apply their knowledge. This hands-on interaction goes beyond passive listening or reading, fostering deeper understanding through direct manipulation of content elements. As students physically manipulate the cards, they are encouraged to make cognitive connections between related concepts, reinforcing their comprehension. This tactile engagement not only appeals to different learning styles but also enhances retention by stimulating multiple senses simultaneously. Furthermore, the process of actively matching cards promotes active recall, a crucial component of effective learning strategies. This method transforms learning into a participatory experience where each match represents a cognitive achievement, reinforcing the satisfaction of mastering the material. Ultimately, interactive learning through Make a Match nurtures a collaborative classroom environment where students become co-creators of knowledge, rather than passive recipients.

###### Collaboration

Central to the Make a Match technique is its emphasis on collaboration among students. Working in pairs or small groups, learners are encouraged to communicate and cooperate to successfully match the cards. This collaborative effort not only cultivates essential teamwork skills but also enhances interpersonal relationships within the classroom. Students learn to negotiate and articulate their reasoning processes as they discuss and validate their matches with peers. Through this collaborative process, individuals benefit from diverse perspectives and collective problem-solving, enriching their learning experience. Moreover, collaboration in Make a Match fosters a sense of shared responsibility for learning outcomes, encouraging mutual support and peer learning. By engaging in meaningful interactions during the matching process, students build confidence in their ability to work collaboratively, a skill vital for success in academic and professional settings. Ultimately, the collaborative nature of this technique not only strengthens social bonds but also deepens understanding through collective insight and discussion.

###### Engagement

The Make a Match technique captivates student interest through its inherently engaging format reminiscent of a game. This game-like quality transforms learning into an enjoyable and motivating experience, leveraging intrinsic curiosity and the desire for achievement. By transforming educational content into a challenge that students actively seek to conquer, the technique effectively harnesses their natural inclination towards competition and accomplishment. The structured yet flexible nature of Make a Match allows educators to tailor the activity to suit diverse learning preferences, ensuring high levels of engagement across different student demographics. Furthermore, the element of competition, whether among individuals or groups, adds an extra layer of excitement and motivation, spurring students to strive for accuracy and efficiency in their matches. This heightened engagement not only sustains interest throughout the activity but also extends beyond the classroom, promoting a positive attitude towards learning. Ultimately, by fostering an engaging learning environment, Make a Match encourages students to invest themselves fully in the educational process, leading to deeper learning and retention of knowledge.

###### **Immediate Feedback**

A hallmark of the **Make a Match** technique is its provision of immediate feedback to students upon completing matches. This instantaneous reinforcement plays a pivotal role in consolidating learning by promptly confirming correct matches or identifying errors. By receiving instant feedback, students gain clarity on their understanding and can immediately address misconceptions or gaps in knowledge. This timely response mechanism not only enhances learning efficiency but also promotes a sense of accomplishment and progress as students advance through the matching activity. Additionally, the immediate feedback loop encourages students to reflect on their reasoning processes, facilitating metacognitive awareness of their learning strategies. This reflective practice empowers students to become self-directed learners capable of self-correction and continuous improvement. Moreover, the feedback mechanism in **Make a Match** serves as a motivational tool, reinforcing positive learning behaviors and encouraging persistence in mastering challenging concepts. Ultimately, by integrating immediate feedback into the learning process, this technique promotes a supportive learning environment focused on growth and achievement.

###### **Versatility**

The **Make a Match** technique stands out for its versatility and adaptability across various subjects and educational levels. Its flexible design allows educators to customize the content of the cards to align with specific learning objectives and curriculum requirements. Whether used in mathematics to match equations with solutions, in language arts to pair vocabulary words with definitions, or in science to link concepts with examples, the technique can be seamlessly integrated into diverse instructional contexts. This adaptability makes **Make a Match** a valuable teaching tool capable of addressing different learning styles and accommodating varied classroom dynamics. Furthermore, educators can modify the complexity of the matching cards to cater to the proficiency levels of their students, ensuring inclusivity and accessibility for all learners. The versatility of this technique extends beyond traditional classroom settings, as it can be easily adapted for use in tutoring sessions, homeschooling environments, or educational workshops. By offering educators a versatile platform to reinforce key concepts creatively, **Make a Match** enhances instructional flexibility and efficacy, supporting comprehensive student engagement and learning outcomes.

###### **Improved Retention**

The **Make a Match** technique is designed to enhance memory retention through active learning and repetition. By actively engaging with the material during the matching process, students encode information more deeply, making it more likely to be stored in long-term memory. The act of repeatedly handling and matching cards reinforces neural connections associated with the learned content, strengthening memory traces over time. This repetitive practice not only enhances retention of factual knowledge but also facilitates conceptual understanding as students discern relationships between related concepts. Additionally, the tactile and interactive nature of **Make a Match** stimulates multiple sensory pathways, further reinforcing memory formation through multisensory integration. As students revisit and review matches throughout the activity, they consolidate their understanding and solidify learning outcomes. Moreover, the active involvement required in making matches promotes active recall, a cognitive process crucial for retrieving and applying learned information effectively. Ultimately, by prioritizing active engagement and repetition, **Make a Match** optimizes learning experiences to promote enduring memory retention and proficiency in the subject matter.

##### The Steps of Make A Match Technique

Techniques to identify a mate or create a match were developed by Lorrna Curran in 1994. Students use this technique to search for a pair while studying a concept or subject in a nice setting. The following steps should be taken to implement a match type:

* 1. The teacher prepares several cards, one of which is allocated for the response and the other of which contains several concepts or themes relevant to the review session.
  2. A card with the question and response is given to each student.
  3. Each student generates possible questions and answers using the cards they have in hand.
  4. Any students who is seeking a good card to match with them should do so. For instance, a plant's name from Indonesia will be linked with its scientific (Latin) name on the cardholder.
  5. Students who match their cards before the cut off time receive a point.
  6. The student will be penalized if he or she is unable to match the cards with their friends' cards (cannot locate a card problem or response card), as has been mutually agreed.
  7. After the first round, the cards are once again shuffled, giving a new card to each student, and so on.
  8. Students may also join the two or three other individuals who also own matching cards.
  9. Both teachers and students conclude the topic matters.
  10. Accomplishment

#### The Advantages and Disadvantages of the Using Make a Match Technique

1. (Nikmah & Husein., 2018) list the following benefits of the "make a match" learning paradigm for the learning process:
2. The students looking for the couple while studying about a concept or topic in a fun atmosphere.
3. Each student can actively participate in responding to a question that is presented to them in the form of a card.
4. By matching the cards, it can foster more creativity in the students.
5. It can assist in preventing pupil boredom during the instruction process.
6. Student cooperation will develop dynamically.
7. The students actively assist one another.
8. It could make the environment in the classroom more engaging.
9. (Nikmah & Husein., 2018) list the following as drawbacks of the make a match learning model in the learning process:
10. Needs the teacher's direction to conduct the activity.
11. The time needs to be limited, and students are not to play too much during the lesson.
12. Teachers need to prepare enough supplies and equipment.
13. Will create uncontrollable crowds and noise.

## **Theoretical Framework**

The following is a theoretical framework concept:

Vocabulary Mastery

(Roger Gower (1995))

Experimental Group

Control Group

Teaching by Using Conventional Media

Teaching by Using Make A Match Technique

(Lorrna Curran (1994))

Students feel comfortable and happy in class in learning vocabulary mastery.

There is effectiveness in teaching vocabulary mastery using the Make A Match technique.

Figure 2 Theoretical Framework Concept

Describes the theoretical framework of research on vocabulary learning. The first part emphasizes the importance of vocabulary in mastering language skills, including meaning, pronunciation, and other elements that affect students' listening, speaking, reading, and writing abilities (Richard 2001; Romadhon & Qurohman, 2019). The second section identifies the problems students face in vocabulary learning, including difficulties in writing and pronouncing words, as well as the impact of monotonous teaching technique (Basri & Marniati, 2020). The third section highlights the need for innovative teaching technique, such as the Make-A-Match technique, which is designed to make learning more interactive and fun, increasing student engagement and motivation (Curran, 1994; Suprijono, 2009). The last section describes research that aims to evaluate the effectiveness of the Make a Match technique in improving students' vocabulary mastery at Al-Irsyad Kota Tegal High School, offering practical solutions to the problems faced in vocabulary learning (Komalasari; Multidisciplinary, 2023).

## **Hypothesis**

According to (Yusuf, 2014), a hypothesis is a provisional assumption, or transitory thesis, that must be proven true by scientific study. The hypothesis can alternatively be described as a provisional conclusion, a construction that has yet to be confirmed, or a conclusion that has not been tested for veracity. In this study, researchers employ alternative hypothesis (𝐻𝑎) and null hypothesis (*H*𝑜). In principle, the alternative hypothesis says that a free variable influences or causes a difference. In the contrary case, the null hypothesis states that there is no difference between the two things being researched. If the results differ, the hypothesis is rejected. In this investigation, the hypothesis formula is as follows:

1. The Null Hypothesis (Ho) states that there is no significant difference in vocabulary acquisition between students taught utilizing the Make A Match Technique and those who were not.

2. The alternative hypothesis (Ha) states that there is a substantial difference in vocabulary proficiency between students who were taught utilizing the Make a Match technique and those who were not.

# **CHAPTER III RESEARCH METHODOLOGY**

This chapter describes the approach, type, and design of the research, population, sample and technique of sampling, research variables, data collecting technique, research instrument, and technique of analyzing data.

## **Approach, Type, and Design of the Research**

#### The approach of the Research

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.

#### Type of the Research

This study used a quasi-experimental approach. Sugiyono (2015: 114) defines quasi-experimental research as research that is similar to actual experiments.

The goal of this research is to test the cause-and-effect relationship hypothesis and determine the direct impact of one variable on other variables. The quasi-experiment design consists of two classes: experimental and control. However, the control class is unable to totally manage the external circumstances influencing the experiment's execution.

#### Design of the Research

In this design, two groups are selected at random, and after treatment, a post-test is used to determine whether there are any differences between the experimental and control groups. The individuals were divided into several groups at random, with the experimental group receiving treatment. The post-test assessed both groups. Creswell (2014) provides the following design for this investigation.

Table 3. 1 Research Design

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Pre-Test | Treatment | Post-Test |
| Experimental | 01 | X | 02 |
| Control | 03 | - | 04 |

Explanation:

01: Pre-test class is experimental.

03: Pre-test class control.

02: Experimental class post-test results

04: Control class's post-test results

X: Make a match technique for teaching vocabulary

The two groups receive different therapies. 01 is the experimental group, while 03 is the control group. The experimental group was taught using the make a match technique, while the control group was taught without it. Throughout the procedure, participants are randomly assigned to groups. The treatments for the two groups were different. The identical test was administered to both groups after they had received treatment.

## **Population, Sample and Technique of Sampling**

#### Population

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.

#### Sample

The researcher employed purposive random sampling to select the study's sample. Purposive random sampling occurs when several groups within a population are employed as samples in a sampling technique. Purposive random sampling uses groups to acquire samples. A total of 120 pupils 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.

#### Technique of Sampling

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

## **Research Variables**

Sudjana (2008:23) defines a variable simply as a trait of a human, object, indicator, or event that can be quantified using quantitative and qualitative methods.

#### Independent Variable

Independent variable (x) is a variable that provides an effect. In this research, the independent variable is the application of make a match technique.

#### Dependent Variable

The dependent variable was assessed by the researcher (y). In this study, the dependent variable is language mastery.

## **Data Collecting Technique**

Data collecting must occur prior to evaluating the hypothesis. In this study, the researcher collected data using a pre-experimental (post-test) design. The steps to collect data are as follows:

#### Pre-Test

Before treating the sample, the researcher administers a pre-test. During this step, the researcher created lesson plans, learning materials, and research equipment.

#### Treatment

Both the experimental and control groups will receive some attention. The experimental group employed a match strategy to improve pupils' vocabulary mastery, but the control group did not.

#### Post-Test

Following the therapy, a post-test was given to determine the students' achievement and progress following the learnt process, which used the make a match strategy for vocabulary mastering.

## **Research Instrument**

A research instrument is a method or tool used by researchers to collect data in order to produce satisfactory or optimal results that may be achieved systematically and completely. The equipment must be designed and built to demonstrate empirically and precisely the study subject's current situation (Sugiyono, 2008). The researcher employed tests, documentation, and checklists as study instruments.

#### Test

H. Dounglas Brown (2001) defines a test as a means of measuring people's skill and knowledge within a specific scope. In this study, the researcher employed pre-test and post-test to administer reading tests to the experimental and control groups, respectively. Before beginning the learning process, both groups are given a pre-test to ensure that they are on the same level of ability. Before administering the pre-test and post-test, researchers did a trial run. The outcomes of the trial were fairly good because the questions presented were neither too difficult nor too easy. So that it can be used as both a pre-test and a post-test in a sample class. Following the treatment, the researcher administered a post-test to both groups to see whether the treatment was beneficial. The pre-test and post-test are utilized during the treatment to determine the effectiveness of the Make a Match Technique on student vocabulary knowledge in the experimental class.

#### Documentation

Documentation is one method for obtaining facts or information. Documentation will be used in this project to collect data such as lesson plans, student grades, video recordings, and images during the teaching and learning process. In addition, researchers acquired information about the school's history, vision, mission, goals, infrastructure, and organizational structure. This documentation was utilized to determine how the Make A Match Technique affects student vocabulary mastery in the experimental class.

#### Checklist Observation

A list of items that an observer should keep an eye out for while watching a class is called an observation checklist. The observation checklist serves as a contract of understanding between the observer and the instructor, who may feel at ease and have gotten precise feedback on certain aspects of the classroom. It also provides the observer with a structure and framework for the observation. Checklists for classroom observations help observers spot areas of weakness and improvement, which helps them improve their methods of instruction, classroom administration, and student learning results. In this study, the researcher utilized an observation checklist to collect data, which she produced. The researcher used an observation checklist to determine how the deployment of the Make a Match Technique affected student vocabulary mastery for X grade pupils at SMA Al-Irsyad Kota Tegal.

As a result, validity and reliability are two important factors to consider when assessing the quality of research tools. The following explanations will help you determine whether the cache instrument is genuine and reliable:

##### Validity

A test's validity is a critical component. Before administering the test or instrument to both groups, a class is given the test to ensure its validity. The research tool being tested must indicate that it is appropriate for the element being investigated. According to Sugiyono (2011), validity refers to the degree of agreement between data collected from the object and data gathered by the researcher.

The researcher in this study used internal validity to assess the test's validity. SPSS 22 was used to determine validity. The value of Sig. 0.05 indicates that an instrument is legitimate..

##### Reliability

The measurement device's precision and consistency over time. In other words, dependability refers to the ability of measuring instruments to deliver consistent results when utilized at different periods in time. Because of differences in the timing of the measuring equipment used, as well as changes in the population and sample, it is improbable that the same result will be produced each time. However, a substantial positive correlation between measuring instrument results is a sign of reliability. The reliability of measuring tools is a key factor in ensuring that study results are sound. As a result, researchers must ensure that their measurement methods are accurate. Various methods are used to assess the reliability of scales used in empirical research. The procedures that are most commonly utilized include test-retest reliability, alternate forms, and internal consistency testing. Three different internal consistency tests can be used: split-half, item-total correlations, and the alpha reliability coefficient.

## **Technique of Analyzing Data**

The test requirements are analyzed to ensure that the findings drawn are correct. The initial analytical requirements are normality and homogeneity tests, which are conducted before to the analysis.

#### Normality test

The normality test determines whether the distribution of scores for each variable is regularly distributed or not. To test for normalcy using the One-Sample Kolmogorov-Smirnov test in SPSS 22 with the value of significance (a) = 0.05, follow these rules:

1) If the significance value is greater than 0.05, the data follows a normal distribution.

2) A significance value of <0.05 indicates that the distribution data is not normal.

#### Homogeneity test

The homogeneity of variances test is performed with SPSS Statistics 22 with a significance level of (a) = 0.05. Prior to testing for homogeneity, the researcher develops the following hypothesis:

1) Homogeneity of data is indicated by a significance value greater than 0.05.

2) If the significance level is less than 0.05, it indicates that the data is not homogeneous.

#### T-Test

The researcher employed an independent sample t-test in SPSS 22 for this study. The topic, "Is there a significant difference in students' vocabulary mastery between those who are taught using the Make a Match technique and those who are not?" was addressed using the independent samples t-test.

The homogeneity of variances test is performed with SPSS Statistics 22 with a significance level of (a) = 0.05. Prior to testing for homogeneity, the researcher develops the following hypothesis:

1) HO= If the value of significance>0.05, then the data is homogeneous.

2) HI = If the value of significance < 0.05, the data is not homogeneous.