THE USE OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 LAMBU IN ACADEMIC YEAR 2020/2021

A THESIS
Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching

By

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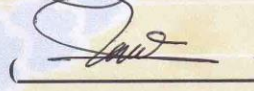
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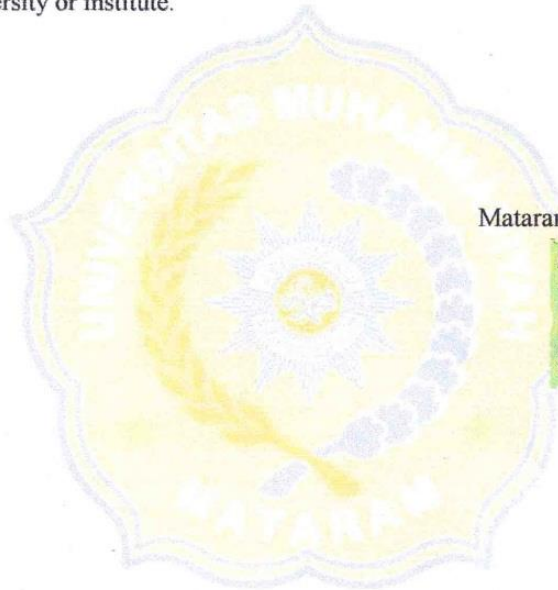
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MOTTO

"Education is the most powerful weapon, which you can

use to change the world"

(Nelson Mandela)

DEDICATION

I Dedicate This Thesis Special to

My beloved parents: *My father (Abdurrahman) and my mother (Hafsah). Thanks a lot for the love, pry, advice, motivation and supports. Thanks for everything. I love you so much.*

My beloved sisters, brothers and my big family *thank you so much.*

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In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

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ABSTRACT

Uhran. 2020**.** A Thesis: **"The Use of make a match technique in Teaching Vocabulary at the Eighth Grade Students in Academic Year 2020/2021***"*: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The purpose of this study was to investigate the use of make a match as a technique whether it's effective or not in teaching vocabulary and to analyze the significant different in students' score between students who are taught using make a match and without using make match. The total population of this study involves 40 students and as the sample of this study is 20 students in control class then 20 students for experimental class. The data is collected by using pre-test and post-test, then it followed by analyzing the data is SPSS 17.0. The result shows that the average of the experimental class and the control class in the pre-test were 38.75 and 33.00, then the result of post-test from the experimental class is 53.75 which is higher than the result of the control class that is 39.75. Based the Paired Test of $0{,}000 < 0{,}05$, then from Independent Test above if sig. (2-tailed) of $0{,}000 < 0{,}05$, it means that the use of make a match has significant different in students' score between students who are taught using make a match than without make a match. It means the use of make a match as a technique has effective in teaching vocabulary at the eighth grade students of SMP Negeri 2 Lambu in academic year 2020/2011 Alternative Hypothesis (Ha) is accepted.

Key Words: Make a match, Vocabulary

ABSTRACT

Uhran. 2020**.** A Thesis: **"The Use of make a match technique in Teaching Vocabulary at the Eighth Grade Students in Academic Year 2020/2021***"*: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan make a match sebagai teknik efektif atau tidak dalam mengajar vocabulary dan untuk menganalisis perbedaan yang signifikan nilai siswa antara siswa yang diajar menggunakan make a match dan tanpa make match. Jumlah populasi penelitian ini sebanyak 40 siswa dan sebagai sampel penelitian ini adalah 20 siswa kelas kontrol kemudian 20 siswa untuk kelas eksperimen. Pengumpulan data dilakukan dengan pre-test dan post-test, kemudian dilanjutkan dengan analisis data menggunakan SPSS 17.0. Hasil penelitian menunjukkan bahwa rata-rata kelas eksperimen dan kelas kontrol pada pre-test adalah 38.75 dan 33.00, kemudian hasil post-test dari kelas eksperimen adalah 53.75 yang lebih tinggi dari hasil kelas kontrol yaitu 39.75 . Berdasarkan Uji Paired 0,000 <0,05, kemudian dari Uji Independen jika sig. (2-tailed) sebesar 0,000 <0,05, artinya penggunaan make a match memiliki perbedaan nilai yang signifikan antara siswa yang diajar menggunakan make a match dibandingkan tanpa make a match. Artinya penggunaan teknik make a match efektif dalam pembelajaran vocabulary pada siswa kelas VIII SMP Negeri 2 Lambu tahun pelajaran 2020/2011. Hipotesis Alternatif (Ha) diterima.

Kata kunci: Make a match, Vocabulary

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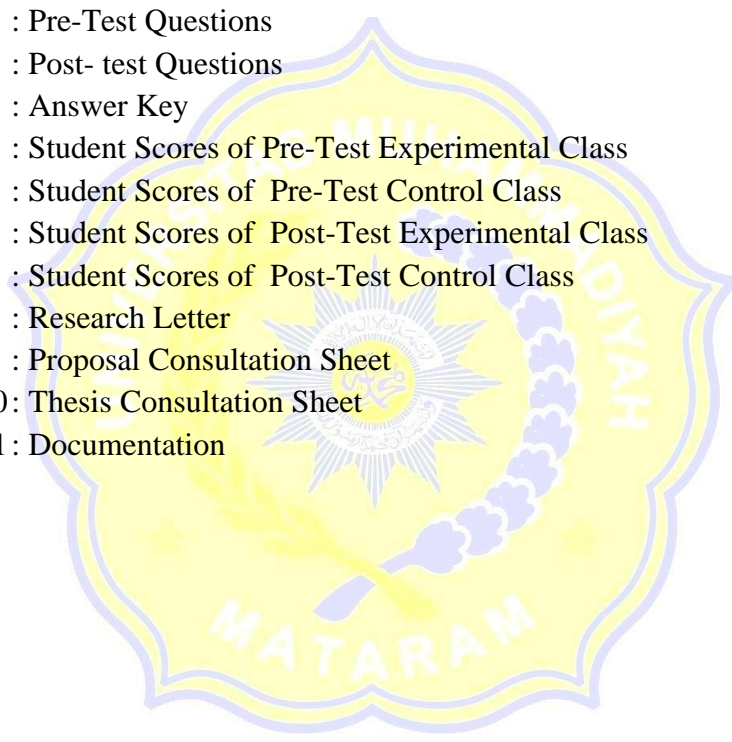
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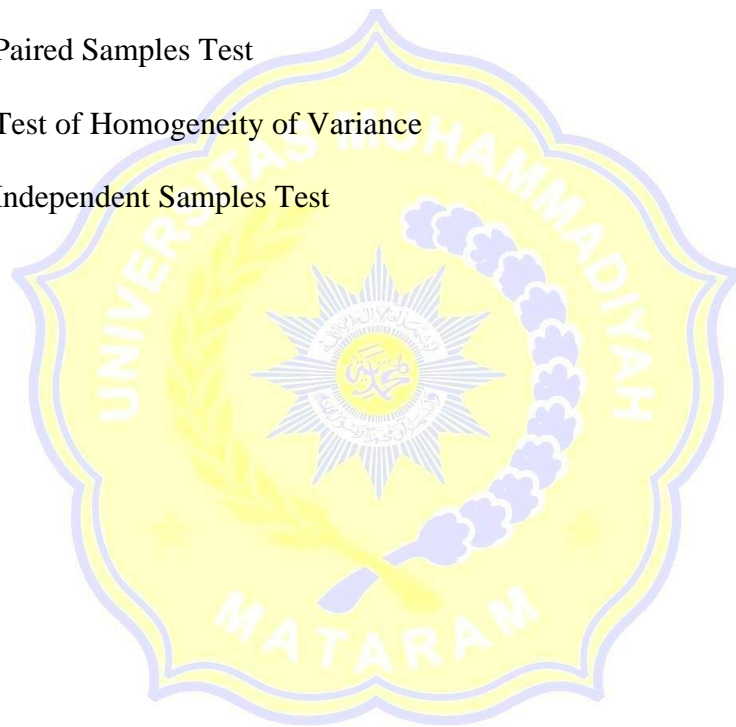
CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Vocabulary is one of the English components or sub-skill that must be taught to the learners. The vocabulary has the role in developing the four language skills (listening, reading, writing, and speaking). Many vocabularies that the learners have is easier for them to create it. In order to, for those who a learning English as a foreign language, vocabulary needs in learning. As we know that English is a foreign language, it is difficult for people to communicate in English. So that, learning vocabulary is supported learners to communicate by using the English language.

The problem in teaching and learning English still exist because English language is completely different from the Indonesian language in the form of a system of structure, pronunciation, and vocabulary. In fact, learning English especially memorize vocabulary is sometimes makes students easier to get bored. Therefore, the English teacher must be able to organize teaching and learning activities in the classroom. They have to present materials by using a suitable teaching media. Good teaching makes students understand and master the lesson. Based on the English teacher interview, students at the eighth-grade students of SMP Negeri 2 Lambu have less vocabulary. This fact makes students difficult to express their ideas and deliver their speaking in English. Basically, the vocabulary cannot be separated from other

language aspects. By knowing the vocabulary, the children can develop language skills such as listening, speaking, reading, and writing. Besides that, the supporting materials for teaching vocabulary are inadequate, so students do not employ many vocabularies. When the teacher explained some topics, some students looked bored, annoyed their friends, or were unable to remain silent. Therefore, vocabulary knowledge is very important for English students and teachers. This is why the teacher should have a proper technique to make students interested in learning vocabulary.

Learning Vocabulary is an activity that cannot be separated from one and another. It's an integral part of learning academic content. Learning English, it is related to how vocabulary plays an important part in language acquisition. Vocabulary is important to teaching the English language because we can't speak English very well without it. When students have a less vocabulary, they cannot express their ideas well. Nation (2004: 159) claims that words are the basis of language because they mark objects, actions and thoughts, otherwise people will not be able to convey the intended meaning. Therefore, in addition to learning the grammar for communicating in English, vocabulary is also highly recommended. In addition, when using language, we use thousands of words to communicate every day.

Actually, learning vocabulary without good technique is something boring to do. To help students find language classes, especially vocabulary lessons, more interesting, make a match is one solution to this problem. To

sum up, the researcher chooses make a match as a technique to increase students' vocabulary.

Make a Match Technique is a cooperative learning in constructivist learning methods. By providing students with cards (such as flashcards), competitions can be played during the teaching process.

These are the many advantages of "make a match", as experts such as Huda (2011) and Lie (2002: 55) have said. According to Hu Da (2011), these goals include: motivating students to help each other in the teaching and learning process; taking greater responsibility for a group of learners; improving the social skills needed for effective work; providing students with the opportunity to learn uses their questioning skills and discussion questions, as well as to develop leadership and teaching discussion skills. In addition to Huda, Lie (2002: 55) also said that the advantage of the competition is that the exciting conditions in the classroom teaching and learning process will increase, the cooperation between students will develop dynamically, and the interaction between students will be dynamic. They will look for their partner when researching concepts or topics in good condition.

Related to this study, some previous researchers were using make a match. The first research of make a match was conducted by Aldoni Febrianto (2017), entitled "The Effectiveness of Make a Match Technique to Increase Students Vocabulary at The Second Grade of SMKN N 1 Banyumas" found that teaching vocabulary by Make a Match was effective. The second researcher by Erin Eka Rahmawati (2016), entitled "The

Effectiveness of Make a Match Technique Toward Students' Vocabulary Achievement at the Seventh Grade of MTS Al Ma'arif Tulungagung in Academic Year 2015/2016," found that teaching vocabulary by Make a Match was effective.

The last researcher is about "Improving Student Vocabulary Mastery Through Make a Match Technique (A Classroom Action Research for the First Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2015/ 2016). By Laily Nurindah Sari. The researcher shows that Make a Match Technique were an effective technique in improving students' vocabulary mastery as a good method for a teacher.

Based on the background above, the researcher is interested in applying Make a Match in teaching vocabulary, especially for the Eighth Grade Students of SMP Negeri 2 Lambu in Academic Year 2020/2021.

1.2 Research Question

The research question of this study can be formulated as:

1. "is the use of make a match technique have effective in teaching vocabulary at the eighth-grade students of SMP Negeri 2 Lambu in Academic Year 2020/2021?

2. Is there any significant difference in students' score between the students who are taught using make a match technique than without using make a match technique in Teaching Vocabulary at the eighth Grade Students of Negeri 2 Lambu in Academic Year 2020/2021?

1.3 Purpose the Study

The purpose of this study was to investigate the use of make a match technique is effective or not in teaching vocabulary at the eighth-grade students of SMP Negeri 2 Lambu in Academic Year 2020/2021.

1.4 Scope of Study

The study focused on the use of Make a Match technique in teaching vocabulary at the eighth-grade students of SMP Negeri 2 Lambu in academic year 2020/2021.

1.5 Significant of Study

In this research, the researcher expects the usefulness of the research both theoretically and practically.

1. Theoretically

The result of the study can enrich the knowledge of the readers about this media in teaching and learning vocabulary. It also can give new information of teaching technique (make a match), including how it can be used in the class and what is the influence to the students when they learn vocabulary. Besides that, this study also useful for giving information to the students on how to understanding vocabulary.

2. Practically

The research results can be used as English input or technology in the process of junior high school English learning, and the influence of this medium in vocabulary teaching. The positive impact of this research can support English teachers in applying this technique to vocabulary

teaching. They can develop and use new technique to enable students to enjoy and relax during the teaching process.

The result of the study would give contributions for:

a. The Student

The researcher hopes this research make the students enjoy in teaching-learning English through make a match. Besides that, the students can understand a word and increased the students' vocabulary.

b. The Teacher

The result can encourage English teachers to create effective teaching techniques, especially vocabulary teaching. Therefore, the result uses feedback to improve his or her teaching and alternative references in vocabulary teaching.

c. The School

The researcher hopes that the media in this research would be useful for the school, especially in teaching vocabulary.

1.6 Hypothesis of Study

The hypothesis is a temporary answer to the expression of the research question, in which the expression of the research question is expressed in the form of interrogative sentences. Although to be temporary, since the given answer is based on a relevant theory, not yet based on empirical facts obtained through data collection Sugiyono (2017: 96).

1. Alternative Hypothesis (Ha): The use of make a match as a technique is effective in teaching vocabulary at the eighth-grade students of SMP Negeri 2 Lambu in Academic Year 2020/2021.

2. Null Hypothesis (Ho): The use of make a match as a technique is not effective in teaching vocabulary at the eighth-grade students of SMP Negeri 2 Lambu in Academic Year 2020/2021.

1.7 Definition of Key Terms

To clarify and explain the terms of the title and to avoid ambiguity in this study. The researcher presents the definition of key terms as bellow:

1. **Make a match technique.**

   Make a Match technique is one method of cooperative learning developed by Lorna Curran (1994). Make a Match or find a partner is one of the alternatives that can be applied. In this technique, the teacher must prepare some cards that contain several concepts or topics and answer. Make a Match technique make the students participate, develop their confidence and be more active in the learning process.

2. **Vocabulary**

   According to Hornby (2012:7). Vocabulary is a collection of words and their meanings, a response that accompanies a textbook in a foreign language.

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.1 Vocabulary

Vocabulary is a significant part of foreign learning as the meaning of new words are very often highlight, whether in a book or in the classroom Alqahtani (2015: 21). Vocabulary is essential for communicating with others and understanding the content of reading. Many words have several different meanings. They must study the meaning and part of speech of words, words in context, etc. The use of make a match is an activity that makes learners fun, relax, and enjoy learning English activity.

2.1.1 Definition of Vocabulary

Vocabulary is a powerful carrier of meaning. Learners who recognize vocabulary communication skills may reasonably strive for working knowledge of a large number of words. In addition, vocabulary is a core part of language. The more words students understand and use, the more meaningful it is to communicate in various situations.

Kasihani K.E.Suyanto (2008: 43) states that" a vocabulary is a group of words of a language that convey a meaning when the language is used". Vocabulary is a important element of language and has an important role in language learning; it's no less important than grammar, pronunciation, and spelling Richards (2005: 16).

The definition of vocabulary is very clear, and it can almost be said to be a case in human life. They use a set of words. The use of the word itself varies according to the field, person, class or profession. This means begging to ask the rich for money with a set of words. When the student orders, the teacher will also use a set of words. The author concludes that vocabulary is an aspect of language and is important in language learning because it has meaning in communication.

Vocabulary is essential for the successful use of a second language. Because the vocabulary is not large, we will not be able to use the structures and functions that many people have learned to communicate easily and understand the words that are made or understood. Be a specific person or group together. Word lists can be used to communicate ideas and feelings.

2.1.2 Types of Vocabulary

There are two types of vocabulary. They are active and passive vacabulary. When learning new words, people need a lot of practice and context to learn them well, storing the vocabulary in memory and recalling it when speaking or writing. Therefore, the two main categories of a person's vocabulary are active vocabulary and passive vocabulary Jhon Read, (2000: 154).

1. Activity vocabulary (productive vocabulary)-working vocabulary of functional vocabulary, composed of words used in speech or writing

when a person fully understands the meaning of the word. Active vocabulary, such as written vocabulary and spoken vocabulary.

2. Passive vocabulary-identify vocabulary. It consists of words that a person encounters in newspapers, editorials or other people's speeches. These are unfamiliar words and can be judged based on the context in which they are used. Passive vocabulary, such as reading vocabulary and listening vocabulary.

Vocabulary refers to both a list of words and a range of words that anyone knows. There are four main types of vocabulary:

1. Reading vocabulary-words that we understand when reading text. We can understand many words that we do not use in our verbal vocabulary.

2. Writing vocabulary-we can retrieve words that express ourselves. Usually, we find it easier to use facial expressions and intonation to explain ourselves verbally to help convey our ideas than to find the right words to convey the same writing ideas. These words strongly influence the writing vocabulary we can spell.

3. Listening vocabulary-words we hear and understand.

4. Oral vocabulary-the words we use when we speak. Our spoken vocabulary is relatively limited: most adults only use 5,000 to 10,000 in all conversations and explanations.

2.1.3 The importance of vocabulary

The importance of vocabulary can be seen from the expert statement below. "You cannot communicate without grammar; you cannot communicate without vocabulary." (Wilkins, 1972: 111) "When students travel, they do not carry grammar books, but dictionaries." The more Khrasen (1993: 111) considers this issue, It seems that the more reason to think that morphology is where we need to start from there, and grammar should be placed on the word service, not the other way around. " Widdowsen (1993:115), from the statements above it is clearly shown that vocabulary is the more important than the other aspects of language, and it is needed everywhere people go.

2.1.4 The Principles of Teaching Vocabulary

Nunan (2003:135) states that vocabulary is a crucial Part of language learning. One of the difficulties in the vocabulary of the course is to ensure that it does not overwhelm other important parts of the course. The best way to avoid this situation is to provide teachers and curriculum designers with a set of guidelines that can be applied to various teaching environments.

Component of teaching vocabulary as follows:

a. Focus on the most useful vocabulary first

The word advertises much more limited usefulness. It is a useful word to know, but there are many more useful words to

learn before this one. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort.

b. Focus on the vocabulary in the most appropriate way

The principal looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using dictionaries. We will see that teachers need to clearly distinguish between high-frequency words and low-frequency words.

c. Pay attention to high-frequency words in the four stages of the course.

All four aspects of a course require high-frequency vocabulary. It should get deliberate attention through teaching and learning, and should be satisfied and used in listening, speaking, reading, and writing communication. High frequency should also be used fluently for receiving and production purposes.

d. Encourage learners to reflect and take responsibility for learning.

It is often difficult for learners to assume this responsibility, partly because of their past learning styles. The following quotations are taken from interviews with language learners on

vocabulary learning during the course of learning English proficiency courses.

2.1.5   Teaching of Vocabulary

Vocabulary is the cornerstone, without it, no language can exist. With structure without vocabulary, speaking is meaningless or even impossible. The word "vocabulary" usually represents a summary of words or combinations of words in a specific language. However, as Ur (2000: 60) said, we should remember that a vocabulary can contain multiple words. For example, "post office" consists of two words, but still expresses an idea.

According to Kay (2005: 5), young learners have the following characteristics: 1) They learn language, their own personality (like and dislike and interest), their personal cognitive style and ability, and their own Their strengths and weaknesses bring them language learning, 2) They can still gain understanding from direct experience through objects and visual aids. 3) Young learners are unlikely to see a whole made up of several parts, 4) They need love, safety, recognition and a sense of belonging, and gradually shift from dependence on adults to peers over time The support and recognition of the group of people, 5) they start to learn to cooperate and share, 6) they usually like sports, often participate in noisy, sometimes even actively, 7) they need to play and participate, 8) they are often full of enthusiasm Lively.

However, almost all college-level classrooms have some problems. These problems make learners less knowledgeable about vocabulary, making it impossible to learn foreign languages. The monotonous way of memorizing vocabulary has become a basic problem for many students. Students usually only receive English words from the teacher, and never try to improve their vocabulary mastery. Moreover, teachers lack creativity to improve students' vocabulary mastery. Therefore, teachers must be creative in choosing interesting activities, and must provide a variety of effective ways to focus on learning by giving interest to follow their physical and mental development. Students should have the motivation to learn and remember vocabulary in order to read, spell and write vocabulary. An interesting way will increase the motivation of students.

2.2 Cooperative Learning

2.2.1 Defenition of Cooperative Learning

Cooperative learning is learning to obtain and discover general thinking structures that can be used in many situations. Real learning is the process of interaction between someone and the objects he or she has learned under real conditions. This means that learning not only involves text learning, but also attempts to connect the text with the actual situation, or contextual learning.

Cooperative learning also an extensive concept that includes all kinds of group working headed by the teacher (Suprijono, 2009:48). It

means that implementing cooperative learning in the classroom can construct many groups working where the teacher guides the teaching and learning process. Supporting Vygotsky's theory toward cooperative learning strategy emphasizes learning as an interactive dialogue process (Suprijono, 2009:49).

2.2.2 Techniques in Cooperative Learning

A teaching and learning process technique means the teacher's manner in implementing method specifically (Komalasari, 2010:56). In cooperative learning, there are some techniques that can be used by the teacher in the classroom. Suprijono (2009:74-84) mentions eleven kinds of techniques in cooperative learning, are Jigsaw, Think Pair Share, Numbered Head Together, Group Investigation, Two Stay Two Stray, Make a Match, Listening Team, Inside Outside Circle, Bamboo Dancing, Point Counter Point, The Power of Two.

Jigsaw is introduced by Aronson (1978) in Lie (2009:69). In this technique, the teacher divides students into some groups that a group consists of four students. Every member in a group has to be responsible for the topic given by the teacher. Then person by person, make a new group consist of two or three students and share what they have learned with other students in that new group (Lie, 2002:69). It can be applied in listening, speaking, reading or writing. Lyman developed the Think Pair Share technology. In this technique, there are three steps. First of all, think about it, the teacher asks the student a

question, and the student must answer the question. The second pair In this step, the teacher asks the students to discuss the answers in pairs. Third, share. In the last step, students will discuss the answers in the class.

Numbered Head Together is a technique introduced by Kagan (1992) in Lie (2009:59). In this technique, every student in a group is given a number by the teacher, and the teacher will call one by one to do the teacher's task. Group Investigation is developed by Sharan (1992). In this technique, students can choose a topic that they want and develop problems from that topic. After choosing and developing problems, the teacher and students determine the research method to solve the problems. Two Stay Two Stray is also introduced by Kagan (1992) in Lie (2009:61). The teacher gives students problems, and they have to solve the problems in group working that consists of four students. After the discussion finish, two students from each group go to the other group to share information. Two other students receive guests from other groups and present their group work results.

The next technique is Make a Match. Lorna Curran introduces it. In this technique, the teacher has to provide cards. The teacher writes some questions on that cards and the answer on different cards. Then, the teacher gives the cards to the students, and students who bring question cards have to find a partner with the correct answer in a certain time determined by the teacher. In the listening team, the teacher has to

explain the material to the students first. Then, the teacher divides students into some groups. The first group asks the question, the second group answer the question, and the third group as the rater. Inside Outside Circle is a technique developed by Kagan. In this technique, students are given a chance to share information at a similar time. Bamboo Dancing is a modification of the Inside-Outside Circle. It has the same concept as Inside-Outside Circle. Point Counter Point is used to encourage students to think from many perspectives. The last is The Power of Two. In the beginning, the teacher asks the question to students. In this technique, students are demanded for critical thinking. The answering question can be done in pair work.

2.3 Make a Match Technique

2.3.1 Definition of Make a Match Technique

Make a Match is a technique in cooperative learning that was developed by Lorna Curran (1994). The implementation of the teaching technique becomes one of the most important strategies in the teaching-learning process.

Make a match is to learn using cards. It consists of question cards and the other consists of question answers (Suprijono, 2010: 94). This model can make student learners actively participate in the learning process. In "make a match", teachers should prepare two cards with themes, they are question card and answer card. Every student is thinking about a question or answer. Every student is

looking for a couple with a problem matching card. From some of the steps mentioned above, "make a match" is one of the appropriate techniques that can be used in vocabulary teaching, because "playing a game" not only emphasizes the learning process of learning, but also fun.

2.3.2 The step of Make a Match Technique

In implementing Make a Match technique, the researcher uses the Lie (2002:55) models' steps in implementation Make a Match technique as follow:

1. The teacher prepares some cards to contain some concepts or topics suitable for the review session, some cards are the question, and others are answered.

2. Every student gets one card.

3. Every student thinks of the question or answer from the card they held.

4. Every student looks for their partner who has the appropriate card with his/her card (question/answer).

5. Every student who can compare to the suitable card before the time over will get the point.

6. After one period, cards are shaken again so that every student gets a different card from the previous.

7. And so on.

8. Conclusion/closing.

2.3.3 The Strengths and Weaknesses Using Make a Match Technique

According to Huda (2011), there are some strengths of Make a match Technique, as follows:

1. Make a Match technique can improve students in a learning activity for their cognitive and physic.

2. Fun

3. Make a Mtch Technique can improve students' motivation in learning and students' comprehension of the material.

4. Effective as exercise courage students to perfom a presentation.

5. Effective to coach students' discipline to appreciate the time to learn.

   According to Huda (2011), there are some weaknesses of Make a Match Technique, as follow:

1. If this learning is not well prepared, much time is wasted.

2. At the beginning of the application of this learning, many students shy paired with the opposite gender

3. If the teacher does not give instruction very well, many students are not getting the couple because they could shame.

4. Teachers should be careful and prudent when given punishment to students who do not get the couple because they could shame.

5. Using this model continuously will cause boredom

2.4   Previous of Studies

There are several previous studies relate to this research. These are three of them. The first thesis, by Aldoni Febrianto (2017), him title is "The Effectiveness of Make a Match Technique to Increase Students' Vocabulary at The Second Grade of SMK N 1 Banyumas". The aim of the research was to know whether make a match technique effective to increase students' vocabulary scores or not at the second grade of SMK N 1 Banyumas in academic year 2016/2017. The method of this research was experimental research. This research sample was 32 students from XI accounting 2 class as the experimental class and 32 students from XI accounting 3 class as the control class. The experimental class was taught using make a match technique, while the control class was taught using the conventional technique.

The test was used to collect the data from the experimental and control class. The test was divided into two sections, namely pre-test and post-test. The pre-test was given before the treatment, while the post-test was given after the treatment. The pre-test and post-test consisted of 20 multiple choice and 5 matching. T-test formula was used to analyze the data. Based on the data analysis, it was found that the t-test score was 2.972 while the t-table score at the level of significance 0.05 for degree of freedom 62 was 1.6698, so the t-test was higher than the t-table (2.972>1.6698). It meant that make a match technique was effective to increase students' vocabulary score at the second grade of SMK N 1 Banyumas.

The second is a thesis from Erin Eka Rahmawati (2016), her title is "The Effectiveness of Make a Match Technique Toward Student's Vocabulary Achievement at First Grade of MTS Al Ma'arif Tulungagung in Academic Year 2015/2016". This study explored how vocabulary was taught to students using pairing techniques and what was taught to students using matching techniques. Through pre-experimental in the form one-group pre-test and post-test, the result of administering show that the students' mean score The average vocabulary score of the students before the pairing technique was 84,56, and the average vocabulary score of the students after the pairing technique was 91,30. This means that the hypothesis (H1) is accepted, which states that there is a significant difference between the student's scores before and after the use of pair-matching techniques for teaching. It can be concluded that competition skills can improve students' vocabulary and can be effectively used as competition skills.

The last researcher of Laily Nurindah Sari (2016), her thesis is "Improving students' vocabulary mastery through make a match technique for first-grade students of SMK Perintis 29 Ungaran in the 2015/2016 school year". The purpose of this research is to find out whether matching skills can improve the vocabulary mastery of first-year students of SMK Printis 29 Unggaran in the 2015/2016 school year, and to study how to use matching skills to improve students' vocabulary mastery.

The materials given to students are about inquiries, giving instructions and preferred vocabulary. The sample of the study is the accounting class of the first-year students of SMK Printis 29 Unggaran, which has 17 students. The research method used in this research is classroom action research. The researchers used two cycles. Each cycle includes problem determination, planning, action, observation and reflection. Her research results show that using matching techniques can improve students' vocabulary mastery. It can be seen from the t test that cycle I is 5, cycle II is 6, 05; the t table with n = 17 is 2, 1. This shows that through the application of matching technology, students' vocabulary mastery can be significantly improved.

From the three researchers above discussed about make a match, and according to their result of three researchers that make a match is a useful thing for a teacher and students' process in teaching-learning become fun using make a match and improving vocabulary mastery for the students. And from the result of the research above hence my title (The use of Make a Match Technique in Teaching Vocabulary at the Eight Grade of SMP Negeri 2 Lambu in Academic Year 2020/2021.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

According to Creswell (2012: 20), research design is "the specific procedures involved in the research process: data collection, data analysis, and report writing". In other words, research design is the way in which the researcher arranges to collect data, analyze the data, and report the conditions of the research results in writing. In this study, the researchers decided to use experiments to study people who used matched and unmatched vocabulary in the eighth grade of SMP Negeri 2 Lambu. According to Creswell (2012: 294), "experimental design is the traditional method of conducting quantitative research". In other words, to complete quantitative research, you need to use experimental design.

When conducting educational research, it is not always possible to randomly select or assign subjects. The use and application of various experiments depends on the type of design used. In the case of this study, the researcher decided to use a quasi-experimental study because the availability of participants is limited and the population in the school is commensurate with the researcher's desired sample size. In addition, the researchers decided to choose a quasi-experimental design because the participants were well organized in classes where random grouping was impossible. According to

Creswell (2012: 309), "the quasi-experiment includes allocation, but does not randomly assign participants to groups".

In this research design, two categories are involved. The researchers gave different treatments to the two groups. The first group was the experimental group using matches, and the second group was the control group without matches. The quasi-experimental design table can be explained as follows:

Table 3.1 Quasi-Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Common Treatment by Use Teacher	Post-Test

3.2 Population and Sample

3.2.1 Population

According to the Nunan (2014:16), Selecting population is one of the important elements when doing research. Population describes all cases, situations, or individuals who share one or more characteristics. As Sugiyono (2016: 117) population is a universal field that includes objects/objects with specific characteristics and qualities that researchers determine to explore and make conclusions.

This research population was all of the students at the eighth-grade students of SMP Negeri 2 Lambu in Academic Year

2020/2021. Which consist of two classes and the total number of population were 40 students.

3.2.2 Sample

A sample is the part of the population's quantity and characteristics (Sugiyono, 2016: 118). A researcher is able to take a sample of the population is a large or limited fund, energy and time. Therefore, the sample which is taken must be able to represent the population (Sugiyono,2016:118).

This sample is considered to represent SMP Negeri 2 Lambu eighth grade students in the 2020/2021 school year, and includes two classes: VIII A and VIIIB. SMP Negeri 2 Lambu the total number of students in the eighth grade. It is 40 students.

3.3 Research Instrument

The instrument is one of the most important things when doing research. An instrument is a tool used to collect the data (Arikunto, 2013). The researcher used a test as the instrument of this study. It was an objective test in the form of a multiple-choice test. There were 20 items of the test with four option (a,b,c,d), the students select one of the best answers, the researcher gave a score (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gave the tests for both the experimental and control group named pre-test and post-test.

3.4   The Techniques of Data Collection

To collect the data, the researcher applied some techniques as follows:

1. Pre Test

The researcher gave the same pre-test to both groups to check their ability before treatments. After the groups have been given treatment, the researcher gave the post-test to measure their ability after giving some treatments. The test was in multiple-choice form with four options (a,b,c,d), and the total number of items was 20. The time allocation was 45 minutes. The students select one of the best answers, the researcher gave value (5) if the answer correct and (0) if it wrong.

2. Treatment

After the pre-test was done, the researcher gave treatment for the experimental group. The researcher taught English vocabulary by using make a match to the students in the experimental group only, while in the control group, the teacher didn't use it. However, the researcher taught the same topic for the two groups for eight meetings. The difference was the technique in teaching-learning activities. The researcher became to the class with the students in order to know how far the students collect their vocabulary. The treatment gave by the researcher after the pre-test and took score with gave post-test.

There are many types of implementation in this treatment:

a. Pre activity

In this step, the researcher started to give greeting, pray and student attendance.

b. Main activity

1) Researchers have prepared some cards, which contain some concepts or topics suitable for the review session. Some cards are vocabulary, while others are meanings.

2) Every student gets one cards.

3) Every student thinks of words or meanings from the cards they hold.

4) Every student looks for their partner who has the appropriate card with his/her card (vocabulary/meaning).

5) Every student who can compare to the suitable card before the time over will get the point.

6) After a period of time, shake the card again so that every student can get a different card from before.

7) And so on.

8) Conclusion.

c. Closing activity

Closing activity, this was the last activity the researcher asks the students randomly to memorize the new vocabulary in flashcards, giving motivation for the students, and the last is prayed together.

3. Post Test

After doing treatments, which same with the pre-test to the students, the researcher gave the post-test as the second test in the experimental group and in the control group after they learn vocabulary used make a match as a technique in teaching vocabulary. To know the achievement of the students after getting the treatment. The result of this activity was to investigate effectiveness or not in the eighth-grade students in teaching vocabulary.

3.5 The technique of Data Analysis

To analyze the data, the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effectiveness of make a match, the researcher used Normality Test, and if the data is normally the researcher used Paired Test, while the data is not normally the researcher will use Wilcoxon test. To analyze the student who is taught by using make a match than without using make a match the researcher used Homogeneity Test if the data is Homogeny the researcher will use Independent test, while the data is not Homogeny the researcher will use Mann Whitney Test:

3.5.1 Descriptive data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, etc.

3.5.2 Normality Test

a. A normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. There are two types of normality tests in parametric statistics that are often used, namely the Kolmogorov-Smirnov test and the Sharpio-Wilk test.

According to Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov-Smirnov test and Sharpio-Wilk test, if the Sig. greater than 0.05.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.

b. Requirements in the paired sample t-test are normal distribution data.

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test

experimental class, then the pre-test control class data with the control class post-test data.

Guidelines for decision making in the Paired Sample Test. According to Singgih Santoso (2014: 265), guidelines for decision making in the Paired sample test based on significance values (sig). SPSS output results are as follows:

1. If the value is sig. (2-tailed) < 0.05, then H0 is rejected and Ha is accepted.

2. Otherwise, if the value is sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected.

3.5.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs.

b. The research data used in the Wilcoxon test is ideally ordinal or interval data.

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed.

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

   According to Joko Widiyanto (2010: 51), the decision-making basis or guiding principles for homogeneity testing are as follows:

   1. If the significance value (sig)<0.05, it means that the variance of two or more overall data groups is not the same (not homogeneous).

   2. If the significance value (sig)>0.05, it means that the variance of two or more data population groups is the same (homogenous).

3.5.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples

b. The number of samples used does not have to be the same

c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous

d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.