

# Improving The Students' Vocabulary Mastery Through Make a Match Method at The Second Grade Students of SMP Negeri 19 Poleang Barat

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**Abstract.** This research was designed to improve the students' vocabulary mastery through Make a Match Method at the second grade of SMP Negeri 19 Poleang Barat. The problem of research is "How can Make a Match Method improve the students' vocabulary mastery at the second grade students of SMP Negeri 19 Poleang Barat in each cycle?". The objective of the research was to describe the improvement of students' vocabulary mastery at the second grade students of SMP Negeri 19 Poleang Barat by using Make a Match Method in each cycle. The design of this research was collaborative Classroom Action Research (CAR). It means that the researcher collaborate with one of the English teachers of SMP Negeri 19 Poleang Barat. The research was conducted at the second grade students of SMP Negeri 19 Poleang Barat which were registered in academic year 2017/2018 with number of students were 24. This research was conducted in two cycles by following the procedure of classroom action research such as: preliminary research, planning, implementing, observing, analysing and reflecting. The data was collected by using vocabulary test and observation sheets which were taken during the implementation of the action. The result of this research showed that Make a Match Method can improve the students' vocabulary mastery at the second grade of SMP Negeri 19 Poleang Barat.

## 1. Introduction

Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, learners cannot communicate effectively or express their ideas both in oral and written form [1].

Another definition of vocabulary is the knowledge of words and word meanings. [2] stated that vocabulary knowledge is knowledge of words that not only implies definition, but also implies how each word fits into the meaning. Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in sentences. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through

explicit instruction and learning about specific words and strategies for learning about words and collocations.

Learning vocabulary is not easy for students. There are many students still having less creativity and difficult to understand the materials in learning English because the teachers just explain the material without any technique, so it cause the students to be bored. Students must be able to choose and use more than one technique of learning. As teachers, they must build the interest of students to learn English by using varieties of methods. The selection of a method needs to consider the material presented, learning objectives, time available, and the number of students as well as matters related in teaching and learning process.

Based on the preliminary observation at SMPN 19 Poleang Barat conducted on Friday February 9<sup>th</sup> 2018, researcher got information from one of the English teacher of SMP Negeri 19 Poleang Barat and explained that, there were many problems that students in the teaching and learning process, especially the second grade students. Most of students faced problem in vocabulary. Students were difficult what the teacher said. Besides, when English subject was delivered in the classroom, most of the students did not understand the context of the text or dialogue and they did not know the meaning of vocabularies in the text. It showed that there were weaknesses when the learning process took place in the classroom.

Those problems could be solved by using Make a Match Method. Because Make A–Match Method is one of the cooperative learning methods that makes the students active in teaching and learning process [3].

By looking at the importance of vocabulary, the researcher hoped Teaching vocabulary through Make a Match Method make the material more enjoyable, students be more interested and enthusiastic in learning English so, when the students are more interested in learning, they will concentrate and participate more actively in the class for a student and to improve the knowledge of teaching for the teacher and also give a benefit for the education in this country. Eventhough this method is not always to be employed in any researcher.

Based on those description that explain before, researcher interested to conduct a research entitled “Improving students’ vocabulary mastery through Make a Match Method at the second grade students of SMP Negeri 19 Poleang Barat”.

## 2. Methods

This research is action research. [4] describes the action research is an informal research, qualitative, formative, subjective, interpretive, reflective, and a model of research experience, where individuals were include in the study as participants who know and support. In other words, action reserach means trying out ideas in practice as a means of improvement and increase understanding of the curriculum, methods and strategies of learning, a learning process, which results in improvement over what happens in the implementation of the learning proces, especially those that occur in class. Besides of that [5] also gives the sense that action research is a systematic investigation carried out by the teacher, principal, school counselor, or other stakeholder in the teaching andn learning environment adn also involves gathering information about the procedures for teachers and students in the learning proces. So, that action research is a study in which all participants involved in the study.

In this research, researcher took the action research of Kemmis’ model. Kemmis in [4] a simple model of the nature cycle of action research that each cycle has four phases: (1) Planning; (2) action; (3) observation; (4) reflection. The fourth concept in this research raised performed blend, gradually and systematically. The Kemmis when examined essentially in the form of devices or strands with a device consisting of four compenents; planning, action, observation and reflection, because in this model brings together the two components between acting and observing implementation because the two entities cannot be separated. In this case, both of these activities should be done in unision the same time, when the occurence of an action then so is the observation must be implemented. This action research is namely producing the plan (plan), action, monitoring (observation) and reflection in order to solve the problem until the problem was solved.

This research was conducted at SMP Negeri 19 Poleang Barat, Southeast of Sulawesi from April to May. Data were obtained from students of second grade and the total of students is 24 students'. The data was the analyzed quantitatively by describing the results of observation. Vocabulary test was used at the end of cycle.

The techniques of data collection in this research are as follows:

- Observation: It was aimed to finding out the students' participation, performance and the teacher's activities during the teaching and learning process. The observation was done during the teaching and learning process. The observation sheets were completed by giving a thick sign (√) to the observation sheet and make a note to the objects which are observed.
- Vocabulary Test: It was aimed at finding out the students' vocabulary mastery or knowledge in learning English vocabulary in each cycle. The test used in this research is vocabulary test. It was used after the researcher implementing Make a Match method in teaching and learning process.

The data analysis that used in this research were qualitative and quantitative data. The data qualitative consisted of observation within the physical activity in the classroom for teacher and for students. On other side, quantitative was the result of the vocabulary test evaluation. The data collected through the test which analyzed by using the following steps;

- Calculating the students score

$$\text{Score} = \frac{\text{Obtain Score}}{\text{Maximum Score}} \times 100$$

The researcher, then tried to get the students' percentage who passed the minimum criteria of mastery (KKM) considering English subject gained score 70 which is adapted from the school agreement at SMP Negeri 19 Poleang Barat. It used the formula [6]:

$$P = \frac{P}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

Based on criteria of success, process and product wheter the cycle continue or not the next of the action. Process meant in this research were all the activities did by the students in teaching and learning process, in this case wheter the process succes or not based on the result analyzing the obtained the data obtained from the observation sheet. Product meant in this research was wheter the product success or not based on analytic scoring rubric. The success of these measures can be seen from the improvement or advancement of the learning process is the result of an increase in students' vocabulary mastery.

### 3. Results and Discussions

#### 3.1. Results

The result of this research also shows that make a match method can improve students' ability in vocabulary mastery at second grade of SMPN 19 Poleang Barat. It can be seen from the average score of the improvement through make a match method before cycle one, There were 29% or 7 students got score higher than or equal to 70. Then it improved in the second cycle with the average sore was 79,4 and there were 21 students' (88%) get score greater than equal to 70.

The result of this research also showed that make a match can improve the students' vocabulary at the second year of SMP Negeri 19 Poleang Barat. Make a Match method could help the students in improving the students' vocabulary mastery. There were some benefits of make a match method in improving the students' vocabulary mastery. Firstly, the students face to face helped the students to formulating and developing argument and also increase solving problem ability, belief one another,

giving motivation to achieve success together. Secondly, the students work in groups helped the students to raise their self confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in groups or pairs so that they have companions to discuss the learning materials and also the students can be more confident actively participated in the teaching and learning process. Thirdly, helped the students to master new vocabulary well in terms of understand the words. It also helped students recognize the student mistakes. It implied that the teacher needs to give feedback to the students in the end of every meeting. Fourthly, matching the cards could create an enjoyable and actively in teaching and learning process and the students improvement in mastering vocabulary, understanding, and implementing new vocabulary.

### 3.2. Discussion

Based on the previous of the research and theories before, it was explained that make a match method is affective way to improve students' mastery. According to [3] Make A-Match Method is one of the cooperative learning methods that make the students active in teaching and learning process. This statement proved that in cooperative learning there were some factor that supports make a match method in teaching vocabulary such as positive interdependence, created an atmosphere students feel need each other and personal responsibility, each every group gave the best and responsibility for the success their groups. Next face to face, gave time the students to meet up so the student can dialogue with their friend so that the students more enjoyable. Furthermore, interpersonal skill, in this element students were gave many interpersonal skills for communication. The last group processing, the students more effective because students can explored ideas in their groups.

## 4. Conclusion

The conclusion is that make a match can improve the students' ability in learning vocabulary at the second grade of SMP Negeri 19 Poleang Barat. There were two aspects namely process and product. The first is process of teaching and learning activities, the improvement can be seen from observation sheet. Based on the observation sheet in the first cycle the students got score 6. It improved to be 10 score in the second cycle. The second is product the improvement can be seen from the students' vocabulary test by make a match. Based on in the first cycle got average score 61,1. There were 29% or 7 students got average score greater than or equal to 70 and improved to be 79,4 in the second cycle. There were 88% or 21 get score greater. It means that students could reach the criteria of success.

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