

# Improving Students' Vocabulary Achievement through Make a Match Method

Bintari<sup>1</sup>, Supiah<sup>2</sup>

<sup>1</sup>IAIN Syaikh Abdurrahman Siddik Bangka Belitung

<sup>2</sup>IAIN Syaikh Abdurrahman Siddik Bangka Belitung

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## ABSTRACT

Ameliorating the pupils' vocabulary achievement using Make a Match Method in recount text is the main purpose of this study. A quantitative research methodology was implemented with quasi-experimental design. The sample of the study were eight grade students of a public junior high school in Bangka Belitung. They were taken from two classes which consisted of 44 students. This study was conducted by using purposive sampling technique with test as the instrument. The seekings indicated that the average score of experimental and control group post-test differed 7,87 points. Moreover, the calculation of the independent sample test of experimental and control group revealed that the t-obtained in equal variances assumed was 4.814 and the significant (2-tailed) was .000. it can be inferred that there was a significant difference amongst those two samples as the result of the t-obtained was higher than t-table ( $4.814 > 2.02$ ) and the significant (2-tailed) was more modest than calculation with level significant ( $.000 < 0.05$ ). In other words, Make a Match Method enhanced the students' vocabulary achievement. Ability to develop the English teaching and learning activity was the expected contribution for this study.



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## Correspondence:

Bintari,

Email: [bri99302@gmail.com](mailto:bri99302@gmail.com)

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## Introduction

Both written and spoken English interaction need a wide variety of vocabulary mastery in order to achieve professional goals. Reading, listening, speaking, and writing are the essential aspect in learning a target language. To construct a language, vocabulary plays a crucial role. Without having sufficient vocabulary, communicating and expressing ideas is impossible for people both in from of spoken and written effectively. In which, in developing a language skills mastering vocabulary has an important role for majority of learners as being able to communicate is the ultimate purpose of learning a language. It can be emphasized that inside or outside the school vocabulary is the basically demonstrated According to Alqahtani, students process the most sufficient vocabulary through classroom interaction (Alqahtani, 2015). Moreover, this language learning process must be improved to support the students' achievement.

Cameron mentioned that as initial thing that concerned on applied linguistics, vocabulary is the most vivid aspect in a language (Cameron, 2001). In addition, Richard (Richards et al., 2002) revealed that vocabulary is the basis of how students can listen, read, speak and write well since it is the fundamental aspect of language competence. Students may not reach the maximum potential without a broad vocabulary and strategies for acquiring new vocabulary. They also may be prevented from taking benefit of language learning opportunities in target language around them such as from listening to the radio or to native speakers, using language in a diverse occasion, reading newspaper or other written text, or watching television and videos.

Teaching English at junior high school level is different from teaching English at higher level because they have different needs, competence, characteristic, and motivation. In this level, teachers need to provide a various plan of learning experiences encouraging students to get information from a variety of sources. It means that not all students have a well preparation in learning English, indeed it is a new course for them. In teaching English to adolescent, the teacher plays a significant role since it was he or she who will introduce the target language to the students for the first time.

An interview with the English teacher at the school was conducted in the preliminary research, it was found that the problems in learning English was that the students did not have sufficient number of English vocabulary because of not learning English at elementary school level. Furthermore, pupils also did not have motivation to improve their vocabulary. In addition, limited time in learning English also became major factor. Based on interview with some students at the school, it was revealed that the problems students encountered in learning English were that they had difficulty in memorizing vocabulary, having difficulty to translate each word, not being confident in pronouncing words in sentence, having difficulty in writing sentence, and not understanding the teacher's explanation because they did not have enough English vocabulary.

According to the result of in depth-interview with the English teacher and some students at the school, moreover that the problems of the learners uncovered was the limitation of vocabulary. Therefore, it needed a serious study on improving students' vocabulary at the school with an appropriate method called Make a Match Method to know whether there was significant amelioration in vocabulary amongst students that were treated by using Make a Match Method and students that were not treated by using that technique of teaching and learning.

Being initially developed by Lorna Curran in 1994, Make a Match aim to learn the material, dig the material, and provide edutainment (Curran, 1994). According to Harianto and Thomas (Harianto & Thomas, 2021), Make a Match was one of the alternatives that might be utilized by students, at the beginning by asking students to hunt for a pair of cards that represented the answer or question within the time limit, and moreover students who obtained cards were awarded points. The obvious advantage of this technique was that the students seek a pair while learning about a concept or theme in a joyful learning ambience. As a learning method Make a Match involves students to seek a pair while learning a concept using card media, in which the card contains question cards and answer card. By this procedure, this learning method implementation is alive and joyful. According to Huda (Huda, 2011), the method of Make a Match is a method learning to seek a pair while learning a concept or a certain theme in joyful ambience. Several benefits when implementing such as create the alive and fun learning ambience, grasp the students' intention as the learning materials delivered attractively, increase the students' learning results, grow the excited ambience in the learning process and emerge the sense of cooperation among students.

Learning Make a Match is fun when using flashcard, according to Arsyad (Arsyad, 2011), flashcards are small cards containing pictures or text that remind and lead students to something associates with the image. Flashcard usually measure 10 X 8 cm or can be adjusted to the size of the class at hand. Flashcard contains pictures of object, animal, and so on that can be employed to train students' spelling and improve vocabulary achievement. In learning English using this method, pupils will be distributed a card where there is a question and answer card. The student who gets the card questions must look for a pair or an answer card to the question he is holding at that moment. The question card contains a keyword (clue) from an answer. The student seeks the correct answer of the question card on his hand. If the students can seek the pair, moreover will get points with the specified time.

### **The Steps of Applying Make a Match Method**

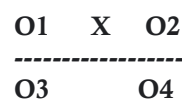
Several preparations must be undertaken by teachers before employing Make A Match in a class, which are: (1) create several questions based on the course material moreover it can be written in the question cards, (2) make an answer keys list from the prior questions moreover on the answer cards write them all, (3) establish ordinances that include awards for pupils who correctly answered and the penalties for students with incorrect answer, and (4) prepare a paper to record pairs correct answer while scoring the presentation. In more detail, Suprijono (Suprijono, 2017) stated the steps for employing the Make a Match method cooperative model learning such as:

- a. the teacher provides several cards consisting some concepts or themes in which there is a part of the question card and the other part of the answer part which is appropriate for review sessions;
- b. every student receives a card (Flash Card);
- c. every student makes up their mind about the answer/question from the card on their hand;
- d. every student seeks a pair who owns a card that fits in his/her card (question answer);
- e. every student who is able to fit in his/her cards prior the time limit is awarded point;
- f. after one round, the cards are shuffled as the result each student receives different card, and so on;
- g. conclusion/closing the session.

### **Method**

As maintained by Fraenkel (Fraenkel et al., 2012), experimental research arranges various treatments and moreover studies their impacts and results likely lead to the most tangible interpretations. In quantitative research methods, experimental research also has various kinds, namely; pre-experimental, true-experimental, factorial experimental and quasi-experimental. Moreover, the researcher employed a quasi-experimental design.

Martella (Martella et al., 2013) states that quasi experimental is a design that consists of two groups. Those were experimental and control group, but the research subject is not selected randomly. Both of those groups would obtain pre-test and post-test. The researcher compared two groups, which were the experimental groups who received the experimental treatment, while the other did not get any treatment is control group. Experimental group usually conducted a pre-test, experiment, and post-test design. While in control group carry out a pre-test, experiment without any special treatment, and post-test with. In experimental group, the researcher gave a special treatment in teaching vocabulary achievement through Make a Match Method. And moreover, in control group the researcher did not teach vocabulary achievement by using Make a Match Method to know whether there was an accomplishment or not after the researcher gave a particular treatment. Moreover, the kind of quasi-experimental design conducted in this research was pre-test and post-test non-equivalent control group design. The design might be diagrammed as follows as stated by Sugiyono (Sugiyono, 2010):



Where:

----- : Dash line represents that the experimental and control group have not been equated by randomization.

**O1** : the pre-test of the experimental group.

**O2** : the post-test of experimental group.

**O3** : the pre-test of the control group.

**O4** : the post-test of control group.

**X** : the treatment for experiment group.

By having this formula means that a pre-test would be administered to both experimental group and control group. Moreover, both the pupils in those two groups got a treatment for ten meetings. For experimental group the students would be taught using Make a Match Method while for the control group the usual way of teaching learning activity would be implemented. The next step, pupils had a post-test to measure their amelioration in writing a recount text. Two raters would be rated their writings.

Two classes of eight grade pupils were carried out in this research as the sample using purposive sampling technique. Totally there were 44 students in experimental and control group in this study. The instrument used in this study was test to measure the students' improvement in vocabulary achievement using Make a Match Method in writing a recount text.

## Results and Discussions

This study was started by giving the sample students' pre-test. The students were asked to answer 30 questions about recount text which consisted of three types of vocabulary, namely 10 questions about noun, 10 questions about verb, and 10 questions about adjective. After the pre-test were administered, the treatment by using Make a Match Method were conducted. The final step was administering the post-test for the students with the same questions as pre-test.

Based on the pre-test result of experimental group, 52 was the most modest score and 80 was the highest score. Moreover, 66.5 was the mean of students' pre-test score. Meanwhile in post-test, 76 was noted as the most modest score and 90 as the highest score. Moreover, the mean of students' post-test score was 85,14. Meanwhile in the control group, 55 was the most modest score in the pre-test and the highest score was 80. Moreover, the mean of students' pre-test score was 68,00. Moreover, in post-test, the most modest score was 60 and the highest score was 88. Moreover, the average of students' post-test score was 77,27. Hence, the data revealed that that the score of all students in both treatment and control group were improved. Therefore, the data of both control and experimental group were further analyzed by utilizing SPSS 25 (Statistical Package for Social Science). The followings are the data of the statistical analysis.

## 1. Statistical Analysis

**Table 1 (Paired Samples Statistics in Experimental Group)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	66,77	22	8,029	1,712
	Post Test	85,14	22	3,796	,809

Based on paired sample statistics above, in the experimental group the mean of pre-test was 66,77, the standard deviation of pre-test was 8,029, and the standard error mean was 1,712. Whereas, the mean of post-test was 85,14, the standard deviation of post-test was 3,796, and the standard error mean was ,809.

**Table 2 (Paired Sample Correlation in Experimental Group)**

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	22	,506	,000

Paired sample correlation in table 2 pointed that the correlation amongst the pre-test and post-test of experimental group was ,506 with probability value (significant output ,000) which was more modest than calculation with level of significant 0.05. It pointed that there was a significant correlation amongst the pre-test and the post-test of experimental group.

**Table 3 (Paired Samples Test in Experimental Group)**

		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	More modest	Upper			
Pair 1	Pre Test - Post Test	-18,364	6,932	1,478	-21,437	-15,290	-12,426	21	.000

Based on the table of paired sample test above, the paired differences pointed that the mean amongst pre-test and post-test in experimental group was 18,36, standard deviation was 6,932, standard error mean was 1,478, t-obtained was 12,426, the degree of freedom was 21 and significant (2-tailed) was .000. Moreover, the significant (2-tailed) .000 was more modest than calculation with level significant of 0.05. It might be deduced that a significant difference amongst pupils' vocabulary achievement before and after the implementation of Make a Match Method in experimental was clearly pointed.

**Table 4 (Group Statistics Independent Sample T Test of Pupils' Pre-Test)**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Pre Test in Vocabulary Achievement	Experimental Group	22	66,77	8,029	1,712
	Control Group	22	68,00	6,597	1,407

Table 4 pointed the differences analysis of pupils' pre-test amongst the experimental and control group. In the experimental group, 66,77 was the average of pupils' pre-test, the standard deviation was 8,029, and the standard error mean was 1,712. While in control group, the mean of pupils' pre-test was 68,00, the standard deviation was 6,597, and the standard error mean was 1,407.

**Table 5 (Independent Samples Test of Pupils' Pre Test)**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score of Pre Test	Equal variances assumed	1,893	,176	-,554	42	,583	-1.227	2,216	-5,698	3.244
	Equal variances not assumed			,554	40,477	,583	-1,227	2,216	-5,703	3,249

The table 5 pointed the result of independent sample t-test, where the average score difference of pupils' pre-test amongst experimental and control group was 1,893 with 1.227 as the standard error difference. Moreover, the significant (2-tailed) was ,583, t-obtained was ,554 and degree of freedom was 42. Since the p-output or the significant (2-tailed) was ,583, higher than calculation with level significant 0.05 also t-obtain ,554 was more modest than critical value of t-table 2.02. Thus, it might be deduced that amongst experimental and control group there was no significant differences in pupils' pre-test.

**Table 6 (Group Statistics Independent Sample T Test of Pupils' Post-Test)**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Pre Test in Vocabulary Mastery	Experimental Group	22	85,14	3,796	,809
	Control Group	22	77,27	6,656	1,419

Table 6 pointed the differences analysis of pupils' post-test amongst the experimental and control group. The mean of the experimental group was 85,14, the standard deviation was 3,796, and the standard error mean was ,809. While, the mean of control group was 77,27, the standard deviation was 6,656, and the standard error was 1,419.

Table 7 (Independent Samples Test Pupils' Post-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score of Pre Test	Equal variances assumed	3,883	,055	4.814	42	.000	7.864	1,634	4,567	11,160
	Equal variances not assumed			4,814	33,353	.000	7.864	1,63	4,541	11,186

Based on the table of independent sample test above, it was discovered that 3,883 was the average score differences of pupils' post-test amongst experimental and control group. The standard error difference was 1,634. Moreover, the significant (2-tailed) was .000, t-obtained 4.814, critical value of t-table was 2.02 and degree of freedom was 42. Since the p-output or significant (2-tailed) was .000, more modest than calculation with level significant 0.05, and t-obtain 4,814 was higher than critical value of t-table 2.02, it precisely was confirmed that amongst experimental and control group a significant difference in students' post-test was discovered. From this result, the researcher deduced that amongst students who were exposed by using Make a Match Method and the students who were exposed without using Make a Match Method in their teaching learning activity a significant difference was obviously discovered. Hence, the accepted hypothesis was the alternative one ( $H_a$ ), meanwhile the rejected hypothesis obviously was the null one ( $H_0$ ).

## Results and Discussion

Since a serial of treatment was conducted by employing Make a Match Method to the students to increase their vocabulary achievement, the significant difference amongst the students who were exposed by Make a Match Method and those who were not exposed to Make a Match Method in the teaching learning activity was obvious. It might be interpreted from the explanation below.

*First*, the paired sample t-test analysis pointed the students' pre-test and post-test of experimental group who were exposed by Make a Match Method during the teaching learning activity result. The pre-test result pointed that 52 was the most modest score and 76 was the highest one with 66,7 was the average of pupils' score. While, 80 was the most modest score and 90 was the highest score pointed in the post-test result. And moreover, 85,14 was the average score of students' post-test. In other words, it might be deduced that the score of all students in the experimental group were enhanced.

Besides, the pre-test and post-test result of students who were exposed without employing Make a Match Method during the teaching learning activity was pointed as follows. The pre-test result pointed that 55 was the most modest score and 80 was the highest score with the average score of pre-test was 68,00. While from post-test, the most modest score was 60 and the highest one was 88 with the average score of students' post-test was 77,27. From the description above, it might be deduced that the students' average scores in pre-test and post-test quite increased.

*Second*, the independent sample t-test pointed that the average difference was 7,864 amongst post-test in experimental and control group with 1,634 as the difference of standard error. Moreover, the significant (2-tailed) was .000, t-obtain was 4,814, critical value of t-table was 2.02 with 42 as degree of freedom. Since .000 as the p-output or the significant (2-tailed) was more modest than calculation with level significant 0.05, and t-obtain 4,814 was higher than 2,02 t-table critical value. In other words, the accepted hypothesis was

the alternative one ( $H_a$ ), and in contrary, the rejected hypothesis was the null one ( $H_0$ ). It might be deduced that a significant difference in post-test amongst students who were exposed by employing Make a Match Method and those who were exposed without using the method during the teaching learning activity was a crystal clear stated. The teaching using Make a Match Method had drawback in which that it took a long time to use this method, it was difficult for the teacher to prepare good cards, it was difficult to regulate the rhythm or the course of the learning process. The students sometimes did not know the way of expressing ideas because they felt that it was just a game, and it needs much effort to make the students stay focused.

## Conclusion

Based on the result above, it can be obviously deduced that a significant difference amongst students' vocabulary achievement amongst the experimental and control groups was pointed calculatedly. The t-obtain result was 7,864 and the standard error difference was 1,634. Moreover, the significant (2-tailed) was .000, t-obtain was 4,814, critical value of t-table was 2.02 with 42 as degree of freedom. With the p-output or the significant (2-tailed) was .000 more modest than calculation with level significant 0.05, and t-obtain 4,814 was higher than critical value of t-table 2.02. In other words, the accepted hypothesis was the alternative one ( $H_a$ ), meanwhile the rejected hypothesis was the null one ( $H_0$ ). It might be deduced that there was a significant difference in post-test amongst pupils who were exposed by employing Make a Match Method and those who learned without employing the method. However, the teaching by using Make a Match Method had drawback in which that it took a long time to use this method, it was difficult for the teacher to prepare good cards, and it was difficult to regulate the rhythm or the course of the learning process. The students sometimes did not know how to express their ideas because they felt that it was just a game, and it needed much effort to make the students maintain their concentration.

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