

The Use of Make-Match Technique to Increase Vocabulary of the Eighth-Grade Students of UPTD SMP Negeri 15 Kota Kupang in the Academic Year 2023/2024

Okky Oskariolis Ome^{a,1,*}

Laurensius Kian Bera^{b,2}

Alexander H. Kabelen^{c,3}

^{a,b,c}English Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia

¹okyomel1@gmail.com

²laurensiuskianbera@gmail.com

³alexkabelen63@gmail.com

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ABSTRACT

This article entitled: *"The Use of Make-Match Technique to Increase Vocabulary of the Eighth-Grade Students of UPTD SMP Negeri 15 Kota Kupang in the Academic Year 2023/2024"* aims at finding how does the use of *make-match* technique improve the vocabulary of the eighth-grade students of UPTD SMP Negeri 15 Kota Kupang in the academic year 2023/2024 and finding whether the use of *make-match* technique is effective in increasing the vocabulary of the eighth-grade students of UPTD SMP Negeri 15 Kota Kupang in the academic year 2023/2024? The subjects of this study were eighth-grade students in UPTD SMP Negeri 15 Kota Kupang. The writer used the descriptive analysis to analyze the data. The research result shows that only 6 of 20 students could pass the Minimum Passing score in the pre-test, while the post-test shows that all the students achieved the passing score after being taught using "make-match" technique. The findings indicate a significant increase in student's vocabulary mastery demonstrating the effectiveness of make-match technique in enhancing vocabulary learning. "Make-Match" technique can be a valuable tool for improving vocabulary acquisition in the classroom.

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INTRODUCTION

There are four main skills in English that must be mastered by a learner to ensure their success in learning English. The four main skills are supported by language elements. They are structure, vocabulary, pronunciation, and spelling. Vocabulary is one of the elements of language that should be mastered. Vocabulary is a collection of words with meaning. In learning English, vocabulary has the greatest impact on learning and should be taught in the classroom. Teaching vocabulary is one of the basic elements that enable a person to speak the language communicatively. Teachers must be able to use a variety of teaching methods to stimulate students' interest in learning English. Vocabulary learning can be enhanced by offering students different types of activities involving words. It is very important to teach the meaning of words using good techniques and not getting bored.

In teaching and learning vocabulary there are varieties of techniques to learn and teach vocabulary, such as mapping, snowballing, scrambling, adding heads, and creating games. Vocabulary acquisition cannot be separated from how materials are presented and delivered. One way to support the teaching of this material is through technology.

Several reasons cause students to lose interest in expanding their vocabulary: (1) Most English teachers who teach vocabulary simply ask students to look up words in a dictionary and memorize those words. It's boring for students. Teaching methods in middle school are very limited. Due to limitations in teaching techniques by teachers, vocabulary is rarely taught with appropriate techniques. Teachers do not have the right methods or strategies to teach vocabulary. Students need the teacher's creativity to advance their knowledge, but sometimes that is not possible. (2) Lack of student motivation. Student motivation is critical to achieving learning goals.

Vocabulary teaching requires media to help students become actively involved in the teaching and learning process. Brown (1977:1) highlights that using a variety of media increases that students will learn more, retain what they learn better, and perform better in expected skills. Students understand and retain better when they are shown or taught some object related to it. To answer these issues, teachers should look

for the best ways to motivate students and pay more attention to the learning process. One possible way to motivate students in the learning process, especially in learning vocabulary, is to change the old methods used. For this reason, the writer is trying to find a solution through this study. The writer hopes that *make-match* technique will help teachers develop their creativity and that he can use it as one of his reference materials for teachers. This technique is suitable for middle school students.

The *make-match* technique is a method of teaching vocabulary using media such as cards. The advantage of this technique in the teaching process is that the students find a partner while learning about a concept or topic, in a pleasant atmosphere. *Make-match* technique is a good method that can be used in teaching vocabulary to the eighth-grade students of UPTD SMP Negeri 15 Kota Kupang because using this method, the students will be more attracted to learn and this does not make them bored. Based on the problems above, the writer would like to conduct classroom action research under the title "A study on the Use of *Make-Match* Technique in Increasing the Vocabulary of the Eighth-grade Students of UPTD SMP Negeri 15 Kota Kupang in the Academic Year 2023/2024".

METHOD

The research design employed in this study was Classroom Action Research (CAR). The researcher implemented CAR to understand and investigate the phenomena occurring in the teaching-learning process and to propose solutions to the identified problems. Classroom Action Research differs from both quantitative and qualitative research but incorporates elements of both. It involves the use of interventions to collect and analyze the data and to address educational issues. According to Siti (2013), Classroom action research is carried out by teachers on phenomena in their classrooms. It is meant primarily to improve the teacher-researcher teaching process and is done based on a cycle of investigation, action, and re-investigation by two or more collaborating teachers. Additionally, McNiff (1988) describes Classroom Action Research as a reflective study conducted by teachers to improve their teaching skills.

FINDINGS AND DISCUSSION

Findings

After obtaining the data needed through pre-test and post-test, the writer elaborates the data below

1. Pre-test

The writer conducted the pre-test on Wednesday 27th March 2024. The objective of this test was to measure the students' mastery of vocabulary. Twenty students joined this pre-test. It consists of twenty multiple choice questions. The objectives of doing the pre-test by giving multiple choice questions are to measure the student's background knowledge and to know whether in limited time, the students could find the correct answers. All of the students could finish the pre-test, but only six students got good scores. The mean score of the pre-test is presented in the following table.

Table 1 Student's scores and the Mean score on Pretest

N (Students)	Score	Criteria
N1	65	Average
N2	45	Below Average
N3	75	Good
N4	65	Average
N5	15	Below Average
N6	50	Below Average
N7	45	Below Average
N8	55	Below Average
N9	50	Below Average
N10	25	Below Average
N11	35	Below Average
N12	65	Average
N13	45	Below Average
N14	75	Good
N15	75	Good

N16	50	Below Average
N17	60	Below Average
N18	45	Below Average
N19	45	Below Average
N20	50	Below Average
Total	1,035	-
Mean Score	51.75	Below Average

Table 1 above shows that there were only 6 (30%) out of 20 students who got their scores higher than the minimum achievement criterion at 65. Based on their score above, the mean score of the students' pre-test was 51.75. It means that the student's mean score was below average.

2. Planning

The topic in this research is "Profession". The writer chooses this topic because it was presented in English Text Book. The topic was implemented in *Make-match* technique.

3. Acting

The implementation of planning was carried out in two meetings:

a. First meeting

The first meeting was carried out on Wednesday 27th March 2024 with the total 20 students. In this research, the writer helped by the teacher as the collaborator. The teaching learning process was based on the lesson plan that had been prepared. For actions, first the writer and the teacher discussed a little about the teaching and learning materials. Before starting teaching and learning process, the writer asked the students' opinion about *make-match* technique and then the teacher explained the role of *make-match* technique. The writer tried to build the students' background knowledge. The objective is to give student's ideas about the activities that they were going to do. after that, the writer started the *make-match* technique.

The writer started the acting in this research by dividing the class into four groups, consists of five students in each group. After that, the teacher gave the name cards and pictures. Each student of the group made a little discussion with the member of group to prepare the picture cards and the word cards given. Then, they selected the pictures that match with the words written words card.

After that, the students were asked by the writer to present their work in front of the class. After presentation, the writer asked for the student's comments about the presentation whether the groups' works were correct or not. After that the writer gave the conclusion about their works. After making conclusion, the writer gave individual vocabulary quiz to the students. The quiz consists of 15 matching points. The student did the quiz and after finishes their work, the writer collected them and then give the score to their works.

b. Second meeting

The second meeting was carried out on Thursday 28th March 2024. The class started 09.50-11.00 am. The writer had a discussion with the students about the difficulty in implement of *make-match* technique with the students in the first meeting. The students gave good responses toward the implementation of the *make-match* technique. After that, the writer asked the students to clean and prepare their tables for the vocabulary quiz. Then, the writer distributed the exam papers to the students. After thirty minutes, the writer took all the students' answer sheets.

4. Observing

The observation step is the process of collecting data about the effect of the use of strategy happened during teaching learning process. The teacher as the observer observed the students' participation during the process of teaching and learning activities using observation sheet checklists which had been prepared by the writer in advance. The writer, on the other hand, collected the data by giving the questionnaire to the students about their responses toward the use of the strategy. At the end of meeting the writer did the vocabulary post-test to know whether the students' vocabulary mastery had been developed through the use of make a match technique or not.

5. Reflecting

The reflection step is an evaluation of the writer based on the result of observing. Through the student's vocabulary improved based on the result of vocabulary quiz, but there were still some weaknesses found based on field note. During the teaching learning process there were some problems. The mean score of the students reached or greater than 65 but some of the students looked like still confused with the words on *make-match* worksheet.

The analysis of the teaching learning process was done based on the result of field note and the observation sheet. As far as student's attitude toward the task was concerned, it was found that the students were not active yet in teaching learning process during the meeting because they had minimal vocabularies. Besides that, this technique generally was something new for them. So that was why, not all of the students could match the picture card perfectly. The analysis of learning result was done on the basis of the result of the test given. The table below shows the student's progress.

Table 2: Student's Score in Individual Quiz

N(Students)	Score	Criteria
N1	80	Very Good
N2	73.33	Good
N3	80	Very Good
N4	80	Very Good
N5	53.33	Below Average
N6	60	Below Average
N7	73.33	Good
N8	66.66	Average
N9	73.33	Good
N10	53.33	Below Average
N11	66.66	Average
N12	73.33	Good
N13	66.66	Average
N14	86.66	Very Good
N15	93.33	Very Good
N16	60	Below Average
N17	80	Very Good
N18	73.33	Good
N19	66.66	Average
N20	66.66	Average
Total	1,426.6	-
Mean Score	71.33	Good

Based on the score above, there were only 4 students 20% who failed in their individual quiz. Compared with the pre test, the eight-grade students of UPTD SMP Negeri 15 Kota Kupang had made progress in their learning process.

Table 3 Student's scores in Post-test

N(Students)	Score	Criteria
N1	86.66	Very Good
N2	86.66	Very Good
N3	93.33	Very Good
N4	100	Excellent
N5	73.33	Good
N6	73.33	Good
N7	80	Very Good
N8	80	Very Good
N9	86.66	Very Good
N10	73.33	Good
N11	73.33	Good
N12	86.66	Very Good
N13	80	Very Good
N14	100	Excellent
N15	100	Excellent
N16	73.33	Good
N17	93.33	Very Good
N18	80	Very Good
N19	80	Very Good
N20	73.33	Good
Total	1,673.28	-
Mean Score	83.66	Very Good

Based on the student's score above, 20 students successfully passed the KKM (100%) with the mean scores at 83.66. The eight-grade students UPTD SMP Negeri 15 Kota Kupang indicated that they had made good progress in their learning.

The following table shows the recapitulation of student observation sheet.

Table 4: Recapitulation of Student's Observation Sheet

No	Student's Activities	Description	
		1 st	2 nd
1.	Asking questions to the teacher	No	Yes
2.	Paying attention what teachers teaches	Yes	Yes
3.	Students participation in their group	No	Yes
4.	Activeness in doing quizzes	No	Yes
5.	Helping their group mate who facing difficulty in understanding the material	No	Yes

Based on the table 4.4, the student's participation in learning was good although in the first meeting, students didn't ask questions to teacher but in the second meeting some of the students asked questions to the teacher. The students did all the instructions during the teaching learning process. The writer and the collaborator could see in the observation sheet above that the students seemed active in the class as they gave their attention to the teacher's explanation, but some of them still got difficulties in understanding the materials.

Based on the problems that appeared in the earlier learning, the teaching learning vocabulary using *make-match* technique had worked well as the procedure. Almost all students got "very good" scores for their post-test, so that there should be a confirmation that *Make-match* technique improved the students skill in vocabulary.

Discussion

In teaching vocabulary to the eighth-grade students, the writer used *make-match* technique. The writer used the picture to support the material in class as the media to make the students more interested in learning English. The writer found that all students looked very enthusiastic in doing the teaching learning process. Teaching using *make-match* technique could help the students to understand, memorize, and made the students enjoy the teaching and learning process. Some of students had difficulties in spelling and pronouncing words.

At UPTD SMP Negeri 15 Kota Kupang the writer used *make-match* technique as the technique of teaching vocabulary. The writer choose this technique because it would improve the students vocabulary mastery. Before applying the method, the teaching vocabulary in UPTD SMP Negeri 15 Kota Kupang was monotonous, so the students were not interested in English. Finally, the students had limited vocabulary and assumed that English was difficult. The writer used word cards and picture as the media, they became enthusiastic in learning using *make-match* technique. After applying the method, the writer found that there is good response from the students. The students were more interested in studying English.

Make-match technique helped the student to understand and memorize. In explaining the material, the writer showed the word cards and pictures. It could help the students to memorize the vocabulary. In general, the writer concludes that increasing students' vocabulary through *make-match* technique can encourage the student's ability in mastering vocabulary.

After analyzing the data, the writer found that there was significant development in the students' vocabulary mastery. On the pre-test, there were 6 or 30 % students classified into success and the other 14 or 70 % students were unsuccessful in the vocabulary test. The mean score of vocabulary individual quiz was 71,33 with 4 students did not pass the KKM and in the post-test, the mean score was 83,66 with all of the students passed the KKM. It means that increasing students' vocabulary through *make-match* technique is effective.

CONCLUSION

This research comes to some conclusion, such as:

1. Pre-test and post-test were used to find out student's abilities before being taught using *make-match technique* and after using the technique. At the first meeting, the writer found that only 6 of 20 students passed the pre-test with the mean score 51,75. After that, the writer started to the teaching and learning process by using *make-match technique* the writer gave individual vocabulary quiz to the students. There were only 4 students 20% failed the individual quiz and the mean score of the individual vocabulary quiz was 71,33 (Good). At the second meeting, the writer started the teaching and learning process. After that, the writer gave a post-test to the students and all of the students passed the post-test with the mean scores at 83.66.
2. The students vocabulary was bad before being taught using *make-match* technique, but after being taught using this technique their vocabulary ability level increased also improved and became very good. It shows that *Make-match* technique is effective in increasing student's vocabulary.

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