

## **APPLICATION OF THE MAKE A MATCH MODEL TO IMPROVE STUDENTS' VOCABULARY**

**NIKODEMUS FANUMBY, NIHTA V. F. LIANDO, FIVY ANDRIES**

***Universitas Negeri Manado***

*Correspondance author: [nikodemusfanumby@gmail.com](mailto:nikodemusfanumby@gmail.com)*

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**Abstract** : This inquire about points to survey the Application of the Make a Coordinate Demonstrate to Improve Students' Lexicon in English Subjects at SMP Negeri 8 Satu Atap Tondano. The approach utilized in this inquire about is the Pre-experiment Plan pretest-posttest strategy, as this approach includes bunches that have been set up as they are, subsequently encouraging the results of our inquire about. The test utilized in this consider comprised of 23 understudies. The inquire about apparatuses given were within the frame of pretest and posttest, comprising a add up to of 25 questions. The discoveries of the investigate shown that the Application of the Make a Coordinate Demonstrate can enhance students' lexicon. Usually backed by the normal posttest score of understudies being 1,740 with a standard deviation of 75. 65, which surpasses the normal pretest score of 1,020 with a standard deviation of 44. 34. Subsequently, it can be gathered that the Application of the Make a Coordinate Demonstrate can upgrade students' lexicon at SMP Negeri 8 Satu Atap Tondano.

**Keywords:** *Make a Match, Implementation, Model, Improvement, Vocabulary, Junior High School.*

### **INTRODUCTION**

English may be a dialect that holds noteworthy significance within the worldwide field. Especially in this age of globalization. English is utilized as a implies of communication with people from different nations. In today's society, the English dialect is fundamental for understudies to upgrade their competitiveness within the

worldwide period. Concurring to Todd (2000:6): "A dialect could be a set of signals by which we communicate. Human creatures are not the as it were species to have an complex communication framework. " All living creatures made by God have their unique shapes of dialect. Dialect serves as the signs that individuals utilize when they wish to communicate. English could be a profoundly utilized worldwide dialect. Brumfit (2001: 35): "English is an universal dialect that serves as the foremost far reaching medium for worldwide communication. " As an universal dialect, English capacities as a implies of communication among countries that talk distinctive dialects. The contrast in to begin with dialects does not prevent communication among individuals as English does. English works as a device for communication, whether talked or composed, and is instructed as a outside dialect in Indonesian schools. English is seen in regard to its part all inclusive, as expressed by Hornby (2005: 506): "English is the dialect initially from Britain, presently talked in numerous other countries and utilized as a dialect of worldwide communication all through the world. " Hence, English acts as a implies of communication not as it were for getting to data but too for building interpersonal connections, sharing information, and increasing in value the aesthetics of dialect in British culture. English educating in junior tall schools envelops four fundamental aptitudes that understudies must ace:

Tuning in, Talking, Perusing, and Composing. All these viewpoints are upheld by extra dialect components such as Lexicon and linguistic use, adjusted with the theme as a implies to realize instructive objectives. Comprehension of Vocabulary holds a pivotal part within the dominance of the four aptitudes. Within the educational programs for instructive units, instructing Lexicon is regularly conducted verifiably, meaning Lexicon is instructed nearby other materials that emerge amid the learning prepare or as a standalone component.

By acing Lexicon, understudies will discover it less demanding to exceed expectations in all four perspectives of English abilities. English serves as a apparatus for communication in both spoken and written shapes. From the start of language

introduction, it is outlined to cultivate students' intrigued in investigating their claim encounters whereas viably utilizing dialect as a medium for communication. It is causes by several factors including:

1. Minimum number of students' English vocabulary,
2. The use of teaching methods that are less precise,
3. The active participation of students in learning activities is still low,
4. Master is only based on the textbooks used in the classroom so that teachers can not develop the subject matter, and
5. Teachers are less creative in using active learning techniques, creative, effective and fun for students in learning English.

To overcome this problem, the make a match model is using which is consider more communicative, fun and within the meaning of teaching and can attract students to learn. According Miftahul (2011:135), Model of Make a Match is a model of learning to look for the pair while studying a concept or topic in the atmosphere fun. While Suprijono (2009:94), Suggests that the model of Make a Match is an application model that using cards consisting of question cards and answer cards.

Based on the above opinion, it can be explaining that the learning model to make a match is an active and fun learning model that involves students looking for a partner while learning a concept using card media, where the card is from the problem card and answer card. Does the application of make a match model improve students' vocabulary.

## **RESEARCH METHOD**

### **Research design**

The method use in this research is the method Pre-experiment Design pretest-posttest because this method involves groups that have been formed as is so that it can simplify the results of our research.

It is said to be pre-experimental design because it is not yet a genuine experiment and there are still external variables that influence the formation of the dependent variable.

Pretest-posttest design which is a development of the above design. Its development is taking one measurement in front (pre-test) before the treatment and after that the measurement is carried out again (post-test).

### **Subject at the research**

Subject at the research is all second grade students at SMP Negeri 8 Satu Atap Tondano in the academic year 2023/2024. The total population is 23 students.

### **Place and time of research**

#### **Place**

SMP Negeri 8 Satu Atap Tondano.

#### **Time**

The timing of the implemented in November until the month of Desember in the first semester of the academic year 2023/2024.

### **Research Instruments**

The instrument used in this research was a test. Researchers used four types of questions in data collection, namely: First type of questions, multiple choice questions with 10 items. Multiple choice is a test for each type of question that provides

answers. However, there is one correct answer and the other is usually used as a distractor answer. Second, the type of question is true/false with a total of 5 points. True/false questions are a type of question that is short and very simple. True/false questions are used to train students' ability to analyze in order to determine the correct answer. Third, the type of question matches the number of points in the 5 items. This type of question is used to measure students' abilities and understanding of students' analysis of the techniques used by researchers in order to increase students' vocabulary. Fourth, Cloze Test question type with a total of 5 points. This form of question is used as a form of language test which is able to measure various forms of student abilities, in the form of students' mastery of language components.

In this research, a pre-test and post-test were carried out. Both have the same question characteristics, the only difference is the time of implementation, namely the pre-test is carried out at the beginning before treatment while the post-test is carried out after completion of treatment. This aims to determine vocabulary mastery after students apply the make a match technique.

### **Data Analysis Techniques**

To analyze the data statically, The researcher use Sudijono's rules (2004: 82) as follow :

#### **Mean**

$$M = \frac{\sum X}{N}$$

Description: M = Student's scores.

$\sum X$  = The sum of the student's scores.

N = The total number of students.

### **Standard Deviation**

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Description: SD = Standard Deviation.

D = Difference between pre-test and post-test.

N = The number of observation.

### **T-Test**

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

Description:  $t_o$  = T Test.

SD = Standard deviation for one sample.

D = Difference between pre-test and post-test.

N = The number of observation in one sample.

### **Research Procedures**

The procedures in this study include:

- 1) Calculating the average score of pretest and posttest.
- 2) Calculating the standard deviation of the score pretest and posttest.
- 3) After calculating the average standard deviation and set out the criteria to determine the effect of vocabulary.

## FINDINGS AND DISCUSSION

### Presentation of the Data

This study was quantitative research which involved 23 students as the subjects of the study. From these students the data were collected. The data referred to are presented below in table 1 dan table 2.

**Table 1. The scores of the students in pretest and posttest.**

No	Pre-test (X)	Post-Test (Y)	D	D2
1	60	90	30	90
2	60	90	30	90
3	50	80	30	90
4	60	90	30	90
5	60	80	20	40
6	40	70	30	90
7	20	60	40	160
8	50	90	40	160
9	40	60	20	40
10	30	70	40	160
11	30	60	30	90
12	60	80	20	40
13	30	70	40	160
14	50	80	30	90
15	20	60	40	160
16	50	80	30	90
17	50	80	30	90
18	30	70	40	160
19	50	80	30	90
20	50	80	30	90
21	50	70	20	40
22	40	80	40	160
23	40	70	30	90
Total =	1.020	1.740	720	2.360

**Tabel 2. The number of marks obtained by students from 4 types of questions**

No	Multiple Choice (Benar x 5)	True/False (Benar x 4)	Match (Benar x 4)	Cloze Test	Jumlah
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(Benar x 2)					
1	$8 \times 5 = 40$	$5 \times 4 = 20$	$5 \times 4 = 20$	$5 \times 2 = 10$	90
2	$8 \times 5 = 40$	$5 \times 4 = 20$	$5 \times 4 = 20$	$5 \times 2 = 10$	90
3	$8 \times 5 = 40$	$5 \times 4 = 20$	$3 \times 4 = 12$	$4 \times 2 = 8$	80
4	$10 \times 5 = 50$	$4 \times 4 = 16$	$4 \times 4 = 16$	$4 \times 2 = 8$	90
5	$8 \times 5 = 40$	$4 \times 4 = 16$	$4 \times 4 = 16$	$4 \times 2 = 8$	80
6	$6 \times 5 = 30$	$5 \times 4 = 20$	$5 \times 4 = 20$	-	70
7	$2 \times 5 = 10$	$5 \times 4 = 20$	$5 \times 4 = 20$	$5 \times 4 = 10$	60
8	$8 \times 5 = 40$	$5 \times 4 = 20$	$5 \times 4 = 20$	$5 \times 2 = 10$	90
9	$10 \times 5 = 50$	-	-	$5 \times 2 = 10$	60
10	$8 \times 5 = 40$	$5 \times 4 = 20$	$1 \times 4 = 4$	$3 \times 2 = 6$	70
11	$2 \times 5 = 10$	$5 \times 4 = 20$	$5 \times 4 = 20$	$5 \times 2 = 10$	60
12	$8 \times 5 = 40$	$5 \times 4 = 20$	$5 \times 4 = 20$	-	80
13	$6 \times 5 = 30$	$4 \times 4 = 16$	$4 \times 4 = 16$	$4 \times 2 = 8$	70



14	6 x 5 = 30	5 x 4 = 20	5 x 4 = 20	5 x 2 = 8	80
15	4 x 5 = 20	4 x 4 = 16	4 x 4 = 16	4 x 2 = 8	60
16	6 x 5 = 30	5 x 4 = 20	5 x 4 = 20	5 x 2 = 10	80
17	8 x 5 = 40	3 x 4 = 12	5 x 4 = 20	2 x 2 = 8	80
18	4 x 5 = 20	5 x 4 = 20	5 x 4 = 20	5 x 2 = 10	70
19	6 x 5 = 30	5 x 4 = 20	5 x 4 = 20	5 x 2 = 10	80
20	10 x 5 = 50	-	5 x 4 = 20	5 x 2 = 10	80
21	6 x 5 = 30	5 x 4 = 20	4 x 4 = 16	2 x 2 = 4	70
22	6 x 5 = 30	5 x 4 = 20	5 x 4 = 20	5 x 2 = 10	80
23	8 x 5 = 40	3 x 4 = 12	4 x 4 = 16	1 x 2 = 2	70

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D = The difference between pre-test and post-test.

D2 = Difference of squares pre-test and post-test.

### **Average of Pre-test (X) and Post-test (Y)**

$$M_x = \frac{\sum x}{N} = \frac{1.020}{23} = 44,34$$

$$KU = \frac{\Sigma Y}{N} = \frac{1.740}{23} = 75,65$$

### Standard deviation

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{2.360}{23} - \left(\frac{720}{23}\right)^2}$$

$$SD = \sqrt{102,6 - (31,3)}$$

$$SD = \sqrt{71,3}$$

$$SD = 8,4$$

### T-Test Calculation

$$Ke = \frac{\left(\frac{\Sigma D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

$$Ke = \frac{\left(\frac{720}{23}\right)}{\frac{8,4}{\sqrt{23-1}}}$$

$$Ke = \frac{\left(\frac{31,3}{8,4}\right)}{\sqrt{22}}$$

$$Ke = \frac{\frac{31,3}{8,4}}{4,6}$$

$$Ke = \frac{31,3}{1,8} 17,4$$

It can be seen that the average pretest is 4.43 and posttest 7.56. Thus, the average posttest is greater than the pretest which means there is an increase in students' vocabulary mastery after using the make a match model in learning.

### Data analysis

Based on the pretest and posttest data mentioned in table 1, the statistical calculation of pretest and posttest scores was calculated. The calculation of pretest and posttest is presented below.

**Table 3. Computation of statistics pre-test and post-test**

Statistics	Pre-test	Post-test
Sum ( $\Sigma$ )	1.020	1740
Mean	44,34	75,65
Maximum value	60	90
Minimum value	20	60
Median	50	80
Modus	50	80

## Discussion

The creator utilized a quantitative inquire about approach through a pre-experimental plan highlighting one gather with both pre-test and post-test measures. A pretest is managed earlier to the treatment, whereas a posttest is given taking after the treatment. The discoveries of the inquire about showed up to be more exact when analyzing the pre-test and post-test comes about. The members of this inquire about were one lesson of to begin with review at SMP Negeri Satu Atap Tondano, comprising 23 understudies. From the table over, we are able watch that the full of the pretest was 1. 020 which of the posttest was 1. 740. The normal of the pretest was 44. 34, whereas the normal

of the posttest was 75. 65. The most noteworthy score for the pretest was 60, and for the posttest, it was 90. The least score for the pretest was 20, while for the posttest, it was 60. The standard deviation for both the pretest and posttest recorded was 8. 4. The T-test calculation for the pretest and posttest yielded a result of 17. 4. The middle score for the pretest was 50, and for the posttest, it was 80. The mode for the pretest was 50, and for the posttest, it was 80. The examination of the information shows that the cruel score for the pre-test (44. 34) and the post-test (75. 65). The result of the posttest was more noteworthy than that of the pretest. This proposes that understudies discover it less complex to procure unused lexicon utilizing the make a coordinate learning show. The make a coordinate strategy utilizes cards as a apparatus for educating lexicon. This strategy is more compelling in making a difference understudies to way better ace lexicon. The comes about of this study adjust with the theory with respect to the lexicon framework. Fauziati (2010: 70) states that the lexicon card framework shows up to be the foremost compelling and practical method for memorization to memorize modern lexicon. This is often a method that depends on dreary repetition memorization to address overlooking.

## **Conclusion**

Students' vocabulary achievement can be improved with the make a match technique in the learning. This is evidenced by the pretest and posttest scores. The posttest score is greater than the pretest, where the pretest score is 4.43

and the posttest score is 7.56. It could be concluded that the application of the make a match model is found effective in improving students' vocabulary.

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