

**THE EFFECT OF MAKE A MATCH TECHNIQUE  
TO STUDENTS' VOCABULARY MASTERY  
GRADE VIII OF SMPN 1 PUNCAK SORIK MARAPI-  
MANDAILING NATAL**



**A THESIS**

*Submitted to State Islamic University the Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfilment of the Requirement  
for the Graduate Degree of Education Scholar (S.Pd.) in English*

Written By

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STATE ISLAMIC UNIVERSITY SYEKH ALI  
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PADANGSIDIMPUAN**

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## LETTER OF AGREEMENT

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

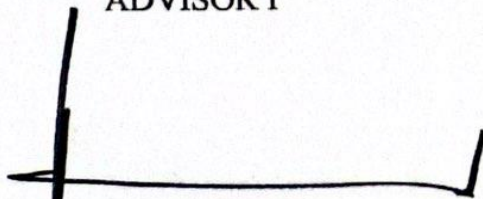
After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to **Nur Hoddina**, entitled *The Effect of Make a Match Technique to Students' Vocabulary Mastery Grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Along with the above, the name stated above can already undergo a munaqosyah examination to account for this thesis.

Thus we convey, hopefully it can be understood and for your attention thank you.

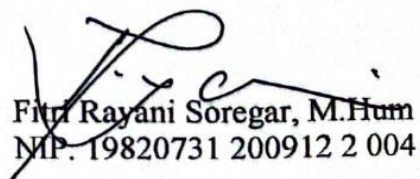
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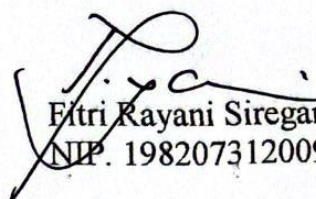
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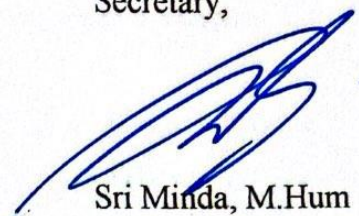
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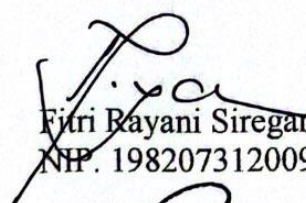
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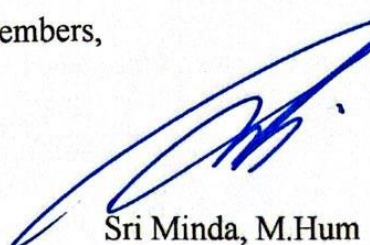
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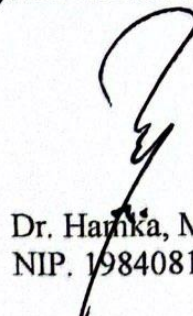
  
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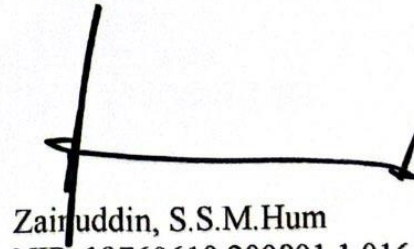
  
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## LEGALIZATION

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## ABSTRACT

Name : Nur Hoddina  
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Thesis Title : The Effect of Make a Match Technique to Students' Vocabulary  
Mastery Grade VIII of SMPN1 Puncak Sorik Marapi -  
Mandailing Natal

The problems of this research are 1) Students' do not understand learning english. 2) The students' vocabulary mastery was still low. 3) Students do not match the technique used by the teacher. The purposes of this research are 1) To know the students' vocabulary mastery before learning by using make a match technique. 2) To know the students' vocabulary mastery after learning by using make a match technique. 3) To know whether there is or not the significant effect towards make a match technique on vocabulary mastery. This research is quantitative in experimental method with pre-test post-test control group design. The instrument in this research is multiple choice tests. Based on the test results, it was found that the students' vocabulary mastery before learning by using Make a match technique grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal it was enough category. Then, the students' vocabulary mastery after using Make a match technique it was high category. The result of t-test is that  $t_{count} > t_{table}$  "there is significant effect of make a match technique to students' vocabulary mastery grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal. Make a match Technique can use by English Teacher because this technique makes students more active and interesting to study English. Make a match technique can increase the student's vocabulary mastery because this technique easy to practice in the classroom.

**Key Words:** *Make a Match Technique, Vocabulary Mastery*

## ABSTRAK

Nama : Nur Hoddina  
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Thesis Title : Pengaruh Teknik Make a Match Terhadap Penguasaan Kosakata Siswa Kelas VIII SMPN 1 Puncak Sorik Marapi - Mandailing Natal

Peneliti menemukan ada beberapa masalah yang ada dalam pembelajaran kosakata adalah: 1) Siswa tidak memahami pembelajaran bahasa Inggris. 2) Penguasaan kosakata siswa masih rendah. 3) Siswa tidak cocok dengan teknik yang digunakan guru. Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran dengan menggunakan teknik make a match. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran dengan menggunakan teknik make a match. 3) Untuk mengetahui ada atau tidaknya pengaruh yang signifikan teknik make a match terhadap penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pre-test post-test control group design. Instrumen dalam penelitian ini adalah tes pilihan ganda. Berdasarkan hasil tes diketahui bahwa penguasaan kosakata siswa sebelum pembelajaran dengan menggunakan teknik Make a match kelas VIII SMPN 1 Puncak Sorik Marapi-Mandailing Natal berada pada kategori cukup. Kemudian penguasaan kosakata siswa setelah menggunakan teknik make a match termasuk dalam kategori tinggi. Hasil uji-t diperoleh  $t_{hitung} > t_{tabel}$  “Ada pengaruh yang signifikan teknik make a match terhadap penguasaan kosakata siswa kelas VIII SMPN 1 Puncak Sorik Marapi-Mandailing Natal. Teknik Make a match dapat digunakan oleh Guru Bahasa Inggris karena teknik ini membuat siswa lebih aktif dan tertarik untuk belajar Bahasa Inggris. Teknik Make a match dapat meningkatkan penguasaan kosa kata siswa karena teknik ini mudah dipraktikkan di kelas.

Kata Kunci: Teknik Make a Match, Penguasaan Kosakata

## خلاصة

اسم  
رقم التسجيل  
العنوان  
:نور الحدين  
:١٩٢٠٣٠٠٠١٠٣  
:تأثير تقنية التوفيق في إتقان المفردات لدى طلاب الصف الثامن بالمدرسة الإعدادية  
الأولى بونشاك سوريك مارابي - ماندايلينج ناتال

مشاكل هذا البحث هي (١) عدم فهم الطلاب لتعلم اللغة الإنجليزية. (٢) إتقان الطلاب للمفردات لا يزال منخفضًا. (٣) عدم مطابقة الطلاب للتقنية التي يستخدمها المعلم. أهداف هذا البحث هي (١) معرفة إتقان الطلاب للمفردات قبل التعلم باستخدام تقنية المطابقة. (٢) معرفة مدى إتقان الطلاب للمفردات بعد التعلم باستخدام تقنية المطابقة. (٣) معرفة ما إذا كان هناك تأثير معنوي لأسلوب المطابقة في إتقان المفردات أم لا. هذا البحث كمي في المنهج التجريبي مع تصميم المجموعة الضابطة للاختبار القبلي والاختبار البعدي. الأداة المستخدمة في هذا البحث هي اختبارات الاختيار من متعدد. بناءً على نتائج الاختبار، وجد أن إتقان الطلاب للمفردات قبل التعلم باستخدام تقنية مطابقة الصف الثامن من المدرسة الإعدادية ١ بونشاك سوريك مارابي-ماندايلينج ناتال كان فئة كافية. ثم كان إتقان الطلاب للمفردات بعد استخدام تقنية المطابقة ضمن الفئة العالية. نتيجة البحث هي "أن هناك تأثيرًا كبيرًا لاستخدام تقنية المطابقة على إتقان مفردات الطلاب للصف الثامن بالمدرسة الثانوية الأولى بونشاك سوريك مارابي-ماندايلينج ناتال. يمكن لمعلم اللغة الإنجليزية استخدام تقنية المطابقة لأن هذه التقنية تجعل الطلاب أكثر نشاطًا وإثارة للاهتمام لدراسة اللغة الإنجليزية. يمكن لتقنية إجراء مطابقة أن تزيد من إتقان الطالب للمفردات لأن هذه التقنية سهلة الممارسة في الفصل الدراسي.

الكلمات المفتاحية: صنع تقنية المطابقة، إتقان المفردات

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This thesis cannot be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critique and suggestion to make this better.

Padangsidempuan, 1 January 2024  
Reseacher

Nur Hoddina  
Reg. No 1920300103

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## **CHAPTER I INTRODUCTION**

### **A. Background of The Problem**

Vocabulary is an important component in learning English that is very important for a speaker or writer to use to express a purpose so that it is more easily understood by the listener. Learning English without mastering vocabulary makes it difficult for people to speak and answer questions, both written and spoken. Vocabulary is one of the basics must be taught to students before starting to learn about English skills. If students are already proficient in this matter by mastering this vocabulary, they will be ready to learning the four skills in English and be able to move on the next stage in Learning English.

Vocabulary is a basic to communication to students' ability in four language skills like listening, speaking, reading and writing. Vocabulary should be mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary.<sup>1</sup> So vocabulary is important element to study first and one important factor to understand both spoken and written English, people cannot write a word or make a sentence well when they do not master it.

Vocabulary lists can be an effective way to quickly learn word-pair translation. However, it is more effective to use vocabulary cards because learners can control the order in which they study the words. It should be seen as a useful and effective complement and simply one part of a well-balanced

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<sup>1</sup>Fitri Rayani and Eka Sustris Harida, *Building a Better Vocabulary by Word Formation Process*, ed. Eko Widiyanto, 1st ed. (Jakarta: Kencana, 2021), <http://repo.uinsyahada.ac.id/980/>.

vocabulary-learning programmed. The three word study strategies of using word parts, dictionary use, and using word cards are important in helping learners quickly increase their vocabulary size<sup>2</sup>. It means that usually vocabulary is more focused on word lists and important element in understanding four skills in English listening, reading, speaking and writing language skills and is an important factor in understanding English both orally and in writing.

Make a Match is a technique to teach all subject matter by using cards. The cards consist of question and answer form that appropriate with a topic or subject matter in learning process. Make a Match technique was developed by Lorna Curran in 1994s. One of the profits of this technique is the students look for their partner while learning a concept or topic in interesting situation. This technique can be applied in all of the subject matter and all level for students<sup>3</sup>. Make a match technique one of technique that used card and play in partner to make student to work together and feel enjoying to study English.

The make a match learning Technique is a learning technique that invites students to search an answer to a question or a pair of a concept through a pair card game. Make a match is a teaching model student to be active in matching answers and discipline in the allotted time<sup>4</sup>. Make a Match technique

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<sup>2</sup>Jack Richarh and Willy Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, ed. Jack C., Jack C. Ri (Cambridge, New York, Malbourne, Madrid, Singapore: United States of America by Cambridge University Press, New york, 2002), [https://viancep2012.files.wordpress.com/2011/12/methodology\\_in\\_language\\_teaching\\_2002\\_scaned.pdf](https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scaned.pdf).

<sup>3</sup>Anita Lie, *Cooperative Learning*, (PT. Grasindo, 2008), p. 55  
[https://www.academia.edu/7426673/Kooperatif\\_Learning\\_Anita\\_Lie](https://www.academia.edu/7426673/Kooperatif_Learning_Anita_Lie)

<sup>4</sup>Andi Sulisto and Nik Haryanti, *Model Pembelajaran Kooperatif (Cooperative Learning Model)* (CV.Eureka Media Aksara, 2022),

in teaching vocabulary is not only effective to lead students feel more interesting and enjoy doing activity, but also it can give the students opportunities to be active in learning English vocabulary<sup>5</sup>. It means that make a match technique used cards and play with partners can make students more interested in studying English.

Based on Interviews with the Teacher Miss Hapriani S.Pd, and Students that student often find obstacles in learning new vocabulary at SMPN1 Puncak Sorik Marapi-Mandailing Natal. First, Vocabulary mastery is still low. Second Students have difficulty memorize in vocabulary because students often use their mother tongue, Third Students are Lazy and bored study English because they feel that learning English is difficult. That means students vocabulary still low, based on the results of observations made by researchers at school, researchers found that students said "I don't understand the meaning of the vocabulary", "I feel learning English is very boring because the teaching method is very monotonous. As a result, students have difficulty understanding and memorizing Vocabulary.<sup>6</sup>

A teacher must use various techniques in teaching vocabulary in order to take students' attention and make a learning process become fun. Technique is teacher's way to teach a material or everything teachers do or should do in

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<https://repository.penerbitureka.com/media/publications/408751-model-pembelajaran-kooperatif-cooperativ-609b9c2e.pdf>.

<sup>5</sup>Maduratna Dewi , 2014, *The Impact of the Application of Make- A Match Technique Towards Students' Vocabulary Mastery*: The Second International Conference on Education and Language (2nd ICEL) 2014 Bandar Lampung University (UBL), Indonesia. ISSN 2303-1417 <https://www.scribd.com/document/561648400/298-596-1-SM>

<sup>6</sup>Private Interview, Hapriani S.Pd. English Teacher of SMPN1 Puncak Sorik Marapi, 19 Desember 2022

order to help their learners learn with systematic procedure. The application of media is important in teaching vocabulary. Besides that, the existence of media such as picture, audio, video, cards, and other also gives good effect in vocabulary. The researcher uses make a match Technique because using make a match students more interested in learning vocabulary in English. Make a match game technique makes students more understand about vocabulary and makes students think more independently and build cooperation with friends classmates by using the card and make a learning become fun and learning material to understand easily.

Based on the explanation above, the researcher is interested in conducting researched on vocabulary using the make a match Technique entitled “The Effect of Make a Match Technique to Students’ Vocabulary Mastery Grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal.

## **B. Identifications of the Problem**

Based on the background of the study, the problem that can be identified as follows:

1. Students do not understand Learning English
2. The students’ vocabulary mastery was still low
3. Students do not match the methods used by the teacher

## **C. Limitation of the Research**

Several factors can affect students' vocabulary mastery. From these factors, teaching techniques are considered to have a big influence on vocabulary mastery. Because the appropriate technique can make students easily catch the material. Through the technique, students' brains become easy

in memorizing. There are so many types of techniques in teaching vocabulary, such as blindfold technique, observe and remember technique, make a match technique, and whisper and write technique, etc.

In this study, researcher used make a match technique because in this technique students looked for partners while studying a concept or topic in a fun atmosphere. Make a match Technique focused on vocabulary in Noun and Adjective about places, things and animals. So the researcher limits only on the make a match technique in teaching vocabulary.

#### **D. Definitions of the Operational Variables**

This research is supported by two educational theories; there are Make a match Technique and Vocabulary.

##### **1. Make a Match Technique (Variable X)**

Make a Match Technique is learning in which students match pairs in of card containing questions and answers. The application of Make a Match Technique in learning activities is when the learning takes place the teacher gives questions and pairs of random answer to students.

##### **2. Vocabulary (Variable Y)**

Vocabulary is the most important aspect on learning English. In understanding vocabulary can make it easier for us to communicate more effectively.

#### **E. The Formulation of the Problems**

Based on the background above, problems can be formulated as follows:

1. How is students' vocabulary mastery before learning by using make a match technique?
2. How is students' vocabulary after learning by using make a match technique?
3. Is there any significant effect of make a match technique to students' vocabulary mastery?

#### **F. The Purposes of the Research**

Based on formulation above, the purpose of this researcher as following:

1. To know students' vocabulary mastery before learning using make a match technique.
2. To know students' vocabulary mastery after learning using make a match technique.
3. To know whether there is a significant effect of make a match technique to students' vocabulary mastery.

#### **G. Significances of the Research**

The results of this study are expected to increase the knowledge of the readers. The significances are:

- a. This research is expected to add information about the influence of the Make a Match Technique that teachers can use to develop their teaching and expected to be useful research for other research.

- b. For English teachers, hopefully it can provide inspiration for teachers make some variations in teaching English, so students will not bored with the lesson.
- c. For students, this research is expected to provide motivation to improve them-selves in vocabulary mastery.

#### **H. Outline of the research**

The outline of this thesis is divided into five chapters, chapter I consists background of the problem, identification of problems, limitation of the problem, formulation of the problem, significances of the research, definition of operational variable terminologies. Chapter II consist the theoretical description. It divided into subchapters which consist of definition of vocabulary, definition of make a match technique, review of related findings, conceptual framework, and hypothesis.

Chapter III, it consists of methodology of the research which is divided into subchapter, the place and time of the research, research design, population and sample, instrument of research, validity and reliability instrument, the technique of collecting data, the technique of data analysis, and hypothesis test. Chapter IV, the result of research it consists subchapter description of data, discussion and threats of the research. Chapter V consist the conclusion and suggestion. This outline will be the content of the thesis later.

## CHAPTER II LITERATUL RIVIEW

### A. Theoretical Descriptions

#### 1. Vocabulary

##### a. Definitions of Vocabulary

Vocabulary is the stock of words that can be used to express people selves. Most of people do not use many words in speaking or writing as a person understands when they hear or see<sup>1</sup>. Vocabulary is one aspect that the students need to learn. Learning vocabulary like English is a complex process, because learning vocabulary is not only understand the meaning of a word but also to know how to spell and pronounced.<sup>2</sup> It means students must know and understand the word first before they will use it so they can easily express their ideas and can easily speak and write English.

According to Nunan Vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.<sup>3</sup>Vocabulary is a communication particularly in the early stages when students are motivated to learn basic words they need to get by in the language<sup>4</sup> In Oxford Dictionary,

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<sup>1</sup>Fitri Rayani Siregar, "Teachers' Techniques In Teaching Vocabulary For Beginer Class," English Education 3, no. 1 (2015): 2, <http://jurnal.iain-padangsidiimpunan.ac.id/index.php/EEJ/article/view/1286>.

<sup>2</sup>Oki Frederikus, Improving Vocabulary Mastery by Using Pictures for The Second Grade Sudents of SMP Negeri OETF0, Journal of English Teaching, Literature and Linguistics, Volume 2 Nomor 1 (2022) , <https://jurnal.stairakha-amuntai.ac.id/index.php/SKETCH/article/view/169>

<sup>3</sup>David Nunan, *Language Teaching Methology A Textbook for Teachers*, Two Edition (New York,2000), <https://id.z/book/058959/032b9a>.

<sup>4</sup>Roger Gower, Diane Philips, and Steve Walters, *Teaching Practice a Handbook* (Macmillan, 2005), <https://id.z-library.se/book/847208/e84e6b>.

Vocabulary is all words that a person knows and uses, all words in a language, a list of meanings especially in foreign language learning books<sup>5</sup>. Based on above researcher can conclude that vocabulary is the language aspect have to be learned when people are learning a language and it that should be mastered for learning English as a foreign language.

#### **b. Types of Vocabulary**

According to Armbruster in Dzur sates that Vocabulary refers to the words we must know to communicate effectively. Vocabulary Classifies into four types, they are:

##### 1. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

##### 2. Speaking Vocabulary

A persons speaking vocabulary is all he words he or she can use speech. Due to the spontaneous nature of the speaking vocabulary, words often misused. This misused though slight and intentional may be compensated by facial expressional, tone and voice, or hand gestures.

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<sup>5</sup>Oxford Dictionary (2008), *Oxford Learner's Pocket Dictionary*, p. 495

### 3. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is type of vocabulary simply because it includes the other three.

### 4. Writing Vocabulary

A person's writing is all the words he or she can employ in writing. Contrary to the previous to vocabulary types, the writing vocabulary is stimulated by its user.

### 5. Focal Vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly for a certain group those with particular focus of experience or activity, a lexicon, or vocabulary, is a language dictionary, its set of things, events, and ideas. Some linguists believe that lexicon influences people's perception on thongs<sup>6</sup>. So Vocabulary is an important aspect of learning a foreign language. With vocabulary, someone will have an understanding of speaking, reading, listening and writing.

According to Thornbory in Siregar and Harida there are two kinds of vocabulary that consisted of receptive or passive and productive or active vocabulary. The further explain:

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<sup>6</sup>Dzur Rif'ah Mahmudah , "The Correlation Between Students' Writing Ability and Their Vocabulary Mastery," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 3, no. 2 (2014): 192–206, <https://doi.org/10.26618/ejpb.v3i2.837>.

### 1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. All the vocabulary does not need to be understood by someone, but must be known about the context of the text.

### 2. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>7</sup>

Based on quotation above, it can be concluded that receptive or passive vocabulary will be easy to understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy to understand by using concentration patterns and grammatical to get vocabulary.

### c. Problem in Learning Vocabulary

There are a lot of problems that students face while they are learning vocabulary. One of the problems is well known. Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

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<sup>7</sup>Rayani and Harida, *Building a Better Vocabulary by Word Formation Process*, ed. Eko Widiyanto, 1st ed. (Jakarta: Kencana, 2021), <http://repo.uinsyahada.ac.id/980/>.

### 1. Pronunciation

Pronunciation is the way the language sounds in a language that is difficult to pronounce and learn. Potentially difficult words are usually words that contain sounds that are unfamiliar to some groups of learners.

### 2. Spelling

Spelling is the act of forming words correctly from each letter, and the ability to spell. Words containing silent letters are especially problematic.

### 3. Grammar

Grammar is sentence structure or guide that we use when learning a language. Grammar associated with the words also problematic, especially if this differs from that of its first language equivalent.

### 4. Meaning

Meaning is when two words have almost the same meaning and the way they are pronounced is similar, students feel confused<sup>8</sup>. Its means to understand vocabulary, we have to understand how to pronounce words, the correct grammatical structure and know the meaning of a word in English. If the pronunciation, spelling,

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<sup>8</sup>Scott Thornbury, *How to Teach Vocabulary*, ed. Pearson Longman (England: Bluestine Press, Charlbury, Oxfordshire, 2002), <https://www.pasco.k12.fl.us/library/esol/how-to-teach-vocabulary-like-a-pro.pdf>.

grammar and meaning are good then it will be easy for us to speak and write sentences.

#### **d. Functions of Vocabulary**

Vocabularies are classified into functions and contents of words. The classification of word intended into noun, adjective, pronoun, verb, preposition, conjunction, adverb and interjection.

##### 1. Noun

Noun is a word used to name a person, place, things. Nouns are divided into eight kinds:

- a. Common Noun is a name given in common to every person or thing of the same class or kind.

Example: Table, Chair, Man, Doctor, Woman, Teacher, Office, Hospital, etc

- b. Proper Noun is the name of some particular person or place.

Example: Japan, America, Indonesia, October, December

- c. Collective Noun is the name of collection of things or place.

Example: Family, Nation, Crowd, Team, Army, Class

- d. Concrete noun is the name of things that can be touched or seen.

Example: sun, girl, boy

- e. Abstract Noun is the name of quality, action or state.

Example: freedom, liberty, love, goodness, happiness, Friendship, honesty

- f. Countable Noun is the name of a thing that can be counted.

Example: table, book, man, woman

g. Uncountable Noun is the name of a thing that cannot be counted.

Example: ice, milk, butter

## 2. Adjectives

Adjectives are a word describing of noun

Adjectives are divided into four types namely:

a. Adjective of Quality: An adjective used to talk about the quality of person or things

Example: large, honest, foolish, wealthy fundamental, and so on.

b. Adjective of Quantity: An adjective used to talk about the quality of things.

Example: little, much, enough, no, some, any etc.

c. Adjective of Number: An adjective used to talk about the number of person or things.

Example: five, few, many, any, etc.

d. Demonstrative Adjective:

An adjective used to point out which person or things are meant.

Example: this, that, these, those, such.

## 3. Pronoun

Pronoun is a words used instead of a noun.

Ex: I give this for you

## 4. Verb

Verb is a words used to say something about some person, place or thing.

## 5. Preposition

Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.

Example: about, with, in, after, down, etc.

6. Conjunction is a word used to join word or sentence.

7. Adverb

Adverb is a word used to end something to the meaning of a verb, and adjectives, or another adverb.

Example: Dinda is very beautiful

8. Interjection

Interjection is a word which expresses some sudden feeling.

Common interjections include wow, well, hey, bravo, and oh

Ex: *Oh!* That is beautiful<sup>9</sup>.

#### **e. Material in Teaching Vocabulary**

There are many materials in teaching vocabulary. The book used in SMPN1 Puncak Sorik Marapi-Mandailing Natal is “English book “when English Rings the Bell” It divided into eight chapters, they are: how are you ( chapter 1), It’s me (chapter 2), What time is it? (chapter 3), This is my world (chapter 4), It’s beautiful Day (chapter 5), We love what we do (chapter 6), I’m proud of Indonesia (chapter 7), That’s what friends are supposed to do (chapter 8).<sup>10</sup>

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<sup>9</sup>Wren et- al, *High School English Grammar and Composition*, Revised Edition

<sup>10</sup>Kementrian Pendidikan dan Kebudayaan Buku Bahasa Inggris *When English Rings the Bells*, Mts/SMP Kelas VII. (Jakarta:Politeknik Negeri Media Kreatif, 2013)

In the research, to know the students' vocabulary mastery, researcher limit the materials of vocabulary into basic vocabulary includes the materials adjective and noun of describing people, place, and things by using Make a match Technique. There are some examples of material vocabulary at junior high school:

**Brilliant Summary of the Chapter**

**A. Adjectives**

An adjective is a word that describes, identifies or further defines a noun or a pronoun. It is commonly placed before a noun. Thousands of adjectives are available to describe how something feels, looks, sounds, tastes and acts.

Examples:

- The chicken soup is *delicious*./It's a *delicious* chicken soup.
- The cheese is *melted*./It's a *melted* cheese.
- The classroom is *noisy*./It's a *noisy* classroom.
- Most leaves are *green*./They are *green* leaves.
- Her cheeks are *chubby*./She has *chubby* cheeks.

| Taste     | Touch  | Sound      | Color  | Size      |
|-----------|--------|------------|--------|-----------|
| bitter    | cold   | faint      | black  | big-boned |
| delicious | cool   | husky      | blue   | chubby    |
| fruity    | dry    | loud       | bright | fat       |
| salty     | melted | mute       | gold   | great     |
| sour      | soft   | quiet      | green  | little    |
| sweet     | sharp  | silent     | pink   | short     |
| yummy     | wet    | whispering | violet | tall      |

**Brilliant Activity 7 Comparing People, Animals, and Things**

Score: 1 = poor, 2 = average, 3 = good, 4 = excellent

Work in pairs. Look at each group of pictures. Pay attention to the example. Then compare the pictures orally. Make sentences using comparative and superlative degree. Use the adjectives in the box in your sentences.

| Tall | Short | Young | Old   | Fast | Slow | Wild |
|------|-------|-------|-------|------|------|------|
| Tame | Small | Big   | Short | Long | Good | Bad  |

Source: [www.kidcyber.com](http://www.kidcyber.com), [www.pastdefence.com](http://www.pastdefence.com), [www.health.iputank.com](http://www.health.iputank.com) (22 February 2017)

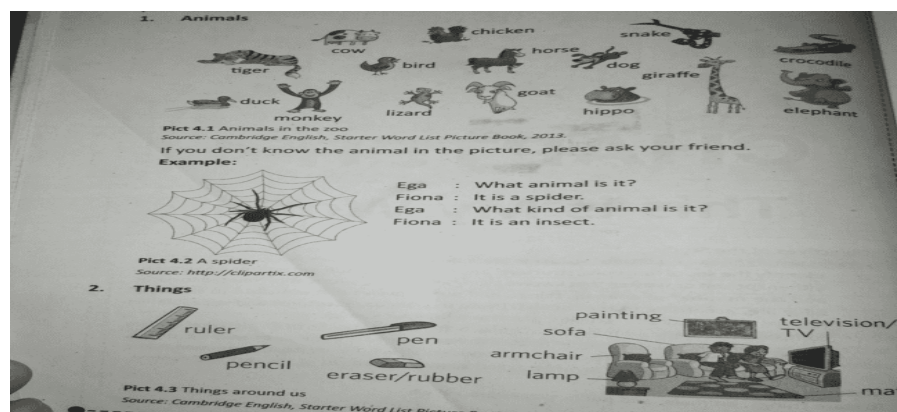
Source: [www.pinterest.com](http://www.pinterest.com), [www.h2-revival.com](http://www.h2-revival.com), [www.justinfact.com](http://www.justinfact.com) (22 February 2017)

Source: [www.pinterest.com](http://www.pinterest.com), [www.kuala\\_lumpur.wa](http://www.kuala_lumpur.wa), [www.burjhalifa.ae](http://www.burjhalifa.ae) (22 February 2017)

**The Makkah Royal Clock**  
Height: 601 m

**The Petronas Twin Tower**  
Height: 451.9 m

**Burj Khalifa Tower**  
Height: 828 m



## 2. Make a Match Technique

Game as one of techniques used in language teaching, gives practices in all skills are listening, speaking, reading, and writing. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Technique also commonly referred to by others term, any of a wide variety of exercises, activities and task in the language classroom for realizing lesson objectives.<sup>11</sup> It means that technique is an activity or media that done in the class for realize purpose from learning to know ability students.

### a. Definition of Make a Match

Talking about make a match, there are many definitions of make a match according to expert.

Make a Match is a technique to teach all subject matter by using cards. The cards consist of question and answer form that appropriate with a topic or subject matter in learning process. Make a Match

<sup>11</sup>H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (USA: Prentice Hall Inc, 1994), p.126.

technique was developed by Lorna Curran in 1994s. One of the profits of this technique is the students look for their partner while learning a concept or topic in interesting situation. This technique can be applied in all of the subject matter and grade level<sup>12</sup>. It means make a match technique can be an alternative that can be applied by the teacher to improve student vocabulary. With an active class and a pleasant atmosphere can make it simple for students to keep in mind the new vocabulary.

Arifah and Kusumarasyati states that make a match are one of the teaching techniques which can be used in cooperative learning. Cooperative learning does not merely imply collaboration. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning "is more structured, more prescriptive to teachers about classroom techniques, more directives to students about how to work together in groups.

The Make a Match technique is a kind of game where students have to find their partner, the implementation process is carried out together with other classmates<sup>13</sup>. The Make a Match model is an alternative learning technique in learning English<sup>14</sup>. Make a Match

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<sup>12</sup>Anita Lie, *Cooperative Learning*, (PT. Grasindo, 2008), p. 55

[https://www.academia.edu/7426673/Kooperatif\\_Learning\\_Anita\\_Lie](https://www.academia.edu/7426673/Kooperatif_Learning_Anita_Lie)

<sup>13</sup>Arifah and Kusumarasyati, The Effectiveness of Make a Match Technique for Teaching Writing Descriptive Text to the Seventh Graders of SMP N 1 Karangbinangun Lamongan, retrieved from <http://www.ejournal.unesa.ac.id/article/3061/58/article/pdf.>, on May 24th, 2017

<sup>14</sup> Nining Yulianti , 2021, Penguasaan Vocabulary Dalam Memahami Descriptive Text Dengan Make a Match Bermedia

technique teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching vocabulary, the Make a match technique is considered as one very appropriate technique<sup>15</sup>. From these explanations, it can be concluded that make a Match technique is a kind of technique to teach vocabulary that uses cards which contains question and answer card about a topic or material of learning process.

Make a match technique can motivate teacher to encourage their students to be more interested and enthusiastic in learning English. In teaching English for junior high school students, the teachers use a make a match technique to make teaching and learning easier. When the students are interested in the learning, they will concentrate and participate actively in the class<sup>16</sup>. Its means that make a match technique one of technique in teaching that can make students fell interesting and enjoy to study.

The use of the Make a Match learning Technique in learning English will create a new atmosphere. By using this learning Technique students will be more interested to follow the learning process. A creative and innovative learning process will be better motivating students to learn, because students' curiosity can increase and students

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Tambar[https://books.google.com/books/about/Penguasaan\\_Vocabulary\\_dalam\\_Memahami\\_Des.html?id=pPQ4EAAAQBAJ](https://books.google.com/books/about/Penguasaan_Vocabulary_dalam_Memahami_Des.html?id=pPQ4EAAAQBAJ)

<sup>15</sup>Ratna Zawil, "Using Make A Mach Echnique To Teach Vocabulary," no. 1 (2016): 311–28, <https://jurnal.usk.ac.id/EEJ/article/view/4586>.

<sup>16</sup>Mahmudah, "The Correlation Between Students' Writing Ability and Their Vocabulary Mastery." <https://ejournal.unesa.ac.id/index.php/retain/article/view/1546/1171>

are not fast as long as you are bored with learning with a learning process that is not monotonous.

Based on the researcher Make a Match is a interesting technique which used to review the material given before for teaching using cards where the cards consist of questions and answers according to a topic or subject matter in the learning process. This makes a match Technique is for students to find partners and match the questions and answers that have been given.

#### **b. Procedures of Make a Match**

According to Lie learning steps on make a match learning as follows:

1. The teacher provides some cards that contains of topics
2. Each of students will be given a card.
3. Each of students looking for a match that suitable with his/her card.
4. The students join with his/her friends that get a suitable card.
5. Conclusion<sup>17</sup>.

In addition, According to Rusman that the procedure of Make a Match technique as below:

1. The teacher prepares several cards containing several concepts or a suitable topic for a review session, otherwise one section
2. Each student gets one card.

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<sup>17</sup>Anita Lie, *Cooperative Learning*, (Jakarta:PTGrasindo, 2002), p.55

3. Each student thinks about the answer to the question from the card held.
4. Each student looks for a partner who has a card that matches the card (answers).
5. Each student can match his card before the time limit is given a point.
6. Conclusion.<sup>18</sup>

The procedures must be applied by teacher step by step to reach the good final result. The procedure is not difficult to be applied, so the learning process will be fun and enjoying. From the theory of procedure of make a match technique, the researcher chooses Lie Theory.

### **c. Advantages of Make a Match**

#### **a. Advantages of Make a Match**

The advantages of make a match are:

- a. It can increase students learning activity for their cognitive and physic
- b. It can create a joyful learning because it is like a game.
- c. It can increase students' comprehension about the material, because the materials of teaching are easy.
- d. It can increase students' motivation in learning.

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<sup>18</sup>Rusman, *Model-model Pembelajaran*, (Jakarta: PT Rajagrafindo Persada, 2012), 354

- e. It can increase the students' creativity through matching the cards.
- f. It can help avoid students being bored during the teaching learning process.
- g. All of students in the class more active<sup>19</sup>.

Based on the quotations above, it can be concluded that the purpose of Make a Match technique are to help students with cards representation for understanding of subject matter in learning process and to help increase students motivation in learning.

#### **d. Teaching Vocabulary by using Make a Match Technique**

Make a Match Technique in teaching vocabulary to help the teacher and students for the learning process. Make the learning process more interesting and fun, so that students are more active in learning. There are some activities in teaching vocabulary with Make a match Technique that can be applied in the classroom. Activities of for using make a match Technique, they are:

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<sup>19</sup>Fitriadi Lubis, Sojuangon Rambe, and Annisa Nur Habibi, "The Effect of Make a Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidempuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 1, <https://doi.org/10.24952/ee.v5i1.1166>.

**Table II.1**  
**Teaching Vocabulary by Using Make a Match Technique Grade VIII of**  
**SMPN1 Puncak Sorik Marapi-Mandailing Natal**

| Learning Activities | Teachers' Activities  | Procedure   | Students Activities  |
|---------------------|---|---|--|
| Pre-teaching        | <ol style="list-style-type: none"> <li>1. Teacher comes to the class by greeting and asks the students to pray together</li> <li>2. Teacher checks attendance</li> <li>3. The teacher asks the students to stand up to warmer up</li> </ol>   | <ol style="list-style-type: none"> <li>1. Students sit on the chair.</li> <li>2. Pray together.</li> <li>3. Students Listen and pay attention to the teacher</li> </ol>           | <ol style="list-style-type: none"> <li>1. Replying to the teacher's greetings</li> <li>2. Pray with the teacher</li> <li>3. Students state the attendance list by say present or yes</li> <li>4. Students stand up and follow the teachers' warmer up</li> </ol> |
| While Teaching      | <ol style="list-style-type: none"> <li>1. Teacher explain the material</li> <li>2. Teacher tells to students that they are going to learn the vocabulary about noun and adjective using Make a Match Technique helps them to understand and enjoy to study English</li> <li>3. Teacher explain rules of make a match technique</li> </ol> | <ol style="list-style-type: none"> <li>1. Teacher explain the material</li> <li>2. The teacher prepares several cards containing the material about Noun and Adjective</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen to the teacher's explanation</li> <li>2. Students listen the teacher what will they do</li> </ol>  |
|                     | <ol style="list-style-type: none"> <li>4. Teacher ask to students to take one card for one person</li> </ol>  | <ol style="list-style-type: none"> <li>3. Each students gets one card</li> </ol>  | <ol style="list-style-type: none"> <li>3. Students take one card that teacher's given</li> </ol>   |
|                     | <ol style="list-style-type: none"> <li>5. Teacher ask to students to find their partner to know their card matching or not</li> </ol>   | <ol style="list-style-type: none"> <li>4. Each of students looking for a match that suitable with his/her card</li> </ol>   | <ol style="list-style-type: none"> <li>4. The students do what teacher say to find their partner of their card</li> </ol>  |
|                     | <ol style="list-style-type: none"> <li>6. Teacher give time to student to find their partner to matching their answer card</li> </ol>   | <ol style="list-style-type: none"> <li>5. The students join with his/her friends that get a suitable card</li> </ol>  | <ol style="list-style-type: none"> <li>5. Students do what the teacher say</li> </ol>  |
| Learning Activities | Teachers' Activities  | Procedure   | Students Activities  |

|               |  |         |  |
|---------------|--|---------|--|
| Post-Teaching | <ol style="list-style-type: none"> <li>1. The teacher gives feedback</li> <li>2. Teacher gives the homework.</li> <li>3. Teacher informs the next material and the teacher close the class.</li> </ol> | Closing | <ol style="list-style-type: none"> <li>1. Students listen to the teacher.</li> <li>2. Students response to the teacher feedback</li> <li>3. The students do their homework in their home.</li> <li>4. Students listen to the teacher.</li> </ol> |
|---------------|--|---------|--|

### e. Teachers' Technique in Teaching Vocabulary

In teaching vocabulary mastery grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal, the teacher use conventional teaching method.

#### 1. Definition of Teacher's Technique

Teachers' Technique is a teaching technique used by the teachers. Conventional technique is the technique or the way that usually used by the teachers to teach the text to students<sup>20</sup>. Hudson states that "conventional teaching is a technique that used by the teachers based mutual agreement in a school<sup>21</sup>. From those definitions, it can be defined that the conventional teaching technique is a way that usually used by teachers to teach the material to students based mutual agreement in a school.

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<sup>20</sup>Jhon Deriden, *Conventional Technique*, retrieved from <http://www.britania.com/Ebchecked/topic/421797/nuclearstrategy/52993/conventional-strategy>, on December 24th, 2016

<sup>21</sup>Hudson, *The Meaning of Conventional Teaching (Online)*, retrieved from <http://www.conventional-strategy/topic/54372-strategy>., on October, 02nd 2016

## 2. The Principle of Teachers' Technique

Conventional teaching is traditional teaching that used by the teacher. Conventional teaching has some principles and it can be applied in teaching process. According to Adnan, there are some principles of traditional teaching, they are:

- a. There is no coherently formulated theory that discusses learning activities in traditional system.
- b. Motivation is based of punishment, reward of prize and competition.
- c. Study with memorizing and save the information without help notes emphasized in traditional education.
- d. The behavioral psychology has the clear significant.
- e. The cognitive psychology does not give the significant.
- f. In general, the learning process in traditional education system is not generated by the certain particular theory.
- g. The dominant mode of teaching is the teacher as the speaker.<sup>22</sup>

From explanation above, can conclude that conventional Teaching is the method that used by the teachers in teaching- learning process that has some principles that can apply in teaching. The step of conventional method is fewer than

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<sup>22</sup>Freire Adnan, "Pendidikan Traditional" (<https://pdfcoffee.com/download/pendidikan-traditional-pdf-free-html> Accessed on 29 November 2022)

Total Physical Response method. Where the steps of conventional method are:

- a. Teacher explains the material.
- b. Identify the vocabularies that difficult to understand.
- c. Students translate the word
- d. Students have to memorize it

So, it can conclude teaching by using conventional method can make students bored and not interest in teaching. So the teachers have to use another method or technique to teach students. Total Physical Response method can be used for teaching in order to make students interesting in learning and not bored when studying. Then, the students also will be more active in learning process.

### **3. Procedure of Teacher Technique**

#### Pre-teaching

- 1) Teacher comes to the class.
- 2) Teacher asks the students to pray together.
- 3) Teacher checks students' attendance.

#### While-teaching

- 1) Teacher writes the material in whiteboard.
- 2) The teacher asks students to write the material to notebook.
- 3) The teacher asks the students to memorize the vocabulary about noun and adjective that has learned in the dictionary.

- 4) Then the teacher gives question to students and then translates.

#### Post-teaching

- 1) Teacher gives feedback.
- 2) Teacher gives students homework.
- 3) Teacher informs the next material.
- 4) Teachers close the class.

### **B. Review of Related Findings**

The researcher found the related findings from the previous research, the previous research as follows

The first is conducted by Mehnaz Iwanti<sup>23</sup> the important of this research the that the make a match technique as an alternative way to improve students' vocabulary mastery because this technique prioritizes social abilities, especially the ability to work together, the ability to interact, in addition the ability to think quickly through the technique looking for a partner of the cards. From Mehnaz's research, it can be concluded the result can be seen by the increase in the average score from 70.2 to 83. The result of her result said that Make a match technique can improve the students' vocabulary mastery that there are differences and similarities with researchers.

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<sup>23</sup> Mehnaz Iwanti et al., "Improving Students' Vocabulary Mastery Through Make a Match Technique At The First Grade Students Of MTs Aisyiyah Medan," *Business Law Binus* (2020), [http://repository.uinsu.ac.id/10437/1/MEHNAZ\\_IWANTI.pdf](http://repository.uinsu.ac.id/10437/1/MEHNAZ_IWANTI.pdf).

The second by Intan Kemala Sari said that used Make a Match is one of the cooperative learning models that can be applied in the classroom, and Make a Match is a technique can make the students more active and easier to understand new vocabulary. Intan's research, it can be concluded that the result can be seen by the increase in the average score from 67.25 to 97.5. From the result that using Make a match technique can improve students' vocabulary mastery.

The third is conducted by Annisa Nur Habibie A.R. Harahap<sup>24</sup>, the important of this research that the implementation of the technique of makes a match through cards for the student reading comprehension. From Annisa's research, it can be concluded that result can be seen by the increase in the average score 64.13 to 75.23. So there was significant effect of make a match technique to students' vocabulary mastery.

### **C. Conceptual Frameworks**

Technique in teaching vocabulary is the important thing must be considered by the teacher to succeed the learning vocabulary. The teacher must choose the suitable technique for the students, so they are not easy to feel bored when following the vocabulary lesson. The teacher can choose the technique which does not only ask them to learn but also they can play. By mixing learning and playing, the students will be more enthusiasm in learning vocabulary.

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<sup>24</sup> Annisa Nur Habibi, "The Effect of Make a Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidimpuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 1, <https://doi.org/10.24952/ee.v5i1.1166>.

Make a Match is one of the techniques that can be applied in teaching vocabulary. By using Make a Match technique will make the students easier to get information from the text. They will be divided into two groups, pairs, or in individually. So, they can enjoy and share their knowledge about the concept or subject matter to each other. Thus, the researcher assumed that with using of good technique students can understand about the text easily and quickly. So, the researcher conducts a research based on the framework as below:

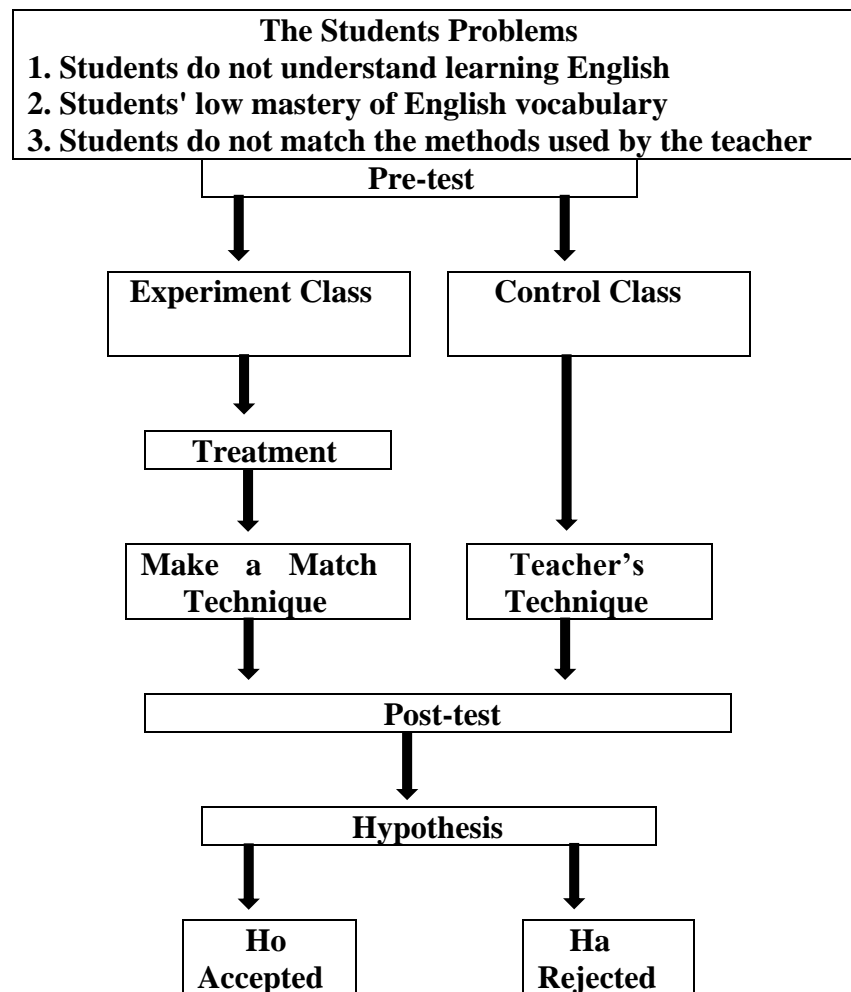


Figure 1. The Picture of the process Make a match Technique

**D. Research Hypothesis**

The hypothesis of the research stated:

There is a significant effect of Make a Match Technique to Students' Vocabulary Mastery Grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal

## CHAPTER III RESEARCH METHODOLOGY

### A. Place and Time

This research conduct at SMPN1 at Grade VIII Puncak Sorik Marapi – Mandailing Natal. It is located in Hutalombang, Puncak Sorik Marapi district, Mandailing Natal regency. This research would be conducted from January 2023 until December 2023.

### B. Research Design

The type of research is quantitative research approach with experimental method. This research was two classes, as an experimental class and a control class. The experimental class is the class that teacher with make a match technique as a treatment and control class is the class that taught with a teachers' method.

This research was quasi experimental design with Pretest-Posttest Control Group Design. The Pretest-Posttest Control Group design involves two groups of subjects, one class was taught is experimental treatment (experimental group) and the other is not given a treatment (control group). The research design was by using one treatment can be seen below:

**Table.2  
Research Design**

| Class              | Pre-test | Treatment                | Post-test |
|--------------------|----------|--------------------------|-----------|
| Experimental Class | √        | √<br><b>Make a match</b> | √         |
| Control Class      | √        | <b>X</b>                 | √         |

## C. Population and Sample of the Research

### 1. Population

The population of this research is all of the students VIII at Grade of SMPN1 Puncak Sorik Marapi – Mandailing Natal. The population of the sample consists of 3 classes with 60 students. It can be seen in the table below:

**Table III.2**  
**The Population of VIII a Grade of SMPN1**  
**Puncak Sorik Marapi-Mandailing Natal**

| No | Class  | Students |
|----|--------|----------|
| 1  | VIII-1 | 20       |
| 2  | VIII-2 | 20       |
| 3  | VIII-3 | 20       |

### b. Sample

The sample of the research is part of the population chosen as the object of the research. To determine the sample to be used in this study, the technique sampling used. In this study, researcher used random sampling.

The sample of the research was three classes it was took by stratified random sampling from the population. The technique was taught the sample by using random sampling, the researcher asked to the English teacher of SMPN1 Puncak Sorik Marapi – Mandailing natal, based on the highest score in the class. The highest score of the classes are VIII-3 and VIII-2, the researcher conducted the sample of this researcher was VIII-2 and VIII-3, to selected VIII-3 20 students was as experimental class and VIII-2 20 students was as control class it consists 40 students.

It can be seen in the table below:

**Table.4**  
**Sample of VIII a Grade of SMPN1**  
**Puncak Sorik Marapi-Mandailing Natal**

| No           | Class              | Students |
|--------------|--------------------|----------|
| 1            | Experimental Class | 20       |
| 2            | Control Class      | 20       |
| <b>Total</b> |                    | 40       |

#### D. Instrument of Collecting Data

Instrument of collecting data is a tool or facility used by researchers in collecting data so the work is easier and the result is better, in a more sense carefully, completely and systematically so that it is easier to process or analyzed<sup>1</sup>. The instrument of this research is test in kinds of multiple choice tests. The research prepared 60 questions to be validated, from the validation results the researcher will take 50 questions to be used as an instrument for the test. The test consist of 50 questions, where 25 questions for pre-test, and 25 questions for post-test. This test gives to both group, experiment and control class. To find out the scores of the students' answer, the researcher gives 4 score for each item. Thus, the maximum score of test is 100.

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<sup>1</sup>Peter Airasian L. R. Gay, Geoffrey E. Mills, *Educational Research Competencies for Analysis and Applications*, ed. PearsonEducaton, Tenth Edit (United States of America, 2012), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

**Table III.4**  
**Indicators of Vocabulary test**

| No          | Indicators  | Pre-test                            | Post-test                          | Score                |
|-------------|---|-------------------------------------|------------------------------------|----------------------|
| 1           | The students are able to master an adjective                | 6,7,8,9,10,13,<br>16,17,18,19,      | 6,7,8,9,10,<br>13,16,17,18,        | 1 items x 4<br>score |
|             | The students are able to complete sentence with adjective   | 20,22,23,24<br>25                   | 19,20,22,23,<br>25                 |                      |
| 2           | The students are able to master noun and complete the words | 1,2,3,4,5,11,<br>12,14,15,24,<br>21 | 1,2,3,4,5,11,<br>12,14,15,24<br>21 |                      |
|             | The Students are able to complete sentence with noun        |                                     |                                    |                      |
| Total Score |   | 25                                  | 25                                 | 100                  |

$$\text{Assessment: } \frac{\text{Students' Score}}{\text{Score Maximum}} \times 100$$

## E. Validity and Reliability Instrument

### 1. Validity

Validity is the important one measuring in a research process.

Validity is important in all forms research and all types of test and measures in some situations, a test or instrument is used to make number different interpretation.

In this research, the researcher uses test as instrument. To make sure that the test has been available for students, the researcher uses construct Validity. The validity of the test items is used to determine whether a test is valid or not using the assessment of experts such as supervisors, lecturers, and people who have expertise in that field. So, to validate the test, the researcher asks the lecture, and the examiner checks the questions one by one and then chooses the questions that he thinks are the test is valid. Before going to effect, the test consists of 60 questions multiple choice question, 30 pre- tests and 30 post- tests. Meanwhile, after validity the test consist of 50 questions. Which consisting of 25 for per- test and 25 for post-test

## **2. Reliability**

A good test should have high reliability besides having high validity. Item validity and reliability are aspect of instrument which based on the English Lecture. The researcher will try to give a point view of this instrument can be used or still need to be improved of failed to be used.

## **F. Procedures the Research**

To get the data from the student, the researcher will collect by giving pretest and post-test by test to students. To get the data from the student, the researcher will collect by giving pre-test and post-test by test to students.

### **1. Giving pre-test**

It will be a test that gives before doing the treatment to the students. It will need to know the students ability in experiment and control

class before the researcher give the treatment to experiment class. It will use to find out the homogeneity and normality level of the sample. The researcher will use some steps in giving pre-test. They are:

1. The researcher prepared 25 items of the multiple choice test.
2. Distributed the test paper to both of classes; experiment and control class.
3. The researcher explained what the students need to do.
4. The researcher gave the time to the students to answer the questions.
5. Researchers collected the student's test paper.
6. The researcher checked the answer of students and counts the students' score.

## **2. Treatment**

After giving the pre-test, the students gave the treatment. The experimental class taught by using Make a Match Technique, while the control class taught by conventional strategy. The researcher has procedures in treatment class. They are:

1. For the beginning, researcher started the learning activity with greeting. Then, researcher ask students to take a pray. Next, the researcher explains the material.
2. Researcher explained the rules in Make a match technique.
3. Researcher gave the cards which contains of material about material. Then, researcher asked each of students to take one card for one person/student to act out.

4. Each students reading the text and think of an answer or question of card held.
5. The students join with his/her friends to check their answer the question in card is matching or not.
6. Make summaries or conclusion about important information from the material.

### **3. Post-test**

After giving treatment, the researcher conducted a post-test. It will different test with the pre-test. This post-test is final test in the research, especially measuring the treatment, whether an effect or not of Make a match technique on students' vocabulary mastery. After conducting the post-test, the researcher analyzes the data. The researcher has procedures. They are:

1. The researcher prepared multiple choice test 25 items
2. Distributed the paper of the test to students of experimental class and control class.
3. The researcher explained what the students need to do.
4. The researcher gave the time to the students to answer the questions.
5. The researcher collected the student's test paper.
6. The researcher checked the answer of students and counts the students score.

## G. Technique of Data Analysis

### 1. Requirement Test

#### a. Normality Test

Normality test use to know whether the data is research is normal or not. So that the researcher using one sample Kolmogorov-Smirnov Test.

The hypothesis for normally test is formulated as follows:

The hypothesis for normally test is formulated as follows:

Ho: The data is normal distribution

Ha: The data is not normal distribution

The significant level chosen in analyzing the score of  $F_{\text{calculated}}$  through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

Ho:  $F_{\text{calculated}} > F_{0.05}$  or  $\text{significant}_{\text{calculated}} > \text{significant } \alpha$  (0.05)

Ha:  $F_{\text{calculated}} < F_{0.05}$  or  $\text{significant}_{\text{calculated}} < \text{significant } \alpha$  (0.05)

**Table III.6**

| <b>One- Sample Kolmogorov-Smirnov Test</b> |                |                         |
|--|----------------|-------------------------|
|  |                | Unstandardized Residual |
| N  |                | <b>20</b>               |
| Normal Parameters <sup>a b</sup>           | Mean           | .0000000                |
| Most Extreme Differences                   | Std. Deviation | 8.77173676              |
|  | Absolute       | .158                    |
|  | Positive       | .102                    |
|  | Negative       | -.158                   |
| Test Statistic                             |                | .158                    |
| Asymp. Sig. (2-tailed)                     |                | .200 <sup>cd</sup>      |

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

From the data above can be seen that the significance is 0.200. It means  $0.05 < 0.200$ .  $H_0$  is accepted and  $H_a$  is rejected. So, the data is normal.

## 2. Homogeneity Test

Homogeneity test is used to know control class and experimental class have same the variant or not. Homogeneity test has function to find out whether the data homogeny or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version.

**Table III.7**

| Test of Homogeneity of Variances |                                      |                  |      |        |      |
|----------------------------------|--------------------------------------|------------------|------|--------|------|
|                                  |                                      | Levene Statistic | df 1 | df 2   | Sig. |
| Result                           | Based on Mean                        | 3.258            | 1    | 38     | .079 |
|                                  | Based on Median                      | 2.427            | 1    | 38     | .128 |
|                                  | Based on Median and with adjusted df | 2.427            | 1    | 36.740 | .128 |
|                                  | Based on trimmed mean                | 3.200            | 1    | 38     | .082 |

Based on the table above, it showed that variance between groups based on mean have significance 0.079. It means  $\text{sig} > \alpha = 0.05$ .  $0.079 > 0.05$ . The data both of groups are homogenous.

## G. Hypothesis test

Hypothesis is a temporary answer to the formulation of the problem has been written in the form of a question. This research use Independent Sample t-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the  $t_{\text{table}}$  and compare it to  $t_{\text{table}}$  if  $t_{\text{count}} > t_{\text{table}}$ , it means the alternative hypothesis is accepted (there is significant

effect). Then, if  $t_{\text{count}} < t_{\text{table}}$  means hypothesis rejected (there is no significant effect). Independent sample t-test was used to find out the results of the hypothesis. They are as follow:

1. To determine whether there is significant difference of students' vocabulary mastery by using make a match technique for experimental class and non-treatment for control class.
2. To analyze the final-test scores of experimental group and control group. Moreover, the result of the analysis is null hypothesis ( $H_0$ ) is accepted if sig. value  $\geq \alpha$ , and alternative hypothesis ( $H_a$ ) is accepted if sig. value  $< \alpha$ , where  $\alpha = 0.05$ .

## **CHAPTER IV THE RESULT OF RESEARCH**

This stage is about the result of the research. Researcher has finished conducting research in the school SMPN1 Puncak Sorik Marapi-Mandailing Natal. The researcher has calculated the data of pre-test and post-test. The researcher would like to show the results based on the data collection of data that have been taken by researcher in the pre-test and post-test.

### **A. Description of Data**

#### **1. Data Description before Using Make a Match Technique**

##### **a. Score of Pre-test in Experimental Class**

The researcher chosen class VIII-3 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' Vocabulary Mastery during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

**Table.IV.1  
Score Pre-test Experimental**

| Pretest            |         |       |
|--------------------|---------|-------|
| N                  | Valid   | 20    |
|                    | Missing | 0     |
| Mean               |         | 63.20 |
| Median             |         | 54.00 |
| Mode               |         | 64    |
| Standard Deviation |         | 6.170 |
| Range              |         | 20    |
| Minimum            |         | 52    |
| Maximum            |         | 72    |
| Sum                |         | 1264  |

The total score that was gotten the total of points that was got by students is 1264 total of score in pre-test in experimental class. Then, the

highest score of the students was 72. When the standard deviation is largest than or far from the mean score it shows a lot of variation in the data, while the standard deviation that is low or nearby to mean score indicates less variation. From the mean score of pre-test in experimental class was 63.20 and the standard deviation was 6.170. It can be concluded that Standard Deviations show a lot of variation in the data.

Mode score found in the data was 64. Next, mean score is average value in score pre-test in experimental class was 63.20. Then, median is the middle of value, median score got it in the data score experimental class was 54.00 after calculating using SPSS 26 version. The last, the standard score for vocabulary it can be seen from the highest score and lowest score. It was gotten that 20. So, it can be concluded from the mean score of students' vocabulary mastery in pre-test of experimental class it was enough. In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

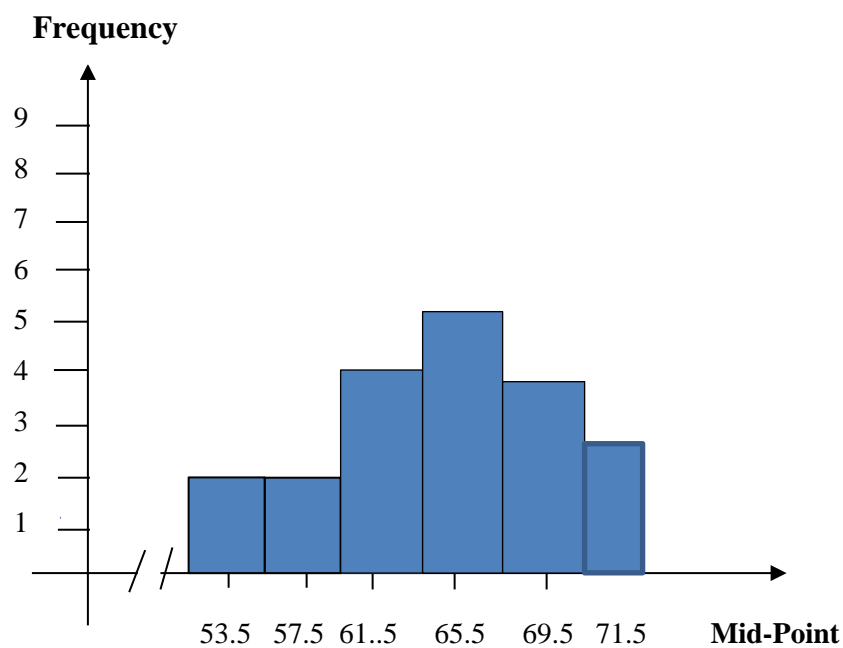
**Table IV.2**  
**Frequency Distribution of Students Score (pre-test) Experimental**

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 52-55    | 53.5      | 2         | 10%         |
| 2                 | 56-59    | 57.5      | 2         | 10%         |
| 3                 | 60-63    | 61.5      | 4         | 20%         |
| 4                 | 64-67    | 65.5      | 5         | 25%         |
| 5                 | 68-71    | 69.5      | 4         | 20%         |
| 6                 | 72-75    | 71.5      | 3         | 15%         |
| <b><i>I=4</i></b> |          |           | <b>20</b> | <b>100%</b> |

Based on the table, the total percentage in pre-test experimental class was 100%. Class interval the total of class was 5. Interval scores

ranging from 40-45, 40 is the lowest score in the pre-test in experimental class, and the highest score in the pre-test in experimental class is 68. 40-45 is calculated from the total of class, and so on. Mid-point is calculated from the value  $52+55$ , then divided by 2 and the result is 53.5 Frequency is taken from the students' score, how many scores are from 52-55, which is 2, then the overall frequency, which is 20. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, Researcher make them on histogram on the following histogram.



**Figure IV. I: Data Description of Students' Vocabulary Mastery in Experimental Group (Pre-test)**

The histogram above, it can be seen score from Mid-point. Most of frequency can be seen from 64-67 was 5 and 68-71 was 4 the total is 9 students. Frequency from 60-63 was 4 and 72-75 was 3 the total is 7

students. Frequency from 56-59 was 2 and 52-55 was 2 the total is 4 students. The last amount of the data is 20 and total frequency was 20 students.

So, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 64.67 the total is 5 students and from the mean score of students' vocabulary mastery it was 65.5 the total is 5 students. It can be concluded from the mean score, score of frequency and histogram it was enough.

#### **b. Score of Pre-test in Control Class**

The researcher chosen class VIII1-2 to serve as the control class. The researcher calculated the result that had been gotten by the students' vocabulary mastery during pre-test. The calculation of the Students' score statistically could be seen in the following table.

**Table IV.3**  
**Score Pre-test Control Class**

| Pretest            |         |       |
|--------------------|---------|-------|
| N                  | Valid   | 20    |
|                    | Missing | 0     |
| Mean               |         | 61.20 |
| Median             |         | 60.00 |
| Mode               |         | 60    |
| Standard Deviation |         | 7.001 |
| Range              |         | 24    |
| Minimum            |         | 48    |
| Maximum            |         | 72    |
| Sum                |         | 1224  |

The total score that was gotten the total of points that was got by students is 1224 totals of score in pre-test in control class. Then, the highest score of the students was 72. When the standard deviation is largest than

or far from the mean score it shows a lot of variation in the data, while the standard deviation that is low or nearby to mean score indicates less variation. From the mean score from pre-test in control class was 61.20 and the standard deviation was 7.001. It can be concluded that standard deviations show a lot of variation in the data.

Mode score found in the data was 60. Next, mean score is average value in score pre-test in control class was 61.20. Then, median is the middle of value, median score got it in the data score control class was 60.00 after calculating using SPSS 26 version. The last, the standard score for vocabulary it can be seen from the highest score and lowest score. It was gotten that 24. So, it can be concluded from the mean score of students' vocabulary master in pre-test of control class it was enough. In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

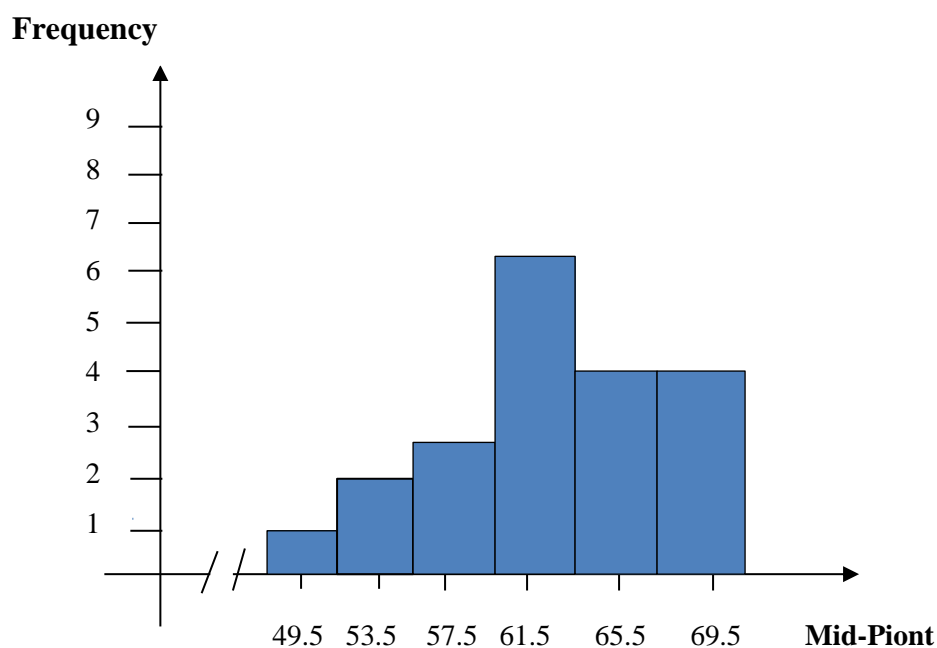
**Table IV.4**  
**Frequency Distribution of Students Score (pre-test) Control Class**

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 48-51    | 49.5      | 1         | 5%          |
| 2                 | 52-55    | 53.5      | 2         | 20%         |
| 3                 | 56-59    | 57.5      | 3         | 15%         |
| 4                 | 60-63    | 61.5      | 6         | 30%         |
| 5                 | 64-67    | 65.5      | 4         | 20%         |
| 6                 | 68-72    | 69.5      | 4         | 20%         |
| <b><i>I=4</i></b> |          |           | <b>20</b> | <b>100%</b> |

Based on the table, the total percentage in pre-test control class was 100%. Class interval the total of class was 5. Interval scores ranging from 48-51-, 48 is the lowest score in the pre-test in control class, and the

highest score in the pre-test in control class is 72. 48-51 is calculated from the total of class, and so on. Mid-point is calculated from the value 48+51, then divided by 2 and the result is 49.5. Frequency is taken from the students' score, how many scores are from 48-51, which is 1, then the overall frequency, which is 20. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure.



**Figure IV.2 : Data Description of Students' Vocabulary Mastery in Control Group (Pre-test)**

Based on the figure above, it can be seen score from Mid-point. Most of frequency can be seen from 60-63 was 6 and 64-67 was 4 the total is 10 students. Frequency from 68-72 was 4 and 56-59 was 3 the total is 7 students. Frequency from 52-55 was 2 and 48-51 was 1 the total is 3

students. The last amount of the data is 20 and total frequency was 20 students.

Based on the data above, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 61.5 the total is 6 students and from the mean score of students' vocabulary mastery it was 61.20 the total is 6 students. It can be concluded from the mean score, score of frequency and histogram it was enough.

It can be concluded, from two data above class it can be seen from the pre-test scores in the experimental class and control class, it can be seen the difference between the two classes, the score from experimental is higher than the control class.

## **2. Data Description Experimental of Post -Test**

### **a. Score of Post-test in Experimental Class**

The researcher chose in class VIII-3 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' narrative text during the post-test for experimental class. The calculation of the students' score statistically could be seen in the following table:

**Table IV.5**  
**Score of Post-Test Experimental**

| Posttest           |         |                 |
|--------------------|---------|-----------------|
| N                  | Valid   | 20              |
|                    | Missing | 0               |
| Mean               |         | 78.00           |
| Median             |         | 80.00           |
| Mode               |         | 64 <sup>a</sup> |
| Standard Deviation |         | 10.503          |
| Range              |         | 32              |
| Minimum            |         | 60              |
| Maximum            |         | 92              |
| Sum                |         | 1560            |

The total score that was gotten the total of points that was got by students is 1560 total of score in post-test in experimental. Then, the highest score of the students was 92. When the standard deviation is largest than or far from the mean score it shows a lot of variation in the data, While the standard deviation that is low or nearby to mean score indicates less variation. From the mean score of Post-test in experimental class was 78.00 and the standard deviation was 10.503. It can be concluded that standard deviations show a lot of variation in the data.

Mode score found in the data was 64<sup>a</sup>. Next, mean score is average value in score post-test in experimental class was 78.00. Then, median is the middle of value, median score got it in the data score experimental class was 80.00 after calculating using SPSS 26 version. The last, the standard score for writing it can be seen from the highest score and lowest score. It was gotten that 32. So, it can be concluded from the mean score of students' vocabulary mastery in post-test of control class it was 78.00.

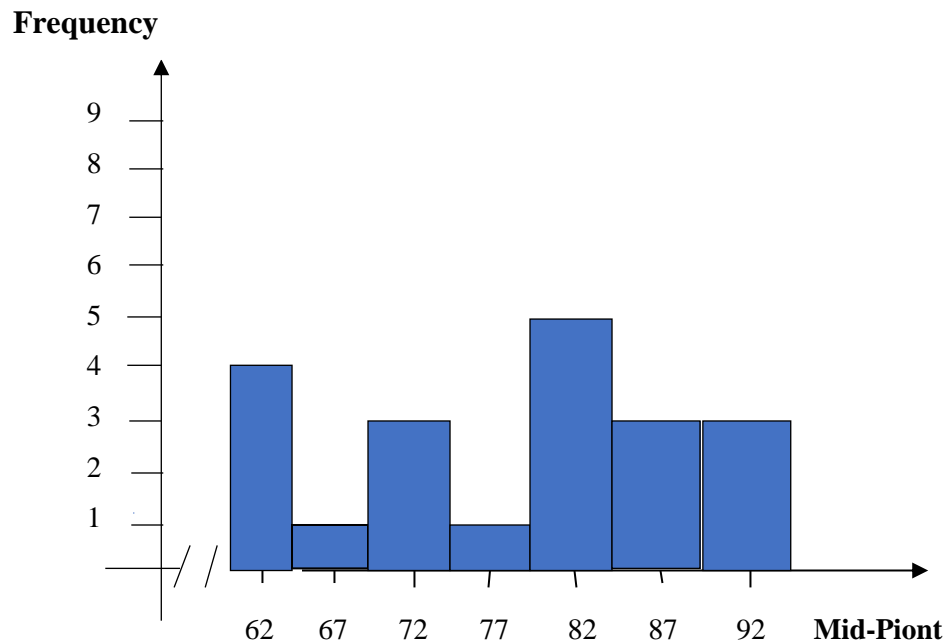
In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

**Table IV.6**  
**Frequency Distribution of Students Score (post-test Experimental)**

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 60-64    | 62        | 4         | 20%         |
| 2                 | 65-69    | 67        | 1         | 5%          |
| 3                 | 70-74    | 72        | 3         | 15%         |
| 4                 | 75-79    | 77        | 1         | 5%          |
| 5                 | 80-84    | 82        | 5         | 25%         |
| 6                 | 85-89    | 87        | 3         | 15%         |
| 7                 | 90-95    | 92        | 3         | 15%         |
| <b><i>I=6</i></b> |          |           | <b>20</b> | <b>100%</b> |

Based on the table, the total percentage in post-test experimental class was 100%. Class interval the total of class was 6. Interval scores ranging from 60-64, 60 is the lowest score in the post-test in experimental class, and the highest score in the Post-test in experimental class is 92. 60-64 is calculated from the total of class, and so on. Mid-point is calculated from the value  $60+64$ , then divided by 2 and the result is 62. Frequency is taken from the students' score, how many scores are from 60-64, which is 4, then the overall frequency, which is 20. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure.



**Figure IV.3: Description of Students' Vocabulary Mastery in Experimental Group (Post Test)**

Based on the figure above, it can be seen score from Mid-point. Most of frequency can be seen from 80-84 was 5 and 60-64 was 4 the total is 9 students. Frequency from 90-95 was 3 and 85-89 was 3 the total is 6 students. Frequency from 70-74 was 3 and 75-79 was 1 and 65-69 was 1 the total is 5 students. The last amount of the data is 20 and total frequency was 20 students.

So, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 92 the total is 20 students and from the mean score of students' vocabulary mastery it was 78.00. The total is 5 students 5. It can be concluded from the mean score, score of frequency and histogram it was high.

### b. Score of Post-test in Control Group

The researcher chosen class VIII-2 to serve as the control class. The researcher calculated the result that had been gotten by the students' vocabulary mastery during the post-test for the control class loads. The calculation of the students' score statistically could be seen in the following table:

**Table IV.7**  
**Score of Post-test Control**

| Posttest           |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 20     |
|                    | Missing | 0      |
| Mean               |         | 65.60  |
| Median             |         | 64.00  |
| Mode               |         | 52     |
| Standard deviation |         | 11.491 |
| Range              |         | 32     |
| Minimum            |         | 52     |
| Maximum            |         | 84     |
| Sum                |         | 1312   |

The total score that was gotten the total of points that was got by students is 1312 total of score in post-test in control class. Then, the highest score of the students was 84. When the standard deviation is largest than or far from the mean score it shows a lot of variation in the data, While the standard deviation that is low or nearby to mean score indicates less variation. From the mean score of Post-test in control class was 65.60 and the standard deviation was 11.491, it can be concluded that standard deviations show a lot of variation in the data.

Mode score found in the data was 52. Next, mean score is average value in score post-test in control class was 65.60. Then, median is the middle of value, median score got it in the data score control class was

64.00 after calculating using SPSS 26 version. The last, the standard score for vocabulary it can be seen from the highest score and lowest score. It was gotten that 32. So, it can be concluded from the mean score of students' vocabulary mastery in post-test of control class it was 65.60

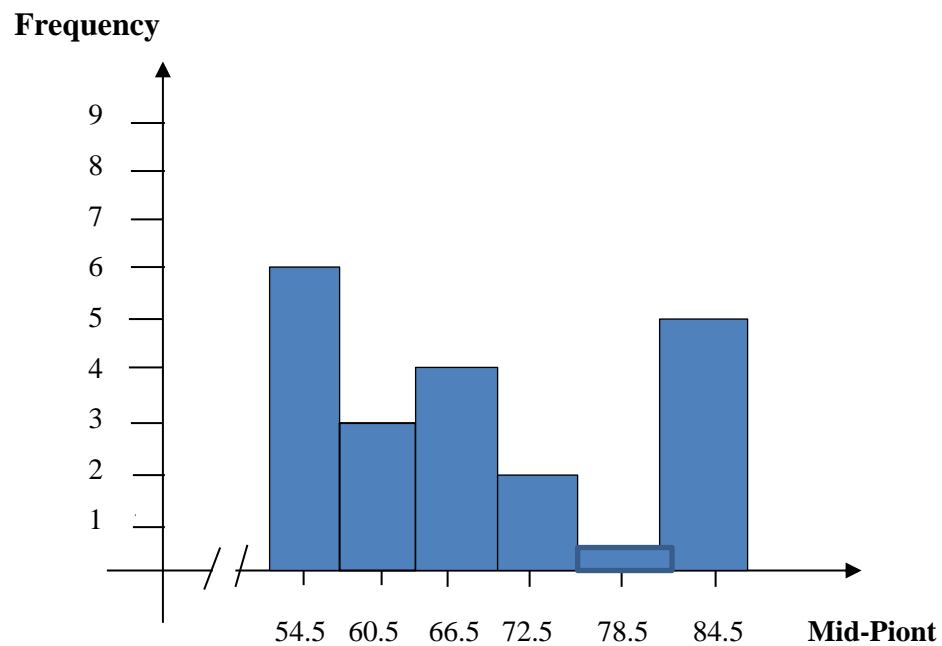
In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

**Table IV.6**  
**Frequency Distribution of Students Score (post-test Control)**

| No         | Interval | Mid-point | Frequency | Percentage |
|------------|----------|-----------|-----------|------------|
| 1          | 52-57    | 54.5      | 6         | 30%        |
| 2          | 58-63    | 60.5      | 3         | 15%        |
| 3          | 64-69    | 66.5      | 4         | 20%        |
| 4          | 70-75    | 72.5      | 2         | 10.0%      |
| 5          | 76-81    | 78.5      | 0         | 0%         |
| 6          | 82-87    | 84.5      | 5         | 25%        |
| <i>I=6</i> |          |           | 20        | 100%       |

Based on the table, the total percentage in post-test control class was 100%. Class interval the total of class was 6. Interval scores ranging from 52-57, 52 is the lowest score in post-test in control class, and the highest score in the pre-test in control class is 84. 52-57 is calculated from the total of class, and so on. Mid-point is calculated from the value  $52+57$ , then divided by 2 and the result is 54.5. Frequency is taken from the students' score, how many scores are from 52-57, which is 6, then the overall frequency, which is 20. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure



**Figure IV.4: Description of Students' Vocabulary Mastery in Control Group (Post Test)**

Based on the figure above, it can be seen score from Mid-point. Most of frequency can be seen from 52-57 was 6 and 82-87 was 5 the total is 11 students. Frequency from 64-69 was 4 and 58-63 was 3 the total is 7 students. Frequency from 70-75 was 2 and 76-81 was 0 the total is 2 students. The last amount of the data is 20 and total frequency was 20 students.

Based on the data above, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 84.5 the total is 5 students and from the mean score of students' vocabulary mastery it was 65.60 the total is 4 students. It can be concluded from the mean score, score of frequency and histogram it was high.

It can be concluded, from two data above class it can be seen from the post-test scores in the experimental class and control class, it can be seen the difference between the two classes, the score from experimental is higher than the control class.

### 3. Description of Comparison Score in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 26.0 version as below:

**Table IV.9**  
**Paired Sample Statistic**

| <b>Class</b>                 | <b>Mean</b> | <b>N</b> | <b>Std. Deviation</b> | <b>Std. Error Mean</b> |
|------------------------------|-------------|----------|-----------------------|------------------------|
| Pair 1 Pre-test experimental | 63.20       | 20       | 6.170                 | 1.776                  |
| Post-test experimental       | 78.00       | 20       | 10.503                | 2.349                  |
| Pair 2 Pre-test control      | 61.60       | 20       | 7.001                 | 1.570                  |
| Post-test control            | 65.60       | 20       | 11.491                | 2.569                  |

Based on the table, it can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 63.20 and 78.00 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 61.20 and 65.60. The participant consisted of 20 students for each class.

Then, standard deviation in pre-test experimental class is 6.170 and 10.503 in post-test experimental class. Standard deviation in pre-test control class is 7.001 and 11.491 in post-test control class. Because the mean

score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

#### 4. Hypothesis Test

The researcher has known the data normal and homogene. It means the researcher continue the next step, it is to test the hypothesis if the data is normal and homogeneity so that the researcher has to use the parametric statistic such as Independent sample t-test to analyze the hypothesis. The researcher used independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experimental class, mean score is 63.20 and after using the technique in experimental class (post-test), mean score is 78.00. To see the effect of make a match technique to students' vocabulary mastery, the researcher would present the data analysis in the table below.

**Table IV.10**  
**Group Statistic**

|           | <b>Class</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Std. Error Mean</b> |
|-----------|--------------|----------|-------------|-----------------------|------------------------|
| Post test |              |          |             |                       |                        |
|           | Experimental | 20       | 78.00       | 10.503                | 2.349                  |
|           | Control      | 20       | 65.60       | 11.491                | 2.569                  |

The table above shows that both samples have 20 students. The mean of experimental class improvement was 78.00 and mean of control class improvement was 65.60. The standard deviation for the experimental class was 10.503 and while for the control class was 11.491. It means there is the

different points to students' vocabulary mastery after using make a match technique. For significance (2 tailed) can be seen in the table below.

**Table IV.11**  
**Independent Sample Test**

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |        |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
| Result                   |                             | F                                       | Sig. | T                            | Df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
|                          | Equal variances assumed     | .203                                    | .655 | 3.562                        | 38     | .001            | 12.400          | 3.481                 | 5.353                                     | 19.447 |
|                          | Equal variances not assumed |   |      | 3.562                        | 37.697 | .001            | 12.400          | 3.481                 | 5.351                                     | 19.449 |

Based on the table above, it can be seen that  $t_{count}$  is 3.562 and  $t_{table}$  is 1.685. it means that  $t_{count} > t_{table}$  ( $3.562 > 1.685$ ). So,  $H_0$  is accepted and  $H_a$  is rejected. It is "there is significant effect of make a match technique to students' vocabulary mastery grade VIII of SMPN1 Puncak Sorik Marapi- Mandailing Natal.

**Table IV. 12**  
**Gain of Score in Experimental and Control Class**

| Class              | Pre-test | Post-test | Enhancement | Percentage | Gain Score |
|--------------------|----------|-----------|-------------|------------|------------|
| Experimental Class | 63.20    | 78.00     | 14.8        | 0.148%     | 10.8       |
| Control Class      | 61.60    | 65.60     | 4           | 0.04%      |            |

Based on the table above, the mean score for experimental class pre-test was 63.20 post-test was 78.00. The enhancement between pre- test and post-

post in experimental class was 14.8 and percentage is 0.148%. The mean score for control class pre-test was 61.60 and post-test was 65.60. The enhancement between pre-test and post-test in control class was 4 and percentage was 0.04%. The totality from 14.8-4 was 10.8 So, it can be concluded gain score of pre-test post-test in experimental and control class, there is the enhancement both of group. Then, it can be seen from the analyzed by t-test in SPSS version 26,  $t_{\text{count}}$  is 3.562 and  $t_{\text{table}}$  is 1.685, it means that  $t_{\text{count}} > t_{\text{table}}$  ( $3.562 > 1.685$ ). So,  $H_0$  is accepted and  $H_a$  is rejected. It is “there is significant effect of make a match technique to students’ vocabulary mastery.

## **B. Discussion**

The results of this research showed that mean score of students' vocabulary mastery before using make a match technique was enough category and after using the make a match technique the students' vocabulary mastery was high category. The result of this research there was any significant effect of make a match technique to students’ vocabulary mastery. Reinforced by the opinion of Syifa, Mehnaz and Annisa also getting the same results with this research.

The first by syifa, this research that research concluded that there was any significant effect of make a match technique to students’ vocabulary mastery. Students’ vocabulary before using make a match technique was enough category and students vocabulary mastery after using make a match technique was high category. It can be seen that mean score of pre-test higher than post-test. Make a match technique is effective to teach vocabulary

mastery. It can be used as an alternative technique to stimulate students' practice in vocabulary.<sup>1</sup>

The second researcher was conducted by Mehnaz Iwanti the researcher concluded that make a match technique was effective to improve the students' vocabulary mastery. It can be seen from mean score pre-test higher than post-test. Students' vocabulary before using make a match technique was enough category and students' vocabulary mastery after using make a match technique was high category. Make a match technique given positive impact in students' vocabulary mastery and make a match technique has gained students' positive perception towards its use.<sup>2</sup>

The third researcher was conducted by Annisa the researcher concluded before using make a match technique students' reading comprehension was enough category and after using make a match technique students' reading comprehension mastery was high category, Students' mean score pre-test higher than post-test. So, result of the research that there was any significant effect of make a match technique to students' reading comprehension.<sup>3</sup>

Based on three researchers above, this research has similarly with them.

From the result of the researcher that is previously stated. It was proved that

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<sup>1</sup>Syifa Mariah Al-Qibtiyah, "The Effectiveness of Make a Match Technique in Teaching Vocabulary first grade of junior high school Nur Muhammad"  
<https://www.ejournal.unibba.ac.id/index.php/elang/article/download/1111/910>

<sup>2</sup>Menhaz Iwanti et al., "Improving Students' Vocabulary Mastery Through Make a Match Technique At The First Grade Students Of MTs Aisyiyah Medan," *Business Law Binus* (2020), [http://repository.uinsu.ac.id/10437/1/MEHNAZ\\_IWANTI.pdf](http://repository.uinsu.ac.id/10437/1/MEHNAZ_IWANTI.pdf).

<sup>3</sup> Annisa Nur Habibi, "The Effect of Make a Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidimpuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 1, <https://doi.org/10.24952/ee.v5i1.1166>.

the students who were taught make a match technique got better result. As in this research, the mean score of experiment class got better result than control class (63.20- 60.60). Looking the students' score after using make a match technique to students' vocabulary mastery, this technique is good to be used as an innovation for teaching vocabulary. It aims to affect the students in learning vocabulary. This technique makes the students active and interesting when the teacher gave the material about vocabulary. As a conclusion, this technique is recommended to be used for the English teacher in teaching vocabulary.

## **CHAPTER V CLOSING**

### **A. Conclusion**

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery before using Make a match technique grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal it was 63.20 in pre-test experimental class. It means the students' vocabulary mastery ability is in enough category.
2. The students' ability in vocabulary mastery after using make a match technique grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal it was 78.00 in post-test experimental class. The Enhancement between pre-test and post-test in experimental class it was 14.8 and percentage was 0.148%. It can be concluded the students' ability in vocabulary mastery is in high category.
3. The researcher found the research result of t-test where  $t_0$  was higher than  $t_t$ .  $t_0$  was 3.562 and  $t_t$  was 1.685 ( $3.562 > 1.685$ ). It meant that there was a significant effect of Make a Match technique to students' vocabulary mastery grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal. Where  $H_a$  was accepted and  $H_0$  was rejected.

### **B. Suggestion**

After completing the research, the research learned a lot about how to teach and learn English. The researcher concluded that some things required proof as a result form the experience. It prompts the researcher offering the following suggestions:

1. The researcher's findings serve as information for the headmaster to encourage the English teacher to employ the make a match technique as much as possible when teaching vocabulary because this technique can help students memorizing word.
2. The findings of this research also provide information to English teachers on how to employ the make a match technique when teaching students to vocabulary mastery to make the learning process more active.
3. The researcher suggests to another researcher to use this technique in solving other problems and find other factors that face by student in learning English process.

### **C. Implication**

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of make a match technique to student vocabulary mastery grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal.

Based on the result of this research, it is known that make a match technique is a good technique to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this method in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the technique it can use by English teacher, because this technique is very easy to practice in the classroom

when learned vocabulary mastery writing in the class. Therefore, this technique to provide more information to English teacher that's a technique of learning process to be used. So, is not makes learning process monotonous method.

2. Based on the theory that has formulated by researcher, it can be seen that make a match technique to students' vocabulary mastery that has improvement after using make a match technique. Because by using make a match technique to students vocabulary mastery in using cards and find partner in fun atmosphere. It makes the students more active.

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## **AFFENDIX 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL CLASS)**

Satuan Pendidikan : SMP N 1 Puncak Sorik Marapi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema/Subtema : Vocabulary

Alokasi Waktu : 2x40 menit

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B. Kompetensi Dasar**

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi berhubungan dengan noun and adjective tentang sifat orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan be, adjective and noun). 4.1. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait noun and adjective berdasarkan sifat orang, binatang, dan benda, dengan

memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi Pernyataan dan pertanyaan Tentang noun and adjective terkait sifat orang, benda, binatang
2. Peserta didik mampu membedakan antara noun and Adjective
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajarinya

D. Materi Pembelajaran

Vocabulary about Noun and Adjective?

E. Metode Pembelajaran

1. Cooperative Learning
2. Ceramah dan diskusi

F. Media Pembelajaran

1. Media: Cards, lembar kertas siswa
2. Alat/bahan: spidol, papan tulis

G. Sumber Belajar

1. Buku bahasa Inggris kelas 7

H. Langkah-langkah Pembelajaran

| Learning Activities | Teachers' Activities   | Procedure  | Students Activities   |
|---------------------|--|--|---|
| Pre-teaching        | <ol style="list-style-type: none"> <li>1. Guru datang ke kelas dengan memberi salam dan mengajak siswa berdoa bersama</li> <li>2. Guru memeriksa kehadiran</li> <li>3. Guru meminta siswa berdiri untuk melakukan pemanasan sebelum memulai pelajaran</li> </ol> | <ol style="list-style-type: none"> <li>1. Siswa duduk di kursi.</li> <li>2. Siswa berdoa bersama.</li> <li>3. Siswa mendengarkan dan memperhatikan guru</li> </ol> | <ol style="list-style-type: none"> <li>1. Siswa Membalas salam guru</li> <li>2. Siswa berdoa bersama guru</li> <li>3. Siswa menyatakan hadir dengan mengatakan hadir atau ya</li> <li>4. Siswa berdiri dan mengikuti pemanasan yang dilakukan guru</li> </ol> |
| While Teaching      | <ol style="list-style-type: none"> <li>1. Guru menjelaskan materi tentang kosa kata dalam adjective dan noun</li> </ol>  | <ol style="list-style-type: none"> <li>1. Guru menjelaskan materi</li> <li>2. Guru menyiapkan beberapa kartu yang berisi materi</li> </ol>                         | <ol style="list-style-type: none"> <li>1. Siswa mendengarkan penjelasan guru</li> <li>2. Siswa mendengarkan guru</li> </ol>   |

|               |   |   |  |
|---------------|---|---|--|
|               | <p>2. Guru memberi tahu siswa bahwa mereka akan mempelajari kosakata tentang Adjective dan Noun menggunakan Teknik Make a Match yang membantu mereka memahami dan menikmati belajar bahasa Inggris</p> <p>3. Guru menjelaskan aturan-aturan dalam teknik Make a Match</p> |   | <p>apa yang akan mereka lakukan</p>  |
|               | <p>4. Guru meminta siswa untuk mengambil satu kartu untuk satu orang</p>  | <p>3. Setiap siswa mendapat satu kartu</p>  | <p>3. Siswa mengambil satu kartu yang diberikan guru</p>   |
|               | <p>5. Guru meminta siswa mencari pasangannya untuk mengetahui apakah jawaban kartunya cocok atau tidak</p>  | <p>4. Masing-masing siswa mencari pasangan untuk mengetahui kecocokan jawaban dengan kartunya</p> | <p>4. Siswa melakukan apa yang guru katakan untuk mencari pasangan kartunya</p>  |
|               | <p>6. Guru memberikan waktu kepada siswa untuk mencari pasangannya untuk mencocokkan kartu jawabannya</p>   | <p>5. Siswa bergabung bersama temannya untuk mendapatkan kartu yang sesuai</p>                    | <p>5. Siswa melakukan apa yang dikatakan guru</p>  |
| Post-Teaching | <p>1. Guru memberikan kesimpulan pada materi yang sudah dipelajari</p> <p>2. Guru memberikan pekerjaan rumah.</p> <p>3. Guru menginformasikan materi selanjutnya dan guru menutup kelas.</p>  | <p>Penutupan</p>  | <p>1. Siswa mendengarkan guru.</p> <p>2. Siswa memberikan terhadap masukan yang diberikan guru</p> <p>3. Siswa mengerjakan pekerjaan rumahnya di rumah.</p> <p>5. Siswa mendiskusikan materi selanjutnya di outclass bersama temannya.</p> |

## I. Penilaian

Bentuk: test tertulis

Teknik: siswa ditugaskan untuk memilih jawaban yang benar

Rubric penilaian

- a. Jumlah soal: 25
- b. Nilai per nomor: 4
- c. Total nilai  $4 \times 25$ : 100
- d. Nilai maksimal: 100

## **AFFENDIX 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL CLASS)**

Satuan Pendidikan : SMP N 1 Puncak Sorik Marapi  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/1  
Tema/Subtema : Vocabulary  
Alokasi Waktu : 2x40 menit

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B. Kompetensi Dasar**

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi berhubungan dengan noun and adjective tentang sifat orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan be, adjective and noun).

4.1. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait noun and adjective berdasarkan sifat orang, binatang, dan benda,

dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi Pernyataan dan pertanyaan Tentang noun and adjective terkait sifat orang, benda, binatang
2. Peserta didik mampu membedakan antara noun and Adjective
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajarinya

D. Materi Pembelajaran

Vocabulary about Noun and Adjective

E. Metode Pembelajaran

1. Teacher's technique
2. Ceramah and diskusi

F. Media Pembelajaran

Alat/bahan: spidol, papan tulis

G. Sumber Belajar

Buku Bahasa Inggris kelas 7

H. Langkah-langkah Pembelajaran

|                |  |   |
|----------------|--|---|
| Pre- teaching  | <ol style="list-style-type: none"> <li>1. Guru datang ke kelas</li> <li>2. Guru mengajak siswa berdoa bersama</li> <li>3. Guru memeriksa kehadiran siswa</li> </ol>  | <ol style="list-style-type: none"> <li>1. Guru datang ke kelas</li> <li>2. Guru mengajak siswa berdoa bersama</li> <li>3. Guru memeriksa kehadiran siswa</li> </ol>   |
| While-teaching | <ol style="list-style-type: none"> <li>1. Guru menjelaskan materi tentang kata benda dan kata sifat</li> <li>2. Guru menjelaskan materi menggunakan LCD Proyektor</li> <li>3. Guru meminta siswa untuk memberikan beberapa contoh kata benda dan kata sifat</li> </ol> | <ol style="list-style-type: none"> <li>1. Siswa mendengarkan guru menjelaskan materi</li> <li>2. Siswa memberikan contoh tentang kata benda dan kata sifat</li> </ol> |
| Post- teaching | <ol style="list-style-type: none"> <li>1. Guru menyimpulkan hasil diskusi pembelajaran hari ini.</li> <li>2. Guru memberi tugas untuk mencari contoh-contoh lain di</li> </ol>   | <ol style="list-style-type: none"> <li>1. Siswa mendengarkan guru.</li> <li>2. Siswa memberi respon terhadap masukan yang diberikan guru</li> </ol>                   |

|  |   |   |
|--|---|---|
|  | sekitar yang berkaitan dengan materi.<br>4. Guru memberikan Motivasi dan menutup kelas. | 3. Siswa mengerjakan pekerjaan rumahnya di rumah. |
|--|---|---|

I. Penilaian

Bentuk: test tertulis

Teknik: siswa ditugaskan untuk memilih jawaban yang benar

Rubric penilaian

- a. Jumlah soal: 25
- b. Nilai per nomor: 4
- c. Total nilai 4x25: 100
- d. Nilai maksimal: 100

### APPENDIX 3

Instruction: Choose the correct answer by crossing (x) a, b, c, d

1. We must call the \_\_\_\_\_ to catch the robber.  
a. hospital                      b. firefighter                      c. police                      d. ambulance
2. My father is reading \_\_\_\_\_ in the office now.  
a. newspaper                      b. television                      c. speaker                      d. radio
3. My grandmother always tells me to wash my \_\_\_\_\_ before eating something.  
a. teeth                      b. face                      c. feet                      d. hands
4. \_\_\_\_\_ is a spicy food from Indonesia.  
a. cake                      b. rendang                      c. pudding                      d. chocolate
5. My family and I will have dinner at.....  
a. hotel                      b. post office                      c. office                      d. restaurant
6. My mother is ... since I broke her favorite vase  
a. proud                      b. glad                      c. crazy                      d. angry
7. They ordered soft drink for Adam  
Which is the adjective in the sentence above.....?  
a. they                      b. ordered                      c. soft                      d. drink
8. What the English of "Gemuk"  
a. short                      b. big                      c. fat                      d. high
9. Choose one of the words below which is adjectives....  
a. run                      b. eat                      c. drink                      d. pretty
10. What is the meaning of "CEPAT"  
a. expensive                      b. difficult                      c. fast                      d. hard
11. Animals that eat carrot are called.....  
a. tiger                      b. rabbit                      c. cat                      d. goat
12. A place usually where people often eat with their families ...



23. Raffi Ahmad is one of artist who has many and ..... houses.

- a. ugly                      b. big                      c. small                      d. dirty

24. My teacher writes in the whiteboard using.....

- a. Pen                      b. pencil                      c. marker                      d. eraser

25. Yesterday my friend and I went to eat noodle, the noodle tasted really.....

- a. salty                      b. bitter                      c. sweet                      d. good

26. Will you go with me to the \_\_\_\_\_ to watch a movie?

- a. stadium                      b. cinema                      c. hospital                      d. theater

27. We buy a book in .....

- a. supermarket                      b. fruitstall                      c. bookstore                      d. music studio

28. If you to borrow some books, you must go to the.....

- a. library                      b. classroom                      c. teacher's office                      d. school canteen

29. My parents live in a small village. They plant and grow rice. They are ...

- a. teacher                      b. farmer                      c. seller                      d. tailor

30. A school is the place where students ... with their teachers.

- a. teach                      b. work                      c. play                      d. study

31. Look at the picture to answer the question below!



Bunga is celebrating her birthday, Now Bunga feels .....

- a. happy                      b. sad                      c. angry                      d. cry

32. Look the picture below!



41. What the English of “CEPAT”

- a. easy                                      b. difficult                                      c. fast                                      d. hard

42. What the English of “DINGIN”

- a. cool                                      b. warm                                      c. hot                                      d. cold

43. What is the meaning of “SCARY”

- a. menyedihkan                                      b. Menakutkan                                      c. melindungi                                      d. memberi

44. The teacher was ..... with Aisyah because she did not do homework

- a. smile                                      b. angry                                      c. laugh                                      d. cry

45. I went to dentist yesterday because my ..... were in pain.

- a. hands                                      b. fingers                                      c. teeth                                      d. ears

46. .... is kind of Indonesia food

- a. pizza                                      b. sushi                                      c. fried rice                                      d. kebab

47. I did not buy the bag because it was....

- a. expensive                                      b. cheap                                      c. good                                      d. bad

48. I got the job and I feel.....

- a. sad                                      b. down                                      c. cry                                      d. happy

49. My mother is watching ..... in the living room

- a. television                                      b. magazine                                      c. radio                                      d. book

50. Read the conversation below to answer the question

mom : Roy, what are you doing?

Roy : I'm reading a book

mom: Don't read a book in the .....room

Roy : okay mom

Which answer is suitable to complete the blank words in the conversation above?

- a. light                                      b. bright                                      c. dark                                      d. dim

**SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN**  
**TUGAS AKHIR SKRIPSI**

Saya yang bertanda tangan dibawah ini:

Nama Validator : Fitri Rayani Siregar, M.Hum  
Jabatan : Ketua Program Studi Tadris  
Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Nur Hoddina  
Nim : 1920300103  
Program Studi : Tadris Bahasa Inggris  
Judul Penelitian : The Effect of Make a Match Game Students'  
Vocabulary Mastery at Grade VIII of SMPN 1  
Puncak Sorik Marapi-Mandailing Natal.

Setelah dilakukan kajian atas Instrument Penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indikator nya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan, diantaranya 25 soal untuk pre-test dan 25 soal untuk pos-test.

Demikian agar dapat digunakan sebagaimana mestinya.

Catatan Validator

1. Penulisan soal sesuai dengan tata cara penulisan grammar
2. Pilihan jawaban soal sejenis
3. Awalan penulisan huruf tidak dicampur antara huruf besar dan huruf kecil
4. Soalnya ditambahkan dengan gambar
5. Menuliskan direction pada soal yang berisi percakapan
6. Soal no 22 salah, seharusnya dibuat direction pada soal karena menggunakan gambar
7. Soal no 32 salah, penulisan kalimatnya salah tidak memakai V3 diawal soal tetapi menggunakan kata perintah  
Seen from the picture above (salah)  
Look at the picture above (benar)
8. No 44 salah, nama orang harus dimulai dengan huruf besar  
Teacher was angry with aisyah (salah)  
Teacher was angry with Aisyah (benar)

Padangsidempuan, 15 November 2023

Validator,

Fitri Rayani Siregar, M.Hum

NIP. 19820731 200912 2 004

## APPENDIX 5

**Table.IV.1**  
**Score Pre-test Experimental**

| Pretest            |         |       |
|--------------------|---------|-------|
| N                  | Valid   | 20    |
|                    | Missing | 0     |
| Mean               |         | 63.20 |
| Median             |         | 54.00 |
| Mode               |         | 64    |
| Standard Deviation |         | 6.170 |
| Range              |         | 20    |
| Minimum            |         | 52    |
| Maximum            |         | 72    |
| Sum                |         | 1264  |

## APPENDIX 6

**Table IV.3**  
**Score Pre-test Control Class**

| Pretest            |         |       |
|--------------------|---------|-------|
| N                  | Valid   | 20    |
|                    | Missing | 0     |
| Mean               |         | 61.20 |
| Median             |         | 60.00 |
| Mode               |         | 60    |
| Standard Deviation |         | 7.001 |
| Range              |         | 24    |
| Minimum            |         | 48    |
| Maximum            |         | 72    |
| Sum                |         | 1224  |

## APPENDIX 7

**Table IV.5**  
**Score of Post-Test Experimental**

| Posttest           |         |                 |
|--------------------|---------|-----------------|
| N                  | Valid   | 20              |
|                    | Missing | 0               |
| Mean               |         | 78.00           |
| Median             |         | 80.00           |
| Mode               |         | 64 <sup>a</sup> |
| Standard Deviation |         | 10.503          |
| Range              |         | 32              |
| Minimum            |         | 60              |
| Maximum            |         | 92              |
| Sum                |         | 1560            |

## APPENDIX 8

**Table IV.7**  
**Score of Post-test Control**

| Posttest           |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 20     |
|                    | Missing | 0      |
| Mean               |         | 65.60  |
| Median             |         | 64.00  |
| Mode               |         | 52     |
| Standard deviation |         | 11.491 |
| Range              |         | 32     |
| Minimum            |         | 52     |
| Maximum            |         | 84     |
| Sum                |         | 1312   |

## APPENDIX 9

**Table IV.9**  
**Paired Sample Statistic**

| <b>Class</b>                 | <b>Mean</b> | <b>N</b> | <b>Std. Deviation</b> | <b>Std. Error Mean</b> |
|------------------------------|-------------|----------|-----------------------|------------------------|
| Pair 1 Pre-test experimental | 63.20       | 20       | 6.170                 | 1.776                  |
| Post-test experimental       | 78.00       | 20       | 10.503                | 2.349                  |
| Pair 2 Pre-test control      | 61.60       | 20       | 7.001                 | 1.570                  |
| Post-test control            | 65.60       | 20       | 11.491                | 2.569                  |

## **APPENDX 10**

### **RESEARCH DOCUMENTASI**

#### **1. Documentation of Pre-test**



#### **2. Documentation of Treatment in Experiment Class**





### 3. Documentation of Post-test



## APPENDIX 11

### 1. THE RESULT OF PRE-TEST IN EXPERIMENTAL CLASS

| Subjek<br>Pretest | Pretest |
|-------------------|---------|
| AZ                | 52      |
| AD                | 56      |
| IR                | 72      |
| MA                | 68      |
| MG                | 64      |
| NJ                | 68      |
| NH                | 72      |
| NLH               | 64      |
| NS                | 60      |
| NA                | 64      |
| PA                | 68      |
| RW                | 52      |
| RA                | 64      |
| RM                | 64      |
| RS                | 72      |
| RH                | 60      |
| SA                | 60      |
| SA                | 60      |
| ZP                | 68      |
| ZHD               | 56      |

2. High Score = 72

Low Score = 52

Range = 68-40 = 20

3. Total of Class =  $1+3.3 \text{ Log } n$

$$= 1+3.3 \text{ Log } 20$$

$$= 1+3.3 \times 1.3$$

$$= 1+4.29 = 5.29$$

$$= 5$$

4. Length of Class =  $\frac{R}{K} = \frac{20}{5}$

$$= 4$$

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 52-55    | 53.5      | 2         | 10%         |
| 2                 | 56-59    | 57.5      | 2         | 10%         |
| 3                 | 60-63    | 61.5      | 4         | 20%         |
| 4                 | 64-67    | 65.5      | 5         | 25%         |
| 5                 | 68-71    | 69.5      | 4         | 20%         |
| 6                 | 72-75    | 71.5      | 3         | 15%         |
| <b><i>I=4</i></b> |          |           | <b>20</b> | <b>100%</b> |

## APPENDIX 12

### 1. THE RESULT OF PRE-TEST IN CONTROL CLASS

| Subjek | Pretest |
|--------|---------|
| AA     | 64      |
| AR     | 72      |
| ANA    | 60      |
| AS     | 52      |
| AA     | 60      |
| AR     | 60      |
| BY     | 56      |
| DA     | 60      |
| INA    | 64      |
| NL     | 56      |
| KF     | 60      |
| LR     | 48      |
| NW     | 52      |
| NA     | 72      |
| NRN    | 72      |
| RAP    | 56      |
| RHP    | 72      |
| SM     | 60      |
| SP     | 64      |
| SA     | 64      |

2. High Score = 72

Low Score = 48

Range = 56-36 = 24

3. Total of Class =  $1+3.3 \log n$

$$= 1+3.3 \log 20$$

$$= 1+3.3 \times 1.3$$

$$= 1+4.29 = 5.29$$

$$= 5$$

4. Length of Class =  $\frac{R}{K} = \frac{24}{5}$

$$= 4$$

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 48-51    | 49.5      | 1         | 5%          |
| 2                 | 52-55    | 53.5      | 2         | 20%         |
| 3                 | 56-59    | 57.5      | 3         | 15%         |
| 4                 | 60-63    | 61.5      | 6         | 30%         |
| 5                 | 64-67    | 65.5      | 4         | 20%         |
| 6                 | 68-72    | 69.5      | 4         | 20%         |
| <b><i>I=4</i></b> |          |           | <b>20</b> | <b>100%</b> |

## APPENDIX 13

### 1. THE RESULT OF POST-TEST IN EXPERIMENTAL CLASS

| Subjek<br>Pretest | Pretest |
|-------------------|---------|
| AZ                | 60      |
| AD                | 64      |
| IR                | 92      |
| MA                | 84      |
| MG                | 80      |
| NJ                | 64      |
| NH                | 76      |
| NLH               | 80      |
| NS                | 92      |
| NA                | 80      |
| PA                | 88      |
| RW                | 88      |
| RA                | 84      |
| RM                | 72      |
| RS                | 72      |
| RH                | 72      |
| SA                | 92      |
| SA                | 64      |
| ZP                | 88      |
| ZHD               | 68      |

2. High Score = 92

Low Score = 64

Range = 92-60 = 32

3. Total of Class =  $1+3.3 \text{ Log } n$

$$= 1+3.3 \text{ Log } 20$$

$$= 1+3.3 \times 1.3$$

$$= 1+4.29 = 5.29$$

$$= 5$$

4. Length of Class =  $\frac{R}{K} = \frac{32}{5}$

$$= 6.4$$

$$= 6$$

| No                | Interval | Mid-Point | Frequency | Percentage  |
|-------------------|----------|-----------|-----------|-------------|
| 1                 | 60-64    | 62        | 4         | 20%         |
| 2                 | 65-69    | 67        | 1         | 5%          |
| 3                 | 70-74    | 72        | 3         | 15%         |
| 4                 | 75-79    | 77        | 1         | 5%          |
| 5                 | 80-84    | 82        | 5         | 25%         |
| 6                 | 85-89    | 87        | 3         | 15%         |
| 7                 | 90-95    | 92        | 3         | 15%         |
| <b><i>I=6</i></b> |          |           | <b>20</b> | <b>100%</b> |

## APPENDIX 14

### 1. THE RESULT OF POST-TEST IN CONTROL CLASS

| Subjek | Pretest |
|--------|---------|
| AA     | 80      |
| AR     | 84      |
| ANA    | 72      |
| AS     | 60      |
| AA     | 52      |
| AR     | 80      |
| BY     | 80      |
| DA     | 60      |
| INA    | 64      |
| NL     | 68      |
| KF     | 52      |
| LR     | 64      |
| NW     | 72      |
| NA     | 68      |
| NRN    | 84      |
| RAP    | 52      |
| RHP    | 56      |
| SM     | 52      |
| SP     | 60      |
| SA     | 52      |

2. High Score = 84

Low Score = 52

Range = 84-52 =32

$$\begin{aligned} 3. \text{ Total of Class} &= 1+3.3 \text{ Log } n \\ &= 1+3.3 \text{ Log } 20 \\ &= 1+3.3 \times 1.2 \\ &= 1+4.29 = 5.29 \\ &= 5 \end{aligned}$$

$$\begin{aligned} 4. \text{ Length of Class} &= \frac{R}{K} = \frac{32}{5} \\ &= 6.4 \\ &= 6 \end{aligned}$$

| No    | Interval | Mid-point | Frequency | Percentage |
|-------|----------|-----------|-----------|------------|
| 1     | 52-57    | 54.5      | 6         | 30%        |
| 2     | 58-63    | 60.5      | 3         | 15%        |
| 3     | 64-69    | 66.5      | 4         | 20%        |
| 4     | 70-75    | 72.5      | 2         | 10.0%      |
| 5     | 76-81    | 78.5      | 0         | 0%         |
| 6     | 82-87    | 84.5      | 5         | 25%        |
| $I=6$ |          |           | 20        | 100%       |

## APPENDIX 15

**Table IV. 12**  
**Gain of Score in Experimental and Control Class**

| Class              | Pre-test | Post-test | Enhancement | Percentage | Gain Score |
|--------------------|----------|-----------|-------------|------------|------------|
| Experimental Class | 63.20    | 78.00     | 14.8        | 0.148%     | 10.8       |
| Control Class      | 61.60    | 65.60     | 4           | 0.04%      |            |

**APPENDIX 16**

**Table III.6**

| <b>One- Sample Kolmogorov-Smirnov Test</b> |                |                         |
|--|----------------|-------------------------|
|  |                | Unstandardized Residual |
| N  |                | <b>20</b>               |
| Normal Parameters <sup>a b</sup>           | Mean           | .0000000                |
| Most Extreme Differences                   | Std. Deviation | 8.77173676              |
|  | Absolute       | .158                    |
|  | Positive       | .102                    |
|  | Negative       | -.158                   |
| Test Statistic                             |                | .158                    |
| Asymp. Sig. (2-tailed)                     |                | .200 <sup>cd</sup>      |

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

## APPENDIX 17

**Table III.7**

| <b>Test of Homogeneity of Variances</b> |   |                             |             |             |             |
|---|---|-----------------------------|-------------|-------------|-------------|
|   |   | <b>Levene<br/>Statistic</b> | <b>df 1</b> | <b>df 2</b> | <b>Sig.</b> |
| <b>Result</b>                           | Based on Mean                           | 3.258                       | 1           | 38          | .079        |
|   | Based on Median                         | 2.427                       | 1           | 38          | .128        |
|   | Based on Median and<br>with adjusted df | 2.427                       | 1           | 36.7<br>40  | .128        |
|   | Based on trimmed<br>mean                | 3.200                       | 1           | 38          | .082        |

## APPENDIX 18

**Table IV. 12**  
**Gain of Score in Experimental and Control Class**

| Class              | Pre-test | Post-test | Enhancement | Percentage | Gain Score |
|--------------------|----------|-----------|-------------|------------|------------|
| Experimental Class | 63.20    | 78.00     | 14.8        | 0.148%     | 10.8       |
| Control Class      | 61.60    | 65.60     | 4           | 0.04%      |            |



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Ref : B3715 /Un.28/E.1/PP.00.9/11/2022

23 November 2022

Objek : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

**muhammad, S.S.M.Hum (Pembimbing I)**  
**Fitri Rayani Siregar, M.Hum (Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi siswa dibawah ini sebagai berikut:

|               |   |
|---------------|---|
| Nama          | : Nur Hoddina   |
| NIM           | : 1920300103  |
| Program Studi | : Tadris Bahasa Inggris   |
| Judul Skripsi | : The Effect of Make a Match Technique to Students' Vocabulary Mastery Grade VIII of SMPN1 Puncak Sorik Marapi-Mandailing Natal |

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang bersangkutan.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Mengetahui  
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Wakil Dekan Bidang Akademik  
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Dengan hormat, bersama ini kami sampaikan bahwa:

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Make a Match Strategy on Students Simple Past Tense Mastery a Grade VIII SMPN 1 Puncak Sorik Marapi Mandailing Natal"**.

Sehubungan dengan itu, kami mohon bantuan Bapak / Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 10 April 2023  
Dekan,

Dr. Lelya Hilda, M.Si  
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**PEMERINTAH KABUPATEN MANDAILING NATAL**  
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**SMP NEGERI 1 PUNCAK SORIK MARAPI**  
**DESA HUTALOMBANG KEC. PUNCAK SORIK MARAPI**

**SURAT KETERANGAN PELAKSANAAN PENELITIAN**  
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E.1/TL.00/04/2023 Tgl 10 April 2023 tentang permohonan Izin mengadakan penelitian  
penyelesaian Skripsi dari mahasiswa Universitas Agama Islam Negeri Syekh Ali Hasan Ahmad  
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Alamat : Kampung Lamo, Kecamatan Puncak Sorik Marapi

Yang benar telah melakukan Penelitian di SMP Negeri 1 Puncak Sorik Marapi Desa  
Hutalombang Kecamatan Puncak Sorik Marapi Kabupaten Mandailing Natal untuk penyelesaian  
skripsi dengan judul “ **The Effect of Make a Match Technique to Student’s Vocabulary  
Mastery Grade VIII of SMPN 1 Puncak Sorik Marapi-Mandailing Natal** ”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Hutalombang, 01 Desember 2023  
Kepala Sekolah,



**SAHARNI, S. Pd**  
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