



**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH MAKE A MATCH MODEL
AT GRADE VII SMP NEGERI 8 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:

CITRA DEWI PURNAMA

Reg. No. 10 340 0042

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to CITRA DEWI PURNAMA, entitled **"Improving Students' Vocabulary Mastery through Make a Match Model at Grade VII SMP Negeri 8 Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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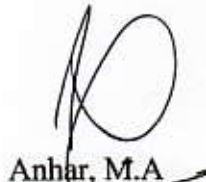
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**Title of thesis : IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH MAKE A MATCH MODEL AT GRADE
VII SMP NEGERI 8 PADANGSIDIMPUAN**

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ABSTRACT

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Judul Skripsi : Improving Students' Vocabulary Mastery through Make a Match Model at Grade VII SMP Negeri 8 Padangsidempuan

This research was talking about Improving Students' Vocabulary Mastery through Make a Match Model at Grade VII SMP Negeri 8 Padangsidempuan. The objectives of the research was to find whether teaching vocabulary by using make a match model can improve students' vocabulary mastery at VII grade of SMP Negeri 8 Padangsidempuan.

This research was conducted by classroom action research. It means that, this research was conducted by quantitative and qualitative data. The participants of this research were students at VII grade of SMP Negeri 8 Padangsidempuan consisted of 28 students. This research used test, interview and observation as instruments, because this research used quantitative and qualitative data. Test was used to find out the score of students' vocabulary mastery, and mean score and percentage as formulation. Next, interview and observation were used to know condition and to contribute the test.

Based on the result of this research, the students' vocabulary mastery was improved with percentage in the first cycle 50% and 78.51% in the second cycle. So that, there was 28.51% improvement. It was suitable with mean score of students' vocabulary mastery that had been gotten in the first cycle. It was 78 improved into 86.14 in the second cycle. Finally, students' vocabulary mastery could be improved by using make a match model. So, it was recommended that make a match model could be used in teaching and learning vocabulary in classroom based on this research.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT most Creator and Merciful who has given health, time, chance, strength, and knowledge for finishing this thesis on “Improving Students’ Mastery Vocabulary through Make a Match Model at Grade VII SMP Negeri 8 Padangsidempuan”. Besides, I also would like to convey my gratitude to the Prophet Muhammad SAW who has brought the human from the darkness to the lightness as Islam era, which came together with humanity, religiosity, and knowledge.

It is pleasure to acknowledgement the help and contribution to all of lecturer in institution, family and friends who have contributed in different ways hence this thesis processed until it becomes a complete writing. In this process of finishing this thesis, I go a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my advisor I and to Mrs. Fitri Rayani Siregar, M.Hum., as my advisor II who had given the guidance, valuable advices, time, and the motivation to the researcher in writing and completing this thesis.
2. The Rector of IAIN Padangsidempuan Mr. Dr. H. Ibrahim Siregar, M.CL., the Deputy Rector I, II, and III, the Chief of English Section, lecture and all of the

- cavities academic of IAIN Padangsidempuan, who had helped me in writing this thesis and also in this research.
3. Mrs. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.
 4. Mrs. Rayendriani Fahmei Lubis., the chief of English Education Department and also as my beloved advisor academic who gladly supported and counseled me was finishing this thesis.
 5. Mrs. Samariah, S.Pd., as the Head Master of SMP Negeri 8 Padangsidempuan, who had helped to complete this research as well as his students for the helping has given to me.
 6. All lecturer and all the academic cavities of IAIN Padangsidempuan, who had given so much knowledge and helped during I studied in this beloved institute.
 7. My special beloved to my parent Papa Alm. Syafri Koto, Mama Nurlaili and my beloved young brother Rizky Ramadhan, who have given the support and took care me, pray, both of the moral and material support to finish my study.
 8. Mr. Yusri Fahmi, S.Ag.,M.Hum., as IAIN Padangsidempuan Librarian for their cooperative and permission to use their books.
 9. My lovely friends Maimunah, S.Pd.I., Kak Didik Rezki Suryani, M.Pd, Maisaroh, Nurvita Sahriah, Nurhapsana Siregar, Desi Afridah Lubis, Nurhayati, Ummi Kartini Harahap, Hidayati, Mahda Sari Bulan, Putri Khadijah, Desi Tiaisah and all of my friends in TBI-2 and also all of my

friends in IAIN Padangsidempuan, thank for your help patience and care to support me from starting until finishing my thesis as well. Good luck for you.

10. All the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidempuan, March 23th 2015

Researcher



CITRA DEWI PURNAMA
Reg. No. 10 340 0042

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the one language that has been agreed upon as an international language. In Indonesia English is one of important learning in school. Moreover, English becomes the only foreign language which is include in National Examination or can be called Ujian Nasional from junior high school until senior high school.¹ Hence, it becomes one of some decision-maker-subjects for the students' graduation to know how well they understand English during their study. So, learning English has been an important thing to do.

In connection with the development of the curriculum in all subjects in school have been changed, curriculum 2013 that yesterday used in the educational unit has now turned back into the curriculum 2006. Ministry of education and culture to make sure use the curriculum KTSP 2006 until 2020.

According to the curriculum of junior high school, English includes both skills and sub-skills. The skills are as follows: reading, writing, speaking, and listening, and the sub-skill contain of vocabulary, grammar, and collocation and so on. Moreover, in junior high school, one of the purposes of learning English itself is in ordering to have a lot of vocabulary to mastery in all of the skill in

¹ Peraturan Pemerintah Republik Indonesia No.32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah No.19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 70 ayat 3, (Ditetapkan di Jakarta: 7 Mei 2013).

English. Thus, vocabulary is one of the significant parts of English, and its learning in an efficient is very considerable.

Vocabulary learning is an important and indispensable part of any language learning process, or to understand four skills in English. It means that vocabulary is need to all of the skill in speaking, listening, reading, and writing. Like in speaking and listening, students cannot understand without vocabulary. Furthermore, in reading and writing, students cannot understand without know the meaning of the word, and cannot write paragraph or sentence without vocabulary.

Reading, listening, writing, and speaking skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well.

Vocabulary is learned in beginner up to intermediate level. In intermediate, there are some strategies that can be used in teaching vocabulary, and it makes students fell happy and interesting. In this case, teachers must also develop their learning or strategy in teaching vocabulary. Teacher must make

class become effectively, and their style must good, especially in teaching vocabulary.

Considering English is one subject that is quite difficult especially for junior high school, here takes the role of a teacher to be able to convey any subject matter to students. In relation to the achievement of learning objectives, then that becomes an important point of the entire English language materials is students' understanding of vocabulary. Therefore, the inability of each student to read, write, speak at beginning of the students' understanding of the vocabulary, in addition to the students also have to understand the grammar.

Thus, the learning process created by a teacher in the classroom should be able to overcome the learning difficulties of students especially those in English subjects. This is consistent with the concept that explains that every teacher should be able to create an active learning environment, innovative, creative, effective and fun. Because this concept is one of the solutions offered to address each student's learning difficulties. Where, to realize the teaching and learning situation in an effective and efficient learning process especially those in the subjects of English is one of them using a variety of learning methods.

In the context of the learning that takes place in the Junior High School 8 Padangsidempuan, based on the observation and initial interviews with some of the students, there were some problems in teaching vocabulary. To make this observation more accurate, some problems that were done in seventh grade students of SMP N 8 Padangsidempuan would be illustrated below.

The first, when the researcher asked the teacher of seventh grade of SMP N 8 Padangsidimpuan, She is Roida Simatupang. She said that students prefer to use local languages in their daily lives. The students come from different ethnic group. Some of them are Batakese, and Javanese. The accent is different each other. The phenomenon in the field, the Batakese is difficult to speak English smooth. It relates to the pronunciation. Actually, not only Batakese has the problem in accent but also Javanese.²

The second, the teacher said that students have low motivation. When the teacher gave exercise or material in classroom students at seventh grade always silent and they did not do what have teacher given.³ The teacher did not know, how students have understood or not. It makes one problem in learning, especially in teaching vocabulary.

The third, when the researcher asked the students seventh grade of SMP N 8 Padangsidimpuan, they hate English class because they consider that English lesson is very boring lesson because English is difficulty understand the meaning and memorize vocabulary.⁴

In general, English teacher teaches the subject using explanation method and students do the exercise without teacher's guidance. So the learning atmosphere of the class is not interesting so a motivation student to learn English

² Roida Simatupang, English Teacher at Grade 8 of SMP Negeri 8 Padangsidimpuan, *Private Interview*, (SMP Negeri 8 Padangsidimpuan: October 28th, 2014 at 09.45 a.m).

³ *Ibid.*

⁴ Interviewing students at Grade VII the first Semester of SMP Negeri 8 Padangsidimpuan, (SMP Negeri 8 Padangsidimpuan, October 28th, 2014). At 10.00 a.m.

is low. In fact, the lesson is one subject that is quite difficult for these students. So many models or learning methods offered by experts, including the learning model is an index card match; make a match, outside in side circle, scramble, and so on. Overall learning model that aims to provide convenience and provide a stimulus for students to be more interested and motivated to study harder.

Therefore, in relation to the process of learning English in the classroom, here the researcher tries to overcome the learning difficulties faced by the students to learn English especially those in the material language vocabulary is by using one of the above learning model. The researcher sees, that vocabulary is an essential ingredient that must be recognized and understood especially its easier for students to memorize or remember every vocabulary learned even in every subject matter every student should have an understanding of each word.

Based on the specific context of learning that takes place in SMP NEGERI 8 Padangsidimpuan, in order to cope with the conditions or teach difficulties students to absorb or understand the subject matter especially its vocabulary, then according to the researcher of an indispensable application of learning models make a match in the learning process. Therefore, with the newly introduced model of learning, the researcher beliefs will provide an increase in the students' vocabulary.

Thus, the importance of learning models make a match to be applied in the learning process, particularly in view to improve each student's vocabulary. Therefore, it would be fine when the method is applied using only the teacher

lecture method alone, then it is not going to provide an improved understanding of the students. Therefore, the researcher considers this urgent issue to be given a solution to students' learning difficulties. In short, make a match learning model is look for a partner or match the word using the appropriate card discussion material. According to the researcher, using this model, students are more interested and make it easy for students to more easily read and memorize every word.

Based on the background of the problem above, the researcher was interested in conducting a classroom action research (CAR) with the title “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH MAKE A MATCH MODEL AT GRADE VII SMP NEGERI 8 PADANGSIDIMPUAN”.

B. Identification of The Problem

Based on the background of the problem above, the general problems of the research are:

1. Students’ vocabulary mastery is low
2. Students have low motivation in learning English
3. Student are prefer to use local languages in their daily life
4. Students are weak in remembering and memorizing vocabulary

C. Focus of the Research

Based on the identification of the problem above, there were many problems include in vocabulary. However, the researcher just focuses on “make a

match model to improve students' vocabulary mastery at grade VII SMP NEGERI 8 PADANGSIDIMPUAN”.

D. Formulation of the Problems

The researcher formulates the problems, as “What extent make a match model can improve students' vocabulary mastery at grade VII SMP Negeri 8 Padangsidimpuan?”

E. Objective of the research

From the objective of the research is “to know that make a match model whether can improve students' vocabulary mastery or not.”

F. Significances of the research

The result of this research is expected to be useful as:

1. For the Head Master of SMP Negeri 8 Padangsidimpuan to give direction to the English teacher about the English teaching strategy that was suitable to the students' situation and materials of learning, so that could improve the students' interest in learning English especially in teaching vocabulary.
2. For the teacher in SMP Negeri 8 Padangsidimpuan to added learning strategy, model or method when they are teaching vocabulary in class, and made teacher easier in teaching vocabulary class and more enjoyable without missing the lesson.
3. The result of the research also expects to develop all information and knowledge.

G. Definition of the Key Term

To avoid the sense of term contained in this research, the researcher will explain as follows:

1. Improving

Improving is a verb that has made something or become better.⁵ According to Cambridge dictionary, improving is to get better or to make something better.⁶ So, improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

2. Vocabulary

Vocabulary is considered as the contributing element in learning English. Without vocabulary nothing can be conveyed. Vocabulary is broad enough that he rarely has to grope for a word.⁷ Vocabulary is seen in its central role in contextualized, meaningful language.⁸

⁵ A. S. Hornby, *Oxford Advanced learner's Dictionary*, (New York: Oxford University Press, 2000), p. 598.

⁶ Elizabeth Walter, *Cambridge Learner's Dictionary*, (England: Cambridge University Press, 2004).

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco: Longman, 2004), p. 347.

⁸ H. Douglas Brown, *Teaching by Principles* (New Jersley: Englewood, 1994), p. 365.

3. Make a Match Model

Make a Match model introduced by Letta Curran, in 1994. In this method, students are asked to find pairs of cards.⁹ Make a match is looking a partner. Learning was developed by using the cards. The cards consist of cards containing questions and other cards containing the answers of these questions.¹⁰ In other words, the learning make a match model more active students to develop the creative to think because through this learning students to be able to match the question with an answer that is in the cards. Students are directly involved in answering question submitted via the card.

⁹ Zainal Aqib, *Model-model, Media dan Strategi Pembelajaran Kontekstual Inovatif* (Bandung: Yrama Widya, 2013), p. 23.

¹⁰ Istarani, *58 Model Pembelajaran Inovatif*, (Medan: Media Persada, 2011), p. 63.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. Definition of vocabulary

Vocabulary is important part of the language. Vocabulary is also one of the important things to mastery the four skills; reading, writing, listening, and speaking. People can't understand something without knowing the meaning first and it can be constructed from knowing word by word. Learning a language won't get result if the teacher doesn't guide their students to get more words, they can be found from reading a text or when they talk with someone else. From new words they can construct the new meaning and help them to enrich their vocabulary.¹ In view of definitions, vocabulary is important part of language. Without vocabulary, the language cannot produce, or language will not be there.

Vocabulary is the stock of words on which they can draw in expressing people selves. Most of people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.² It means that, someone uses vocabularies which they

¹ Scott Thornburry, *How To Teach Vocabulary*, (Malaysia: Person Edition Limited, 2004), p. 1.

²Richard D. Malley, *How To Enlarge and Improve Your Vocabulary*, (United State, America: The Blakiston Company, 1947), p.1.

have been known, and cannot use vocabulary that they have been known yet.

It is similarly with definition of vocabulary in Cambridge Learner's Vocabulary, there are three definition of vocabulary:

- 1) All the words you know in a particular language.
- 2) All the words that exist a language or that are used when discussing a particular subject.
- 3) A list of words and their meanings.³

In view of definition vocabulary is important part of language. Without vocabulary, the language cannot produce, or language will not be there.

These definitions above are supported by Ridhard and Renandya in their book:

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners can speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television and how to speak English well.⁴

Thereby, the researcher can conclude that vocabulary is a set of words which use in a language. Vocabulary is one of the components of

³ Elizabeth Walter, *Cambridge Learner's Dictionary*, (England: Cambridge University Press, 2004), p. 15.

⁴ Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 255.

language. Moreover, vocabulary mastery and development or enrichment of students is important in language teaching besides grammar and pronunciation to reach the goal of English learning and teaching itself, because vocabulary is part of language that is used by all of the people in speaking, listening, reading, writing and how to know the meaning of the language itself.

b. Kinds of Vocabulary

Many kinds of vocabulary can be used to know some people about their knowledge or their vocabulary. Another word, with many kinds of vocabulary can be used to identify the level of someone: who is in the beginner level, who is in the intermediate level, or the knowledge to know some people about their ability in vocabulary. Marcusen described, vocabulary can be divided into two kinds:

- 1) High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words informal spoken texts.
- 2) The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.⁵

⁵ Evely Marcusen, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 1997), p. 45.

This definition shows that someone can in a high position, or in low position. So, if someone has vocabulary like the first category, she is there in high frequency. Conversely, if someone has vocabulary like the second category, she is there in low frequency.

Another case, Aebersold and Field also divided vocabulary into two kinds, they are:

1) Receptive Vocabulary

According to Aebersold and Lee Field, “ Receptive vocabulary is the vocabulary that readers recognize when they see it but do not use when they speak or write.⁶ Thus, receptive vocabulary is the students recognized and understand when they occur in a context, but which they cannot produce correctly.

2) Productive Vocabulary

Productive vocabulary is the second kind that is described by Aebersold and Lee Field. Productive vocabulary is one of a good kind of vocabulary, because productive vocabulary refers to the words people use to communicate through writing and speaking.⁷ It can be conclude that productive vocabulary is word which the students understand, and can pronounce correctly.

⁶ Jo Anna Aebersold and Mary Lee Field, *From Reader to Reading Teacher: Issue and Strategy fpr Second Language Classroom*, (USA: Cambridge University Press, 1998), p. 139.

⁷ Susan Hanson and Jennifer F.M. Padua, *Effective Instructional Strategies Series: Teaching Vocabulary Explicitly*, (United State: Pacific Resources for Education and Learning, 2010), p. 5.

According to Scott Thorbary vocabulary can be divided into two kinds too, they are:

- 1) Active vocabulary refers to put item which the learned can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice,
- 2) Passive vocabulary refers to language item that can be recognized and understand in this context of reading or listening also called as respective vocabulary.⁸

There are some kinds of vocabulary, they are: high frequency, low frequency, receptive and productive vocabulary, active and passive vocabulary. However, there are some kinds of vocabulary all of these kinds of vocabulary have the same purpose.

c. Classifications of Vocabulary

In vocabulary there are some kinds of vocabulary. Another ways, vocabulary is also classified. Kinds of vocabulary are knowledge to know the level someone, but classified of vocabulary is types of vocabulary itself, or division of words. In this research there are some describing about classified of vocabulary. Vocabularies are classified into function and contents of word. The content words, on other hands can be added to any time new scientific advances make new words and communication about new invention necessary.⁹ Wren and Martin state that words are divided into different kinds of classes, called “ Parts of Speech”, thus

⁸ Scott Thorbury, *How to teach Vocabualry*, (New Zealand: Longmai, 2002), p. 114.

⁹ Marry Finocchiaro and Michael Bonomo, *The Foreign Language Learner: A guide for Teacher*, (New York: Regent Publishing Company Inc, 1973), p. 86.

parts of speech are : Noun, Adverb, Adjective, Verb, Preposition, Pronoun, Conjunction, and Interjection. So from classification above researcher focused on noun, adjective, verb and adverb. Below are some descriptions about it:

1) Noun

Noun is one of the parts of speech that are included in vocabulary. Noun is the vocabulary that always the first learn in teaching vocabulary. A noun is a word used as the name of person, place, or thing.¹⁰ Then, Marcella Frank says “Noun is one of the most important parts of speech. It is arrangement with the verb help to form the sentences. In addition it may function as the head word in many structures”¹¹.

In addition, noun may function as the chief or head words in many structure of modification. Some noun may belong to more than one of types given below:

a) Common Noun

Common noun is the first types of noun. “Common noun is a name given in common to every person or thing of the

¹⁰ Martin, *High School English Grammar*, (Jakarta: Prasada Rao, 1990), p.3.

¹¹ Marcella Frank, *Modern English*, (New York: Prentice Hall, 1972), p. 47

same class or kind.”¹² It is same with naming of groups.

Common noun is a word as a name of same class.

b) Proper Noun

Proper noun sometimes used as common noun, but proper noun is the name of some particular person or place. Proper noun is a noun that is beginning of capital word as a name of person, city, country, school, company or another place.¹³ Thus, every names of person or place is called proper noun.

c) Collective Noun

Frank says that “Collective noun is a word for group of people, animals or subjects considered as a single unit.”¹⁴ It means that, collective noun is name that be taken together for things or person.

d) Concrete Noun

Concrete noun is a word for a physical object that can be perceived by sense, it can see, touch, smell, the object.¹⁵ It

¹² Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Shivam Printers, 2003), p.5.

¹³ Satrio Nugroho, *Complete English Grammar, Tata Bahasa Inggris Lengkap*, (Surabaya: Kartika, 2008), p. 61.

¹⁴ Marcella Frank, *Op. Cit.*, p.10.

¹⁵ *Ibid.*, p. 6.

means that, all of the things that can be seen or touched by person, it is called concrete noun.

e) Abstract Noun

Abstract noun is related with imagination. In Nugroho's book, abstract noun is noun that could be seen, but it can be imagined.¹⁶ It can be concluded that abstract noun is the opposite of concrete noun.

f) Countable Noun

According to Dakshina Murthy," A countable noun is the name of things that can be counted or divided into singular or plural."¹⁷ It means that, countable noun is noun that may be counted in numbers.

g) Uncountable Noun

Differ with countable noun, "An uncountable noun is the name or thing that cannot be counted or divided into singular or plural."¹⁸ So, an uncountable noun is not used in the plural and cannot be counted.

h) Material Noun

The last type of noun is material noun. "A material noun is the name of material of substance out of which things are

¹⁶ Satrio Nugroho, *Op. Cit.*, p. 61.

¹⁷ Jayanthi Daksina Murthy, *Op. Cit.*, p. 10.

¹⁸ *Ibid.*, p. 11.

made.”¹⁹ So, material noun is things that are made and named by human.

The researcher gives table of examples about kinds of noun below:

Table. 1
Example of kinds of Noun²⁰

No.	Kinds of Noun	Example
1	Common noun	Boy, woman, girl, men, house, home, etc.
2	Proper Noun	Budi, Rudi, Swiss, Medan, Padang, etc.
3	Collective Noun	Police, army, team, class, committee, etc.
4	Concrete Noun	Sun, moon, star, door, floor, etc.
5	Abstract Noun	Love, death, voice, joy, goodness, etc.
6	Countable Noun	Man, woman, bone, boat, etc.
7	Uncountable Noun	Hair, milk, sugar, tea, coffee, water, air, etc.
8	Material Noun	Gold, paper, silver, steel, etc.

Based on definition above, the researcher give conclusion that in concrete noun has been included: proper that include common noun, and in common noun include collective noun, and another kinds that is

¹⁹ *Ibid.*

²⁰ Mukarto, et.al, *Eos English On Sky for Grade VII Junior High School (SMP/MTs)*. (Jakarta: Penerbit Erlangga).

included in proper noun is countable, uncountable, and material noun. In abstract noun has been included uncountable noun.

2) Adjective

Adjective is identical with nature, attitude or characteristic of person or things. Adjective is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective.²¹

According to Hartono's book," Adjective is the word which is used for giving adjective to noun."²² Moreover, Sorenson says that:

Adjective is a word used to express the quality, quantity, number, and to point out the person or thing. It is most usual position is before the noun it modifies. An adjective's function is to answer one of these questions about a noun like: Which one, what kind, how many, and whose.²³

So, from the statements above, the writer concluded that adjective is a word used to add to the meaning of noun, and to express the quality, quantity the person or thing.

3) Verb

The verb follow subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb.

²¹ *Ibid*, p. 42.

²² John S. Hartono, *Accurate, Brief and Clear English Grammar*, (Surabaya: Indah Surabaya 2003), p. 81.

²³ Sharon Sorenson, *Webster's New World: Student Writing Handbook*, (United State America: Wiley Publishing, Inc, 2010), p. 408.

The verb may be a single word and the verb may be a verb phrase.²⁴

So that, verb is one important component in sentence. Without verb, it is not sentence.

4) Adverb

Adverb is a word used to end something to the meaning of a verb and adjectives or another adverb.²⁵ Adverb usually put in the end of sentence, and use to modify the verb, adjective or another adverb in sentence.

d. Teaching Vocabulary

In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number one of vocabulary in a language. Teaching vocabulary should be presented interactively in the teaching of the four language skills. It is impossible to learn a language without words. Therefore, vocabulary is the most important subject in teaching and learning process.

“In teaching vocabulary, teachers also must provide opportunities to organize vocabulary. It is in meaningful ways to make it easier to learn by students. Into the bargain, teacher also must focus on vocabulary.”²⁶ It means that, in teaching vocabulary, the teachers give

²⁴ Jayanthi Daksina Murthy, *Op. Cit.*, p. 86.

²⁵ Hotbin D. Lingga, *Advace English Grammar for Toefl*, (Jakarta: Puspa Swara, 2006), p.84.

²⁶ Jeanne McCarten, *Teaching Vocabulary Lesson From the Corpus, Lesson for the Classroom*, (United State America, Cambridge University Press, 2007), p. 19-23.

vocabulary a high profile in the syllabus and the classroom so that students can see its importance and understand that leaning a language is not just about learning grammar.

In general, any subject teachers of English when teaching these subjects only use lectures or exercise alone. So the learning atmosphere of the class is not interesting so motivate students to learn English is low. In fact, the lesson is one subject that is quite difficult for these students. So, many models or learning methods offered by experts, including model is an index card match, scramble, word square, outside and inside model, match a make and so on. Based on some technique, model and methods above, the researcher chooses make a match to improve vocabulary students.

2. Make a match Model

a. Definition of Make a Match Model

Of Law No. 14 of 2005 on teachers and lecturers Article 1, Section 1: "The teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education and secondary education.²⁷ One of the tasks of educators is to carry out the process of learning, both formal and non-formal education. From the

²⁷ Saminanto, *Mengembangkan RPP PAIKEM, EEK dan Berkarakter* (Semarang: Rasail Media Group, 2012), p.9.

perspective of understanding the various learning as described above, it can be concluded that learning is a mental activity (psychic) which takes place in the interaction with the environment that result in changes that are relatively constant.²⁸ In learning process available some inseparable terminology which is strategy, method, learning approaching, available also terminology that episodic difficult differentiated which is tech and tactics teaches. Learning strategy is a learning activity that shall work teacher and that student learning aim can be reached effectively and efficient.

Meanwhile method is utilized for realization strategy already being applied. Thus can grow into one learning strategy is utilized some method. Approaching used to mean as starting point or our viewpoint to process learning, because strategy and learning method that is utilized gets stem or over changing of particular approaching. While teach and tactics teaches to constitute formulation of learning method.

The technique is the way a person in order in order to implement a method. In an attempt to execute a method of learning the teacher can determine the techniques that are considered relevant by the method, and the use of techniques that every teacher has a tactic that may differ from

²⁸ Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran* (Bogor: Ghalia Indonesia,2011), p.3-5.

one teacher to another teacher.²⁹ Learning's model terminology a more regular is equaled with method. If linked by learning therefore learning method is ways of working those are utilized in teaching and learning process to reach to the effect learning. In there is two involvement namely learn utilize method to teach and participant teach to utilize studying method so learning processes can happen effective and up to aim which are established, so thing it with make's learning model make match who will at words as follows.³⁰ Make a match model is an alternative that can be applied to students.

Models of learning make a match developed by Lorna Curran . One advantage of this model is that students seeking a partner while learning about a concept or topic in a pleasant atmosphere. This model can be used in all subjects and for all age levels of the students.³¹ In other words, the learning make a match model more active students to develop the ability to think. In addition, make a match the model also provides an opportunity for the students to ask questions and issuing opinion and interacting with students who are active in the classroom.

Teaching model as a plan or pattern that can be used to form the curriculum, instructional materials design mater, guiding fund the teaching

²⁹ Wina Sanjaya, *Strategi Pembelajaran Standar Proses Pendidikan* ,(Jakarta: Kencana, 2010),p.126-128.

³⁰ Nurgayah, *Strategi dan Metode Pembelajaran*, (Bandung: Cita Pustaka Media, 2011), p. 105-106.

³¹ Anita Lie, *Cooperative Learning*, (Jakarta: PT. Grasido, 2002), p. 55.

process in the classroom or in different settings. Make a match today become one of the important models in the classroom. The purpose of this model is to deepen the material, excavation materials, and edutainment. System implementation is quite simple, but teachers need to do some special preparation before applying this model. Some preparations among other things:

- 1) Make inquiries in accordance with the material being studied
- 2) Make answer keys of the questions that have been created and wrote the cards
- 3) Create a rule that contains an award for students who are successful and sanctions for students who failed
- 4) Provide a sheet to record the successful pairs at once for scoring the presentation³²

Preparations that need to be implemented to make a match of learning should be enough for make or answer a different question and attached to the card as much as the number of students.

b. Procedure of make a match model

There are some procedures of make a match model:

- 1) The teacher prepares and issues a card that contains a card that contains the answer.
- 2) Create the cards in pairs. For example: the name of the president of state, kings, royal names, the name of the temple-place, name-character organization, sing name- region of origin, etc.
- 3) The teacher leads a small plenary discussion; each group put forward the results of their discussion partner to share the answer with all students in the class.³³

³² Miftahul Huda, *Models of Teaching and Learning*, (New York: Student Library, 2013), p. 251-252.

³³ Orphans RJ, *New Paradigma Learning*, (Kencana: Prenada Media Group, 2009), p. 278-279.

- 4) Each student obtains a card and thinks about the answer or the problem of the cards.
- 5) End this process by clarifying and conclusions and follow-up.³⁴

Make a match of this model is very effective in helping students understand the material through the game searching for answers and question cards, so as to create a fun learning process.

c. The Advantages and Disadvantages of learning models make a match

Models make a good match is used when the teacher wants the students to think of creativity, because through this kind of learning students are expected to be able to match the question with an answer that is in the cards. Therefore, the advantages and disadvantages of this model are:

- 1) The advantages of this model are:
 - a) Students are directly involved in answering questions submitted to him through the card.
 - b) Improve student learning creativity.
 - c) Avoiding saturation students in participating in the learning process.
 - d) Can foster creative thinking of students because through correspondence question and answers will grow its own.
 - e) Learning is more fun because it involves the use of instructional media teacher.

³⁴ Saminanto., *Op. Cit*, p. 13.

2) The disadvantages of this model are:

- a) It is difficult for teachers to prepare good cards and good.
- a) Difficult set the rhythm or the course of the learning process.
- b) Students are learning less absorb the meaning to be conveyed because students feel just the game alone.
- c) It is difficult for children to concentrate.³⁵

So that, make a match model makes teacher less in preparing the concept, and makes the students easier to think abstract, and it makes students just think abstract noun.

B. Review of Related Finding

The researcher is not the first researcher in researching this research, there are some researcher that the similarity with this research, the first with the title, “The Effect of Total Physical Response (TPR) To students vocabulary mastery At SD Negeri 142612 Panyabungan”.³⁶ The aim of the researcher is to find out the effect of total physical response to the student’s vocabulary. The researcher conducted by experimental method. After calculating and analyzing the data, is the stated that there was significantly effect of TPR to the grade V student’s vocabulary mastery.

³⁵ Istarani, *Innovative Learning Model 58*, (Field: Media Persada, 2012), p. 65-66.

³⁶ Muhammad Yusuf, *The Effect Of Total Physical Response (TPR) To students vocabulary mastery at SD Negeri 142612 Payabungan*”, (Unpublished Thesis: STAIN Padangsiimpuan, 2011), p. 32.

The second with the title is "Improving Student's Vocabulary Mastery through Collaborative Learning Method at SMA Negeri 1 Barumun Tengah,"³⁷ the researcher's name is Parida Siregar. This research was conducted by classroom action research. This research was done in SMA Negeri 1 Barumun Tengah with two cycles. She has concluded in her research that collaborative learning method can improve students' vocabulary from the first and second cycle, there were upgrading percentages in answering test. It is from 72% to become 96%.

Based on the research above, this research has similarity with both of the research before, while this research has same cases with both of the research before. While, one of these researchers same in kind of the research and both of them research before is same for increase students' vocabulary, but differ in method that is used. Therefore, the researcher hopes this research can complete and gives some knowledge in language teaching, especially in teaching vocabulary and mastery.

C. Conceptual Framework

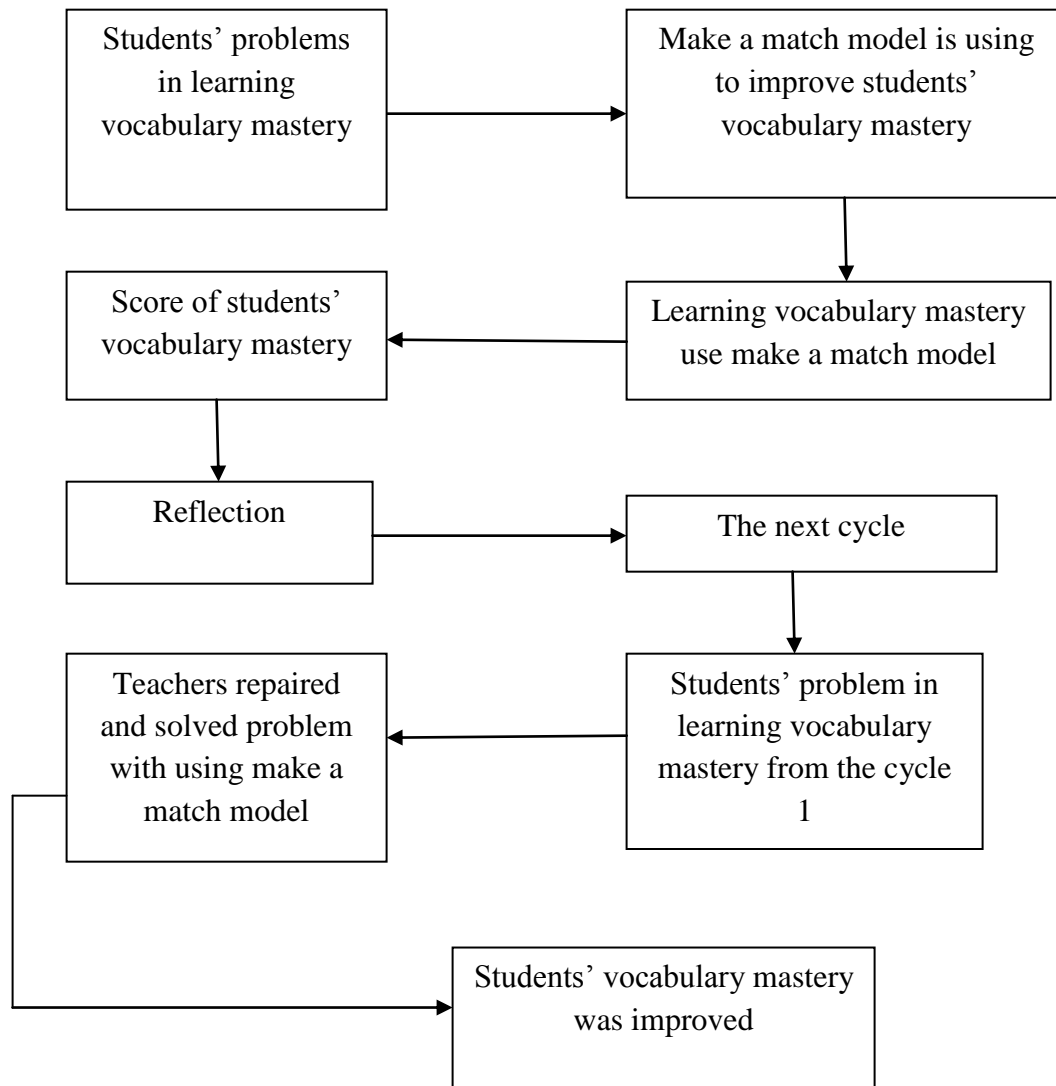
This research concerned by using make a match model on students' vocabulary, and it has been used in teaching and learning vocabulary. Before the researcher going to the researcher, the first, the research observed what there was problems must need to be solved. The researcher asked the teachers English

³⁷ Parida Siregar, *Improving Student's Vocabulary Mastery Through Collaborative Learning Method at SMA Negeri 1 Barumun Tengah*, (Unplubished Thesis: STAIN Padangsidimpuan, 2013), p.59.

learning in SMP Negeri 8 Padangsidempuan for the first. Then the researcher observed the students when they were learning English.

After the problems was found, the research made planning to make the first cycle in teaching and learning vocabulary with using make a match model. Then, the researcher acted this planning and observed students when they were learning vocabulary with using make a match model. The last the researcher done reflection to know, what the problem was solved or nor. After this, the researcher made the second cycle for repairing the first cycle, and to solve the problem that appear from the first cycle. So, the researcher writes the plans to do research based on the framework bellows:

Schema.1
Conceptual Research



D. Action Hypothesis

Action hypothesis is propos in this research has a formula as follows: by using make a match model in teaching vocabulary can improve students' vocabulary mastery at seventh grade of SMP Negeri 8 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the research

The research was conducted at SMP Negeri 8 Padangsidimpuan. It is located on Jl. Tengku Rizal Nurdin KM. 8 Pijorkoling, Kecamatan Padangsidimpuan Tenggara, Kota Padangsidimpuan. This research has been done October 2014 until finish.

B. Kinds of the Research

This research was designed by classroom action research (CAR). Based on Gay and Airaisan, “action research is a type of practitioner research that is use to improve the practitioner’s practice, action implies doing or changing something. Practitioner research means that the research is doing by practitioners about their own practice”.¹ Rochiati Wiratmaja explains that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone’s effort to understand what is happening while include in the improving and changing.² It means that, action research is done field research.

Action research was any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching

¹ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Prentice Hall, 2000), p. 593.

² Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005) p. 11.

learning environment to gather information about the ways that their particular schools operated how they thought, and how well their students learn.³ Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action doing. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what is done. Reflection is to propose what done.

C. Participants

In this research, participants were the students at grade VII⁷ of SMP Negeri 8 Padangsidempuan in academic year 2014-2015 where they are totally 28 students. The researcher chooses this class because in this class there were problems in teaching learning vocabulary.

D. Research Procedure

In this research, there were three way to collect the data; test, observation and interview. These instruments were not all quantitative or all qualitative. The test was used to observe the quantitative data. This data also helped the researcher to know the score of students' vocabulary mastery by using make a match model can improve or not.

³ Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall,2000), p. 6.

Observation and review is the instrument that was used as the qualitative data. It was used to describe data which not amenable to being counted or measured in an objectively and were therefore subjective. The data use was used to describe the situation in the classroom during the learning vocabulary process by make a match model in the term of students, teacher and influential factors.

This action research follows the model that is developed by Kemmis and Robin in Ortrun. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting.

The model is described in the following figure:

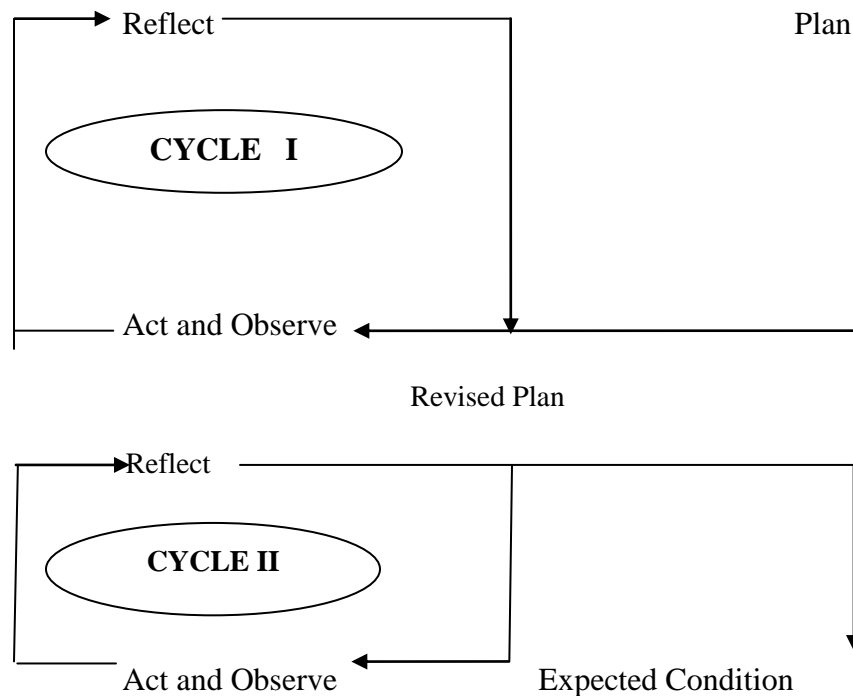


Figure 1: Action Research Spiral⁴

⁴ Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

This research applies two cycles. Each cycle consists of two meetings. Each meeting consists of 2 X 45 minute. So that, in this research there are four meeting during research process is doing. Each cycle consist of four steps: planning, action, observation, and reflection.

First Cycle

The first cycle the researcher conducts for two meeting. Every meeting will do for ninety minutes. The researcher was done observation all the activities in the classroom.

1. First Meeting

a. Planning

- 1) Arranging the lesson plan that is consist of the step of action
- 2) Preparing the pretest to know the students vocabulary
- 3) Determining the lesson material was about vocabulary, which was about Noun and Adjective
- 4) Designing a procedure teaching vocabulary by make a match model
- 5) Preparing 2 cards with size 15 x 15 cm, pink cards for question cards and blue cards for answer cards
- 6) Preparing instruments for teacher and observer' observation

b. Action

- 1) Giving greetings to students
 - 2) Telling the purpose of learning.
-

- 3) Giving the topic for the students
- 4) Introducing the procedure by make a match activity
- 5) Giving cards to students
- 6) Tasking students to execute the activity to individual test
- 7) Discussing together the make a match
- 8) Encouraging and concluding learning
- 9) Observing the classroom

c. Observation

- 1) Observing the execution of the make a match model
- 2) Observing the students' vocabulary
- 3) Evaluating students' by taking the score of students' vocabulary based on the make a match

d. Reflection

- 1) Making any decision for the next cycle
- 2) Developing another environment to be simulating
- 3) Analyzing the found data
- 4) Clarifying the found problems in the activity whether in the case of students or teacher

2. Second Meeting

These meetings researcher expend to repair the problem in the meeting before:

a. Planning

- 1) Analyzing the reflection result in the first meeting and expand to be done in the next meeting
- 2) Arranging lesson plan
- 3) Determining the lesson material about Noun and Adjectives
- 4) Designing procedures of teaching
- 5) Preparing 2 cards, pink cards for question cards and blue cards for answer cards
- 6) Preparing the instrument for students, teacher and observer

b. Action

- 1) Giving greetings to students
- 2) Telling the purpose of learning.
- 3) Giving the topic for the students
- 4) Introducing the procedure by make a match activity
- 5) Giving cards to students
- 6) Tasking students to execute the activity to individual test
- 7) Giving a first test to students
- 8) Discussing together the make a match
- 9) Encouraging and concluding learning
- 10) Observing the classroom

c. Observation

- 1) Observing the procedure that had been arranging whether working

- 2) Observing the students' vocabulary is that better than before or not
- 3) Observing students' vocabulary by using the instrument
- 4) Calculating the test 1

d. Reflection

- 1) Analyzing the weakness and progress when make a match model was done to determine the next activity planning
- 2) Reflecting of make a match model that using learning process
- 3) Reflecting of teaching activity and students learning result that using make a match model
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle

Second Cycle

This cycle the researcher evaluates all the activity in cycle before and repairing the problem. Conduct two meeting and every meeting will be done ninety minutes.

1. Third Meeting

a. Planning

- 1) Analyzing the reflection result in the first meeting and expend to be done in the next meeting
- 2) Preparing all material that will be needed in the teaching learning process, as lesson plan and media
- 3) Making a group

- 4) Encoding the problem on the learning process
- 5) Designing the three preparing base on the first and second meeting

b. Action

- 1) Rearranging the classroom arrangement
- 2) Giving explanation and hint about the topic of picture that was applied
- 3) Dividing the students in 7 groups each group is 4 people, and total students are 28 person. Every students in group must be answering all indicators of the test
- 4) Giving the information about the topic before the students does work the test
- 5) Asked the students front of the class
- 6) Monitoring time allocation with the all activity was done
- 7) Collecting the students result
- 8) Observing the classroom

c. Observation

- 1) Observing the procedure that had been arranging whether working
- 2) Observing the students' vocabulary is that better than before or not
- 3) Observing students' vocabulary by using the instrument

d. Reflection

- 1) Analyzing the weakness and progress when make a match model was done to determine the next activity planning
- 2) Reflecting of make a match model that using learning process

- 3) Reflecting of teaching activity and students learning result that using make a match model
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle

2. Fourth Meeting

a. Planning

- 1) Analyzing the reflection result in the first cycle and expend the third repairing to be done in the next meeting
- 2) Preparing all material that will be needed in the teaching learning process, as lesson plan and media
- 3) Encoding the problem on the learning process
- 4) Designing the three preparing base on the first and second meeting

b. Action

- 1) Giving motivation to students
- 2) The organizing the group of students in 7 group, each is 4 students by same friend
- 3) Giving explanation and hint about the topic of picture that was applied
- 4) Giving the information about the topic before the students does work the test
- 5) Monitoring the time allocation with the all activity is done
- 6) Collecting the students task result
- 7) Order the students' to present theirs discussion result

8) Observing the classroom

c. Observation

1) Observing the teaching learning process 2

2) Calculating the test 2 to see the improvement

d. Reflection

1) Evaluating teaching learning process 2

2) discussing the result, if the students test result has reached the criterion of the action success, the cycle would be stopped

3) Making the report

E. Instrumentation

A research must be having a good instrument because a good instrument can guarantee for taking the valid data. In this research there were three instruments that is use. There are:

- a. Test: according to Douglas Brown, “ test is a method of measuring a person’s ability; knowledge or performance in a given domain.”⁵ In this research, the researcher use vocabulary test. The test was matching, this test consist of 25 matching. In the matching was divided into four parts. So there were seven options for one indicator and six options for another indicator. There is one indicator more than another indicator, because there are 25 questions, but the indicator just four. The test gave for each student to found out the scores of

⁵ Douglas, H. Brown, *Language Assessment Principle and Classroom Practices*, (New York: Person Education, 2004), p. 3.

each student's vocabulary. The researcher gave 1 score for each question. To make score 100, the true answer times 4. Thus, the maximum score of the test is 100.

Table 2.
Indicator of Vocabulary Mastery for Matching

No.	Indicators	Number Items	Score	Total Score
1	Noun	1,2,3,4,5,6	6 x 4	24
2	Adjective	1,2,3,4,5,6	6 x 4	24
3	Adverb	1,2,3,4,5,6,7	7 x 4	28
4	Verb	1,2,3,4,5,6	6 x 4	24
Total		25		100

- b. Observation: in this research, the researcher used observation type field notes. Belongs to Gay and Airasian say that "field notes are the observer's record of what she or he will have been seen, heard, experienced and thought about during an observation session".⁶ The observation was done when the data collecting was doing, or when the cycle 1 and 2 applied.
- c. Interview: the researcher used interview to know condition of the students and to contribute test as a quantitative data. According to Ridwan, Interview is the way to collect data that is use to find out the information from the

⁶ L.R. Gay and Peter Airasian, *Op. Cit.*, p.91.

informant, and to know information more deep from informant.⁷ In this research interview was done to the students in seventh grade of SMP Negeri 8 Padangsidimpuan.

F. Techniques of Data Analysis

In this research, the researcher used quantitative and qualitative data. Quantitative data was used to analyze the score of students. Researcher counted quantitative data by computing the score of vocabulary test. The formula is in the following:

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

Where:

M : Mean of the students

$\sum fX$: The frequency of students times total of scores

N : Total of students⁸

The percentages of students' vocabulary through make a match model was calculated by applying the following formula:⁹

$$P = \frac{R}{T} \times 100\%$$

⁷ Ridwan, *Belajar Mudah Penelitian untuk Guru- Karyawan- dan PenelitiMuda*, (Bandung: Alfabeta, 2005), p. 74-75.

⁸ Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p.30.

⁹ Dokumen SMP N 8 Padangsidimpuan.

Explanation:

P : the percentage of student

R : the number of students

T : the total number of students

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:¹⁰

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate

¹⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

G. Thesis Outline

This thesis consisted of five chapters. In the first chapter dealt with background of the problems, identification of the problems, focus of the problems, formulation of the problems, objective of the research, significances of the research, the definition of the key terms.

The second chapter consisted of theoretical review of the research focus. It included theory of make a match and vocabulary. Review of related findings and conceptual framework and the last is action hypothesis.

The third chapter is about the research methodology. It dealt with place and schedule, research design, participants, research procedure, instrument of data collection, and the last is technique of data analysis.

The fourth chapter is the researcher findings and discussion. There researcher completed report of findings of the classroom action research in each cycle. It was presented to describe the found data as the answer of the research questions and forward to state the purpose of the research. It described the research setting, first condition, cycle 1, cycle 2 that had been done, comparative result of the action, discussion, and threats of the research.

In the last chapter is chapter V consist of concluding and suggestion.

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

In this Chapter, the researcher would like to analyze each data that has been gotten from the teaching learning process and evaluation in each cycle of this research. In this research, analysis was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was also done with observation and interview.

1. First Cycle

In this first cycle, there was two meeting. Each meeting consisted of 2 x 45 minutes 90 minutes in this cycle, in this cycle there were also two lesson plan which would be done, because there were two meeting. The first cycle was conducted on Saturday, 28 February and Tuesday, 03 March 2015.

a. First Meeting

In first meeting, there were some step must do by researcher in this meeting, there were; planning, action, observation, and reflecting.

1) Planning

For the first meeting was conducted on Saturday, 28 February 2015. It was done in VII⁷ grade of SMP Negeri 8 Padangsidempuan, consisted of 28 students. The researcher made

lesson plan that would be done in each meeting. The researcher made lesson plan and material with suitable with indicator of this research. The material was about noun and adjective. Before implemented the lesson plan, the researcher took interview to know the condition of the students about learning English, so the researcher known how to implemented the lesson plan. This action research would be done with the English teacher at VII grade of SMP Negeri 8 Padangsidempuan.

2) Action

The researcher gave greeting to open the class, and to make relationship between students and researcher better, the researcher explained the purpose of the researcher into their class. The researcher also gave motivation and the picture about material that would be given before gave the first material.

Then, the researcher was going to the material. The researchers explained make a match model to students with used cards. Then, the researcher gave material about noun and adjective, because for this meeting the first material is noun and adjective suitable with indicators. The researcher gave explanation about the differences noun and adjective then searched the meaning of the word with used make a match model to make learning process was suitable with this research.

After the researcher gave some examples of noun and adjectives following the meaning that was written in the 2 cards of cards is the question card and answer cards. Form of cards used in this research is rectangular, pink cards for question cards and blue cards for answer cards with size 15 x 15 cm. Then, the researcher distributed cards to each student and asked 4 students to seek answer each pair of cards they hold.

For improving students' new vocabulary, the researcher asked students to show pairs of cards and cards question correct answer in front of the class. After the researcher asked students to read together the word that is in the cards held by their friends.

3) Observation

Based on the observation sheet, in class still had some problem such as most of the students still low motivation, there are some of the students become trouble makers, they made the class noisy. So that, the other of students hard to get concentration.

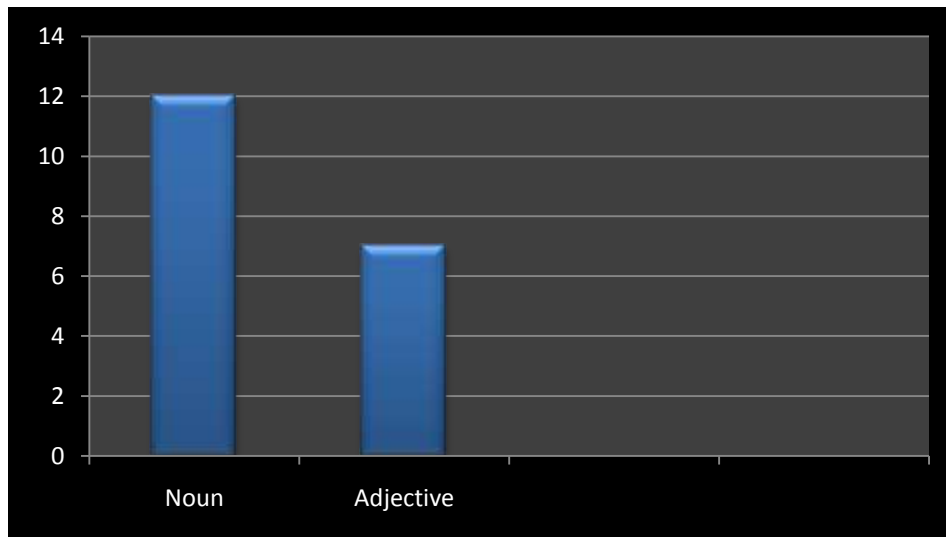
In this research, the researcher used field note as observation or observation sheet 'Students activity in teaching in learning process' in each meeting.

From the result of noun and adjective in the first meeting the researcher concluded that were 12 students got score 80 in

indicators Noun and there were 7 students in indicator Adjective.

The researcher gives a chart of the result for first meeting below:

Chart 1. The Result of Students' Test about Noun and Adjective in the first Meeting



Based on the chart above, the researcher concluded that the first meeting of the vocabulary of students in low Adjective indicators.

Table 3. The Mean Score and Percentage of Noun and Adjective

No.	The First Meeting	Mean Score	Percentage
1.	Noun	16.07	42.85%
2.	Adjective	15.89	25%

Based on the table, the mean score about Noun was 16.07 and Adjective was 15.89. It could be seen from the percentage of Noun was 42.85% and Adjective was 25%.

4) Reflection

In this cycle the researcher found that there were some important points that should be given more attention. The first was about the students' low motivation. The researcher made lesson plan again for the second meeting in this cycle, for the other indicator.

b. Second Meeting

In second meeting, there were some step must do by researcher in this meeting, there were; planning, action, observation, and reflecting.

1) Planning

For second meeting was done on Tuesday, 03 March 2015. It was done in VII⁷ grade of SMP Negeri 8 Padangsidimpuan, consisted of 28 students. The researcher made lesson plan that would be done in each meeting. In this meeting, the researcher made lesson plan and the material about adverb and verb.

2) Action

The researcher gave greetings to open the class and remembering the students about material last meeting, so the material still relation. The researcher presented the material about adverb and verb as suitable with indicator. The researcher gave explanation about it, and gave explanation about the difference of

adverb and verb. Then, researcher also gave motivation and the picture about material that would be given before gave the second material.

For this time the students also look amazed. To make students more comprehend, the researcher gave example about it. This example made also in make a match model with used 2 cards is pink cards for question cards and blue cards for answer cards. Then, the researcher distributed cards to each student. Then, the researcher asked 6 students to hold the card and look for pairs of cards each.

After that, the researcher gave a test for students. Then, the researcher gave instruction about the test that would be given to students. The researcher gave explanation about test, how to answer the test, and asked the students to write the name and class in their paper test. Furthermore, the test was 25 items matching.

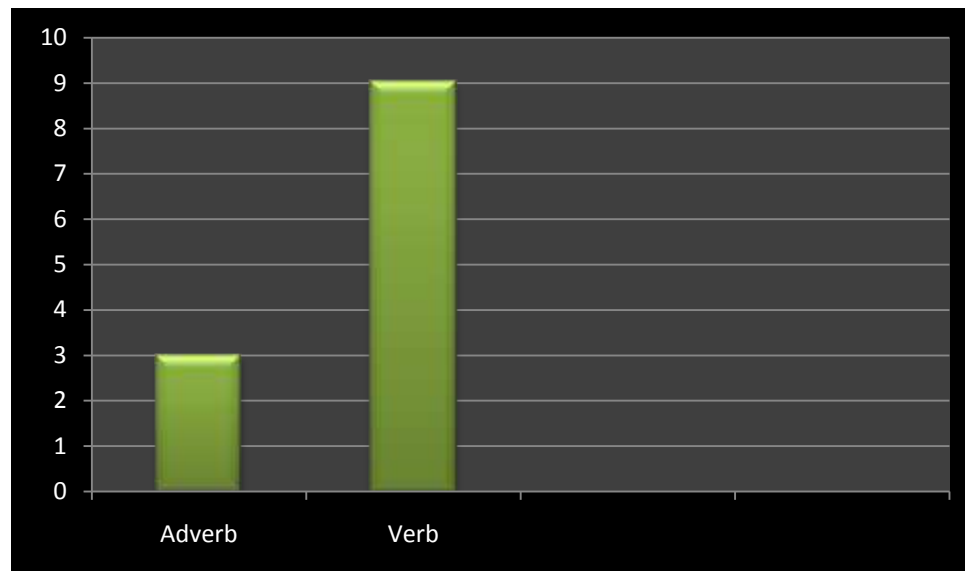
3) Observation

In this research, the researcher used field note as observation or observation sheet 'Students activity in teaching in learning process' in each meeting. This observation would be done by researcher when the lesson plan was done and when the researcher gave the test in the first and second meeting. It means

that, the researcher to observe the students when teaching learning process in this research was done.

From the result of Adverb and Verb in the second meeting the researcher concluded that there were 3 students got score 80 in indicator Adverb and there were 9 students in indicator Verb. The researcher gives a chart of the result for the second meeting below:

Chart 2. The Result of Students' Test about Adverb and Verb in Second Meeting



Based on the chart above, the researcher concluded that the second meeting of the vocabulary of students in low Adverb indicator.

Table 4. The Mean Score and Percentage of Adverb and Verb

No.	The Second Meeting	Mean Score	Percentage
1.	Adverb	15	14.28%
2.	Verb	16.60	46.42%

Based on the table, the mean score about Adverb was 15 and Verb was 16.60. It could be seen from the percentage of Adverb was 14.28% and Verb was 46.42%.

In first test, students serious when they were answer the test, but still some students become trouble maker, they always borrow correction pen to other students.

Based on the result of the first test in cycle 1, the researcher found that the students got score up 50-60; 4 students, the students got score up 61-70; 3 students, the students got score up 71-80; 10 students, the students got score up 81-90; 5 students, the students got score up 91-100; 6 students.¹ So that, the average mean score of students' vocabulary in the first test was 78 with percentage of students got above score 80 was 50%. It could be seen that, most of students didn't pass on the minimum mastery criterion of SMP Negeri 8 Padangsidimpuan with score 80. There

¹ See Appendix III

were 50% of the students didn't pass the minimum mastery criterion or there were 14 students.

4) Reflection

In this meeting, most of the students were still confused to matching the meaning of the word in noun, adjective, adverb and verb. Based on the interview and observation most of the students still low motivation. It can be seen from observation sheet and first interview before action.

For this condition, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students' vocabulary. It can be conclude that, the action should be repaired and change for improve students' vocabulary again.

To repair it, the researcher done reflecting related to action research and effort that has been done in first cycle. It mean that, making evaluation about teaching learning process in the first cycle and gave solution for the next cycle. So that, observation that had been done by researcher purposed to find out the problem when the action or teaching learning process was done and made conclusion.

The last, the researcher concluded that the first cycle should be repaired especially in lesson plan, material or

atmosphere the teaching learning process for the next cycle.

Below some problems and resolution were:

Table 5.
The First Cycle Problems and Resolutions

No.	Problem In The First Cycle	Resolution
1.	Most of students still low motivation	The researcher should give high motivation again that had relation their life and researcher made quiz in the last meeting with a gift for the winner group.
2.	There are students become trouble maker: a. There are some students bothered another friends, so it makes students not concentration b. There were students always borrowed the correction pen to their friends.	Researcher should be more pay attention the students that became trouble maker, with asking them about; answered.
4.	Most of students still confused or were low in noun and adjective	The researcher explained more about noun and

		adjective with giving example from their life.
5.	Most of students still confused or were low in adverb and verb	The researcher explained more about adverb and verb with giving example from their life.

2. The Second Cycle

In the second cycle, there was also two meeting. Each meeting consisted of 2 x 45 minutes or there was 90 minutes again. In each cycle there was also some step must do by researcher again, there were planning revised of cycle 1, action, observation and reflecting. The second cycle was conducted on Tuesday, 07 and Saturday, 10 March 2015.

a. The Third Meeting

In third meeting, there were some step must do by researcher in this meeting, there were; planning, action, observation, and reflecting.

1) Planning

The third meeting was conducted on Tuesday, 07 March 2015. The lesson plan has been revised was done. The condition on the second cycle was differing with the first cycle. The

researcher made changing in this action or in teaching learning process. Based on the problem on the first cycle, the most of the students still low motivation, so that the researcher gave high motivation that had with their life and gave amused to make the students more interesting. The researcher made a new atmosphere or made a group to make students more enthusiastic. Moreover, to make students more interested the researcher gave a gift for the winner group.

2) Action

For the third meeting, like as usually, the researcher gave greeting to open the class, and gave motivation again to make students more enthusiastic. The researcher made students into group. The researcher made seven groups, because the students in VII⁷ were 28, so each group, there were 4 students for one groups.

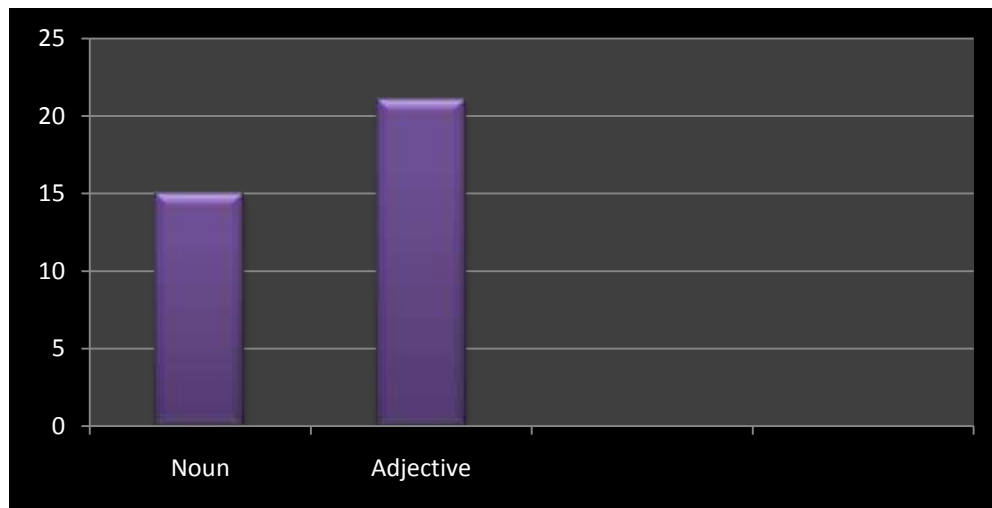
The researcher gave explanation about the topic of picture that was applied. Then, the researcher asked the students to look for a suitable partner by discussing with their group. After that, the researcher asked students to represent from each group to write their discussion on the blackboard. Then, the researcher and students examine the results of the answer on the blackboard.

3) Observation

In this meeting, based on the observation sheet, the class was done well; there were fewer trouble makers, so the class can drive easily. It can be seen that, the students very enthusiastic to looked for their task in each group.

From the result of Noun and Adjective in the third meeting the researcher concluded that there were 15 students got score 80 in indicator Noun and there were 21 students in indicator Adjective. The Researcher ives a chart of the result for the third meeting below:

Chart 3. The Result of Students' Test about Noun and Adjective in the Third Meeting



Based on the chart above, it can be concluded that, students' vocabulary mastery about Noun and Adjective was improve from the first meeting in the first cycle.

Table 6. The Mean Score and Percentage of Noun and Adjective

No.	The Third Meeting	Mean Score	Percentage
1.	Noun	16.96	52.57%
2.	Adjective	25.71	75%

Based on the table, the mean score about Noun was 16.96 and Adjective was 25.71. It could be seen from the percentage of Noun was 53.57% and Adjective was 75%.

4) Reflection

In this meeting the researcher analyzing the weakness and progress when make a match model done to determine the next activity. Then, evaluating the data gotten from the class and made any decision for the next meeting.

b. Fourth Meeting

In fourth meeting, there were some step must do by researcher in this meeting, there were; planning, action, observation, and reflecting.

1) Planning

For the fourth meeting was conducted on Tuesday, 10 March 2015. This meeting was continuity of the third meeting in cycle 2. The researcher made lesson plan that would be done in

each meeting. In this meeting, the researcher made lesson plan and the material about adverb and verb. Then, the researcher gave the second test to students.

2) Action

As like as usually, to open the class, the researcher gave greeting, and give explanation about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

Last meeting, the researcher made the learning process with group again. The researcher also made seven groups. The group was same with last meeting. This time, the researcher gave time 25 minutes for searching answer the question, so that the students felt interesting and enjoy when they were learning. The students seen enthusiastic, happy, and enjoy when discussed was done, because every group wanted to be a winner and got the gift which has been prepared by the researcher. In the last, the researcher made conclusion or summary about the material and gave gift to group that become a winner to make students felt happy.

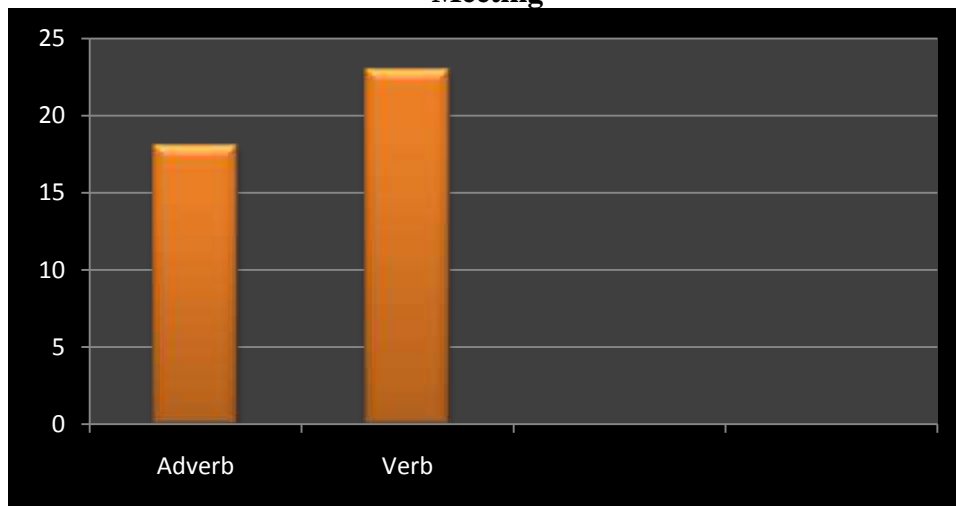
Finally, in the end of the fourth meeting in the second cycle, the researcher gave test. There were 25 items matching for test. Before gave the test, the first the researcher gave instruction

how to do the test again. On this test, the students more seriously to do the test, although there are four students still permit to toilet for this time.

3) Observation

From the results of Adverb and Verb in fourt meeting the researcher concluded that were 18 students got score 80 in indicator adverb and there were 23 students in indicator Verb. The researcher gives a chart of the result for fourth meeting below:

Chart 4. The Result of Students' Test about Adverb and Verb in the Fourth Meeting



Based on the chart above, it can be concluded that, students' vocabulary mastery about Adverb and Verb was improve from the second meeting in the first cycle.

Table 7. The Mean Score and Percentage of Adverb and Verb

No.	The Fourth Meeting	Mean Score	Percentage
1.	Adverb	16.78	46.42%
2.	Verb	17.67	53.57%

Then, the result of the second test, the researcher got score of students' vocabulary was improve when the first test in the first cycle. In the first test students' mean score just 78 and percentage of students got above 80 was 50%, but in the second test in cycle 2 score mean of the students' vocabulary was 86,14 and percentage of students got score above 75 was 78,51% with the students got score up 50-60; 0 students, the students got score up 61-70; 5 students, the students got score up 71-80; 1 students, the students got score up 81-90; 8 students, and the students got score up 91-100; 14 students.² It means that, the students' vocabulary could improve with percentage.

4) Reflection

In this cycle the students showed improvements. In this meeting the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

² See Appendix III

B. The Comparative Result of Action

Based on the result of action the first cycle and the second cycle, it can be conclude that, students' vocabulary could be improved through make a match model. It could be seen from the result of test in first cycle and test in the second cycle. This test showed that, there was improvement. Based on percentage or average score mean of the test in first cycle or second cycle. Like as below:

Table 8.

The Mean Score and Percentage of Students' Vocabulary Mastery

No.	Cycle	Mean Score	Percentages
1.	Test in the First Cycle	78	50%
2.	Test in the Second Cycle	86.14	78.51%

Based on the table above, the score means in cycle 1 was 78 but in second cycle, the score mean was 86.14. it means that there was improvement, because the test was 25 items, so the mean score maximum 100. It means that the means score increased 78 to become 86. It was passed the minimum mastery criterion 80, it could be seen from the percentage of students got score above 80 was 50% increased to become 78.51%. In this research, there were two cycle and two tests. The first test was done in the last meeting of the first cycle, and the second cycle was also done in the last meeting.

a. The first Test

The first test was done in the last meeting in the first cycle. The first test in first cycle about Noun, Adjective, Adverb and Verb. In this test, the students still fewer to got score above the minimum mastery criterion or KKM, because just there were 14 students that passed on minimum mastery criterion or KKM.

There were 2 students got score 52, there were 1 student got score 56, there were 1 student got score 60, there were 3 students got score 64, there were 1 students got score 72, there were 6 students got score 76, there were 3 students got score 80, there were 3 students got score 84, there were 2 students got score 88, there were 3 students got score 92, and there were 3 students got score 100. Based on the students that passed on minimum mastery criterion were 50% students from 28 students in class of VII⁷. This was effect of the some problem in the first cycle. They still confused about noun and adjective. So, the researcher made the second cycle to improve students' vocabulary through make a match model again with other trick in teaching learning process.

b. The Second Test

In the second test of the second cycle, the score of students improve. Many students got score above of minimum mastery criterion or KKM with score was 80. It was improve to become 78.51%. There was 28.51%

improvement. There were 22 students get score in above minimum mastery criterion or KKM.

The researcher conclude the result students' vocabulary that just 4 and 1 student got score 64 and 68, 1 students got score 76, 7 students got score 84, 1 student got score 88, 7 students got score 92, 2 students got score 96, 5 students got score 100.

Table 9.

Students' Vocabulary Mastery Score the First Test and the Second Test

No.	The Name of Students	Score Test 1	Score Test 2
1.	Alfun Rizky Hsb	76	84*
2.	Ali Anwar	76	92*
3.	Alwi Sulaiman	84*	96*
4.	Aminuddin Tanjung	84*	84*
5.	Andi Pratamah Hsb	84*	92*
6.	Andika Hrp	92*	76
7.	Ayu Sahara Waruwu	80*	96*
8.	Fitri Andari	76	100*
9.	Juwita Putri Wulandari	92*	100*
10.	Meiyana Jambak	100*	88*
11.	Melvi Amalina Hrp	80*	92*
12.	Mhd. Prayoga	52	84*

13.	Mhd. Raju Andriansyah	88*	64
14.	Muslel Mubarak Dlt	64	84*
15.	Muslim	52	68
16.	Nur Adilah Srg	64	100*
17.	Nur Ainsin Lbs	88*	92*
18.	Rahmad Efendi	60	64
19.	Rahmadani Srg	92*	100*
20.	Rizka Yuliana Srg	80*	92*
21.	Siti Maryam Hsb	76	92*
22.	Sri Mahrani Nst	76	84*
23.	Sri Rezeki Pakpahan	100*	92*
24.	Sulis Fatrisah	64	64
25.	Sultan Jorgi Hsb	56	64
26.	Ummu Hanipah Lbs	100*	84*
27.	Wendi Wahyudi Hrp	76	84*
28.	Wildan Rifani Chames	72	100*
SUM		2184	2412
Mean Score		78	86
Percentage		50%	78.51%

**The Students who passed the Minimum Mastery Criterion (KKM)= 80*

Based on the table above, it can be concluded that, the application of make a match model can improve the students' vocabulary at VII⁷ grade of SMP Negeri 8 Padangsidempuan. So, the result of the first cycle and the second cycle showed that there was improve from the first up to the second cycle.

C. Discussion of the Research Findings

With make a match model in learning vocabulary, it made opportunity students more interactive. Students were given picture clearer when they thinking. Make a match model was the model looking a partner. Learning was developed by using the card. The cards consist of cards containing question and other cards containing the answer. In other words, the learning make a match model more active students to develop the ability to think.

Furthermore, based on related finding in this research, make am match model is a new model in teaching learning vocabulary, because this model is not method like as in related finding; the first is in Muhammad Yusuf's Thesis that used Total Physical Response (TPR) to improve students' vocabulary, and the second in Parida's thesis that used collaborative learning method to improve students' vocabulary. This model was tool to make students didn't feel boring. It means that, students were brought to enjoyable condition but didn't lose concentration. So that, this model is differ with method.

The first researcher from the review related finding is Muhammad Yusuf, he used experimental research in his thesis, and the second researcher is Parida, she used classroom action research in her thesis. Based on the Muhammad Yusuf's thesis is differ with this thesis, because the researcher used classroom action research with used test, observation and interview as instrument, but Muhammad Yusuf's thesis just used test as a instrument. Differ with Parida, Parida's thesis and this thesis is same. Both of the thesis used classroom action research, and same in using instruments. So, the researcher took one thesis is similar with this thesis, and one thesis is different to make this thesis more efficient.

Finally, the research findings of this research was students' vocabulary through make a match model can improve. It means that students' vocabulary through make a match model at VII⁷ grade SMP Negeri 8 Padangsidempuan is satisfactory. It can be seen from the result of data analyze was increase of cycle that has been gotten.

D. The Threats of the Research

When doing the research, the researcher found that some threats in this research. The researcher found that some of students still low in English learning motivation. It could be seen from the observation sheet, most of the students in the first cycle didn't have full attention and looks confuse when the teaching learning process. The researcher tried to always give high motivation which had relationship with their life and made it in amusing case,

so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, some students become trouble maker. It make another students didn't have concentration because they didn't hear when the researcher explained the material, so it became most of students didn't understand confused with material. The researcher made solution. The students as trouble maker should be more pay attention.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the classroom action research, the model could give a new atmosphere for students' learning, and could give positive effect on students' vocabulary. This model also made students easier to receive their learning and felt enjoy when the learning process. It can be seen from the result of the test which percentage in the first cycle 50% and 78.51% in the second cycle. It was suitable with means score students' vocabulary that have been gotten in the first cycle was 78 improved to become 86.14 in the second cycle. So that, in the second test in the second cycle, the score of students improved. The student got score above 80 improve to 78.51%. There was 28.51% improvement.

It can be conclude that, the application of make a match model could improve the students' vocabulary at VII⁷ grade SMP Negeri 8 Padangsidempuan. It means that the hypothesis could be accepted.

B. Suggestions

In this research, the researcher suggest that the teacher should introduce new vocabulary by using make a match model, because make a match model could be implemented in vocabulary activity, especially students' vocabulary in English vocabulary. Moreover, the teachers should pay attention to the students' activity. The teacher should be more creative in delivering the new word which can motive students to memorize. Last, the researcher hopes the result of this research can be used as an additional reference; there will be a further research with difference with difference discussion which make a revision within development of this make a match model.

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Appendix I

LESSON PLAN IN CYCLE 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 8 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh)/ II (Dua)

Aspek/ Sub Skill : Vocabulary

Alokasi Waktu : 2 x 45 Menit (1x Pertemuan)




Pertemuan : I (Pertama)

1. Standar Kompetensi : 1.1 Menemukan Kosa kata baru
2. Kompetensi Dasar : 2.1 Siswa mampu menemukan pasangan arti kosa kata baru yaitu dalam bentuk Noun and Adjective
3. Indikator :
 - 3.1 Menemukan pasangan arti kosa kata baru dalam bentuk Noun
 - 3.2 Menemukan pasangan arti kosa kata baru dalam bentuk Adjective
 - 3.3 Siswa dapat melengkapi pertanyaan pada gambar dan tabel
 - 3.4 Siswa dapat merespon pertanyaan
4. Tujuan Pembelajaran : 4.1 Melalui kegiatan mencari pasangan (Make A Match), Siswa mampu membedakan kosa kata yang berbentuk noun and adjective

4.2 Melalui kegiatan mencari pasangan (Make A Match), Siswa mampu membangun (menemukan) kosa kata baru

5. Materi Pembelajaran : Noun and Adjective

Make a match is a media used to improve vocabulary. One advantage of this model is that students seeking a partner while learning about a concept or topic in a pleasant atmosphere.

No	Kartu Pertanyaan	Kartu Jawaban
1		Cantik
2		Pintar
3	Beautiful	Black Board
4		Chair
5	Clever	Bag

6. Learning Strategy : Make a Match

7. Langkah- langkah Kegiatan :

a. Pertemuan I (Pertama)

1) Kegiatan pendahuluan

a) Greeting

b) Mengabsen siswa

c) Memberi motivasi pada siswa

d) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan

2) Kegiatan inti

- ☞ Guru memberikan materi noun dan adjective dengan bantuan object gambar dari buku pelajaran dan sekitar ruangan kelas
- ☞ Guru memberikan penjelasan mengenai materi tersebut
- ☞ Guru memberikan 2 buah kartu yang berbentuk kartu pertanyaan dan kartu jawaban kemudian menyuruh siswa untuk mencari pasangan dari masing-masing soal
- ☞ Setelah itu guru meminta siswa untuk mencari pasangan yang cocok dengan soal yang diberikan

3) Kegiatan penutup

- ☞ Guru dan siswa bersama-sama membuat rangkuman pembelajaran
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ☞ Berdo'a di akhir pembelajaran

8. Sumber Belajar:

1. Buku Teks : Nur Zaida, *Bright An English Course for Grade VII Junior High School Student (SMP/ MTs)*, (Jakarta: Penerbit Erlangga).
2. Buku Teks : Mukarto, Sujatmiko, dkk, *English on Sky for Grade VII junior High School Students (SMP)*, (Jakarta: Penerbit Erlangga).
3. *Picture*, Objek yang relevan

9. Penilaian

- a. Tehnik : Merespon pertanyaan secara tertulis
- a. Bentuk : Pertanyaan tertulis
- b. Intrumen

10. Pedoman Penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal x 5 = 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

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

Where:

M : Mean of the students

$\sum fX$: The frequency of students times total of scores

N : Total of students

Question :

I. Match the following pictures with the correct word provided in the box (Noun)

Ruler	Eye Glasses	Bag	Dictionary	Shoes
Black Board	Drinking Tumbler	Book	Pencil	Comb



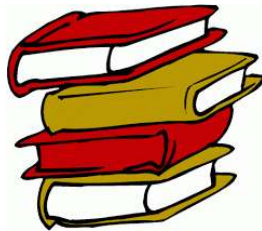
1. -----



2. -----



3. -----



4. -----



5. -----



6. -----



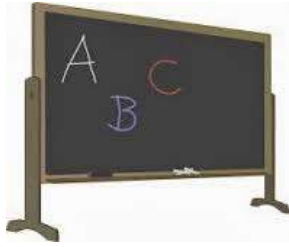
7. -----



8. -----



9. -----



10. -----

II. Match the Adjectives with their meanings

- | | |
|--------------|-----------|
| 1. Honest | a. Lemah |
| 2. Smart | b. Cantik |
| 3. Strong | c. Gemuk |
| 4. Weak | d. Sabar |
| 5. Fast | e. Pintar |
| 6. Thin | f. Bodoh |
| 7. Beautiful | g. Cepat |
| 8. Stupid | h. Kurus |
| 9. Fat | i. Jujur |
| 10. Patient | j. Kuat |

The Indicators of value (Vocabulary Mastery)

No.	Indicators	Items	Number Items	Score	Total Score
1.	Noun	10	1,2,3,4,5,6,7,8,9,10	10 item x 5 score	50
2.	Adjective	10	1,2,3,4,5,6,7,8,9,10		50
					100

Padangsidimpuan, 28 Februari 2015

Mengetahui:

Guru Bahasa Inggris Kelas VII-7

Peneliti

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Appendix II

LESSON PLAN IN CYCLE 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 8 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh)/ II (Dua)

Aspek/ Sub Skill : Vocabulary

Alokasi Waktu : 2 x 45 Menit (1x Pertemuan)

Pertemuan : II (Kedua)

11. Standar Kompetensi : 1.1 Menemukan Kosa kata baru

12. Kompetensi Dasar : 2.1 Siswa mampu menemukan pasangan arti kosa kata baru yaitu dalam bentuk Verb dan Adverb

13. Indikator :3.1 Menemukan pasangan arti kosa kata baru dalam bentuk Verb

13.2 Menemukan pasangan arti kosa kata baru dalam bentuk Adverb

13.3 Siswa dapat melengkapi pertanyaan pada gambar dan tabel

13.4 Siswa dapat merespon pertanyaan

14. Tujuan Pembelajaran : 4.1 Melalui kegiatan mencari pasangan



(Make A Match), Siswa mampu

membedakan kosa kata yang berbentuk
Verb dan Adverb

4.2 Melalui kegiatan mencari pasangan
(Make A Match), Siswa mampu
membangun (menemukan) kosa kata baru

15. Materi Pembelajaran : Verb and Adverb

Make a match is a media used to improve vocabulary. One advantage of this model is that students seeking a partner while learning about a concept or topic in a pleasant atmosphere.

No	Kartu Pertanyaan	Kartu Jawaban
1	Don't on the grass. You will kill it.	Zoo
2	Do not feed the animals	My Mother cooking in the kitchen
3		My father always goes fishing Every Sunday
4		Walk (verb)

16. Learning Strategy : Make a Match

17. Langkah- langkah Kegiatan :

b. Pertemuan II (Kedua)

4) Kegiatan pendahuluan

- e) Greeting
 - f) Mengabsen siswa
 - g) Memberi motivasi pada siswa
 - h) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan
- 5) Kegiatan inti
- ☞ Guru memberikan materi Verb dan Adverb dengan bantuan object gambar dari buku pelajaran dan sekitar ruangan kelas
 - ☞ Guru memberikan penjelasan mengenai materi tersebut
 - ☞ Guru memberikan 2 buah kartu soal yang berbentuk kartu pertanyaan dan kartu jawaban kemudian menyuruh siswa untuk mencari pasangan dari masing-masing soal
 - ☞ Setelah itu guru meminta siswa untuk mencari pasangan yang cocok dengan soal yang akan diberikan
- 6) Kegiatan penutup
- ☞ Guru dan siswa bersama-sama membuat rangkuman pembelajaran
 - ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya
 - ☞ Berdo'a di akhir pembelajaran

18. Sumber Belajar:

5. Buku Teks : Nur Zaida, *Bright An English Course for Grade VII Junior High School Student (SMP/ MTs)*, (Jakarta: Penerbit Erlangga).
6. Buku Teks : Mukarto, Sujatmiko, dkk, *English on Sky for Grade VII junior High School Students (SMP)*, (Jakarta: Penerbit Erlangga).
7. *Picture*, Objek yang relevan

19. Penilaian

- a. Tehnik : Merespon pertanyaan secara tertulis

- c. Bentuk : Pertanyaan tertulis
- d. Instrumen

20. Pedoman Penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal x 5 = 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

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

Where:

M : Mean of the students

$\sum fX$: The frequency of students times total of scores

N : Total of students

Question:

Match the notice and the cautions with the places you can find them

No.	Kartu Pertanyaan	Kartu Jawaban
1	Don't pick	a. Department stores
2	Dangerous area do not swim	b. Laboratories
3	Put the equipment back	c. Zoos
4	Please, be quiet	d. Petrol stations
5	Do not feed the animals	e. Buses
6	Wet floor	f. Libraries
7	No smoking	g. Gardens
8	Beware of pickpockets	h. Beaches

9	No eating or drinking in this vehicle	i. Fair
10	Stand in line	j. Ticket boxes

II. Match the following pictures with the correct word provided in the box (verb)

Do Homework Playing a Guitar Fishing Ride a Bike Swimming
 Drinking Tailor Running Cooking Singing a song



1. -----



2. -----



3. -----



4. -----



5. -----



6. -----



7.

8.

9.



10.

Padangsidempuan, 03 Maret 2015

Mengetahui:

Guru Bahasa Inggris Kelas VII-7

Peneliti

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Appendix III

LESSON PLAN IN CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP N 8 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh)/ II (Dua)

Aspek/ Sub Skill : Vocabulary

Alokasi Waktu : 2 x 45 Menit (1x Pertemuan)

Pertemuan : III (Ketiga)

21. Standar Kompetensi : 1.1 Menemukan Kosa kata baru

22. Kompetensi Dasar : 2.1 Siswa mampu menemukan pasangan arti kosa kata baru yaitu dalam bentuk Noun dan Adjective

23. Indikator :3.1 Menemukan pasangan arti kosa kata baru dalam

bentuk Noun

23.2 Menemukan pasangan arti kosa kata baru dalam bentuk Adjective

23.3 Siswa dapat melengkapi pertanyaan pada gambar dan tabel

23.4 Siswa dapat merespon pertanyaan

24. Tujuan Pembelajaran : 4.1 Melalui kegiatan mencari pasangan kelompok (Make A Match), Siswa mampu bekerjasama

membedakan kosa kata yang berbentuk Noun dan Adjective

4.2 Melalui kegiatan mencari pasangan (Make A Match), Siswa mampu membangun (menemukan) kosa kata baru

25. Materi Pembelajaran : Noun and Adjective

26. Learning Strategy : Make a Match

27. Langkah- langkah Kegiatan :

k. Pertemuan III (Ketiga)

7) Kegiatan pendahuluan

i) Greeting

j) Mengabsen siswa

k) Memberi motivasi pada siswa

l) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan

8) Kegiatan inti

☞ Guru memberikan materi Noun and Adjective dengan bantuan object gambar dari buku pelajaran dan sekitar ruangan kelas.

☞ Giving explanation about the topic of picture that was applied

☞ Dividing the students in 7 groups each group is 4 people, and total students are 28 person.

☞ Setelah itu guru meminta siswa untuk mencari pasangan yang cocok dengan soal yang diberikan dengan cara berdiskusi dengan teman sekelompok mereka

☞ Kemudian guru mengawasi kegiatan siswa

☞ Setelah itu guru menyuruh siswa perwakilan dari kelompok masing-masing untuk menuliskan hasil diskusi mereka di papan tulis

☞ Setelah itu guru dan siswa memeriksa hasil jawaban yang ada di papan tulis secara bersama-sama

9) Kegiatan penutup

- ☞ Guru dan siswa bersama-sama membuat rangkuman pembelajaran
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ☞ Berdo'a di akhir pembelajaran

28. Sumber Belajar:

8. Buku Teks : Nur Zaida, *Bright An English Course for Grade VII Junior High School Student (SMP/ MTs)*, (Jakarta: Penerbit Erlangga).
9. Buku Teks : Mukarto, Sujatmiko, dkk, *English on Sky for Grade VII junior High School Students (SMP)*, (Jakarta: Penerbit Erlangga).
10. *Picture*, Objek yang relevan

The Indicators of value (Vocabulary Mastery)

No.	Indicators	Items	Number Items	Score	Total Score
1.	Noun	10	1.2.3.4.5.6.7.8.9.10	10 item x 5 score	50
2.	Adjective	10	1,2,3,4,5,6,7,8,9,10		50
					100

Question :

III. Match the following pictures with the correct word provided in the box (Noun)

A plate

A bowl

A fork

A knife

A cup

A glass

A spoon

A pan

A stove

A chopstick



1. -----



2. -----



3. -----



11. -----



5. -----



6. -----



7. -----



8. -----



9. -----



10. -----

IV. Match the Adjectives with their meanings

- | | |
|-------------|------------|
| 1. Long | a. Bahagia |
| 2. White | b. Bohong |
| 3. Small | c. Sedih |
| 4. Handsome | d. Putih |
| 5. Black | e. Lapar |
| 6. Happy | f. Kecil |
| 7. Lie | g. Kotor |
| 8. Sad | h. Hitam |
| 9. Hungry | i. Tampan |
| 10. Dirty | j. Panjang |

Padangsidempuan, 07 Maret 2015

Mengetahui:

Guru Bahasa Inggris Kelas VII-7

Peneliti

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Appendix IV

LESSON PLAN IN CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP N 8 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh)/ II (Dua)

Aspek/ Sub Skill : Vocabulary

Alokasi Waktu : 2 x 45 Menit (1x Pertemuan)

Pertemuan : IV (Keempat)

29. Standar Kompetensi : 1.1 Menemukan Kosa kata baru

30. Kompetensi Dasar : 2.1 Siswa mampu menemukan pasangan arti kosa kata baru yaitu dalam bentuk Noun, Verb, Adverb, Adjective

31. Indikator :3.1 Menemukan pasangan arti kosa kata baru dalam

bentuk Noun

31.2 Menemukan pasangan arti kosa kata baru dalam bentuk Verb

31.3 Menemukan pasangan arti kosa kata baru dalam Adverb

31.4 Menemukan pasangan arti kosa kata baru dalam bentuk Adjective

31.5 Siswa dapat melengkapi pertanyaan pada gambar dan tabel

31.6 Siswa dapat merespon pertanyaan

32. mencari pasangan (Make A Match), Siswa mampu bekerjasama membedakan kosa kata yang berbentuk Verb dan Adverb
- 4.2 Melalui kegiatan mencari pasangan (Make A Match), Siswa mampu membangun (menemukan) kosa kata baru
33. Materi Pembelajaran : Adverb and Verb
34. Learning Strategy : Make a Match
35. Langkah- langkah Kegiatan :
1. Pertemuan IV (Keempat)
 - 1) Kegiatan pendahuluan
 - a) Greeting
 - b) Mengabsen siswa
 - c) Memberi motivasi pada siswa
 - d) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan
 - 10) Kegiatan inti
 - ☞ Guru memberikan materi Adverb and Verb dengan bantuan object gambar dari buku pelajaran dan sekitar ruangan kelas
 - ☞ Setiap kelompok diberi waktu 30 menit untuk mencari pasangan jawaban soal masing-masing
 - ☞ Setelah itu masing-masing siswa akan menunjukkan hasil mereka ke papan tulis, sehingga akan tampak susunan kosa kata yang benar sesuai pasangannya

☞ Guru akan memberikan hadiah untuk kelompok yang menjawab soal dengan benar

11) Kegiatan penutup

- ☞ Guru dan siswa bersama-sama membuat rangkuman pembelajaran
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ☞ Berdo'a di akhir pembelajaran

36. Penilaian

- a. Tehnik : Merespon pertanyaan secara tertulis
- m. Bentuk : Pertanyaan tertulis

Question:

V. Match the part of the house with its function (adverb)

No.	Kartu Pertanyaan	Kartu Jawaban
1.	The kitchen	a. a place to wash
2.	The dining room	b. a place to sleep
3.	The bedroom	c. a place to study
4.	The garage	d. a place to relax or talk
5.	The garden	e. a place to swim
6.	The bathroom	f. a place to grow flowers
7.	A storage room	g. a place to keep things
8.	The living room	h. a place to keep a car
9.	The study room	i. a place to eat
10.	The swimming pool	j. a place to cook

VI. Match the following pictures with the correct word provided in the box (verb)

Writing Sleeping Wash hand brush our teeth Playing a football
 Read the book Take a bath Watching TV Get up Singing a song



2. -----



2. -----



3. -----



5. -----



5. -----



6. -----



7. -----



8. -----



9. -----

Padangsidimpuan, 10 Maret 2015

Mengetahui:

Guru Bahasa Inggris Kelas VII-7

Peneliti

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Appendix V

Test In Cycle I

Saying Basmallah before doing the test

A. Match the following pictures with the correct word provided in the box

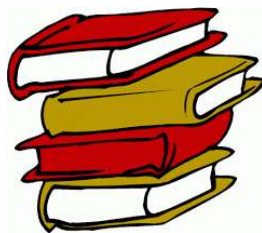
(Noun)

Comb	Ruler	Dictionary
Book	Shoes	Eyeglasses



11.

----- 2. -----
----- 3. -----



12.

----- 5. ----- 6. -----

B. Match the Adjectives with their meaning

No.	Kartu Pertanyaan	Kartu Jawaban
1	Honest	a. Pintar
2	Smart	b. Jujur
3	Patient	c. Lemah
4	Stupid	d. Gemuk
5	Fat	e. Bodoh
6	Weak	f. Sabar

C. Matching. Connect each job with its work place (Adverb)

No.	Kartu Pertanyaan	Kartu Jawaban
1	A teacher	a. Ship
2	A doctor	b. A office
3	A postman	c. Furniture factory
4	A sailor	d. School
5	A secretary	e. Post office
6	A mechanic	f. Hospital
7	A carpenter	g. Garage

D. Matching. Put the correct verb under each picture (Verb)

Watching TV	Wash hand	brush our teeth
Playing football	Singing a song	Writing



3. -----



2. -----



3. -----



6. -----



5. -----



6. -----

Test in cycle II

Saying Basmallah before doing the test

A. Match the following pictures with the correct word provided in the box (Noun)

A bowl A fork A knife
 A glass A chopstick A cup



1. ----- 2. ----- 3. -----



13. ----- 5. ----- 6. -----

B. Match the Demonstrative Adjectives with their meaning

No.	Kartu Pertanyaan	Kartu Jawaban
1	Beautiful	a. Putih
2	Handsome	b. Jelek
3	Lie	c. Kurus
4	Ugly	d. Tampan

5	Thin	e. Cantik
6	White	f. Bohong

C. Match the part of the house with its function (adverb)

No.	Kartu Pertanyaan	Kartu Jawaban
1.	The kitchen	a. a place to row flowers
2.	The dining room	b. a place to sleep
3.	The bedroom	k. a place to study
4.	The garage	l. a place to cook
5.	The garden	m. a place to swim
6.	The swimming pool	n. a place to eat
7.	The study room	o. a place to keep a car

D. Match the following pictures with the correct word provided in the box (verb)

Fishing	Ride a bike	Swimming
Tailor	Running	Cooking



1. -----

2. -----

3. -----



4.



5.



6.

Appendix VI

STUDENTS VOCABULARY MASTERY OF THE FIRST TEST

No.	The Name of Students	Noun (6)	Adjective (6)	Adverb (7)	Verb (6)	Test Score
1.	Alfun Rizky Hsb	6	4	3	6	76
2.	Ali Anwar	6	6	3	4	76
3.	Alwi Sulaiman	6	6	3	6	84*
4.	Aminuddin Tanjung	6	6	3	6	84*
5.	Andi Pratamah Hsb	6	6	3	6	84*
6.	Andika Hrp	6	4	7	6	92*
7.	Ayu Sahara Waruwu	6	5	3	6	80*
8.	Fitri Andari	6	6	1	6	76
9.	Juwita Putri Wulandari	6	6	5	6	92*
10.	Meiyana Jambak	6	6	7	6	100*
11.	Melvi Amalina Hrp	6	6	2	6	80*
12.	Mhd. Prayoga	4	3	0	6	52
13.	Mhd. Raju Andriansyah	6	3	7	6	88*
14.	Muslel Mubarak Dlt	6	4	2	4	64
15.	Muslim	4	3	2	4	52
16.	Nur Adilah Srg	6	2	2	6	64
17.	Nur Ainsin Lbs	6	6	4	6	88*
18.	Rahmad Efendi	4	4	3	4	60
19.	Rahmadani Srg	6	6	5	6	92*
20.	Rizka Yuliana Srg	6	6	4	4	80*
21.	Siti Maryam Hsb	6	6	1	6	76
22.	Sri Mahrani Nst	6	6	3	4	76
23.	Sri Rezeki Pakpahan	6	6	7	6	100*

24.	Sulis Fatrisah	6	2	2	6	64
25.	Sultan Jorgi Hsb	6	2	2	4	56
26.	Ummu Hanipah Lbs	6	6	7	6	100*
27.	Wendi Wahyudi Hrp	6	2	5	6	76
28.	Wildan Rifani Chames	6	4	2	6	72
Total	N =28	SUM				2184
Mean Score						78
Percentage						50%

**The Students who passed the Minimum Mastery Criterion (KKM)= 80*

1. Cycle 1

The researcher calculated the score by using the following formula:

a. The mean score was:
$$M = \frac{\sum fX}{N}$$

$$M = \frac{2184}{28}$$

$$M = 78$$

b. Percentage of students get score above 80:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{14}{28} \times 100\%$$

$$P = 50\%$$

Appendix VII

STUDENTS VOCABULARY MASTERY OF THE SECOND TEST

No.	The Name of Students	Noun (6)	Adjective (6)	Adverb (7)	Verb (6)	Test Score
1.	Alfun Rizky Hsb	4	4	7	6	84*
2.	Ali Anwar	4	6	7	6	92*
3.	Alwi Sulaiman	6	5	7	6	96*
4.	Aminuddin Tanjung	2	6	7	6	84*
5.	Andi Pratamah Hsb	6	4	7	6	92*
6.	Andika Hrp	2	6	7	4	76
7.	Ayu Sahara Waruwu	6	6	7	5	96*
8.	Fitri Andari	6	6	7	6	100*
9.	Juwita Putri Wulandari	6	6	7	6	100*
10.	Meiyana Jambak	3	6	7	6	88*
11.	Melvi Amalina Hrp	6	6	7	4	92*
12.	Mhd. Prayoga	4	4	7	6	84*
13.	Mhd. Raju Andriansyah	2	3	7	4	64
14.	Muslel Mubarak Dlt	2	6	7	6	84*
15.	Muslim	6	3	6	2	68
16.	Nur Adilah Srg	6	6	7	6	100*
17.	Nur Ainsin Lbs	6	6	7	4	92*
18.	Rahmad Efendi	2	3	5	6	64
19.	Rahmadani Srg	6	6	7	6	100*
20.	Rizka Yuliana Srg	6	6	7	4	92*
21.	Siti Maryam Hsb	6	6	7	4	92*
22.	Sri Mahrani Nst	6	6	5	4	84*
23.	Sri Rezeki Pakpahan	4	6	7	6	92*

24.	Sulis Fatrisah	6	5	3	2	64
25.	Sultan Jorgi Hsb	1	4	5	6	64
26.	Ummu Hanipah Lbs	4	6	5	6	84*
27.	Wendi Wahyudi Hrp	6	4	5	6	84*
28.	Wildan Rifani Chames	6	6	7	6	100*
Total	N =28	SUM				2412
					Mean Score	86.14
					Percentage	78.51%

*The Students who passed the Minimum Mastery Criterion (KKM)= 80

2. Cycle 2

The researcher calculated the score by using the following formula:

a. The mean score was: $M = \frac{\sum fX}{N}$

$$M = \frac{2412}{28}$$

$$M = 86.14$$

b. Percentage of students get score above 80:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{22}{28} \times 100\%$$

$$P = 78.51\%$$

Appendix VIII

Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : Noun and Adjective
Class/ Matter : VII⁷ / II (Dua)√
Days/ Date of : Saturday, 28 February 2015
Cycles/ Meeting : Cycle I/ The First Meeting

No	Activities	Students																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1.	Students active to write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	-	√	-	√	√	25
2.	Students have motivation when learning vocabulary by using make a match model	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	-	√	√	√	-	√	-	√	√	24
3	Students have full attention when learning	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	√	√	24

Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : Adverb and Verb
Class/ Matter : VII⁷ / II (Dua)
Days/ Date of : Tuesday, 03 March 2015
Cycles/ Meeting : Cycle I/ The Second Meeting

No.	Activities	Students																										Total			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27	28	
1.	Students active to write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	-	√	-	√	√	25	
2.	Students have motivation when learning vocabulary by using make a match model	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	-	√	√	√	√	√	-	√	√	25	
3	Students have full	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	-	-	24

9	Students borrowed correction pen									√									√											√															3
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9.	Students permitted to toilet										√																			√		√		√																					4
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Appendix IX

LIST OF INTERVIEW

Interview to the Students Before action

1. Sudah berapa lama adik belajar bahasa Inggris?

(How long have you learned English?)

Answer: 5 tahun, mulai kelas 3 SD sampai kelas 7 ini

2. Apakah adik menyukai pelajaran bahasa Inggris?

(Do you like English?)

Answer: Kurang

Why? Karena Sulit

3. Sudah berapakah kosa kata yang adik dapat sampai sekarang?

(How many vocabularies have you got until now?)

Answer: Kira-kira 300 kata

4. Apakah adik mempunyai kesulitan dalam pembelajaran kosa kata?

(Do you have difficulties in learning vocabulary?)

Answer: Iya

5. Apakah adik mendapat kesulitan ketika menghafalkan kosa kata baru?

(Do you have difficulties when you learn by heart the new vocabulary?)

Answer: Iya

Why? Karena membosankan

6. Apakah adik merasa bosan ketika belajar vocabulary hanya dengan menghafal?

(Do you feel boring when learning vocabulary with recitative?)

Answer: Iya bosan

7. Apakah adik dapat membedakan kosa kata benda, kerja, sifat dan keterangan?

(Do you can different between noun, verb, adjective and adverb vocabulary?)

Answer: Tidak

8. Apa yang adik usahakan untuk selalu bersemangat dalam belajar bahasa Inggris?

(What is your solution to be conscious in learning vocabulary?)

Answer: Selalu mendengarkan guru menerangkan dan belajar dirumah

LIST OF INTERVIEW

Interview to the Students After action

1. Sudah berapa lama adik belajar bahasa Inggris?

(How long have you learned English?)

Answer: 5 tahun, mulai kelas 3 SD sampai kelas 7 ini

2. Apakah adik menyukai pelajaran bahasa Inggris?

(Do you like English?)

Answer: Iya,

Why? Karena menyenangkan

3. Sudah berapakah kosa kata yang adik dapat sampai sekarang?

(How many vocabularies have you got until now?)

Answer: Kira-kira 300 kata

4. Apakah adik mempunyai kesulitan dalam pembelajaran kosa kata?

(Do you have difficulties in learning vocabulary?)

Answer: Iya

5. Apakah adik mendapat kesulitan ketika menghapalkan kosa kata baru?

(Do you have difficulties when you learn by heart the new vocabulary?)

Answer: Iya

Why? Karena sulit untuk diucapkan

6. Apakah adik merasa bosan ketika belajar vocabulary hanya dengan menghafal?

(Do you feel boring when learning vocabulary with recitative?)

Answer: Tidak

7. Apakah adik dapat membedakan kosa kata benda, kerja, sifat dan keterangan?

(Do you can different between noun, verb, adjective and adverb vocabulary?)

Aswer: Iya

8. Apa yang adik usahakan untuk selalu bersemangat dalam belajar bahasa Inggris?

(What is your solution to be conscious in learning vocabulary?)

Answer: Selalu mendengarkan guru menerangkan dan belajar dirumah

Appendix X

1. The Condition of the students in first cycle



The researcher gave explanation
a teacher

Students heard the researcher as



Students active doing all the task

2. The condition of the students in second cycle



Students discussed with their group



Students asked the researcher as a teacher





Students came to in front of class to write the answer the exercise

CURRICULUM VITAE

A. Identity

Name : Citra Dewi Purnama
Reg. Number : 10 340 0042
Place/Birthday : Payakumbuh/ January 05th 1993
Sex : Female
Religion : Islam
Address : Asrama Kodim 0212/TS, Sihitang

B. Parents

Father's Name : Alm. Syafri Koto
Mother's Name : Nurlaili

C. Educational Background

1. Elementary School : SD Negeri 200119 Padangsidempuan (2004)
2. Junior High School : SMP Negeri 5 Padangsidempuan (2007)
3. Senior High School : SMA Negeri 3 Padangsidempuan (2010)
4. Institute : IAIN Padangsidempuan (2015)