

**FACILITATING STUDENTS' ENGLISH VOCABULARY
LEARNING USING MAKE A MATCH TECHNIQUE:
A CASE STUDY AT THE EIGHTH GRADE SMP NEGERI 1
PRIGEN**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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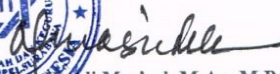
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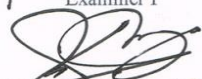
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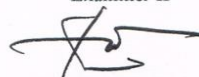
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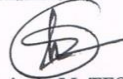
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ABSTRACT

Rachmatillah, Berlian Apriliana. 2019. *Facilitating Students' English Vocabulary Learning Using Make a Match Technique: A Case Study at the Eighth Grade Smp Negeri 1 Prigen*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. **Advisor I: Mokhamad Syaifuddin, M.Ed, Ph.D., & Advisor II: Fitriah, Ph.D.**

Keyword: *Vocabulary, Students' Vocabulary Learning, Make a Match Technique.*

Nowadays, vocabulary is particular important in the learning language. Students will easy to understand the material when they get many new vocabularies. Students' English vocabulary learning is student's way to find their selves new vocabulary through the process of learning. The interesting learning can be getting from many kinds of technique. Make a Match technique is the one of interesting technique for students. This technique use the question card and the answer card based on the topic of material. Every student looks for pair of card and matches the card. Make a Match technique will help students to find out the new vocabulary. The aims of the study are (1) to describe the implementation of Make a Match technique to facilitate students' English vocabulary learning. (2) To describe the students' responses toward the implementation of facilitate students' English vocabulary learning. The research has conduct in SMP Negeri 1 Prigen. The researcher uses descriptive qualitative method. Data collected from video recorder, field note, and interview for the teacher. The finding in this study is show that through the implementation use question and answer card based on the topic, students can easy to get the new vocabularies. Students can easy to understand the material through match the card. Therefore, Learning use Make a Match can increase students' vocabulary, students' creativity through match the card, and students' can involve answering question trough form of card.

ABSTRAK

Rachmatillah, Berlian Apriliana. (2019). *Facilitating Students' English Vocabulary Learning Using Make a Match Technique: A Case Study at the Eighth Grade Smp Negeri 1 Prigen*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya.
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Kata kunci: *Vocabulary, Students' Vocabulary Learning, Make a Match Technique.*

Saat ini, kosa kata sangat penting dalam bahasa pembelajaran. Siswa akan mudah memahami materi ketika mereka mendapatkan banyak kosakata baru. Pembelajaran kosakata bahasa Inggris siswa adalah cara siswa untuk menemukan diri mereka sendiri dengan kosakata baru melalui proses pembelajaran. Pembelajaran yang menarik bisa didapat dari berbagai macam teknik. Teknik Make a Match adalah salah satu teknik yang menarik bagi siswa. Teknik ini menggunakan kartu pertanyaan dan kartu jawaban berdasarkan topik materi. Setiap siswa mencari pasangan kartu dan mencocokkan kartu. Teknik Make a Match akan membantu siswa untuk menemukan kosakata baru. Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan penerapan teknik Make a Match untuk memfasilitasi pembelajaran kosakata bahasa Inggris siswa. (2) Untuk mendeskripsikan tanggapan siswa terhadap implementasi memfasilitasi pembelajaran kosakata bahasa Inggris siswa. Penelitian ini dilakukan di SMP Negeri 1 Prigen. Peneliti menggunakan metode deskriptif kualitatif. Data dikumpulkan dari perekam video, catatan lapangan, dan wawancara untuk guru. Temuan dalam penelitian ini menunjukkan bahwa melalui implementasi menggunakan kartu tanya jawab berdasarkan topik, siswa dapat dengan mudah mendapatkan kosa kata baru. Siswa dapat dengan mudah memahami materi melalui mencocokkan kartu. Oleh karena itu, Pembelajaran menggunakan Make a Match dapat meningkatkan kosakata siswa, kreativitas siswa melalui kartu yang cocok, dan siswa dapat melibatkan menjawab pertanyaan melalui bentuk kartu.

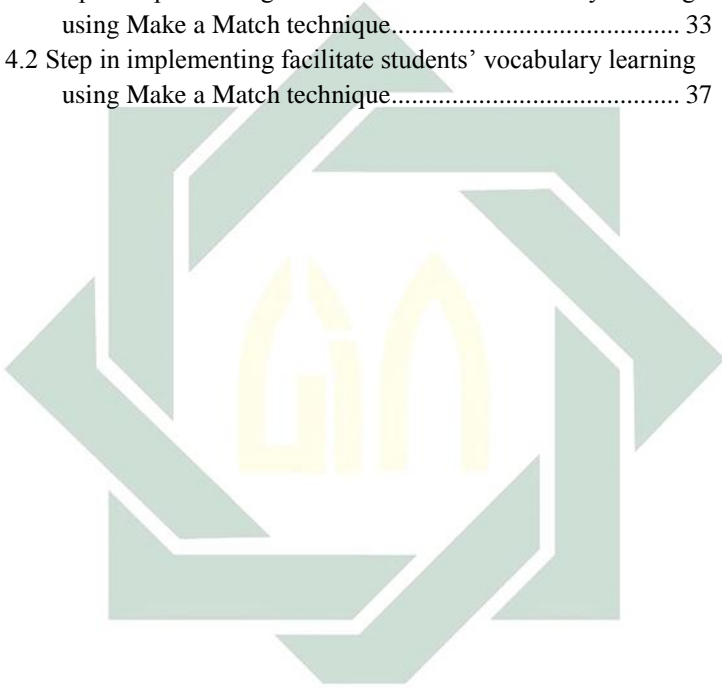
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research. Background of the study explains about the reason why the researcher conducted facilitating students' vocabulary learning using Make a Match technique a case study at the eighth grade SMP Negeri 1 Prigen. The next are research question, objective of the research, the significance of the study, scope, and limitation of the study and definition of the key terms are also presented to give more information to the readers about the research.

A. Background of Study

Vocabulary is one important aspect in learning a foreign language. Learning English without vocabulary can make people trouble to speak and they cannot answer some question in spoken and written form. Nunan stated that vocabulary is essential for successful study on the second language.¹ Vocabulary is also as basic for learning English along with another aspect like skills. Four skills must be learnt in English, such as listening, speaking, reading and writing. Learning all of skills, people must mastery in vocabulary. Learning English with mastery of vocabulary can make people easy to speak and they can answer some question in spoken and written form. As stated Wallace said that, Learning a foreign language is a basically a matter of learning of that learning². Learning second language must know its vocabulary, therefore it will be easy for communication through speaking, reading, writing and listening. Knowing a language may mean knowing its vocabulary.

The research is important to know the implementation of Make a Match technique. The researcher gets the information from the English teacher that the teacher has implemented the Make a Match technique to facilitate students' vocabulary in

¹ David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press 1992), 17.

² Michael Wallace, *Teaching Vocabulary* (London: Heinemann. Educational Books, 1984), 9.

learning process. Therefore, researchers want to know whether this technique is efficient in adding students' vocabulary. The technique of Make a Match uses card. It is very interesting, whether the media can affect students easily to get new vocabulary.

The teacher applying Make a Match technique to facilitate students' English vocabulary learning at SMP Negeri 1 Prigen. Teacher apply this technique to helps students in the problem of vocabulary. According to Richard and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write³. How many vocabulary that learners had, influence their skill. Beside that, vocabulary also has advantage, such as vocabulary is used to understand what we hear or read and use to communicate successfully with other people. Without vocabulary the students cannot follow teacher explanation's well. If it is happened repeatedly what things that have been taught by teacher is useless. It is also difficult for the teacher to make the contact to the student directly, moreover students at the back row. The teachers will be difficult to control every student one by one. On the other side, it is also difficult for the students to ask for and receive individual attention. According to Gunning cited in Sripramong, stated that a limited vocabulary will be the main problem in learning language.⁴ It means that the problem in learning language is lack of vocabulary. There are some factors in problem of limited vocabulary. According to Huyen and Nga, states that students usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying o learn by heart or learning passively through the teacher's explanations.⁵

³ Richard, J. C, Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambrige Press, 2002), 255.

⁴ Sripramong, Samnao. *The study of the effect vocabulary games on the retention in learning vocabulary of Prathomsuksa five learners of Assumption College Rayong.* (Bangkok Srinakarinwiroj University 2004), 7.

⁵ Nguyen Thi Thanh Huyen, Khuat Thi Thu Nga. *The Effectiveness of Learning Vocabulary Throgh Games. Learning Vocabulary Through Games* .(Thailand 2002), 1.

Edriz also pointed out some problem in mastering vocabulary such as: 1) Students have problem in understand the structure of vocabulary. They do not know how to use the structure of vocabulary. 2) Students feel that vocabulary is difficult. They cannot learn English well. It usually they do not have many time to read the English book to add their vocabulary. 3) Little speaking and writing make students forget words quickly. In learning vocabulary, students have to practice to speak. They will remember the words when they try to pronounce everyday. 4) In a word, students cannot learn words well, because they had habits to study vocabulary. There are many kind of technique in learning vocabulary. Make a Match is one technique that suitable in learning vocabulary. Make a Match is technique to make easy students in learning English. Students are not only can understand the text well but also students feel enjoy in the class. The teacher used Make a Match Method in learning vocabulary because it can make the students have fun and it can foster cooperation in answering questions by matching cards. From Make a Match, it will make easy for students to understand the text. Make a Match apply attractive activity in learning English. In this learning, the student is not only read but also play a game.

The activity of this technique is matched the question and the answer. According Komalasari, Make a Match is a technique where students have to look for answer of questions or questions of answer from the card that they hold to the card that their friends hold trough the interaction in finding the correct question or answer⁶. According to Curran the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere⁷. While teacher is teaching in the class, it is important to make the class fun and active, by using “Make a Match” and it can make all of the students’ in the class become more interacting and involving

⁶ Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi* (Bandung: PT. Rafika Aditama, 2013), 85.

⁷ Lorna Curran, *Language Arts and Cooperative Learning: Lesson for the Title Ones* (San Clemente: C.A:Kagan Publisher, 1994), 27.

themselves in to class's activities. The teacher uses a method to improve students' reading skill. Then, the students feel happy, enjoy and interest.

Previous studies related to explore students' English vocabulary use Make a Match technique such as *Improving The Eleventh Grade Students' Vocabulary in SMK N 2 Depok Using The Make a Match Technique* by Emarsani Navita Laka.⁸ *The Impact of the Application of Make-A Match Technique towards Students' Vocabulary Mastery* by Dewi Maduratna.⁹ *Teaching Vocabulary through Make A Match Method at Junior High School* by Afriani.¹⁰ *Using Make a Match Technique to Teach Vocabulary* by Ratna Zawil.¹¹ *Using Make-A Match to Improve the Students' Reading Comprehension at MTS Guppi Samata Gowa* by Irwanto.¹² Four studies investigate in the junior high school. There is one study in the senior high school. The previous studies have different research method with this research. In fact, there is one studies use qualitative descriptive by Afriani. Even though, there is different focus with this research. This research focus on facilitate students' vocabulary using Make a Match technique. Whereas the study by Afriani, focused on teaching use Make a Match technique.

In addition, the other research by Emarsani Navita Laka focus on implement Make a Match technique using classroom action research. The study by Dewi Maduratna use experimental method. The research discuss about impact the application use Make a Match technique. While the research

⁸ Emarsani Navita Laka , *Improving The Eleventh Grade Students' Vocabulary in SMK N 2 Depok Using The Make a Match Technique* (Yogyakarta: Santa Dharma University, 2018), 1-161.

⁹ Maduratna dewi, *The Impact of The Application of Make-A Match Technique Towards Students' Vocabulary Mastery*. The Second International Conference on Education and Language (2 nd ICEL) ISSN 2303-1417(Lampung : Bandar Lampung University (UBL), Indonesia , 2014). 1-5

¹⁰ Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 1-14.

¹¹ Ratna Zawil. "Using Make a Match Technique to Teach Vocabulary" (Banda Aceh: Universitas Syiah Kuala, 2016), 1-18.

¹² Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 1-14.

by Ratna Zawil focus on teach vocabulary use Make a Match technique. It uses experimental research. The other study by irwanto use quasi-experimental method. The research focus on improve students reading comprehension use Make a Match technique. The previous studies contrast with this research. This research focus on facilitate students' vocabulary learning using Make a Match technique. It means, this research is not only focus on students' vocabulary but also focus on implements the technique and students' response in learning process use Make a Match technique.

Based on the preliminary research, the researcher found that the tendency of most schools at Pasuruan region is increasing their educational quality as mentioned in Permendikbud Nomor 28 Tahun 2016.¹³ The result showed some of the schools had applied various methods in English Language Teaching. Otherwise, the school that use Make a Match technique is only SMP Negeri 1 Prigen.

The researcher gets the information from the English teacher that the teacher has implemented the Make a Match technique to facilitate students' vocabulary in learning process. Because, Make a Match technique has been applied at the school. Therefore, researchers want to know whether this technique is efficient in adding students' vocabulary. The technique of Make a Match uses card. It is very interesting, whether the media can affect students easily to get new vocabulary. The benefit of this research is to find out easy techniques for students to get new vocabulary. Therefore, it can help students get new vocab. Through this research, the teacher gets knowledge about the techniques that will be taught to students.

B. Research Question

According to the background of the research previously outlined, the problem of the study can be formulated as the following question below:

¹³Sistem Penjaminan Mutu Pendidikan Dasar Dan Menengah
<http://pmp.dikdasmen.kemdikbud.go.id/files/peraturan/Permen/salinan-permen-spmp.pdf>

1. How is the implementation of Make a Match technique to facilitate students' vocabulary learning at SMP Negeri 1 Prigen?
2. What are the students' responses toward the implementation of learning vocabulary at SMP Negeri 1 Prigen?

C. Objective of The Study

Based on the statements of the problems that will be discussed more in this study, the purposes of the study are:

1. to describe the implementation of Make a Match technique to facilitate students' vocabulary learning at SMP Negeri 1 Prigen.
2. to describe the students' responses toward the implementation of learning vocabulary at SMP Negeri 1 Prigen.

D. Significance of the Study

In this part explains the important of this research. This research has a contribution to explore students' reading strategy.

a. English students

This research is important for students that learn English. The technique of Make a Match can train students to study with play a game.

Reading is bored activity, but through this technique, students will understand content of text easily.

b. English teacher

The technique is very appropriate for reading and speaking skill. Teacher can handle students by using this technique. The technique makes students attracted in learning English.

c. Researchers

This study helps another researcher to get many references about technique in learning English. The researcher can find another inspiration from this study.

E. Scope and Limitation

The scope of this study facilitates students' vocabulary learning using Make a Match technique. Make a Match technique can improve students' vocabulary; this technique can

be a good choice to learning English. The students will study with more fun. This technique can improve students' vocabulary.

Subject of the research is students of SMP Negeri 1 Prigen in the academic year 2018/2019. The subject is about reading recount text to improve vocabulary from eight classes of the 8th grade in that school, it only will be taken two classes of the eighth grade to be the subject in this research.

F. Definition of Key Term

1. Vocabulary

According to Nunan, states that vocabulary is list of target language word, word meaning and construction of unit of sound to form unit of meaning.¹⁴ In this research, vocabulary is language word, word meaning and construction of unit of sound in English to form unit of meaning learn by students at SMP Negeri 1 Prigen.

2. Students' English Vocabulary Learning

According to Schmitt, presents that vocabulary learning as an incremental process where words and aspects of words are learned gradually, at different times and rates¹⁵. In this research, vocabulary learning is the incremental process of acquiring words and aspect of words in English by students at SMP Negeri 1 Prigen.

3. Make a Match Technique

According to Lorna Curran, The basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere¹⁶. In this research, the English teacher use Make a Match technique to teach students SMP Negeri 1 Prigen. It makes all of the students become more interacting and involving themselves in to classroom activities.

4. The Implementation of Use Make a Match Technique

According to Nurdin Usman, states that implementation is something that leads to activities, actions, actions or activities

¹⁴ David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle & Heinle Published 1999), 101.

¹⁵ Schmitt, N. *Vocabulary in language teaching*. (Cambridge: Cambridge University Press. 2000), 45.

¹⁶ Lorna Curran, *Language Arts and Cooperative Learning: Lesson for the Title Ones*, (San Clemente: C.A Kagan Publisher 1994), 27.

carried out systematically and bound by mechanisms. That way, the implementation is not just an activity, but also a planned activity and to achieve the objectives of the activity.¹⁷ In this research, teacher implements the steps of learning use Make a Match technique to the students SMP Negeri 1 Prigen by Aqib¹⁸.

5. Students' Response

Berube in Ihwanudin says that a response is the act of responding and a reply or an answer.¹⁹ While Linsey, Hall, Delguardi, Greenwood, and Thurston in Borich also states that responses typically divided in verbal and nonverbal responses.²⁰ In this research, the term of responses here is deal with any behavior of students during the English teaching and learning process at SMP Negeri 1 Prigen.

¹⁷ Nurdin Usman. *Konteks Implementasi Berbasis Kurikulum*. (Bandung: CV Sinar Baru, 2002), 70.

¹⁸ Zainal Aqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual*. (Bandung, Yrama Widya: 2013), 23.

¹⁹ M Ihwanudin, *The Types of Students' Responses to The English Teaching and Learning Process by Using Multimedia in Grade X of SMA 2 Kebumen in the Academic Year of 2009/2010*" (Yogyakarta : Universitas Negeri Yogyakarta 2012), 21.

²⁰ D Gary Borich. *Effective Teaching Methods, Third Edition*. (New Jersey:Prentice Hall 1996),267.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about all of related review of the study. In addition, this chapter include of definition of vocabulary, students' vocabulary learning, Make a Match, and previous studies.

A. Review of Related Literature

1. Vocabulary

a. Definition of Vocabulary

According to Richard and Renandya stated, that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write²¹. How many vocabulary that learners had, influence their skill. Beside that, vocabulary also has advantage, such as vocabulary is used to understand what we hear or read and use to communicate successfully with other people.

According to Yun, the field in which vocabulary is commonly used is as follow²²: The first is all the words as the language. The second is the number of words that an individual can understand and use whether in speaking or writing. The third is the words said to be representative of a subject or occupation. The last is List of words to serve a specific purpose.

According to Fauziati, vocabulary is central to language and critical importance to typical language learner.²³ It means that vocabulary is particular important thing for language learner. The vocabulary will produce comprehension for the learner when they

²¹ Richard, J. C, Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press 2002), 255.

²² L. Yun. *Use and Helpfulness Ranking of Vocabulary Learning Strategies Employed by EFL Learners in Taiwan*. *Joournal of Humanities and Social Sciences* (Taiwan: : Department of Applied Foreign Language 2005) . 7-13.

²³ Endang Fauziati, *Teaching of English as A Foreign Language (TEFL)*, (Surakarta: Era Pustaka Utama 2010), 149.

try to learn. The learner can produce the new word in speaking. In addition, the learner can share their opinion when they have many vocabularies.

Vocabulary is amount of word which is combining by rule to make up a language. It is used by people in communication in the real word by using written or oral form. The students cannot follow teacher explanation's well without vocabulary. If it is happened repeatedly what things that have been taught by teacher is useless.

Nunan states that the definition of vocabulary is more than lists of target language words.²⁴ Rasinski et al added, knowledge of word meaning and the words are constructed from units of sounds which are form of units of meaning.²⁵

Cameron also added, "Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially."²⁶ Moreover, building vocabulary knowledge can support learners' language learning process as a basic foundation in mastering the four language skills.

b. Kinds of Vocabulary

According to Scrivener, there are two kinds of vocabulary, namely productive vocabulary and receptive vocabulary.²⁷

1. Productive Vocabulary

According to Stuart Webb, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their

²⁴ David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle Publisher 1999), 101.

²⁵ Tim Rasinski, et. al. *Building Vocabulary from Word Roots Level 3-8* (Chicago: Beach City Press 2007), 1.

²⁶ Lynne Cameron, *Teaching Language to Young Learners* (New York: Cambridge University Press 2001), 73.

²⁷ Jim Scrivener. *Learning Teaching*, (Heinemann 1994), 75.

thoughts.²⁸ Productive Vocabulary is active vocabulary. In other words, Active vocabulary is the word that learner understand. They can pronounce correctly in speaking. The learner can use constructively in writing. Therefore, productive vocabulary is an active process to produce and express the learner's thoughts.

2. Receptive Vocabulary

According to Stuart Webb, learners recognize vocabulary when they see or meet in reading text but do not use it in speaking and writing.²⁹ Receptive vocabulary is passive vocabulary. Receptive vocabulary is words that learner recognize and understand. The learner can understand when they used in context. However, they cannot produce the word. Therefore, the learners recognize the word but they do not use it in speaking and writing.

Sometimes, vocabulary is difficult aspect for learner in the learning process. The learners are quickly to accept but they easy forgotten. Thornbury said that the relevant to the subject of word learning are³⁰ repetition, cognitive depth, pacing, imaging, motivation, and attention.

Repetition is memorizing new material through repeated rehearsal of the material while it is still in working memory. Cognitive depth is the more decisions the learner makes about a word and the more cognitively demanding these decisions, the better the word is remembered.

Pacing is Learners have different learning styles and process data at different rates, so ideally they should be begin the opportunity to pace their own

²⁸ Webb Stuart. *Receptive and productive vocabulary learning : The Effects of Reading and Writing on Word Knowledge*, (Studies in Second Language Acquisition / Volume 27 / Issue 01 / March, 2005), 33 – 52.

²⁹ Webb Stuart. *Receptive and productive vocabulary size of L2 learners*, (Studies in Second Language Acquisition / Volume 30 / Issue 01 / March, 2008), 79 – 95.

³⁰ Scott Thornbury. *How to Teach Vocabulary*. (England: Longman 2002), 24.

rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work.

Imaging is use picture is the best subject to introduce a new word. The students can accept new vocabulary appropriate students comprehension. In other hand, students learn vocabulary used picture easier to remember more than not used a picture. Motivation simply wants to learn new words are no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, while in the end will pay off in terms of memory.

Attention is contrary to popular belief, you cannot improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall. In writer's opinion, the best way to memorize by repeating gradually, give more attention of new word and practice in day's activities. In addition, memorizing new word can be reinforced if they are used to express personally relevant meanings.

2. Student's English Vocabulary Learning

Learning of vocabulary is important for students. There are skills must learn in foreign language. The skills are reading, listening, speaking and writing. Learning vocabulary is expected for students more understand the foreign language. Cameron added that, "Foundation to learn foreign language is by building up a useful vocabulary."³¹ Vocabulary is word that must be learnt. There are many kind of technique to make easy recognize new vocabulary. In foreign language teaching, it is very effective to identify students' vocabulary learning, encourage them to use technique to improve language success.

³¹Ibid.

3. Make a Match Technique

a. Definition of Make a Match Technique

According to Brown, Technique is any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objective.³² Technique is used to help the learner to sustain their interest work. The technique will help teacher to create context or topic more interesting. In addition, the interest factor will help students to more memorable the material. One of the techniques used in teaching vocabulary is Make a Match technique.

Make a Match technique is one method of cooperative learning in developed by Lorna Curran. The teacher must prepare some card that contains several topics. Teacher prepares the question card and the answer card based on the topic. Make a Match technique make students enthusiasm, develop their confidence, participate and be more active in the learning process.

According to Lorna Curran, The basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere³³. Teaching vocabulary-using Make a Match technique is good activity. Using Make a Match, students will find interesting topic for learn. It will make good condition in the class. Therefore, students will learn with more fun.

According to Arifah and Kusumarasyati, Make a Match is one of the teaching techniques which can be used in co-operative learning³⁴. The Make a match technique is a kind of game where students have to find

³² H.Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*, (California: Longman 2000), 16.

³³ Lorna Curran, *Language Arts and Cooperative Learning: Lesson for the Title Ones*, (San Clemente, C.A:Kagan Publisher 1994), 27.

³⁴ Mahmudatin Arifah & Kusumarasyati. *The effectiveness of Make A Match Technique for teaching writing descriptive text to the seventh graders of SMPN 1 Karangbinangun Lamongan*. (Surabaya: UNESA 2013), 10.

their partner. In this technique, the students are divided into two groups, group A and group B. Each of the students in each group get one card. The students in group A get the topic cards while the students in group B get the simple description cards. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose sentences based on the words they got on their cards.

Make a Match is teaching technique that asks students to find spouse while learning a concept or certain topic in gratify condition (Huda)³⁵. Make a Match technique will make topic more variation. Students will not bore with that activity. It is because learn using Make a Match technique will create good condition by good way.

According Komalasari, Make a Match is a technique where students have to look for answer of questions or questions of answer from the card that they hold to the card that their friends hold trough the interaction in finding the correct question or answer³⁶. Make a Match technique help students to expression their ability to answer a question.

Huda added, Make a Match can be applied for all of subjects and level of class, the teacher will be easier in using this technique for teaching in the classroom³⁷. Make a Match can apply in every level. It is because these techniques are good and interest for students.

According to Huda, Make a Match can give opportunity for the student to cooperation with the other people in teaching and learning activity.³⁸ The benefit of this technique is students learn how to cooperation with others. Therefore, they are not only learnt but also invest good soul.

³⁵ Miftakhul Huda, *Cooperative Learning*. (Yogyakarta, Pustaka Pelajar: 2013), 76.

³⁶ Kokom Komalasari. *Pembelajaran Kontekstual Konsep dan Aplikasi*. (Bandung, PT. Rafika Aditama: 2013), 85.

³⁷ Miftakhul Huda, *Cooperative Learning*. (Yogyakarta, Pustaka Pelajar: 2013), 135.

³⁸ Miftakhul Huda, *Cooperative Learning*. (Yogyakarta, Pustaka Pelajar: 2013), 31.

Make a Match is compatible for students. This technique is also suitable for reading and speaking skill. The activity matches the question and the answer that provide by teacher. This activity is fun and makes good condition in the classroom.

b. The Advantages of Using Make a Match Technique

According to Munawar, adds that the Make a Match has several advantages: Firstly, each student can be directly involved in answering a question given to them in the form of a card. Secondly, it can increase the students' creativity through matching the cards. Thirdly, it can help avoid students being bored during the teaching learning process. The last, it can create a more interesting classroom atmosphere.³⁹

There are some advantages of using Make a Match technique in learning process of Lorna Currant, namely⁴⁰: First, simple and easy technique. Second, students are directly involved in answering questions submitted through the card. Third, the students feel happy and relax in teaching and learning process. Increase creativity in student's performance. Fourth, avoid saturation of the students in the following teaching and learning activities. Fifth, the students interesting participate and develop their confidence to share their opinion, and be more active in the learning process. Sixth, learning more fun because it involves learning media created by teacher. Seventh, the students can express their ideas. Eighth, The students work together to learn. The last, the students will get the new words.

³⁹ Irwanto, Sitti Nurpahmi. *Using Make-A Match To Improve The Students' Reading Comprehension At Mts Guppi Samata Gowa. Volume 3, Number 02, December.* (Makasar: Universitas Islam Negeri Alauddin Makassar 2017),163.

⁴⁰ L.orna Curran. *Lessons for Little Ones: Language Arts & Cooperative Learning.* (San Juan Capistrano: CA 1994), 27.

4. The Implementation of Use Make a Match Technique

Aqib proposes procedures of Make a Match technique⁴¹.

The steps are:

- a. The teacher prepares several cards contain number of topic or concept. The suitable topic for review session, a part is contains questions and the other is contains answer.
- b. Each student gets the card question and the card answer.
- c. Every student thinks the answer or the question from the card held.
- d. Students find their partner that has a matching card with his card.
- e. Every student who finds their suitable card before the time up will get a point.
- f. After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended.
- g. The last, teacher together with the students make a conclusion from the material that have been given by teacher.

Istarani formulates the steps in learning Make a Match such as:⁴² First of all, teacher prepared some cards that contain several concept or topics are appropriate for review session, one about the question cards and other parts of the answer cards. Then, each student gets cards. After that, each student holds answer and question cards. Next, each students matched the cards with their partner (answer and question cards). Later, any student is able to match the cards before the deadline will be given points. After one round of cards shuffle again so that each student gets a different card from the previous. Finally, teacher and students make a conclusion or closing.

Teaching vocabulary by using make-a match technique is very good. Using Make-a Match can improve students' vocabulary mastery. The students will stimulate to think

⁴¹ Zainal Aqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual*. (Bandung, Yrama Widya: 2013), 23.

⁴² Istarani, *58 Model Pembelajaran Inovatif*. (Medan: Media Persada 2012), 64.

about vocabulary and interest to improve their ability in vocabulary mastery. Moreover, Make a Match can be applied for all level of class, so it make the teacher easier to applied this technique for teaching vocabulary in the classroom.

5. Students' Response

Response is an act or feeling produced in answer to a stimulus. According to McKechnie, states that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation.⁴³ While Husle in Ihwanudin, states the psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behaviour like walking, closing the door, operating a crane or saying the word psychology.⁴⁴ It means that the psychologists use term response to table the function or to end result that can be described as behaviour.

According to Berube in Ihwanudin, says that a response is the act of responding and a reply or an answer⁴⁵. The term of responses here is deal with any behaviour of students during the English teaching and learning process. While Linsey, Hall, Delguardi, Greenwood, and Thurston in Borich also states that responses typically divided in verbal and nonverbal responses.⁴⁶ It means while the students express their respond use a word. They can say their opinion about interest with the learning process. It is one example of the verbal responses. The example of

⁴³ W M Rivers. *Teaching Foreign Language Skills*. (Chicago: The university of Chicago press 1981). 1935.

⁴⁴ M Ihwanudin, *The Types of Students' Responses to The English Teaching and Learning Process by Using Multimedia in Grade X of SMA 2 Kebumen in the Academic Year of 2009/2010*" (Yogyakarta : Universitas Negeri Yogyakarta 2012), 21.

⁴⁵ M Ihwanudin, *The Types of Students' Responses to The English Teaching and Learning Process by Using Multimedia in Grade X of SMA 2 Kebumen in the Academic Year of 2009/2010*" (Yogyakarta : Universitas Negeri Yogyakarta 2012), 21.

⁴⁶ D Gary Borich. *Effective Teaching Methods, Third Edition*. (New Jersey:Prentice Hall 1996),267.

nonverbal responses when the students seems happy, enjoy and interest through behavior. They can show through their facial expression and gestures.

According to Soenarjo, the term of response is a communication activity that is expected to have results or after communication is called an effect. Communication activity gives effect of response by the communicator.⁴⁷ It means, the responses related to the communication. Communication divided into two types, verbal and nonverbal.

Agus M Hardjana says that verbal communication is communication that uses words, whether oral or written.⁴⁸ Kusumawati added that, Verbal communication is categorized in two types, speak and read, listen and read.⁴⁹

a. Types of Verbal Communication

1) Speak and Write

Speaking is verbal-vocal communication. Writing is verbal-non vocal communication. An example of verbal-vocal communication is presentation in meetings and examples of verbal-non vocal communication are business correspondence.

2) Listen and Read

Hearing and listening are words that have different meanings, hearing means simply picking up vibrations of sound while listening is taking the meaning of something that is heard. Listening involves four elements, namely hearing, paying attention, understanding, and remembering. Read is a way to get information from something written.

Julia says that, nonverbal communication is all aspects of communication other than words

⁴⁷ Soenarjo dan Djoenarsih S. Soenajo, *Himpunan Istilah Komunikasi*, (Yogyakarta: Liberty. 1983), 25.

⁴⁸ Agus M. Hardjana. *Komunikasi intrapersonal & Komunikasi Interpersonal*. (Yogyakarta: Penerbit Kanisius 2003), 23.

⁴⁹ Tri Indah Kusumawati, *Komunikasi Verbal Dan Nonverbal*. Jurnal Al-Irsyad Vol. VI, No. 2, Juli-Desember (Sumatera Utara: UIN Sumatera Utara, 2016), 145.

themselves.⁵⁰ According to White, nonverbal communication is categorized into seven areas: eye contact, posture, facial expressions, distance, touch, vocal intonation and gesticulations (gestures).⁵¹

b. Types of Non verbal Communication

1) Eye Contact

Eye contact is used to acknowledge or avoid the presence of others and can reveal information about attitudes, emotion, dominance and power in social relationships. When there are breakdowns in conversation, it may be because the people conversing have different patterns of eye contact (which can be a result of differing cultural backgrounds). According to Webbink, when individuals respond with their eyes, they allow others to have a sense of their emotional state and can increase feelings of communication satisfaction.⁵²

2) Posture

Posture as well as eye contact is used to indicate attitudes, status, affective moods, approval, deception, warmth and other variables related to classroom interaction. Students read teacher posture as well. White noted that for a teacher to be an effective listener, he or she must have a relaxed and open posture.⁵³

3) Facial Expression

Argyle states that, the most important non-verbal channel for expressing attitudes and emotions to other people is the face. Researchers have attempted to categorize facial expressions that express emotion

⁵⁰ T. Wood, Julia. *Communication in Our Lives*. (Boston: Wadsworth Cengage Learning 2009), 131.

⁵¹ White Gayle-Webb (2000). Non-verbal Communications: key to improved teacher effectiveness. *The Delta Kappa Gamma Bulletin*, 66(4), 12-16.

⁵² Webbink, P. *The Power of Eyes*. (New York, NY: Springer Publishing 1986). 8.

⁵³ White, Gayle-Webb. *Non-verbal Communications: key to improved teacher effectiveness*. (*The Delta Kappa Gamma Bulletin*, 2000), 12-16.

and typically agree on six: happiness, surprise, fear, sadness, anger, and disgust/contempt⁵⁴.

4) **Distance**

Proxemics refers to the study of how space and distance influence communication⁵⁵. There are four categories of distance according to the first, intimate distance, is that space from individuals literally touching up to eighteen inches away from an individual.

5) **Touch**

Knapp and Hall state that, touch is a nonverbal indicator of emotion and internal expression. Meaning it may be regulated to behaviors such as handshakes. Touch, like any other communication message, may elicit negative and positive reactions depending on the configuration of people and the circumstances⁵⁶.

6) **Vocal Intonation**

According to White, vocal intonations or paralinguage as it is sometimes called includes such factors as volume, rate, pitch, tone and pronunciation⁵⁷. Lewis also added, when communicating verbally it is important to ensure that the paralinguage aligns with the verbal messages it accompanies⁵⁸.

7) **Gesture**

According to Goldman, gestures and postures are frequent and continuous movements of the body that reflect individual thought processes and regulate

⁵⁴ Argyle, M. *Bodily Communication*, 2nd ed. New York.(NY: Methuen 1988), 38.

⁵⁵ Dr. Anjali Hans-Mr. Emmanuel Hans. *Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 2, Ver. IV (Feb. 2015), 49.

⁵⁶ Knapp, M. L. *Nonverbal Communication in Human Interaction*. (New York: Holt, Rinehart and Winston 1972), 40.

⁵⁷ White, Gayle-Webb. *Non-verbal Communications: key to improved teacher effectiveness*. (The Delta Kappa Gamma Bulletin, 2000),12-16.

⁵⁸ Lewis, H. *Body Language: A Guide for Professionals*. (Thousand Oaks, CA: Sage 1998), 67.

communication⁵⁹. Gesture and other large body movements are frequently indicators of self-confidence, energy, fatigue or status. Gestures help underscore and punctuate the spoken word.

Skinner identified three types of responses, or operant, that can follow behavior⁶⁰.

- 1) **Neutral operant**: responses from the environment that neither increase nor decrease the probability of a behavior being repeated.
- 2) **Reinforces**: Responses from the environment that increase the probability of a behavior being repeated. Reinforces can be either positive or negative.
- 3) **Punishers**: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

Many studies have focused on the three components of attitude include cognitive, emotional and behavioral. According to Baker in Vo Van Viet, stated that component "cognitive" refers to any information, fact or knowledge relevant to an attitudinal subject includes the thoughts, beliefs and values of a language.⁶¹ Rajecki in Vo Van Viet states that, component "emotional" or "feelings" is comments (positive or negative) about the language.⁶² Rajecki in Vo Van Viet also added, third component is "behavior", a behavioral intention or the action can be done (possible acts) for the language.⁶³ Wenden in Vo Van Viet added these three components have a reciprocal influence.⁶⁴

⁵⁹ Goldman, E. *As Others See Us*. (New York, NY: Routledge 1994), 121.

⁶⁰ Skinner, B. F. *Superstition' in the pigeon*. (*Journal of Experimental Psychology*, 1948), 168-172.

⁶¹ Vo Van Viet. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. (VNU Journal of Science: Education Research, Vol. 33, No. 4 2017), 2.

⁶² Ibid,

⁶³ Ibid,

⁶⁴ Vo Van Viet. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. (VNU Journal of Science: Education Research, Vol. 33, No. 4 2017), 2.

Perception refers to what person believes based on their experience. Attitudes seem to be generated by perceptions since attitudes appear to be a reaction based on how one perceives a phenomenon. It is worth noting that due to their being closely intertwined, attitudes and perceptions pose a problem when one attempts to separate them. Furthermore, Roy Campbell & Qorro stated that attitudes prove to be “difficult to measure as they are very subjective”⁶⁵. Nevertheless, Mathewson⁶⁶ provocatively proposes that measuring attitudes seems irrelevant in research as it takes a greater influence to achieve reading behavior than simply positive/negative attitudes per se.

Guthrie and Greaney stated that people’s attitudes to reading are resultant from “perceptions” acquired from past reading experiences regarding how pleasurable and valuable reading is⁶⁷. It means that people give perception based on the experience in the reading activity. They get the best experience, so that they can give good perception.

C. Previous Study

A research related to this issue has been conducted by Dewi Maduratna⁶⁸, with title ***“The Impact of The Application of Make-A Match Technique Towards Students’ Vocabulary Mastery”***. The research uses an experimental method. The research method to collect the data use documentation and test. The students of seventh grade were 25 as a sample in this research. The data were collected by using two pre-tests and two

⁶⁴ Vo Van Viet. *Undergraduate Students’ Attitude Towards Learning English: A Case Study at Nong Lam University*. (VNU Journal of Science: Education Research, Vol. 33, No. 4 2017), 2.

⁶⁵ Roy-Campbell, Z.M. & Qorro, M. *Language Crisis in Tanzania: The myth of English versus education*. (Dares Salaam: Mkukina Nyota Publishers: 1997), 43.

⁶⁶ Mathewson, G.C. *Model of attitude influence upon reading and learning to read*. In Ruddell, R.B. & Unrau N.J. (Eds.), *Theoretical Models and Processes of Reading*, (Newark, DE: International Reading Association: 2004) 1431-1461.

⁶⁷ Guthrie, J. & Greaney, V. *Literacy acts*. In Barr, R., Kamil, M.L., Mosenthal, P., Pearson, P.D. (eds.) *Handbook of Reading Research*, II. (New York: Longman: 1991.) 68-96.

⁶⁸ Maduratna dewi, *The Impact of The Application of Make-A Match Technique Towards Students’ Vocabulary Mastery*. The Second International Conference on Education and Language (2 nd ICEL) ISSN 2303-1417 (Lampung: Bandar Lampung University (UBL), Indonesia : 2014), 1-5.

post-tests in control group and experimental group. The writer finds several problems about students' problem in mastering vocabulary such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the words correctly, and the students could not use and understand the reference well. The use Make a Match technique is success. The students enthusiastic and enjoy learning English vocabulary using Make a Match technique. They can accept the new vocabulary well. They are to be active to share their opinion. They can open their mind to receive the new material.

Another study is done by Emarsani Navita Laka,⁶⁹ with title ***“Improving The Eleventh Grade Students’ Vocabulary in SMK N 2 Depok Using The Make a Match Technique”***. The research aimed to implement Make a Match technique in improving the vocabulary mastery of the eleventh grade students of SMK N 2 Depok. This research was conducted the Classroom Action Research. The research used two cycles. The data were collected by using some instrument, such as test, questionnaires, and an interview. The result of the questionnaires and interview showed that the implementation of Make a Match technique helped the students to improve their vocabulary mastery and motivate to learn English.

The next study is from Afriani⁷⁰, ***“Teaching Vocabulary Through Make A Match Method at Junior High School”***. This study focus in vocabulary and make a match method, and how to teach vocabulary through make a match method especially for junior high school students. The research use qualitative descriptive method. Make a Match method is one of the cooperative learning methods that makes the students active in teaching and learning process. Make a match method is learning using card. It consists of question cards and the other consists of answer from the question.

⁶⁹ Emarsani Navita Laka , *Improving The Eleventh Grade Students’ Vocabulary in SMK N 2 Depok Using The Make a Match Technique* (Yogyakarta: Santa Dharma University, 2018), 1-161.

⁷⁰ Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 1-14.

The next study is coming from Irwanto⁷¹, ***“Using Make-A Match to Improve the Students’ Reading Comprehension at MTS Guppi Samata Gowa”***. This study focus to find out the effectiveness of students ability in Reading comprehension that taught by using Make a Match method. In this research, the population were students in the first grade. Quasi-experimental design was applied in this research with two group pre-test and post-test design. The numbers of population were 50 students. The result analysis, the researcher concludes that of using Make a Match method was effective to improve reading comprehension at the first grade students’ of MTs Guppi Samata Gowa. It was because make a match have some advantages such as each students can be directly involved in answering a question given to them in the from a card, secondly, it can increase the students’ activity. Thirdly, it can help avoid students being bored during teaching learning process and make a match method can motivate and encourage students to be more interested and enthusiastic in learning English.

Ratna Zawil⁷² writes another study, ***“Using Make a Match Technique to Teach Vocabulary”***. The research purpose was to find the different of students taught using Make a Match technique that would get the better scores with the students that taught without using Make a Match technique. The material is narrative text. The research was conducted at SMP Negeri 18 Banda Aceh. The researcher used two different classes to do this study. The sample was 58 students, in each 29 students. The data was collect from a pre-test and post-test using SPSS 15.0. The result is there was significance vocabulary mastery between the students who were taught by using the Make a Match technique and those who were taught through the technique the teacher commonly used.

The method of this research is qualitative descriptive. In fact, there is one study focusing in junior high school students

⁷¹ Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 1-14.

⁷² Ratna Zawil. *“Using Make a Match Technique to Teach Vocabulary”* (Banda Aceh: Universitas Syiah Kuala, 2016), 1-18.

use qualitative descriptive method *Teaching Vocabulary through Make a Match Method at Junior High School* by Afriani. The contrast of this research with the other research is the research method. While the other previous study are using classroom action research, experimental research, quasi-experimental research, in the research method. *The Impact of The Application of Make-A Match Technique Towards Students' Vocabulary Mastery* by Dewi Maduratna the research uses an experimental method. The other research is Emarsani Navita Laka with the title *Improving The Eleventh Grade Students' Vocabulary in SMK N 2 Depok Using The Make a Match Technique* use classroom action research. The next study is coming from Irwanto with the title *Using Make A Match to Improve the Students' Reading Comprehension at MTS Guppi Samata Gowa* use Quasi experimental research. The next research with the title is *Using Make a Match Technique to Teach Vocabulary* by Ratna Zawil use *experimental research*. In this case, it has pointed to difference significant in collect the data between this research and the previous research.

CHAPTER III

RESEARCH METHOD

Research method is the process used to collect the data information. The researcher will collect the data may include interviews, surveys, research technique and the other appropriate research technique. Therefore, the research method that used in this research is:

A. Research Design and Approach

This research used qualitative descriptive to find out the research question. According to Lincoln, claim qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”.⁷³ The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories. Viswambharan & Priya say that, the choice of methodology is directed by the questions being raised.⁷⁴

In this research is qualitative because it describe and interpret issues of facilitate students’ English vocabulary learning using Make a Match technique from the viewpoint of students.

B. Research Setting

This research was conducted in SMP Negeri 1 Prigen. The location in Jl. Pecalukan Ledug, RT 04/ RW 01 Kecamatan Prigen. The reason of researcher choice this school is because this school has good standard in education. The condition in every class is also the reason why the researcher chooses it. The class is very discipline and conducive. In other that, the school

⁷³ Lincoln, Y. and Guba, E. *Paradigmatic Controversies, Contradictions, and Emerging Confluences in Denzin, N and Lincoln, Y (ed.). Handbook of Qualitative Research*. (London: Sage Publication Inc 2000), 3.

⁷⁴ Viswambharan, A. P. & Priya, K. R. *Documentary Analysis as a Qualitative Methodology to Explore Disaster Mental Health: Insights from Analyzing a Documentary on Communal Riots*. (Qualitative Research, 16(1) 2016), 43–59.

has been already applying English in daily language. In this case, it will possible to do this strategy in reading to improve vocabulary.

C. Subject of the Research

The subject of research was involved of eight grade students of SMP Negeri 1 Prigen who has been taught about reading using Make a Match technique in their English subject. The subject of this study took from two classes in 8E and 8F grade. There were 32 students teach using this technique in this study.

D. Data and Source of Data

1. Data

The data that used in this study for the first research question is the implementation of using Make a Match technique to facilitate students' English vocabulary learning. The second research question, the data is students' response toward using Make a Match technique.

2. Source of Data

The source of data in this research is the observation of eighth grade SMP Negeri 1 Prigen. The data was taken in eight grade. The researcher was being an observer during teaching and learning process. Researcher used the observations about the use of Make a Match technique to teach vocabulary. Therefore, researcher observed the activities of teachers and students in learning. The other data is student interview after learning and teaching by using Make a Match.

E. Data Collection Technique

The data collection technique is used to complement the research question in this study. The researcher will be collecting the data using observation and interview

1. Observation

Observation was conducted to collect data about Make a Match technique at SMP Negeri 1 Prigen. St John's University of Tanzania's website explains that observational research involves watching or viewing behaviour and systematically recording the results of those

observations.⁷⁵ It means that observation is part of activities like watching, viewing and pay attention to object in the research. The observation can be support with recording, therefore the researcher is not only watch but also can analysing in a deep way.

In this study, the researcher observed the class through video recording of the teacher and students activity. The observation conducted in two meetings of two classes. The researcher observed the situation; condition and the teachers' implement the technique in the classroom. The researcher observed during the teacher implement the technique. The teacher was teaching and learning process using Make a Match technique. The researcher observed students' activity. The response and the process of students' learning were important in this study.

2. Interview

Interview was conducted to collect data about students' responses at SMP Negeri 1 Prigen. The researcher interviewed the English teacher in the SMP Negeri 1 Prigen. The research used semi-structural interview to get the data of student's responses in learning use Make a Match technique. Rubin & Rubin adds the semi-structured interview, which is a more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses"⁷⁶.

The researcher uses interview guideline. Here, the researcher prepares questions for teacher. The researcher creates good condition to form conversation with teacher. The interview gave after teacher applied the Make a Match technique at 8 classes. The interview use audio recorder. The activity is important to know the opinion and students' responses about this technique. The activity cover the first and second research question about facilitating vocabulary

⁷⁵ St. John's University of Tanzania's website (Observation in research. Retrieved from <http://www.sjut.ac.tz/policies> forms on February 5, 2017.

⁷⁶ Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review". (English Linguistic Research. Vol. 3, No. 1, 2014), 40.

learning using Make a Match technique at SMP Negeri 1 Prigen.

Table 3.1
Table of Collection Technique

RQ	Data	Source	Collection Technique	Instrument
1.	Implementation	Teacher and Students (Teaching and Learning Process)	Observation and Interview	Video Recorder and Observation Guideline
2.	Students' Response	Students	Interview and Observation	Interview Guideline

F. Research Instrument

In this section, the researcher used the instrument to complete all data which is needed in this study. Those data can be obtained by using these following instruments;

1. Video Recorder

In the video recorder, the researcher recorded the activity about students' vocabulary learning using Make a Match technique. The result of video recorder used additional data in answering research question.

2. Field Note

The researcher use field note in this study. The researcher wrote systematically all activities that run in the teaching and learning process. After did record using video recorder, the researcher wrote the activities of Make a Match technique that teacher did in the class. Field note supported the data to answer the research question.

3. Observation Guideline [See Appendix 1]

The observation guideline shows the things to observe in the class. The researcher observed the material, the

activities and the students' responses toward Make a Match technique.

4. Interview Guideline [See Appendix 2]

The interview guideline include instrument to answer the first and second research question in facilitating students' vocabulary learning using Make a Match technique at SMP Negeri 1 Prigen. There are 26 questions about learning use Make a Math technique. The question is to know preparation of the technique. In addition, the questions are also to know the implementation and students' responses toward the learning.

G. Data Analysis

In the analyzing the data, the researcher used qualitative descriptive to analyze the implementation and students' responses of using Make a Match technique to facilitate students' English vocabulary learning at SMP Negeri 1 Prigen. Creswell stated that there are six steps to analysis the data such as, organizing and preparing the data, reading through all the data, coding the data, coding process to generate a description or theme for analysis, interrelating themes or description, and interpreting the meaning of themes or descriptions.⁷⁷

1. Organizing and preparing the data

The researcher organized the data of observation guideline and interview guideline. The observation guideline used as an indicator to investigate implementation of Make a Match Technique. While interview guideline used as an indicator to investigate students' responses.

2. Reading through all the data

After got the data, the researcher transcribed the data of observation through video. The content of video was classroom activities use Make a Match technique. Then, the researcher was also transcribed the data of interview. After that, the researcher read all the data result.

⁷⁷ John W Creswell. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. (London : Sage Publications 2014), 247.

3. Coding the data

After getting the observation result and the interview data, the researcher changed the result into the script. Then, the researcher analyzed the script of the result observation and interview. Next, researcher used underline as a symbol to code the statement that important. It made easy to understand the researcher to classify the data.

4. Coding process to generate a description or theme for analysis

The researcher analyzed the result of observation and interview. Then, the researcher gave underline or code in every the important statement. It made the researcher easy to understand to process the result of the data.

5. Interrelating themes or description

After the researcher code the result of the data observation and interview, the researcher made a note to interrelating between the data of observation and interview.

6. Interpreting the meaning of themes or descriptions

The researcher interpreted the result of the data to the findings. In the findings, the researcher processed the data into detailed information from the data result acquired.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. The research finding is about the implementation and students' responses of using Make a Match technique. The result of the findings will answer the two-research question. Those research questions are; how the implementation of Make a Match technique and what are the students' responses using Make a Match technique. The discussion will correlate the finding with the theories used in this study.

A. Research Findings

The researcher conducted the research from March 19th, 2019, - March 21th, 2019. Based on the research question, the researcher used two instruments for analysing the data. The researcher already did by using observation and interview in Eighth grade of SMP Negeri 1 Prigen about the implementation and students response of facilitating students' vocabulary using Make a Match technique.

The researcher collected the data based on the first research question. The first research question is to know the implementation facilitating students' vocabulary learning using Make a Match technique in the learning English. The second research question is to know student's responses toward the implementation of learning vocabulary at SMP Negeri 1 Prigen. The research used observation through recording video and interview to answer those two questions of this study.

1. The implementation of using Make a Match technique to facilitate students' vocabulary learning at SMP Negeri 1 Prigen.

The researcher did observation twice in different class. The observation did in the 8E and 8F consist 32 students. Here, teacher did two meeting in every class. Therefore, students were easy to understand the material well.

Based on the researchers' observation, teacher did the same way to implement the Make a Match technique in the different two classes. The English teacher applied the same technique in two classes.

Table 4.1 : Step in implementing facilitate students' vocabulary learning using Make a Match technique

First Meeting

No.	Steps Implementation	Students' Activity
1.	Brainstorming The teacher gave picture of Sanur Beach.	Students tried to attention the teachers' explanation. Students Students tried to answer the teachers' question about the picture.
2.	The teacher shared the recount text "Sanur Beach"	Each student got the text.
3.	The students read the text with their groups.	Students read the text together with their groups.
4.	Main Core The students got the task based on the text. The task was match the question and answer card about the vocabulary, translation of sentences, content of paragraph, and grammar.	The students match the question and answer card about vocabulary, translation of sentences, content of paragraph, and grammar.
5.	The last task was about exercise fills in the blank about "Generic Structure" of the recount text.	Each group filled in the blank about generic structure. The students have to find the orientation, events and re-orientation.
6.	Closing The teacher asked students to come in front of to the class and told about the text "Sanur Beach".	Students came to in front of the class and told about the text.
7.	Teacher invited students to reflection the material together.	Teacher and students made reflection of the material.

There were two meetings in 8E and 8F that included Make a Match technique in recount text to facilitate students' vocabulary SMPN Negeri 1 Prigen. Teacher gave the same material to the two of class. It means to know the result of the use Make a Match technique in learning process. In addition, teacher gave the same material to know the students' responses in learning use Make a Match technique.

The first step of the use Make a Match technique, teacher showed the picture of Sanur beach. Teacher gave brainstorming to all of the students using picture. Teacher invited students to discuss about the picture. Teacher gave many questions that relate the Sanur beach. Students attracted to the teachers' explanation and the process of learning.

In the discussion section, teacher helped students to understand the content of the text. Teacher also makes students to critical thinking, so they did not embarrass to express their opinion. It is not about the content of the text, but teacher also asked about vocabulary, grammar and generic structure. Students could understand the teacher well. They competed to answer the question from teacher. They gave attention to the teacher explanation. Teacher used the picture for brainstorming. Students got a clue before they see the picture that relates the text. Media was particular important to increase students' skills in learn something.

After they discussed the picture, teacher shared recount text to all of the students. The text told about the writer's experiences vacation on the Sanur beach. Then, the teacher asked to read and discuss together. Students read the text carefully. The teacher gave the other activity after discuss all of the text. Teacher divided students into four groups. Teacher has method to divide students into four groups. Students have to count one until four. After they found their group, they join to their own group.

Then, teacher explained the rules. Students heard the rules carefully. Every group got the piece of paper about vocabulary based on the text. The pieces of paper were

vocabulary and translation. The task of each group stuck the vocabulary and the translation to paper. Every group competed to finish their work.

The group that finish should to stick the result to the whiteboard. The teacher and the students corrected the result on the blackboard. Teacher helped students to find the wrong result in every group task. It means students could practice to find the correct answer. Teacher led all of students to ask the question.

The second step was teacher gave the piece of paper to each group anymore. The pieces of paper were translation of the sentences. The activity was the same procedure with the first activity. Each group should stick the question and answer card in the paper. Teacher asked students to match the sentence and the translation based on the text. The activities related each other based on the recount text.

In this task, students not only understood about vocabulary of the text, but students also understand the meaning of the sentences. The students made a group to match card answer and question about translation of sentences from the text. Then, the group stuck their result on the whiteboard. After that, teacher and students discussed and gave the score together.

The activities would train students to understand every sentence. Students were often bored with reading activity. Therefore, through Make a Match technique students would not feel bored with reading activity. They would feel easy to understand word-by-word, sentence-by-sentence and paragraph-by-paragraph.

In the third step, every group got the piece of paper about content of paragraph. The activity matched the content from the paragraph. It means students could understand the content in each paragraph by matching. The activities made easy students to understand the whole of the text. Sometimes, students were bored to read all of the text, but this technique leads them easy to understand the whole of text.

In the fourth step, teacher asked to find the verb 2 to piece of paper based on the recount text. The teacher gave

the piece of paper about grammar. In this activity, students got the task to find verb 2 to the entire piece of paper and stick to the paper. Students were easy to understand that recount text-using verb 2. The activity helped students to understand generic structure from recount text indirect. They found verb 2 in recount text.

The last step, student got the sheet of paper about generic structure. The student's task filled the part of recount text as orientation, event and reorientation. After finish, teacher and students discussed and corrected the result together.

All of the activities appropriate with students' comprehension. Step of the all activities made students easy to understand the whole of the text. Teacher needed creativity to deliver the material to students. Students were easy to understand what the material they get when teacher have many creativities. The increasing of learning techniques applied to students will make it easier for them to learn something new.

Make a Match technique helped students to understand the material easily. Students could get many new vocabularies through question and answer card based on the text. Therefore, Make a Match technique was suitable to learn English. Teacher have the task to deliver the material well to all of students.

Table 4.2 : Step in implementing facilitate students' vocabulary learning using Make a Match technique

Second meeting

No.	Steps Implementation	Students' Activity
1.	Brainstorming The teacher used picture to dig the knowledge of students. The teacher used picture of Mount Fuji.	Students tried to pay attention to the teachers' explanation.
2.	Main Core The teacher shared the recount text in each group. There were four kind recount texts. Teacher led students to compare the kind of recount text.	Students tried to read and compare the kind of recount text.
3.	The teacher shared the recount text with the title "Trip to Mount Fuji".	After the students compare the text, they read the text about Trip to Mount Fuji.
4.	Teacher asked students to read the text with their groups.	Students read the text.
5.	Make a Match technique <ol style="list-style-type: none"> 1) The teacher divided students into two groups. The teacher prepared several cards contain number of topic or concept. The suitable topic for review session, a part is contains questions and the other is contains answer. 2) Each student got the card question and the card answer. 3) Every student thought the answer or the question from the card held. 4) Students found their partner that has a matching card with his card. 5) Every student who found their suitable card before the time up will get a point. 	

	6) After the first session, the card was shuffled, so the students got the different card in the next session. It was continued until this activity is ended. 7) The last, teacher together with the students made a conclusion from the material that have been given by teacher.	
6.	Closing The teacher asked students to come in front of to the class and told about the text "Trip to Mount Fuji".	Students came to in front of the class and told about the text.
7.	Teacher invited students to reflection the material together.	Teacher and students made reflection of the material.

Teacher gave explanation about the recount text. Teacher explained about definition, characteristic and generic structure from recount text. It made easy to understand the beginning topic of the text. There were some steps in second meeting of the use Make a Match. The first step, teacher explained about recount text the last lesson.

Teacher divided students into four groups. Then, teacher gave snacks for each group. The snacks have stick envelope in the backside. The envelope filled four kind of recount text. The first text told about bad day, the second text told about lazy day, the third text told about beach, and the last text told about watching movie. Each text told experience of the writer. Every group received snack that stick envelope in the backside. Students started to open the envelope. They found some recount text inside. They got the different text. Students started to read some of recount text with their group. They tried to understand what the content of some recount text. Teacher adapted reading activities to make it easy for students to understand the topic.

The second step, Teacher divided students into 4 groups. They opened the envelope. There were four texts about recount text. The teacher asked to read the recount

text to all of the students. In the learning of the text, teacher was not only helping students to understand the content of the text, but teacher was also helping students to know vocabulary, grammar, and generic structure. Teacher invited students to ask based on the vocabulary, grammar and generic structure. Students asked about the new vocabulary. Teacher helped students to understand all of the difficult word.

After that, all of students finished to read the text, teacher invited students to discuss. Students were enthusiastic to answer the question that teacher gave. Teacher delivered the material well. Therefore, the students understood the content of the text.

The third step, teacher gave explanation about the text. Teacher explained about the differences of the text. Recount text was not only tell about the beach, but recount text also told about the lazy day, bad day or whatever that told experience. It helped students to understand that recount text have many kind of text. The prominent characteristic of recount text was the text tells about the writers' experience. In the activity, teacher helped students to understand kind of recount text. Therefore, students could differentiate kind of recount text.

The fourth step, teacher gave the core activity all of the two meeting. Teacher invited students to observe the picture of Mount Fuji. Teacher and students discussed about the picture. All of the students gave response to answer the question. Teacher helped students to understand the picture. Therefore, students understood the topic that they discussed together. Then, teacher gave the text based on the picture. The text was about Mount Fuji. Teacher and students discussed together. Students were excited about the picture of Mount Fuji. Teacher led students to tell their experience about Mount Fuji.

The fifth step, teacher divided students into two groups. Teacher invited students to learn using Make a Match technique. Make a Match technique was match the question and the answer card based on the text or the material. This technique was suitable in other that students could learn

enjoy. Students would easy to find the difficult vocabulary. Therefore, they received many new vocabularies. Group one got the question card whereas group two got the answer card. The student's task finds the pair card. The question card and the answer card were based on the text trip to Mount Fuji. Students tried to find the pair of the card. Students tried to find their pair card. The condition of class was enjoying, students were not only sitting down but they were also looking for their pair card. The learning used technique would help students to understand the material.

After that, they found the pair of the card, they have to come forward and give the result to the teacher. The activities replied two times. It means students felt the different card. The activity could reply many times until students understand the material. Here, teacher just replays the activities twice. Students felt different roles.

The next activity was teacher and students discuss about the learning process. Teacher and students found the difficult vocabulary and try to translate together. The activity was effective for students to get many new words. Teacher must help students to understand the vocabulary, grammar or generic structure. This technique to find the new vocabulary would easy to students remembers the difficult word. There were punishments for students that cannot get the pair of answer or question card in front of the class.

The meeting were two different classes. It proved whether teacher used Make a Match technique consistence based the well organized. Make a Match was so attractive in English teaching and learning process. The technique was easy to understand for students. They could found many new vocabularies use Make a Match. Therefore, the English teacher enjoyed in learn Make a Match technique. Teacher and students have to collaborate in the learning process well.

The implementations of Make a Match have some advantages based on the observation, such as: First, the students were being more active in learning process. It

proved students could answer teacher's question. The teacher asked about the picture of Mount Fuji, "*What do you think about this picture?*". The students could answer the question. They compete to answer together, "*Mount Fuji. Beautiful Mountain.*". Teacher could make students to think and found the answer, "*Did you ever climb to Mount Fuj?*" etc. Students did not only sit, but they also move. They were active. It proved when the students look for their suitable card. They asked to their entire friend and match their selves card. Second, students enjoy and relax in the learning process. It seemed when they could answer the question, they did not feel pressure. They felt happy. They can share their opinion. Third, the learning be more fun because the media created by teacher.

Make a Match technique is learning use media. The media was question card and answer card based on the material. Automatically, students could accept the material with the different way. It made students happy. The learning was so fun. They did not feel pressure to express their selves. Fourth, students got many new vocabularies. In the card, there are many new word based on the text. Automatically, the students could got the new word.

The conclusion of the implementation Make a Match technique was teacher applied the technique appropriate with the procedure. In addition, the students could accept the material well. It was teacher and students can cooperate well. They could cooperate to create good atmosphere and the best learning in the classroom.

2. The student's responses of facilitating students vocabulary learning using make a match technique at eighth grade SMP Negeri 1 Prigen.

I did observation in two different classes. The first meeting was in class 8F. They are 32 students. This class was superior class among other classes. The class' condition was support students to easy get the new material. Students were very active to receive something new. Students were so polite and manageable. The second meeting was in class 8E. They were 33 students. The two

classes of 8F and 8E got the same technique. Teacher gave the same step of Make a Match technique.

The researcher observed the responses in verbal and nonverbal responses. The verbal response uses a word to express their idea and mind. The nonverbal responses use eye contact, facial expression, gesture, posture, vocal intonation, distance and touch. Teacher made interaction with the students include verbal responses. Teacher asked students about the text. The students answered the teacher's question. They used verbal response.

The result indicated slightly different in the way the student's response to implementation Make a Match technique. The results are bellow:

a. The result of observation

The result of observation in class 8F indicated that students extremely happy participating in the activities. It showed by their involvement in classroom activities. The students could asked the question, share their opinion, and participate in the stick the card in the paper. The students also participated in the match the card with their friends. It included the Make a Match technique activities.

The students could answer every question from the teacher. It proved that teacher give many question for students. The example was teacher discussed about Mount Fuji. Before the Make a Match activity, teacher discussed the text with students. Teacher asked about theme, character, place, the writer's experience in the text, and opinion the students about writer's experience. Teacher was so patient to lead the students to answer the question. *"Who is the name of the writer?"*, *"What do you think about the writer's experience?"*, *"Where is the writer's vacation?"* and so on. They also actively asked.

The students brave enough to come in front of the class. It seemed the students stick their group work in the whiteboard. They braved to give their opinion. It proved that students could express their opinion about the content of the text. They gave opinion about

character, place, and writer's experience. Moreover, the teacher gave question to the students. It purposed to dig their ability to answer. They could speak up without shame. They were diligent. They were diligent to stick the card together. The students were actively to stick the card. The students could participate in the learning. They could finish the card together.

They could move. The students could move when they look for their suitable card. They did not only sit, but they also moved. In addition, the learning made students active. They did not passive in the learning process. It seemed that students always do activities. the example were the students read the text, the students give their opinion about the text, the students stick the card in the paper, the students come in front of the class to stick their group work, the students could participate in the match suitable card. It made students more creative. They were easy to catch the students' mean.

The students could do all of the steps Make a Match technique, such as: the students could understand the text well, they could run the activities well, they could match the card, and they looked for their pair card. In the card, the topic was based on the text, so that the students easy to understand the text by the card. In addition, the students enjoyed when the teacher explained the material clearly. They also enjoyed the process of the Make a Match technique. Students in the 8F also used nonverbal responses. It seems when they stick the card, they come in front of the class, and they match suitable card with friend. The nonverbal responses when students can convey their mean with gesture, facial expression and so on.

The students could do all of the steps Make a Match technique, such as: the students could understand the text well, they could run the activities well, they could match the card, and they looked for their pair card. In the card, the topic was based on the text, so that the students easy to understand the text by the card. In addition, the students enjoyed when the teacher

explained the material clearly. They also enjoyed the process of the Make a Match technique.

The result of observation in 8E class was slightly different with the class before. The students can accept the teacher's mean. Student did the learning process based on the procedure well. They could do the activities well. The examples were teacher explained about the text clearly, so that students could answer the question of the text. Students could work together with their group. They could stick and match the card in the paper well. They could participate in Make a Match technique.

Even though, students enjoyed with the process of the learning, but there is student did not really enjoy doing the classroom activity. The examples showed that students participate actively in the activity. However, there was student only sit and sleep. He did not anything. He was not interest in the learning using Make a Match technique. The teacher tried to invite student to participate in the learning. Nevertheless, he did not move and join the activities.

In the conclusion, teacher and students tried to create the good atmosphere with the best activities. They tried to make the learning process run so well. It was the effort of teacher and students to cooperate in the learning process well.

b. The result of interview

Based on the teacher's interview, Student's responses varied. They enjoyed the learning use Make a Match technique. The learning was livelier. Students could easy to receive the material enthusiastic and enjoy. It was because the teacher explanation that made students understands well. They enjoyed with their activities to stick the question and answer card. In the learning process, students were easy to accept the material using media.

The learning was more fun and live. They enjoyed every step in Make a Match technique. It means that students enjoyed all of the process English learning

using Make a Match technique. The learning Make a Match was easy to understand for students. They were more enthusiastic in the material recount text using Make a Match technique.

English teacher said:

“Students are very enthusiastic and attractive with the learning. Make a Match technique is very effective because students can understand the material easily.”

The material was about recount text. Students got many activities through Make a Match technique in learning recount text. The activity of Make a Match technique was not only matching the card but the activity was also added students' vocabulary based on the text. It made students fun in the learning process. They could get many new words without pressure. They got many new vocabularies from the Make a Match activity. The activities stick and match the card. The classroom was so live. The students learn with play a game. It was so fun for them.

The teacher English said that Make a Match technique very effective. The evidenced were all of the students who understand the material well. Students were easy to understand the material. They gave pay attention to the teacher. Students and teacher felt the differences learn using Make a Match technique. Students got the more new vocabulary inside the learning. The teacher delivered the material easily. It was because the technique can dig the creativities of the students.

Therefore, students gave the best responses. They felt this technique is suitable for them. They were interest with the step of the learning. It seemed when they compete to stick and match the card with the other group. There were enthusiasms to do it.

In the first meeting, there were five activities relate stick and match the card, such as: first, match vocabulary. It means students have to stick and match the vocabulary with the meaning based on the text. Second, match translation of sentences. It means students have to stick and match the translation of

sentences with the meaning based on the text. Third, match content of paragraphs. It means students have to stick and match the content of paragraphs with the meaning based on the text. Therefore, the teacher took a sentence that contains the content of paragraphs. Fourth, choose and find grammar. It means students have to stick and choose the verb 2 based on the text. Teacher used recount text. Therefore, students have to find the verb 2 based on the text. The last fill the generic structure such as orientation, event and re-orientation. It means students have to fill in the blank about generic structure. In addition, students could understand about the kind of the text that they learn. The text was recount text. They waited the every step with enthusiasm. It showed that students enjoyed the classroom activity.

It was not only about the easy procedure of Make a Match, but the student's responses were also good. Here, students' responses gave affect in the learning process. The students were easy to understand material, when they feel comfortable. They needed the comfort condition and easy comprehension when someone learns something new.

B. Research Discussion

The researcher present review of findings and reflect some theories in the discussion. The implementation and students' responses using Make a Match technique will be discussed based on the research question of this study.

1. The Implementation of Make a Match Technique to Facilitate Students' Vocabulary Learning at SMP Negeri 1 Prigen.

Make a Match Technique is one of the cooperative learning that result obtained through cooperation with others. According to Arifah and Kusumarasdyati, Make a Match is one of the teaching which can be used in cooperative learning,⁷⁸ The cooperation could be done in a

⁷⁸ M Arifah & Kusumarasdyati. *The effectiveness of Make A Match Technique for teaching writing descriptive text to the seventh graders of SMPN 1 Karangbinangun Lamongan*. (UNESA, 1(1), 1-8.2013), 2.

variety of forms both groups and in a formal learning environment that occur naturally. According to Nur Aini Wahyu Hidayah, Suharno, Mintasih Indriayu states that, Make a Match and Jigsaw technique are cooperative learning. Their research shows that learning by using Jigsaw and Make a Match method can improve students active learning and learning outcomes.⁷⁹ Their research is slightly different with this finding. The finding discusses about the implementation of Make a Match. Moreover, their research is not only focus to implement of Make a Match but it is also focus to implement Jigsaw technique. The previous study is focus on activity and learning outcome. Whereas, this finding focus on vocabulary-learning using Make a Match technique.

Make a Match technique was the suitable technique in the learning English. The technique could help students to understand the material. Students could find the new vocabularies through match question card and answer card activity. It was through Make a Match technique students could develop their vocabulary. Cameron added vocabulary is a continuous process, not just adding new words but also building up knowledge about word already known partially.⁸⁰ Therefore, building vocabulary through Make a Match technique can support students' vocabulary learning in the learning process.

Another previous research conduct by Afriani states that by using Make a Match Method in teaching vocabulary in classroom make the students easily to remember the vocabulary having been thought. It will help the students to increase their new vocabulary and tell them that vocabulary

⁷⁹ Nur Aini Wahyu Hidayah, et.al. *The Implementation of Cooperative Learning by Using Jigsaw and Make a Match Method to Improve the Activity and Learning Outcomes of Social Science*. Proceeding The 2 nd International Conference On Teacher Training and Education Sebelas Maret University 284 Volume 2 Number 1 ISSN : 25002 – 4124, 2016. 285.

⁸⁰ Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press 2001), 74.

learning is not boring but fun and interesting.⁸¹ The previous study is support this finding. Make a Match can increase students' vocabulary. They get the new vocabulary without pressure. This technique make student comfortable and interesting in the learning.

Afriani also states teaching vocabulary through Make a Match method use three procedure consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.⁸² Based on the finding, there were seven activities to apply Make a Match technique in SMPN 1 Prigen. In the seven activities, the English teacher could apply the entire step well.

In the activity of brainstorming, teacher shows the picture of Mount Fuji. Teacher helps students to catch teacher's mean through picture. Wright states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.⁸³ Teacher stimulate students' knowledge through show the picture appropriate the topic. Teacher asks students to describe the picture. Students describe the picture well. They are very enthusiastic with the picture. Students ask to the teacher about the picture. Teacher also asks to students about the picture. After that, teacher shares recount text based on the picture "trip to Mount Fuji". Every student gets the recount text. Teacher leads students to discuss about the text. Teacher discusses recount text from the first paragraph to the end of paragraph.

⁸¹ Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 1-14.

⁸² Afriani, Lailatul Husna, Ernati. *Teaching Vocabulary Through Make A Match Method at Junior High School*. Article. (Padang: FKIP Bung Hatta, 2014), 11.

⁸³ Wright, A. *Pictures for language learning*. (New York, NY: Cambridge University Press 1989), 16.

Next, the English teacher divides students into two groups. The first group get the question card. The second group get the answer card. The learning activity can be more effective by use media. The first step of Make a Match technique is teacher prepares the question and answer card based on the recount text. Question card and answer card is clear so that students could interest in the learning process. According to Loran Curran, the basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere.⁸⁴ The students can match their card well. It caused teacher can implement Make a Match technique clearly so that students can easy to understand the material. The second step, teacher shares the question and answer card to each group. The fifth step, students find the partner card before time up would get the point. The last step, the activity repeats in two times. It means every group got the different card in next season. According to Aqib one of the step of Make a Match, states that after the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended. Teacher together with the students make a conclusion from the material that have been given by teacher.⁸⁵ In addition, the last step, teacher and students made a conclusion about learning use Make a Match technique together

The other research from Ratna Zawil, she explained there was a significant difference in vocabulary mastery between the students who were taught by using the Make a Match technique and those who were taught through the technique the teacher commonly used. The students who were taught by using the Make a Match technique achieved higher scores than those who were taught through the

⁸⁴ Lorna Curran, *Language Arts and Cooperative Learning: Lesson for the Title Ones*, (San Clemente, C.A: Kagan Publisher 1994),

⁸⁵ Zainal Aqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual*. (Bandung, Yrama Widya: 2013), 23.

technique the teacher commonly used,⁸⁶ The previous research is support this finding. Make a Match technique can give the good result to students in learning vocabulary.

Another thesis by Emarsani Navita Laka explains about improving vocabulary using Make a Match. Make a Match technique was interesting learning activity. The good condition could increase students' knowledge in the English vocabulary.⁸⁷ The thesis of Emarsani support this finding. Make a Match technique is match the card with partner. This technique makes students more interest, because they can move and participate in the learning. According to Huda states that Make a Match can give opportunity for the student to cooperation with the other people in teaching and learning activity.⁸⁸ The students can participate to cooperation with their friend for example to stick the card and match the card.

The research from Dewi Maduratna focus on the impact of the application Make a Match technique. She found the impact of using Make a Match technique such as: The use Make a Match technique is not only effective to lead the students feel more interesting and enjoy in the class, but give students opportunity to be active in learning vocabulary.⁸⁹ The interesting activity of Make a Match is from the match card. This activity involves all of the students to cooperation in the learning. The match card in Make a Match technique is same with play a game. Therefore, students do not bore. They are extremely happy with the learning. According to Komalasari, Make a Match is a technique where students have to look for answer of questions or questions of answer from the card that they

⁸⁶ Ratna Zawli, *Using Make a Match Technique to Teach Vocabulary* (Banda Aceh: Universitas Syiah Kuala, 2016), 1-18.

⁸⁷ Emarsani Navita Laka, *Improving The Eleventh Grade Students' Vocabulary in SMK N 2 Depok Using The Make a Match Technique* (Yogyakarta: Santa Dharma University, 2018), 1-161.

⁸⁸ Miftakhul Huda, *Cooperative Learning*. (Yogyakarta, Pustaka Pelajar: 2013), 31.

⁸⁹ Dewi Maduratna, *The Impact of The Application of Make-A Match Technique Towards Students' Vocabulary Mastery*. The Second International Conference on Education and Language (2 nd ICEL) ISSN 2303-1417(Lampung: Bandar Lampung University (UBL), Indonesia : 2014), 1-5.

hold to the card that their friends hold through the interaction in finding the correct question or answer.⁹⁰

Aqib also explain the step by step to apply Make a Match technique. Make a Match technique use the question card and the answer card based on the material.⁹¹ Systematically, the English teacher did activity based on the Aqib theory. It proof systematic that teacher gives learning about match question card and answer card based on the topic of the text. In addition, the English teacher used Make a Match technique in learning process.

Based on the observation, it showed the technique give many advantages for students. According to Afriani, there are some advantages use Make a Match technique in the learning process: First, Students are directly involved in answering questions submitted to the teacher through the card. Second, Increase creativity in student performance. Third, Avoid saturation of the students in the following teaching and learning activities.⁹²

The technique can make students understand the material easily. Make a Match technique is appropriate for learning vocabulary. Therefore, this technique help teacher to deliver material easily. In addition, the technique is useful for students. They enjoy the step of Make a Match technique. They can express their thought. They also can work together.

2. The Students' Responses toward the Implementation of Learning Vocabulary at SMP Negeri 1 Prigen.

Based on the finding, learning using Make a Match technique at the eight grades with the material recount text was useful for students. Teacher and students got many benefits from the learning use Make a Match technique. Students were more understand the content of the text. They were easy to understand the material well. Students

⁹⁰ Kokom Komalasari. *Pembelajaran Kontekstual Konsep dan Aplikasi*. (Bandung, PT. Rafika Aditama: 2013), 85.

⁹¹ Zainal Aqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual*. (Bandung, Yrama Widya: 2013),23.

⁹² Afriani, *Teaching Vocabulary Through Make a Match Method at Junior High School*. (Padang: FKIP Bung Hatta University: Padang 2014), 10.

got many new vocabularies from learning use Make a Match technique. In addition, the student's responses were amazing in the learning use Make a Match technique.

Berube in Ihwanudin, states that a response is the act of responding and a reply or an answer⁹³. The term of responses here is deal with any responses of students during the English learning process. Student gave the best response in learning use Make a Match technique. Students were enthusiastic in learning Make a Match technique. They were enjoyed every the learning process with happy. Students felt enjoy by the activity stick and match. Many media used in Make a Match. The activities matched and stuck make students were not only learn but they were also play. Students gave participate in learning and teaching use Make a Match technique. They could express their opinion. Students were easy to get the new vocabularies when the activity is fun. Therefore, they were curious about the material.

While Linsey, Hall, Delguardi, Greenwood, and Thurston in Borich also states that responses typically divided in verbal and nonverbal responses.⁹⁴ It means while the students express their respond use a word. They can say their opinion about interest with the learning process. It is one example of the verbal responses. The example of nonverbal responses when the students seems happy, enjoy and interest through behavior. They can show through their face expression and gestures.

According to Soenarjo, the term of response is a communication activity that is expected to have results or after communication is called an effect. Communication activity gives effect of response by the communicator.⁹⁵ It means, the responses related to the communication.

⁹³ M Ihwanudin, *The Types of Students' Responses to The English Teaching and Learning Process by Using Multimedia in Grade X of SMA 2 Kebumen in the Academic Year of 2009/2010* (Yogyakarta : Universitas Negeri Yogyakarta 2012), 21.

⁹⁴ D Gary Borich. *Effective Teaching Methods, Third Edition*. (New Jersey:Prentice Hall 1996),267.

⁹⁵ Soenarjo dan Djoenarsih S. Soenajo, *Himpunan Istilah Komunikasi*, (Yogyakarta: Liberty. 1983), 25.

Communication divided into two types, verbal and nonverbal. Agus M Hardjana says that verbal communication is communication that uses words, whether oral or written.⁹⁶ Kusumawati added that, verbal communication is categorized in two types, speak and read, listen and read.⁹⁷

Nonverbal communication is all aspects of communication other than words themselves (Julia).⁹⁸ According to White, nonverbal communication is categorized into seven areas: eye contact, posture, facial expressions, distance, touch, vocal intonation and gesticulations (gestures).⁹⁹

Skinner identified three types of responses, or operant, that can follow behavior¹⁰⁰.

- a. **Neutral operant:** responses from the environment that neither increase nor decrease the probability of a behavior being repeated.
- b. **Reinforces:** Responses from the environment that increase the probability of a behavior being repeated. Reinforces can be either positive or negative.
- c. **Punishers:** Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

Many studies have focused on the three components of attitude include cognitive, emotional and behavioral. According to Baker, stated that component "cognitive" refers to any information, fact or knowledge relevant to an attitudinal subject includes the thoughts, beliefs and values

⁹⁶ Agus M. Hardjana. *Komunikasi intrapersonal & Komunikasi Interpersonal*. (Yogyakarta: Penerbit Kanisius 2003), 23.

⁹⁷ Tri Indah Kusumawati, *Komunikasi Verbal Dan Nonverbal*. Jurnal Al-Irsyad Vol. VI, No. 2, Juli-Desember (Sumatera Utara: UIN Sumatera Utara, 2016), 145.

⁹⁸ T. Wood, Julia. *Communication in Our Lives*. (Boston: Wadsworth Cengage Learning 2009), 131.

⁹⁹ White Gayle-Webb (2000). Non-verbal Communications: key to improved teacher effectiveness. *The Delta Kappa Gamma Bulletin*, 66(4), 12-16.

¹⁰⁰ Skinner, B. F. *Superstition' in the pigeon*. (*Journal of Experimental Psychology*, 1948), 168-172.

of a language.¹⁰¹ Rajecki added that, component "emotional" or "feelings" is comments (positive or negative) about the language.¹⁰² Third, according to Rajecki component is "behavior", a behavioral intention or the action can be done (possible acts) for the language.¹⁰³ Wenden also added, these three components have a reciprocal influence.¹⁰⁴

Guthrie and Greaney stated that people's attitudes to reading are resultant from "perceptions" acquired from past reading experiences regarding how pleasurable and valuable reading is¹⁰⁵. It means students' perception will grow when they get fun experiences from reading activity. Students repeated the reading activity when they get the best way to interest in the learning. Make a Match gave fun activity in the reading activity. Students not only read the text but they are also having the activities that relate the reading activity. Therefore, it could make students interest in the reading activity.

Based on the researcher observation, the fun learning seemed from student's responses. Students understood the material easily. Students could receive the new material well. Students could solve the problem who teacher gave in the learning process. It was because media helps students to understand the text well.

In addition, students gave positive response in the learning process. Students not only read the text but they are also move to find their pair card. It made the reading activity have variation. It made easy for students to get the point in the learning.

¹⁰¹ Vo Van Viet. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. (VNU Journal of Science: Education Research, Vol. 33, No. 4 2017), 2.

¹⁰² Ibid,

¹⁰³ Ibid,

¹⁰⁴ Vo Van Viet. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. (VNU Journal of Science: Education Research, Vol. 33, No. 4 2017), 2.

¹⁰⁵ Guthrie, J. & Greaney, V. *Literacy acts*. In Barr, R., Kamil, M.L., Mosenthal, P., Pearson, P.D. (eds.) *Handbook of Reading Research* (New York: Longman: 1991), 68-96.

Student's response was good in the learning use Make a Match technique therefore they understand the material easily. Media was particular important in the implement learning use Make a Match technique. Students interested to learn of the use media. They could easy to learn when use media. The reading activity was so fun for students. The media varied in learning Make a Match technique. The procedures Make a Match stuck the piece of paper and matching. The other procedure was match the question and answer card.

The various media encouraged students to be more interested in learning. They were enthusiastic about sticking and matching. Students enjoyed work in a group. In addition, media was particular important to increase students' enthusiastic to learn something. Learning in-group was also make students easy to understand the material. They encouraged understanding material well, when learning as a group. The student's responses were attractive in the learning use Make a Match.

Teacher could take advantage of student's enthusiastic in the learning use Make a Match technique. Students were easier to understand the material well. Teacher was easier transfer the material to the students. Students was easy to absorb information that teacher gave when they feel enjoy in the learning process. Students should have activity in the learning. They were more enjoy learn use media.

CHAPTER V

CONCLUSION AND SUGGESTION

This research discusses the area of the study that has been explained in the previous chapter. This chapter is divided into two part, those are conclusion and suggestion. In conclusion, the researcher concludes the research based on the findings. Then, in suggestion, the researcher gives suggestion for the English teacher, the next researcher and for the readers.

A. Conclusion

The results of the research are implement and students' responses toward Make a Match technique at SMPN 1 Prigen.

The conclusion of the research as following bellow:

1. The implementation of using Make a Match technique to facilitate students' vocabulary learning at SMP Negeri 1 Prigen.

There are seven activities to implement Make a Match technique. Therefore, the detail conclusion as follow: First, the teacher gives recount text to every student with the title "Sanur Beach". Second, teacher and students discuss about the text together. Third, teacher answers the whole question about the text. Fourth, teacher have question card and answer card based on the recount text "Sanur Beach". Fifth, teacher divides students into 2 groups. Sixth, teacher gives question card to group one. Seventh, teacher gives answer card to group two. Eighth, the students have task to find the pair of their card. Ninth, after they find the pair of the card, they give the card to the teacher. Tenth, In the last activities, teacher invite student to discuss and give the score together.

The implementation of Make a Macth technique in two different classes is success. The teacher delivers the material well. It makes students understand the rules of the learning. Therefore, all of students can participate in the learning process.

2. The student's responses of facilitating students vocabulary learning using make a match technique at eighth grade SMP Negeri 1 Prigen.

Responses divided into verbal and nonverbal. Based on observation, students provide various responses in learning using make a match technique include verbal and nonverbal. Verbal responses use a word or communication. Nonverbal responses use eye contact, facial expression, gesture, posture, touch, vocal intonation, and distance. Verbal responses such as:

1. Speak and write

The students feel enjoy when teacher give explanation about the material. Students feel enjoy in the learning process. It proved when the students could answer teacher's question about the text. They could speak and express their mind.

2. Listen and read

Students are always curious about the sequence of activities given by the teacher. It proved when they pay attention of the teachers' explanation. They listen to catch the teacher's explanation and instruction. The student read the text is also verbal responses.

Nonverbal responses such as:

1. Eye contact

The students feel happy when they get the question and answer card. They were enthusiastic about participating in learning using Make a Match technique.

2. Facial expression

The students interested with the media card. Students smile and are very excited when getting a question card and answer card.

3. Touch

Students never feel pressure in the learning Make a Match. They challenged in the learning process use Make a Match technique. Students match their pair card with each other.

4. Gesture

The student walks and moves when they find suitable card. Students nod the head to the teacher's explanation. It means they understand the teacher's mean.

5. **Posture**

Students are happy when they move to find the suitable card. It seems when move and participate. Students feel challenged when they compete each other. It seems when they run to stick the card.

6. **Distance**

The distance between teacher and student is enough. It is not far and not too close. It is intended; therefore, the teacher can convey the material clearly.

7. **Vocal intonation**

Teachers use vocal intonations every day in their lessons and activities. She could say it softly to imply calm or she could say it loudly and quickly to imply a sense of urgency. A teacher could also use the same phrase in a sarcastic tone, which would imply annoyance and impatience.

B. Suggestions

1. **For English Teacher**

Make a Match use many media in the learning English, therefore students can attractive in the learning process. Teacher has to prepare media for the learning use Make a Match technique. Therefore, teacher needs help from students. It means teacher can educate students to more responsibility to their job. By the suggestion, teacher is easier to apply the media with students' help. Therefore, teacher and students will give contribution to prepare Make a Match technique.

2. **For Further Researcher**

The result of the research can be used to the next research. The next researcher can find the weakness and strength in the learning process use Make a Match technique. It is important thing to know the strength and weakness in this technique. Therefore, the reader of the research will find many kind of discussion about Make a Match thesis.

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