

IMPLEMENTING THE MAKE A MATCH LEARNING MODEL TO IMPROVE VOCABULARY MASTERY

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Abstract

This study “aimed to improve students’ vocabulary mastery through the implementation of the Make a Match learning model at Pontrenmu Darul Arqom Natar. The research was conducted as a Classroom Action Research (CAR) in two cycles, involving 10 eighth-grade students. Each cycle consisted of planning, action, observation, and reflection. Data were collected using observation, documentation, and vocabulary tests, and were analyzed both quantitatively and qualitatively. The findings revealed significant improvements in students’ vocabulary achievement. The average score increased from 71.6 in Cycle I with 40% mastery to 83.3 in Cycle II with 90% mastery. Qualitative observations also showed that students became more enthusiastic, confident, and actively engaged in the learning process. In conclusion, the Make a Match model proved effective not only in enhancing vocabulary mastery but also in creating an interactive and enjoyable classroom environment. Therefore, this method is recommended as an alternative strategy for teaching vocabulary.”

Keywords: *Classroom Action Research, Make a Match, Student Engagement, Vocabulary Mastery*

I. INTRODUCTION

The capacity to speak fluently in English is now crucial for scholastic and occupational success in today's globalized society. Most people agree that English is the de facto global language of commerce, education, technology, and communication (Richards, 2006). The development of foundational language abilities including reading, writing, speaking, and listening rests on a solid foundation of vocabulary mastery, which is at the core of this linguistic competence (Nation, 2001). The breadth of one's vocabulary is a major factor in one's level of language ability. Poor lexical knowledge makes it hard for students to express themselves clearly in writing and speech (Schmit, 2008).

Language learning encompasses the process of expanding one's vocabulary. Language relies on its vocabulary. Language cannot exist in the absence of a vocabulary (Muhammad, 2018; Margaret, 2018). Literally put, a person's vocabulary consists of an alphabetized set of words and phrases together with definitions. The ability to talk, read, and write all depend on a language's vocabulary. Accurate grammar and a large enough vocabulary are prerequisites

for fluency in any language (Cameron, 2001). Knowing a lot of words doesn't help with comprehension if your grammar isn't solid. Even with excellent grammar and a big vocabulary, a piece of writing will still be difficult to read flawlessly (Haryati, 2019).

In response to these unique challenges, researchers have begun exploring alternative teaching methodologies that can effectively enhance vocabulary acquisition without depending on digital tools. The use of interactive learning methods greatly enhanced the retention of vocabulary among students in Islamic boarding schools. Paradigma pembelajaran Make a Match menonjol sebagai alat pengajaran interaktif yang mengubah pembelajaran kata-kata baru menjadi proyek kelompok yang menyenangkan dan dinamis. The Make a match cooperative learning approach is an interactive teaching strategy designed to enhance students' social skills, encouraging active participation and preventing passive reception of instructional content from teachers.

Prior research has shown that the Make a Match learning technique is effective in improving students' ability to solve problems. According to research conducted by Fransiska (2022) at the Universitas Muhammadiyah Pringsewu, students struggle to master Arabic grammar due to a dull and uninteresting teaching methodology. Situation ini menyebabkan memperbaiki motivasi belajar dan kurang keuntungan dalam pelajaran. Researchers have previously used the Make a Match (MaM) learning model as an effective solution to address this problem. Also, it was shown that this learning paradigm significantly increases student motivation. After two cycles of administration, the average score increased from 58.90 on the pre-test to 88.87 on the post-test. This improvement shows that the Make a Match learning methodology may increase student motivation and engagement, making kosakata learning more enjoyable and effective.

As an english teacher for eight grade at Pontrenmu Darul Arqom Natar, I have observed that many students find it difficult to memorize vocabulary. This difficulty is mainly because students are not very interested in the traditional learning learning models, which often rely on rote memorization. Additionally, the lack of access to gadgets or digital devices makes it hard to use engaging learning media, so students difficulty in memorizing and mastering vocabulary, easily get bored and lose motivation during vocabulary lessons. Because of these challenges, an alternative learning technique is needed to make the process of memorizing vocabulary more effective and enjoyable.

Pontrenmu Darul Arqom Natar's particular setting gives further weight to the possible use of the Make a Match pedagogical approach there. Islamic boarding schools like this one, which place equal value on religious and academic achievement, need pedagogical approaches that are compatible with their guiding principles and that meet the unique needs of their students (Lie, 2008).

Surprisingly, the lack of technological gadgets, which may seem like a drawback at first, really adds to the potential value of the Make a Match learning approach. It offers a simple, effective way to improve vocabulary that anybody can use. The researcher settled on the title "Implementing The Make a Match Learning Model To Improve Vocabulary Mastery " after reading up on the MaM learning model and its potential to solve challenges with English language instruction (Andriani 2024), (Fitriana 2018), and (Fransiska 2022).

In light of these findings and their possible benefits, the purpose of this qualitative research is to investigate how eighth graders at Pontrenmu Darul Arqom Natar used the Make a Match learning approach to increase their vocabulary knowledge. This study intends to add to the existing body of knowledge on successful vocabulary teaching strategies in classrooms with limited access to technology by dissecting the method's implementation in this particular setting. In addition, comparable institutions may find this study's results very helpful in improving their vocabulary education methods while dealing with similar limitations.

II. LITERATURE REVIEW

III. RESEARCH METHOD

Two cycles of Classroom Action Research (CAR) were used in this research. Planning, doing, observing, and reflecting were the four phases of CAR that each cycle followed (Arikunto, 2012). The researcher was able to consistently find issues, test solutions, and make improvements due to the design's cyclical nature.

Ten eighth graders from Pontrenmu Darul Arqom Natar participated in the study. This class was selected for the intervention because it was found that a significant number of pupils struggled to understand and use new words in English. The study's overarching goal was to determine whether or not the Make a Match approach to learning might enhance students' vocabulary acquisition.

To gather data, the researcher used three techniques. First, observation was applied to record students' learning behavior, enthusiasm, and interaction during the activity. Second, documentation was collected in the form of lesson plans, student worksheets, test results, photos, and teacher notes as supporting evidence. Third, tests were administered at the end of each cycle to evaluate students' vocabulary mastery. The assessment was based on the school's Minimum Mastery Criterion (KKM), which was set at 75 (Hamzah, 2012; Uno, 2012) .

The data were analyzed both quantitatively and qualitatively. Quantitative analysis was obtained from students' vocabulary test scores, while qualitative analysis was based on observations, reflections, and classroom documentation. The research was considered successful if at least 75% of students achieved scores of 75 or above and showed improvement in participation and motivation during the learning process.

IV. FINDING

Each of the two cycles that make up this Classroom Action Research presents its results via planning, doing, observing, and reflecting. The quantitative and qualitative data demonstrate that students' vocabulary knowledge improved after the Make a Match learning model's deployment.

Cycle I

During the first cycle, students were introduced to the Make a Match paradigm. Students eagerly sought out their matching pairs of vocabulary cards as part of the learning process. The activity created a more interactive classroom atmosphere compared to conventional learning. However, observations revealed that not all students were fully engaged. Some of them still hesitated to speak up, felt less confident, and needed more time to understand the instructions.

The vocabulary test at the end of Cycle I demonstrated that students' vocabulary mastery had improved compared to the pre-cycle condition. Nevertheless, the results were not yet satisfactory because many students were still below the mastery level. On average, 71.6 was the class score, and only 4 out of 10 pupils (or 40%) met the KKM level of 75, the minimum requirement for mastery. In the following cycle, additional work and refining were required, as this illustrates.

Cycle II

Several enhancements were implemented in Cycle II based on the analysis of Cycle I. The instructor made the instructions more explicit, gave the pupils additional time, and helped those who were having trouble. Additionally, the researcher stressed the importance of motivation and advocated for increased peer connection.

As a result, the classroom atmosphere became more dynamic and enjoyable. Students were more confident and actively moved around to find their pairs, discussed vocabulary with their partners, and repeated the words together. Observation sheets indicated that students' enthusiasm, participation, and collaboration improved significantly compared to Cycle I.

The vocabulary test in Cycle II confirmed these positive changes. The average score increased to 83.3, and 9 out of 10 students (90%) achieved mastery. This shows a considerable improvement from Cycle I, both in terms of scores and the number of students who successfully reached the KKM.

The improvement can be summarized in the following table:

Cycle	Average Score	Students Achieving Mastery	Percentage of Mastery
Cycle I	71.6	4 out of 10	40%
Cycle II	83.3	9 out of 10	90%

From the table, it can be seen that there was an increase of 11.7 points in the average score and a rise of 50% in mastery achievement. This indicates that the use of the Make a Match learning model successfully improved students' vocabulary mastery within two cycles.

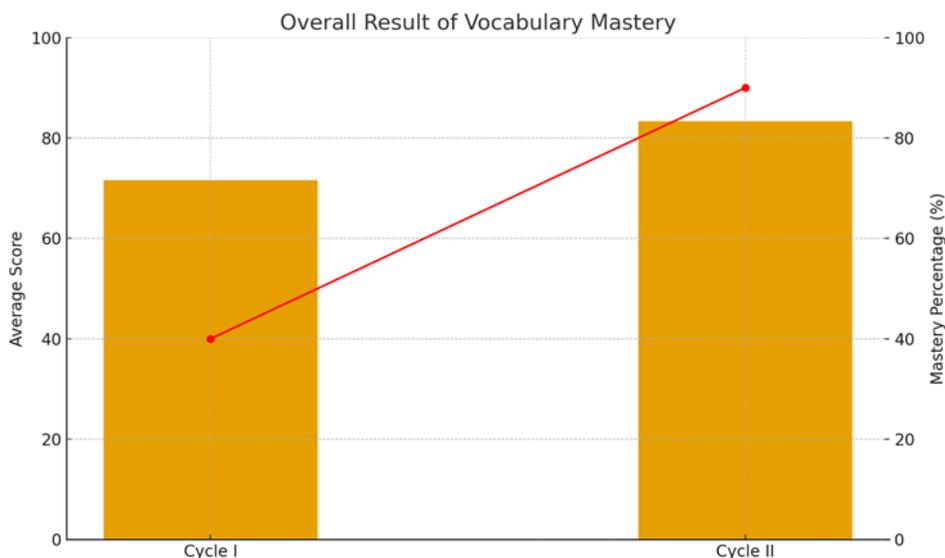


Figure 1. Overall Result of Vocabulary Mastery (Average Score & Mastery % in Cycle I and Cycle II)

$$P = \left(\frac{f}{N} \right) \times 100\%$$

Formula for Percentage Mastery (Arikunto, 2012):

P = Percentage of mastery

f = Number of students achieving mastery

N = Total number of students

Overall Result

Students' vocabulary acquisition is significantly enhanced by the Make a Match learning methodology, according to the overall results. The pupils' test results improved significantly from Cycle I to Cycle II, according to the quantitative data. Students improved their engagement, activity, and self-assurance while learning new words, according to qualitative observation data. Students found the Make a Match approach to be an exciting and meaningful way to learn since it combined movement with peer interaction and a game-like environment.

Thus, this study's findings support the idea that the Make a Match learning model is a viable alternative to more conventional approaches to vocabulary instruction, particularly for students who struggle with engagement with more conventional methods.

V. DISCUSSION

The findings of this Classroom Action Research indicate that the implementation of the Make a Match learning model significantly improved students' vocabulary mastery. The improvement is evident in both quantitative and qualitative data collected across two cycles consisting of planning, acting, observing, and reflecting stages. The increase in the mean score from 71.6 in Cycle I to 83.3 in Cycle II, along with the rise in mastery achievement from 40% to 90%, demonstrates that the strategy effectively enhanced students' vocabulary learning outcomes. The 11.7-point improvement in the class average and the 50% increase in mastery percentage confirm that systematic refinement of the strategy in Cycle II contributed substantially to student progress.

In Cycle I, students were introduced to the Make a Match model, where they searched for matching vocabulary card pairs. The activity created a more interactive classroom atmosphere compared to conventional teacher-centered instruction. However, despite the improvement from the pre-cycle condition, the results of Cycle I were not yet satisfactory. Many students still hesitated to participate actively, lacked confidence, and needed clearer instructions. Only 40% of students achieved the minimum mastery criterion (KKM), indicating that further instructional adjustments were necessary.

The reflection conducted after Cycle I played a crucial role in improving implementation in Cycle II. Clearer instructions, additional guidance, increased motivation, and encouragement of peer interaction created a more supportive learning environment. Through peer collaboration and repeated vocabulary discussion, students constructed meaning together rather than memorizing words individually. As a result, students became more confident, enthusiastic, and willing to participate actively in classroom activities.

The significant improvement in Cycle II, where 90% of students achieved mastery, demonstrates that the Make a Match model effectively supports vocabulary acquisition. The active movement, peer discussion, and game-like format created a dynamic and enjoyable learning atmosphere.

Overall, the results confirm that the Make a Match learning model is an effective alternative to traditional vocabulary instruction. Both quantitative gains and qualitative improvements in student engagement, participation, and confidence indicate that learning through movement and collaboration can significantly enhance vocabulary mastery. The findings suggest that well-structured interactive strategies not only improve academic achievement but also foster a positive and motivating classroom environment. Therefore, the Make a Match model can be recommended as a practical and engaging approach for improving vocabulary mastery, particularly for students who struggle with conventional instructional methods.

VI. CONCLUSION

Classroom Action Research at Pontrenmu Darul Arqom Natar found that eighth graders' vocabulary was significantly improved by using the Make a Match learning methodology. Students' interest and attitude toward learning were both enhanced by using this technique, which in turn raised their test results.

Students' language performance significantly improved throughout two cycles, according to the quantitative viewpoint. Cycle I's average score was a dismal 71.6, and only 40% of students met the KKM level of 75, the Minimum Mastery Criterion. Following Cycle II's edits and improvements, 90% of students achieved mastery, and the average score rose to 83.3. In other words, the majority of students not only met the learning goals but also demonstrated quantifiable improvement in their vocabulary acquisition.

From the qualitative perspective, the Make a Match model succeeded in creating a more engaging and interactive classroom atmosphere. Initially, in Cycle I, some students were still hesitant, passive, and unsure about finding their pairs. However, after improvements were applied in Cycle II, students became more confident, enthusiastic, and cooperative. The activity of moving around, matching vocabulary with partners, and repeating the words together encouraged active participation and peer collaboration. This shows that the model is not only effective for vocabulary learning but also for fostering communication, social interaction, and teamwork skills.

Finally, this study's results show that students' academic performance and learning behavior are both greatly enhanced by the Make a Match learning paradigm. If English instructors are looking for a different way to engage and motivate their pupils, this may be a good option. In addition, this approach may be modified to accommodate various language abilities or topics that need active engagement and memory. Incorporating this paradigm into teaching practice may help teachers create a more engaging, fun, and productive learning environment for their students.

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