THE EFFECTIVENESS OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY AT THE ELEVENTH GRADE STUDENTS OF MA MUHAMMADIYAH 1 PONOROGO IN ACADEMIC YEAR 2019/2020

THESIS

By

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ABSTRACT

NOVIANTI, SHINTA AGUSTINA. 2020. *The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020.* **Thesis,** English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies IAIN Ponorogo. Advisor, Wiwin Widyawati, M.Hum.

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Vocabulary is a basic element of learning English, an important element in reading, writing, listening, and also speaking. Teaching vocabulary is a complex task because the teaching includes the meaning of the words and also the pronunciation of the words. In this case, the teacher must be creative in creating appropriate and interesting activities to help the students improving their vocabulary mastery. There is Make a Match technique that can be applied in teaching vocabulary and improve the students' vocabulary mastery. Make a Match technique is one technique in cooperative learning that providing cards as the media. In this technique, students have to find their partner while learning a concept or a particular topic in an interesting classroom atmosphere. By using this technique, the teaching learning process became more enjoyable and pleasing.

The purpose of this research was to examine whether there was a significant difference between the students' vocabulary mastery who are taught by Make a Match technique and those who are not taught by Make a Match technique at MA Muhammadiyah 1 Ponorogo in academic year 2019/2020.

This research applied quantitative approach and used the quasi-experimental design. There were two classes used as the objects of the observation of this research. They are experimental class and control class. The experimental class was taught by Make a Match technique and control class was taught by conventional technique. The population was the eleventh grade students of MA Muhammadiyah 1 Ponorogo. The samples were 26 students consist of 15 students in experimental class and 11 students in control class. The sampling technique used simple random sampling. The techniques of data collection were test and documentation. To analyze the data, it used t-test formula to know whether using Make a Match technique in teaching vocabulary is more effective than not using it.

The result of data analysis showed that the mean value of experimental class was 86,13 and the control class was 74.91. The value of t_{test} was 4,332 while the value of t_{table} with db : 24 was 2,064. Based on the result of data analysis, it was known that the students who were taught by Make a Match technique had better vocabulary mastery than those who were taught by non Make a Match technique. And the value of t_{test} was higher than t_{table}. It means the alternative hypothesis which was formulated was accepted. So, Make a Match technique was effective in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo.
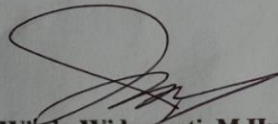
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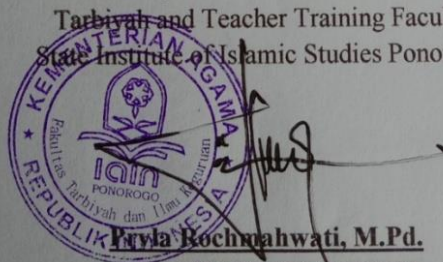
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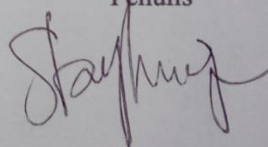
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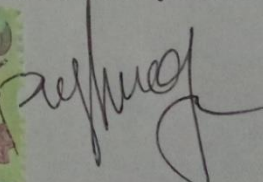**PERNYATAAN KEASLIAN TULISAN**

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is foremost a means of communication and communication almost always take place inside some sort of social context. This is the reason why effective communication needs an understanding and recognition of the connections between a language and the people who use it.[1] Learning a language means learning how to communicate. By using a language people can send information, thoughts, opinions or ideas to other people.

Nowadays, language has become the most important thing in human life especially for delivering people's ideas and making others understand what they want to say. As noted by Victoria Fromkin, et al., when you know a language, you can speak and be understood by others who know that language. It means that people can produce sounds that have certain meaning to be able to communicate each other effectively.[2] In this era, people start to realize that English is very important. People who want to know the world well need to learn this language since every aspect of human life such as communication, politics, education, science, and technology involves English as the tools of communication.

Therefore, English is taught in Indonesia as the first foreign language and it is a compulsory subject that should be given to students of elementary school up to university. English tends to be the important subject to be learned by Indonesia students in school. It was supported from the fact that most scientific books are written in English, there are many job applications which put English as the main qualification, and there are many schools use English in the daily activity.[3]

There are some components in learning English language, such as grammar, pronunciation, vocabulary and other skills. It is supported by Dilla Silviana Anggi Putri

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[1] Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage* (United Kingdom: Cambridge University Press, 2010), 2.

[2] Victoria Fromkin, et al., *An Introduction to Language Eleventh Edition* (USA: Cengage Learning, Inc., 2017), 2.

[3] 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 (2014), 290.

stating that learning English means learning four language skills and its components. The language skills are listening, speaking, reading, writing and the language components are grammar, vocabulary, and sound system. In learning all those language skills and other language components, vocabulary takes very important roles since it always takes part.[4]

Vocabulary is one of the important components of teaching English besides the other components such as structure, pronunciation and intonation. Vocabulary has a very important role. If students are weak in vocabulary mastery, they tend to have difficulty communicating their thoughts and ideas clearly as they want both oral and written. Students won't be able to read the text either that is a teaching material at school or existing in magazines, newspaper and so forth and also the ability in listening and reading will be constrained by limited vocabulary mastery. Already a common opinion, having sufficient vocabulary is a capital or a vehicle for students to be able to communicate skilfully. Thus the students won't be able to communicate well in the target language if his vocabulary mastery is inadequate.[5]

Learning English without mastering in vocabulary can make people difficult to speak English and they won't be able to answer some English questions in spoken and written form. This case can be proved that when the English teacher explained the subject material in English, students were confused and they could not understand what the teacher said. Most of students could not understand about the context of the text and they could not know the meaning of some words in the text. It showed that there were weaknesses in learning process in the classroom, there were no active interactions between students and teacher.[6]

Based on the results of observation at MA Muhammadiyah 1 Ponorogo, the researcher found some problems on students' learning process. Most of students consider learning English difficult. When it comes to conduct speaking and writing ability, they felt difficult to find an appropriate word on their task. For listening and reading, they felt difficult to understand what they have read or listened. When the researcher tried to ask the students what is their main problem on learning English, they said that the main problem is lack of vocabulary.

In this case, the teacher must be creative in creating appropriate and interesting activities to help the students improving their vocabulary mastery since English teachers play important roles to support and to help the students practice English in class. A possible

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[4] Dilla Silviana Anggi Putri, "The Use of Jigsaw II Technique and Still Pictures Combination to Improve Students' Vocabulary Mastery," 2 (2013), 2.

[5] Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research,* 200 (2018), 596.

[6] Afriani, et al., "Teaching Vocabulary through Make A Match Method at Junior High School," (2014), 4.

way that can be used to stimulate the students' vocabulary mastery that might be providing them with the extensive exposure to authentic language is creative technique in learning English. The teacher needs to conduct a good technique to improve students' achievement in vocabulary. There is Make a Match technique that can be applied in teaching vocabulary and improve the students' vocabulary mastery. The reason of using this technique is based on the previous studies which assert that Make a Match technique is effective.

Make a Match technique is the part of cooperative learning from constructivism learning approach that is intoduced by Lorna Curran.[7] The basic principle of Make a Match technique is the students find or match a partner while learning a concept or a particular topic in an interesting classroom atmosphere. By Make a Match technique, teaching and learning process in the classroom will be enjoyable and pleasing. Nowadays students are lazy to learn by memorizing the material and so many vocabularies in the dictionary. Applying Make a Match technique will make students enjoy in mastering the material in the textbook. This technique also makes students be more active in the class.[8] That is why the researcher is intended to conduct a research with "The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo".

B. Limitations of the Study

The limitations of this study are:

1. the subject of the study is the eleventh grade students of MA Muhammadiyah 1 Ponorogo in academic year 2019/2020.

2. the object of the study is the use of Make a Match technique to teach vocabulary that integrated in reading comprehension skill.

3. the material is analytical exposition text.

C. Statement of the Problem

Based on the background of the study above, the formulation in this research is:

1. is Make a Match technique effective in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo?

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[7] Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research,* 200 (2018), 597.

[8] Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 78.

D. Objective of the Study

Based on the statement of the problem above, the objective as the main target of this research is:

1. to find out the effectiveness of Make a Match technique in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo.

E. Significances of the Study

The research is expected to be able to give the significance both theoretically and practically in the teaching and learning process in English. They are as the following:

1. Theoretical Benefit

The result of this research is expected to give contribution to the development of educational matter. It is expected to gives better understanding about teaching vocabulary by using Make a Match technique. Hopefully, this research will enrich the teaching English method and media that will be used by the teacher especially in teaching vocabulary.

2. Practical Benefit

The researcher hopes that this research will give the benefits for the teacher, students, school and the other researcher.

a. For the students, this research hopefully will give motivation to improve their vocabulary mastery. The students will be more aware of their own method of learning. They also will be more enthusiastic to acquire the foreign language as their own need not as the compulsory.

b. For the teacher who teaches English, especially in MA Muhammadiyah 1 Ponorogo, the result of this research is expected to give information, input, even suggestion to the better improvement of their duty as educators to help their students gain meaningful and useful learning. This research is expected to help the teacher who uses Make a Match technique in teaching vocabulary. The teacher can maximize the strengths of Make a Match technique for teaching vocabulary and can minimize the weaknesses of this technique for better teaching.

c. For the school, especially for MA Muhammadiyah 1 Ponorogo, the research finding of this research is expected to give obvious and detail description dealing with the implementation of Make a Match technique in teaching vocabulary, the problems faced by the students and the teacher's way to solve the problems.

Hopefully, in the future in teaching English especially in teaching vocabulary, the school will implement more various strategies and media.

d. For the other researcher, the result of this research is expected to be used as an input in teaching learning process, especially in teaching vocabulary. It is expected that this research can be used as a reference and information to the other researchers who conduct a research in the effectiveness of Make a Match technique in teaching vocabulary.

F. Organization of the Thesis

The research is written into five chapters. These chapters related to one another. It has purposed to organize the thesis easily. The organizations of the thesis are:

Chapter I consists of the introduction of the study. This consists of background of the study that tells about general description and takes a role as basic mindset of the thesis. The problem of this study related to the effectiveness of Make a Match technique in teaching vocabulary. After that, it presents the identification of the problem then the limitation of the study in order to know the focus of this study. It is followed by statement of the problem, then presents objective of this study and significant of the study. Lastly, to help the readers to know the general organization of this study there is organization of the thesis in the last chapter.

Chapter II consists of theoretical analysis that describes the theories related to the variable of this study. After that, there is a previous research finding from other research with similar problems, and then there are theoretical framework and hypothesis. Theoretical framework explains Make a Match technique in teaching vocabulary and hypothesis shows the temporary answer of this study.

Chapter III explains about research methodology in which consists of research design that uses in this study followed with population and sample as source of data. Next, there are instrument and technique of data collection to get valid and reliable data. At the end of this study, there is technique of data analysis to analyze the research data.

Chapter IV discusses about the research result. It covers research location and data description. This chapter also explains the data analysis. The discussion and the interpretation of this study are present at the end of this chapter.

Chapter V is closing. It contains conclusion of this study and recommendation from the researcher.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The first previous study that is relevant to the study the researcher conducts here carried by Dewi Maduratna about "The Impact of the Application of Make a Match Technique towards Students' Vocabulary Mastery". The purpose of this research were to find out the impact of the application of Make a Match technique towards students' vocabulary mastery of grade seven of SMP Tri Sukses Natar South Lampung. This research was using an experimental method in the quantitative form by collecting data from documentation, and test. The sample of the research was 25 students of seven grades. The data were collected by using two pre-tests and two post-tests in control group and experimental group. Statistical formula t-Test two group design was utilized to analyze data. The result showed statistically significant in the critical value at probability level of 5% is 2,01 and at probability 1% is 2,68 as t-value is 7,41, therefore p value is smaller than t value (2,01 < 2,68 < 7, 41). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that using Make a Match technique in teaching vocabulary is quite success. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.[9]

The second previous study was carried by Ria Dhatun Nikmah, Rahmad Husein, and Busmin Gurning who investigated "The Effectiveness of Make a Match Technique in Teaching Vocabulary". This research focused on finding out the effectiveness of Make a Match technique in teaching vocabulary at eleventh grade of SMA MUHAMMADIYAH 2 Medan. This study is experimental design. The sample was consisted of 30 students. The data collection was done by administering pre test and post test in the form of objective test. In the data analysis, Paired sample T-Test was used to prove the hypothesis. Based on the data gained, it was found that the mean score of the pre test was 18.67 while the mean scores of the post test were 25.30. It meant that there was a significant difference between pre test

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[9] 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 (2014), 290.

and post test, t(df=29) = 19.282 at p = 0.000 that was lower than 0.05. It means that the alternative hypothesis was accepted which indicates that Make a Match technique was significantly effective in the teaching vocabulary. Additionally, the result of this research shows that Make a Match technique is a goof vocabulary learning technique. It encourages greater self-direction for students. Thus, it is strongly suggested that teachers apply this technique to help improve vocabulary of the students.[10]

The third previous study was carried by Nia Utami, Gatot Sutapa, and Dwi Riyanti about "Improving Students' Vocabulary through Make a Match Technique". The aim of this research was to find out how the use of Make a Match Technique improved vocabulary of tenth-grade students of Islamic Boarding School of Mathla'ul Anwar Pontianak in academic year 2018/2019. This research used Classroom Action Research with two cycles. The subjects of this research were 36 students of X IPS 2. The result showed that the use of Make a Match Technique improved the students' vocabulary. In the teaching learning process, the students were more enthusiastic and paid more attention to the learning activity. Furthermore, from the administered assessment, it showed that the students expand their vocabularies and can understand the meaning when doing written test in the class. As the result, from the students' individual score, it improved in each cycle. Therefore, the researcher recommends teachers to use Make a Match as a vocabulary teaching technique as to help students improve their vocabulary.[11]

Compared to those previous researches, there are some similarities and differences between those researches and this present research. The similarities are those three researches investigated about Make a Match technique and vocabulary same with this research, all those researches also have same result with this research that is Make a Match technique is effective to be applied in teaching vocabulary, the first and second research have similar methodology with this research that is experimental design. And the difference is the third research has different methodology that is Classroom Action Research while this research used experimental design.

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[10] Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research,* 200 (2018), 596.

[11] Nia Utami, et al., "Improving Students' Vocabulary through Make a Match Technique," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, Vol 7, No. 12 (2018), 1.

B. Theoretical Background

1. Teaching Vocabulary

   a. Teaching

   Teaching is an activity of transforming some information or knowledge. Teaching is an activity in which there are teacher and students in the classroom. Basically teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners.[12] According to H. Douglas Brown, teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning.[13] It can be concluded that teaching is not only a process of transferring knowledge from teacher to students, but it is also making a situation that enables and supports the process of learning.

   According to James Dean Brown, teaching is a complex and controversial profession, and the education literature is full of teaching models that presents varied conceptualizations of the nature of teaching. The other word, teaching consists of those activities directly related to delivery of instruction.[14] So, teaching must be considered as a process of systemizing situation, task material to students, and opportunity in order to help students to acquire and construct new knowledge.

   Teaching is one of essential part of learning process. A good teaching is going to give huge contribution of successfulness of students learning. Many students are bored during the class because of uninteresting teaching. Thus, teaching is very important to motivate the students to acquiring what they are learning in class. Teaching cannot be separated from learning because how good teaching process will determine student's motivation learning. Teaching is showing people how to do something so that they will be able to do them and encouraging them accepts something as a fact or principle.[15]

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[12] Ellie Chambers & Marshal Greogry, *Teaching and Learning English Literature* (London: SAGE Publication, 2006), 40.

[13] H. Douglas Brown, *Teaching by Principle: an Interractive Approach to Language Pedagogy,* (San Fransisco State University: Prentice Hall Regents Eoglewood Cliffs, 2000), 7.

[14] James Dean Brown, *The Elements of Language Curriculum,* (Hawai: Global Innovation Publishing, 1995), 179.

[15] H. Douglas Brown, *Principle of Language Learning and Teaching,* (Philadelphia: Pearson Education, 2000), 200.

b. Vocabulary

1) Definition of Vocabulary

Vocabulary is a basic element of learning English. This is an important element in reading, writing, listening, and speaking. According to Yun Lin, vocabulary refers to all the words as a language, the number of words that an individual can understand and use whether in speaking or writing, the words said to be representative of a subject or occupation, list of words to serve a specific purpose. It proves that vocabulary playing an important role in gaining a good sense of a language. In other words, word choice affects how well the impression of serving a specific purpose using the target language.[16]

Vocabulary can be defined as the words that we have to know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).[17] While Jennifer I. Berne and Camille L.Z. Blachowicz stated that vocabulary learning is an essential part in foreign language learning as the meaning of new words is important for oral and written communication. It is also central to language teaching and paramount to a language learner. In short, vocabulary is central in English learning that can be used to communicate and to express someone's meaning because without vocabulary someone does not understand others or express the idea.[18]

To support the statement above, Paul Nation stated that vocabulary knowledge emphasizes the recognizable and understandable spoken word. The readers need to know at least 97% of the vocabulary in a text for an adequate understanding. Without knowledge of vocabulary in a text, a learner may have trouble in understanding the message.[19] Meanwhile, Jack Richard and Theodore S. Rodges asserted that vocabulary is one of the most important aspects of foreign language learning. By mastering vocabulary it is expected to master the four language skills.[20]

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[16] Yun Lin, "Use and Helpfulness Rankings of Vocabulary Learning Strategies Employed by EFL Learners in Taiwan," *Journal of Humanities and Social Sciences,* Vol. 1, No. 2, (2005), 8.

[17] S. B. Neuman & J. Dwyer, *Missing in Action: Vocabulary Instruction in Pre-K.* The Reading Teacher, 62, (2009), 385.

[18] J. I. Berne & C. L. Z. Blachowicz, W*hat Reading Teachers Say about Vocabulary Instruction: Voices from the Classroom.* 62, (2008), 314.

[19] I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 384.

[20] J. Richard & T. Rodgers, *Approach and Method in Language Teaching* (New York: England, 1986), 10.

According to Sondang Manik and May Christiani, vocabulary is a total number of words which with rules for combining them make up a language. In the world of education, students are expected to master enough vocabulary to support their English skills.[21] Furthermore, Mofareh Alqahtani stated that vocabulary learning is an essential part in foreign language learning as the meaning of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.[22]

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.[23] Meanwhile, Caroline T. Linse defined vocabulary as the collection of words that an individual knows. It can be concluded that vocabulary is list of words that are known and used by people in their occupation, society, and group.[24]

Vocabulary is not only words. When talking about vocabulary, it does not mean talking about the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym and homonym.[25]

2) The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because limited vocabulary mastery in a second language inhibits a successful communication. Underscoring the importance of vocabulary mastery, Schmitt emphasized that lexical knowledge is central to communicative competence and to the acquisition of a second language.[26] Further, Paul Nation described the relationship between vocabulary knowledge and the use of language as complementary: knowledge of vocabulary enables the use of language and, conversely, the use of language leads to an increase in vocabulary knowledge. The importance of vocabulary

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[21] S. Manik & M. Christiani, "Teaching Vocabulary Using Matching Word on Computer Assisted, Language Learning," *International Journal of English Language Teaching*. Vol. 4, No. 7, (2016), 2.

[22] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education*. *Vol. III, No. 3*. (2015), 21.

[23] Robert H. Seashore, "The importance of vocabulary in learning language skills," *Elementary English* 25, 3 (1948), 2.

[24] Caroline T. Linse, et al., *Practical English Language Teaching: Young Learner* (New York: the McGraw-Hill Cmpanies, Inc., 2005), 121.

[25] Afriani, et al., "Teaching Vocabulary through Make A Match Method at Junior High School," (2014), 5.

[26] N. Schmitt, *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press, 2000), 55.

is demonstrated daily in and out of the school. In classroom, the achieving students possess the most sufficient vocabulary.[27]

Vocabulary is important thing in teaching language, especially teaching English. Elfrieda H. Hiebert and Michael L. Kamil said that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Learners who don't have enough vocabulary will get difficulties to know the meaning what they have listened and read and they also have difficulties in expressing their meaning when communicate with other people.[28] Vocabulary has big contribution in developing language, especially English. Tim Rasinski *et al.* said that an extensive vocabulary helps us share our thoughts and feelings with others more effectively. An extensive vocabulary is also central to reading comprehension. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.[29]

3) Components of Vocabulary

The concept of a *word* can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use*. According to Paul Nation, the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can been seen with the word *uncommunicative*, where the prefix *un-* means *negative* or *opposite*, *communicate* is the root word, and *-ive* is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative*.[30]

Paul Nation stated that *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *Use*, Paul Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and

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[27] I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 387.

[28] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice.* (New Jersey: Lawrence Erlbaum Associates, 2005), 2.

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

[30] I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 384-394.

finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation declared there is both a receptive and productive dimension. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.[31]

4) Types of Vocabulary

There are many experts divided types of vocabulary into some parts. Jackson Howard divided type of vocabulary into two that is active and passive vocabulary. Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.[32]

Elfrieda H. Hiebert and Michael L. Kamil stated that generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive is that we can understand or recognize and productive is the vocabulary we use when we write or speak. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.[33]

Evelyn Hatch and Cheryl Brown indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

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[31] *Ibid.,*

[32] Jackson Howard, *Grammar and Vocabulary.* (New York: Routledge, 2002), 28.

[33] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice.* (New Jersey: Lawrence Erlbaum Associates, 2005), 3.

It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.[34]

In addition, Jim Cummins (as cited in Mukoroli) stated that there are four kinds of vocabulary. First, reading vocabulary. This refers to all the words an individual can recognize when reading a text. Second is listening vocabulary. It refers to all the words an individual can recognize when listening to speech. Third, writing vocabulary. This includes all the words an individual can employ in writing. The last one is speaking vocabulary. This refers to all the words an individual can use in speech.[35]

5) The Factors Influence Vocabulary

According to Gower, there are seven factors influence the vocabulary item is easy or difficult to mastery. They are similarity to L1, similarity of English words already known, connotation, spelling and pronunciation, multi word items, collocation and appropriate use. The explanation as follows:[36]

a) Similarity to L1

The difficulty of a vocabulary item often depends on how similar the item is in form and meaning to the students' first language.

b) Similarity to English Words already known

Students have some English than a word which is related to an English word they are already familiar with is easier than one which is not.

c) Connotation

Connotation refers to a meaning that is implied by a word apart from the meaning which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations. Learners have to grips with is the connotation of word.

d) Spelling and Pronunciations

The spelling of many English words can cause problems for students who speak languages with very regular spelling system (Spanish, for example). Particular spelling patterns can also cause confession where

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[34] E. Hatch & C. Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 372.

[35] Joseph Mukoroli, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom," *MA TESOL Collection,* (2011), 6.

[36] Roger Gower, et al., *Teaching Practice Handbook* (Thailand: Macmillan, 1995), 143.

the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e) Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as to put someone up. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often preposition or adverbs) which are easily confused. There is a word of difference between putting someone up and putting someone down. Phrasal verbs also cause grammatical problems: eg look up the chimneys vs. Look chimney up (in the dictionary).

f) Collocation

The way some grammatical structures are formed depends on knowing which words go with others and which do not. Linda Taylor also states that knowing syntactic behavior associate with the words and also knowing the network of association between that word and other words in the language.[37]

g) Appropriate Use

Roger Gower points some words and expressions are restricted to use in particular contexts, also it is important that students know whether the word or phrase has a marked style-informal or formal. Students have to take care with the use of colloquial and slang expressions.[38]

c. Teaching Vocabulary

1) Definition of Teaching Vocabulary

Paul Nation said that the principle of teaching vocabulary consists of content choice, format and presentation, and evaluation. Content choice is about vocabulary that should be learnt by learners and how the new words are presented. Format and presentation tell the selection of the teaching and learning techniques, and their arrangement in the lesson plan.[39] Paul Nation stated that teaching vocabulary contains four major strands, as follow:

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[37] Linda Taylor, *Teaching and Learning Vocabulary* (Cambridge: University Press, 1990), 1.
[38] Roger Gower, et al., *Teaching Practice Handbook* (Thailand: Macmillan, 1995), 144.
[39] I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 384-394.

a) Meaning-focused input. There are three reasons indicate this technique of learning. First, research with native speaker of English show that the amount of vocabulary learning that occurs during the reading of the text is rather small. Second, fragile is that it depends heavily on the quality of the learners' control of the reading skill. Third, fragile is that the type of reading that is done will strongly influence vocabulary learning. So, in this technique learner focus on how they learn the receptive vocabulary.

b) Meaning-focused output, this strategy is opposite of meaning-focused input. This technique of teaching vocabulary tells how spoken production of vocabulary items help learning and how teacher and course designer can influence this spoken production. The significance of this technique of teaching vocabulary is that by carefully designing and monitoring the use of handout sheets for spoken tasks, teacher can have a major influence on determining what vocabulary can be learnt from such tasks, and how well it is learnt. So, this technique focuses on how learner learns productive vocabulary.

c) Developing fluency, fluency means making the best use of what you already know, and fluency development tasks have the characteristics of involving no new language items, dealing with largely familiar content and discourse type, including some kinds of preparation or repetition so that speed and smoothness of delivery can improve, and involving some kinds of encouragement to perform at a faster than normal level of use. It means that this type of teaching vocabulary focus on message with no attention to a strange language.

d) Language-focused instruction, this technique occurs when learners direct their attention to language item not for producing or comprehending a particular message, but for gaining knowledge about the item as a part of the language system. Language-focused instruction includes focusing on pronunciation and spelling of words; deliberately learning the meanings of a words; memorizing collocations, phrases, and sentences containing a word; and being corrected for incorrect use of words; and also negotiation of vocabulary if it involves discussing the words' spelling and pronunciation, or giving an explanation of its

meaning. The last principle of vocabulary teaching is evaluation. The purpose of evaluation is to know whether the teaching vocabulary is good or not and how far the goal of teaching vocabulary is achieved.[40]

Vocabulary learning and teaching relate to both reading, with it is receptive understanding of language, and writing with it is productive use. Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course consists of four strands that is learning from meaning-focused input.

The phase involved learning from listening and reading. For learning vocabulary to occur in this phase, the learner needs to know 98 percent of the running words already, and this strands needs to be percent even in the early stages of language learning.

By the high frequency of vocabulary, it can make students to be able to communicate easily and able to help students in writing, listening, reading and speaking. The teacher must give high frequency in those skills. The last is encouraging learners to reflect on and take responsibility for learning. It means that in teaching process, teacher should give support and praise to students, so they can be confident that they can master vocabulary.

Teaching vocabulary is a complex task because the teaching includes the meaning of the words and also the pronunciation of the words. A good teacher should use appropriate teaching technique and enough practice, so that the objective will be achieved. Dealing with the teaching technique, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also use appropriate method for each other aspect of language like spelling, usage, and pronunciation. According to Prudent Injeeli (as cited in Febrianto) there are six principles of teaching vocabulary, namely:[41]

a) keeping the teaching simple and clear. Don't give complicated explanations.

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[40] Paul Nation, *Methodology in Language Teaching: Best Practice in Vocabulary Teaching and Learning* (New York: Cambridge University Press, 2002), 267-270.

[41] Prudent Injeeli, *Mind Your Words: Master the Art of Learning and Teaching Vocabulary* (Canada: Trafford Publishing, 2013), 102.

b) relating the present teaching to past knowledge by showing a pattern or analogies

c) using both oral and written presentation - write it on the blackboard as well as explaining.

d) giving most attention to words that are already partly known.

e) telling the learners if it is a high frequency word that is worth noting for future attention.

f) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Basically, the aim of teaching English is to make students have four skills namely; reading, writing, listening, and speaking. The main purpose of language teaching and learning is making students able to conduct meaningful communication by using the target language and vocabulary is realized as the main tool of communication. Therefore, it is important for an English teacher to know the effective ways in teaching vocabulary.

There are five essential steps in vocabulary learning, namely:

a) Encountering new word

The first step for vocabulary learning is encountering new words which are having a source for words. The students here included learning new words by reading books, listening to radio, watching television, and reading newspaper and magazine.

b) Getting the word form

The second essential step to vocabulary learning appears to be getting off a clear-image-visual or auditory or both of the form of the vocabulary item. The importance of having a clear image of the "form" of a word becomes apparent when we think about what happens when we try to retrieve words

c) Getting the word meaning

In getting the word meaning, language learners may also need different kinds of definitions and distinctions depending on the words are being learned and the reasons for them. In this step, the students often get close to the meaning of the English words, choosing meanings that have some of the features of the test word, but not all.

d) Consolidating word form and meaning in memory

The fourth necessary step requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as Make a Match, matching exercise, crossword puzzle, etc., strengthen the form meaning connection.

e) Using the word

The final step in learning words is using the words. It has goal to provide a mild guarantee that the words meaning will not fade from memory after being learned.[42]

In Indonesian curriculum, there is no vocabulary subject for students from elementary until high school. There is no special attention given for teaching vocabulary. So, vocabulary is given integrated in English subject, directly involve in reading, writing, listening, and speaking skill. Because it is integrated in English skill, vocabulary is taught implicitly. Elfrieda H. Hiebert and Michael L. Kamil said that vocabulary can be acquired through incidental learning. Much of a learner's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.[43] For example, when vocabulary is taught integrated in reading skill, teacher can give a paragraph or a short story and ask the students to find the synonym or antonym of word from a paragraph or a short story. There is a relationship between vocabulary and language skill. The students have to master vocabulary first to master the language skill well. The students who have good vocabulary mastery can learn reading, listening, speaking, or writing easily.

2) The Goal of Teaching Vocabulary

In teaching vocabulary, there are some goals which have to look at. According to Paul Nation, there are eight goals of teaching vocabulary. First, learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learnt and used. Second, learner should continue to increase their vocabulary size and

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[42] Hatch, et al., *Vocabulary, Semantic, and Language Education* (Australia: Cambridge University Press, 1995), 137.

[43] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice.* (New Jersey: Lawrence Erlbaum Associates, 2005), 7.

enrich the words they already know. Third, learners should use words frequency and personal need to determine what vocabulary should be learnt. Fourth, learners should be aware of what it is involved in knowing a word and should be able to find that information about particular words. Fifth, learners should be familiar with the generalizable language systems that lie behind vocabulary use. Sixth, learners should know how to make the most effective use of direct, decontextualized learning procedures. Seventh, vocabulary learning needs to operate across the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The last goals is learners should be aware of, and excited by, their progress in teaching vocabulary.[44]

The general goal of teaching as states by M.F. Patel and Praveen M. Jain as follows: a) to enable students to understand spoken or written language, b) to enable students to speak simple English correct language, c) to enable students to write the language properly, d) to enable the students to read the language with ease. The specific goals of teaching vocabulary are: students enable to use the appropriate word in sentence, students enable to use capital letter in writing, students enable to pronounce and spell correctly the words, students enable to recognize words of English, recognize different shades and meaning of word.[45]

3) Vocabulary Competence

Teaching vocabulary is about memory task and remembered a word. Without vocabulary, nothing can be conveyed. According to Scott Thornbury, some aspects of word knowledge are:

a) The words' form
b) Word meaning
c) Any connotations the word might have
d) Whether the word is specific to a certain register or style
e) The word grammatical and characteristic (part of speech)
f) The words' common and collocation
g) The word derivation

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[44] I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 395-403.

[45] M.F. Patel & Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers & Distributors, 2008), 53-54.

h) The word relative frequency

Successful vocabulary learning involves more than holding words for a few seconds. It is needed to integrate words into long-term memory. To integrate word into long-term memory, they would need to be subjected to different kinds of operations. To ensure moving new vocabulary into permanent long-term memory, Thornbury present some requires number of principles to be some component as follows:

a) Repetitions: repetition of encounters with a word is very important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good change to remember it for a long time.

b) Retrieval: other kind of repetition, activities which require retrieval, such as using the new items in written tasks, help students to be able to recall it again in the future.

c) Spacing: it is useful to split memory work over a period of time rather than to mass it together in a single block.

d) Pacing: it is to respect different learning styles and pace; students should be ideally given the opportunity to do memory work individually.

e) Use: putting words to use, preferably in an interesting way, it the best way of ensuring they are added to long -term memory. This is so called "use it or lose it" principle.

f) Cognitive Dept: the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.

g) Personal Organizing: personalization significantly increased the probability that students will remember new items. It is achieved mainly through conversation and role-playing activities.

h) Imaging: easily visualize words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.

i) Mnemonics: tricks to help retrieve or rules that are stored in memory. The best kinds of mnemonics are visuals and keyword techniques.

j)   Motivation: strong motivation itself does not ensure that words will be remembered. Even unmotivated students remember words if they have to face appropriate tasks.

k)   Attention: it is not possible to improve vocabulary without a certain degree of conscious attention.[46]

4)   Selecting the Material of Vocabulary

As a teacher must prepare what the material will be teach. The materials to teach vocabularies are:

a)   Pronunciation and Spelling

The learners have to know what a word sound like (its pronunciation) and what it looks like. There are fairly obvious characteristics and one or the other will be perceived by the learners when encountering the item for the first time. In teaching, the teacher needs to make sure that both aspects are accurately presented.

b)   Grammar

The grammar of a new item will need to be taught if this is not obviously by general grammatical rules. An item may have an unpredictable change of form certain grammatical contexts or may have some idiosyncratic way of connected with other word in sentences. It is important to provide learners with this information as the same time as the teacher teaches the base form.

c)   Collocation

The collocations typical of particular items are another factor that makes particular combination sound right or wrong in a given context. So, this is another piece of information about new items which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words r by a note in parenthesis.

d)   Aspects of Meaning (Denotation, Connotations, Appropriateness)

The meaning of a word is primary what it refers to in the real word, its denotation; this is often the sort of definition that is given in dictionaries. Example: "dog" denotes kinds of animals. Less obvious component of the meaning an items is connotation. The associations are

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[46] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Educational, 2002), 25.

positive or negative feeling it evokes which may or may not be indicate in dictionary definition. The word "dog", for example by most British people has connotation of friendship and royalty.

e) Aspects of Meaning (Meaning Relationship)

How the meaning of one item relates to the meaning of others can also be use in teaching. These are various such relationships: (1) antonyms (2) synonyms (3) hyponyms (4) co-hyponyms (5) super ordinates (6) translation.

f) Word Formation

Vocabulary items whether one word or multi word can often break do into their component bits. Exactly, how these bits are put together is another piece of useful information. Perhaps mainly for more advanced learners. Another way, vocabulary items are built by combining two words (to noun or a gerund and a noun and verb) to make item.[47]

5) Strategy of Teaching Vocabulary

Ruth Gairns and Stuard Redman mention two techniques of teaching vocabulary as follows:

a) Visual Technique

(1) Mime and Gestures

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, whiteboard, board maker and clock. In using command, a teacher can give command such as "open the window", "open your book". Another example is teaching part of body, a teacher give command such as "raise your hand", "put your right hand on your head".

(2) Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards and whiteboards. One of the visual aid that possibly used is whiteboards. Picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the student's handmade. Picture can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students

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[47] Penny Ur, *A Course in Language Teaching* (Cambridge University Press: 1996), 61.

mind before he is given the English word because he can understand it from the picture.

b) Verbal Technique

(1) Use of Illustrative Situations (Oral or Written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teacher use more than one situation or context to ensure that students understand what they explained.

(2) Use of Synonym and Definition

Synonyms can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly it is commonly used with higher level students and subsequently qualified, such as male means man.

(3) Contrast and Opposites

In this technique, the teacher asks to students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? Etc.

(4) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know "hot" and "cold" teachers can ask students a framework for feeding in "warm" and "cool" and later "freezing" and "boiling".

(5) Example of the Type

The teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables and fruits. It is a common produce to exemplify them. Eg table, chair and bed are all furniture.

(6) Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in

teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.[48]

From the explanation above, the teacher should have an interesting way in teaching vocabulary. The teacher need to know what they have to do and what they haven't to do well, so it can help students acquire more enjoyable strategies.

6) Evaluation of Teaching Vocabulary

To know the competence of students in vocabulary, teacher needs evaluation. In evaluating of teaching vocabulary, usually teacher conducted a test. This test was conducted in order to know the effective of teaching sequence.[49] Evaluation in that way means to measure the achievement of the students in the field of education. The achievement is generally measured through the test and examination. It means the test and examination are very important in the whole process of learning.[50]

Testing provides a form of feedback both students and the teacher. Besides that, testing also has a useful backwash effect: a) If learner knows that are going to be tested on their vocabulary, b) testing also motivates learner to review vocabulary in preparation for a test, c) it also provides an excuse for further, post-test and review when the teacher goes over the answer in the class.[51] Then Scott Thornbury stated there are two kinds of testing in vocabulary that is:

a) Informal Testing

It is the best regular basic competence of vocabulary. The best way to do this testing is using vocabulary notebook and the class word box. Vocabulary notebook is about some note of evaluating after applying teaching vocabulary in formed as reflection of the teaching.

[48] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary* (New York: Cambridge University Press, 1986), 73-74.

[49] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Educational, 2002), 129.

[50] M.F. Patel & Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers & Distributors, 2008), 150.

[51] *Ibid*., 150.

Then new words are written on to a small card and added to a word box. At the beginning of the next lesson, these words can be used to the next lesson as the basic for review activity

b) Formal Testing

Formal testing may be required at certain strategies stage in a course. Test of vocabulary knowledge sometimes form a part of placement test, or as a component of a diagnostic test in advance of planning a course program. Test of achievement at the end of the lesson and as measure of external examinations. .[52]

In evaluating vocabulary includes some aspect that must remember in learning vocabulary that is: meaning, form, any connotation, grammatical, common collocation, derivations and also relative frequency. The alternative approach to evaluate vocabulary as follows:

a) By lexical density. Lexical density means a measure of the proportion of content words in a text. Context words as opposed to function words are words that carry high information such noun, adjectives and verbs.

b) By lexical variety. It is a measure of the different word in the text. A high proportion of different words is an indicator of an extensive vocabulary knowledge.

c) By lexical sophistication. It is assessed by counting the number of relatively infrequent word.

In the evaluating process, teacher conducted a test. There are two kinds of test based on the form that is oral and written test. In oral test, the teacher evaluates students' cooperative by speaking the list of word that they have. Then, for written test, there are formed as multiple choices, true/false, fill in the blank, essay, and etc. The aim that has to be reached by students in learning vocabulary process is their ability to recall the word and to recognize it in both spoken and written form.[53] It seems like a simple enough tasks, but considers complex.

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[52] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Educational, 2002), 51-52.
[53]*Ibid,*. 136.

2. Cooperative Learning

    a. Definition of Cooperative Learning

        Cooperative learning was born from constructivism learning theory. Developing constructivism cannot be apart from the hardworking result of Jean Piaget and Lev Vygotsky.[54] Constructivism emphasizes on operative learning and authentic learning. Operative learning is learning for getting and finding general thinking structure which can be used in many conditions. Authentic learning is interaction process of someone with object he or she has learnt in real condition. It means that learning not only learn textually but also try to connect what the text is with the real condition or can call contextual learning. Besides the contextual learning, constructivism also teaches that learning as social process or collaborative and cooperative learning. It means that learning is social interaction. It is why cooperative learning is part of strategy in constructivism learning theory.[55]

        There are many experts define cooperative learning. Diane L. Freeman stated that cooperative or collaborative learning essentially involves students learning from each other in groups. The importance thing of cooperative learning is student and teacher work together. In this strategy, teacher teaches students cooperatively or social skill so that students can work together more effectively.[56] According to Komalasari, cooperative learning is learning strategy when students learn and work in small groups collaboratively that consist of 2 to 5 students with heterogeneous group structures. So, in cooperative learning the students are not homogeneous but heterogeneous. It means that in a small group, students have different ability. It is possible if they also different in religion, ethnic or gender.[57] Baharudin and Wahyuni said that cooperative learning is strategy that used in learning process, where students will be easier finding difficulty concept comprehensively if they discuss with their partner in certain problem. So, in this strategy students learn in pair work to solve problem given by teacher. Cooperative learning emphasizes in social environment of learning as a place to get knowledge, to explore knowledge, and to challenge knowledge of the students.[58] Anita Lie stated that cooperative learning is not only learning in group working, there are some basic substances that

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[54] Baharudin, et al., *Learning Theory and Learning* (Jogjakarta: Ar-Ruzz Media, 2012), 117.

[55] Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 36.

[56] Diane Larsen Freeman, *Techniques and Principles in Language Teaching. Second Edition* (Oxford: Oxford University Press, 2000), 164.

[57] Komalasari, *Contextual Learning: Concepts and Applications* (Bandung: Refika Aditama, 2010), 62.

[58] Baharudin, et al., *Learning Theory and Learning* (Jogjakarta: Ar-Ruzz Media, 2012), 128.

differ from dividing group generally. It is based on homo homini socius philosophy. Implementing procedure of cooperative learning correctly can make teacher manages classroom more effective.[59] Cooperative learning also an extensive concept includes all kinds of group working headed by teacher. It means that implementing cooperative learning in classroom can construct many groups working where teacher guides the teaching and learning process. Supporting theory from Lev Vygotsky toward cooperative learning strategy is emphasizes learning as interactive dialogue process.[60]

b. Elements of Cooperative Learning

To get successful implementing cooperative learning strategy, teacher has to know and apply some element of cooperative learning strategy. Here, Anita Lie divided the elements into five, these are positive interdependence, personal responsibility, face to face, interpersonal skill, group processing.[61] Agus Suprijono explained these elements as follow:

1) Positive Interdependence. To establish effective group working, teacher has to arrange in such a manner of work, so every members of group have to finish their work and the others can achieve the goal. So, in this element there are two group responsibilities. First, learn about the material given by teacher in group. Second, make sure that all of member in a group learn that material. In constructing positive interdependence, there are several ways can be done. These are growth your students' feeling that he or she integrate in group and students can achieve learning goal if all of member achieve the goal, make sure that all of member get same reward if they can achieve the goal, students have to piece together their work, so they can finish their work, every student given interconnects and interrelated work in a group.

2) Personal Responsibility. This element is directly consequence from the first element. Responsibility appears when teacher measures how success a group is. Personal responsibility is a key to guarantee all member powered by cooperative learning activity. Several ways to develop this element are. These are group working not too big, doing assessment to every student, giving

[59]Anita Lie, *Cooperative Learning. Practice Cooperative Learning in Spaces Class* (Jakarta: PT. Grasindo, 2002), 29.

[60]Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 48-49.

[61] Anita Lie, *Cooperative Learning. Practice Cooperative Learning in Spaces Class* (Jakarta: PT. Grasindo, 2002), 31-37.

assignment for students, for presenting the assignment in front of the class teacher can choose randomly, observing every group and recording students' frequency in helping group, asking a student to contribute as investigator in her/his group, asking a student to teach her/his friend.

3) Face to Face. Every group is given chance to meet up and discussion. These activities have many characteristics such as work together effectively and efficiently, reciprocate needed information and tools, processing information together effectively and efficiently, inter impressing, helping in formulating and developing argument and also increase solving problem ability, belief one another, giving motivation to achieve success together.

4) Interpersonal Skill. In this element, students are given many interpersonal skills for communication. It needs long time to make students as expert communicator. In organizing students' activity for achieving the goal, students have to distinguish and belief one another, be able to communicate accurately, receiving and supporting one another, be able to solve problem constructively.

5) Group Processing. Group processing means assess. Teachers need to make special schedule to evaluate group working process and result of group working so they can work in group more effective. Teachers do this want to know whether students are helpful or not in a group working. There are many kinds of evaluation form. It depends on education level of students. The time of evaluation can be done after three times or more of implementing cooperative learning. It can be done in small group and whole classroom.[62]

c. Techniques in Cooperative Learning

Technique in teaching and learning process means manner done by teacher in implementing method specifically.[63] In cooperative learning, there are some techniques that can be used by teacher in classroom. Agus Suprijono mentioned eleven kinds of techniques in cooperative learning, these are Jigsaw, Think Pair Share, Numbered Head Together, Group Investigation, Two Stay Two Stray, Make

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[62] Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 52.

[63] Komalasari, *Contextual Learning: Concepts and Applications* (Bandung: Refika Aditama, 2010), 56.

a Match, Listening Team, Inside Outside Circle, Bamboo Dancing, Point Counter Point, The Power of Two.[64]

Jigsaw is introduced by Elliot Aronson, in this technique teacher divides students into some groups that a group consists of four students. Every member in a group has to be responsible with the topic given by teacher. Then person by person make a new group consist of two or three students and share what they have learnt to other students in that new group. It can be applied in listening, speaking, reading or writing. Frank Lyman developed Think Pair Share technique. In this technique, there are three step of discussion. First, think, teacher gives question to the students and students have to answer the question. Second, pair, in this step teacher asks the student to discuss the answer deeply in pairs. Third, share, in this last step student discuss the answer in whole of class.[65]

Numbered Head Together is technique introduced by Spencer Kagan. In this technique every students in a group given number by teacher and teacher will call one by one to do task from teacher. Group Investigation is developed by Sharan. In this technique students can choose topic what they want and develop problems from that topic. After choosing and developing problems, teacher and students determine research method to solve the problems. Two Stay Two Stray is also introduced by Spencer Kagan. Students are given problems by teacher and they have to solve the problems in group working that consist of four students. After discussion finish, two students from each group go to other group for sharing information. Two other students receive guest from other group and present their group working result.[66]

Next technique is Make a Match. It is introduced by Lorna Curran. In this technique, teacher has to provide cards. Teacher writes some questions in that cards and the answer in the different card. Then, teacher gives the cards to the students and students who bring question card have to find partner with the correct answer in certain time determined by teacher. In listening team, teacher has to explain material to the students first. Then, teacher divides students into some groups. First group asks question, second group answer the question and third group as rater. Inside Outside Circle is technique developed by Spencer Kagan. In this technique, students are given chance for sharing information in the similar time. Bamboo

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[64] Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 74-84.

[65] Anita Lie, *Cooperative Learning. Practice Cooperative Learning in Spaces Class* (Jakarta: PT. Grasindo, 2002), 69.

[66] *Ibid.*, 59-61.

Dancing is modification of Inside Outside Circle. It has same concept with Inside Outside Circle. Point Counter Point is used to encourage students thinking in many perspectives. The last is The Power of Two. In beginning, teacher ask question to students. In this technique, students are demanded for critical thinking. In answering question can be done in pair work.

3. Make a Match Technique

    a. Definition of Make a Match

    Make a Match is technique in cooperative learning that developed by Lorna Curran. According to Lorna Curran (as cited in Ria D. Nikmah) 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 atmosphere. To provide more understanding about the technique, some information is provided as follows. Make a Match is one of the co-operative learning which can be used in all lessons.[67] Mahmudatin Arifah and Kusumarasdyati (as cited in Ratna Zawil) defined Make a Match as one of the teaching techniques which can be used in co-operative learning. The Make a match technique is a kind of game where students have to find their partner. In this technique, the students are divided into two groups, group A and group B. Each of the students in each group gets 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.[68]

    When implementing this technique, teacher has to provide some cards that consist of question complete with the answer but the teacher has to separate the question and the answer in different card. Before giving these cards, the teacher has to divide students into three groups. First group is students who bring the question cards, second group is the students who bring the answers card, and third group is students as rater. Then, the students look for their pair that appropriate with their card quickly. Students who can find the appropriate card with their card have to show their card to the rater. Then, rater read their card whether appropriate or not. Teacher also determines the time. Students who find their correct pair quickly will

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[67] Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research,* 200 (2018), 597.

[68] Ratna Zawil, "Using Make a Match Technique to Teach Vocabulary," *English Education Journal (EEJ) 7 (3)*, (2016), 316.

get reward from the teacher. While students cannot find the appropriate card until time is over will get punishment. By using this technique, teacher can teach students in pleasing condition because students will find their suitable card with their card in a good atmosphere. It will make students enjoy in mastering material in the textbook and they never feel bored. This technique also make students be active in the class, don't like when the teacher just explain and explain material will make students be passive because only hear what the teacher said.[69]

Make a Match technique has some advantages. According to Miftahul Huda, these are: giving motivation students to help each other in teaching and learning process, growing responsibility toward group of study in doing the best, increasing social skill which needed in effectively working, giving opportunity to students for using their asking skill and discussing a problem and developing leadership talent and teaching discussion skill.[70] Besides Miftahul Huda, Anita Lie said that the advantages of Make a Match are, excitement condition will grow in teaching and learning process in the classroom, cooperation between students dynamically, there is dynamic mutual cooperation inter students and students look for their partner while study about concept or topic in pleasing condition.[71]

b. The Steps of Make a Match Technique

There are some instructions to play Make a Match technique in the class:

1) The teacher prepares some cards that contain several concepts or topics are appropriate for review sessions, one about the card section and other parts of the answer cards.

2) Each student receives a card.

3) Each student thinks of an answer of cards held.

4) Each student finds a partner who has a matching card about the answer.

5) Each student is able to match the cards before the deadline given points.

6) After one round of cards to be shuffled again each students get a different cards than before.

7) It repeatedly until the learning is complete

8) In the finishing, make a conclusion together.[72]

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[69] Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi Paikem* (Surabaya: Pustaka Belajar, 2009), 78.

[70] Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Metode Penerapan* (Yogyakarta: Pustaka Belajar, 2011).

[71] Anita Lie, *Cooperative Learning. Mempraktikkan Cooperative Learning di Ruang-ruang Kelas.* (Jakarta: PT. Grasindo, 2002) 55.

[72] Istarani, *Model Pembelajaran Inovatif,* (Medan: Media Persada, 2012), 64.

c. The Advantages and Disadvantages of Make a Match Technique

There are some advantages if the teachers use Make a Match technique in teaching-learning process namely:

1) Students are directly involved in answering questions submitted to them through the card.
2) Increase creativity in student performance.
3) Avoid saturation of the students in the following teaching and learning activities.
4) The excitement will grow in the learning process (let them grow).
5) Learning will be funnier because it involves learning media created by the teacher.
6) The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.
7) It can help to avoid students being bored during the teaching-learning process.
8) Student cooperation will emerge dynamically.
9) There is dynamic mutual help between the students.
10) It can create a more interesting classroom atmosphere.
11) Delivered learning materials more attractive for students.
12) The students certainly feel happy and relax in teaching learning process.
13) The students will participate, interested, and develop their confidence and be more active in the learning process.
14) The students will be able express their ideas.
15) Simple and easy technique.
16) The students work together to learn.
17) Able to improve the students learning outcomes reached a level of completeness in the classical learning.

Also there are some disadvantages if the teachers use Make a Match technique in teaching-learning process namely:

1) Requires guidance from the teacher to conduct the activity.
2) The time needed to be limited, students is not to let play too much in the learning process.
3) Teachers need to prepare adequate materials and tools.
4) Will create noise and crowds that are not controlled.

5) Students get tired over time when they find out that games do not match their assessment test.

6) The teacher needs adequate preparation for instruments and materials which is taught in teaching and learning activity.[73]

d. Make a Match in Teaching Vocabulary

Teachers can play an important role in helping students enrich their vocabulary. According to Jeremy Harmer there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Students need to see and hear words in context and see and hear how the words are used. Accordingly, the best way, perhaps, of introducing new words is for students to read texts and/or listen to audio tracks to see and/or listen to new words in action.[74]

In order to encourage students to get more interested in learning English especially EFL vocabulary, teachers can introduce and develop the teaching technique called Make a Match. Whereas Komalasari (as cited in Dewi Maduratna) defined Make a Match technique is a technique that helps students to improve their ability to answer a question through a game. By applying Make a Match technique in teaching vocabulary will create an interesting classroom activity.[75] Miftahul Huda added that Make a Match technique can be applied for all of subjects and level of class, the teacher will be easier in using this technique for teaching in classroom because it can help the students to revise language that they learn and gives opportunity for learner to cooperate with other students in teaching and learning activity.[76]

The application of the Make a Match technique needs good preparation. Agus Suprijono had suggested several steps in preparing learning activities using the Make a Match technique. The first step is preparing the cards with the questions and the other cards with the answers to the questions. The second step is grouping. The teacher divides the class into three groups. The first group is the group which is given the question cards; the second group is those who are given the answer cards, while the third group is some students as an assessor group. Then, the groups are

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[73] Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research,* 200 (2018), 597.

[74] Jeremy Harmer, *The practice of English language teaching (4th Ed.),* (Harlow: Longman, 2007), 229.

[75] 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 (2014), 291.

[76] Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Metode Penerapan* (Yogyakarta: Pustaka Belajar, 2011).

positioned in forms of a U letter in which the first and the second groups face each other. When each group is already in position, the teacher blows a whistle or gives some other sign that the matching activities can start. Students in the first and the second group move around and meet the members of the opposite group to match their cards and find the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to one of the assessor group. This group then reads them to make sure that they got the correct answers. When this activity has been done, the teacher changes the role of the assessor group to take the role of either the first or the second group and issues new cards. At the end, the teacher gives feedback and facilitates class discussions to ensure the correct answers and understanding of the meaning and the use of all the new words by the students.[77]

C. Theoretical Framework

In this section the researcher summarizes all the major relevant theories that have been discussed in the literature review. The theories will be used to answer the research questions, namely "is Make a Match technique effective in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo?"

As discovered in the background, the problems faced by the eleventh grade students of MA Muhammadiyah 1 Ponorogo are the students consider learning English difficult. When it comes to conduct speaking and writing ability, they felt difficult to find an appropriate word on their task. For listening and reading, they felt difficult to understand what they have read or listened. When the researcher tried to ask them what their main problem on learning English is, they said that their main problem is lack of vocabulary.

In this case, the teacher must be creative in creating appropriate and interesting activities to help their students improve their vocabulary mastery since English teachers play important roles to support and to help their students practice English in class. A possible way of stimulating the students' vocabulary mastery might be to provide them with the extensive exposure to authentic language is creative technique in learning English. The teacher needs good technique to improve students' achievement in vocabulary. There is Make a Match technique can be applied in teaching vocabulary and improve the students'

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[77] Agus Suprijono, *Cooperative Learning: Theory and Application of Paikem* (Surabaya: Library Study, 2009), 94.

vocabulary mastery. The reason of using this technique is based on the previous studies which assert that Make a Match technique is effective.

D. Hypothesis

Hypothesis is theoretical and logical prediction. Here, the research will be used to measure the effect or the relationship between two or more variables must predict the answer of the problem or the finding of the research based on theory or based logical common sense.[78]

In this research, the researcher formulated research hypothesis as follows:

1. The Null Hypothesis (Ho): there is no significant difference in vocabulary mastery between the students who taught using Make a Match technique and those who are not.
2. The Alternative hypothesis (Ha): there is significant difference in vocabulary mastery between the students who taught using Make a Match technique and those who are not.

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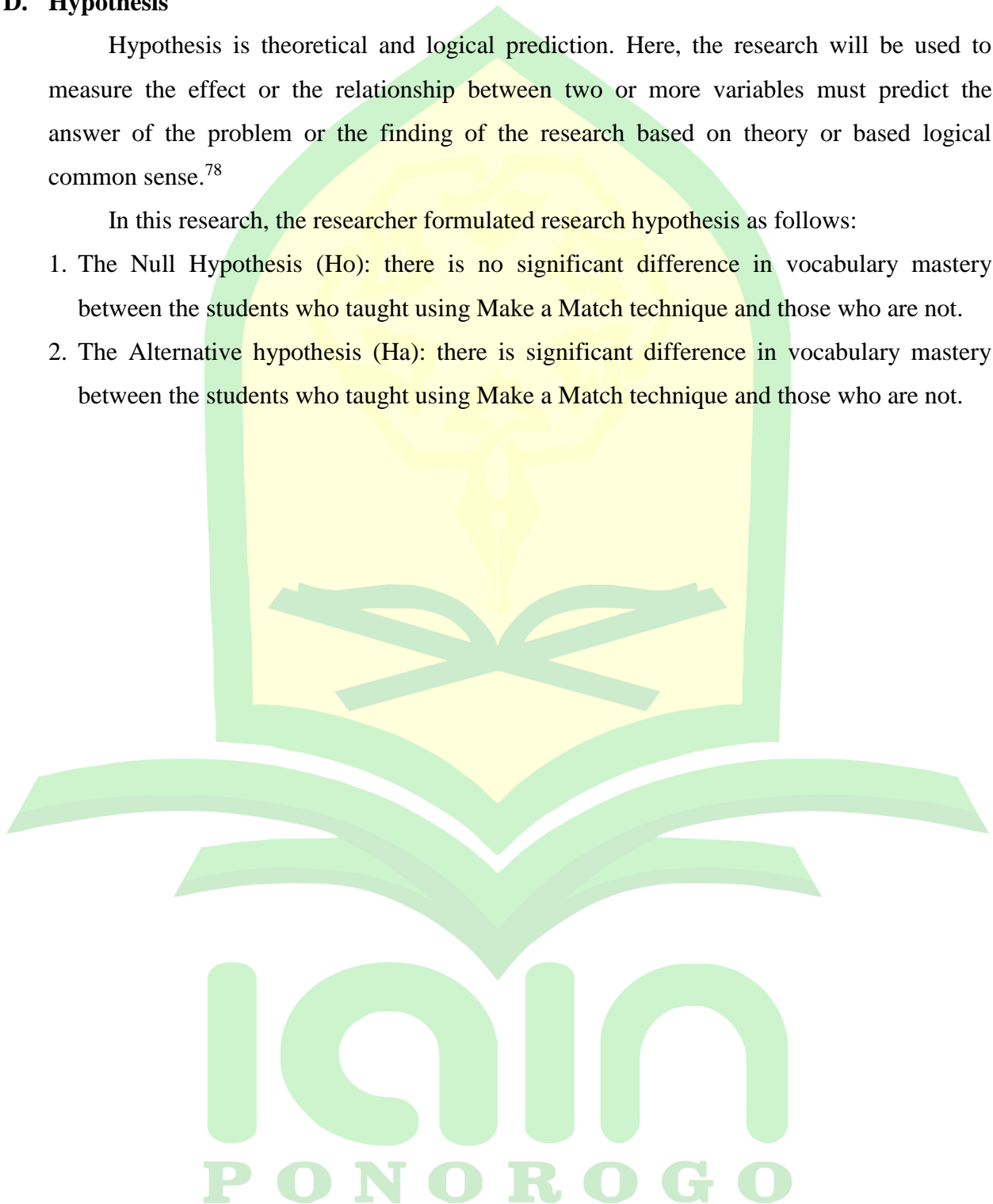
[78] Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 54.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research methods are the tools and techniques for doing research. Research is a term used liberally for any kind of investigation that is intended to uncover interesting or new facts. In conducting research at MA Muhammadiyah 1 Ponorogo, the researcher used quantitative approach by using experimental research. Quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties. The levels of measurement used in the collection of the data i.e. nominal, ordinal, interval and ratio, are an important factor in choosing the type of analysis that is applicable, as is the numbers of cases involved.[79]

Lorraine R. Gay stated that the experimental research method was the only method of research that can truly test hypotheses concerning cause and effect relationships. It means that experimental method represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science. An experimental method was both the most demanding and the most productive method of research. In experimental research there was a treatment. An experimental research is guided by at least one hypothesis that stated an expected causal relationship between two variables. There were three kinds of experimental; these were pre-experimental, quasi-experimental, and true-experimental.[80]

The researcher focused on quasi-experimental design in conducting the research at MA Muhammadiyah 1 Ponorogo. This design has a control group, but can be fully controlling variables during experiment held on. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.[81]

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[79] Nicholas Walliman, *Research Methods: The Basics* (New York: Routledge, 2011), 1.

[80] L.R. Gay, *Educational Research: Competencies for Analysis and Application* (New York: Macmillan Publishing Company, 1992), 298.

[81] Donald Jacobs Ary, et al. *Introduction to Research in Education*. (United States: Wadsworth, 2010), 316.

This design is compatible with the research purpose which wants to evaluate the effect of Make a Match technique in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo. To observe the data about the students' achievement in vocabulary mastery, the researcher obtained the data from the result of the students' score both in pre-test and post-test. The researcher used nonrandomized control group pre-test, post-test design with a kind of treatment. There were two groups in this model, control group and experiment group. Both groups were given pre-test to measure the score of students before treatment was given (O_1 and O_3). The treatment was given for experiment group (X). Post test was given for both groups to measure the students score after treatment was given (O_2 and O_4). One of the most commonly used quasi-experimental designs in educational research can be represented as: [82]

Table 3.1 Research Design

Experiment	O_1	X	O_2
Control	O_3	-	O_4

Notes :

Experiment : the class which was taught using Make a Match technique

Control : the class which was taught without using Make a Match technique

O_1 : pre-test for experimental class

O_3 : pre-test for control class

X : treatment

O_2 : post-test for experimental class

O_4 : post-test for control class

The goal of this research design was to know whether Make a Match technique effective or not in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo by comparing students' vocabulary mastery who are taught by Make a Match technique and who are not. The researcher tried to conduct the research through some steps, there are:

1. Pre Research Step

This step consists of preparing the data which was needed before conducting the research. For example: deciding which class would be the experimental and control class, arranging the lesson plan, creating instrument to get the data, etc.

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[82] Louis Cohen, et. al., *Research Method in Education Fifth Edition* (London: Routledge Falmer, 2000), 214.

2. Research Step

In this step, the researcher applied Make a Match technique in experimental class, while in the control class, the researcher taught using conventional method. The data would be conducted from pre-test and post-test. Pre-test was used to measure the level of students' score and vocabulary mastery before being given treatment. Post-test was used to measure the level of students' score and vocabulary mastery after being given treatment.

Table 3.2 Research Step

Experimental Class	Control Class
Pre-test	Pre-test
Treatment 1 (Make a Match technique)	Conventional method
Treatment 2 (Make a Match technique)	Conventional method
Post-test	Post-test

3. Data Analysis Step

The next step was analyzing the data that had been collected by the researcher. The steps as follow:

a. Collecting the score of post-test from experimental class and control class.

b. Test the data using T-test

T-test is one of statistical test that was used to find out if there is a significant or not between two groups which were taught by using different technique.

B. Population and Sample

The population of this research was two classes of the eleventh grade students at MA Muhammadiyah 1 Ponorogo which consist of 26 students. According to Borg, W.R as cited in Muhammad Adnan Latief population is all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research.[83] The researcher took sample for collecting data. IPA class was selected as sample of this research because this class has the same ability with other classes, so that this

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[83] Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), 181.

class can be the representative one. According to Charles, C.M. as cited in Muhammad Adnan Latief sample is a small group of people selected to represent the much larger entire population from which it is drawn.[84]

The sample was taken by using sampling. In this research, researcher used simple random sampling in selecting sample. In simple random sampling technique, the sample is directly drawn randomly from the population. In this technique, each member of the population is given equal chance of being selected to become the members of the sample. According to Charles, C.M. as cited in Muhammad Adnan Latief, random samples can be selected much more fairly by assigning numbers to individuals in the population and then using a table of a random numbers to make the sample selection. If the population is small, a more practical technique can be used. The simple random sampling technique is the best technique in assuring the representativeness of the sample from the accessible population.[85]

C. Instrument of Data Collection

The instrument of this study was a set of vocabulary tests. The test is very useful for this study as an instrument. Surely it was used to measure students' vocabulary mastery. It is related to H. Douglas Brown's opinion that a test is a method of measuring a person ability, knowledge, or performance in a given domain.[86] The researcher used vocabulary test as the instrument of this research. The test was given twice, there were pre-test and post-test. The pre-test is intended to know the basic knowledge of the students' vocabulary mastery and the post-test is intended to check whether Make a Match technique gives an effect or not toward students' vocabulary mastery. The test was made by researcher. In developing the test was based on school-based curriculum and syllabus which was used in MA Muhammadiyah 1 Ponorogo.

The best instrument have to fulfil two importance requirements, these are validity and reliability. Validity and reliability was used to test the legality of data. These are the explanations of validity and reliability below:

1. Validity

According to Gronlound, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose

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[84] *Ibid.,*

[85] *Ibid., 183.*

[86] H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2013), 3.

of the assessment.[87] In this research, the researcher conducted the test of validity in order to know whether the instruments of vocabulary mastery are valid or not. In this study, to determine the validity of instrument the researcher used formula of Karl Person Product Moment. The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.[88]

In this research, the researcher used SPSS 25 program for windows to measure the validity. The analysis was used to find out the r_{xy}, the consulted with r_{table} with 5% significance level for product moment with df or db is n-r; 25-2=23. According to Sugiyono, r_{table} value for N=23 on the 5% significance level, it listed 0,396. It means that r index is 0,396. If the value of r_{xy} is higher than the value of r_{table}, it is indicated that the item test is valid. If the value of r_{xy} is lower than the value of r_{table}, it is indicated that the item test is invalid. To test the validity and reliability of the instrument, the writer took sample 25 respondents. The results of instruments of the test was stated as follows :

Table 3.3

The Result of Validity Calculation

Number of item list	r_{table}	r_{xy}	Criteria
1	0,396	0,503	Valid
2	0,396	0,491	Valid
3	0,396	0,623	Valid
4	0,396	0,431	Valid
5	0,396	0,043	Invalid
6	0,396	0,443	Valid
7	0,396	0,447	Valid
8	0,396	0,424	Valid
9	0,396	0,445	Valid
10	0,396	0,418	Valid
11	0,396	0,397	Valid
12	0,396	0,397	Valid
13	0,396	0,429	Valid
14	0,396	0,515	Valid

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[87]*Ibid.*, 22.

[88] Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004) 85.

15	0,396	0,526	Valid
16	0,396	0,454	Valid
17	0,396	0,537	Valid
18	0,396	0,464	Valid
19	0,396	0,491	Valid
20	0,396	0,446	Valid
21	0,396	0,372	Invalid
22	0,396	0,081	Invalid
23	0,396	0,464	Valid
24	0,396	0,208	Invalid
25	0,396	0,336	Invalid

The validity calculation shows that 5 questions are invalid (number 5, 21, 22, 24, and 25) and 20 other questions are valid.

2. Reliability

A test which gave the same result of measurement was reliable. According to Gay reliability was the degree to which a test consistently measured whatever it measured, an absolute requirement to determine one variable effect to another. Reliability was also requirement for validating a test. It means that the test which was not reliable, it cannot be valid automatically.[89] Reliability was essentially synonym for consistency and replicability over time, over instruments and over groups of respondents. It was concerned with precision and accuracy.[90]

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 25 program for windows. The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower than the table r-score, it could be said that the test is not reliable. The results of instruments of the test was stated as follows :

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[89] L.R. Gay, *Educational Research: Competencies for Analysis and Application* (New York: Macmillan Publishing Company, 1992), 162.

[90] Louis Cohen, et all, *Research Method in Education*. (New York: Routledge Falmer, 2005), 117.

Table 3.4

Reliability Statistics

Cronbach's Alpha	N of Items
0,792	25

Based on the calculation above, it was found that the Cronbach's Alpha value is 0,792. The value of reliability is consulted r_{table} on the significance level of 5%. The value of r_{table} is 0,396. Because the value of r_{index} reliability is 0,792 > r_{table} 0,396. This result was included in the reliable level that was acceptable.

D. Technique of Data Collection

In data collection, there were two techniques to collect the data in this study. There were test and documentation. The test is used to gain primary data. The test was constructed by the researcher based on standardized procedures of making test. The test will be divided into two parts. They are the test for students that used Make a Match technique and test for the students who are not used. Meanwhile, documentation is conducted to fulfil the supporting data.

1. Test

Test is a set of question or practice or other tools which is used to measure skill, intelligence, ability or talent individual or group. According to Brown, test is method of measuring person's ability, knowledge or performance in a given domain.[91] It is often conventionally assumed that tests are mostly used for assessment: the test give a score which is assumed to define the level of knowledge of the tested.[92] The researcher used test to get the data about the students' vocabulary mastery. So, it could be known the significant difference on students who are taught by using Make a Match technique and who those are not.

In this research, test apllied to measure the vocabulary mastery that is integrated in reading comprehension skill of the eleventh grade students of MA Muhammadiyah 1 Ponorogo in academic year 2019/2020. It used to analyze wether any significant difference in using Make a Match technique in teaching vocabulary. The kind of test is analytical exposition reading questions. There are 25 questions in the test consisted of 8 items true or false questions, 9 items word translating questions, 8 items antonym and

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[91] H. D. Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2013), 3.
[92] Penny Ur, *A Course in Language Teaching* (Cambridge University Press: 1996), 3.

synonym questions. In every item of the questions, the students would get 4 points if they answered correctly and 0 point if they answered wrongly. The test was applied twice. Those are pre-test and post-test. Pre-test was given before the treatment was taught and post-test was given after the treatment was taught.

2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the research. Documentation will be use to find the supporting data included history of school, geographies location, vision, mission, and the purpose of school. In this research the documentary is used to get the data about students' names, data of the teachers, staffs, vision, mission, goal, facilities, infrastructure, and the structure organizations of MA Muhammadiyah 1 Ponorogo.

E. Technique of Data Analysis

Technique of data analysis is way to analyze data which had been collected. This research will be inferential statistic because this research will analyze data from the sample not population. The data from this research will be interval data or score of students' test, so this research will use parametric statistic in analyzing data. In analyzing data, researcher will compare the score of first test or pre-test and second test or post-test. In comparing two scores, the researcher want to know whether any significant difference between before and after giving treatment. If the result of post-test higher than pre-test, it means that using Make a Match technique for teaching vocabulary is effective and we can accept the alternative hypotheses, so the null hypotheses automatically will be rejected.

Before analyze the data, the researcher needs assumption test to know the difference score before and after the treatment. This test applies the use of parametric formula whose data was assumed normal and homogeneous.

1. Normality

Normality was a normality distribution test of (pattern) data.[93] In other word, the function of this test was to know whether the population of distribution data was normal or not. In this research, the normality of data will be calculated with SPSS and the steps as follows:

a. Make a table of pre-test and post-test that would be analyzed

b. Open SPSS program

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[93] Andhita Dessy Wulansari, *Statistika Parametrik*, (Ponorogo: STAIN Po Press), 38.

c. Click variable view

d. Write down name in the first row by pre-test and the second row by post-test

e. Click data view

f. Write down score in the label column

g. Click analyze – descriptive statistics – explore

h. Click the arrow on pre-test (inputted dependent variables) – enter it into dependent list box

i. Click plots – normality plots with test – continue – ok.

After analyzed normality test, the results can determine by the following criteria:

a. If the result analysis of SPSS program shown it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be rejected.

b. If the result analysis of SPSS program shown it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be accepted.

2. Homogeneity

Homogeneity was a test variance differences between two or more groups.[94] So the purpose of this test was to know whether the objects in this study have the same variant. In this research, the researcher was calculated homogeneity with SPSS and the steps were:[95]

a. Make a table of post-test of each class that would be analyzed

b. Open SPSS program

c. Click variable view

d. Write down column name in the first row by score and model in the second row

e. Click data view and write down the score of each class

f. Write number 1 as a code to the experiment group and number 2 for the control group

g. Click analyzed – compare mean – one way ANOVA

h. Click the arrow on score (inputted dependent variables of experiment class) – enter it into dependent list box

i. Click the arrow on model (inputted dependent variables of class code) – enter it into factor box

j. Click options – homogeneity of variance test – continue – ok.

[94] *Ibid.,*22.

[95] Syofian Siregar, *Statistic Parametric untuk Penelitian Kuantitatif.* (Jakarta: Bumi Aksara, 2017), 167.

After analyzed homogeneity test, the results can be determined by the following criteria:

a. If the result analysis of SPSS program shown it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be rejected.

b. If the result analysis of SPSS program shown it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be accepted.

3. T-test

After collecting the data, the researcher used the *t* test to test the result of the tests. It was a test that used *t* distribution of the significances differences of certain mean of two groups that were not in pair. The steps as follow:

a. Make the table of post-test that would be analyzed by t-test

b. Open SPSS program

c. Click variable view

d. Write down column name in the first row by (variable from control class)

e. Write down column name in the second row by (variable from experiment class)

f. Click data view – input both of data x

g. Click analyze – compare mean – independent sample t-test

h. Click the arrow on (inputted variable of control class) – enter it into test variables box

i. Click the arrow on (inputted variable of experiment class) – enter it into group variables box

j. Click define groups – write down code 1 in the group 1 – write down code 2 in the group 2 – continue – ok.

CHAPTER IV
RESEARCH FINDINGS

A. General Description of Research Location

1. History of MA Muhammadiyah 1 Ponorogo

MA Muhammadiyah 1 Ponorogo is one of education institution in Ponorogo regency, which was established in 1940. In 1940 it was built by the leadership of the Muhammadiyah Persistry. At first, MA Muhammadiyah 1 Ponorogo was an institution that well-known as "Madrasah Wustha Muhammadiyah". After 3 years, the name changed into "Madrasah Wustha Mu'alimin Muhammadiyah".

In 1950, this institution changed its name to "Perguruan Islam Menengah (PIM)". In 1954, with the government regulation, PIM was turned into "Pendidikan Guru Agama (PGA)" for 6 years. In 1973, with the government regulation the name of PGA was changed into "Madrasah Aliyah Muhammadiyah 1 Ponorogo". Madrasah Aliyah Muhammadiyah 1 Ponorogo was located at the complex of *Perguruan Muhammadiyah Timur Bunderan Ponorogo* and consisted of SD, SLTP, MTS, SMU, and MA Muhammadiyah. Because of the RSBI program, SMA Muhammadiyah 1 Ponorogo required an extensive land that caused MA Muhammadiyah 1 Ponorogo need to relocate. MA Muhammadiyah 1 Ponorogo was relocation to complex 2 at Jl. Stadion Timur Number 20 A Kertosari, Babadan, Ponorogo on March, 9, 2011.

The initiative to establish a formal Islamic Education at the high school level, MA Muhammadiyah 1 Ponorogo, came from the spirit of da'wah of all Muhammadiyah Ponorogo regency. With the passion of *amar ma,ruf nahi munkar,* MA Muhammadiyah 1 Ponorogo became an answer and solution to prevent moral degradation also to build the *Islamic* character of the cadre of *Ummah*.

MA Muhammadiyah 1 Ponorogo is in accordance with the permission of the establishment of the Ministry Religion, No. Ww.06.04/PP.00.6/3647/1992 with statistic numbers of Madrasah (NSM) 31.2.35.02.16.267. MA Muhammadiyah 1 Ponorogo registered as accreditation school B with the number 131235020029.

2. Vision, Mission and Purpose of MA Muhammadiyah 1 Ponorogo

    a. Vision

    Vision on MA Muhammadiyah 1 Ponorogo is establish Muslim students who has good manners, confidence, useful for nations and states, care and love to the environment. Indicator of vision:

    1) Muslim Students

        Have characteristics of Islamic lifestyles based on *Al-Qur'an* and *As-Sunnah*.

    2) *Berakhlak Mulia*

        Have good manner, *ta'dzim*, honest, avoiding bad attitudes and behaviours, both according to religious and social norms.

    3) Competent

        Smart and skilled and have the provision for life.

    4) Confidence

        Be brave and can solve the problem faced in the community.

    5) Useful for Nation and State

        Be ready and able to become a cadre of the Nation and State.

    6) Caring and Friendly to the Environment

        Be polite to the environment by implementing love, caring and being environmentally friendly in everyday life.

    b. Mission

    To actualize the vision above, MA Muhammadiyah 1 Ponorogo's mission is as follows:

    1) Implanting students with *Syariat Islam* and *Hukum Islam.*
    2) Habituate the students to be spirit, discipline, responsibility and honesty.
    3) Equipping students with *Amaliyah* knowledge.
    4) Habituate the students to be scientific charity.
    5) Instilling students with the values of nationality and society.
    6) Implementing a culture of clean and healthy life as a form of preservation, prevention and environmental damage.
    7) Instil life-saving in environmental conservation efforts.
    8) Refract polite behaviour in an effort to prevent environmental damage.

    c. Purpose

    In order to develop the mission of the MA Muhammadiyah 1 Ponorogo, MA Muhammadiyah 1 Ponorogo has formulated several objectives including:

1) Improving the quality of Islamic religious attitudes and practices of *madrasah* residents.

2) Increase 0.25 of learning achievement from the previous year.

3) Improving and utilizing infrastructure that supports the improvement of academic and non-academic achievements.

4) Improving the development of integrated environmental learning models in all subjects.

5) Improving the excavation and development of materials and environmental problems that exist in the surrounding community.

6) Increasing the habit of polite behaviour in an effort to prevent environmental damage.

3. Geographical Location

MA Muhammadiyah 1 Ponorogo is one of the education institution in Ponorogo stood on 1940. MA Muhammadiyah 1 Ponorogo located at Jl. Stadion Timur No.20 A Kertosari Babadan Ponorogo. This school occupies an area 3.470 m2 with building large 400 m2. MA Muhammadiyah 1 Ponorogo registered as accreditation school B with the number 131235020029. MA Muhammadiyah 1 Ponorogo has 6 classrooms with 87 students which are educated with 26 teachers.

4. School Organization

School organization at MA Muhammadiyah 1 Ponorogo contains of School committee, Headmaster, Unit of library, Administration staff, Vice of Curriculum, Vice of Students, Vice of Infrastructure, Vice of Public Relation, and Guardianship of class, Teacher, and Students. Organizational Structure of MA Muhammadiyah 1 Ponorogo, as follows:

a. The chairman of the committee : Drs. H. Aries Sudarly Yusuf

b. Headmaster : Drs. Sarlan Alfaridsi

c. Unit of Library : Noor Shofiyah, S.Pd

d. Administration Staff : Nur Hidayati, S.Pd

e. Vice of Curriculum : Nur Imtihan, S.Pd

f. Vice of Students : Yushafat A, S.Pd.I

g. Vice of Infrastructure : Siti Nur Hidayati, S.Pd

h. Vice of Public Relation : Arif Kurniawan, S.Pd

i. Guardianship of X IPA : Istirokah Harum R., S.Pd.I

j. Guardianship of X IPS : Yushafat A, S.Pd.I

k. Guardianship of XI IPA : Dra. Sulastri

l. Guardianship of XI IPS : Yusnia Ayuningtyas, S.Pd

m. Guardianship of XII IPA : Moch. Ibnu Solikin, S.Pd

n. Guardianship of XII IPS : Nanik Yuli Hastuti, SE

5. Human Resources

The teacher intended here is an educator who bears great responsibility in carrying out education, in the sense that the educator is an adult who can truly influence, guide and direct the education of his students. Because being an educator does not only teach knowledge but also must pay attention to and shape the physical and spiritual aspects of students, let alone educate elementary schools that require tenacity, patience, and professionalism as well as wisdom in conveying subject matter, so that the goals set can be achieved. Educators are people who determine the success or failure of the education of students in MA Muhammadiyah 1 Ponorogo, because they are very careful in speaking, acting, and moving. What an educator does is an example for his students.

Teacher and employee data in MA Muhammadiyah 1 Ponorogo 2019/2020 teachings are 3 permanent civil servant teachers, 15 permanent foundation teachers, 4 honorary teachers, 4 temporary teachers, 1 TU trainee, and 1 TU staff teacher. While the level of education the majority of S-1.

Students who enter the MA Muhammadiyah 1 Ponorogo educational institution are mostly from the Ponorogo region. There are those from the family environment who are quite strong in living and practicing religious teachings, and there are even some children who come from families who do not care about religious education. From such diverse environments so that school students at MA Muhammadiyah 1 Ponorogo in understanding and absorbing subject matter vary, there are those who are very easy in understanding a material, there are mediocre and even some who are very difficult to understand a material. In the end, the final results of each student are also not the same.

The number of students of MA Muhammadiyah 1 Ponorogo in academic year 2019/2020 consists of 84 students which are spread from tenth grade until twelfth grade. There are 30 students of the tenth grade. Then, there are 27 students of the eleventh grade and 27 students of the twelfth grade. It consists of Science students and Social students.

6. Facilities and Infrastructure

Educational facilities are all equipment, materials, and furnishings that are directly used in the education process, especially in the teaching and learning

process. All educational institutions must have educational facilities, including Muhammadiyah 1 MA Ponorogo. Educational infrastructure is all basic completeness devices that indirectly support the implementation of the educational process in schools, but if used directly, these components turn into educational facilities. All educational institutions must have educational infrastructure, not least in MA Muhammadiyah 1 Ponorogo.

Table 4.1

Facilities and Infrastructures of MA Muhammadiyah 1 Ponorogo

No.	Type of Infrastructure	Number of Rooms
1	Classrooms	6
2	Library	1
3	R. Lab. Natural Science	1
4	R. Lab. Biology	-
5	R. Lab. Physics	-
6	R. Lab. Chemistry	-
7	R. Lab. Computer	1
8	R. Lab. Language	1
9	R. Leadership	1
10	R. Teacher	1
11	R. Administration	1
12	R. Counseling	1
13	Place of worship	1
14	R. UKS	1
15	WC	6
16	Warehouse	1
17	R. Circulation	-
18	Sports venues	1
19	R. Student Organization	1
20	Canteen	1
21	R Sewing and Embroidery	1
22	Hall	1

B. Data Description

This research used quasi experimental research as the research method and took the eleventh grade students of MA Muhammadiyah 1 Ponorogo as population. The research used two classes from the whole population as a sample that will be observed for this research, one class as a control class that was IPS class and one class as an experimental class that was IPA class. The sample was taken by using sampling. In this research, researcher used simple random sampling in selecting sample. The total number students of two classes are 26 students; experimental class consists of 15 students and control class consists of 11 students.

In experimental class, the students were taught by using Make a Match technique, while in control class, the students were not taught by using Make a Match technique. In the end of the research, the researcher wants to compare the results of the students who are taught by using Make a Match technique and the students who are not.

1. Research Schedule

There were four meetings in this research. In experimental class, the learning process consisted of pre-test, twice meeting for treatment with Make a Match technique, and post-test. In control class, the learning process consisted of pre-test, twice meeting without Make a Match technique, and post-test. The research schedule can be seen in the table below.

Table 4.2 Research Schedule of Experimental Class

Date	Activities
February, 19th 2020	Pre-test
February, 26th 2020	First treatment
March, 4th 2020	Second treatment
March, 11th 2020	Post-test

Table 4.3 Research Schedule of Control Class

Date	Activities
February, 17th 2020	Pre-test
February, 24th 2020	First meeting
March, 2nd 2020	Second meeting
March, 9th 2020	Post-test

2. Research Procedure

    a. Procedure in Experimental Class

        This research was quasi experimental research which used two classes as the sample. Those were IPA class as an experimental class and IPS class as a control class. The numbers of experimental class's students were 15 students. The researcher applied some activities in this class such as pre-test, treatments and post-test in certain period of time. Pre-test were given to the students before the researcher began the treatment. The purpose was to know the level of students' score and vocabulary mastery. Then, the researcher gave some treatments to the students. The last, the researcher gave post-test to the student. Post-test were given to know the effectiveness of the technique. In the experimental class, the researcher taught students by using Make a Match technique. The steps were described as follows:

        First step was pre-test. Pre-test was deliberately given at the beginning of the research to both experimental and control class in order to measure the level of students' score and vocabulary mastery before being given treatment. Pre-test was very important and must be done in quasi-experimental research because the existence of a pre-test is one of the important elements of the research. In the pre-test, the students were given some questions that could be answered by reading an exposition text titled "Rainforest". The text was chosen based on the students' material at that time about Cause and Effect. There are 25 questions in the test consisted of 8 items true or false questions, 9 items word translating questions, 8 items antonym and synonym questions. The test was conducted for 60 minutes.

        Second step was treatment. The students were given treatment after pre-test. The treatment was conducted in two meeting. In the first meeting, the students were given brief introduction about the material and the implementation of Make a Match Technique. In the main activity, the researcher began to explain the material about "Cause and Effect" based on their material books from school. Then the researcher discussed about the social function, the text structure, and the language features of the material about "Cause and Effect" together with the students. Afterwards, the researcher invited students to learn vocabularies by using Make a Match Technique. The researcher distributed cards which consist of two different kinds of text to the students. The cards consisted of "cause" clauses and "effect" clauses that could be matched each other. After all the students had received their

own card, the researcher gave instructions to start the activity. All students started to go around the class and found their partner who had the appropriate card for their card. They only had 60 seconds on doing their activity to find their matched card. If they failed or they got the wrong match, the researcher would give punishment to them. They should sing one English song in front of the class. After that, the researcher and the students discussed together about the appropriate match of cards.

In the second meeting, the researcher distributed an analytical exposition text to the students that consists of cause and effect material in it. Then the researcher gave time for students to read the text and discuss with their friends about the thesis statement, language features, generic structure, and students' opinions based on the text and found new vocabularies. After finishing the task, each group should present their discussion of results in front of the class. Afterwards, the researcher continued the treatment by using Make a Match Technique. The researcher distributed cards which consist of question and answer cards. The words in the cards were taken from the analytical exposition text that had been discussed by the students. All the question cards consisted of incomplete sentences and the answer card consisted of words that could be matched to complete the sentences from the question cards. And the next activity was the same from previous treatment.

The last step was post-test. Post-test was deliberately given at the end of the research to both experimental and control class in order to measure the level of students' score and vocabulary mastery after being given treatment. Post-test was very important and must be done in quasi-experimental research because the existence of a post-test is one of the important elements of the research. In the post-test, the students were given some questions that could be answered by reading an exposition text titled "Social Media are bad for Teenagers". The text was chosen based on the students' material about Cause and Effect. There are 25 questions in the test consisted of 8 items true or false questions, 9 items word translating questions, 8 items antonym and synonym questions. The test was conducted for 60 minutes.

b. Procedures in Control Class

The activities in the control class were the same as in the experimental class. There are pre-test, treatment, and post-test, only the treatment that differentiate each other. Firstly, the researcher gave pre-test to the students. The material in pre-test of control class was same with the material that gave in experimental class. In the pre-

test, the students were given some questions that could be answered by reading an exposition text titled "Rainforest". The text was chosen based on the students' material at that time about Cause and Effect. There are 25 questions in the test consisted of 8 items true or false questions, 9 items word translating questions, 8 items antonym and synonym questions. The test was conducted for 60 minutes.

Secondly, the students were given treatment using conventional method after pre-test. The treatment was also conducted in two meeting. The steps were the same as in experimental class but without using Make a Match Technique. In the first meeting, the students were given brief introduction about the material. In the main activity, the researcher began to explain the material about "Cause and Effect" based on their material books from school. Then the researcher discussed about the social function, the text structure, and the language features of the material about "Cause and Effect" together with the students. Afterwards, the researcher asked the students to answer some task in their textbook and then discuss it together. In the second meeting, the researcher distributed an analytical exposition text to the students that consists of cause and effect material in it. Then the researcher gave time for students to read the text and discuss with their friends about the thesis statement, language features, generic structure, and students' opinions based on the text and found new vocabularies. After finishing the task, each group should present their discussion of results in front of the class. Afterwards, the researcher asked the students to make an example of cause and effect sentence.

Thirdly, the researcher gave post-test to the students. The material in post-test of control class was same with the material that gave in experimental class. In the post-test, the students were given some questions that could be answered by reading an exposition text titled "Social Media are bad for Teenagers". The text was chosen based on the students' material about Cause and Effect. There are 25 questions in the test consisted of 8 items true or false questions, 9 items word translating questions, 8 items antonym and synonym questions. The test was conducted for 60 minutes.

3. The Result of Students' Test

    a. The Result of Experimental Class Students

The result of students' vocabulary score of pre-test and post-test of students who were taught by using Make a Match Technique were showed in the table below.

Table 4.4 The Result of Experimental Class Students

NO.	NAME	PRE	POST
1	ARUM CAHYANING TYAS	68	88
2	DIAH PUTRI SEPTIANA	68	92
3	ERFINA KHUSNIARTI M.	56	76
4	FEBININ GITAMAMI	60	84
5	JARMI	56	88
6	KARTIKA SARI	72	88
7	MAULANA DWI SAPUTRA	48	72
8	MUHAMMAD NAUFAL AZIZ	64	96
9	PUSPITASARI	72	88
10	RISTA REFDIANTI	72	96
11	SUNDARI A.	44	92
12	SUNDARI B.	64	76
13	VIKY UTAMI	76	84
14	YULIA CITRA DEWI	72	92
15	ZAKIYAH DAROJAH	76	80
	TOTAL	968	1292
	MEAN	64,53	86,13

From the table above, the highest score of pre-test in experimental class is 76 and the lowest score is 44. In post-test, the highest score of experimental class is 96 and the lowest score is 72. The total score of pre-test is 968 and the mean 64,53, while the total score of post-test is 1292 and the mean is 86,13.

Table 4.5

Frequency Distribution of Pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	6,7	6,7	6,7
	48	1	6,7	6,7	13,3
	56	2	13,3	13,3	26,7

	60	1	6,7	6,7	33,3
	64	2	13,3	13,3	46,7
	68	2	13,3	13,3	60,0
	72	4	26,7	26,7	86,7
	76	2	13,3	13,3	100,0
	Total	**15**	**100,0**	**100,0**	

From the table above, it could be seen that the score of students' vocabulary test are various. There were 6.7% students or 1 student got score 44, 6.7% students or 1 student got score 48, 13.3% students or 2 students got score 56, 6.7% students or 1 student got score 60, 13.3% students or 2 students got score 64, 13.3% students or 2 students got score 68, 26.7% students or 4 students got score 72, 13.3% students or 2 students got score 76.

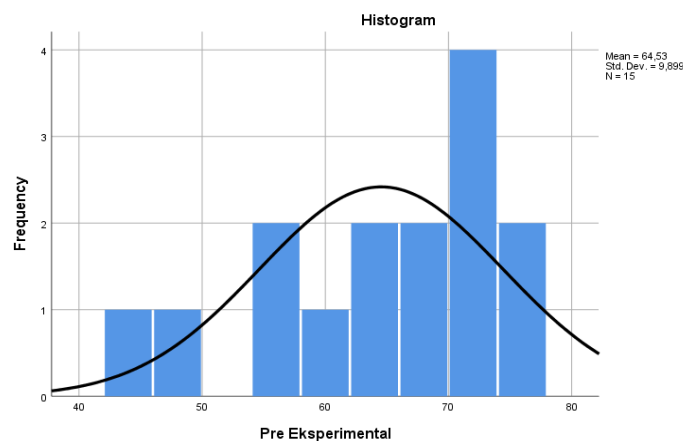Based on the data above, the histogram can be seen as follow:

Figure 4.1 Histogram of Pre-test in Experimental Class

From the table above, it can be seen that M = 64.53 and SD = 9.899. To determine the category of students' vocabulary test was good, medium, or low, the researcher grouped the scores using the standard as follows:

1. Less than M – 1.SD (64.53 – 9.899 = 54.631) is categorized low.
2. Between M – 1.SD (64.53 – 9.899 = 54.631) to M + 1.SD (64.53 + 9.899 = 74.429) is categorized medium.
3. More than M + 1.SD (64.53 + 9.899 = 74.429) is categorized good.

From the results above, it can be categorized that the score which is less than 54.631 is categorized low, the score which is between 54.631 to 74.429 is categorized medium, and the score which is more than 74.429 is categorized good.

That categorization can be seen clearly in the following table:

Table 4.6

The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	Less than 55	2	13.3%	Low
2	Between 55 – 74	11	73.4%	Medium
3	More than 74	2	13.3%	Good
Total		15	100%	

From the table above, it can be seen that the score of pre-test students' vocabulary test in the experimental class was 13.3% of students are in low category, 73.4% students are in medium category, and 13.3% students are in good category.

Table 4.7

Frequency Distribution of Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	6,7	6,7	6,7
	76	2	13,3	13,3	20,0
	80	1	6,7	6,7	26,7
	84	2	13,3	13,3	40,0
	88	4	26,7	26,7	66,7
	92	3	20,0	20,0	86,7
	96	2	13,3	13,3	100,0
	Total	15	100,0	100,0	

From the table above, it could be seen that the score of students' vocabulary test are various. There were 6.7% students or 1 student got score 72, 13.3% students or 2 students got score 76, 6.7% students or 1 student got score 80, 13.3%

students or 2 students got score 84, 26.7% students or 4 students got score 88, 20.0% students or 3 students got score 92, 13.3% students or 2 students got score 96.

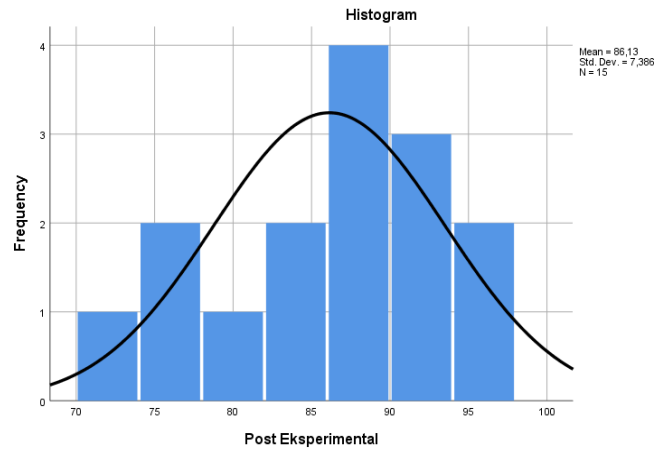Based on the data above, the histogram can be seen as follow:

Figure 4.2 Histogram of Post-test in Experimental Class

From the table above, it can be seen that M = 86.13 and SD = 7.386. To determine the category of students' vocabulary test was good, medium, or low, the researcher grouped the scores using the standard as follows:

1. Less than M – 1.SD (86.13 – 7.386 = 78.744) is categorized low.

2. Between M – 1.SD (86.13 – 7.386 = 78.744) to M + 1.SD (86.13 + 7.386 = 93.516) is categorized medium.

3. More than M + 1.SD (86.13 + 7.386 = 93.516) is categorized good.

From the results above, it can be categorized that the score which is less than 78.744 is categorized low, the score which is between 78.744 to 93.516 is categorized medium, and the score which is more than 93.516 is categorized good.

That categorization can be seen clearly in the following table:

Table 4.8

The Categorization of Students' Post-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	Less than 79	3	20%	Low
2	Between 79 – 94	10	66.6%	Medium
3	More than 94	2	13.4%	Good
Total		**15**	**100%**	

From the table above, it can be seen that the score of pre-test students' vocabulary test in the experimental class was 20% of students are in low category, 66.6% students are in medium category, and 13.4% students are in good category.

b. The Result of Control Class Students

The result of students' vocabulary score of pre-test and post-test of students who were taught by using conventional method were showed in the table below.

Table 4.9 The Result of Control Class Students

NO.	NAME	PRE	POST
1	ALDENIA FEBRIYANTI	76	80
2	CAMILLIA PUTRI HASNA	68	72
3	DADEK SATRIA PRATAMA	68	68
4	DIDIN YULANTIKA R.	76	84
5	LINDA WAHYU YULIANA	60	72
6	MUHAMMAD DWI CAHYA	68	76
7	NISHFU LAILA	72	80
8	NUR CHOLIS	56	72
9	RISSA MAHARSI	72	76
10	WISNU A.	60	68
11	YUNIAR VIP BAGAS KUSUMA	64	76
	TOTAL	740	824
	MEAN	67,27	74,91

From the table above, the highest score of pre-test in control class is 76 and the lowest score is 56. In post-test, the highest score of control class is 84 and the lowest score is 68. The total score of pre-test is 740 and the mean 67,27, while the total score of post-test is 824 and the mean is 74,91.

Table 4.10
Frequency Distribution of Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	9,1	9,1	9,1

60	2	18,2	18,2	27,3
64	1	9,1	9,1	36,4
68	3	27,3	27,3	63,6
72	2	18,2	18,2	81,8
76	2	18,2	18,2	100,0
Total	**11**	**100,0**	**100,0**	

From the table above, it could be seen that the score of students' vocabulary test are various. There were 9.1% students or 1 student got score 56, 18.2% students or 2 students got score 60, 9.1% students or 1 student got score 64, 27.3% students or 3 students got score 68, 18.2% students or 2 students got score 72, 18.2% students or 2 students got score 76.

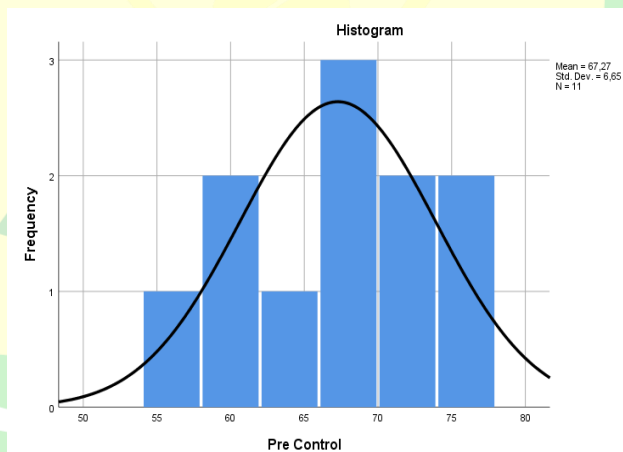Based on the data above, the histogram can be seen as follow:

Figure 4.3 Histogram of Pre-test in Control Class

From the table above, it can be seen that M = 67.27 and SD = 6.65. To determine the category of students' vocabulary test was good, medium, or low, the researcher grouped the scores using the standard as follows:

1. Less than M – 1.SD (67.27 – 6.65 = 60.62) is categorized low.
2. Between M – 1.SD (67.27 – 6.65 = 60.62) to M + 1.SD (67.27 + 6.65 = 73.92) is categorized medium.
3. More than M + 1.SD (67.27 + 6.65 = 73.92) is categorized good.

From the results above, it can be categorized that the score which is less than 60.62 is categorized low, the score which is between 60.62 to 73.92 is categorized medium, and the score which is more than 73.92 is categorized good.

That categorization can be seen clearly in the following table:

Table 4.11

The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentage	Category
1	Less than 61	3	27.3%	Low
2	Between 61 – 74	6	54.5%	Medium
3	More than 74	2	18.2%	Good
Total		**11**	**100%**	

From the table above, it can be seen that the score of pre-test students' vocabulary test in the control class was 27.3% of students are in low category, 54.5% students are in medium category, and 18.2% students are in good category.

Table 4.12

Frequency Distribution of Post-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	18,2	18,2	18,2
	72	3	27,3	27,3	45,5
	76	3	27,3	27,3	72,7
	80	2	18,2	18,2	90,9
	84	1	9,1	9,1	100,0
	Total	**11**	**100,0**	**100,0**	

From the table above, it could be seen that the score of students' vocabulary test are various. There were 18.2% students or 2 students got score 68, 27.3% students or 3 students got score 72, 27.3% students or 3 students got score 76, 18,2% students or 2 students got score 80, 9,1% students or 1 student got score 84

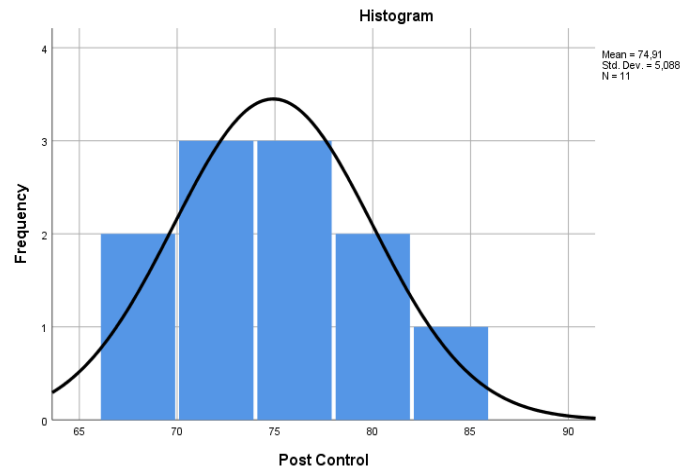Based on the data above, the histogram can be seen as follow:

Figure 4.4 Histogram of Post-test in Control Class

From the table above, it can be seen that M = 74.91 and SD = 5.088. To determine the category of students' vocabulary test was good, medium, or low, the researcher grouped the scores using the standard as follows:

1. Less than M – 1.SD (74.91 – 5.088 = 69.822) is categorized low.
2. Between M – 1.SD (74.91 – 5.088 = 69.822) to M + 1.SD (74.91 + 5.088 = 79.998) is categorized medium.
3. More than M + 1.SD (74.91 + 5.088 = 79.998) is categorized good.

From the results above, it can be categorized that the score which is less than 69.822 is categorized low, the score which is between 69.822 to 79.998 is categorized medium, and the score which is more than 79.998 is categorized good.

That categorization can be seen clearly in the following table:

Table 4.13

The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	Percentage	Category
1	Less than 70	2	18.2%	Low
2	Between 70 – 80	6	54.5%	Medium
3	More than 80	3	27.3%	Good
Total		11	100%	

From the table above, it can be seen that the score of pre-test students' vocabulary test in the experimental class was 18.2% of students are in low

category, 54.5% students are in medium category, and 27.3% students are in good category.

C. Data Analysis

1. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in not normal distribution. In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 25.00 as follows:

Table 4.14

Normality Test of Experimental Class

Post-Test	Kolmogorov-Smirnov[a]		
Experimental	Statistic	Df	Sig.
Class	0,200	15	0,110

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Based on the calculation, the table above showed that the value of Sig. was higher than α (0,110 > 0,05). It means the data of experimental class is normally distributed.

Table 4.15

Normality Test of Control Class

Post-Test	Kolmogorov-Smirnov[a]		
Control	Statistic	Df	Sig.
Class	0,171	11	0,200

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Based on the calculation, the table above showed that the value of Sig.

was higher than α (0,200 > 0,05). It means the data of control class is normally distributed.

2. Homogeneity Test

Homogeneity test is testing assumptions with the aim of proving the data analysis comes from populations that are not much different in variance. This test is used to know whether the data is homogenous or not. It also becomes requirement before the researcher doing hypothesis test. The analytical technique used in this research is the *Levene Test,* which is calculated using SPSS 25. The result of calculation is showed below:

Table 4.16

Test of Homogeneity of Variance

Levene Statistic	df$_1$	df$_2$	Sig.
1,768	1	24	0,196

The data can be concluded as homogenous if the value of sig. > 0,05. The value of sig. is the calculation value of the result of homogeneity testing. While the value 0.05 is the probability value that is commonly used. Based on the table above, the value of homogeneity test is 0,196. It means the data from experimental class and control class are homogenous.

3. T-test

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The researcher used T-test to analyze the data. It was used to compare the students' vocabulary mastery that divided into two groups which were taught by using different technique. There were experimental class and control class. The researcher calculated T-test using SPSS 25.00 program to find out if there is a significant difference or not. The result of the calculation as follows:

Table 4.17

Mean Score of Experimental Class and Control Class

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Class					
Students' Result	Post-Test Experimental	15	86,13	7,386	1,907

Test	Post-Test Control	11	74,91	5,088	1,534

Based on the table above, the result of data analysis showed that the students' means score of experimental class (students who are taught by using Make a Match technique) is 86,13. While the students' means score of control class (students who are not taught by using Make a Match technique) is 74,91.

Table 4.18 The Result of T-test Calculation

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Result Test	Equal variances assumed	1,768	0,196	4,332	24	0,000	11,224	2,591	5,876	16,572
	Equal variances not assumed			4,586	23,944	0,000	11,224	2,448	6,172	16,276

From the table above, it could be seen that the value of t-test is 4,332 and the degree of freedom is 24. The value of significance 5% of t_{table} of db : 24 is 2,064. To interpret the data above, the researcher formulates the test of hypothesis as follows:

Ha : there is significant difference in vocabulary mastery between the students who taught using Make a Match technique and those who are not.

Ho : there is no significant difference in vocabulary mastery between the students who taught using Make a Match technique and those who are not.

The result of the research showed that the value of t-test is higher than t_{table} (4,332 > 2,064). It means that Ha was accepted and Ho was rejected. It can be concluded that there was significant different score on the students' vocabulary mastery who are taught by Make a Match technique and those who are not.

D. Discussion and Interpretation

This research was conducted to find out the effectiveness of Make a Match technique in vocabulary mastery. Based on the calculation above, it showed that the difference

coefficient of students taught by using Make a Match technique and those who were not was 4,332.

Hypothesis test (t_0) at 4,332 from the calculation above would be compared to the t-table (t_t) with the condition stated as below:

1. If the $t_0 \geq t_t$, Ha is accepted. It means there is any significant difference between two variables.

2. If the $t_0 \leq t_t$, Ho is accepted. It means there is not any significant difference between two variables.

To determine the value of t_0, the researcher was checking df and consulted with the t_t score: df $= (N_1 + N_2) - 2$

$\qquad = (15 + 11) - 2$

$\qquad = 24$

At significant standard 5%, the value of t_t was 2,064. Then the value of t_0 was compared to the value of t_t. The value of t_0 was 4,332. The result of the research showed that the value of t_0 is higher than t_t (4,332 > 2,064). It means that Ha was accepted and Ho was rejected.

From the calculation above, it can be seen that the students who were taught by using Make a Match technique got better score than those who were not. So that, it can be concluded that there was significant different score in vocabulary mastery of the students who were taught by using Make a Match technique and those who were not at the eleventh grade students of MA Muhammadiyah 1 Ponorogo.

Teaching by using Make a Match technique was effective in teaching vocabulary for the eleventh grade students of MA Muhammadiyah 1 Ponorogo. The teaching learning process became more enjoyable. By using this technique, teacher could teach students in pleasing condition because students could find their suitable card with their card in pleasing situation. It made students enjoy in mastering material in the textbook and they do not feel bored. This technique also make students be active in the class, didn't like when the teacher just explain and explain the material that could make students be passive because only hear what the teacher said.

CHAPTER V
CLOSING

A. Conclusion

Based on the result of data calculation, the researcher concluded that Make a Match technique can improve students' vocabulary achievement at the eleventh grade students of MA Muhammadiyah 1 Ponorogo in academic year 2019/2020. The students who were taught by using Make a Match technique have a better score than those who were not taught by using Make a Match technique. It can be seen from the students' post-test mean score in the experimental class is 86,13, while the students' post-test mean score in control class is 74,91. It is indicated that the students who were taught by using Make a Match technique got better score than the students who were taught by using conventional technique.

The conclusion can be seen from the result of statistical in the previous chapter, where the value of t_{test} is higher than t_{table} ($4,332 > 2,064$). It has been found that comparison between students' vocabulary mastery achievement that were taught by using Make a Match technique and who were not is 4,332. This score is higher than t_{table} which is 2,064 at the level of significant 5% with db = 24. It means that Ha is accepted. In other words, the use of Make a Match technique is effective in teaching vocabulary at the eleventh grade students of MA Muhammadiyah 1 Ponorogo.

B. Recommendations

Based on the conclusion above, it can be delivered some suggestions that might be useful for English teachers, students, and the readers as follows:

1. English Teachers

So that students' interest in learning is increasing, especially in English language learning, teachers are expected to create a pleasant classroom atmosphere by creatively choosing techniques that are suitable for students. So that when students will study in class they feel happy, and interest arises to understand what is conveyed by the teacher.

2. Students

Students should have a high enthusiasm, motivation, attention and excitement for learning and always improve themselves .So they are able to obtain satisfactory results and achieve the goals that are aspired.

3. Readers

For the readers, the researcher hopes that the result of this study can be useful as a reference can be additional information for the readers who learn about research or want to conduct the further research.

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