THE EFFECT OF MAKE A MATCH METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE MTsN 6 AGAM KUBANG PUTIH

THESIS

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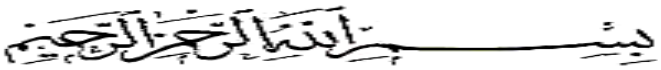
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KATA PENGANTAR



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Bukittinggi, 1 October 2022

The Researcher

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ABSTRACT

Zulhadi, 2318081. "The Effect of make a match method toward students vocabulary mastery at the seventh Grade of MTsN6 Agam" a Thesis English Education Department , OF UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI, 2020.

This research background discussed about the students problems in vocabulary at seventh grade of MTsN6 Agam, that the students were lack in mastering of vocabulary**,** The teacher still use conventional method, some students said that not interestedand the Students were difficult in memorizing new vocabulary**.** To solve students problems above, the researcher used make a match as teaching method. The purposes of this research were to know whether there was a significant effect of using make a match method toward students vocabulary mastery at 7^{th} grade at MTSN 6 Agam. Make a match is a method in teaching vocabulary. To know whether there was a significant difference students' vocabulary mastery.

This research was classified as a quasi-experimental research which used experimental class and control class as sample of the research. Experimental class was the students of VII3 which consists of 32 students. Control class was the students of class VII2 which consists of 32 students. The data was obtained by using pre-test and post-test. Pre-test was given to both groups before doing the treatment and posttest was given after doing the treatment. The treatment was using make a match method in experimental class.

From the statistical analysis, that researcher found that: The first hypothesis analyzed that there is significant effect of using make match method toward students vocabulary mastery. Based on the data that researcher explained in the findings, it can be conclude that the post-test score in the experiment class who are thaught by using make a match were higher then the post-test score in the control class who are thaught by using conventional method and based on the analyzed data using independent t test, the obtained significant value or sig (2-tailed) is 0,000< 0,05. It means that alternative hypothesis was accepted and the null hypothesis was rejected, and teaching vocabulary using make a match was better then did not used make a match method.

Keywords: *Make a match metho, vocabulary mastery*

ABSTARCT

Zulhadi, 2318.081. "pengaruh penggunaan metode make a match untuk meningkat kan kosakata siswa di kelas tujuh MTsN 6 Agam ". skripsi. Program study bahasa inggris. UIN SJECH M. DJAMIL DJAMBEK Bukittinggi, 2020

Penilitian ini di latar belakangi oleh beberap masalah siswa di kelas tujuh MTsN 6 Agam bahwa siswa masih kurang dalam penguasaan kosakata, guru masih menggunakan metode conventional sebagian siswa mengatakan metode itu kurang menarik, dan siswa merasa kesulita dalam menghapal kosakata baru. Untuk mengatsi masalah siswa tersebut, peniliti menggunakan make a match sebagai sebuah metode dalam pembelajaran, penilitian ini bertujuan untuk mengetahui apakah ada pengaruh yang significant dan apakah ada perbedaan yang significant dengan menggunaka metode make a match untuk meningkat kan kosakata siswa kelas tujuh MTsN 6 Agam. Make a match adalah sebuah metode di dalam pembelajaran kosakata dengan menggunakan beberapa kartu

Penilitian ini diklafikasikan sebagai penilitian kuasi experiment yang menggunakan kelas experiment dan kelas kontrol, kelas experiment merupakan kelas VII 3, memiliki 32 siswa dan untuk kelas kontrol merupakan kelas VII 2 yang memiliki 32 siswa. Data di peroleh melalui pretest dan postest, pretets di berikan kepada kedua kelompok sebelum melakukan perlakuan dan posttets di berikan setelah melakukan perlakuan di kelas experiment dengan menggunakan make a match method

Dari hasil analisa statistik, peniliti menemukan untuk hypothesis pertama terdapat pengaruh yang significant terhadap penggunaan make a match untuk meningkat kan vocabulary siswa, berdasar kan data yang sudah di jelaskan peniliti di dalam finding bisa di simpulkan bahwa nilai posttest siswa di kelas experiment yang di ajarkan dengan menggunakan metode make a match lebih besar daripada nilai postest siswa di kelas control yang di ajarkan dengan menggunakan metode conventional. Dan berdasarkan analisa data dengan menggunakan independent t test nilai significant obtainet atau two table adalah 0,000 yang mana nilai tersebut lebih kecil daripada nilai significant 0,05. Di dlam mengambil kesimpulan nya apabila two tailed lebih kecil daripada nilai significant 0,05 maka Ha di terima dan Ho di tolak, berarti terdapat pengaruh yang significant terhadap siswa yang menggunakan metode make a match dan menggunakan metode make a match di dalam mempelajari lebih baik dari pada tidak menggunakan metode make a match

Kata kunci: *Make a match method, vocabulary mastery.*

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CHAPTER 1

INTRODUCTION

A. Background of the problem

Vocabulary is one of theimportant aspect in English. The goals of vocabulary is the students ability to master the meaning of words in English. The students need to mastering vocabulary because vocabulary also important skill in English, it means the students master in vocabulary will be easierin the procces of learning English language. Mastering vocabulary can support in learning the four language skills, namely: listening, reading, speaking, writing. According to Harmer, mastering vocabulary is very helpful to master the four language skills[1]. The students will be easier in learning English skill when they rich in vocabulary.In other hands Thornbury states thatEnglish will improvement if learn more words and expressions[2].It means that vocabulary is very important for the students, without vocabulary someone cannot speak and write something in English, there is no much value in producing grammatical sentence if someone has not got vocabulary needed to convey what they want to say, so vocabulary is one of important skills if someone want to master in English.

Vocabulary is a word that someone must know to communicatee ffectively, Neuman and Drawyer said that vocabulary can be defined as

[1]Harmer, J. (2007) The practice of English language teaching (4th Ed.).Harlow: Longman
[2] Scott Thornbury, *How to teach vocabulary*, (England: longman, 2002). 13.

the words someone must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)[3]. While Hornby defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language[4].From the several definitions above, it can be said that vocabulary isall words in a particular language that a person knows or uses and the basic element of language that needed by someonein learning a language. In teaching vocabulary the teachers must choose some method to make learning proccess effectively.

There are many ways and methods that have been aplly by the teacher in teaching vocabulary, but in fact, many studentsstill have lack in vocabulary,the solutionstudents problem in learning vocabulary Mottox suggest to use some strategy in learning vocabulary. According to Mottox learning strategies are technique, principle or rules that can learn by learner to solve the problem in the learning process[5]. It means to get effective learning procces it needed some strategy, principle, or rules to help students in learning process. Therefore Curran recommended a learning strategy named make a match method to teach vocabulary.

Make a match is a method to teaching by using card, this method make the students fun in learning and get motivated because the

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[3] Neuman, S. B., & Dwyer, J. *Missing in action: Vocabulary instruction in pre-k. The Reading Teacher*(2009), 384-392.

[4] Hornby, A. S. *Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press*.. 2006.

[5] Mattox, L. Adolescent. *Students with Disabilities and Learning Strategies*. Ann Street Madison. (2004).

studentsknow directly how to spell that words and how to write that words. According toLie,make a match is a method that can be used in every subject and every levels of students[6]. Beside that, Ade stated that make a match is one of cooperative learning method that can be used to master vocabulary because make a match not only teaching stressful but also fun learning process[7]. The basic principle of make a match is students find or match a patner while they are learning a concept or particular topic in interesting classroom atmosphere.

Based on the preliminary research at the seventh grade of MTsN 6 Agam, Kubang Putih, researcher found some problems related to vocabulary. Based on the interview in 16th February 2022, with Mrs. Betty Erliza as the English teacher at seventh grade of MTsN 6 Agam, Kubang Putih,English teachersaid that the first problem is students did not master in vocabulary. When the teacher explained the material in English, students did not understand what the teacher said, so the teacher used Indonesian more than English. When the teacher gave assignments, students cannot do it well. The second problems, students had difficulty in remembering and understanding the meaning of English words. The teacher taught vocabulary by entering the same word into several different sentences with the intention of the students to remember it quickly, but when teacher gave the assignment with similar vocabulary, the students

[6]*Anita Lie, Cooperative Learning Mempraktikkan Cooperative Learning di RuangRuang Kelas), (Jakarta: PT. Grasindo Widia Sarana Indonesia, 2010, cet, 7*

[7] Ade Iriyani, *Improving Students Vocabulary Achievement Throught Make A Match Method*, (university of medan 2013) p 6

did not remember ofthe word that they learned,this problem made English scores students low and did not achieve KKM score (75).Sometimes the teacher forced the students to memorize the vocabulary but the students were lazy to do that. In short the teacher said, in general the students had difficulty in memorizing vocabulary.

Based on the interview with the 6students in 16th February 2022,the first problem was the students were still lack of vocabulary and it made them difficult to understand the text. For example, they were difficult to understand the meaning and content of short text because they had limited vocabulary. Second, they were difficult to remember vocabulary and easily forgot vocabulary that they had learned because of feeling bored with learning when the teacher gave new words to them. Then, the teacher used conventional method, as a result students's score is not satisfactory. The last problem, students said that learning English is very difficult because writing form is very different with the pronounciation, in Indonesian language the students used to read as it is while in English language, writing form much different with the pronounciation.

Then, based on the observation in 16th February 2022 at MTsN 6 Agam,theresearcher found some problems, the problems that researcher foundare: First, in teaching vocabulary the teacherwrite the difficult vocabularies on the whiteboard, then read and repeated the vocabulary three until four times, after that the teacher used conventional methodthat

rely more on teacher. Teacher only focuses more on efforts to share the knowledge through preach without paying attention to the differences background knowledge by each students. As we know elementary school students in Indonesia has different curriculum, where some got English subject at school but some did not got the English subject.

Next, the studentstend to be silent when the teacher gave several questions in English, because they were not familiar with English. Futhermore, students didn't understandwhen the teacher ask them to do something in English. They often ask the teacher to translate it in Indonesian languange.

Based on the problem above the reseacher interested to try make a match method to increase students vocabulary mastery, with the title***"The Effect of make a match method towards students' vocabulary mastery at the seventh grade of MTsN 6 Agam, Kubang Putih".***

B. Identification of the problem

Based on the background of the problem above, the problem can be identified as follow:

1. The students were lack in mastering of vocabulary
2. The teacher still use conventional method, some students said that not interested
3. Students were difficult in memorizing new vocabulary

C. Limitation of the Problem

Based on the idenfication of the problem above, this research focus on the effectof make a match method towards students' vocabulary mastery at the seventh grade of MTsN 6 Agam, Kubang Putih.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem that will discuss in this research are formulated as follows:

1. Is there any significant effects of using make a match as an English teaching method toward students' vocabulay mastery?
2. Is there any significant differences in the students' vocabulary mastery between students who usemake a matchmethod and the students who decided not to use make a match method?
3. Are students' vocabularymastery who used make a match methodbetter than the students who do not used it?

E. Purpose of the Research

In accordance with the formulation of the problem above, there are some purposes of this research as follow:

1. To find out whether there is a significant effect of using make a match method towards students' in vocabulary mastery
2. To find out whether there is a significant difference in students' vocabulary mastery between the students' who use make a match method and the students who donot use it.
3. To find out whether students'mastery who usemake a match method willbetter than the students who do not use it.

F. Significance of the research

The result of this research will expect to give contribution to:

1. The English teacher who planned to use of make a match method toward students' vocabulary mastery.
2. The students, by using make a match method the students can be more interesting in studing of vocabulary.
3. The reader, to provide useful method to the next researcher so makes good more method.
4. The researcher, as the partial fulfillment of the requirement to obtain strata one in IAIN Bukittinggi.
5. IAIN Bukitinggi, as additional literature in the library and to be a source for the next researcher.

G. Definition of the Key Terms

Some essential terms used in this research are defined as follow:

1. Vocabulary is the collection of word that individual knows or a list or set of word in a particular language that individual might use in a language
2. Vocabulary mastery is the students ability to understand the meaning of words and can use effetively the word to convey their ideas in communication
3. Make a match is one types of cooperative learning that can be used for every subject and every level of students and also can used to increase students vocabulary

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is very important to learn, before the students master in four language skills they have to know some vocabularies to support them in learning English. According to Richards and Renandya, Vocabulary is an important part of language proficiency since it determines how well learners speak, listen, read, and write[8]. Futhermore, Nunan also states that Vocabulary is more useful in the early stages of learning and utilizing a second or foreign language because without vocabulary, nothing can be communicated[9].Berne and Blachowicz support the theory above they states that vocabulary is crucial part in learning foreign language as the meaning of new words and it important for oral communication and writting form[10].

[8] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (USA, Cambridge University Press, 2002), p.255

[9]David Nunan, *The Learner Centered Curriculum*, (Cambridge: Cambridge University Press, 1987)

[10]Berne J, I., Blachowicz C, L, Z. *What Reading Teachers Say About Vocabulary Instruction : Voices From the Classroom*. (2008). 4(62), 314-323

These statement shows that vocabulary is very helpefull in learning English, because without vocabulary the students cannot convey their idea well and without vocabulary the studentsdid not understand in communicate with others and will difficult in get the imformation by the other people.

Many defination of vocabulary by the experts. According to Caroline L. Linse also state that vocabulary is the collection of words that an individual knows[11]. Futhermore,Hiebert and kamil states, "Generally, vocabulary is the knowledge of meaning of words[12]. It means vocabualary not only learn about list of word but also learn means of the words.. In other theory Hatch and Brown states vocabulary is " a list or set of words for a particular language or a list or a set of words that individual might use in a language[13].In short, vocabualry is a collection of words that must be remembered by learners, it is clear that vocabulary has important role in learning English. If someone have a lot of vocabulary they will be better in language skills, and they will be easier in recieve and to convey some information to other people.

Vocabulary is one component which has important role in learning and mastering the four languange skills. Vocabulary helps

[11] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill Companies, inc, 2005), p.121

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

[13] Evelyn Hatch-Cheryl Brown, *vocabulary, Semantic and Language Education,* (Cambridge: Cambridge University Press, 1995), 1

the students in understanding the text, utterences and facilitates them in expressing theirs idea to communicte in writen and oral form. Students need to improve theirs vocabulary, because vocabulary is one of the key for the students to get good result in all subject in learning English and helps to mastering the four English skills.

b. The Important of Vocabulary

As the core component and the key of learning language, vocabulary is content of word or set of word that most important to learn, because if the students are not having vocabulary they can not to communicate effectively and they can not convey and recieve the imformation to others people, Scott say that there is very little can be communicated without grammar, and there is nothing can be communicated without vocabulary[14]. In addition, Dellar H and Hocking D states, if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more of word and expression[15]. it is clear vocabulary most important for students to learn because without vocabulary the students can not do anything and vocabulary also helping in mastering the four language skill.

[14] Scott thornbury, *how to teach vocabulary*, 2002, p 13
[15] Ibid .....

The students should master vocabulary, because vocabulary will make the students easier in the procces of learning English. Without mastering vocabulary, the students will get difficulties in learning the language and they can not create new sentence in communication and can not express thiers idea in the writing form,It is also a problem for them if they have a little vocabulary.

c. Types of Vocabulary

According to Gairs, vocabulary divided in to two types, they are receptive vocabulary and productive vocabulary[16]

1. Receptive Vocabulary

Receptive vocabulary is words that can be understood through reading and listening activity Receptive vocabulary is the body of words that a person recognizes and understands well enough to comprehend them when read or heard. Its mean, receptive vocabulary is all the words that is use to understand the thoughts of others when someone listens or reads.

2. Productive Vocabulary

Productive vocabulary is words which students understant and know how the pronounciation correctly, and

[16] Ruth Gairs and Stuart Readman, "*Working At Word: A Guide to Teaching and Learning Vocabulary"*, Cambridge: Cambridge University Press, 1986, P65.

students can to expresses his thought with words when they are speak and write. It most difficult, because the students must know or familiar with the words of collation and understant about the connatation meaning of the words, and productive vocabulary often used in speaking and writing skills.

In other expert, Shepherd said that Receptive vocabulary is the words you know when you listen or read andproductive vocabulary is the words you use when you speak or write – that is, when you express your thoughts to others[17]. From the types of vocabulary above the researcher can conclude that, there are two types of vocabulary, first, receptive vocabulary that the students get in reading and listening exercises. Then produce in their daily activity through speaking, and writing, and the second is Productive vocabulary which is the students receive or recognize in their daily activities listening and reading. Then produce in their daily activity throught speaking or writing.

d. Aspect of vocabulary

The are some aspect of vocabularythat students must know. According to Thomburry there are some aspects of vocabulary[18]:

[17] James F. Shepherd, *College Vocabulary Skill,* third edition, (Boston: Houghton MifflinCompany, 1987), p. 3

[18]Scott Thombury, *How To Teach Vocabulary* (England: Longman, 2002), p. 3-10

1. Word Families

Word Families is a term that refers to a group of words that have a common base to which different prefixes and suffixes have been added. It is made up of the main word, as well as its inflexions and most prevalent derivatives. The different grammatical forms of a word (for example, looks, looking looked) are referred to as inflexion. The process of affixation produces both inflexions and derivatives

2. Word formation

The process of derivation and composition used to create words in a language. Affixation is one of the ways that old words are transformed into new models. Compounding and blending are two other options. Another is compounding, which is the combination of two or more independent words, such as second-hand, word processor, and paperback. Whereas blend is two words that are blended to for

3. Multi-word units

Technically known as multi-word units Even when words are not combine to form compounds, we have seen that groups are more than one words, such as bits and pieces, do up, look for, can function as a meaningful unit with a fixed or semi-fixed form.

4. Collocations

The way two or more words are commonly used together is referred to as a combination. For example, we speak of heavy rain but not of heavy sun, or we say we make or reach a conclusion but do not act on it. As a result, heavy rain and make a decision are frequently referred to as collocations, and we say that heavy collocates with rain, or that heavy and rain are collocates.

5. Homonyms

Homonyms are words that have the same spelling but different meanings. Because of its ambiguity, it gives students a headache. Homophones (meaning "same sound") and homographs (meaning "same writing") are two potential word sources. for example, meet and meat, horse and hoarse, tail and tale, distinct and discrete, aloud and permitted. These are referred to as homophones. Then there's a windy day, but it's a long and winding road; a live concert, but where do you live?; a lead pipe, but it's a lead singer. Homographs are a type of homograph.

6. Polysemes

Polysemy is a combination of words that have two or more different meanings, and polysemy is a word or phrase that

has many meanings. For example, dish. It's your turn to wash the dishes, its mean a kind of plate. How long it take to cook this dish? It's mean a meal.

7. Synonyms and antonyms

Synonyms are words that have a similar meaning, example good, fine, excelent, great. Antonym is words with have opposite meanings For example, hard- easy,warm- cool.

8. Hyponyms

is another -mym term that comes in handy when discussing the relationship between word meanings. A hyponymous relationship is a type of relationship. For example, the kind of bird and fruit.

9. Word classes

Word classess is a group of words with the same formal qualities. They are divided into eight categories: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjection.

a) Nouns

Noun is a word that used for naming something, it means that a noun can describe as a name of

person,animals, places, thing and so on. For the example: Muhammad, Bandung,Table, Book. According to Frank, noun is one of important part of speech[19]. Noun can be devided in to several classes :

a. Proper nouns is typically capitalized in English, are names for a unique individual or things. Examples :
   - Prophet **Muhammad** is the last messenger of allah
   - **Indonesia** is my country
b. Common noun is a noun in general form. Example
   - Open your **book**
   - My **pen** is blue
c. Material noun are noun that used to indicate raw materials or objects originating from mining. Example
   - We are drink the **water**
   - **Gold** id very expensive
d. Collective noun are noun that show a group of things or people. Such as, public, gang, crew, etc, example
   - Andi speak in front of the **audience**
   - Adi is a member of **police**
e. Abstract noun that are used to indicate an object that cannot be seen and touched, abstract noun can be

[19]Marcella Frank,*Modern English a Practical Reference Guide,* (New York: University,1972).

formed from verb, adjective, and from other words. Example

- We need **love** and **attention** from our parents
- You are **beautiful**

f. Possesive nounis a noun that show ownership. Example

- **Hadi's** book
- **Hadi's** pen

b) Pronouns

Pronoun is a word that used to subtitute a noun[20]. Pronoun is devided into seven classes, there are:

a. Personal pronoun

Personal pronoun is a pronoun to replace the name of a person orthing, it can function as a subject or object in a sentence. Examples

- **I** am a student
- **You** are a teacher
- My father ask **me** to study hard

b. Possesive pronoun

Possesive pronoun are pronoun that show ownership, and devided into two kinds, there are:

[20] Rachmat F. *Easy English Grammar*, Kuttab Publishing, Solo.2020

possesive adjective (my ,your, our, their, his, her, its. And possesive pronoun (mine, yours, ours, theirs, his, hers, its.. Examples

- This is **my** pen
- This pen is **mine**

c. Demonstrative pronoun

Demonstrative pronoun are pronoun used for refers to something. There are: this, that, these, those. Examples

- **This** is a book
- **That** is a pen

d. Relative pronoun

Relative pronoun are pronouns used to connect two phrases or clauses, there are: who, which,/ that, whom, whose, what. Examples

- The teacher **who** taught you English is my father.
- The novel **that** you bought yesterday is very intersting

e. Interrogative pronoun

Interrogative pronoun are pronoun that used to ask. There are: who, whom, whose,what, and which. Example

- **What** is your name?
- **Who** tought you English?

f. Indefinite pronounrs

Indefinite pronoun are pronoun that refers to people or things in general not specifically. There are: all, any, many, anybody, anyone, everyone, everybody, someone, somebody. .Etc

- There are **many** books in my bag
- **Everybody** knows that bag is mine

g. Reflexive pronoun

Reflexive pronoun are pronoun that show or refers to yourself. Example

- I myself did the homework
- You need to tell her by yourself

c) Verbs

Verb is a word or phrase indicating and action, an event,or a state. Verb is crucial part in a sentence. In a sentence usually have a subject and predicate or subject and verb. And verb devided into several classess, there are :

a. Transitive verb is a verb that require an object. Example
   - I eat the rice
   - We are drink the water

b. Intransitive verb is a verb do not require an object. Example:
   - We always walk to the school
   - She is tired

d) Adjective.

Adjective is a word used to qualify a noun or pronoun. Such as the good book. The new car.

a. Proper adjective are formed from the proper noun and always begin with capital letter. Example
   - We study **English** languange
   - **English** is my favorite subject

b. Adjective of quality is a word that characterizes quality or condition of a person or things. Example

- Abi is **smart** student
- Lions are very **wild** animals

c. Adjective of number or quantify is an adjective that shows the amount or quantity. There are devided into two types, there are:

- Definite numeral adjective. Example: i have six pens, she has one pen, hadi is the last childs in his family.
- Indefinite numeral adjective. Example : there are **some** students in the class now, **many** people worried about their future

d. Distributive adjective is adjective that refers to a person or all member of the group. Example

- **Every** students must be study hard for the exam
- **Each** person ride the bicycle

e. Demonstrativeadjective is a word that used to indicate what object is meant, the word used is this, that, these, and those. Example:

- I want to buy **this** book
- Is **that** your pen?

f. Interrogative adjective is a word that used to ask, the word that usually used in interrogative adjective is what, which, whose, whom, and who. Example:

- **What** is your hobby?
- **Which** one is yours, black pen or blue pens?

g. Possesive adjective is word to indicate ownership, such as my, your, our, etc. Example :

- Where is **your** pen?
- I love **my** parent

e) Adverb.

Adverb is a word which modifies the meaning of a verb, an adjective or another adverb. Adverb is used to explain how, where or when some action is happen.

a. Adverb of time is used to describe the time of the activity. Example: yesterday, yet, already, soon, tomorrow, then, just now, etc.

- What will you do **tommorrow?**
- **Yesterday** i visited my friend

b. Adverb of place is used to describe where the activity is happen. Example

- Andi continue his study to **abroad**
- The students study hard in the **class**

c. Adverb of reason is used to describe why the activity is happen, or the reason of someactivity is happen. Example

- I dont know **why** he is comes late
- I am hungry, **because** i dont have breakfast

d. Adverb of manner is an adverb that used to describe how the activity/ job is done, such as hard, slowly, politely, beaytifully, fluently, etc. Example

- Abi speaks English language **fluently**
- Andi runs **slowly**

e. Adverb frequency is an adverb that used to describe the frequency, amount or how often the work is done. Such as: always, usually, seldom, sometime, rarely, never, ever, etc. Example

- I **usually** breakfast in my home
- Aldi is **never** gone to sumatra

f) Preposition.

Prepositiona word placed before a noun or a pronoun to show it is relationship to some other words in a sentence. Such as: to, for, of, in. Example:

- Lets go **to** the class
- There is a book **on** the table

- You are the student **of** junior high school.

g) Conjunction

Conjunction is a word that used to connect one word to another word or one sentence to another sentence. Such as : and, if, but, because, etc. Example

- Budi is deligent **and** handsome boy
- Adi is clever **but** he is lazy

h) Interjections

Interjecution is a word or phrase to express a sudden feeling of mind or emotion such as oh my god, uh, well, oh, etc . Example

- **Oh my god**! I dont belive it
- **Uh** ! i am sorry

e. Principle for teaching vocabulary

Nunan stated that there are several principles in teaching vocabulary. They are[21]:

1. Focus on the most useful vocabulary first

It is very important for teachers to teach vocabulary to focus on vocabulary most useful first because students can use

[21]David Nunan *Practical English Language Teaching* (Mc Grow Hill 2003), p. 135

vocabulary word automatically. Students are easy to practice directly and with achieve useful vocabulary students will easily become vocabulary familiar to them.

2. Focus on vocabulary in the most appropriate way

    Teachers can teach vocabulary in a way that is right for students. For avoid students from boredom, teachers must learn ways that can make students more interested in learning and easy to understand vocabulary being taught.

3. Give attention to the high frequency words across the four strands of a source

    High frequency vocabulary needs to occur in all four strands of courseIt must receive deliberate attention through the teaching-learning process and used in communicating messages in listening, speaking. reading and writing High-frequency vocabulary must also be accessible with accessible for receptive and productive use

4. Encourage learners to reflect on and take responsibility for learning

    The teacher's efforts to encourage students to reflect and respondon learning This can be done by students by choosing words which will be useful to them.

So the researcher can conclude that these principle look at how vocabulary should be thought and learned for the learner to make easier in memorizing and understand in using vocabulary and the advantage of this principle is can make students become familiar with the word.

f. Teaching of vocabulary

Vocabulary teaching is the activity of learning some new words to improve the language level. Before teaching students, teachers should consider how to present vocabulary in the classroom, it is necessary to develop a lesson plan. Before presenting vocabulary, teachers should consider factors as a basis for presenting vocabulary.

Moreover, teaching vocabulary is important to help learners develop their mastery of the vocabulary. Linse states that the vocabulary used in teaching is a major aspect of language development[22]. In other words, teaching vocabulary helps students understand the language. Students should learn vocabulary first in order to be successful in developing their language skills.

[22]Caroline T. Linse, *Practical English Language Teaching to Young Learners*. (New York: McGraw Hill Companies, inc.2005).p.122

According to Thomburry, the teacher should know how much vocabulary to be learn. The following factors based on the level of students are[23].

1. The level of the learners

   The teacher should know the level of her/his students whether beginner, intermediate or advanced.

2. The learner's likely familiarity with the words.

   The learner may have known the words before even though the words not part of their active vocabulary.

3. The difficulty of items.

   The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

4. The teacher's teaching ability.

   The teacher should know whether easy to demonstrate or explain the words.

5. Items are being learned for production or for recognition only.

   The teacher should know whether the words for speaking and writing or listening and reading only.

Actually, the success in learning vocabulary not only depends on students' ability, but also depends on the teaching of

[23] Scott Thornburry, *How to Teach Vocabulary* (Longman, 2002), p. 75-76

vocabulary itself. According to Nunan, there are four parts in teaching vocabulary[24]

1. Teaching from meaning (focused learning)

   In this part, the vocabulary is taught through listening and reading.

2. Deliberate language (focused input)

   In this part, teaching vocabulary is focused to learn sounds vocabulary, grammar, and discourse have being taught.

3. Teaching from meaning (focused output)

   In this part, the vocabulary is taught in learning by having to produce language in speaking and writing.

4. Developing fluency

   In this part, the developing of teaching vocabulary to become quick and confident is by practicing in listening, speaking, reading and writing.

Based on the explanation above, the teacher should know some types ofteachingvocabulary that should be conducted. The teacher should consider that vocabulary item should be learned in context. The teacher may use other different sources if it is necessary

[24]David Nunan, *Practical English Language Teaching (*Singapore: McGraw Hill 2003).p.133

g. Testing Vocabulary

The test is a way of measuring the knowledge or ability of students. According to Brown, "A test is a method for measuring ability, knowledge, or one's performance in a particular domain[25]." Without conducting a test, the teacher does not find out how effective the sequence of teaching that has been done.

Testing provides a form of feedback for students and teachers, As said by Read. "The purpose of the vocabulary test is to find out whether students can match each word with synonym, type definition dictionaries or equivalent words in their own language[26]." That is, the goal Vocabulary test is to find out students' ability to match words in his own language. In vocabulary testing, there are many types of tests that can be used by a teacher to measure students'abilities Teachers can use several types of vocabulary testing such as synonyms, antonyms, definitions, and gap filling[27]

[25]H. Douglas Brown, *Language Assessment: principles and classroom practice*, (New York: San Francisco State University, 2004)p, 3

[26]John Read, *Assessing Vocabulary*, cambridge university (2000) p. 16

[27]Arthur Hughest, *Testing for Language Teacher*, (Cambridge, 1998), p. 148-149

1. Synonym

   Synonym is the same meaning of word or two or more words that have same meaning. For example, same means similar, and clever have synonym with smart.

2. Antonym

   Antonym is used for opposite meaning of word. For example, hot is opposite meaning with cold, and the antonym of ugly is handsome.

3. Definition

   Definition is the same meaning of word based on context and category. Definition can use the function, explanation, meaning and description of the word. For example, rose is the beautiful flower.

4. Gap filling

   The context can be given in one sentence only, but the teacher can give some sentences in which the words appear. In the test, the researcher make sentences and give gaps to parts of the sentence, then the learner fill in the appropriate words that have contextual meaning based on the sentence on the gap.

In addition Thornbury states that, there are four general kinds of vocabulary test[28].

1. Limited response

Limited response is a test that is suitable for children and adults at entry level, because in this test students use directed physical responses. For this test, students do not need to know how to read and write. Directed physical responses can be easily used when the teacher is testing one students at a time. in testing

2. Multiple-Choice Completion

Multiple choice completion is a test in which sentences with missing words are presented, students have to choose one of four vocabulary words to complete the sentences. This test is good for students who can read in a foreign language

3. Multiple Choice Paraphrase

Multiple choice paraphrases is a test in which a sentence with one word underlined then the students can choose the word that similar meaning to the underlined item

[28] Scott Thornbury, How To Teach Vocabulary. p. 132-133

4. Simple Completion (words)

This test requires the students to fill in missing sentence of words that appear in the sentence. These missing parts are usually prefixes and suffixes[29].

Based on the explained above there are many kind of vocabulary test that the teacher can use in making a test to know students ability in vocabulary. In this research, the researcher will combine some various types of vocabulary test by hughest in a form of multiple choice, such as defination, antonym, synonym, and gap filling.

[29] Harold S. Madsen, Technique in Testing. (New York: Oxford University Press, 1983)

2. The Nature Of Make A Match

a. Definition of make a match.

Make a match is a simple method and very interesting to use in learning process in the classroom. make a match will help teachers in teaching vocabulary and students in learning the new words.According to lie make a match is one of the cooperative learning models that can be applied in every level of students and can used for every subject in the classroom[30]. In addition arifah and kusumarasdyati states that make a match as one of the co-operative learning techniques that is used with pairs[31].

The basic principle of make a match is that students find or match a partner while learning a concept or topic in an exciting classroom environment. This method begins when students are asked to find their card partner, and they must find their patner before the time limit, the students who can found their partner before the time limit is over will get a point.

[30]*Anita Lie, Cooperative Learning Mempraktikkan Cooperative Learning di RuangRuang Kelas), (Jakarta: PT. Grasindo Widia Sarana Indonesia, 2010, cet, 7*

[31]The effectiveness of Make a match technique for teaching writing descriptive text to seventh graders of SMPN 1 Karangbinangun Lamongan. Volume 01 No. 01 2013,

b. The Procodures Of Teaching Vocabulary By Using Make A Match

According to Hidayat to implement make a match in the learning, the steps that must be taken are as follows[32].

1. Teacher prepare several cards containing concepts or topics that are suitable for use in the review session. In this case, one part of the card contains the question while the other is the answer.
2. Each students are given a card that containing questions and answers.
3. Each students thinks about the answer orquestions from the cards they held.
4. Students look for pairs who have cards according to their cards (answers/questions). Students who are able to match cards before the allotted time runs out are entitled to a score.
5. If students cannot match their cards until the time limit runs out, they will get punishment based to the previous agreement.
6. After completing one round, the card returnsshuffled so that students get a different card than before.
7. The number of rounds according to the needs.
8. At the end of the activity, the teacher and students make conclusions from the material..

[32] Isnu Hidayat. 50 Strategi Pembelajaran Populer, editor, Micky O.-cet. 1-Yogyakarta. DIVA Press, 2019

Futher more, According to Rusman, the steps of make a match methods is as follows[33] :

3. The teacher prepares several cards containing several concepts/topics that are suitable for the review session (one side of the card is a question card and the other side is an answer card).
4. Each students gets one card and thinks of an answer from the cards they got
5. Students look for pairs (question cards/answer cards).
6. Students who can match their cards before the deadline are awarded points.
7. After one round the cards are shuffled again so that each students gets a different card than before, and so on.
8. Conclusion.

In this research, the researcher will use the procedures of make a match by Rusman.

c. Advantages and Disadvantages of Make a Match

a) Advantages of Make a match.

According to Intan, the advantages of make a match method are [34]:

[33] Rusman. *Model model pembelajaran*. Jakarta, rajawali pers, 2014

[34] Intan kemala, *the influence of using make a match technique towards students vocabulary mastery*.

1. The students more active in learning
2. Students will motivated in learning
3. The material will gets attention from students
4. The studentshave bravery to presenting their result
5. Promote team learning and collaborative skill
6. Create “fun” learning procces
7. Make a match method can be used for all subject

In addition zawil says that[35]:

1. Students can diretly answer the question given to them in the form of card
2. The students can increase their creativity throught matching cards
3. The students avoid from bored during the teaching learning process
4. It can create more interesting classroom

b) disadvantages of the Make a match method are :

1. The teacher need more time to prepare the cards because the teacher make it self
2. The teacher need much money to buy some cards

[35] Ratna zawil, *using make a match technique to teach vocabulary*, smp 2, banda aceh,2016.

3. It need a guidance from the teacher to do this method. If the teacherdoes not guide students well, the students willget difficult to look for their matches cards
4. The teacher has to limit time when the students are doing this method, so they do not have chance for playing. If the teacher does not prepare this method well, a lot of time will be wasted.
5. The teacher must prepare the material are needed before[36]. Like some cards.

Based on the statements above, it can be concluded that disadvantages of make a match is the class situation becomes noisy so the teacher must be guide the students in the learning procces to make learning procces become effective and the purpose of study can be achieved and make a match maybe not appropriate for all the topics. And then, the teacher should monitor all of the students because when the teacher cannot monitor all of student many time will be wasted.

[36] Anita Lie,*Cooprative Learning Mempraktekan Cooprative Learning Ruang-Ruang Kelas,*(Jakarta:PTGrasindo,2007),p.56

B. Review of Related Studies.

Considering the use of make a match method towards students vocabulary mastery, there are many studies that have done in order to discuss the same topic. The first study conducted by Shinta Agustina Novianti with the title"*The effectiveness of make a match technique in teaching vocabulary at the eleventh grade students of MA muhammadiah 1 ponorogo in academic year 2019/2020.* This study discuss about the effectiveness of make a match technique in teaching vocabulary. The result of this research found that the the students who thought by make a match technique better than the students did not use make a match technique.

The second research is conducted by Reni Raudatul Munawwaroh 2017, with the title" *improving students' vocabulary throgh make a match method".* In this research she found some problem in teaching vocabulary like the students' still low vocabulary, and students lack of achivement in learning English vocabulary. So researcher use make a match as a media towards students vocabulary, the result is make a match can make students easier in understandthe new vocabulary and have fun in teacing learning a. It means, make a match can improve students vocabulary.

The third research is conducted by Nia Utami 2019, with the title "*improving students vocabulary through make a match technique"*. In this research she found that the students had difficulties in theirs vocabulary, and they did not understand what the teacher said in the learning procces,

then the researcher tried to applied make a match technique, and the result of this research is make a match can improving students vocabulary mastery, that showed the students get good score and teaching and learning procces become better.

The fourth research is conducted by Syaefani Arif Ramadhan 2019 with the title “the use of make a match to increase mechanical engineering students’ vocabulary”. In this research he use make a match method to solve some problem, that is the students low in understanding vocabulary about the machine in English terms, and after he aplied this method the students get positive result, its means make a match method can increase the students vocabulary.

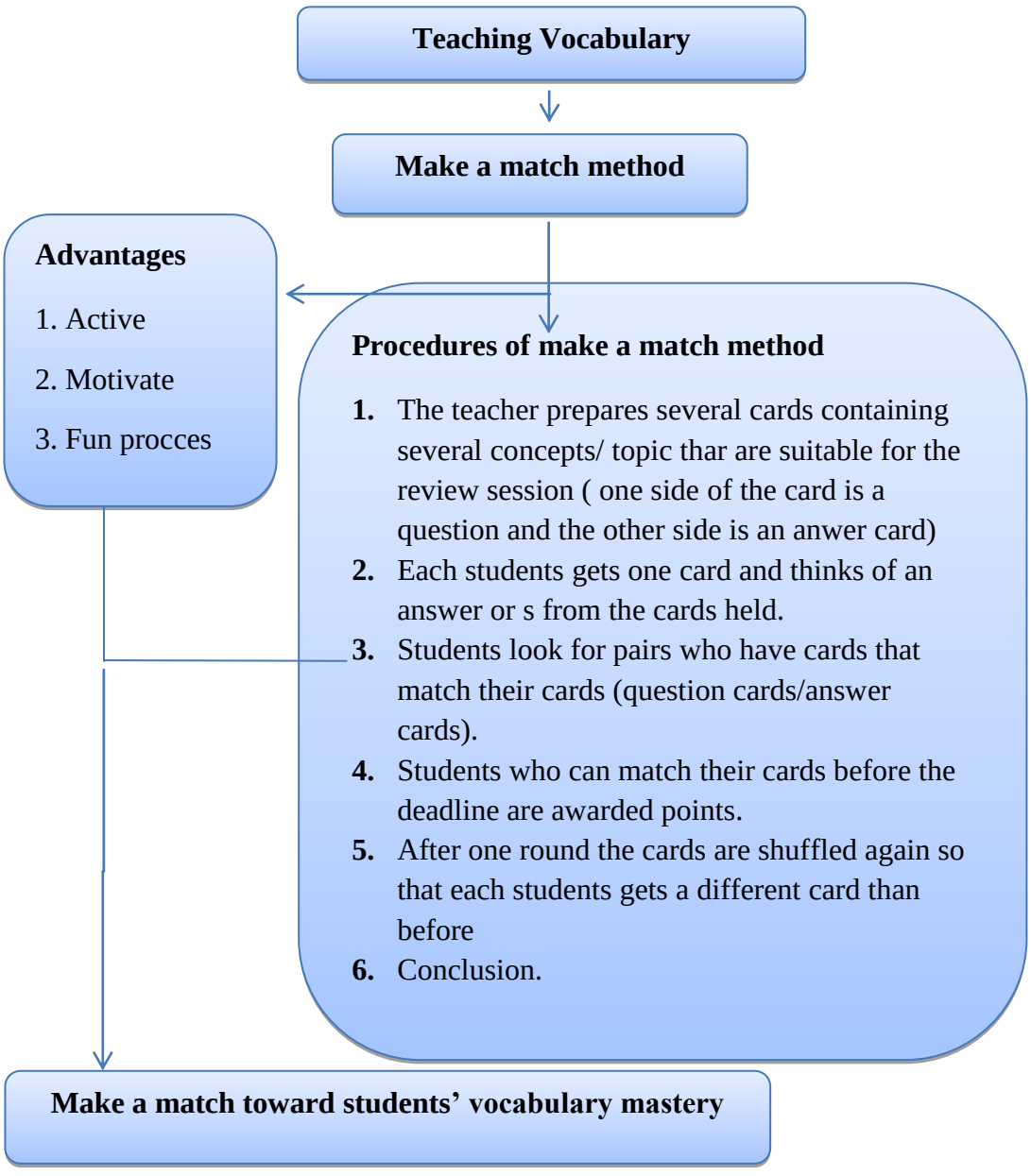
Based on the relevant studies above it can be seen that the result all of previous research that using make a match is positive. Make a match method can help students to increase theirs vocabulary mastery, the students can more active and creative so they can explore theirs ideas well. In this research, the researcher will do a different study with the title “The efffect of make a match method towards students’ vocabulary mastery at the seventh grade MTsN 6 Agam, Kubang Putih. This research is different from other research before becausethe researcher will use several types of testing vocabulary, in a form of multiple choise, such as: meaning, synonym, and antonym test.

C. Conceptual frame work

Conceptual framework below is a framework of the theory problem that is taken by the researcher. Conceptual framework of this research can create as follow.

Figure 2.1

Conceptual Framework



The conceptual framework in figure 1.1 is the conceptual of this research that is conducted to find the effect of using make a match method towards students' vocabulary mastery. In this study, make a match is a method toward students' vocabulary mastery. In make a match method there are some advantages and procedures to use of make a match method. The researcher followed the procedures of using make a match method in accordance with these steps and stages. Then, the researcher look the effect of make a match method toward students' vocabulary mastery.

D. Hypothesis

The hypotheses of this research are:

1. Ha: There is any significant effect of using make a match method towards students' vocabulary mastery at the seventh grade of MTsN 6 Agam, Kubang Putiah.

   Ho: There is no significant effect of using make a match method towards students' vocabulary mastery at the seventh grade of MTsN 6 Agam, Kubang Putiah..
2. Ha: There is any significant different of students vocabulary mastery who are using make a match method and students who are not using it.

   Ho: There is no significant different of students who are using make a match method and students who are not using it.

3. Ha: There are students vocabulary mastery who are using make a match method is better than students are not using it.

   Ho: There are studentsvocabulary mastery who are using make a match method is not better than students are not using it.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research uses quantitative research method. According to Sugiono quantitaive research is a method that uses numerical data and analysis by using statistics[37]. In this reaearch, researcher use quasiexperiment research which type of experimental research because the researcher want to find out the effect of make a match method toward students' vocabulary mastery. Experimental research is a research by giving the treatment to experiment class and the control class. According to Gay, "The only method of study that can effectively evaluate a theory about a cause-and-effect relationship is experimental research[38]. In addition, Arikunto said that Experiment research is the study of whether or not the treatment given to the patient has any side effects[39]. It can be conclude that the experimental research is one of the methods that researcher can use to compare between two classes by giving test to know there is significant difference between the class that get make a match method treatment and the other class that did not use.

[37]Sugiyono. 2021. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta), p. 16

[38]L.R. Gay, *Educational Research; Competencies for Analysis and Application Third Edition*. 1990. Singapore:Mncmillnn Publishing Company. P.260

[39] Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: Rineka Cipta, 2013, p. 207

Based the problems of the study stated before, this research use experiment research because the researcher want to measure about the effect of make a match method toward students' vocabulary mastery. Experiment research is use to test the cause-effect relationship by using a hypothesis test. In this research researcher will give pretest and posttest in the experiment class and control class. Arikunto states that, an experimental study is one that aims to determine if a variable has an effect or not[40]. Furthermore, according to Ary, experimental design refers to the conceptual framework in which the experiment is carried out. The design that is appropriate for assessing the study's specific hypothesis is the most crucial criterion[41]. It means the experimental research is conducted the data to compare two classes by giving a test to know there is a significant difference between the class that get make a match method treatment and another class did not use.

According to Gay, the experiment typically have two classes, there are experimental class and control class, both classes will give by same test. The same in qualities and quantities to keep the reliability of the research.[42] It means both of classes, experiment and control class will get the same test but with the different treatment to know the comparison of the result of the test. In this research, the researcher will givetest to the students to find out

[40] Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: Rineka Cipta, 2013, p. 207

[41] Donald Ary,dkk, *Introduction to Research Education Third Edition*, New York: 1985, p.260

[42] L.R. Gay, *Educational Research: Competencies for Analysis and Application*, … , p.261

the effect of make a match method towards students' vocabulary mastery. This research will describe as the following table:

Table 3.1: Design of Pre-test and Post-Test

	Pre-test	Treatment	Post-test
Experimental Class	T1	X	T2
Control Class	T1	-	T2

Where:

T : the pre-test for the experimental class

T2 : the post-test for the experimental class

X : the treatment

T1 : the pre-test for the control class

T2 : the post-test for the control class

Based on the research design above, usually treatment only use for an experimental class. The post-test will implement after give the treatment to the experimental class to observe students' vocabulary mastery.

B. Population and Sample

1. Population

Population is an important element of the research. Related to Gay, population is the group of interest to the researcher, the group to

which she or he would like the results of the study to be generalized[43]. In line with Gay, Margono says, the population is the totality of research object as a source of the data that has specific characters in a research or study[44]. It can be conclude that population is a lot of the research object that had interest character in a research.

Population in this research is totality of the seventh grade students of MTsN 6 Agam, Kubang Putih. The population will describe in following table:

Table 3.2: The Totality of the Seventh Grade of MTsN 6 Agam

NO	Class	The number of students
1.	VII.1	31
2.	VII.2	32
3.	VII.3	32
4.	VII.4	31
5.	VII.5	31
6.	VII.6	31
7.	VII.7	31
8.	VII.8	31
9.	VII.9	20
	Total	270

Source: English teacher of MTsN 6 Agam, kubang putih

[43]L.R. Gay, *Educational Research; Competencies for Analysis and Application*,… ,p.102
[44] Margono, *Metodologi Penelitian Pendidikan*, Jalarta: PT. Rineka Cipta, 2007, p.118

From this table, the population from this research was 270students that the total of the students in the seventh grade of MTsN 6 Agam, kubang putih.

2. Sample

Sample represented the quality and characteristic of population. Gay stated that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they selected[45]. It means that sample is a part of the population that choose by the researcher to be the target of experiment. This research, researcher will use purposive sampling because teacher recomendation and the class have similar characteristic in score of vocabulary test and have similar problems in learning vocabuary. According to Sugiono. Purposive sampling is a sampling technique with certain considerations[46]. This research use the members of seventh grade as a sampel. Class VII.2 as a control class and VII 3as an experiment class.

C. Instrumentation

Instrument is a tool that use in this research to collect the data. The instrument that the researcher use in this research are pretest and posttest. This test will be conducted in order to identify the effect of make a match method towards students' vocabulary mastery. There are two kinds of the

[45] L.R. Gay, *Educational Research: Competencies for Analysis and Application*, … ,p. 101

[46] Ibid .

test that will be used in this research, they are pre-test and post-test. The pre-test to know the students' vocabulary scores at the beginning and post-test use to know the change of the students' vocabulary scores at the end after give the treatment. Both of the vocabulary tests have same difficulty level and content, as well as instruction. In the test, the researcher will use several types of testwhich consist of 25 test items.

In this research, the test will make by considering validity test. Related to Arikunto, "the main requirements of the test are validity and reliability"[47]. There are explanations about validity and reliability:

1. Validity

   Validity concerned with a test that to measure what suppose be measured and for whom it will appropriate. Arikunto said that a test will be a valid test if it measure what will intend to measure and the instrument will be as a valid instrument when a test gived the true description about the data based on the reality or fact[48]. The instrumentation will valid if it measured accurately what will intend to be measure. In this research, the type of validity will content validity. By using content validity the researcher express and measure the content of the course. In addition the researcher had done content validity before the intrument given to the students, the researcher was consulted the instrument to the experts which there are lecturer of English

[47]Suharsimi Arikunto, *Dasar-Dasar Evaluasi:* Revisi, Jakarta; Bumi Aksar a, 2007, p.58
[48] Ibid.

education department of UIN bukit tinggi. The items in the pre-test and post-test were determined by the selection of the items of try out test. The total item for tryout test was 25 questions. Try out test used statistic technique from SPSS to determine whether the test valid or not. The result of validity test showed that the all test items were valid. To analyzing the test valid or not the researcher used product moment formula[49]:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y)^2]}}$$

In which:

r_{xy} = correlation index

N = the sum of tester

$\sum XY$= the sum item score and total score

$\sum X$ =the sum of item score

$\sum Y$ =the sum of total score

2. Reliability

The determination of the reliability test, if the Cronbach Alpha coefficient value is greater than r_{table} then the test will declare reliable. Conversely, if the Cronbach Alpha coefficient is less than r_{table} then the test is declare unreliable. The conclusion of the reliability all test are

[49] Suharsimi Arikunto, *procedur penelitian*, (Jakarta : Rineka Cipta, 2000),p.162

reliable. the test has high reliability. The researcher used the formula as follow[50]:

$$r^{11} = \left[\frac{n}{(n-1)}\right]\left[\frac{vt\sum pq}{vt}\right]$$

In which:

r^{11}= reliability coefficient.

p =the proportion of students who give the right answer.

Q = the proportion of students who give the wrong answer.

Vt = total variant

N= the sum of item in the text..

Table 3.3 test of reability

Scale of Alpha Cronbach	Reliability categorization
0.86-1.00	Very high
0.66-0.85	High
0.36-0.65	Low
0.20-0.35	Very low
0,00-0.19	Not reliable

[50] Suharsimi Arikunto, *procedur penelitian*, (Jakarta : Rineka Cipta, 2000),p.193

D. Technique of Data Collection

In this research, the data will be collected by using test. The test will give twice (pre-test and post-test) for students to know students' vocabulary mastery. The result of the pre-test and post-test will use as the data of this research.

a. Pre-test is a process to measure students' vocabulary score before giving the treatment for the students. The researcher give the pre-test to both of class, the experimental class and control class. Pre-test aim at knowing the students' vocabulary score before give the treatment.
b. Treatment is the process of implementing variable in the experiment class to know students' improvements. The treatment in this learning is make a match method that will be give by the researcher only for the experimental class. Whereas the treatment by use the conventional method will use in the control class.
c. Post-test is a process of measure students' vocabulary score after students are give the treatment to see their result. Post-test will give for both groups (experimental class and control class) by the researcher in the last meeting to know the effect of using make a match method towards students' vocabulary mastery

E. Technique of the Data Analysis

Data analysis is an activity to carry out after instrument data from all repondents will be collect. In analyzing data,theresearcheranalyzes the data for both classes, experiment and control class. The researcher will use SPSSb20 in processing data and t_{test} formula which is suggest by Gayin order to know the significant effect of treatment.

The formula is as below[51]:

$$\bar{x} = \frac{\sum fxin}{}$$

$$s = \sqrt{\frac{\sum f\ (x_i - \bar{x}\ )^2}{n-1}}$$

$$ss = \sum x1^2 - \frac{(\sum x1)^2}{n1}$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(SS1+SS2)}{n1+n2-2}} \cdot \frac{1}{n1} + \frac{1}{n2}}$$

Where:

$\bar{x}$: Mean Score

$\bar{x}1$: Mean Score of Experiment Class

[51] L. R. Gay. *"Educational Research: Competencies for Analysis and Application"*. New Jersey: Pearson Education, Inc. p. 351. 2011

$\bar{x}2$: Mean Score of Control Class

s : Standard Deviation

ss : The Sum of Squares

$ss1$: The Sum of Squares of Experiment Class

$ss2$: The Sum of Squares of Control Class

$n1$: Number of Sample of Experiment Class

$n2$: Number of Sample of Control Class

t : The Value of the Obtained-t

Finally, after calculate the data by using t-test formula, the result are compare with t-table with level of significance 0.05 and the degree of freedom (df)= N-2, N= Total number of population of experiment and control class. Then, the researcher answers hypothesis state in this research and state the data descriptions.

BAB IV

RESEARCH FINDING AND DISCUSSION

A. FINDINGS

In this chapter, the researcher wants to describe about the result of all the data that had collected from experimental class and control class. The analysis of the data collected to answer the formulation of the problems;

1) Is there any significant effects of using make a match as an English teaching method toward students' vocabulay mastery?

2) Is there any significant differences in the students' vocabulary mastery between students who use make a match method and the students who decided not to use make a match method?

3) Are students' vocabulary mastery who used make a match method better than the students who do not used it?

1. Description of the data

The data in this research was collected based on the result of the reseach that researcher that had been done at the seventh grade of MTsN 6 Agam. First the researcher gave the try out test to find out the validity and reliability of instrument. At VII 4 then the data was gained from the class were sepersted of experimental and control class, VII 3 as experiment class and VII2 as a control class. The class were selected by using furposive sampling which many consideration and the instrument in this research are pretest and posttest. The test was given twice that seperated into pretest and postest, the students scores in

vocabulary were collected after the pretest at the beginning of the research and posttest at the end of the research.

a. Try out test

The researcher gave the tryout test at VII 4. There were 32 students involved in tryout test. There were 10 multiple choice, 10 matching and 5 items of puzzle. The result of validity test that all items were valid. The data of validity and reliability of tryout test was got as table below:

1. Validity test

Table 4.1. data of validity test

No	Rhitung	>/<	Rtable	Valid/not valid
1	0,579969	>	0,349	valid
2	0,432762	>	0,349	valid
3	0,50404	>	0,349	valid
4	0,66414	>	0,349	valid
5	0,558504	>	0,349	valid
6	0,589252	>	0,349	valid
7	0,382903	>	0,349	valid
8	0,382903	>	0,349	valid
9	0,382903	>	0,349	valid
10	0,382903	>	0,349	valid

11	0,382903	>	0,349	valid
12	0,382903	>	0,349	valid
13	0,382903	>	0,349	valid
14	0,382903	>	0,349	valid
15	0,382903	>	0,349	valid
16	0,382903	>	0,349	valid
17	0,382903	>	0,349	valid
18	0,382903	>	0,349	valid
19	0,382903	>	0,349	valid
20	0,382903	>	0,349	valid
21	0,382903	>	0,349	valid
22	0,382903	>	0,349	valid
23	0,382903	>	0,349	valid
24	0,382903	>	0,349	valid
25	0,382903	>	0,349	valid

Tryout test was conducted before the researcher gave the pretest and posttest to control and experiment class. The instrument showed all items were valid if Rhitung> Rtable. It can be seen in appendix 1

2. Reliability test

In this research, the researcher used SPSS to analyze the data. After the reliability test was conducted by using SPSS, the scale of alpha cronbach showed 867 which indicated instrument has very high reliability. It can be seen in appendix 2

Table 4.2 reability test statistic

Cronbach's alpha	N of item
867	25

b. Data from the pre_test of experiment class and control class

Pretest was a process to measure stutends competency before giving the treatment in the first meeting, the purpose of pretest is to knowing students score in vocabulary before theee treatment by using make a match method in the experiment class and using student book in control class.

1) Experiment class

The pretest result of experiment class was shown by the table below.

Table 4.3 data pretest of experiment class

No	Name	Score
1	AN	36
2	AP	52
3	AS	64

4	AV	64
5	AZ	40
6	AS	36
7	DZ	40
8	DR	80
9	GN	40
10	HAP	60
11	IAS	72
12	IR	44
13	IPF	60
14	IQ	36
15	JA	68
16	KP	56
17	KA	68
18	LA	64
19	LS	56
20	MPR	44
21	MHD	44
22	MN	56
23	MS	52
24	NK	40
25	NSA	52
26	QH	76
27	RA	60
28	SA	60
29	SS	52
30	SK	52
31	TC	60
32	VA	60
Mean		54.50
Standrt Deviation		12.011
Variance		144.258
Max		80
Min		36

From the calculation by using SPSS, it showed that the, number of students were 32students, mean score was 54.50, standard deviation was 12.011 variant 144.258 and the highest score of pre-test was 80 and the lowest score was 36. seen in appendix 3

2) Control class

The pretest result of control class was shown by the table below.

Table 4.4 data pretest of control class

No	Name	Score
1	AN	68
2	AS	36
3	AZ	60
4	DA	44
5	DAM	64
6	FF	54
7	FA	60
8	FR	60
9	FAI	64
10	HK	40
11	HG	44
12	HF	68
13	LDM	60
14	MAF	40
15	MF	56
16	MS	60
17	NS	56
18	NFS	56
19	NSY	52
20	NZ	36
21	NN	40
22	NA	56
23	RB	40
24	RA	40
25	RAK	36
26	SR	64
27	SA	80
28	SI	60
29	SR	40
30	SU	44
31	YS	40
32	ZA	56
Mean		52.31

Standrt Deviation	11.585
Variance	134.222
Max	80
Min	36

From the calculation by using SPSS, it showed that the, number of students were 32 students, mean score was 52.31, standard deviation was 11.585, variant 134.222 and the highest score of pre-test was 80 and the lowest score was 36 seen in appendix 5

c. Data from the post_test of experiment class and control class

Posttest was a process to measure students' score in vocabulary after students were given the treatment. Post-test was given for both of class experimental class andcontrol class in the last meeting.The description of the data both of experiment class and control class will be explained below.

1) Experiment class

The postest result of experiment class was shown by the table below.

Table 4.5 data postest of experiment class

No	Name	Score
1	AN	76
2	AP	80
3	AS	96

4	AV	96
5	AZ	80
6	AS	76
7	DZ	76
8	DR	92
9	GN	84
10	HAP	92
11	IAS	92
12	IR	80
13	IPF	96
14	IQ	80
15	JA	88
16	KP	88
17	KA	84
18	LA	84
19	LS	96
20	MPR	96
21	MHD	96
22	MN	92
23	MS	80
24	NK	88
25	NSA	88
26	QH	80
27	RA	92
28	SA	100
29	SS	92
30	SK	92
31	TC	96
32	VA	100
Mean		88.37
Standrt Deviation		7.422
Variance		55.081
Max		100
Min		76

The data shows that the lowest score of post-test that was gained by the experiment class was 76, the higher score was 100, variant was 55.081, standard deviation was 7.422 and the mean score was 88.37. The calculation of mean, standard

deviation, variant, maximum and minimum score for post-test in experiment class can be seen in Appendix 4 . The table also shows that there was two students who got 100, seven students who got 96 and 92 .

2) Control class

The posttest result of control class was shown by the table below.

Table 4.6. data postest of control class

No	Name	Score
1	AN	76
2	AS	76
3	AZ	84
4	DA	80
5	DAM	80
6	FF	76
7	FA	92
8	FR	92
9	FAI	84
10	HK	92
11	HG	72
12	HF	92
13	LDM	80
14	MAF	92
15	MF	80
16	MS	84
17	NS	56
18	NFS	76
19	NSY	80
20	NZ	76
21	NN	76
22	NA	88
23	RB	76
24	RA	84
25	RAK	68

26	SR	92
27	SA	92
28	SI	76
29	SR	76
30	SU	76
31	YS	76
32	ZA	88
Mean		80.88
Standrt Deviation		8.300
Variance		58.887
Max		92
Min		56

The data shows that the lowest score of post-test that was gained by the control class was 56, the higher score was 92, variant was 58.887, standard deviation was 8.300, and the mean score was 80,88. The calculation of mean, standard deviation, variant, maximum and minimum score for post-test in control class can be seen in Appendix 6. The table also shows that there was seven students who got 92, and two students who got 88

2. Analysis of the data

a. The normality test

The data normality test was intended to show that the sample data came from normally distributed populations. The analysis data for normality test in experimental class and control class the researcher usedKolmogorov-Smirnov[a] , as a normality test. The hypotest that proposed was:

Ha: data x is normally distributed

Ho: data x is not normally distributed

Ho will accepted if the significant value of Kolmogorov-Smirnov[a,] test was higher than the significant value *a*(0,05)

Table 4.7. data normality experiment and control class

Tests of Normality

	CODE_KELAS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
HASIL	pretest experiment	,121	32	,200*	,956	32	,209
	posttest experiment	,187	32	,006	,916	32	,016
	pretets control	,170	32	,020	,917	32	,017
	posttest control	,185	32	,007	,889	32	,003

Based on of Shapiro-Wilk' test ouput results on SPSS 20 as in the table above, the normality test resul was found in pretest of experiment class is 0,209 and for postest is 0,016 while in pretest of control class was found 0,017. Based on the explained above that the all of data in the experiment and control class was higher then 0,05 so it can be categorized that the all data are normaly distributed. seen in appendix 8.

b. The homogenity test

The purpose of the homogeneity test was to indicate that two or more sample sets of data from the population had the same variance. The analysis data for homogeneity test using SPSS was described below.

Tabel 4.8. Data homogenity by using SPSS

Levene Statistic	df1	df2	Sig.
,318	1	62	,575

The data will be homogeneity if the significant value greater then the value of alpha (0,05). Based on the table above, the result of the data by using SPSS found that the significant value is 0,575 it means that greater then the value of alpha, so the conclusion of homogenity test both of experiment and control class is the distribution of the data are homogeneity. seen in appendix 8

c. Comparison of statistical data in posttest experiment class and control class.

The researcher begin to compare the posttest of experiment class and control class which consisted of the mean score, higher score, and the lowest score in vocacabulary after the researcher thaugt by using make a match method in the experiment class and using conventional method in control class. The comparison both of class was describe as the table bellow.

Table 4.9 statistic comparison class control and experiment class

	Class	n	Maximal	Minimum	Mean	Std. deviation	Varience
Pretest	Control class	32	80	36	52.31	11.585	134.222
	Experiment class	32	80	36	54.50	12.011	144.258
Posttest	Control class	32	92	56	80.88	8.300	58.887
	Experiment class	32	100	76	88.37	7.422	55.081

Based on the table above There were several differences of the student's score in posttest of vocabulary test. The scores mean score in the experiment class were got 88.37 while in the control class was 80.88, the maximum in the experiment class were got

100 and in the control class is 92. It can be concluded there were significant differences in students vocabulary score both of class. The data show that the mean of experiment class were higher then the control class. It means that teaching vocabulary by using make a match method better then by using conventional method. seen in appendix 9

d. Hypothesis testing

The research hypothesis testing is as follows:

1. If the significant value (2-tailed) was less than or equal to 0.05, then the null hypothesis (HO) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant differences in students scores between students vocabulary score who are thaught by using make a match method then then student thaught by using conventional method
2. If the significant value (2-tailed) was greater than or equal to 0.05, then the null hypothesis (HO) was accepted and the alternative hypothesis (Ha) was rejected. It means that there was no significant differences in students scores between students vocabulary score who are thaught by using make a match method then then student thaught by using conventional method

Therefore, to find out whether make a match has significant effect as a method in teaching vocabulary, the researcher tested the results of the post-test by using the independent sample T-test in the SPSS 20 program. The results were as follows:

Table 4.10 independet sample test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL POSTEST	Equal variances assumed	,023	,881	3,810	62	,000	7,500	1,968	3,566	11,434
	Equal variances not assumed			3,810	61,240	,000	7,500	1,968	3,565	11,435

Based on the independent test above, the result of posttest in both of classes showed that the obtained significant value or sig (2-tailed) is 0,000. Two-tailed significant showed that 0,000< 0.05. It means that alternative hypothesis was accepted and it can be concluded that there was significant differences of students scores in vocabulary who were taught by using make a match. In

other words, HO was rejected and Ha was accept. seen in appendix 9

B. Discussion

Vocabulary is one of the important aspect in English. The students need to mastering vocabulary because vocabulary is words that someone must know to communicate effectively and also important skill in English, the students master in vocabulary will be easier in understanding the language and will be easier to communicate with other people if the students do not know about the vocabulary they will be difficulty in understanding what they are see, read, learn and also they cannot communicate effectively.

Mastering vocabulary can support in learning the four language skills, namely: listening, reading, speaking, writing. Because of this reason, the teacher should choice and used effective strategi or method to improve vocabulary, there are many way and method that teacher can used to teach and increse student vocabulary mastery, one of the method that teacher can used in the classroom to improve students vocabulary mastery is by using make a match.

Make a match is a method to teach vocabulary by using cards that can be used in every subject and level of students. make a match is one of cooperative learning method that can be used to master vocabulary because make a match not only teaching stressful but also fun learning process. In this method the cards devided in to two kind of cards its content of question

and answer cards. The basic principle of make a match is students find or match a patner while they are learning a concept or particular topic in interesting classroom atmosphere.

In this research, the researcher had found the effect of using make a match as a method in teaching vocabulary. Based on the data that reseacher explained in the findings, it can be seen that the post-test score in the experiment class who are thaugt by using make a match were higher then the post-test score in the control class who are thaugt by using conventional method. The mean score in posttes of experiment class were 88.37 while the mean score in the post-test of control class were 80.88 and based on the analyzed data using independent t test, the obtained significant value or sig (2-tailed) is 0,000. It means that alternative hypothesis was accepted because 2-tailed significant lower then 0.05. It can be conclude there was significant effect of using make a match method towards students vocabulary mastery.

Based on the explanation above, the researcher had answered the hypothesis. The result mean the null hypothesis was rejected and there was significant effect of using make a match method toward students vocabulary mastery and students who are taught by using make a match method better then students decide to did not used make a match method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and discussion of the research about the effect of using make a match method in teaching vocabulary, the researcher concluded that:

First hypothesis There is any significant effect of using make a match toward student's vocabulary mastery. It can be seen from the result, the researcher found that there was the significant effect of using make a match method. The hypothesis (Ha) was accepted and null hypothesis was rejected. So, the teacher can use this method to help students in increase their vocabulary mastery.

The second hypothesis is Is there any significant differences in the students' vocabulary mastery between students who use make a match method and the students who decided not to use make a match method? Based on the data that researcher found in the finding is null hypothesis was rejected because of (2-tailed) was greater than or equal to 0.05,

The third hypothesis that researcher found is using make a match was better then the student did not used make a math that be can be seen in finding that the post of experiment class was higher then the post test in the control class. .

B. Suggestion

Based on the conclusions above, the use of make a match method in teaching English especially in teaching vocabulary gives the significance effect to students' vocabulary mastery at seventh grade MTsN 6 Agam., the researcher gives some suggestions as follow:

1. For the teachers

   Make a match can be used for helping teacher in teachin English especially in teaching vocabulary.

2. For the next researchers

   It is suggested to the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been covered in this research. For this reason, the researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

3. For students

   The students should pay attention to the lesson when the teacher explains the material and students should follow the procedures of make a match method to create a pleasant classroom atmosphere and to avoid wasting time.

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APPENDIX 1

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	0	15	16	17	18	19	20	21	22	23	24	25	TOTAL
1	AI	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	14
2	AN	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	1	1	0	1	13
3	AS	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	20
4	DF	1	0	1	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	1	14
5	DZ	1	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	0	0	1	1	0	1	14
6	FF	1	1	1	0	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	13
7	FA	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	0	1	0	0	1	16
8	FR	1	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	1	9
9	FA	1	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	0	0	0	1	10
10	AK	1	1	1	0	0	0	1	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	10
11	HR	0	1	1	0	0	1	0	0	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	9
12	HF	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	0	0	0	13
13	LD	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	11
14	MAL	1	1	1	0	0	1	0	0	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0	1	13
15	MF	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	7
16	MS	0	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6
17	NB	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	5
18	NF	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	20
19	NS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	23

20	NZ	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
21	NN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
22	NA	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
23	RB	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	17
24	RF	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	20
25	RA	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	0	1	1	16
26	AR	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	1	0	1	1	11
27	AS	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	6
28	SI	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	1	6
29	SR	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	10
30	SY	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	18
31	YS	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	1	19
32	ZQ	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	12
	Rhitung	0,6	0,4	0,5	0,7	0,6	0,6	0,4	0,5	0,4	0,4	0,4	0,7	0,5	0,5	0,4	0,4	0,4	0,5	0,4	0,6	0,5	0,6	0,5	0,5	0,4	
	rtable	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	
	V/NV	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	

APPENDIX 2

Reliability Statistics

Cronbach's Alpha	N of Items
,868	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	13,1563	29,620	,538	,860
VAR00002	13,2188	30,176	,372	,865
VAR00003	13,2500	29,742	,446	,862
VAR00004	13,6563	29,072	,604	,858
VAR00005	13,5000	29,290	,497	,861
VAR00006	13,4688	29,096	,530	,860
VAR00007	13,2188	30,434	,320	,866
VAR00008	13,2500	30,000	,394	,864
VAR00009	13,2813	30,402	,304	,867
VAR00010	13,2813	30,015	,379	,864
VAR00011	13,5313	30,064	,355	,865
VAR00012	13,8125	29,835	,628	,859
VAR00013	13,3750	29,532	,450	,862
VAR00014	13,3125	29,577	,455	,862
VAR00015	13,0313	31,064	,334	,866
VAR00016	13,1250	30,823	,289	,867
VAR00017	13,2500	30,323	,330	,866
VAR00018	13,4375	29,544	,444	,862
VAR00019	13,4375	30,319	,300	,867
VAR00020	13,5000	29,226	,509	,860
VAR00021	13,7188	29,822	,492	,861
VAR00022	13,4063	28,959	,557	,859
VAR00023	13,5625	29,867	,399	,864
VAR00024	13,5938	29,797	,422	,863
VAR00025	13,1250	30,629	,334	,865

APPENDIX 3

PRETEST IN EXPERIMENT

No	Name	Score
1	AN	36
2	AP	52
3	AS	64
4	AV	64
5	AZ	40
6	AS	36
7	DZ	40
8	DR	80
9	GN	40
10	HAP	60
11	IAS	72
12	IR	44
13	IPF	60
14	IQ	36
15	JA	68
16	KP	56
17	KA	68
18	LA	64
19	LS	56
20	MPR	44
21	MHD	44
22	MN	56
23	MS	52
24	NK	40
25	NSA	52
26	QH	76
27	RA	60
28	SA	60
29	SS	52
30	SK	52
31	TC	60
32	VA	60
Mean		54.50
Standrt Deviation		12.011
Variance		144.258
Max		80
Min		36

APPENDIX 4

POSTTEST IN EXPERIMENT

No	Name	Score
1	AN	76
2	AP	80
3	AS	96
4	AV	96
5	AZ	80
6	AS	76
7	DZ	76
8	DR	92
9	GN	84
10	HAP	92
11	IAS	92
12	IR	80
13	IPF	96
14	IQ	80
15	JA	88
16	KP	88
17	KA	84
18	LA	84
19	LS	96
20	MPR	96
21	MHD	96
22	MN	92
23	MS	80
24	NK	88
25	NSA	88
26	QH	80
27	RA	92
28	SA	100
29	SS	92
30	SK	92
31	TC	96
32	VA	100
Mean		88.37
Standrt Deviation		7.422
Variance		55.081
Max		100
Min		76

APPENDIX 5

PRETEST IN CONTROL

No	Name	Score
1	AN	68
2	AS	36
3	AZ	60
4	DA	44
5	DAM	64
6	FF	54
7	FA	60
8	FR	60
9	FAI	64
10	HK	40
11	HG	44
12	HF	68
13	LDM	60
14	MAF	40
15	MF	56
16	MS	60
17	NS	56
18	NFS	56
19	NSY	52
20	NZ	36
21	NN	40
22	NA	56
23	RB	40
24	RA	40
25	RAK	36
26	SR	64
27	SA	80
28	SI	60
29	SR	40
30	SU	44
31	YS	40
32	ZA	56
Mean		52.31
Standrt Deviation		11.585
Variance		134.222
Max		80
Min		36

APPENDIX 6

POSTTEST IN CONTROL

No	Name	Score
1	AN	76
2	AS	76
3	AZ	84
4	DA	80
5	DAM	80
6	FF	76
7	FA	92
8	FR	92
9	FAI	84
10	HK	92
11	HG	72
12	HF	92
13	LDM	80
14	MAF	92
15	MF	80
16	MS	84
17	NS	56
18	NFS	76
19	NSY	80
20	NZ	76
21	NN	76
22	NA	88
23	RB	76
24	RA	84
25	RAK	68
26	SR	92
27	SA	92
28	SI	76
29	SR	76
30	SU	76
31	YS	76
32	ZA	88
Mean		80.88
Standart Deviation		8.300
Variance		58.887
Max		92
Min		56

APPENDIX 7

Mean, variance, standart deviation, maximum, minimum, and frequences by using spss 20

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRETETST_EXPERIMENT	32	36	80	54,50	2,123	12,011	144,258
POSTTEST_EXPERIMENT	32	76	100	88,37	1,312	7,422	55,081
PRETETS_CONTROL	32	36	80	52,31	2,048	11,585	134,222
POSTTEST_CONTROL	32	56	92	80,88	1,467	8,300	68,887
Valid N (listwise)	32						

pretest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	3	9,4	9,4	9,4
	40	4	12,5	12,5	21,9
	44	3	9,4	9,4	31,3
	52	5	15,6	15,6	46,9
	56	3	9,4	9,4	56,3
	60	6	18,8	18,8	75,0
	64	3	9,4	9,4	84,4
	68	2	6,3	6,3	90,6
	72	1	3,1	3,1	93,8
	76	1	3,1	3,1	96,9
	80	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

postetst_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	3	9,4	9,4	9,4
	80	6	18,8	18,8	28,1
	84	3	9,4	9,4	37,5
	88	4	12,5	12,5	50,0
	92	7	21,9	21,9	71,9
	96	7	21,9	21,9	93,8
	100	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

pretest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	3	9,4	9,4	9,4
	40	7	21,9	21,9	31,3
	44	3	9,4	9,4	40,6
	52	1	3,1	3,1	43,8
	54	1	3,1	3,1	46,9
	56	5	15,6	15,6	62,5
	60	6	18,8	18,8	81,3
	64	3	9,4	9,4	90,6
	68	2	6,3	6,3	96,9
	80	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

posttest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3,1	3,1	3,1
	68	1	3,1	3,1	6,3
	72	1	3,1	3,1	9,4
	76	11	34,4	34,4	43,8
	80	5	15,6	15,6	59,4

	84	4	12,5	12,5	71,9
	88	2	6,3	6,3	78,1
	92	7	21,9	21,9	100,0
	Total	32	100,0	100,0	

APPENDIX 8

Normality Test

Tests of Normality

	CODE_KELAS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	pretest experiment	,121	32	,200*	,956	32	,209
	posttest experiment	,187	32	,006	,916	32	,016
	pretets control	,170	32	,020	,917	32	,017
	posttest control	,185	32	,007	,889	32	,003

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

postest		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	,318	1	62	,575
	Based on Median	,220	1	62	,641
	Based on Median and with adjusted df	,220	1	54,414	,641
	Based on trimmed mean	,471	1	62	,495

pretest

Test of Homogeneity of Variance

pretest		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	,226	1	62	,636
	Based on Median	,028	1	62	,868
	Based on Median and with adjusted df	,028	1	61,696	,868
	Based on trimmed mean	,242	1	62	,625

APPENDIX 9

Comparison Mean And Independent Test

	Class	n	Maximal	Minimum	Mean	Std. deviation	Varience
Pretest	Control class	32	80	36	52.31	11.585	134.222
	Experiment class	32	80	36	54.50	12.011	144.258
Posttest	Control class	32	92	56	80.88	8.300	58.887
	Experiment class	32	100	76	88.37	7.422	55.081

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL POSTEST	Equal variances assumed	,023	,881	3,810	62	,000	7,500	1,968	3,566	11,434
	Equal variances not assumed			3,810	61,240	,000	7,500	1,968	3,565	11,435

APPENDIX 10

Instrument Item Guidelines

Variable	Sub Variable	Indicator	Descriptor	Amount of item	No Item
The effect of make a match in teaching vocabulary mastery	Vocabulary mastery	1. the students know vocabulary about family 2. The students able to introduce his self and his family.	Identify the part of family	6	7 16 17 18 19 20
			Identify the pronoun in the context	2	5 6
			Identify noun in the context	5	1 3 10 21 22
			Identify verb based on the context	5	8 9 23 24
			Identify the adverb in the context	2	2 4 25
			Identify the defination /meaning of word	2	12 14
			Identify the synonym of the contex	2	11 15

			Identify the antonym of word	1	13

APPENDIX 11

Reseach Guidelines

Variable	Sub Variable	Indicators	Descriptors	Data Collection
The effect of make a match in teaching vocabulary	1. Make a Match	1. The students know the vocabulary about family 2. The students able to introduce his self and his family.	1. The teacher presents a broad topic in front of the class (my self and my family) 2. The teacher writes difficult vocabulary. 3. The teacher say pronounciation and ask the student to follow 4. The teacher introduce the procedures of make a match 5. Every students get one card, and think the question or answer card based the card they holds 6. Every students look for pairs (question/answer cards), 7. Students who can match their cards before the	• Experiment and interview

			deadline ended will get a point. 8. After one round the cards shuffled again so that each student gets different card then before. 9. The teacher and student make the conclusion about the material.	
The effect of make a match method in teaching vocabulary	Vocabulary mastery		1. Identify part of family 2. identify noun in the context 3. identify verb in the context 4. identify pronoun in the context 5. identify meaning in the context 6. identify meaning in the context 7. identify synonym in the context 8. identify antonym in the context .	

APPENDIX 12

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Sekolah : MTsN 6 Agam

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII / Ganjil

Materi Pokok : introduce myself and family

Keterempilan : Vocabulary

Alokasi Waktu : 2 x 35 (70 menit)

A. Kompetensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi dasar	Indikator pencapaian kompetensi
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan	3.1.1 Mengidentifikasi ungkapan yang digunakan untuk

	unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)	memperkenalkan jati diri 3.1.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri 3.1.3 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran 3.1.4 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga
	4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1. Melakukan percakapan interpersonal untuk meminta dan memberi informasi terkait jati diri, hobi, kegemaran dan anggota keluarga

C. Tujuan Pembelajaran

Melalui pembelajaran ini, diharap kan siswa dapat :

1. Dapat memperkenalkan diri dan keluarga dengan baik
2. Dapat mengetahui serta penggunaan kosakata yang di pelajari dengan benar
3. Dapat memberi dan meminta informasi tentang keluarga
4. Mampu mendeskripsikan serta menjawab pertanyaan berkaitan dengan memperkenalkan diri,keluarga,dan orang lain.

D. Materi Pembelajaran

1. Fungsi Sosial

- Berkenalan, memperkenalkan diri sendiri, keluarga/ orang lain.

2. Struktur Teks

- Memulai
- Menanggapi (diharapkan di luar dugaan)

3. Unsur Kebahasaan

- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya
- Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
- Subjek Pronoun: *I, You, We, They, He, She, It*
- Kata ganti possessive *my*, *your*, *his*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

- Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI

5. Metode Pembelajaran

- Metode Make a match

E. Media, Alat dan Sumber Pelajaran

- Media: Buku
- Alat: papan tulis, kartu, dan spidol
- Sumber belajar: buku pegangan siswa (creative competent student kurikulum 2013), kamus bahasa inggris, dan pengalaman peserta didik dan guru

F. Langkah langkah Pembelajaran

Pertemuan 1

kegiatan	deskripsi	Alokasi waktu
Pendahuluan	• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran peserta didik • Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingatkan dan menghubungkan dengan materi selanjutnya. • Menjelaskan hal hal yang akan dipelajari pada pertemuan ini	**10 menit**
Inti	• Guru menyampaikan topik Pelajaran yaitu INTRODUCE MYSELF • Guru menulis kosakata yang berhubungan dengan memperkenalkan diri • Guru membaca kosakata dan diikuti oleh siswa	**45 menit**

	• Guru meminta siswa menulis materi yang ada di papan tulis • Guru memperkenalkan make a match • Setiap siswa mendapatkan satu kartu dan memikirkan jawaban atau soal dari kartu yang di pegang • Siswa mencari pasangan dari kartu yang cocok dengan kartu nya(kartu soal / kartu jawaban) • Siswa yang dapat mencocokkan kartunya sebelum batas waktu di beri poin. • Setelah satu babak kart di kocok lagi agar tiap siswa mendapat kartu yang berbeda dar sebelumnya, demikian seterusnya. • Guru dan siswa membuat kesimpulan tentang materi	
penutup	• Guru membimbimbing peserta didik untuk menyimpulkan materi melalui tanya jawab • penutup	**5 menit**

Pertemuan 2

kegiatan	**deskripsi**	**Alokasi waktu**
Pendahuluan	• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, dan memeriksa	

	kehadiran peserta didik • Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingatkan dan menghubungkan dengan materi selanjutnya. • Menjelaskan hal hal yang akan dipelajari pada pertemuan ini	**10 menit**
Inti	• Guru menyampaikan topik Pelajaran yaitu FAMILY MEMBERS • Guru menulis kosakata yang berhubungan dengan family • Guru membaca kosakata dan diikuti oleh siswa • Guru memberi contoh kalimat memperkenal kan anggota keluarga (lisan/ tertulis) • Guru meminta siswa menulis materi yang ada di papan tulis • Guru memperkenalkan make a match • Setiap siswa mendapatkan satu kartu dan memikirkan jawaban atau soal dari kartu yang di pegang • Siswa mencari pasangan dari kartu yang cocokdengan kartu nya(kartu soal / kartu jawaban) • Siswa yang dapat mencocokkan kartunya sebelum batas waktu di beri poin.	**45 menit**

	• Setelah satu babak kart di kocok lagi agar tiap siswa mendapat kartu yang berbeda dar sebelumnya, demikian seterusnya. • Guru dan siswa membuat kesimpulan tentang materi	
penutup	• Guru membimbimbing peserta didik untuk menyimpulkan materi melalui tanya jawab • penutup	**5 menit**

Mengetahui:

Kubang Putih,

English teacher — Researcher

Dra. BETTI ERLIZA — ZULHADI

NIP 196808811199932002 — NIM 2318081

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Sekolah	: MTsN 6 Agam
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / Ganjil
Materi Pokok	: introduce myself and family
Keterempilan	: Vocabulary
Alokasi Waktu	: 2 x 35 (70 menit)

A. Kompetensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi dasar	Indikator pencapaian kompetensi
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	3.1.5 Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan jati

	dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)	diri 3.1.6 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri 3.1.7 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran 3.1.8 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga
	4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.2. Melakukan percakapan interpersonal untuk meminta dan memberi informasi terkait jati diri, hobi, kegemaran dan anggota keluarga

C. Tujuan Pembelajaran

Melalui pembelajaran ini, diharap kan siswa dapat :

1. Dapat memperkenalkan diri dan keluarga dengan baik
2. Dapat mengetahui serta penggunaan kosakata yang di pelajari dengan benar
3. Dapat memberi dan meminta informasi tentang keluarga
4. Mampu mendeskripsikan serta menjawab pertanyaan berkaitan dengan memperkenalkan diri,keluarga,dan orang lain

D. Materi Pembelajaran

1. Fungsi Sosial

- Berkenalan, memperkenalkan diri sendiri/orang lain.

2. Struktur Teks

- Memperkenalkan
- Menanggapi

3. Unsur Kebahasaan

- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya
- Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
- Subjek Pronoun: *I, You, We, They, He, She, It*
- Kata ganti possessive *my*, *your, his*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topic

Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- Scientific approach, diskusi, tanya jawab

F. Media, Alat dan Sumber Pelajaran

- Media: Buku
- Alat: papan tulis dan spidol

- Sumber belajar: buku pegangan siswa (creative competent student kurikulum 2013), kamus bahasa inggris, dan pengalaman peserta didik dan guru

G. Langkah langkah Pembelajaran

Pertemuan 1

kegiatan	deskripsi	Alokasi waktu
Pendahuluan	• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran peserta didik • Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingatkan dan menghubungkan dengan materi selanjutnya. • Menjelaskan hal hal yang akan dipelajari pada pertemuan ini	**10 menit**
Inti	• Guru menyampaikan topik Pelajaran yaitu introduce my self • Guru menulis kosakata yang berhubungan dengan memperkenalkan diri • Guru membaca kosakata dan diikuti oleh siswa • Guru memberi contoh memperkenalkan diri (lisan/ tertulis) • Guru meminta siswa menulis materi	**40 menit**

	yang ada di papan tulis • Guru memberi tugas kepada siswa berupa contoh kalimat untuk memperkenalkan dirinya masing masing • Guru mengawasi serta memeriksa tugas siswa • Guru meminta beberapa siswa untuk mempresentasi kan hasil tugas nya • Guru memperbaiki serta memberi sedikit penjelasan apabila dibutuhkan.	
penutup	• Guru membimbimbing peserta didik untuk menyimpulkan materi melalui tanya jawab • penutup	**10 menit**

Pertemuan 2

kegiatan	**deskripsi**	**Alokasi waktu**
Pendahuluan	• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran peserta didik • Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingatkan dan menghubungkan dengan materi selanjutnya.	**10 menit**

	• Menjelaskan hal hal yang akan dipelajari pada pertemuan ini	
Inti	• Guru menyampaikan topik Pelajaran yaitu family members • Guru menulis kosakata yang berhubungan family members • Guru membaca kosakata dan diikuti oleh siswa • Guru memberi contoh cara memperkenalkan anggota keluarga • Guru meminta siswa menulis materi yang ada di papan tulis • Guru memberi tugas kepada siswa berupa membuat contoh kalimat untuk memperkenalkan salah satu anggota keluarga nya masing masing • Guru mengawasi serta memeriksa tugas siswa • Guru meminta beberapa siswa untuk mempresentasi kan hasil tugas nya • Guru memperbaiki serta memberi sedikit penjelasan apabila dibutuhkan.	**40 menit**
penutup	• Guru membimbimbing peserta didik untuk menyimpulkan materi melalui tanya jawab • penutup	**10 menit**

H. Penilaian Hasil Pembelajaran

Kelas :

Tanggal Pengamatan :

Kriteria Penilaian

1. Penilaian Soal

Nomor Soal	Bobot Soal
1-25	4
Jumlah Skor Maksimal	100

Mengetahui:

Kubang Putih,

English teacher Researcher

Dra. BETTI ERLIZA ZULHADI

NIP 196808811199932002 NIM 2318081

APPENDIX 13

Instrument Of The Research Try Out, Pretest, Postest

SOAL PRETEST

TAHUN PEMBELAJARAN 2022/2023

Name : Mata Pelajaran : Bahasa Inggris

Class : Hari/ Tgl :

Intruction : Read the questions carefully and choose the correct answer from the options a, b, c, and d below

A. Read the following text and, and answer the question 1-4

Good morning. Allow me to introduce myself, please. My name is Marsha Habibullah. My family and friends call me Caca. I am from Padang Panjang, West Sumatera, I'm twelve years old. I like playing guitar and singing. I think that's all from me. Thank you for your attention.

1. What is the writer's fullname?
   A. Caca
   B. Sha-sha
   C. Habibul
   D. Marsha Habibullah
2. When does she introduce herself?
   A. At night
   B. In the evening
   C. In the morning
   D. In the afternoon
3. What is her nickname?
   A. Caca
   B. Habib
   C. Habullah
   D. Sasa

4. How old is caca
   A. Ten years old
   B. Eleventh years old
   C. Twelve years old
   D. Twenty years old

5. Vina has a rabbit.... name is Sweety.
   A. Its
   B. Her
   C. It
   D. Us

6. I have a bicycle.... father bought it yesterday.
   A. Mine
   B. Their
   C. My
   D. Her

7. This is photo of my…..



   A. Parent
   B. Family
   C. Grandparent
   D. Friends

8. My hobby is……



   A. Dancing
   B. Running
   C. Climbing
   D. Swimming

9. Andi is my brother, his hobby is



   A. Studying
   B. Climbing
   C. Running
   D. Singing

10. Laila is my aunty, she is …….



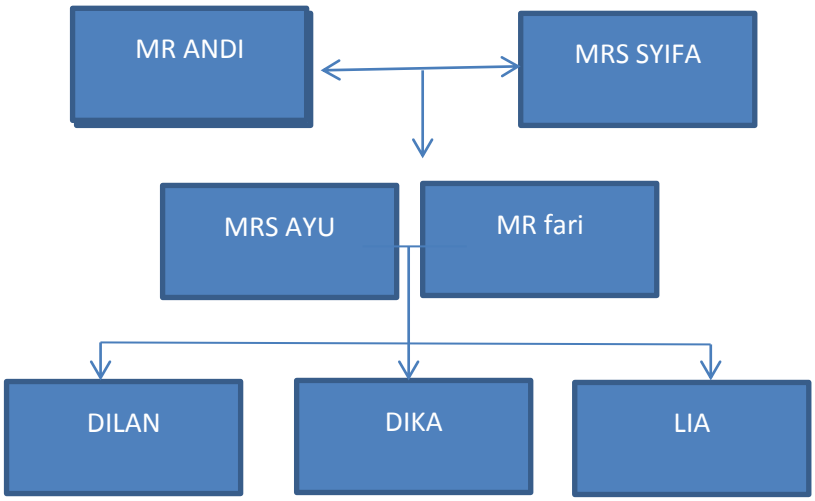
   A. Nurse
   B. Farmer
   C. Housewife
   D. Teacher

B. Match the sentence below with the appropiate word by drawing lines

11. The synonym of good looking is	a. Nice
12. The meaning of uncle is	b. Paman
13. The antonym of smart is	c. Orang tua
14. The meaning of parent is	d. Handsome
15. The synonym of good is	e. Stupid

C. Look at the family tree carefully and answer the questions 16-20 by drawing lines

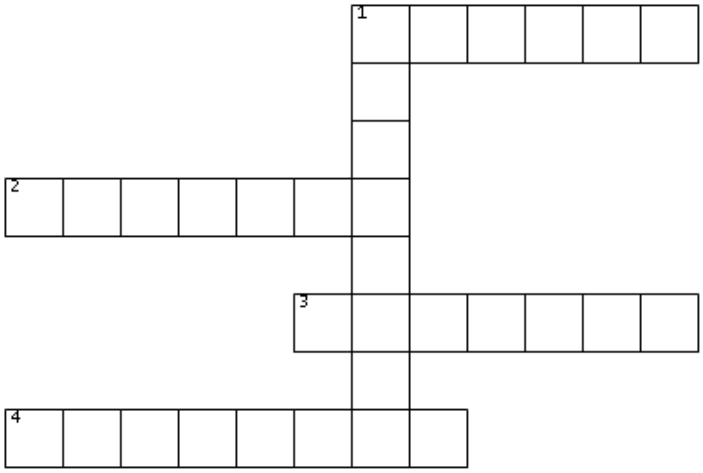
MY FAMILY TRE



Example : Mrs ayu is dilan's mother

16. Mr andi is Dika's	a. Sister
17. Lia is Dilan's	b. Grandfather
18. Dika is Dilan's	c. Wife
19. Mrs syifa is mr Andi's	c. Husband
20. Mr fari is mrs Ayu's	d. Brother

D. Complete the crossword below based on the clues given



Across

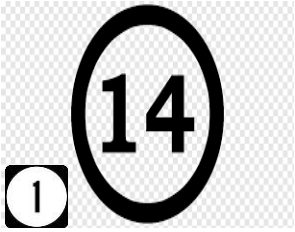
21. 

22. 

23. 

24. . 

down

25 . 

Keys answer

A.

1. **D**
2. **C**
3. **A**
4. **C**
5. **A**
6. **C**
7. **B**
8. **D**
9. **B**
10. **D**

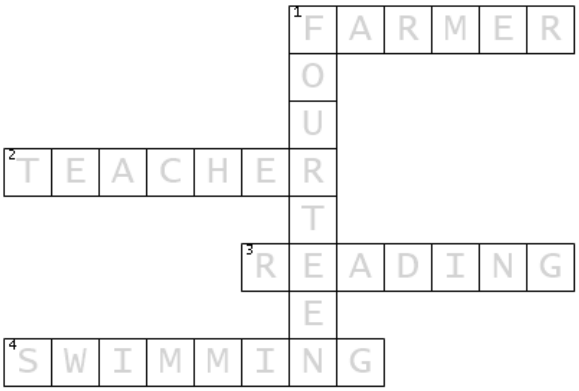
B.

1. **Handsome**
2. **Paman**
3. **Stupid**
4. **Orangtua**
5. **Nice**

C.

1. **Grandfather**
2. **Sister**
3. **Brother**
4. **Wife**
5. **Husband**

D.



APPENDIX 14

VALIDITION SHEET

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Syahrul. M. Pd

Jabatan:Dosen ; PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Zulhadi** dengan NIM **2318081**dengan judul **"The Effect of Make a Match Method Toward Students' Vocabulary Mastery at The 7th Grade of MTsN , 6 Agam, kubang putih."** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, September 2022

Validator

Syahrul

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd., M. Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Zulhadi** dengan **NIM 2318081**dengan judul **"The Effect of Make a Match Method Toward Students' Vocabulary Mastery at The 7th Grade of MTsN , 6 Agam, kubang putih."** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, September 2022

Validator

Dr. Afdaleni, M. Pd., M. Pd.

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : ELSY PRANITA, M.Pd

Jabatan:Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama **Zulhadi** dengan NIM **2318081**dengan judul **"The Effect of Make a Match Method Toward Students' Vocabulary Mastery at The 7th Grade of MTsN , 6 Agam, kubang putih."** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi,24 September 2022

Validator

ELSY PRANITA, M.Pd

APPENDIX 15

DOCUMENTATIO





