AN UNDERGRADUATE THESIS

THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS` VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MA'ARIF 04 PADANG RATU CENTRAL LAMPUNG

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1446 H/2024 M

THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS`
VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP
MA'ARIF 04 PADANG RATU CENTRAL LAMPUNG

Presented as a Partial Fulfilment of the Requirements

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1446 H /2024 M

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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                        STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
                        GRADE OF SMP MA'ARIF 04 PADANGRATU CENTRAL
                        LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 16 Oktober 2024
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The Honorable of the Head of Faculty of
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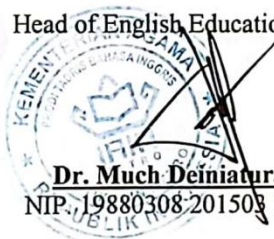*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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APPROVAL PAGE

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MA'ARIF 04 PADANGRATU CENTRAL LAMPUNG, Written by Faizatul Mahbubah, student number 2001052003, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, October 21st, 2024 at 08.00-10.00 WIB.

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**THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS`
VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP
MA'ARIF 04 PADANG RATU CENTRAL LAMPUNG
ABSTRACT**

By:
Faizatul Mahbubah

The aim of this research is to find out whether there is a positive and significant influence from using the make a match technique on students' vocabulary mastery. Interesting learning techniques are very important to encourage students' learning motivation, one of which is the make a match technique. The basic principle of make a match is that students look for or match their partners when studying a particular concept or topic in an interesting class atmosphere.

This research used quantitative methods with a pre-experimental type of research using one group pre-test and post-test design. The population of this research was 52 class VIII students at SMP Ma'arif 04 Padangratu. The sample taken was class VIII B which consisted of 24 students. Data collection techniques use tests and documentation, while data analysis techniques use normality tests, homogeneity tests and continue with hypothesis testing.

Based on the research results, it is known that the sig-2-tailed value is 0.000. It is clear that the probability or sig > 0.05, means the alternative hypothesis (Ha) is accepted. This shows that there is a positive and significant influence between variables X and Y, namely the use of the make a match technique in mastering vocabulary in class VIII B students at SMP Ma'arif 04 Padangratu, Central Lampung.

Keywords: Make a Match Technique, Quantitative Research, Vocabulary Mastery

PENGARUH TEKNIK MAKE A MATCH TERHADAP PENGUASAAN KOSAKATA SISWA KELAS DELAPAN SMP MA'ARIF 04 PADANGRATU LAMPUNG TENGAH
ABSTRAK

Oleh:

Faizatul Mahbubah

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dari penggunaan Teknik make a match dalam penguasaan kosakata pada siswa. Teknik pembelajaran yang menarik sangat penting untuk mendorong motivasi belajar siswa siswa, salah satunya adalah Teknik make a match. Prinsip dasar make a match adalah siswa mencari atau menjodohkan pasangannya ketika sedang mempelajari suatu konsep atau topik tertentu dalam suasana kelas yang menarik.

Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian pra-eksperimendengan menggunakan one group pre-test and post-test design. Populasi penelitian ini adalah 52 siswa kelas VIII di SMP Ma'arif 04 Padangratu. Sampel yang diambil adalah kelas VIII B yang terdiri dari 24 siswa. Teknik pengumpulan data menggunakan tes, dan dokumentasi, sedangkan teknik analisis data menggunakan uji normalitas, uji homogenitasdan dilanjutkan dengan uji hipotesis.

Berdasarkan hasil penelitian, diketahui bahwa nilai sig-2-tailed sebesar 0,000. Jelas bahwa probabilitas atau sig > 0,05, berarti hipotesis alternatif (Ha) diterima. Hal ini menunjukkan bahwa terdapat pengaruh yang positif dan signifikan antara variabel X dan Y, yaitu penggunaan teknik make a match dalam penguasaan kosakata pada siswakelas VIII B SMPMa'arif 04 Padangratu Lampung Tengah.

Kata kunci: penelitian kuantitatif, penguasaan kosakata, teknik make a match

ACKNOWLEDGMENT

AlhamdulillahiRabbil 'Aalamin, first all the researcher would like to express her deepest praise and gratitude to Alloh SWT who has given her blessing and merciful to complete thisresearch, shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realizes that many people had given their helps and useful suggestion for the finishing of this research with the title The Influence ofMake A Match Technique on Students` Vocabulary Mastery at The Eighth Grade of SMP Ma'arif 04 Padang Ratu Central Lampung. Without the assistance of them, this proposal would never have existed. Thisfore, the researcher would like to express her appreciation and sincerethank to:

1. Prof.Dr. Siti Nurjanah, M.Ag.PIA, the Rector of State Islamic Institute of Metro.

2. Dr.Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deniatur, M.Pd, the head of English Education Department of IAIN Metro.

4. Mrs.Yeasy Agustina Sari, M.Pd, my supervisor who has spent a of time to give guidance, suggestion, and advice in the accomplishment of this research.

<div align="right">

Metro, Oct21th2024
The researcher

<u>Faizatul Mahbubah</u>

</div>

DEDICATION PAGE

I highly dedicate his undergraduate thesis to;

1. Mr. Mulyanto and Mrs. Siti Komariyah my beloved parents who have given me support, motivation, prayer and working hard to see me success to finish this research. And my beloved brothers who supports me.

2. My best friend, Wulan Febriani, Elsa Widyawati, Octa Ariyani. You always support me, and pray for me.

3. And all of Clown's Crown members' who are solid and always give the best.

MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهْ ۚ

*"Siapa yang mengerjakan kebaikan seberat zarah, dia akan melihat
(balasan)nya."*
(Q.S Az-Zalzalah:7)

"Whoever does good deeds as heavy as a particle, he will see (the reward)."
(Q.S Az-Zalzalah: 7)

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CHAPTER I
INTRODUCTION

A. Background of Study

English is one of the world languages used by various countries in international meetings. As an international language, English is of course very important in the era of globalization and global connectivity. In Indonesia, a good understanding of English is becoming an increasing need, whether in the context of education, career or intercultural interaction. The increasing demand for human resources with good English language skills drives the importance of choosing the right techniques in the learning process, so that it is more effective and maximal for the people in Indonesia. Moreover, there are challenges in dealing with limited resources and educational accessibility.

Students' easily feel bored if they are taught using conventional teaching methods, especially if they memorize vocabulary using traditional methods, students are less interested, so motivation to learn and memorize vocabulary is very low. Therefore teachers must be creative in designing the teaching process. One way teachers can make learning enjoyable is by providing good techniques. One technique is make a match. It is hoped that it will be able to have an influence on the vocabulary learning process.

Vocabulary is a main of the language.[1] Without vocabulary, the language cannot be used to maintain all information in language. People cannot communicate effectively or express his ideas in both oral and written

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[1] James Coady and Thomas Huckin, Second Language Vocabulary Acquisition: A Rationale for Pedagogy, (New York: Cambridge University Press., 2003), p. 5.

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form. To support the speaker`s interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

Teaching vocabulary is not an easy thing. But, the process of teaching and learning vocabulary has various teaching models or techniques, such as word walls, flash cards, vocabulary cards and others. One of them is the Make a Match technique. In this technique students are asked to pair cards. This technique begins when students are asked to look for their partner cards. They have to find their partner before the specified time limit, students who can find their partner will get points. Make a Match is a group activity, this learning involves matching pairs of identical question or answer cards. It is an active, creative, effective, fun learning model, prioritizing cooperation and speed between students to achieve learning goals through cards, each learning card contains the concept of an answer or question. Students are tasked with finding pairs of cards before the time limit.

Based on pra survey wich have done on January, 03 2024, the researcher found problems in English learning. Not only interviewing English teachers, researcher but also interviewed several students at SMP Ma'arif 04 Padangratu. From the results of interviews, researcher found that the majority of students still had difficulty mastering vocabulary. Apart from that, students experience difficulties in pronunciation, spelling and understanding

themeaning of words. Students also find it difficult to remember vocabulary so their vocabulary is very limited, and their motivation to learn is still low.

Table 1.1
The Categorization of Pra-Survey Result in Studets Englih Score of the
Eighth Grade of SMP Ma'arif 04Padangratu Central Lampung

No	Score	Total student	Percentage
1	≥ 70	2	8%
2	< 70	22	92%
	Total	22	100%

From the table above, it be seen the level of students vocabulary is low . the total subjects of research are 24 students, only 2 students with precentage 8% who pass of the test. The criterion of minimum (KKM) of the students is 70. So, the researcher asummed that the The Students have low motivation in learning vocabulary, so the students have limited english vocabulary.

However, the learning process is not more interesting for the students, they frequently feel bored in following learning activities. In this case, the researcher have appliedmake a match technique as a medium in English learning process especially in vocabulary material. The researcher hopes that the technique can help of the student problem in learning English vocabulary. The research is entitled THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS` VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MA'ARIF 04 PADANG RATU CENTRAL LAMPUNG.

B. Problem Identification

Based on the research background above, the problem that can be identified are as follow:

1. The students have limited English vocabulary

2. The Students have low motivation in learning vocabulary

3. The student diffcult in memorizing the English vocabulary

C. Problem Limitation

Based on the identification of the problem above, the researcher limits the problem on the student have limited English vocabulary. They are at eight grade of SMP Ma`arif 04 Padang Ratu.

D. Problem Formulation

Based on the problems mentioned above, the researcher formulates the problem, namely "is there any positive and significant influenceof using the make a match technique toward students' vocabulary masteryat the eighth grade of SMP Ma'arif 04 Padang Ratu?

E. Objective and Benefit of Research

1. Research Objectives

   In line with the problem formulation above, the aim of this research is to find of wether there is influence of make a match technique on students vocabulary masteryat the eighth grade of SMP Ma'arif 4 Padang Ratu.

2. Benefits of Research

   It is hoped that this research will provide benefits not only for researcher, but also for English Department students, lecturers and institutions.

a. For students of SMP Ma'arif 4 Padang Ratu, it is hoped that this research can have a positive influence on vocabulary learning. It isalsohoped that the technique of this research will motivate students to increase their vocabulary mastery.

b. For other researchers, it is hoped that this research can become a reference for future researchers who want to conduct research with the same subject and method.

c. For IAIN Metro Institutions, it is hoped that this research can become a reference for institutions, because of the correlation between make a match technique and vocabulary mastery. Therefore, with the results of this research, the institution can provide or facilitate these results to students on campus, especially for students of the English Language Education Department at IAIN Metro.

F. Prior Research

There are some previous researches regarding the Make a Match Technique. First, a research written by Feranda Tiara Sandita. Entitled "The Influence of Using Make A Match Technique Towards Students" Speaking Ability At The First Semester of The Tenth Grade of Ma Al-Hikmah Bandar Lampung in The Academic Year of 2018/2019".The research analyzed the data by using independent sample t-test, the result was that there was an influence of using make a match technique towards students" speaking ability

at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019. [2]

The second prior research was done by Irma Khairunnisa who conducted the same research on the topic of Make a Match Strategy on students reading comprehension. The title of her research is "The Effect of Make A Match Strategy On Students Reading Comprehension of Descriptive Text". The writer used purposeful sampling technique to choose the sample from the whole students or population. The method used in this research was a quantitative method.[3]

The third research by Andi Mirayanti, this research about the final project is "Teaching Reading Comprehension By Using Make A Match Method of The Tenth Grade Students in Man Palopo" This research employed an experimental method. It aimed for giving description about the use of make a match method in teaching reading comprehension of the tenht grade students in Man Palopo. After collected data by conducting the pre-test, traetments, and post-test which involve some instruments, the research than would focus on the data analysis. Like the previous researches above the researcher conducts this research entitled "The influence of Make A-Match

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[2]Feranda Tiara Sandita. "The influence of using make a match technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019".(2019)

[3]Irma Khairunnisa."The Effect of Make A Match Strategy On Students ReadingComprehension of Descriptive Text". (A-Quasi-experimental Study at the seventh grades of MTsNegeri 4 Jakarta Academic Year 2018-2019).

Strategy on the Students Reading Skills of the Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro."[4]

Quite Similarity, this research is conducted to know if there any positive and significant influences of using Make A-Matcth technique toward students' english vocabulary on students'. The researcher uses quantitative method in data collection. The researcher uses Make a Match technique in learning class withthe purpose the students to improve english vocabulay of the students` or at least any significant and positive influences. The researcher focuses on vocabulary aspect of the student. Hence vocabulary is very important to understand English text.

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[4]Andi Mitrayani. "Teaching Reading Comprehension By Using Make A Match Method of The Tenth Grade Students in Man Palopo".(2018).

CHAPTER II
THEORITICAL REVIEW

A. Teaching English asForeign Language

Teaching is a process that has the aim of sharing knowledge, experience and prepared material. Experience and materials are needed for teaching to achieve the desired teaching process. Teaching can be interpreted as a process to develop students' abilities and knowledge. Teaching can make students more active in the learning process. However, in the learning process not all students can follow and understand, so teachers need media, strategies or techniques in order to improve the quality of teaching and learning.

Teaching is not just sending ideas or knowledge from the teacher, or the meaning of a textbook or activity into the minds of students. But it is more about how to build opportunities for students to develop students' understanding to be able to interact with science or information and new understanding in a way that is able to complement the students' existing concepts or framework of thinking.[1]This means that in a learning process, a teacher must make updates in order to find something to make it easier for students to understand what is being conveyed.

English as a native language or mother tongue refers to a child"s first language, the language learned in the home from older family mambers.[2]Second language is a language that not mother tongue but they use

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[1] Susan Briendly. Teaching English (New York: Routledge, 2005),p. 49
[2]DortheBuhman and Barbara Trudell, Mother Tongue Matters: Local Language as a Key to effectiveLearning, (Paris: UNESCO,2008),p. 6

at work or at school while English as a foreign language means English is taught bypeople whose main language is not English and they do not use English to communicationin society. In Indonesia, teaching English as foreign language, theteacher applies can use it in real life. As we know, English is a a language that almost every country uses English. Teaching English also makes it easy for students to communicate with foreigner.

B. Vocabulary

1. Concept of vocabulary

Linse states that vocabulary is a collection of words that an individual knows.[3] It means that vocabulary is collection of vocabulary students must know. A collection of words that must be remembered.The importance of students to know more about the meaning of word. The learners can know a lot of vocab by reading many dictionaries. Collection of words owned by someone in a certain language.

Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how learnersspeak,listen,read and write.[4] It means that vocabulary is a component that is very important for all skills. In order to communicate well using English language, the students should get an adequate number of words. vocabulary is component to English language because without sufficient vocabulary students cannot understand what other says.

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[3] C.T Linse, Practical English Language Teaching Young Learners. (NewYork:McGraw-Hill BookCompany,2006),p.121

[4] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice (New York: Cambridge University Press,2002),p.255

Hornby states that vocabulary is the total number of word in a language vocabulary is a list of words with their meaning.[5] It means that the vocabulary not only learn about the list of words but also what they mean. Lots of amounts of vocabulary that can be learned. The more numbers we know, the more vocabulary will be obtained.

2. Aspect of vocabulary

There are several aspects in learning vocabulary. According to Harmer there are four basic aspect of vocabulary, namelyword grammar, word use, word meaning and word combinations[6]

a. Word Meaning

Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggest or rather that words are different connotations, often depending on the context they occur in. The one problem in learning vocabulary is about meaning. It is one of the difficult in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts. One of the difficulties when learning

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[5]A S Hornby, "Oxford Advanced Learner"s Dictionary of Curren English", EnglishDictionary (Oxford:Oxford University Press,2010).p.1662

[6]Jeremy Harmer, The Practice of English Language Teaching, (London: Cambridge, 1998),p.18

vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings. Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a misunderstanding or misintrepretation.

b. Word combinations

Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another. It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

c. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb,etc. we make a distinction between countable and uncountable nouns. The former canbe both singular and plural. We can say one chair or two chairs, etc.[7]Example: Mr. Budi is a postman. He sends the letters everyday.

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[7]Jeremy Harmer, The Practice of English Language Teaching, (London: Cambridge, 1998),p.18

d. Word Use

Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses. It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. "Water" in this sentence doesn"t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself. Beside that Thornbury there are several aspect of vocabulary, that are word classes, word families word formation and multi word units.

3. **Concept of teaching vocabulary**

In teaching vocabulary, it does not only explain about meaning but also illustrating and presenting the vocabulary. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.[8] Relating to the vocabulary teaching, the teacher has tobe careful in selecting the vocabulary that he or she will teach.

Cameron stated that vocabulary teaching can be focused to help learners to build up a knowledge of words in ways that will enable them to use the

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[8]Douglas Brown, Teaching by Principles an Interactive Approach to Language PedagogySecondEdition(San Fransisco: Longman,2001),p.8

language efficiently and successfully.[9] More vocabularies the learners have, more chances they master the language. McCarten stated that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.[10] It means that in learning vocabulary the students should be practicing the use of the word. According to Thornbury there are five of factors that have relation on teaching set of word be considering by the teacher :

a. The level of the learners (whether beginners, intermediate, or advanced). It means that the teacher should give the material that is proper to the level of the students.

b. The learners" likely familiarity with words (learners may have met the word before even though ther are not part of their active vocabulary).

c. The dificulty of item – whether, for example, they express abstract rather than concrete meaning, or whether they are dificult to pronounce.

d. Their "teach ability" – whether, for example, they can be easily explained or demonstrated.

e. Whether item are being learned for production (in speaking and writing) or for recognition only (in listening and reading).[11]

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[9]Lynne Cameron, Teaching Language to Young Learners, (New York: University Press,2001),p.17

[10]Jeanne McCarten, Teaching Vocabulary, Lesson from the corpus, Lesson for the Classroom, (NewYork: Cambridge University Press,2007),p.21

[11]Scott Thornbury, How to Teach Vocabulary (London : Longman, 2002), p. 75-76

Teaching vocabulary can be done through four phases :

1) Introducing   :The teacher introduces new word with clearly and

correctly pronunciation. Use picture or oral subject.

2) Modelling   : the teacher gives an example and act as a model.

3) Practicing   : the teachers train the students to imitate and practice.

4) Applying   : the students applying in the right situation with the

help teacher.

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make some difficult than others, they are:

1) Pronunciation; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2) Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.

3) Length and Complexity; long words seem to be no more difficult to learn that short ones. But, as a rule of thumb, high frequency word tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability".

4) Grammar; also problematic is the grammar associated with the word especially if this differs from that of its Ll equivalent. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicar and English tell, and say he explain me the lesson.

5) Meaning; when two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point, you make a breakfast and make an appointment, but you do the housework and a questioner, word with multiple meanings, such as since still, can also be troublesome for learners.

6) Range, Connotation, and Idiomatic; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.[12]

4. Types of vocabulary

There are many kinds of vocabulary, according to Thombury state that vocabulary includes in the category of word classes.[13] Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of

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[12] Scott Thornbury, How to teach Vocabulary (Essex: Person Educational Limited,2002),p.27

[13]Ibid

their formation and their use in sentences. There are eight main word classes in English, such as:

a. Nouns

There are several definitions of nouns put forward by experts. Frank statednouns are one of the most important parts of speech.[14] Arrangements with verbs help form the core of the sentence which is important for each complete sentence. Meanwhile, Sjah and Enong stated that nouns are words used to refer to people, places, plants, objects, animals, characteristics and abstract concepts. Relating to the name of something like a place, plant, person, etc. To example: John, student, house, chair, nose, cat, honesty and others.

b. Verb

A verb is part of (or a class of words) that describes an action or event or indicates a situation. It means that a verb is a type of language component that have an important role. According to Frank, the verb is the most complex part speech.9 Its varying arrangements with nouns define different types sentence, statement, question, command, exclamation, noun, the verbs have grammatical properties of person and number, properties that requires agreement with the subject. Example: writing, reading, listen, and so on.

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[14] Marcella Frank, Modern English a Practical Reference Guide, New York: New York University. P. 6

c. Adjective

There are several definitions of adjectives put forward by experts. Frank stated that adjectives are modifiers that have comparative grammatical properties.[15] He often identified by a special derivation suffix or by a special adverbial modifier which preceded it. It's also a normal position. Example: beautiful, kind, small, and so on.

d. Adverb

There are several definitions of adverbs put forward by experts. Frank stated that adverbs are words that explain or modify verbs, adjectives, and others adverb. This means that adverbs can be used to describe or modify verbs. adjectives, and other adverbs.

e. Prepotion

Prepositions range in meaning from such definite semantics ideas such as time, place, etc., to purely structural meanings such as those in the form by the subject-verb-complement relationship.

f. Conjuntion

Coordinate conjunctions connect structural units that are grammatically the same. What is meant by a compound is that it consists of two independent elements which have been merged into one larger unit.

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[15]Marcella Frank, Modern English a Practical Reference Guide, New York: New York University. P. 6

g. Determiner

The two articles are and a. The can be used with singular or plural noun; a is generally used as a singular countable noun. Every article undergoes changes before the word begins with a vowel sound. Head The structural function of the article is as a determinant that precedes a noun. Signal certain people or things that have been chosen from others: students sit next to you.

h. Pronoun

Pronoun form a small class of words with very high frequency. the traditional definition of a pronoun as a word that replaces a noun is applies to some types of pronouns but not to others. The pronoun is actual substitutes can refer not only to the preceding noun − its antecedent - but also to larger part of the discourse that preceded it.

5. **The concept of Vocabulary Mastery**

a. The Definition of Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners would get some difficulties in developing the four language skills. Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the

words. It is needed to communicate successfully in the second language.

According to Nation & Newton adopted by FajarFurqon vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Cameron means that a useful vocabulary is central to the learning of a foreign language at primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language.[16]

Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster in MofarehAlqahtani mastery refers to (1) a. the

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[16]FajarFurqon, "Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension",(Jakarta: English Education Study Program of IndonesiaUniversityofEducation), 2013, p. 68

authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or knowledge that makes one master of a subject comment.[17]

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we could conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

Vocabulary mastery is the ability to use it fluently in communication (not the ability to talk about it met linguistically), measures which tap into fluent and accurate usage are crucial. Bancroft suggests that the mind has limited cognitive resources, and so if they are focused on one aspect (e.g. form), there would be less available to apply to other aspects (e.g. meaning). Thus, the more automatic some word knowledge aspects are, the more resources could be given to

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[17]MofarehAlqahtani, "The Importance Of Vocabulary in Language Learning and How To Be Taught" , International Journal of Teaching and Education, Saudi Arabia, 2004, p.2

other aspects. Furthermore, these cognitive constraints are not limited only to vocabulary.[18]

b. The Measurement of Vocabulary Mastery

To measure students' vocabulary, based on Ur, there are several indicatorsof vocabulary mastery, listed in the table below:[19]

Table 2.1

Indicator of Vocabulary Mastery

Variable	Indicator
Dependent Variable (Y) Vocabulary Mastery	1. Spelling The student also need understand the letters and syllables to form a word called spelling. 2. Meaning The more students are attentive of meaning and words, the more likely students remember it. 3. Grammar Grammar is helpful to learn a group of words that all have the same grammatical function, and focuses a vocabulary study session on the differences between adjectives, nouns, and verbs .

C. **Concept of make a match**

1. **Definition of make a match**

Gerlach and Ely state that technique is a way, a tool or media teachers can use to observe students towards the goal to be achieved.[20]It means that technique is an activity or media that done in the class for realize purpose from learning to know students ability. Curran states that

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[18]Nobertschmitt, Researching Vocabulary, England, 2010, p.17.

[19] Ur. Penny, A Course in Language Teaching: Practice and Theory, (Cambridge:Cambridge University Press, 1991), p. 60.

[20]Zainal,Aqib,Model-Model, Media and Contextual Learning Strategies(Inovatif),(Bandung:CV YramaWidya,2013),p.70

make a match is one of the co-operative learning models that can be applied in the classroom.[21]Arifah and Kusumardyati states that make a match as one of the co-operative learningtechniques that is used with pairs. The students are put into 2 groups, group A and group B The number in each group depends on the number of cards prepared. Each students gets a acrd. Group A gets question (topic) cards; while group B gets the answer cards. When they have already found their matches, they can report it to the teachers.

Curran stated that the basic principle of make a match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. This technique is tarted when the students asked to find their card partner, and they have to find the partner before the limit, students who can find the partner will get the point. Make a match is a simple technique and very interesting to use in learning process to classroom. Make a match very easyto teach will help teachers to teach vocabulary and will help student to get new words.

2. **Procedure of make a match**

There are procedure of make a match technique is the students are put into 2 groups A and B. Each of the students of the group get one card. A group brings the questions (topic) cards, while B group brings the answer (simple description) cards. When they are ready to start, the

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[21]Lorna Curran,Language Arts And Cooperative Learning:Lessons for the tittle ones,(SanClemente:C.AKagan Publisher,1994)

teacher asks them to faceeach other. After that, the teachers rings the whitsle as the sign that they have to find their matches. When they already found their matches they can report to the teacher and if they are right, the teacher ask them to compose longer paragraph.[22]

Procedure make a match technique according to Lie:[23]

a. Teacher prepares some cards contain some concepts or topic that suitable for review session, some cards are the questions and some other are answers.

b. Every student gets one card.

c. Every student thinks the question or answer from the card they held.

d. Every student looks for their patner who has the appropriate card with his/her card (question/answer).

e. Every student who can compare to the suitable card before the time over will get point.

f. After one period, cards are shaken again so that every student getdifferent card from previous.

g. And so on.

h. Conclusion/closing.

In this research, the researcher will apply this technique in these some steps bellow:

a. The students will be divided into two groups.

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[22]AgusSuprijono,Cooperative Learning,(Yogyakarta:Pustaka Pelajar,2009)p.113
[23]Anita Lie, Cooperative Learning, (Jakarta:PTGrasindo, 2002), p.55

b. The students will be given a card.

c. The students will give time to look for pairs.

d. The students are asked to come to the front of class with the pair who has the appropriate card.

e. The students are asked to name the questions and answers they get.

f. If their cards match they get points.

g. The students are given a card with a different topic. it will continue until all students have a card .

h. The students are given conclusion from the material that have been given by teacher.

3. Advantages and disadvantages of make a match

Advantages and Disadvantages of Make a match. According to Lie the advantages of make a match technique are :

a. It makes students more active in learning

b. It adds students motivation in learning

c. It makes students more attention in learning

d. It makes train the students bravery to perform in presenting their result

e. The make a match learning technique can be used for all subject

f. It can promote team learning and collaborative skills

g. It creates "fun" learning environment

The disadvantages of the Make a match technique are :

a. It needs guidance from the teacher to do this activity. If the teacher does not guide students well, there will be many students who find it difficult to match their partner cards.

b. The teacher has to limit the time when the students are doing this activity, so they do not have chance for playing. If the teacher does not prepare this technique well, a lot of time will be wasted.

c. The teacher must prepare the material are needed before. The teacher prepare the materials cards.[24]

Based on the statements above, it can be concluded that disadvantages of discussion is the class situation becomes noisy and not appropriate for all the topics. And then, the teacher cannot monitor all of the students because the teacher only focus on the students who are will be active .

D. Theoritical framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Make A Match Technique and the dependent variable (Y) is vocabulary.To understand the meaning of a english text you must first master the vocabulary. Based on the theories used in this chapter, the researcher assume that Make a Match technique is an influence techniquein teaching vocabulary. One of the qualities of this technique is

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[24]Anita Lie, Cooperative Learning, (Jakarta:PTGrasindo, 2002),p.55

the student make a group and students can find information with Make a Match technique, with thus the students will be more active in learning and more interest in learning english vocabulary.

2. Paradigm

    Based on the theoretical framework above, the researcher illustrated the paradigm of make a match technique on students vocabulary mastery in the following chart:

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┌──────────┐       ┌──────────┐      ┌──────────┐
│  Using   │       │ Student  │  ┌──▶│   High   │──┐
│  make a  │  ▷    │ vocabul  │  │   └──────────┘  │
│  match   │       │  ary     │──┼──▶┌──────────┐  ▼ ┌──────────┐
│ technique│       │ mastery  │  │   │   Fair   │    │  Hypot   │
└──────────┘       └──────────┘  └──▶└──────────┘  ▲ └──────────┘
                                     ┌──────────┐  │
                                     │   Low    │──┘
                                     └──────────┘
```
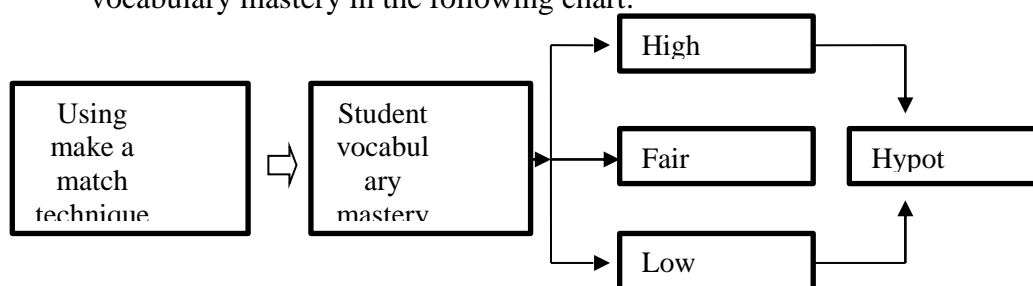
Figure 1: The Scheme of Paradigm

    Based on the paradigm above, the researcher assumes that using Make a Match Techniquehad good, then the students' vocabulary is good category, so there is positive and significant influence. However, if using Make a Match Technique not good and the students' vocabulary mastery is not good. So, there is no positive and significant influence on students' vocabulary.

E. Hypohtesis

    Based on the theories explained above, it can be posed a hypothesis as follow:

1. Hypothesis Formulation

    The following hypothesis can be developed for their study based on aforementioned supposition:

a. Null Hypothesis (Ho): There is no significant influenceof Make a Match Technique on Students' Vocabulary Mastery at the Eighth Gradeof SMP Ma'arif 04 Padangratu in academic year 2023/2024.

b. Alternative Hypothesis (Ha): There is a significant influence of Make a Match Technique on Students' Vocabulary Mastery at the Eighth Grade of SMP Ma'arif 04 Padangratu in academic year 2023/2024.

2. Statistical Hypothesis

In their study, statistical hypothesis is formulated as follow:

a. If the significance value (2-tailed) < 0,05 Ho is rejected and Ha is accepted.

b. If the significance value (2-tailed) > 0,05, Ho is accepted and Ha is rejected.

CHAPTER III
RESEARCH METHOD

A. Research design

The researcher used Pre-Experimental design. The design of this research is experimental design because the researcher wants to measure the influence of Make a Match Technique on Students' Vocabulary Mastery. According to Arikunto, Experimental study is a study which aimed to know there is or not the influence of the variable studied.[1] In line with this Ary says that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study.[2]

This research study used quantitative approach. a quantitative approach is one in which the investigatory primarily uses postpositive claim for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories) employs strategies of inquiry such as experiment and survey and collect data on predetermined instrument that yield statistics data.[3]

According to Ary, "quantitative research is inquiry employing operational definitions to generate numeric data to answer

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[1]11 Suharsimi Arikanto, Manajemen Penelitian, p.272
[2]Donald Ary,dkk, Introduction to Research in Education Third Edition, New York : 1985, p.260
[3]John W. Creswell, Research Design Qualitative,Quantitativeand Mixed Second Edition, p.21

predeterminedhypotheses or questions".[4] It is using quantitative approach because quantitative is the data that of all number using statistic data. The researcher uses the one group pretest-posttest design usually involves three steps : (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest score.

Table 3.1

Design of Pre-test and Post-test

Pre-Test	Treatment	Post-test
Y1	X	Y2

here :

X   : Treatment

Y1   : Pre – test

Y2   : Post - test

B. The operational definition of variable

1. Independent Variable

The independent variable is the variable that affects the dependentvariable. The independent variable in this study is the make a matchstrategy. Make a Match technique can be interpreted as a technique to provide ways and

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

knowledge for students to know English vocabulary. In this study, students were able to find and remember easily using the Make a Match technique.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of thisresearch is vocabulary mastery. It is can be defined as knowledge in identificationcards that students hold so that they can then find the right pair of card. This variable was measured by giving test. The criteria of measurement the dependent variable are:

a. The students are able to arrange the word.

b. The students are able to easier to understanding the word.

c. The students area able to more interest in the English Learning

C. **Population, Sample and Sampling Technique**

1. Population

According to DonalAry e.al population is defined as all members

of any well-defined class of people, events or subject.[5]Marczyk et.al

defines population is "all individuals of interest to the researcher".[6] So,

populations is all members that will be observed. Thepopulation of the

research is the students of theeighth grade of SMP Ma'arif 04 Padang

Ratu. The total population in this research is 52 students, which is

divided into two class (A and B).

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[5]Ary Donald, et.al, Introduction to Research in Education, (Canada:Wadsworth,),p.148
[6] Geoffrey Marczk, et.al., Essensial of Research Design and Methodology, (New Jersey:
John Willey & Sons, Inc, 2005), p. 18

2. Sample

According to Marczyk et.al, Sample is representative of population.[7] Then, Donal Ary states that sample is portion of population. So, Sample is the small group of population that will be researched. Based on the explanation above, the researcher will take 1 class as the experimental class. The sample of this research as respondent will the writer chooses the eighth grade of SMP Ma'arif 04 Padang Ratuthat consists of 24 students.

3. Sampling Technique

In getting the sample of the research, the researcher used purposive cluster sampling technique. It means that the researcher had to purpose aclass depend on some goals. The writer chooses the eight grade of SMP Ma'arif 04 Padang Ratu because this class based on data pre-survey got low score.

D. The Technique of Data Collection

In the data collection procedure, There are two steps that have to follow in this research:

1. Test

Test is a method used to measure a person's ability, knowledge, and performance in a given real[8]. The other statement that test is a exercise or same question for a person's used to measure a intelligent, knowledge, skills, ability or aptitude by individual or groups. Test is usually performed

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[7]Ibid

[8] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004),03.

by using that element of the survey and determining how it work. These are two tests will use in their research as follows:

a. Pre-test

Pre-test was given to the experimental class before giving a treatment to measure student's vocabulary. To measure the student's vocabulary, the researcher usemultiple choicequestions, and matching the word.

b. Post-test

The post-test conducted after giving the treatment. It was to find out whether there is significant different between pre-test and post test.To measure the student's vocabulary, by multiple choicequestions, and matching the word.

2. Documentation

Documentation is one of many process accompanying audit work, and its main objective is to lay out in writing all activities and relating to an audit.[9] The instrument which will be used for documentation method is books, magazine, note, data from internet, interview and others. The researcher uses the documentation method to get some information about:

a. The brief history of SMP Ma'arif 04 Padangratu.

b. Organization structure of SMP Ma'arif 04 Padangratu

c. The sylabus, material, lesson plan,etc.

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[9] Henning Kagermann, William Kinney, et al, *Internal Audit Handbook.* (Germany, 2008), 432

E. Research Instrument

Instrument is a tool of the research which is used in eachmethod. Forms of data collection all involve using an instrument.

1. Blueprint

The instrument used in tests is the vocabulary test. The instrument used for pre-test and post-test. Pre-test conductedbefore implementating the treatments. Post-test used to get the data of the students' vocabulary after give the treatments. The test(pre-test and post-test) consisted of multiple choice questions,and matching the word.

Table 3.2

The criteria of test

Aspect	Category	Items	Total
Vocabulary	Part of speech	1,2,3,4,5,6,7,8,9,10	10
	Spelling	11,12,13,14,15,	5
	Meaning	16,17,18,19,20	5
Total			20

F. Data Analysis Technique

1. Normality Test

Before analyzing the research data,the first step is to test the normality of the data. The normality test in this study is conducted to verify the assumption that the sampling distribution data from the sample mean approximates or follows the normal distribution of the population. To this end, the researcher performed a normality test on the students test results using the Shapiro-Wilk test. To determine whether the research data tends

to be normally distributed, the researcher applied the Shapiro-Wilk test through SPSS. The test criteria are as follows, if the significance value (Sig) is greater than 0.05,the data is considered normally distributed. Conversely,if the significance value (Sig) < 0.05, the data is deemed not normally distributed

2. Homogenity Test

    The researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS use the Levene test. According to Andy Field Levene test the null hypothesis that the variances in different groups are equal.[10]The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:Ho: the variants of the data is not homogeneity if sig value <0.005Ha: the variants of the data is homogeneity if sig value <0.005.

3. Hypothesis Test

    In hypothesis test, the researcher to investigate whether there is any positive influence of using make a match technique on students' vocabulary mastery at the eighth grade of SMP Ma'arif 04 Padangratu, the researcher uses the pre-experimental design in the form of t-test by using one group pretest-posttest design.

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[10]Andy Field, Discovering Statistics using SPSS Third Edition (London: SAGE2009),150

The paired sample t-test aims to evaluate whether there are changes that occur as a result of a treatment by comparing conditions before and after the treatment is given. This study uses a one group pretest-posttest design,where performance is measured before treatment using a prepared instrument then measured again after treatment is given using the same instrument. To evaluate the effectiveness of the treatment,we look for differences in the means before and after the treatment. A significant difference indicates that the treatment had an impact.[11]

Here is the t-test formula that can be used to test the significance of the difference:

$$t = \frac{D}{\left(\frac{SD}{\sqrt{N}}\right)}$$

t = calculate t value

D = Average measurements for samples 1 and 2

SD = Standard deviation of measurements for samples 1 and 2

N = Number of samples

To interpret the paired sample t-test, it must first be prioritized :

- Value α
- df (degree of freedom) = N-k

  for paired sample t-test df = N-1
- compare the calculated t value with t table

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[11]Mikha Agus Widiyanto M.Pd, *Statistika Terapan (Konsep & Aplikasi SPSS/LISREL Dalam Penelitian Pendidikan,Psikologi & Ilmu Sosial Lainnya)* (Jakarta: PT Elex Media Komputindo, 2013), P.251.

next, the calculated t is compared with the t table with a significance level of 95%. The decision making criteria are :

T table > T observed = Ho is the accepted or Ha is the rejected

T table < T observed = Ho is the rejected or Ha is the accepted

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Profil of SMP Ma'arif 04 Padangratu

a. The Brief History of SMP Ma'arif 04 Padangratu

In 1983, SMP Ma'arif 04 Padangratu was still a Stanawiyah Madrasah, but due to requests from several religious and community leaders, the Stanawiyah Madrasah was changed to a SMP Islam. Kyai M. Haris Rouf and his administrators made the change from a stanawiyah Madrasah to an SMP Islamwhich at that time was still affiliated with the SMP Islam Kalirejo which was under the auspices of the NU Ma'arif Education Institute.

After becoming an SMP Islami, at that time the principal was Mr. M. Solehan, assisted by several teachers, including Mr. Kyai Haris Rouf, Mr. Ridwan, Mr. Ahmad Ghufron, Mr. Endang Mufroil, Mr. KH. Thoha Maksum, Mr. Muhajirin and Mr. Jamaludin. In the second year of the founding of this junior high school, the teacher board increased by several people, namely, Mr. Tulasmin, Mr. KH Badrus Sholeh, Mr. Hardiman, Mr. Abdul Karim, and Mrs. Aisyah.

In the first year of the establishment of Islamic Middle School, there were only 2 classes, namely classes 7 and 8. In the teaching and learning process, at the beginning of this junior high school, local classes still alternated with Madrasah Ibtidaiyah for several years. At the time of the National Examination, SMP Islam Sendang Ayu was

still affiliated with SMP Islam Kalirejo, then in the third year this Middle School was independent, but for the examination it still followed the SMP Negeri 1 Padangratu sub-rayon.

In 1996 Sendang Ayu Islamic Middle School was changed to SMP Ma'arif 11 Padangratu with the principal at that time being Mr Jamaludin. Then, based on regulations from LP Ma'arif, SMP Ma'arif 11 Padangratu was changed to SMP 04 Padangratu until now.

b. Vision and Mission of SMP Ma'arif 04 Padangratu

1) Vision

Create and actualize educational institutions of superior quality, base on IMTAQ and science and technology wirh national culture and good morals.

2) Mission

a) Develop and educational program through regular, integrated and programed group worship, as well as creating an atmosphere of mutual encouragement,compassion and nurturing.

b) Develop and make academic and non academic school residents able to follow developments in science and technology.

c) Implement transparent, participative and accountable management by implementing SBM in managing school.

d) Implement PBM with the PAIKEMstrategy by using learnig media facilities and the environment appropriately.

e) Provide opportunities for students to recognize and develop their potential to the maximum.

2. Description of Result Data Research

a. Result of Students Pre-Test

The researcher was conducted the pre-test on oct 3rd, 2024. The researcher has done the pre-test to measure the student's vocabulary mastery before the treatment was given. The pre-test which was used in this research is writing test. The result of pre-test can be identified as follow:

Table 4.1
Result of the Student vocabulary mastery in Pre-Test

no	Name	score pre test	Category
1	AM	45	Low
2	AS	45	Low
3	AH	40	Low
4	ANZ	60	Fair
5	AR	55	Fair
6	FRA	40	Low
7	KNP	35	Low
8	LND	60	Fair
9	LAK	40	Low
10	MFA	45	Low
11	MIM	40	Low
12	NS	40	Low
13	NKP	45	Low
14	NKF	60	Fair
15	OAP	40	Low
16	RA	40	Low
17	RG	45	Low
18	RAK	40	Low

19	SA	55	Fair
20	ULR	40	Low
21	VZA	90	High
22	VA	75	High
23	YANA	45	Low
24	ZA	40	Low
TOTAL SCORE		1160	
AVERAGE		48,33333333	
The highest score		90	
The lowest score		35	
Student who got 70 or more		2	

The following is a table of pre-test statistic.

Table 4.2
Statistic pretest score

No.	Interval	Category	Pre-test result	
			Frequency	**Percentage**
1.	70-100	High	2	8,3%
2.	51-69	Fair	5	20,9%
3.	0-50	Low	17	70,8%
Total			**24**	**100%**

Based on this table, it can be seen that the Pre-Test of VIIIB who got low criteria were 17students with a percentage of 70.8%, 5 students with fair criteria which had a percentage of 20.9%, and 2 student got a high score category of 8.3% as well. This percentage shows that students learning outcomes before using the Make a match technique have not met the Minimum Mastery Criteria (MMS) that 70.

Table 4.3
Description of Student Learning Achievement level before getting treatment
(Pre-Test)

Score	Category	Frequency	Percentage
0-69	Incomplete	22	91,7%
70-100	Complete	2	8,3%
Total		24	100%

In the table above, it is known that out of 24 students there are 2students with a percentage of 8.3% who are complete and meet the Minimum Mastery Score (MMS). This indicates that students in class VIII B have not yet met the requirements of the assessment.

b. The Treatment by Using Make a Match Technique

In this research the treatment conducted by english teacher of smp ma'arif 04 Padangratu with using make a match technique at eighth grade of SMP Ma'arif 04 Padangratu Central Lampung. The treatment was conduct on 5th and 6th oct 2024. The first treatment, the teacher provided material about vocabulary related to home. And the second treatment the teacher gives material about vocabulary related to school. Before using make a match game, the teacher was explained how the rules of make a match game. After that, teacher divided group and start the game, up to several rounds.

c. The Result of Students Post-Test

During the research,there were changes on students learning outcomes after being given treatment. This change can be seen from the learning outcomes obtained after the post-test. These changes can be seen in the post-test score data for student learning outcomes.

Table 4.4
Result of the Student Vocabulary Mastery in Post-Test

no	Name	score pre test	category
1	AM	80	high
2	AS	65	Fair
3	AH	70	high
4	ANZ	85	high
5	AR	90	high
6	FRA	85	high
7	KNP	75	high
8	LND	90	high
9	LAK	55	low
10	MFA	65	fair
11	MIM	75	high
12	NS	90	high
13	NKP	75	high
14	NKF	85	high
15	OAP	75	High
16	RA	70	High
17	RG	80	High
18	RAK	65	Fair
19	SA	80	High
20	ULR	70	High
21	VZA	100	High
22	VA	90	High
23	YANA	70	High
24	ZA	75	High
	TOTAL SCORE	1860	
	AVERAGE	77,5	
	The highest score	100	
	the lowest score	60	
	student who got 70 or more	20	

Here is the categories for the Post-Test result:

Table 4.5

Statistic PosTest score

No.	Interval	Category	Post-Test result	
			Frequency	**Percentage**
1.	70-100	High	20	83.3%
2.	51-69	Fair	3	12.5%
3.	0-50	Low	1	4.2%
	Total		**24**	**100%**

Based on the table above, it can be seen that the post-test result of student in class VIII B show that 1 students (4.2%) are in the low category, 4 students (12.5%) in the fair category, and 20 students (83.3%) in the high category. This shows a significant improvement in students vocabulary mastery after using the make a match technique.

Table 4.6

Description of the Post-Test

Score	Category	Frequency	Percentage
0-69	Incomplete	4	16.7%
70-100	Complete	20	83.3%
Total		24	100%

Based on the table it can be seen that of the 24 students who sere the research subject there were the research subject, there were 4 students (16.7%) who had not yet reached mastery while the other 20 students (83.3%) had completed it individually. This show that classical completeness was achieved, which was 75%.

B. Normality Test and Homogenity Test

1. Normality Test

Before analyzing the research data,the first step is to test the normality of the data. The normality test in this study is conducted to verify the assumption that the sampling distribution data from the sample mean approximates or follows the normal distribution of the population. To this end, the researcher performed a normality test on the students test results using the Shapiro-Wilk test. To determine whether the research data tends to be normally distributed, the researcher applied the Shapiro-Wilk test through SPSS. The test criteria are as follows, if the significance value (Sig) is greater than 0.05,the data is considered normally distributed. Conversely,if the significance value (Sig) < 0.05, the data is deemed not normally distributed. The result of the normality test are illustrated in the following SPSS output:

Table 4.7

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre Test	24	100.0%	0	0.0%	24	100.0%
Post Test	24	100.0%	0	0.0%	24	100.0%

The table of Case Processing Summary shows the number of student are 24 students. Missing 0 indicates date the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed.

Table 4.8
Test of normality in pre test and post test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.310	24	.000	.751	24	.000
Post Test	.136	24	.200[*]	.971	24	.683

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

a. Lilliefors Significance Correction

Based on the result of calculation using SPSS,it is known that the Sig.(2-tailed) is 0.683,which means that the value is > 0.05. Therefore it can be concluded that there is an effect using the make a matchtechnique on the students' vocabulary mastery of eighth grade at SMP Ma'arif 04 Padangratu.

2. Homogenity Test

A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow:

Table 4.9
Test of Homogeneity of Variances

Test of Homogeneity of Variances

x

Levene Statistic	df1	df2	Sig.
.319	1	46	.575

Based on the homogeneity research data, it is known that the value of Sig. research is (.575). That means the value of Sig. research results

>0.05. According to Andy Field if the value of Sig. > 0.05 then the Research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test.

Table 4.10
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test	24	35	90	48.33	2.652	12.994
Post Test	24	55	100	77.50	2.149	10.529
Valid N (listwise)	24					

Base on data above the number of students are 24 students, score of pre test with mean of 48,33. And the number of students for the post test with mean of 77,50.

C. Hypothesis Testing

Researcher performed calculations using SPSS with a paired sample t test as a decision criterion when Sig.(2-tailed) > 0.05, then H_o is accepted and H_a is rejected. If the value of Sig.(2-tailed) < 0.05 then H_O is rejected and H_a is accepted. The result of the hypothesis test in SPSS are described as follows:

Table 4.11
Paired Sample Test

Paired Samples Test

| | | | | Paired Differences | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre Test - Post Test	-29.167	9.402	1.919	-33.137	-25.196	-15.197	23	.000

Based on the result of calculation using SPSS,it is known that the Sig.(2-tailed) is 0.000,which means that the value is < 0.05. Therefore it can be concluded that there is an effect using of make a match technique on students vocabulary mastery at the eighth grade of SMP Ma'arif 04 Padangratu Central Lampung.

D. Discussion

This research aims to determine the impact of the make a matchtechnique on the students' vocabulary mastery of eighth grade at SMP Ma'arif 04 Padangratu.The selection of the make a match technique by the researcher aims to facilitate the teacher in delivering the material and make it easier for students to understand the material provided. After using the make a match technique in the research, it was found this technique has advantages in helping students think critically in learning, especially in vocabulary mastery. Which is the main source of their learning. Thus,this technique can increase students' interest in learning and make the learning process more enjoyable. It is line with the research

conducted by Feranda Tiara Sandita,[1] Irma Khairunnisa,[2] and Andi Mirayanti.[3]they said that the make a match technique had a significant influence on the learning process, created learning motivation and was able to improve students' English language skills

In this research, researchers used an experimental method with a one-group pretest-posttest design. The researcher process begins with giving an pre-test to students before treatments and ends with post-test after treatment. The result showed a comparison of the statistical values of the 24 samples. The lowest pre-test score was 35 and the highes was 90, while the lowest post-test score was 55 and the highes was 100. The average pre-test score was 48.3, while the average post-test score was 77,5 .

From the post-test result, it is known that the everage post-test score is 77.5, indicating that student learning outcomes after the application of the make a match technique are better than before implementation. In addition, the percentage category of students learning outcomes also increased. In the high category, there were 20 students with a percentage 83.3% ,in fair category there were 3students with a percentage of 12.5% and in the low category there were 1 student with a percentage of 4.2%.

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[1]Feranda Tiara Sandita. "The influence of using make a match technique towardsstudents' speaking ability at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019".(2019)

[2] Irma Khairunnisa."The Effect of Make A Match Strategy On Students ReadingComprehension of Descriptive Text". (A-Quasi-experimental Study at the seventh grades of MTsNegeri 4 Jakarta Academic Year 2018-2019)

[3]Andi Mitrayani. "Teaching Reading Comprehension By Using Make A Match Method of The Tenth Grade Students in Man Palopo".(2018).

The result of this research show that make a match technique has a positive and significant influence on students' vocabulary mastery. After conducting research at SMP Ma'arif 1 Padangratu, it is clear that there are changes experienced by each student before and after the application of the make a match technique. These changes include an increase in student understanding, from previously not understanding to understandingas well as an increase interest in learning from less interested to more concentrated and enthusiastic about participating in lessons. With the application of the make a match technique, students are able to analyze the material through the stages they do. So, their interest in learning increases. This increased interest in learning also has a positive impact on student learning outcomes.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After implementing Quantitative research at the eighth grade of SMP Ma'arif 04 Padangratu and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing make a match technique on students'vocabulary mastery. It means that using make a match technique on students'vocabulary mastery is helpful. It can be shown from the result of pre-test and post-test. The pretest before using the strategy got 48,3 as the average and the post test 77,5 as the average result.

Based on the result of calculation using SPSS,it is known that the Sig.(2-tailed) is 0.000,which means that the value is < 0.05. Therefore it can be concluded that there is an effect using of make a match technique on students vocabulary mastery at the eighth grade of SMP Ma'arif 04 Padangratu Central Lampung.

B. Suggestion

The researcher had done the research at the eighth grade of SMP Ma'arif 04 Padangratuin the academic year of 2024/2025, the researcher would like to give some suggestion as follows:

1. For Teacher

The teacher can choose the make a match technique an alternative strategy in teaching English especially in vocabulary mastery in order that the student can understand the material delivered by the teacher, because

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by an interesting technique in teaching learning, it can automatically influencing the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

2. **For the Students**

The students should be more active in learning English especially in learning vocabulary by using make a match technique, because using make a match techniquecan help the students to enjoy in following the material that the teacher given. So it can increase their knowledge in learning English, especially in vocabulary mastery.s

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APPENDICES

SILABUS

Sekolah   : SMP Ma'arif 04 Padangratu Lampung Tengah

Kelas   : VIII (Delapan)

Mata Pelajaran   : Bahasa Inggris

Kompetensi Inti   :

KI 1 : Menghayati dan mengamalkan ajaran agama yang di anutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, Percaya diri   dalam berinteraksi dengan keluarga, teman , dan guru

KI 3 : Memahami pengetahuan factual dengan cara mengamati, mendengar, melihat dan membaca dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang di jumpainya di rumah dan di sekolah

KI 4 :   Menyajikan pengetahuan factual dalam bahasa yang jelas dan logis dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman   dan   berakhlak   mulia

Kompetensi dasar	Materi pembelajaran	Kegiatan pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber belajar
				teknik	Bentuk instrument	Contoh instrument		

1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar
 	
1. Teks fungsional pen dek berupa
 	
-Undangan
	1.Teks fungsional pendek berupa:
	• Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary
	
	• Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom
	
	2.Teks esei erbentuk descriptif dan recount
	
	1. Teks tulis berbentuk
	
	   descriptive dan
	   recount
	• Makna gagasan
	• Makna tekstual
		1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek
		2. Mendengarkan undangan yang dibacakan oleh guru/teman
		3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek
		4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek
		5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek
		6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pende
		
		1. Tanya jawab berbagai hal terkait
		
		2. Membaca
			• Membaca dengan nyaring dan bermakna teks fungsional pendek
			
			• Mengidentifikasi berbagai informasi dalam teks fungsional pendek
			• Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek
			
			Menjawab mau tau pertanyaan tentang :
			1. Makna gagasan
			2. Makna tekstual dalam teks *descriptive* dan *recount*
			3. Langkah retorika teks *descriptive* dan *recount*
			4. Tujuan komunikatif teks *descriptive* dan *recount*
			5. Ciri kebahasaan teks *descriptive* dan *recount*
				Tes lisan
				
				Tes tertulis
					Membaca nyaring
					
					Melengkapi
					
					Pilihan ganda
					
					Matching
					
					Pilihan
						Read the the text aloud and clearly
						
						1. Complete the test using correct words
						
						2. Choose the Correct answer
						
						3. matching the word
							6x40 menit	Buku teks yang relevan
								
								Gambar terkait tema/topik
								
								Benda-benda sekitar

-pesan singkat 2. Tata Bahasa - Request 3. Kosa kata - kata terkait tema dan jenis teks 4.Ungkapan Baku - Don't be late ! - Don't miss it ! 3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	dalam teks *descriptive* dan *recount* 2. Langkah retorika teks descriptive dan recount 3. Tujuan komunikatif teks descriptive dan recount 4. Ciri kebahasaan teks *descriptive* dan *recount*	tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive* / *recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks *descriptive* / *recount*	nyaring teks descriptive dan recount.	Tes tulis Tes lisan	Ganda Correct/In correct Membaca nyaring	1.Choose the best option based on the text. 2. State whether the statements are corretct/incorrect 3. Answer the questions Read the text aloud.	4x40 menit	Buku teks yang relevan Koran/ majalah Gambar peristiwa/ tempat Lingkung an sekitar

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

LESSON PLAN

Satuan Pendidikan   : SMP Ma'arif 04 Padangratu, Lampung

                                     Tengah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Topik Pembelajaran   : Vocabulary

Alokasi Waktu   : 2x40menit

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 berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.s

C. Indikator Pencapaian Kompetensi

1. Mengerjakan teks tertulis
2. Menemukan kosakata baru

D. Tujuan Pembelajaran

1. Meningkatkan kosakata
2. Menemukan kosakata baru dari guessing game
3. Mengidentifikasi beberapa informasi secara akurat

E. Karakter Siswa Yang Diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

Vocabulary related to Home :

Wash	Living room	Chair	Knife
Pray	Window	Table	Floor
Clean	Door	mirror	Oven
Cook	Kitchen	toilet	pantry
Sleep	Bathroom	bathup	Stove
Read	Bedroom	soap	microwave
Eat	Television	bed	Kettle
Bake	Carpet	wardrobe	Rice cooker
Boil	Dining room	lamp	Refrigerator
Watch	Glass	pillow	Roof

G. Model Pembelajaran: Cooperative Learning (Pembelajaran Kooperatif)

H. Langkah-langkah kegiatan pembelajaran

Tahap	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
Penda huluan	a. Guru mengucapkan salam dengan ramah kepada seluruh siswa dilanjutkan dengan do'a. b. Guru mengecek kehadiran siswa. c. Guru melakukan brainstorming tentang materi yang akan dibahas	a. Siswa menjawab salam dan berdo'a bersama b. Siswa merespon kehadiran c. Siswa menerima informasi yang disampaikan	15 menit

Kegiat an Inti	a. Guru bertanya tentang sesuatu yang ada di rumah (benda /tempat /yang dilakukan di rumah) dalam bahasa inggris b. Guru membagi siswa menjadi 2 kelompok (A & B) dan membagikan kartu pertanyaan pada kelompok A (Things) dan kartu jawaban kepada kelompok B (Room) sesuai jumlah anggota kelompok. c. Guru memberikan waktu 2 menit untuk mereka menemukan pasangan dari kartu yang mereka pegang. d. Kemudian setelah waktu yang diberikan habis, guru akan bertanya kepada siswa adakah yang belum mendapatkan pasangan dari kartu yang mereka pegang, lalu setelah menemukan siswa yang belum mendapatkan pasangan kartunya	Siswa mendengarkan dan merespon arahan guru	50 menit

Penutup	a. Guru bersama siswa menyimpulkan materi yang telah dipelajari b. Guru memberikan penghargaan (pujian atau penghargaan lain yang relevan) kepada siswa yang aktif c. Guru menutup pembelajaran dengan do'a bersama dan diakhiri ucapan salam	Siswa bersama guru menyimpulkan materi yang telah dipelajari Siswa berdo'a bersama dan menjawab salam	15 menit

I. Penilaian hasil pembelajaran

    a. Penilaian sikap   : Observasi dalam proses pembelajaran

    b. Penilaian pengetahuan   : Tes tulis

                                 Padangratu, ...

                                 2024

                     Mengetahui

Kepala Sekolah

SMP Ma'arif 04 Padangratu   Mahasiswa/Peneliti

Mutoharoh,S.Pd   **Faizatul Mahbubah**

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

LESSON PLAN

Satuan Pendidikan   : SMP Ma'arif 04 Padangratu, Lampung

Tengah

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/1

Topik pembelajaran   : Vocabulary

Alokasi Waktu   : 2x40menit

A. KOMPETENSI INTI

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

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

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

B. KOMPETENSI DASAR

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Mengerjakan teks tertulis
2. Menemukan kosakata baru

D. TujuanPembelajaran

1. Meningkatkan kosakata
2. Menemukan kosakata baru dari guessing game
3. Mengidentifikasi beberapa informasi secara akurat

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

Vocabulary related to School :

Write	Classroom	Chair	Dictionary
Learn	Window	Table	Floor
Clean	Door	pencil	Laboratory
Swipe	Library	toilet	Teacher
Exercise	Teacher's room	book	Student
Read	Computer room	marker	Uniform
Discussion	Projector	pens	Dillegent
Evaluation	Ruler	bell	Smart
Experiment	Calculator	lamp	Discipline
Watch	Eraser	Computer	Roof

Vocabulary and the definition

Word	Definition
Classroom	a room, typically in a school, in which a class of students is taught.
Library	A place set apart to contain books, periodicals, and other material for reading, viewing, listening, study,or reference
Computer room	A computer room is a room that houses electronic equipment, such as computers, and is often used for teaching or research
Uniform	A set of clothes that students are required to wear to school
School Canteen	A place in a school where food, drinks and sometimes small supplies are sold to students
Labolatory	A room or building equipped for scientific experiments, research, or teaching, or for the manufacture of drugs or chemicals.

G. Model Pembelajaran: Cooperative Learning (Pembelajaran Kooperatif)

H. Langkah-langkah kegiatan pembelajaran

Tahap	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
Penda huluan	a. Guru mengucapkan salam dengan ramah kepada seluruh siswa dilanjutkan dengan do'a. b. Guru mengecek kehadiran siswa. c. Guru melakukan brainstorming tentang materi yang akan dibahas	Siswa menjawab salam dan berdo'a bersama Siswa merespon kehadiran Siswa menerima informasi yang disampaikan	15 menit

Kegiat an Inti	a. Guru bertanya tentang sesuatu yang ada di sekolah (benda /tempat /yang dilakukan di sekolah) dalam bahasa inggris. b. Guru membagi murid menjadi 4 kelompok (A,B,C,dan D) dan membagikan kartu pertanyaan pada kelompok A dan C (room/things) dan kartu jawaban kepada kelompok B dan D (function of the room/things) sesuai jumlah anggota kelompok. c. Guru memberikan waktu 2 menit untuk mereka menemukan pasangan dari kartu yang mereka pegang. d. Kemudian setelah waktu yang diberikan habis, guru akan bertanya kepada siswa adakah yang belum mendapatkan pasangan dari kartu yang mereka pegang, lalu setelah menemukan siswa yang belum mendapatkan pasangan kartunya guru akan mengarahkan dan membantu masalah mereka, dan bagi siswa yang sudah menemukan pasangan kartunya guru akan meminta mereka untuk menjelaskan kartu yang mereka pegang. e. Setelah selesai guru akan mengulangi kegiatan yang sama sampe 3 kali putaran. f. Setelah selesai putaran ketiga, guru menyiapkan papan tulis dengan gambar bagian-bagian dari sekolah dan meminta siswa	Siswa mendengarkan dan merespon arahan guru	50 menit

Penutup	a. Guru bersama siswa menyimpulkan materi yang telah dipelajari b. Guru memberikan penghargaan (pujian atau penghargaan lain yang relevan) kepada siswa yang aktif c. Guru menutup pembelajaran dengan do'a bersama dan diakhiri ucapan salam	b. Siswa bersama guru menyimpulkan materi yang telah dipelajari Siswa berdo'a bersama dan menjawab salam	15 menit

I. Penilaian hasil pembelajaran

c. Penilaian sikap   : Observasi dalam proses pembelajaran

d. Penilaian pengetahuan : Tes tulis

Padangratu, ...
2024

Mengetahui

Kepala Sekolah
SMP Ma'arif 04 Padangratu   Mahasiswa/Peneliti

Mutoharoh,S.Pd   **Faizatul Mahbubah**

Pre Test

<u>Direction</u>

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class :

A. Choose the right answer by crossing a,b,c, or d.

1. You can find ..., in bathroom.

   a. pen   c. book

   b. television   d. Soap

2. My brothers ………..doing a great job.

   a. Is   c. Am

   b. Are   d. Were

3. I love .... piano

   a. Play   c. Player

   b. Playing   d. Played

4. The sun………. Brightly today

   a. Is shining   c. Shining

   b. shine   d. Are shining

5. Andi is buying a book in the………….

   a. hospital   c. Barber shop

   b. Office   d. Library

6. Ana is ...... student. She does the English test so easily.

   a. a. Wrong   c. bad

   b. b. smart   d. good

7. Sally lives in Indonesia ..... year ago.

   a. For   c. since

   b. From   d. In

8. My sister is a ....., she teaches at school.

a. Nurse   c. Doctor

b. Teacher   d. Student

9. We need .... to bring our school equipments.

a. Uniform   c. bag

b. Pencil case   d. wallet

10. Will you go with me to the ... to read the books?

a. Library   c. hospital

b. Cinema   d. theater

11. E-T-H-C-A-R-E

The correct arrangement is........

a. Techare   c. Theacer

b. Teacher   d. Taecher

12. D-I-W-O-N-W

The correct arrangement is........

a. Window   c. Downiw

b. Wondiw   d. Dinwow

13. R-E-A-S-R-E

The correct arrangement is........

a. Reaser   c. Ersear

b. Aerser   d. Eraser

14. L-E-S-P-E

The correct arrangement is........

a. Elspe   c. Sleep

b. Plees   d. Slepe

15. N-S-U-T-D-E-T

The correct arrangement is........

a. Student   c. Tsudent

b. Detstun   d. Stenutd

B. **Matchthe words below!**

16	GOOD
17	SLEEP
18	WET
19	QUIET
20	EXPENSIVE

BASAH
BAGUS
DIAM
MAHAL
TIDUR

KUNCI JAWABAN

Part of speech test	**Spelling test**
1. D	11. B
2. B	12. A
3. B	13. D
4. A	14. C
5. D	15. A

Meaning test

6. B	16. Good = bagus
7. C	17 Sleep = tidur
8. B	18. Wet = basah
9. C	19. Quiet = diam
10. B	20. Expensive = mahal

POST-TEST

<u>Direction</u>

1. Write your name on your answer sheet!
2. Read the text then answer the questions according to the instructions!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name :

Class :

a. Choose the right answer by crossing a,b,c, or d.

1. You can find ...., in bathroom.

    a. pen   c. soap

    b. television   d. book

2. My friends went to the …… to eat some food.

    a.library   c. classroom

    b.canteen school   d. laboratory

3. We will conduct science experiment in .....

    a. labolatory   c. classroom

    b. library   d. computer room

4. The……. isa set of clothes that students are required to wear to school.

    a. book   c. uniform

    b. wallet   d. bag

5. The...... is a place to sleep.

    a. kitchen   c. bathroom

    b. living room   d.bedroom

6. Ani is...... person, every morning she sweeps the floor.

    a. Diligent   c. cruel

    b. Dirty   d. Rude

7. We need .... to bring our school equipment.

a. Uniform   c. wallet

b. Pencil case   d. bag

8. ..... is the place for student to study.

   a. Classroom   c. School canteen

   b. Teacher's office   d. bookstore

9. My mother always make us .... food for our breakfast.

   a. Salty   c. Tasteless

   b. Sour   d. Delicious

10. Will you go with me to the ... to read the books?

   a. minimarket   c. Hospital

   b. Library   d. Classmate

11. A-B-T-E-L

   The correct arrangement is........

  a. Table   c. Tebla

  b. Letba   d. Balte

12. P-A-W-S-N-E-R-P-E

   The correct arrangement is........

  a. Swenprape   c. Newspaper

  b. Wensparep   d. Peersnawp

13. F-E-K-A-B-R-S-T-A

   The correct arrangement is........

  d. Breakfast   c. Braekfast

  e. Fatesbrak   d. Festabark

14. I-Q-E-T-U

   The correct arrangement is........

  a. Tique   c. Teqiu

  b. Queit   d. Qutie

15. L-A-B-Y-R-I-R

   The correct arrangement is........

  a. Library   c. Labryri

  b. Lybrari   d. Braylir

b. Match the words below!

16	HOLIDAY			PERPUSTAKAAN
17	LEARN			MAKAN SIANG
18	LUNCH			DAPUR
19	LIBRARY			HARI LIBUR
20	KITCHEN			BELAJAR

KUNCI JAWABAN

Part of speech test	**Spelling test**
1. C	11. A
2. B	12. C
3. A	13. A
4. C	14. B
5. D	15. A
	Meaning test
6. A	16. Holiday = hari libur
7. D	17. Learn = belajar
8. A	18. Lunch = makan siang
9. D	19. Library = Perpustakaan
10. B	20. Kitchen = Dapur

The Attendance List of The Students

VIII B

No	Name	Pre test	Treatment 1	Treatment 2	Post test
1	AM	✓	✓	✓	✓
2	AS	✓	✓	✓	✓
3	AH	✓	✓	✓	✓
4	ANZ	✓	✓	✓	✓
5	AR	✓	✓	✓	✓
6	FRA	✓	✓	✓	✓
7	KNP	✓	✓	✓	✓
8	LND	✓	✓	✓	✓
9	LAK	✓	✓	✓	✓
10	MFA	✓	✓	✓	✓
11	MIM	✓	✓	✓	✓
12	NS	✓	✓	✓	✓
13	NKP	✓	✓	✓	✓
14	NKF	✓	✓	✓	✓
15	OAP	✓	✓	✓	✓
16	RA	✓	✓	✓	✓
17	RG	✓	✓	✓	✓
18	RAK	✓	✓	✓	✓
19	SA	✓	✓	✓	✓
20	ULR	✓	✓	✓	✓
21	VZA	✓	✓	✓	✓
22	VA	✓	✓	✓	✓
23	YANA	✓	✓	✓	✓
24	ZA	✓	✓	✓	✓

The Data of Pra-Survey Result

The Students Englih Score of the Eighth Grade of SMP Ma'arif 04Padangratu Central Lampung

No	Name	Score	Interpretation
1	A.F	65	Incomplete
2	A.H	43	Incomplete
3	A.L	54	Incomplete
4	D.K	56	Incomplete
5	E.N	67	Incomplete
6	H.D	78	Complete
7	I.Y	45	Incomplete
8	I.L	39	Incomplete
9	K.M	64	Incomplete
10	L.S	57	Incomplete
11	L.U	55	Incomplete
12	M.M	48	Incomplete
13	R.A	75	Complete
14	R.S	65	Incomplete
15	R.M	55	Incomplete
16	R.B	55	Incomplete
17	S.S	35	Incomplete
18	S.L	45	Incomplete
19	S.V	67	Incomplete
20	S.T	62	Incomplete
21	W.I	56	Incomplete
22	W.N	57	Incomplete
23	Y.L	65	Incomplete

24	Y.K	58	Incomplete
TOTAL	24 Student	1366	
	Average	57	

Pre Test

<u>Direction</u>

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

35

Name : FAIZUL ROHMALA AZQIAH

Class : VII⁶ (8B)

A. Choose the right answer by crossing a,b,c, or d.

1. You can find ..., in bathroom.

   a. pen   ̶b̶.̶ book

   b. television   d. Soap

2. My brothers ....doing a great job.

   a. Is   c. Am

   b. Are   ̶d̶.̶ Were

3. I love .... piano

   a. Play   c. Player

   ̶b̶.̶ Playing   d. Played

4. The sun.......... Brightly today

   ̶a̶.̶ Is shining   c. Shining

   b. shine   d. Are shining

5. Andi is buying a book in the.............

   a. Bookshop   ̶c̶.̶ Barber shop

   b. Office   d. Library

6. Ana is ...... student. She does the English test so easily.

   a. Wrong   c. bad

   ̶b̶.̶ smart   d. good

7. Sally lives in Indonesia ..... year ago.

   1. For   c. since

   ̶b̶.̶ From   d. In

8. My sister is a ....., she teaches at school.

   a. Nurse   ̶b̶.̶ Doctor

Pre Test

<u>Direction</u>

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a,b,c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Venisya Zulfatul Aulia

Class : VIII⁸

A. Choose the right answer by crossing a,b,c, or d.

1. You can find ..., in bathroom.
   a. pen   c. book
   b. television   ⓓ Soap

2. My brothers ....doing a great job.
   a. Is   c. Am
   ⓑ Are   d. Were

3. I love .... piano
   a. Play   c. Player
   ⓑ Playing   d. Played

4. The sun.......... Brightly today
   ⓐ Is shining   ⓒ Shining
   b. shine   d. Are shining

5. Andi is buying a book in the.............
   ⓐ Bookshop   c. Barber shop
   b. Office   d. Library

6. Ana is ...... student. She does the English test so easily.
   a. Wrong   c. bad
   ⓑ smart   d. good

7. Sally lives in Indonesia ..... year ago.
   1. For   ⓒ since
   2. From   d. In

8. My sister is a ....., she teaches at school.
   a. Nurse   c. Doctor

POST-TEST

<u>Direction</u>

1. Write your name on your answer sheet!
2. Read the text then answer the questions according to the instructions!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : RAFI AVANZA

Class : VIII ᴮ

a. Choose the right answer by crossing a,b,c, or d.

1. You can find ...., in bathroom.
   - a. pen
   - ~~c.~~ soap
   - b. television
   - d. book

2. My friends went to the ...... to eat some food.
   - ~~a.~~ library
   - c. classroom
   - b.canteen school
   - d. laboratory

3. We will conduct science experiment in .....
   - ~~a.~~ labolatory
   - c. classroom
   - b. library
   - d. computer room

4. The....... is a set of clothes that students are required to wear to school.
   - a. book
   - c. uniform
   - b. wallet
   - ~~d.~~ bag

5. The...... is a place to sleep.
   - a. kitchen
   - ~~c.~~ bathroom
   - b. living room
   - d. bedroom

6. Ani is...... person, every morning she sweeps the floor.
   - a. Diligent
   - ~~c.~~ cruel
   - b. Dirty
   - d. Rude

7. We need .... to bring our school books.
   - a. Uniform
   - c. wallet
   - b. Pencil case
   - ~~d.~~ bag

8. ..... is the place for student to study.
   - a. Classroom
   - c. School canteen
   - b. Teacher's office
   - ~~d.~~ bookstore

POST-TEST

Direction

1. Write your name on your answer sheet!
2. Read the text then answer the questions according to the instructions!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Venisya Zulfatul Aulia

Class : 8b

a. Choose the right answer by crossing a,b,c, or d.

1. You can find ...., in bathroom.

   a. pen   ✗ soap

   b. television   d. book

2. My friends went to the ...... to eat some food.

   a. library   c. classroom

   ✗ canteen school   d. laboratory

3. We will conduct science experiment in .....

   ✗ labolatory   c. classroom

   b. library   d. computer room

4. The....... is a set of clothes that students are required to wear to school.

   a. book   ✗ uniform

   b. wallet   d. bag

5. The...... is a place to sleep.

   a. kitchen   c. bathroom

   b. living room   ✗ bedroom

6. Ani is...... person, every morning she sweeps the floor.

   ✗ Diligent   c. cruel

   b. Dirty   d. Rude

7. We need .... to bring our school books.

   a. Uniform   c. wallet

   b. Pencil case   ✗ bag

8. ..... is the place for student to study.

   ✗ Classroom   c. School canteen

   b. Teacher's office   d. bookstore

Guidance Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : 2781/In.28.1/J/TL.00/06/2024
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Yeasy Agustina Sari (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FAIZATUL MAHBUBAH**
NPM	:	2001052003
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MAARIF 04 PADANGRATU CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

Appendix 1Pre-surveyPermit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-6040/In.28/J/TL.01/12/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMP MA`ARIF 04
PADANG RATU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**FAIZATUL MAHBUBAH**
NPM	:	2001052003
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY AT THE EIGHTH GRADE STUDENTS` OF SMP MA`ARIF 04 PADANG RATU

untuk melakukan prasurvey di SMP MA`ARIF 04 PADANG RATU, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2023
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Appendix 2 SurveyPermit Reply Latter

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TENGAH
SMP MA'ARIF 04 PADANGRATU
STATUS TERAKEDITASI NSS : 202120212086   NPSN : 10801844
SENDANGAYU KECAMATAN PADANGRATU KAB. LAMPUNG TENGAH
Jln. Raya Sendangayu Dusun 003 Kec. Padangratu Kab. Lampung Tengah Pos : 34176
smpmaarif04padangratu@gmail.com
https://smpmaarif4padangratu.co.id

No   : 420/078/C.10/Da.VI.01/01/2024

Lam   :-

Hal   : Pemberian Izin Pra Survey

Kepada Yth.

Ka Jurusan Dr. Much Deiniatur M.Pd.B.I

Di Institut Agama Islam Negeri Metro

Menanggapi surat saudara **No. B-6040/In.28/J/TL.01/12/2023** tanggal **26 Desember 2023**, perihal Izin Pra Survey.

Dengan ini kami tidak keberatan / bersedia memberikan izin kepada mahasiswa :

Nama   : **FAIZATUL MAHBUBAH**

NPM   : **2001052003**

Semester   : **7 (Tujuh)**

Jurusan   : **Tadris Bahasa Inggris**

Untuk melaksanakan Research dalam rangka penyelesaian Tugas Akhir/Skripsi yang bersangkutan dengan judul "THE INFLUENCE OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY AT THE EIGHTH GRADE STUDENTS OF SMP MA`ARIF 04 PADANG RATU"

Demikian surat izin ini diberikan, agar dapat dipergunakan seperlunya.

Sendangayu, 03 Januari 2024
Kepala SMP Ma'arif 04 Padangratu

MUTOHAROH, S.Pd.I

Appendix 3 Reaserch Licence

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4404/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MAARIF 04
PADANGRATU
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4403/In.28/D.1/TL.01/10/2024, tanggal 03 Oktober 2024 atas nama saudara:

Nama	:	**FAIZATUL MAHBUBAH**
NPM	:	2001052003
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP MAARIF 04 PADANGRATU bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MAARIF 04 PADANGRATU, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MAARIF 04 PADANGRATU CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 4 Reaserch Permit Reply Latter

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TENGAH
SMP MA'ARIF 04 PADANGRATU
STATUS TERAKEDITASI NSS : 202120212086   NPSN : 10801844
SENDANGAYU KECAMATAN PADANGRATU KAB. LAMPUNG TENGAH
Jln. Raya Sendangayu Dusun 003 Kec. Padangratu Kab. Lampung Tengah Pos : 34176
smpmaarif04padangratu@gmail.com ✉
https://smpmaarif4padangratu.co.id 🌐

LP. MA'ARIF NU

Nomor   : 420/092/C.10/Da.VI.01/X/2024   Padangratu, 07 Oktober 2024
Lampiran   : -
Prihal   : Tanggapan Izin Research

Yth.:
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-4404/In.28/D.1/TL.00/10/2024, tanggal 3 Oktober 2024 tentang Izin Research, maka Kepala SMP Ma'arif 04 Padangratu Lampung Tengah memberikan izin kepada :

Nama   : **FAIZATUL MAHBUBAH**
NPM   : 2001052003
Program Studi   : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di SMP Ma'arif 04 Padangratu Lampung Tengah dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MAARIF 04 PADANGRATU CENTRAL LAMPUNG"

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Kepala SMP Ma'arif 04 Padangratu

MUTOHAROH, S.Pd.I

Appendix 5 Letter of Assigment

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4403/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**FAIZATUL MAHBUBAH**
NPM	:	2001052003
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP MAARIF 04 PADANGRATU, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MAARIF 04 PADANGRATU CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Oktober 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

_____

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6Guidance Proposal Card

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
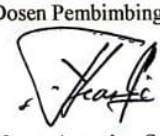IAIN METRO

Nama : Faizatul Mahbubah
NPM : 2001052003

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 25 maret 2024	✓	Narate about the pra-survey. Tell about the technique will you use. Revise of the background of study	
2	Selasa 26 Maret 2024	✓	Add the Theoris about Vocabulary assesment. How to measure the student Vocabulary	
3	Senin 1 April 2024	✓	How the students can be said mastering vocabulary	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah   Program Studi : TBI
NPM : 2001052003   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Selasa 2 April 2024	✓	Revise the long Paragraph Revise the Theoritical Framework Use Strategy / Technique	
5	Rabu 3 April 2024	✓	Use Future tense Add The total class and total Students of Population.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah
NPM : 2001052003

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	Kamis 2 Mei 2024	✓	Accepted to Proposal Seminar.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

Appendix 7Guidance Thesis Card

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah Program Studi : TBI
NPM : 2001052003 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis / 26 Sep 2024		Revise APD -Tulis secara jelas kegiatan Inti pada Rpp - Validity soal	
2	Jum'at 27 Sep 2024		- Bedakan Kegiatan Inti meeting I dan meeting II - Ujikan soal pada kelas lain sebelum di aplikasikan pada kelas experiment	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah
NPM : 2001052003

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	Senin 30 Sep 2024		Acc Research Instrument.	
4	Senin 14/Oct 2024		- Revise Abstract - add the treatment in Chapter IV	
5	Selasa 15/Oct 2024		- Revise Discussion - add the Novelty of your Research	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah   Program Studi : TBI
NPM : 2001052003   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	Selasa 15/ okt 2024		- Discuss the research result with the Previous result	
7.	Selasa 15/ okt 2024		- Tell about the treatment by Using make a match technique	
8.	Selasa 15/ okt 2024		- Read your Research result.	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Faizatul Mahbubah
NPM : 2001052003

Program Studi : TBI
Semester   : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 15/10 2024		Acc. Munaqosyah s.	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

Appendix8 Study Program Library Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Faizatul Mahbubah
NPM   : 2001052003
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 September 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Appendix 9 LibraryFreeLetters

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INSTITUT AGAMA ISLAM NEGERI METRO
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1000/In.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: FAIZATUL MAHBUBAH
NPM	: 2001052003
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001052003

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Oktober 2024
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

Appendix 10 Plagiarism

THE INFLUENCE OF MAKE A MATCH TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP MA'ARIF 04 PADANGRATU CENTRAL LAMPUNG

by Faizatul Mahbubah 2001052003

METRO, 17 Oct. 2024

KETUA PRODI TBI

Dr. MUGHOFNIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

Submission date: 16-Oct-2024 07:44AM (UTC-0500)
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SMP MA'ARIF 04 PADANGRATU

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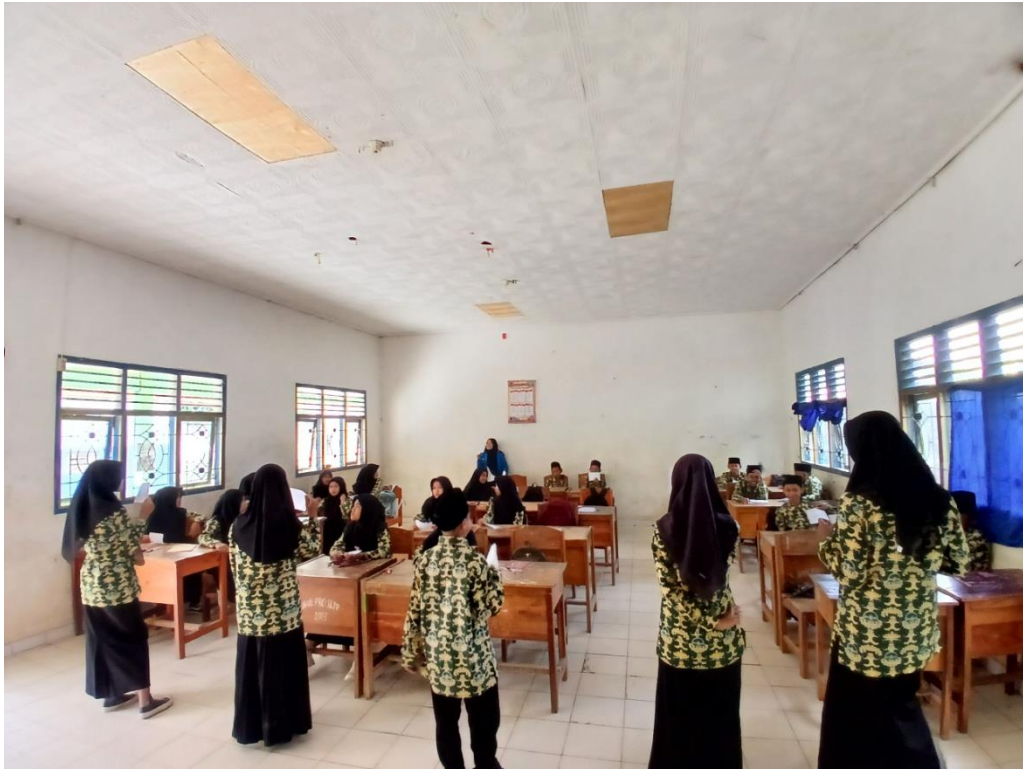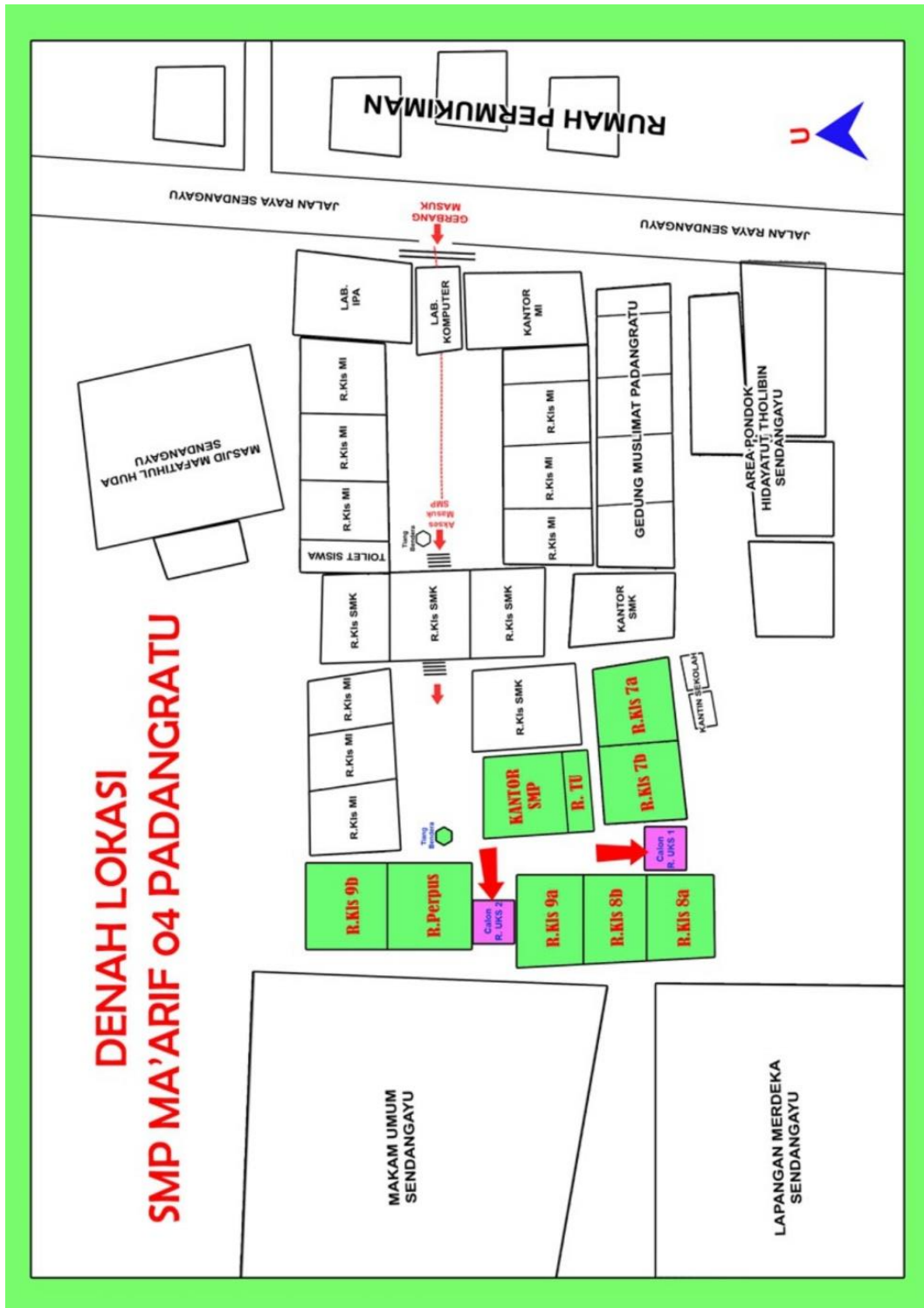
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SMP MA'ARIF 04 PADANGRATU
TAHUN PELARAJAN 2024/2025

KEPALA SEKOLAH
MUTOHAROH, S.Pd.I

WAKA KURIKULUM
KURNIA PRIMAWATI, S.PD

WAKA KESISWAAN
D A S I Y O

BENDAHARA
UMI LUTHFIYAH, A.Md

TATA USAHA
SIROJUDIN

SEKRETARIS/OPS
MISBAHUDIN

WALI KELAS VIIA
UMI LUTHFIAH, A.Md

WALI KELAS IXA
ABD. MALIK, S.Pd

WALI KELAS VIIIB
M. TAJUDIN, S.Kom

WALI KELAS VIIIA
BUKHORI M. S.Pd.I

WALI KELAS VIIB
SIROJUDIN

WALI KELAS VIIA
ST NURLAILA AS. S.Pd

GURU

OSIS/SISWA
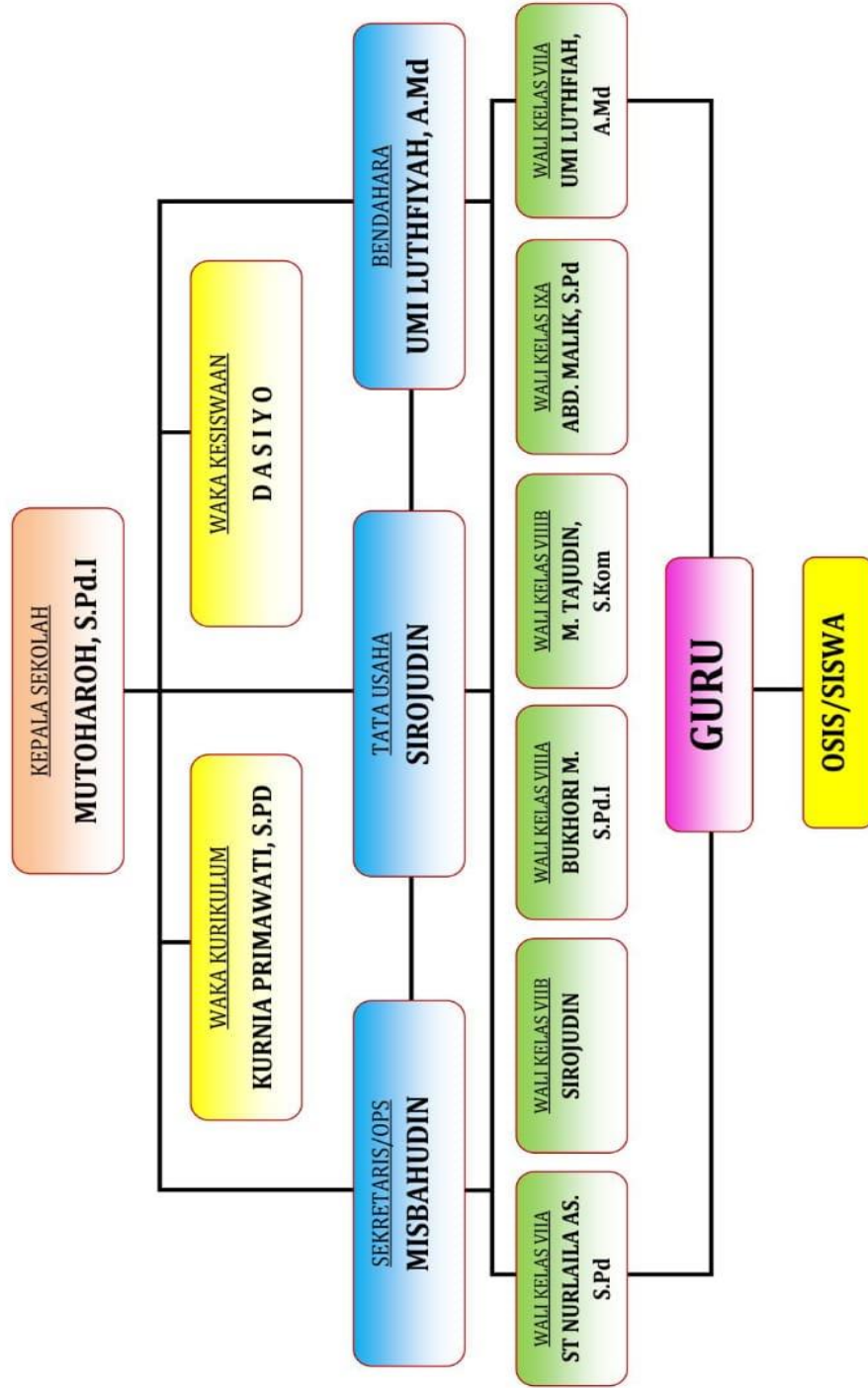
CURRICULUM VITAE

Faizatul Mahbubah was born in Padangratu Central Lampung, in August 24th 2001. She is first doughter from mr Mulyanto and mrs Siti Qomariyah. She was graduated from ekementary school at MI Tarbiyatul Athfal Sendang Ayu.

Then she continued her study in SMP Ma'arif 04 Padangratu and Senior High School in SMK Ma'arif 1 Padangratu, from 2013 and graduated on 2019.And she continued in State Islamic Institute of Metro was her choice in accomplies her studies at S1 English Education of Tarbiyah and Teacher Training Faculty at 1446 H/2024th.