



**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
MAKE A MATCH METHOD AT MA NU NAHDLATUL FATA JEPARA IN
THE ACADEMIC YEAR OF 2022/2023**

Final Project
Submitted in partial fulfillment of the requirements
For the degree of *Sarjana Pendidikan* in English

By
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2024**

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I hereby certify that this final project is entirely my own work. I take full responsibility for the content and quality of this project. Any opinions or findings from other writers included in this project are properly quoted or cited in accordance with ethical and academic standards. I have ensured that every source I used has been appropriately acknowledged, and no part of this project is the result of plagiarism. I am committed to upholding academic integrity and ensuring that this work reflects my own thoughts and research.

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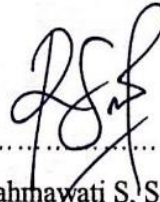
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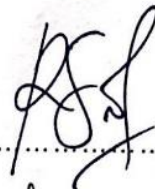
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MOTTO

Barang siapa yang mengerjakan kebaikan sekecil apa pun, niscaya dia akan melihat (balasan) nya." (QS. Al-Zalzalah: 7)

Keberanian adalah kunci untuk menggenggam impian dan meraihnya

(Dicky Dwi Santoso)

DEDICATIONS

There is no more beautiful sheet in a final project except the dedication sheet. Alhamdulillahirobil'amin, with gratitude for the grace of Allah SWT, and as a thank you I dedicate this final project to:

1. Myself, for my enthusiasm, struggle and hard work in completing this final assignment.
2. My parents, for their endless love, support and sacrifices.
3. To my brothers and sisters who always provide support
4. To all members of the German Boys, especially Muhammad Rizqi who always reminds us of the importance of praying.
5. A special person who always supports me, Nur Aulia Masruroh

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completed. I realize that there is nothing perfect in this final project.
However, I hope this final project will be useful for all the readers.

Semarang, 23 Agustus 2024

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ABSTRACT

Santoso, Dicky Dwi 2024. Improving Students' Vocabulary Mastery Through *Make a Match* Method At MA NU Nahdlatul Fata Jepara In The Academic Year Of 2022/2023. Final Project, English Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang, Advisor I ; Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd., Advisor II Faiza Hawa, S.Pd., M.Hum,

Keywords : Vocabulary, Make A Match, Student

Vocabulary is the basis of language skills such as reading, writing, speaking and listening. Without adequate vocabulary mastery, learners often experience difficulty in understanding and using language effectively. This research aims to analyze and determine students' vocabulary abilities before using the make a matchmethod and to analyze and determine students' vocabulary abilities before and after using the make a matchmethod. The research method used was an experimental test. The data collection techniques used were test questions and documentation. The research population consisted of class X students at MA NU Nahdlatul Fata Jepara. As a result, the sample for this study was one class, X A of MA NU Nahdlatul Fata Jepara, it is 34 students. The results of this research can be concluded that pretest was carried out once on students, the pretest carried out could be concluded that the students were still in the category of not understanding the material, this can be proven by the results of the pretest which showed grades C and D. After the pretest was carried out, the researcher carried out treatment by applying the *Make a Match* method. to students in the lesson. The results of the posttest can be concluded that there is an influence and improvement after applying the *Make a Match* method in vocabulary learning.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statements of the research problem, the objectives of the research, significance of the study, and the definition of key terms

A. Background of the Study

Language has an important role in everyday life. To communicate effectively and avoid misunderstandings that occur, language is there to make it easier for people to carry out their daily activities. communication is one of the most important factors in running life, including communication with foreign languages. for now, the bridge to obtain information, knowledge and culture is communication with foreign languages. In this millennial era, people are required to have more than one language, one of which is English(Ting-Toomey, S., & Dorjee, T. 2018). According to Sharifian (2005) millions of people around the world have used English. This means that English is used as global communication for various activities, including politics, economics, science, technology, culture, education and entertainment. Indonesian people realize that English as an international language really needs to be mastered. for that, English lessons have been processed since elementary school and as a main subject in junior high schools and high schools. a person can understand and produce spoken language for proper and effective communication by mastering four language skills (Rao, Parupalli. S. 2019). These skills are listening, speaking,

reading, and writing. The main element for mastering English language skills is vocabulary (Milton, J. 2013).

One of the most important aspects needed to communicate English is vocabulary. According to Aina. M (2013), vocabulary is the center of language and is the most important thing for language learners in general. a person cannot communicate effectively without having sufficient vocabulary. There are three main reasons for humans to improve and develop vocabulary in order to produce effective language. Vocabulary is the key to communication. communicating in a new language is one of the ultimate goals of learning for some students in learning a language. Vocabulary allows to develop other skills, leading linguist researchers "Vocabulary is not an end in itself". The rich vocabulary makes listening, speaking, reading and writing easier to do. Third, increasing vocabulary that is owned will go straight with the increase in material that can be learned. Vocabulary is learned through focused and conscious study, but more generally indirectly through listening, reading, and using context cues to figure out what it means (Calderón, M. E., & Soto, I. 2016).

Learning vocabulary requires practice and time and time are the current problems. In the process of learning English, if the mastery of kotakata is very limited will affect the difficulty of people speaking English and it makes it difficult for people to answer questions asked both in oral and written form (Zhang, B. 2013). The case can be proven that when the English teacher describes the subject matter in English, students have difficulty digesting or receiving the lesson and they are unable to understand what the teacher is saying.

Most students cannot understand the context of the text and they cannot know the meaning of some words in the text. This indicates that there are weaknesses in the learning process in the classroom, there is no active interaction between students and teachers. In the process of learning English for students of the MA NU Nahdlatul Fata class, it was found that a passive student situation was found when the teacher was explaining the material. Because students are passive, when they are given some exercises regarding the material that has been given, most students cannot do the exercises that are given. In fact, many students cheat answers from their friends. It was clear that vocabulary mastery was a problem for them. They still have difficulty memorizing new vocabulary words.

Based on the background of the problem, the writer can identify these problems as follows: Lack of student motivation in learning English, low vocabulary, Lack of student achievement in learning English vocabulary, not being able to write new words better, and not being able to translate new vocabulary well.

Still many teachers who are still less creative in teaching English because teaching vocabulary is not easy for teachers. Most teachers only explain the material without technique, so that it can make students bored and end up not paying attention. Teachers must be able to select and use a variety of teaching techniques.

There are many techniques that can be used in the teaching and learning process. One of them is the *Make a Match* method. The *Make a Match* learning model is a learning system that prioritizes the cultivation of social skills,

especially the ability to work together, the ability to interact as well as the ability to think quickly through the game of finding a partner with the help of cards (Rohmutadi, R. 2021).

The benefits of using the *Make a Match* method include: Creating an active and fun learning atmosphere; The learning material that is delivered that is made attractive can attract the attention of students; Improve student learning outcomes; A cheerful, frenzied atmosphere of students will grow in the learning process; and lastly, the students feel a sense of cooperation.

Based on the problem identification above, the writer can be made as a final project entitled "Improving Students Vocabulary Through *Make a Match* Method At MA NU Nahdlatul Fata Jepara In The Academic Year Of 2022/2023"

B. Reason for Choosing the Topic

In this research, the author wants to identify the problems in this research, namely as follows:

1. Vocabulary is the basis of language skills such as reading, writing, speaking and listening. Without adequate vocabulary mastery, learners often experience difficulty in understanding and using language effectively.
2. In foreign language learning, vocabulary is often considered one of the most challenging components for learners. Research on vocabulary helps develop effective teaching strategies to improve understanding and mastery of vocabulary.
3. Students still have difficulty understanding vocabulary in English

C. Statement of the Problems

Regarding to the background of the study above, I managed to get some kind of questions. Those are:

1. What are the students' vocabulary abilities before using the make a matchmethod?
2. How are students' vocabulary abilities after using the make a matchmethod?
3. Do the students' vocabulary skills increase significantly between before and after using the make a matchmethod?

D. Objectives of the Study

There are some objectives of the study, it is:

1. To analyze and determine students' vocabulary abilities before using the make a matchmethod
2. To analyze and determine students' vocabulary abilities after using the make a matchmethod
3. To analyze and determine students' vocabulary abilities before and after using the make a matchmethod

E. Significances of the Study

There is great hope that researchers in this study can make a particular contribution to the effectiveness of the *Make a Match* technique to improve students' vocabulary mastery. Researchers also hope that this research will be useful for teachers, students, for schools and for researchers as the following statement:

1. For teachers

Teachers are more careful in choosing teaching techniques in their classes and can add new ways of teaching with the *Make a Match* method. The results of this study are expected to help teachers in teaching vocabulary properly by using the *Make a Match* technique to students. Teachers can improve their teaching abilities in making innovations and effective teaching strategies.

2. For the School

Specifically for MA Nu NahdlatulFata, the findings of this research study are expected to provide a clear and detailed description of the problems faced by students and the teacher's way to solve problems related to the application of *Make a Match* techniques in teaching vocabulary.

3. For students

The positive impact of this study can support students to improve vocabulary. The students certainly feel new nuances that make the class more happy and relaxed in the learning process. The *Make a Match* technique is a technique that helps students improve vocabulary mastery with ease. Learning with games can help students feel comfortable, not bored, and receive a lot of knowledge easily. They also need to increase their motivation and interest to learn vocabulary well.

4. For Researchers

Increase knowledge in the use of the *Make a Match* method to be illustrated so that later it can be used as training and development material in

the implementation of the teaching and learning process. And to fulfill one of the requirements for obtaining an education degree. For other research, the results of this study can be used as a reference for other researchers who want to do research on vocabulary teaching

F. Definition of the Key Terms

In this section, the researcher gives some definitions of the key terms relate to this final project. Here are the following key terms:

1. Improving

Improve is a process of making something better than before. According to Adi (2014), improvement means that existing skills and abilities are better than before. Here, the word "Improve" means an attempt to improve students' skills in vocabulary mastery by using a match of method as a medium in implementing English learning (Yudha, H. T., & Mandasari, B. 2021).

2. Vocabulary Mastery

According to Alqahtani, M. (2015) mastery refers to skills or knowledge that make a person master a commenting subject. Mastery as complete knowledge. From the description above, it can be concluded that vocabulary mastery is one of one's abilities in processing words in a language to convey the meaning of the conversation. In expressing the ideas they have and conveying them, someone needs vocabulary so that the person being spoken to understands what is being said.

3. *Make a Match* technique

Make a Match is a cooperative learning technique developed by Lorna. In carrying out this technique, there are several cards that must be prepared by the teacher. the card contains several topics and their answers. Before carrying out this learning technique, students must be divided into three groups. The first group were students who brought question cards, the second group were students who brought answer cards, and the third group were students as assessors (Nidaul, H. 2023). Then the students immediately look for pairs that match the cards. Students who can find the appropriate card with their card have to show their card to the rater. Then, rater read their card whether appropriate or not. determines the time can also be given. Using this technique, fun teaching can be pursued. this is because students will look for a card that matches the card in a crowded situation. This will make students happy in receiving appropriate lessons in the textbook in order to master the material and they do not feel bored

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher reviews several related literature reviews used in conducting research and presents previous studies

A. Review Of Related Theories

1. Teaching

Teaching is the activity of providing some information or commonly called knowledge and in these activities there are teachers and students in the classroom. Guidance teaches and facilitates learning, allows learners to learn, sets conditions for learning. It can be concluded that teaching is not only the process of transferring knowledge from teacher to student, but also creates situations that allow and support the learning process (Boettcher, J. V., & Conrad, R. M. 2021).

According to Loughran, J. (2012), teaching is a complex and controversial profession, and educational literature is full of teaching models that present a diverse conceptualization of the nature of teaching. In other words, the teaching process consists of activities that are directly related to the delivery of instructions. Thus, teaching should be regarded as a process of giving knowledge to students and as an opportunity to help students acquire new knowledge.

Teaching is an important part of the learning process. Student success depends on the teaching provided by the teacher. If the teaching process is good, it will contribute greatly to the success of students in learning. The

unattractive teaching process makes students uninterested and will quickly get bored during the learning process. Thus, a good teaching process should be put in place to motivate students to keep trying to get what they learn in the classroom. Teaching can not be separated from learning because how well the teaching and learning process will determine the motivation of learning students (Boström, L., & Bostedt, G. 2020).

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is a basic element in learning English. reading, listening, writing, and speaking are important factors in vocabulary mastery. Vocabulary refers to all words as language, understanding of the groups of words and speech and writing used, and a list of words to a specific goal. This proves that the role of vocabulary to get a good understanding of a language. In other words, the choice of words affects every conversation (Suryanto, B. T. et al, 2021).

Vocabulary is one of the main components in language learning that must be known by everyone, especially students. One cannot speak fluently if one does not master vocabulary. McCarten states that learning vocabulary is all about remembering, and students generally need to hear, see, say, and write new words that are learned all the time before they can be said to have learned them. It means students must know and understand the word first before they will use it so they can easily express their ideas (Jeanne McCarten, 2007)

Vocabulary Can be defined as " to communicate effectively must know the words used; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Stated that new words are important for oral and written communication because vocabulary learning is an important part of foreign language learning. It is also a center for language teaching and most importantly for language learners. In short, vocabulary is used to communicate so that it can be understood by others (Faraj, A. K. A. 2015).

Based on the theories above, it can be concluded that vocabulary mastery is an important thing in learning English that must be mastered by students in order to communicate with others and voice ideas well. not only that, four language skills will be mastered if the student is rich in vocabulary.

To support the above statement, Paul Nation (2001:384) states that vocabulary knowledge emphasizes recognizable and understandable words. To understand the meaning in each text, it is necessary for at least 97% of readers to know the vocabulary in the text. A student will find it difficult to receive messages if they do not know about the vocabulary in the text. Meanwhile, Jack Richard and Theodore S. Rodges (1986:10) assert that one of the most important aspects of foreign language learning is vocabulary mastery.

Meanwhile, Caroline T. Linse(2005:121) defines vocabulary as a collection of words that people generally understand their meaning. It can be concluded that vocabulary is a list of words that people understand their meaning and use in everyday life both in their work, society, and group.

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

b. Kinds Of Vocabulary

There are many experts dividing this type of vocabulary into sections. Huda, M. F. N. (2021) mentions that the type of vocabulary becomes two, namely active and passive vocabulary. Words used for speech and self-writing are called active vocabulary, while words you hear or read from others are called passive vocabulary.

Elfrieda H. Hiebert and Michael L. Kamil (2005:3) state that in general, vocabulary is a person's knowledge of the meaning of words. A further definition is about the fact that words consist of two forms: oral and printed. Verbal vocabulary is a set of words that we know what we mean when we speak or read orally. Print vocabulary consists of words whose meaning is known when we write or read silently. Furthermore, Evelyn Hatch and Cheryl Brown (1995:372) also mention that knowledge of words also comes in at least two forms: receptive and productive. When we can understand and about these words it is called receptive and when we use vocabulary into writing and speech is called productive.

In addition, Cummins (as quoted in Mukoroli, 2010) states that there are four types of vocabulary.

- 1) Vocabulary that a person knows when reading text.
- 2) Vocabulary that a person knows when he or she listens to a conversation.
- 3) Vocabulary that a person knows what it means and uses it when talking to others.
- 4) Vocabulary that individuals can use when writing

3. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Teaching vocabulary is one of the most important components in any language learning because when learning to understand and express meaning is the most important thing in language learning. Another important role in teaching is the teacher. then teachers must increase their knowledge to help their students learn (Hatch & Brown quoted in Manik and Christiani, 2016).

To introduce students to vocabulary, the teacher can select relevant topics to study. Allen (2006) states that in teaching vocabulary, teachers are asked to teach students how to recognize and understand a word in various contexts. In teaching vocabulary, in addition to making students understand the meaning of each word, students can also use these words in sentences.

b. Techniques Of Teaching Vocabulary

Teaching vocabulary plays an important role in language because mastering vocabulary can help students master four skills of languages (writing, listening, reading and speaking). Vocabulary is also used to express their ideas and feelings. Teachers are required to think creatively and also teachers need good knowledge about the material they teach. When they teach

vocabulary to students, teachers must know general knowledge about the vocabulary in question

Teaching vocabulary is a process by the teacher to provide an understanding of pronunciation, spelling, and structure. Using real objects and pictures can help students know the visualization of the word invited. Teachers need strategies and techniques for requesting English vocabulary as foreign students. English is not mother language and second language for Indonesian people. So, English did not use by students in daily lives. While the best technique in English is to use it all the time. Vocational teaching techniques are the way in which teachers learn to understand and support students in learning and using language.

Teaching vocabulary is a lesson given by teachers that can help students to learn and understand pronunciation, spelling, and structure. Students will find it very helpful to know word visualization when learning using real objects and images. There is a certain technique for a teacher in asking students to learn foreign vocabulary. English is not the mother tongue and second language for Indonesians. Thus, the use of English is not used in everyday life by students. While in foreign language learning, using a foreign language every activity is the best technique in learning a foreign language. Vocational teaching techniques are the ways in which teachers learn to understand and support students in learning and using language.

Rahmadani (2013) mentions that there are three techniques of teaching vocabulary.

- 1) Use of images in vocabulary learning. Teachers will be greatly helped to improve students' language skills when using images as a medium of learning. This is because, students will remember more words, meanings, and object shapes with word visualization using images.
- 2) Use of games in vocabulary learning. This game will encourage students to remember every vocabulary in English to win the game. The use of this medium can also make students enjoy the learning process so that students can more easily accept new vocabulary given by teachers.
- 3) Use of demonstrations in vocabulary learning. This technique gives students to know the meaning of certain words by showing an object.

c. Strategy of Teaching Vocabulary

Gairns and Redman (1986) mentioned there are two strategy in teaching vocabulary :

1) Strategy Visual

a) Mime and Movement

In this technique, using real objects and commands can be done by the teacher. This technique can be done using real objects in the classroom such as whiteboards, erasers, markers or any objects contained in the class. In using commands, a teacher can give commands such as "open the door", "close the book". Another example is teaching body parts, a teacher giving commands such as "put your feet up", "stretch your hand".

b) Visual Aid

In this technique, teachers can use pictures or photos. The images used for teaching vocabulary come from a variety of sources. It can be taken from

magazines, newspapers or handmade students. The image serves to give the meaning of the vocabulary to be given and it can facilitate the student's memory because before being given an English word, students already understand the meaning of the word through the image of the image

2) Strategy Verbal

a) Use of Illustrative Situations (Oral or Written)

This technique can be useful when words are abstract. In the use of illustrative situation techniques, teachers can use more than one situation. This aims to ensure that students can understand about the vocabulary that has been described

b) Use of Synonyms and Definitions

Synonyms can be interpreted with words that have the same meaning. Teachers often use this technique for low-level students; It would be justified at a low level to tell students that suffering means very sad.

c) Contrast and Opposite

In this technique, the question of the opposite of the word will be asked by the teacher to the student. For example, what is the opposite of height? What's the opposite of far away? Etc

d) Scales

This can be a useful way to gain new vocabulary if students have learned contrasting or related gradable items. If students know the teacher is "hot" and "cold" can ask the framework student to feed in "warm" and "cold" and then "freeze" and "boil".

e) Examples of this type

Illustrations can be given to students by guuru to get subordinate meaning. This is a common product to exemplify them. For example furniture items consist of tables, chairs and beds.

f) Translation

Translations change some words or sentences from a second language or other language to a native language with the same meaning. This technique is usually used by teachers when they teach vocabulary or text in the teaching and learning process. Translation can be a very effective way to convey meaning

4. *Make a Match* Method

a. Definition Of *Make a Match* Method

Make a Match technique was developed by Lorna Curran, this technique is an alternative that can be applied to students. The application of this technique starts from students look for pairs of cards that are answers/questions before the time is over, students who can match cards are given points. One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere (Rusman, 2011).

Make and match is a learning system that prioritizes social abilities, especially the ability to work together, the ability to interact, in addition the ability to think quickly through the game looking for a partner of the cards (Wahab Abdul Aziz, 2007). Suyatno revealed that the make and match is technique where the teacher prepares a card that contains questions or

problems and prepares an answer card then students look for the pair of cards (Suyatno, 2009).

In the Make-A-Match-Method learning method, students will get cards that contain questions and answers. Komalasari (2013) adds Make-A-Match-Method is a technique in which students are asked to find answers to a question in a card that they get through interaction with their friends. with a total of 30 cards consisting of 15 question cards and 15 answer cards. The process is that the student who gets the question card is asked to find the appropriate word to complete the sentence in the student who gets the answer card and vice versa, the student who gets the answer card must find the sentence that matches the answer he answered.

There are several advantages in using Make-A-Match-Method to improve students' vocabulary mastery (Istarani, 2011). First, each student can be directly involved in answering the questions given in the form of cards. Second, the use of Make-A-Match-Method can increase students' creativity through matching cards. The three students do not feel bored during learning activities and can create a more interesting classroom atmosphere. Furthermore, Maduratna (2014) argues that the use of Make-A-Match-Method can improve students' vocabulary mastery because students will be encouraged to think about vocabulary and have an interest in improving their ability to master vocabulary.

Miftahul Huda (2011) It also mentions that there are several advantages in the use of *Make a Match* techniques including increasing

students' motivation to help in the teaching and learning process, fostering the responsibility to do the best for their group, improving social skills to work effectively, providing opportunities for students to use the skills they ask for and discuss problems, and develop leadership talents in students. In addition to Miftahul Huda, Anita Lie (2002:55) said that the advantages of *Make a Match* are, fun situations will grow in the learning process of teaching in the classroom, cooperation between students dynamically, there is dynamic mutual cooperation between students and students looking for their partners when learning about concepts or topics in pleasant conditions.

It can be concluded that Make-A-Match-Method is a technique that can be used by teachers in the classroom to help students improve vocabulary mastery at all levels. The Make-A-Match-Method can also be interpreted as a cooperative learning strategy because in applying this technique students will do it in pairs or groups. This technique can create interesting class activities and motivate students to improve vocabulary mastery because in class students will learn by playing

b. The Steps of *Make a Match* Method

The stages of implementing the learning model are carried out by the teacher in applying *Make a Match* in the teaching and learning process (Ciandra in Novia, 2013). The stages are among other things

1) Preparation

The students is divided into 2 groups by teacher. The group I is the group that carrying the cards containing questions. The group II is the

group carrying the cards containing the answers. Arrange the position of the groups so that the letter U try to make the first group face the second group.

2) Submission stage

If each group has been in position, the teacher sounds a whistle as a sign that the first and second groups look for each pair of cards according to the questions or answers contained in the card. Give them an opportunity to discuss. The discussion is carried out by students who carry cards containing answers.

3) Appearance of results

Pair who has formed must show questions and answers to the guidance group. The guidance group then reads whether the answer question pairs are suitable, after the assessment is completed, arrange in such a way that the first group and the second group come together then position themselves as the guide group. While the guide group in the first session is divided into two groups, some members hold the question card and some hold the answer card then position them like the letter U. The teacher sounds his whistle again then the question and answer card holder moves to find his partner. Then each pair shows the work to the guide group.

According to Istarani (2012:64) there are some instructions to play *Make a Match* Method in the class:

- 1) The teacher prepares some cards that contain several concepts or topics are appropriate for review sessions, one about the card section and other parts of the answer cards.
- 2) Each student receives a card.
- 3) Each student thinks of an answer of cards held.
- 4) Each student finds a partner who has a matching card about the answer.
- 5) Each student is able to match the cards before the deadline given points.
- 6) After one round of cards to be shuffled again each students get a different cards than before.
- 7) It repeatedly until the learning is complete
- 8) In the finishing, make a conclusion together

c. The Advantages and Disadvantages of *Make a Match* Methode

According to Muthmainnah, M., et al (2022) there are some advantages if the teachers use *Make a Match* technique in teaching-learning process namely:

- 1) Students are directly involved in answering questions submitted to them through the card.
- 2) Increase creativity in student performance.
- 3) Avoid saturation of the students in the following teaching and learning activities.
- 4) The excitement will grow in the learning process (let them grow).
- 5) Learning will be funnier because it involves learning media created by the teacher.

- 6) The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.
- 7) It can help to avoid students being bored during the teaching-learning process.
- 8) Student cooperation will emerge dynamically.
- 9) There is dynamic mutual help between the students.
- 10) It can create a more interesting classroom atmosphere.
- 11) Delivered learning materials more attractive for students.
- 12) The students certainly feel happy and relax in teaching learning process.
- 13) The students will participate, interested, and develop their confidence and be more active in the learning process.
- 14) The students will be able express their ideas.
- 15) Simple and easy technique.
- 16) The students work together to learn.
- 17) Able to improve the students learning outcomes reached a level of completeness in the classical learning.

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

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

- 5) Students get tired over time when they find out that games do not match their assessment test.
- 6) The teacher needs adequate preparation for instruments and materials which is taught in teaching and learning activity.

d. The use of Make-A-Match-Technique

Students feel bored learning English because students do not have enough vocabulary. Therefore, teachers are expected to find effective ways to help students learn English. The Make-A-Match-Technique technique can be applied to all subjects and grade levels. this technique will facilitate teaching in the classroom (Zahroh, S. F. 2019).

The application of Make-A-Match-Technique requires careful preparation. Agus Setiawan, A. (2023) provides several steps in preparing learning activities using the Make-A-Match-Technique. The first step is two kinds of cards, namely the card containing the questions and the card containing the answers to the questions. The second step is grouping. before starting, divide the class into three groups. The first group is the group that holds the question cards, the second group is the one who holds the answer cards, while the third group consists of several students as the assessment group. After that, students from the first group were asked to find their partners in the second group, they would go around the class looking for their partners. Finally, they have to report their card to the third group as assessors to be assigned a score. This activity will be carried out in about 30-50 minutes. By using Make-A-Match-Technique, teachers can motivate and encourage

students to be more interested and enthusiastic about learning English. When students are interested in learning, they will concentrate more and want to participate in class. when the game is over, the teacher and students make conclusions from the material that has been done.

B. Previous Studies

The first previous study was conducted by Widiastuti, R., & Al-Qibtiyah, S. M. (2023) who examined the " The Effectiveness Of *Make a Match* Technique In Teaching Vocabulary ". The result of computation of the test proved that *Make a Match* can increase the improvement on students mastery of vocabulary. Furthermore the result of obtained value after computing the t-observed is 15.21. It means that the t-observed is higher that t-table ($15.21 > 2.093$). Therefore, the Null Hypothesis (Ho) is rejected, and the Alternative Hypothesis (Ha) is accepted. Stating that there is a significant different in students' scores before and after the treatment using make a match. This finding is in line with Lie (2008:55) states that "One advantage of this technique (make a match) is that students find a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used to all subjects and for all age levels of the students. This technique can generate students to engage actively in the learning process". when students learn in a fun atmosphere it will also cause motivation to learn and automatically students' ability to learn vocabulary also increases. From the data obtained, it can be concluded that *Make a Match* technique in improve students' vocabulary is effective

The second was previously carried by E Madhanty, M., Sutyono, A., & Marcella, E. D. (2022), conducted a similar study with the title " Improving Student's Vocabulary Mastery By Using *Make a Match* Technique At The Tenth Grade Of Smk Negeri 7 Bandar Lampung In The Academic Of Year 2021/2022". After conducting the research of teaching English vocabulary at Senior High School, the conclusion is that the implementation of *Make a Match* technique can improve the students' vocabulary mastery at the tenth grade of SMK Negeri 7 Bandar Lampung. *Make a Match* Technique is very useful and interesting for teaching and learning activity. Students' individual score increased and teaching and learning process became better. Related to the students' behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. *Make a Match* technique could create more comfortable atmosphere inside the class. During the teaching and learning process, the students were more active, confidence, enthusiastic and also interested to take a part in the lesson. They were not shy and not afraid anymore.

The third previous study was conducted by tami, N., Sutapa, G., & Riyanti, D. (2020) by title " Improving Students' vocabulary Through *Make a Match* Technique ". In reference to the research findings, the researcher offers some suggestion as in case of improving students' vocabulary by using *Make a Match* Technique as follows:(1) Since *Make a Match* centres students to find out meaning of something in its process, it could be appropriate to be applied in learning vocabulary; (2) In teaching vocabulary through *Make a match*, teachers

have to consider what kind of vocabulary to choose as to relate it to the previous teaching materials as well as prior understanding of the students; (3) Although students may have access to freely move in matching their cards, they are still demanded full control by the teachers as to keep the classroom activity effective; (4) Teachers have to be creative in designing the vocabulary cards since students are fond of pictures, particularly ones colourful.

The fourth previous study was conducted by Destika, V. (2022) by title " The Effectiveness of Match Technique to Improve Students' Vocabulary Mastery based on Gender". The *Make a Match* technique can optimally enable the students to improve their vocabulary mastery. The technique gives the good effect in improving the students' vocabulary mastery. It also make students interesting in teaching and learning vocabulary, this technique helps students to understand about material easily. It can be seen from the result of the pre-test and post-test score, there was improvement of pre-test and post test score. While the result of differences score between female and male based on the post test, there were not significant differences of vocabulary score, it means the gender differences do not effect on students' ability to learn vocabulary. So this technique was quite effective and success in teaching vocabulary mastery.

The five previous study was conducted by Iwanti, M. (2020) by title Improving Students' Vocabulary Mastery through *Make a Match* Technique At The First Grade Students Of MTs. Aisyiyah Medan. The research findings in Chapter IV show that the vocabulary of the first grade students of MTs Aisyiyah Medan was improved through *Make a Match* technique. It can be concluded that

Make a Match technique can improve the students' vocabulary and can help them to remember and keep their vocabulary. It can be proved from the following facts. First, related to the students' achievement, there were 88% who passed The minimum criteria of mastery learning (KKM) 70 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 52,8%. In the pre-test were only 4 students who passed the KKM. Meanwhile, in the post test of cycle I there were 12 students who passed the KKM or 48%. Next, in the result of post-test in the cycle 2, there got 22 students or 88% students who passed the minimum criteria of mastery learning (KKM) in which there mean score of vocabulary derived 83,6. So, it achieved the criteria success. The last, the result of interview with the English teacher is showed that the teacher gave positive responses after using of *Make a Match* technique in teaching vocabulary since it could be an alternative technique to be used in teaching vocabulary

In this study, there are some similarities and differences between previous research and research ini. Similarities are the three studies investigated on *Make a Match* techniques and vocabulary that are the same as this study, all of which also have the same results as this study *Make a Match* technique is effective to apply in vocabulary teaching. The difference in this research is the methodology used. The methodology used in the previous study was Classroom Action Research while the study used experimental design.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this study, research methods played an important role in the research because research methods served as guidelines for achieving research objectives. The researcher provided information about the method used in the research, including the research design, subjects of study, instruments of the research, method of data collection, and methods of data analysis

A. Research Design

A research method is a means of solving a research problem methodically. According to Crano, W. D, et al (2018), research methodology is a study of the theoretical principles of various approaches, their merits, and weaknesses, which is followed by the choice of the method utilized in scientific activity.

The research design, as indicated in the preceding phrase, is the conceptual framework within which research is carried out; it comprises the collecting and analysis of data from this research. As a result, the researcher focused on experimental research design. True experimental, factorial, quasi-experimental, and pre-experimental design are among the various varieties of experimental research designs. The purpose of experimental research design is to investigate potential cause and effect relationship between two even this. This research employed the use of pre-experimental research (Ramadhana, M. A., & Allo, D. K. 2021).

Although simple, affordable, and exploratory in character, pre-experimental designs lack control groups to compare with the experimental group. They are frequently used in preliminary research to give direction and emphasis for more in-depth studies employing experimental designs or when more controlled research designs are not possible (Lonati, S, et al, 2018)

Based on Lonati, S, et al (2018), The following is a description of the pre-experimental research design.

Table 3 1 Pre-experimental design

	O ₁	X	O ₂
Experimen	Pre- test	Treatment	Post- test

From the table above, the researcher conducted only one group and did pre-test (O1), then treatment (X), and post-test (O2). The researcher used a quantitative pre-experimental research design to identify, analyse and describe about vocabulary mastery.

B. Subject of the Study

1. Population

Pandey, P., & Pandey, M. M (2021) Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The research population consisted of class X students at MA NU Nahdlatul Fata Jepara.

2. Samples

Pandey, P., & Pandey, M. M (2021) suggests that the sample is part of the number add characteristics possessed by the population. When a large population and researchers it is imposible to study everything in the population. The researcher choose a sample design that was both trust worthy and relevant to her study. As a result, the sample for this study was one class, X A of MA NU Nahdlatul Fata Jepara, it is 34 students.

C. Instrument of the Research

An instrument is a method for calculating, observing, or recording quantitative data, (Zohrabi, M, 2013).The instrument of this study was a set of vocabulary tests with the aim of measuring the student's ability in vocabulary mastery. The examination is divided:

1. Test

There are two tests that will be given to students in the measurement of vocabulary mastery, namely pre-test and post-test. In developing the test, the researchers have adapted to the school-based curriculum and syllabus applied at the MA Nahdlatu Fata Jepara. Pre-tests are conducted with the aim of seeing and determining the student's ability in vocabulary mastery. After pre-test testing, the researcher will conduct a post-test. Then, the results of the pre-test and post-test conducted by students will be compared to find out the development of each student in the mastery of the word city towards learning with the *Make a Match* method.

2. Documentation

Every process carried out by the researcher, the researcher will document the process. Shooting in each process aims to show about the process of researchers getting data. The documenting process contains the process of giving pre-tests and post-tests that researchers give to students

D. Method of Data Collection

Researchers conduct tests to gather information. A test is a way to determine a person's abilities, knowledge, or performance in a particular field (Shavelson, R. J, 2013). Researchers use test questions to conduct their research. The following steps should be taken to obtain the desired data for research. Procedures carried out by researchers:

1. Researchers created a research instrument designed to collect data regarding students' vocabulary abilities.
2. The researcher came to MA NU Nahdlatul Fata Jepara to ask the school principal for permission to collect data at the school.
3. The researcher met with the English teacher who was teaching tenth grade students to obtain permission to use the instrument, consult, and obtain a teaching schedule.
4. Researchers chose classes as research samples.
5. Researchers asked the teacher about students' vocabulary abilities.
6. At the first meeting the researcher conducted a pre-test on the students. Researchers offer orientation to students such as greeting, checking

attendance, and taking a test which takes 20 minutes. The purpose of this test is to determine the vocabulary abilities of students receiving treatment.

7. Students are invited to take part in the third meeting, students are given treatment using the make a match method, at this meeting students are given examples of ways to teach vocabulary that are easy to understand. Each student is given the opportunity for 15 minutes to understand the lesson.
8. At the last meeting students were given test questions to determine students' vocabulary abilities.
9. After all the data has been processed, then carry out data analysis

E. Method of Data Analysis

The data in this study was collected by comparing the pre-test and post-test to see whether there was a significant difference between increasing vocabulary skills with and without the *Make a Match* strategy. A test is given to students so that they achieve the goal. To achieve this goal, tests are given to students. Because researchers found research results, data analysis became a crucial aspect in this research. The significance of differences is determined using test results. The following are the steps in data analysis :

1. Scoring

The score was given by the researcher after the test was completed. Each correct answer is worth ten points, while each incorrect response is worth zero.

$$Score = \frac{Total\ score}{Max.\ score\ item} \times 100\%$$

After receiving the test score, the mark was applied to the table achievement.

Table 3 2 Value Range

Categories	Grade
Very well (A)	89 - 100
Good (B)	76 - 88
Enough (C)	65 - 75
Need guidance (D)	< 65

2. Mean

After receiving the results of the pre-test and post test, the researcher then counted the data. To find the pre- and post-test means, the counting was done. This formula, according to Lesaux, N. K (2010)

a. Pre-test

$$X = \frac{\sum x}{N}$$

X : The pre-average tests (Mean)

$\sum x$: The total of the pre-test

N : The total of students

b. Post test

$$Y = \frac{\sum y}{N}$$

Y : The mean of post test

$\sum y$: The total of the post-test

N : The total of students

3. Analysing the data using the T-test

The t test basically shows how big the effect is one independent variable individually in explaining dependent variable (Ghozali, 2013). The t test basically shows how much far the influence of independent factors independently makes sense of dependent variable, the test uses an importance level of 0.05. When sign. > 0.05 then Ho is accepted, whereas if sig then Ha rejected. <0.05 then Ho is rejected and Ha is recognized, from the t test with SPSS program help for Windows adaptation 26.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher discusses the results and explains the effect of using the *Make a Match* method in improving students' vocabulary skills. After collecting research data for this stage, the researcher explains the results of the research that has been carried out, analyzes the test results, and discusses the research findings described in this chapter.

A. Research Findings

This research was conducted at MA NU Nahdlatul Fata Jepara whose population is class X students in the academic field 2022/2023. This research uses a quasi-experimental research design. The sample was given a pre-test and post-test. In this study, class X A was the research sample.

Researchers obtained students' ability scores in learning vocabulary by distributing pre-test and post-test to students. Researchers want to know whether there are differences in results between students with and without being taught using the *Make a Match* method. The test given by the researcher consisted of 20 items. The test consists of several choice questions. Before carrying out the treatment, researchers gave a pre-test to students to determine their abilities proficiency in learning vocabulary. This test is used to determine a students' abilities before receiving treatment. Result of he initial test shows that students' vocabulary mastery is still within the category currently.

After getting the pre-test results, the researcher provided treatment. Researchers carry out learning activities by applying the *Make a Match* method.

Students have fun and enjoy themselves while learning class. The teaching and learning process was carried out succeed. After carrying out treatment, the researcher gave a post test to student. The purpose of this The post-test is to determine students' abilities in vocabulary mastery. Researchers want to know the extent of students' vocabulary learning process after treatment. Post-test results the results show that students' vocabulary achievements increased significantly.

1. Analyze students' vocabulary abilities before using the *Make a Match* method

Before starting to collect data, researchers conducted a pre-test first. The test was attended by 33 class X A students. Before conducting the pre-test the researcher gave instructions on how to take the test with reference to vocabulary topics. The researcher then instructed students take a pre-test. Each student has 15 minutes to work on the test questions. Next, the researcher evaluated the students' pre-test results.

The researcher then evaluated the students' pre-test scores. The researcher then used Brown's stated method to assess student performance (Brown, 2004). The levels of achievement are specified in the table.

Table 4. 1 Value Range

Categories	Grade
Very well (A)	89 - 100
Good (B)	76 - 88
Enough (C)	65 - 75
Need guidance (D)	< 65

After the students finished doing the pre-test, the researcher calculated the score. The pre-test is in the form of multiple choices, and students must choose the correct answer.

Table 4. 2 The students' pre-test result before using Make a Match method

Student's Code	Pre-test	Grade
Student 1	72	C
Student 2	64	D
Student 3	64	D
Student 4	68	C
Student 5	76	C
Student 6	72	C
Student 7	64	D
Student 8	60	D
Student 9	60	D
Student 10	64	D
Student 11	64	D
Student 12	60	D
Student 13	64	D
Student 14	60	D
Student 15	68	C

Student 16	72	C
Student 17	68	C
Student 18	72	C
Student 19	68	C
Student 20	56	D
Student 21	60	D
Student 22	60	D
Student 23	68	C
Student 24	60	D
Student 25	64	D
Student 26	60	D
Student 27	68	C
Student 28	72	C
Student 29	68	C
Student 30	64	D
Student 31	68	C
Student 32	72	C
Student 33	72	C
Total	2172	

Based on the table above, the researcher provides pre-test results. A total of 33 students took the pretest, from these results it can be concluded that 16 students got a D grade, while 17 students got a C grade.

Table 4.3 Mean of Pre- test scores Report

	Pre test
Mean	65.81
N	33
Std. Deviation	5.00908

Based on the table above, it can be concluded that the average score of students' pre-test results before applying the *Make a Match* method is 65.81, from these results it can be categorized as C.

2. Analyze students' vocabulary abilities after using the *Make a Match* method

After the researcher carried out the treatment, the researcher carried out a post-test to find out the results of the treatment using the *Make a Match* method. The test was taken by 33 students of class The researcher then instructed the students to work on the test questions given. Each student has 15 minutes to work on the test questions. Next, the researcher evaluated the students' post test results.

The researcher then evaluated the students' post test scores. The researcher then used Brown's stated method to assess student performance (Brown, 2004). The levels of achievement are specified in the table.

Table 4.4 Value Range

Categories	Grade
Very well (A)	89 - 100
Good (B)	76 - 88
Enough (C)	65 - 75
Need guidance (D)	< 65

After the students finished doing the post test, the researcher calculated the score. The post test is in the form of multiple choices, and students must choose the correct answer.

Table 4.5 The students' post test result after using Make a Match method

Student's Code	Pre-test	Grade
Student 1	76	B
Student 2	80	B
Student 3	80	B
Student 4	84	B
Student 5	76	B
Student 6	76	B
Student 7	80	B
Student 8	72	C
Student 9	72	C
Student 10	64	D

Student 11	72	C
Student 12	60	D
Student 13	64	D
Student 14	60	D
Student 15	68	C
Student 16	80	B
Student 17	84	B
Student 18	84	B
Student 19	76	B
Student 20	72	C
Student 21	84	B
Student 22	80	B
Student 23	76	B
Student 24	76	B
Student 25	80	B
Student 26	84	B
Student 27	80	B
Student 28	76	B
Student 29	72	C
Student 30	76	B

Student 31	72	C
Student 32	76	B
Student 33	80	B
Total	2492	

The table above is the results of student assessments after working on test questions after receiving learning make a watch method. Based on the table above, it can be concluded that 4 students got D grades, 7 students got C grades and 22 students got B grades.

Table 4. 6 Mean of Post test scores report

	Post test
Mean	75.51
N	33
Std. Deviation	6.61495

Based on the table above, it can be concluded that the average score of students' post test results after applying the *Make a Match* method is 75.51, from these results it can be categorized as B.

3. Comparative analysis of students' vocabulary abilities before and after using the *Make a Match* method

After the researcher carried out the pre-test and post-test, they were then categorized according to the results obtained. The following is a table of the results of the pre-test and post-test student assessments.

Table 4.7 The students' pre test post test result

Student's Code	Pre-test	Post test
Student 1	72	76
Student 2	64	80
Student 3	64	80
Student 4	68	84
Student 5	76	76
Student 6	72	76
Student 7	64	80
Student 8	60	72
Student 9	60	72
Student 10	64	64
Student 11	64	72
Student 12	60	60
Student 13	64	64
Student 14	60	60
Student 15	68	68
Student 16	72	80
Student 17	76	84
Student 18	72	84

Student 19	68	76
Student 20	56	72
Student 21	60	84
Student 22	60	80
Student 23	68	76
Student 24	60	76
Student 25	64	80
Student 26	60	84
Student 27	68	80
Student 28	72	76
Student 29	68	72
Student 30	64	76
Student 31	68	72
Student 32	72	76
Student 33	72	80
Total	2172	2492

In this section the researcher states the data results to answer the third section research problem that asks about significant differences between before and after using the *Make a Match* method. After knowing the results of the pre-test and post-test scores, researchers calculate the results of

significant differences students' vocabulary abilities used t-test to calculate whether there was a significant difference between the pre test and post-test result using SPSS 26

The researcher determined the t-table before conducting the t-test. The researcher calculated the t-table in the 5% (0,05) significance level as shown below

df : N-1

df : 33-1

df : 32

The value of df at a degree 5 % of significance or it is called t-table is 1,692. After getting t-table, the researcher calculated the t-test. In this part, the researcher calculated the t-test using IBM SPSS 26. Then the result of the paired sample t-test are calculated as follows

Table 4. 8 Paired sample test

		Levene's Test for		t-test for Equality of Means		
		Equality of Variances		t	df	Sig. (2-tailed)
		F	Sig.			
Vocabulary student	Equal variances assumed	.701	.406	6.713	64	.000
	Equal variances not assumed			6.713	59.618	.000

Based on the results of the table data above, there is a basis for decision making. If the Sig. (2-tailed) > 0.05 , which means there is no significant difference between the pre-test and post-test scores. From the calculation above, it shows that the Sig value. (2-tailed) is < 0.05 . Thus it can be concluded that $0.00 < 0.05$. This means that there is a significant difference between the pre-test and post-test scores.

B. Discussion

In this research, researchers discuss the results of data analysis take data collection. Researchers use quantitative methods and use pre-experimental design with one group pre-test and post-test. Researchers used several pre-designed steps to obtain research data. There were three meetings held by researchers. In the first meeting, the researcher gave an initial test to determine the students' vocabulary abilities before being given treatment.

The researcher gave a pre-test and explained the procedures for carrying out the test. Lots students find it difficult to do the pre-test because they don't understand it the meaning of the question. But apparently there is some students did well on the exam. Based on the results of the pretest conducted by the researcher, it can be concluded that, as many as 33 students took the pretest, from these results it can be concluded that 16 students got a D grade, while 17 students got a C grade. The following is a diagram of the pretest results.

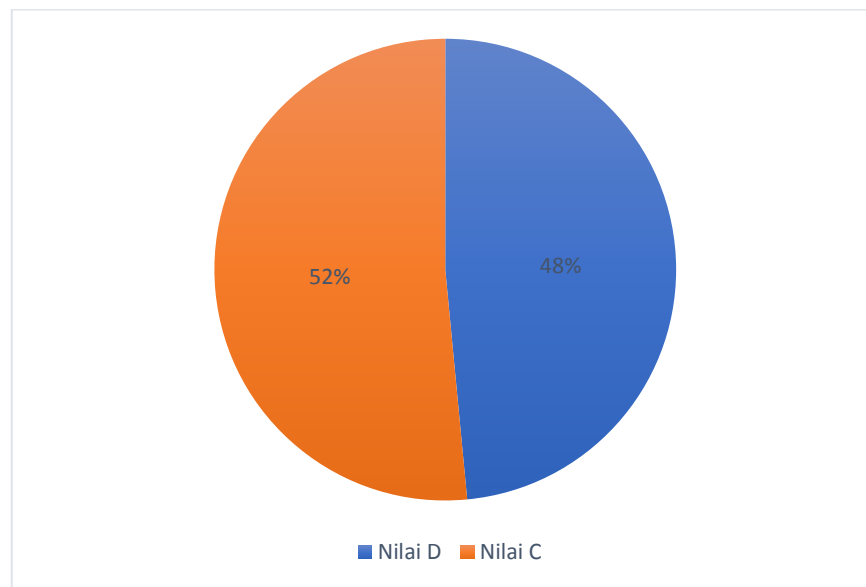


Figure 4

Figure 4. 1 Diagram of pretest results

After carrying out the pretest, the researcher then carried out treatment on the students. The treatment was given using the *Make a Match* method, during the learning process students were very enthusiastic in participating in the learning, because previously students had never been given a *Make a Match* learning model or method. After the treatment was carried out, the researcher then gave a posttest.

Post tests are used to assess the extent to which students have understood the material taught during the learning process. The results of the post test can be used as a basis for making decisions regarding the continuation of learning, for example whether enrichment or improvement is needed. The following are the results of the posttest carried out by students.

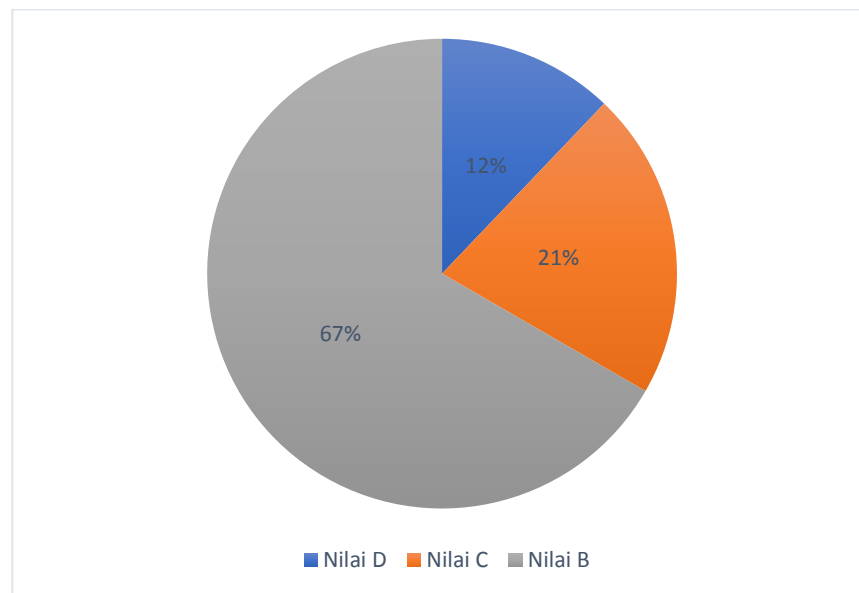


Figure 4. 2 diagram of post test results

The diagram above is the result of student assessment after working on test questions after learning the *Make a Match* method. Based on the diagram above, it can be concluded that 4 students got a D grade, 7 students got a C grade, and 22 students got a B grade. With the application of the *Make a Match* method it can be concluded that there is a significant influence on improving students' vocabulary skills.

This research is in line with research conducted by Destika, V. (2022) with the title "Effectiveness of the Match Technique for Improving Students' Vocabulary Mastery Based on Gender". The *Make a Match* technique can help students improve vocabulary mastery optimally. This technique has a good effect in improving students' vocabulary mastery. This technique also makes students interested in learning to teach vocabulary, this technique helps students to understand the material easily. This can be seen from the results of the pre-test and post-test scores, there is an increase in the pre-test and post-test scores.

Meanwhile, the results of the difference in scores between women and men based on the post test showed no significant difference in vocabulary scores, meaning that gender differences have no effect on students' vocabulary learning abilities. So this technique is quite effective and successful in teaching vocabulary mastery

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestions from the research and the data analysis discussed in the previous chapter. The first section is about the conclusion of the findings result, and the second section is some suggestions related to the research and English Language Education in the future.

A. Conclusion

Based on the data results presented in the previous chapter, then the researcher concluded that students' vocabulary abilities by applying the *Make a Match* method were as follows.

The pretest was carried out once on students, the pretest carried out could be concluded that the students were still in the category of not understanding the material, this can be proven by the results of the pretest which showed grades C and D. After the pretest was carried out, the researcher carried out treatment by applying the *Make a Match* method. to students in the lesson. The results of the posttest can be concluded that there is an influence and improvement after applying the *Make a Match* method in vocabulary learning.

B. Suggestion

From the explanation in previous chapter the researcher present some suggestions are addressed to the teachers, students and reader or the next researcher

1. For the Teacher

Teachers can apply the *Make a Match* method to improve students' ability to understand vocabulary lessons

2. For the student

Students can learn vocabulary using the *Make a Match* method. Using the make a method can make students more active and easier to understand the learning material.

3. For other researcher

The results of this research can be used as a reference for other researchers similar topic. There are many learning methods that can be learned in learning English, especially vocabulary learning, it can be applied in the teaching and learning process. Researchers hope that there will be improvements in future research weaknesses of this final assignment.

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APPENDICES

Attachment 1 Pre-test and post test Questions**Pretest and Post Test Questions****Vocabulary Test**

Choose the best answer to fill in the blanks.

1. I am a senior high school student. Now, my childhood in kindergarten feels like a _____ memory. I remember only few classmates.

- a. new b. distant c. fake d. recent

Answer: b. distant

2. Nina and Ami are good friends at college. They used to _____ the same schools, from elementary to secondary.

- a. attend b. go c. paint d. finance

Answer: a. attend

3. There are many kinds of rides in the _____, for example ferris wheel and roller coaster.

- a. park b. garden c. amusement park d. town

Answer: c. amusement park

4. “You look gorgeous in this wedding dress. _____!”

- a. Congratulations
b. Thanks a lot
c. Happy
d. I’m glad you say that

Answer: a. Congratulations

5. Her favourite t-shirts are those in bright colours like _____, light green and orange.

- a. black b. red c. grey d. pink

Answer: d. pink

6. _____ her sister who likes outdoor activities, Ni Luh likes to stay at home reading her favorite books.

- a. unlike b. like c. similar d. dissimilar

Answer: a. unlike

7. This is a region of _____ beauty. All areas are covered with trees, clean water flows uninterrupted, and fresh air fill the sky.

a. awful b. similar c. scenic d. sketchy

Answer: c. scenic

8. Malang is _____ as an education city in East Java because there are many universities and colleges there.

a. evidence b. official c. cite d. best-known

Answer: d. best-known

9. The seminar participants will get a special rate for the _____ if they can pay it one month before the due date.

a. registration fee

b. paper

c. budget

d. flight

Answer: a. registration fee

10. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to _____ to the waiting room.

a. proceed

b. sit

c. wait

d. check

Answer: a. proceed

11. The students were very _____ when the teacher announced that they were going to have an excursion to the local public library.

a. nervous

b. excited

c. friendly

d. upset

Answer: b. excited

12. I _____ the money I got from my parents wisely. I only bought things that I needed not things that I wanted.

- a. used
- b. asked for
- c. spent
- d. gave

Answer: c. spent

13. I think all babies in the world have an _____ look. That's what makes people fall in love with them every time they look at babies.

- a. amazing
- b. honest
- c. amusing
- d. innocent

Answer: d. innocent

14. She is coming here on a _____. She will come back to the company when she is recovered.

- a. sick leave
- b. resignation
- c. retirement d. break

Answer: a. sick leave

15. Bali is _____ for its beauty. It is called the Goddess Island.

- a. reminded
- b. considered
- c. renown
- d. understood

Answer: c. renown

16. The newly-married _____ have just moved into the new house.

- a. persons
- b. people
- c. couple
- d. spouse

Answer: c. couple

17. This is the most precious _____ that Nina has ever received from her parents.

- a. prize
- b. thing
- c. reward
- d. gift

Answer: d. gift

18. In the past, only children from _____ families could get proper education, while the poor were uneducated.

- a. wealthy
- b. happy
- c. healthy
- d. weary

Answer: a. wealthy

19. When the _____ begins to take off, its tires fold up into their compartment.

- a. train
- b. bus
- c. car
- d. airplane

Answer: d. airplane

20. If you put one more lamp in the corner, it will _____ the room.

- a. brighten up
- b. decorate
- c. highlight
- d. check

Answer: a. brighten up

21. Long and short are ____

- A. Synonym
- B. Antonym

C. Have the same meaning

Answer: B. Antonym

22. Tall and high are ____

A. Synonym

B. Antonym

C. Have different meaning

Answer: A. Synonym

23. What is Indonesian national anthem?

A. It's Garuda Pancasila

B. It's Jakarta

C. It's Indonesia Raya

Answer: C. It's Indonesia Raya

24. My mom wears a ____ in her neck

A. Necklace

B. Ring

C. Earring

Answer: A. Necklace

25. When is the Independence day of Indonesia?

A. It's on August 17th

B. Its on December 25th

C. It's on January 1st

Answer: A. It's on August 17th

Attachment 2 Documentation

1. The researcher is explaining to students about vocabulary material



2. The researcher is explaining to students how to answer the test questions



3. researchers are submitting research permits





KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dicky Dwi Santoso
 NPM : 17420067
 PROGRAM : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Siti Musarokat, S.Pd., M.Hum.
 DOSEN PEMBIMBING II : Faiza Hawa, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDATANGAN	
			PEMB. I	PEMB. II
1.	12/2 - 2023	Judul = OK		
2.	3/1 - 2024	Proposal = Revisi		
3.	10/1 - 2024	Proposal = Revisi		
4.	7/3 - 2024	Proposal = Revisi		
5.	13/3 - 2024	Proposal = OK		
6.	12/4 - 2024	Ch - 1-3 = OK		
7.	24/4 - 2024	Ch 1-5 = Revisi		
8.	21/5 - 2024	Ch 4-5 = Revisi		



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MAHASISWA UNIVERSITAS PGRI SEMARANG**

: Dicky Dwi Santoso

: 17420067

: FPBS/FEND. BAHASA INGGRIS

NAMA

NO

FAK PROGDI

DOSEN PEMBIMBING I

DOSEN PEMBIMBING II

:

: Faiza Hawa, S.Pd., M.Hum,

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDATANGAN	
			PEMB. I	PEMB. II
10.	6/6 - 2024	Ch 1-5 = Revisi		
11.	8/7 - 2024	Ch 1-5 = Revisi		
12.	19/8 - 2024	Ch 1-5 = Ok		
13.	22/8 - 2024	Ch 1-5 = Ok		
14.	15/8 - 2024	Kelengkapan = Ok		
15.				
16.				
17.				
18.				

