

Improving Students' Vocabulary through Make a Match Technique and Number Head Together (A Classroom Action Research at SMP Negeri 2 Langowan)

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Abstract. *The purpose of this study is to increase students' vocabulary through "make a match" and "number head together" techniques with the students of SMP Negeri 2 Langowan. The sample was composed of 25 first-grade students. This study is classified as "action research" because it is conducted in a cycle. The first grade students were taken as samples for this research. The instruments used to collect data consisted of a reflective journal, field notes, and tests. The data were analyzed in a way that triangulates the data sources. The result shows that with the application of the "make a match" technique in Cycle 1, only a very few students gained progress in vocabulary with a mean score of 5.52. By applying the "number head together" technique in Cycle 2, more students were able to understand and use vocabulary. It was shown in this cycle that there was some progress made by the students in acquiring reading competency, with the mean score of the test being 6.56. By applying the Make, a Match technique and the Number Heads Together technique in Cycle 3, most of the students made great progress, with a mean score of 8.04.*

Keywords: *Vocabulary, Make a Match Technique, Number Head Together*

Abstrak. Tujuan dari penelitian ini adalah untuk meningkatkan kosakata siswa melalui teknik make a match dan number head together bagi siswa SMP Negeri 2 Langowan. Sampel terdiri dari 25 siswa kelas satu. Penelitian ini tergolong "action research" karena dilakukan dalam satu siklus. Siswa kelas satu diambil sebagai sampel untuk penelitian ini. Instrumen yang digunakan untuk mengumpulkan data terdiri dari jurnal reflektif, catatan lapangan, dan tes. Data dianalisis dengan cara triangulasi sumber data. Hasilnya menunjukkan bahwa dengan penerapan teknik "make a match" pada Siklus 1, hanya sedikit siswa yang memperoleh kemajuan dalam kosa kata dengan skor rata-rata 5,52. Dengan menerapkan teknik number head together pada Siklus 2, siswa lebih mampu memahami dan menggunakan kosa kata. Terlihat pada siklus ini terdapat beberapa kemajuan yang dicapai siswa dalam penguasaan kompetensi membaca, dengan nilai rata-rata tes sebesar 6,56. Dengan menerapkan teknik Make, a Match dan teknik Number Heads Together pada Siklus 3, sebagian besar siswa mengalami kemajuan yang baik, dengan skor rata-rata 8,04.

Kata kunci: Vocabulary, Teknik Make a Match , Number Head Together

INTRODUCTION

Mastery of English teaching materials at SMP cover the four language skills: listening, speaking, reading, and writing. According to the theme, the other by language elements, namely vocabulary, grammar, and pronunciation, as a means of goal achievement. Of the above four language skills, vocabulary is one that is often perceived as a problem for students in the process of learning English. It is very interesting to be given the ability to memorize vocabulary, which is influenced by the student's mastery of writing, the structure of the language, and his or her ability to string words into a text that is acceptable. Grammatical differences between English as a foreign language and Indonesian as the main language are a problem that often arises in rote learning.

Teaching English to students can be said to be complicated. Many people argue that the subject matter is very difficult because English is a foreign language and must be taught under the demands of the current curriculum.

Many students feel confused when they want to speak English in a quick and smart way. But they are also confused about where to start. What first must be grammar, conversation, vocabulary, reading, or writing?

Vocabulary is one aspect of the language. The students cannot read, speak, listen, or write without understanding the meaning of the words. But, first, by teaching vocabulary, students can easily read, understand, and memorize that vocabulary more quickly because it is very effective.

After observing the above description, an overview of the failure of the outcomes and processes of learning can be seen, and it is a problem that must be addressed immediately. In an effort to fix the failure of the author, try to find methods and learning strategies that are appropriate as the next solution. Teachers should be able to find the learning techniques appropriate to the situation and condition of the class. Principles such as activeness, innovation, creativity, effectiveness, and fun should be implemented. The teacher is no longer a dreaded figure nor an authoritarian figure; instead, the teacher should be a facilitator and a motor that is able to facilitate and drive the students to gain the knowledge they need.

REVIEW OF LITERATURE

Vocabulary

Bagian ini menguraikan teori-teori relevan yang mendasari topik penelitian dan memberikan ulasan tentang beberapa penelitian sebelumnya yang relevan dan memberikan acuan serta landasan bagi penelitian ini dilakukan. Jika ada hipotesis, bisa dinyatakan tidak tersurat dan tidak harus dalam kalimat tanya.

According to Webster's Ninth Collegiate Dictionary (1978:1320), vocabulary is:

- A list or collection of words and phrases that are typically organized alphabetically and explained or defined.
- A sum or stock of words employed by a language group, individual, work, or in a field of knowledge.
- A list or collection of terms or codes available for use.

There are some experts who give a definition of vocabulary. Evelyn Hatch and Cheryl Brown (1995:1) define vocabulary as a list or set of words for a particular language or a list or set of words that an individual speaker of that language might use.

Furthermore, according to Webster's Dictionary (1935:1073), vocabulary is "a list or collection of words usually alphabetically arranged and explained or a lexicon, stock of words used in language or by class, individual, or other group, etc."

According to Roget (1980:1036), vocabulary is:

- An alphabetical list of words often defined or translated, the vocabulary includes idioms and the two words "verb."
- All of the language's words
- Specialized expression is indigenous to a particular field, subject, trade, or subculture.

According to Kridalaksana in Tarin (1994: 446), vocabulary is (1) a language component, which contains information about the meaning and usage of words in the language; (2) the wealth owned by a speaker, writer, or a language; and (3) a list of words that are arranged like a dictionary, but with a brief explanation and practical application.

According to Soedjito in Tarin (1994: 447), vocabulary is: (1) all the words contained in the language; (2) the wealth owned by a speaker; (3) words used in the field of science; and (4) a list of words that are arranged like a dictionary along with a brief explanation and practical application.

Types of Vocabulary

According to Tarin, DJ (1994), vocabulary can be classified as follows:

- Basic vocabulary

Basic vocabulary are words that are not easily changed or are less likely to be collected from other languages. Listed below are words included in the basic vocabulary: The term kinship, for example: father, child, grandmother, grandfather, uncle, aunt, in-law, and so forth;

- a. The names of body parts, for example: head, hair, tongue, and so forth;
- b. "I," "you," "he," "we," "us," "them," "this," "that," "there," and "here" are examples of pronouns (self, user).
- c. The word "number," for example: one, two, ten, a hundred, a million, and so on;
- d. Verb, for example: eating, drinking, sleeping, go, and so on;
- e. Words and circumstances, for example: love, grief, hunger, thirst, and so on;
- f. vocabulary objects, for example: land, air, water, animals, sun, and so on.

- **Active and passive vocabulary**

Active vocabulary is that which is frequently used in speaking or writing, whereas passive vocabulary is that which is rarely or never used, but the term is commonly used in puitisasi. An example can be illustrated in the table below.

- Formation of new vocabulary

The new vocabulary is emerging due to sources inside and outside the source language. Sources within are defined as non-Indonesian vocabulary itself, while an external source is a source that is derived from the words of another language. A local language or a foreign language can also be used as a source of vocabulary.

- General and specialized vocabulary

Common vocabulary is the vocabulary that has expanded the scope of its use and can overshadow a variety of things, while special vocabulary is a certain word, narrow, and limited in its use.

- Meaning denotation and connotation

Kridalaksana (in Tarin, 1994: 531) gives a definition of the meaning of denotation as "a word or group of words that is based on a straightforward appointment with something outside the language or that is based on certain conventions of an objective nature." The denotation meaning is also known as the "real meaning," because it refers to a referent without any additional meaning, such as figurative meaning or metaphor. The denotation of meaning does not cause interpretation by the listener or reader.

Connotation is the meaning of something arising from the listener or reader's stimulating or responding to it. In response to these emotional and evaluative contents, a sense of the value of the use or the use of language or words emerged. In the distribution, these connotations are divided into a positive connotation and a negative connotation. The positive connotation connotation that includes words with high value such as "race," "good," "gentle," "polite," and so on. For example: a husband and wife, bodies, a grandmother, and so on. While the definition is the negative connotation connotation containing a low value sense: ugly, rude, dirty, porn, and so on. Example: male chants, laborers, corpses, bunting, hicks, and so on.

- The word task

In Alwi (1999: 287) says that the task can be significant when coupled with other words. This task has only only grammatical meanings like "to," "because," "from," and so on.

- Noun

The term "electronic commerce" refers to the sale of electronic goods. Semantically, noun is a word that refers to humans, animals, objects, and concepts or understanding. Syntactically, it is usually followed by an adjective and can be followed by the word 'not'. In terms of morphologic forms, nouns consisting of a noun and a noun form the basis of the derivative.

Make A Match Technique

In order to increase the active participation of students in the classroom, teachers use the learning model of making a match. Methods of making a match or finding a partner are one alternative that can be applied to students. Application of this method starts with the engineering students being told to find pairs of cards that are the answer or question before the deadline. Students are then able to match the cards given points.

One of the advantages of this technique is that the students find a partner while learning about a concept or topic in a pleasant atmosphere. Step-by-step application of methods to make a match is as follows:

- Teachers prepare some cards that contain multiple concepts or topics that are suitable for review sessions; one part of the card is the question, and the other card is the answer.
- Each student gets a card that reads about or answers a question.
- Each student comes up with an answer or question about the cards in their hands.
- Each student looks at formatted pairs of cards with the card. Cardholders who read the sentence fragment Students in other groups who hold sentences and procedures will pair a procedure with the next sentence, and so on.
- Points are awarded to any student who matches his cards before the deadline.
- If the student fails to match cards with his card (cannot find the card or the card answers questions), he will receive a penalty, which has been agreed upon.
- After one round, the cards are shuffled again so that each student gets a different card than before, and so on.
- Students can also join with two or three other students who hold a matching card.
- teacher together with the students to make conclusions on the subject matter.

Number - Heads Together

Number-Heads Together allows students to discuss the material in small groups. In discussing, the students can give their opinions and ideas and share them with the other members of the group. This technique also enables one student to help another student who is qualified to do the assignment or exercise. The group then discusses the correct answer and makes sure that all members of the group can do the exercises. The other students remain silent while noticing what the two students are talking about. This technique is useful in enriching the students' knowledge about descriptive text. Discussion is helpful in language learning, particularly when learning English as a foreign language to develop students' reading abilities. This makes the language lively because it represents the real communication of ideas from one person to another. Besides that, the language in a discussion becomes a living entity since information bounces back and forth from one speaker to the others through words and the accompanying kinesic action of facial expressions, gestures, and other body motions.

Obviously, before the "number heads together" technique can be applied to the teaching of English in accordance with the development of the learners' reading abilities, After following the above description, the writer is of the opinion that the aims of this technique in teaching English can serve one of the following,

- Through discussion, students are trained to use language to express their own thoughts and feelings without hesitation.

- By using discussion, students can be guided in learning structure, vocabulary, comprehension, etc.
- The students are trained to use the language in natural speech usage, which is language as communication.
- The active command of language, in this case understanding or comprehension, can be developed through discussion.

There is no right or wrong way to teach the language in the classroom. Although discussion is an effective device for contextualizing new items of language, especially if it is accompanied by a visual sequence that illustrates each utterance or exchange. Students will have a limited understanding of the overall meaning and will rely heavily on the teacher, who believes that an appropriate way fits the situation in his class.

The steps of "Number Heads Together" are as follows:

1. The students are divided into groups, each student in each group gets a number.
2. The teacher gives the assignment, and each member of the groups is asked to do the assignment.
3. The group then discusses the questions to find the correct answer; be sure each member of the group can answer the questions.
4. The teacher calls one of the members of the group by name and mentions the number, and then the member should report the result.
5. The teacher asks the other member to give their opinion or ideas about the answer given, and then the teacher mentions the other number to report the result.
6. Conclusion.

RESEARCH METHODOLOGY

Research Design

The method used in this study is classroom action research (CAR). According to Kunandar (2008: 45), action research can be defined as "action research" that is conducted by class teachers as well as researchers, or jointly with others (collaboration), with the goal of helping to design, implement, and reflect the collaborative and participatory action that aims to improve or enhance the quality of the learning process through a class action (treatment) specified in cycles.

According to Ebbut (1985) in Hopkins (1993), cited by Rochiati Wiriattmaja, "action research" is the systematic study and implementation of efforts to improve educational practice by a group of teachers. **Hopkins (1993) defines the Classroom Action Research Phase as follows:**

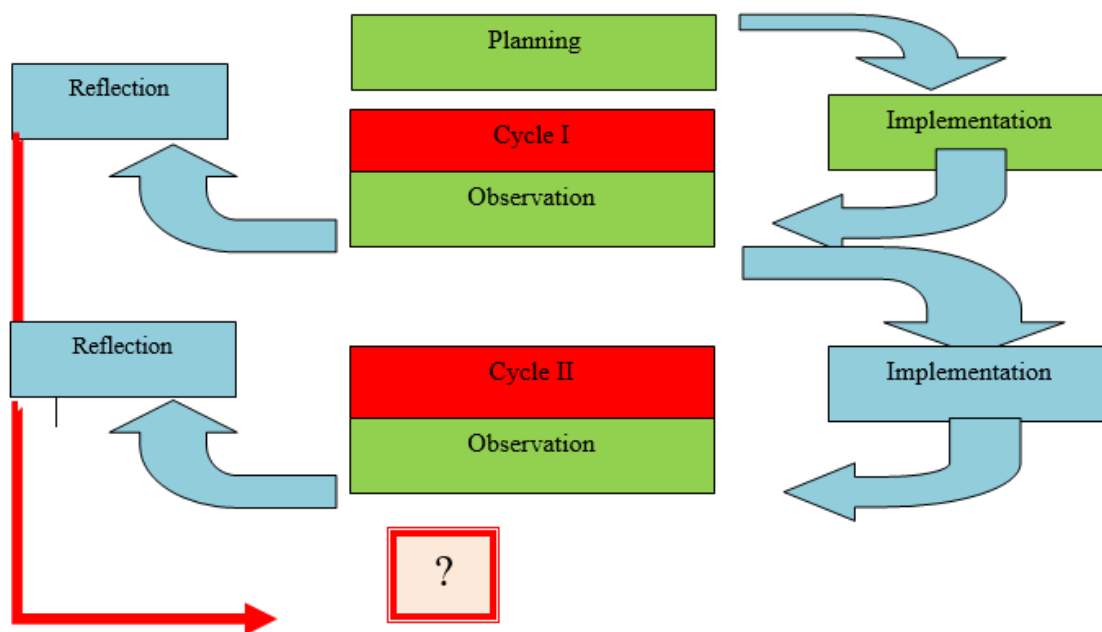


Figure 1. Classroom Action Research Phase (Hopkins (1993))

Data Collecting

Setting and Subjects

This classroom action research was conducted at SMP Negeri 2 Langoan. The subjects were the first-year students, a group of 25 people. They were selected purposefully based on their inadequate mastery of vocabulary, a problem that existed in the class. This does not represent other classes. Thus, this is a case study. The actions, in the form of teaching techniques, were taken to overcome the reading problem.

Instrument for Data Collection

The instrument used to collect data in this research consisted of reflexive journals, field notes, and tests ("Collaborative Interpretation") (Whitmore 1992):

Reflexive Journals.

The reflexive journals in this study included comments, criticism, and other information dealing with the teaching learning process; this covered teachers' performances and students' mastery of the instructional materials, written by the students after a cycle is conducted.

- Field notes

Field notes were another instrument of data collection in this study. They were taken by the researcher team during the classroom process as a result of their observation, which dealt with curriculum components: the teachers' strategy, actions, students' understanding, and class management.

- Tests

The other instrument was the test. The tests in this study were completed by the students; the tests were objective multiple-choice tests on English vocabulary, administered after each cycle and intended to assess the students' achievement. The tests contained items of questioning concerning vocabulary.

Data Analysis

The data in this research will be analyzed in a way that triangulates the data sources (Dentin, 1989). It compared the data obtained from reflexive journals, field notes, and tests. This was intended to get a general description of the students' progress. The triangulation was interpreted to get the result of the research.

ACTIONS, FINDINGS AND DISCUSSION

Actions

1. Make a Match Technique in Cycle 1

The "make and match" technique was the action taken in Cycle 1. In this cycle, actions were taken based on the belief that it was a choice of problem-solving technique to answer the question whether the students' problem with vocabulary could be overcome. The action performed in this cycle, followed the following procedures:

1. Creating realistic images from the reading text; descriptive
2. explaining the aim to be achieved in the class.

After studying the lesson in this section, students are expected to:

1. to answer the questions about the text.
2. to comprehend the descriptive text.
3. After that, the teacher shows the picture of the pet, a domestic animal.
4. The teacher then asks the students to look at the picture and ask some questions concerning the picture.
5. Introduce and explain the material to be taught to the students, "descriptive text.

Number Heads Together in Cycle 2

Number Heads together is a technique to encourage the students to give their own ideas, or opinions and motivate them to work together and help each other.

1. The students are divided into groups, each student in each group gets a number. The term "electronic commerce" refers to the sale of electronic goods.
2. The teacher gives the assignment, and each member of the groups is asked to do the assignment.
3. The group then discusses the questions to find the correct answer, be sure each member of the group can answer the questions.

4. The teacher dealt with any special difficulties as they were felt to be really essential. The students will most likely understand the meaning of these vocabulary words in the text after the discussion.
5. The teacher let the students find out the meaning of the vocabulary in the text. They were asked to read first.
6. The teacher let the students follow the text in their books while they were listening. This helped the weaker members of the class to follow it.
7. The teacher calls one of the members of the group by name, and then the member should report the result.
8. The teacher asks the other member to give their opinion or ideas about the answer given, and then the teacher mentions the other number to report the result.
9. Conclusion.

The Combination of Make a Match Technique and Number Heads Together

The action performed in this cycle, followed the following procedures:

1. Preparing real pictures based on the reading text; Descriptive
2. Explaining the aim to be achieved in the class.
3. Teacher shows the picture about the pet; domestic animal.
4. Teacher then asks the students to look at the picture and ask some questions concerning the picture.
5. Introduce and explain the material to be taught to the students, Descriptive Text.
6. The students are divided into groups, each student in each group get a number. For example: Number 1,2,3,4,5,6,7,8,9,10, etc
7. The teacher gives the assignment and each member of the groups are asking to do the assignment.
8. The group then discuss the questions to find the correct answer, be sure each member of the group can answer the questions.
9. The teacher dealt with any special difficulties as it was felt to be really with the discussion the students can probably get the meaning of this vocabularies in the text.
10. The teacher let the students find out the meaning of vocabulary in the text. They were asked to read
11. The teacher let the students follow the text in their books while they were listening. This helped the weaker members of the class to follow it.
12. The teacher call one of the member of the group by mention then the member should report the result.

13. The teacher asks the other member to give opinion or ideas about the answer given, then the teacher mention the other number to report the result.

Findings

Findings in Cycle 1

Findings in Cycle 1 were collected after the cycle was done where mate a match technique was used as action to overcome the problem of English vocabulary. The findings were obtained through Reflexive journals, field notes, and test:

Reflexive Journals in Cycle 1:

From the reflexive journals the students wrote after Cycle 1, the following findings were summarized:

- The students had a very limited vocabulary, so it was hard for them to
- Most of the students felt unmotivated to read.
- The students had difficulty understanding the meaning of words.
- The students wanted the teacher to guide them through more practices.
- The students could not understand the text given.
- It was difficult for them to say the words, as the spelling and pronunciation are two different things, not like those in Indonesian.

Field-Notes in Cycle 1:

From the field notes taken by the team during the conduct of Cycle 1, the general conclusions were as follows:

- The teacher tended to deal only with noise rather than optimize teaching and practice.
- The teacher's explanation was mostly confusing.
- Not many students participated in the teaching and learning process: only a few students did exercises given by the teacher.
- Class management was not effective as the teaching and learning processes were not properly controlled. A number of students did not pay attention to the lesson but made noise.
- The teacher did not give students equal opportunities to answer Only several students were asked questions.

Test in Cycle 1:

From the test given by the teacher and answered by the students, the following result was obtained:

Table 1. Result of the test 1

Number	Scores (X ₁)
1	5
2	5
3	5
4	5
5	7
6	7
7	7
8	6
9	5
10	5
11	5
12	5
13	6
14	6
15	5
16	5
17	6
18	5
19	6
20	5
21	5
22	6
23	5
24	6
25	5

$$\begin{aligned}\text{Mean (X}_1) &= \frac{X_2}{N} \\ &= \frac{138}{25} \\ &= 5.52\end{aligned}$$

Findings in Cycle 2

In Cycle 2, the findings, which were collected from reflexive journals, field notes, and tests from the implementation of the question-and-answer technique, were as follows:

Reflexive Journals in Cycle 2.

In the reflexive journals in Cycle 2, similar problems as in Cycle 1 were also shown by the students:

- What the students produced was difficult to understand.
- Some students felt unmotivated to read.
- It was difficult for the students to memorize the meaning of words.
- It was still difficult for the students to understand the text,
- A number of students still could not understand the vocabulary.
- They found it hard to read English words, as some were not familiar to them.

Field Notes in Cycle 2:

- Many students still could not answer the teacher's questions.
- Preparation was considered good enough, and more students got involved in practice.
- Students got more chances to practice reading by answering the teacher's questions.
- There was an improvement in class control, but still, some students made noise and did not pay attention to the lesson.
- Test in Cycle 2:

Table 2. Scores of the students on test 2

Number	Scores (X_1)
1	5
2	6
3	5
4	6
5	8
6	8
7	8
8	7
9	7
10	5
11	7
12	5
13	6
14	7
15	6
16	7
17	7
18	6
19	7
20	6

21	7
22	7
23	6
24	8
25	7

$$\begin{aligned}
 \text{Mean } (X_2) &= \frac{X_2}{N} \\
 &= \frac{164}{25} \\
 &= 6.65
 \end{aligned}$$

Findings in Cycle 3

The findings pointed out in Cycle 3 as a result of the implementation of the Make a Match Technique and the Number Heads Together Technique can be obtained from journals, tests, and field notes. They were shown below:

Reflexive Journals in Cycle 3:

The reflexive journals in Cycle 3 generally consisted of the following points:

- Most students pointed out that they enjoyed reading class.
- Most students suggested including reading skills in all English lessons.
- Most students could read and understand the text.
- Most students pointed out that they gained more vocabulary.
- Most students were able to understand individual words practiced in the exercises.

Most students could read the sentences in good English.

- Most students were motivated to read the text given.
- Most students were motivated to join English lessons.

Field Notes in Cycle 3:

In Cycle 3, the team's observations while implementing the group discussion technique resulted in the following field notes:

- The students wanted to get the first chance to answer the questions asked by the teacher.
- The students could demonstrate their understanding of the text;
- The teaching and learning process ran as expected, allowing the class condition to be managed properly.

- Students were responsive and motivated to follow the class, by participating in the exercises given.
- The students could comprehend the instructional material, as proved by their progress in reading.

Test in Cycle 3:

In Cycle 3, the test was answered by the students, and the progress result appears in the following table:

Table 3. Scores of the students on test 3

Number	Scores (X_1)
1	7
2	7
3	7
4	7
5	9
6	9
7	9
8	8
9	8
10	7
11	8
12	8
13	8
14	8
15	7
16	8
17	9
18	8
19	8
20	8
21	9
22	9
23	7
24	9
25	9

$$\begin{aligned}
 \text{Mean } (X_3) &= \frac{X_3}{N} \\
 &= \frac{201}{25} \\
 &= 8.04
 \end{aligned}$$

Discussion

Comparison of Reflexive Journals

In the students' reflexive journals obtained in Cycle 1, generally, the students showed that they could not read English text because they did not know the reading strategy and the meaning of the vocabularies in the text. On the other hand, most students were not motivated enough to read. The problems resulted from the different systems of the English and Indonesian languages. Furthermore, English teaching was insufficiently optimized. Only a very few students gained progress. The action in this cycle was considered fair.

In the students' reflexive journals obtained in Cycle 2, the students pointed out that most of them were still faced with the same problems as before. The problems were mostly concerned with the different systems of the English language and their mother tongue. When they came across new words, it was difficult for them to memorize them. Although problems still existed, it was understood that more students were making progress. This cycle was considered to have moderate results.

In the students' reflexive journals obtained in Cycle 3, the students pointed out that they could improve their English reading ability. More students got motivated to practice their reading skills. They enjoyed the English lesson and gained a better understanding of word meaning. Many students demonstrated their improved reading ability. This condition might result from their familiarity with the way to read English text, the vocabulary, the structure, and the organization of reading texts. This cycle was categorized as good.

So, it can be summarized from the findings above that there was a gradual progress in reading through the process of implementing the actions, which were considered to be able to overcome the students' reading comprehension as shown in the progress they made from fair, moderate, to good.

Table 4. Comparison of Test Mean and Score of Cycle 1, 2, and 3.

Cycle	Mean
1	5.52
2	6.56
3	8.04

Comparison of Tests

This section compares the tests done during the cycles. From the scores of the tests during the three cycles, it was found that there was substantial progress demonstrated by the students. Although the progress seemed the same during Cycles 1 and 2 for those who were categorized as "good" or "very good" (23%), in Cycle 3 it increased by 57%. In the fair category, the number of students decreased. This progress is shown in the following table:

Comparison of Field Notes

This section presents the comparison of field notes collected in the cycles. The field notes showed a similar pattern of progress. From cycle to cycle, the team generally observed that the students improved in terms of participation, motivation, and skill. More students were able to read and understand the texts given. Their difficulties resulted from the different system of language used from meeting to meeting. This was indicated by their courage to read English texts.

So, it can be concluded that there was a gradual increase in the students' reading comprehension from Cycle 1 to Cycle 3. The most significant barrier to reading was reduced as they became more involved in the teaching and learning process. The progress was confirmed from the reflexive journals, field notes, and tests, which led to the conclusion that the action research was successful in overcoming the students' problem with reading competency.

CONCLUSION AND SUGGESTION

Conclusion

Only a few students advanced in reading competency development by using the Make a Match technique in Cycle 1, with a mean score of 5.52. The result of the action was categorized as fair.

1. By applying "Number Heads Together" in Cycle 2, more students were able to read descriptive texts comprehensively. It was shown in this cycle that there was some progress made by the students in acquiring reading competency, with the mean score of the test being 6.56. The result was classified as moderate.
2. With the application of the Make a Match Technique and the Number Heads Together technique in Cycle 3, the majority of the students made great progress, with a mean score of 8.04, and were classified as having made "substantial progress" because the problem was overcome.
3. So, this action research was concluded to be effective in overcoming the problems in the teaching and learning process of vocabulary.

Suggestions

It is suggested that teachers of English at the SMP level of education do action research in the context of overcoming problems in vocabulary, as it has been proven that this learning model is able to improve students' performance in developing competency.

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