

THESIS

**THE USE OF MATCH METHOD TO IMPROVE VOCABULARY
STUDENTS AT SMP NEGERI 4 TINAMBUNG**



By :

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**The Undergraduate Thesis was written and submitted in a part-fulfillment of
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APPROVAL SHEET

THE USE OF MATCH METHOD TO IMPROVE VOCABULARY STUDENTS AT SMP NEGERI 4 TINAMBUNG

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ABSTRACT

NURPAIDA: The use of match method to improve vocabulary students at SMP Negeri 4 Tinambung. **Undergraduate thesis. Majene: Faculty of Teacher Training and Education, University Sulawesi Barat, 2024.**

This thesis aims to know improvement of students' vocabulary using match method in the classroom and to know students' perceptions of the use of the match method. The approach used in this research is quantitative. The methodology of this research is a quasi-experimental design. The population is second grade students of SMP Negeri 4 Tinambung. The samples of this study were two groups consisting of 20 students for the control group and 24 students for the experimental group. The treatment was carried out in 4 meetings. The researcher used an instrument consisting of two kinds, namely vocabulary tests (pre-test and post-test) and student perception questionnaires. The students' pre-test mean score was (48.75) and the students' post-test mean score was (76.88). Meanwhile, the results of the independent sample t-test showed that sig. (2-tailed = 0.002) < 0.05. It means that the match method can significantly improve students' vocabulary. Based on the result perception students of the students responses showed that the most students response was good. It means that the students respond well to the use of the match method. Based on the results of data analysis, it can be concluded that by using the match method, it can improve students' vocabulary.

Keywords: *Make a match method, vocabulary*

CHAPTER I

INTRODUCTION

A. Background

People in this globalization period want to speak multiple languages. The use of language as a tool for communication is essential to human daily life. Humans would fall behind without communication. Using dialogue as a bridge to learn knowledge, culture, and facts.

Indonesia, a developing nation, has come to the realization that its citizens must learn English in order to communicate global English has been taught in Indonesia since junior high school and is a required subject in high school. Speaking, listening, reading, and writing are the four skills learn English. The learner must be competent in all four English language abilities in order to achieve optimal results. Vocabulary is a crucial component of mastering the English language.

A list or collection of words and phrases with their definitions listed and typically alphabetized is referred to as a vocabulary. People can quickly understand the meaning of a word in context by developing their vocabulary. For learners, developing their vocabulary is essential since it allows them to communicate in English.

In schools, there are still difficulties with learning English. That is so because English and Indonesian are not the same. the variations in language structure, lexicon, and pronunciation. making original, effective, and efficient English lessons is not an easy task for teachers. As a result, English teachers need to be able to plan lessons and activities for their students. They must use the proper teaching methods when presenting the information. A good teaching strategy helps students comprehend and retain the information. The proper approaches and methods must be used while teaching a language, just like they should be used when teaching any other subject. In actuality, several students find English instruction difficult, especially memorization of terminology.

Based on the observations of researchers at SMP N 4 Tinambung, most of them students experience problems in learning English. When the teacher explains

about material to students using English, most of them did not understand what the teacher explained. They also have difficulty understanding words and sentences they read and students cannot understand the lesson properly. This is because vocabulary is limited. They are not interested and motivated learning English, they even think English a difficult and boring subject.

This problem occurs not only from deep unmotivated students learn English, but it has to do with the way the teacher teaches students. Teachers do not apply teaching techniques that are suitable for students. The teachers technique when teaching vocabulary is very boring. Most student bored while learning vocabulary. That's because the teacher only asked students to look up the meaning of words from the dictionary and then write then down assignment book without special techniques. These phases are repeat. As a result, students have difficulty distinguishing grammar from words, such us nouns, verbs, adjectives, and adverbs, etc. therefore, the learning techniques used by the teacher during the English learning process play an important role in students vocabulary mastery.

Based on these problems, teachers must find ways to solve them. Teacher should not only understand students difficulties in learning words, but also teachers must find other ways to convey the new words that students need to learn. One solution that can be applied is to use good techniques when teaching vocabulary. Techniques is very important in teaching and learning English. Various techniques have been developed by experts to improve proficiency in English. Teaching techniques can help be used to solve the problem on learning vocabulary is to use techniques that make the class active, not boring and students can have fun memorizing vocabulary.

One of the most suitable and interesting techniques for learning vocabulary is make a match technique. The make a match technique was developed by lorna curran. This technique is a learning technique that prioritizes the development 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 cards. The application of this technique begins with students looking for pairs of cards which are answer/questions before the deadline. On of the advantages of this

technique is that students look for pairs when learning a concept or topic in a fun atmosphere.

Based on the statement above, the writer is interesting to do research in this school and improving the students vocabulary mastery by the suitable technique that is make a match. So, the researcher will conduct a research entitled: THE USE OF MATCH METHOD TO IMPROVE VOCABULARY STUDENTS AT SMP NEGERI 4 TINAMBUNG.

B. Problem Identification

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

1. The students still have difficulties learning vocabulary
2. The students have low English vocabulary

C. Problem Limitation and Formulation

In this research the researcher focuses on the use of match method to improve vocabulary students.

Based on the limitation of the problem the researcher formulates the research question as follows :

1. The Application of the match method significantly improve the vocabulary of the second-grade students of SMP Negeri 4 Tinambung.
2. How are the students' perceptions of using the match method in learning ?

D. Research objective

Based on the formulation of the problem, the objectives of the research were as follows.

1. To find out whether or not the applied match method can significantly improve the students' vocabulary for the second grade of SMP Negeri 4 tinambung
2. To find out students' perceptions using the match method in learning vocabulary.

E. Research Benefits

The research result is expected to be used theoretically and practically:

1. Theoretically

- a. The result of the research is expected that the information and findings of this research contribute to the development of the materials and references for those who are interested in doing a research the same topic.
- b. The study is expected to improve students' comprehension and achievement in learning vocabulary.

2. Practically

The result of this research are expected to be useful for students, school, readers, and the researcher.

- a. For the students' : The result of this research can inform the students' about their English vocabulary and to motivate them to learn vocabulary seriously.
- b. For the teachers' : The result of this research is attended to be an input for teachers to use flash media cards as a media in teaching their students' in order to improve students' vocabulary. They can modify or prepare better and more interesting teaching using flash card with match method in teaching vocabulary to help students' in mastering English vocabulary.
- c. For the school : the finding of this research help the school to get more information about student' vocabulary and the researcher hopefully can help improve the quality of English teaching in the school.
- d. For the readers or next researcher : they can use finding of this research as their additional reference in doing next research related to the similar topic.
- e. For the researcher : hopefully can give contribution to teach English by using this method, especially in teaching vocabulary.

CHAPTER II

INTRODUCTION

A. Previous Related Studies

Several studies already conducted about previous finding by some researcher, many studies have been performed by the research related in use strategies, method, technique or media in improving students ability in learn English, especially vocabulary. The are some researcher related to this research.

The first study is from Munawaroh, Suhaili (2018) entitles “Improving Students’ Vocabulary Trough Make a Match Method at Class VIII of Mts AL-KHAIRIYAH Kubangsari”. The research used classroom action research as her research metedology. The population in the study was second semester students of class VIII A Mts AL-KHAIRIYAH Kubangsari academic year 2017/2018. There were 21 students as the subject in this study. The result of this research show that make a match method can improve students vocabulary at class VIII A Mts AL-Khairiyah Kubangsari. It means that make a match method can make the students easier to understand the text and more convenient and pleasant to study in teaching learning, students can be better in their vocabulary.

The second study by Bintari, Supiah (2018) entitles Improving Students Vocabulary Achievement Through Make a Match Method. Using quantitative research methodology to collecting data. The sample of this study were eight grade student of a public junior high school in Bangka Belitung. The result of this research show that make a match method enhanced the students vocabulary achievement. Ability to develop the English teaching and learning activity was the expected contribution for this study.

The third research is “Improving the Students’ Vocabulary Mastery Through Make a Match Method at the Second Grade Students of SMP Negeri 19 Poleang Barat” by Ld MIH Basri and Marnati (2018). The researcher use class action research (CAR) to collecting the data. The result of this research showed that make a match method can improve vocabulary mastery at the second grade of SMP Negeri 19 Poleang Barat.

Based on the result of researcher above, the researcher conclude that the three researcher have similarity and the dissimilarity. The similarity of the research is the researcher using make a match as a method and card as a media that was applying by the researcher and the dissimilarity of the research is the researcher try to applying make a match method by different significant.

Table 2.1 The similarities and differences of research

Name of researcher	Journal	Difference	Similarities
1 Munawarah, . Suhaili (2018)	Improving Students' Vocabulary Through Make a Match Method at Class VIII of Mts AL- KHAIRIYAH Kubangsari	a. Research location b. Sample and population c. Instrument	a. Using Cards as a media.
2 Bintari,Supiah . (2018)	Improving Students' Vocabulary Achievement through Make a Match Method	a. Research location b. Sample and population c. Using research Qualitative and Quantitative	a. Using cards as a media

3 Ld MIH Basri, . Marniati (2018)	"Improving The Students' Vocabulary Mastery Through Make a Match Method at the Second Grade Students' of SMP Negeri 19 Poleang Barat	a. Research location b. Sample and population c. Instrument	a. Using cards as a media
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B. Literature Review

1. Vocabulary

a. Definition of Vocabulary

According to Richard and Renandya stated, that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. How many vocabulary that learners had, influence their skill. Beside that, vocabulary also has advantage, such as vocabulary is used to understand what we hear or read and use to communicate successfully with other people.

According to Yun, the field in which vocabulary is commonly used is as follow: The first is all the words as the language. The second is the number of words that an individual can understand and use whether in speaking or writing. The third is the words said to be representative of a subject or occupation. The last is List of words to serve a specific purpose.

b. The Kinds of Vocabulary

There are different kinds of vocabulary according to the experts. Johnson elaborates four different vocabularies, they are: (1) Listening vocabulary can be found when someone listens to a conversation through audio or speech. This is a vocabulary that is supported in terms of context and tone. (2) Words that we use in conversation is speaking vocabulary. Speaking vocabulary can be found in

speech. (3) Writing Vocabulary is all the words used by the compilation of people who want to write. Writing vocabulary, are words that we use to release ourselves. This is usually the special of the four vocabulary words. We write using only words that we can read and understand. (4) Word that we identify when reading is reading vocabulary. It is easy to find new words while reading, because reading plays an important role. The role can be seen especially in understanding the content produced by those who often use vocabulary writing.

According to Thornbury, there are at least 6 kinds of vocabulary, such as:

a. Word class

A word is written or spoken unit of language. A word may play one of eight parts. The term is certainly well-known as part of speech. Each part of speech explains not what the word is, but on the usage of the word. The kinds of part of speech are:

1. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea.

2. Verb

A verb is a word which denotes the action of a noun asserts something about the noun or reveals events pertaining to the noun. For examples; sing, swim, talk, run and etc.

3. Adjective

Adjective is word that use to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc. An adjective can be made by adding -ful to the noun or by adding -ive, ing, -ed, -able, -less to the verb. Example: She is beautiful. The word "beautiful" is an adjective.

4. Adverb

Adverb is a word which modifies the meaning of a verb, an adjective and another adverb, a phrase or a clause. Example: The cook prepares the dishes quickly. The adverb “quickly” modifies the verb “prepares”.

5. Preposition

Preposition is words normally placed before nouns or pronoun. In addition, preposition is a word which links nouns, pronouns, adjective, verbs and phrases to other words in a sentence to form a proper sentence: For instance: in, at, on, under, behind, below, in spite of, next to, etc. For example: There is an apple on the table.

6. Conjunction

Conjunction is a group of word that connects sentences, phrase or clause. For instance: for, and, nor, but, or, yet, so, even though, whereas, although, etc.

7. Determiner

Determiner is a part of speech component that must be understood by everyone who is learning English. That is because this type can help someone express the quantity and amount of an object. For instance: a, the, some, this and last.

b. Word Families

We have seen how words may share the same base of root (e.g. talk) but take different endings: talk, talking, talked. A word that result from addition of an affix to a root, and which has a different meaning from the root, it is called derivative. Derivatives and inflexions are both formed by the process of affixation. Affixes consist of suffixes, such as -ful, -er are end of word. And then prefixes, such as re-, un-, pre-, de- in the beginning of word.

c. Word Formation

Affixation is one of the ways new words are formed from old. There are several kinds of that, such as: Compounding : second-hand, typewriter
Blending : information + entertainment = infotainment
Conversion : I always

google every information I need. The word “google” actually noun but is turned into a verb. Clipping : Influenza = flu

d. Word Meaning can be divide be as follow:

1. Synonym

Synonym must exist in every language. Synonym can be a verb equation, noun, adjective, or adverb. Synonym is two different types of words but they have almost similar meaning and sometimes their function is different in each sentence.

□ Gratefully = thankfully

□ Accomplish = achieve

2. Antonym

Antonym is word that have an opposite meaning from other words.

Example : - Fast >< Slow

-Advantages >< disadvantage

- Close >< open

3. Collocation

Collocation is a pair of two or more words into a series of phrases that are commonly used and form a special unit of meaning and one of the words of the phrase cannot be replaced by another word or cannot be eliminated. For example: white house, heavy rain, ring finger, etc.

4. Homonyms

Homonyms is a words that have the same pronunciation with the writing, but have different meanings. For example: blue (feel sad or the name of color). Homophones are words that pronounce the same thing, different in in meaning. For example: does and does, well and well, tear and tear. Homographs are words that are pronounced differently but spelt this similarity. For example: “Close the door!” or “She is my close friend”.

c. **Memorizing Vocabulary**

The working system of memory is separated into three distinguish groups.

The first is Short-term store (STS). The sort-term store is the brain capacity to hold a limited numbers of information for periods of time up to seconds (Thombury,2002:23)

The second is Working memory. It is a kind of work bench, where the information is first placed, studied and moved about before being filled away for later retrieval. It is limited and no permanent.

The last is Long-term memory. It can be defined as a kind of filling system that has enormous capacity and durable over time. Here are some method to make the material moves into permanent long term memory :

a. Repetition

Repeated rehearsal of the material or vocabulary while it is still in working memory.

b. Retrieval

Another kinds of repetition, means the act of retrieving the vocabulary from memory and make it able to recall it again later.

c. Spacing

Spacing is distributing memory work across period of time than to place it in a single block.

d. Pacing

It means teacher give students time during the learning to do memory work, such as organizing or reviewing their vocabulary by them-self.

e. Use

One of the profitable method to make the vocabulary goes to long term memory is use the word.

f. Cognitive depth

Give the students opportunity to take more decisions about the vocabulary than they will get more cognitive demand and better word to be remembered.

g. Personal organizing

Personal organizing is the students personalized their knowledge about the vocabulary.

h. Imaging

Imaging or visualizing is one of the best way memorizing vocabulary. Through picture or others are more memorable than not being visualized.

j. Mnemonics

Mnemonics is a trick to help students retrieve the students retrieve the vocabulary that is not automatically retrievable.

k. Motivation

Wanting to learn or memorizing the vocabulary and more rehearsal and practice is a good method to memorizing.

l. Attention

Very high degree of attention seems correlate with improved recall. With strong emotional response is easily to recall.

m. Affective depth

Affective or emotional information is store along with cognitive data may play an equally important for learners to make make cognitive judgment about vocabulary

Based on the explanation above, it can be conclude that vocabulary has many kinds which are all aspects of learning English vocabulary.

d. Teaching Vocabulary

Hatch & Brown cited in Manik and Christiani, 2016) Teaching vocabulary is one of the most important component in any language class. The main reason is the fact that is a medium, which carries meaning ; learning to understand andf express the meaning is what count in learning language. Teacher have an important role in teaching, they have to to refer everything students do or knowledge in order to help their students to learn.

To introduce students about vocabularies, teacher can choose the relevant topic to be studied. Allen (2006,p. 5) states that teaching vocabulary, the teacher

should teach the students how to recognize and understand the word in multiple context. For example use the word in their speaking and writing, connect the word to their own lives and offer examples of its correct and incorrect use, understand the word. On the other hand, teaching vocabulary for students not only makes them understand the meaning of the words but students have to be able to use the words in sentences.

e. The Importance of Vocabulary

The expert remark below demonstrates the value of vocabulary. "You cannot communicate without vocabulary or without proper grammar." Wilkins (1972, p. 111) "Students carry dictionaries rather than grammar books when they travel." The more that Khrasen (1993: 111) thinks about this matter, the more reason there seems to be to believe that morphology is where we should start, and grammar should be placed on the word service, not the other way around. According to Widdowsen (1993:115), the comments above clearly demonstrate that vocabulary is more crucial than the other linguistic components and is required everywhere people go.

f. Implication of Learning Vocabulary

There are some implications of learning vocabulary, those are :

1. Students need task and strategies to assist them organize the mental
2. Teacher need to accept that learning new word or vocabulary involves few period of initial fuzziness.
3. Students need to stop their believes to translate directly from their mother tongue
4. Words need to be presented in their typical context.
5. Teaching should direct attention to the sounds of the word.
6. Students should aim to mastering vocabulary as quickly as possible.
7. Students should actively involved in the class activity.
8. Students need to make multiple decisions about words.
9. The new words memory can be reinforced if they are used to express personally meanings.

10. Not all the vocabulary that the students need can be taught .

g. The Principle of Teaching Vocabulary

Nunan (2003:135) states that vocabulary is a crucial Part of language learning. One of the difficulties in the vocabulary of the course is to ensure that it does not overwhelm other important parts of the course. The best way to avoid this situation is to provide teachers and curriculum designers with a set of guidelines that can be applied to various teaching environments.

2. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is learning to obtain and discover general thinking structures that can be used in many situations. Real learning is the process of interaction between someone and the objects he or she has learned under real conditions. This means that learning not only involves text learning, but also attempts to cont the text with the actual situation, or contextual learning.

b. Techniques in Cooperative Learning

A teaching and learning process technique means the teacher's manner in implementing method specifically (Komalasari, 2010:56). In cooperative learning, there are some techniques that can be used by the teacher in the classroom. Suprijono (2009:74-84) mentions eleven kinds of techniques in cooperative learning, are Jigsaw, Think Pair Share, Numbered Head Together, Group Investigation, Two Stay Two Stray, Make a Match, Listening Team, Inside Outside Circle, Bamboo Dancing, Point Counter Point.

Jigsaw is introduced by Aronson (1978) in Lie (2009:69). In this technique, the teacher divides students into some groups that a group consists of four students. Every member in a group has to be responsible for the topic given by the teacher. Then person by person, make a new group consist of two or three students and share what they have learned with other students in that new group (Lie, 2002:69). It can be applied in listening, speaking, reading or writing. Lyman developed the Think Pair Share technology. In this technique, there are three

steps. First of all, think about it, the teacher asks the student a question, and the student must answer the question. The second pair In this step, the teacher asks the students to discuss the answers in pairs. Third, share. In the last step, students will discuss the answers in the class.

Numbered Head Together is a technique introduced by Kagan (1992) in Lie (2009:59). In this technique, every student in a group is given a number by the teacher, and the teacher will call one by one to do the teacher's task. Group Investigation is developed by Sharan (1992). In this technique, students can choose a topic that they want and develop problems from that topic. After choosing and developing problems, the teacher and students determine the research method to solve the problems. Two Stay Two Stray is also introduced by Kagan (1992) in Lie (2009:61). The teacher gives students problems, and they have to solve the problems in group working that consists of four students. After the discussion finish, two students from each group go to the other group to share information. Two other students receive guests from other groups and present their group work results.

The next technique is Make a Match. Lorna Curran introduces it. In this technique, the teacher has to provide cards. The teacher writes some questions on that cards and the answer on different cards. Then, the teacher gives the cards to the students, and students who bring question cards have to find a partner with the correct answer in a certain time determined by the teacher. In the listening team, the teacher has to explain the material to the students first. Then, the teacher divides students into some groups. The first group asks the question, the second group answer the question, and the third group as the rater.

3. Make a Match

a. Definition Make a Match Method

Make a Match Method is one of the cooperative learning that methods that makes the students active in teaching in learning process. The implementation of the teaching technique becomes one of the most important strategies in teaching learning process.

Make a Match Method is learning using card. It consists of question cards and the other consist of answer from the question (Suparjono, 2010: 94). This model can generate student learners to engage actively in the learning process. In a Make a Match Method, the teacher should prepare two cards with the topic, they are question and answer card. Make a Match can be made for all subjects and all levels of education starting from elementary through high school.

In Make a Match Method, the teacher should prepare two cards with the topic, they are question card and answer card. Every student has one card. Every student thinks about question or answer that they have. Every student looks for a couple that have a match card with the question. From some steps that above mentioned. Make a Match is one of the appropriate method that can be used in mastery vocabulary because Make a Match is not only teaching learning process that is emphasized but also fun.

a. Procedure of Make a Match Method

Istarani (2012:64) formulates the steps in learning Make a Match is as follows :

- a. Teacher prepared some cards that contain several concept or topics are appropriate for review session, one about the question cards and other parts of the answer cards.
- b. Each students gets a cards.
- c. Each students holds answer and question cards.
- d. Each students matched the cards with their partner (answer and question cards).
- e. Any students is able to match the cards before the deadline will be given points.
- f. After one round of cards shuffle again so that each student gets a different card from the previous.
- g. And so on.
- h. Conclusion / closing.

b. Advantages and Disadvantages of Make a match Method

According to Miftahul Huda, there are many advantages and disadvantages of the technique, they are

There are several advantages and disadvantages of make a match like this:

- a. it can increase student learning activities, both cognitive and physicals
- b. This are elements of the game, this method is pleasing;
- c. increase students' understanding of the material being studied and can increase student motivation;
- d. effective as a means of training students' courage to appear presentations; and
- e. effective trains student disciplined in respecting learning activities.

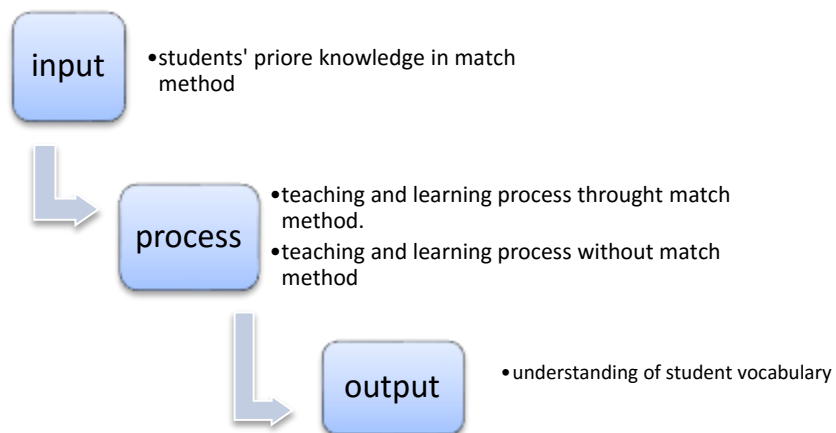
The disadvantages of the Make a Match media include:

- a. if this technique is not well prepared, a lot of time will be wasted;
- b. at the beginning of the application of the method, many students will be embarrassed to partner;
- c. if the teacher does not direct the students well, many students will pay less attention when presenting pairs;
- d. teachers must be careful and wise when giving punishment to students who do not get a partner, because they can be embarrassed.

C. Conceptual Framework

The conceptual framework underlying the research is given in the following diagram.

Figure 2.2 Conceptual Fra



Based on the above figure it can be explained that the first input is a process in which students have not been given the treatment of match technique against students. The second is process researcher will give treatment in the learning process by applying match technique to the experimental classes and control classes being given the conventional method of the preceding teacher. And the last output in this process researcher will know the growth of students' capabilities during the uses of match technique.

D. hypothesis

This section consist of a null hypothesis (H1). That present in the following :

- | | |
|------------------------|---|
| Null hypothesis | : The use of match method does not significantly improve the student vocabulary |
| Alternative hypothesis | : The use of match method significantly improve the student vocabulary |

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