

**The Implementation of Make a Match Method to Improve Students' Vocabulary
Mastery of Eighth Grade at MTsN Soppeng**

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Abstract

The objective of the research was to find out whether the use of Make a Match method can improve vocabulary mastery in terms of meaning, use, and form of the eighth-grade students of MTsN Soppeng. The researcher applied pre-experimental method with one group pre-test and post-test design. The population of the research was the eighth-grade students of MTsN Soppeng. The total sample of the research was 27 students. It was taken by using cluster random sampling. The data were collected through vocabulary test (pre-test and post-test). To find out whether or not the implementation of reading short stories improves the vocabulary mastery of the eighth-grade students of MTsN Soppeng, the researcher used t-test analysis. The result of the data analysis showed that there was a significant difference between pre-test and post-test. It can be seen from the result of statistical calculation where it showed that the value of sig (2-tailed) was smaller than the value α 0.05 ($0.00 < 0.05$). based on the finding and discussion of the study, the researcher concludes that use make a match method is able to improve vocabulary mastery of eighth grade students of MTsN Soppeng.

Keywords: *Vocabulary Mastery and Make a Match Method*

INTRODUCTION

Vocabulary plays an important role to link the four language skills; speaking, listening, reading and writing. By having a lot vocabulary, students were able to speak fluently, to listen what other people say, to read an English text, and to write and to express their idea. As it is said before, Vocabulary is very important because the words are the basic unit of language that facilitates students to transmit an idea in oral and their written forms.

In order to communicate in oral and written forms, the students should acquire adequate number of words in order to use the vocabulary accurately. Before using it they should know the meaning, use, spelling and pronunciation. These are the four aspects that includes in vocabulary mastery. Vocabulary mastery is very important especially in the Junior High School. Vocabulary

mastery defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. Suprijono (2010) stated that this method will make the students get attracted and pay more attention to the teachers. Vocabulary mastery consists of meaning, use, spelling, and pronunciation. So, the students need to understand the four aspects to master vocabulary. Without good vocabulary mastery, students would face difficulties in their study and if they do not know how to enrich their vocabulary, students often gradually lose interest in learning. By using make a match method, the students get attracted and pay more attention to the teachers. Make a match method increased students' learning activity for their cognitive and physic. It also created a joyful learning because it was like a game. It increased students' comprehension about the materials. And it increased students' motivation in mastering vocabulary.

Based on the observation conducted in MTsN, the researcher found two problems related to the English vocabulary mastery. First, most of students are unable to know the meaning of several words, to use the vocabulary, to spell and pronounce it. Second, most of English teachers did not lead the students to possess it as they still teach with a conventional way in which their teaching methods are not enjoyable and fun. So, that the lessons do not run effectively and often makes both students and teachers get bored and demotivated to learn. The students had low participation in English class as a result.

Based on the aforementioned problems, this research attempts to investigate the implementation of Make a Match Method in improving students vocabulary mastery in terms of meaning, use, and form of Eighth Grade Students at MTsN Soppeng.

a. Definition of Vocabulary

Nilawati (2009) stated that Vocabulary is one of the materials studied by students of all levels of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Hornby, et al (1989: 959) stated that vocabulary was the total number of words (with rules for combining them), which make up the language. From the definition, it is known that language consist of words.

In addition, Harmer (2007: 229) stated there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. Stahl (2005) has mentioned that adults (either alone or with the students should preview reading materials to determine which words are unfamiliar. It is important for the adults to not only tell the students what the words mean, but also to discuss their meanings and

collocations using them. This allows the students to develop an understanding of the word's connotations as well as its denotation.

b. Definition of Make a Match Method

Curran, (1994) stated that the basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. The researcher concludes that make a match is one of the techniques which is introduced in cooperative learning. Make a match technique is a kind of technique that leads the students to find their partner.

METHODS

This research applied the pre-experimental by using one group pre-test, post-test design. It aimed to find out the improvement of vocabulary mastery of the students of MTsN Soppeng through Make a Match method. Cluster random sampling technique was employed in selecting the class.

The population of this research was the students of the eighth grade of MTsN Soppeng. The population consisted of 5 classes. Each class consisted of 27 to 28 students. The total of this population was around 140 students. This research used cluster random sampling technique to chooses VIII D class based on the problems that had been explained before. The students' number of the class was 30 students.

The instrument of the research was vocabulary test consist of 20 items. There were 10 items in multiple choices to measure students' understanding of meaning and use; 10 items in founding words measure students' pronunciation and spelling. This research used pre-test and post-test (Gay, 2006)

Furthermore, the data collected from test was analysed by using quantitative analysis. The researcher analysed the data by using the following procedures:

1. Scored the students correct answer of pre-test and post-test.
2. Classified the score of the students in to six levels based on (Kemendikbud, 2016).
3. Calculated the mean score of treatment of the students' vocabulary mastery. The researcher used SPSS program.
4. Found out the standard deviation using SPSS program.
5. Found out the significant difference between mean score of pre-tests and mean score of post-tests by calculating the value of t-test.

FINDINGS

The findings showed the quantitative data. Meanwhile, the researcher analyzed the result score by comparing the pre-test and post-test to find whether the use of Make a Match method

can improve vocabulary mastery in terms of meaning, use, and form of the eighth-grade students of MTsN Soppeng.

A. The Students' Vocabulary Mastery in Three Aspects of Vocabulary

1. The Students' Understanding of Word Meaning

a. Frequency and Percentage of The Students' Pretest and Posttest Scores

The classification can be viewed in the following table:

Level	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
A	Excellent	86 - 100	1	3.7	8	29.6
B	Very Good	71 - 85	5	18.5	7	25.9
C	Good	56 - 70	9	33.3	12	44.4
D	Average	41 - 55	0	0	0	0
E	Poor	26 - 40	10	37.0	0	0
F	Very Poor	≥ - 25	2	7.4	0	0
Total			27	100	27	100

b. Students' Mean Score and Standard Deviation in Pre-test and Post-test Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre- Test	54.81	27	19.684	3.788
Post- Test	77.04	27	17.279	3.325

c. Test of Significance

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test – Post	-22.222	25.013	4.814	-32.117	-12.327	-4.616	26	.000

2. The Students' Ability of Word Use

a. Frequency and Percentage of The Students' Pretest and Posttest Scores

The classification can be viewed in the following table:

Level	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
A	Excellent	86 - 100	2	7.4	11	40.7
B	Very Good	71 - 85	4	14.8	8	29.6
C	Good	56 - 70	7	25.9	0	0
D	Average	41 - 55	0	0	0	0
E	Poor	26 - 40	10	37.0	2	7.4
F	Very Poor	≥ - 25	4	14.8	6	22.2
Total			27	100	27	100

b. Test Significance

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test – Post	-19.259	26.876	5.173	-29.892	-8.626	-3.723	26	.001

3. The Students' Mastery of Word Form (Pronunciation and Spelling)

Frequency and Percentage of The Students' Pretest and Posttest Scores

The students' pretest and posttest scores in meaning were following as:

Level	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
A	Excellent	86 - 100	14	51.8	23	85.1
B	Very Good	71 - 85	10	37.0	3	11.1
C	Good	56 - 70	2	7.4	0	0
D	Average	41 - 55	0	0	0	0
E	Poor	26 - 40	1	3.7	1	3.7
F	Very Poor	≥ - 25	0	0	0	0
Total			27	100	27	100

4. Test Significance

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test – Post	-8.148	18.613	3.582	-15.511	-785	-2.275	26	.031

A. The Students' Vocabulary Mastery Collected Score of Pre-Test and Post test

1. Distribution and percentage score of students' vocabulary

			Pre-test		Post-test	
Level	Classification	Range	Freq.	Percentage	Freq.	Percentage
A	Excellent	86-100	1	3.7	15	55.5
B	Very good	71 -85	5	18.5	4	14.8
C	Good	56 -70	13	48.1	5	18.5
D	Average	41- 55	8	29.6	3	11.1
E	Poor	26 - 40	0	0	0	0
F	Very poor	≥ - 25	0	0	0	0
Total			27	100	27	100

2. Students' Mean Score and Standard Deviation in Pretest and Posttest

The test formula was employed to find the empirical evidence statistically and proved the hypothesis of this research. The Mean Score of Students' Pre-test and Post-test

DISCUSSION

The first result of the research showed that The Students' Vocabulary Mastery in Three Aspects of Vocabulary

1. The Students' Understanding of Word Meaning

a. Frequency and Percentage of The Students' Pretest and Posttest Scores

The students' pretest and posttest scores in meaning are classified into six criteria, namely excellent, very good, good, average, poor and very poor. The table showed that there were only 1 student (3.7 %) gained excellent score, 5 students (18.5%) gained very good score before the treatment, 9 students (33.3 %) got good score, 10 students (37.0 %) got poor score, and the rest 2 students (7.4 %) got very poor score. After the treatment, 8 students (29.6 %) could gain excellent score, 7 students (25.9 %) gained very good score, 12 students (44.4 %) gained good score, and no one got poor score.

b. Students' Mean Score and Standard Deviation in Pre-test and Post-test

Paired Sample Statistics of Meaning Table 4.2 was the result of group statistic calculation of the analysis using *IBM SPSS STATISTICS 22*. The table showed that the mean score of students' pre-test was 54.81 with standard deviation was 19.684 and standard error mean was 3.788, while the mean score of students' post-test was 77.04, with standard deviation was 17.279 and standard error mean was 3.325

c. Test of Significance

The result of statistical calculation above showed that the value of sig (2-tailed) was smaller than the value of α 0.05 ($0.00 < 0.05$). It showed that there was significance difference between the result of the student's pre-test and post-test.

In the process of the meaning score, the researcher found some mistakes of the students confused determine the meaning of the taught vocabulary.

For example:

1) Meaning

In the meaning aspect, the students were confused to determine the meaning of the following words:

Examples: Floor:	atap	bed :	jelek
Shoes:	kaos kasi	iron :	besi
Deer:	Rusa	Cockroach:	Kecoak
Turtle:	Kura-kura	Giraffe:	Jerapa
Bee:	Lebah	Bat:	Kelelawar
Shark:	Hiu	Ant:	Semut
Crab:	Kepiting	Owl:	Burung Hantu
Lawyer:	hakim	Army:	tentara
Sailor:	sailor		

Those mistakes were likely made because the students were not know the meaning of English words. Therefore, the researcher focused to fix the problem in the treatment by using Make a Match Method.

2. The Students' Ability of Word Use

a. Frequency and Percentage of The Students' Pretest and Posttest Scores

The students' pretest and posttest scores in meaning are classified into six criteria, namely excellent, very good, good, average, poor and very poor.

The result shows that there were only 2 student (7.4 %) gained excellent score, 4 students (14.8%) gained very good score before the treatment, 7 students (25.9 %) got good score, 10 students (37.0 %) got poor score, and the rest 4 students (14.8 %) got very poor score. After

the treatment, 11 students (40.7 %) could gain excellent score, 8 students (29.6 %) gained very good score, none of students gained good and average score, and 2 students (7.4%) got poor and 6 students (22.2%) very poor score. It can be concluded that Make a Match Method improved students' ability in usage.

b. Students' Mean Score and Standard Deviation in Pre-test and Post-test

The result of group statistic calculation of the analysis using *IBM SPSS STATISTICS 22*. The table showed that the mean score of students' pre-test was 50.37 with standard deviation was 26.816 and standard error mean was 3.161, while the mean score of students' post-test was 69.63, with standard deviation was 36.530 and standard error mean was 7.030.

c. Test Significance

The result of statistical calculation showed that the value of sig (2-tailed) was smaller than the value of α 0.05 ($0.00 < 0.05$). It showed that there was significance difference between the result of the students' pre-test and post-test.

This section focused on simple present tense. The researcher found some mistakes of the students when using simple present tense. The following mistakes were:

- My book is the big —————> my book is big
- My tables is very clean —————> my table is very clean
- It's a computer and I use it study —————> It's a computer and I use it for study
- It's a television and I use it to see a movie —————> It's a television and I use it to watch a movie
- Be a sailor need power much Be a sailor need a lot of power
- I will a teacher —————> I will be a teacher

3. The Students' Mastery of Word Form (Pronunciation and Spelling)

a. Frequency and Percentage of The Students' Pretest and Posttest Scores

The result shows that there were 14 students (51.8 %) gained excellent score, 10 students (37.0%) gained very good score before the treatment, 2 students (7.4 %) got good score, 1 student (3.7 %) got poor score. After the treatment, 23 students (85.1 %) could gain excellent score, 3 students (11.1 %) gained very good score, none students gained good and average score, and 1 student (3.7%) got poor and no students gained very poor score. It can be concluded that Make a Match Method improved students' ability in form.

b. Students' Mean Score and Standard Deviation in Pre-test and Post-test

Table 4.8 above was the result of group statistic calculation of the analysis using *IBM SPSS STATISTICS 22*. The table showed that the mean score of students' pre-test was 87.41 with standard deviation was 15.834 and standard error mean was 3.047, while the mean score of students' post-test was 95.56, with standard deviation was 12.810 and standard error mean was 2.465.

c. Test Significance

The result of statistical calculation above showed that the value of sig (2-tailed) was smaller than the value of α 0.05 ($0.00 < 0.05$). It showed that there was significance difference between the result of the students pre-test and post-test.

In the process of pronouncing words, the researcher found some mistakes of students when pronouncing the words that had been provided:

- The word **wall** was pronounced /wal/ which should be /wɔ:l/
- The word **picture** was pronounced /pictur/ which should be /'pɪktʃə(r)/
- The word **decoration** was pronounced /decoration/ which should be /,dekə'reɪʃn/
- The word **giraffe** was pronounced /girref/ which should be /dʒə'ra:f/
- The word **bear** was pronounced /bir/ which should be /beə(r)/
- The word **lion** was pronounced /lion/ which should be /'laɪən/
- The word **telephone** was pronounced /'telep.hon/ which should be /'tel.ɪ.fəʊn/
- The word **scissors** was pronounced /'ski.sərs/ which should be /'sɪz.əz/

The data from students' pre-test and post-test was collected in this research as the main instrument. The pre-test was given before the treatment while the post-test was given after the treatment. The data that can be used in this research was 27 students' pre-test and post-test scores.

Regarding the second findings of this research about the students' vocabulary mastery collected score of Pre-Test and Post test.

1. Distribution and percentage score of students' vocabulary

The result indicated that in pre-test, that there was 1 student got excellent score (3.7%), 5 students got very good score (18.5%), 13 students got good score (48.1%), 8 students got average score students got very good score (29.6), and there was no students got poor and very poor score.

While in the post-test, 15 students got excellent score (55.5%), 4 students got very good score (14.8%). 5 students got good score (18.5%). 3 students got average score, and there were

no students got poor and very poor score. So, it showed clearly that the students' score improved.

2. Students' Mean Score and Standard Deviation in Pretest and Posttest

The result formula was employed to find the empirical evidence statistically and proved the hypothesis of this research. In performing the test, SPSS calculation was used by the researcher. The test was used to measure the improvement using Make a Match Method on students' vocabulary mastery.

It showed that the mean score of students' pre-test was 64.11 which was classified as average and good with standard deviation was 10.825 and standard error mean was 2.083, while the mean score of students' post-test was 80.44 which was classified as excellent with standard deviation was 15.368 and standard error mean was 2.958. Meanwhile, the correlation between two variables was 0,705 with sign 0.000. It showed that the correlations between two variables were significance.

3. Test of Significance

The result of statistical calculation 4.13: Paired Sample Test showed that the value of sig (2-tailed) was smaller than the value of α 0.05 ($0.00 < 0.05$). It showed that there was significance difference between the result of the students pre-test and post-test.

Based on the description above, it conveyed that the alternative hypothesis (H_1) was accepted. It also means that the students' vocabulary mastery improved when they were taught by using Make a Match Method. From the analysis, the researcher concluded that there was significance difference between the pre-test and post-test of the students' vocabulary mastery through Make a Match Method.

The data of this research showed that there was significant difference of the students' vocabulary mastery before and after giving treatment by using Make a Match Method. It was proven by the frequency and rate percentage of the students' score in pre-test and post-test.

The kinds of producing the data of students' vocabulary mastery:

a. Pre-Test

Pre-test was intended to find out the prior level of the students' vocabulary mastery. In the process of pre-test, generally the students looked confused. Then, most of them got average and good score. They still didn't know how to answer the test because they had difficulty in understanding English word, phrase and sentence in English. They also had difficult to find the synonym and the antonym of the words. It was observed when the researcher did the research. In addition, when the pre-test was carried out, most of the students just crossed their answer without thinking more whether their answers were correct or not.

Considering the above condition, the researcher applied the use of Make a Match Method on the students to improve their vocabulary mastery. The treatment was carried out in four meetings. Each meeting spent about 80 minutes. In the process of the treatment, the researcher taught about specific theme in every meeting. Every meeting had a different theme, so the students did not feel bored. During the treatment, the students showed positive attitude. Sometimes, the class was getting noisy, but it was still under control.

b. Treatment

a) First Treatment

The first step the researcher gave a theme about “Things at Class” and prepared the cards with the questions and the other cards with the answers to the questions.

Chair	Broom
Pen	Roof
Book	Whiteboard
Door	Ruler
Window	Table
Bag	Garbage
Hat	Lamp

The second step was grouping. The teacher divided the class into two groups. The first group was the group which was given the question card, the second group was those who were given the answer cards. Then, the group was positioned. When each group is already in position, the researcher gave some other sign that the matching activities can start. Students in the first and the second group move around and met the members of the opposite group to match their cards and found the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to the researcher and read it in front of the classroom. At the end of the lesson the researcher gave a test to review what they already learn.

b) Second Treatment

The first step the researcher gave a theme about “Things at Home” and prepared the cards with the questions and the other cards with the answers to the questions.

Cupboard	Rice cooker
Television	Telephone
Bed	Wash machine
Sofa	Mirror
Clock	Radio

Pillow	Towel
Frying-Pan	Plate

The second step was grouping. The teacher divided the class into two groups. The first group was the group which was given the question card, the second group was those who were given the answer cards. Then, the group was positioned. When each group is already in position, the researcher gave some other sign that the matching activities can start. Students in the first and the second group move around and met the members of the opposite group to match their cards and found the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to the researcher and read it in front of the classroom. At the end of the lesson the researcher gave a test to review what they already learn.

c) Third Treatment

The first step the researcher gave a theme about “Animals” and prepared the cards with the questions and the other cards with the answers to the questions.

Horse	Bee
Lion	Ant
Sheep	Tiger
Spider	Cockroach
Bat	Deer
Giraffe	Bear
Monkey	Shark

The second step was grouping. The teacher divided the class into two groups. The first group was the group which was given the question card, the second group was those who were given the answer cards. Then, the group was positioned. When each group is already in position, the researcher gave some other sign that the matching activities can start. Students in the first and the second group move around and met the members of the opposite group to match their cards and found the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to the researcher and read it in front of the classroom. At the end of the lesson the researcher gave a test to review what they already learn.

d) Fourth Treatment

The first step the researcher gave a theme about “job description” and prepared the cards with the questions and the other cards with the answers to the questions.

Police	Lawyer
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Police woman	Teacher
Doctor	Astronaut
Army	Dancer
Athlete	Singer
Soccer	Banker
Sailor	Painter

The second step was grouping. The teacher divided the class into two groups. The first group was the group which was given the question card, the second group was those who were given the answer cards. Then, the group was positioned. When each group is already in position, the researcher gave some other sign that the matching activities can start. Students in the first and the second group move around and met the members of the opposite group to match their cards and found the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to the researcher and read it in front of the classroom. At the end of the lesson the researcher gave a test to review what they already learn. During the treatment the students were interested in learning English to improve their vocabulary mastery. It could be seen from the students' enthusiasm to study using Make a Match method. The researcher gave chance to the students to study while playing. The students also looked enthusiastic in learning process because even if they worked individually their chair position was in group so they could share the ideas to each other. It was line with Suprijono (2010) that this method will make the students get attracted and pay more attention to the teachers. The students were very enthusiast because this method was like a game.

Based on the statement above, the researcher gave the treatment for the students by using Make a Match Method. The treatment was carried out in four meetings of teaching learning process. Each meeting spent about 80 minutes.

c. Post-test

Based on the result of statistical calculation, the results of post-test had an improvement from average classification to excellent classification. It is indicated that the students' score improved after teaching Make a Match Method than before teaching by using Make a Match Method. The conclusion can be seen from the result of statistical calculation in the previous chapter, where it showed that the value of sig (2-tailed) was smaller than the value of α 0.05 ($0.00 < 0.05$). It showed that there was significance difference between the result of the students' pre-test and post-test and the alternative hypothesis (H1) was accepted.

It was line with Zawil (2016) explanation, he found that the students who were taught by using the Make a Match method achieved higher scores than those who were taught through the technique the teacher commonly used. The researcher found that using make a match method was very useful to improve student's score.

Another thing why Make a Match method helps the students in improving the vocabulary mastery was a fact when the researcher observed the students' chair position were in the group. The students were more active in the group discussion because they shared their understanding with each other; they talked about each section of the text and explored the information of the sentence. In the activity, they worked individually to find their partner they took an active role by asking and responding to questions about the sentence that they read; students found their partner and spell and pronounce every single words in the cards in front of the classroom.

In the end, the findings of this research obviously support the previous findings, which explain Make a Match Method improved the students' vocabulary mastery. From the discussion above, it was concluded that the students' vocabulary mastery at MTsN Soppeng improved. It means that the use Make a Match Method was suitable for the students.

CONCLUSION

From the research findings, the conclusion reveals in this chapters. that the use of Make a Match Method improved students' vocabulary mastery , in this case the use of Make a Match Method of the eighth grade students of MTsN Soppeng. The more are students are familiar with make a match method the easier they learn vocabulary mastery in terms of meaning, use, and form. It can be seen from the significant difference between the students score in pre-test and post-test after giving treatment. The result of the data analysis shows that the mean score of the students' pre-test was 64.11, while the mean score of students' post-test was 80.44.

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions as follows:

1. Based on the result of this study, it is suggested that English teachers should implement Make a Match method to help the students in improving their vocabulary mastery.
2. Time available need to be adopted with the activities, because this method will take a lot of time. So, the teacher needs to manage the time.
3. The teachers need to have good preparation when using make a match method to make the classroom running well.

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