

CHAPTER I

INTRODUCTION

1.1 Background

Acceptance of English as an international language has been widespread throughout the world. In this era, English plays a crucial role in cross-cultural communication. Its existence is very vital because it is a skill that supports the achievement of human goals. English also functions as a tool to facilitate cooperation between countries in various aspects such as economics, politics, and also social. This is also explained by Crystal (2003: 3) that English certainly a language that plays an important role because it is global language that is used as a means of communication in many countries in the world both of native language, second language and the foreign language. English is a compulsory subject in formal education, both for teachers and students. In addition, English is taught in the context of non-formal education, which reflects public awareness of the importance of learning this language. Even so, students often learn English without understanding the basic motivation behind the importance of this expertise. According to Harmer (2007), students' English language skills are basic skills that must be mastered so that they are able to participate in the international community.

Mastery of vocabulary in English skills is an important part of teaching English as a foreign language. Vocabulary is a crucial element in language learning, because students can break the words of words printed in oral vocabulary automatically. They can then read it hard. It's easier and faster to voice, read and understand without difficult control. According to Morra and Camba (2009) children aged 6-13 years should have mastered vocabulary. There are two types of students who are the same, namely common vocabulary and special vocabulary.

According Setyawan (2019) irregular verb is verb that change internally, in the vocal tone which expresses the past tense and participles. Irregular verb is one of important skill for learning a foreign language, but students usually difficult to differentiati simple past and participle in irregular verb. This is what usually

makes students less likely to understand irregular verb and also have difficulty expressing their opinions.

Komalasari (2010:85) explains that make a match is a learning technique in which students are asked to find matching pairs of cards, whether they address a specific question or concept. This activity is conducted in a game-like setting and is time limited, encouraging students to actively seek answers and collaborate.

Meanwhile, Huda (2012:135) emphasizes that make a match is a learning approach designed to help students understand concepts more deeply through direct involvement in learning activities. This approach emphasizes active, creative, interactive, effective, and enjoyable learning, making the material learned easier to remember and apply. In line with Suprijono's statement (2009) which states that the make a match method is a method of matching cards, students must find the pair of cards they have within a time limit regarding a learning concept in a fun atmosphere.

Thus, the make a match model is used to find out how far students understand, which is done by matching cards containing questions and answers from the learning material that has been taught. The make a match learning model is a method that can help develop students' thinking skills. By searching for and matching cards containing information related to the material, students learn to remember the lesson content in a more varied and enjoyable way. This approach is especially beneficial for students who often have difficulty remembering material, as the process of finding matching cards requires them to focus and engage directly. "Make a match learning encourages students to be more active, makes learning activities feel meaningful, and has a positive impact on both the learning process and outcomes" (Pratiwi, 2018). By using the make a match model in teaching English, it will create a new atmosphere that is more interesting for students. With this model, students will be more enthusiastic in participating in learning because a creative and innovative approach will increase curiosity and can reduce boredom while learning. That way, students will also be active in learning until it can ultimately affect their learning outcomes.

Amalia Adhandayani (2020) states that observation is a process of directly observing participants and their environment, with a specific goal: to uncover and

predict the basis for certain behaviors. Therefore, researchers conducted prior observations at the school and found problems in learning irregular verb vocabulary. Students struggled to memorize, resulting in declining learning outcomes. According to Thornbury (2002), difficulty mastering vocabulary hinders the development of other language skills.

Therefore, teachers need innovations, such as changing learning models during the teaching and learning process to engage students in active and enjoyable learning. One learning model that can engage students is the make a match approach. According to Curran (1994), the make a match learning model is designed to involve students in the activity of finding matching cards containing questions and answers so as to create an active and enjoyable learning atmosphere. Rusman (2018) stated that cooperative learning models like make a match can increase students' learning motivation through educational game activities.

This learning model is expected to help students remember irregular verb vocabulary, improve student learning outcomes, and motivate them to learn. Why did the researchers choose SMP Negeri 3 Larompong? Because previously the researcher had conducted a survey to the school and where in this school is right to get irregular verb vocabulary learning by using the make a match method, because there are still some students who feel irregular verbs are difficult to learn and remember because there are too many and the patterns are not the same and the past tense and past participle forms cannot be predicted. Students also feel bored with the learning method that only listens during learning and prefers to talk with friends rather than listening to the teacher's explanation, so that their learning scores decrease.

1.2 Problem Statement

Based on the description that has been presented in the background, the research problem can be formulated as follows: "How is the influence of the make a match learning model on students' irregular verb learning outcomes at SMP Negeri 3 Larompong?"

1.3 The Objective of the Research

Based on the problem formulation, this research aims to determine the influence of the make a match learning model on students' learning outcomes at SMP Negeri 3 Larompong.

1.4 Significant of the Research

There are two significances to this research. They are:

a. Theoretical

This research is expected to provide useful insights and contribute to the development of knowledge related to vocabulary mastery through the implementation of the make a match learning model.

b. Practical

1) For the Researcher.

This research has become a form of dedication, an application of knowledge that has been obtained, and provides new experiences.

2) For the Teachers

This research can make the make a match learning model an alternative to improve student learning outcomes.

3) For the Students

This study is expected to foster active participation from students during the learning process, whether the lessons take place in the classroom or through online platforms.

1.5 Scope of the Research

Based on the identification of the problems stated above, the problems are limited only to vocabulary irregular verb mastery.

1.6 Operational Definition

1. Make a Match

The Make a Match learning model in this study is a cooperative learning technique that requires students to match pairs of information using learning cards. Operationally, this model is implemented through the following steps: distributing question and answer cards, students' activities to find matching pairs, checking matches by the teacher, and providing an assessment based on the

accuracy of the pairs found. The effectiveness of this model is observed through student engagement, active participation, and their accuracy in completing the matching task.

2. Irregular Verbs

Irregular verbs in this study are English verbs whose past tense forms do not follow the standard pattern of adding the suffix -ed. Operationally, this variable is measured through a vocabulary recognition test containing a list of irregular verbs. The measurement is carried out by assessing students' ability to recognize the basic form of verbs, determine the correct past tense form, and understand the meaning of the verbs. The assessment focuses only on vocabulary recognition, not on students' ability to use the verbs in sentences.

3. Learning Outcomes

Learning outcomes are measurable achievements of students after participating in the learning process using the Make a Match model. Operationally, learning outcomes are assessed through test scores that indicate students' improvement in mastery of irregular verbs. Measurements are conducted using a pretest–posttest design, where an increase in the posttest score reflects an increase in learning outcomes after the implementation of the treatment.

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Theoretical Study

1. Make a match

Make a match is a cooperative learning method introduced by Lorna Curran in 1994. In practice, this method serves as one of the key approaches in facilitating the teaching and learning process. According to Slavin (1995), the use of cooperative learning methods is appropriate because it provides students with the opportunity to learn by working together in small groups. Through this approach, students have the opportunity to participate actively throughout the learning process, and it also improves social skills and teamwork abilities. According to Vygotsky (1978), learning occurs through social interaction between individuals and their surrounding environment. Knowledge is not acquired independently but is constructed through social relationships, language, and cultural influences within which a person lives and learns. In other words, learning is a social process that involves cooperation, communication, and guidance from individuals who possess greater knowledge or experience.

According to Suprijono (2010:94), the make a match strategy uses card media in the learning process. One set of cards contains questions, while the other set contains the corresponding answers. This activity allows students to be directly involved, as they must think about the information on the card they receive and find the classmate holding the matching card. In applying this technique, the teacher prepares two types of cards based on the learning material question cards and answer cards. Students then move around the classroom to locate the correct partner whose card relates to theirs. Because the activity is delivered in a game format, make a match is considered suitable for vocabulary learning. It not only supports student engagement and comprehension, but also makes the learning atmosphere enjoyable.

The make a match model is a cooperative learning approach that encourages students to explore and understand concepts or topics through a card-matching activity involving question cards and answer cards. This activity is

carried out within a specific time limit. The interaction and discussion that occur during make a match help students grasp the subject matter more easily and stimulate the emergence of new ideas. In addition, following the rules of the game such as taking turns and searching for the correct card pair also supports the development of students' social skills. Make a match is a learning model where students learn in exciting conditions by looking for partners while studying certain concepts and topics (Huda, 2015: 135).

Meanwhile, according to Shoimin (2014:99) said that the make a match strategy uses two sets of cards one containing questions and the other containing the answers. During the activity, students move around and search for the partner whose card corresponds to their own based on the lesson content.

From the ideas presented by several experts, it can be inferred that make a match is a cooperative learning method that encourages students to understand concepts or lesson topics by matching question and answer cards. The activity takes place within a set time limit, making the learning process more focused, interactive, and engaging.

In carrying out the make a match technique, the researcher refers to the procedure described by Lie (2002:55). At the beginning of the activity, the teacher prepares a number of cards containing the learning material; some cards present questions, while the rest contain the corresponding answers. Each student receives one card and reads it carefully to understand whether it represents a question or an answer. After that, students move around the classroom and search for the classmate holding the matching card. Those who manage to find their correct partner within the time limit receive points as a reward. When one round is completed, the teacher mixes the cards and redistributes them so students get new cards and repeat the process. The activity ends with a closing discussion or conclusion to reinforce what has been learned.

1. The Advantages and Weaknesses Using Make a Match Technique

Not all learning models can improve students learning activities, results and achievements, because they still have to be adapted to a number of things, such as the suitability of the material to be taught. However, if the goal is to cross check students', then this model is very appropriate to use.

Huda (2011) points out that the Make a Match technique offers several advantage during learning activities.

- a. This method encourages students to think actively while also involving physical movement, creating a lively and enjoyable atmosphere.
- b. Students must interact and search for the correct card pair
- c. Their motivation to learn increases, and their understanding of the material improves.
- d. The activity also gives students opportunities to speak in front of others, which helps build confidence⁵. In addition, the time limit used in the activity teaches students to manage their time and work more efficiently.

However, Huda (2011) also notes several weakness

- a. If the classroom activity is not planned carefully, a significant amount of time can be wasted.
- b. At the beginning of its use, some students may feel uncomfortable or shy, especially when paired with classmates of the opposite gender.
- c. Miscommunication can occur if the teacher does not give clear instructions, which may cause students to struggle to find their partner.
- d. Teachers are also advised to be cautious when giving consequences or feedback to students who fail to find a match, as it may embarrass them.
- e. If this technique is used too frequently, students may lose interest.

From the explanations above, it can be inferred that the make a match technique offers several strengths. Students are encouraged to move around the classroom and work together to find matching cards, which makes the learning process more engaging and enjoyable. This activity is flexible, it can be applied to various subjects and is suitable for different age groups. Because students interact with one another, a positive and lively learning atmosphere develops, and cooperation among students naturally takes place. In this way, collaboration is shared evenly among all members of the class.

Despite its benefits, the make a match activity also has some limitations. The activity needs clear guidance from the teacher so that students remain focused and do not treat it simply as a game. The teacher must also manage time effectively, because without a time limit students may become distracted. In

addition, the teacher has to prepare the necessary cards and materials in advance. If not managed properly, the classroom can become noisy and difficult to control.

A teacher is required to have the skills to design learning models that enable students to actively participate physically and mentally, as well as be creative in increasing student activity in the material presented. In addition, teachers must be able to improve their professional competence as directors and facilitators in the learning process while also acting as assessors of learning outcomes. Therefore, changes in learning activities are needed to make learning more enjoyable for students. In this case, with the existence of innovative learning models, the learning process is expected to encourage students to take a more active role during class. Students are expected to be able to work together in groups, respect the opinions of others, be able to communicate with others, and be able to foster a spirit of togetherness as one of the characteristics of humans as social beings. A cooperative learning approach that aligns with these characteristics is the Make a Match model. This model emphasizes group learning that helps each other, collaborates to solve problems, and combines opinions to achieve optimal success both as a group and individually (Rusman, 2012).

According to Huda in Riadi (2015), The make a match cooperative learning model requires students to revisit previously learned material and check their understanding by using cards that contain questions and corresponding answers. Each student receives a card and must find the classmate holding the matching pair. In this learning model, students benefit from finding partners while learning about concepts or topics in a fun atmosphere. (Lie, 2008).

The make a match cooperative learning model offers a learning experience that contrasts sharply with the traditional teaching approach commonly applied in classrooms. The difference can be seen clearly in the structure and approach applied during the learning process. In the conventional model, the role of the teacher tends to be dominant and more active, which means that the teacher focuses more on conveying his knowledge without involving the mental involvement of students (Rasana, 2009). This is what often makes students passive and easily bored. Within the make a match cooperative learning model,

students take an active role by participating in an activity where they search for the partner whose card corresponds with theirs.

2. Irregular verbs

According to Ibid, quoted in Fitri Indriyani (2021), irregular verbs are words that have their own rules for changing them. Irregular verb is a work act that is characterized by inconsistent past tense and past participle forms. This means that the second and third forms of the verb do not change, for example they do not use additional -ed or -d such as blow-blew-blown. Irregular Verbs are verbs that do not follow the standard pattern of conjugation in the language used, meaning that they do not follow a regular pattern when changing between their various forms. Every verb has an infinitive, a present participle (usually ending in -ing), and a past participle. In other words, irregular verbs do not follow the general rules for forming the past tense, past participle, or future tense. Verbs that do not require the addition of -ed, -ied, or -d to form the past tense are considered irregular verbs.

In the formation of the past tense, irregular verbs do not follow a fixed pattern (Hariyono & Carthy, 2008). Linguistically, irregular verbs refer to verbs whose changes in form cannot be predicted based on morphophonemic rules. Irregular verbs do not follow the general pattern in conjugation like regular verbs (for example, adding -ed to the verb). This makes irregular verbs difficult to learn, especially for foreign language learners. Because they do not have a specific pattern, irregular verbs must be learned individually, rather than relying on identifiable patterns, which can make the learning process more challenging, especially for learners who are new to English. Yusuf Al Arief (2016) also stated that irregular verbs can be grouped based on similar sound changes.

Thomson and Martinet (1986) state that the simple past form of every irregular verb should be learned to avoid further difficulties, because irregular verbs (like regular verbs) do not undergo inflection in the past tense. Which means that the past tense of irregular verbs is difficult to learn because it has no inflection.

3. Learning Outcomes

Learning outcomes refer to various changes that occur in the cognitive, psychomotor, and affective aspects of students as a result of learning activities (Rusman, 2017:129). A similar definition is also conveyed by Nawawi (in Susanto, 2016:5), who states that learning outcomes are values obtained by students that reflect their level of success in understanding certain subject matter. Based on the opinions of these experts, the author concludes that learning outcomes are a measure of student success after studying certain material, which includes cognitive, psychomotor, and affective aspects. These learning outcomes are then used as feedback for teachers to find out whether the material taught can be understood by students or not.

Learning outcomes are the results of the learning process that students have undergone over a certain period of time. This can be seen from whether or not there are changes in students' knowledge, habits, skills, attitudes, observations or abilities. Benjamin S. Bloom Quoted from the book *Jigsaw Type Cooperative Learning in the Human Excretory System* (2022) by Herneta Fatirani, learning outcomes according to Bloom "What is meant by learning outcomes includes a person's cognitive, affective, and psychomotor abilities". The definition of learning outcomes according to W. Winkel is the success achieved by students, in this case learning achievement at school which is manifested through numbers. Nana Sudjana Reported from the book *Increasing Motivation and Learning Outcomes with Two Stay Two Stray* (2022) by Haryanto, here is the definition of learning outcomes according to Nana Sudjana: "In essence, learning outcomes are changes in behavior as evidence of learning outcomes." In a broad sense, he agrees with Bloom who states that learning outcomes cover cognitive, affective, and psychomotor areas.

According Hamalik (2007:30), "Learning outcomes are changes in a person's behavior or characteristics that can be observed or measured from their knowledge, attitudes and skills".

2.2 Previous Studies

1. The first thesis by Aldoni Febrianto (2017) entitled "Effectiveness of the Make a Match Technique to Increase the Vocabulary of Second Grade

Students of SMK N 1 Banyumas". The purpose of this study was to find out whether the make a match technique was effective in increasing students' vocabulary scores in second grade at SMK N 1 Banyumas in the 2016/2017 academic year. This research method is experimental research. The sample of this study were 32 students of class XI accounting 2 as the experimental class and 32 students of class XI accounting 3 as the control class. The experimental class is taught using the make a match technique, while the control class is taught using conventional techniques. The test is used to collect data from the experimental class and the control class. The test is divided into two parts, namely pre-test and post-test. The pre-test is given before the treatment is given, while the post-test is given after the treatment is given. The pre-test and post-test consisted of 20 multiple choice and 5 matchmaking. The t-test formula is used to analyze the data. Based on data analysis, the t-count value is 2.972, while the t-table value at a significance level of 0.05 for 62 degrees of freedom is 1.6698, so the t-count value is higher than the t-table ($2.972 > 1.6698$). This means that the make a match technique is effective in increasing the vocabulary scores of students in the second grade of SMK N 1 Banyumas.

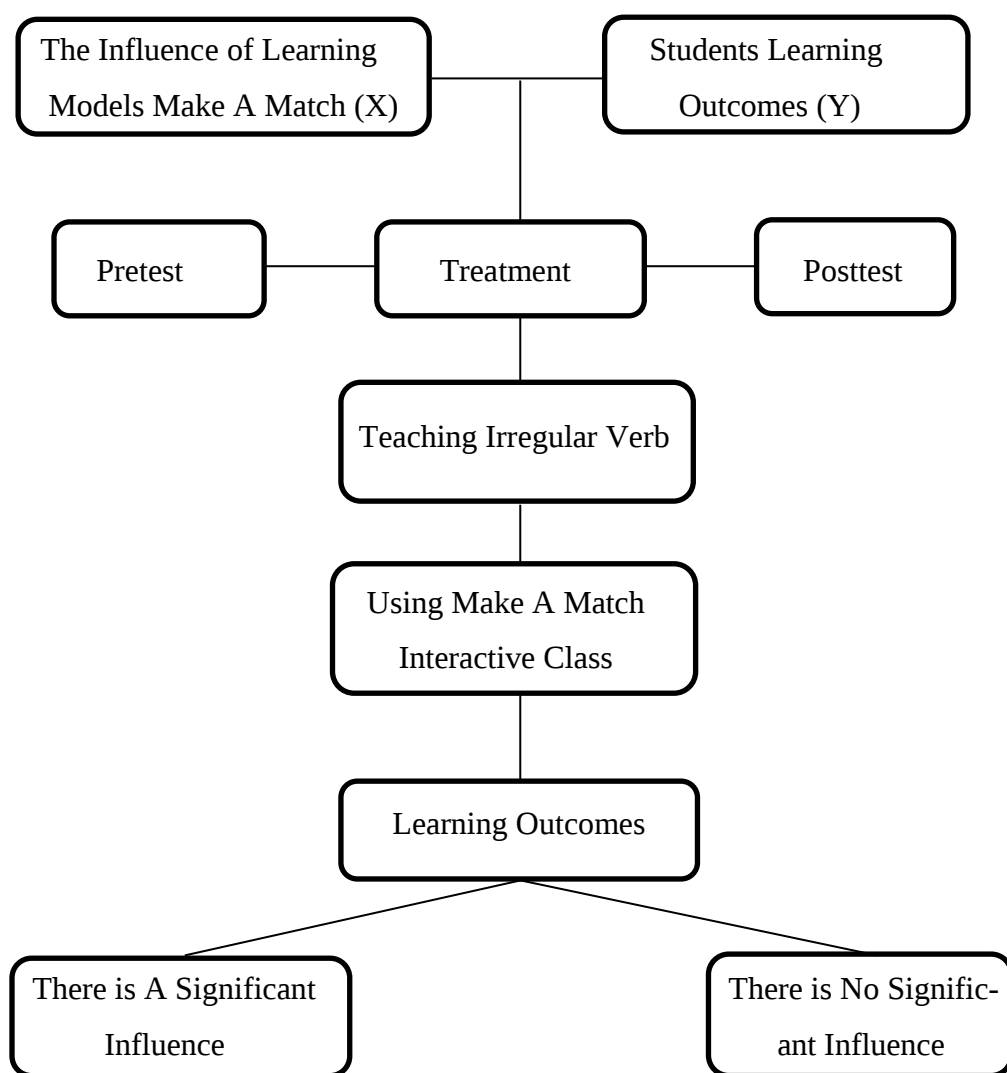
2. The second is a thesis by Anwar Rohim, & Idhotun Nasyi'ah (2020), the title is "The Influence of the Quantum Learning Model on Student Learning Outcomes in English Subjects". This study aims to determine the application of the Quantum Learning model, student learning outcomes, and the effect of the application of the Quantum Learning model on student learning outcomes in English subjects grade IV at SDI Ar-Roudloh Miru. This research is a quasi-experimental study using a design in the form of one group pretest and posttest. Data collection techniques using the method of observation and learning outcomes tests. Instrument to measure learning outcomes using pretest and posttest in the form of an objective test. While the data analysis technique uses hypothesis testing. The results showed that, 1) The average observations of the implementation of the implementation of the Quantum Learning model showed very good results with a range of values of 3.7 - 3.9. That is, the application of the Quantum Learning model in English subjects is

carried out very well and in accordance with the components of the Quantum Learning model, 2) The assessment of student learning outcomes has increased after the implementation of the Quantum learning model, this assessment can be known from the results of the post-test given to students. Post-test results indicate that a high percentage of learning outcomes are dominated in the range of grades 80-100. That is, students declared complete learning and increased learning outcomes with the application of the Quantum Learning model, 3) The application of the Quantum Learning model in English subjects affected the learning outcomes, as evidenced by testing the hypothesis obtained by $r_{\text{count}} = 0.869$ and $r_{\text{table}} = .374$. In testing the hypothesis the r value is greater than r_{table} , then H_0 is rejected and H_a is accepted.

3. The last researcher Dewa Nyoman Suprata (2020) entitled "Using the Make a Match Learning Model as an Effort to Improve Students' English Learning Outcomes". The results obtained from this study are the Make a Match learning model can improve student learning achievement. This is evident from the results obtained initially reaching an average score 66.40, in the first cycle reaching an average score 71.87 and in the second cycle achieving an average score 81.71. The conclusion obtained from this study is the Make a Match learning model can improve English learning achievement of students of class VIII A1 of SMP Negeri 1 Ubud. From the previous research above, based on the results of previous research, researchers can conclude that there are differences and similarities in this research. The similarity is that researchers one and three both researched the make a match method, while the difference is in the second research, namely research conducted by Anwar Rohim & Idhotun Nasyi'ah examined learning outcomes using the quantum learning model. However, based on previous research, the researcher drew the conclusion that the use of the make a match method had a positive impact. The researcher hopes that this research can improve student learning outcomes in learning irregular vocabulary by using the make a match method.

2.3 Conceptual Framework

Interactive learning techniques like the make a match model can help improve students' mastery of irregular verbs by having them pair verb cards in their basic form with cards that show the past tense or past participle. This learning model is expected to provide an effective and enjoyable learning experience, resulting in an increase in positive student learning outcomes. Grounded in constructivism and cooperative learning principles, the make a match strategy encourages students to interact, exchange ideas, and build their own understanding during the activity. Through this collaboration, students grasp irregular verb forms more effectively, which contributes to better learning outcomes. Evidence from prior studies using the same method (Hasieba et al., 2022) supports its positive impact on student achievement.



2.4 Hypothesis

According to Arikunto (2014:110) explains that a hypothesis is a provisional answer to a research question, which still needs to be verified through the data collected during the study. Based on the theoretical framework described earlier, the hypothesis of this research can be stated as follows::

H1: There is a significant influence on irregular verb learning outcomes

Ho: There is no significant influence on the learning outcomes of irregular verb