STUDENTS' PERCEPTIONS OF USING MAKE A MATCH MODEL IN TEACHING VOCABULARY FOR SEVEN GRADERS OF MTS NU PAKIS

THESIS

By

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2023

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THESIS

Submitted to the Faculty of Educational Teacher Training as a Requirement for the Bachelor Degree of Education (S.Pd) in the English Education Department

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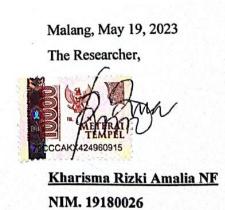
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MOTTO

وَأُفَوِّضُ أَمْرِىَ إِلَى ٱللَّهِ (Q.S Al Mu'min: 44)

"And I leave all matters to Allah (Q.S Al Mu'min: 44)"

THESIS DEDICATION

First, I would like to express my gratitude to Allah SWT, the lord of universe for giving the author the grace and strengthens to finish this thesis. Sholawat and greetings are always poured out to our Prophet Muhammad SAW, who has brought us from darkness to the brightness. Second, I dedicated this thesis to my beloved parents, **Nisfu Faluthi** and **Sri Yuliani**, who have supported me, given me higher education, motivated me, given all their love to me and always understood all my circumstances and conditions. Third, I dedicated this thesis to myself who have struggled and gone through many things to finish this thesis. Fourth, I dedicated this thesis to my special friend who has accompanied me in any condition, supported me, and patiently listened to all my stories. Fifth, I would like to say thanks for all my friends, especially my close friends who always support me in every condition. Last but not least, I would like to say thanks to myself who always keeping spirit up and being able to survive until now.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful

All praises belongs to Allah SWT, the lord of universe who has bestowed mercy and blessing so that the author can finish this thesis as the requirement for a bachelors' degree (*S.Pd*) in English Education Department, Faculty of Education and Teacher Training with title *"Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis."* *Shalawat* and *Salam* are always delivered to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

The author realizes that this thesis would not be successful without the help, support, motivation and advice from various parties. Therefore, the author would like to express sincere gratitude and appreciation especially to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.

2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Education and Teacher Training.

3. Dr. H. Langgeng Budianto, M. Pd., is the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., is the Secretary of the Department of English Education.

4. Harir Mubarok, M.Pd as an advisor who patiently helped, giving motivation, guidance and advice to this thesis.

5. To the instruments' validator, Septia Dwi Jayanti, M.Pd.

6. All lecturers of the Department of English Education who have contributed to guiding and providing useful knowledge that will be useful in the future and also good role models for the author.

7. To Dr. Najmah, S.Pd., M.Pd is the Principal of MTs NU Pakis who gave permission in conducting research at MTs NU Pakis.

8. To Ana Niastutri, S.Pd and Abdul Rokhim, S.Pd as the English teacher who helped me in completing this thesis.

9. All teachers of MTs NU Pakis who have helped the researcher in conducting research at MTs NU Pakis.

10. For 7A who have helped and are willing to be part of this research.

11. For my beloved parents, Nisfu Faluthi and Sri Yuliani who patiently educate and care for me with love, supported, motivated, and always understand all circumstances and conditions.

12. For my special friend with the initials' name (*WAAN*) who always supported me to finish this thesis and patiently to listening my story.

13. For all my friends of English Education Department *(FASTCO'19,)* who always supported, helped and motivated so that I can finished this thesis.

14. Last but not least, Thanks to myself for believing me, for doing all this hard work, for having no days off, for never quitting.

Malang, 19 May 2023

Kharisma Rizki Amalia NF
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TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) vowel	=	â
Long (i) vowel	=	î
Long (u) vowel	=	û

C. DiphthongVowel

و أ	=	aw
يأ	=	ay
و أ	=	û
يإ	=	î

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ABSTRACT

NF, Kharisma Rizki Amalia (2023) Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis, Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Thesis Advisor: Harir Mubarok, M.Pd.

Key Words: Perception, Make a Match, Vocabulary

English is an international language used by all people in the world to communicate across all sectors of society. In the field of education, English subject not only taught in public schools, it was also added to Islamic schools in order to support the digital era. The first step that must be done before learning English is vocabulary mastery. In addition, the importance of teaching vocabulary also refers to English learning in Junior High School. In this phase, an Introduction to vocabulary is needed to support the continuity of learning and help students understand the basic material. In teaching vocabulary, make a match learning model is used as a medium in the learning process. It is cooperative learning model that makes the learning atmosphere more fun and also enhance the enthusiasm the students. This study aims to examine the students' perceptions regarding the use of the Make a Match learning model in teaching vocabulary, as well as vocabulary acquisition. This research method used descriptive survey with a quantitative approach. The subjects of this study were seventh grade students at MTs NU Pakis with a total of twenty-five female students. Data was collected using questionnaires and interviews and then analyzed using SPSS 26.0 and the data was displayed descriptively. The results of this study showed that (1) Students give a positive perception of vocabulary learning using the make a match model. They easily remember vocabulary in the long run and enable them to collaborate with their friends (2) Learning using the make a match model can increase students' vocabulary.

ABSTRAK

NF, Kharisma Rizki Amalia (2023) Presepsi Siswa Mengenai Penggunaan Model Pembelajaran Make a Match dalam Pengajaran Kosa Kata untuk Siswa Kelas Tujuh di MTs NU Pakis, Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Harir Mubarok, M.Pd

Kata Kunci: Persepsi, Make a Match, Kosa Kata

Bahasa Inggris adalah bahasa Internasional yang digunakan oleh semua orang di dunia untuk berkomunikasi di semua sektor masyarakat. Dalam bidang pendidikan, bahasa Inggris tidak hanya diajarkan di sekolah-sekolah umum, tetapi juga ditambahkan di sekolah-sekolah Islam untuk mendukung era digital. Langkah pertama yang harus dilakukan sebelum belajar bahasa Inggris adalah penguasaan kosakata. Selain itu, pentingnya pengajaran kosa kata juga mengacu pada pembelajaran bahasa Inggris di SMP. Pada fase ini, pengenalan kosa kata diperlukan untuk mendukung kelangsungan pembelajaran dan membantu siswa memahami materi dasar. Dalam pengajaran kosakata, model pembelajaran Make a Match digunakan sebagai sarana dalam proses pembelajaran. Model pembelajaran Make a Match adalah model pembelajaran kooperatif yang membuat suasana belajar menjadi lebih menyenangkan dan juga meningkatkan semangat siswa. Penelitian ini bertujuan untuk menguji persepsi siswa tentang penggunaan model pembelajaran Make a Match dalam pengajaran kosa kata, serta penguasaan kosa kata. Metode penelitian ini menggunakan survei deskriptif dengan pendekatan kuantitatif. Subyek penelitian ini adalah siswa kelas VII MTs NU Pakis dengan jumlah siswa perempuan sebanyak dua puluh lima orang. Data dikumpulkan dengan menggunakan kuesioner dan wawancara kemudian dianalisis dengan SPSS 26.0 dan data ditampilkan secara deskriptif. Hasil penelitian ini menunjukkan bahwa (1) siswa memberikan persepsi positif terhadap pembelajaran kosa kata dengan menggunakan model make a match. Mereka mudah mengingat kosa kata dalam jangka panjang dan memungkinkan mereka berkolaborasi dengan teman-temannya (2) Pembelajaran dengan model make a match dapat meningkatkan kosa kata siswa.

مستخلص البحث

NF ،كاريسما رزقي أمليا (٢٠٢٣) تصورات الطلاب فيما يتعلق باستخدام نموذج التعلم Make a Match في تدريس المفردات لطلاب المدرسة المتوسطة الإسلامية نهضة العلماء فاكيس في الفصل ٧، البحث العلمي، قسم تعليم للغة الإنجليزية ، كلية التربية وتدريب المعلمين ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف : حارير مبارك، الماجستير

الكلمات المفتاحية: التصور ، التوافق ، المفردات

اللغة الإنجليزية هي لغة عالمية يستخدمها جميع الناس في العالم للتواصل في جميع قطاعات المجتمع. في مجال التعليم ، لا يتم تدريس اللغة الإنجليزية في المدارس العامة فحسب ، بل يتم إضافتها أيضًا في المدارس الإسلامية لدعم العصر الرقمي. الخطوة الأولى التي يجب اتخاذها قبل تعلم اللغة الإنجليزية هي إتقان المفردات. بالإضافة إلى ذلك ، تشير أهمية تدريس المفردات أيضًا إلى تعلم اللغة الإنجليزية في المدرسة الإعدادية. في هذه المرحلة ، يلزم إدخال المفردات لدعم استمرارية التعلم ومساعدة الطلاب على فهم المواد الأساسية. في تعليم المفردات ، يتم استخدام نموذج التعلم المطابق كوسيط في عملية التعلم. إنه نموذج تعليمي تعاوني يجعل جو التعلم أكثر إمتاعًا ويزيد أيضًا من حماس الطلاب. تهدف هذه الدراسة إلى فحص تصورات الطلاب حول استخدام نموذج التعلم Make a Match بالإضافة إلى في تدريس المفردات ، إتقان المفردات. تستخدم طريقة البحث هذه مسحًا وصفيًا مع نهج كمي. كانت موضوعات هذه الدراسة من طلاب الصف السابع في MTs NU Pakis بإجمالي 25 طالبة. تم جمع البيانات باستخدام الاستبيانات والمقابلات ثم تحليلها باستخدام SPSS 26.0 بشكل وعرض البيانات وصفى. تشير نتائج هذه الدراسة إلى أن (1) الطلاب يعطون تصورات إيجابية عن تعلم المفردات باستخدام نموذج جعل المطابقة. يتذكرون المفردات بسهولة على المدى الطويل ويسمحون لهم بالتعاون مع أصدقائهم (2) يمكن أن يؤدي التعلم إلى تحسين مفردات الطلاب.

CHAPTER I

INTRODUCTION

In this chapter, the researcher described background of the study, research questions, objectives of the study, significance of the study, limitation of the study and definition key of terms.

1.1 Background of the Study

English is an international language used by all people in the world to communicate across all sectors of society including business, politics, tourism, and education. In the field of education, English is the most important aspect for a student in facing the rapid digital era developments where everything uses English. Fitriana (2018) stated that people can express their ideas or opinion through language. Learning English will make it easier to acquire knowledge and information globally and provide tremendous opportunities to compete on the global stage.

In addition to playing a crucial function for the Indonesian people, English may be utilized as a platform to share various forms of Indonesian cultural literacy to the outside world. Conversely, Indonesians are able to learn a wide range of foreign and cultural information. In Indonesia, English is a compulsory subject that is required to learn and taught by the teachers (Marza, N & Hetty, 2020). This is also reinforced by Zein et al., (2020), who states that the official role of English was published by New Order Regime (1967-1998) and inaugurated through Presidential Decree No. 28/1990. With the policy, the Ministry of Education and Culture add English as a compulsory subject that was

taught in Junior High School (SMP), Senior High School (SMA), and Vocational High School (SMK).

Although English is a foreign language that becomes a compulsory subject in public schools, it was also added by Ministry of Religious as a compulsory subject in Islamic schools (*Madrasah Tsanawiyah* (MTs) and *Madrasah Aliyah* (MA)). Basically, Islamic schools prioritize learning religion and the Arabic language as a feature of Islamic schools, but the addition of English is also required to deal with the digital era. This is narrated by Hadith At- Tirmidhi: 2639

عَنْ زَيْدِ بْنِ ثَابِتٍ يَقُوْلُ: قَالَ أَمَرَنِي رَسُولُ اللهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

Zaid bin Tsabit narrated that "Rasulullah SAW, ordered me to learn Syriac."

According to Rois & Rubini (2021), the hadith gives a permissible to use Syriac language including English as a *da'wah* or *wasilah* to facilitate understanding or worldly *wasilah* such as studying science, technology and medicine. This also in line with hadith of the Prophet's command to Zaid bin Tsabit, (Muhammad Abdur Rahman al-Mubarakfuri, Tuhfatul Ahwadzi Syarh Jami' at-Turmudzi, juz 7 p. 498)

إِذَاتُرَتَّبُ عَلَيْهِ فَائِدَةٌ فَحِيْنَئِذٍ يُسْتَحَبُّ كَمَا يُسْتَفَادُ مِنَ الْحَدِيْثِ أَنْتَهَ

"If learning the language (foreign language) has benefits, then it is Sunnah"

This explains that learning English as a subject can be considered useful and Sunnah because it can help to improve understanding of the other sciences, both written and oral in English.

Moreover, according to Utami et al (2018), the first step that must be done before learning English is vocabulary mastery since it plays significant role or

basic needs that should be consider before proceeding to learn the four core skills of English. The four basic skills that must be mastered consist of reading, listening, writing and speaking. Then, the other aspects that play a big role and support those skills are pronunciation, grammar, spelling and vocabulary. Apart from those skills, it should be underlined that learning a language is none other than its main purpose as a tool to communicate so that vocabulary mastery is a primary need to be learn (Astriyanti & Anwar, 2016, p.42).

Margareta & Ulfaika (2021) states that vocabulary has an important role as a communication tool because it is the basis of the formation of word phrases or sentences which if combined into one will contain a meaning. It can be said that the essence of word meaning is one of the supporting factors for mastering reading, writing, listening, and speaking skills. Moreover, vocabulary mastery will help students easily comprehend the meaning conveyed by both spoken and written communication. According to David Wilkins in Thornbury (2002) when someone speaks without grammar, there wouldn't be much to say, whereas there would be nothing to say if they lack sufficient of vocabulary competence. It means that vocabulary is important because it allows people to express their thoughts, feelings, and ideas. From vocabulary mastery, they can communicate with others by forming a series of meaningful sentences. This is also in line with Fauziati (2010:61), who states that vocabulary is a micro–skill or central of language which must be considered in order to facilitate effective communication. It can be the first concern of learning process, which will allow them to understand the meaning of the content as well as express an idea or

thought they have. Mostly, teachers prioritize vocabulary when teaching foreign languages, particularly English.

Another hand, the importance of teaching vocabulary also refers to English learning in Junior High School, especially in seventh grade using the current curriculum, namely the independent curriculum which is divided into several phases. Seven graders to nine are in phase D. In this phase, students are expected to be able to use English to exchange ideas, experiences, opinions, interact with teachers, and peers in formal and informal contexts. In addition, the students are expected to understand the vocabulary in context. The students also are expected to be able to use simple sentence structures. This was reinforced by a published book entitled "English for Nusantara", which was written by Damayanti et al., (2022). This book is the main source of reference for learning English in Junior High School, which is developed in accordance with the learning outcomes of the independent curriculum. In the scope and sequence of material related to the introduction of basic vocabulary including greetings, hobbies, numbers, self-introduction, etc. In this phase, an Introduction to vocabulary is needed to support the continuity of learning and help students understand the basic material being taught by the teacher. This is also a provision for students to learn English at the next level.

In addition, to support the learning success and students' vocabulary mastery, it is necessary to have an interesting learning model that can increase student vocabulary, namely make a match. According to Marza (2020), the learning model that can be used in teaching vocabulary is make a match model. It can make the learning process more enjoyable and will be an important strategy for

teaching vocabulary to students. This learning model also has a character that is very close to students who like to play while learning. By using this model, it will help students understand vocabulary easily and can share their knowledge about vocabulary with others. According to Maduratna (2014), the application of the make a match model involves students actively participating in vocabulary learning where they can collaborate with their friends. This model can also assist teachers in creating contexts that promote successful and meaningful language learning.

Apart from the teacher's role as an educator is very vital in supporting student's success, the students' roles should also be considered. For example, students' perceptions, because they have the right to speak up and communicate what they want to learn, or how their perceptions about the knowledge that is being transmitted to them as knowledge recipients. Moreover, students have the right to receive the resources they require to get ready to be exceptional leaders of their nation in the future as agent of change. The existence of perception is needed as a medium to communicate whether learning can be well received or not. If they understand learning well, it will make the students achieve competency and learning objectives.

There are some previous studies that relevant to support this research. The first study was conducted by Lamade et al., (2018), which is related to this research. The purpose of this study is to determine the students' achievement on vocabulary mastery by using makes a match technique. Then, several findings have been found, (1) the applying of make a match method makes the students involved directly and actively participating in the learning process (2) applying

make a match model makes the learning situation more fun and enjoyable and many students will participate actively in the class. Referring to the statement above, make a match method will bring the positive learning and help the students for mastering English vocabulary.

The second study was conducted by Margareta & Ulfaika (2021), which investigated the way improving students' English vocabulary by using index card match. The researcher discovered that the index card strategy helps students memorize words more easily and motivates them to learn English. It also encouraged students to participate in the learning process by collaborating with their partner.

The third previous study was conducted by Setyawati et al., (2018). The aim of the study to find out the use of makes a match method supported by picture to improve students' learning activity. The finding shows that the students' learning activity was success since the implementation of this method. The use of picture also supported to increases the students' activity both cognitively and physically.

Another previous research has been conducted by Seftia Ningsih & Abdul Waris (2020), which is related to this study found that the students got difficulty recognizing new English vocabulary. They have no motivation and the learning environment makes them feel bored. By using make a match model in learning activity it can change the learning atmosphere to be more fun and interesting. The result shows that students can easily enhance their vocabulary through make a match model because it is accordance with their age which is the transition period from elementary school to junior high school.

Additionally, this research conducted at MTs NU Pakis, a school known for its program, which has one-hundred accomplishments in both academic and extracurricular domains. The school is located in Jl. Raya Bunut Wetan No. 986, Krajan, Bunut Wetan, Kec. Pakis, Malang Regency, East Java 65154. Moreover, the majority of teachers always do the development strategies or procedures that are appropriate for the learning activities, methodologies, and learning medium employed. In addition to several strategies, methods and learning media used by teachers, this study identified a gap from the previous studies above where they did not discuss students' perceptions regarding the use of make a match for vocabulary learning. The researcher classified their perception about the vocabulary acquisitions, messages and impression while learning using make a match. So that researchers are challenged to see how Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis.

1.2 Research Questions

The researchers developed a number of study questions based on the phenomena above.

1. What are students' perceptions of using make a match model in teaching vocabulary for seven graders of MTs NU Pakis?

2. What are students' perceptions about the vocabulary acquisition by using make a match model of MTs NU Pakis?

1.3 Objective of the Study

The research objectives based on research questions are as follows:

1. To examine the students' perceptions of using make a match model in teaching vocabulary for seven graders of MTs NU Pakis.

2. To examine the students' perception about the vocabulary acquisition by using makes a match model of MTs NU Pakis.

1.4 Significance of the Study

1.4.1. Theoretical Significance

In this section, the researcher discussed the students' perceptions of using make a match model of MTs NU Pakis. This study makes a significant contribution in determining how students perceive the use of make match in learning vocabulary and how educators select engaging learning models. The study's findings provided valuable information about how students perceive learning vocabulary by using make a match model, and the researcher sincerely hope that this study will be beneficial to English teaching and learning.

1.4.2. Practical Significance

This research will be a consideration for teachers to choose interesting learning models according to students' perceptions. For students, this research helps the students freely to perceive about the learning process they have received from the teachers. Furthermore, the findings suggest that this study can assist other researchers who are interested in conducting extensive research in a related field.

1.5 Limitation of the Study

The researcher limited the research study to the use make a match model in teaching vocabulary at MTs NU Pakis. This study is focusing on the students' perception of using make a match model in teaching vocabulary, as well as the vocabulary acquisition. The vocabulary learning included of self-introduction, greetings, hobbies, number, or the specific material in the publish book entitled "English for Nusantara" for seventh grade students. The make a match learning model used cooperative learning model. Then, the research subject is 25 female students of VII A class at MTs NU Pakis academic year 2022/2023.

1.6 Definition Key of Terms

The researcher defined some terms to facilitate the understanding, and to avoid misunderstanding about the terms, as follows:

1. **Perception** refers to an overview or opinion of students towards using make a match model in teaching vocabulary at MTs NU Pakis.

2. **Vocabulary** is a familiar word that a person knows which when a group of words from a language are combined, they become meaningful.

3. **Make a match** refers to a learning model used by the teacher in teaching vocabulary in order to improve vocabulary and motivate students at MTs NU Pakis. Make a match is chosen as a learning model since it can provide an interesting atmosphere also accordance to seven graders at MTs NU Pakis.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed the theoretical framework and the previous studies related to this research. Some important key term variables will be discussed including the concept of perception, students' perception, the nature of vocabulary, and make a match as learning model are all defined in this section.

2.1 Perception

2.1.1 Definition of Perception

Perception is a process or stimulus that involves the five senses of the individual through understanding information that provides an overview and also have meaning in certain situations. Each individual has a different perception because they receive different experiences with objects or information. These perceptions arise through experiences that are preceded by the sensory process and will be transmitted by nerves to the brain. This is in line with Wilcox (2018) who states that perception emerges from five senses that are transferred into the human brain, it is determined by a person's past experience and all that is in the mind. Therefore, the differences individual perceptions occur when receiving, organizing objects, and gathering information. It can be positive and negative perceptions. Sarwono (2002) states that perception involves a person's cognitive activity which enables the individual to accumulate past experiences and memories as a result of sensing as object recognition. The process actively assesses and gives meaning to good or bad judgments.

According to Mechanisms (2009), perception is the process of sensing by humans to recognize and identify the stimuli that will serve as the description for

understanding the information. Meanwhile, Kurniawan (2015) defined that perception is a process that starts from the senses and will be received by the human brain as long as a person is continuously interacting with his environment. Another definition of perception, the researcher take from Longman Dictionary of Contemporary English, it is defined that perception is the way the individual think about something and express the idea, the way use the five senses to notice something, and the natural ability of human to understand or notice things quickly. Moreover, Qiong (2017) defined the term "perception" through three knowledge discipline, philosophy, psychology, and cognitive science. He stated that it is a process in attaining consciousness and understanding the sensory information. Additionally, the term "perception" is derived from the Latin concepts *perceptio* and *percipio,* it means "receiving, gathering, taking possession activity, and apprehension using the mind or senses."

In addition, perception is also strongly linked to how humans communicate. Aw (2011) states that the brain's precision in receiving sensory stimulation can lead to communication success, and vice versa. Communication will fail if the brain is not stimulated appropriately. It can be concluded that something caught by the senses will be carried by the nerves and transferred to the brain can carry information that is then clearly interpreted.

2.1.2 The Process of Students' Perception

There are three steps of perceptions process as proposed by Kenyon & Sen (2015). The initial step of perception is selection process. The selection process is carried out at this stage when we are drawn to them or simply want them and tend to sense the stimuli that surround us. Noticing all the stimuli, also called "attend

stimulus". Kinds of stimuli can be physical interaction, light, taste, sound, etc. The second step is organization. All of the stimuli processes were organized and classified in a meaningful way. The organization stimuli also called "transduction". It comes when the sensory organs receive a stimulus and it transforms to neural activity. From the neural activity, the stimuli will be categorized into pattern that makes sense to us. This categorization is quite useful for gathering additional information. After the perceptions were organized, the last step is interpretation in which deriving meaning from data obtained from things and the surrounding environment via the senses. The interpretation might be subjective because of the different pattern based on the physical condition, goals, experiences, expectations, values, need, attitudes, etc. These form a different perception in each person.

2.1.3 Forms of Perception

There are two forms of perception those are positive and negative as purposed by Irwanto (2002). The first is positive perception. Positive perception is a perception that functions to perceive all things both knowledge and response which is followed by efforts to utilize. The second is negative perception. It encompasses all knowledge and responses that opposite to the object being perceived. This perception comes from the view of an object in which the objects captured does not accordance to his or her personal. Referring to the explanation above, it can be conclude that both positive and negative perceptions will affect a person's actions. The perception used tends to describe all knowledge that is relevant to her or his personal.

2.1.4 The Factors Affecting Students' Perception

According to Saleh (2018), there are some factors that play the occurrences of perceptions. The first is how the object being perceived. The object will cause a stimulus that concerns the sensory organs or receptors. Stimulus can come from outside or inside the individual that will affects the receiving nerve, namely the receptor. The second is sense organs, nerves and central nerves system. Sensory organs and sensory nerves are mechanism for receiving stimuli and transferring them to the central nervous system, namely the brain as the center of consciousness. To respond to this requires the presence of motor nerves. The third is attention because it is an initial step in perceiving anything is to pay attention and focus on all individual activities that are displayed to something or object.

It can be concluded that those factor is play a crucial part in perception because the perceived object will provide cognitive stimulation to obtain the stimuli that are transmitted to the brain. In order for perception to work, the objects to be observed must be given special attention. Perception is influenced by individual experiences observing objects. Their experience will also affect how the individual perceives an object in accordance with their needs. Moreover, Kenyon & Sen (2015) argues that the occurrences of perceptions will be accompanied by factors that influence the perception both internally or externally factors. The internal factor that influenced perception is prior knowledge, interests, attitudes, motives, and the expectations, while the external factor include salience, size, something new, movement, etc.

Based on Walgito in Maesaroh (2022), there are two kinds factor that influence perceptions those are internally and externally factor. The internal factors are divided

into three sections. The first is attention. Attention is an ability to process information specifically which involves concentration and awareness can assist in learning activities. The second is an interest since it causes a person's interest in something that arouses curiosity or special attention to achieve it. The third is an experience because the good or bad experiences one has will influence how they perceive future events because the individuals also engage in cognitive processes that compare their past experiences and current knowledge in order to form perceptions indirectly.

Moreover, for the external factors also divided into three sections. The first is the teacher since the role of teacher is significant because teacher is an agent who delivers stimuli and influences the students in order to make perceptions. In other words, the teacher facilitates the stimulus to students and decides what will serve as the background for their perceptions. The second is school atmosphere. The school atmosphere can affect student perceptions. The school atmosphere must be made as comfortable as possible for students so that they can receive learning well. The third is relationship. A supportive relationship between educators and students will assist them receive stimuli and establish positive perceptions. This good relationship will make students enjoy and also influence their motivation and interest in the learning process.

2.2 Vocabulary

2.2.1 The Definition of Vocabulary

Linse (2005) contends that vocabulary is a collection of familiar word lists that people are familiar with. Individuals use word collections to express their thoughts, ideas, and opinions. If a person acquires a large vocabulary, they will be

able to communicate fluently. In other words, if someone wants to communicate effectively, they must have good vocabulary mastery (Zawil, 2016). Vocabulary is one language component of micro-skills that has an important role to support macro-skill. Other words, vocabulary can also be defined as the word collection that individuals know in order to communicate effectively. Familiar vocabulary can come from either expressive or receptive vocabulary (Aminatun & Oktaviani, 2019). This in line with Abmanan et al., (2017) who stated that vocabulary is a frame of word in a particular language that an individual knows and used by her or him. Supported by Hornby (1995) also defined vocabulary in three ways that cover a) the collection of words which form of language; b) the words known by a person or used in some media and c) the word list and also contain its meaning.

Through the definitions of vocabulary above, it can be stated that vocabulary is one of the micro language skills that an individual requires when learning a language. Vocabulary is the basis and plays significant role before learning foreign language. It can support the macro skills including four major skills in English. Moreover, it can be concluded that all collection word lists that individual know is used to communicate effectively with others.

2.2.2 The Process of Learning Vocabulary

Nation (2017) argues that learning vocabulary requires two things: basic conditions and repetition supported by good quality processing in terms of quantity and quality, which are closely linked. Conditions that affect quality and quantity include word taking, use of previously encountered vocabulary, and repetition of vocabulary. Therefore, the process of learning vocabulary in terms of quantity and quality is very important, as follows:

a. Quantity of meetings or repetition

Repetition occurs when a word meets more than once. However, these repetitions should be spaced so that learning vocabulary can be accepted easily. Repetition can be done in a variety of ways by using related word families, for example amaze, amazed, amazing, amazingly, etc. This can increase knowledge of the vocabulary learned.

b. Quality of meetings

This relates to the capacity memory and vocabulary processing. The quality of the vocabulary acquisition is obtained from mental processing of a word, paying attention to vocabulary, retrieval, memorizing meaning, encounter new vocabulary and apply it, etc.

2.2.3 Kinds of Vocabulary

Vocabulary acquisition plays significant role to link the four major skills in English. To give a better understanding of the vocabulary its better to take into account the context that is used. This will simplify the scope of material and vocabulary that will be taught to the students. Dakhi & Fitria (2019) states that vocabulary is also classified into two categories those are receptive and productive vocabulary, as follows:

a. Receptive vocabulary refers to an individual's understanding of information through variety ways whether sounds or words. The vocabulary also encounter during reading and listening. The words can easily acknowledge and understand the pattern when they occur in context and attaching a corresponding meaning of it, but they cannot produce the vocabulary. This is the initial phase when learning vocabulary. For instance, a child who is still unable to speak, they only hear the

patterns and instructions given to them in order to interpret based on the context that they receive.

b. Productive vocabulary is the words that use to produce both orally or written in order to transferring message, idea, opinion, etc. When someone wants to delivered their idea, they can use a known words that they are familiar with (Hiebert & Kamil, 2005). For instance, a child that used vocabulary as a tool of communication, used for speaking and writing to deliver their idea. It can be called productive vocabulary.

2.2.4 The Important of Vocabulary Mastery

Nowadays, English language becomes one of aspect that should be mastered because it used to face many challenging in globalization era. All information and knowledge are provided and easily found in the English language. Many aspects in humans' lives are really close to English. For instance, most of job application uses terms and condition for job seeker that they should good or proficient in English. This makes the position of English very important. To learn English properly, people must know the basis of vocabulary because the more new vocabulary they gain, the easier they mastery English language. This also supported by Utami et al., (2018) the first step that must be done before learning English is vocabulary mastery since it play significant role or basic needs that should be consider before proceeding to learn the four core skills of English. Mastering the vocabulary means mastering the knowledge and skills. The definition about master itself means that the complete knowledge of individual that makes his or her master in certain subject (Alqathani, 2015). Moreover, vocabulary plays significant role and provide a basis for students mastering four major English skills those are reading, writing, listening and speaking

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(Asyiah, 2017). Margareta & Ulfaika (2021) states that vocabulary has an important role as a communication tool because it is the basis of the formation of word phrases or sentences which if combined into one will contain a meaning. It can be said that the essence of word meaning is one of the supporting factors for mastering reading, writing, listening, and speaking skills. The more vocabulary mastery, the better it is to understand and express all ideas in the vocabulary used.

According to David Wilkins in Thornbury (2002) when someone speaks without grammar, there wouldn't be much to say, whereas there would be nothing to say if they lack sufficient vocabulary competence. It means that vocabulary is important because it allows people to express their thoughts, feelings, and ideas. From vocabulary mastery, they can communicate with others by forming a series meaningful sentences based on their vocabulary mastery.

Based on the explanation above, it can be concluded that vocabulary mastery is very important before learning foreign language, especially English. Moreover, vocabulary mastery is the one of component language skills and link to four major skills. If someone knows the basis, it will make it easier to learn English.

2.2.5 Teaching Vocabulary

Alqathani (2015) asserted that the importance teaching vocabulary to students as a means of introducing words in order to make them familiar before learning a foreign language since the vocabulary is the fundamental basis of language. It is impossible if students are not introduced to vocabulary before learning a language. Vocabulary serves as a basis and guidance since it can be learned and then classified into familiar words before being used as a productive vocabulary. Teaching vocabulary is used the creative strategy or technique since it is not mother language;

it will make the classroom situation easily bored. The teacher should take into account the appropriate techniques in which the techniques that is used also up-to-date based on the conditions (Susanto & Halim (2017). The teacher should understood and master the material before they deliver to the students. In order to help the teacher in teaching vocabulary, there are several techniques commonly used in teaching vocabulary to help the teacher in conducting a learning process and suggested by some experts as follows:

a. Using object

Teaching vocabulary using object will presenting a real object that can be seen by the students. It will help the students to recognize and memorize it easily. The visual process can captured the object as cues to remember words. Visual aids and demonstration are involved in this technique (Takač, V. & Singleton, 2008). For instance, the teacher shows an object the students; it can be easily to convey the meaning of an object because the object is concrete and real.

b. Drilling and spelling

Drilling is a technique used to familiarize students how it sounds like or how the words are pronounce correctly. The teacher should ensure that the drilling technique is clear and natural (Thronbury, 2002). The drilling technique can strengthen their memory on the words that has delivered by the teacher. The drilling technique also link to the spelling and the pronunciation of the words. Moreover, the teacher also checks their understanding about the vocabulary that they receive by involving the students in determining the meaning of the words.

c. Using drawing and picture

Using drawing can help the limitation to show all the things in real object. The object can be drawn or illustrated on the whiteboard or the flashcard. It can make it easier for students to understand the material.Then, teaching vocabulary through picture can stimulate their background knowledge to new story. The vocabulary can be introduced and illustrating by the picture. Types of picture include posters, flashcard, charts, blackboard drawing, wall pictures, etc.

d. Mime, expressions and gestures

Alqathani (2015) states that the use mimes and gestures are important to emphasize gestures and facial expression when communicating with others people. If teachers might be having difficulty explaining the meaning of words, especially abstract things, they can use mime or gesture as well as their facial expression to help them deliver what they want to deliver. For instance, the words "angry," "happy," and "sad" are form of adjective which difficult to comprehend, so the teacher can those techniques to assist the students understand the meaning.

e. Enumeration and contrast

Susanto & Halim (2017) defined that an enumeration is a set of collection used as a general usage of the words to cover all. It can help the teacher to explain the difficult words. This technique also make a simple words to understand and will engage the students think critically. For instance, when the teacher got some difficulty to explain about "vegetables", the teacher order the students to make a list word related to vegetables such as broccoli,

cabbage, spinach, etc. From that, the meaning of word "vegetables" will be clearly understandable. It can extend the scope of enumeration and enrich their vocabulary. Meanwhile, the contrast technique used to ease the students to understand the intended of words. This technique uses opposites known as antonyms. For instance, the antonym for the word "boy" is contrasting with the word "girl".

2.3 Make a Match Model

2.3.1 The Definition of Make a Match Model

Nowadays, the teacher should use the appropriate technique or learning model that makes the learning atmosphere more fun and also enhance the enthusiasm the students in learning process. One of the learning model techniques that can be selected is make a match model. Lorna Curran (1994) was develop make a match as cooperative learning model, which can be used as a supplement to the learning process. The application of make a match itself is looking for a partner who has a match card while they are learning the material. The students should find their card partner before the time runs out. Nikmah, et. al (2018) also defined that make a match as a type of learning model that involves looking for a pair of cards that match the owned card and afterwards explaining the meaning to each other. Meanwhile, Arifah & Kusumarasdyati (2013) defined that make a match is types of co-learning model that engage in students' psychomotor aspect in finding a partner. The students are divided into two groups in this technique: group A and group B. Groups A and B is each given a different card. Group A receives a question card, while Group B receives an answer card. Then, the students asked to find their matches and report it to the teacher. Moreover, Rohmutadi (2021) also defined that make a match is a

learning model that prioritizes interaction and the ability to collaborate as evidence by the students' interaction to find a partner who has the matches card.

Referring the explanation above, make a match is a cooperative learning model that can be applied in learning process as a supplement to enhance the students' motivation and make learning process more fun. The technique of make a match itself is looking for a partner that has a suitable card. Each student is divided into two groups, group A gets a questions card, while group B gets an answer card. After find a partner, they report it to the teacher before the time runs out.

2.3.2 Teaching Vocabulary Using Make a Match Model

Teachers plays significant role in helping students for mastering vocabulary. The make a match model is one of several methods that teachers can utilize in teaching vocabulary. The uses make match as a learning model aims to motivate the students in learning vocabulary. Teachers should have a good preparation before teaching in order to maintain the learning process well organized so that is also possible to achieve the learning objectives if the teaching preparation is well organized. This requires the proper steps when employing make a match learning model. Aqib (2013) stated that there are several steps that must be done when applying the make a match model. The first is the teacher should prepare cards containing the topic or material that will discuss in the learning process. Each card consists of a question and answer. Every student gets one card between question cards or answer cards. Second, they asked to open the cards and thinks about the possibility answer or question about the cards that has given by the teacher. Then, every student looking for a match's partners that suit the answer or question from their card. Third, the student who finds matching pairs with their cards before time

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runs out will get the point. Going to the second session, the cards are shuffled and the students looking for another partner that matches the card they got. The last step is the teacher invites students to review and gives the conclusion about the material they have learned.

2.3.3 The Strenghts and Weaknesses Using Make a Match Model

According to Nikmah, et.al (2018), there will be strengths and weaknesses on the implementation make a match model. The strengths of using make a match model will provide an interesting atmosphere when the students looking for their partner while learning. This activity involved the students in directly answering a question given from the card. It also makes the students more creative and thinks critically by using make a match learning model. Through this learning model, the students can learn about working collaboratively with their partner and also avoid the students' boredom so that it can make durable learning process. Rohmutadi (2021) also gives the additional information about the strengths using make a match model can drive the five senses. It means students can learn through doing, language, and movement. The five senses are working together and make fun learning process. By using make a match model can makes students feel fun in the game. Fun situation can help students absorb the material well.

Meanwhile, the weaknesses of using make a match model is the implementation of activity needs guidance from the teacher and need to make good preparation such as the materials that will be taught and the tool (card). Students usually also might be misunderstanding to catch the explanation from teacher. Moreover, the time required must be limited because avoid the students to much play

and they do not focus on the learning process. This activity will make noise and difficult to control the students.

2.4 Previous Studies

Several previous studies that were related to this research were found and used as references and additional information by the researcher. First, the research entitled "Teaching English Vocabulary to The Seventh Year Students of SMP Negeri 10 Palu Through Make-A-Match Technique" which was written by Lamade et al., (2018). The purpose of the goal of the study is to determine the students' achievement on vocabulary mastery by using makes a match technique. This study was classroom action research by going through two cycles in accordance with the procedure itself. The total number of students consists of twenty seven seventh grades as the subjects. This study examined the improvement vocabulary mastery through this technique by analyzing both result also compare it. The findings revealed that student achievement increased significantly over the course of the two cycles. According to the finding above, the use of make a match in teaching vocabulary can make classroom atmosphere more interactive, fun, enthusiast. The data indicated that it can improve their English vocabulary acquisitions and motivate the students in learning process.

The second research is entitled "Improving Students' English Vocabulary Mastery by Using Index Card Match Strategy at the Seventh Grade Students of SMP Nasional Plus Indo Tionghoa Tarakan" which was written by Margareta & Romlah Ulfaika in 2021. This study attempted to ascertain the way improving students' English vocabulary by using index card match. This research conducted because of Indonesian English proficiency is low with the 51st rank of 88 countries based on the

data from English Proficiency Index (EPI). The basic procedure of using index card match is searching and matching card with their matches' partner. This research was classroom action research. The subject of the study is thirty-two students of seven graders consist of six-teen females and sixteen males. The study's findings reveal the activity of the students in the classroom. The data obtained from the observation checklist showed 84.3% in the first cycle to 87,9% in cycle II. Moreover, the result in the first cycle indicated a minimum score under 70, with total percentage of 65%. Fortunately, in the second cycle showed the significant students' achievement with total percentage more than 85%. This activity showed that index card match can be applied in teaching vocabulary in order to help students to master vocabulary. Moreover, it can create an active and collaborative atmosphere in learning process. The students memorized words easier and more enthusiasts to learn English.

The third previous study is entitled "Make a Match Method Supported by Picture Media to Improve Students' Learning Activity" which was written by Setyawati et al., (2018). The study was aimed to find out the use of make a match method supported by picture to improve students' learning activity. This research conducted by classroom action research by going through two cycles. Data collection used documentation and observation. The result of the data was form of chart and quantitative form. The information of data was interpreted in the form of paragraphs based on the two cycles. The finding shows that the students' learning activity was success since the implementation of this method. The use of picture also supported increases the students' activity both cognitively and physically. Based on the finding above, it can be conclude that the application of make match supported by picture can increase students' learning activity.

The next research was conducted by Seftia Ningsih & Waris (2020), entitled "Improving Vocabulary Through Make a Match Technique". The purpose of this study was to find out the use of the make a match technique to improve vocabulary mastery, especially in mastery common noun. This researched was quasi-experimental research design which used class B as experimental group and control group for class A. The population that used as a sample consists of one-hundred seventy-two students of eight graders and selected by purposive sampling. The result was analyzed statically and descriptive. The study's findings reveal that the both test of the students significantly improve their vocabulary enrichment. Learning English vocabulary by using make a match can be boost students' motivation. Moreover, the experimental and control group showed different results in vocabulary mastery between the class that was taught by using make a match and the control class that did not taught.

The main differences from this research and those previous researches is that they mostly discuss on how vocabulary can be improved by using make a match technique or model and their research method used classroom action research by going through two cycles. In contrast, this research would like to examine about students' perception using make a match model. The research design of this study is survey design with the quantitative approach and the subject is seven graders of MTs NU Pakis.

CHAPTER III

RESEARCH METHOD

In this session, the researcher discussed the method and research flow that will be used in this research, including the research design, subject of the study, research instrument, data collection, data analysis and data validity.

3.1 Research Design

This research design used descriptive survey with quantitative approach. According to Sugiyono (2013), descriptive is a method used to describe or analyze a research result but not used to make broader inferences. Morrisan (2017) also argued that descriptive survey seeks to explain or record conditions or attitudes to explain what is currently happening. Survey is typically used to describe people's opinions, attitudes and also the perceptions of people. The surveys' instruments included questionnaires, tests, observations, and also interviews as follow-up steps (Latief, 2011). In descriptive research, the researcher does not give special treatment to the object under study, but only describes a situation or condition. The purpose of the survey research method is to find out why this phenomenon occurs. Therefore, the relationship between variables was not considered in this study. This type of research was chosen because this study investigates students' perceptions of using make a match model of MTs NU Pakis. The researcher assumes this method is appropriate to answer the questions concerning the subject of research because this study would like to examine the students' perceptions of using make a match model of MTs NU Pakis.

3.2 Subject of The Study

This research conducted at MTs NU Pakis, a school known for its program, which has one-hundred accomplishments in both academic and extracurricular domains. The school is located on Jl. Raya Bunut Wetan No. 986, Krajan, Bunut Wetan, Kec. Pakis, Malang Regency, East Java 65154. The primary subject of the study was the seven graders of MTs NU Pakis in academic year 2022/2023 with total twenty-five female students. Most students are aged 12-13 years. The students' English level approximately ranges A1 - B1. The researcher chose the subject of this study because they were seventh grade students who were transitioning from elementary school to junior high school and still required the teacher's attention and guidance in learning English, particularly focusing on their vocabulary mastery. Moreover, the application of the make a match model by the teacher led the researcher to investigate and analyzing students' perceptions of using make a match model because it should be considered that they have the right to speak up and communicate what they want to learn as well since their perception can communicate whether the learning process can be well received or not. If they understand learning well, it will make the students achieve competency and learning objectives.

3.3 Research Instrument

An instrument is necessary tool to help researcher find answers to the research questions that will help to present data empirically. The instruments used for helping to collect the data in this research. In this study, the researcher used two main instruments, those are questionnaire and interview. A questionnaire is used to collect the students' information related to their perception using make a match model. The questionnaire was designed by the researcher based on the subject matter to be

measured with the written questions to gather the respondents' information or others. The questionnaire distributed by using online platform in form of Bahasa so that it can be easily to understand. Furthermore, the second instrument is interview as for collecting depth data information and complementing the questionnaire. The character of interview itself is direct contact between researcher and respondent. Hennink, et al, (2020) also emphasizes that interview is used to find information related to personal experience which is carried out to identify several things, namely; 1) how a person makes some decisions 2) how people make their perceptions based on their belief 3) in-depth information related to sensitive issues 4) individuals' feelings and emotions, etc. This instrument is in accordance with this study which will seek the data information related to students' voices. The total questions of the interview are five questions for students related to their perceptions of using make a match model. The researcher asked the students by using Bahasa since it can be easily to understand.

3.3.1 Validity

The validity of the research instrument used two stages. The first stage is content validation that has been validated by an expert. In the process of testing its validity was conducted on 19th February 2023. The second stage validity process is conducted by SPSS 2.60. The validity result from r-count value and r-table value was valid if the r-count value bigger than r-table value.

3.3.2 Reliability

An instrument's reliability value is crucial when conducting research. It will produce accurate and consistent measurements with a reliable instrument. Reliability is a consistency value of an instrument. For this reason, the reliability of this testing

instrument was checked by SPSS 2.60 by looking at the Alpha Cronbach. The data was reliable if the Alpha Cronbach value bigger than the standard value which is 0,60. This is the formula for the Cronbach' alpha as follows:

$$Cronbach'alpha = (\frac{Q}{Q-1})\ (1 - \frac{\sum S^2qi}{\sum S^2x})$$

Descriptions:

Q : The number of items in one variable

S^2qi : Variant of score for each item

S^2x : Variance of the total score of the item

The results of reliability calculations using Cronbach alpha will produce values ranging from 0 to 1. If the value of the reliability coefficient greater, it makes the instrument more reliable. There are categories to determine the level of reliability of the research instrument (Arikunto, 2013).

Table 3. 1 Instrument Reliability Coefficient Category

Reliability Coefficient	Reliability Level
0,800 – 1,000	Very High
0,600 – 0,799	High
0,400 – 0,599	Enough
0,200 – 0,399	Low
Less than 0,200	Very Low

3.4 Data Collection

Data collection techniques are methods used for gathering data or information from subject research in order to obtain reliable findings that correspond to reality. This activity is carried out by the researcher in order to collecting data systematically and easy. The data collection used by researcher in this study as follows:

3.4.1 Questionnaire

A questionnaire is kinds of data collection technique that can assist the researcher in gathering the data information they need for research. Sugiyono (2013) argued that the questionnaire is a data collection technique by providing a collection of written questions to respondent. Questionnaire is very suitable for large respondent. To acquire data objectively and quickly, researcher can directly deliver to respondents by using online platform. Total respondents that received the questionnaire are twenty-five of seven graders. The researcher provided a total questionnaire is 13 numbers related to students' perceptions of using make a match model in teaching vocabulary, 7 numbers related to the students' perceptions about the vocabulary acquisition by using make a match model. The questionnaire distributed by using Indonesian so that it can be easily to understand for seventh grade students. The type of questionnaire is closed-ended questions by using Likert scale. Beglar & Nemoto (2014) states that a Likert scale is a psychological measurement of a person, also known as a psychometric scale, in which respondents can select from a variety of categories relating to their opinions, attitudes, or feelings regarding a certain situation. The use of Likert scale because the data can be gathered quickly from a large number of respondents.

The questionnaire used was tested for validity and reliability using SPSS 26.0. The questionnaire was distributed to the population of the study, there were 25 students who filled out the questionnaire and the validity results were seen from the R-value and R-table, the validity was seen from the Cronbach Alpha value. Then for reliability it has been checked and found that all statements are reliable because Cronbach's Alpha results are more than 0.60.

Table 3.2 Validity Result

No	Comparing r values		
	r Count	r Table	Explanation
1.	0,740	0,396	Valid
2.	0,806	0,396	Valid
3.	0,568	0,396	Valid
4.	0,795	0,396	Valid
5.	0,845	0,396	Valid
6.	0,657	0,396	Valid
7.	0,609	0,396	Valid
8.	0,616	0,396	Valid
9.	0,840	0,396	Valid
10.	0,700	0,396	Valid
11.	0,555	0,396	Valid
12.	0,593	0,396	Valid
13.	0,507	0,396	Valid
14.	0,730	0,396	Valid
15.	0,779	0,396	Valid
16.	0,706	0,396	Valid
17.	0,463	0,396	Valid
18.	0,643	0,396	Valid
19.	0,800	0,396	Valid
20.	0,850	0,396	Valid

Table 3.3 Reliability Result

Aspect	Cronbach's Alpha	N of items	Standard Value	Reliability Level	Explanation
Students' Perceptions of Using Make a Match Model	0,911	13	0,6	Very high	Reliable

in Teaching Vocabulary for Seven Graders of MTs NU Pakis					
Students' Perceptions about the Vocabulary Acquisition by Using Make a Match Model	0,828	7	0,6	Very high	Reliable

3.4.2 Interview

An interview is a process of two individual or group that meets to exchange some information or idea through questions and answer particular topic. Interview used to obtain significant information related to the topic of research in order to attain the objective of the research. In order to gain in-depth information about a specific issue relevant to the title of this research, the researcher conducts a semi-structured interview. The researcher asked specific questions during the interview and encourage the interviewee to share their perspectives. This process involves not only having the interviewee answer the questions, but also establishing rapport or trust relationship within them. In this study, the researcher interviewed a total of 10 seven graders of MTs NU Pakis. The total questions of interview for students are five questions. There are several steps used by researcher in conducting the interview. First, the researcher prepares list questions of interview guideline. Second, the researcher asked questions to the respondents sequentially related to the list questions. The researcher might ask supplementary questions related to this research since it is a semi-structured interview. To maintain researcher's memory, tape

recorders and notes are used as supplementary tools during the interview. Finally, the researcher transcribed the data obtained from the respondents.

3.5 Data Analysis

Data analysis is the processing of data obtained using formulas or with existing rules in accordance with the research approach (Arikunto, 2013). There are three phases used in the analysis techniques in quantitative method those are analysis data that identified response rates and biases, analyzed descriptive data to pinpoint key findings, and finally showing descriptive results to write the report (Creswell, 2013). The data analysis used is through computational calculations using the SPSS 2.60 (Statistical program for Social Science) program, which is a statistical computer program that is able to process statistical data precisely and quickly, into various outputs desired by decision makers. The researcher displayed descriptive statistics of the data to describe the data from the number of items selected by the students about their perceptions regarding the use of make a match in vocabulary learning. The selected items will be counted from each scale and summed.

CHAPTER IV

RESEARCH FINDING

In this session, the researcher presented the research findings and discussion. Research findings were obtained from data collected through questionnaires and interviews which were used to answer research questions including students' perceptions about the use of the make a match model in teaching vocabulary for seven graders of MTs NU Pakis and the students' perceptions about the vocabulary acquisition by using make a match model of MTs NU Pakis.

4.1 Research Finding

The study's finding was taken from questionnaires and interviews with a total of 25 female students as respondents of this research. The number of questionnaires distributed was 20 numbers with five alternative answers. The statements on the questionnaire were using Bahasa and distributed by using an online platform to make it easier to get data. The questionnaire used to gain the information related to students' perception of using make a match model in teaching vocabulary, as well as the vocabulary acquisition by using make a match model. Moreover, the interview consisted of five questions for students. Each question or statements is related to this research in order to answer the research questions and presented the data accuracy. Furthermore, the study's finding described and discussed below.

4.1.1 Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis

In this stages provided the finding related to the students' perceptions of using make a match model in teaching vocabulary for seven graders of MTs NU

Pakis. The table below is shown the total percentages of the first 13 aspect statements

taken from the questionnaire were given to the respondents of this research.

Table 4.1 Questionnaires about Students' Perceptions of Using Make a Match Model
in Teaching Vocabulary for Seven Graders of MTs NU Pakis

No	Statements	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
**Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis**									
1.	*Guru menggunakan model pembelajaran yang mudah dimengerti siswa dalam menyampaikan materi.* The teacher uses a learning model that is easy for students to understand in delivering material.	0% (0)	0% (0)	**0% (0)**	32% (8)	44% (11)	24% (6)	**68% (17)**	**4.00 ± 0,759**
2.	*Instruksi dari guru saya mudah dipahami.* The instructions from my teacher are easy to understand.	0% (0)	0% (0)	**0% (0)**	32% (8)	40% (10)	28% (7)	**68% (17)**	**4.00 ± 0,790**
3.	*Saya merasa senang ketika pembelajaran menggunakan make a match model.* I feel happy when learning using make a match model.	0% (0)	0% (0)	**0% (0)**	32% (8)	56% (14)	12% (3)	**68% (17)**	**4.00± 0,645**
4.	*Model pembelajaran make a match*	0% (0)	4% (1)	**4% (1)**	28% (7)	48% (12)	20% (5)	**68% (17)**	**4.00± 0,800**

No.	Statement								Mean ± SD
	sangat cocok digunakan untuk pengajaran kosa kata. The make a match learning model is very suitable for teaching vocabulary.								
5.	*Dengan menggunakan model pembelajaran make a match, siswa dapat lebih lama fokus karena suasana kelas yang menyenangkan.* By using the make a match learning model, students can focus longer because the class atmosphere is fun.	0% (0)	4% (1)	**4% (1)**	32% (8)	44% (11)	20% (5)	**64% (16)**	**4.00± 0,816**
6.	*Saya mudah memahami materi yang dijelaskan dengan menggunakan pembelajaran make a match model.* I easily understand the material explained by using the make a match learning model.	0% (0)	0% (0)	**0% (0)**	24% (6)	52% (13)	24% (6)	**76% (19)**	**4.00± 0,707**
7.	*Model pembelajaran make a match sangat efektif diterapkan di dalam kelas.* Make a match learning model is very effective	0% (0)	0% (0)	**0% (0)**	36% (9)	52% (13)	12% (3)	**64% (16)**	**4.00± 0,663**

No.	Statement								Mean±SD
	implemented in the classroom.								
8.	*Model pembelajaran make a match meningkatkan motivasi saya dalam belajar bahasa inggris.* Make a match learning model increases my motivation in learning English.	0% (0)	4% (1)	**4%** **(1)**	16% (4)	52% (13)	28% (7)	**80%** **(20)**	**4.00± 0,790**
9.	*Saya menjadi aktif dalam pembelajaran bahasa Inggris dengan menggunakan model pembelajaran make a match.* I became active in learning English by using make a match model.	0% (0)	4% (0)	**4%** **(0)**	36% (9)	40% (10)	20% (5)	**60%** **(15)**	**4.00± 0,831**
10.	*Pembelajaran menggunakan make a match model membuat saya lebih percaya diri.* Make a match learning model makes me more confident.	0% (0)	4% (1)	**4%** **(1)**	32% (8)	48% (12)	16% (4)	**64%** **(16)**	**4.00± 0,779**
11.	*Pembelajaran make a match model sangat cocok dengan karakter saya.* Make a match learning model that suits my character.	0% (0)	4% (1)	**4%** **(1)**	44% (11)	36% (9)	16% (4)	**52%** **(13)**	**4.00± 0,913**
12.	*Saya menyukai model*	0%	4%	**4%**	20%	48%	28%	**76%**	**4.00±**

	pembelajaran yang melibatkan kolaborasi antar teman. I like the learning model that involves collaboration between friends.	(0)	(1)	**(1)**	(5)	(12)	(7)	**(19)**	**0,816**
13.	*Saya sangat tertarik mencari arti kosa kata dan menemukan partner saya dengan mudah.* I am very interested in finding the meaning of vocabulary and finding my partners easily.	0% (0)	4% (1)	**4%** **(1)**	20% (5)	44% (11)	32% (8)	**76%** **(19)**	**4.00±** **0,841**

From the table 4.1.1 above, there are thirteen statements for the first aspect that have been answer by the students. All those statements related about the students' perceptions of using make a match model in teaching vocabulary. The first statement was, *"The teacher uses a learning model that is easy for students to understand in delivering material."* It showed that 24% of students strongly agreed with the statement. Then, the highest percentage of 44% of students agrees that the learning model used by the teacher can be easily understood in delivering the material, and 32% of students chose neutral. Then none of them chose disagree or strongly disagreed (0%) with the statement. The total percentage of the students who show the positive result is 68%. Thus, it indicated that the learning model chosen by the teacher for delivering material can help students understand the material easily.

The second statement was about *"The instructions from my teacher are easy to understand."* From the result shown that 28% of students strongly agreed, and

40% of them agreed with the statement. While 32% of them were chose neutral and none of them chose disagreed (0%) or strongly disagreed (0%). The total positive result shown 68% the students agree on this statement. It indicated that the teacher instruction is easy to understand. The instructions was related to the make a match learning model and the results showed that the students feel easy to understand the teacher's instructions.

The third statement was about their perceptions of using make a match model in teaching vocabulary. The statement was, *"I feel happy when learning using make a match model."* The result of this statement showed that a total three students (12%) chose strongly agreed and fourtheen students (56%) chose agreed with the statement. While the remaining six students chose neutral with a total percentage 32% and none of them chose disagreed (0%) or strongly disagreed (0%). The total percentages that show positive results are 68%. Thus, the result indicated that most of students feel happy when the learning process is using make a match model.

The fourth statement regarding, "*The make a match learning model is very suitable for teaching vocabulary"*. There are 68% of students show a positive result on this statement, 20% of students strongly agreed, and the highest percentage was 48% from twelve students chose agreed the statements. While 28% of them were chose neutral and the remaining choose disagreed (4%) or strongly disagreed (0%). It showed that make a match learning model is very suitable for teaching vocabulary.

The fifth statement was *"By using the make a match learning model, students can focus longer because the class atmosphere is fun."* The result showed that 20% of students strongly agreed. The most of students (44%) chose agreed and 32% chose neutral. While 4% students chose disagreed and none of them

chose strongly disagreed. The total percentages that show positive result reached 64%. It indicated that the use make a match learning model make the students more focus because the class atmosphere is fun.

The next statement was about their opinion regarding to the material comprehension explained by using make a match model. The following statement was *"I easily understand the material explained by using the make a match learning mode"* show the positive result with the total percentage 76%, six students (24%) chose strongly agreed, thirteen students choose agreed with a highest percentage 52%, and the remaining students choose neutral with total percentage 24%. There were no students chose disagreed (0%) or strongly disagreed (0%). Thus, the result can be indicated that they easily understand the material explained by using the make a match learning model.

The seventh statement was *"Make a match learning model is very effective implemented in the classroom."* The result showed that 12% chose strongly agreed, 52% chose agreed and 36% chose neutral on this statement. There were no students chose disagreed (0%) or strongly disagreed (0%). The total percentages of positive result reached 64%. It showed that make a match learning model is very effective implemented in the classroom.

The following statement was *"Make a match learning model increases my motivation in learning English."* The percentage of the statement provided on the table above showed that 28% of students chose strongly agreed, 52% chose agreed, and 16% chose neutral on this statement. While only one student (4%) chose disagreed and no one chose strongly disagreed (0%). Here, the total percentages of positive result reached 80%. It can be concluded that the student's

motivation in learning English increased by using make a match learning model.

The ninth statement was about their opinion regarding to the students' activeness. The statement as follow *"I became active in learning English by using make a match model."* The total percentage answers showed that five students, (20%) chose strongly agreed, 40% chose agreed and 36% chose neutral on this statement. While only one student (4%) chose disagree (0%) and no students chose strongly disagreed (0%). It indicated that they feel more active in learning English by using make a match model because the percentage total of positive result reached 60%..

The next statement was *"Make a match learning model makes me more confident"* show the total percentage of positive result reached 64%, four students chose strongly agreed with a total percentage 16%, twelve students chose agreed with a highest percentage total 48%, and the remaining was eight students (32%) chose neutral on this statement. Then, from a total twenty-five students, only one student chose disagreed (4%) and no students chose strongly disagreed (0%). It can be indicated that they feel more confident when learning by using make a match model.

The eleventh statement was *"Make a match learning model that suits my character."* The result of this statement showed that 16% of students strongly agreed, 36% chose agreed, 44% chose neutral on this statement. However, only one students (4%) chose strongly disagreed and no students chose disagreed. The total percentage of positive result reached 52%. It can be concluded that most of them feel that make a match learning model was suits with their character.

Further statement was *"I like the learning model that involves collaboration*

between friends." The result showed that seven students (28%) chose strongly agreed, 48% chose agreed, and 20% chose neutral on this statement. While the remaining 4% or only one students chose disagreed and none of them chose strongly agreed answers. Here, the total percentages that show positive result reached 76%. Thus, it showed that the students like the learning model that involves collaboration between friends.

The last statement was, *"I am very interested in finding the meaning of vocabulary and finding my partners easily."* From this statement, it found that 32% of students strongly agreed with this statement. 44% of them chose agreed and 20% chose neural on this statement. For disagreed answer reached 4% and 0% for strongly disagreed answers. The total percentages that show positive result reached 76%. It can be concluded that most of them feel interested in finding he meaning of vocabulary and finding their partner easily.

4.1.2 Students' Perception about the Vocabulary Acquisition by Using Make a Match Model

In this stages provided the result of the continuation questionnaire were presented from the first aspect, namely, students' perception about the vocabulary acquisition by using make a match model. Then, the second aspects related to the students' perception about the vocabulary acquisition by using make a match model. The result was shown on the table below which included seven statement questions with the five alternative answers also the median and standard deviation itself.

Table 4. 2 Questionnaires about Students' Perception about the Vocabulary
Acquisition by Using Make a Match Model

No.	Statements	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M± SD
	Students' Perception about the Vocabulary Acquisition by Using Make a Match Model								
14.	*Pembelajaran make a match model dapat meningkatkan penguasaan kosa kata saya.* Make a match learning model can improve my vocabulary mastery.	0% (0)	8% (2)	**8% (2)**	32% (8)	52% (13)	8% (2)	**60% (15)**	**4.00± 0,764**
15.	*Saya dapat memahami kosa kata dengan mudah melalui model pembelajaran make a match.* I can understand vocabulary easily through make a match learning model.	4% (1)	0% (0)	**4% (1)**	24% (6)	52% (13)	20% (5)	**72% (18)**	**4.00± 0,898**
16.	*Saya dapat mengingat kosa kata dengan mudah dengan menggunakan model pembelajaran make a match.* I can remember vocabulary easily by using make a match learning model.	0% (0)	0% (0)	**0% (0)**	44% (11)	36% (9)	20% (5)	**56% (14)**	**4.00± 0,779**
17.	*Saya memiliki rasa penasaran yang tinggi*	0% (0)	0% (0)	**0% (0)**	40% (10)	36% (9)	24% (6)	**60% (15)**	**4.00± 0,800**

44

No.	Statement								
	terhadap kosa kata baru yang telah disediakan. I have a high curiosity about the new vocabulary that has been provided.			45					
18.	*Saya tertarik mempelajari bahasa Inggris lebih dalam dengan memperkaya kosa kata.* I am interested in learning English more deeply by enriching my vocabulary.	0% (0)	4% (1)	**4% (1)**	48% (12)	32% (8)	16% (4)	**48% (12)**	**3.00± 0,816**
19.	*Saya belajar bagaimana cara mengucapkan kosa kata dengan benar.* I learned how to pronounce vocabulary correctly.	0% (0)	4% (1)	**4% (1)**	8% (2)	72% (18)	16% (4)	**88% (22)**	**4.00± 0,645**
20.	*Kosa kata yang saya pelajari dapat saya pergunakan dengan baik dan benar.* I can use the vocabulary that I learn well.	0% (0)	4% (1)	**4% (1)**	8% (2)	68% (17)	20% (5)	**88% (22)**	**4.00± 0,676**

There are seven statement of the research finding on the table 4.1.2 above. The fourteenth statement was *"Make a match learning model can improve my vocabulary mastery."* The result of this statement showed that 8% of them chose

strongly agreed, 52% chose agreed, 32% stands for neutral. While for disagreed reach a total percentage 8% and no students chose strongly disagreed of this statement. Here, the total percentages that show positive result reached 60%. Thus, it can be indicated that learning by using make a match model can improved their vocabulary acquisitions.

The fifteenth statement was *"I can understand vocabulary easily through make a match learning model."* 20% of them chose strongly agreed, and the majority chose to agree with the highest percentage being same as previous statement that is 52% and 24% chose to neutral on this statement. In comparison, 4% chose strongly disagreed and none of them chose disagreed on this statement. The total percentages that show positive result reached 72%. In conclusion, most of the students chose agreed that they can easily understand the vocabulary through make a match learning model.

The next statement was about the students' perceptions on the students' memory power toward their vocabulary acquisitions. The statement was "*I can remember vocabulary easily by using make a match learning model.*" From this statement, it found that most of students stood for neutral 44%, and 36% of students chose agreed. 20% of them chose strongly agreed. Then, no students chose disagreed or strongly disagreed answers. The total percentages that show positive result reached 56%. It showed that the most of students can remember vocabulary easily by using make a match learning model.

The seventeenth statement was *"I have a high curiosity about the new vocabulary that has been provided."* The percentage of the statement provided on the table above showed that six students stated strongly agreed (24%), nine

students stated agreed with total percentage reach out 36% and the remaining ten students chose to neutral (40%). In contrast, there were no one chose disagreed (0%) or strongly disagreed answers (0%). The total percentages that show positive result reached 60%. It indicated that they have a high curiosity about the new vocabulary that has been provided by the teacher through make a match learning model.

The eighteenth statement was their perceptions of deeper interest in learning English. The statement was *"I am interested in learning English more deeply by enriching my vocabulary."* From this statement, it found that 16% of students chose strongly agreed, 32% chose agreed, 48% chose neutral on this statement. While 4% of students chose disagreed and no one of them chose strongly disagreed on this statement. The total percentages that show positive result reached 48%. Thus, it showed that the total percentages agree and neutral when combined into one have a result balanced numbers so that the conclusion is that the students have an interest in enriching English vocabulary is balanced.

The nineteenth statement was *"I learned how to pronounce vocabulary correctly."* The result showed that most of students chose agreed with a total percentage 72%, and 16% chose strongly agreed. 8% chose neutral on this statement. In contrast, 4% of students chose disagreed and no one of students chose strongly disagreed on this statement. Here, the total percentages that show positive result reached 88%. Thus, it indicated that through make a match learning model, they can learn how to pronounce vocabulary correctly.

The last statement was *"I can use the vocabulary that I learn well."* As seen the table above, it found that 20% of students chose strongly agreed, 68% of them

chose agreed and the remaining chose neutral 8%. While for disagreed reached (4%) and none of them chose strongly disagreed answers (0%). The total percentages that show positive result reached 88%. It showed that trough make a match learning model, they can use vocabulary learned well.

4.1.3 Interview Results about Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis

In this stage, the interview results about students' perceptions of using make a match model in teaching vocabulary were transcribed and described in order to strengthen the questionnaire result and make the data obtained more valid. The researcher gave five questions to 10 female students to asked their experienced and opinions of make a match learning model in vocabulary learning. Moreover, the researcher also coded the acronym names of the ten female students in order to maintain the confidentiality data sources. The interview results as follow:

The first questions related to their experienced or opinions of make a match learning model in vocabulary learning. The question was, *"What is your opinion about learning is carried out using make a match model?"*

RA: *"In my opinion, learning using the make a match model is enjoyable, and it helps me memorize vocabulary. Instead of memorizing word for word as is customary, I prefer this learning model because it is both beneficial and enjoyable."*

RD: "*It's very interesting because I can understand various kinds of new vocabulary and its meaning all at once*"

AZ: *"The learning model is excellent because it teaches us how to recognize new vocabulary. Furthermore, the learning model is not monotonous, so it can refresh our minds from boredom."*

NS: *"In my opinion, learning using the make a match model is more fun and makes me closer to my friends. Besides that, I can acquainted with English vocabulary as well as its meaning"*

SM: *"It's enjoyable because it allows me to gain insight into new vocabulary and strengthen friendships with my friends."*

NI: *"The learning model is very enjoyable and helps me learn more English vocabulary."*

Z: *"I'm happy and excited because I can easily understand and memorize the vocabulary."*

NF: *"During the lesson, I feel happy because I can recognize a lot of vocabulary and understand it easily."*

AO: *"So far, the use of make a match learning model in teaching vocabulary is very exciting and appears to be a game. Furthermore, I understand vocabulary and its meaning more easily rather than I read it myself and look it up in the dictionary."*

ZA: *"It's very exciting because the learning model involves collaboration among friends, which could lead to me becoming more intimate with my friends."*

From the interview's transcription on the first question showed that the majority of them enjoy learning English vocabulary using the make a match learning model. They claimed that they could easily memorize English vocabulary, which made the learning process less monotonous. SM and ZA stated that this learning model can make them closer with their friends because they could discuss and collaborate with each other.

The second question was about, *"Does the make a match learning model can improve English vocabulary acquisitions?"*

RA: *"Of course, it can help add new vocabulary because it's easy to memorize. Besides that, if the same vocabulary appears, I understand better because I have learned it."*

RD: *"Yes, by using a learning model like this can improve my vocabulary because it's easy to remember"*

AZ: *"Yes, it has the potential to expand my vocabulary. For example, when I encounter previously learned vocabulary, I can recall it quickly."*

NS: *"Yes, it can increase my vocabulary acquisitions even a little"*

SM: *"Yes, for example, when it was time the lesson using make a match model, I still remember it"*

NI: *"Absolutely yes, it can increase my vocabulary acquisitions"*

Z: *"Yes, I feel that my vocabulary acquisitions are increasing since learning by using make a match. It can help me to still remember it. Furthermore I can use the vocabulary well such as make sentences by using the vocabulary learned"*

NF: *"Yes, it helps me so well and I can know the meaning of English vocabulary easily"*

AO: *"Yes, it can increase my vocabulary acquisitions and I am motivated to learn more about the other vocabulary"*

ZA: *"Of course, my vocabulary acquisitions were improved and I understand the meanings of English vocabulary that I have never learned before."*

The interview's transcription above showed that make a match learning model can help them to improve English vocabulary acquisitions. They easily memorize and understand vocabulary. AO stated that they motivated to learn more about the other vocabulary.

The next question was, *"How do you feel when the learning process uses make a match model?"*

RA: *"I feel happy and curious about the matching pairs in the cards that have been dealt. Apart from that, I am very excited about finding a pair of cards."*

RD: *"When the game first started, I overjoyed and worried that I wouldn't be able to find a suitable partner."*

AZ: *"Of course, I am very happy because I can discuss with friends and add new vocabulary."*

NS: *"I think the beginning of the lesson is very monotonous and uninteresting. Then, the teacher used the make a match learning model. It makes me feel comfortable and interested in English lessons again. Besides that, using a learning model like this can increases my enthusiasm."*

SM: *"I feel happy and more exciting. Moreover, the learning process looks friendly and less monotonous."*

NI: *"I feel panics because it is my first experience but I am happy."*

Z: *"I feel challenged and curious to find an appropriate partner. Besides that, I want English learning to use a model like this again."*

NF: *"I feel happy because the class atmosphere is more fun"*

AO: *"I feel excited, challenged and panics at the same time but this learning model is very comfortable."*

ZA: *"Of course, I'm happy because I can collaborate with my friends, and this learning model is like a game."*

Based on the interviews' transcription about their feeling when learning by using make a match learning model, it can be concluded that most of them feel enjoy,

excited, happy, and more enthusiast in learning English. Make a match learning model can also help their boredom and make the class atmosphere more fun.

The fourth question was, "*What problems do you encounter when learning using make a match model*"

RA: *"I think the problem that I encountered is when I am looking for a partner that matched the cards I have. I assume that if there are fewer students, it will be easier to find a suitable partner based on the cards."*

RD: *"I find it difficult to find a partner that matches the card I got, but it is become a challenge for me."*

AZ: *"Sometimes, when looking for a partner who matches my card, my friends and I have disagreements because we have to discuss it before finding one that really fits."*

NS: *"Sometimes, I feel confused about the meaning of vocabulary on the cards I receive. This allows me to discuss with my friends and look for those who haven't got a partner that matches my card."*

SM: *"I have almost no difficulty finding a match for my card."*

NI: *"I find it difficult to find a partner that matches my card."*

Z: *"I have a bit difficulty finding a partner who matched my card, but it's makes me curious about whom my partner matches my card."*

NF: *"I feel confused and a bit difficult to find a partner that matches the card I receive"*

AO: *"I have no difficulty finding a partner that matches my card."*

ZA: *"I think the difficulty I encountered is finding a partner that matched my card."*

According to the interviews' transcription above, it can be concluded that the majority them have the same problem when trying to find their partner who matches

their card. They stated that they feel confused to find their matches. RD also added even she feel confused and difficult to find her matches, it has also become a challenge for her.

The last question was, "*What are advantages and disadvantages learning by using make a match model in teaching English vocabulary*"

RA: *"The advantage is that the vocabulary that I learn can be easily memorized and understood, while the only drawback is that it is difficult to find partners."*

RD: *"The advantage of learning using the make a match model is very exciting and can improve my vocabulary. While the drawback is that when the game progresses, I have a little difficulty finding a partner that matches my card."*

AZ: *"I can add English vocabulary that I have never learned by using the make a match model. Despite the benefits, I am having some difficulty in finding partners that matches my card."*

NS: *"I assume that this learning model can increase my enthusiasm in learning English. Even so, the classroom environment is not conducive and a bit noisy."*

SM: *"The class atmosphere is more fun and adds a lot of insight into new vocabulary. It also engaged me in collaboration activity with my friends."*

NI: *"In my opinion, this learning model can increase learning motivation to deepen English vocabulary. Meanwhile, the drawback is that I find it difficult to find a partner that suits my card."*

Z: *"The advantage of this learning model is that I can understand new vocabulary easily while the difficulty is finding a partner that matches my card."*

NF: *"I think the benefit of this learning model is that it is very suitable for learning vocabulary because I can easily understand vocabulary. Aside from that, there are*

disadvantages, such as the difficulty in finding a partner who matches my card."

AO: *"Through make a match learning model, I can understand vocabulary and memorized easily. I have no difficulty to find a partner because it is so fun."*

ZA: *"I got a new insight of English vocabulary that I have never learned before. Moreover, I think the difficulty I encountered is finding a partner that matched my card."*

The interview's transcription above revealed the advantage or disadvantages of using make a match learning model in teaching vocabulary. The majority of them stated that they easily understand vocabulary trough make a match model. It helps them easily to memorize vocabulary and also gain new insight. They feel enjoy because the class atmosphere is fun and motivated them in learning English. Besides that, the disadvantage is they feel difficult to find their match's card and also the implementation of make a match learning model is a bit noisy.

4.2 Discussion

After analyzing the data obtained from questionnaire and interview with twenty five of seven graders at MTs NU Pakis, the researcher intends to discuss about the research results related to the previous studies and theories. The purpose of this research was examine the students' perceptions of using make a match model in teaching vocabulary for seven graders of MTs NU Pakis, as well as students' perceptions about vocabulary the acquisition by using make a match model of MTs NU Pakis.

4.2.1 Students' Perceptions of Using Make a Match Model

In term of students' perceptions of using make a match model that related on the research results, the researcher could imply that most of students have positive

perceptions on the use make a match learning model in teaching vocabulary. As stated by Wilcox (2018), their perceptions emerged from five senses that are transferred into human brain and it is determine by the person's past experience From this statement, it can be seen that the students have learning experience using make a match model.

Based on their perceptions, they thought make a match learning model was an interesting activity because it can make the learning atmosphere more fun and the material delivered easily. They also feel happy and comfortable in the learning process. Lamade et al., (2018) supported this study with the same previous research on the junior high school in Palu. The study showed that the use of make a match in teaching vocabulary can make classroom atmosphere more interactive, fun, enthusiast. Moreover, the use make a match model in teaching vocabulary also engaged the collaboration activity and boost their activeness during learning. In terms of the theory, this also supported with Rohmutadi (2021), make a match model that prioritizes interaction and collaboration with friends in order to find the matches card.

Furthermore, based on the interview results in the first question regarding their opinion in learning experience by using make a match model, it showed that learning using make a match model is enjoyable and help them in memorizing vocabulary, instead of memorizing word for word as usual. In this case, the use of make a match model can be a new breakthrough in teaching vocabulary that is flexible and fun so that they can memorize vocabulary or convey material well. This was in line with the previous studies conducted by Margareta & Ulfaika (2021) that

the implementation of index card match can make students memorized words easier and more enthusiasts to learn English.

4.2.2 Students' Perceptions About Vocabulary the Acquisition By Using Make a Match Model

In terms of students' perceptions about the vocabulary acquisition by using make a match model, most of the twenty five seven graders at MTs NU Pakis have positive perceptions. They perceive that make a match learning model can increase their vocabulary acquisitions. They also perceive that the use make a match learning model was suitable in teaching vocabulary because they can memorize easily and use the vocabulary learned well. This was in line with the previous study conducted by Seftia Ningsih & Waris (2020), which the use of make a match model significantly improve their vocabulary enrichment.

Furthermore, the interview results found that most of students had difficulty finding partner because the cards were randomized between questions and answers so that students were confused when looking for their card partners and make the class a bit noisy. This is also coherent with their perception of the disadvantages of using make a match learning model. In contrast of the theory as stated by Nikmah et al., (2018), the difficulties associated with finding partners in learning using the make a match model have yet to be mentioned. Meanwhile, the advantages of using make a match model, they easily understand vocabulary trough make a match model. It helps them easily to memorize vocabulary and also gain new insight. They feel enjoy because the class atmosphere is fun and motivated them in learning English. This align with Nikmah et al., (2018) who stated that make a match model will

provide an interesting atmosphere when the students looking for their partner while learning.

Moreover, the researcher found that the students also learn how to pronounce the vocabulary correctly. This showed that they do not only learn vocabulary, they also learn the pronunciation it is.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding in the previous chapter, the results of the questionnaire and interview show that the seven graders students of MTs NU Pakis were having positive perceptions toward using make a match model in teaching vocabulary. They perceive that the use make a match model can be an alternative in learning vocabulary because they can understand vocabulary and memorize easily. It also increased their motivation, confidence, activeness, and the relationship with their friends. It was strengthen with the result of questionnaire and interviews with the students' perceptions of using make a match model in teaching vocabulary. The total percentage of questionnaire was about make a match learning model is very suitable for teaching vocabulary, reaching 60% agree.

In terms of students' perceptions about the vocabulary acquisition by using make a match model. It showed that make a match model was helped them in enriching their vocabulary. As a result, the use of make a match model was suitable in teaching vocabulary.

5.2 Suggestion

Based on the result of this research showed that there was positive perceptions toward using make a match model in teaching vocabulary. The researcher would like to give some suggestion. First, the suggestion for the teacher the researcher suggests that the teacher must have the other innovations in the learning process. It would be nice if the teacher can add pictures and involve group discussions to find pictures that match the meaning or give a list of questions that not

only have English vocabulary, but also have synonyms and antonyms to make it more varied.

Based on the result of students' perceptions toward using make a match model were give positive perceptions, the students are suggested to be more active and spirit in the classroom although do not us this learning model. Moreover, It is hoped that students will have the desire to be independent in learning so they can be motivated and also the students should ask when encounter difficulties.

For the future research, this research only investigates students' perceptions of using make a match model for seven graders of MTs NU Pakis. The researcher suggests future research will examine the other English skills that can be integrated with make a match learning model. This research is expected to be useful as a reference for further research that also wants to deepen in the related field.

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APPENDICES

Appendix I Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 324/Un.03.1/TL.00.1/02/2023	17 Februari 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala MTs NU Pakis
di
      Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Kharisma Rizki Amalia NF
NIM	:	19180026
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis**
Lama Penelitian	:	**Februari 2023** sampai dengan **April 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Instrument Validation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B-*211*/Un.03/FITK/PP.00.9/02/2023	16 Februari 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Septia Dwi Jayanti, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Kharisma Rizki Amalia NF
NIM	:	19180026
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Student's Perception Of Using Make A Match Model In Teaching Vocabulary For Seven Graders Of MTs NU Pakis
Dosen Pembimbing	:	Harir Mubarok, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Muhammad Walid, M.A
NIP. 308232000031002

Appendix III Validity and Reliability Result from SPSS

1. Validity Result (Aspect of Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis)

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	Total1
X1.1	Pearson Correlation	1	.967**	.306	.595**	.645**	.388	.374	.562**	.563**	.459*	.373	.202	.266	.740**
	Sig. (2-tailed)		.000	.137	.002	.000	.055	.066	.003	.003	.021	.067	.334	.198	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.2	Pearson Correlation	.967**	1	.392	.649**	.698**	.448*	.458*	.604**	.620**	.526**	.382	.259	.316	.806**
	Sig. (2-tailed)	.000		.052	.000	.000	.025	.021	.001	.001	.007	.060	.212	.123	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.3	Pearson Correlation	.306	.392	1	.500*	.316	.365	.954**	.343	.373	.315	.141	.158	.246	.568**
	Sig. (2-tailed)	.137	.052		.011	.124	.073	.000	.093	.066	.125	.500	.450	.236	.003
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.4	Pearson Correlation	.595**	.649**	.500*	1	.651**	.516**	.553**	.736**	.630**	.872**	.365	.064	.134	.795**
	Sig. (2-tailed)	.002	.000	.011		.000	.008	.004	.000	.001	.000	.073	.762	.524	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.5	Pearson Correlation	.645**	.698**	.316	.651**	1	.361	.369	.336	.971**	.642**	.671**	.437*	.437*	.845**
	Sig. (2-tailed)	.000	.000	.124	.000		.076	.069	.100	.000	.001	.000	.029	.029	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.6	Pearson Correlation	.388	.448*	.365	.516**	.361	1	.444*	.448*	.355	.378	.387	.433*	.491*	.657**
	Sig. (2-tailed)	.055	.025	.073	.008	.076		.026	.025	.082	.062	.056	.031	.013	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.7	Pearson Correlation	.374	.458*	.954**	.553**	.369	.444*	1	.417*	.420*	.368	.179	.077	.167	.609**
	Sig. (2-tailed)	.066	.021	.000	.004	.069	.026		.038	.036	.071	.392	.715	.424	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.8	Pearson Correlation	.562**	.604**	.343	.736**	.336	.448*	.417*	1	.269	.626**	.254	.000	.060	.616**
	Sig. (2-tailed)	.003	.001	.093	.000	.100	.025	.038		.193	.001	.220	1.000	.775	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.9	Pearson Correlation	.563**	.620**	.373	.630**	.971**	.355	.420*	.269	1	.616**	.692**	.491*	.492*	.840**
	Sig. (2-tailed)	.003	.001	.066	.001	.000	.082	.036	.193		.001	.000	.013	.013	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.10	Pearson Correlation	.459*	.526**	.315	.872**	.642**	.378	.368	.626**	.616**	1	.445*	.066	.015	.700**
	Sig. (2-tailed)	.021	.007	.125	.000	.001	.062	.071	.001	.001		.026	.756	.942	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.11	Pearson Correlation	.373	.382	.141	.365	.671**	.387	.179	.254	.692**	.445*	1	.671**	.619**	.707**
	Sig. (2-tailed)	.067	.060	.500	.073	.000	.056	.392	.220	.000	.026		.000	.001	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.12	Pearson Correlation	.202	.259	.158	.064	.437*	.433*	.077	.000	.491*	.066	.671**	1	.971**	.555**
	Sig. (2-tailed)	.334	.212	.450	.762	.029	.031	.715	1.000	.013	.756	.000		.000	.004
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X1.13	Pearson Correlation	.266	.316	.246	.134	.437*	.491*	.167	.060	.492*	.015	.619**	.971**	1	.593**
	Sig. (2-tailed)	.198	.123	.236	.524	.029	.013	.424	.775	.013	.942	.001	.000		.002
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Total1	Pearson Correlation	.740**	.806**	.568**	.795**	.845**	.657**	.609**	.616**	.840**	.700**	.707**	.555**	.593**	1
	Sig. (2-tailed)	.000	.000	.003	.000	.000	.000	.001	.001	.000	.000	.000	.004	.002	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

2. Validity Result (Aspect of Students' Perception about Vocabulary Acquisition by Using Make a Match Model)

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	Total2
X2.1	Pearson Correlation	1	.510**	.392	.095	.668**	.423*	.517**	.730**
	Sig. (2-tailed)		.009	.052	.650	.000	.035	.008	.000
	N	25	25	25	25	25	25	25	25
X2.2	Pearson Correlation	.510**	1	.419*	.137	.477*	.647**	.629**	.779**
	Sig. (2-tailed)	.009		.037	.514	.016	.000	.001	.000
	N	25	25	25	25	25	25	25	25
X2.3	Pearson Correlation	.392	.419*	1	.471*	.301	.414*	.494*	.706**
	Sig. (2-tailed)	.052	.037		.018	.143	.039	.012	.000
	N	25	25	25	25	25	25	25	25
X2.4	Pearson Correlation	.095	.137	.471*	1	-.038	.323	.321	.463*
	Sig. (2-tailed)	.650	.514	.018		.856	.116	.118	.020
	N	25	25	25	25	25	25	25	25

X2.5	Pearson Correlation	.668**	.477*	.301	-.038	1	.316	.408*	.643**
	Sig. (2-tailed)	.000	.016	.143	.856		.124	.043	.001
	N	25	25	25	25	25	25	25	25
X2.6	Pearson Correlation	.423*	.647**	.414*	.323	.316	1	.955**	.800**
	Sig. (2-tailed)	.035	.000	.039	.116	.124		.000	.000
	N	25	25	25	25	25	25	25	25
X2.7	Pearson Correlation	.517**	.629**	.494*	.321	.408*	.955**	1	.850**
	Sig. (2-tailed)	.008	.001	.012	.118	.043	.000		.000
	N	25	25	25	25	25	25	25	25
Total2	Pearson Correlation	.730**	.779**	.706**	.463*	.643**	.800**	.850**	1
	Sig. (2-tailed)	.000	.000	.000	.020	.001	.000	.000	
	N	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

1. Reliability Result (Aspect of Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis)

Reliability Statistics

Cronbach's Alpha	N of Items
.911	13

2. Reliability Result (Aspect of Students' Perception about Vocabulary Acquisition by Using Make a Match Model)

Reliability Statistics

Cronbach's Alpha	N of Items
.828	7

Appendix IV Validity and Reliability

1. Validity data with comparing r values

No	Comparing r values		
	r Count	**r Table**	**Explanation**
1.	0,740	0,396	Valid
2.	0,806	0,396	Valid
3.	0,568	0,396	Valid
4.	0,795	0,396	Valid
5.	0,845	0,396	Valid
6.	0,657	0,396	Valid
7.	0,609	0,396	Valid
8.	0,616	0,396	Valid
9.	0,840	0,396	Valid
10.	0,700	0,396	Valid
11.	0,555	0,396	Valid
12.	0,593	0,396	Valid
13.	0,507	0,396	Valid
14.	0,730	0,396	Valid
15.	0,779	0,396	Valid
16.	0,706	0,396	Valid
17.	0,463	0,396	Valid
18.	0,643	0,396	Valid
19.	0,800	0,396	Valid
20.	0,850	0,396	Valid

2. Reliability

Aspect	Cronbach's Alpha	N of items	Standard Value	Reliability Level	Explanation
Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for	0,911	13	0,6	Very high	Reliable

Seven Graders of MTs NU Pakis					
Students' Perceptions about Vocabulary Acquisition by Using Make a Match Model	0,828	7	0,6	Very high	Reliable

Appendix V Descriptive Statistic

1. Descriptive Statistic Aspect of Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	25	3	5	3.92	.759
X1.2	25	3	5	3.96	.790
X1.3	25	3	5	3.80	.645
X1.4	25	2	5	3.84	.800
X1.5	25	2	5	3.80	.816
X1.6	25	3	5	4.00	.707
X1.7	25	3	5	3.76	.663
X1.8	25	2	5	4.04	.790
X1.9	25	2	5	3.76	.831
X1.10	25	2	5	3.76	.779
X1.11	25	1	5	3.60	.913
X1.12	25	2	5	4.00	.816
X1.13	25	2	5	4.04	.841
Valid N (listwise)	25				

2. Descriptive Statistic Aspect of Students' Perceptions about Vocabulary Acquisition by Using Make a Match Model

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	25	2	5	3.60	.764
X2.2	25	1	5	3.84	.898
X2.3	25	3	5	3.76	.779
X2.4	25	3	5	3.84	.800
X2.5	25	2	5	3.60	.816
X2.6	25	2	5	4.00	.645
X2.7	25	2	5	4.04	.676
Valid N (listwise)	25				

No.	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	Total
Aspect of Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis														
1.	4	5	5	5	5	5	5	5	5	5	4	5	5	63
2.	5	5	5	5	4	5	5	5	4	3	3	4	5	58
3.	4	4	4	4	4	4	4	5	4	4	3	4	4	52
4.	4	4	4	3	3	4	4	4	3	3	3	4	4	47
5.	3	3	4	3	3	4	4	3	3	3	3	3	3	42
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	52
7.	5	5	4	4	4	4	4	4	4	4	4	4	4	54
8.	3	3	3	4	3	5	3	5	3	4	5	5	5	51
9.	3	3	4	3	3	3	3	3	3	3	3	5	5	44
10.	5	5	4	5	4	5	4	5	4	5	4	4	4	58
11.	3	3	3	2	3	4	3	2	3	2	3	5	5	41
12.	4	4	3	3	4	3	3	4	4	3	5	5	5	50
13.	3	3	4	4	4	3	4	4	4	4	3	3	3	46
14.	5	5	3	4	5	3	3	4	5	4	4	4	4	53
15.	5	5	3	4	4	4	3	5	3	4	3	3	3	49
16.	4	4	4	4	4	4	4	4	4	4	4	4	4	52
17.	4	4	3	4	5	5	3	3	5	4	4	5	5	54
18.	3	3	4	3	3	3	4	3	3	3	3	3	3	41
19.	4	4	4	3	3	4	4	4	3	3	3	4	4	47
20.	3	3	3	4	2	3	3	4	2	4	1	2	2	36
21.	3	3	3	3	3	4	3	3	3	3	3	3	3	41
22.	5	5	5	5	5	5	5	5	5	5	5	5	5	65
23.	4	4	4	4	4	4	4	4	4	4	4	4	4	52
24.	4	4	4	4	4	4	4	4	4	4	4	4	4	52
25.	4	4	4	5	5	4	4	4	5	5	5	4	4	57

No	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	Total
Aspect ofStudents' Perceptions about Vocabulary Acquisition by Using Make a Match Model								
1.	5	4	5	4	5	4	5	32
2.	3	4	5	4	3	4	4	27
3.	4	4	4	4	3	4	4	27
4.	3	4	3	3	3	4	4	24
5.	2	4	3	3	3	4	4	23
6.	4	4	4	4	4	4	4	28
7.	3	3	4	4	3	4	4	25
8.	4	5	4	5	4	5	5	32
9.	3	3	3	3	5	3	3	23
10.	4	4	4	4	4	4	4	28
11.	3	3	3	5	3	5	5	27
12.	4	4	3	4	4	4	4	27
13.	4	4	3	4	3	4	4	26
14.	3	3	4	3	3	4	4	24
15.	4	5	3	3	5	4	4	28
16.	4	4	4	3	4	4	4	27
17.	3	5	5	5	3	4	4	29
18.	4	4	3	3	3	3	3	23
19.	3	4	3	3	3	4	4	24
20.	2	1	3	5	2	2	2	17
21.	4	3	3	3	3	4	4	24
22.	5	5	5	5	5	5	5	35
23.	4	4	4	4	4	4	4	28
24.	4	3	4	3	4	4	4	26
25.	4	5	5	5	4	5	5	33

Appendix VII Descriptive Analysis of the Questionnaire Result

- Frequencies

Statistics

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13
N	Valid	25	25	25	25	25	25	25	25	25	25	25	25	25
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		.759	.790	.645	.800	.816	.707	.663	.790	.831	.779	.913	.816	.841

Statistics

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
N	Valid	25	25	25	25	25	25	25
	Missing	0	0	0	0	0	0	0
Median		4.00	4.00	4.00	4.00	3.00	4.00	4.00
Std. Deviation		.764	.898	.779	.800	.816	.645	.676

- Frequency Table per Items (20 items)

1. The teacher uses a learning model that is easy for students to understand in delivering material.

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	32.0	32.0	32.0
	Agree	11	44.0	44.0	76.0
	Strongly Agree	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

2. The instructions from my teacher are easy to understand.

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	32.0	32.0	32.0
	Agree	10	40.0	40.0	72.0
	Strongly Agree	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

3. I feel happy when learning using make a match model.

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	32.0	32.0	32.0
	Agree	14	56.0	56.0	88.0
	Strongly Agree	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

4. The make a match learning model is very suitable for teaching vocabulary.

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	7	28.0	28.0	32.0
	Agree	12	48.0	48.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

5. By using the make a match learning model, students can focus longer because the class atmosphere is fun.

X1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	8	32.0	32.0	36.0
	Agree	11	44.0	44.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

6. I easily understand the material explained by using the make a match learning model.

X1.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	24.0	24.0	24.0
	Agree	13	52.0	52.0	76.0
	Strongly Agree	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

7. Make a match learning model is very effective implemented in the classroom.

X1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	9	36.0	36.0	36.0
	Agree	13	52.0	52.0	88.0
	Strongly Agree	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

8. Make a match learning model increases my motivation in learning English.

X1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	4	16.0	16.0	20.0
	Agree	13	52.0	52.0	72.0
	Strongly Agree	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

9. I became active in learning English by using make a match model.

X1.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	9	36.0	36.0	40.0
	Agree	10	40.0	40.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

10. Make a match learning model makes me more confident.

X1.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	8	32.0	32.0	36.0
	Agree	12	48.0	48.0	84.0
	Strongly Agree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

11. Make a match learning model that suits my character.

X1.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.0	4.0
	Neutral	11	44.0	44.0	48.0
	Agree	9	36.0	36.0	84.0
	Strongly Agree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

12. I like the learning model that involves collaboration between friends.

X1.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	5	20.0	20.0	24.0
	Agree	12	48.0	48.0	72.0
	Strongly Agree	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

13. I am very interested in finding the meaning of vocabulary and finding my partners easily.

X1.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	5	20.0	20.0	24.0
	Agree	11	44.0	44.0	68.0
	Strongly Agree	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

14. Make a match learning model can improve my vocabulary mastery.

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	8.0	8.0	8.0
	Neutral	8	32.0	32.0	40.0
	Agree	13	52.0	52.0	92.0
	Strongly Agree	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

15. I can understand vocabulary easily through make a match learning model.

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.0	4.0
	Neutral	6	24.0	24.0	28.0
	Agree	13	52.0	52.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

16. I can remember vocabulary easily by using make a match learning model.

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	11	44.0	44.0	44.0
	Agree	9	36.0	36.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

17. I have a high curiosity about the new vocabulary that has been provided.

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	40.0	40.0	40.0
	Agree	9	36.0	36.0	76.0
	Strongly Agree	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

18. I am interested in learning English more deeply by enriching my vocabulary.

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	12	48.0	48.0	52.0
	Agree	8	32.0	32.0	84.0
	Strongly Agree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

19. I learned how to pronounce vocabulary correctly.

X2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	2	8.0	8.0	12.0
	Agree	18	72.0	72.0	84.0
	Strongly Agree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

20. I can use the vocabulary that I learn well.

X2.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.0	4.0	4.0
	Neutral	2	8.0	8.0	12.0
	Agree	17	68.0	68.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Appendix VIII Instrument Validation Sheet

<div align="center">

INSTRUMEN VALIDATION SHEET

**"Students' Perceptions of Using Make a Match Model in Teaching
Vocabulary for Seven Graders of MTs NU Pakis"**

</div>

Validator	Septia Dwi Jayanti
NIP	19890912201802012223
Expertise	Vocabulary
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	19 Februari 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

    1 = Very poor

    2 = Poor

    3 = Average

    4 = Good

    5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.					√
2	Research instrument using communicative language.				√	
3	Research instruments are able to dig up the information needed.					√
4	Research instrument using the correct punctuation.					√
5	Research instrument does not cause Misunderstanding.					√
6	Research instrument clear and easy to understand.				√	

D. Suggestion and Comment

E. Conclusion

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision.

2. The instrument can be used with revision.

3. The instrument can be used with many revisions.

4. The instrument can not be used.

Malang, 19 Februari 2023

Validator,

Septia Dwi Jayanti, M.Pd
NIP. 19890912201802012223

Appendix IX Questionnaire Guideline

QUESTIONNAIRE GUIDELINE

My name is Kharisma Rizki Amalia NF, I am currently studying for a bachelor's degree at English Education Department, Faculty of Education and Teacher Training at UIN Maulana Malik Ibrahim Malang. I currently conducted the research to fulfill the requirement for undergraduate degree. I hereby submit a questionnaire to complete the data requirements for my research entitled "Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis." The questionnaire below consists of 20 numbers and the time requirement to fill this questionnaire is approximately 10 minutes. The data obtained will be kept confidential and only used for this research. The researcher hopes your willingness to assist this research by filling out the questionnaire and being part of this research.

Keterangan: *Make a Match adalah jenis model pembelajaran kooperatif yang melibatkan aspek psikomotor siswa dalam mencari pasangan. Siswa dibagi menjadi dua kelompok dalam teknik ini yaitu kelompok A dan kelompok B. Kelompok A dan B masing-masing diberi kartu yang berbeda. Kelompok A mendapat kartu soal, sedangkan kelompok B mendapat kartu jawaban. Kemudian, siswa diminta untuk menemukan kecocokannya dan melaporkannya kepada guru.*

Silakan isi kuesioner menurut diri Anda sendiri dengan memberikan checklist (√) antara Sangat Tidak Setuju (SDA), Tidak Setuju (D),Netral (N), Setuju (A) dan Sangat Setuju (SA) sesuai dengan pernyataan yang tersedia.

Name:	ID Number:

Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis					
No.	**Statements**	**Alternative answer**				
		SDA	**D**	**N**	**A**	**SA**
1.	*Guru menggunakan model pembelajaran yang mudah dimengerti siswa dalam menyampaikan materi.* The teacher uses a learning model that is easy for students to understand in delivering material.					
2.	*Instruksi dari guru saya mudah dipahami.* The instructions from my teacher are easy to understand.					
3.	*Saya merasa senang ketika pembelajaran menggunakan make a match model.* I feel happy when learning using make a match model.					
4.	*Model pembelajaran make a match sangat cocok digunakan untuk pengajaran kosa kata.* The make a match learning model is very suitable for teaching vocabulary.					

No.	Statement					
5.	*Dengan menggunakan model pembelajaran make a match, siswa dapat lebih lama fokus karena suasana kelas yang menyenangkan.* By using the make a match learning model, students can focus longer because the class atmosphere is fun.	81				
6.	*Saya mudah memahami materi yang dijelaskan dengan menggunakan pembelajaran make a match model.* I easily understand the material explained by using the make a match learning model.					
7.	*Model pembelajaran make a match sangat efektif diterapkan di dalam kelas.* Make a match learning model is very effective implemented in the classroom.					
8.	*Model pembelajaran make a match meningkatkan motivasi saya dalam belajar bahasa inggris.* Make a match learning model increases my motivation in learning English.					
9.	*Saya menjadi aktif dalam pembelajaran bahasa Inggris dengan menggunakan model pembelajaran make a match.* I became active in learning English by using make a match model.					

10.	***Pembelajaran menggunakan make a match model membuat saya lebih percaya diri.*** Make a match learning model makes me more confident.				
11.	***Pembelajaran make a match model sangat cocok dengan karakter saya.*** Make a match learning model that suits my character.				
12.	***Saya menyukai model pembelajaran yang melibatkan kolaborasi antar teman.*** I like the learning model that involves collaboration between friends.				
13.	***Saya sangat tertarik mencari arti kosa kata dan menemukan partner saya dengan mudah.*** I am very interested in finding the meaning of vocabulary and finding my partners easily.				
Students' Perception about Vocabulary Acquisition by Using Make a Match Model					
14.	***Pembelajaran make a match model dapat meningkatkan penguasaan kosa kata saya.*** Make a match learning model can improve my vocabulary mastery.				
15.	***Saya dapat memahami kosa kata dengan mudah melalui model pembelajaran make a match.*** I can understand				

	vocabulary easily through make a match learning model.		83			
16.	*Saya dapat mengingat kosa kata dengan mudah dengan menggunakan model pembelajaran make a match.* *I can remember vocabulary easily by using make a match learning model.*					
17.	*Saya memiliki rasa penasaran yang tinggi terhadap kosa kata baru yang telah disediakan.* I have a high curiosity about the new vocabulary that has been provided.					
18.	*Saya tertarik mempelajari bahasa Inggris lebih dalam dengan memperkaya kosa kata.* I am interested in learning English more deeply by enriching my vocabulary.					
19.	*Saya belajar bagaimana cara mengucapkan kosa kata dengan benar* I learned how to pronounce vocabulary correctly.					
20.	*Kosa kata yang saya pelajari dapat saya pergunakan dengan baik dan benar.* I can use the vocabulary that I learn well.					

Appendix X Interview Guideline

INTERVIEW GUIDELINE

The interview guideline aims at interviewing the students related to their perceptions using make a match model.

The questions of interview:

1. What is your opinion about learning is carried out using make a match model?

   Bagaimana pendapatmu tentang pembelajaran dilakukan menggunakan make a match model?

2. Does the make a match learning model can improve English vocabulary acquisition?

   Apakah pembelajaran menggunakan make a match model dapat meningkatkan penguasaan kosa kata bahasa Inggris?

3. How do you feel when the learning process uses make a match model?

   Apa yang kamu rasakan ketika proses pembelajaran menggunakan make a match model?

4. What problems do you encounter when learning using make a match model?

   Apa permasalahan yang kamu temui ketika pembelajaran menggunakan make a match model?

5. What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?

   Apa kelebihan dan kekurangan menggunakan make a match model dalam pembelajaran kosa kata bahasa Inggris?

Appendix XI Questionnaire Results

No	Statements	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
	Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis								
1.	*Guru menggunakan model pembelajaran yang mudah dimengerti siswa dalam menyampaikan materi.* The teacher uses a learning model that is easy for students to understand in delivering material.	0% (0)	0% (0)	**0% (0)**	32% (8)	44% (11)	24% (6)	**68% (17)**	**4.00 ± 0,759**
2.	*Instruksi dari guru saya mudah dipahami.* The instructions from my teacher are easy to understand.	0% (0)	0% (0)	**0% (0)**	32% (8)	40% (10)	28% (7)	**68% (17)**	**4.00 ± 0,790**
3.	*Saya merasa senang ketika pembelajaran menggunakan make a match model.* I feel happy when learning using make a match model.	0% (0)	0% (0)	**0% (0)**	32% (8)	56% (14)	12% (3)	**68% (17)**	**4.00± 0,645**
4.	*Model pembelajaran make a match sangat cocok digunakan untuk pengajaran kosa kata.* The make a match learning model is	0% (0)	4% (1)	**4% (1)**	28% (7)	48% (12)	20% (5)	**68% (17)**	**4.00± 0,800**

No.	Statement								
	very suitable for teaching vocabulary.								
5.	***Dengan menggunakan model pembelajaran make a match, siswa dapat lebih lama fokus karena suasana kelas yang menyenangkan.*** By using the make a match learning model, students can focus longer because the class atmosphere is fun.	0% (0)	4% (1)	**4% (1)**	32% (8)	44% (11)	20% (5)	**64% (16)**	**4.00± 0,816**
6.	***Saya mudah memahami materi yang dijelaskan dengan menggunakan pembelajaran make a match model.*** I easily understand the material explained by using the make a match learning model.	0% (0)	0% (0)	**0% (0)**	24% (6)	52% (13)	24% (6)	**76% (19)**	**4.00± 0,707**
7.	***Model pembelajaran make a match sangat efektif diterapkan di dalam kelas.*** Make a match learning model is very effective implemented in the classroom.	0% (0)	0% (0)	**0% (0)**	36% (9)	52% (13)	12% (3)	**64% (16)**	**4.00± 0,663**
8.	***Model pembelajaran make a match meningkatkan***	0% (0)	4% (1)	**4% (1)**	16% (4)	52% (13)	28% (7)	**80% (20)**	**4.00± 0,790**

No.	Statement								
	motivasi saya dalam belajar bahasa inggris. Make a match learning model increases my motivation in learning English.								
9.	*Saya menjadi aktif dalam pembelajaran bahasa Inggris dengan menggunakan model pembelajaran make a match.* I became active in learning English by using make a match model.	0% (0)	4% (0)	**4%** **(0)**	36% (9)	40% (10)	20% (5)	**60%** **(15)**	**4.00±** **0,831**
10.	*Pembelajaran menggunakan make a match model membuat saya lebih percaya diri.* Make a match learning model makes me more confident.	0% (0)	4% (1)	**4%** **(1)**	32% (8)	48% (12)	16% (4)	**64%** **(16)**	**4.00±** **0,779**
11.	*Pembelajaran make a match model sangat cocok dengan karakter saya.* Make a match learning model that suits my character.	0% (0)	4% (1)	**4%** **(1)**	44% (11)	36% (9)	16% (4)	**52%** **(13)**	**4.00±** **0,913**
12.	*Saya menyukai model pembelajaran yang melibatkan kolaborasi antar teman.* I like the learning model that involves collaboration	0% (0)	4% (1)	**4%** **(1)**	20% (5)	48% (12)	28% (7)	**76%** **(19)**	**4.00±** **0,816**

No.	Statements	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M± SD
	between friends.								
13.	*Saya sangat tertarik mencari arti kosa kata dan menemukan partner saya dengan mudah.* I am very interested in finding the meaning of vocabulary and finding my partners easily.	0% (0)	4% (1)	**4% (1)**	20% (5)	44% (11)	32% (8)	**76% (19)**	**4.00± 0,841**

<p align="center">Students' Perception about Vocabulary Acquisition by Using Make a Match Model</p>

No.	Statements	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M± SD
14.	*Pembelajaran make a match model dapat meningkatkan penguasaan kosa kata saya.* Make a match learning model can improve my vocabulary mastery.	0% (0)	8% (2)	**8% (2)**	32% (8)	52% (13)	8% (2)	**60% (15)**	**4.00± 0,764**
15.	*Saya dapat memahami kosa kata dengan mudah melalui model pembelajaran make a match.* I can understand vocabulary easily through make a match learning model.	4% (1)	0% (0)	**4% (1)**	24% (6)	52% (13)	20% (5)	**72% (18)**	**4.00± 0,898**
16.	*Saya dapat mengingat kosa kata dengan mudah dengan menggunakan*	0% (0)	0% (0)	**0% (0)**	44% (11)	36% (9)	20% (5)	**56% (14)**	**4.00± 0,779**

No.	Statement								
	model pembelajaran make a match. I can remember vocabulary easily by using make a match learning model.								
17.	*Saya memiliki rasa penasaran yang tinggi terhadap kosa kata baru yang telah disediakan.* I have a high curiosity about the new vocabulary that has been provided.	0% (0)	0% (0)	**0% (0)**	40% (10)	36% (9)	24% (6)	**60% (15)**	**4.00± 0,800**
18.	*Saya tertarik mempelajari bahasa Inggris lebih dalam dengan memperkaya kosa kata.* I am interested in learning English more deeply by enriching my vocabulary.	0% (0)	4% (1)	**4% (1)**	48% (12)	32% (8)	16% (4)	**48% (12)**	**3.00± 0,816**
19.	*Saya belajar bagaimana cara mengucapkan kosa kata dengan benar.* I learned how to pronounce vocabulary correctly.	0% (0)	4% (1)	**4% (1)**	8% (2)	72% (18)	16% (4)	**88% (22)**	**4.00± 0,645**
20.	*Kosa kata yang saya pelajari dapat saya pergunakan dengan baik dan*	0% (0)	4% (1)	**4% (1)**	8% (2)	68% (17)	20% (5)	**88% (22)**	**4.00± 0,676**

benar. I can use the vocabulary that I learn well.								

Interview I
I: *"What is your opinion about learning is carried out using make a match model?"*
RA: *"In my opinion, learning using the make a match model is enjoyable, and it helps me memorize vocabulary. Instead of memorizing word for word as is customary, I prefer this learning model because it is both beneficial and enjoyable."*
I: *"Does the make a match learning model can improve English vocabulary acquisition?"*
RA: *"Of course, it can help add new vocabulary because it's easy to memorize. Besides that, if the same vocabulary appears, I understand better because I have learned it."*
I: *"How do you feel when the learning process uses make a match model?"*
RA: *"I feel happy and curious about the matching pairs in the cards that have been dealt. Apart from that, I am very excited about finding a pair of cards."*
I: *"What problems do you encounter when learning using make a match model"*
RA: *"I think the problem that I encountered is when I am looking for a partner that matched the cards I have. I assume that if there are fewer students, it will be easier to find a suitable partner based on the cards."*
I: *"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
RA: *"The advantage is that the vocabulary that I learn can be easily memorized and understood, while the only drawback is that it is difficult to find partners."*

Interview II	
I:	*"What is your opinion about learning is carried out using make a match model?"*
RD:	*"It's very interesting because I can understand various kinds of new vocabulary and its meaning all at once"*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
RD:	*"Yes, by using a learning model like this can improve my vocabulary because it's easy to remember"*
I:	*"How do you feel when the learning process uses make a match model?"*
RD:	*"When the game first started, I overjoyed and worried that I wouldn't be able to find a suitable partner."*
I:	*"What problems do you encounter when learning using make a match model"*
RD:	*"I find it difficult to find a partner that matches the card I got, but it is become a challenge for me."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
RD:	*"The advantage of learning using the make a match model is very exciting and can improve my vocabulary. While the drawback is that when the game progresses, I have a little difficulty finding a partner that matches my card."*

Interview III	
I:	*"What is your opinion about learning is carried out using make a match model?"*
AZ:	*"The learning model is excellent because it teaches us how to recognize new vocabulary. Furthermore, the learning model is not monotonous, so it can refresh our minds from boredom."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*

AZ:	*"Yes, it has the potential to expand my vocabulary. For example, when I encounter previously learned vocabulary, I can recall it quickly."*
I:	*"How do you feel when the learning process uses make a match model?"*
AZ:	*"Of course, I am very happy because I can discuss with friends and add new vocabulary."*
I:	*"What problems do you encounter when learning using make a match model"*
AZ:	*"Sometimes, when looking for a partner who matches my card, my friends and I have disagreements because we have to discuss it before finding one that really fits."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
AZ:	*"I can add English vocabulary that I have never learned by using the make a match model. Despite the benefits, I am having some difficulty in finding partners that matches my card."*

Interview IV	
I:	*"What is your opinion about learning is carried out using make a match model?"*
NS:	*"In my opinion, learning using the make a match model is more fun and makes me closer to my friends. Besides that, I can acquainted with English vocabulary as well as its meaning"*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
NS:	*"Yes, it can increase my vocabulary acquisition even a little"*
I:	*"How do you feel when the learning process uses make a match model?"*
NS:	*"I think the beginning of the lesson is very monotonous and uninteresting. Then,*

	the teacher used the make a match learning model. It makes me feel comfortable and interested in English lessons again. Besides that, using a learning model like this can increases my enthusiasm."
I:	*"What problems do you encounter when learning using make a match model"*
NS:	*"Sometimes, I feel confused about the meaning of vocabulary on the cards I receive. This allows me to discuss with my friends and look for those who haven't got a partner that matches my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
NS:	*"I assume that this learning model can increase my enthusiasm in learning English. Even so, the classroom environment is not conducive and a bit noisy."*

Interview V	
I:	*"What is your opinion about learning is carried out using make a match model?"*
SM:	*"It's enjoyable because it allows me to gain insight into new vocabulary and strengthen friendships with my friends."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
SM:	*"Yes, for example, when it was time the lesson using make a match model, I still remember it"*
I:	*"How do you feel when the learning process uses make a match model?"*
SM:	*"I feel happy and more exciting. Moreover, the learning process looks friendly and less monotonous."*
I:	*"What problems do you encounter when learning using make a match model"*

SM:	*"I have almost no difficulty finding a match for my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
SM:	*"The class atmosphere is more fun and adds a lot of insight into new vocabulary. It also engaged me in collaboration activity with my friends."*

Interview VI	
I:	*"What is your opinion about learning is carried out using make a match model?"*
NI:	*"The learning model is very enjoyable and helps me learn more English vocabulary."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
NI:	*"Absolutely yes, it can increase my vocabulary acquisition"*
I:	*"How do you feel when the learning process uses make a match model?"*
NI:	*"I feel panics because it is my first experience but I am happy."*
I:	*"What problems do you encounter when learning using make a match model"*
NI:	*"I find it difficult to find a partner that matches my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
NI:	*"In my opinion, this learning model can increase learning motivation to deepen English vocabulary. Meanwhile, the drawback is that I find it difficult to find a partner that suits my card."*

Interview VII	
I:	*"What is your opinion about learning is carried out using make a match model?"*

Z:	*"I'm happy and excited because I can easily understand and memorize the vocabulary."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
Z:	*"Yes, I feel that my vocabulary acquisition is increasing since learning by using make a match. It can help me to still remember it. Furthermore I can use the vocabulary well such as make sentences by using the vocabulary learned"*
I:	*"How do you feel when the learning process uses make a match model?"*
Z:	*"I feel challenged and curious to find an appropriate partner. Besides that, I want English learning to use a model like this again."*
I:	*"What problems do you encounter when learning using make a match model"*
Z:	*"I have a bit difficulty finding a partner who matched my card, but it's makes me curious about whom my partner matches my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
Z:	*"The advantage of this learning model is that I can understand new vocabulary easily while the difficulty is finding a partner that matches my card."*

Interview VIII	
I:	*"What is your opinion about learning is carried out using make a match model?"*
NF:	*"Yes, it helps me so well and I can know the meaning of English vocabulary easily"*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
NF:	*"Yes, it helps me so well and I can know the meaning of English vocabulary*

	easily"
I:	*"How do you feel when the learning process uses make a match model?"*
NF:	*"I feel confused and a bit difficult to find a partner that matches the card I receive"*
I:	*"What problems do you encounter when learning using make a match model"*
NF:	*"I feel confused and a bit difficult to find a partner that matches the card I receive"*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
NF:	*"I think the benefit of this learning model is that it is very suitable for learning vocabulary because I can easily understand vocabulary. Aside from that, there are disadvantages, such as the difficulty in finding a partner who matches my card."*

Interview IX	
I:	*"What is your opinion about learning is carried out using make a match model?"*
AO:	*"So far, the use of make a match learning model in teaching vocabulary is very exciting and appears to be a game. Furthermore, I understand vocabulary and its meaning more easily rather than I read it myself and look it up in the dictionary."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
AO:	*"Yes, it can increase my vocabulary acquisition and I am motivated to learn more about the other vocabulary"*
I:	*"How do you feel when the learning process uses make a match model?"*
AO:	*"I feel excited, challenged and panics at the same time but this learning model is*

	very comfortable."
I:	*"What problems do you encounter when learning using make a match model"*
AO:	*"I have no difficulty finding a partner that matches my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
AO:	*"Through make a match learning model, I can understand vocabulary and memorized easily. I have no difficulty to find a partner because it is so fun."*

Interview X	
I:	*"What is your opinion about learning is carried out using make a match model?"*
ZA:	*"It's very exciting because the learning model involves collaboration among friends, which could lead to me becoming more intimate with my friends."*
I:	*"Does the make a match learning model can improve English vocabulary acquisition?"*
ZA:	*"Of course, my vocabulary acquisition were improved and I understand the meanings of English vocabulary that I have never learned before."*
I:	*"How do you feel when the learning process uses make a match model?"*
ZA:	*"Of course, I'm happy because I can collaborate with my friends, and this learning model is like a game."*
I:	*"What problems do you encounter when learning using make a match model"*
ZA:	*"I think the difficulty I encountered is finding a partner that matched my card."*
I:	*"What are advantages and disadvantages learning by using make a match model in teaching English vocabulary?"*
ZA:	*"I got a new insight of English vocabulary that I have never learned before.*

	Moreover, I think the difficulty I encountered is finding a partner that matched my card."

LEMBAGA PENDIDIKAN MA'ARIF NU
MTs NAHDLATUL ULAMA
TERAKREDITASI A NPSN : 20581294 NSM : 121235070092

LEPA

Nomor : 201/MTs NU/20/05/V/2023
Hal : Surat Keterangan Selesai Penelitian

Yth. Pimpinan FTIK Universitas Islam Negeri Maulana Malik Ibrahim Malang
Jl. Gajayana 50 Malang Jawa Timur
di tempat

Asslamualaikum War. Wab.
Sehubungan dengan surat permohonan ijin mengadakan penelitian sebagai
prasyarat untuk penyusunan Skripsi (S1) atas nama mahasiswa:

Nama : **Kharisma Rizki Amalia NF**
NIM : 19180026
Jurusan : Pendidikan Bahasa Inggris

Menerangkan dengan sebenarnya bahwa nama tersebut telah menyelesaikan
penelitian di MTs NU Pakis Kab. Malang pada bulan **Februari s.d April 2023**
dengan judul:

"Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for
Seven Graders of MTs NU Pakis"

Demikian surat keterangan ini dibuat atas perhatian dan kerjasamanya disampaikan
terima kasih.

Wassalamualaikum War. Wab.

Malang, 24 Mei 2023
Kepala Madrasah

Dr. Najmah, S.Pd, M.Pd.
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Appendix XIV Documentation

Appendix XV Thesis Consultation Logbook

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Kharisma Rizki Amalia NF

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Judul : Students' Perceptions of Using Make a Match Model in Teaching Vocabulary for Seven Graders of MTs NU Pakis

Dosen Pembimbing : Harir Mubarok, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	28 Oktober 2022	Konsultasi judul skripsi dan teknik penulisan skripsi	
2	10 November 2022	Penyerahan Chapter I dan konsultasi terkait Chapter II	
3	28 November 2022	Penyerahan Chapter II dan Revisi Chapter I	
4	03 Desember 2022	Konsultasi Chapter III	
5	16 Desember 2022	Penyerahan Chapter III	
6	23 Desember 2022	Pengambilan Chapter III dan Konsultasi Research Instruments	
7	29 Desember 2022	Konsultasi Research Instrument dan Finalisasi Chapter I, II dan III	
8	03 Januari 2023	Konsultasi Research Instrument dan Finalisasi Chapter I, II dan III	
9	25 Januari 2023	Mengumpulkan Hasil Revisi Chapther I,II dan III	
10	15 Februari	Konsultasi Validator Research Instrument	
10	10 Mei 2023	Konsultasi Chapter IV dan V	
11	16 Mei 2023	Finalisasi IV dan V	
12	19 Mei 2023	Finalisasi Chapter I, II, III, IV dan V	

Menyetujui,
Dosen Pembimbing

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Malang, 19 Mei 2023
Mengetahui,
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CURICULUM VITAE

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Malang, May 16th 2023

Kharisma Rizki Amalia NF
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