

**THE IMPLEMENTATION OF THINK PAIR SHARE WITH MAKE
A MATCH TOWARDS STUDENTS' VOCABULARY MASTERY
AT SD YPPK KRISTUS RAJA I KAMPUNG BARU**

THESIS



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**THE IMPLEMENTATION OF THINK PAIR SHARE WITH MAKE
A MATCH TOWARDS STUDENTS' VOCABULARY MASTERY**

AT SD YPPK KRISTUS RAJA I KAMPUNG BARU

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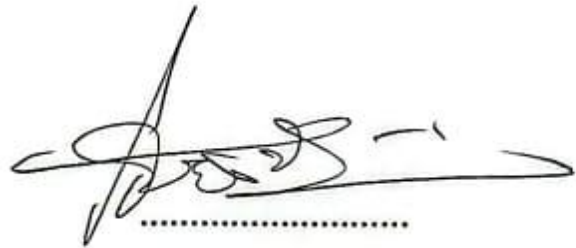
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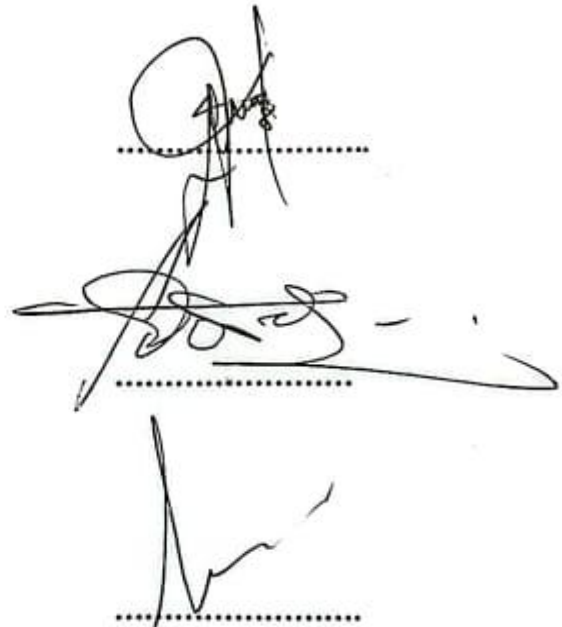
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MOTTO AND DEDICATION

MOTTO

“My flesh and my heart may fail, but God is the strength of my heart and my portion forever”

(Psalm 73:26)

For God first

God is my power

I do believe in God

I trust God’s plan

I can be here just because of God

~ Mark Lee ~

DEDICATION

I proudly dedicate this thesis especially for:

My strongest father, Mr. Yance Siwalete

My beautiful mother, Delila Turalely

My beloved sisters

Myself

The last, my Almamater Unimuda Sorong

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Sorong, June 26th 2025

The Researcher

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Stella Siwalette

ABSTRACT

Stella Siwalette /148820321009, 2025. **The Implementation of Think Pair Share with Make a Match towards Students' Vocabulary Mastery at SD YPPK Kristus Raja I Kampung Baru** in the Academic Year 2025. Thesis, English Education Department, Faculty of Teacher and Training Education, Universitas Pendidikan Muhammadiyah Sorong. June 2025.

Vocabulary mastery is one of the most essential aspects in learning English, particularly for elementary school students. However, many students encounter difficulties in understanding, memorizing, and using English vocabulary effectively. This research aimed to investigate the effect of the Think Pair Share combined with the Make a Match on students' vocabulary mastery. The research employed a pre-experimental method using a one-group pretest-posttest design. The population consisted of 36 fifth-grade students of SD YPPK Kristus Raja I Kampung Baru, while the sample included 18 students from class V B selected through purposive sampling. The research instrument was a vocabulary matching test consisting of 20 items, administered before and after treatment. The data were analyzed using paired sample t-test through SPSS software. The results of the paired sample t-test showed that the significance value was 0.000 (< 0.05), indicating a significant difference between the pretest and posttest scores. Therefore, the null hypothesis (H_0), which stated there is no significant difference in students' vocabulary mastery before and after being taught using Think Pair Share with Make a Match, was rejected. The alternative hypothesis (H_a) was accepted, confirming that the implementation of Think Pair Share with Make a Match had a positive and significant effect on students' vocabulary mastery. Despite its promising findings, this research was limited by its small sample size, single class setting, short treatment duration, and the use of a matching type test which may not fully capture the breadth of vocabulary knowledge. Nevertheless, the results suggest that cooperative learning such as Think Pair Share with Make a Match can effectively enhance vocabulary acquisition, foster student engagement, and support the development of other language skills. Therefore, it is recommended that teachers apply these methods to create more interactive and student centered learning environment. Future research with large and more diverse samples, extended time frame, and broader assessment types is needed to further validate and expand these findings.

Keywords: Think Pair Share, Make a Match, Vocabulary Master

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CHAPTER I

INTRODUCTION

1.1. Background

Vocabulary played a crucial role in language acquisition. Without sufficient vocabulary, students struggled to understand or express ideas in English effectively. A strong vocabulary foundation was essential for improving students' listening, speaking, reading, and writing skills. According to Wallace in Sari and Aminatun (2021), vocabulary was a key component of English learning because it enabled learners to communicate and comprehend meaning.

A good vocabulary allowed students to understand language more easily and express their ideas clearly. Vocabulary also contributed significantly to students' confidence when using English. Krashen and Terrell in Sari and Aminatun (2021) emphasized that vocabulary was the basis of communication it enabled individuals to convey thoughts and understand others. This was especially important for primary school students, who were expected to master basic English vocabulary used in daily situations.

Despite its importance, many students faced challenges in learning English vocabulary. Rahayu and Rosa (2021) identified several common difficulties, including limited vocabulary knowledge, pronunciation problems, and low motivation. These issues hindered students' ability to understand English texts and participate in classroom communication.

An initial observation was conducted at SD YPPK Kristus Raja I Kampung Baru, through interviews with an English teacher, which revealed that students faced various problems in learning vocabulary. Many students were afraid to learn English because they believed it was difficult, they struggled to understand the language due to a lack of vocabulary, had difficulty remembering new words, and often felt unconfident when speaking. Conversely, students with a broader vocabulary could communicate more easily in real life situations.

To address these issues, it was essential to apply appropriate and engaging teaching methods. The use of interactive and student centered strategies helped students improve their vocabulary mastery. In this context, the researcher proposed combining two cooperative learning methods: Think Pair Share and Make a Match. These methods were chosen because they promoted active participation and meaningful learning experiences.

Think Pair Share was a structured teaching strategy that allowed students to think individually, discuss their ideas with a partner, and share them with the whole class. According to Cowan in Amelia (2016), Think Pair Share encouraged students to actively construct knowledge and reflect on what they already knew. This strategy enhanced cooperation, critical thinking, and confidence among learners. Prior studies by Rohman (2017) and Melasari (2022) supported the effectiveness of Think Pair Share in improving students' vocabulary skills.

Make a Match was a cooperative learning technique that involved matching cards containing vocabulary items with their corresponding images or meanings. This technique made the learning process fun and engaging. Dewi in

Nikmah et al., (2018) stated that make a match helped students become more interested and active in learning vocabulary. Research by Ariyanti (2024) and Iwanti (2020) also demonstrated its effectiveness in increasing vocabulary retention.

Previous studies have examined the individual use of Think Pair Share or Make a Match at the junior and senior high school levels. However, limited research combined these two methods for vocabulary instruction at the elementary school level. This research aimed to fill that gap by exploring the implementation of Think Pair Share combined with Make a Match towards students' vocabulary mastery among fifth grade students.

Based on the explanation above, the researcher was interested in conducting the research entitled "The Implementation of Think Pair Share with Make a Match towards Students' Vocabulary Mastery at SD YPPK Kristus Raja I Kampung Baru".

1.2. Formulation of the Research

Based on the background of the problem above, the formulation of the research was:

Does the implementation of think pair share with make a match impact on students' vocabulary mastery?

1.3. Objective of the Research

Based on the background of the problem above, the objective of the research was to determine whether the implementation of think pair share with make a match impact students' vocabulary mastery.

1.4. Hypothesis of the Research

The hypothesis of the research as follows:

- 1.4.1. **Null Hypothesis (H₀):** The implementation of think pair share with make a match doesn't impact on student's vocabulary mastery
- 1.4.2. **Alternative hypothesis (H_a):** The implementation of think pair share with make a match impact on students' vocabulary mastery.

1.5. Significance of the Research

The result of this research could have contributed to teachers, students, and other researchers as follows:

- 1.5.1. For the teachers: The results of this research were expected to be useful for teachers in teaching vocabulary to their students. In other words, this research could be inspired teachers to use easy and fun learning methods through think pair share with make a match.
- 1.5.2. For the Students: The results of this research were expected to contribute towards students' vocabulary mastery, and were expected to inspire students to be more interested in learning vocabulary.
- 1.5.3. For Other Researchers: The result of the research could be used as a reference for those who wanted to conduct research in teaching English.

1.6. Operational Definition

1.6.1. Think Pair Share

Think pair share was strategy where students first thought about a question or topic individually, paired up with a partner, and shared their ideas with the large group or class.

1.6.2. Make a Match

Make a match was a technique that involved finding pairs of cards containing questions and answers. This technique aimed to help students understand concepts in an active and fun way.

1.6.3. Vocabulary

Vocabulary could be defined as a set of letters that formed words containing information and meaning in a language. It was a crucial element in the process of learning a language, as it enabled the construction of sentences. This research focused on the teaching of verbs and nouns.

CHAPTER II

LITERATURE REVIEW

2.1. Vocabulary

2.1.1. Definition of Vocabulary

Vocabulary was a list of words that carried meaning. It was used to communicate with others. According to Maduratna in Fitriana (2018), vocabulary included a collection of words that could be used either individually or as part of a group. Hatch and Brown in Fitriana (2018) also defined vocabulary as a list of words that individual language users might employed. Students aimed to learn a sufficient number of words to enhance their English skills. Once they acquired enough vocabulary, it became easier for them to learn and understand new words.

Vocabulary served as the foundation of all aspects of language. Learning vocabulary aided students in communicating effectively in English. It enabled them to express their thoughts and convey knowledge clearly. A key component of language mastery was vocabulary, without it learners may have struggled to comprehend what they were learning.

Vassoughi and Zargar in Rahmah et, al. (2023) stated that communication became difficult and meaningless without adequate vocabulary mastery. In other words, the more words learners knew, the better they could express their ideas and understand the language. Taringan in Asrida et al., (2024) emphasized that students language skills depended on the size and diversity of their vocabulary. Students with a broad vocabulary could more easily understand and use a language effectively.

Based on the explanations above, it could be concluded that vocabulary played a crucial role in helping students understand and use a language. Therefore, teaching vocabulary was essential in supporting students' language development and improving their ability to communicate effectively.

2.1.2. Vocabulary Mastery

2.1.3. Definition of Vocabulary Mastery

Vocabulary mastery was one of the most important aspects of learning a foreign language at the elementary, middle, and advanced levels. Vocabulary mastery was defined as the knowledge or skills that a person had to know and use. Schmitt in Rahmah et al., (2023) stated that the mastery of vocabulary was important in learning English because the potential for wider knowledge could be achieved by mastering vocabulary.

Meanwhile, Vossoughi and Zargar in Rahmah et al. (2023) stated that communication would be difficult and would not be meaningful without knowing the meaning of words. In addition, by knowing vocabulary mastery, a person was being able to express their ideas and communicate well. In addition, vocabulary mastery was clearly shown by learners' ability to express vocabulary that they knew with understanding.

2.1.4. Students Difficulties in Vocabulary Mastery

Afidah et al. (2022) stated that there were some difficulties that students often found in vocabulary mastery as follows:

a) Difficult in learning

Students often found it difficult to learn English because of the boring lessons. Slamato in Afidah et al. (2022) stated that students own lack of focus, interest, emotion, talent, etc. was the main reason for learning challenges. It was be considerably simpler for dedicated students to learn English. In addition, when their learning process was supported by the facilities they had, students learned English more effectively if they were motivated.

b) Lack of Vocabulary

Lack of vocabulary made it difficult for students to understand learning English. Salam and Nurnisa in Afidah et al. (2022) claimed that factor showed that the students had difficulties in terms of the vocabulary, spelling, memorizing long syllables, and understanding the meaning of words.

c) Difficulty in remembering vocabulary

Students do not often use the vocabulary they had learned, which made them forget about the vocabulary. Thornbury in Afidah et al. (2022) stated that in order to achieve vocabulary, students not only learned a lot of words but also remembered them because learning was about remembering. In addition, if students wanted to master vocabulary, they not only had to learn the words but also had to memorize them.

d) Less Interest

Students were less interested because the teaching method was boring. Harmer in Afidah et al. (2022) stated that motivation itself was a kind of

internal drive that encouraged someone to do something to achieve something.

2.1.5. The Importance of Vocabulary

Vocabulary was very important in learning English. Alqahtani (2015) stated that vocabulary learning was an essential part of foreign language learning. The meaning of new words was often the main focus both in books and in the classroom. Vocabulary was also the core of language teaching, and it was very important for language learners.

Alqahtani (2015) emphasized that vocabulary was a key component in foreign language. Without adequate vocabulary, a learner found it difficult to understand and convey the meaning effectively. A rich vocabulary allowed a learner to understand texts better and express ideas more accurately. Moreover, Alqahtani stated that vocabulary was very important in foreign language learning because the meaning of new words was often the main focus both in books and in the classroom. Vocabulary is the core of language, and it was very important for language learners.

2.1.6. Kinds of Vocabulary

Dakhi and Fitria (2019) said there were two kinds of vocabulary as follows:

a) Active vocabulary

Active vocabulary referred to words which students understood, could pronounce correctly, and used when speaking and writing.

b) Passive vocabulary

Passive vocabulary was words that students knew and understood when they heard them but could not produce correctly.

It was very important to learn these kinds of vocabulary, because we did not overwhelm students by introducing too many new words at once.

2.1.7. Types of Vocabulary

Thornbury in Riska (2020) described Types of vocabulary as follows:

a) Noun

A noun was a word used to name people, places, plants, objects, animals, qualities, and abstract concepts. This assertion suggested that the noun was associated with the designation of entities such as a place, a plant, individuals, and others. To illustrate this point, consider the following examples: John, student, house, chair, nose, cat, etc.

b) Verb

A verb was defined as the part of speech that described an action or occurrence or indicated a state of being. A verb was a word denoting the state or condition of a thing. In other words, adverb was able to be used in order to demonstrate the measure and condition of a thing. For example: write, read, listen, and others could be employed in this manner.

c) Adverb

An adverb was a linguistic element that served to provide additional information regarding the manner, location, and timing of an event. It meant that an adverb was associated with the manner, in which an action

was executed, the temporal parameters within which an event occurred, and the geographical location in which a phenomenon transpired. For example: now, tomorrow, certainly, maybe, and others.

d) Adjective

An adjective was a word which served to expand and narrow the meaning of a noun. Adjectives were defined as words that functioned to describe nouns. For example: beautiful, good, small, and others.

e) Pronoun

Pronouns constituted a diminutive proportion of the most elevated frequency. The conventional definition of a noun was applicable to some types of pronouns but not to others. It was evident that pronouns could be categorized as either substitutes or non substitutes. Pronouns that functioned as substitutes were capable of referring not only to a preceding noun but also to a substantial portion of discourse that preceded them. In contrast, non substitutes either lacked definable reference or expressed indefinite quantity.

f) Preposition

A preposition was classified as a part of speech in traditional grammar. However, prepositions and conjunctions deviated from other parts of speech in two distinct ways: 1) they were comprised of a distinct class of words that lacked formal characteristic endings. 2) They are signaled syntactic structures that functioned as one of the other parts of speech. Prepositions ranged in meaning from such definite semantic notions as

time and place, to such purely structural meanings are those shaped by the subject-verb-complement relationship.

g) Conjunction

Conjunction was employed to join structural units that were grammatically equal. The term “compound” was defined as consisting of two independent elements that have been joined together to form a large unit. The term “compound” is a source of difficulty in grammar because it was applied not only to separate grammatical items joined by a coordinate conjunction (men and woman), but two word groups combined into a single vocabulary unit. Additionally, the term “compound” was sometimes used to refer to phrasal prepositions, phrasal conjunctions, or verb phrases.

h) Determiner

The two articles were “the” and “a”, which could be used with either a singular or plural noun; “a” was generally used with a singular countable noun. It is notable that both articles undergo a change when followed by a word beginning with a vowel sound. The primary structural function of articles as determiners that precede nouns is to serve as determiners. The function of articles was to signal a particular person or thing that had been singled out from others; the student sitting next to you. A signal, an unspecified one of others: a student sitting in the front now.

In this research, the researcher focused on the verb and noun types of vocabulary. The researcher used verb and noun because it applied fun learning media, namely think pair share with make a match. The

applied of verb and noun was more suitable for students, and verbs and nouns were chosen due to the students limited vocabulary in English.

2.1.8. Verbs

Verb was a word that described an action, event, or state of being. Verb played a vital role in sentences structure. They determined the action or condition and signaled when it took place through various tense. Verb also allowed the speaker or writer to express attitude, intention, or certainty through mood and aspect. According to Richards and Schmidt in Bendas and Benzehra (2022) the verb was the word which completed the sentence.

2.1.9. Types of Verbs

According to Bendas and Benzehra (2022) based on the types of verb were divided into nine as follows:

a) Phrasal Verbs

Referred to combinations of verbs with adverbs or prepositions, forming meanings that were quite different from the meanings of the verbs alone, Swick in Bendas and Benzehra (2022). Example: get up, switch on, switch off, bring up, come on, and catch up.

b) Reflexive Verbs

Verbs that needed reflexive pronouns or direct objects to complete their meaning. Without these elements, the verbs became unclear or incomplete, Swick in Bendas and Benzehra (2022). Example: she killed herself.

c) Linking Verbs

Connected the subject to a subject complement, which could be a noun, pronoun, or adjective. One of the most common linking verbs was the verb to be, Swick in Bendas and Benzehra (2022). Examples: they are happy, she is a teacher, and it is me.

d) Regular Verbs

Followed a consistent pattern in their conjugation, retaining their base form, Richards and Schmidt in Bendas and Benzehra (2022). Example: to walk, to visit, to practice, to play, to dance, to watch, and to finish.

e) Irregular Verbs

On the other hand, did not follow standard conjugation rules and often changed their root forms in different tenses, Richards and Schmidt in Bendas and Benzehra (2022). Examples: to write, to do, to read, to be, to eat, and to fight.

f) Transitive Verbs

Were action verbs that required a direct object to make sense, Fiktorius in Bendas and Benzehra (2022). Example: jasmine ate an apple.

g) Intransitive Verbs

Did not require a direct object to convey a complete idea, Fiktorius in Bendas and Benzehra (2022). Example: They walk.

h) Adjectives

Described or modified nouns by providing more information about them, Richards and Schmidt in Bendas and Benzehra (2022).

Example: The weather is beautiful.

i) Adverbs

Modified verbs, adjectives, other adverbs, or entire sentences by giving extra details about time, manner, place, or degree, Richards and Schmidt in Bendas and Benzehra (2022). Example: She drives quickly.

2.1.10. Nouns

Noun helped speakers to express clear and meaningful communication by providing references to entities (people, place, things) and concepts (ideas, emotions, or qualities). Without noun, sentence construction would have lacked clarity and structure. According to Kizi (2025) noun was defined as a word that named a person, place, thing, animal, or idea. Noun functioned as subjects, objects, or objects of prepositions, and played key grammatical roles in sentences.

2.1.11. Types of Nouns

According to Kizi (2025) types of nouns were divided into six as follows:

a) Countable Nouns

Could be counted, had singular and plural forms. Example: book/books, car/cars.

b) Uncountable Nouns

Could not be individually counted, had no plural form. Example: water, rice, information.

c) Concrete Nouns

Referred to tangible items perceivable by the senses. Example: table, apple, dog.

d) Abstract Nouns

Denoted intangible concepts, feelings, qualities, or ideas. Example: freedom, happiness, love.

e) Compound Nouns

Were formed by combining two or more words to create a single noun. Example: toothpaste, basketball, swimming pool.

f) Collective Nouns

Referred to a group of individuals or things regarded as a single unit. Example: team, family, committee.

Based on the types of vocabulary that had been presented above, the researcher focused on verbs and nouns for 5th grade students of SD YPPK Kristus Raja I Kampung Baru.

2.1.12. The Problem in Vocabulary

Problem in learning vocabulary in Thonbury in Umsapyat (2023) in learning vocabulary, students might have found it hard to learn new words. There were some factors that often because of these problems:

a) Pronunciation

Research showed that words that were hard to pronounce are harder to learn. Words that were unfamiliar to some groups of learners were usually

difficult. For example, the sounds in regular and lorry were unfamiliar to Japanese speakers.

b) Spelling

Words that contained silent letters were particularly problematic, such as foreign, listen, honest, knife, climb, etc.

c) Length and complexity

Long words seemed to be no more difficult to learn than short ones. But, as a general rule, words that were used a lot in English tended to be short; therefore, learners were likely to come across them more often, which made it easier to learn them.

d) Grammar

Another problem was the grammar of the word, especially if it was different from the grammar of the word in its first language.

e) Meaning

When two words had the same meaning, learners often got confused. “Make” and “do” were two words that could be confusing for learners. You could make something like breakfast, and you can do an appointment. But you could also do housework, or you could do questionnaire.

f) Range, connotation, and idiomatic

A word that could be used in many different situations was easier to use than similar words that could not be used in a few situations.

2.1.13. The Teaching of Vocabulary

Teaching vocabulary was not an easy thing to do. Teachers' had to choose a good method that could be used to learn vocabulary. Students understood a language more easily if they had a lot of vocabulary. Students' language skills relied on the size and variety of words they knew, Taringan in Asrida et al. (2024). Teaching meant giving someone knowledge, skills, etc, Hornby in Umsapyat (2023). Therefore, teaching vocabulary was defined as when teachers helped students learn new words and how to use them in everyday life.

Technique for teaching vocabulary by Harmer in Umsapyat (2023) as follows:

a) **Demonstration**

The teacher showed the students how to use the language by using it themselves.

b) **Explanation**

The teacher showed how language was built up using diagrams, using a textbook, a board, and OHP.

c) **Discovery**

Students could learn new language forms by finding them in a text by looking for evidence of grammar rules.

d) **Check Question**

The teacher checked the question to see if the students understood what text or paragraph meant and how to use it

e) Presentation

The teacher did not use words to explain things to students. Instead, they showed images, video, and used mime, action, and gesture to present the words.

Based on the explanation above, the researcher chose discovery in teaching vocabulary.

2.2. Think Pair Share

2.2.1. Definition of Think Pair Share

Yerigan in Melasari (2022) stated that think pair share was three steps. There was think: students thought individually about a question or keyword that was given. Pair: students discussed with their partner to discuss the ideas they had thought of. Share: students shared the result or their discussion with the whole class. Moreover, Yerigan in Melasari (2022) said that think pair share not only increased students' engagement but also assisted them in developing when learning English, especially vocabulary.

Usman in Sari, et, al. (2022) stated that think pair share had been demonstrated to be both simple and effective in impacting the quality of discussion participation, especially in vocabulary. Think pair share was developed to enable students to engage in critical thinking, encourages all students to be active, formulate independent ideas, and engage in a collaborative exchange of ideas with student peers. In addition, think pair share was a simple, effective strategy that was useful for increasing students' vocabulary.

Moreover, think pair share was a learning model that aimed to increase students' participation and understanding through three stages: think, pair, and share. Muhammad Ihsan (2019) stated that think pair share in vocabulary learning could significantly increase students' vocabulary mastery. Students were able to understand the meaning of words, pronunciation, word categories, and use in context of sentences. Think pair share also made students more active and motivated in learning vocabulary because they learned collaboratively and helped each other in understanding new words. In the think pair share approach, students learned not only from the teacher's instructions but also from discussions with their classmates. This can helped them understand the material better and feel more engaged.

Based on the description above, think pair share was a way of teaching that got students working together in pairs or groups. Students shared ideas about the topic or problem, or perhaps answers they had come up with on their own. This gave them the chance to present and share their ideas with the whole class or in a group.

2.2.2. Importance and Benefits of Think Pair Share

The importance of this strategy was that it obtained students involved and gave them time to think before sharing ideas. Think pair share helped students' ability to think critically and work together, Asterhan and Rosengberg (2015). The benefit of this strategy was that think pair share has been shown to be an effective way towards how well students understood new ideas and communicated. This strategy could contribute to students' motivation and learning outcomes. This was

because students felt more comfortable and confident sharing ideas in a group before sharing with the whole class, Rahman et al., (2019).

2.2.3. Procedures of Think Pair Share as follows:

The procedures of think pair share by Lyman in Sari et, al (2022) were as follows:

- a) The teacher asked a question or a problem
- b) The students were given enough time to think on their own in order to answer the question or suggest solutions to the problem. How long they had depended on how complicated the question or problem is
- c) The students were asked to work in pairs to discuss their answers with their peers. They were given enough time to listen to each other's ideas and to discuss with them
- d) Students were asked to share their ideas with the whole class. They could talk about their ideas in pairs and say what they had been thinking.

2.2.4. Advantages of Think Pair Share

Think pair share had some advantages as follows:

- a) Increased cooperation between groups
- b) Enhanced students' quick thinking creativity
- c) Provided opportunities for students to express their opinions and feelings
- d) Boosted students' confidence
- e) Made learning more fun

From those advantages, it could be concluded that think pair share had several benefits: it not only made learning fun but also fostered cooperation between groups.

2.3. Make a Match

2.3.1. Definition of Make A Match

Suyanto in Ariyanti (2024) explained that make a match was a pedagogical technique in which the instructor created cards containing questions or problems and corresponding answer cards, students were then tasked with matching these cards together. The make a match model was a pedagogical approach whereby students were tasked with finding answers to questions or a pair of concepts using a pair cards game within a set time limit. Moreover, Suyanto stated that make a match was able to increase students' activeness, improve concept understanding, create fun learning, and impact students' engagement in learning vocabulary.

Curran in Nikmah and Husein et. al. (2018) stated that make a match was that students were required to find or match cards while they are learned something new in a fun classroom. Meanwhile, Dewi in Nikmah and Husein et. al. (2018) stated that make a match helped learn new words not only made students feel happy and interested in doing the activity but also provided opportunities for students to be active in learning the impact of vocabulary in English. It was accurate to state Huda in Rahmawati (2023) explained make match was one of the conceptual approaches that facilitated students' active, creative, effective, interactive, and enjoyable engagement with the subject matter,

thereby ensuring the conceptual understanding was not only easily accessible but also enduring.

In addition, make a match exercise required the educator to the preparation of two cards, one to serve the question and the other one as the answer. The students' task was considering questions and answers. Each student looked for a partner with matching cards. Make a match was used for teaching vocabulary because it was fun to apply.

2.3.2. Importance and Benefits of Make a Match

The importance of this technique was that involved students working together and helped them learn from each other. Supriyadi (2017) Make a match can make students more motivated and help them to understand concepts better by letting them match information directly. The benefit of this technique was make a match had been shown to affect how well students learn. Use this technique to learn English helped students remember vocabulary and concepts better, as they played an active role in the learning process, Hidayati and Sari (2018). In addition, make a match was important and beneficial for students in learning vocabulary.

2.3.3. Procedures of Make a Match

The procedures to make a match by Rahmawati (2023) were as follows:

- a) The teacher were responsible for the preparation of cards containing learning topics, as well as question and answer cards
- b) Each student were provided with a question or answer card

- c) Students were then tasked with matching the question and answer cards by seeking out the appropriate pair
- d) It was imperative to note that a time limit was allocated for this task
- e) Following the completion of one round, the cards were reshuffled, ensuring that each student received a different card each time
- f) Conclusion.

2.3.4. Advantages of Make a Match

Make a match had several advantages as follows:

- a) Made the learning atmosphere fun
- b) Increased students' memory
- c) Trained students' thinking speed
- d) Provided cooperation between students
- e) Increased students' learning motivation

From those advantages, it could be concluded that make a match had several benefits, not only making learning fun but also providing cooperation between groups.

2.4. Cooperative Learning

Cooperative Learning was a learning approach in which students worked together in small groups to achieve shared academic goals, Chiu et, al in Zach et, al. (2023). Meanwhile, According to Slavin in Zach et, al. (2023) cooperative learning emphasized several key principles, including positive interdependence, individual accountability, face to face promotive interaction, interpersonal and

small group skills, and group processing. Through structured group activities, students were expected to help and learn from each other, actively participate in problem solving, and develop both academic and social skills. Cooperative learning provided a student's centered environment where learners engaged in meaningful interaction, enhancing their motivation and academic achievement.

Methods such as Think pair share and Make a match were practical implementations of cooperative learning. Think pair share allowed students to first think individually, then discussed with partner, and shared ideas with the class, promoting deeper understanding and peer interaction. Make a match, on the other hand, involved students matching questions in a dynamic game like setting that supported vocabulary development and reinforced comprehension. Both methods helped create an engaging learning atmosphere that impacted vocabulary mastery through active cooperative and students' participation.

2.5. Teaching Steps of Think Pair Share with Make a Match

The researcher wanted to combine think pair share with make a match with teaching steps as follows:

- a) Divided students into two groups
- b) The researcher provided word and picture cards and gave them to both groups randomly
- c) The researcher provided cards with keywords or questions
- d) The Researcher read a clue or keywords about the question to both groups
- e) Students thought individually for a second, then discussed with the group
- f) Researcher gave a time limit of two minutes

- g) Each group matched the cards based on the clue or question that the teacher had given
- h) Each group presented the answer they have chosen in front of class
- i) Repeat until the cards run out
- j) At the end of the lesson, the researcher and students reviewed back about the vocabulary.

2.6. Previous Study

There were some studies that had underlined similar method. Some of these studies were as follows:

First, research was conducted by Fathur Rohman (2017) entitled “The influence of Using Think Pair Share Technique Towards Students Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Makkah Kartajaya Way Kanan Lampung in the Academic Year of 2017/2018.” This research employed a quasi-experimental design with two classes as samples (class VIII A and VIII C), totaling 44 students. The results showed an increase in the mean score of the experimental group from 60.26 in the pre-test to 68.57 in the post-test, while the control groups mean increased from 59.78 to 62.78. This indicated that the Think Pair Share technique significantly improved students’ vocabulary mastery.

Second, research was conducted by Neta Melasari (2022) under the title “The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 Bengkulu Selatan in the School Year of 2021/2022.” This research used a classroom action research (CAR) method and involved two cycles. The

researcher used both test and non-test techniques. The results showed a gradual improvement in students speaking ability, with the average score increasing from 66.55 in the pre-cycle to 71.17 in the first cycle, and then to 77.55 in the second cycle. This demonstrated the effectiveness of the Think Pair Share strategy in enhancing students' oral communication skills.

Third, research was conducted by Irma Ariyanti (2024) titled "Improving English Vocabulary by Using Make a Match Technique at Elementary School of Hafizh Al Qurbah in Parepare." This research applied a pre-experimental design with a sample of 30 third-grade students. The findings indicated a significant improvement in vocabulary mastery, with the average score rising from 40.8 in the pre-test to 91.5 in the post-test. The t-test result was 14.3, which was greater than the t-table value of 1.699, confirming the effectiveness of the Make a Match technique.

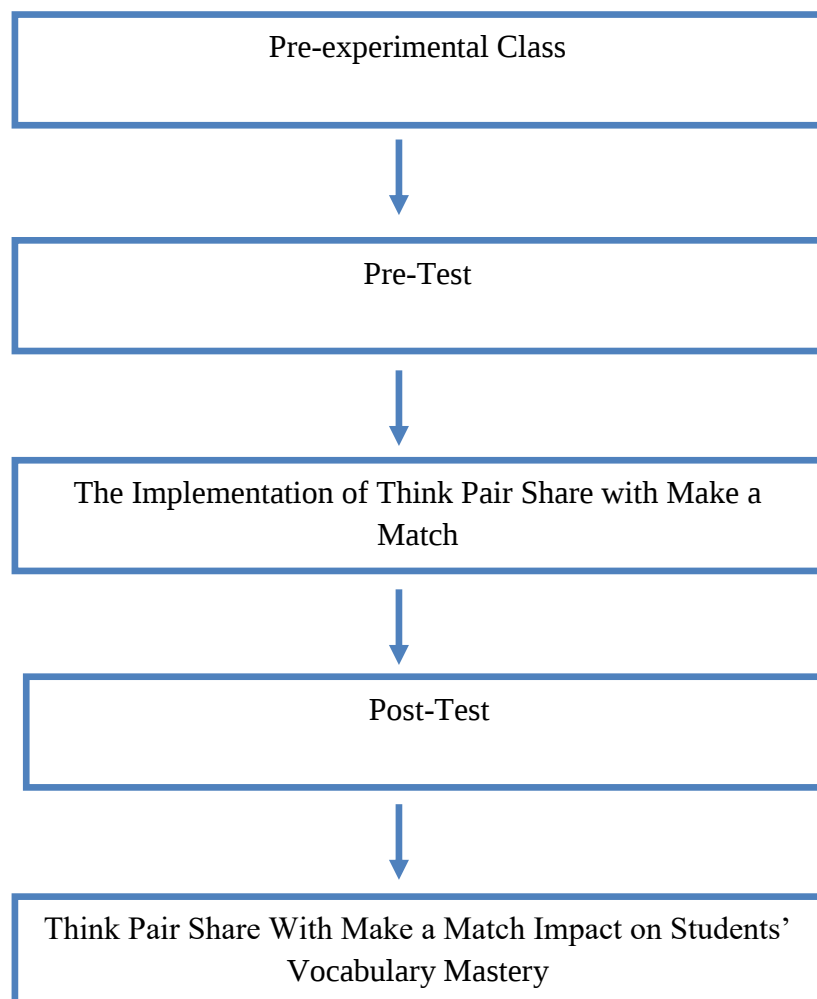
Fourth, research was carried out by Mehnaz Iwanti (2020) entitled "Improving Students Vocabulary Mastery Through Make a Match Technique at the First Grade Students of MTs Aisiyiah Medan." The research employed classroom action research with 20 students and used both qualitative and quantitative data. The average pre-test score was 52.8, increased to 70.2 in the first post-test and 83.6 in the second post-test. This steady progress indicated that the Make a Match technique could significantly enhance students' vocabulary acquisition.

This research was similar to previous research in its aim to improve students' vocabulary mastery using the Think Pair Share and Make a Match.

However, it differed by combining both methods into a single instructional model using a pre-experimental design with fifth-grade elementary students, while previous studies applied only one method with quasi-experimental or classroom action research designs at different educational levels.

2.7. Conceptual Framework

The objective of this research was to ascertain the impact of think pair share with make a match on students' vocabulary. The following figure illustrated the conceptual framework that informed this research:



The researcher conducted the pre-experimental class in the fifth grade. A pre-test and post-test were employed as the technique for collecting data.

The researcher taught vocabulary using the Think Pair Share combined with Make a Match to determine whether it had an impact on students' vocabulary mastery. If it showed a positive impact, it would be considered a useful method for both teachers and students.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1. Research Design

The researcher employed a pre-experimental quantitative research approach, in which numerical data were generated using operational definitions to test a specific hypothesis. Given the importance attached to analyzing data through statistical techniques, this researcher applied a quantitative methodology. The pre-experimental design used a one-group pre-test and post-test model.

In implementing this method, the researcher used one class as the experimental group. Before the treatment was implemented, a pre-test was administered to assess the students' vocabulary knowledge. After the treatment was completed, a post-test was administered to measure the extent to which the students' abilities were impacted as a result of the Think Pair Share combined with Make a Match.

Table 3.1 One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
X ₁	O	X ₂

Note:

X₁= Pre-test

O= the Implementation of Think Pair Share with Make a Match

X₂= Post-test

3.2. Research Variables

In this research, there were three variables identify in this research as follows:

3.2.1. The independent variables were think pair share and make a match

3.2.2. The dependent variable was vocabulary

3.3. Time and place of the Research

3.3.1. Location of the research

The researcher has been conducted this research at SD YPPK Kristus Raja I Kampung Baru

3.3.2. Time of research

This research has been conducted, starting from 15-28 Mei 2025 with a total six meetings.

3.4. Population and Sample Research

3.4.1. Population

Population was a group of objects or subjects that had qualities and characteristics determined by the researcher to be studied and from conclusions were drawn, Sugiyono in Umsapyat (2023). However, According to Arikunto the population was the entire researcher subject. The population in this researcher consisted all students of class V in SD YPPK Kristus Raja I Kampung Baru, totaling 36 students consists of two classes.

Table 3.2 Students Population

Class	Male	Female	Total
V A	7	11	18
V B	11	7	18

3.4.2. Sample

The sample was part of the population's numbers and characteristics that were selected for processing, Salim in Umsapyat (2023). The sample of this research was Class V B of SD YPPK Kristus Raja I Kampung Baru, consisting of 18 students. The researcher employed purposive sampling. A technique used to select a sample based on specific criteria. This technique was chosen because the sample was selected for a particular purpose and had been observed according to the objectives of the research.

3.5. Research Instrument

In order to collect the data, the researcher administered tests to the students of SD YPPK Kristus Raja I Kampung Baru. This research consisted of two tests: a pre-test and a post-test for the experimental class. The data for this research are the result of the students' pre-test and post-test. The data were collected by administering a post-test to the experimental class. The researcher utilizes 20 items matching questions that focusing on verbs and nouns. These questions were included in the pre-test and post-test to assess the students' vocabulary.

3.6. Technique of Collecting Data

In this research, the researcher employed a test to collect data. The objective of the test was to ascertain the students' vocabulary proficiency in comprehending the content. The researcher utilized a test as the primary instrument for data collection in this investigation. The test was divided into two categories:

1. Pre-test

Pre-test is administered to students' enroll in the experimental class. The objective of this test was to ascertain the students' background knowledge. The Pre-test was designed to assess the participants' abilities and achievements in vocabulary. It comprised 20 items matching focusing verbs and nouns. The test was conducted during the first meeting.

2. Post-test

Post-test was administered to students following the implementation of the treatment in the experimental class. The researcher conducted a test consisting 20 items matching focused on verbs and nouns at the conclusion of the research to assess the extent of vocabulary mastery development among the students after engaging in the think pair share with make a match. In this research particularly for data collection, the researcher used the test as the primary instrument, in the form of a vocabulary test consisting of 20 items matching about verbs and nouns to support the research.

3.7. Technique of Data Analysis

The researcher employed the statistical product and service solutions (SPSS) application to evaluate the data. The researcher gathered the data and processed the solution to the problem. The following section outlined the procedure, process, and data analysis:

3.8. Scoring the Students Vocabulary

In testing the students' vocabulary, the researcher used a test which consisted of 20 items matching. The scoring followed the table below:

3.3. Test Scoring Rubric

Test item	Scoring rule		Amount
	True	False	
Items Matching	1	0	20

Guideline Assessment: Maximum Score = 20

Students Score: $\frac{\text{Total Scoring}}{\text{Maximum Score}} \times 100$

Maximum Score

Table 3.4. The Scoring Rubric

No	Score	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Pair
4	40-55	Poor
5	≤ 39	Very poor

3.9. Mean

The mean score was the average of the scores. The score was based on the results of the pre-test and post-test by Darmadi in Umsapyat (2023). The mean score was calculated by the researcher using the following formula:

$$M = \frac{\sum x}{N}$$

Where:

M = Mean of students score

$\sum x$ = the sum of students score

N = Total number of students

3.10. Normality Test

The objective of this normality test was to ascertain whether the data had been netted from each variable with a normal distribution. The Kalmogorov Smirnov method was employed in this normality test, designed as the K-S test.

The results of the normality test were determined using the Kolmogorov Smirnow (K-S) test method. If the significance value > 0.05 , it indicated the data originated from a normal distribution population. Conversely, if the significance value was < 0.05 the data were deemed to stem from a non-normal distribution population.

3.11. Paired Sample T-test

The test paired sample the t-test was employed to analyze two samples of paired data. The identical sample was utilized in this test, but it was subjected to a distinct treatment. Typically, the objective was to compare data before and after the treatment (post-test). To analyze the data, the researcher employed the statistical software package SPSS version 22.

The following factors were taken into account when utilizing the paired sample t-test method:

1. If the sig value (2-tailed) < 0.05 , then H_0 was rejected and H_a was accepted.

It meant that think pair share with make a match gave impact on students vocabulary for students in the fifth grade of SD YPPK Kristus Raja I Kampung Baru.

2. If the sig value (2-tailed) > 0.05 , then H_0 was accepted and H_a was rejected.

It meant that think-pair-share with make a match did not impact on students' vocabulary for students in the fifth grade at SD YPPK Kristus Raja I Kampung Baru.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and the elaborated through the data based on the conducted research. The result of the research was based on information collected in a vocabulary test.

4.1. Findings

4.1.1. Data Description

In the first meeting, the researcher administered the pre-test consisting of 20 items matching questions about verb and noun to assess students initial vocabulary knowledge. During this session, the students showed mixed reactions. Some looked confident and answered quickly, while others appeared confused and hesitant. The classroom atmosphere was generally quiet, but a few students asked questions for clarification. From the observation, it was noted that many students had limited understanding of the vocabulary being tested, as showed by their reliance on guessing and lack of engagement during the activity.

In the second meeting, at the beginning of the treatment. The researcher introduced new vocabulary words and then applied the Think Pair Share with Make a Match. During the meeting, students appeared curious and enthusiastic. Although some were still adjusting to the new learning method, the level of participation was noticeably higher than during the pre-test. Students started to

interact with their group, and some showed improvement in recalling words when matching the cards.

In the third meeting, the same learning method was applied. Students began to show better collaboration in pairs. They actively discussed vocabulary meanings and helped each other find the correct matches. The classroom was more vibrant and interactive. Many students displayed more confidence and were eager to engage in the Think Pair Share with Make a Match. The researcher noted that students started using the target vocabulary in short verbal expressions when prompted, indicating growing familiarity with the material.

In the fourth meeting, the vocabulary was further reinforced the vocabulary through continued use of Think Pair Share and Make a Match combination. Students worked more efficiently in pairs, with less guidance needed from the teacher. The level of enthusiasm remained high. The observation revealed that even the previously quite students began to participate actively. The classroom climate became more supportive, and students appeared to enjoy the learning process. There was a visible improvement in their ability to recognize, and pronounce the vocabulary correctly.

In the fifth meeting, served as a final reinforcement session. The researcher noticed significant improvement in students' collaboration, vocabulary recognition, and motivation. Most students no longer needed help matching the vocabulary cards and completed the activity quickly. They used

strategy such as giving clues to helps peers, showing an increased understanding of the vocabulary. The teacher acted more as a facilitator, as the students managed most of the activity independently.

In the sixth meeting, the researcher administered the post-test using the same format as the pre-test. Students showed a more confident and calm demeanor while answering the questions. They finished the test more quickly than before and asked fewer questions. From observation, students seemed more familiar with the vocabulary, and their facial expressions indicated less stress. Overall, the classroom atmosphere was positive, and students appeared satisfied with their performance. The research concluded that the treatment had a positive influence on students' vocabulary mastery.

4.1.2. The Students Vocabulary in Pre-test and Post-test

Table 4.1. The Rate Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very good	80-100	0	0	9	50%
2	Good	66-79	0	0	7	39%
3	Fair	56-65	2	11%	2	11%
4	Poor	40-55	14	78%	0	0
5	Very poor	<39	2	11%	0	0
Total			18	100	18	100

Table 4.1 Showed the rate percentage students vocabulary of pre-test and post-test. In the pre-test there are 14 (78%) students obtained poor score, 2 (11%) students obtained fair score and 2 (11%) students obtained very poor score. In the post-test 9 (50%) students obtained very good score, and 7 (39%) students obtained good score, and 2 (11%) students obtained fair score. This analysis indicated that after the treatment given by researcher, there was a significant improvement in students' scores compared to before.

4.1.3. The Students Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.78	18	8.948	2.109
	Posttest	78.33	18	10.290	2.425

The table 4.2 showed that the mean score of students in pre-test was 47.78 with standard deviation of 8.948. While, in post-test was 78.33 with standard deviation 10.290. It indicated that the mean score of the students in post-test was higher than pre-test.

4.1.4. Normality Test

Table 4.3. Test of Normality

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.124	18	.200*	.975	18	.887
Posttest	.149	18	.200*	.940	18	.293

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above was used to know whether the data was distributed normally or not. In this research, the kind of normality test used was Shapiro wilk because the total of the sample was less than 50. In pre-test the significant score was 0.887 and in post-test the significant score was 0.293. So, in both in pre-test and post-test the data was distributed normally because the significant score was higher 0.05.

4.1.5. T-Test Result

Table 4.4 Paired Sample Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-30.556	7.648	1.803	-34.359	-26.752	-16.950	17	.000

The data analysis above was used to determine whether there was significant different score between pre-test and post-test or not. Based on the result of the paired sample t-test (sig. 2-tailed = 0.00 < 0.05), the alternative hypothesis (Ha) was accepted, indicating that there was significant difference in students vocabulary mastery before and after treatment. This implied that the use of think pair share with make a match had a significant impact on students'

vocabulary mastery. Conversely, the null hypothesis (H_0) was rejected, which stated that there was no significant difference on students' vocabulary mastery before and after treatment.

From the data above, we could see there was a different score between pre-test and post-test that was significantly different. In other words, it could be stated that after treatment there was a significant difference.

4.2. Discussion

The findings of this pre-experimental research revealed that the implementation of think pair share with make a match method had a positive and significant impact on students' vocabulary mastery at SD YPPK Kristus Raja I Kampung Baru. The research applied a quantitative method using tests as instruments, consisting of a pre-test and post-test given to one pre-experimental group. Based on the result of the paired sample t-test (sig. 2-tailed = $0.00 < 0.05$), the alternative hypothesis (H_a) was accepted, indicating a significant improvement in vocabulary mastery after applying the combined methods. Conversely, the null hypothesis (H_0) was rejected.

The new finding of this research revealed to combination of think pair share with make a match was not only effective in enhancing students' vocabulary mastery but also in increasing their active participation in the learning process. This combined method stimulated students memory retention through collaborative engagement and enjoyable educational learning. Furthermore, this approach helped overcome the boredom often found in traditional vocabulary teaching. Students became more enthusiastic as they were directly involved in

both the cognitive and social aspects of learning. This reinforced the notion that vocabulary acquisition could be more effective when taught using student-centered and activity-based strategies.

The new findings of this research indicated that the combined methods enhanced students' activeness and critical thinking. Students became more active and confident during the learning process. The think pair share strategy gave them time to think independently, discuss with peers, and share their ideas with the whole class, which stimulates critical thinking. Students did not just memorize words but processed their meaning and usage contextually. For example, when encountering a word like "dolphin" they were encouraged to consider multiple meanings. Example, "the dolphin is smart". Was discussed through peer interaction. As stated by Usman in Sari et. al. (2022) state that think pair share has been demonstrated to be both simple and effective in impact the quality of discussion participation especially in vocabulary. This made students more eager to learn vocabulary in classroom. Similarly, Rohman (2017), Melasari (2022) showed think pair share increased students' vocabulary mastery. This aligned with higher order thinking processes, where learners analyzed, interpreted, and applied vocabulary in varied contexts. New finding in this research was that students were not only active but also developed a deeper awareness of word functions. Some students were observed using newly learned words in different sentence contexts, indicating transfer of knowledge and improved critical language awareness.

Fun and interactive learning was created with make a match. The make a match technique added a fun, game-like element that boosted students'

motivation. Students showed enthusiasm in finding matching pairs of words and pictures. The visual support helped them memorize vocabulary faster, especially for abstract or unfamiliar words. For instance, matching the words “cry” with cry face image provided a concrete association that enhanced memory retention. As stated by Ariyanti (2024) and Iwanti (2020) which showed make a match improved students’ vocabulary mastery. New finding in this research was the use of colorful and themed cards. Example, animals, things in class and classroom helped visual learner’s better associate words with meanings. Students who previously struggled with abstract memorization showed visible progress.

Improved learning process through cooperative learning. The combination of think pair share with make a match aligned with the principles of cooperative learning, where structured interaction and shared goals enhanced academic outcomes. According to Zach in Chiu et, al (2023) cooperative learning is a teaching approach where students worked together in small group to achieve shared learning goals. The cooperative learning model aimed to increase students’ engagement and foster friendship, leading to improved academic performance and enhanced emotional and cognitive skills. This method promoted peer to peer learning: students who mastered certain words helped others, and this reciprocal interaction strengthened both parties understanding. The structured yet engaging environment helped students not only remember vocabulary but also apply it in meaningful contexts. Example used the word “elephant” in complete sentences: “the elephant has big ears”. This reflected not just recall but application, a sign of effective vocabulary learning.

The results of this research had several implications points. First, teachers were encouraged to implement cooperative learning models like think pair share with make a match to make vocabulary learning more effective, engaging, and students centered. Second, the methods were found to be especially suitable for young learners, as they involved movement, visual, and communication, which catered to different learning style. Third, students' critical thinking and language awareness were developed as they not only memorized words but also applied them meaningfully. Fourth, the findings supported the integration of interactive learning techniques in classroom instruction and assessments, where students used vocabulary in real life contexts rather than rote memorization. Fifth, these methods helped bridge vocabulary learning with other language skills, especially speaking and writing.

The results of this research had several limitations points. First, the research was conducted only in one class at SD YPPK Kristus Raja I Kampung Baru, which limited the generalize ability of the findings. However, the approach could still be considered for application at the junior and senior high school levels with further study. Second, the research was carried out within a short time frame so, long term retention and impact could not be measured. Third, this research used a one group pretest-posttest design, without a control group. Therefore, external variables might have influenced the results. Fourth, the focus was only on verbs and nouns, not covering other aspects of type of vocabulary. Fifth, the success of the method depended on teacher creativity and the quality of materials

design of make a match cards. If the materials were not engaging, students' interest might have decreased.

In addition, the use of think pair share with make a match significantly impacted vocabulary mastery by encouraging active learning, promoting critical thinking, supporting varied learning styles visual, social, and making learning fun and engaging. This method was especially effective for young learners in elementary settings, where interaction, imagination, and visual aids played a crucial role. The increase in post-test scores supported the effectiveness and practicality of combining cooperative learning methods to enhance vocabulary instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of this research and suggestions.

5.1. Conclusions

Based on the results of the research and discussion, it was concluded that the implementation of think pair share with make a match had an impact on students' vocabulary mastery at SD YPPK Kristus Raja I Kampung Baru. This is indicated by the result of the paired t-test were $P(000) < (0.05)$, which meant there was a significant difference between the pre-test and post-test. So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected which stated that the implementation of think pair share with make a match impacted on students vocabulary mastery at SD YPPK Kristus Raja I Kampung Baru.

The result of this research showed that the implementation of think pair share with make a match had an impact on students' vocabulary mastery with total 6 meetings. The success of this research was explained through the theory of cooperative learning, which emphasizes structured interaction among students to achieve shared academic goals. Think Pair Share with Make a Match encouraged active engagement, collaborative, and meaningful learning experiences. It was evident from the results of the pre-test and post-test.

5.2. Suggestion

1. For the teacher: Teachers were encouraged to implement the think pair share with make a match in vocabulary instruction, as these methods proved effective in enhancing students vocabulary mastery, active participation, and critical thinking skills. The use of engaging instructional media, such as colorful and themed matching cards, was also recommended to cater to various learning style, particularly visual and kinesthetic learners. Furthermore, teachers were advised to design learning activities that not only focused on rote memorization but also facilitated the contextual use of vocabulary through meaningful sentence construction and real life application.
2. For the Students: students were expected to actively engage in all stages of the learning process, including independent thinking, peer discussions, and class presentations. Such active involvement was believed to contribute to increased confidence and deeper understanding of vocabulary. Additionally, students were encouraged to apply newly learned vocabulary in various daily life contexts to reinforce not only word recall but also accurate usage and comprehension.
3. For Other Researchers: future researchers were recommended to conduct studies with more robust experimental designs, such as by including a control group, to improve the validity and generalizability of the findings. Further researcher could also be conducted at different educational levels, such as junior or senior school high schools, and explore a broader range

of vocabulary types, including to assess students vocabulary retention over time and to examine the sustained impact of the combined teaching methods.

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APPENDIX

APPENDIX I

LESSON PLAN

NAMA SEKOLAH : SD YPPK KRISTUS RAJA I KAMPUNG BARU

MATA PELAJARAN: BAHASA INGGRIS

KELAS/SEMESTER : V B

MATERI POKOK : VOCABULARY

ALOKASI WAKTU : 90 MENIT (6 PERTEMUAN)

A. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran siswa diharapkan:

1. Siswa dapat memahami media yang diberikan dengan baik
2. Siswa dapat mengidentifikasi dan mengingat kata kerja dan kata benda
3. Siswa dapat mengaplikasikan vocabulary yang telah mereka dapatkan dalam kehidupan sehari-hari

B. Kompetensi Dasar

1. Memahami kata kerja (verb) dan kata benda (noun) dengan baik dan jelas yang berkaitan dengan kosakata (vocabulary)

C. Alat dan Bahan

1. Kartu berupa soal atau kata kunci
2. Kartu berupa kata dan gambar
3. Spidol

D. Media Pembelajaran

1. Think pair share with make a match

E. Materi: Kata kerja (verb) dan kata benda (noun)

1. Kata kerja (in daily life)
2. Kata benda (in class, animals, and things in kitchen)

F. Kegiatan Pembelajaran

Pertemuan Pertama

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10

Kegiatan inti	1. Peserta didik diminta untuk melakukan tes awal yaitu pre-test 2. Guru memberikan tentang kata kerja (in daily life) kata benda (in class, animals, and things in kitchen) 3. Peserta didik bertanya apabila tidak paham tentang soal	45
Kegiatan penutup	1. Peserta didik dan guru membuat kesimpulan tentang pre-test 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilakukan 3. Guru memberikan umpan balik terhadap proses dan hasil pre-test 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	35

Pertemuan Kedua

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10
Kegiatan inti	1. Peserta didik diminta untuk memperhatikan	45

	materi yang akan dijelaskan tentang kata kerja (in daily life) kata benda (in class, animals, and things in kitchen) 2. Guru membagi peserta didik menjadi dua kelompok 3. Guru membagikan kertas berupa kata dan gambar kepada kedua kelompok dan masing-masing kelompok akan mencocokkan kata dan gambar berdasarkan kata kunci yang diberikan guru 4. Guru menyiapkan kertas berupa kata kunci dan membacakan kata kunci kepada kedua kelompok 5. Kedua kelompok berpikir dan berdiskusi mencari jawaban dengan cara mencocokkan kartu berdasarkan kata kunci yang diberikan guru 7. kelompok yang berhasil mencocokkan kartu duluan dapat mengangkat tangan 8. kedua kelompok mempresentasikan hasil jawaban mereka berdasarkan kartu yang mereka cocokkan	
Kegiatan penutup	1. Guru beserta peserta didik mereview kembali kosakata tersebut, membuat kata tersebut menjadi sebuah kalimat dan mengajarkan cara pengucapan yang benar 2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 3. Guru menyampaikan pembelajaran pada pertemuan berikutnya	35

Pertemuan Ketiga

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10
Kegiatan inti	1. Peserta didik diminta untuk memperhatikan materi yang akan dijelaskan tentang kata kerja (in daily life) dan kata benda (in class, animals, and things in kitchen) 2. Guru membagi peserta didik menjadi dua kelompok 3. Guru membagikan kertas berupa kata dan gambar kepada kedua kelompok dan masing-masing kelompok akan mencocokkan kata dan gambar berdasarkan kata kunci yang diberikan guru 4. Guru menyiapkan kertas berupa kata kunci dan membacakan kata kunci kepada kedua kelompok 5. Kedua kelompok berpikir dan berdiskusi mencari jawaban dengan cara mencocokkan kartu berdasarkan kata kunci yang diberikan	45

	guru 7. kelompok yang berhasil mencocokkan kartu duluan dapat mengangkat tangan 8. kedua kelompok mempresentasikan hasil jawaban mereka berdasarkan kartu yang mereka cocokkan	
Kegiatan penutup	1. Guru dan peserta didik mereview kembali kosakata tersebut, membuat kata tersebut menjadi sebuah kalimat, dan mengajarkan cara pengucapan yang benar 2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 3. Guru menyampaikan pembelajaran pada pertemuan berikutnya	35

Pertemuan Keempat

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10
Kegiatan inti	1. Peserta didik diminta untuk memperhatikan	45

	materi yang akan dijelaskan tentang kata kerja (in daily life) kata benda (in class, animals, and things in kitchen) 2. Guru membagi peserta didik menjadi dua kelompok 3. Guru membagikan kertas berupa kata dan gambar kepada kedua kelompok dan masing-masing kelompok akan mencocokkan kata dan gambar berdasarkan kata kunci yang diberikan guru 4. Guru menyiapkan kertas berupa kata kunci dan membacakan kata kunci kepada kedua kelompok 5. Kedua kelompok berpikir dan berdiskusi mencari jawaban dengan cara mencocokkan kartu berdasarkan kata kunci yang diberikan guru 7. kelompok yang berhasil mencocokkan kartu duluan dapat mengangkat tangan 8. kedua kelompok mempresentasikan hasil jawaban mereka berdasarkan kartu yang mereka cocokkan	
Kegiatan penutup	1. Guru dan peserta didik mereview kembali kosakata tersebut, membuat kata tersebut menjadi sebuah kalimat, dan mengajarkan cara pengucapan yang benar 2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 3. Guru menyampaikan pembelajaran pada pertemuan berikutnya	35

Pertemuan Kelima

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10
Kegiatan inti	1. Peserta didik diminta untuk memperhatikan materi yang akan dijelaskan tentang kata kerja (in daily life) kata benda (in class, animals, and things in kitchen) 2. Guru membagi peserta didik menjadi dua kelompok 3. Guru membagikan kertas berupa kata dan gambar kepada kedua kelompok dan masing-masing kelompok akan mencocokkan kata dan gambar berdasarkan kata kunci yang diberikan guru 4. Guru menyiapkan kertas berupa kata kunci dan membacakan kata kunci kepada kedua kelompok 5. Kedua kelompok berpikir dan berdiskusi mencari jawaban dengan cara mencocokkan	45

	kartu berdasarkan kata kunci yang diberikan guru 7. kelompok yang berhasil mencocokkan kartu duluan dapat mengangkat tangan 8. kedua kelompok mempresentasikan hasil jawaban mereka berdasarkan kartu yang mereka cocokkan	
Kegiatan Penutup	1. Guru dan peserta didik mereview kembali kosakata tersebut, membuat kata tersebut menjadi sebuah kalimat, dan mengajarkan cara pengucapan yang benar 2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 3. Guru menyampaikan pembelajaran pada pertemuan berikutnya	35

Pertemuan Keenam

Langkah-langkah pembelajaran	Deskripsi kegiatan	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru mengkondisikan suasana belajar yang menyenangkan 4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	10
Kegiatan inti	1. Peserta didik diminta untuk melakukan tes	45

	akhir post-test 2. Guru memberikan soal post-test tentang kata kerja (in daily life) kata benda (in class, animals, and things in kitchen) 3. Peserta didik bertanya apabila tidak paham tentang soal	
Kegiatan penutup	1. Peserta didik dan guru membuat rangkuman/ kesimpulan tentang tes akhir (post-test) 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilakukan 3. Guru memberikan umpan balik terhadap proses dan hasil post-test 4. Guru mengakhiri pertemuan	35

F. Penilaian Hasil Belajar

Penilaian dalam RPP ini dilakukan menggunakan items matching yang akan diberikan pada pre-test dan post-test dengan jumlah 20 pertanyaan yang akan dilakukan sebelum dan sesudah treatment. Apabila jawaban yang benar akan dinilai 1 dan apabila jawaban salah akan diberikan nilai 0. Students score:

$$S = \frac{R}{N} \times 100$$

APPENDIX II
INSTRUMENT OF VOCABULARY

PRETEST

Match the Words with the correct picture!

Picture	Word
	a. Elephant
	b. Write
	c. Scissors
	d. Laugh

	e. Brush Teeth
	f. Backpack
	g. Sharpener
	h. Draw
	i. Plate
	j. Lamp
	k. Eraser

	l. Bee
	m. Sit
	n. Mop
	o. Refrigerator
	p. Watch
	q. Dance
	r. Marker

	s. Cry
	t. Whiteboard

POSTTEST

Match the Words with the correct picture!

Picture	Word
1. 	a. Take a shower
2. 	b. Clock
3. 	c. Cabinet

4.		d. Sing
5.		e. Giraffe
6.		f. Dolphin
7.		g. Broom
8.		h. Dictionary
9.		i. Read

10.		j. Colored pencils
11.		k. Cook
12.		l. School uniform
13.		m. Fight
14.		n. Listen
15.		o. Drive
16.		p. Wash

17. 	q. Climb
18. 	r. Kick
19. 	s. Knife
20. 	t. Fan

Answer Key

Pretest

1. b
2. a
3. e
4. c
5. f
6. d
7. h
8. j
9. g
10. l
11. i
12. n
13. k
14. m
15. q
16. o
17. p
18. r
19. t
20. s

Posttest

1. c
2. a
3. e
4. b
5. d
6. f
7. i
8. g
9. h
10. k
11. j
12. n
13. l
14. m
15. p
16. o
17. s
18. q
19. t
20. r

APPENDIX III

THE SAMPLE OF STUDENTS ANSWERS SHEET

1

Name: Vhikell Antonio Pofilino

Class: VB

Pre-Test

Match the Words with the correct picture!

45

B=9

Picture	Word
1. 	a. Elephant
2. 	b. Write
3. 	c. Scissors
4. 	d. Laugh
5. 	e. Brush Teeth
6. 	f. Backpack

7.		g. Sharpener
8.		h. Draw
9.		i. Plate
10.		j. Lamp
11.		k. Eraser
12.		l. Bee
13.		m. Sit
14.		n. Mop

X	15.		q. Refrigerator
X	16.		p. Watch
l	17.		q. Dance
X	18.		r. Marker
l	19.		s. Cry
X	20.		t. Whiteboard

Name: Vhittl Antonio Puting

Class: 5 B

60

B=12

Post-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Take a shower
2. 	k. Clock
3. 	c. Cabinet
4. 	d. Sing
5. 	e. Giraffe
6. 	f. Dolphin

8.		g. Broom
9.		h. Dictionary
10.		i. Read
11.		j. Colored pencils
12.		k. Cook
13.		l. School uniform
14.		m. Fight
		n. Listen

15.		o. Drive
16.		p. Wash
17.		q. Climb
18.		r. Kick
19.		s. Knife
20.		t. Fan

7. 	g. Sharpener
8. 	h. Draw
9. 	i. Plate
10. 	j. Lamp
11. 	k. Eraser
12. 	l. Bee
13. 	m. Sit
14. 	n. Mop

15.		b. Refrigerator
16.		p. Watch
17.		q. Dance
18.		r. Marker
19.		s. Cry
20.		t. Whiteboard

Name: Agatha Bintang Dinajati
Class: 5B

80
B: 16

Post-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Take a shower
2. 	b. Clock
3. 	c. Cabinet
4. 	d. Sing
5. 	e. Giraffe
6. 	f. Dolphin

7.		g. Broom
8.		h. Dictionary
9.		i. Read
10.		j. Colored pencils
11.		k. Cook
12.		l. School uniform
13.		m. Fight
14.		n. Listen

15. 	d. Drive
16. 	p. Wash
17. 	c. Climb
18. 	r. Kick
19. 	s. Knife
20. 	t. Fan

Name: Febrianto Linthin

Class: 5B

(60)
B=12

Pre-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Elephant
2. 	b. Write
3. 	c. Scissors
4. 	d. Laugh
5. 	e. Brush Teeth
6. 	f. Backpack

7. 	g. Sharpener
8. 	h. Draw
9. 	i. Plate
10. 	j. Lamp
11. 	k. Eraser
12. 	l. Bee
13. 	m. Sit
14. 	n. Mop

15.		o. Refrigerator
16.		p. Watch
17.		q. Dance
18.		r. Marker
19.		s. Cry
20.		t. Whiteboard

Name: Febrianto Linthin

Class: 5B

B: 18

90

Post-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Take a shower
2. 	b. Clock
3. 	c. Cabinet
4. 	d. Sing
5. 	e. Giraffe
6. 	f. Dolphin

7.		g. Broom
8.		h. Dictionary
9.		i. Read
10.		j. Colored pencils
11.		k. Cook
12.		l. School uniform
13.		m. Fight
14.		n. Listen

15. 	o. Drive
16. 	p. Wash
17. 	q. Climb
18. 	r. Kick
19. 	s. Knife
20. 	t. Fan

Name: Tenka. Carbanintya S. Manuhury
 Class: VB/66

30

B=6

Pre-Test

Match the Words with the correct picture!

Picture	Word
	a. Elephant
	b. Write
	c. Scissors
	d. Laugh
	e. Brush Teeth
	f. Backpack

7. 	g. Sharpener
8. 	h. Draw
9. 	i. Plate
10. 	j. Lamp
11. 	k. Eraser
12. 	l. Bee
13. 	m. Sit
14. 	n. Mop

15. 	o. Refrigerator
16. 	p. Watch
17. 	q. Dance
18. 	r. Marker
19. 	s. Cry
20. 	t. Whiteboard

Name: tenka Candranintyas. Manuhary
 Class: V B/5b

70
 B=19

Post-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Take a shower
2. 	b. Clock
3. 	c. Cabinet
4. 	d. Sing
5. 	e. Giraffe
6. 	f. Dolphin

7.		g. Broom
8.		h. Dictionary
9.		i. Read
10.		j. Colored pencils
11.		k. Cook
12.		l. School uniform
13.		m. Fight
14.		n. Listen

15. 	o. Drive
16. 	p. Wash
17. 	q. Climb
18. 	r. Kick
19. 	s. Knife
20. 	t. Fan

Name: jessen miquel triumena

Class: 5B

Pre-Test

Match the Words with the correct picture!

Picture	Word
1. 	a. Elephant
2. 	b. Write
3. 	c. Scissors
4. 	d. Laugh
5. 	e. Brush Teeth
6. 	f. Backpack

7. 	g. Sharpener
8. 	h. Draw
9. 	i. Plate
10. 	j. Lamp
11. 	k. Eraser
12. 	l. Bee
13. 	m. Sit
14. 	n. Mop

15.		o. Refrigerator
16.		p. Watch
17.		q. Dance
18.		r. Marker
19.		s. Cry
20.		t. Whiteboard

Name: jessen miguel tjuмена

Class: 5B

90

B: 18

Post-Test

Match the Words with the correct picture!

Picture	Word
	a. Take a shower
	b. Clock
	c. Cabinet
	d. Sing
	e. Giraffe
	f. Dolphin

7.		g. Broom
8.		h. Dictionary
9.		i. Read
10.		j. Colored pencils
11.		k. Cook
12.		l. School uniform
13.		m. Fight
14.		n. Listen

15. 	o. Drive
16. 	p. Wash
17. 	q. Climb
18. 	r. Kick
19. 	s. Knife
20. 	t. Fan

APPENDIX DATA ANALYSIS

- Mean Score

Mean Score and StandardDeviation

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	47.78	18	8.948	2.109
Posttest	78.33	18	10.290	2.425

- Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.124	18	.200*	.975	18	.887
Posttest	.149	18	.200*	.940	18	.293

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

- T-test Result

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-30.556	7.648	1.803	-34.359	-26.752	-16.950	17	.000

APENDIX PHOTOS DOCUMENTATION

Teaching Learning Process





SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nurteteng, M.Pd.
 NIDN : 1418039201
 Jabatan Fungsional : Lektor/IIIC
 Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
 FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Stella Siwalete
 NIM : 148820321009

Berupa :

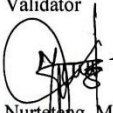
- ☐ Media Pembelajaran
- ☐ Modul atau bahan ajar
- ☐ Model Pembelajaran
- ☒ Instrumen Penelitian
- ☐ Lain-lain :

Dengan judul :

The Implementation of Think Pair Share With Make A Match
Towards Students Vocabulary Mastery at SD YPPK Kristus
Raja I Kampung Baru

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurteteng, M.Pd. NIDN. 1418039201	Sorong, 17 / 04 / 2025 Validator  Nurteteng, M.Pd. NIDN. 1418039201
---	--

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PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan,
 PGSD, Pendidikan Jasmani, dan PG PAUD



FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAHA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantal, Almas, Kabupaten Sorong, Papua Barat Daya

Nomor : 249/I.3.AU/SPm/FABIO/B/2025
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Sorong, 14 Mei 2025

Kepada Yth.
Kepala SD YPPK Kristus Raja 1 Kampung Baru
Di
Sorong

Assalamu 'alaikum warohmatullahi wabarokatuh.

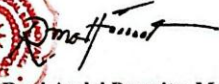
Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Stella Siwalette
NIM : 148820321009
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *"The Implementation Of Think Pair Share With Make a Match Towards Students Vocabulary Mastery at SD YPPK Kristus Raja 1 Kampung Baru".*

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 15 - 28 Mei 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

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