

**THE EFFECT OF THE "MAKE A MATCH" FLASHCARD MEDIA IN
IMPROVING GENERAL NOUN VOCABULARY AT THIRD GRADE OF
MANARUL ILMI AL FAJR TANJUNG PINANG**



THESIS

Submitted to the Sultan Abdurrahman State Islamic Collage of Kepulauan Riau
To Fulfill One of Requirements for Obtaining A Bachelor of Education Degree
(S.Pd)

by:

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**SULTAN ABDURRAHMAN STATE ISLAMIC COLLEGE
OF KEPULAUAN RIAU
2026**



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Bintan, 25th June 2026



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ABSTRACT

Mivthahul Fauziah, 22882032456 The Effect of the “Make a Match” Flashcard Media on Improving General Noun Vocabulary at Third Grade of Manarul Ilmi Al Fajr Tanjung Pinang, Academic Year 2025–2026. English Education Program, Sultan Abdurrahman State Islamic College, Riau Islands. Supervisor I : Dr. Fadhila Yonata, M.Pd; Supervisor II : Taqiyuddin, M.Pd

This study aims to determine the effect of using flashcards through the “Make a Match” learning model on improving third-grade students’ mastery of general noun vocabulary at Manarul Ilmi Al Fajr Islamic Elementary School in Tanjungpinang. This study used a quantitative approach by using a pre-experimental one-group pretest–posttest design. The sample of this research that given consisted of 19 students at third grade. The research instruments were vocabulary tests before (pretest) and after (posttest) implementing the “Make a Match” learning model by using flashcards. The data were analyzed by using descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test. The research results showed that a significant improvement in students’ vocabulary mastery. The average pre-test score was 72.89, while the average post-test score increased to 97.11, it showed that an average increase of 24.22 points. These results indicate that the implementation of the “Make a Match” learning model, supported by flashcards, it can significantly improve students’ mastery of general noun vocabulary. Thus, the use of flashcards through the “Make a Match” learning model has a positive effect on improving the mastery of general English noun vocabulary among third-grade students at Manarul Ilmi Al Fajr Islamic Elementary School in Tanjungpinang.

Keywords: Flashcards, Make a Match, General Noun Vocabulary, Vocabulary Mastery, Elementary School.

ABSTRAK

Mivthahul Fauziah, 22882032456 The Effect of The”Make a Match”Flashcard Media In Improving General Noun Vocabulary At Third Grade Of Manarul Ilmi Al Fajr TanjungPinang, Tahun Pelajaran 2025-2026. Prodi Tadris Bahasa Inggris, Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman, Kepulauan Riau. Dosen Pembimbing I: Dr. Fadhila Yonata, M.Pd, Dosen Pembimbing II : Taqiyuddin M.Pd

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media flashcard melalui model pembelajaran Make a Match terhadap peningkatan penguasaan kosakata benda umum siswa kelas III SD Islam Manarul Ilmi Al Fajr Tanjungpinang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain Pre-Experimental One Group Pretest–Posttest Design. Sampel penelitian terdiri atas 19 siswa kelas III. Instrumen penelitian berupa tes kosakata yang diberikan sebelum (pre-test) dan sesudah (post-test) penerapan model pembelajaran Make a Match menggunakan media flashcard. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro–Wilk, dan Wilcoxon Signed-Rank Test. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata siswa. Nilai rata-rata pre-test adalah 72,89, sedangkan nilai rata-rata post-test meningkat menjadi 97,11, yang menunjukkan peningkatan rata-rata sebesar 24,22 poin. Hasil tersebut menunjukkan bahwa penerapan model pembelajaran Make a Match yang didukung oleh media flashcard secara signifikan dapat meningkatkan penguasaan kosakata benda umum siswa. Dengan demikian, penggunaan media flashcard melalui model pembelajaran Make a Match memberikan pengaruh positif terhadap peningkatan penguasaan kosakata benda umum bahasa Inggris siswa kelas III SD Islam Manarul Ilmi Al Fajr Tanjungpinang.

Kata kunci: Kartu flash, Make a Match, Kosakata Kata Benda Umum, Penguasaan Kosakata, Sekolah Dasar.

ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘alamin. The author offers praise and thanks to Allah SWT for all His mercy and blessings, which have enabled the author to complete this thesis titled “The Effect of the ‘Make a Match’ Flashcard Media in Improving General Noun Vocabulary at Third Grade of Manarul Ilmi Al Fajr Tanjung Pinang.”

This thesis was written as one of the requirements for obtaining a bachelor’s degree. The author recognizes that this thesis could not have been completed without the help, guidance, support, and prayers of many people. Therefore, the author would like to express his deepest gratitude to :

1. Dr. H. Muhammad Faisal, M.Ag., as the Rector of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
2. Dr. Fadhila Yonata, M.Pd., as First Vice Rector at the Sultan Abdurrahman State Islamic College in the Riau Islands, and as my primary advisor, who helped me complete this thesis on time.
3. Drs. Almahfuz, M.Si., as Vice Rector II of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
4. H. Rahmad Budi Harto, S.E., MM as Vice Rector III of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
5. Mr. Taqiyuddin, M.Pd., Chair of the English Language Education Program, who graciously agreed to serve as my second advisor and provided guidance and advice throughout the process of completing this thesis.

6. Mrs. Muslena Layla, M.Si. as the Secretary of English Education Study Program, for her constant help and administrative guidance during the completion of this study.
7. Mrs. Megawati, M.Pd as my academic advisor, thank you for taking the time to guide me
8. Ustazah Annisa Musyarofah, M.Pd., Principal of SDI Manarul Ilmi Al Fajr in Tanjung Pinang, granted the author permission to conduct research at the school and provided encouragement for the writing of this thesis.
9. Ms. Riski Arta Ananda, S.Pd., homeroom teacher for third grade at Manarul Ilmi Al Fajr Islamic Elementary School, who placed her trust in me, granted me permission, and provided significant assistance and support throughout the research process.
10. All third grade students at Manarul Ilmi Al Fajr Islamic Elementary School, who welcomed the author with joy, enthusiasm, and excitement throughout the learning and research process.
11. My beloved parents, Mr. Nefrizal and Mrs. Widia Susanti, are the biggest reason I keep fighting. Thank you for your unceasing prayers, your unwavering love, your countless sacrifices, and the trust you have always placed in me.
12. My dearest sisters, Nesa and Auva, and my beloved younger sisters, Fazzen and Alya, thank you for your prayers, support, care, and companionship, which have always given me strength.

13. My close friendss, Gania, Bela, and Karla, thank you for being my safe haven amid the weariness of this journey. Thank you for the laughter, stories, support, and companionship that made every step of the way feel lighter and more meaningful.

14. My close friends Dexsa, Silvia, and Nurul, thank you for always listening to my complaints and cheering me on.

15. M. Sultan A. F. Thank you for being there every step of the way, listening to all my concerns, and being a part of this journey.

16. Finally, to myself, thank you for choosing to persevere when everything felt overwhelming. Thank you for not giving up, for getting back up after feeling exhausted, for continuing to believe even when I had doubts, and for keeping moving forward until I reached this point. This thesis is not just about a degree; it is also proof that every tear, prayer, effort, and struggle was never in vain. Thank you for being such a strong person. This journey may not be over yet, but today I am proud to have successfully navigated one of the most important chapters of my life.

Tanjungpinang, June 26th 2026

Mivhahul Fauziah
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MOTTO

“Among so many choices, I will always choose this family, a simple family that teaches that love is expressed through hard work, contentment, and happiness achieved together.”

“If I succeed today, it’s because of the love that never tires of praying for me from home.”



DEDICATION

I give thanks to Allah SWT for all the mercy, blessings, and guidance He has bestowed upon me, which have enabled me to successfully complete this thesis.

I dedicate this thesis to:

My beloved father, Nefrizal. Was the first man to teach me the meaning of perseverance, responsibility, and determination. Thank you for every drop of sweat you shed, every prayer you whispered in silence, and every sacrifice you never spoke of. Your love and hard work are the reasons I've kept moving forward until I reached this point.

My beloved mother, Widia Susanti. The most amazing woman in my life, the best place to come home to, who always offers unconditional love. Thank you for every comforting hug, your unceasing prayers, and the love that always strengthens me every step of the way.

My beloved older sisters, Nesa Maulani & Auva Zola, and my beloved younger siblings, Fazen Pramadian & Alya Syahira. Who have always provided encouragement, support, and joy throughout my journey to complete this education.

And finally, to myself, Mivthahul Fauziah. Thank you for persevering, fighting, and never giving up to this point. This work is proof that every effort, prayer, and struggle I've gone through has ultimately paid off. I'm proud of myself.

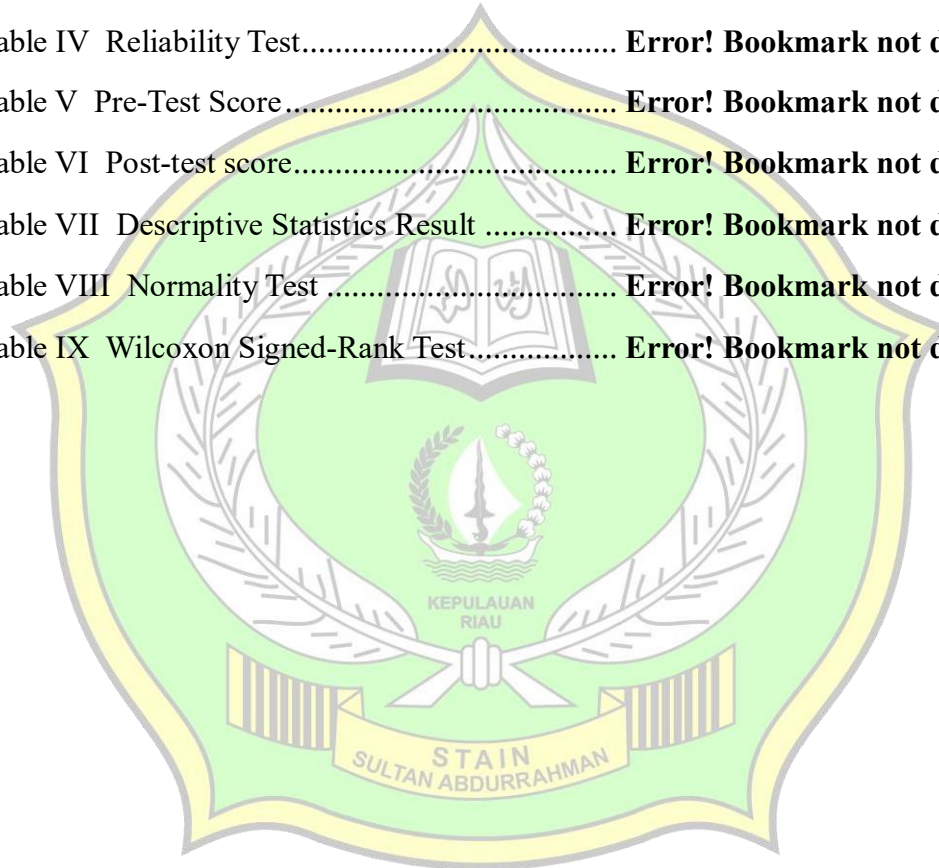
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CHAPTER I

INTRODUCTION

A. The Background of the Research

In this era of globalization, English language skills have become a necessity that cannot be ignored. This was stated by Ana Khoerunisa & Erwin Rahayu Saputra (2024), which became the basis for introducing English to elementary school students. English is an international language, also referred to as a second language. Ramadhanti et al. (2022), stated that the importance of learning English is to prepare for the future, so that a person can provide benefits for themselves and the wider community, as well as apply the knowledge acquired at school through concrete actions in the social environment.¹

In English learning, vocabulary plays a very important role because it is the main foundation in the learning process. Students need to have a sufficient understanding of various English vocabulary words, because vocabulary mastery is the initial provision that determines the success of students in learning a foreign language. Therefore, the meaning of each vocabulary word learned must be well understood so that students are able to use English appropriately and in context.

¹ Masita Putri Kirana, "Pengaruh Model Pembelajaran Kooperatif Tipe Make A Match Berbantuan Media Flashcard terhadap Penguasaan Kosakata Bahasa Inggris Kelas V SD," *Jurnal Manajemen Mutu Pendidikan*, Vol. 13, No. 1 (Mei 2025): 38.

With adequate vocabulary mastery, students will find it easier to understand English, both spoken and written. Good command of English vocabulary will greatly assist students in developing the four language skills, namely listening, speaking, reading, and writing. Limited vocabulary is a major factor that hinders students' ability to communicate and learn English. One effective way to support their communication skills is through strengthening and expanding their vocabulary knowledge.

Vocabulary consists of various types, one of which is nouns. In the learning process, nouns are taught gradually based on their structure and closeness to students' experiences, starting from nouns commonly found in the classroom, then those in the canteen, school environment, up to nouns outside the school environment. However, most students still experience difficulty in mastering noun vocabulary based on the researcher's initial observations through interviews with English teachers at Manarul Ilmi Al Fajr Islamic Elementary School.

In general, learning media are divided into three main types, namely audio media, visual media, and audiovisual media. Visual media are media that can be seen directly and, in some forms, can be touched by students. This media aims to clarify learning materials.

Through visual presentations designed to make it easier for students to understand things that are real and unreal. Visual media include pictures, maps, miniatures, and various other teaching aids. In teaching practice, teachers often use pictures, flashcards, and real objects such as

fruit, animals, or books to support the use of visual media so that learning becomes more contextual and meaningful.

One effort to improve students' vocabulary skills is through the use of innovative and engaging learning media. Flashcards are considered an effective medium for teaching English vocabulary (Feni Puspitasari, Agus Andriansya, Anggi Riani Guspita, Assyaidil Adha A Hakim, Jaini, Nabilah Zahra, 2022).

In their research, they concluded that flashcards are considered an effective way to improve student's vocabulary because it is easy to carry around, practical to make and use, and the combination of images and text, it is easier for students to recognize the concepts. It is also fun, so students felt enthusiastic and motivated, and it can train their memory in vocabulary mastery. The use of flashcards as a medium or tool, it can boost students' enthusiasm and motivation, as well as train their memory in vocabulary mastery.²

However, the use of flashcards in vocabulary learning may not necessarily yield maximum results if applied conventionally without being supported by appropriate learning strategies. A number of studies showed that the use of flashcards packaged in the form of games can increase learning motivation and active student involvement in the learning process. However, this study will focus on one game, namely make a match. Researchers chose flashcards because they are simple, easy to use, and

² Miftahul Jannah&Ujang Jamaludin, "Penguasaan Kosa Kata Bahasa Inggris Melalui Media Flash Card di Sekolah Dasar," *Jurnal Pendidikan Dasar* 5, no. 2 (2022): 115–123.

well-suited to the characteristics of elementary school students. Flashcards help students recognize and remember vocabulary through pictures and words, making learning more engaging. In addition, flashcards can be easily integrated with the “Make a Match” learning model because students can match the cards directly, making learning more active and interactive.

During field research at Manarul Ilmi Al Fajr Elementary School, the researcher identified problems faced by English teachers in the learning process. One of the main problems are some students did not know a command of general nouns. Although there were some students who were able to recognize general noun basic of vocabulary. Well, there were still many students who had difficulty to remember the simple vocabulary related to objects around them, such as table, chair, window. door, blackboard, bag. This condition showed that students vocabulary mastery was systematic improvement.

Based on observations and interviews with teachers, it was found that the Make a Match learning model had never been directly applied in English language learning at the school. However, teachers had used digital based game activities, such as matching pictures of rooms with the appropriate vocabulary through an online platform, which indirectly had principles similar to the Make a Match activity. It showed that students have actually been introduced to game-based learning activities, even

though they have not been implemented in a structured manner in a specific learning model.

Based on these findings, the researcher believed that the implementation of the Make a Match learning model with the assisted of flashcards or picture cards has the potential to improve students mastery of general noun vocabulary. This model allows students to learn through direct image and word matching activity, it can strengthen students memory, to increase engagement, and to create a more interesting and meaningful learning atmosphere. Therefore, the use of the Make a Match model was chosen as an alternative solution to overcome the weakness of students mastery of general vocabulary among at SDI Manarul Ilmi Al Fajr students.

The purpose of using the Make a Match game in English language learning is to improve students' mastery of general noun vocabulary through activities that directly match words with pictures. This game is designed to help students comprehension of vocabulary more concretely, strengthen their memory of the vocabulary they have learned, and to encourage active student involvement in the learning process. In addition, the Make a Match game aims to create a more interesting and enjoyable learning atmosphere so that it can increase student motivation to learn and support the achievement of optimal vocabulary learning outcomes.

Although previous studies such as Wardah, have shown the effectiveness of the Make a Match model in improving general vocabulary

mastery.³ Lutfiani et al. proving the benefits of flashcard-based games on spelling and vocabulary comprehension, there have been no studies specifically integrating the Make a Match approach with flashcards to improve the mastery of general nouns not just general vocabulary in third grade elementary school students in the context of new Islamic schools such as Manarul Ilmi Al Fajr in Tanjung Pinang.⁴

The previous studies were generally conducted at the 4th-5th grade level with a focus on general vocabulary or specific thematic material such as numbers and modes of transportation (“How Do You Go to School?”), whereas 3rd grade students have different cognitive development characteristics that require a more concrete visual approach to general nouns with the theme “My Classroom”. Furthermore, although digital matching activities have been implemented informally in the research school, the Make a Match model has never been implemented in a structured manner. Therefore, this study fills this scientific gap through a pre-experimental one-group pretest-posttest design on this specific population of third-grade elementary school students.

Manarul Ilmi Al-Fajr Islamic Elementary School was chosen as the research location because it is a relatively new school, it has been established around three years ago. The progress of the teaching and

³ Putri Alifia Nur Meidina, Qurroti A'yun, & Diana Ermawati, “Peningkatan Kemampuan Penguasaan Vocabulary melalui Model *Make a Match* Berbantuan Media Flashcard pada Siswa Sekolah Dasar,” *Jurnal Ilmiah PGSD*, vol. 10, no. 3, 2024.

⁴ Leni Lutfiani, Fakhri Khusaini, & Ika Irawati, “The Effect of Flashcard-Based Vocabulary Games on Fourth-Grade Students’ Vocabulary Understanding,” *English Journal of Merdeka: Culture, Language, and Teaching of English* 2025.

learning is still in development, Especially, English students needs to be strengthened in terms of learning methods and media. This condition provide an opportunity for researcher to examine and apply innovative learning models to improve the quality of English vocabulary learning.

In addition, the third grade students are allowed to conduct a research in a more focused and controlled. There are also 19 students are facilitated the process of observation, data collection, and the result of learning outcomes.

The students at third grade are chosen as the subject of the study, because the students at this level are at a stage of cognitive development that allowed them to receive English vocabulary learning more systematically. At this stage, the students already have basic reading skills so that vocabulary learning, especially general nouns, it can be developed through visual media such as flashcards media.

Therefore, researcher are interested to counduct research entitled The effect of the”make a match”flashcard media in improving general noun vocabulary at third grade of Manarul Ilmi Al Faj tanjung pinang.⁵

B. Research Limitations

This study is limited to the effect of using flashcards through the “Make a Match” learning model on the mastery of general noun vocabulary in English language learning. The material studied covers only nouns found in the classroom environment (My Classroom). The research

⁵ Interview with English Teacher at Manarul Ilmi Al Fajr on Friday, January 2026.

subjects are limited to 19 third grade students at Manarul Ilmi Al Fajr in Tanjungpinang.

C. Problem Identification:

1. Third grade students' command of English vocabulary, particularly general nouns, remains low.
2. Students still have difficulty remembering and understanding English vocabulary.
3. English language instruction still tends to rely on methods that lack variety, resulting in students being less active in the learning process.

D. Research Questions

1. Is there any significant difference on students general noun vocabulary before and after being taught by using "Make a Match" flashcard media of 3 grade Manarul Ilmi Al-Fajr Elementary School in Tanjung Pinang?
2. Does the implementation of "Make a Match" flashcard media improve students general noun vocabulary?

E. The Objectives and the Significances of the Research

1. The Objectives of the Research

Based on the research questions above, the general objective of this study is to determine the effect of using the Make a Match media with flashcards on improving the mastery of general noun vocabulary among third-grade elementary school students.

- a. To determine whether there is a significant difference in students general noun vocabulary before and after the implementation of the Make a Match flashcard media Grade 3 students at Manarul Ilmi Al-Fajr Elementary School in Tanjung Pinang.
- b. To determine whether the use of flashcards can improve students' general vocabulary.

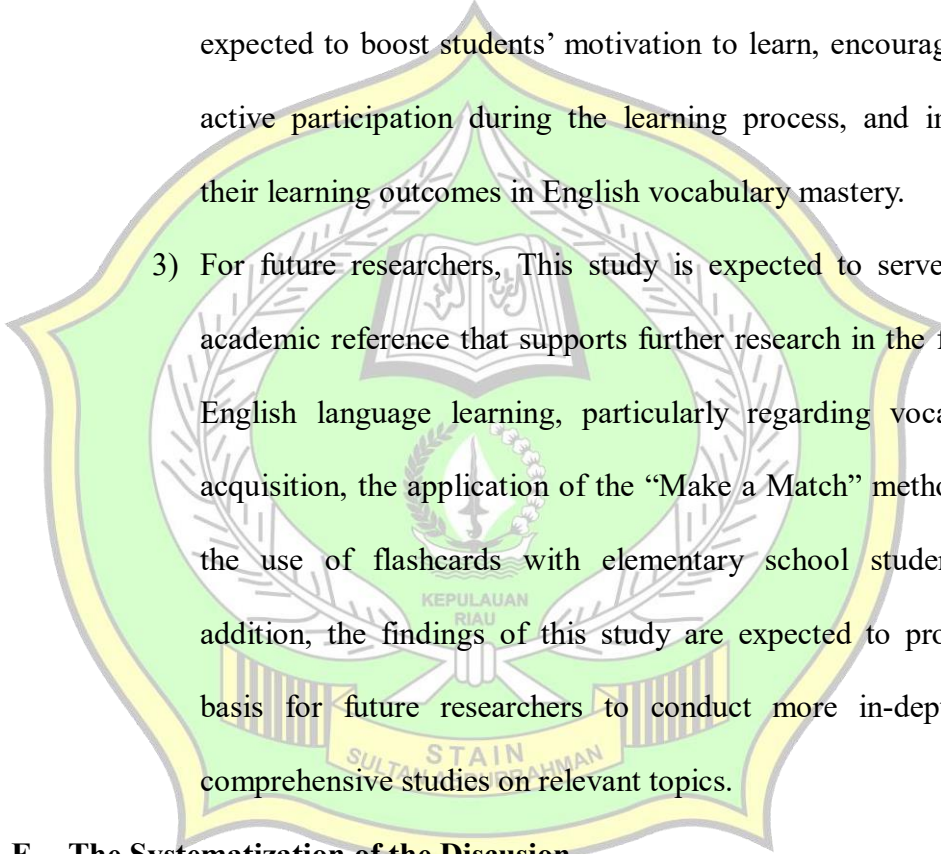
2. Significances of the Research

a. Theoretically

The findings of this research are expected to enrich the existing knowledge and literature regarding the implementation of the Make a Match method assisted by Flashcard media in English language teaching. Furthermore, this research may serve as a reference for future researchers who are interested in investigating vocabulary mastery, cooperative learning methods, and the use of visual media in English language learning.

b. Practical Significances

- 1) For teachers, the results of this study are expected to serve as a reference for teachers in implementing innovative teaching methods and media to improve students' vocabulary mastery. The findings of this study are also expected to help teachers create a more effective, enjoyable, and student centered learning process so that learning objectives can be optimally achieved.

- 
- 2) For students, This study is expected to help students improve their mastery of general nouns through the implementation of active, engaging, and interactive learning activities. The use of the “Make a Match” method, supported by flashcards, is expected to boost students’ motivation to learn, encourage their active participation during the learning process, and improve their learning outcomes in English vocabulary mastery.
- 3) For future researchers, This study is expected to serve as an academic reference that supports further research in the field of English language learning, particularly regarding vocabulary acquisition, the application of the “Make a Match” method, and the use of flashcards with elementary school students. In addition, the findings of this study are expected to provide a basis for future researchers to conduct more in-depth and comprehensive studies on relevant topics.

F. The Systematization of the Discussion

The thesis consist of five chapters, subchapters, and the descriptions reviewed in each section based on the research developed as followed are part of this systematics:

Chapter I: Introduction

This chapter presents the background of the research, identification of the problem, limitation of the problem, research questions, research objectives, significance of the research, and the systematization of writing.

Chapter II: Review of Literatur

This chapter discusses the theoretical framework related to the study, including the concept of vocabulary, general nouns, flashcard media, the Make a Match learning method, previous related studies, the conceptual framework, and the research hypotheses.

Chapter III: Research Methods

This chapter describes the research design, research setting, population and sample, research variables, research instruments, data collection procedures, research procedures, and data analysis techniques used in the study.

Chapter IV: Findings and Discussion

This chapter presents the findings of the research, including the results of the pre-test and post-test, data analysis, hypothesis testing, and discussion of the findings in relation to the relevant theories and previous studies.

Chapter V: Conclusion and Suggestions

This chapter presents the conclusions drawn from the research findings and provides suggestions for English teachers, students, schools, and future researchers.

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