

**THE EFFECT OF USING MATCH PAIRS GAME AS A
LEARNING STRATEGY FOR STUDENTS' VOCABULARY
ACHIEVEMENT OF FOURTH GRADE AT SDIT AL-
MADINAH**



Thesis

Submitted to the Sultan Abdurrahman State Islamic College of Kepulauan Riau
To fulfill one of the requirements for obtaining a Bachelor of Education Degree
(S.Pd)

By:

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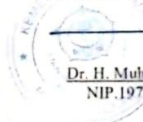
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ABSTRACT

Sella Puspita, 2025, 211818. The Effect of Using Match Pairs Game as a Learning Strategy for Student' Vocabulary Achievement of Fourth Grade at SDIT AL Madinah, Academic Year 2024–2025. English Education Study Program, Sultan Abdurrahman State Islamic College, Riau Islands. Supervisor I: Taqiyuddin M.Pd, Supervisor II: Dr. Fadhila Yonata, M.Pd.

Mastery of English vocabulary is one of the important aspects in learning English because English acts as a means of communication between nations, both orally and in writing. Through research conducted from August 14 to September 15, the researcher identified issues related to the limited vocabulary mastery among fourth-grade students at SDIT Al-Madinah. Therefore, this study aimed to enhance students' vocabulary skills by utilizing the Match Pairs game.

The entire population of fourth-grade students at SDIT Al-Madinah Tanjungpinang was divided into three groups. However, the sample used in this study was taken from only two classes, namely Abdullah's fourth grade and Zaid's fourth grade, using the Cluster Random Sampling technique, because the sample selection was done randomly, which was relevant to the topic of this study. This study used a quantitative method with a quasi-experimental design, involving two groups: a control group that used the lecture method and an experimental group that used the game-based teaching method. Pre- and post-tests were conducted to measure the improvement in students' vocabulary skills.

The research instruments have been tested for validity and reliability through appropriate statistical tests. Descriptive tests as well as homogeneity and normality were conducted to ensure that the sample was in accordance with the assumptions required for further analysis. The results of the study showed a significant increasing in students' vocabulary. The hypothesis showed that the use of match pairs games could improve students' vocabulary. This study highlighted the potential benefits of using match pairs in language learning to improve students' vocabulary skills.

Key words: English Vocabulary, Match Pairs game, English lesson, Quasai-experimental design, SDIT Al Madinah Tanjungpinang, kuantitative research

ABSTRAK

Sella Puspita, 2025, 211818 The Effect of Using Match Pairs Game as a Learning Strategy for Student' Vocabulary Achievement of Fourth Grade at SDIT AL Madinah, Tahun Pelajaran 2024 – 2025. Prodi Tadris Bahasa Inggris, Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau. Dosen Pembimbing I: Taqiyuddin,M.Pd, Dosen Pembimbing II: Dr. Fadhila yonata, M.Pd.

Penguasaan kosakata bahasa Inggris merupakan salah satu aspek penting dalam belajar bahasa Inggris karena bahasa Inggris berfungsi sebagai sarana komunikasi antar bangsa, baik secara lisan maupun tertulis. Dari peneltian yang dilakukan pada tanggal 14 Agust sampai dengan 15 September, peneliti menemukan masalah mengenai kurangnya penguasaan kosakata pada siswa kelas IV SDIT Al-Madinah. Sehingga penelitian ini bertujuan untuk meningkatkan kosakata dengan menggunakan permainan Match Pairs.

Populasi seluruh siswa kela IV di SDIT Al-Madinah Tanjungpinang terbagi menjadi tiga. Namun sampel yang digunakan dalam penelitian ini hanya di ambil dua kelas, yaitu kelas empat Abdullah dan kelas empat Zaid, dengan menggunakan teknik Cluster Random Sampling, karena pemilihan sample dilakukan secara random, dimana teknik ini relevant dengan topik penelitian ini. Penelitian ini menggunakan metode kuantitatif dengan design quasai-eksperimen, melibatkan dua kelompok: kelompok kontrol yang menggunakan metode ceramah dan kelompok eksperimen yang menggunakan metode pengajaran berbasis permainan. Uji pra dan pasca dilakukan untuk mengukur peningkatan kemampuan vocabulary siswa.

Instrumen penelitian telah diuji validitas dan reliabilitasnya melalui uji statistik yang tepat. Uji deskriptif serta Uji homogenitas dan normalitas dilakukan untuk memastikan bahwa sampel sesuai dengan asumsi yang diperlukan untuk analisis lebih lanjut. Hasil penelitian menunjukkan peningkatan signifikan dalam peningkatan vocabulary siswa. Hipotesis menunjukan bahwa penggunaan game match pairs dapat meningkatkan vocabulary siswa. Penelitian ini menyoroti potensi manfaat penggunaan match pairs dalam pembelajaran bahasa untuk meningkatkan kemampuan vocabulary siswa.

Kata Kunci: English vocabulary, Match pairs game, pembelajaran bahasa Inggris, desain quasai-eksperimen, SDIT Al Madinah Tanjungpinang, penelitian kuantitatif

GUIDELINES FOR TRANSLATING ARABIC TO LATIN
DECREE OF THE REPUBLIC OF INDONESIA MINISTERS OF
RELIGIOUS AFFAIRS AND CULTURAL EDUCATION

Number: 158 Year 1987

Number: 0543b//U/1987

The Joint Decree of the Ministers of Religion and Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b/u/1987, which can be summarized as follows, served as the foundation for the Arabic-Latin transliteration in this thesis:

1. Consonant

Arabic consonant phonemes are represented by letters in the Arabic writing system; in this transliteration, some phonemes are represented by letters, some by signs, and others by both letters and signs simultaneously. A list of those Arabic letters together with their Latin equivalents may be seen below.

Arabic alphabets	Name	Latin	Description
ا	Alif	Not symbolized	Not symbolized
ب	Ba'	B	Be
ت	Ta'	T	Te
ث	Tsa'	Ts	Es (with dot above)
ج	Jim	J	Je
ح	Ha'	H	Ha (with dot below)
خ	Kha'	Kh	Ka and ha

Arabic alphabets	Name	Latin	Description
د	Dal	D	De
ذ	Dzal	Z	Zet (with dot above)
ر	Ra'	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	Es dan ye
ص	Sad	S	Es (with dot below)
ض	Dad	D	De (with dot below)
ط	Ta'	T	Te (with dot below)
ظ	Za	Z	Zet (with dot below)
ع	'ain	'	Inverted comma above
غ	Gain	G	Ge
ف	Fa'	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wawu	W	We
ه	Ha	H	Ha
ع	Hamzah	'	Apostrof

Arabic alphabets	Name	Latin	Description
ي	Ya'	Y	Ye

2. Vocal

Similar to Indonesian vocals, Arabic vocals are made up of rangkap or diphthong and single or monotony voices.

a) Single Vocal

An Arabic single voice that is represented by a symbol or letter as follows in transliteration:

Signs	Name	Latin	Name
ـَ	<i>Fathah</i>	A	A
ـِ	<i>Kasrah</i>	I	I
ـُ	<i>Dammah</i>	U	U

Example:

- كتب (kataba)

- فعل (fa'ala)

b) Vocal Tracks

The Arabic phrases' vocals consist of a harp and letters transliterating several letter combinations, specifically:

Signs and Alphabet	Name	Letter combinations	Name
٢..٤	<i>Fathah dan ya</i>	Ai	a and i
و...٢	<i>Fathah dan wau</i>	Au	a and u

Example:

- كيف (kaifa)

- هول (hula)

c) Maddah

Maddah, or extended vocals, are letters and harps that are transliterated to represent signs and letters, specifically:

Harkat and Alphabet	Name	Alphabet and Signs	Name
ا...٢...٢	<i>Fathah dan alif atau ya</i>	Ā	a and line above
٢...٢	<i>Kasrah dan ya</i>	Ī	i and line above
و...٢	<i>Dammah dan wau</i>	Ū	u and line above

Example:

- رمي (ramā)
- قيل (qīla)
- يقول (yaqūlu)

d) Ta' Mabudah

The transliteration for ta' marbutah there are two:

1) Ta Marbutah hidup

Ta'marbutah The transliteration for those who are alive or who are bestowed with the titles of fathah, kasroh, and dammah is /t/.

2) Ta' Marbutah mati

Ta'marbutah the transliteration for "dead" or "given as a sacrifice" is /h/.

3) In the final word, he translates with "ha." (h) if he says, "Thank you," and then the word "al," with the reading of the two words separated.

Example:

- روضة الاطفال : - raudatul al-atfal
- raudatu al-atfal
- المدينة المنورة : - al-Madīnah al-Munawwarah
- al-Madīnatul Munawwarah

e) Syaddah (Tasydid)

Syaddah atau tasydid are mapped onto a tablet, also known as a syaddah or tasydid, in the Arabic writing system. In this translation, the above tanda syaddah is compared to huruf, that is, huruf which is equal to the huruf that is given to the above tanda syaddah.

Example:

ربنا	- rabbanā
نزل	- nazzala
البر	- al-birr
نعم	- nu'ima
الحج	- al-hajju

f) Kata Sandang

Sandang It is represented by the Arabic characters آل in the system. However, there are two different ways to transliterate the word "sandang": with the syamsiah letter coming after the word and with the qomariah letter coming after it.

1) Kata sandang which is followed by the syamsiah

Sandang Subsequently, the word is transliterated based on its phoneme, and its place is taken by the corresponding letter. Two patterns are employed, which are as follows:

2) Kata sandang is followed huruf qamariah.

Sandang The following is transliterated based on its sound and the guidelines that are written in front of it. The word is written apart from the word that comes after and connected with the connection sign, regardless of whether it comes after the letter of Qamariah or Shamsiah.

Example:

الرجل	- ar-rajulu
الشمس	- asy-syamsu
البديع	- al-badi'u
السيدة	- as-sayyidatu
القلم	- al-qalamu
الجلال	- al-jalālu

g) Hamzah

The Arab-Latin Transliteration Register states that opostrophs are used while transliterating the word "hamzah." But this only applies to the middle and end of the word. The hamzah is not depicted when it appears at the beginning of a word since an alif appears in Arabic script.

Example:

1) Hamzah at the beginning:

امرت - umirtu

اكل - akala

2) Hamzah in the center:

تأخذون takhuzūna

تأكلون takulūna

3) Hamzah in the end:

شيء syaiun

النوء - an-nauu

h) Word Writting

All words, whether they be names, files, or letters, are essentially written individually. The only Arabic words that are frequently translated into other words are those that have letters added or removed; in these cases, the translated word is also written into the word that comes after it.

Example:

و ان الله لهو خير الرازقين - **Wa innallāha lahuwa khair ar-rāziqīn**

- **Wa innallāha lahuwa khairur-rāziqīn**

i) Capital

The capital letter is employed in this transliteration even though it is unknown in the Arabic writing system. The usage of capital letters is comparable to what occurs in the EYD. For example, capital letters are used to write the letter's starting, the recipient's name, and the sentence's commencement. The initial letter of the name, not the start of the sign, is printed in capital letters if the person's name is preceded by a sign.

Example: وما محمد الا رسول - **-Wa mā Muhammadun illā rasūl**

Only after the Arabic script is completely completed is the original capital letter for Allah employed; otherwise, it is not used when the writing is merged with another word until a letter or alphabet is eliminated.

j) Tajwid

These transliteration principles are an essential component of Tajwid science for readers who like a seamless reading experience.

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Tanjung Pinang, May 09th 2025

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MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Q.S Al – Baqarah. 2, 286)

“Setiap orang ada masanya, dan setiap masa ada orangnya”

-Sella's brother-

“The process takes time, not just talk.”

-Sella Puspita

“Just do your best, and God will take care of the rest”

“With Allah we strong”

-Sella's brother-

DEDICATION

All praise is due to Allah SWT for his blessings to the author so that the author can complete this thesis on time. I present this thesis as a form of love and affection.

To my beloved father, Mr. Sahlan. Thank you for your trust in allowing me to continue my education at university. He did not have the opportunity to pursue higher education, but he was able to educate, pray for, and provide unwavering support, encouragement, and motivation to me, enabling me to complete my education and achieve my goals.

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Dear siblings, Satria, Saipul, Juwita, Jejaka, and Putra Alamsyah, because of you, the author had to complete this education up to university level, and because of you, the author was able to complete it.

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CHAPTER I

INTRODUCTION

A. Background of the study

In the world of education, English has a very important role, because with English, it can be like the key to mastering science. we can study science that uses the language of instruction English.¹ Mastery of English vocabulary is one of the important aspects in learning English because English acts as a means of communication between nations, both orally and in writing. According to Suyanto, in learning English there are three important components that must be learned correctly, namely vocabulary, grammar, and pronunciation.²

Learning English vocabulary presents various challenges for primary school students. Compared to learners at more advanced levels, children in primary education tend to have shorter attention spans and are still in the process of developing their cognitive skills. Moreover, their motivation to learn English may be limited, as they often have minimal exposure to the external environment and a limited awareness of the language's significance. Therefore, an engaging and developmentally appropriate learning approach is

¹ Gusmaizal Syandri "Pembelajaran Bahasa Inggris dalam Konteks English for Spesific Purpose (ESP) di Universitas Muhammadiyah Sumatera Barat" *Inovasi Pendidikan*(2023) Vol. 10 No. 1

² Yenita, Dina & Ikhwanul "Meningkatkan Penguasaan Kosakata Bahasa Inggris Berbasis Corpus Melalui Media Sketch Engine" *Abdimas Mandiri – Jurnal Pengabdian pada Masyarakat*(2023) Vol.3 No. 1

needed to facilitate effective English vocabulary learning.³

According to Anggreini, there are many techniques commonly used to improve students' ability to master vocabulary. The use of games, songs, quizzes and poems in teaching can attract students' attention. According to Astriana the purpose of using games is to make the material more fun, interesting and challenging. According to Barnaba, games are very useful when used in teaching vocabulary and help students improve their vocabulary without having to feel bored. There are many games that can be applied in teaching English such as thematic song, word list card, puzzle, word association and so on.⁴ However, this research focused only on one game, namely Match Pairs, as a strategy to improve vocabulary.

Based on the preliminary study of researcher on September 11, 2024 - November 11, 2024, direct observation in class IV SDIT AL- Maldinah revealed that students at that level were still lacking in mastery of English vocabulary due to lack of student motivation in learning English, students also had difficulty remembering new vocabulary and also lacking in the pronunciation of each word, itself due to the lack of interesting media in the learning and teaching process.⁵ The media most frequently used by teacher in the classroom is television. After observing that this medium is not very

³ Shokhibul Mighfar., et al., "Word Warrior Game Sebagai Media Pembelajaran Berbasis Game untuk Peningkatan Vocabulary Bahasa Inggris pada Pelajar SD di Kartasura", *Jurnal Ilmiah Multidisiplin* 1, no.6, (2024): 494-500.

⁴ Sinde Elisa Lumban Raja, "Peningkatan Penguasaan Vocabulary Terkait Singular and Plural Noun Melalui Crossword and Puzzle Game pada Siswa Kelas VIII SMP" *Journal of Education Action Research* 5, no.4 (2021):515-520.

⁵ Interview with English Teacher at SDIT Al Madinah on Monday, October 28

engaging, as students tend to focus on only one thing, the researcher suggested other ways to make students more active and interested in the lesson. Not only that, students are also expected to be more concerned about the environment or their friends. The researcher deliberately chose the match pairs game as a solution to this problem, as this game can fill the gap in the classroom being studied.

The matching pairs learning strategy is a simple cooperative learning strategy. This strategy applies the Student-Center model, giving students the opportunity to work independently or collaborate with others. One of the advantages of the matching pairs strategy is that students can find learning partners when studying certain concepts or topics in a fun atmosphere. This strategy can be applied to all subjects and all levels of students.

In conventional learning, the learning process activities are dominated by the teacher. The teacher conveys the material and gives exercise questions, while students sit neatly listening, answering the questions given by the teacher. Therefore, it is necessary to develop learning strategies that involve students more actively in the learning process and in accordance with science learning.⁶

The make a match learning model can help students understand the concepts taught in a fun and interactive way. In addition, this learning model

⁶ Siti Nurmeliya Baskarani “ The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTS Negeri 2 Jakarta” *Thesis*

can also increase students' enthusiasm for learning and create an active and engaging classroom atmosphere. Thus, the make a match learning model can be an alternative for teachers in overcoming student learning problems in elementary school.⁷

B. Research Question

Based on the limitation of the problems above, the researcher would like to formulate the following research questions below:

1. How are the students' vocabulary before and after using the Match Pairs strategy?
2. Is there any significant difference in vocabulary mastery of control and experiment class?

C. Objectives and the Significances of the Research

a. The Objectives of the Research

In relation to the research questions above, the general objective of this study is to determine the effective of using Match Pairs game in enhance students' vocabulary mastery.

1. To determine students' vocabulary mastery before using the Match Pairs game.
2. To determine students' vocabulary mastery after using the Match Pairs game.

⁷ Sania, "Pengaruh Model Make a Match Berbantuan Media Kartu Berpasangan Terhadap Pemahaman Konsep Matematika pada Siswa Kelas III SD QUR'AN ANWARUL MUKHLASIN" *Thesis*

3. To find out if there is a significant enhance before and after using the Match Pairs game.

b. The Significances of the Research

This study's findings should be useful to the researcher, students, and teacher.

1. Contributing to the development of more effective and fun English learning methods.
2. Assist English teachers in finding alternative learning methods that can enhance students' vocabulary mastery.
3. Adding knowledge about the effective of using games in English learning.

D. Relevant research

Researcher reported identifying the use of several studies to improve students' speaking skills, some of the researchers' findings are briefly quoted.

First, Fitra article (2020) The purpose of this study is to determine whether there is a significant difference in vocabulary knowledge between students who are taught by using and by not using matching words game at SMPN 1 Rumbio Piya in Kampar Regency.

This type of research is a Quasi-Experiment. The researcher used independent sample t-test to analyze the data by using SPSS version 19.0. From the results of data analysis, the researcher found that there was a

significant difference in students' vocabulary knowledge between students who were and not using word matching games at SMPN I Rumbio Jaya, Kampar Regency.⁸

Second, Mardiana, Huda, Devanti article (2024) The purpose of this study was to determine the effect of Make a Match Technique on students' vocabulary mastery at SMPN 1 Panti Jember in the 2022/2023 school year.

This study used a quasi-experimental design with a non-equivalent control group pre-test post-test. The results of data analysis showed that there was a significant effect on students' vocabulary mastery taught using the Make a Match technique. The use of Make a Match technique can also stimulate students to remember vocabulary better, especially on nouns and verbs.⁹

Third, Hayati, Syahrul article (2021). This study aims to develop learning media that can be used in the learning process in class V SDIT Syahiral Ilmi Bukittinggi.

The research design used is research and development (R&D), using the ADDIE model which consists of: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Data collection was obtained from validation results from learning media experts. The results

⁸ Fitra Ramasari, *The Effect of Using Matching Words Game Toward Students' Vocabulary Knowledge at SMPN 1 Rumbio Jaya in Kampar Regency*, Skripsi tidak diterbitkan, (Riau: UIN Suska Riau, 2020), hlm. Vi.

⁹ Dwi Sinta Mardiana, Tanzil Huda, Yeni Mardiana Devanti "The Effect of Make a Match Technique on Students' Vocabulary Mastery" *ENJEL: English Journal of Education and Literature* 3, no 1 (2024): 181-186

from two media experts showed a percentage score of 94% in the “valid” category, while from the teacher as a material expert showed 84% with “valid” criteria and from the linguist obtained a percentage of 86% which was included in the “valid” category. Based on the results of the data analysis, this matching game media is suitable for use in learning English.¹⁰

Fourth, Al-Audh', Muhayyang, Sakkires' article (2023). The purpose of this study is to determine the impact of Matching Game on students' vocab mastery.

This research method is a pre-experiment design. The results showed that vocabulary development in students can benefit from the use of matching games. It was found that the pre-test mean score for students was 50.19, while the post-test mean score for students was 68.13. The use of matching games can improve students' vocabulary, according to statistics.¹¹

Fifth, Fatmawatis' article (2020). This study aims to determine whether there is a significant effect of using matching games on vocabulary mastery of students in the first semester of VII grade of SMP PGRI 1 Palas South Lampung in the academic year of 2020/2021.

This research methodology uses a quasi-experimental design. The author conducted three steps in conducting this research: pre-test, treatment,

¹⁰ Nila Nofrita Hayati & Syahrul, “ The Development of Matching Game as Media to Teach Vocabulary for Elementary School Students” *EduBasic Jurnal: Jurnal Pendidikan Dasar* 3, no 2 (2021): 97-106

¹¹ Muhammad Djawhary Al-Audh, Maemuna Muhayyanng, Geminastiti Sakkir, “The Use of Matching Game to Improve Students' Vocabulary” *PERFORMANCE: Journal of English Education And Literature* 2, no 4 (2023): 565-572

and post-test. The sample of this study was selected using cluster random sampling technique. The sample consisted of two classes, one class as the experimental class and one class as the control class. This study found that Matching Game can improve students' vocabulary mastery. It can be concluded that there is a significant effect of matching game on students' vocabulary mastery.¹²

When viewed from several previous studies above, this study had several differences and similarities. Specifically, previous studies used quantitative methods in quasi-experimental designs, as did the researchers in this study. The differences between them were that this study was conducted in a different environment and used a different research methodology. Several previous studies used pre-experimental quantitative methods with a single group design, while others used R&D methods. However, the similarity between this study and previous studies was that both used matching games to improve students' vocabulary.

E. Systematic Discussion

This systematization includes a thesis consisting of 5 chapters and subsections and descriptions that are discussed in each section based on the research formulated as follows:

Chapter I: Introduction

¹² Rizki Fatmawati, *The Influence of Using Matching Game Toward Students Vocabulary Mastery at the First Semester of Eighth Grade of SMP PGRI 1 Palas Lampung Selatan in The Academic Year of 2020/2021*, Skripsi tidak diterbitkan, (Lampung: UIN Raden Intan Lampung, 2020), hlm ii.

Chapter 1 contains the introduction, which is the section that contained the background or overview of what the researcher studied. A statement of the problem, which included general questions about the research problem, followed by research objectives and benefits for the graduate researcher, and a systematic discussion.

Chapter II: Theoretical and Functional Concepts

Chapter II contains the theoretical foundation of the study, which consists of a theoretical framework that includes the definition of vocabulary, Learning Method, and Match Pairs Game. This chapter also discusses the theoretical basis related to the use of Match Pairs Game by students and vocabulary including theoretical framework, and hypotheses.

Chapter III: Research Methodology

Chapter III contains research methods, which discuss the methods used, data collection, data processing for testing, and solving research problems related to research design, study location and timing, sample size and demographic, study tools and materials, and data gathering. strategies and methods for analyzing data.

Chapter IV: Presentation and analysis of data

The researcher of Chapter IV present the results of the obtained data and use several methods in data processing. The results of data processing become a response to the formulation of research problems. In this study, data presentation and analysis include post-survey information.

Chapter V: Conclusion

Chapter V The researcher offers the findings and recommendations for the exhibition that the researcher previously examined in this chapter. In short, research findings are presented strictly and following the research problem. As a continuation of the research, the researcher make suggestions for the development of the researched theory and practice.

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