THE EFFECTIVENESS OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY

Rizki Widiastuti
Rizkiwidiastuti99@gmail.com

Syifa Mariah Al-Qibtiyah
syifamariaha@gmail.com

ABSTRACT

The title of this research paper is "The Effectiveness of Make A Match Technique in Teaching Vocabulary. This research aimed to answer two research problems. 1). Is the use of make a match technique effective to improve students' vocabulary in first grade of junior high school Nur Muhammad? 2). To find out the students' response toward the use make a match technique in improving vocabulary in first grade of junior high school Nur Muhammad? To know whether this technique effective or not, the writer used pre-experimental research applied in VII-B class. The study had been done in four meetings that were designed; first meeting was for pre-test, 2 meetings were for treatments, and the last meeting was for post-test. As the quantitative method, the writer analyzed the data by using t-test by pretest, posttest and questionnaire. Based on the two research problems above, the researcher found that the result showed that there was significant difference on the students' vocabulary achievement taught with Make A Match. The students' mean of pre-test's score of experiment class was 42.5. Then in post-test, the mean score of experiment class was 73.5. The df 19, t-table at the level of significance of 0.5 for two tailed is 2.093 as to is bigger than t-table (15.21 > 2.093). In other words, make a match technique is effective in teaching vocabulay for the first grade of junior high school students. The questionnaire data showed that most the students like learning English and interested in learning vocabulary. Students' vocabulary also increased after using make a match technique. In other words, the students' gave positive response toward the use of make a match. This result hopefully would motivate language teacher to use make a match in teaching English in the classroom.
Keywords: *pre-experimental, vocabulary, make a match technique*

ABSTRAK

Judul penelitian ini adalah "Efektivitas Teknik Make A Match Dalam Pembelajaran Kosakata. Penelitian ini bertujuan untuk menjawab dua permasalahan penelitian. 1). Apakah penggunaan teknik make a match efektif untuk meningkatkan kosakata siswa kelas satu SMP Nur Muhammad? 2). Untuk mengetahui respon siswa terhadap penggunaan teknik make a match dalam meningkatkan kosakata di kelas satu SMP Nur Muhammad? Untuk mengetahui apakah teknik ini efektif atau tidak, penulis menggunakan penelitian pra-eksperimen yang diterapkan di kelas VII-B. Penelitian dilakukan dalam empat kali pertemuan yang dirancang; pertemuan pertama untuk pre-test, 2 pertemuan untuk perlakuan, dan pertemuan terakhir untuk post-test. Sebagai metode kuantitatif, penulis menganalisis data dengan menggunakan uji-t melalui pretest, posttest dan angket. Berdasarkan dua masalah penelitian di atas, peneliti menemukan bahwa hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan pada prestasi kosakata siswa yang diajarkan dengan Make A Match. Rata-rata nilai pre-test siswa kelas eksperimen adalah 42,5. Kemudian pada post-test, nilai rata-rata kelas

eksperimen adalah 73,5. Df 19, t-tabel pada taraf signifikansi 0,5 for two tailed adalah 2,093 lebih besar dari t-tabel (15,21 > 2,093). Dengan kata lain, teknik make a match efektif dalam mengajarkan kosakata untuk siswa kelas satu SMP. Data angket menunjukkan bahwa sebagian besar siswa menyukai pembelajaran bahasa Inggris dan tertarik untuk mempelajari kosakata. Kosakata siswa juga meningkat setelah menggunakan teknik make a match. Dengan kata lain, siswa memberikan respon positif terhadap penggunaan make a match. Hasil ini diharapkan dapat memotivasi guru bahasa untuk menggunakan make a match dalam mengajar bahasa Inggris di kelas.
Kata kunci: pra-eksperimen, kosakata, teknik make a match

Introduction

Vocabulary is one of the important components of teaching English. In general, language components consist of three such as structure, pronunciation and vocabulary. Therefore vocabulary has a very important role. If a student is weak in vocabulary mastery, he cannot communicate his thought and ideas clearly as he wants both oral and written. Mastering a large vocabulary is the main facility to compose sentence and speak fluently. According Hatch and Brown (1995:1) vocabulary is a list or set of words for a particular language or a list or a set of word that individual speakers of language might use. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Teaching is an activity that is not easy because in teaching it need to choose a method and technique to teach students. As well as teaching vocabulary, where people need to choose the best and appropriate method, so that the delivery of teaching material can be conveyed properly. Teaching is the process of transferring knowledge. Teaching vocabulary is the process of transferring knowledge especially on understanding the vocabulary. In teaching vocabulary, students required to be able to use the vocabulary on their learning process.

Based on the researcher's experience during teaching practice in senior high school of Tunas Baru, the researcher found that students are lack of vocabulary. For example, when they were asked to speak, they stumble in expressed their opinins constrained by vocabulary mastery. Also, when the researcher asked them to read English texts, they still could not understand them. The students kept asking about the meaning of the words in the text because they did not understand the vocabulary they read. The main problem in this research is the students' lack of understanding of vocabulary.

There are some researchers who have done a research about make a match technique in teaching vocabulary. Selvi Carmelya (2020) conducted a similar research with the title improving students' vocabulary mastery through make a match technique to the seventh graders of smp negeri 40 palembang in academic years 2019/2020. The result showed that make a match was effective to improve students' vocabulary mastery. It was found that the value of t-obtained was higher than the critical value of r-table or the t-obtained was 6.998 then t-table was 1.999. Another researcher Emarsani Navita Laka (2018) with the title improving the eleventh grade students vocabulary mastery in SMKN Depok using the make a match technique in academic years 2017/2018. It is resulted the implementation, that make a match technique could help the students in improving their vocabulary mastery. It could be seen from the students

improvement in test scores. In the pre-test 67,25 and the last post test to become 97,25 this mean score increased in cycle1, cycle 2. The result of the questionnaire showed that the implementation of make a macth technique helped the students to improve their vocabulary mastery and could motivate them to learn english.

Consequently The researcher is interested to do the research under the title "THE EFFECTIVENESS OF MAKE A MATCH TECHNIQUE IN TEACHING VOCABULARY".

Research Question

Based on the statement in the background, the researcher finally found the research question are below:

1. Is the use of make a match technique effective to improve students' vocabulary in first grade of junior high school Nur Muhammad?.
2. To find out the students' response toward the use make a match technique in improving vocabulary in first grade of junior high school Nur Muhammad?.

Research Method

In this research, the researcher uses pre-experimental method by using "pre-test and post-test design" where a single group is observe at two time points, one before the treatment and one after the treatment. The researcher uses one class as experimental class to pre-test, post-test and questionnaire. To know if there are any significant influences of make a match technique in teaching vocabulary.

Population and Sample

a. Research Subject: the subject of the research is the first grade of junior high school consisting of two classes.
b. Population: the population of the research is first grade of junior high school Nur Muhammad which is divided into two classes. The amounts of students are 40.
c. Sample: the sample of the research is VII-A class with 20 students.

Data Collecting Instrument

To collecting the data, the researcher use two technique, there are test and questionnaire. The tests are divided into two, those are pre-test and post-test.

a. Pre-Test :
Pre-Test is to find out the basic data of the students understanding of students' vocabulary. The pre-test is in writing test form. The test consists of 20 questions and used writing technique. This test is given to the students before the treatment of using make a match technique in teaching vocabulary.
b. Post-Test :
The researcher gives the post-test after the treatment had been done by teaching vocabulary by using make a match. The realization of the post-test is same with the pre-test. It is to examine whether or not there is significant difference between before and after treatment using make a match technique in teaching vocabulary.
c. Questionnaire
Questionnaire is use to know the students' responses toward the teaching process by using make a macth technique to improve students' vocabulary. It is given after post-test.

pre-test and post-test

In analyzing the data from pre-test and post-test of the one class, the researcher used the statistical formulation of t-test formula by Campbell & Stanley. The formula for the one sample t-is shown below.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

(Campbell & Stanley:1963:7)

In this formula, t is the t-value, x_1 the mean of the pre-test score, x_2 the mean of the post-test score,are, $\sum D^2$ the sum of the squares of the differences between the pretest scores and the posttest scores, $(\sum D)^2$ the squares of the sum of the differences between the pretest scores and the posttest scores, N the number of.

LITERATURE REVIEW

Vocabulary

Vocabulary is one of the important components of learning English. The students cannot read,speak, listen, and write without understanding the meaning of word. The term vocabulary has many definitions. Richards and Renandya (2002: 255) stated that "vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write".

According to Mittal and Tathore (2015:3), "vocabulary is the basic tool of language which made communication smooth among us". Vocabulary is word that are related to the meaning of the word and the way to use them in communication. So vocabulary can be defined as the words of language, including single items and phrase or chunk of several words which cover a particular meaning, the way individual words do.

According Hatch and Brown (1995:1) vocabulary is a list or set of words for a particular language or a list or a set of word that individual speakers of language might use. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

From the previous definition, it can be concluded that vocabulary is a set of words that have meaning and are used in a specific language which is known to it user.

The Teaching Vocabulary

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught.

Unlike adults who can learn very comfortably from parts to whole (such as arranging words to from a sentence and putting sentence into a paragraph), children tend to learn thing holistically, in the form of scripts (such as "eating in a restaurant", "going to school", "going to bank", etc). this tendency is reflected very well in children's play such as playing "school teacher and students", "a doctor and patients", etc. for children, therefore, thing are easy to lern when they are in their contextual totality. In addition, children will find things meaningful, interesting, and functional when they can relate these thing with their needs and personal experiences.

Many teachers imagine that all students will automatically like working with others, but this is not the case. Working together with a partner requires many social skills and sometimes these very young students prefer to work alone. They should be given plenty of opportunities to play in teams and to help each other. According Musthafa (2008:) Several activities to get working together:

1. Paired Dialogue

   Very often paired practice begins with paired dialogues or instructions as we in these examples :

   Ben : Hello, my name"s Ben

   Jill : Hello, my name's jill

   Stand up, Ben! Open your book, Jenny! Close your book, Jill! Sit down Tom!

2. Games

   There are games for teams of students. There are also some simple card games like make matching and cue cards. According to Rahayu Sri (2019:3) "cue cards can also be used in simple activities such as students work in pairs". Card game have an established set of rules. Younger learners will accept a defined set of rules but cannot organize fair systems of rules for themselves.

3. Board Games

   Board game are popular in many books. In Buzz board games are used to resive vocabulary. Board games are also good practicing questions.

   based on the explanation above about the types of working together in class, this paper will focus on games for fun learning for young learners.

Definition of Make a Match

Make a Match was developed by Lorna Curran in 1994. This is one of the cooperative learning models that can be applied in the classroom. Curran (1994) stated that the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. This technique is started when the students asked to find their card partner, and they have to find the partner before the time limit, students who can find the partner will get the point (Utami, Sutapa, Riyanti, 2018:2).

According to Frank Lyman in Rusman (2011) that make a match is a learning model that provides an opportunity to think independently, find a suitable partner, then discuss with other partners in finding the same concept. When implementing this technique, teacher has to provide some cards that consist of question complete with the answer. But the teacher has to separate the question and the answer in different card.

"make a match " is one the techniques which is introduced cooperative learning Lie (2008:55) states that "teaching make a match technique was developed by Curran (1994). One advantage of this technique is that students find a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used to all subjects and for all age levels of the students. This technique can generate students to engage actively in the learning process".

Based on definition above, *make a match* is one method which create students more active in teaching learning process, especially increasing social skill which needed in effectively with providing some card that consist of question complete with the answer.

FINDING

Analyzing the Data Obtained from Pre-test and Post-test

There are two purposes in this research, firstly to know the effectiveness of Make A Match technique in teaching students' vocabulary, and secondly to find out the students' response toward the use of Make A Match technique in teaching students' vocabulary.

The research was conducted at SMP Plus Nur Muhammad on the June 17th, 24th, July 22th and 29th. The writer chose VII-B which consist of 20 students as the sample for the research, then the writer utilized pre-experimental method to implement the research. To obtain the data, the writer applied one group pre-test post-test and questionnaire that are going to explain in the following discussion.

4.1.1 The Pre-test

The pre-test uses to find out the students' scores in vocabulary before the treatment using make a match. The test was held on Friday, 17th 2021 through meeting in the classroom. The students answered some questions about 20 questions, there were consist of multiple choice and fill in the blank. The results of pre-test are shown in the table below:

Table 4.1 The Pre-test Score

No	Students	Fill In The Blank	Multiple Choice	Total Point	Final Score
1.	Students 1	10	80	90	45
2.	Students 2	40	20	60	**30**
3.	Students 3	50	30	80	40
4.	Students 4	40	50	90	45
5.	Students 5	60	10	70	35
6.	Students 6	60	10	70	35
7.	Students 7	80	10	90	45
8.	Students 8	50	70	120	**60**
9.	Students 9	50	70	120	**60**
10.	Students 10	40	30	70	35
11.	Students 11	70	0	70	35
12.	Students 12	70	20	90	45
13.	Students 13	50	20	70	35
14.	Students 14	70	10	80	40

No.	Name				
15.	Students 15	90	0	90	45
16.	Students 16	70	10	80	40
17.	Students 17	60	0	60	**30**
18.	Students 18	70	50	120	**60**
19.	Students 19	60	50	110	55
20.	Students 20	60	10	70	35
Mean					**42.5**

The table above described the result of Pre-test that done by the students VII-B. According to the test result, the 20 students obtained the various scores, from the lowest to highest. The lowest score was 30 achieved by 2 students and the highest score was 60 achieved by 3 students. Meanwhile the mean of Pre-test was 42.5 it means that the Pre-test score is still under the minimum of criteria, where the minimum criterion mastery of English Subject is 70. Therefore, new technique are needed that can increase students' vocabulary. The treatment was implemented by meetings in the classroom during English Subject in the school.

4.1.2 The Treatment

For the treatment, the researcher used make a match technique for teaching and learning activity in the classroom. The treatment was implemented in four meetings during 17th, 24th june and 22nd, 29th july 2022. Then, the researcher would like to explain the following treatment:

1. First meeting

The first meeting held on Friday, June 17, 2022, at 07.00 – 08.20. Researchers and students met in class to conduct treatment. In this meeting, the researcher first held a pre-test by giving pre-test questions and asked them to answer these questions. After that, the researcher began to explain the purpose of the test and also the subject matter to be delivered. its about states things. Then researchers and students learn about objects in the classroom and objects in the house by using make a match such as blackboards, books, living rooms and others. Next the researcher explained the make a match technique to the students to help them learn vocabulary. Exercises are given to students in the form of made simple sentences using vocabulary that has been learned using make a match. At the end of the meeting, the researcher gave the opportunity to the students to ask what they did not understand about the material and to tell the students what they would do in the next meeting.

2. Second meeting

The second meeting was conducted on Friday, June 24th 2022 at 07.00 – 08.20. In this meeting the researcher kept meeting in the classroom to do the treatment. The researcher briefly reviews the previous material to recall what has been learned. The material that will be studied by students at the second meeting is about states the names of animals using make a match such as animals in the zoo, what animals can be kept at home and others. Just like the previous meeting, the

researcher explained the make a match technique to students to help them learn vocabulary accompanied by practice, such as making simple sentences using the vocabulary they had learned. And in the last section the researcher gave the opportunity to the students to ask what they did not understand about the material and to tell the students what they would do in the next meeting.

3. Third meeting

The third meeting was held on Friday, July 22nd 2022 at 07.00 – 08.20. In this this meeting the researcher kept meeting in the classroom to do the treatment. The researcher briefly reviews the previous material to recall what has been learned. The learning materials that met at the third meeting are public places. They studied how to made the sentence by the word banks, hospitals, parks, police stations and etc using make a match. then after the introduction of the make a match method in the previous two meetings. at the third meeting when implementing how to learn vocabulary using make a match.

4. Fourth meeting

The fourth meeting was held on Friday, July 29th 2022 at 07.00 – 08.20. At the fourth meeting, the researcher reviewed the vocabulary that the students had learned in the past meeting. In the form learning vocabulary using the make a match technique. The researcher distributes cards containing answers or questions to students at random, then students are given time to look for pairs that match the cards they currently have. At this meeting too the researcher gave the Post-test questions that contained 20 questions. The researcher also gave the Questionnaire questions that purposed to know the students' responses toward the lesson. They answer the Post-test question then fill the questionnaire and submit them to the researcher.

4.1.3 The Post Test

Post-test was conducted in order to know whether or not there was an improvement toward improving students' vocabulary after receiving the treatment. The test of the post-test covered the answer of the question it was held a test. The post test was conducted on Friday, July the 29th 2022 after the students got some treatments to improve their vocabulary. It was conducted to measure the students' vocabulary in expressing their feeling or opinion after they were treated Make a Match Technique. It was done about 60 minutes. There were 20 students who took the post-test. The results of Post-test are shown in the table below:

Table 4.2 The Post-test Score

No	Students	Fill In The Blank	Multiple Choice	Total Point	Final Score
1.	Students 1	60	100	160	80
2.	Students 2	40	40	80	**40**
3.	Students 3	90	50	140	70
4.	Students 4	100	70	170	85
5.	Students 5	80	30	110	55
6.	Students 6	40	70	110	55

7.	Students 7	70	100	170	85
8.	Students 8	90	100	190	**95**
9.	Students 9	90	100	190	**95**
10.	Students 10	60	50	110	55
11.	Students 11	90	40	130	65
12.	Students 12	100	70	170	85
13.	Students 13	70	60	130	65
14.	Students 14	70	90	160	80
15.	Students 15	100	60	160	80
16.	Students 16	70	80	150	75
17.	Students 17	40	50	90	**45**
18.	Students 18	90	100	190	95
19.	Students 19	90	100	190	95
20.	Students 20	70	70	140	70
Mean					**73.5**

The table above provided the result of Post-test that done by the students VII-B. According to the table above, the 20 students obtained the various scores, from the lowest to highest. It can be seen that the lowest score was 40 achieved by 1 student, 45 achieved by 1 student and the highest score was 95 achieved by 4 students. Meanwhile the mean of Pos-test was 73.5. From the data of pre-test and post-test the researcher completed in the following discussion:

4.1.4 The Calculation of both Pre-test and Post-test

From the result score of Pre-test and Post-test, the researcher calculates the data. The calculation of Pre-test and Post-test is showed in the following table below:

Table 4.3 The Calculation of both Pre-test and Post-test

No	Name	Pre-test (X_1)	Post-test (X_2)	D Scores	D^2
1	Student 1	45	80	-35	1225
2	Student 2	30	40	-10	100
3	Student 3	40	70	-30	900

No	Name	X_1	X_2	D	D^2
4	Student 4	45	85	-40	1600
5	Student 5	35	55	-20	400
6	Student 6	35	55	-20	400
7	Student 7	45	85	-40	1600
8	Student 8	60	95	-35	1225
9	Student 9	60	95	-35	1225
10	Student 10	35	55	-20	400
11	Student 11	35	65	-30	900
12	Student 12	45	85	-40	1600
13	Student 13	35	65	-30	900
14	Student 14	40	80	-40	1600
15	Student 15	45	80	-35	1225
16	Student 16	40	75	-35	1225
17	Student 17	30	45	-15	225
18	Student 18	60	95	-35	1225
19	Student 19	55	95	-40	1600
20	Student 20	35	70	-35	1225
$\sum$		$\sum X_1 = 850$	$\sum X_2 = 1470$	$\sum D = -620$	$\sum D^2 = 20.800$
					$(\sum D)^2 = (-620)^2 = 384.400$

DISCUSSION

The result of computation of the test proved that make a match can increase the improvement on students mastery of vocabulary. Furthermore the result of obtained value after computing the t-observed is 15.21. It means that the t-observed is higher that t-table (15.21 > 2.093). Therefore, the Null Hypothesis (Ho) is rejected, and the Alternative Hypothesis (Ha) is accepted. Stating that there is a significant different in students' scores before and after the treatment using make a match. This finding is in line with Lie (2008:55) states that "One advantage of this technique (make a match) is that students find a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used to all subjects and for all age levels of the students. This technique can generate students to engage actively in the learning process". when students learn in a fun atmosphere it will also cause motivation to learn and automatically students' ability to learn vocabulary also increases. From the data

obtained, it can be concluded that make a match technique in improve students' vocabulary is effective.

Then, the conclusion from the students' responses based on the results of the questionnaire above is that they gave a positive response to the teaching of English by using make a match in increasing students' vocabulary. Most of the students like learning English. Lie (2008: 55) states that "mentions make a match package learning about a concept in a fun learning atmosphere". designed learning fun using the make a match technique can create a happy learning atmosphere, Motivate students in learning and results desired learning can be realized. Learning to use make a match can motivate them to learn, make it easier to remember words and make them more active in class. This fact is according with Lie (2008:56) "This technique can generate students to engage actively in the learning process".

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