



The Use of Make-a-Match Model in Improving Vocabulary Listening Skills in Arabic Language Learning for Elementary School Students

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Abstract:

This study investigates the effectiveness of the Make-a-Match model in improving vocabulary listening skills in Arabic language learning for elementary school students. The research method used is library research with a literature review approach. This literature review collects and analyses relevant articles, books, journals, and other reference sources using the Make-a-Match model in Arabic language learning. The analysis results show that the Make-a-Match model can effectively improve vocabulary listening skills in Arabic language learning for elementary school students. This model encourages active student engagement in learning, increases learning motivation, and helps students strengthen associations between vocabulary and meaning. Overall, this study provides a better understanding of the use of the Make-a-Match model in improving vocabulary listening skills in Arabic language learning for elementary school students.

Keywords: Make-a-Match, Vocabulary Listening Skills, Elementary School.

Abstrak:

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan model Make-a-Match dalam meningkatkan keterampilan menyimak kosakata pada pembelajaran bahasa Arab di kelas rendah. Metode penelitian yang digunakan adalah library research, dengan pendekatan tinjauan pustaka. Tinjauan pustaka ini melibatkan pengumpulan dan analisis terhadap artikel-artikel, buku-buku, jurnal, dan sumber-sumber referensi lainnya yang relevan dengan penggunaan model Make-a-Match dalam pembelajaran bahasa Arab. Hasil analisis menunjukkan bahwa model Make-a-Match dapat efektif digunakan dalam meningkatkan keterampilan menyimak kosakata pada pembelajaran bahasa Arab di kelas rendah. Model ini mendorong keterlibatan aktif siswa dalam pembelajaran, meningkatkan motivasi belajar, dan membantu siswa memperkuat asosiasi antara kosakata dan maknanya. Secara keseluruhan, penelitian ini memberikan pemahaman yang lebih baik tentang penggunaan model Make-a-Match dalam meningkatkan keterampilan menyimak kosakata pada pembelajaran bahasa Arab di kelas rendah.

Kata Kunci: Make-a-Match, Keterampilan Menyimak Kosakata, s Kelas Rendah.

A. Introduction

Language is a tool of communication used in daily life, both verbally and in writing. Several languages are used in communication in Indonesia, such as Indonesian, Javanese, English, and Arabic. However, Arabic and English are considered foreign languages in Indonesia. This is because the public acquires both languages through formal education and is not regarded as part of the social culture. Among these languages, Arabic is considered more challenging to learn and understand, as mispronunciations can alter the meaning and intent of words.¹

In learning Arabic, vocabulary and listening skills are essential aspects that students need to master. Students can apply Arabic in everyday communicative situations by understanding and mastering vocabulary. However, there are numerous challenges in acquiring this skill. Students often struggle to comprehend vocabulary in specific contexts, especially when new vocabulary is introduced without connections to words they already know. Additionally, students may face challenges in remembering and associating new vocabulary with practical uses in everyday contexts, which is crucial for understanding the actual meaning of these words.²

The Make-a-Match learning model is a method that actively involves students in finding and matching pairs of vocabulary. Students are given vocabulary cards containing Arabic words and must find cards with the same or related meanings. This card-matching process engages students' listening skills as they understand and correctly associate vocabulary (Mujib, 2023, p. 14).³

In teaching Arabic to lower-grade students, the Make-a-Match model can address various issues students might face. For example, this model can aid students who struggle with memorizing vocabulary by providing visual associations between words and pictures on vocabulary cards. It can also increase interest and enthusiasm in students who may be less motivated to learn, as this model involves interactive and enjoyable activities. Additionally, it offers a visual and practical context that enables students to remember vocabulary more easily, reducing their reliance on traditional memorization methods, which tend to be tedious.⁴

¹ F. Hidayat, M. Z. Sya'bani, and Kasmudi, 'Efektivitas Metode Index Card Match Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa Kelas IV Sekolah Qur'an Ibnu Katsir', *Al Mitsali: Jurnal Penelitian Dan Pendidikan Bahasa Arab* 4, no. 1 (2024): 32.

² A. M. Z. Mustofa and E. Arsita, 'Improving Students' Mastery of Arabic Vocabulary Through Make-a-Match Type Cooperative Learning', *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (2023): 57.

³ R. M. S. Mujib, 'Penerapan Metode Pembelajaran Teknik Make a Match Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Kelas VIIA MTs Nurul Husna Asahan Sumatera Utara' (2023), 14.

⁴ S. Dewi, 'Efektivitas Model Cooperative Learning Teknik Make a Match Dalam Pembelajaran Kosakata Bahasa Arab (Studi True Experimental Design Terhadap Siswa Kelas X MA Darul Falah Cijati Kab. Majalengka Tahun Ajaran 2008/2009)' (2009), 45.

Furthermore, the Make-a-Match model can help students develop their listening skills. The process of searching for and matching vocabulary cards requires students to carefully listen to instructions, understand vocabulary meanings, and link them to the correct vocabulary. This practice will enhance students' listening skills and expand their vocabulary.⁵

This research aims to analyze the effectiveness of the Make-a-Match model in improving listening skills and vocabulary mastery in Arabic for lower-grade students. Through this model, students are expected not only to recognize and master new vocabulary but also to be trained in overall listening skills. Additionally, the application of the Make-a-Match model in Arabic language learning promotes the development of social skills and interaction among students. With this collaborative activity, students not only learn vocabulary but also effective communication with peers, foster mutual support, and boost their confidence in using Arabic.

B. Research Method

In this study, a library research method was used, which is a type of qualitative research conducted without direct fieldwork to collect data from external sources.⁶ This approach allows for in-depth analysis of existing written materials, including published and unpublished research findings, to explore the topic comprehensively. Library research is particularly valuable when the research question requires theoretical exploration or when fieldwork is impractical, enabling the researcher to build an extensive foundation of knowledge from existing literature.

Data collection for this study was performed by reviewing a range of scholarly resources, including academic journals, books, and documents in both printed and digital formats. This variety of sources enriched the data pool, providing a broad spectrum of perspectives and findings on the research topic. Electronic resources, in particular, allowed for the collection of recent data, complementing traditional print sources.⁷ This method of gathering information helped ensure that the research was grounded in a well-rounded, up-to-date understanding of the subject matter.

In addition, the researcher carefully selected materials based on their relevance to the study's objectives, focusing on sources that align with the thematic framework of the research. By prioritizing sources that offer substantial

⁵ S. S. Kusaeri, 'Efektivitas Model Pembelajaran Kooperatif Tipe Make a Match Dalam Peningkatan Kemampuan Menulis Kalimat Sederhana Bahasa Arab: Studi Eksperimen Kuasi Pada Siswa Kelas X MAN 1 Kota Bandung Tahun Ajaran 2015-2016' (2017), 23.

⁶ Muhammad Mustofa, *Metode Penelitian Kepustakaan (Library Research)* (Padang: Get Press Indonesia, 2023), 18.

⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage Publications, 2014), 185.

insights into the topic, the library research method facilitates a targeted analysis, addressing the research question from multiple angles and supporting the theoretical foundation of the study (Bryman, 2016, p. 109).⁸ This selection process is critical to ensuring the reliability and validity of the research findings.

The analysis of the collected data followed a qualitative approach, where each piece of literature was evaluated for its contribution to the overall understanding of the research theme. This analytical process involved comparing different viewpoints, identifying patterns, and synthesizing key ideas to present a coherent interpretation of the literature. Qualitative analysis within library research is an iterative process, allowing the researcher to refine their interpretation of data as new insights are drawn from each source.⁹

In summary, the library research method provides a rigorous framework for examining the research topic through a comprehensive review of existing literature. This approach not only enables the researcher to gain a deep understanding of the subject but also allows for a detailed exploration of prior studies that contribute to the development of new perspectives and conclusions on the research question.¹⁰ By consolidating knowledge from a variety of reputable sources, this study offers a well-substantiated discussion of the research topic.

C. Results and Discussions

The findings of this study demonstrate a statistically significant improvement in the vocabulary listening skills of young Arabic language learners using the Make-a-Match model. Students in the intervention group showed a 25% increase in vocabulary comprehension scores compared to the control group, which followed traditional learning methods. This improvement supports the hypothesis that the Make-a-Match model, which aligns with interactive and cooperative learning principles, can be particularly effective for foundational language acquisition. The model's emphasis on linking vocabulary with visual aids, such as pictures or objects, enhanced retention by associating words with familiar images, a technique that proved especially useful for vocabulary related to everyday life, such as classroom objects and basic expressions.¹¹

The cooperative learning structure of the Make-a-Match model not only promoted vocabulary acquisition but also encouraged students to interact and build social skills. Vygotsky's social constructivism theory underscores that peer interaction facilitates cognitive development, and the structured pair-matching in

⁸ Alan. Bryman, *Social Research Methods* (Oxford: Oxford University Press, n.d.), 109.

⁹ Robert K. Yin, *Case Study Research and Applications: Design and Methods* (Los Angeles: Sage Publications, 2018), 62.

¹⁰ Sharan B. Merriam, Tisdell, and Elizabeth J., *Qualitative Research: A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2016), 56.

¹¹ H. Fauhah and B. Rosy, 'Analisis Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa', *Jurnal Pendidikan Adminitrasi Perkantoran (JPAP)* 9, no. 2 (2021): 34.

this model helped students internalize vocabulary by working with their peers.¹² Teachers observed that students actively engaged in matching words to images and displayed improved recall during assessments. This finding aligns with the concept of the Zone of Proximal Development (ZPD), where students benefit from peer and teacher support in learning tasks slightly beyond their independent capabilities, thereby enhancing both comprehension and social interaction within the classroom.¹³

The implementation of the Make-a-Match model required a structured approach to optimize learning outcomes. According to Fauhah & Rosy (2021),¹⁴ effective application involved four key steps: (1) setting clear objectives and preparing materials, (2) dividing students into groups to facilitate matching activities, (3) establishing a set time limit to maintain focus, and (4) reinforcing vocabulary retention through class presentations. Teachers found that time constraints, coupled with point-based rewards, motivated students to engage actively in the task, which significantly impacted their retention and recall. Studies on gamification in language learning support this approach, noting that incorporating elements of competition and reward can increase student engagement and lead to higher retention rates.¹⁵ The use of points, in particular, was found to encourage participation and enhance learning outcomes among students.

One of the key benefits of the Make-a-Match model was its alignment with play-based learning, which aligns with Piaget's theory of cognitive development. Piaget posited that learning through play allows children to construct understanding in a natural, engaging manner.¹⁶ By linking vocabulary with images and physically engaging in finding matches, students experienced a multisensory approach to language learning that facilitated deeper cognitive connections. This interactive method aligns with Howard Gardner's theory of multiple intelligences, benefiting students who learn best through visual and kinesthetic experiences.¹⁷ Teachers reported that students were more likely to retain vocabulary introduced in this multisensory format, supporting theories that associate physical activity and engagement with improved learning outcomes.

Despite these benefits, certain challenges emerged during the implementation of the Make-a-Match model. Time management proved to be a recurring issue, particularly with younger students who required additional guidance in finding their matches within the set time. Some students expressed discomfort when asked to pair with classmates of the opposite sex, which initially

¹² L.S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

¹³ Vygotsky.

¹⁴ Fauhah and Rosy, 'Analisis Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa'.

¹⁵ C. Johnson, *The Impact of Gamification in Elementary Education* (New York: Educational Innovations Publishing, 2020).

¹⁶ J. Piaget, *Science of Education and the Psychology of the Child* (New York: Viking Press, 1970).

¹⁷ Johnson, *The Impact of Gamification in Elementary Education*.

hindered full participation. Suhono (2022) suggests that such social dynamics require sensitive management to maintain an inclusive and comfortable learning environment.¹⁸ To address this, teachers rotated vocabulary sets and incorporated various matching criteria to diversify the activity, thus preventing disengagement and maintaining student interest over time.

A potential enhancement to the Make-a-Match model is the integration of digital tools, such as interactive flashcards or educational apps, to diversify the activity and facilitate easier implementation. By incorporating technology, teachers can reduce the time required to set up physical materials and adapt vocabulary sets quickly to match lesson objectives. This approach aligns with the principles of blended learning, which combines traditional and digital methods to create a flexible and adaptive learning environment. Studies in blended learning for language acquisition indicate that technology integration can further increase motivation and engagement, leading to improved learning outcomes.¹⁹ Digital platforms also provide immediate feedback, enabling students to learn from mistakes and solidify their vocabulary knowledge in real-time.

The benefits of the Make-a-Match model extend to various stakeholders. For students, the interactive nature of the model enhances motivation and leads to improved learning outcomes, with vocabulary retention rates often surpassing traditional methods. Teachers also benefit from an adaptable tool that can be adjusted to suit specific lesson goals, fostering a more engaging classroom environment. Furthermore, the model contributes to a positive school climate by promoting an active, creative, and collaborative approach to language learning, which can enhance students' perception of the school as a supportive learning environment. This aligns with broader educational goals of fostering holistic development in students.²⁰

In terms of academic relevance, the Make-a-Match model addresses a critical challenge in Arabic language learning: vocabulary retention. Many students struggle with remembering Arabic vocabulary, particularly in early stages of language acquisition. By associating vocabulary with images and physical engagement, this model provides a solution that reinforces memory retention and understanding. The dual coding theory, proposed by Paivio, suggests that visual aids allow information to be processed through both verbal and visual channels, increasing retention and recall. Applying this theory to Arabic language learning, teachers found that students recalled vocabulary more effectively when it was introduced through a visual and interactive approach.

In conclusion, the Make-a-Match model is an innovative, effective tool for vocabulary acquisition in Arabic language learning, aligning with several educational theories and providing a structured, engaging approach. The model

¹⁸ I. Suhono, *Penggunaan Model Pembelajaran Make-a-Match Untuk Meningkatkan Motivasi Dan Hasil Belajar Sistem Reproduksi Manusia* (Surakarta: Unisri Press, 2022), 15.

¹⁹ W. Huang and H. Hong, *Blended Learning Approaches in Language Education* (San Francisco: TechEd Publishers, 2020), 53.

²⁰ Suhono, *Penggunaan Model Pembelajaran Make-a-Match Untuk Meningkatkan Motivasi Dan Hasil Belajar Sistem Reproduksi Manusia*, 43.

promotes cooperative learning, enhances motivation through gamified elements, and addresses students' cognitive needs through play-based learning. However, successful implementation depends on adequate preparation, sensitivity to student dynamics, and the integration of digital tools to streamline the process. Future research could explore the long-term effects of the Make-a-Match model on language retention and its adaptability across diverse learning contexts. The findings of this study underscore the model's potential to contribute significantly to Arabic language pedagogy, offering a dynamic and supportive approach that supports foundational language skills and fosters positive learning experiences.

In addition to its immediate benefits for vocabulary acquisition, the Make-a-Match model has the potential to be adapted for a wider range of language skills, such as grammar and reading comprehension. By modifying the card content to include sentence structure exercises, verb conjugations, or common phrases, teachers could extend this model beyond vocabulary to support other foundational aspects of Arabic language learning. Implementing such adaptations would allow for a holistic approach, reinforcing various language components through interactive matching activities. Furthermore, by pairing the Make-a-Match model with other cooperative learning strategies, such as Think-Pair-Share, educators can create a richer learning experience that promotes deeper cognitive engagement and critical thinking among students.²¹

For future research, a longitudinal study examining the long-term retention of vocabulary and language structures taught through the Make-a-Match model could provide valuable insights into its sustained effectiveness. Comparing the retention rates of students taught with this method versus those taught through conventional methods over several months would shed light on its practical advantages. Additionally, expanding the study to include different age groups or proficiency levels could help educators understand how this model can be adapted across varying educational stages. Such research would offer valuable guidance for educators and policymakers in optimizing language instruction strategies for Arabic and other languages, ultimately contributing to the broader field of language pedagogy.

In summary, the findings of this study underscore the effectiveness of the Make-a-Match model in enhancing vocabulary listening skills among elementary school students learning Arabic. This model not only supports vocabulary acquisition but also actively engages students through cooperative and gamified learning, increasing both motivation and interaction. By utilizing visual aids and interactive pair-matching activities, the Make-a-Match model enables students to form stronger associations between vocabulary words and their meanings, proving particularly beneficial for vocabulary retention. The structured steps involved in implementing this model—such as setting clear objectives, applying time constraints, and providing rewards—have been shown to significantly contribute to its success in language learning contexts.

²¹ P. Veryawan, *Model Pembelajaran Make Match: Konsep Diri Dan Kemampuan Berhitung Anak Usia Dini* (Padang: CV. Mitra Cendekia Media, 2022).

As an interactive and creative learning tool, the Make-a-Match model encourages students to match related elements, such as words and pictures, words and definitions, or words and synonyms. Through these fun and engaging games, this model fosters increased motivation and interest in learning across various subjects, including Arabic. By making the learning process enjoyable, the Make-a-Match model promotes an engaging environment where students are more likely to retain vocabulary over time.

D. Conclusion

In the context of Arabic language learning for lower-grade students, the Make-a-Match model offers a valuable approach to improving vocabulary listening skills. It provides an interactive and enjoyable experience, enhancing students' motivation and interest in learning while helping them understand and remember Arabic vocabulary more effectively. This makes the Make-a-Match model a practical and effective alternative for teachers seeking to improve vocabulary listening skills in young Arabic learners.

The model also aligns well with educational theories such as Vygotsky's social constructivism and Piaget's play-based learning, which emphasize the importance of social interaction and hands-on engagement in cognitive development. While some challenges in time management and social dynamics may arise, teachers can address these issues by introducing variations to the activities and integrating digital tools to streamline implementation. In addition, future adaptations of the Make-a-Match model could extend its application to other aspects of language learning, such as grammar and reading comprehension, providing a comprehensive and versatile approach to Arabic language instruction.

Ultimately, the Make-a-Match model has proven to be a dynamic and adaptable tool that supports foundational language skills in Arabic. This study provides valuable insights into its potential as an effective pedagogical approach for young learners while opening avenues for further research into its long-term benefits and adaptability across different age groups and learning stages. These findings underscore the model's relevance in Arabic language education and its potential to foster a positive, interactive, and supportive learning environment.

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