



The Implementation of the Make a Match Method in Improving Arabic Speaking Skills at SMP Islam Program Khusus Muhammadiyah Delanggu

Aina Tsabitah Qolbi¹, Hakimuddin Salim²

Universitas Muhammadiyah Surakarta¹²
Correspondence Email: g000210082@student.ums.ac.id

ABSTRACT

This study aims to explore the implementation of the Make a Match method to improve Arabic speaking skills at SMP Islam Program Khusus Muhammadiyah Delanggu. The study uses a qualitative approach with a case study design, focusing on an in-depth understanding of the implementation of the method, the challenges faced, and its impact on students' speaking abilities. Data collection techniques include direct observation, interviews with teachers and students, and analysis of relevant documents related to the learning process. The results of this study found that the implementation of the Make a Match method was effective in developing students' speaking skills. This method successfully created a fun and dynamic learning environment that encouraged students to become more confident and active in speaking Arabic. Additionally, this method helped students more easily remember new vocabulary and use it in daily conversations. However, some challenges were faced, such as differences in students' abilities and limitations in available supporting facilities. Nevertheless, this method still had a positive impact on the improvement of students' speaking skills. The conclusion of this study is that the Make a Match method is an effective alternative to be applied in Arabic language learning to enhance students' speaking skills. This study also has practical implications for educators and curriculum developers, suggesting that interactive and engaging teaching methods like Make a Match can be integrated into language learning programs to enhance students' speaking proficiency and motivation.

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1. INTRODUCTION

Speaking skills are one of the key aspects in mastering Arabic, especially in the educational context. However, learning Arabic often faces challenges, as many students struggle with speaking due to a lack of self-confidence, limited vocabulary, or lack of practice opportunities (Rohman et al., 2021). Therefore, innovative and interactive teaching methods are necessary to help students build confidence and become more active in communicating in Arabic (Rahmadani, 2018).

Various teaching methods have been developed to enhance students' speaking skills. One method that has garnered attention is the "Make a Match" method. This method is considered effective because it boosts student motivation, increases student interaction, and improves their understanding of the material. The Make a Match method is another option that can be applied to improve Arabic speaking skills. It involves activities where students match pairs of words, phrases, or sentences that are related. Through this approach, students not only learn vocabulary and sentence structure, but they are also trained to think critically and logically when selecting the correct pairs (Putri, 2016).

Arabic plays an important role in the life of Muslims, both in religious and social contexts (Ridwan, 2023). In Indonesia, Arabic is taught in many schools, particularly in Islamic schools like SMP Islam Program Khusus Muhammadiyah Delanggu, to introduce and enhance understanding of Islamic teachings found in texts such as the Qur'an and Hadith. However, despite intensive Arabic learning, speaking skills in Arabic often remain a challenge for many students.

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Indeed, We have sent it down as an Arabic Qur'an so that you may understand. (Q.S. Yusuf: 2)

In many schools, speaking skills in Arabic often do not receive enough attention. Many students find it difficult to communicate in Arabic due to limited vocabulary, a lack of speaking practice, and feelings of shyness or fear of making mistakes. However, speaking skills are essential for effective communication, both in daily life and in religious contexts. Therefore, a creative and effective approach is required to improve Arabic speaking skills in schools (Sakdiah & Sihombing, 2023).

تَعَلَّمُوا الْعَرَبِيَّةَ فَإِنَّهَا مِنْ دِينِكُمْ

"Learn the Arabic language, for it is part of your religion." (HR. Ibnu Abi Syaibah in Al-Mushannaf and Al-Baihaqi in Sunan Al-Kabir.)

The Make a Match method is a cooperative learning technique designed to encourage students to interact actively and sharpen their speaking skills (Yunita & Bandar, 2018). In this method, students are given cards with information or sentences that they must match with other cards. This activity is not only fun but also challenges

students to think quickly and communicate in Arabic. Thus, this method not only helps students learn new vocabulary but also provides them with opportunities to speak Arabic more freely and interactively.

Several studies have examined the effectiveness of the Make a Match method in enhancing speaking skills in various learning contexts. Wahid and Andhira (2022) researched the application of the Make a Match method and found that it significantly improved students' speaking skills. This is because the method requires active interaction between students in matching questions and answers, which increases their speaking practice in a fun environment. Similar results were obtained in the study by Asshiddiqi, Suhadak, and Huda (2023), who implemented this method. They found that the use of Make a Match not only enhanced the fluency of students in speaking but also strengthened their understanding of Arabic vocabulary and grammar.

Furthermore, research by Wangsa, Ruswan, and Nurmahanani (2023) showed that the Make a Match method was effective in improving English vocabulary comprehension in elementary schools, indirectly contributing to speaking skills. Another study conducted by Mana et al. (2024) also emphasized that the Make a Match method played a role in improving speaking skills at the middle school level. This study highlighted that the use of this cooperative method created an interactive learning environment and encouraged students to speak more confidently. Similar findings were reported by Yunita and Bandar (2018), who stressed that the method could improve overall learning outcomes, including speaking skills, because students became more actively involved in learning. Studies indicate that the use of this method significantly improves student learning outcomes in terms of speaking skills and comprehension (Megawati, 2022).

Based on these findings, it can be concluded that the Make a Match model has a positive impact on speaking skills, both in Arabic and other languages. The main strength of this method lies in the active involvement of students in the learning process, allowing them to practice speaking in a supportive and enjoyable environment. Therefore, this study aims to investigate the implementation of the Make a Match method in Arabic language learning at SMP Islam Program Khusus Muhammadiyah Delanggu and identify the factors that support and hinder its application. By understanding the effectiveness of this method, we can contribute actively to the development of Arabic curriculum and teaching strategies in Islamic schools, helping students acquire better language skills and become more confident in speaking Arabic.

2. LITERATURE REVIEW

The Make a Match method is designed to enhance active student participation through the matching of cards containing related questions and answers or concepts (Slavin, 2005). According to Piaget's constructivist theory (1972), learning that involves active interaction is more effective because students can build their own knowledge through direct experience. This is further supported by Vygotsky (1978), who emphasized the importance of social interaction in language learning. Methods

like Make a Match give students the opportunity to communicate and help each other understand the material.

In language learning, the Make a Match method has been applied in various studies. Wahid and Andhira (2022) found that the Make a Match method is effective in improving the speaking skills of vocational school students, as it encourages them to engage more actively in communication. Another study by Asshiddiqi, Suhadak, and Huda (2023) showed that this method can boost the confidence of students in speaking Arabic. The card-matching activity prompts students to speak and think quickly, which ultimately aids in language acquisition.

Speaking skills are one of the four main language skills, along with listening, reading, and writing. According to Tarigan (2008), speaking skills involve the ability to express ideas, thoughts, and feelings verbally in a language. To develop speaking skills, a teaching method that emphasizes active practice, social interaction, and direct involvement in communication is needed (Tarigan, 2008).

Research by Rohman, Muqorrobin, and Ana (2021) suggests that practice-based learning is more effective than passive methods because students can practice speaking fluently in a more natural environment. This aligns with the Communicative Language Teaching (CLT) theory, which stresses the importance of interaction and the use of language in real-life contexts (Richards & Rodgers, 2001). In this regard, the Make a Match method supports CLT by providing opportunities for students to practice speaking through a game that requires active communication.

3. RESEARCH METHODS

This study is classified as field research. The research approach involves collecting data directly from the source through direct observation at the research site. In this case, the study was conducted at SMP Islam Program Khusus Muhammadiyah Delanggu, focusing on analyzing the implementation of the Make a Match method to improve students' Arabic speaking skills. The subjects of this research include the Arabic language teachers and students at SMPI PK Muhammadiyah Delanggu who were involved in the learning process using this method.

To obtain comprehensive data, this study relies on three main data collection techniques: interviews, observation, and document analysis. Interviews were conducted with both teachers and students to gather further information on their views regarding the Make a Match method and its impact on speaking skills. Observations were made to directly observe how the method was implemented in the classroom and how students interacted during the learning process. Additionally, document analysis was used to access teaching materials and records related to the implementation of this method.

Data analysis was carried out in four main stages: data collection, data reduction, data presentation, and conclusion drawing. Data collection involved recording all relevant information from interviews, observations, and existing documents. The collected data was then analyzed and summarized to facilitate understanding and the presentation of research findings. The analysis results show that the implementation of the Make a Match method has a positive impact on

improving students' Arabic speaking skills. The more interactive and enjoyable learning atmosphere encourages students to become more confident and active in speaking Arabic, as well as making it easier for them to remember new vocabulary used in daily conversational contexts.

4. RESULTS AND DISCUSSION

Based on the observations conducted, a significant improvement in students' speaking skills was evident after using the Make a Match method. Students who were previously passive and felt awkward speaking in Arabic became more courageous and confident in interacting in Arabic. The card-matching activity, which connects questions and answers, proved to be effective in capturing students' attention and helping them stay focused on the learning process.

During the learning process, students appeared more active in participating, both in group activities and during class discussions. They were not only engaged in matching the cards, but also assisted each other in recalling new vocabulary and constructing correct sentences. Interviews with the teachers revealed that they felt this method provided a practical space for students to practice speaking, which improved their fluency. Additionally, teachers noted an increase in students' ability to remember vocabulary taught in more relevant and applicable contexts.

However, some challenges were faced during the implementation of this method. One of them was the difference in students' Arabic language proficiency levels, which affected their speed in completing the card-matching activities. Some students who were more proficient tended to finish the task faster, while beginners required more time to understand and remember the correct sentences. This highlights the need for adjustments in the materials and the difficulty level of the cards to ensure that all students can participate effectively.

The Implementation of the Make a Match Method in Improving Arabic Speaking Skills at SMP Islam Program Khusus Muhammadiyah Delanggu

The use of the Make a Match method at SMP Islam Program Khusus Muhammadiyah Delanggu aims to improve students' Arabic speaking skills through an interactive and enjoyable approach. According to Piaget's (1972) Constructivism Learning theory, active learning allows students to build their understanding through direct experiences. The Make a Match method reflects this principle by providing students the opportunity to actively participate in the learning process, where they not only memorize Arabic vocabulary passively but also use it in real interactions.

The observations during the implementation of this method show a significant improvement in students' speaking skills. This aligns with Wahid and Andhira's (2022) study, which found that the Make a Match method can improve students' speaking abilities by providing more opportunities to practice oral communication in a non-threatening environment. Further, Asshiddiqi, Suhadak, and Huda (2023) demonstrated that this method successfully boosted students' confidence in speaking

Arabic. In this context, the key factor driving the success of this method is student involvement in the card-matching activity, which indirectly trains fluency and enhances their understanding of Arabic sentence structures.

Additionally, from the perspective of Communicative Language Teaching (CLT) developed by Richards and Rodgers (2001), effective language learning should be based on authentic and meaningful communication. The Make a Match method supports CLT principles by encouraging students to actively speak in real-life contexts, whether through simple conversations or task-based interactions. Research by Mana et al. (2024) confirms that this method not only improves speaking skills but also enriches students' vocabulary and strengthens their understanding of grammar through direct interaction with peers. In other words, the use of the Make a Match method at SMP Islam PK Muhammadiyah Delanggu reflects a communicative approach that emphasizes the importance of speaking practice in a supportive learning environment.

In its implementation, this method also helps students more easily understand and remember new Arabic vocabulary. Krashen's (1982) second language acquisition theory highlights that language learning is more effective when students receive comprehensible input and have the opportunity to use it in communication. The card-matching activity in the Make a Match method provides this opportunity, where students not only read or hear vocabulary but also use it actively in meaningful contexts. A study by Wangsa, Ruswan, and Nurmahanani (2023) confirms that this method can improve vocabulary comprehension in English language learning, which also applies in the context of Arabic language learning in this study.

Beyond linguistic aspects, this method also creates a cooperative learning environment, as theorized in Slavin's (1995) Cooperative Learning approach. Small group learning allows students to interact, collaborate, and learn from each other, contributing to the improvement of their speaking skills. Yunita and Bandar (2018) found that the Make a Match method improves overall learning outcomes because students feel more comfortable and motivated to learn. With a more relaxed and enjoyable atmosphere, students do not feel pressured when speaking Arabic, which ultimately boosts their confidence.

However, the implementation of this method is not without challenges. One common obstacle is the varying levels of proficiency in Arabic among students. Some students who are more advanced tend to complete the card-matching tasks more quickly, while beginners struggle to understand or pronounce the correct sentences. In this context, Vygotsky's (1978) Zone of Proximal Development (ZPD) theory can be applied, where the teacher acts as scaffolding, providing assistance to students based on their individual needs. A study by Rohman, Muqorrobin, and Ana (2021) demonstrates that a gradual support approach in language learning is highly effective in helping students who face difficulties in speaking. Therefore, in implementing the Make a Match method at SMP Islam PK Muhammadiyah Delanggu, it is essential for

teachers to adapt the difficulty levels of the cards according to students' abilities and provide additional guidance to those who need it.

The application of the Make a Match method at SMP Islam PK Muhammadiyah Delanggu has shown success in enhancing students' Arabic speaking skills. This interaction-based and physically engaging learning method not only improves speaking abilities but also accelerates vocabulary mastery and strengthens grammar comprehension naturally. Based on Constructivism Learning, Communicative Language Teaching, and Cooperative Learning theories, this method can be regarded as an effective strategy in teaching Arabic. However, to ensure its continued effectiveness, additional strategies, such as balanced group assignments and proper scaffolding for struggling students, are needed. With further refinement and development, this method holds great potential to continue being applied in Arabic language learning to significantly improve students' speaking skills.

Obstacles Encountered in the Implementation of the Make a Match Learning Method at SMP Islam Program Khusus Muhammadiyah Delanggu

The implementation of the Make a Match learning method at SMP Islam Program Khusus Muhammadiyah Delanggu faces several challenges that affect its effectiveness in improving students' Arabic speaking skills. One of the main obstacles is the lack of understanding among some teachers regarding the proper strategies for implementing this method optimally. According to the Instructional Design theory by Dick & Carey (2009), the effectiveness of a learning method depends on careful planning, including determining learning objectives, selecting materials, and allocating appropriate time. However, some teachers struggle to adjust the duration of the method's implementation to balance with the expected learning outcomes. This was also found in the study by Wahid & Andhira (2022), which stated that although the Make a Match method has been shown to improve students' speaking skills, teachers' ability to manage time and adapt the method is an important factor in its success.

In addition, this method relies on intense social interaction among students, which in some cases becomes a barrier for introverted students or those who tend to learn individually. Gardner's (1983) Multiple Intelligences theory explains that each student has a different learning style, including interpersonal or intrapersonal learning tendencies. Students who are more comfortable with independent learning tend to have difficulty following collaborative methods like Make a Match, making them less active in the learning process. Research by Mana et al. (2024) showed that in the implementation of this method, students with low self-confidence tend to be passive and require more support from both teachers and peers to participate optimally. Therefore, teachers need to implement scaffolding strategies as proposed by Vygotsky (1978) to assist students who lack confidence in speaking Arabic, such as by providing clearer instructions or guidance in finding their card pairs.

Another challenge often encountered in the implementation of the Make a Match method is the limited learning facilities and infrastructure. According to Fraser's (1998) Educational Environment theory, a conducive learning environment greatly influences the effectiveness of learning. In this context, the Make a Match method often requires varied learning media, such as educational cards, teaching aids, or other visual media that are not always available in sufficient quantities. A study by Komarudin (2023) showed that a lack of supporting facilities can hinder the effectiveness of this method, especially if teachers do not have alternative strategies to address these limitations. Additionally, limited classroom space also becomes an obstacle because this method requires enough space for students to move and interact freely. If the classroom is too cramped or the seating arrangement is inflexible, the learning activities become less optimal and may reduce the effectiveness of student interactions.

Addressing these challenges requires a systematic strategy. Teachers can overcome the limitations of media by utilizing simple technologies, such as creating digital cards that can be accessed via students' electronic devices. Furthermore, adjusting the classroom layout with a flexible seating arrangement can improve the effectiveness of this method. In dealing with students' diverse learning styles, teachers need to adopt the Differentiated Instruction approach recommended by Tomlinson (2001), by providing task variations that suit each student's needs to ensure they can still participate in learning.

Thus, although the Make a Match method shows significant potential in improving students' Arabic speaking skills, challenges in its implementation must be addressed with appropriate strategies to achieve the desired results. With more careful planning, adequate support facilities, and adaptation to students' characteristics, this method can be applied more effectively to achieve optimal learning outcomes.

Table 1. Obstacles in the Implementation of the Make a Match Method

Aspects	Obstacles
Material Limitations	Teachers face difficulties in selecting suitable materials to ensure smooth learning.
Time Constraints	Challenges in managing the right amount of time for the implementation of this method.
Student Adaptation	Not all students can adapt well to methods that involve intense interaction.
Limitations of Facilities and Infrastructure	Limited teaching media and props needed to support this method.
Classroom Space	Limited classroom space makes it difficult to organize collaborative activities.

5. CONCLUSION

The results of this study reveal that the make a match method has proven to be an effective teaching strategy in developing speaking skills in Arabic at SMP Islam Program Khusus Muhammadiyah Delanggu. This method offers a more interactive and enjoyable learning experience, which encourages students to be more actively engaged in the learning process. The study shows that the implementation of the make a match method can boost students' confidence in speaking Arabic, expand their vocabulary, and improve their sentence structure and pronunciation. Moreover, this method also creates a more dynamic and cooperative learning environment, where students collaborate to understand the material being taught.

However, there are several obstacles in the implementation of this method, such as differences in students' proficiency levels, limitations in facilities and infrastructure, and difficulties in managing class time. To address these challenges, additional strategies are needed, such as adjusting the difficulty level of the material, providing adequate learning aids, and managing the classroom more flexibly. The make a match method has been shown to significantly improve students' speaking skills in Arabic and can serve as an innovative alternative teaching method in Arabic language instruction in schools. With further adjustments and development, this method has the potential to be widely applied in Arabic language learning at various educational institutions.

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