

ABSTRACT

This research aimed to improve the vocabulary of fifth-grade students at SDN 3 Tanjung through the implementation of the Make a Match technique in an English for Young Learners (EYL) context and to explore students' perceptions of this technique. This research used a Classroom Action Research (CAR) design over two cycles. Data were collected through pre-tests, post-tests, and observations in both cycles, then complemented by a questionnaire distributed at the end of Cycle II. The test results showed significant improvement in vocabulary, with the class average scores rising from 44.6 to 62 in Cycle I, and from 55.8 to 70.7 in Cycle II. The questionnaire results showed highly positive perceptions among the students, confirming that this technique successfully boosted students' motivation, confidence, and word retention, despite initial challenges with classroom noise and shyness. In conclusion, the Make a Match technique successfully improved students' vocabulary and receiving positive perceptions such as an active, dynamic, and engaging learning environment.

Keywords; Classroom Action Research (CAR), Make a Match Technique, Vocabulary Mastery, English for Young Learner (EYL)