

CHAPTER I

INTRODUCTION

1.1 Background

In learning a foreign language, vocabulary plays an important role. Vocabulary is one of the basics that must be taught to students before starting to learn about English skills. Learning vocabulary can make students able to communicate in English. According to Nilawati (2009), vocabulary is one of the materials studied by students of all levels of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Then according to Harmer (2007), stated there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance.

Based on the above understanding, the researcher can conclude that in all levels of schools in Indonesia, students learn vocabulary because mastering vocabulary is essential to mastering English. By knowing vocabulary, it becomes easier to learn English effectively. In addition, learning vocabulary, not just knowing the English of the word, students also need to know what the meaning is and how to pronounce each word correctly in English from the vocabulary that has been learned. A person can also read more fluently and write more structurally, because they have more diction to express an idea or emotion. Thus, vocabulary has a very important role in learning English.

Based on the observations made by the researcher in November 2024, it was found that students often face several challenges when learning English. One of the main difficulties is that students struggle to pronounce English vocabulary correctly. Furthermore, a monotonous teaching style often employed by the teacher results in decreased student motivation to learn. This condition leads students to lose interest and become inattentive during the learning process. Therefore, more attention from teachers is needed to make the vocabulary learning process easier to understand and more enjoyable for students. For this reason, the researcher used the "Make a Match" technique in vocabulary learning

to determine whether this method is effective in English language learning at school.

According to Wahid (2007) make a match learning model is a learning system that prioritizes the inculcation of social abilities, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games looking for a partner with the help of cards. Then to the opinion of Pratiwi D., and Fransiska F.W (2022), the make a match technique helps students memorize words and make them interesting. Using make match technique as a means of teaching to nursing students. According to Mursyid (2024), make a match is one of the techniques which is introduced in cooperative learning. Make a match technique is a kind of technique that leads the students to find their partner.

Based on previous opinions, the researcher concludes that make a match is a kind of technique that leads the students to find their partner learning media to interact the ability to think quickly through games looking for a partner with the help of cards so that it can make students memorize words and make them interesting, especially in learning English. Not only that make a match technique is also can make students active and enthusiasm in teaching and learning process. Based on the facts that have been experienced by students and those described above, vocabulary has a very important role in language, and vocabulary is the basis of English. So, the researcher is interested in conducting research with the title " The Effectiveness of Make A Match Technique in Teaching Vocabulary at The Tenth Grade of SMA Negeri 4 Palopo".

1.2 Problem Statement

Based on the background above, the researcher formulates the research problem as follows: "Is the use of Make a Match technique effective to improve students vocabulary at the tenth grade students of SMA Negeri 4 Palopo?".

1.3 Objective of the Research

Based on the research problem, this study aims to determine the use of Make a Match technique is effective or not in teaching vocabulary at the tenth grade students of SMA Negeri 4 Palopo.

1.4 Significance of the Research

This research has the following benefits:

1. For English teachers, it serves as a theoretical and practical guideline in enhancing students' vocabulary.
2. For students, it can motivate them to learn English, particularly vocabulary.
3. For future researchers, this study can be used as a reference.

1.5 Scope of the Research

In this research, the researcher limits the study to improving vocabulary, specifically focusing on Nouns, Verbs and Adjectives.

1.6 Operational Definition

To avoid misunderstandings regarding this research, some terms are clarified as follows:

1. Vocabulary is a set of words in English that are essential for effective communication and must be understood. Vocabulary is a collection of words that have meaning and are used by people in language learning.
2. Make a match technique is a kind of technique that leads the students to find their partner learning media to interact the ability to think quickly through games looking for a partner with the help of cards so that it can make students memorize words and make them interesting, especially in learning English. Not only that make a match technique is also can make students active and enthusiasm in teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of vocabulary

According to Supraba (2019), the definition of vocabulary is a collection of all words taught in English, where vocabulary refers to words that must be understood to communicate effectively. In addition, according to Nilawati (2009), vocabulary is one of the materials studied by students of all levels of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Then according to Harmer (2007), stated there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance.

Based on the above understanding, the researcher can conclude that Vocabulary is a set of words in English that are essential for effective communication and must be understood. In all levels of schools in Indonesia, students learn vocabulary because mastering vocabulary is essential to mastering English. By knowing vocabulary, it becomes easier to learn English effectively. In addition, learning vocabulary, not just knowing the English of the word, students also need to know what the meaning is and how to pronounce each word correctly in English from the vocabulary that has been learned. In addition, a person can also read more fluently and write more structurally, because they have more diction to express an idea or emotion. Thus, vocabulary has a very important role in learning English.

2. Types of vocabulary

In English, there are several types of vocabulary. According to Hiebert and Kamil (2005), they define knowledge of words also comes in at least two forms as follow:

a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used

frequently.

b. Receptive vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words which individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

3. Word Classes of Vocabulary

a. Noun

Noun is a word that refers to a thing, person, animal or idea.

Example: eyes, nose, forehead.

b. Verb

Verb is words that show an action, occurrence, or state of being.

Example: sleep, run, work.

c. Adjective

Adjective is a word that modifies or describes a noun or pronoun.

Example: happy, kind, busy.

4. The importance of vocabulary

The importance of vocabulary can be seen from the expert statement below. According to Wilkins (1972), "you cannot communicate without grammar; you cannot communicate without vocabulary". And "When students travel, they do not carry grammar books, but dictionaries." The more Khrasen (1989) considers this issue, It seems that the more reason to think that morphology is where we need to start from there, and grammar should be placed on the word service, not the other way around. Widdowson (1978), from the statements above it is clearly shown that vocabulary is the more important than the other aspects of language, and it is needed everywhere people go.

5. Teaching of Vocabulary

Vocabulary is the cornerstone, without it, no language can exist. With structure without vocabulary, speaking is meaningless or even impossible. The

word "vocabulary" usually represents a summary of words or combinations of words in a specific language. However, as Ur (1996) said, we should remember that a vocabulary can contain multiple words. For example, "post office" consists of two words, but still expresses an idea. According to Kay (1988), young learners have the following characteristics: 1) They learn language, their own personality (like and dislike and interest), their personal cognitive style and ability, and their own strengths and weaknesses bring them language learning, 2) They can still gain understanding from direct experience through objects and visual aids. 3) Young learners are unlikely to see a whole made up of several parts, 4) They need love, safety, recognition and a sense of belonging, and gradually shift from dependence on adults to peers over time The support and recognition of the group of people, 5) they start to learn to cooperate and share, 6) they usually like sports, often participate in noisy, sometimes even actively, 7) they need to play and participate, 8) they are often full of enthusiasm Lively.

However, almost all college-level classrooms have some problems. These problems make learners less knowledgeable about vocabulary, making it impossible to learn foreign languages. The monotonous way of memorizing vocabulary has become a basic problem for many students. Students usually only receive English words from the teacher, and never try to improve their vocabulary mastery. Moreover, teachers lack creativity to improve students' vocabulary mastery. Therefore, teachers must be creative in choosing interesting activities, and must provide a variety of effective ways to focus on learning by giving interest to follow their physical and mental development. Students should have the motivation to learn and remember vocabulary in order to read, spell and write vocabulary. An interesting way will increase the motivation of students.

6. Definition of Make a Match Technique

According to Mursyid (2024), Make a Match is one of the techniques which is introduced in cooperative learning. Make a Match technique is a kind of technique that leads the students to find their partner. Furthermore, according to Simangunsong et al (2022), Make a Match technique is a learning is also included in cognitive learning theory, this learning model also involves students in the learning process. In addition, according to Suprijono (2010), Make A Match

method is learning using card. It consists of questions cards and the other consists of answer from the questions. Furthermore, according to Harmer (2007), Make a match technique is use cards as tool in teaching vocabulary. It is more effective for students to master vocabulary better. Then, according to Curran (1994), stated that the basic principle of make a match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere.

According to Pratiwi & Fransiska (2022) the make a match technique helps students memorize words and make them interesting. Using make a match technique as a means of teaching to nursing students. Furthermore, according to Wahid (2007), Make a match learning model is a learning system that prioritizes the inculcation of social abilities, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games looking for a partner with the help of cards. Moreover, according to Hendrety et al (2021), the make a match model trains students to have good social attitudes, to work together and to practice students thinking speed. In addition, according to Romadhon (2019), Make a match learning method is an active and fun learning method that involves students to find a partner while learning a concept using card media, where there cards consists of problem cards and answer cards. Then, according to Moge and Joshua (2022), Methods of making a match or finding a partner are one alternative that can be applied to students.

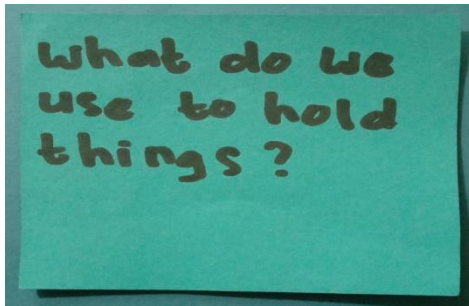
Based on previous opinions, the researcher concludes that The Make a Match technique is a cooperative learning method that encourages students to find their partners through a matching activity, typically involving cards with questions and answers. This technique, which is grounded in cognitive learning theory, actively involves students in the learning process and enhances their ability to think quickly and collaborate. It not only aids in the memorization of concepts but also fosters social skills, teamwork, and interaction. By engaging in the game-like process of matching questions with answers, students develop strong social attitudes, improve their ability to work together, and practice their thinking speed. Overall, the Make a Match technique is an interactive and engaging way to enhance learning while cultivating essential cognitive and social abilities.

7. Teaching Make a Match Technique

In implementing Make a Match technique, the researcher uses Uhan (2020) models' steps in implementation Make a Match technique as follow:

- a. The teacher prepares some cards to contain some concepts or topics suitable for the review session, some cards are the question, and others are answered.

Picture1. The example picture of cards in make a match technique



Question card



Answer card

- b. Every student gets one card.
- c. Every student thinks of the question or answer from the card they held.
- d. Every student looks for their partner who has the appropriate card with his/her card (question/answer).
- e. Every student who can compare to the suitable card before the time over will get the point.
- f. After one period, cards are shaken again so that every student gets a different card from the previous.
- g. And so on.
- h. Conclusion/closing.

7. The Strengths and Weaknesses Using Make a Match Technique

According to Huda (2013), there are some strengths of Make a match Technique, as follows:

- a. Make a Match technique can improve students in a learning activity for their cognitive and physic.
- b. Fun
- c. Make a Match Technique can improve students' motivation in learning and students' comprehension of the material.

- d. Effective as exercise courage students to perform a presentation.
- e. Effective to coach students' discipline to appreciate the time to learn.

According to Huda (2013), there are some weaknesses of Make a Match Technique, as follow:

- a. If this learning is not well prepared, much time is wasted.
- b. At the beginning of the application of this learning, many students shy paired with the opposite gender
- c. If the teacher does not give instruction very well, many students are not getting the couple because they could shame.
- d. Teachers should be careful and prudent when given punishment to students who do not get the couple because they could shame.
- e. Using this model continuously will cause boredom.

2.2 Previous Study

There are several previous studies relate to this research. These are three of them. The first thesis, by Novianti, Shinta Agustina (2019), "The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020", A previous study at MA Muhammadiyah 1 Ponorogo (2019/2020) investigated the effectiveness of the Make a Match technique in teaching vocabulary using a quasi-experimental design. The study involved 26 eleventh-grade students divided into an experimental group (15 students) and a control group (11 students), selected through simple random sampling. Data were collected through tests and documentation and analyzed using a t-test. Results showed that the experimental group scored higher (mean = 86.13) than the control group (mean = 74.91), with a t-test value of 4.332 exceeding the t-table value of 2.064. This indicates that the Make a Match technique significantly improved students' vocabulary mastery.

The second is a thesis from Simangunsong et. al (2022), the title is "Improving the seventh grade students' vocabulary mastery of SMP Anastasia Pancur Batu by using Make a Match technique", A study at SMP Anastasia Pancur Batu aimed to improve seventh-grade students' vocabulary mastery through the Make a Match technique and to explore their responses to its application. This Classroom Action Research (CAR) was conducted in two cycles,

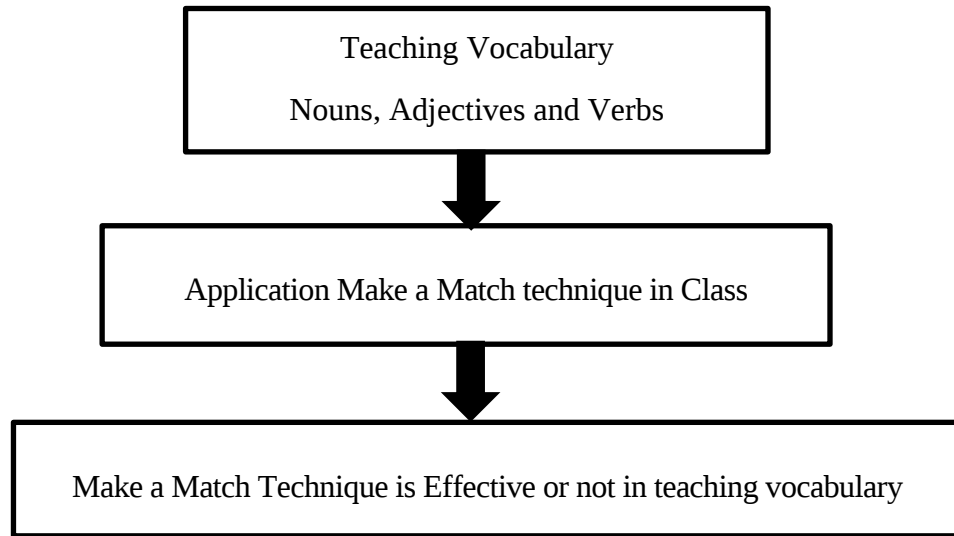
each consisting of three meetings. The quantitative data showed continuous improvement in students' mean scores—from 72.75 (pre-test), to 85.17 (informative test), and 96.20 in the final test. Qualitative data indicated that students responded positively, showing greater interest and motivation in learning vocabulary. To sum up, the application of Make a Match technique could improve the students' vocabulary mastery. It is advisable that English teachers should try applying make a match technique in teaching vocabulary.

The last researcher of Nurpaida (2024), the thesis is “The use of match method to improve vocabulary students at SMP Negeri 4 Tinambung”, This study aimed to examine the improvement of students' vocabulary and their perceptions of the match method in the classroom. Using a quantitative approach with a quasi-experimental design, the research was conducted with second-grade students of SMP Negeri 4 Tinambung. The sample consisted of 20 students in the control group and 24 in the experimental group, with treatment delivered over four sessions. Data were collected through vocabulary tests (pre-test and post-test) and a student perception questionnaire. The mean score increased from 48.75 (pre-test) to 76.88 (post-test), and the independent t-test result (sig. 2-tailed = 0.002) indicated a significant improvement. Additionally, student responses showed positive perceptions of the method. It can be concluded that by using the make a match method, it can improve students' vocabulary.

Based on the explanation above, previous research and this study have differences and similarities. The first thesis, by Novianti, Shinta Agustina (2019), Novianti's research and my research share several similarities and differences. Both focus on the effectiveness of using the Make a Match Technique in vocabulary learning, employ a quantitative research method, and use tests as the research instrument (although Novianti also uses documentation). However, there are differences in the research design. Novianti's study uses a quasi-experimental design with two groups (experimental and control), while my research employs a pre-experimental design with a single group. Additionally, the subjects of the research are different, with Novianti's study involving a class of eleventh-grade students at MA, while my study focuses on tenth-grade students of senior high school. The second is a thesis from Simangunsong et al (2022), The similarities

and differences between the research by Simangunsong et al. and my research are as follows. Both studies use the Make a Match technique in their research. However, there are several differences between the two studies. In Simangunsong et al.'s research, the focus is on applying the Make a Match technique to improve vocabulary learning in seventh-grade students at SMA Anastasia Pancur Batu and to describe their responses towards the application of the technique in the vocabulary learning process. In contrast, my research focuses on determining whether the Make a Match technique is effective in teaching vocabulary. Simangunsong et al.'s research uses a Classroom Action Research design with two cycles, each cycle including planning, action, observation, and reflection, while my research employs a pre-experimental design. The instrument used in their research is observation, whereas my research uses tests. Additionally, the subjects of their research are seventh-grade students at a junior high school, while my research involves tenth-grade students at a senior high school. Moreover, their data analysis uses both quantitative and qualitative methods, whereas my research uses only a quantitative method. The last researcher of Nurpaída (2024), The Nurpaída's research and my research share similarities, such as using the Make a Match technique to improve students' vocabulary and employing a quantitative method. However, there are several differences. The research design in this study uses a quasi-experimental design with two groups, namely a control group and an experimental group, while my research uses a pre-experimental design. Additionally, the subjects of the research differ, with this study focusing on second-grade junior high school students, while my research involves tenth-grade senior high school students. Another difference lies in the research instruments: this study uses a vocabulary test and a student perception questionnaire, while my research only uses a vocabulary test. Furthermore, this study also analyzes students' perceptions of the Make a Match technique, which is not the focus of my research.

2.3 Conceptual Framework



Three elements will be explained in this study, which are briefly explained as follows:

1. The research provides vocabulary learning about the material that focuses on this research is Nouns, Adjectives, and Verbs.
2. In the learning process, the research applies the make a match technique.
3. Researcher see make a match technique is effective or not in teaching vocabulary.

2.4 Hypothesis

Related to the previous explanation, the researcher formulates the hypothesis as follows:

1. Null Hypothesis (H_0): The use of make a match technique is not effective in teaching vocabulary.
2. Alternative Hypothesis (H_a): The use of make a match technique is effective in teaching vocabulary.

If the result of the calculation is that the value of (α) is higher than (p) ($0.05 > 0.00$), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Whereas, If the result of the calculation is that the value of (α) is lower than value (p) ($0.05 < 0.00$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.