

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading,listening and writing. In other words, the first that to be master for language learner in learnig language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in senior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

The vocabulary is one of the most crucial aspects of learning English. If students have a limited vocabulary, they will struggle to articulate their feelings and ideas to others. Renandya & Ricard (2002) argued that vocabulary is a fundamental aspect of language ability and offers a substantial foundation for how well language learners speak, listen, read, and write. In addition, Rachmatillah (2019) noted in their study that learning English without vocabulary could cause individuals to have difficulty in speaking and prevent them from replying to certain questions in both oral and written form. It can be concluded that vocabulary is a crucial thing that need to mastery in order to learn a language.

In learning English, vocabulary is a basic need before mastering the four skills; speaking, listening, reading, and writing. In instances, according to Sinaga et al. (2018) stated on her study that when vocabulary is taught as an integral part of reading competence, the teacher could present a paragraph from a short story and question students to identify the word's synonym or antonym. There is a connection between vocabulary and language proficiency; thus, it is safe to assume that students cannot become proficient in other areas until they have mastered vocabulary.

At this point, the teacher's power diminishes and they take on more of a facilitator role rather than the primary source of knowledge. The teacher's role as a facilitator should include enabling students to learn whenever and wherever they feel the need. For students learning English, it is very necessary to enrich

vocabulary, so in this case the role of the teacher is needed. The more vocabulary students know, the easier it is for students to understand English. Teachers not only teach about memorizing words, but also involve understanding the meaning, writing, pronunciation, and how to use them. In accordance with vocabulary definitions, Soedjito (1992:1) "provides the following Furthermore, a person's vocabulary is made up of all the words that they own and all the information regarding their meanings and applications in language.

Based on researcher' observations at SMPN 1 BUA, researchers found that these students showed a low level of English vocabulary. For example, this study asked them to read English texts and it was seen that they often made mistakes in pronouncing words and kept questioning the definitions of words in a text. In addition, some students also said that learning English became difficult for them because they had limited vocabulary in understanding the teacher's instructions or expressing their ideas. Apart from that, through initial observations, researchers also found that English teachers did not apply several methods or techniques when they taught in class. Therefore, this will make the English learning process inefficient and students will get bored easily.

Based on the background above, the researcher would like to a research tittle " *make a match* in learning vocabulary at seventhgrade students of smpn 1 bua (A descriptive study)".

## **1.2 Problem Statement**

Based on the background above, the researcher formulated the research questions as follows:

How does the *Make A Match* games implement at the seventh grade students of SMPN 1 Bua in learning vocabulary?

## **1.3 Research Purposes**

To describe the implementation of *Make A Match* games at the seventh grade students of SMPN 1 Bua in learning vocabulary.

## **1.4 Significance of the Research**

The significance of this research to the teacher, students, and future researchers.

1. Teachers can provide information about good techniques in teaching vocabulary.
2. For students, it can help improve their vocabulary.
3. For future researchers, it can be used as a reference when researchers raise the same topic.

### **1.5 The Scope of Research**

In this study, researcher focused on the implementation of *Make A Match* games at the seventh grade students of SMPN 1 Bua in learning vocabulary, especially noun.

### **1.6 Operational Definition**

The researchers defined several keyword terms associated with the title of the research to give a general understanding of the title:

1. Make A Match

The *make a match* learning model is one way to implement cooperative learning. The make a match type cooperative model or "make a pair" was developed by Lorna Curran in 1994. In the make a match learning model, students are instructed to look for pairs of cards which are answers or questions before the specified time limit, students who successfully match their cards are given points

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Some Pertinent Ideas**

##### **1. Some pertinent Ideas Students**

The definition of a student in the Indonesian dictionary is a person/child who is studying (attending school). According to Shafique Ali Khan (2005) understanding students are people who come to an institution to get or study some type of education. Meanwhile, according to Daradjat (1995) student are “unique” individuals who have potential and experience to process of learning develop. In the process of developing that students need help nature and examples are not determined by the teacher but by the child himself, in a life together with other individuals.

According to Abu Ahmadi, students are children who are not yet adults, who need the effort, assistance and guidance of other people in order to be able to carry out their duties as human beings, citizens and as individuals. (Hamadi, 2001)

According to Sardiman (2003) the understanding of students is people who come school to obtain of learn some type of education. On during this period, student experience various changes, both physically and psychologically, besides is also changes cognitively and begins to be able to think abstractly like people mature, during this period, adolescents begin to detach themselves emotionally from parents in order to carry out their new social roles as people mature. This period globally lasts between the ages of 12-22 years.

From some of theories above, it can be concluded that students are one of the most important factors in the world of education and for the teaching and learning system. Student are people who come to school to obtain or learn some type of education.

##### **2. Make a Match**

The *Make A Match* learning method means looking for a pair of cards. Each student gets a card (can be a question or answer), then quickly looks for a partner that matches the card he is holding. The learning atmosphere in the *Make A Match* type cooperative learning model will be noisy, but very fun and enjoyable. Apart

from that, this method is a learning technique that gives students the opportunity to work together with each other.

According to Rusman, the *Make A Match* model is one type of cooperative learning method. One of the advantages of this technique is that students look for partners while learning about a concept or topic, in a fun atmosphere. The *Make A Match* method that I use is slightly modified because the system is structured so that it becomes a series of related activities carried out by each group.

After each group has succeeded in linking each card, the next step is for the group to attach it to the cardboard that has been previously attached to the whiteboard. The group that is the fastest and most accurate will be the winner. This method requires each group to be thorough, cooperative and united in order to obtain maximum results. After the learning process, it was concluded that the *Make A Match* learning method could increase students' activeness in the learning process and increase their comprehension of the material they had studied.

However, the *Make A Match* learning method has advantages and disadvantages. The advantages include, an atmosphere of joy will grow in the learning process, cooperation between fellow students is realized dynamically, the emergence of a dynamic of mutual cooperation that is evenly distributed among all students. Meanwhile, the disadvantage of *Make A Match* is that if the class has a large number of students, a busy atmosphere will arise which can disturb the peace of learning in other classes, so the teacher must be able to control the class, and the teacher must prepare several cards as learning media.

This model is a learning process where students learn while playing by using students to match pairs of cards about topics in fun learning. Wulandari, Suarni, & Renda (2018) *make a match* learning model emphasizes students to work together with other students in order to develop students' knowledge through learning while playing. Kurniasih & Berlin (2015:55-56) state that the *make a match* learning model can foster cooperation when answering questions by matching cards, so that learning is more interesting and more enthusiastic in learning, and student activity is visible when looking for pairs of cards. Meanwhile, according to Suprijono (in Astika & Nyoman, 2012), the *make a match* learning model is a form of learning where the teacher directs the game and the teacher sets tasks, questions and

provides information designed to help students complete the game.

So the *make a match* learning model is where the learning involves games, answering questions using matching pairs of cards available to students. These cards are question and answer cards, so in the lesson students can foster cooperation when matching the cards and learning is not boring, more interesting, and more enthusiastic when following the lesson.

### 3. Vocabulary Skill

In foreign nations where English is not the native tongue, vocabulary is the fundamental knowledge that is frequently needed to comprehend and become proficient in the language. The primary element in improving all English proficiency is vocabulary. It's true that learning a new vocabulary requires a lengthy process; it's not as simple as flipping your palm sideways. Many variables might affect students and hinder their ability to master vocabulary, such as the students' inability to comprehend and retain vocabulary, difficult pronunciation when speaking due to the vocabulary's restrictions and, occasionally, the English teacher's way of teaching is far too formal or stilted, which made students depressed or afraid to expand their vocabulary and made it easy for them to forget what they had learned due to the pressures they faced in class.

Panjaitan et al. (2021) state that language learners view vocabulary acquisition as a difficult task. Language instruction should incorporate vocabulary instruction. The majority of EFL students struggle with vocabulary and become angry when they cannot express their ideas clearly or when they do not grasp the meaning of key terms. Since speaking in front of an audience can provide students practice voicing their thoughts in front of sizable groups, it is crucial that they have the courage to do so. They can experience what it's like to deal with everyday, real-world issues (Nariswari & Listyani, 2020). As a result, they give up on speaking, writing, or reading comprehension assignments fast because they are too hard, tedious, or demanding. If you want to assist pupils learn things more joyfully and prevent them from being quickly frustrated, you must find strategies to help them expand their vocabulary (Nazara, 2019).

Based on the description above, it can be concluded that vocabulary are all the words in something that is heard, spoken, read, and written that is known by an

individual or group, In learning a language, the first thing to do is learn vocabulary because without vocabulary we cannot communicate well.

#### **4. The Type of Vocabulary**

According to Thornbury (in Fitriani, 2015:8), before introducing a term in a vocabulary lesson, teachers must have a thorough understanding of its numerous forms. We'll talk about each of these vocabulary categories in the next section:

##### **a. Noun**

A term used to designate or refer to a creature or item that exists in fact or thought, according to Rozakis (2003:27). A noun is a name for a person, place, or object. There were various types of nouns: proper noun, common noun, collective noun, abstract noun, countable noun, uncountable noun, singular noun, plural noun, and concrete noun. A noun is a part of speech, and parts of speech simply refer to types of words. Nouns identify people, places, things, and ideas. Nouns can be categorized as either countable noun and uncountable noun.

##### **b. Verb**

Verbs are terms that designate an action or state of being. Since a sentence cannot exist without verbs, they are extremely crucial. Furthermore, according to Rozakis (2003:29), action verbs (such as go, run, jump, write, read, etc.) indicate what the subject does. Verbs are words or phrases that give an action or make an assertion in a sentence. A verb asserts something about the subject of the sentence and expresses actions, events, or state of being. Example : come, go, read, write, drink, eat, etc.

##### **c. Adjective**

Adjectives are words that characterize nouns and pronouns; they are the color of language and the words that lend flavor to your writing and speech or provide information about nouns (e.g. white, beautiful, clever, black, etc.), according to Leech (2006:5). In many languages, the adjective differs from the noun and verb in different ways. The distinctions have to do with functional possibilities; a verb will always relate to the predicate, while a noun will always relate to the predicate argument slots and sentence structure. An adjective has both more complicated and varied functional expectations.

#### d. Adverbs

Adverbs are words that describe how, when, how many times and so on. A task or event is completed. Some adjectives can be turned into adverbs by adding -ly to the basic adjectives, for example:

Quick + -ly : Yoseph run quickly Loud + -ly : Yoseph speaks loudly Slow  
+ -ly : Yoseph walks slowly

There are also several types of adverbs, namely as follows:

- 1) Adverbs of place, for example: There, at home, in the bathroom, here, at the school or campus etc.
- 2) Adverbs of time, for example: Today, yesterday, tomorrow, next day, in the morning, always, at 07.00 am, ever, seldom etc.
- 3) Adverbs of how, for example: usually, by, with, gradually, quickly, etc.

Based on the aforementioned statement, the researcher concludes that we ought to endeavor to enhance our vocabulary in order to gain a deeper understanding of words, even those we use in everyday speech.

### 5. Technique in Teaching Vocabulary

Teaching vocabulary focuses on assisting students in expanding their word knowledge as well as enabling them to use the language successfully and efficiently, claims Cameron (2001:75). This means that vocabulary needs to be taught carefully if students are to find the topic of English engaging and enjoyable to learn. Learning vocabulary involves deriving meaning from words. The teacher should use the proper media, technique, strategy, etc. to teach the words that are relevant to the students' lives. Taking into account the students' levels, the teacher ought to modify them.

While teaching and learning language, educators must be aware of the needs of their pupils. This is significant since there are many different types of English words, making it hard for a teacher to teach them all. Therefore, the instructor should apply the fun of the teaching process in the classroom using a variety of strategies.

The lower intermediate vocabulary teaching process, which may be used with junior high school students, is as follows:

- a. The teacher decides which vocabulary category or area to focus on.

- b. Teacher asks each student to think of word in the chosen area of vocabulary.
- c. Each student writes some words on a piece at paper and gives it to the teacher to check and keep.
- d. Teacher check students' work and distributed among the student. Each student has a piece of the paper on their table.
- e. Match the piece of paper the correct answer, making sure one gets their own work. Student matches the word key has been dealt on the whiteboard with in deviation.

## **6. Kinds of Vocabulary**

Nuttal in Fitria (2017:7) distinguishes between two categories of vocabulary:

- a. Active vocabulary consists of words those we known will to use by ourselves, this kinds of words we use to speaking.
- b. Passive vocabulary consists of words that we understand approximately when we meet them.

Burhanuddin (2003:7) classifies terminology into four categories, which are as follows:

- a. Oral vocabulary, consist of words actively used in speech.
- b. Writing vocabulary are the words which are actively used in writing.
- c. Listening vocabularyis the stock of words to which one responds with meaning and understands meaning and in the speech other.
- d. Reading vocabulary are the words to which one responds with meaning and understanding in the writing of others.

According to Hamer (1991:59), vocabulary is divided into two groups:

- a. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.
- b. Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

It is possible to draw the conclusion that there are numerous types of vocabulary that we can use in the four language skills, specifically oral vocabulary, based on the description given above. Language used in writing, listening, and reading, as well as passive and active vocabulary.

Thornbury states that he clarified the six categories of terminology. They are as

follows:

a. Verb

A verb asserts something about the subject of the sentence and express actions, events, or state of being. Example : come, go, read, write, drink, eat, etc.

b. Adjective

Adjective are words that describe nouns and pronouns. Adjective answer the quistionsWhat kind.How much.Which one. How many. For example:

What kindred nose gold ring

How much more sugar little effort

c. Noun

A noun is a part of speech, and parts of speech simply refer to types of words. Nouns identify people, places, things, and ideas. Nouns can be categorized as either countable noun and uncountable noun.

Example :

Countable Noun : Table, Book, Pen, Pencil, Paper

Uncountable Noun : Weather, Water, Rice, Sugar, Dust

## 2.2 Previous Studies

1. Ema Mawaddah Ulfa, Genesa Vernanda, Arie Laili Nopprima (2021), research title "APPLICATION OF THE MAKE A MATCH MODEL TO IMPROVE ENGLISH VOCABULARY FOR DEAF STUDENTS" The aim of this research is to increase students' vocabulary in English lessons about objects found in school for deaf students in class VII SMPLB at SLB Negeri Metro by implementing the make a match cooperative learning model. Researchers found that deaf students in class VII had not yet mastered English vocabulary. This can be seen from the low learning outcomes in English lessons, namely below 70. The type of research used is classroom action research (PTK) which consists of 2 cycles, each cycle is carried out in several stages, namely planning, implementation, observation and reflection. Data collection techniques include tests, observation and documentation. The results of the research show that there is an increase in students' vocabulary by implementing the make a match cooperative learning model, as can be seen from the learning

results obtained. The average completeness of cognitive learning outcomes in cycle I was 33.33% "incomplete" and cycle II was 66.67% "complete", resulting in an increase of 33.34%. Meanwhile, the average psychomotor learning result in cycle I was 54.86% in the "sufficiently skilled" category and cycle II was 69.10% "skilled", resulting in an increase of 4.86%. Based on the research results, it can be concluded that the application of the make a match cooperative learning model can improve the English vocabulary of deaf students in class VII SMPLB at SLB Negeri Metro.

2. Anindita, Dea (2019), research title "THE INFLUENCE OF MAKE A MATCH LEARNING USING FLASHCARD MEDIA ON IMPROVING ENGLISH VOCABULARY MASTERY (Research on Class V Students of SD Negeri Jurangombo 1)". This research aims to determine the effect of using Make a Match learning using media flashcards to increase mastery of English vocabulary in fifth grade students at SD Negeri Jurang Ombo 1 Magelang. This research used a pre-experimental design. This experimental research design is used to look for the effect of certain treatments on others under controlled conditions with a pretest-posttest design in one group (One Group Pretest-Posttest Design). The subjects in this research were 29 class V students at the Jurangombo 1 Magelang State Elementary School. The data collection method used is a multiple choice test method. The instrument test in this research was validated through expert judgment. Meanwhile, the reliability test in this study used the Cronbach's Alpha formula. Data analysis prerequisite tests consist of normality tests, homogeneity tests. Data analysis used parametric statistical techniques, namely the Paired Sample T-Test with the help of the SPSS for Windows version 23.00 program. The results of this research show that there is an influence of using Make a Match learning using flashcard media on increasing mastery of English vocabulary in class V students at SD Negeri Jurang Ombo 1 Magelang. This is proven by the difference in results from the initial measurement, an average of 64.14, then after being given treatment and re-measured, the average was 81.59. So the difference between the pretest and posttest was 17.45. The results of the Paired Sample T-Test analysis with a sig (2-tailed) probability value of  $0.000 < 0.05$ . The conclusion of the results of this

research shows that the Make a Match learning model using flashcard media has a positive effect on increasing mastery of English vocabulary.

3. Wahyu Musrifah (2020), research title "Improving Learning Outcomes for Vocabulary Meaning Material by Applying Make A Match Learning Model Using Educational Games for Students Class II SDN 2 Pagergunung" Results of evaluation scores for Indonesian language subjects regarding the meaning of vocabulary for class students II at SDN 2 Pagergunung for the 2020/2021 academic year is still low. This is because the teacher has not yet using appropriate models, methods and media. This research was conducted in November 2020 with a make a match learning model using educational games. Collection method data in the form of quantitative and qualitative. The indicator of success is 85% of the number of students. The results of data analysis show an increase in learning outcomes for students. Initial conditions learning completeness 11% with a class average of 36. In the first cycle it increased to 32% with a class average of 62. Then in cycle II it increased again to 58% with the class average was 73. And in cycle III there was also an increase again to 89% on average class 84%. Based on this data, it can be concluded that the make a match model is used. Using educational games can improve students' learning outcomes of vocabulary meaning class II at SDN 2 Pagergunung for the 2020/2021 academic year.

Based on the description of the thesis above, the researcher concluded that the three studies have similarities, in this case aiming to improve students' English vocabulary skills. The differences between previous studies and this study are the type of research, the number of populations and samples, and data collection techniques.