

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MAKE  
A MATCH TECHNIQUE TO THE SEVENTH GRADERS OF SMP NEGERI  
40 PALEMBANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

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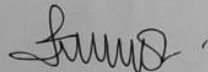
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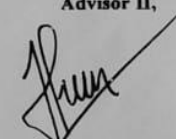
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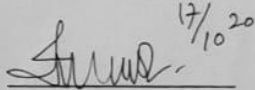
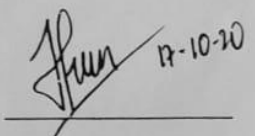
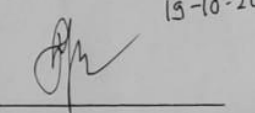
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#### PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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## ABSTRACT

Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening, reading and using context clues to figure out the meaning .However, this kind of incidental learning is only possible if the amount of unknown words remains low. The purpose of this study was to find out whether or not Make a Match Technique was effective to improve students' vocabulary at SMP Negeri 40 Palembang. In conducting this study, the writer used quasi experimental research design. Test was used as the technique for collecting data. The data were analyzed by using independent sample t-test. The population was all the seventh graders of SMPN 40 Palembang in the academic 2019/2020. The result showed that make a match was effective to improve students' vocabulary mastery. It was found that the value of t-obtained was higher than the critical value of r-table or the t-obtained was 6.998 then t-table was 1.999. It was claimed that Alternative Hypothesis (Ha) was accepted while Null Hypothesis (Ho) was rejected. In other words, make a match technique was effective to improve students' vocabulary mastery to the seventh graders of SMPN 40 Palembang.

*Keywords: Make a match technique, Vocabulary Mastery*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses (1) background, (2) the problem of study, (3) the limitation of problem, (4) formulation of the study, (5) the objectives of the study and (6) the significances of the study.

#### **1. Background**

Every group of people in the world has their own languages. These languages are the instrument for communication between one group and another. Basically, language is not only used to communicate but also to share ideas, opinions, and feelings. Language is also used in daily activities, without language people will be hard to have an effective communication and misunderstanding will happen in this world (Riyani, 2016, p.1).

English also takes part as a means of communication in the country which uses it as the first, the second or foreign language. According to Sharifian (2005, p. 22), English is used by millions of people around the world. It means that English is used as global communication for many activities, which encompass politics, economy, science, technology, culture, education, and entertainment.

English is taught to students at Junior to Senior High School by integrating four language skills. According to Morehouse (2007,p. 10), the four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are listening, speaking, reading, and writing.

In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly as reading and writing. For this reason, these capabilities are often called LSRW skills. Listening is the first language skill that is acquired in language. It is what is known as a receptive skill, or a passive skill, as it requires ears and brains to comprehend language as it is being spoken to us. It is the first of two natural language skills, which are required by all natural spoken languages. Speaking is the second language skill which that is acquired in language. It is what is known as a productive skill, or an active skill, as it requires vocal tract and brains to correctly produce language through sound. It is the second of two natural language skills. Then, Reading is the third language skill that is acquired innative language. The last is writing skill which becomes most complicated aspect because the process is not just copying the words, but transcribing the main thoughts and weaving them into sentences with certain structure and writing rules. To make it easier to master this skill, special tricks are needed, such as writing and spelling words correctly, including using capital letters and punctuation.

Another important aspect beside those four language skills in language learning is vocabulary. Cameron (2001, p. 22) states that building up a useful vocabulary is central to the learning a foreign language at primary level. Vocabulary is important to be mastered since someone cannot talk without knowing vocabulary. Based on the preliminary research that the researcher did at SMPN 40 Palembang, students had a low motivation in learning English. They did not want to explore their vocabulary. Students did not know how to use the

word appropriately. They still felt confused in using the words and did not want to explore their vocabulary mastery. In fact, vocabulary has many clauses and they did not know about it, (Guccirush2010,p. 12). Actually students had eagerness in learning but the ways were boring which made them down and sleepy so the material could not acquired by the students conductively. In this case students seldom used the word repeatedly. They remembered the words today and two weeks later they might forget them. They forgot because they did not use the words in their daily life. Further, teacher also did not force them to use English during the class.

Here are three key reasons why increasing and evolving students vocabulary is well word effort. According to Zaim (2014), first, vocabulary is the key of communication. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. Vocabulary allows to develop other skills, a leading linguist researcher “Vocabulary is not an end in itself” . A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Third, the more words you know, the more you will learn, Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening, reading and using context clues to figure out the meaning. However, this kind of incidental learning is only possible if the amount of unknown words remains low.

However, this kind of incidental learning is only possible if the amount of unknown words remains low. This obviously constitutes a clear disadvantage for

learners with less vocabulary, but also means that learners who know more words are able to use those known words to learn even more.

Guccirush (2010,p. 22) states that learning vocabulary needs practice and time and in our day time is a problem. Huyen and Nga (2002,p. 33) identify that there are four problems in teaching and learning vocabulary. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

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, (Wahid, 2007,p. 9).

One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere. Seaton (2009, p.

46) says that the make and match model is a learning model where the teacher prepares a card that contains questions or problems and prepares an answer card then students look for the pair of cards. The make and match learning model is part of cooperative learning. The cooperative learning model is based on the philosophy of homo hominy socials, this philosophy emphasizes that humans are social beings Lie (2003,p. 33). The make and match model trains students to have good social attitudes and trains students 'ability to work together in addition to training students' thinking speed.

Lestari, (2009, p. 8) in her research, the result of the study found that process of implementing Make a Match Technique well because the class management is good. When the students working in groups are not big enough, all of them can participate equally because each of them has different responsibility towards the activities. It implied that the teacher should know the students' characteristics so those activities could accommodate the students' interest and it makes the students know more about vocabulary.

The reason why the researcher chose Junior High School 40 Palembang because, most of students were passive and they did not have a lot of vocabularies. Therefore, the researcher was interested in conducting a research entitled “ Improving students' Vocabulary Mastery through Make a Match Technique to the Seventh Graders of SMP Negeri 40 palembang “.

## **1.2 The Problem of the study**

### **1.2.1 Limitation of the Problem**

1. The problem of the study was formulated in the following question:

Was Make a Match Technique effective to improve students' vocabulary mastery to the seventh graders of SMP Negeri 40 Palembang?.

### **1.3 Objective of the study**

The objective of this study was as followed:

1. To find out whether or not Make a Match Technique was effective to improve students' vocabulary at SMP Negeri 40 Palembang.

### **1.4 Significance of the Study**

The findings of this research hopefully could give some contributions to these following parties:

#### **1. Teacher of English**

For the teacher, it was suggested to encourage them in considering a better way in teaching vocabulary in order to improve the students' ability in vocabulary mastery. The teacher should apply interesting methods to develop the students' ability, use the interesting materials like: storytelling, games, etc. that will not make the students bored.

#### **2. The Students**

The result of the study indicated that the ability of the seventh graders of SMP N 40 Palembang in vocabulary learning was in enough category. The students should enrich their experiences in vocabulary mastery. They also need to increase their motivation and interest to learn vocabulary well.

### **3. Other Researchers**

There are still many aspects which can be analyzed about vocabulary and other skills of English concerned with English language. Finally, other researchers have to do further research with other aspects in vocabulary and other skills in English language and the result of this study may be used as early information to conduct further research.

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