

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of components in learning English as Foreign Language. It is very important to teach vocabulary for English Language Learners because vocabulary has key position in teaching and learning process. Harmer (2007:229) said that teaching vocabulary is a major part of the teacher's art and learners need to see word in context to see how they are used. According to Richard and Renandya (2002:255) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. How many vocabulary that learners had, influence their skill. Beside that vocabulary also has advantage, such as vocabulary is used to understand what we hear or read and use to communicate successfully with other people. Without extensive vocabulary and strategies in acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television (Richard and Renandya, 2002:255). It implies that vocabulary is important that must be mastered by learners in learning English as Foreign Language.

In teaching vocabulary, there are two ways that can be applied by teacher in teaching and learning process. They are implicit and explicit teaching and learning. Implicit learning also called incidental learning or indirect learning, while explicit learning is called intentional learning or direct learning. Souleyman (2009:28) defines explicit learning is in which learners

are consciously aware of the target features under investigations and are overtly instructed on what is expected of them within the activity. Ellis states that (1994:219) implicit learning is in which learners acquired totally unconsciously as a result of abstraction from repeated exposures in a range of activated contexts. According to Richard (2002:258) incidental learning or implicit learning of vocabulary requires that teacher provides opportunities for extensive reading and listening, whereas explicit learning involve diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. Richard (2002:260) states explicit instruction is essential for beginning learners whose lack of vocabulary limits their reading ability. It means that learners can increase their vocabulary mastery through explicit learning. Larsson (2014:5) said that new vocabulary can evidently be acquired implicitly, both in classroom activities and during spare time activities. So, in implicit learning, teaching vocabulary can be integrated in language skill, while in implementing explicit learning, teacher focus on vocabulary teaching.

In Indonesian curriculum, exactly KTSP for high school there is no vocabulary subject. As in Permendiknas No. 22 Tahun 2006 about Standard of Content in Mulyasa (2007:44-45) for elementary and high school, there is no special attention given for teaching vocabulary. So, vocabulary is given in English subject, involve in reading, writing, listening, or speaking skill. Because it is integrated in English skill, vocabulary is taught implicitly. Hiebert and Kamil (2005:7) said that:

“Vocabulary can be acquired through incidental learning. Much of a learner’s vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.”

For example, when vocabulary is taught integrated in reading skill, teacher can give a paragraph of short story and ask the learners to find the synonym or antonym of word from short story. There is a relationship between vocabulary and language skill. Learners have to master vocabulary first, if they want to master language skill well. Learners who have good vocabulary mastery can be applied in reading, listening, speaking, or writing.

Actually, there are many difference problems in teaching vocabulary in every high school, especially in Indonesia. As in research of Isnindi and Husna (2014), the problem in teaching vocabulary is teacher still uses monotonous way, teacher just using handbook or LKS in English class. This condition can make learners feel bored, they also lazy and not interested to learn new words. Besides that, Iriyani (2013) in her research of teaching vocabulary in MTs Swasta Al-Badar Tanjungbalai, there was no active interaction between learners in English class because the learners don't understand what the teacher said. It is happen because learners have very poor vocabulary mastery. On the other hand, Maduratna (2014) said in her research that difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, learners cannot spell the words correctly, and learners cannot use and understand the reference well can be problems of learners in mastering vocabulary. Based on the preliminary research of researcher, in MTs Al-Ma'arif Tulungagung there is different problem in teaching vocabulary. The teacher teaches English just focus on language skills; these are listening, speaking, reading and writing. He or she does not emphasize yet on vocabulary mastery. Even though in school-based curriculum doesn't mention the specific subject of vocabulary, it is very important to master vocabulary so that learners can master English skill very well. Hence, students have lack of vocabulary. When students in the first grade do some exercises, they will get trouble in doing the exercises because they have

limited vocabulary. The limited vocabulary also can influence students' achievement in English subject, especially in vocabulary mastery. In addition to, learners are crowded when the teacher explains the material and they don't get the material well. This condition needs good technique to improve students' achievement in vocabulary. There is Make a Match technique can be applied in teaching vocabulary and improve the students' achievement. The reason of using this technique is based on the previous studies which assert that Make a Match technique is effective.

To fill the gap between the theory of teaching vocabulary and the practice of teaching vocabulary in MTs Al Ma'arif Tulungagung, there is Make a Match technique. Make a Match technique is the part of cooperative learning from constructivism learning approach. Make a match is a technic introduced by Lorna Curran (1994). Make a Match can be applied in teaching and learning process by giving students a card like flashcard. The student who given a card, have to find the appropriate partner with the card they held in certain time. Who can get suitable partner quickly will get reward and who cannot get suitable partner in the certain time will get punishment. The time determined by the teacher. These are many advantages of Make a Match technique that is said by some experts such as Huda (2011), Lie (2002:55), and Chianda (2013). According to Huda (2011), these are: giving motivation students to help each other in teaching and learning process, growing responsibility toward group of study in doing the best, increasing social skill which needed in effectively working, giving opportunity to students for using their asking skill and discussing a problem and developing leadership talent and teaching discussion skill. Besides Huda, Lie (2002:55) said that the advantages of make a match are, excitement condition will grow in teaching and learning process in the classroom, cooperation between students dynamically, there is dynamic mutual cooperation inter students

and students look for their partner while study about concept or topic in pleasing condition. As in Chianda (2013), the advantages of Make a Match are, students directly involve in answering questions from teacher through card, increasing students learning creativity, avoiding students feel bored in teaching and learning process, learning more pleasing because of involving teaching media made by teacher and making cooperation between students dynamically.

By Make a Match technique, teaching and learning process in the classroom will be crowded and pleasing. Nowadays students are lazy to learn by memorizing the material and also many vocabularies in the dictionary. The researcher will implement this technic in MTs Al Ma'arif because teaching and learning process in MTs Al Ma'arif incline passive. Students just listen what the teacher said and there is no feedback. Besides that, learners usually are busy with themselves and don't get the material well. So, this technic will change the passive learning to be active learning. When Make a Match applies in teaching vocabulary which is integrated in reading skill, the researcher prepares all needed things in implementing Make a Match technique, such as short story and some flashcards that contains many vocabularies. Each flashcard has a pair. Duties for the students look for the pair of flashcard they have held in certain time.

B. Formulation of The Problem

Based on the background, the research problem is formulated as follow:

1. How is the student's vocabulary achievement before being taught by using Make a Match technique?
2. How is the student's vocabulary achievement after being taught by using Make a Match technique?

3. Is there any significant effect of Make a Match technique toward students' vocabulary achievement?

C. Purpose of The Study

The objectives of this research are:

1. To find out the student's vocabulary achievements before being taught by using Make a Match technique.
2. To find out the student's vocabulary achievements after being taught by using Make a Match technique.
3. To find out the significant effect of Make a Match technique toward students' vocabulary achievement.

D. Significance of The Study

For the result of this research, researcher hopes that it will be useful for:

1. The Teacher

It can be an input or inspiration to the teacher that Make a Match in cooperative learning strategy is appropriate to teach junior high school to master many vocabularies. Teacher can teach the students by connecting the material to the real life, so it will be interesting and pleasant learning.

2. The Next Researcher

It can be a reference to the next researcher that will conduct research, especially in teaching vocabulary. The next researcher can develop his/her technique by using this research as reference.

E. Scope and Limitation

The scope of this study is teaching vocabulary using Make a Match. Make a Match can be used by researcher to teach English learners for mastering vocabulary pleasantly. The limitation of this research is teaching Make a Match just focus on noun. It can be noun in classroom or part of house like bedroom, bathroom, living room, kitchen, dining room, garage, and so on.

F. Hypothesis

These are the interim answer for the research problem before being proven by collecting data:

H₁: there is significant difference between teach vocabulary using Make a Match and not using Make a Match.

H₀: there is no significant difference between teach vocabulary using Make a Match and not using Make a Match.

G. Definition of Key Term

1. Cooperative Learning

Cooperative learning is learning strategy that can increase students' desire to study. In this strategy students try to solve problem in certain topic by working together with their partner. This strategy is very pleasing for the students.

2. Make a Match

Make a Match is the one of type in cooperative learning. In this case, students try to find the appropriate answer in their card that given by the teacher with their friends in certain time determined by the teacher. It means that students have to solve problem in certain topic in working together with their partner. Students who can find the appropriate answer before the time over will get reward and students who cannot find the appropriate answer until the time over will get punishment.

3. Teaching vocabulary

Vocabulary is one of important components in language teaching. Without mastering vocabulary, it can be troubles in mastering English skill. Teaching vocabulary is teaching new words to learners. This new words can be used by leaners to improve their language skill, such as listening, speaking, reading and writing. In teaching vocabulary, there are two ways that can be implemented. Those are explicit and implicit learning. When teacher teaches vocabulary focus on vocabulary itself, for example learners are given exercises for finding synonym, antonym or translate. In this learning there is no relation with language skill and it is called explicit learning. Different with explicit learning, in implicit learning vocabulary is taught integrating in language skill. It can be taught in speaking, listening, reading or writing. In implicit learning learners can be asked to find out the synonym or antonym of words in a paragraph.