

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explicates some theories that are used as basis of this research. It consists of vocabulary; definition of vocabulary, the importance of vocabulary, types of vocabulary, and teaching vocabulary in Junior High School; cooperative learning; definition of cooperative learning, elements of cooperative learning, techniques in cooperative learning; Make a Match technique; definition of Make a Match, steps in implementing Make a Match in instructional, Make a Match in teaching vocabulary; and review of previous studies.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is core components in language teaching that has been mastered by learners. Vocabulary can be nouns, verbs, adjectives, etc. By mastering vocabulary well, can help learners master language skill. When talking about vocabulary, there are many experts defines it. The definition of vocabulary is more than lists of target language words (Nunan, 1999:101), knowledge of word meaning and the words are constructed from units of sounds which are form of units of meaning (Rasinski *et al*, 2007:1), all the words that persons know or use (Hornby, 2008:495), the total number of words you know in a particular language (Collins, 2006), all the words which exist in a particular language or subject (Walter *et al*, 2008).

Vocabulary can be defines as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do (Seashore, 2014). Nunan (1999:101) says as a part of the language system,

vocabulary is intimately interrelated with grammar. It means that there is relation between vocabulary and grammar. Choyimah (2011) says that vocabulary is the building block of vocabulary. By using naturalistic and communicative approaches, vocabulary is seen as the language component which could be learned automatically without any explicit direction. From the definitions above, it can be concluded that vocabulary is list of words that have meaning which is used to communicate and express the opinion or idea from speaker to the listener.

2. The Importance of Vocabulary

Vocabulary is important thing in teaching language, especially teaching English. Hiebert and Kamil (2005) say that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Learners who don't have enough vocabulary will get difficulties to know the meaning what they have listened and read and they also have difficulties in expressing their meaning when communicate with other people. According to Choyimah (2011), without sufficient vocabulary, one could not communicate efficiently and effectively. English learners who lack in mastering vocabulary cannot communicate efficiently and effectively with others and learning vocabulary extensively will help them read fluently and comprehend what they have read.

Vocabulary has big contribution in developing language, especially English. According to in Nunan (1999:103) the teaching vocabulary has assumed rightful place as fundamentally important aspect of language development. It means that vocabulary has big contribution in developing language teaching. Rasinski *et al* (2007:1) say that an extensive vocabulary helps us share our thoughts and feelings with others more effectively. An extensive vocabulary is also central to reading comprehension.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas (Seashore, 2014).

3. Types of Vocabulary

There are many experts divide types of vocabulary into some parts. Jackson (2002:28) divides type of vocabulary into two that is active and passive vocabulary. Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people. Hiebert and Kamil (2005:3) state that:

“Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive is that we can understand or recognize and productive is the vocabulary we use when we write or speak.”

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

4. Teaching Vocabulary for Junior High School

In School-based Curriculum for High School, there is no special attention for teaching vocabulary because this Indonesian curriculum is based on curriculum-based competence. According to Choyimah (2011) teaching vocabulary consciously is presented in unplanned teaching or in impromptu moments. Vocabulary is taught implicitly, it means that vocabulary taught integrated in English skill. Teaching

vocabulary can be integrated in speaking, listening, reading or writing. Teaching vocabulary is a major part of the teachers' language art. Learners need to see the words in context to see how they are used in the process of interaction (Harmer, 2007:229). Nation (2001:384-394) says that the principles of teaching vocabulary consists of content choice, format and presentation, and evaluation. Content choice is about vocabulary that should be learnt by learners and how the new words are presented. Format and presentation tell the selection of the teaching and learning techniques, and their arrangement in the lesson plan. Nation (2002:267-270) states that teaching vocabulary contains four major strands, as follow:

- a. Meaning-focused input. There are three reasons indicate this technique of learning. First, research with native speaker of English show that the amount of vocabulary learning that occurs during the reading of the text is rather small. Second, fragile is that it depends heavily on the quality of the learners' control of the reading skill. Third, fragile is that the type of reading that is done will strongly influence vocabulary learning. So, in this technique learner focus on how they learn the receptive vocabulary.
- b. Meaning-focused output, this strategy is opposite of meaning-focused input. This technique of teaching vocabulary tells how spoken production of vocabulary items help learning and how teacher and course designer can influence this spoken production. The significance of this technique of teaching vocabulary is that by carefully designing and monitoring the use of handout sheets for spoken tasks, teacher can have a major influence on determining what vocabulary can be learnt

from such tasks, and how well it is learnt. So, this technique focuses on how learner learns productive vocabulary.

- c. Developing fluency, fluency means making the best use of what you already know, and fluency development tasks have the characteristics of involving no new language items, dealing with largely familiar content and discourse type, including some kinds of preparation or repetition so that speed and smoothness of delivery can improve, and involving some kinds of encouragement to perform at a faster than normal level of use. It means that this type of teaching vocabulary focus on message with no attention to a strange language.
- d. Language-focused instruction, this technique occurs when learners direct their attention to language item not for producing or comprehending a particular message, but for gaining knowledge about the item as a part of the language system. Language-focused instruction includes focusing on pronunciation and spelling of words; deliberately learning the meanings of a words; memorizing collocations, phrases, and sentences containing a word; and being corrected for incorrect use of words; and also negotiation of vocabulary if it involves discussing the words' spelling and pronunciation, or giving an explanation of its meaning.

The last principle of vocabulary teaching is evaluation. The purpose of evaluation is to know whether the teaching vocabulary is good or not and how far the goal of teaching vocabulary is achieved.

In teaching vocabulary, there are some goals which have to look at. According to Nation (2001:395-403), there are eight goals of teaching vocabulary. First, learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put

it to use and how to see how well it has been learnt and used. Second, learner should continue to increase their vocabulary size and enrich the words they already know. Third, learners should use words frequency and personal need to determine what vocabulary should be learnt. Fourth, learners should be aware of what it is involved in knowing a word and should be able to find that information about particular words. Fifth, learners should be familiar with the generalizable language systems that lie behind vocabulary use. Sixth, learners should know how to make the most effective use of direct, decontextualized learning procedures. Seventh, vocabulary learning needs to operate across the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The last goal is learners should be aware of, and excited by, their progress in teaching vocabulary.

Teaching vocabulary to Junior High School is different with teaching vocabulary to young learner, such as kindergarten and elementary learners. Junior high school has different character with kindergarten and elementary learners. Junior High School learners are called adolescents, not young learners. Teacher has to know the characteristics of adolescent learners. Harmer (2007:83) says that:

“Adolescents are often seen as problem students. Adolescents are the most exciting students because they have greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged. Most of the adolescents understand the need for learning and with the right goals can be responsible enough to do what is asked of them. Adolescence is bound up, after all, with a pronounced search for identity and a need for self-esteem; adolescents need to feel good about themselves and value. Teenage learners often have an acute need for peer approval, too.”

To get successfully teaching and learning for junior high school, teacher has to make an exciting teaching and learning process. High school students do not develop a complete and effective vocabulary just by chance (Steinour, 2014:11). Make sure that

your technique of teaching is suitable with their age and relevant with the material. In teaching adolescents, teacher can ask them to address learning issues directly in a way that young learners may not appreciate (Harmer, 2007:84). Teachers are able to discuss abstract issues with the adolescent learners. Actually, the teachers' job is to make intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves still with teachers' guidance.

B. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is born from constructivism learning theory. Developing constructivism cannot be apart from hardworking of Jean Piaget and Vygotsky (Baharudin and Wahyuni, 2012:117). Constructivism emphasizes on operative learning and authentic learning (Suprijono, 2009:36). Operative learning is learning for getting and finding general thinking structure which can be used in many conditions. Authentic learning is interaction process of someone with object he or she has learnt in real condition. It means that learning not only learn textually but also try to connect what the text is with the real condition or can call contextual learning. Besides the contextual learning, constructivism also teaches that learning as social process or collaborative and cooperative learning. It means that learning is social interaction. It is why cooperative learning is part of strategy in constructivism learning theory. There are many expert defines cooperative learning. Freeman (2000:164) states that cooperative or collaborative learning essentially involves students learning from each other in groups. The importance thing of cooperative learning is student and teacher work together. In this this strategy, teacher teaches students cooperatively or social skill so that students can work together

more effectively. According to Komalasari (2010:62) cooperative learning is learning strategy when students learn and work in small groups collaboratively that consist of 2 to 5 students with heterogeneous group structures. So, in cooperative learning the students are not homogeneous but heterogeneous. It means that in a small group, students have different ability. It is possible if they also different in religion, ethnic or gender. Baharudin and Wahyuni (2012:128) say that cooperative learning is strategy that used in learning process, where students will be easier finding difficulty concept comprehensively if they discuss with their partner in certain problem. So, in this strategy students learn in pair work to solve problem given by teacher. Cooperative learning emphasizes in social environment of learning as a place to get knowledge, to explore knowledge, and to challenge knowledge of the students. Lie (2002:29) states that cooperative learning is not only learn in group working, there are some basic substances that differ from dividing group generally. It is based on homo homini socius philosophy. Implementing procedure of cooperative learning correctly can make teacher manages classroom more effective. Cooperative learning also an extensive concept includes all kinds of group working headed by teacher (Suprijono, 2009:48). It means that implementing cooperative learning in classroom can construct many groups working where teacher guides the teaching and learning process. Supporting theory from Vygotsky toward cooperative learning strategy is emphasizes learning as interactive dialogue process (Suprijono, 2009:49).

2. Elements of Cooperative Learning

To get successful implementing cooperative learning strategy, teacher has to know and apply some element of cooperative learning strategy. Here, Lie (2002:31-37) divides

the elements into five, these are positive interdependence, personal responsibility, face to face, interpersonal skill, group processing. Suprijono (2009:52) explains these elements as follow:

- a. **Positive Interdependence.** To establish effective group working, teacher has to arrange in such a manner of work, so every members of group have to finish their work and the others can achieve the goal. So, in this element there are two group responsibilities. First, learn about the material given by teacher in group. Second, make sure that all of member in a group learn that material. In constructing positive interdependence, there are several ways can be done. These are growth your students' feeling that he or she integrate in group and students can achieve learning goal if all of member achieve the goal, make sure that all of member get same reward if the can achieve the goal, students have to piece together their work, so they can finish their work, every student given interconnects and interrelated work in a group.
- b. **Personal Responsibility.** This element is directly consequence from the first element. Responsibility appears when teacher measures how success a group is. Personal responsibility is a key to guarantee all member powered by cooperative learning activity. Several ways to develop this element are. These are group working not too big, doing assessment to every student, giving assignment for students, for presenting the assignment in front of the class teacher can choose randomly, observing every group and recording students' frequency in helping group, asking a student to contribute as investigator in her/his group, asking a student to teach her/his friend.
- c. **Face to Face.** Every group is given chance to meet up and discussion. These activities have many characteristics such as work together effectively and efficiently,

reciprocate needed information and tools, processing information together effectively and efficiently, inter impressing, helping in formulating and developing argument and also increase solving problem ability, belief one another, giving motivation to achieve success together.

- d. **Interpersonal Skill.** In this element, students are given many interpersonal skills for communication. It needs long time to make students as expert communicator. In organizing students' activity for achieving the goal, students have to distinguish and belief one another, be able to communicate accurately, receiving and supporting one another, be able to solve problem constructively.
- e. **Group Processing.** Group processing means assess. Teachers need to make special schedule to evaluate group working process and result of group working so they can work in group more effective. Teachers do this want to know whether students are helpful or not in a group working. There are many kinds of evaluation form. It depends on education level of students. The time of evaluation can be done after three times or more of implementing cooperative learning. It can be done in small group and whole classroom.

3. Techniques in Cooperative Learning

Technique in teaching and learning process means manner done by teacher in implementing method specifically (Komalasari, 2010:56). In cooperative learning, there are some techniques that can be used by teacher in classroom. Suprijono (2009:74-84) mentions eleven kinds of techniques in cooperative learning, these are Jigsaw, Think Pair Share, Numbered Head Together, Group Investigation, Two Stay Two Stray, Make a

Match, Listening Team, Inside Outside Circle, Bamboo Dancing, Point Counter Point, The Power of Two.

Jigsaw is introduced by Aronson (1978) in Lie (2009:69), in this technic teacher divides students into some groups that a group consists of four students. Every member in a group has to be responsible with the topic given by teacher. Then person by person make a new group consist of two or three students and share what they have learnt to other students in that new group (Lie, 2002:69). It can be applied in listening, speaking, reading or writing. Lyman develops Think Pair Share technique. In this technique, there are three step of discussion. First, think, teacher gives question to the students and students have to answer the question. Second, pair, in this step teacher asks the student to discuss the answer deeply in pairs. Third, share, in this last step student discuss the answer in whole of class.

Numbered Head Together is technique introduced by Kagan (1992) in Lie (2009:59). In this technique every students in a group given number by teacher and teacher will call one by one to do task from teacher. Group Investigation is developed by Sharan (1992). In this technique students can choose topic what they want and develop problems from that topic. After choosing and developing problems, teacher and students determine research method to solve the problems. Two Stay Two Stray is also introduced by Kagan (1992) in Lie (2009:61). Students are given problems by teacher and they have to solve the problems in group working that consist of four students. After discussion finish, two students from each group go to other group for sharing information. Two other students receive guest from other group and present their group working result.

Next technique is Make a Match. It is introduced by Lorna Curran. In this technique, teacher has to provide cards. Teacher writes some questions in that cards and the answer in the different card. Then, teacher gives the cards to the students and students who bring question card have to find partner with the correct answer in certain time determined by teacher. In listening team, teacher has to explain material to the students first. Then, teacher divides students into some groups. First group asks question, second group answer the question and third group as rater. Inside Outside Circle is technique developed by Kagan. In this technique, students are given chance for sharing information in the similar time. Bamboo Dancing is modification of Inside Outside Circle. It has same concept with Inside Outside Circle. Point Counter Point is used to encourage students thinking in many perspectives. The last is The Power of Two. In beginning, teacher ask question to students. In this technique, students are demanded for critical thinking. In answering question can be done in pair work.

C. Make a Match Technique

1. Definition of Make a Match

Make a Match is technique in cooperative learning that developed by Lorna Curran (1994). When implementing this technique, teacher has to provide some cards that consist of question complete with the answer but the teacher has to separate the question and the answer in different card. Before giving these cards, the teacher has to divide students into three groups. First group is students who bring the question cards, second group is the students who bring the answers card, and third group is students as rater

(Suprijono, 2009:78). Then, the students look for their pair that appropriate with their card quickly. Students who can find the appropriate card with their card have to show their card to the rater. Then, rater read their card whether appropriate or not. Teacher also determines the time. Students who find their correct pair quickly will get reward from the teacher. While students cannot find the appropriate card until time is over will get punishment. By using this technique, teacher can teach students in pleasing condition because students will find their suitable card with their card in crowded situation. It will make students enjoy in mastering material in the textbook and they never feel bored. This technique also make students be active in the class, don't like when the teacher just explain and explain material will make students be passive because only hear what the teacher said.

Make a Match technique has some advantages. 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.

2. Make a Match in Teaching Vocabulary

When talking teaching vocabulary in Indonesia, of course, need to see the curriculum. Many schools use Curriculum 2013 but any other still use School-Based Curriculum. In Indonesian curriculum there is no special attention in teaching vocabulary. It means that there is no vocabulary subject. In every level of education in Indonesia there is only English subject. Thereby, vocabulary must be taught integratedly with English skill. There are four skills in English such as speaking, listening, reading and writing. When teaching vocabulary, teacher can integrate it into one of these English skills. Because it is integrated in English skills, so vocabulary is taught implicitly.

In this research, teaching vocabulary is integrated in reading skill. First of all, researcher provides some short stories and cards. There are two kinds of cards. First cards consist of some questions and second cards consist of some answers from the question in the first card where the question is based on the short stories. In beginning of instruction, teacher gives short stories to the students. After reading the stories, teacher invites students to make three groups. First group will get question card, second group will get answers card, and third group as a rater.

First and second group have to find the correct answer which appropriate with their card. Students whose can find their match, then go to the rater in pair. After that rater reads their cards whether correct or not. Of course, there is limited time determined by teacher. It means that students have to find their match quickly. Students who can find their match first will get reward and students who cannot find their match until the time is

over will get punishment. The punishment is agreement from teacher and students before implementing this technique. Steps in Implementation Make a Match in Instructional

In implementing Make a Match technique, researcher use the Lie (2002:55) models' steps in implementation Make a Match technique as follow:

- a. Teacher prepares some cards contain some concepts or topic that suitable for review session, some cards are the question and some others are answer.
- b. Every student gets one card.
- c. Every student thinks 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 point.
- f. After one period, cards are shaken again so that every student get different card from previous.
- g. And so on
- h. Conclusion/closing.

D. Review of Previous Studies

In conducting this research, there are many previous studies which support it. These previous studies as follow:

First, research with title "The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense for Eight Grade Students of SMP Negeri 01 Mlongo Jepara in Academic Year 2010/2011" is conducted by Arisa Setianingsih (2010). This research finding shows the average score of control group's before treatment (64.70), after treatment was (70.30). The experimental group's average before treatment is

(63.90) and after treatment is (76.60). There is a difference score between students taught using matching game and taught using non-matching game. It is showed the mean of experimental class is higher than control class ($76,60 > 70,30$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 3,686, while the value of t-table on $\alpha = 5\%$ is 1,99 ($3,686 > 1,99$). The hypothesis is accepted.

Second, research with title “The Effectiveness of Using Make a Match Technique on Students’ Achievement In Vocabulary Of The Fifth Grade Students of SDN II Plosokandang” is conducted by Sulistiani (2012). The result of this research is shows pre-test achieved there are 10 students get insufficient score, 5 students get sufficient score, 8 students get good score, 2 students get very good score and now body and excellent score. It means that there are 40% students get insufficient score, 20% students get sufficient score, 32% students get good score, 8% students get very good score and 0% who students get excellent score in achievement vocabulary before using Make a Match Method. After teaching by using make a match, the result of post-test are 2 students get insufficient score, 1 students get sufficient score, 9 students get good score, 9 students get very good score, 4 students get excellent. it means that there are 8% students get fair score, 4% students get sufficient score, and 36% students get good score, 36% students get very good score, and 16% students get excellent score in vocabulary achievement after using make a match method. It means that there is significant difference between score of pre-test and post-test, so the null hypothesis is rejected.

Third, research is conducted by Asri Pratiwiningsih (2013) entitled “The effectiveness of Make a Match Technique in Teaching Reading Comprehension Report Text of The Eleventh

Grade Students of SMAN 1 Ngimbang Lamongan In The 2012/2013 Academic Year". The result of the pretest shows that the average score of experimental group is 70.17 and the average score of control group is 74.00. Then, the result of the posttest shows that the average scores for experimental group is higher than the average score of control group. The average score of experimental group is 78.5 and the average score of control group is 73.67. This indicates that the gain of reading comprehension means scores of experimental group is significantly higher than the gain of reading comprehension means scores of control group. Therefore, *H₀* was rejected and *H_a* was accepted.

The first research has some differences with this research. The first research focuses on using Make a Match to improve irregular verb of simple past tense and this research focuses on improving students' vocabulary mastery. The subjects are students of SMP Negeri 01 Mlono Jember in second grade, whereas in this research uses first grade students of MTS Al-Ma'arif Tulungagung. In collecting data, Setianingsih (2010) not only uses test but also documentation. The similarity with this research is researcher conducts research by using quantitative approach which is experimental research.

The second is research that is conducted by Sulistiani (2012). Similar to this research, Sulistiani also uses Make a Match to improve students' vocabulary mastery. Even though, there is difference level and subject of implementing Make a Match. Sulistiani implements Make a Match in elementary school. The fifth grade students as subject of her research, whereas this research is implemented in the first grade of junior high school. Besides that, her research design is also similar to this research. It is quantitative research which is pre-experimental. In collecting data, she also uses test.

The third research carries out in teaching reading comprehension of senior high school. Make a Match is used to improve students' skill in reading. Asri (2013) implements her research in SMAN I Ngimbang. Students of XI IPA I as the subject. These sentences show the differences with this research which uses Make a Match to improve students' vocabulary mastery in Junior High School. In her research, Asri (2013) uses quantitative research which is quasi-experimental. In collecting data she uses the same form of test with this research which is multiple choices.