

## **CHAPTER I**

### **INTRODUCTION**

The researcher needs to include an introduction in the research to introduce the topic being discussed to readers. This chapter consists of the background of the research, research problem, research objective, research hypotheses, the significance of the research, scope and limitations, and the definition of key terms.

#### **A. Background of The Research**

Over time, everything in the world has developed, including English. The rapid progress of information systems and digitalization has also influenced the development of English vocabulary throughout the world. Therefore, it is not surprising that English has been named as a tool for international communication. Therefore, English can be said as an international and global language. During Industry 4.0 or The Fourth Industrial Revolution, English was used in various aspects, such as in science, politics, and tourism. Because most of the classes already have some form of articles and textbooks in English, the existence of a limited vocabulary can affect student scores in the learning process. Therefore, students at various levels need to be required to be able to master international languages not only passively, but also actively use them as a means of communication, both written and oral. In Indonesia, English is one of the mandatory subjects taught to students from elementary to tertiary level. This is evident from the fact that some scientific works use English, several companies use English as the

main standard in job applications, and schools use English as their everyday language.

Besides grammar and pronunciation, vocabulary is one of the sub-skills of English which has an important role in learning English. Vocabulary is a group of words that a person understands when applying a language. Therefore, students need to learn vocabulary to develop language skills. Saidbakhrmovna et al. (2021) said that vocabulary is an important aspect of learning a foreign language. Without knowledge of words and their meanings, written and spoken communication can be confusing or difficult to understand. When students are weak in mastering vocabulary, they face various problems, one of which is difficulty communicating in the target language. Student vocabulary achievement is also reflected in the amount of vocabulary mastered. Moreover, Anderson and Nagy (1992) stated that junior high school students are estimated to learn around 2000 to 3000 new vocabulary words every year. Van Zeeland and Schmitt (2013) stated that someone is able to understand most of everyday spoken speech if they know 95% of the words in that speech. they added that it was estimated that it would take 2000 to 3000 word families to achieve this 95% coverage. It can be said that mastery of vocabulary can be the key to learning English. The greater the student's vocabulary mastery, the greater the student's opportunity to be skilled in language.

One of the difficulties students have in learning English is due to their weak vocabulary mastery. This is supported by research conducted by Silaban et al (2023) and Sultra (2020) which states that one of the difficulties faced by students in learning English is that it is difficult to compose words and difficult to translate

them into English. In this case, English teachers are required to choose suitable teaching techniques and learning strategies to help students enrich their vocabulary mastery. There are many learning techniques that we can use to learn vocabulary, one of which is the make a match technique. Therefore, the researcher want to test a learning technique in the form of make a match technique in teaching students' vocabulary with the hope that this technique will be effective for students' vocabulary mastery.

Make a match is a cooperative learning technique where students match pairs of question-and-answer cards made by the previous teacher within a predetermined time limit. Rusman (2011) shows that one of the advantages of this technique is that students learn something by looking for partners in a fun atmosphere. Learning techniques using the make a match method can be applied to any subject, especially English subjects. According to Aris Shamin (2017), some of the advantages of using the make a match technique include: First, it creates an atmosphere of tension in the learning process. Second, the collaboration between students is dynamic. Third, it creates a fair work dynamic around students so that it helps students to enjoy the learning process. In addition, one of the reasons the researcher used this technique is because it was thought to help expand students' understanding of learning with game elements, so it can make students more enthusiastic in participating in learning English, especially learning vocabulary.

Moreover, Destika (2022) also conducted research to test the effectiveness of make a match in increasing students' vocabulary mastery based on gender. The results of the researcher also support the use of the make a match technique in

learning English vocabulary. This not only helps students feel more interested and enjoy class activities but also helps them become more active in learning vocabulary.

Sinaga's (2019) research on students' vocabulary mastery using make a match only focuses on vocabulary in the form of nouns, namely 3 common nouns: people, places, things. This research related to make a match was then continued by Widiastuti and Al-Qibtiyah (2023) because it was known to have a positive impact on students' vocabulary mastery. However, this research was only tested on one class and the realization of post-test was same as with the pre-test. Meanwhile, this research focuses on vocabulary in the form of nouns, verbs, and adjectives with research samples from two classes, namely the experimental and control classes. In this research, the researcher ensured that the pre-test and post-test were different. This aims to prevent students from remembering questions they have answered previously.

Based on several previous studies above, it appears that there are several gaps between previous research and this research. Previous research used the pre-experimental design, while this research uses quasi-experimental design. By conducting this research, this research can provide input and become a reference for English teachers that developing students' vocabulary mastery can be done using this make match technique. Therefore, the researcher conducted this research to test the effectiveness of the make a match technique on students' vocabulary mastery. Therefore, the researcher hopes that the students can acquire new words and expand their vocabulary through the make a match technique. This means this technique can

have a positive influence on learning. Based on the background above, the researcher is interested in conducting research with the title "*The Effectiveness of Using Make A Match Technique Towards The Eighth-grade Students' Vocabulary Mastery at MTs Syafiyah Besuk Probolinggo*".

## **B. Research Problem**

Based on the background of the research, the research problem is formulated as follows: "Is there any significant difference in score on students' vocabulary mastery of the eighth-grade students who learn vocabulary using make a match technique and those who learn vocabulary without the make a match technique?"

## **C. Research Objectives**

Based on the formulation of the problem above, the research objective is formulated as follows: "to determine whether there is a significant difference in students' vocabulary mastery scores between class VIII students who learn vocabulary using the make a match technique and students who learn vocabulary without the make a match technique".

## **D. Research Hypotheses**

A hypothesis is a temporary answer to a research question taken from a review of relevant theories and previous research. The hypotheses are as follows:

1. Null Hypothesis ( $H_0$ ): There is no significant difference in vocabulary mastery between the students who were taught by make a match technique and those who were not.

2. Alternative Hypothesis ( $H_1$ ): There is a significant difference in vocabulary mastery between the students who were taught by make a match technique and those who were not

The formulation of the hypothesis was chosen based on the following criteria:

1. If the P-value  $< \alpha$ ,  $H_0$  is rejected
2. If the P-value  $\geq \alpha$ ,  $H_0$  is not rejected

#### **E. The Significance of The Research**

From this research, the researcher hopes that this can provide benefits in the English learning process as follows:

1. Theoretically

As a theoretical contribution, this research is expected to contribute knowledge to developing the learning process, especially English learning. In addition, this should also be able to support previous theories about the effectiveness of using the make a match technique in teaching vocabulary mastery.

2. Practically

The results of this research are expected to be useful for:

- a. Teachers

This research is expected to provide input to teachers, especially English teachers regarding the implementation of teaching vocabulary. Teachers can apply the make a match technique in the learning process as an alternative technique to increase students' vocabulary mastery.

- b. Students

This research is expected to provide knowledge to students, especially eighth graders of MTs Syafiiyah Besuk Probolinggo about increasing vocabulary mastery using the make a match technique. In addition, students are also expected to be more interested and motivated in using this technique to enrich their vocabulary.

c. Other researchers

This research is expected to be a reference and input for the teaching and learning process, especially in teaching vocabulary. For the next researchers, it is hoped that it can provide further updates in conducting research and make the make a match technique an alternative media in teaching English.

## **F. Scope and Limitation of the Research**

As with the majority of research, the current research design has scope and limitations:

1. The scope is the make a match teaching technique
2. The strategy is devoted to investigating the effectiveness of the make a match technique
3. This research is limited to students' vocabulary mastery and make a match technique for eighth grade at MTs Syafiiyah Besuk Probolinggo

## **G. Definition of Key Terms**

To make it easier for readers to understand this research, the researcher includes the definition of key terms as follows:

1. Vocabulary Mastery

Mastery of vocabulary is important in the process of learning a foreign language. By mastering and understanding the right vocabulary, it will make it easier for someone to write, read, listen, and interact with each other. There are many things we can do to increase our vocabulary, such as using a dictionary, writing new vocabulary in notes, watching films, and reading English books.

## 2. Cooperative Learning

Cooperative learning is a learning system that emphasizes the formation of cooperative relationships between students and others. This system can be applied at various levels of educational units, both elementary, middle, high school, and tertiary institutions. In cooperative learning, the teacher will usually divide students into several groups with the aim that each student can participate fairly in completing a task with the help of group friends. With a cooperative learning system, it can indirectly foster students' democratic attitudes and behavior and increase the effectiveness of learning activities.

## 3. Make A Match Technique

The make a match technique is suitable to be applied to English subjects including vocabulary learning. Make a match is a group learning model where students are asked to understand a topic or learning concept through question-and-answer cards in a fun atmosphere. Apart from being able to achieve learning goals, it can also indirectly increase interest in learning, attitudes of responsibility, and cooperation between students. Therefore, by using an interesting method, students can be more interested in learning vocabulary