

CHAPTER I

INTRODUCTION

This chapter consists of six points or subchapters. They are background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study and the definition of the key terms. The six subchapters are discussed in the following.

1.1 Background of the Study

Developing of the world forced us to know everything include the language. As we know, that language is a tool of communication. As such one of its primary function is to communicate (Hughes,1993: 64). We have got our language since we were child, we got it from our parents, our friends or environment and we use it as our first language. When we grow up, we get another language from our school such as English language, and we used it as our first foreign language. Mastering English is not pleasure or prestige of knowing the language, but it is the key to the international communication and also for technology and commerce globalization era (Hutchison, 2004: 195). English becomes the international language, so many people learn English for many purposes, such as for economic purpose, English teacher, tourism etc. So, English is very important in communication process internationally.

The importance of learning English could be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books. According to English curriculum, English teaching

covers four skills, namely listening, speaking reading, and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning.

Vocabulary is all the words with their meanings, especially in a book for learning a foreign language, Hornby (2008: 495). Vocabulary is the important thing that has to prospered by everyone who wants to learn a language especially learn English. Vocabulary is one of a language's subskills that has big contribution in four basic skills of learning English as stated before. In learning English, vocabulary should be taught in the classroom because it has most powerful influences in learning. Nowadays, students must be mastering vocabulary first before they begin to learn that four basic skills. For English learners, to be able to speak English, they have to have good vocabulary, so what that they said can be understood by whom that listen to them. If they do not have enough vocabulary, they cannot say anything, even they have in their minds the idea that they want to say. It is the same if they want to make a writing. They cannot do anything if they have no good vocabulary. They cannot express their idea. In listening skills, the learners have to have adequate vocabulary, so they can understand what they listen. In reading skills, even the learners can read fluently without hesitation, but if they do not understand what they read, it is useless.

Teaching vocabulary is one of fundamental factor that make possible for person to speak the language in the communicative way. The teachers have to be

able to apply various method of teaching to make the students interested in learning English. To improve the learning vocabulary can be done by giving students various types of activities with the words. It is very important how to make the students know the meaning of the words without giving bored by using some good technique.

When we think about vocabulary lessons in this way, we become aware of four facts, mentioned by Allen (1983: 9). They are; the first is foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily. The second is teaching such words will require special skills because students often fell their native-language words for familiar objects and persons are all they really need. The third fact is students are very likely to feel that foreign words for familiar object are not really needed when the foreign language is not used for communication outside the language class, and the last is when a student feels no real need to learn something, a feeling of need must be created by the teacher.

However, in the classroom setting, many learners found difficulties to enrich their vocabulary or to memorize those new words given by the teacher. It is something normal for the learners, because English is not their mother tongue. It is a hard for the teacher to make the students understand and remember new words they never heard before. Therefore, in teaching vocabulary, the teacher must have creativity to make students acquire the vocabularies. Teachers need to present material in memorable way, because teacher plays an important role in teaching learning process. In teaching English as a foreign language, the teacher need to

vary way of teaching in order to get the students interest and attention to the lesson.

It means teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students' activities but also those which aim at helping students develop themselves and be able to adapt themselves in the group to which they're belong. At the result of teaching the students should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part.

In teaching and learning vocabulary there are various technique how to learn and teach it like mind mapping, snow balling, scramble, numbering head together and make a match. Vocabulary mastery cannot be separated from the way how the material presented or delivered. One a way to support the teaching of that material is the use of technique.

When the writer did an interview to the English teacher of SMP N Fatuknutuk, he got information that the students or learners of grade VII SMP Negeri Fatuknutuk have low motivation and enthusiasm to learn English. The teacher said that there are some problems that make them difficult to improve their English achievement especially in vocabulary. The students have less longing to enrich their vocabulary because of some reasons such as; (1) Most English teacher when teaching vocab, they just asking for the students to look for words from dictionary and then memorize those words. This is the boring thing for the students to do. The teaching techniques in their school are so limited. The limitation of the teaching techniques caused by the teacher seldom teaches

vocabulary use appropriate technique. The teachers do not have the appropriate method or strategy for teaching vocabulary. The students need the teacher's creativity to help them develop their knowledge, but sometimes it can't happen.

(2) Lack of students' motivation. Students' motivation is important in achievement the objective of learning. According to William and Burden (1997: 111), motivation is the most powerful influences on learning. The learning objectives will be achieved if the students have motivation and pay more attention to the learning process. There are some problems in mastering English vocabulary. The problems come from themselves and from the teacher. In teaching vocabulary, media is needed to help students become active and interested to the teaching and learning process. Brown (1977: 1) emphasizes that using a variety of media will increase the probability that the students will learn more, retain better what they learn improve their performance of skills they expected to develop. Moreover, Brown says that the students understand and retain better when they have been shown or taught some objects that associate with it.

Handling these problems, teacher should look for the best way to make students motivated and pay more attention to the learning process. One possible way to attract the students' motivation on learning process especially in learning vocabulary is change the old method that used. Because of this, the writer tries to give solution by doing this experimental research. He hopes that make a match technique is useful to help the teacher develop their creativity and used it as one of the teacher's reference. He hopes it can give contribution to improve the student's

vocabulary because it is simple, easy and interesting. This technique is suitable for the school.

Make Match technique is a technique of teaching vocabulary using media such as cards. When teaching process, Students are given a stack of cards and asked to match a term with its associated function, symbol, scientific name, etc. For example, a stack might include cards with the names of body parts and other cards that name the body parts' functions. Students match each part to its appropriate function. The advantage of this technique is that the students find a partner while learning about a concept or topic, in a pleasant atmosphere. Application of this method start with the technique, the students were told to find pairs of cards that is the answer or the problem before the deadline, students are able to match the given points (Rusman, 2010: 223).

Owing to the advantage given by *Rusman* above, the writer think that Make Match Technique is a good method can be used in teaching vocabulary to the eighth-grade students of SMP Negeri Fatuknutuk because using this method, the students will more attracted to learn and this do not make them bored.

Based on the problems above, the writer would like to conduct a classroom action research under the title **“A study on the Use of Make Match Technique in Increasing the Vocabulary of the Eighth-grade Students of SMP Negeri Fatuknutuk in the School Year 2016 / 2017”**.

1.2 Statement of the Problem

Based on background above, the writer the writer formulates the problems into specific question to be answered:

1. Is the use of making match technique effective in increasing the vocabulary of the eighth-grade students of SMP Negeri Fatuknutuk in the school year 2016 / 2017?
2. What is vocabulary ability level of the eighth-grade students of SMP Negeri Fatuknutuk after being taught using make match technique?

1.3 Objective of the Study

Based on the question in the problem statement, the objectives of this study are formulated in the following statements:

1. To find out whether the use of make match technique in increasing the eighth-grade students' vocabulary is effective or not.
2. To find out the vocabulary ability level of the eighth-grade students of SMP Negeri Fatuknutuk after being taught using make a match technique

1.4 Significance of the Study

Significance means the importance or main central points of something. This study has some significance, as presented in detail in the following part;

1. For the English Teacher.

- a. Teacher knows the level of students, mastery in vocabulary.
- b. The result can become an input to determine the step and strategy for teaching learning vocabulary. So, the teacher can reach the good teaching as a feed-back to improve the quality of English teaching learning vocabulary, and it can be as important information in using make a match as method to improve the quality of teaching vocabulary.

2. For the Writer.

The writer is an English teacher to be. Seeing the result of this study above, the writer is motivated to study hard so he would be able to improve his knowledge and skills in teaching English especially teaching vocab using make match technique.

3. For the Students.

This research can enrich students' knowledge about make match as a technique of teaching vocabulary and then always use make match technique as their method when they try to enrich their vocabulary.

1.5 Scope and Limitation

There are some techniques used by teacher in teaching vocabulary such as; cross word puzzle, singing technique, make match technique, make match board game and so on. This study is about the use of make match technique to increase the eighth-grade students' vocabulary of SMP Negeri Fatuknutuk in the School Year 2016/2017.

1.6 Definition of Terms

There are some terms used in this study and in order to avoid readers' misunderstanding, the writer the writer clarifies the terms in the following:

1. Vocabulary

Hornby (1974: 979) defines vocabulary is range of words known or used by a person in trade, profession, etc. Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone

will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

In this study, vocabulary is the main aspect that will be analyzed by the writer.

2. Make Match Technique

Make match (pair) is one type of technique of cooperative learning. This method was developed by Curran (1994). One of the advantage of this technique is that the students find a partner while learning about a concept or topic, in a pleasant atmosphere. Application of this method start with the technique, the students were told to find pairs of cards that is the answer or the problem before the deadline, students are able to match the given points (Rusman, 2010: 223).

In this study, make match technique is a teaching technique using media. It is the technique that will be used by the writer in doing his research.

3. Increasing

Increasing is become or make something greater in amount, number, value, etc. (Hornby (2008: 224). In this study, the word increasing is used because the writer wants to make greater the vocabulary of the eighth-grade students of SMP N Fatuknutuk.

4. SMP Negeri Fatuknutuk

It is the public junior high school that located in Kufe'u sub district, Io Kufe'u district of Malaka Regency.