

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is an important component in teaching English besides other components such as structure, pronunciation and intonation. Vocabulary has a very important role. If a student is weak in mastering vocabulary, he cannot communicate his thoughts and ideas clearly according to his wishes both orally and in writing. He will not be able to read texts, both those which are teaching materials at school and those in magazines, newspapers and so on, and his listening and reading skills will be constrained by limited vocabulary mastery. It has become a general assumption, having sufficient vocabulary is an asset or vehicle for smooth communication. These students will not be able to communicate in the target language if their vocabulary mastery is inadequate.

In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. But the most supporting element to learn them is vocabulary and grammar. Yuliansyah (2016) states in terms of teaching vocabulary to junior high school students which is the most difficult, this makes the condition of students who quickly get bored. According to Bafadal & Humaira (2019), the enthusiasm and activeness of students in learning is still not visible, students still lack vocabulary, they still lack facilities to

improve their English learning. Bafadal & Humaira (2019), state in junior high school students can understand about spelling, pronunciation and meaning. In the fact, before students are treated to a guessing game students cannot understand spelling, pronunciation and meaning.

Make a Match techniques is one of the co-operative learning Techniques developed and introduced by Curran in 1994. A game called "make a match" involves finding a pair of cards that have been owned, playing it in pairs, and then dealing with each other to clarify the significance of the cards that have been owned. Students searching for a companion while learning about a concept or topic in a lighthearted environment is one of the defining characteristics of this technique. Curran (1994) say that they return to their respective teams' workspaces to read the symbols left by the other teams, symbols that tell them if the other team can read their patterns or is having difficulty reading their patterns. According to Afriani (2014) implementation of teaching techniques to be one of the most important strategies in the learning process. Technique this can stimulate students to be actively involved learning process. In Make a Match, the teacher prepares two cards with the topic, namely question cards and answer card. Make a Match can be made for all subjects and at all levels of education from elementary to high school. Darliati (2021) state apply make type cooperative learning a match then it can be concluded that teacher activity has increased quite well. This is shown in the percentage of teacher activity at the first meeting which was 65.28%. Likewise at the

second meeting there was an increase of 75.14%. Afriani (2014) mentions using the Make a Match Technique in teach vocabulary in making class students easily remember vocabulary have been challenged. This will help students to improve their new vocabulary and tell them that learning vocabulary is not boring but fun and attractive. According to earlier research, Dewi (2014) claims that adopting the Make a Match method to teach vocabulary not only makes learning more engaging and fun for students.

The Kick Me technique is a teaching activity to teach vocabulary to children students, especially junior high school students. The Kick Me method itself, as the founder explained, based on a joke of placing a note on someone's back said kick me (Macaley, 2014). In this activity, notes, vocabulary, will be used student's back. Then other students will look for vocabulary and match it them to the vocabulary on their worksheets. Students will get clues based on word relationships and analogies on their worksheets.

Based on the researcher experience during field studies (PLP), the study identified several issues that contribute to the eighth-grade students at SMP NEGERI 11 Tanjungpinang having a lower level of vocabulary mastery. The student's lack of enthusiasm in learning English is the first issue since they believe it to be a challenging subject and have a limited vocabulary. The majority of them don't understand what the teacher is saying. The teacher's lack of approach or a teaching strategy for their students is the second issue. Each student has a unique background, learning

style, and other characteristics. The first foreign language to be taught in a formal institution or school in Indonesia, English is a challenging language. Therefore, the teacher must understand how to interact with students so that they become more motivated to study English, particularly regarding vocabulary.

1.2 Limitation of the Research

This research will be focused on “the effectiveness of using make a match technique in identifying the meaning of the text in Teaching Vocabulary of Eighth Grade Students of SMP NEGERI 11 TANJUNGPINANG”.

1.3 Research Question

As the limitation stated, the researcher formulates a research question as follow:

“Is make a match technique more effective in teaching vocabulary of eighth grade students of SMP Negeri 11 Tanjungpinang?”

1.4 Research Objective

Based on the statement of the problem above, the purpose of this study toknow whether or not make a match technique is more effective in teaching vocabulary at Eighth Grade students of SMP NEGERI 11 Tanjungpinang.

1.5 Significance of the Research

1.5.1 Theoretical Significance

Theoretically, this research is expected to be beneficial for teachers and students in the teaching and learning process of vocabulary in English as foreign language.

1.5.2 Practical Significance

Practically, the result of this study will give meaningful contribution to students, teacher, and others researcher, there are follows:

1. For the Student

This study can be used to help students in the learning process to be more interested to learning English. It means, Make a Match technique can attract students' attention in vocabulary and researching the material to be studied, especially more vocabulary.

2. Teachers

The researcher hopes that this research can be useful for teachers in the classroom to get more students' attention in teaching English, especially in vocabulary. so that learning in the classroom has an interesting variety of learning.

3. Other Researchers

For other researcher, this research is expected to be a reference for conducting research, give to information to be developed for further studies.

1.6 Definition of Key Terms

1. Vocabulary

Vocabulary is a list or collection of terms which aims to identify the meaning of text in descriptive text learning.

2. Make a Match

Make a Match Technique is a technique that uses cards. The card contains question cards and answer cards.

