CHAPTER I

INTRODUCTION

This chapter presents the background of the research, problem of the research, purpose of the research, significance of the research, operational definition, and scope and limitation of the research.

1.1 Background of the Research

Learning English is not the same as learning Indonesian because the sentence structure used in both languages differs. According to (Rahayu, 2015) state that In English, the word order after the subject to form a sentence is usually followed by a verb, but in Indonesian after the subject is followed by a noun or adjective. Therefore, to be able to compose a sentence, and master the four skills in English well, students must master vocabulary first.

Vocabulary plays a crucial role in learning the English language and is essential in assisting students in mastering the four English skills: listening, reading, writing, and speaking. Learning English without vocabulary mastery will make students have difficulties speaking, responding to teachers, writing, or reading an English text (Afriani et al., 2014). The purpose of vocabulary mastery is to make students have better language skills. Students who have mastered their vocabulary will find it simple to form ideas, opinions, and feelings and communicate them to others. According to Fauziati in Bella & Waris (2020)

Vocabulary is fundamental to language and crucial for all language learners. The researcher concludes from the above statement that the first concern in the English learning process is vocabulary.

The students' level of vocabulary mastery, however, was evident in the classroom and is still very low. There are several causes for this, including: (1) the use of improper teaching techniques; (2) the low participation of students in classroom activities; (3) Teachers inability to develop subject matter because they are only focused on the textbooks used in class; and (4) They also cannot use active, inventive, efficient, and enjoyable teaching techniques for students learning English (Romadhon & Qurohman, 2019)

Teachers should choose appropriate learning techniques to address this problem because they play an essential part in supporting and assisting students in English classes. The *Make a Match Technique* is one of the learning techniques that can be used to learn vocabulary. This technique can make the classroom environment more enjoyable and less monotonous. Lorna Curran developed and introduced the Make a Match Techniques cooperative learning model in 1994. The basic concept behind this technique is that students find or match a partner while learning a concept or topic in an engaging classroom setting (Zawil, 2016). The cooperative learning model is a student-centered learning model that is extremely relevant to the issues raised above. From pre-school to high school, this learning model is appropriate for all levels and fields of study. It allows students to practice skills and examine concepts that are part of their class's and field of study's curriculum (Dishon & O'Leary, 1984). The researcher used this technique

because previous studies had shown that it helped students improve their vocabulary mastery in a variety of subjects, including English.

There are some previous research are relevant with the study, the study was conducted in Indonesian. Seftianingsih and Waris was conducted the research at SMPN 7 Palu and the result of their study is using *Make a Match Technique* can help student in mastering noun especially in Common noun and Concert noun (Bella & Waris, 2020). The second previous study was conducted at SMP Tri Sukses Natar Lampung and the result of the study is using *Make a Match Technique* in teaching vocabulary is quiet success and it can also provide students with opportunities to be active in learning English vocabulary (Maduratna, 2014). According to previous studies, this technique increased vocabulary mastery and encouraged student participation in class.

Based on the previous explanation that learning new words requires practice, the researcher will carry out this study to determine whether the *Make a Match Technique* has an effect on students' vocabulary mastery at SMPN 1 Panti Jember.

1.2 Problem of the Research

The problem that should be answered in this research is "Is there any significant difference on students' vocabulary mastery who taught using *Make a Match Technique* and who are not ?

1.3 Purpose of the Research

The purpose of this study is intended to investigate whether there is any significant effect of using *Make a Match Technique* on student vocabulary mastery or not.

1.4 Significance of the Research

This research should be useful to students, English teachers, and other researchers:

1.4.1 Theoretical Benefit

a. The findings of this study may be useful in the English teaching learning process, particularly in improving students' vocabulary mastery.

b. The study's findings can be used as a reference for those conducting research in the English teaching learning process, particularly in vocabulary teaching.

1.4.2 Practical Benefit

The result of this research will be helpful both for the students and teacher to know the effect of *Make a Match Technique* so that they can use this technique to help students' vocabulary mastery.

1.5 Operational Definition

1.5.1 Vocabulary Mastery

The activity of mastering or the ability to understand and use words in a language, both spoken and written, is referred to as vocabulary mastery. Students

who have good vocabulary mastery easily understand written texts, so that information or content in written texts is easy to understand. Good vocabulary mastery can also make it easier for students to communicate smoothly in a community. In this study the researcher focused on mastery of part of speech especially nouns and verbs.

1.5.2 Make a Match Technique

Make a Match is one of the learning techniques or methods developed by Lorna Curran, 1994. The basis of the principle of this technique is that students find or match an answer as a question from the material that the teacher has previously conveyed. This technique will assist students in developing their skills and memories when matching the questions and answers prepared by the teacher in the form of cards. It can also be used to teach students from elementary to high school. Because this technique has a comfortable and non-boring learning style, it will make the environment more enjoyable.

1.6 Scope and Limitation of the Research

This study focused on the effect of the *Make a Match Technique* on students' vocabulary mastery, especially in mastering nouns and verbs. This research is quantitative and uses a quasi-experimental pretest-posttest, non-equivalent control group design. The researcher used this design because she could not randomly select students who were in the experimental group and the control group and could not fully control the confounding or extraneous variables that could affect the performance-dependent variable during this research.

Because this study uses non-randomized assignment, potential threats from extraneous variables are possible. The research is conducted in the seventh grade at SMPN 1 Panti Jember in the 2022-2023 academic year.