USING MAKE A MATCH STRATEGY IN TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

THESIS

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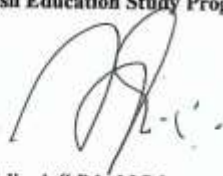Prof. Indawan Syahri, M.Pd. (Chairperson)

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ABSTRACT

Septia Mutiara Sari, 2019. *Using Make a Match Strategy In Teaching Vocabulary to the Tenth Grade Students of SMA Srijaya Negara.* Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Prof. Indawan Syahri, M.Pd., (2) Finza Larasati, S.Pd., M.Pd.

Keywords: Quantitative research, Vocabulary, Make a Match.

The title of this study is *Using Make a Match Strategy in Teaching Vocabulary to the Tenth Grade Students of SMA Srijaya Negara Palembang.* This study was conducted to find out the significant difference of using make a match strategy in teaching vocabulary. *Make a Match* strategy is a teaching technique by matching a question and answer between the students. One of its advantages is that students learn while mastering concepts or topics in a fun atmosphere. This research was regarded on a quantitative study. In collecting the data, the researcher used vocabulary test in the form of multiple choice. The population of this study was the tenth grade students of SMA Srijaya Negara Palembang in academic year 2019/2020. There were69 students taken as the sample by using purposive non random sampling. The questions consisted of 30 items. The result of this study was showed that there was a significance difference on the students' vocabulary mastery. It could be seen because the significant score of Independence Samples Test Table was $0.000 < 0.05$. It means that the use of Make a Match strategy was effectively used to increase the students' vocabulary mastery.

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Palembang,   August 2019

The Researcher

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CHAPTER I

INTRODUCTION

This chapter describes: (1) background of the study, (2) Formulation of the study, (3) Objective of the study, (4) Limitation of the Study, (5) Significance of the study, (6) Hypothesis of the Study and (7) Testing Hypothesis.

1.1 Background of the Study

Learning a language means learning to communicate. By using a language people change an information, thought, opinion or an idea for each other. According to Amberg and Vause (2010) language is foremost a means of communication and communication almost always take place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it (p.2). Additionally, Parikh (2001) states that we use language to do various things, like giving commands and asking questions and expressing feeling but we use it, especially to communicate information about the world (p.1).

There are some components in learning language English, such as grammar, pronunciation, vocabulary and other skills. It is supported by Putri (2013) stating that learning English means learning four language skills and its components. The language skills are listening, speaking, reading, and writing. The language components are grammar, vocabulary, and sound system. In learning all language skills and other language components, vocabulary takes important roles since it always takes part (p.2).

According to Manic and Christiani (2016) vocabulary is a total number of words which with rules for combining them make up a language. In the world of education, students are expected to master enoug [1] abulary to support their English skills (p.2). Furthermore, Alqahtani (2015) states that vocabulary learning is an essential part in foreign language learning as the meaning of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (p. 21). Hence, vocabulary is collection of word in a language which has meaning. It is a component of language which has to be mastered by students that given by the teacher in teaching vocabulary, in order to communicate fluently.

Oljira (2017) explains that teaching vocabulary should be given the attention it deserves in English classes. It should be regarded as an area in its own right and not just as an additional reading lesson only but should be integrated to other language skills, like grammar, speaking, writing and listening. Vocabulary should be taught to help students to use the language in real communication. Thus, opportunities of using vocabulary in production skills should be given for learners (p. 505).

According to Afriando, Sutarsyah and Ginting (2015), normally in curriculum, there is a core and basic competence and goal that define that in second grade of senior high school students, the students must achieve 3000 words of vocabulary (p.3). They did a survey of English vocabulary size in some senior high schools, based on their analysis it reveals that most students do not reach the required size of vocabulary. In order to read English text books easily, the students should master 3000words.

Based on the researcher observation and interview with the teacher of SMA Srijaya Negara Palembang, it was found that they were still felt difficulties in comprehend a text in English. It was caused by the limitation of the vocabulary had by the students. To increase students' vocabulary mastery, the teacher needs to have many strategies such as by using songs, games, pictures and one of the best strategies is *Make a Match* in order to make activities interesting.

In keeping with this reason, the researcher will use *Make a Match* strategy. It is a fun and simple strategy because *Make a Match* strategy requires students to match the word with the description. The students will be grouped into two and they have to find their partner based on the vocabulary that they got. *Make a Match* strategy is created by Lorna Current. According to Current (1994) citied in Afriani (2014) *Make a Match* strategy is one of the cooperative learning strategies that makes the students active in teaching and learning process (p.9)

According to Afriani (2014), *Make a Match* strategy is applicable to be used in the class for teaching vocabulary because it makes teaching and learning process become interesting and enjoyable (p.12). Moreover, Arifah and Kusumarasdyati (2013) state that *Make a Match* strategy is a kind of learning strategy that is played by two groups. One group brings questions and another brings answer cards. And they have to find their matches (p.2). *Make a Match* strategy is an interesting and fun strategy because students are involved in learning process. This strategy is a great strategy to increase students' vocabulary. It has been proved by Afriani, who had used *make a match* strategy in her research and it managed to improve students' vocabulary.

Based on the description stated, the researcher is interested in conducting a research entitled "Using Make a Match Strategy in Teaching Vocabulary to the Tenth Grade Students of SMA Srijaya Negara Palembang"

1.2 Formulation of the problem

Based on the research background, the problem of this research was formulated as follows: was there any significant difference in vocabulary mastery between the tenth grade students of SMA Srijaya Negara who were taught using *Make a Match* Strategy and those of who are not?

1.3 Objective of the Study

Based on the statement of the previous problem stated, the researcher illustrates the objective of the study was to find out whether or not there was significant difference in vocabulary mastery between the tenth grade students of SMA Srijaya Negara Palembang who were taught using *Make a Match* and those of who were not.

1.4 Limitation of the Study

In this research, the researcher focused on students' vocabulary mastery to the tenth grade students of SMA Srijaya Negara Palembang. The researcher was limited this research in terms of noun, adjective and verb.

1.5 Significance of the Study

The researcher hopefully that it would give contribution for:

1. For the Researcher Herself

This study is expected to be beneficial to improve her teaching skill, enlarge her knowledge, and give her some experiences in conducting an educational research, especially in teaching vocabulary.

2. For the Teacher of English

   The teachers of English can apply the *Make a Match* in teaching vocabulary, in order the students' vocabulary can be improves.

3. For the Students

   By using the *Make a Match*, The students are encouraged of leaning vocabulary. It made them remember the words easily. They will be more active and fun in learning process.

4. For Others Researcher

   The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

1.6 Hypothesis of the Study

Syahri, Susanti and Sulaiman. (2017) state that hypothesis is a tentative answer to the research problem which will do and should be proven with empirical data (p.23). The hypothesis of this research are follows:

1) The Null Hypothesis (Ho): there was no significant difference in vocabulary mastery between the students who were taught using *Make a Match*.

2) The Alternative hypothesis (Ha): There was significant difference in vocabulary mastery between the students taught using *Make a Match*.

1.7 Testing Hypothesis

The criteria for testing: Ho was rejected and Ha was accepted if the $t\text{-}_{obtained}>$ $t\text{-}_{table}$ or sig. (2-tailed) < 0.05. and Ho was accepted and Ha is rejected if the $t\text{-}_{obtained}<$ $t\text{-}_{table}$ or sig. (2-tailed) > 0.05. The $t\text{-}_{table}$ could be found in the distribution critical value in level of significant $(\alpha) = 5\%$ or 0.05 with the degree of freedom (according to independence sample t-test table).

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