

CHAPTER II

REVIEW OF LITERATURE

This chapter consist of previous study, some pertinent concept , and theoretical framework.

2.1 Previous Study

In this section, researcher found several previous studies that had the same topic as this study. The previous research was :

From the research conducted by Rizki and Syifa (2022) “The Effectiveness of Make A Match Technique in Teaching Vocabulary at Junior High School Nur Muhammad”. The result of computation of the test proved that make a match can increase the improvement on students mastery of vocabulary. Furthermore the result of obtained value after computing the t-observed is 15.21. It means that the t-observed is higher that t-table ($15.21 > 2.093$). Therefore, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_a) is accepted. Stating that there is a significant different in students’ scores before and after the treatment using make a match. This finding is in line with Lie (2008:55) states that “One advantage of this technique (make a match) is that students find a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used to all subjects and for all age levels of the students. This technique can generate students to engage actively in the learning process”. when students learn in a fun atmosphere it will also cause motivation to learn and automatically students' ability to learn vocabulary also increases. From the data obtained, it can be concluded that make a match technique in improve students’ vocabulary is

effective. Then, the conclusion from the students' responses based on the results of the questionnaire above is that they gave a positive response to the teaching of English by using make a match in increasing students' vocabulary. Most of the students like learning English. Lie (2008: 55) states that “mentions make a match package learning about a concept in a fun learning atmosphere”. designed learning fun using the make a match technique can create a happy learning atmosphere, Motivate students in learning and results desired learning can be realized. Learning to use make a match can motivate them to learn, make it easier to remember words and make them more active in class. This fact is according with Lie (2008:56) “This technique can generate students to engage actively in the learning process”.

The research conducted by Yulie Asni (2021) “The Effectiveness of Make A Match Method in Improving Student’s Writing Skills the seventh-grade Students of one of Junior High Schools in Gowa”. The researcher concludes that Make a Match Method is effective to improve the students’ writing skill in writing descriptive text. It is proven by 25.6% of improvement which indicates that the mean score of post-test (75.36) is higher than the mean score pre-test (60). Make a Match Method is effective to improve the students’ writing skill view from content aspect in writing descriptive text. It is proved by 24.2% improvement which indicates that the mean score of post-test (75.5) is higher than the mean score of pre-test (60.78). Make a Match Method is effective to improve the students’ writing skill view from grammar aspect in writing descriptive text. It is

proved by 27% improvement which indicates that the mean score of post-test (75.21) is higher than the mean score of pre-test (59.21).

From the research conducted by Nia Utami (2019) “ Improving Student’s Vocabulary through Make a Match Technique at Islamic Boarding School of Mathla’ul Anwar Pontianak”. the vocabulary of the Tenth grade students of X IPS 2 class of Islamic Boarding School of Mathla’ul Anwar Pontianak in academic year 2018/2019 improved by using Make a Match Technique. The cards as a media could get the students’ interest in learning vocabulary. The cards also made the students easier in order to know the meaning of new vocabulary. It is also easier for them in understanding the text. Students’ individual score increased and teaching and learning process became better. Thus, the prediction of the action hypothesis was accepted. According the result, the researcher inputs the suggestion in order to make other researcher able to take any lesson from this research.

From the research conducted by Nurul Azizah Fitriana (2018) “The Implementation of Make A Match Technique to increase Student’s Vocabulary Mastery”. She get the conclusion the students’ problem at Fourth grade of SDN 4 Troso in learning English vocabulary was the students are bored of the teaching and learning process because the teacher just asked the students to write, after that the students read together. This activity runs in regularly everyday. Beside that, the students get difficult to pronounce the word. After did the test, the researcher get the result was the teaching learning process by using Make a Match Technique

gives the positive effect in improving the student's vocabulary and also Make a Match Technique help students to understand clearly and easily. It can be seen from the result of the score in every cycle, the researcher seen that the average from cycle to cycle improves significantly, where the average score in the last cycle is better than first cycle. The mean score of first cycle was 70.98, then the mean of second cycle was 73.7, and the mean of third cycle was 76.1, which stated that Make a Match Technique was effective to taught vocabulary mastery at fourth grade of SDN 4 Troso.

From the research conducted by Andi Mitrayani (2018) “ Teaching Reading Comprehension by Using Make a Match Method The Tenth Grade Student in MAN Palopo”. The researcher concluded that by using make a match method was effective in teaching reading comprehension of the tenth grade students in MAN Palopo. Based on the result of pre-test and post-test, the mean score pre-test was 51.00 and the mean score of post-test was 66.00. Then, based on the findings and the discussions in the previous chapter, it showed the result that $t_{count} = 5.161$ was greater than $t_{table} = 2.045$, $t_{count} > t_{table}$, so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was significant difference in teaching reading comprehension before and after use of make a match method. So, the use of make a match method was effective to improve the students' reading comprehension of the tenth grade students in MAN Palopo especially IIS 1.

Based on previous research above, the researcher found the similarity as well as difference. The similarity that researcher found on the previous research used quantitative research which also used in this research. Meanwhile, the differences with the previous research above are researchers such as Andi Mitrayani and Yulie Asni conducted their research in junior high school students. While in this research, researcher conducted the research in elementary school. So, in this research the researcher is going to implement Make A Match Technique in Teaching vocabulary to the Fourth Grade students at SDN 8 Makale.

2.2 Some Pertinent Concept

A. Teaching English

Teaching is an interactive process between the teacher and the students. There are several definitions from some experts, those are from Bennion (2015:16) which stated that Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests.

According to Jeremy Harmer cited in Inda Pravita Sari (2016) "Teaching means that to give (someone) knowledge or to instruct or to train (someone). It means that to show somebody how to do something or to change somebody ideas. It means that teaching is that teaching is the teacher as guide and facilitator for the students in process teaching and learning.

According to Wilkins cited in Inda Pravita Sari (2016) says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the

students who learned English as a foreign language have little opportunities to use their English in real life situation. In Indonesia, teaching in learning English as a foreign language might begin as early in elementary school. Elementary school students typically range in age from 6 to 12 years old. These children are educated at elementary school for 6 years, from first grade to sixth grade (first grade to sixth grade). Class 1, 2, and 3 are categorized in the lower grades, while class 4, 5, and 6 are categorized in the high grades (upper grades). Children in the lower grades (lower class) range in age from 6 to 8 years, while those in the upper grades (upper class) range in age from 9 to 12 years.

English language learners in elementary schools in Indonesia can be categorized as young learners . Students of elementary school as young learner has different characteristic as adult learners. Young learners are really enjoyable in playing their games. They have a lot of imaginations and fantasies. According to Jean Piaget in his theories(2001:2-4) “ child is an active learner and thinker, constructing their own knowledge from working with objects or ideas. They interacts with the world around them, solving problems presented by the environment. The child is also a sense make and has more attentions to what other people do”. For the teachers, teaching English for elementary schools students must be well designed in accordance with the characteristics of the students.

The process of learning English in elementary school is different from other school levels. According to Jeremy Harmer in his book “Students in elementary schools have characteristics that teachers need to understand. characteristics students in elementary school”, namely: :

1. Students in Elementary School has short attention and easily distracted.
2. Students in Elementary Schools are Active Learners.
3. Students in Elementary School like to be praised or reward.
4. Every English Language Learner in Elementary School has experience languages that are different from each other.
5. Elementary School learners enjoy learning while playing.

In learning English in elementary schools there are several factors that influence English learning, that factors are:

1. Mother Tongue

Language development plays an important role in the development students ability to communicate with others. Mother tongue is the first language taught and mastered by a child that children usually learn from his family. for Indonesian children who live in big cities their mother tongue is Indonesian

2. Social and Family Background

Social background includes family structure, social group affiliation, and the cultural environment allows serious differences to occur students success in learning English.

3. The Role of Teachers in Learning Activities

In learning activities, the role of teachers is very necessary for the sake of continuity way of learning process. Teachers act as helpers, encouragers and mentor for elementary school students in learning English. Therefore, the role of teachers is very influential.(Devianty, 2018)

4. Learning Media

According to Fatria (2017:136) Learning media is everything that can be used to convey messages and can stimulate the mind, can arouse students' enthusiasm, attention and will can encourage the learning process in students. There are so many learning media are used in teaching English, those are:

a. Flashcards

Flashcards is ELT for pictures (or diagrams, words, etc.) that teachers can show to students, typically something teacher can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. Schools sometimes have their own library of flashcards, but may teachers build up their own stock. They are a very useful teaching aid, especially in your earlier years of teaching .

b. Pictures

Another kind of media used by the teachers was pictures. It is commonly recognized that a picture is a powerful tool to describe people, places, or things. In the teaching and learning activities, the teachers claimed that by using such media, the learners would see the pattern from the context visualized in the pictures and this is in line the inductive way of teaching grammar.

c. Songs

Among the most favorite media to be used in teaching English, songs are powerful tools. Usually, the teachers integrated songs to enrich the learners vocabulary. Songs can be used to teach the learners vocabulary, phrase, or sentence pattern. By using songs, grammar can be taught inductively. This was

because the learners were assigned to create songs which had the same pattern with the one modeled by the teachers.

d. Real objects and realia

Real objects are those which can be obtained in our surrounding, or the ones that have been provided at home or at school. If it impossible to bring the real objects in the classroom, real objects can be replaced by realia or things which have characteristics as the original ones, but not real. Fruit made from plastic is an example of realia. Real objects were used by the teachers when they wanted the learners to describe either food, drink, or fruit. Therefore, when the learners were going to describe them, they had to show the real objects they explained, so that other learners could also learn.

e. Course book

Course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher. The most important aspect of course book use is for teachers to try to engage students with the content they are going to be dealing with. This means arousing the students' interest in a topic, and making sure that they know exactly what we want them to do before we get them to open their books and disappear, heads-down in the pages, while we are still trying to walk to them.

f. Board

Boards refer to chalkboard/blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Teachers can use

boards as notepad, explanation aid, picture frame, public workbook, game board, and notice board.

g. Flip chart

Another instructional media that may be used by the teacher is flipchart. Flip charts are very useful for making notes, recoding the main points in a group discussion, amending and changing point, and for the fact that individual sheets of paper can be torn off and kept for future reference. Many of these qualities are shared by computer-based technology, but flip charts are portable, relatively cheap and demand no technical expertise.

Each learning media has own characteristics. These characteristics can be defined by media's ability to generate sensory stimulation such as sight, hearing, touch, taste, and smell. As we all know, learning media is any tool or aid that a teacher or learner might use to achieve specific educational goals and make the learning process more effective and efficient.

B. Vocabulary

According to Jeremy Harmer in his book (2001) “the analogy is that language is a body, structure is the bones that form the skeleton, while vocabulary is the flesh that makes the body have shape”, then Jeremy Harmer stated “that one of the problems in teaching vocabulary is choosing the right vocabulary to be taught at a certain level and for certain students. Therefore, the main problem in teaching vocabulary is how to identify vocabulary to be taught at each learning level that

suits students' needs and ability levels. The general principle in choosing vocabulary is to consider the frequency factor.

English vocabulary at elementary school has a very important role in the success of communication, with vocabulary students will easier to understand the contents of other people's thoughts both verbally and in writing. Of course in learning English there are many words that we do not know it means then by increasing vocabulary skills it will support the success of the English learning process. According Hatch and Brown in Nikma Husein (2018) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

Vocabulary learning is an important aspect in learning as a foreign language. Students will improve a lot if they learn more words and expressions. According to Mittal and Tathore (2015:3), "Vocabulary is the basic tool of language which made communication smooth among us". Vocabulary is word that are related to the meaning of the word and the way to use them in communication. So vocabulary can be defined as the words of language, including single items and phrase or chunk of several words which cover a particular meaning, the way individual words do. Vocabulary is the flesh of a language while grammar is a framework. In order to use language productively, students must know a certain amount of vocabulary, not only to communicate verbally, but also in writing.

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate verbal and written. Also, by having a lot of vocabularies, the learners are hoped to master four skills in

English such as reading, speaking, writing, and listening. Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

There are some aspects in learning vocabulary. According to Lado in Meliza Fitrotun (2016), there are some vocabulary aspects as follows:

1. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

2. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms.

3. Pronunciation

According to Richard and Schmidt in Umi Masroh (2019) said that pronunciation is the way a certain sound is producing.. Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can

be seen from some words are “ present”, which pronunciation /ˈpreznt/ and /prɪˈzent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to be able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate (Masroh dkk., 2019).

4. Words Classification

The word classification is based on their functional categories which are called part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

a. Noun

Noun is parts of speech having a semantic core that is language-independent. The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g. sleep), process (e.g. weaving), and events (e.g., a crash). So, a noun refers to a person, place, or thing.

b. Verb

Verbs are words that donate action and placed verb into four classes:

Activities : run, walk, write, drive, seek, and listen

Accomplishments : paint, draw, run, write, build, kill, put

Achievements : recognize, find, lose, understand, hear, and see

States : know, love, have, desire

c. Adverb

An adverb is a word that can modify a verb, adjective, adverb, or sentence. Adverbs are often formed by adding “-ly” to the end of an adjective (e.g., “slow” becomes “slowly”), although not all adverbs have this ending, and not all words with this ending are adverbs.

d. Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color names.

e. Pronoun

A pronoun is a word used in place of a noun. Pronouns typically refer back to an antecedent (a previously mentioned noun) and must demonstrate correct pronoun-antecedent agreement. Like nouns, pronouns can refer to people, places, concepts, and things.

f. Preposition

A preposition is a word (e.g., “at”) or phrase (e.g., “on top of”) used to show the relationship between the different parts of a sentence. Prepositions can be used to indicate aspects such as time, place, and direction.

g. Conjunction

A conjunction is a word used to connect different parts of a sentence (e.g., words, phrases, or clauses).

h. Interjection

An interjection is a word or phrase used to express a feeling, give a command, or greet someone. Interjections are a grammatically independent part of speech, so they can often be excluded from a sentence without affecting the meaning.

According Evelyn Hatch and Charly Brown there are two kinds of vocabulary, as follows:

1. Active Vocabulary (Productive Vocabulary)

Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing. It refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2. Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is words that recognize and understand when they occur in a context, but which he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

C. Make A Match Technique

According to N. Ardi Setyanto (2017:159) states that "Methods are a complete, integrated and integral part of the learning process". According to Jumanta Hamdayana (2016:24) states that "Method can be interpreted as a method, but It can also be interpreted as a learning model or approach, depending on the characteristics of the chosen approach or strategy". According to Muhibbin Shah (2017:198) stated that "Method is defined as a way of doing something activities or ways of doing work using facts and concepts concept systematically". The better the method achieved, the more effective the achievement objective. Method here is only a tool, and not as a goal so it is a method contains the implication that the use process must be systematic and conditional. So the essence of using methods in the teaching and learning process is the implementation of a careful attitude in educational and teaching work. Because method means the most appropriate and fastest way, then the sequence of work in a method must be taken into account truly scientifically.

In teaching English, the use of appropriate learning methods will influence the student's learning process. Especially in elementary schools, they have low focus and are easily distracted. Apart from that, at the elementary school level, English language learning is given according to the student's ability level, such as vocabulary. Therefore teachers must determine methods that are suitable for students in elementary schools.

Make a match Technique was developed by Lorna Curran cited in Andi Mitrayani (2018) Make a match or find a partner is one of the alternatives that can

be applied to students. Application of the technique starting from the students will look for a pair cards before deadlines. Make a Match Technique is a type of cooperative learning. Cooperative learning is defined as a learning group activity in which students of varying abilities, levels, and ages work together in small groups to comprehend and master content. Cooperative learning is viewed as a process in which students engage in groups to "master material initially presented by the teacher and achieve mutual goals by discussing, helping, and sharing ideas."

In this technique, the teacher must prepare some cards that contain several concepts or topics and answer. This technique can make the students participate, develop their confidence and be more active in the learning process. In "make a match", teachers should prepare two cards with themes, they are question card and answer card. Every student is thinking about a question or answer. Every student is looking for a couple with a problem matching card. From some of the steps mentioned above, "make a match" is one of the appropriate techniques that can be used in vocabulary teaching, because "playing a game" not only emphasizes the learning process of learning, but also fun.

In implementing Make a Match Technique, the researcher uses the Lie cited in Andi Mitrayani (2018) models' steps in implementation Make a Match Technique as follow:

1. The teacher prepares some cards to contain some concepts or topics suitable for the review session, some cards are the question, and others are answered.
2. Every student gets one card.

3. Every student looks for their partner who has the appropriate card with his/her card (question/answer).
4. Every student who can compare to the suitable card before the time over will get the point.
5. After one period, cards are shaken again so that every student gets a different card from the previous.
6. And so on.
7. Conclusion/closing.

According to Miftahul Huda (2014) some advantages of Make A Match Technique as follow:

1. Can improve student learning activities, both cognitively and physically.
2. Because there is an element of play, this method is fun.
3. Increase students' understanding of the material being studied and can increase student motivation.
4. Effective as a means of training students' courage to make presentations.
5. Effectively trains students' discipline in respecting time to study.

According to Miftahul Huda (2014) some weakness of Make A Match Technique as follow:

1. If not prepared properly, a lot of time will be wasted.
2. Many students will be embarrassed to be paired with the opposite sex.
3. If the teacher does not direct students well, there will be many students who are lacking Pay attention at partner presentation.

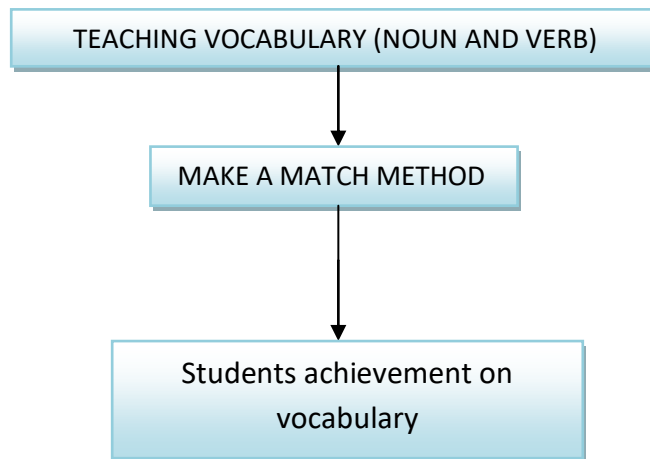
4. Teachers must be careful and wise when giving punishment to students who do not get a partner, because they can be embarrassed.
5. If the make a match learning model is used continuously it will cause boredom.

2.3 Theoritical Framework

In general, vocabulary knowledge have a significant impact on students to learn English. The researcher will use the theories teaching voabulary for young learners to improve students vocabulary by using Make a Match Technique. There are various instances where students not enough vocabulary prevents them from learn English especially in SDN 8 Makale. By teaching vocabulary using the Make a Match Technique, the researcher will see how far the students' vocabulary, especially in part of speech noun and verb. Make a Match learning using cards media is the learning model in the form of a game uses picture cards where the cards contain questions and answers .

From the observation at SDN 8 Makale, when the researcher in MBKM Teaching Assistance program found some problems on students learning process. Most students consider learning English difficult. When it comes to conduct speaking and writing ability, the students difficult to find an appropriate word on their task. For listening and reading, the students difficult to understand what they have read or listened.

The Theoretical framework in this research is shown in the diagram as follows:



2.4 Hypothesis

The term hypothesis refers to a theoretical and logical prediction. In this case, the research will be used to determine the impact or relationship between two or more variables, and it must predict the answer to the problem or the research findings based on theory or logical common sense.

(H0) : The Make a Match Technique is not effective used in teaching vocabulary to the Fourth grade students at SDN 8 Makale .

(H1): The Make a Match Technique is effective used in teaching vocabulary to the Fourth grade students at SDN 8 Makale .