CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

There are experts who talk about the definitions of the vocabulary. According to Barnhart (2008: 697), vocabulary means stock of words used by person, class of people, profession, etc or a collection or list of words, usually in alphabetical order and defined, and according to Penny (1991: 60), vocabulary can be defined, roughly, as the words we teach in the foreign language.

From those definitions above, it can be concluded that vocabulary is some of words that are taught or learned in the foreign language for communicating. Therefore, vocabulary is one of the important elements especially in understanding English.

2. The Importance of Vocabulary

Vocabulary is important to express idea or to ask for certain information. Vocabulary is also essential in communicating with others. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is an essential for successful language use because without an extensive vocabulary, the learners will be unable to use the structure and functions of language.
Harmer (1991: 81) states that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Vocabulary is also important in mastering the four language skills. Kustaryo (1988: 3) states that to understand a text a students must have good command of vocabulary of a target language, though learning does not mean merely learning words. Vocabulary proficiency, however, will enable the students to acquire the skill of listening, speaking, reading, and writing.

As the explanation, vocabulary is an important thing in learning English because vocabulary is the basic in learning English. Vocabulary is a modal to speak, write, read, or listen English.

3. The Steps of Vocabulary Learning

Learning is not easy. It needs essential steps. Brown and Payne in Hatch and Brown (1994: 373) say that there are five essential steps in learning vocabulary.

Those are as follows:

a. Encountering new words

The students’ strategy includes learning new words by reading a book, reading newspaper or reading magazine, listening to the radio, watching television, etc.
b. Getting of clear image visual or auditory or both of the form of the vocabulary item.

The importance of having a clear image of the form of a word becomes apparent when the learners think about what happens when the learners try to retrieve words. The importance of getting the form of the word also appears when students are asked to give definition for the words.

c. Getting the word meaning

This step includes such strategies as asking native English speakers what word mean, asking people who speak my native language the meaning of new words, making pictures of word meaning in my mind. Another way of getting definitions is simply by having a bilingual friend or a teacher explains. Finally, one very popular way and practically the only way in incidental learning for learners to get the meaning of words is through the context.

d. Consolidating word form and meaning in memory

Those are four general categories in memory:

1) Creating mental linkages

2) Applying images and sounds

3) Reviewing well

4) Employing actions
Nine specific memory strategies with the general categories in which they fall are as follows:

1) Grouping language material into meaningful units (category 1).
2) Associating new language information to concepts already in memory (category 1).
3) Placing new words into a context such as a meaningful sentence, conversation, or story (category 1).
4) Using semantic mapping (category 2).
5) Using keywords with auditory and visual links (category 2).
6) Representing sounds in memory in such a way that can be linked with a target language word in order to remember it better (category 2).
7) Reviewing in target language material in carefully spaced intervals (category 3).
8) Acting out a new target language expression (category 4).
9) Using mechanic techniques, such as writing words on cards and moving cards from one stack to another when a new word is learned (category 4).

e. Using the word

Learners feel confident when they use their word knowledge without undesired consequences.
4. The Problem of Learning Vocabulary

Francis (1982) said that, there some problems indirectly faced by students in learning vocabulary items such as in pronunciation, spelling, memorizing and also in using words in sentences or in oral communication. Those are as follows:

a. Pronunciation Problem

Good pronunciation makes receiver easier to understand. The following aspects, which cause pronunciation problem is similar sound in two words, which have different variants, sequences of sound in one word, and classification of sound.

b. Spelling problem

Learning spelling can improve the learners to mastery the language skills especially reading and writing. The problem spellings are

1) Misunderstanding between speaker and listener.
2) The students don’t know the spelling of the word.

c. Memorizing Problem

The students have problem in memorizing several new words that given by the teacher. They have difficulties to recall the word.

d. Meaning Problem

It is reasonable that Indonesian learners find it difficult to master the meaning English words. Sometimes the meanings of a word change because of its function in sentences, whether it is noun or a verb.
Therefore, a word may have than one meaning. There are four kinds of meaning:

1) Conceptual meaning is the meaning of a word, which can have its own. It means that every word embodies concept.

2) Proportional meaning is the meaning of the sentence has a meaning although it is not being used in a context.

3) Contextual meaning of sentence can have contextual meaning only when in a context. It means that a sentence has a certain meaning when it is used in given situation or context.

4) Pragmatic meaning is the meaning of the sentence has only as a part of the interaction between the writer and the reader.

There are some types of vocabulary, for example noun vocabulary (book, pen, ect), verb vocabulary (sing, work, ect), adverb vocabulary (morning, afternoon, ect), and adjective vocabulary (beautiful, handsome, ect). However, this research will focus on noun vocabulary that is applied in the topic of “Tourism and Planet and Environment”.

Test is a list of question or exercise which is to measure the skill, knowledge, intelegance, and the ability which is had by someone or a group. (Arikunto, 1993: 123). However, in this research the test is to measure the students’ vocabulary mastery. The test consists of pretest and posttest. The test is given through the objective test like matching.
B. Make a Match Technique

1. The Definition of Make a Match Technique

Lorna Curran (1994) says Make a Match technique is a teaching technique in which the students look for the pairs by learning about a topic or concept in fun condition and activity.

According Lie (2008: 55) Make a Match technique is a learning technique which the students look for the pairs.

From those definitions above, it can be concluded that a match technique is a teaching technique that the students’ activity is looking for a pair.

2. The Advantages and Disadvantages of Make a Match Technique

Every technique has advantages and disadvantages; Make a Match technique also has them. According to Lorna Curran (1994) the advantages and disadvantages; Make a Match technique are a.

   a. The advantages of using Make a Match Technique are as follows:

      1) The atmosphere of happiness will grow in teaching and learning process.

      2) The cooperation between students with a dynamic materialized will be appeared.

      3) The emergence of the dynamic of mutual aid that all students are evenly.
b. The disadvantages of using Make a Match Technique are as follows:

1. If there is a lot of students in a class (more than 30 students), it will make the class crowded. So, as the teacher has to control the class and it is needed guidance from the teacher to conduct the activities.

2. It is needed a lot of time to prepare the card and an adequate material.

3. The Procedures of Make a Match Technique

According to Lorna Curran (1994), the procedures of Make a Match Technique are as follows:

a. The teacher prepares some cards that contains of several concept or topics which are suitable for review section, one card is about the question and the other card is about the answer.

b. Every student gets a card which is written by the task or the answer.

c. Each student should think of an answer from the cards.

d. Every student should find the pairs or match of the card which is suitable with the other match card.

e. Every student who can match the card before the limited time gets a point or score.

f. If the students can not match the card with the other students’ card (or can not find the question card and answers card), they will get the punishment which has been agreed.

Based on the syllabus of sixth grade of Elementary School, there are some materials in which will be discussed in this research. The first
material is about tourism and the second material is planet and environment.

C. Teaching Vocabulary Using Make a Match Technique

Make a Match technique is a teaching technique in which looks for the pair that is divided to be two cards. The first card is the question and the second card is the answer.

There are some steps to teach vocabulary using Make a Match technique, and the steps are as follows:

1. The teacher divides the students in small group.
2. The teacher gives two different cards to each group that consists of question card and answer card. The question card is the picture that is about tourism and planet and environment and answer card is the vocabulary based on those pictures.
3. The teacher asks the students to look for the pair of each of their cards.
4. The teacher asks them to mention the answers.

D. Basic Assumption

Teaching English in Elementary school is a new subject for the students. They prefer to study in an enjoyable situation in their process learning. Those teaching should create friendly situation in the class. By using Make a Match technique, the teacher can make that atmosphere. The students can enjoy the class, and they will be easy in understanding the material.
especially English vocabulary as the basic of study an English language. *Make a Match* technique is one of the appropriate techniques that can help the students master the English vocabulary. The students will encourage to learn English because the students understand and master the English vocabulary as the basic in learning English language.