

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

In learning English language, vocabulary plays an important role. It is an element that links the four language skills namely; speaking, writing, listening, and reading. In order to communicate well using English language, the students should get an adequate number of words and know how to use them accurately to express their ideas. There are some other definitions of vocabulary. Hatch and Brown (1995: 1) define that vocabulary refers to a list or set of words for a particular language or a list or set of words that might be used by individual speaker of a language. Similar definition of vocabulary is also stated by another expert, Nunan. According to Nunan (1991:6) vocabulary refers to a set list of words that individual speaker of a language might use. Hockett (in Nunan, 1991:117) ... vocabulary is the easiest aspect of second language to learn and that it hardly require formal attention in the classroom.

From the explanation above, it can be concluded that vocabulary is a collection of words which are mastered and used by someone to give and receive information.

2. The Types of Vocabulary

Vocabulary can be categorized into two types. According to Nation (in Rasouli, 2013) the two types of vocabulary are:

a. Receptive vocabulary

Receptive skill is the capability to comprehend a word when the learners hear or see it. Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. This include being able to distinguish it from with a similar form and being able to judge if the word form sounds right or look right.

b. Productive vocabulary

Productive skill is the knowledge to produce a word when the learners can use it in their speaking or writing. Knowing a word involves being able to pronounce the word, how to write and spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it typically a low frequency word and using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

3. The Importance of Vocabulary

Vocabulary has an important role in language acquisition. It has to be mastered by the students in order to able to conduct meaningful

communication both orally and written. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand what other says and express their ideas.

As stated by Alemi and Tayebi (2012: 1) vocabulary is the basic component of language proficiency which provides the basic for the learners' performance in other skills, such as speaking, reading, listening, and writing. Dealing with the students' performance in the skills of language, Stahl and Fairbanks (in Bromely, 2007: 258) also states that the students who have good vocabulary mastery will have good reading comprehension and high score on achievement tests than students who are lack of vocabulary.

The important role of vocabulary also can be strengthened by the statement of Wilkins (in Faraj, 2015: 2) without grammar very little can be conveyed, while without vocabulary nothing can be conveyed. By having rich vocabulary, students can enrich their skill in their listening, writing, reading, and speaking skills. For the example, when the students express their ideas in English without appropriate grammar like "she have brother and sister" the other students still can understand while the students who do not know certain vocabulary like "she has red ..." she does not know the English word for "pipi" and other students will be confused to receive the meaning. Teaching vocabulary helps students to communicate and understand others in English. In addition, Nunan (1991: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an

extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statements above, it can be clearly seen that vocabulary is very important to communicate with other. Vocabulary also helps the students to master four English skills namely; reading, speaking, writing, and listening. Therefore, the students have to increase their vocabulary in order to be able to use English well.

4. Teaching Vocabulary

Teaching vocabulary is a complex task because the teaching includes the meaning of the words and also the pronunciation of the words. A good teacher should use appropriate teaching technique and enough practice, so that the objective will be achieved. Dealing with the teaching technique, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also use appropriate method for each other aspect of language like spelling, usage, and pronunciation.

According to Injeeli (2013: 102) there are six principles of teaching vocabulary, namely:

- a. keeping the teaching simple and clear. Don't give complicated explanations.
- b. relating the present teaching to past knowledge by showing a pattern or analogies.

- c. using both oral and written presentation - write it on the blackboard as well as explaining.
- d. giving most attention to words that are already partly known.
- e. telling the learners if it is a high frequency word that is worth noting for future attention.
- f. not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Basically, the aim of teaching English is to make students have four skills namely; reading, writing, listening, and speaking. The main purpose of language teaching and learning is making students able to conduct meaningful communication by using the target language and vocabulary is realized as the main tool of communication. Therefore, it is important for an English teacher to know the effective ways in teaching vocabulary.

5. Vocabulary Learning

Learning vocabulary is important to enrich students' vocabulary collection. According to Lado (in Mardianawati, 2013) there are several ways that the students can learn English vocabulary. They can use these following ways to help them mastering vocabulary, namely:

- a. The Dictionary

Obviously, a student's language has to have a food dictionary. When she has a trouble in catching the meaning of a word, dictionary can be used effectively to help her to find a quick definition.

b. Notebook

When the teacher teaches vocabulary especially to young learners, the way to control their new words is to keep vocabulary notebook. The students may keep small one in the pocket so that they can write down a new word wherever they hear or see a new vocabulary.

c. Educated guessing

Often, especially in reading, the students will find difficult words in meaning. It is not absolutely for them to know the word in order to understand the sentence. Therefore, do not run to the dictionary every time you meet unknown word. Wait and see if something else in the context will give you a clue to its meaning.

d. Studies word in family

This is a kind of study that the students can easily do by themselves. The students can learn list of items that naturally occur together like part of body, article of clothing, foods, and so on. Their vocabulary notebook should contain this list and they can add the new words as they find them.

6. Steps in Vocabulary Learning

Krasens in Nunan (1998: 192) says that learning is the process and acquisition the end result of vocabulary development. In the process we need steps to reach the result. According to Brown and Payne in Hatch (1995: 137) there are five essential steps in vocabulary learning, namely:

a. Encountering new word

The first step for vocabulary learning is encountering new words which are having a source for words. The students here included learning new words by reading books, listening to radio, watching television, and reading newspaper and magazine.

b. Getting the word form

The second essential step to vocabulary learning appears to be getting of a 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 we think about what happens when we try to retrieve words (Brown and MC Neill, 1996).

c. Getting the word meaning

In getting the word meaning, language learners may also need different kinds of definitions and distinctions depending on the words are being learned and the reasons for them. In this step, the students often get close to the meaning of the English words, choosing meanings that have some of the features of the test word, but not all.

d. Consolidating word form and meaning in memory

The fourth necessary step requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as Make a Match, matching exercise, crossword puzzle, etc., strengthen the form meaning connection.

e. Using the word

The final step in learning words is using the words. It has goal to provide a mild guarantee that the words meaning will not fade from memory after being learned.

7. The Aspects of Learning Vocabulary

In learning vocabulary, there are some aspects which can be learnt by the students. The focus of vocabulary in this research is located in the meaning of vocabulary. According to Lado in Mardianawati (2012: 10-15) the aspects of vocabulary that can be learnt by the students are as follows:

a. Meaning

The most important aspect of vocabulary teaching for students is to foster students independent so that they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson. Therefore, guided discovery, contextual guesswork, and using dictionaries should be the main ways to deal with discovering meaning.

b. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps cement the connection that is shared between sounds and letters. Learning high frequency sight words also has been shown to help with both reading and writing. That is why the students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most word has only one pronunciation, but sometimes a word has two or more pronunciation. English pronunciation is difficult to learn because it is not related to the spelling of words. Many other students want to be able to speak English well with under stable pronunciation make receiver easier to under stable. Pronouncing the word enables students to remember it longer and identify it more readily when they hear or see it.

d. Word classes

Word classes are categories of words. Word is an important feature in semantic feature analysis. Word classes are categories of word such as nouns, verbs, adverbs, adjectives, conjunctions, and prepositions. For example: noun (brother, car, David, house, London), verb (be, drive, grow, sing, think), determiner (a, an, my, some, the), adjective (big, foolish, happy, talented, tidy), adverb (happily, recently, soon, then, there), preposition (at, in, of, over, with), and conjunction (and, because, but, if, or).

e. Word use

Word use is the way a word, phrase, or concept is used in a language. Lexicographers gather the sample of written or spoken instance where a word is used and analyzed to determine the pattern of regional or social usage as well as meaning.

B. Make a Match

1. The Definition of Make a Match

Make a Match was developed by Lorna Curran in 1994. This is one of the cooperative learning models that can be applied in the classroom. According to Komalasari (2013: 85) “make a match” is a technique where students have to look for answers of questions or questions of answers from the card that they hold to the card that their friends hold through the interaction in finding the correct question or answer. The cards contain questions and answers. While, the basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere (Curran, 1994). In addition, Anita Lie (2008: 56) states that “Make a Match” is a learning technique that give students chance to work together with another student. In line with that according to Arifah and Kusumarasdati (2013: 10) “Make a Match” is one of the teaching techniques which can be used in co-operative learning. It means that they have to work with their friend to conclude whether their cards are match or not.

Make a Match creates classroom activities more attractive. Suprijono (2010: 98) has stated that by using Make a Match technique, the students will get more attracted and pay more attention to their teacher. They will not feel bored nor be afraid of making a mistake in finding a meaning of word.

From the explanation above, it can be concluded that Make a Match is a learning model in which the students have to look for the pair while learning a concept or topic in the teaching and learning process. The increasing vocabulary is gotten through the interaction between students when they pair their cards.

2. Teaching Vocabulary Using Make a Match

The teacher plays an important role in helping students to increase their vocabulary. According to Harmer (2007: 299) there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance. The students need to see and hear words in context and see and hear how the words are used. Accordingly, the best way, perhaps, of introducing new words for students are to read texts and/or listen to audio tracks to see and/or listen to new words in action.

In order to encourage students to get more interested in learning English especially EFL vocabulary, teachers can introduce and develop the teaching learning model called Make a Match. This learning model requires students to read and pair new vocabularies. The process in thinking the pair until they find the right answer can increase students' vocabulary. Not only can add one vocabulary, but also students can increase more vocabulary when they change their role with other student. In the application, the time to start or to finish finding the pair and to change the role is set by the teacher.

3. Procedures of Teaching Vocabulary Using Make a Match

The application of the Make a Match technique needs good preparation.

The teaching procedure using Make a Match is as follows:

- a. The teacher prepares 30 cards comprising of 15 cards containing words in Bahasa Indonesia and 15 cards containing in English. The words are about the meaning of a word or words such as noun, adjective and verb. For example, on the card A is written “great” and on the card B is written “hebat”.
- b. The teacher then divides the class into 3 groups; group A gets the question cards, group B gets the answer cards, and group C is the assessor group to assess the result of the discussion.
- c. The groups are positioned in a U shape standing so that group A and group B face each other with group C as the assessor in between.
- d. The teacher explains the rule of playing make a match. The rules are:
 - 1) The game will start when the teacher knocks the whiteboard using board marker.
 - 2) The students look for the correct pair of the cards through asking the contain of their friends’ card and think whether the cards are match or not.
 - 3) After one minute, the teacher blows a whistle to ask students to stop moving and report their pair cards to the assessor.
 - 4) Then, groups A, B, and C change their role.

- 5) The game will end after 50 minutes.
- e. The teacher knocks the whiteboard to start the second activity of matching the cards.
- f. Every student in group A moves to find the student from group B which holds the answer cards. They can ask and discuss with their cards that they hold whether it is the pair or not.
- g. If they are sure about the answer, they report to the assessor group and show them their cards.
- h. The assessor group then read the pair of cards to make sure they had a correct match.
- i. Next, the teacher changes the role of three groups. Group C and B became the group that held the question and answer cards while group A became the assessor group and so on.
- j. Finally, after 50 minutes the game ends.
- k. The teacher writes down each group scores on the whiteboard based on the data from the assessors.
- l. The group which has the highest score wins the game.

4. The Advantages and Disadvantages of Make a Match

The advantages and the disadvantages of Make a Match are:

- a. Advantages of Make a Match
 - 1) Students are directly involved in answering the questions presented to him through the card.

- 2) Enhance students' learning creativity.
 - 3) Learning is more fun.
- b. The disadvantages of Make a Match are:
- 1) Students get tired over time when they find out that games do not match their assessment test.
 - 2) The teacher needs adequate preparation for instruments and materials which is taught in teaching and learning activity.

C. The Relevant Studies

In conducting this research, the relevant studies are considered as the picture of this thesis namely:

The first research that has been done by: Arie Budi Maryanti 2010. "Penerapan Teknik Make a Match untuk Meningkatkan Minat dan Keaktifan Siswa dalam Pembelajaran Akidah Akhlaq di Kelas VII MTs Karangmojo Gunung Kidul". The method used in this thesis was Make a Match method. The result of the research indicated that the interest of students have reached 73.58 % in the first cycle and in the second cycle have reached 77.58 % (increase 4%). While liveliness students from the tally sheet of observation shows that the activeness of students have reached 61.25 % in the first cycle and in the second cycle have reached 71.25% (increase 10%).

The second research is by: Nur Lailiyah, 2012. "Upaya Meningkatkan Motivasi dan Semangat Belajar Siswa pada Mata Pelajaran IPS dengan Make a Match Kelas IV MIN Tempel". The differences between the first and the second

researches are in the subject to be examined. The research was conducted in elementary school while the first research in junior high school. The result of the research is the evaluation of students' learning achievement of class VI B MIN improved. It can be clearly seen from the increasing of the average value of the class in cycle I 72.74 % and in Cycle II 84.67%.

From the explanation above, this research is different from the previous one. This research was focused on improving students' vocabulary while the two previous researches were focused on improving students' interest and improving students' motivation. From the subject also different, the subjects of two previous researches were conducted in elementary and junior high school while this research was conducted in senior vocational school.

D. Basic Assumption

In learning vocabulary, there are so many problems faced by the students. Among of the problems are difficulties in comprehending the meaning of words, pronouncing words correctly, and remembering the use of the words in context. According to Khusnul (2014) by reinforcing new vocabulary and recycling the vocabulary that has been acquired before will help the students to memorize the vocabulary longer and make them easy to master plenty of vocabulary.

Make a Match is very enjoyable and interesting method in teaching learning process, especially in teaching vocabulary. Suprijono (2010:98) has stated that by using the Make a Match technique, the students will get more attracted and pay more attention to their teacher. It means that through this method, the students will

involve in teaching learning process more than when the teacher use other method.

By their involving, the students are hoped will increase their vocabulary.

E. Hypothesis

Based on the basic assumption above, the hypothesis of the research that make a match technique is effective to increase students' vocabulary score.

