

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

Language is an essential tool in daily life, allowing us to communicate with those around us through speech. Learning a language is inherently connected to learning vocabulary. Without adequate vocabulary mastery, the purpose of communicating will not be achieved properly, because the more vocabulary a person has, the more skilled he is in language.

In learning English, vocabulary is a crucial element that students need to grasp in order to master the other four skills. Vocabulary is a fundamental requirement for mastering all English language skills. As students have a firm grasp of vocabulary, they will be prepared to acquire the next four abilities and advance to the next learning level. Students' lack of vocabulary knowledge will also make it difficult to understand text in English. Tarigan (2015) indicates that the quality of a person's language skills depends on the amount and quality of their vocabulary.

According to Depdiknas (2006), middle school students are expected to master 1,500 words to aid in their understanding and use of the four language skills. However, the majority of students struggle to learn a large amount of vocabulary. Many factors can affect this. When teachers continue to educate using traditional methods, students become disinterested and bored with learning English. Furthermore, pupils struggle to acquire English in the classroom when they are not exposed to the language at a young age.

The results of the researcher's preliminary interview with an English instructor at SMP 24 Batanghari revealed that students still had a poor level of vocabulary knowledge and thought English was a difficult language. This is because students lack interest in learning English subjects. In addition, some policies eliminate English lessons in elementary schools which is also a challenge for teachers in junior high schools how to introduce and deliver English lessons to students. Therefore, teachers must have a enjoy learning method and be able to increase students' interest in learning, especially in English vocabulary. Because young learners are active participants, they prefer learning through hands-on experiences. This situation necessitates that teachers design learning activities that are fully immersive so that young learners can enjoy their classes (Oktavia, D., Mukminin, A., Marzulina, L., Harto, K., Erlina, D., & Holandyah, M., 2022).

One of the methods that teachers can use is to Make A Match method. The "Make A Match" method is a cooperative learning approach devised and introduced by Curran in 1994. The "Make A Match" method is a cooperative learning technique that actively engages students in the teaching and learning process. Cooperative learning involves organizing students into groups to collaboratively participate in learning activities aimed at achieving a common goal. In cooperative learning, students are encouraged to assist one another, present their viewpoints, and engage in discussions to solve problems (Prananda, G., & Hadiyanto, H., 2019). Curran (1994) the fundamental principle of Make A Match involves students finding or pairing up with a partner to learn a concept or specific topic in an engaging classroom environment.

There are several benefits of the Make A Match method, namely Being able to create an active and enjoyable atmosphere, when the learning materials are presented in a more engaging manner, it enhances student interest, fosters an atmosphere of excitement during the learning process, and promotes dynamic cooperation among students. Huda (2012) Stated differently, Make A Match is a conceptual technique that encourages students to actively, creatively, effectively grasp ideas, interactively, and for students in a way that makes concepts simple to comprehend and retain for a long time in the students' cognitive structure.

In addition, the researcher has previous relevant research related to this study. One of the previous studies is titled "The Use of the Make A Match Method to Enhance Mechanical Engineering Students' Vocabulary" by Syaefani Arif Romadhon, M. Taufik Qurohman (2019). In this study, the Make A Match Method serves as the independent variable, while the vocabulary of mechanical engineering students acts as the dependent variable. This study involves approximately thirty students enrolled in the Mechanical Engineering Program at Politeknik Harapan Bersama Tegal, which employs the CAR (Classroom Action Research) methodology. The findings of this study indicate an improvement in students' mastery of vocabulary. Prior to receiving treatment, the average score was 65. Following treatment in cycle 1, the average score rose to 69, and by cycle 2, it increased further to 75. The fact that 87% of 30 students achieved a score of 70 indicates a very considerable rise in achievement in English courses.. Second, a study by Yulie Asni, Annisa Shofa Tsuraya, Muthi'ah, Multazam Abubakar (2021) titled "The Effectiveness of the Make A

Match Method in Enhancing Students' Writing Skills." In this study, the students' writing proficiency serves as the dependent variable, while the Make A Match method acts as the independent variable. The research employed a pre-experimental design with a single group pre-test and post-test design. The sample comprised 28 seventh-grade students from SMP 1 Gowa, selected using total sampling techniques. The findings of this study indicated an enhancement in students' writing skills, as evidenced by a 25.6% increase in average post-test scores compared to the pre-test scores. The t-test score, which is 25.545, exceeds the critical t-value of 2.052 (where  $25.545 > 2.052$ ). It indicated that the students' authoring of descriptive texts before and after learning the Make A Match method differed significantly. In addition, Ria Dhatun Nikma, Busmin Gurning, Rahmad Husein (2018) conducted a study titled "The Effectiveness of the Make A Match Technique in Teaching Vocabulary." In this study, the variables include the Make A Match method as the independent variable and vocabulary teaching as the dependent variable. The sample consisted of 30 eleventh-grade students from Muhammadiyah 2 Medan Senior High School. Based on the data collected, there is a highly significant difference between the pre-test score (18.67) and the post-test score (25.30). The results of the t-test indicate a significant finding, with  $t(df=29) = 19.282$  at  $p = 0.000$ , which is below 0.05. This acceptance of the hypothesis suggests that the Make A Match technique is highly effective in teaching vocabulary. The research findings demonstrate that the Make A Match method is a beneficial approach for learning vocabulary. Therefore, it is strongly recommended that teachers utilize this technique to enhance students' vocabulary skills.

Based on the described data and evidence, researchers believe that the Make A Match method can serve as an alternative approach to enhance students' mastery of vocabulary. Therefore, researchers are interested in conducting a study entitled "The effect of using Make A Match method to increase student's vocabulary mastery".

## **1.2 Research Questions**

Given the background of the study provided earlier, the researcher aims to identify the problem as follows:

Does the application of the Make A Match method significantly impact students' vocabulary proficiency?

## **1.3 The purpose of the research**

To explore whether there is a significant impact of using the Make A Match method on the vocabulary mastery of seventh-grade students at SMP N 24 Batanghari

## **1.4 Limitations of the research**

This study centers on examining the impact of the Make A Match method on the vocabulary proficiency of seventh-grade students at SMP 24 Batanghari. Based on the outcomes of conversations with English teachers at the school, the researcher only took one of the two seventh grades with lower English scores. The reason researchers only use one class is because of time constraints that do not allow to use two classes.

### **1.5 The hypotheses of the research**

In this study, two hypotheses are tested: the first is the null hypothesis (Ho), and the second is the alternative hypothesis (Ha), which are as follows:

(Ho) There is no significant effect of using the Make A Match method on the vocabulary mastery of seventh-grade students at SMPN 24 Batanghari. This implies that the use of the Make A Match method does not lead to a measurable difference in seventh graders' vocabulary scores before and after its implementation.

(Ha) There is a significant effect of using the Make A Match method on the vocabulary mastery of seventh-grade students at SMPN 24 Batanghari. This suggests that the use of the Make A Match method results in a noticeable improvement in students' vocabulary skills. Because there are differences in rates in seventh graders and after using the Make A Match method.

### **1.6 Significance of the research**

This research will provide benefits for students in increasing vocabulary mastery through joyful learning method, namely the Make A Match method. Then, in order to help pupils' vocabulary grow, junior high school English teachers are urged to think about implementing the Make A Match approach as an alternative. It is also anticipated that this research will serve as a benchmark or reference for such studies in the future.

### **1.7 Definition of key term**

To clarify the terminology used in this study, several definitions are presented:

**Make A Match method:** The Make A Match approach is a cooperative learning strategy that engages students actively in both teaching and learning processes. Using cards, the Make A Match approach teaches lessons. One side has question cards, and the other has the question's response.

**Vocabulary mastery:** Proficiency in vocabulary is crucial for mastering English as a foreign language, indicating one's capability to comprehend and utilize words and their meanings. A broader vocabulary enhances language proficiency, whereas limited vocabulary poses challenges in mastering English skills.