

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of Study**

Communication is a process of delivering information in the form of messages, ideas, or ideas from one party to another. Language as a communication tool is very important for us to be able to convey all information properly and correctly. Communicating is not only done by people who come from the same country, but to everyone, where that information is located. Therefore, we are not only able to master the mother tongue from where we come from, but also the language from which we will get the information. The development of technological, social, and cultural sciences requires us to be able to master languages other than the mother tongue. What is meant by other than mother tongue here is a foreign language? This is intended so that we can keep up with the times that exist and not become human beings who are left behind.

Furthermore, the introduction of foreign languages in Indonesia has been applied from an early age. Already many children's level schools include English as a foreign language for subjects. For upper-level and equivalent schools, foreign languages are introduced to students such as French, language Japanese, Arabic, and German. In any foreign language, vocabulary learning is emphasized. Students must develop their vocabulary. Husna (2010), stated, "Reading is one way to increase student vocabulary" (p. 36). The more you read, the more words you will meet, and the more vocabulary you will develop.

That is, when students read many books, they will get a lot of vocabulary novelties and can add to their vocabulary.

In communication, there are two kinds of ways to communicate; direct communication and indirect communication. Talking and listening activities are part of direct communication, while writing and reading are indirect communication activities. This is following the English language learning students at school. English language skills can be said to be good if at least have mastered four language skills: reading, writing, listening and speaking. Besides, they also have to master many components of language, such as vocabulary, pronunciation, and grammar. Vocabulary is an important component in learning languages. So, when students communicate using English, they not only need grammar but also vocabulary. Thornbury (2002) states, "very little grammar can be delivered, without vocabulary, nothing can be said" (p. 13). This means that vocabulary is very important when students communicate using foreign languages, especially English.

Vocabulary is the most important part of learning a language. Learners can master the four skills that exist when they master vocabulary in English. Because if we can master a lot of vocabulary from a language, then we will easily master the language. Vocabulary is the most difficult thing for students to master.

Based on the experience of the researcher when teaching practice at SMPN 49 Jakarta, showing that mastery of English vocabulary of students is classified as less, including in-class 7E. In the pre-action interview, the teacher also said that mastery of the English vocabulary of 7E grade students was not

optimal. There were still many students who have low vocabulary levels. The Researcher also conducted interviews with some students. The researcher asked their difficulties in learning English, especially vocabulary. Some of them said that teachers in schools often use traditional methods so that many of the students feel sleepy and uninspired easily. Even though English has been learned since students sit in the basic class. On that basis, English vocabulary should have been mastered optimally from an early age as a provision at the next class level.

When students can master the English vocabulary well, students will also have a good mastery of the four skills. When reading a simple text in the English language, if the students' vocabulary mastery is good, students will easily be able to retrieve the information contained in the text. When talking and listening, if the students' vocabulary mastery is good, students can use it. Ability to communicate directly with tourists who also use English. That way, the people who learn not only people from their own country but also from foreign countries. From this explanation, it can be concluded that the vocabulary is very closely related to the four skills in English.

Besides, the results of the observations showed that some of the participants play an active role in participating in the process of teaching and learning English in the classroom. Many students still do not pay attention to the teacher while explaining, not recording the material provided by the teacher, indifferent, chatting with their peers, and even having fun drawing themselves. The unevenness of students' activeness in the classroom and the not yet optimal mastery of students' English vocabulary is allegedly due to a

lack of variations in the techniques that the teacher uses in the teaching and learning process. From the results of the distribution of pre-action questionnaires given to students, it is known that teachers still use traditional techniques in teaching. Teachers spend a lot of time in class to deliver material with lectures and fixate with guidebooks. The teacher also uses the LCD in the classroom to just play videos or songs in English, but this is rarely done.

The use of teaching techniques that are less varied what causes students to feel bored and sleepy while learning English. In mastering their vocabulary, the teacher tells more directly the meaning of English vocabulary into Indonesian to students. In the 2013 curriculum used by teachers, students are required to be independent and first try with themselves. Even though by using interesting teaching techniques and familiarizing students to play a role active in the classroom will support the mastery of a more optimal vocabulary. Solutions to overcome these problems, from the various types of teaching techniques available, researchers collaboratively chose the Make a Match technique to improve students' mastery of English vocabulary.

Based on the previous study by Arini (2016), the result was had result was the students have increased until 11%. She conducted two cycles in her research. There are three ways qualitative data in this research, observation sheets, interview students and teachers and questioners. Hikmawati (2015) conducted two cycles in her research. The Minimum Mastery Criteria in this school is 75 points and the number of students was 36. In the first cycle, 77.78% of students were fulfilled the Minimum Mastery Criteria the results of

the previous study in the second cycle 86.78% of the students were fulfilled the Minimum Mastery Criteria.

Based on the previous explanation, it shows an increase of 8.33% from cycle I to cycle II. So Hikmawati's research can be said to be successful. The other previous study by Nafis (2015) conducted similar research, she also applied two cycles in her research. Minimum Mastery Criteria from this school is 75 points. In her research there are four ways to collect qualitative data there were observation, interviews, field notes, and documentation. For quantitative data Nafis did Pre-Test, Post-Test I and Post-Test II. The results of the Pretest showed that there were 22 from 26 students who did not fulfill the Minimum Mastery Criteria, indicating that students needed a method to improve learning. After applying the Make a Match technique in cycle I showed that 20 from 27 students fulfilled the Minimum Mastery Criteria. In cycle two there were 22 from 27 students who had fulfilled the Minimum Mastery Criteria. From the pre-test to Post-Test II, they had shown a significant increase. In this research, it can be said that the Make a Match technique has succeeded in increasing students' learning presets in learning English.

Make a Match technique is a teaching technique that carries the theme of the game. The media used in this technique are cards, Abidin (2012). The cards will later be divided into two parts, which between one card and another are in pairs. Students will be grouped into two parts, one group will get the owner of the question card and one group gets an answer card. The group that has the card will look for a partner from the card they have, and then the card is brought to the researcher to assess its suitability. With this technique, students

not only learn while listening to the teacher's explanation, but also can do other activities that are observing, asking, associating, honing skills, and communicating. Through these activities, students can actively participate in the teaching and learning process. From the background described above, the writer is interested in investigating **"Using Make a Match Games for Improving Students' Vocabulary at SMPN 49 Jakarta"**.

## **B. Research Questions**

Based on the background of the study above, many problems arise. The problem can be identified are as follow:

1. Can the implementation of make a match game improve students' vocabulary for the first-grade students of SMPN 49 Jakarta in the academic year 2018/2019?

## **C. Research Limitation**

The researcher problem the study about "Using Make a Match Game for Improving Students Vocabulary at SMPN 49 Jakarta". The limitation is based on some reason. In this paper, the researcher focused to study about the Improving Mean of 7E grader by using Make a Match Game, apply in teaching-learning activity to develop students' vocabulary mastery.

## **D. Research Objective**

The objective of the study is to improve the English vocabulary of seventh-grade students at SMPN 49 Jakarta.

### **E. Research Significances**

The results of this study are expected to be able to provide meaningful contributions and benefits for teachers and students at 49 Jakarta Junior High Schools in the learning process of teaching English. The significances of this study are:

1. For students as the subject of this research, it is expected that students should take advantage of this research. They can learn to increase the vocabulary they have.
2. For English teachers, they can apply the suggested method in the result of this study to achieve reading and learning goals through the game Make a Match. The results of this study can be used by teachers to increase the vocabulary possessed by students.

### **F. Research Scope**

This study focuses on increasing vocabulary on 7th-grade students of SMPN 49 Jakarta. There may be some techniques and strategies to increase students' vocabulary such as making a Make Match game, dividing students into several groups, read aloud, and providing exercises to enrich students' vocabulary.

