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THE INFLUENCE OF USING MAKE – A MATCH MODEL ON THE STUDENTS’ ACHIEVEMENT IN ENGLISH VOCABULARY AT THE SEVENTH CLASS OF MTS NURUL HUDA TIMBANG KABUPATEN KUNINGAN

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute For Islamic Studies in Partial Fulfillment of The Requirements of Islamic Scholar Degree in English Education



By

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CIREBON**

2012



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ABSTRACT

DIAN PUSPITA MAYASARI: “THE INFLUENCE OF USING MAKE – A MATCH MODEL ON THE STUDENTS’ ACHIEVEMENT IN ENGLISH VOCABULARY AT THE SEVENTH CLASS OF *MTS NURUL HUDA TIMBANG KABUPATEN KUNINGAN*”

The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom. Using make–a match model, students can have a lot of fun and get rid off their tiresome during the lesson. Using make–a match model in the process of English learning is demanded by students, because they can practice and express their idea, feeling, and attention in other to understand and improve their English vocabulary.

Vocabulary means the words of a language, it means that all the words of language are named as vocabulary, either idiom, phrases, part of speech or other written and spoken words. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language or foreign language. The writer uses make–a match model for doing the research. Make–a match is a type of cooperative learning model. This model can make the situation in the class be noisy, but fun and happy.

The field of this research is method of teaching. The purposes of this research is to know the students’ response to the application of using make – a match model and the influence of using make – a match model on the students’ achievement in English vocabulary. The research product hoped English teacher in *MTs Nurul Huda Timbang Kabupaten Kuningan* is able to creative and innovative in the teaching.

In this research, the writer use quantitative research. It refers to the systematic empirical investigation of research phenomena via statistical, mathematical, or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypothesis pertaining to phenomena. The sample of this research is taken by using simple random sampling.

The result of the research is known that the students’ response to the application of using make–a match model in the learning and teaching vocabulary at seventh class of *MTs. Nurul Huda Timbang Kabupaten Kuningan* is 87.71%. Students’ achievement is by using t-test at the level significance (α) 0.05, is gotten t_{value} is bigger than t_{table} , that is $2.77 > 2.042$, it shown that there is difference between pre-test and post-test is *significant*. It is means that before given the material the students have low-ability, but after the students given materials vocabulary by using the make-a match model student's ability increases. The influence of using make–a match model on the students’ achievement in English vocabulary is 59.29% and 40.71% by other factors, like as the delivery technique of content by teacher, or the students’ collaboration in a group.



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PREFACE

Bismillahirrohmanirrohim.

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks belong to Allah, the Lord of the universe. And thanks to His permission, the writer has been capable of doing research and finishing this thesis. May invocation and safety always be given to the Prophet Muhammad (peace be upon him) to his family, his companions, and up to his followers till the end of the world.

This thesis entitled in **“THE INFLUENCE OF USING MAKE – A MATCH MODEL ON THE STUDENTS’ ACHIEVEMENT IN ENGLISH VOCABULARY AT THE SEVENTH CLASS OF *MTS NURUL HUDA TIMBANG KABUPATEN KUNINGAN*“** is a quantitative research presented to fulfill one of the requirements for the Islamic Scholar of English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute For Islamic Studies *Cirebon*.

In accomplishing this thesis, I deservedly would like to acknowledge my deepest appreciation to the following persons who have helped and supported me to finish my thesis:

1. Prof. Dr. H. Maksum Muchtar, M.A., the Rector of *Syekh Nurjati* State Institute For Islamic Studies *Cirebon*.



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The writer realizes that this thesis is still far from being perfect and there are possibly be many mistakes whether in the arrangement or in the content. So, the writer is broadly opened to accept any criticism and suggestion to make this thesis much better.

Hopefully, this thesis will become a valuable thing to readers, especially for the writer herself and for English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute For Islamic Studies *Cirebon*.

Cirebon, Juli 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

The lives of human beings all over the world as the creation of God cannot be separated from existence of a language. God has created human beings by means of various completeness for their necessity of lives. One of the completeness that is the most vital besides the other completeness is language.

People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. Without language humans cannot relate each other and their lives will not be able to develop. As the definition of the language according to Oxford Advance Learner's Dictionary (1995) that: "Language is the system of sounds and words used by humans to express their thoughts and feelings."

To understand a language, especially English, people must understand the vocabulary. As Paul Shoebottom (2011) states that vocabulary is the key to communicating successfully with other people. It appears in every skill of language listening, speaking, reading and writing skill (<http://www.esl.fis.edu>). Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. That is suggests that vocabulary is very important to understand a language.



The first step before we learn a language is we must know and understand the vocabulary. Pora (2002: vii) also said that vocabulary is a necessity for someone who wants to understand a reading, conversation or writing in English language. Without adequate vocabulary is impossible for us to be able to achieve that goal. So that vocabulary is a vital aspect in language.

English is regarded the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. That is why In Indonesia, people learn English from Elementary School to University, even in Kindergarten they have started to study English. And the mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary. That is why everybody who learns English or a certain language should know the words.

According to Institutions number 20, years 2003 about National Education System that: "Learning is a process of interaction of students with the teacher and learning resources in a learning process". This suggests that in the process of learning in the classroom should be a relationship between teacher and students as well as resources that can support the learning process.



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In the process of teaching and learning, of course the teacher wants to gain a better result. To achieve a good result of the process, we have a method and model. Teaching and learning process will be meaningful if the teacher could make the situation of the class a live such as to choose on interesting material. The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom. Dunne and Wragg (1996) states that effective learning easier for students to learn something useful, such as facts, skills, values, concepts, ways of living harmoniously each other, or a desired learning outcomes. (Sutikno, 2005: 33). So, it needs teacher skills. The teacher will help students to become interested in the subject.

One of the aims of teaching English in children is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more the teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using make – a match.

The researcher chooses this model to help and encourage many learners to sustain their interest and work. As Dick and Reiser (1989) said that effective learning is a learning that allows learners tolerant specific skills, knowledge, and attitude and that makes the students happy. (Sutikno, 2005: 33). So, by using make – a match



model, students can have a lot of fun and get rid off their tiresome during the lesson. Using make – a match model in the process of English learning is demanded by students because they can practice and express their idea, feeling, and attention in other to understand and increasing their English vocabulary.

Make – a match model is one of kinds of cooperative learning model. Other research about cooperative learning model have been conducted by some researchers, they are: Rofiah (2011), Fera Faturrohman (2011), Yeti Sumiati (2011), and M. Fahmi Ilmi (2012). They studied cooperative learning as a single method.

Rofiah (2011) researched about the comparison between the application of Total Response (TPR) and cooperative learning method in learning English Vocabulary. The place of the research in MTs.N. Bangodua Indramayu. She used test technique for her research. Her research has been successful and a positive impact on increasing students learning in English vocabulary with the result is 64 %.

Fera Faturrohman (2011) researched about the influence of using cooperative learning method in learning English Vocabulary at eight year. The place of the research in SMPN 17 Cirebon. He used observation, test, and questionnaire technique for his research. His research has been successful and a positive impact on increasing students learning in English vocabulary with the result of the influence is 53.8 %.



Yeti Sumiati (2011) researched about the influence of students' interest of cooperative learning on the students' achievement in reading comprehension. The place of the research in SMK Gracika Cirebon. She used observation, questionnaire, interview, and test technique for her research. Her research has been successful and a positive impact on increasing students' achievement in reading comprehension with the result of influence is 82.6 %.

M. Fahmi Ilmi (2012) researched about the influence of cooperative learning method in learning English on increasing the students' competence of English speaking at eight year. The place of the research in SMP Darul Musyawirin. He used observation, test, and questionnaire technique for his research. Her research has been successful and a positive impact on increasing students learning in English vocabulary with the result of influence is 90.44 %.

However, my research is different with those because they research are the cooperative learning model globally. In this research, the writer choose one of kinds of cooperative learning that is make – a match.

Based on the background above, the writer would like to do a research about the influence of using make – a match model on the students' achievement in English vocabulary. And the title is **THE INFLUENCE OF USING MAKE – A MATCH MODEL ON THE STUDENTS' ACHIEVEMENT IN ENGLISH**



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VOCABULARY AT THE SEVENTH CLASS OF *MTS NURUL HUDA TIMBANG KABUPATEN KUNINGAN*.

B. The Identification of The Problem

1. Field of The Research

Field of research in this thesis is method of teaching, especially teaching model.

2. The Kinds of The Problem

The kinds of the problem in this thesis is how is the students' response to the application of using make – a match model in learning English vocabulary, how is the students' achievement in English vocabulary and is make – a match model effective on the students' achievement in English vocabulary.

3. The Main Problem

The lack of students' achievement in English vocabulary at the seventh class of *MTs Nurul Huda Timbang Kabupaten Kuningan*.

C. The Limitation of The Problem

In this research, the researcher will limit the problem is only talking about the use of make – a match model in the learning English vocabulary. While the discussion of the vocabulary focus on vocabulary in narrative texts on the subject of "stories" in Junior High school text books grade 7 that the publisher is *Titian Ilmu*.



D. The Questions of The Research

Based on the reason above, the researcher has tried to give close attention to know:

1. How is the students' response to the application of using make – a match model in learning English vocabulary?
2. How is the students' achievement in English vocabulary?
3. Is there any significant influence of using make – a match model on the students' achievement in English vocabulary?

E. The Aims of The Research

The aims of the research can be seen to follows:

1. To know the students' response to the application of using make – a match model in learning English vocabulary.
2. To know the students' achievement in English vocabulary.
3. To know the significant influence of using make – a match model on the students' achievement in English vocabulary.

F. The Use of The Research

The research product hoped English teacher in *MTs. Nurul Huda Timbang Kabupaten Kuningan* is able to creative and innovative in the teaching English. In other to make students fun and enjoy in English learning process. So, it can be



increasing the development of learning and teaching English, especially in teaching and learning vocabulary process.

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