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ABSTRACT

Teaching and Learning Vocabulary Through Make a Match Technique at the Second Semester of the Seventh Grade of Mts.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the Academic Year of 2015/2016

By
Frilly Amalia Gusti Arini

Vocabulary is one of the important language components that is used to support learners to master language skill. This research is about teaching and learning vocabulary through Make a Match technique at the second semester of seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016. The objectives of this research were to describe teaching and learning process in teaching vocabulary through Make a Match technique, to know the students' problems and to know the teachers' problems in teaching learning process.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. It means that the researcher chose an English teacher and determined class a sample. The researcher choose class VII E as sample which consisted of 38 students. In collecting data, the researcher used three kinds of instruments: they are observation, interview, and questionnaire.

From the data analysis, the researcher conducted the research in two meetings. After analyzing the data, there were three points of the results. The first, the process of teaching vocabulary through make a match technique at MTs.S Mathla'ul Anwar has been conducted, in which the teacher created an innovation in teaching based on her own. The Second, the teacher's problems in teaching vocabulary were that the teacher had difficulties to handle the students that seemed so noisy during vocabulary by using Make a Match technique and the teacher could not monitor students' activity well. The third, the problems faced by the students in learning vocabulary were that the students had difficulties in pronouncing, spelling, and memorizing new vocabulary. Then, students also had less motivation to learn English especially vocabulary.

Keywords: Teaching vocabulary, make a match technique, descriptive qualitative research

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First of all, Praise be to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhamad Peace be upon Him.

This thesis entitled “Teaching and Learning Vocabulary Through Make-A Match Technique at the Second Semester of the Seventh Grade of Mts.S Mathla’ul Anwar Landbaw Gisting Tanggamus in the Academic Year of 2015/2016” is presented to the English Study Program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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6. All the students of the second semester of the seventh grade of MTs Mathlaul Anwar Landbaw Gisting Tanggamus in 2015/2016 academic year. For giving nice participation and great attention during the testing process in conducting research.
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Finally, none or nothing is perfect and neither is this final project. Any correction, comment, and criticism for the betterment of this final project are always open heartedly welcome. May Allah, the Almighty, bless them all amien.

Bandar Lampung,
The Researcher

Friilly Amalia Gusti Arini

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A Thesis

Submitted as a partial fulfillment of the requirements for S1-Degree

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2016**

CURRICULUM VITAE

The researcher name is Frilly Amalia Gusti Arini. She was born on February 10th , 1995 in Gisting, Tanggamus. She is the oldest of three children of Mr. Agus Purwono and Mrs. Warsinah. She has one sister, Prita Amara Dyah Agustin and one brother, Roiz Khanza Pradipa.

In 2000, she joined elementary school in SD N 3 Campang, Gisting, Tanggamus and she graduated in 2006. She continued her study at Junior High School in MTs.S Mathla'ul Anwar Gisting Tanggamus, and she graduated from Junior High School in 2009. After finishing from MTs.S Mathla'ul Anwar Gisting, she continued her study in Madrasah Aliyah Mathla'ul Anwar Gisting Tanggamus and she graduated her study in 2012. After that she continued her study in Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies (IAIN) Raden Intan Lampung majoring English education.

DECLARATION

I hereby declare that this thesis “Teaching and Learning Vocabulary through Make-A Match Technique at the Second Semester of the Seventh Grade of Mts.S Mathla’ul Anwar Landbaw Gisting Tanggamus in the Academic Year 2015/2016” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung,.....2016
The Researcher

Friily AmaliaGustiArini

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Agus Purwono and Mrs. Warsinah, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
2. My beloved sister Prita Amara Dyah Agustin, who always gives me support and spirit.
3. My beloved brother Roiz Khanzha Pradipa, who always support me.
4. My almamater IAIN Raden Intan Lampung.

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“and He taught adam the names all of them, then He showed them to the angels and said, ” inform Me of the name of these, if you are truthful. ” (Q.S Al-Baqarah: 31)¹

¹Abdullah Yusuf Ali, *The Meaning of Holy Quran*, New Edition Revised Translation, (New Delhi: Milat Book Centre, 2004), p.31

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the important thing in the human life, because language means of communication used to interact to other people. Language can help people transfer ideas for something which someone wants to show. It is supported by Setiyadi, he explains “language is a system for the expression of meaning”.¹ It means language is a system of communication to transfer message, opinion or someone’s purpose. Language is used to interact among people from different countries. This purpose requires an international language which can be understood each other easily. There are so many languages in the world, and every country has different language that is used in daily activities. Nowadays, English is one of important languages in the world because almost all countries use English as a communication tool as a native language, a second language, and foreign language.

English is an international language which used by almost of people from many countries in the world. English is used in many fields of life such as: in politic, economic, social, and education. Therefore, English as a language in international communication is clearly needed by many people to deliver thought and interact in variety of situation.

¹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p.10

Furthermore, in English there are four language skills, they are listening, speaking, reading and writing. The four skills are the basic principle on learning English as a foreign language. The four skills are supported by the learning of language elements, the language elements such as: structure, vocabulary, pronunciation, and spelling could be taught to support developing four skills. One of the important parts of element is vocabulary. Vocabulary is the knowledge of meaning of words.² Thus, vocabulary plays important role in understanding a language. Learning a language means learning the words of a language. In other words, vocabulary is a basic component to communicate. We cannot express our idea if we do not have many words. That is why vocabulary is very important to be mastered.

A strong vocabulary is a source of power. Words can make you a better reader, writer, speaker, thinker and learner. They can dramatically increase your chances of success in school and in your job. But words will not come automatically, they must be learned in a program of regular study, if you commit yourself to learning words, and you work actively and honestly.³

It means learning of vocabulary aims to make we are aware of the importance of integrating of vocabulary into the four English skills (listening, speaking, reading and writing). Vocabulary is one of the language elements in learning English. Vocabulary can be considered as key elements in a study. In that case, vocabulary could help to become better reader, writer and use to communicate with other

²Elfrieda H Hiebert, Michael L. Kamil, *English Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates Publishers, 2005)p.3

³Sherrie L Nist, Carole Mohr, *Improving Vocabulary Skill* (New Jersey: Townsend press, 2002)p.6

people to express our ideas. Therefore, we must learn even more vocabulary, because vocabulary is one of the important language components that used to support learners to master language skills. Without mastering vocabulary, the learners will have difficulties in mastering the language skills.

In fact, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially in beginner. This idea supported by Thornbury, he says in learning vocabulary the students have difficulties in pronunciation, spelling, grammar, length and complexity of words, meaning, range, connotation and idiomaticity.⁴ It means in learning vocabulary the students have difficulties in pronouncing the words, how to spell and write the word, how to use in grammatical pattern correctly, how to choose appropriate meaning of the words, the students are also still confused in using the word based on context. In addition, the students are still confused when they found words that are idiomatic.

Furthermore, Curran in Aqib states that one of the techniques that can be applied in teaching vocabulary is Make a Match technique. In this technique, the students were asked to pairs of cards.⁵ This technique is started when the students are asked to find their partner cards. They have to find the partner before the time limit, students who can find the partner will get the point. In addition, Huda in Putri states that Make a Match is group activity, this learning involve matching

⁴Scott Thornbury, *How to Teach Vocabulary* (Edinburgh Gate: Longman,2002)p.13

⁵Zainal Aqib, *Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung: CV Yrama Widya, 2013)p.23

identical pairs of the questions or answers cards. This is a model of active learning, creative, effective, fun, promoting cooperation and speed among students to achieve the objectives of learning through cards, each learning card contains a concept of answers or questions. Students assigned to look for pairs of cards before time limit.⁶

Based on explanation above, it can be concluded Make a Match technique is active learning process, students will be easier to find and understand the difficulties of the materials when they discussed with his friend. Then, by using Make a Match technique the students can identify the problems that contains in finding and explaining the cards clearly.

Based on preliminary research in MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus, it was found that teaching vocabulary through Make a Match technique was applied there. The result from the interviewed of the researcher with the English teacher at seventh grade, she stated that the students found difficulties in mastering vocabulary although she has used Make a Match technique and the teacher has difficulties in handling crowded class in teaching

⁶Ni Made Suandayani Ari Putri et.al, *Pengaruh Model Pembelajaran Kooperatif Tipe Make-A Match Berbasis Media Lingkungan Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sekolah Dasar*, available on <http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/viewFile/1330/119>, Accessed on January 15th2016 at 05.30

learning process. In addition, the students felt so difficult and less motivation to learn.⁷

Besides interviewed the English teacher, the researcher also interviewed five students of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus. From the result of interview, the researcher found that most of students still found difficulties in mastering vocabulary. Furthermore, the students have difficulties in pronunciation, spelling, and understanding the meaning of words.⁸

Based on explanation above, the researcher assumes teaching vocabulary is not easy. The teacher still found difficulties in teaching vocabulary although the teacher has used Make a Match technique. By using Make a Match technique the condition of teaching and learning in the class will be noisy, because this is one of active learning technique. The teacher must prepare material carefully and be able to managed time, thus that time is not wasted. If the teacher did not direct very well, a lot of students are less attention during a presentation. Thus, the teacher should give explanation the material clearly and direct students well. In other words, the teacher should be creative use some techniques to make students feel interested in teaching learning process and good techniques will support

⁷ Interviewed from English teacher of the seventh grade in MTs.S Mathla'ul Anwar Landbaw Gisting, *Mrs. Laila Kurnaini R, S.Pd* on January 7th 2016

⁸ Some students of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus on January 7th 2016

learning English. It can be seen from the table of the score of English subject at seventh grade of MTs.S Mathla'ul Anwar based on the criteria minimum of mastery (KKM).

Table 1.1
Preliminary Research Students of Vocabulary Score at the
Seventh Grade of MTs.S Mathla'ul Anwar Landbaw Gisting
Tanggamus

No	Class	Score		Total
		<73	≥73	
1	VII.A	13	18	31
2	VII.B	14	20	34
3	VII.C	21	15	36
4	VII.D	20	16	36
5	VII.E	26	12	38
Total		94	81	175

Source: Document of the English Learning Score at the seventh grade of MTs.S Mathla'ul Anwar

Based on table 1, the total students failed category is higher than the pass category. There are 94 students in failed category (53%), and 81 students in pass category (47%). It can be inferred that the achievement of the students in English subject is still low especially in class VII E. It means that the student of VII.E still have difficulties to learn and less motivation in mastering vocabulary eventhough the teacher has used make-a match technique.

Based on the problem above, the research conducted this research entitled “An Analysis of Teaching and Learning Vocabulary Through Make a Match Technique at Second Semester of the Seventh Grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the Academic year of 2015/2016”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The teacher had difficulties in teaching vocabulary.
2. The teacher had difficulties in handling crowded class.
3. The students' vocabulary mastery was still limited.
4. The students had difficulties in pronouncing, spelling and memorizing new vocabulary.
5. The students had low motivation to learn vocabulary.

C. Limitation of the problem

The limitation of the problem is the process of teaching and learning vocabulary by using make-a match technique, the problems of teacher and students in teaching and learning vocabulary through make-a match technique at the second semester of the seventh grade students of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016.

D. Formulation of the Problem

The formulation of the problem in this research is described as follows:

1. How is the process of teaching vocabulary through make-a match technique at the second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw?

2. What are teacher's problems in the process teaching vocabulary through make-a match technique at the second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw?
3. What are student's problems in the process learning vocabulary through make-a match technique at second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw?

E. Objective of the Research

Based on the formulation of the problems, the objective of the research is:

1. To know and describe the process of teaching learning vocabulary by make-a match technique at the second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016.
2. To know and describe teacher's problems in the process teaching vocabulary through make-a match technique at the second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016.
3. To know and describe student's problems in the process learning vocabulary through make-a match technique at the second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016.

F. Uses of the Research

It is hoped that the result of this research can be beneficial:

1. For the students

By using make-a match technique, it is hoped that the students are more interested and motivated in learning English, so that their English vocabulary will be developed.

2. For the teacher

By using make-a match technique the teachers can improve their creativity in teaching learning process so the goal of learning can be achieved.

3. For the institution

It is expected that is research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

The scopes of this research are as follows:

1. Subject of the Research

The subject of this research was the students at seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in the academic year of 2015/2016.

2. Object of the Research

The object of this research was the use of make-a match technique in teaching English vocabulary.

3. Place of the Research

The research was conducted at MTs.S Mathla'ul Anwar Landbaw Gisting
Tanggamus.

4. Time of the Research

The research was conducted at the second semester in 2015/2016
academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

English is the first foreign language in Indonesia and it has been taught starting from Junior High School up to the Senior High School. English must be taught in order that the learners are able to compete in this global era. According to Setiyadi” in Indonesia English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learner in Indonesia.”¹ It means English will be quite difficult to be learned by Indonesian people because do not use in their society.

Teaching is one of the most creative and satisfying professions to be involved in. Yet as in any profession there are key elements, skills, practices and standards that have to be achieved, if effective and efficient practitioners are to be developed.²

According Kyriacou, “effective teaching as ‘(that) which successfully achieves learning by pupils intended by the teacher.”³ Teaching and learning process basically is a process in which teachers and students interacts each other. This process needs students’ active role. Furthermore, the teacher should creative use techniqueto make students enjoy, fun, and using appropriate technique will support learning English.

¹ Ag Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu,2006) p.22

² Gill Nicholls, *An Introduction to Teaching* (London: Routledge Falmer, 2004) p.1

³ *Ibid*,p.16

Teaching English as foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages actually we have to teach the four language skills, they are listening, speaking, reading and writing. In activity of learning language, learners can try to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas.

According to Wilkins, “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!”⁴

Based on statement above in communication, it means that vocabulary is more important than grammar. Then, the students can not communicate effectively without knowing any vocabulary. In learning vocabulary, the learners should emphasize on the aspect of words. The success in learning a foreign language is determined by the size of vocabulary has learned.

In teaching and learning process, using learning technique is needed for a teacher in order to able to deliver the material to be taught to the students. Thus, that the message to be delivered by teacher can be accepted by the students concretely, and the learning and teaching process could be more interesting and interactive. Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

⁴ Scott Thornbury, *How to Teach Vocabulary*(Edinburgh Gate: Longman,2002)p.13

knowledge, causing to know or understand.⁵It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparation that the aim of teaching can be reached.

B. Concept of Vocabulary

Language is formed by words. If there are no words, there will be no language. This idea supported by Thornbury, he says all languages have words. He also states that the coining of new words never stop.⁶Vocabulary is the vital part of language. It is clear vocabulary mastery is very necessary as the basic element of language. Adequacy of vocabulary is important to communicate with other people and express the idea clearly and easily.

Vocabulary is the knowledge of meanings of words.⁷ However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words when we listen or read them. Productive vocabulary includes words that we use when we speak and write.

⁵H.Douglas Brown, *Principle of Language Learning and Teaching*, (New York: Addison Wesley Longman, Inc, 2000)p.7

⁶*Ibid*, p. 1

⁷Elfrieda H Hiebert, Michael L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publishers, 2005)p.3

In communication, vocabulary plays an important role. Vocabulary consists of the words that are always used by people in a language for communication. Before we are able to communicate well, we should have a large number of words. According to Thornbury, “without grammar little things can be conveyed, without vocabulary nothing can be conveyed.”⁸ It means people can still understand the language even if they know nothing about grammar. In the other hand, the language will be difficult if people do not know anything about vocabulary. Kamil and Hiebert define vocabulary as:⁹

“Our vocabulary is the store of words we know. We actually have four kinds of vocabulary: listening, reading, speaking, and writing. These comprise, respectively, the words we understand when we hear them, the words we understand when we see them, the words we use in speaking, and the words we use in writing. Ordinarily, our speaking and writing vocabularies are smaller than our listening and reading vocabularies; that is, we understand more words that we hear or read than we use when we speak and write.”

Based on the statement above, the researcher assumes vocabulary is one component of language, and vocabulary plays an important role in language because the mastery of vocabulary will help students in mastering all the language skills such as; listening, speaking, reading, and writing. Vocabulary will make the students practice more easily and be useful for the students in order to communicate.

⁸ Scott Thornbury, *Op.Cit.*,p.13

⁹Denise D.Nessel and Carol N Dixon, *Using the Language Experience Approach With English Language Learners* (Thousand Oaks: Corwin Press ,2008)p.91

C. Concept of Vocabulary Mastery

According to Guskey and Anderman, "mastery is a term that all educators use and believe they understand well." While, the Oxford English dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.¹⁰ It can be concluded mastery is the competence to understand and apply something learnt.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary cannot be separated from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process. It is supported by Cameron, "vocabulary is central to the learning of a foreign language".¹¹ By mastering a great number of vocabularies, the students can learn foreign language easier. Mastering vocabularies means the meaning and the ways to use them in context.

According to Rahman et.al, "Vocabulary mastery is essential part of English as a foreign language. There is no doubt that vocabulary mastery plays an important

¹⁰ Thomas R. Guskey and Eric M. Anderman, *In Using of a Useful Definition of Mastery*, p.1 (Journal Education Leadership, Volume 71, Number 4, December 2013/January 2014) available on <http://www.be.wednet.edu/cms/lib2/WA01001601/Centricity/Domain/18In%2520Search%2520of%2520a%2520Useful%2520Definition%2520Mastery.pdf>, Accessed on March 30th, 2016 at 22.05

¹¹ Lynne Cameron, *Teaching Language to Young Learners* (Cambridge: University Press, 2001)p.72

role in four language skills. It gives contribution to the learners to perform or practice their skills better.”¹²

Based on statement above, it can be concluded vocabulary is one component should be mastered in language learning especially in teaching and learning English as a foreign language. In learning the four language skills (listening, speaking, reading and writing), vocabulary is one basic component to be mastered. Without having adequate vocabulary, a language learner will not be able to master the language skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary well.

D. Concept of Teaching Vocabulary

Vocabulary is basic element of language to understand the language. The learner should know the complexity of words, and the teacher should decide how to teach vocabulary on the class. Teaching vocabulary can be done through four phrases are: introducing, modeling, practicing, and applying.¹³ They can be describes as follows:

- 1) *Introducing* : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
- 2) *Modeling* : The teacher gives an example and act as a model.
- 3) *Practicing* : The teachers train the students to imitate and practice.

¹²Septia Mursanti Candra Rahman, *Improving Students' Vocabulary Mastery Through Riddle Game*, available on <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/2699>, Accessed on March 5th, 2016 at 20.56

¹³Scott Thornburry, *Op.Cit.*, p. 29

4) *Applying* : The students applying in the right situation with the teacher help.

Based on the explanation before, it can be stated that teaching and learning vocabulary are very essential especially for understanding English in the class. Teacher should pay attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on curriculum.

“Both students and teacher need to know how talk about language at various points during learning and teaching. This is not only teachers can explain and students come to understand, but also so that teachers know what's going wrong where and how to correct it.”¹⁴

In motivating the students it is better for the teacher creates some ways in teaching vocabulary. In other words, the teacher not only presents the material. The teachers should know what's going wrong where and how to correct it. According to Brown, "vocabulary is seen in its central role, conceptualized meaningful language."¹⁵ Based on the statement, it is important for the teacher to create some ways in teaching and learning vocabulary. The teaching of learning must be active and enjoy. Thus, the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary, it will be easier for the students to learn a foreign language and use it for communication in daily activity.

¹⁴ Jeremy Harmer, *How to Teach English* (Edinburgh Gate: Longman, 1998)p. 34

¹⁵ H.D Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition* (San Francisco, Longman, 2001) p.377

A word is a more complex phenomenon than at first it might appear as Thornbury says as follows:

1. Words have different functions, some carrying mainly grammatical meaning while others bear a greater informational load.
2. The some word can have variety of forms.
3. Words can be added to, or combined to form new words.
4. Words can group together to form units that behave as if they were single words.
5. Many words commonly co-occur with other words.
6. Words may look and/or sound the same but have quite different meanings.
7. One word may have a variety of overlapping meanings, or may have opposite meanings.
8. Different words may share similar meanings, or may have opposite meanings.
9. Some words can be defined in terms of their relationship with other words whether, for example, they belong to the same set, or co-occur in similar texts.
10. Words can have the same or similar meaning but be used in different situations or different effects.¹⁶

In teaching vocabulary, teacher should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of words. Knowing how words are described and categorize

¹⁶Scott Thornbury, *Op.Cit.*p.12

can help us understand the decisions that syllabus planners, material writers and teachers make when it comes to the teaching of vocabulary.

E. Problem in Teaching and Learning Vocabulary

In teaching learning process everything has bad and good sides. Especially in teaching vocabulary process as a teacher usually finds some problems in teaching activity.

1. Teachers' Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he/she will teach. According to Thornbury the five factors that are related to teaching set of words that must considered by the teacher:

- a) The level of the learners (whether beginners, intermediate, or advanced)
- b) The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- c) The difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce).
- d) Their 'teachability'- whether, for example they can be easily explained or demonstrated.
- e) Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be

needed for the former, the number of items is likely to be fewer than if the aim is only recognition.¹⁷

From the explanation above it is clear that students have different level and teacher should encourage their students to gain success in learning the language. Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she was taught.

2. Students' Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary the students have problem. Other factors that make some words more difficult than other are:

- a) *Pronunciation*; research show that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b) *Spelling*; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c) *Length and complexity*; long words seem to be more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.

¹⁷Scott Thornbury, *Op.Cit.*p.75-76

- d) *Grammar*, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e) *Meaning*; when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students.
- f) *Range, connotation and idiomaticity*; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a range. Uncertainty as to the connotations of some words may cause problems too.¹⁸

Furthermore, Azwani in Saputro states that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due several factors. The factors are described as follows:

- a) They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function is boring.
- b) Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.
- c) Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.

¹⁸Scott Thornbury, *Op.Cit.*p.27-28

- d) Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already “know the word”, but they may not be able to use that word properly in different context or pronounce it correctly.¹⁹

From the explanations above, the researcher assumes the students have many problems in learning vocabulary such as pronunciation, spelling, length and complexity, grammar and meaning. Furthermore, the students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons and the students do not applying what they have learnt.

F. Concept of Teaching Technique

Claxton states teaching as what one person does to try and help another to learn.²⁰

From the explanations above, the researcher assumes teaching is a process imparting knowledge or skill to learners. In teaching and learning process basically need students’ active role to enable feedback between teacher and students, it means the teachers and students interacts each other. Furthermore, the teacher should creative use strategies and technique to support learning process. It is supported by Majores,” the application of appropriate teaching strategies and

¹⁹Sulistyo Parmei Saputro. *A Descriptive Study on Teaching Vocabulary Using Media at the Seventh Grade of SMP N 1 Tawangharjo Grobogan in 2012/2013 Academic Year*, (Surakarta: The Publication Article,2013), Available on http://eprints.ums.ac.id/26580/24/NASKAH_PUBLIKASI.pdf, Accessed on February 17th, 2016 at 04.45

²⁰ Gill Nicholls, *Op.Cit*, p.16

techniques help the students build up their cognitive, psychomotor and affective skills.” He also states that teaching technique means to teaching and learning how to employ them in the teaching and learning process.²¹

According to Gerlach and Ely,” technique is a way, a tool or media teachers can use to observe students toward the goal to be achieved.”²²It is mean technique a tactic or a way of learning undertaken by teachers in implementing the teaching and learning activities in order to obtain optimal results. Technique refers to the way teachers implement teaching and learning.

Based on explanations above, the researcher assumes teaching technique is a way used by teacher in process imparting knowledge or skill to students in order to obtain optimal result. How to include class activities, assignments, and tests were carried out in the classroom when the teachers carry out the learning process. Therefore, in a learning process, teachers are required to use a variety of learning techniques so that students are able to achieve the expected learning objectives. Technique is very important in learning language, use the techniques will depend on the needs of teachers in accordance with specific learning objectives to be achieved.

²¹Juvy G. Majores, *Teaching Strategies in English*, available on <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/564.pdf>, Accessed on March 30th, 2016 at 04.05

²²Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung: CV Yrama Widya, 2013), p.70

G. Types of Teaching Technique

Teaching technique is the way to support language learning attainment because by using technique could make students interested and keep their concentration in learning process. According to Wang there are varieties of teaching techniques, as follows:²³

- 1) Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time period.
- 2) The case study is for detailed, documented studies and descriptions of a real-life situation, event, or problem. A critical incident analysis is a brief, more narrowly focused version of a case study.
- 3) Concept mapping is a drawing/diagram with a brief description of how someone or some group thinks certain concepts are related there is no right or wrong approach. As students create concept maps, they reiterate ideas using their own words.
- 4) Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Although these methods for fostering students' critical thinking skills

²³Xiaomin Wang, *Professional Development Module on Teaching Technique*, El Paso Community College, available on http://www.texascollaborative.org/teaching_module.htm, Accessed on April 25th, 2016 at 05.35

apply to web based learning, they can certainly be adapted for regular classroom use.

- 5) Distance learning, at its most basic level, distance education takes place when a teacher and students are separated by physical distance, and technology (i.e., voice, video, data, and print), often in concert with face-to-face communication, is used to bridge the instructional gap.
- 6) Peer review activities, the use of peer review as a teaching technique. Topics include: planning for peer review sessions, helping students make effective comments, helping students handle divergent advice.
- 7) Questioning strategies, Questions should play an important role in every classroom—both students' questions and teachers' questions. Teachers can create an active learning environment by encouraging students to ask and answer questions.
- 8) Role playing /simulation, in role playing, students assume the roles of various characters, such as historical or literary figures, scientists, political theorists, employees, etc. The role players may practice particular behaviors or skills while the other students observe and then critique the performance and the outcome.
- 9) Lecture, the teacher typically stands in front of the students and may use a visual aid, such as a Power Point presentation, chalkboard or handout. Students are expected to listen and take notes during lectures, and there is limited interaction and exchange between teacher and students.

10) Group Discussion (in small or large groups), the group examines a problem or topic of interest with the goal of better understanding of an issue or skill, reaching the best solution or developing new ideas and directions for the group.

11) More Teaching Tips.

From the explanation above, it can be concluded teaching technique varied, such as brainstorming, case study, concept mapping, critical thinking, distance learning, group discussion, lecture, peer review activities, questioning strategies, role playing/simulation, more teaching tips. Teaching technique used by teachers greatly promote the students, because a great influence on the delivery of materials to be easily understood. Therefore, teachers must be creative in choosing and using a technique in teaching learning process.

H. Concept of Make-A Match Technique

A teacher must be able to select a technique exactly in learning process. Technique must stimulate the students into material in the learning process. Using make a match technique can create interesting teaching. Make a match technique is developed by Lorna Curran, in 1994. In this learning the students are asked to pairs of cards.²⁴ According to Curran, “make a match technique is one of the cooperative learning techniques that makes the students active in teaching and

²⁴Zainal Aqib, *Op.Cit.*, P.23

learning process.”²⁵Cooperative learning is learning where the students learn in small groups. Make a match is the one alternative technique that can be applied to the students.

Make-A Match is group activity, this learning involve matching identical pairs of the questions or answers cards. This is a model of active learning, creative, effective, fun, promoting cooperation and speed among students to achieve the objectives of learning through cards, each learning card contains a concept answers or questions.²⁶

According to Huda,”the purposes of model make a-match there are to deepen the understanding of the materials, excavating of the materials and edutainment”.²⁷ Furthermore, Lie explains,” advantages of this technique are students looking for a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used for all subjects and for all age levels of students.”²⁸Make a match technique is effective learning technique because it can be applied for all of subjects and for all age levels of students. Besides that, make a match technique can be used to deepen the understanding of the materials, excavating of the materials and edutainment. Thus, make a match technique can improve

²⁵ Afriani, *Teaching Vocabulary Through Make A Match Technique At JuniorHigh School*, (Padang: The Publication Article, 2014) available on <http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path?%5B%5D=2557>, Accessed on January 15th, 2016 at 04.00

²⁶ Ni Made Suandayani Ari Putri et.al, *Pengaruh Model Pembelajaran Kooperatif Tipe Make-A Match Berbasis Media Lingkungan Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sekolah Dasar*, available on <http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/viewFile/1330/119>, Accessed on January 15th, 2016 at 05.30

²⁷ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p.251

²⁸ Anita Lie, *Cooperative Learning* (Jakarta:PTGrasindo, 2002), p.55

students' comprehension of the subject material and the students focus to looking for knowledge and good information with pleasant atmosphere.

Make a match technique is one of the techniques that can be applied in teaching vocabulary. It is supported by the previous research, make a match technique is one of appropriate technique that can be used in mastery vocabulary because make a match technique is not only teaching learning process that is emphasized but also fun.²⁹ Teaching vocabulary by using make-a match technique is good. Using Make-a Match technique can improve students' vocabulary mastery. The students will stimulate to think about vocabulary and interest to improve their ability in vocabulary mastery. Moreover, Make-a Match technique can be applied for all level of class, thus make the teacher easier to apply this technique for teaching vocabulary in the classroom.

Based on explanation above, the researcher concluded make a match technique is active learning process, students will be easier to find and understand difficult of the materials when they discussed with his friend. Make a-match technique is active learning, creative, effective, fun, teamwork and speed priority between students to achieve the objectives learning through cards. In this learning, teachers not only impart knowledge to students, but also have to build knowledge

²⁹Afriani, *Teaching Vocabulary Through Make A Match Technique At Junior High School*, (Padang: The Publication Article, 2014) available on <http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path?%5B%5D=2557>, Accessed on January 15th, 2016 at 04.00

in his thinking. Students have the opportunity to gain direct experience in implementing their own ideas.

I. Procedures of Teaching Vocabulary through Make a Match Technique

In order to get a good result in teaching vocabulary, it is suggested to use make a match technique. It can make the students active in the classroom with the procedures in sequential order. There are procedures of teaching vocabulary through make a match technique: preparation, presentation consists of pre-teaching activities, while-teaching activities, and post-teaching activities, and evaluation.

a. Preparation

There are some media that should be prepared by teacher before teaching vocabulary in the classroom. First, teacher should prepare teaching material. Second, the teacher should prepare the lesson plan. Third, the teacher asked the student to make complex line shapes on the floor.

b. Presentation

In this part the teacher explains the materials and gives some examples. They are through: pre-teaching activities, while-teaching activities, and post-teaching activities.

1) Pre-Teaching Activities

Pre-teaching activities give new information about teaching vocabulary through make a match technique. The following is some activities in pre-teaching activities:

- a) Greetings.
- b) Check the students' attendance.
- c) The teacher shows to the students about the lesson.

2) While-teaching activity

In this part, the teacher applies make a match technique to teach vocabulary in the classroom.

- a) The teacher delivered the material.
- b) The students were divided into two groups.
- c) The teacher gave cards to the students.
- d) The teacher asked the students that they have to find and match the cards held by another group card. The teacher also gave time limit that was given to them.
- e) The teacher asked the students who found their partners to report her. The teacher noted on paper that had been prepared.
- f) The teacher asked the students who did not find the partner to assemble their own.
- g) The teacher called a partner for a presentation. Other partner and students who did not get partners noticed and provided feedback.

- h) The teacher confirmed the correctness and suitability of questions and answers from the partner who gave a presentation.
- i) The teacher called the next pair, and so on until all partner presentation.

3) Post-teaching activities

In the post-teaching activities, the teacher asks the students to pronounce the words on white board loudly following the teacher. The teacher also asks them spell the words. The teacher monitors the students' activity. The teacher will argue and give suggestion if the students get difficulties in mentioning the words.³⁰

J. Advantages and disadvantages of using make a match Technique

According to Huda there are some advantages of Make a Match technique, as follows:

- 1) Make a match technique can improve students in learning activity for their cognitive and physic.
- 2) Fun.
- 3) Make a match technique can improve students' motivation in learning and students' comprehension about the material.
- 4) Effective as exercise courage students to perform presentation.
- 5) Effective to coach students' discipline to appreciate the time to learn.

³⁰*Ibid*, p.11

According to Huda there are some disadvantages of Make a Match technique, as follows:

- 1) If this learning is not well prepared, much time is wasted.
- 2) At the beginning of the application of this learning, many students shy paired with the opposite gender
- 3) If the teacher does not give instruction very well, a lot of students are less attention during a presentation.
- 4) Teacher should be careful and prudent when given the punishment to students which not getting the couple, because they could shame.
- 5) Using this model continuously will cause bored.³¹

³¹Miftahul Huda, *Loc. Cit.*p.253-254

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is characterized by flexible, naturalistic methods of data collection and usually does not use standardized instruments as its major data source. Qualitative data are often gathered in the form of words, pictures or both.¹ Qualitative research is naturalistic research method because the researcher done on natural setting. By this qualitative research, the researcher focused on the analysis of teaching vocabulary through make-a match technique at second semester of the seventh grade of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in 2015/2016 academic year.

The type of qualitative research used in this research is descriptive research, the researcher sorted the data needed based on category. During the research, the researcher functioned as an observer. The researcher observed teaching learning process of vocabulary through make a match technique, and also the students' activity during the teaching learning process carried by the teacher.

¹ Marguerite G. Lodico et.al, *Methods in Educational Research*, (San Fransisco: Jossey Bass,2010), p. 112

B. Subject Research

In this research the researcher used purposive sampling technique. According to Arikunto “Purposive sampling technique is sampling technique which is done because some causes, such as the researcher has particular purpose towards the sample and the very limited time and funding.²In purposive sampling, researcher intentionally selects individuals and sites to learn or understand the central phenomenon.³ The researcher selected their participant based on their characteristics and knowledge as they related to the research questions was investigated, the researcher primary concern is to explore individuals in their natural context and they have little interest in generalizing the results beyond the participants in the study.

In this research, the researcher used qualitative research to identify the information. Then, to select the sample as the source of data the researcher used purposive sampling technique. The researcher chose the English teacher and the students of the seventh grade of MTs.S Mathla’ul Anwar Landbaw Gisting Tanggamus as the participants of this research. There one English teacher and five classes for the seventh grade. For the teacher, the researcher asked the teacher of seventh grade who taught English in the subject of the research class. For the students, the researcher chose VII.E as the sample of the research since this class had problems with their vocabulary mastery based on the interview with the

²Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta, 2002), p.127

³Jhon W. Creswell, *Educational Research*, (Boston: Pearson Education, 2012), p.206

teacher. Furthermore, from the table score of the last vocabulary test, most of the students in class VII.E got the lowest score in vocabulary.

C. Data Collecting Technique

In this research, there are some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher conducted the observation, interview and questionnaire to get the data for this research. The steps are follows:

1. Observation

Observation as a research tool requires training in both what to observe and how to record the observations.⁴ Observation is properly used in the research which related with teaching process and problems which may arise. In this research, the researcher is an observer to get the data, the researcher did not involve directly in the classroom activity. The researcher only makes a note during the teaching learning process. In this case the researcher only notes, analyzes and makes inferences about the object in teaching learning process.

By using this instrument the researcher used specification as follows:

⁴Marguerite G. Lodico et.al,*Op.Cit.*,p.114

Table 3.1
Observation Guideline

No	Pointer of Observation	Yes	No	Note
A	Process			
1	Pre-activity : a. The teacher greeted and started the lesson. b. The teacher reviewed the last material.			
2	While-activity : The application of the nine steps of teaching vocabulary through make a match.			
3	Post-activity : a. The teacher asked the students to pronouncing the words. b. The teacher asked students spelling the words. c. The teacher evaluated by giving a task and closed the lesson.			
B	Teacher's Problem			
1	The level of the learners			
2	The learners' likely familiarity with the words			
3	The difficulty of the items			
4	Teachability			
5	Whether items are being learned for production (in speaking and writing) of for recognition only (as in listening and reading)			
C	Students' Problem			
1	Pronunciation			
2	Spelling			
3	Length and complexity			
4	Grammar			
5	Meaning			
6	Range, connotation and idiomaticity			

2. Interview

The researcher interviewed the teacher, to know about the difficulties and problems in the teaching process by using make-a match technique, at the seventh grade students in MTs.S Mathla'ul Anwar Gisting in 2015/2016 academic year. According to Esterberg, "interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic".⁵

The interview used in collecting data from the teacher. The researcher asked about teacher's opinions of teaching learning process including problems faced through make-a match technique in teaching vocabulary. The topics of interview can be described as follows:

Table 3.2
Interview Guideline for the Teacher

No	Component of interview	No. item
1	To know the teacher's problems during the process while applying make a match.	1,2,3,4,5

⁵Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2014), p.231

3. Questionnaire

In this research, the researcher gave the questionnaire to students. Questionnaire is a list of questions used by researcher to get data from the students directly through a process of communication or ask questions.⁶

The researcher gave the questionnaire to the students in order to know students understanding in learning vocabulary. From collecting data through questionnaire, the researcher found out they respond of the students' toward the teaching and learning process. The guideline of the questionnaire can be described as follows:

Table 3.3
Questionnaire Guideline for the Students

No	Components of Questionnaire	No. item
1	To know the students' problems in learning vocabulary through make a match technique.	1,2,3,4,5,6
2	To know the students' motivation and interest in learning vocabulary.	7,8,9,10

D. Research Procedure

The procedure of the research use as follows:

1. The researcher found the population and the sample. The researcher was chose the school and the sample that conducted the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process was conducted.

⁶Jhon Hendri, *Merancang Kuestioner Riset Pemasaran*, (Palembang: Universitas Gunadarma, 2009), p.1

3. After teaching and learning process finished by the teacher, the researcher was given the questionnaire to the students.
4. The researcher interviewed the teacher to know her opinion referring to the material and the activity.
5. Analyze the data and make the report.

E. Validity of Data

In the qualitative research, the researcher had to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, the researcher used methods triangulation. Triangulation is the process of corroborating evidence from different individuals (a principal and a student), types of data (observational field notes and interviews), or methods of data collection (documents and interviews) in descriptions and themes in qualitative research.⁷ The researcher typically included more than one data collection technique to valid findings. These different data sources were later compared with one another in a process called triangulation.

The observation focused on process teaching vocabulary and teachers' problem through make a match technique. Interview conducted towards the teacher to get the data which could be used to make sure about the result of observation. Questionnaire conducted to get the data which can use to make sure about the

⁷Jhon W. Creswell, *Op.Cit*,p.259

result of observation. The observation conducted more than one time. The researcher expected the result of this research consistent for same data, because the data collected more than one time and more than one data source.

F. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis was conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. According to Miles and Huberman, the steps of analyzing the data are as follows:⁸

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Then this summary analyzed to seek the important information, group the data, and select the data which are needed and arranged the data to the proper format so that they give meaningful result and conclusion.

2. Data Display

The next step is to display the data from the result of the data reduction. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The displays include many types text or a diagram, graph, chart, table or matrix.

⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994),p.10-11

3. Conclusion Drawing/Verification

The last step of analysis the data is conclusion drawing. Conclusions are also verified as the analyst process. Conclusion drawing involve stepping back to consider what the analyze data mean and to assess their implication for the questions at hand. Verification linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification refers to the process which is able to explain the answer of research question and research objectives.

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Place of the Research

1. The Brief History of MTs.S Mathla'ul Anwar

MTs.S Mathla'ul Anwar Landbaw is located on Jl. Mess Pemda Landbaw Gisting Tanggamus. It was built 1986. This school was established by a foundation that is the foundation of Islamic religious education, chaired by Mr. Mafakir. This school has been accredited B with a land area of 801 m².

The principal of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus has been changed for the following are the names of the principals of MTs.S Mathla'ul Anwar:

1. Munzir Thohir, S.Pd.
2. Drs. Djoko Muhammad Mahsun
3. H. Amirudin Harun, M.Pd.I.
4. Sibromlizi, S.Pd.
5. Marsono Harun, S.Pd.I

The activities of teaching learning process were done in the morning. The class began at 07.00 AM until 12.55 PM. The school had 12 classrooms consisting of five classes from seventh grade, four classes from eleventh grade, and three classes from ninth grade. The total number of the teacher is 38 teachers, and the total number of the students is 418 students.

There were several rooms functioning as the office in the school. The office rooms were headmaster office, teacher office, and administration office. This school also has a library. For sport facilities, the school was provided with a volley ball court and basketball court. The court also functioned as the field flag-raising ceremony which was held every Monday morning.

2. The Condition of Students and Teacher of MTs.S Mathla'ul Anwar Landbaw

MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus had 38 teachers. The data about number of the teacher of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus can be shown as follows:

Table 4.1
The Data of Teachers at MTs.S Mathla'ul Anwar Landbaw Gisting
Tanggamus in 2015/2016 Academic Year

No.	The Name of Teacher	Expertise
1	Marsono Harun, S.Pd.I	Head Master
2	Sunyoto, ST	Mathematics
3	Dra. Siti Aminah	History Of Islam Cultural
4	Paimin, S.Pd.I	Qur'an Hadits
5	Sumiardi	English
6	Sudarsono, S.Pd.	Sport
7	M.Tholib	Akidah Akhlak
8	Purwanto, A.Ma.	Arabic
9	Elvia, A.Ma	Civic
10	Sudirman, S.Pd.I	Civic
11	Tri Yuni Hartati, S.Pd	English
12	Siti Inayati, S.Pd	Aswaja
13	Nur Aini, S.Pd. I	Akidah Akhlak
14	Nurma Anggraini, S Pd	IPA
15	Enny Subaidah, S.Pd	Indonesian
16	Nur Hasanah, S.Ei	IPS
17	Dwi Yulianti, S.Pd.I	Fiqh
18	Sartono, S.Pd	Civic
19	Laila Kurniaini R, S.Pd	English

20	Lismawati, S.Pd	Mathematics
21	Yulianti, S.Pd	Bahasa Lampung
22	Eli Suseno, S.Kom	Computer
23	Neti Widayani, S.Pd	BP
24	Budi Ismail, S.Pd	Sport
25	Nikmatul Mukarromah, S.Pd	IPS
26	Herliana, S.Pd	Mathematics
27	Hepi Nur Kholis, M.Pd	Indonesian
28	Ika Rahmawati, S.Pd	Arabian
29	Isman Sodiq Wibowo	Art
30	M. Ilham Mudiansyah, S.Pd	IPA
31	Irvan Haq Dzul K, S.Pd.I	Aswaja
32	Ana Wardatul Janah	Bahasa Lampung
33	Didik Yulianto, S.Pd	IPS
34	Ana Indah Lestari	BP
35	Yogi Fitriani, S.Pd	IPA
36	Hendri Susanto, S.Pd.I	Akidah Akhlak
37	Muhammad Ali Yafi	Staff TU
38	Widi Hartanto	Staff TU

(Source: Documentation of MTs.S Mathla'ul Anwar Landbaw 2015/2016)

The following table is the situation of the students based on gender and level of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus 2015/2016 academic year.

Table 4.2

Number of Students in MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in 2015/2016 Academic Year

No	Class	Total of Class	Number of Students		Total of Students
			Male	Female	
1	VII	5	96	79	175
2	VIII	4	71	67	138
3	IX	3	48	57	105
Total		12	215	203	418

(Source: The data of MTs.S Mathla'ul Anwar Landbaw 2015/2016)

As the explanation before, there were 418 students in this school. They were divided into three grades, grade VII, VIII and IX. There were 175 students of grade VII consisting of 96 male and 79 female. The students for grade VIII were 138 students including 71 male and 67 female. Last, grade IX had 105 students, 48 male and 57 female.

3. Facilities of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus

To support the teaching and learning process, MTs.S Mathla'ul Anwar has some facilities. This is detail information about the number and the condition of teaching and learning facilities of MTs.S Mathla'ul Anwar can be described as follows:

Table 4.3

List of Facilities and Condition of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus in 2015/2016 Academic Year

No	The Name of Room	Total	Condition
1	Headmaster room	1	Good
2	Teachers' room	1	Good
3	Classroom	12	Good
4	Library	1	Good
5	Field Ceremony	1	Good
6	Canteen	1	Good
7	Toilet	6	Good

From the explanation before, it showed that MTs.S Mathla'ul Anwar had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good.

B. Data Analysis

After collecting the data, the researcher analyzed the data that contain of observation, interview, and questionnaire. According to Miles and Huberman there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. Thus, the researcher selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. Observation became the main instrument in this research, whereas interview and questionnaire became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

a. Report of Observation

The researcher employed an observation (see appendix 2 and 3). The observation conducted to know how is the process of teaching learning vocabulary through Make a Match technique. The observation was conducted in two meetings.

In collecting the data, the researcher employed an observation, which became the main instrument. The observation was conducted to know the process of teaching learning vocabulary through make a match technique. The researcher observed the students, the teacher, the teaching learning process and the situation of classroom.

The observation was also used to know the procedure of teaching vocabulary by using make a match technique. In the observation process, the researcher prepared an observation sheet. This observation was conducted in teaching learning vocabulary activities in two meetings. The data of observation has been identified as described in the following discussion.

1) First Meeting

In the first meeting, the researcher conducted observation on May 14th 2016 at 11.30 AM to 12.55 PM. Before teaching and learning began, the teacher prepared the material in advance. The teacher had prepared the materials with the theme "*Part of Body*".

a. Pre-activity (Introduction)

The teacher opened the class by greeting the students but did not check the students' attendance.

b. While-activity

Firstly, the teacher reviewed the last lesson and built students' knowledge about the lesson. After the teacher finished reviewing the last lesson, the teacher delivered material with the theme "*Part of Body*". After that, the teacher introduced make a match technique by discussing materials related to "*Part of Body*". Students were divided into four group "A,B,C,D". Group "A and B" got question cards and group "D and C" got answer cards. The teacher asked to group "A and B" to find their partner cards in group "C or D". Each student got one card, each of student was given a time to determine the answers or questions from their own card. The students were

asked to match the cards with their appropriate pairs. Every student who found their suitable card before the time limit got a point. Then, the teacher called some partner for presentations in front of the class because time was up. The teacher asked the students to write the words on whiteboard then pronouncing and spelling the words loudly in front of class. Some of the students looked shy when they were paired with the opposite gender and were not confident to come in front of the class, but the teacher tried to guide the students to be brave.

c. Post-activity (Closing)

In the close-activity, the teacher closed the lesson.

2) Second Meeting

In the second meeting, on May 16th 2016 at 07.15 until 09.00 AM in the morning, before teaching and learning began, the teacher prepared the material in advance.

a. Pre-activity (Introduction)

The teacher opened the class by greeting the students, checking the students' attendance and building good relationship or making small talk with students before starting the lesson.

b. While-activity

In the while-activity, the activities were not too different from the first session. In this case, the teacher tried to change some activities in order to create a variation in the teaching learning process. Students were divided into four group "A,B,C,D". Group "A and B" got question cards and group "C and D" got answer cards. The teacher asked to group "A and B" to find their partner cards in group "C or D".

Each of student was given a time to determine the answers or questions from their own card. Students were asked to match the cards with their appropriate pairs. Each of students must be able to match their cards on time. Every student who found their suitable card before the time limit got a point and students were not able to match in a given time, they got punishment, that was “sing a song” in front of class. Last, the teacher called a partner for a presentation in front of class. The students wrote the words on whiteboard then spelling and pronouncing the words. In the second meeting, it was better than the first meeting. Because the students knew the material before the lesson began. The students were looked more confident and enjoyed the teaching learning process then the previous meeting.

c. Post-activity (Closing)

In the close-activity, the teacher asked the students to pronounce and spell the words on whiteboard loudly following the teacher. The teacher made a conclusion and gave feedback for the students. Then, the teacher closed the lesson.

b. Report of Questionnaire

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of ten questions (see appendix 4). The first until sixth question were to know the students’ problems in learning vocabulary by using make a match technique, the seventh until the tenth question were employed to know the students’ motivation and interest in learning vocabulary. The questionnaire was given to the whole students in Class VII E that consisted of 38 students.

c. Report of Interview

To support the data of observation, the researcher also employed an interview to the teacher to investigate the problems faced by teacher and students during teaching and learning vocabulary through make a match. There were five questions that the researcher asked to the teacher (see appendix 5). From the result of the interview, the researcher concluded that the teacher had difficulties to handle the class that seemed so noisy because a large class, it was shown by some students who did not pay attention and made noisy by themselves like chatting with other friends. Thus, the teacher could not monitor students' activity well. Furthermore, the students had difficulties in learning vocabulary, such as almost all students easy to understand the vocabulary only their around, the students had difficulties in memorizing new vocabulary, the students did not want to open dictionary and the students had less motivation in learning English especially vocabulary.

2. Data Display

Data display is the second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this step, the researcher analyzed the data that had been reduced in data reduction. In this case, the analysis was done based on data collected by each instrument.

a. Observation

Based on the data showed in the data reduction, in this part the data are going to be identified and displayed for the two meetings.

1) The First Meeting

The observation consisted of three points. The first point was process that consists of three parts. The first part was *pre activity* that consists of two points of observation that was investigated to know how the teacher opened the class. In this part the researcher noted that the teacher began the class by motivating the students patiently, some of the students paid attention while others did not care. The researcher also noted that the teacher reviewed the material by asking some questions to the students randomly about the previous material that had been discussed, some of the students could answer the teacher's questions and some of them were just silent since they could not answer.

The second part was *while activity* that consisted of nine points of observation that were investigating whether the application of the nine steps applied by the teacher or not. According to Curran, there are nine steps in teaching through make a match technique. Based on the nine steps in teaching vocabulary through make a match technique the researcher noted the *while activity*, the explanation of the application of those nine steps, can be seen it the table below:

Table 4.4
The Application of Nine Steps in First Meeting

Step	Note
Step 1: The teacher delivered the material	The teacher delivered material. She told about “part of body”.
Step 2: The students were divided into two groups.	The teacher divided the students into four groups, group “A, B, C and D”, because this is large class.
Step 3: The teacher gave cards to the students.	The teacher gave question cards and answer cards. Group “A and B” got question cards and group “C and D” got answer cards. Then, the teacher asked to group “A and B” to find their partner card in group “C or D”.
Step 4: The teacher asked the students that they have to find and match the cards held by another group card. The teacher also gave time limit was given to them.	The teacher asked the students that they have to find and match the cards held by another group card. The teacher also gave time limit was given to them.
Step 5: The teacher asked the students who found their partners to report her. The teacher notes on paper that had been prepared.	The Students who found the partner reported to the teacher. Then, teacher notes on paper that had been prepared, students got point.
Step 6: The teacher asked the students who did not find the partner were asked to assemble their own.	The teacher asked the students who did not find the partner were asked to assemble their own.
Step 7: The teacher called a partner for a presentation. Other partner and students who did not get partners noticed and provided feedback whether the other partner cards were suitable or not.	The teacher just called some partner for a presentation in front of class because time was up. Then, the students wrote the words on whiteboard then spelling and pronouncing the words. The students who did not get partner noticed and provided feedback whether the other partner cards were suitable or not.
Step 8: The teacher confirmed the correctness and suitability of questions and answers cards from the partner who gave a presentation.	The teacher confirmed the correctness and suitability of questions and answers cards from the partner who gave a presentation.
Step 9: The teacher called the next pair, and so on until all partners presentation in front of the class.	The teacher just called several partner for a presentations in front of the class because time was up.

The third part was *post-activity*, the teacher closed the lesson.

The second point of the observation was to know the problem faced by teacher in class activity. After the researcher observed the class activity, the researcher found that, the explanation of the teachers' problems can be seen in the table below:

Table 4.5
Teachers' Problem in First Meeting

No	Aspect	Note
1	The level of the learners (beginners, intermediate, or advanced)	The teacher did not give vocabulary based on the classification of the students, but the vocabulary based on the material and curriculum.
2	The learners' likely familiarity with the words	The teacher gave familiarity the words. Thus, the students likely familiarity with the words because it was very common. With the theme "part of body". Although, some students looked confused to find the meaning of word.
3	The difficulty of the items	The teacher could not control the class well because some students were busy with their work like chatting. Furthermore, some students were difficult understanding the words that they had never known before and difficulties in pronouncing and spelling the words well.
4	Teachability	The teacher easy delivered materials, many students interested with make a match technique but some of the students looked shy when they were paired with the opposite gender.
5	Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading)	The teacher gave vocabulary to help students for production (in speaking and writing) and recognition (as in listening and reading).

From the data in the table can be said that the teacher faced difficulty in controlling the class well because some students were busy with their work like chatting, many students difficulty understanding' the words that they had never known before, pronouncing and spelling the words well. The students also looked shy when they were paired with the opposite gender.

The third point of the observation was to know the problems faced by students in class activity. After the researcher observed the class activity, the researcher found that, the explanation of the students' problems can be seen it the table below:

Table 4.6
Students' Problem in First Meeting

No	Aspect	Note
1	Pronunciation	The students have difficulties in pronouncing the words because of the differences between spoken and written in English. For example: finger, thigh and knee.
2	Spelling	The students sometimes found some words which difficult to be spelled. Every word has different sound and spelling. For example: eye, tongue, cute, awesome, and introduce.
3	Length and complexity	The students sometimes found some words seemed long and complex in their text book. For example: achievement, compatibility and enthusiastically.
4	Grammar	The students have difficulties in grammar. The grammar which related with descriptive text was simple present tense.
5	Meaning	The students have difficulties in meaning the words. The students sometimes found some words which seldom appeared in their textbook. For example: field and

		race.
6	Range, connotation and idiomaticity	The students have difficulties in range, connotation, and idiomaticity of words.

From the data in the table can be said that the students had difficulties in pronouncing the words, how to spell the words, how to use in grammatical pattern correctly, how to choose appropriate meaning of the words, the students are also still confuse in using the word based on context and the students are also still confuse when they found words that are idiomatic. Then, the students did not get the best performance because some of them felt shy and afraid if they made mistake.

2) The Second Meeting

In the second meeting was the same as the first meeting that consisted of three parts. The first part was *pre-activity* that consisted of two points of observation that investigated to know how the teacher opened and prepared the class before started the lesson. In this part the researcher noted that the teacher started the class quickly and efficiently, reviewed the previous material, and checked the attendance of the students.

The second part was *while-activity* that consisted of 9 points of observation. It was held to investigate whether the application of the nine steps of using make a match applied by the teacher or not. In the second part was had difference in applying in while activity than in first meeting. The researcher also noted the sample activity how to apply make a match technique in teaching and learning vocabulary process. The

explanation of the application of those nine steps according to Curran could be seen in table below:

Table 4.7
The Application of Nine Steps in Second Meeting

Step	Note
Step 1: The teacher delivered the material.	The teacher reviewed the material. She told about “part of body”.
Step 2: The students were divided into two groups.	The teacher divided the students into four groups, group “A, B, C and D”, because this is large class.
Step 3: The teacher gave cards to the students.	The teacher gave question cards and answer cards. Group “A and B” got question cards and group “C and D” got answer cards. Then, the teacher asked to group “A and B” to find their partner card in group “C or D”.
Step 4: The teacher asked to students that they have to find and match the cards held by another group card. The teacher also gave time limit to students.	The teachers asked to students that they have to find and match the cards held by another group card. The teacher also delivered the maximum time limit that was given to students.
Step 5: The teacher asked the students who found their partners to report to her. The teacher noted on paper that had been prepared.	The Students who found the partner reported to the teacher and teacher noted on paper that had been prepared, students got point.
Step 6: The teacher asked the students who did not find the partner to assemble their own.	The teacher asked the students who did not find the partner to assemble their own and got punishment that was ”sing a song” in front of class.
Step 7: The teacher called a partner for a presentation. Other partner and students who did not get partners noticed and provided feedback whether the other partner cards were suitable or not.	The teacher called a partner for a presentation in front of class. Then, the students wrote the words on whiteboard then spelling and pronouncing the words.
Step 8: The teacher confirmed the correctness and suitability of questions and answers from the partner who gave a presentation.	The teacher confirmed the correctness and suitability of questions and answers from the partner who gave a presentation.
Step 9: The teacher called the next pair,	The teacher called the next partner,

and so on until all partner were making presentation in front of the class.	and so on until all partner were making presentations in front of the class.
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The third part was *post-activity*, the teacher reviewed about vocabulary using make a match that related with the material that they learnt by giving reflection. She point out some mistakes and gave feedback for the students. Then, the teacher closed the lesson.

The second point of the observation was to know the problem faced by teacher in class activity. After the researcher observed the class activity, the researcher found that, the explanation of the teachers' problems can be seen it the table below:

Table 4.8
Teachers' Problem in Second Meeting

No	Aspect	Note
1	The level of the learners (beginners, intermediate, or advanced)	The teacher did not give vocabulary based on the classification of the students, but the vocabulary based on the material and curriculum.
2	The learners' likely familiarity with the words	The teacher gave familiarity the words. Thus, the students likely familiarity with the words because it was very common. With the theme "part of body"
3	The difficulty of the items	The teacher did not control the class well, because some students were busy with their work like chatting and difficulties in pronouncing and spelling the words well.
4	Teachability	The teacher easy delivered material. Many students interested with make a match technique but some of the students looked shy when she/he was paired with the opposite gender.

5	Whether items are being learned for production (in speaking and writing) of for recognition only (as in listening and reading)	The teacher gave vocabulary to help students for production (in speaking and writing) and recognition (as in listening and reading).
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From the data in the table can be said that the teacher faced difficulty in controlling the class well because some students were busy with their work like chatting, almost all students easy to understand the vocabulary only their around and difficulties in pronouncing and spelling the words well.

The third point of the observation was to know the problem faced by students in class activity. After the researcher observed the class activity, the researcher found that, the explanation of the students' problems can be seen it the table below:

Table 4.9
Students' Problem in Second Meeting

Aspect	Note
Pronunciation	The students have difficulties in pronouncing the words because of the differences between spoken and written in English. For example: finger, thigh and knee.
Spelling	The students sometimes found some words which difficult to be spelled. Every word has different sound and spelling. For example: eye, tongue, cute, awesome, and introduce.
Length and complexity	The students sometimes found some words seemed long and complex in their text book. For example: achievement, compatibility and enthusiastically.
Grammar	The students have difficulties in grammar. The grammar which related with descriptive text was simple present tense.

Meaning	The students have difficulties in meaning the words. The students sometimes found some words which seldom appeared in their textbook. For example: field and race.
Range, connotation and idiomaticity	The students have difficulties in range, connotation, and idiomaticity of words.

From the data in the table can be said that the students had difficulties in pronouncing the words, how to spell the words, how to use in grammatical pattern correctly, how to choose appropriate meaning of the words, the students are also still confuse in using the word based on context and the students are also still confuse when they found words that are idiomatic. Then, the students did not get the best performance because some of them felt shy and afraid if they made mistake.

b. Questionnaire

The questionnaire was made to support the data from observation and interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of the class VII E. The numbers of the students are 38 students. The questionnaire was distributed to the students by taking ten minutes of the students' study time in the classroom. Here are the students' answers of questionnaire.

Table 4.10
Questionnaire Report

No	Question	Answer	Total Answer
1	Are you having difficulties pronouncing the words in learning vocabulary using make a match?	a. Yes	41.44 %
		b. Sometimes	36.11 %
		c. No	22.22%

The data above shows that 41.44% students difficulties pronunciation by using make a match technique. It means that most of the students had difficulty in pronouncing words well.

No	Question	Answer	Total Answer
2	Are you having difficulties spelling the words in learning vocabulary using make a match?	a. Yes	41.67 %
		b. Sometimes	38.89 %
		c. No	19.44%

Based on the students' respond, it can be concluded that almost all the students had difficulty in spelling of words well.

No	Question	Answer	Total Answer
3	Are you having difficulties memorize new vocabulary which length and complexity?	a. Yes	50 %
		b. Sometimes	36.11%
		c. No	13.89%

Based on the students' respond, it can be concluded that almost all the students had difficulty in memorize new vocabulary which range and complexity.

No	Question	Answer	Total Answer
4	Are you having difficulties in learning grammar?	a. Yes	44.44 %
		b. Sometimes	38.89 %
		c. No	16.67%

Based on the students' respond, it can be concluded that almost all the students had difficulty in learning grammar.

No	Question	Answer	Total Answer
5	Are you having difficulties understanding the meaning using make a match technique?	a. Yes	13.89%
		b. Sometimes	41.67%
		c. No	44.44%

Based on the students' respond, it can be concluded that almost all the students felt easy to understand meaning using make a match technique.

No	Question	Answer	Total Answer
6	Are you having difficulties if the similar words sound in learning vocabulary?	a. Yes	41.67 %
		b. Sometimes	36.11 %
		c. No	22.22%

Based on the students' respond, it can be concluded that almost all the students had difficulty in the similar words sound in learning vocabulary.

No	Question	Answer	Total Answer
7	Do you think the teacher explains the material using make a match is boring?	a. Yes	13.89 %
		b. Sometimes	27.78 %
		c. No	41.67%

Based on the students' respond, it can be concluded that the teacher' explain the material did not bore, almost all students looked happy and students felt easy to understand the material in teaching learning process using make a match technique although difficulties in pronouncing and spelling the words well.

No	Question	Answer	Total Answer
8	Do you learn vocabulary just to know the meaning of words?	a. Yes	25 %
		b. Sometimes	19.44 %
		c. No	55.55%

Based on the students' respond, it can be concluded that the students learning vocabulary did not to know the meaning of words but pronunciation and spelling of words also learned by students. Furthermore, the students should be more practice vocabulary that has been learned to communicate.

No	Question	Answer	Total Answer
9	Do you learn vocabulary only from your textbook and when the teacher taught in the class?	a. Yes	55.55%
		b. Sometimes	27.78 %
		c. No	44.44 %

Based on the students' respond, it can be concluded that the students learnt vocabulary only from their textbook and when the teacher taught the class, the students did not learn from the internet or other sources to increase their vocabulary mastery.

No	Question	Answer	Total Answer
10	Do you applying or relearn the vocabulary at home?	a. Yes	19.44 %
		b. Sometimes	8.33 %
		c. No	72.22 %

Based on the students' respond, it can be concluded that almost all the students had low motivation in learning vocabulary.

By considering the data gained before, it could be concluded that:

- 1) Almost all the students had difficulties in pronunciation, spelling, and memorizing new vocabulary.
- 2) Almost all the students had difficulty in learning grammar.
- 3) Almost all the students learnt vocabulary only from their textbook and when the teacher taught the class, the students did not learn from the internet or other sources to increase their vocabulary mastery.
- 4) Almost all students had low motivation in learning English especially vocabulary.

c. Interview

To support the data of observation, the researcher also employed interview. The interview was given to the teacher to know his opinion about the process of teaching learning vocabulary through make a match technique and problems in teaching learning process. (See appendix 5)

Based on the result of interview, the teacher believed that make a match technique was a quite good technique for teaching vocabulary. Because make a match technique can used to deepen the understanding of the materials, excavating of the materials and edutainment. In other hand, in the interview activity the teacher expressed that there were many problems in teaching learning vocabulary through make a match technique, they were as follows:

- 1) The teacher stated that she found difficulties to handle the class that seemed so noisy because a large class, some students were busy with their own activities like chatting.
- 2) The teacher could not monitor students' activity well.
- 3) The teacher stated that almost all students felt easy to understand the vocabulary only their around and difficult to understand the words that they had never known before.
- 4) The teacher stated that many students had difficulties in memorizing new vocabulary and do not want to open dictionary.

5) Many students had low motivation in learning English especially vocabulary.

3. Conclusion Drawing/Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussions and findings are divided into three parts: the process of teaching learning through make a match technique, the teacher's problem in teaching vocabulary through make a match technique, students' problems in learning vocabulary through make a match technique.

a. The Process of Teaching Learning Vocabulary through Make A Match Technique

Teaching and learning process was done in two meetings in class VII E. The material was "Part of Body". The researcher employed an observation sheet, questionnaire, and interview to know the process during teaching and learning vocabulary through make a match technique. The English teacher had an interactive class at that time. The observation conducted in two meetings. After observing the teaching and learning process, it can be described as follows:

1. In the first meeting, the teacher ran the steps based on Huda. It can be described as follows:

- 1) The teacher delivered material. She told about “part of body”.
- 2) The teacher divided the students into four groups, group “A, B, C, D”.
- 3) The teacher gave cards to the students. Group “A and B” got question cards and group “C and D” got answer cards. Then, the teachers asked to group “A and B” to find their partner cards in group “C or D”.
- 4) The teacher asked the students that they have to find and match the cards held by another card. The teacher also delivered the maximum time limit that was given to them.
- 5) The students who found the partner reported to the teacher. Then, teacher noted on paper that had been prepared, the students got point.
- 6) The teacher asked the students who did not find the partner to assemble their own.
- 7) The teacher just called some partner for a presentation in front of class. Then, the students wrote the words on whiteboard then spelling and pronouncing the words. The students who did not get partners noticed and provided feedback whether the other partner cards were suitable or not.
- 8) The teacher confirmed the correctness and suitability of questions and answers cards from the partner who gave a presentation.

2. In the second meeting, the teacher ran the steps based on Huda. It can be described as follows:

- 1) The teacher reviewed the material. She told about “part of body”.

- 2) The teacher divided the students into four groups, group “A, B, C, D”.
- 3) The teacher gave cards to the students. Group “A and B” got question cards and group “C and D” got answer cards. Then, the teacher asked to group “A and B” to find their partner cards in group “C or D”.
- 4) The teacher asked the students that they have to find and match the cards held by another group card. The teacher also delivered the maximum time limit that was given to them.
- 5) The students who found their partner reported to the teacher. Then, teacher noted on paper that had been prepared, the students got point.
- 6) The teacher asked the students who did not find the partner to assemble their own and got punishment, that was ”sing a song” in front of class.
- 7) The teacher called a partner for a presentation in front of class. Then, the students wrote the words on whiteboard then spelling and pronouncing the words.
- 8) The teacher confirmed the correctness and suitability of questions and answers cards from the partner who gave a presentation.
- 9) The teacher called the next partner, and so on until all partner were presentations.

b. Teacher’s Problems in Teaching Vocabulary through Make a Match Technique

The teacher has applied all the steps in teaching vocabulary but she still found difficulties even used make a match as technique. Based on the result of interview and observation, it can be concluded that:

- 1) The teacher had told difficulties to calm and handle the class that seemed so noisy because a large class, some students were busy with their own activities like chatting during teaching and learning process.
- 2) The teacher could not monitor students' activity well.
- 3) Almost all students felt easy to understand the vocabulary only their around and difficult to understand the words that they had never known before.
- 4) Many students had difficulties in memorizing new vocabulary and did not want to open dictionary.
- 5) Many students had low motivation in learning English especially vocabulary.

c. Students Problems in Learning Vocabulary through Make A Match Technique

The researcher employed the questionnaire to know the students' problems in learning vocabulary through make a match technique. Based on the result of students' answer of observation and questionnaire sheets, it can be concluded that the problems faced by the students were as follows:

- 1) The students had difficulties about how to pronounce and spell the words.
- 2) The students had low motivation in learning English especially vocabulary.
- 3) The students had difficulties in memorizing new vocabulary.
- 4) Some students looked shy when they were paired with the opposite gender.

C. Research Findings

In this part, the researcher would like to discuss about the finding of the process of teaching and learning vocabulary through make a match technique, the teachers' problems in teaching vocabulary through make a match technique, and the students' problems in learning vocabulary through make a match technique. This research was produced by the participants of the research, they are the English teacher and the students of class VII.E of MTs.S Mathla'ul Anwar Landbaw Gisting Tanggamus at the second semester in 2015/2016 academic year that had been observed.

1. Process of Teaching Learning Vocabulary through Make a Match Technique

The researcher employed an observation to know the process of teaching and learning vocabulary through make a match technique. This research was conducted two times including observing the teaching process, interviewing the English teacher and giving questionnaire to the students in order to know the problems faced by them. The observation was conducted in two meetings. From the data gained through observation could be conducted that the teaching and learning process especially vocabulary through make a match technique was quite effective. Even though there were many obstacles faced by the teacher and her students, it did not give the big influence for teaching and learning process.

The result of interview also showed that almost the problems were caused by the large of students in the class and students' motivation themselves. The teacher had difficulties to calm and handle the students that seemed so noisy during vocabulary

activity by using make a match technique. Then, almost all students easy to understand the vocabulary only their around and students difficulties understand the words that they had never known before. In addition, based on the result of questionnaire showed that most of the students had difficulties in memorizing new vocabulary, difficulties in pronunciation, spelling of words and the students had less motivation in English learning especially vocabulary.

2. Teacher's Problems in Teaching Vocabulary through Make a Match Technique

The teacher has applied all the steps in teaching vocabulary, it means that the teacher had competence in teaching but she still found difficulties even used make a match technique. Based on the result of interview and observation, it could be concluded that the problems faced by the teacher was the teacher had difficulties to calm and handle the students that seemed so noisy during teaching and learning process and the teacher could not monitor students' activity well caused by the large of students in the class. These the problems were what the teacher got in class in teaching vocabulary through make a match technique.

3. Students' Problems in Learning Vocabulary through Make a Match Technique

The researcher employed a questionnaire to know the students' problems in learning vocabulary through make a match technique. Based on the result of observation and questionnaire that answered by the students, the students had difficulties in pronouncing, spelling, memorizing new vocabulary and almost all the students learnt

vocabulary only from their textbook and when the teacher taught the class. Then, students had low motivation in English learning especially vocabulary. Furthermore, based on the observation, the researcher found some problems during the implementation of make a match technique in teaching and learning vocabulary, some students are parroting teacher aloud, so seemed crowded, students felt unconfident to come front the class and some students looked shy when they were paired with the opposite gender. It happened because of many reasons such as they were ashamed and also afraid to making mistakes.

CHAPTER V

CONCLUSION AND SUGESSTION

After collecting the data and analyzing the result of the research, the researcher draw some conclusions and suggestions in teaching and learning vocabulary through make a match technique.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching vocabulary through make a match technique had been conducted. It was quite effective technique which could be implemented in teaching and learning English especially vocabulary. However, make a match technique did not easy to be implemented by the teacher and students, but it can be increase the students' interest and participation in teaching vocabulary process.
2. The teachers' problems in teaching vocabulary through make a match technique were that the teacher had difficulties to handle the students that seemed so noisy during vocabulary activity by using make a match technique andthe teacher could not monitor students' activity well.
3. The students' problems in learning vocabulary through make a match technique were that the students had difficulties in pronouncing, spelling, memorizing new vocabulary and the students learnt vocabulary only from their textbook and when the teacher taught the class, the students did not

learn from the internet or other sources to increase their vocabulary mastery.

Then, students had low motivation in English learning especially vocabulary.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

- a. In teaching Make a Match technique, the teacher should direct more students to communicate using vocabulary has been learned. This is aimed to improve students' motivation in learning and students' comprehension about the material.
- b. The teacher should provide variety of vocabulary in the use of Make a Match technique.
- c. In teaching Make AMatch technique, the teacher should increase the variety of communication based on vocabulary that mastered by students, not only for speaking but also for writing. This is aimed to make students to deepen the understanding of the materials and excavating of the materials.
- d. The teacher can ask students to make sentences based on vocabulary has been learned in order to improve in teaching learning process.

2. Suggestion for the Students

- a. The students should be more practice vocabulary that has been learned to communicate.

- b. The students should try to understand the meaning of vocabulary from the context. For example: the students can understand vocabulary without using dictionary.
- c. Using Make A Match technique to make students more active in learning new vocabulary.

3. Suggestion for the School

The school should provide some of the equipments to support the teacher or students in teaching and learning English. Example: provide language laboratory.

4. Suggestion for the Next Researcher

The next researcher can conduct a study about teaching vocabulary with other technique that can be motivate and improve students' vocabulary.

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