

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is an effective tool to get communication, interaction, and information about other people, society, and other groups. Language is the system of words or signs that people use to express thoughts and feelings to teach others. A language that is a means of human communication consists of words that have a structure that is used together by a particular community or country in a conventional way. Without it, people difficult to understand each other. It is one of the media that cannot be separated from human life. As the system of communication, it is used to express thought by one person to another person. Therefore, language is the most important for human life. Gonzales (2004:2) said that “ language is more than skill, they are the medium through which communication of people engage with. Make sense and shape the world. Zaenuri (2001:9) says that” Languages helps you to understand yourself and the world around you.“without language, people will be easy getting confused with another. Language has four skills. They are writing, reading, listening, and speaking. In the study of language, the four skills. that should be mastered by those who are interested in learning English.

English is one of the international languages which is important to learn by all people. But many people worry about the meaning of the words. Indonesian students, they have to study the English language. Learning English is important because it can develop the ability to use English in many skills. Although in general, English is still considered a difficult subject for the

students because it is completely different from the Indonesia language in the system of structure, pronunciation, and vocabulary. Many students have problems in lackness of vocabulary. Because of that, the students are difficult to follow the English classroom activities.

Vocabulary is one of the part of English which is important. Learning English particularly vocabulary is important for supporting the ability speaking, listening, reading, and writing. Without mastering vocabulary we will have difficulties to improve our ability in communication with the others. Schmit and Mc.Carthey in Taslim(2014) Says that “vocabulary is one of the important skills in the language.” We use words and arrange them together to make sentences, conversation, and discourse all things. We can not express our idea if we do not master it. Then, Harmerin Taslin (2014) said “an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. It is important to master all of the vocabularies in Language. Mastering vocabulary means that we know all the words in the language which we use. Vocabulary is to improve our knowledge.

The basic of teaching and learning English is concerned with the student's abilities to use four language skills. In using language, they need lots of vocabularies because they have an important role in language learning. Without having a vocabulary, it is impossible to build communication using words. Vocabulary is a list of words it means that all words can be identified into vocabulary. Vocabulary is important because it has a relationship with the grammar and structure sentence. Usually, it is the problem of some people when they speak with other people. The point of the problem is low vocabulary.

Many ways to improve our vocabulary. Some teachers often complain that children attend classes that are so crowded and they don't want to study English. So the teachers must make new learning such as a technique. A technique in learning English is effective to improve students vocabulary. The teacher chooses a technique that can make the students interesting and enjoy while studying English.

Matching is one of the techniques which is introduced in cooperative learning. Lie (2002:30) said that the Matching technique is learning that focuses on cooperation and teamwork. The matching technique is a kind of technique, the students are divided into two groups, the "A" group and the "B" group. Each of the students in the group gets one card. The students in "a" group bring the topic cards while the students relax and enjoy the activity. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose a longer paragraph based on the topic they got.

When the writer did field practice in SMP Negeri 1 Pegagan Hilir, the writer used English in preliminary activity but no one of them understood what the writer said. All the students just keep silent. They didn't give a respon to what the writer said. When the writer asked them what their difficulties in English. They complained because the English teacher taught them by conventional. From all the answers of the students. The writer realized that they lack vocabulary, especially the verb. They didn't know about the words, form, and meaning. Some of them knew how to utterance but they didn't knew how to wrote them.

Based on the experience of the writer when did a pre- research in the seventh grade of SMP Negeri 1 Pegagan Hilir, the writer found that the students

had trouble in trouble vocabulary mastery. The writer gave students tests of vocabulary to find out their problem in vocabulary especially the verb. The writer makes evidence to prove the statement above, as follow:

Table 1.1 The Result of Preliminary Research

No	Name	R	N	S
1	DG	15	20	75
2	JY	13	20	65
3	FJ	11	20	55
4	DN	15	20	75
5	DV	12	20	60
6	MRS	15	20	75
7	WY	16	20	80
8	FR	10	20	50
9	RS	13	20	65
10	GL	8	20	40
11	FS	15	20	75
12	AD	9	20	45
13	CS	10	20	50
14	AG	9	20	45
15	JN	10	20	50
16	DE	10	20	50
17	NF	12	20	60
18	ZK	11	20	55

19	NB	12	20	60
20	TY	9	20	45
Total Score				1.175

$$S = \frac{R}{N} \times 100$$

Where:

S: Score number of test

R: Number of the correct answers

N: Number of question

From the observed vocabulary test above, it proves that they skill lacks in vocabulary. The writer found only one student that get 80 scores, another student just in 40-75 score. Based on the score of the observed above, the writer conducted research entitled” The Effect of Matching technique on the student’s vocabulary mastery at seventh grade in SMP Negeri 1 Pegagan Hilir”.

1.2. The Problem of the Study

Based on the background research, the research question could be formulated as follows. Does matching technique affect the student’s vocabulary achievement of grade seventh at SMP Negeri 1 Pegagan Hilir?

1.3. The Objective of the Study

The objective of the study was to find out the effect of the matching techniques the student’s vocabulary achievement of grade seventh at SMP Negeri 1 Pegagan Hilir?

1.4 The Scope of the Study

In learning English, the students got some difficulties to be mastered in English skill if they were lack in English vocabulary. Because of it, the writer scope this study in vocabulary. There are many kinds of vocabulary like noun, verb, adjective, adverb, pronoun, conjunction, determiner, preposition. In this study, the writer will scope this study in verbs. Altenberg and Robert (2010:158) state that verb consists of many kinds like regular verb, irregular verb, and linking verb.

1.5 The Significances of Study

The researcher hoped that this research can gave a contribution especially about the eEffect of using matching technique to improve student's vocabulary mastery. The researcher also hoped that this research was be useful for the teachers, the students, for the school, and the researcher as the statement below:

Theoretically:

- a. The result of this study can enrich the knowledge ,especially about Matching technique as an alternative to teaching vocabulary.
- b. The result of this study could be used as input the teaching vocabulary.

Practically:

- a. For the teacher

The teacher could be careful in selecting the teaching techniques in their class. It was hoped that the result of this study helps teachers to teach vocabulary properly by using make a matching technique for

vocational high school students. The teachers could improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary.

b. For the students

The positive impact of this research could support students to improve vocabulary mastery. The students certainly felt happy and relax in class in teaching learning process. matching technique was one of the techniques that help the students can improve their learning vocabulary mastery easily. Learning with games can helped students feel comfortable and receive much knowledge easily.

c. For the researcher

The positive result of this research could support the researcher to enrich the method of vocabulary mastery and using a match techniques. The researcher knew deeply about teaching vocabulary using match technique. For other research, the result of the study could be used as a reference for the other researcher who wants to conduct a research teaching vocabulary.

1.6 Hypothesis

The writer formulated the Hypothesis in this study as the following:

Ha: There was a significant effect of making a matching technique of the student's achievement in vocabulary by using matching technique.

Ho: There was no significant effect of student's achievement in vocabulary by using matching technique.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Theoretical Framework

In conducting research, theories were needed to explain the terms and concepts in this chapter. Some related theories were used for some basic theories to support the study. They made the writer and the readers may have the same perception of them.

2.2 Word

Word is a unit of language, consisting of one more spoken sounds or their written representation, that as a principal carrier of meaning. Wallace in Dialnet (2000:35) states that, Structure words are almost deprived of meaning when considered in isolation and therefore should be considered as part of the grammar of a language. A basic assumption in vocabulary testing is that we are assessing knowledge of words, But the words are not an easy concept to define, either in theoretical terms or for various applied purposes.

Nation in Schmit (2000:5) proposes the following list of the different kinds of knowledge that person must master to know a word.

1. The meaning (s) of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The association of the word

8. The frequency of the word

Linda Tylor in Dialnet (2000:37-38) state that knowledge of a word implies the acquisition of information of various types, which seem to be the universal language. The kinds of knowledge are as follows:

- a. Knowledge of the frequency of occurrence
- b. Knowledge of style register ,and dialect
- c. Knowledge of collocation, both semantic and syntactic(sometimes termed collocation)
- d. Knowledge of morphology
- e. Knowledge of semantics
- f. Knowledge of polysemy
- g. Knowledge of equivalent of the words in the mother tongue, that is to say, its translation.

2.3 Vocabulary

Vocabulary is a basic element of learning English. Schmitt and Mc.Carthey in Taslim (2014) says that “ vocabulary is one of the important skills in language”. This is an important factor in reading, listening, writing, and speaking. Yun (2005:68) state that vocabulary is commonly used is as follows:

1. All the words as the language.
2. The number of words that an individua can understand and use whether in speaking or writing.
3. The word of the word said to be representative of a subject or occupation.
4. List of words to serve specific purposes.

Read (2000:10) “ Vocabulary has been defined in separated meaning such as word, “ Vocabulary is the most of English Language. Vocabulary is very useful for anyone who is studying a foreign language. Learning vocabulary is a going process to continue through our life. According to Schmitt and Mc.Carthey in Taslim(2014) “ Vocabulary is one of the important skills in language”. We use words and arrange them together to make sentences, conversations, and discourse all things. Vocabulary plays a very important role in in developing the four language skills namely speaking, listening, reading ,and writing. The more vocabulary the learners have, the easier for them to develop.

The writer said vocabulary is shown to include much more than knowledge of single words. Schmitt (2000:54) vocabulary is a list of words and used by a particular person. Vocabulary is a good store of words that is crucial for understanding and communication. It is one of the most crucial elements of language, which makes it very reasonable to at least acquire the most frequent words of the language to be able to communicate. Teaching and learning vocabulary has constantly been challenging both teachers and learners because traditionally there has been no focus on appropriate vocabulary instruction in English Language classrooms. So in the classroom, the teacher must able to give the right direction in the teaching learning process.

The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language (Hayes, Wolfer, and Wolfe) in Kamil and Hiebert (2005:5).Vocabulary is an essential element in learning a foreign or second language. Learning Vocabulary is a basic element in to master English., without adequate vocabularies, the students cannot master the four skills in the

English namely: speaking, writing ,reading ,and listening. Therefore the teacher should pay much attention to teaching vocabulary in which the students can obtain some new words and to master the four skills. It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. And vocabulary also helps people to communicate with the other. That's is the reason why it is important to learn it.

The importance of vocabulary is treated by many schools and researcher's words are always considered as building stones in a language, so if we understand words we start to develop knowledge about the target language. Baci (2014) founded at least five reasons why to teach vocabulary.

- a. To increase reading comprehension.
- b. To develop knowledge of new concepts.
- c. To improve vocabulary in writing.
- d. To help students communicate more effectively.
- e. And to develop deeper understanding of words and concepts they did not know before.

Therefore, vocabulary is an essential element to teach academic awareness and to develop further knowledge in different areas because without comprehension no message to conveyed and no information is obtained. In the classroom the teacher must be able to make the students, more interested in the material first. Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. students as the learning subject is the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful

when the students can directly feel the advantages of learning materials by experiencing and learning it.

2.3.1. Kinds of Vocabulary

Brown (1945:16) state that there are two kinds of vocabulary, as follows:

- a. Active vocabulary (productive Vocabulary). Active vocabulary is words which the students understand, can pronounce correctly ,and uses constructively in speaking and writing.
- b. Passive Vocabulary (Receptive Vocabulary). Passive Vocabulary is words that recognize and understand when they occur in a context, but he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive.

2.3.2. Types of Vocabulary

Nation (2001) states that there are four types of vocabulary:

1. Reading Vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than listening.

2. Listening Vocabulary

A person's listening vocabulary is all the words that he or she recognize when she is listening to speech. People may still understand words they are not exposed to before using cues such as tone, gestures, the topic of discussion ,and the social context of the conversation.

3. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she use in speech, It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misused though slight and unintentional may be compensated by facial expressions, tone of voice.

4. Writing Vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Written generally use a limited set of words when they are communicating.

2.3.3. How To Teach Vocabulary

The two most common ways in which the meaning of new items conveyed as a following:

- 1) Traditional approaches and techniques, which are teacher, centered and
- 2) Student –centered learning.

2.3.3.1. Traditional Approaches and Techniques

Teacher-centered approaches are divided into three main types: visual techniques, verbal techniques ,and translation.

a. Visual Techniques

- a. Doft in Dialnet (2000:45) states that vocabulary should only be presented visually if it can be done quickly, easily, and clearly. In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word be taught:

1. Realita is an object in the class, including, slide, wallcharts, transparencies.etc.
2. Pictures, photos ,BB, drawings, flashcards, slides, wallcharts, transparencies, etc.
3. Mime, gestures,actions,facial,expression.

b. Verbal Techniques

There are certainly other techniques which can be used to present vocabulary which is as follows:

1. By giving examples of the type, to illustrate the meaning of superordinates
2. By using illustrate situations, to explain abstract words, for instance
3. Through definitions.
4. With synonym opposite
5. By using scales for gradable items.

2.3.3.2. Student-Centred Learning

Student's centered learning can also take place in different ways such as by allowing them to ask other students in the classroom, by using a dictionary or through contextual guesswork.

2.4. Nature of Vocabulary

Matching techniques is one of the cooperative learning methods developed and introduced by Curran in (1994). Arifah and Kusumarasyati (2013: 10), using a match technique is one of teaching techniques which can be used in cooperative learning. Neuman and Dwyer,(2009:385) state that This word

collection is used as a medium for expressing the purposes of speakers or writers and to communicate fluently if he has a sufficiently large vocabulary that will enable him to communicate more easily. In other words, vocabulary is one of the main requirements for a person to communicate well.

Stahl (2005:3) states that vocabulary knowledge is knowledge of words that not only implies definition, but also implies how each word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in sentences. Vocabulary is acquired incidentally through indirect exposure to words and intentionally and strategies for learning about words and collocations.

This incremental nature of vocabulary acquisition manifests itself in several of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we can produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms). The assumption is that people learn words receptively first and later achieve productive knowledge.

Read (2000:25) states that before we start to consider how to test vocabulary. It is necessary first to explore the nature of what we want to assess.

From this perspective, Vocabulary knowledge involves knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learner can match each word with a synonym, a dictionary type definition ,or an equivalent word in their language.

2.5. Effect

Hornby in Ujung (2013) states that “ Effect is a change that something causes in somebody or something else. Particular looks, sound that somebody, such as a writer, wants, to create. Effect means a change that is the result or consequence of an action or other cause.

Based on the explanation, it can be concluded that effect is a change that happened to a person by doing something which gives that result. The word “affect” means the changing of thing or person in their attitude after receiving a treatment or doing something. The effect gives changing for people’s attitude and changing must be positive. The effect is something that can affect things to other things.

2.6. Technique

Nation (2000:20) technique is a useful way new teaching of vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning. The teacher gradually communication the meaning of a word by using it in a contest. When the learner thinks by knowing what the word means, they raise their hands. After enough hand is raised, the teacher asks a learner for a translation or explanation of the meaning.

It means that technique is the way of doing something that needs special skills to make it easier. The technique is also very useful to help the students when

they study English, included studying English vocabulary. It is a systematic procedure, formula, or routine by which a task is accomplished, and usually, the teacher should make step by step to implement the technique. The technique is also a skill and an ability in artistic, sporting, or other practical activity that you develop through training and practice, So, it a special way of doing something.

2.7. Matching

Matching is one of the techniques which is introduced in cooperative learning. Lie (2002:30) says that Matching Technique is learning that focuses on cooperation and teamwork. Matching techniques is developed by Lorna Curran (1994). Matching techniques is a kind of technique that leads the students to find their partner. In this technique, the students are divided into two groups, “A” groups, and “B” groups. Each of the students in the group gets one card. The students in “A” group bring the topic cards while the students in the “B” group bring simple description cards. When the students looking for their matches, the teacher turns on the music as a back sound to make the students relax and enjoy the activity. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose a longer paragraph based on the topic they got.

By using matching techniques, teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English for Junior High School students, the teacher uses a make a matching technique to make teaching and learning easier. When the students are interested in the learning, they will concrete and participate actively in the class.

Partner before the time limit, students who can find the partner will get point. The matching technique is one of the cooperative learning techniques that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. This technique is started with the technique when the students asked to find their card partners. They have to find it.

The matching technique is developed by Lorna Curran in 1994. The superiority of this technique is the students find their partner while learning about a concept or a topic in a happy situation. One of the profits of this technique is the students look for their partner while learning a topic in an interesting situation.

By using cooperative learning especially the Matching technique, the teacher has an effort to motivate the student's interest in English especially in speaking. Besides, make sure students enjoy the lesson and they are can be active in the classroom activity. In the application of Matching technique, obtained some findings that matching technique can foster cooperation in answering student's question by matching the existing cards in their hand, the learning process more interesting and most students seemed more enthusiastic about taking the learning process, and students very enthusiast when the students look at the all cards for each pair, This is a characteristics of cooperative learning as it is raised by Lie (2002:30) "Cooperative learning is learning that focuses on cooperation and teamwork.

2.7.1. The Advantages of Matching Technique

Istarani (2011:63) adds that the Using Matching technique has several advantages as follows:

1. The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.
2. Each student can be directly involved in answering a question given to them in the form of a card.
3. It can increase the student's creativity through matching the cards.
4. It can help avoid students being bored during the teaching-learning process.
5. Student's cooperation will emerge dynamically.
6. There is dynamic mutual help between the students.
7. It can create a more interesting classroom atmosphere.
8. The happy situation will grow during the learning process (let them move)
9. It can create joyful learning because it is like a game.
10. It can increase student's comprehension of the material.
11. Avoid the situation of the students in the following teaching and learning activities.

Suprijono (2010:97) clarifies that by using the match technique teachers can motivate and encourage their students to be more interested and enthusiastic in learning English.

2.7.2. The Disadvantages Matching Technique

1. Requires guidance from the teacher to conduct the activity.
2. The time needed to be limited, students is not to let play too much in the learning process.
3. Teachers needed to prepare adequate materials and tools.

4. Will create noise and crowds that are not controlled.
5. Difficult for the teacher to prepare the cards well and in good accordance with the material.
6. Difficult to set the rhythm or the course of the learning process
7. Difficult to make students concrete.

2.7.3. The Procedure for Applying Matching Technique

1. The teacher prepares some cards that contain some concepts or a suitable topic for the review session, a part is contains question and the other is the answer.
2. Every student gets a card.
3. Every student thinks the answer or the question from the card that they hold.
4. Every student finds their partner that has a matching card with his cards.
5. Every student who finds a suitable card before the time up will get a point.
6. After the first session, the card is shuffled, so the students will get a different card in their next session. It is continued until this activity is ended.
7. Teacher together with the students make a conclusion from the material that have been given by the teacher.
8. The students also able to gather with 2 or 3 students who hold suitable cards.
9. Teacher and students conclude together principles of use make a matching method, there are:

1. Social System

- a. Students interact with each other through a card matching game that made the situation a fun competition.
- b. The teacher as a facilitator to control the content and the learning process from the point of interaction between the participants learn from each other.

2. Reaction principle

- a. The teacher acts as a facilitator and enabler. In overall charge of the teaching learning process and it responsible keep the atmosphere of learning in a way that supports the attitude and not is judgmental.
- b. Students may be possible to gain experience using the knowledge and skill that have been held to apply to the competitive nature of this game.

3. Support System

Teachers who have a warm personality and skill in managing the interpersonal relationships and group discussion, be able to create a classroom climate that is open and not defensive.

- a. Media in the form of cards containing questions and answers of these materials and the data selected and organized to provide examples of problems in a matter of learning.

1. Instructional Impact

- a. Concepts and skill
- b. Think critically and make decisions.
- c. The accuracy, precision, accuracy ,and speed.

2. Impact accompaniment
 - a. Achievement of objectives and evaluation
 - b. Awareness of the effectiveness
 - c. Dealing with the consequence.

2.7. 4. The Principle of Matching Technique

Principles of using a matching technique, there are:

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2. The teacher as a facilitator to control the content and the learning process from the point of interaction between the participants learn from each other.

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6. Awareness of the effectiveness
7. Dealing with the consequences

2.8. Previous Research

Many researcher had conducted the research. Related to this study, the writer chose previous researches which were relevant to teaching. It had similarities with the research of the writer in using the strategy. The writer used this research to reference.

1. Arifah, Kusumarasdyati (2013), Department of English, Universitas Negeri Surabaya “ The effect of Using Match Technique for Teaching writing Descriptive Text to the Seventh Graders of SMPN 1 Karangbinangun Lamongan”. Based on the result of the data analysis, it was concluded that using a matching technique affects the student’s ability in writing recount text In the pre-test, the student’s score of experimental is 1244.5 and the mean is 59.27.
2. Zawil (2016), Department of English, Syiah Kuala University” *The Effect of The Using a Match Technique Could Improve The Mastery of Vocabulary of Eight Grade Students At Junior High School Negeri Banda Aceh.*” The main purpose was to find out if students using a Match Technique would get better scores for vocabulary compared to those who were taught the usual way, The material given to the students was vocabulary in the content of a narrative text.

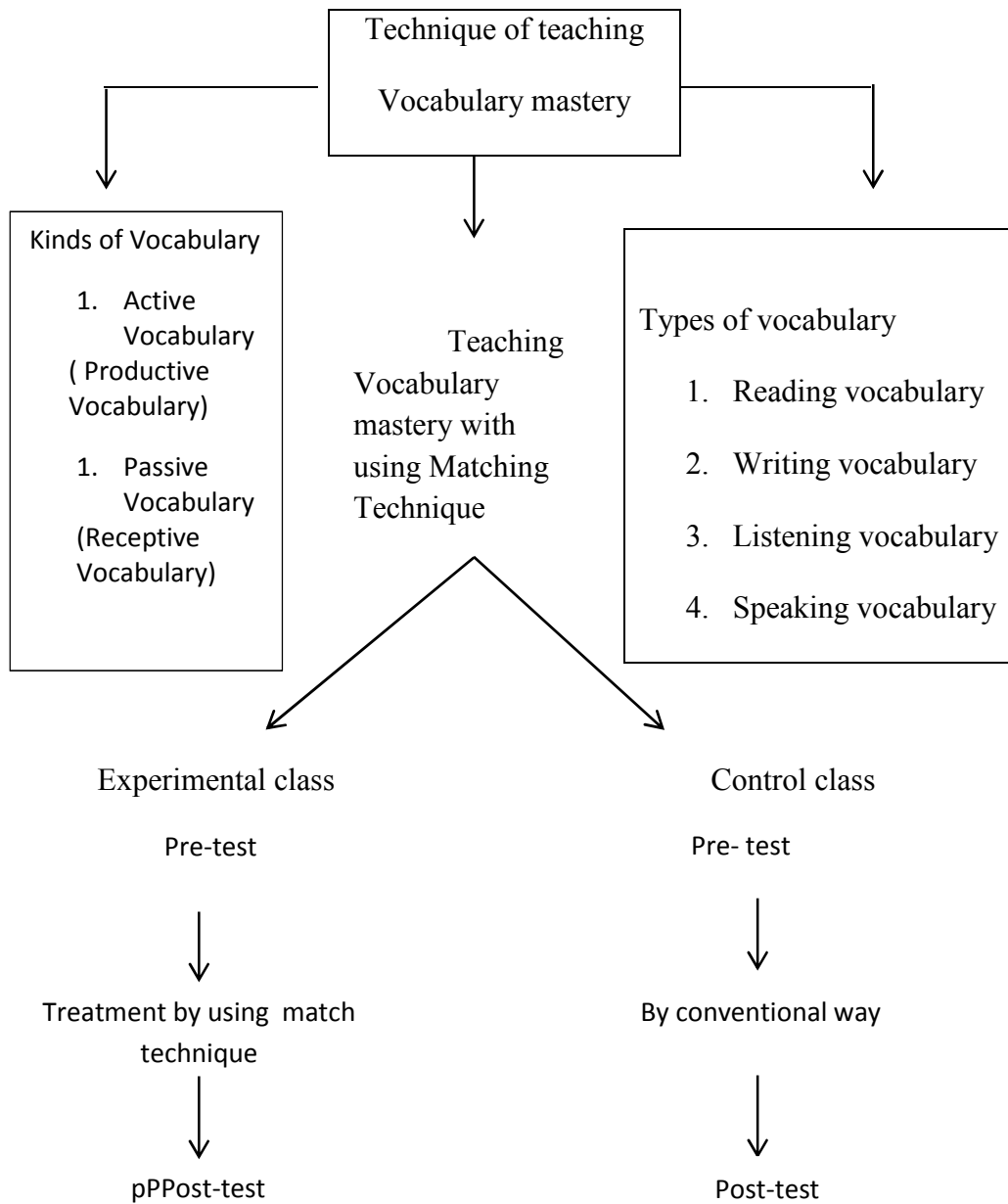
2.9 Conceptual Framework

Vocabulary is one of the most important skills in learning a language, without vocabulary the students cannot learn the language well and feel difficult to learn English. Vocabulary has a lot of influences on the four language skills, they are speaking, listening, reading, and writing. The skills are also very important for the students. When they are speaking, listening, and reading. They need to know it.

Teaching vocabulary can help the students to express their ideas in their activities. In learning English as a foreign language, the matching technique is one of the alternative ways in teaching vocabulary and it is considered as an effective way to improve the students to express their language ability. The technique is more effective and interesting so that the students are not bored while they are studying vocabulary. It is important because it can improve their vocabulary. It can achieve their vocabulary knowledge. They are also think more active to know about vocabulary. The technique is suitable to do in class. Because it can add student's knowledge about vocabulary. The teacher asked the students to think more and the students able to connect a word with the other word.

Based on the explanation above, it could be predicted that teaching by using the matching techniques was one way that could be used in teaching vocabulary and giving effect to the student's vocabulary mastery.

The conceptual framework can be seen as follow:



Figure, 2.9.

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was designed by experimental quantitative research. Surachmad (1990:640) experimental research was not only to collect and to describe the data but also to find out the cause and effect of the treatment. Margono (2005:10) experimental research was to provoke the data needed to answer the research problem. One group, the experimental group (EG) was given a certain treatment and another group is a control group (CG) whose purpose was to be a standard of comparison. The differences in the result measured from the EG and those from the CG was the measurement of the effect of the treatment which will be given to the EG.

Two groups chose for this research, an EG, and CG. Borg (1987:8) suggest that EG, consists of the subject who were given the treatment, that was the program or experience which the researcher wanted to study whilst the other group, the CG consists of subjects who were not given the treatment in the research. Furthermore, the purpose of choosing the EG was to measure the effect of the treatment (the independent variable) upon the dependent variable while the purpose of the CG was to control for the treatment that could affect the EG.

In this case, the Using Match technique was the independent variable while improving student's vocabulary was the dependent variable. Indeed, the Using a Match technique as the independent variable was manipulated to see the changer or possible improvement in the students' vocabulary mastery as the dependent variable.

Table 3.1.

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental (VII-2)	√	Treatment by using match technique	√
Control (VII-3)	√	By conventional way	√

3.2 Population and Sample

Arikunto (2006:130) stated that the population is the totality of the research subjects, while the sample is that portion of the population that is studied in the research.

3.2.1. Population

The population of this research focused on seventh grade students of SMP Negeri 1 Pegagan Hilir with a total number they were 40 students. They were VII-2.the experimental class consisted of 20 students and VII-3 the control class consists of 20 students. Arikunto (2010:173) stated that the population was all of the object research it could be people, animals, plans, things, object test score or events as the the data sources.

3.2.2 Sample

Sample was chosen from the population According to Arikunto

(1992: 117). Sample was a part of population that has the same characteristic as the data source. Sevila et all (2006 :160) stated that sample was a small is the small group that observed. In this research the researcher chose class VII-2 and VII- 3 of SMP Negeri 1 Pegagan Hilir as the sample.

3.3. The Instrument of Collecting Data

The instrument of collecting data was a vocabulary test. The test was multiple choice. In this test, the teacher asked the students to answer 50 multiple choices about synonyms and Antonyms with choosing the best answer. The teacher conducted Pre-Test, Treatment, and Post-Test.

3.4. The Procedure of Data Collection

The classes divided into two groups, they were experimental group and control group. The experimental group gave the treatment by applying the Matching technique while the control group did not be given the treatment. The research procedure consisted of three parts namely, pre-test, the treatment, and post-test. Only teaching a conventional way.

Table 3.4

Teaching procedure of Experimental and Control group Activities

No	Step	Control Group	Experimental Group
1	Pre-test	<ol style="list-style-type: none"> 1. The teacher greeted and checked the student's attendance 2. The teacher explained the topic that they learnt 3. The teachers explained what the 	<ol style="list-style-type: none"> 1. The teacher greeted and checked the student's attendance. 2. The teacher explained the topic that they learnt 3. The teacher

		<p>students did</p> <ol style="list-style-type: none"> 4. The teacher gave the pre-test to the student's and then the students did it. 5. The teacher gave the score for the student's test. 	<p>explained what the students did</p> <ol style="list-style-type: none"> 4. The teacher gave the pre-test to the students and then the students did it. 5. The teacher gave the score for the student's test.
2	Treatment	<p>Without Matching technique</p> <ol style="list-style-type: none"> 1. The teacher greeted and checked the student's attendance 2. The teacher asked the students to open their books and gave a topic about daily activity. 3. The teacher asked the students to try to identify the word based on the group of word 	<p>By using Matching Technique</p> <ol style="list-style-type: none"> 1. The teacher greeted and checked the student's attendance 2. The teacher taught the students based on steps of Matching Technique 3. The teacher asked the students to open their books and explained the topic about their daily activity, their future plan ,etc. 4. Teacher gave examples to the students how to classified the word

			<p>based on the group of words</p> <p>5. Teacher gave exercise to students to classified of word</p> <p>6. The teacher asked the students to classified the word</p> <p>7. The teacher asked them to presented in front of the class</p>
3	Post-test	<ol style="list-style-type: none"> 1. Teacher greeted and checked the student's attendance 2. Teachers gave a topic to the students and asked them to do it by themselves 3. The teacher gave the test to the students 4. Teachers checked they worked then gave the scores. 	<ol style="list-style-type: none"> 1. Teacher greeted and checked the student's attendance 2. Teacher gave a topic to the students and asked them to did it by themselves 3. The teacher gave the test to the students 4. Teacher checked their work and then gave the score

3.4.1. Pre-test

The experimental group and the control group were given the pre-test before the treatment. The best test did before the treatment done. The writer gave the students 50 multiple-choice tests for the pre-test on vocabulary for two groups in the first meeting. The students

selected one the best answer to completed each question. The writer delivered a test of the post to all students as the sample. Regarding instruments of the data collection, they were all scores for each correct answer. In answering questions, if students could answer one question, they would get a score of 2. It meant that the right students score range from the highest 100 (When the students could answer correctly) and the lowest was 0 (When the students can't answer the question).

3.4.2 Treatment

The experimental group and control group taught by using the same topics but the different instruments. In the experimental group, students taught by using the Matching technique and the control group taught by using not using a matching technique. The researcher was experimental class and control class by the following procedures.

3.4.3 Post-test

After having the treatment, both classed gave a post-test. It aimed to see the difference of the main score between the experimental class and control class. Moreover, to know, the effect of the Matching technique on student's vocabulary mastery.

3.5 Scoring The Test

After finishing these steps above, the writer calculated the score of the students, For scoring the test, the writer used the way to score the test.

$$S = \frac{R}{N} \times 100$$

Where:

S= Score number of the test

R= Nuber of the correct answer(s)

N= Number of the question

The students Score skill level

Texs score level

81-100 Excelent

61-80 Good

41-60 Average

21-40 Fair

0-20 Poor

3.6 Validity and Reliability of the Test

To validate the instrument of the study, the writer made the validity and reliability of the test. These two factor should be fulfilled by the test before it used to drive valid data in the research. The establishment of the procedure of each aspect was discussed in the following part.

3.6.1 The validity of the Test

Validity was a measurement that shows the levels of the validity of the instruments. (Arikunto,2014:211). It meant that the test is valid for the appropriate information that is needed by the tester. There were four types of validity, namely, content validity, construct validity, concurrent validity ,and predictive validity. This study conducted with content validity. Content validity considered a test was the necessary and appropriate content to measure what supposed to.

Table 3.6

The test specification

No	Kinds of Verb	Test item	Kinds of test	Score
1.	Synonym	25	Multiple choice	2x25 =50
2.	Antonym	25	Multiple choice	2x25 =50
Total		50		100

The writer gave 50 test item that consisted of 25 Synonym test and 25 Antonym test, every test will give score 2. It meant that if they answered all by the correct answer they got the highest 100.

3.6.2 The Reliability of the Test

Reliability was one of the criteria that makes a test qualified. Brown (2004:23) had explained that a reliability test is consistent and dependable. Arikunto (2014:221) stated that, reliability showed in one meaning, namely as the instrument believed to collected data because this instrument is good.

In this study, the test was used in vocabulary test. The writer formula

$$(KR_{21}) = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K.SD^2} \right]$$

KR_{21} = Reliability of the test

M = Mean of the test

K = Number of items in the test

SD = Standart Deviation

Texs score level

81-100 Excelent

61-80 Good

41-60 Average

21-40 Fair

0-20 Poor

3.7 The Technique of Analyzing data

After administering the test gave by the writer to both groups, experimental and control gave vocabulary test form in pre-test and post-test.

After that, their answer and their score tabulated The writer found the score of deviation of from the experimental and control group. Then compare the score of the experimental group and control group.

Collecting the data from the scoring of the experimental and control group.

The writer used t-test for two connected sample was a big sample because the sample was 40 students. The formula was used t-test or to in condition with big sample

($N > 20$) was as followed.

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

t= the effect

M_x = mean of experimental group

M_y = mean of control group

Dx^2 = the deviation score of experimental group

Dy^2 = the deviation score of control group

N_x = the sample of experimental group

N_y = the sample of control group

Texs score level

81-100 Excelent

61-80 Good

41-60 Average

21-40 Fair

0-20 Poor