

CHAPTER 1

INTRODUCTION

1.1 The Background Of The Study

Vocabulary is one of components in learning English as Foreign Language. It is very important to teach vocabulary for English Language Learners because vocabulary has key position in teaching and learning process. According to Harmer (2007:229) said that teaching vocabulary is a major part of the teacher's art and learners need to see word in context to see how they are used. In teaching vocabulary, there are two ways that can be applied by teacher in teaching and learning process. They are implicit and explicit teaching and learning. Implicit learning also called incidental learning or indirect learning, while explicit learning is called intentional learning or direct learning.

Vocabulary is given in English subject, involve in reading, writing, listening, or speaking skill because it is integrated in English skill. For example, when vocabulary is taught integrated in reading skill, teacher can give a paragraph of short story and ask the learners to find the synonym or antonym of word from short story. There is a relationship between vocabulary and language skill. Learners have to master vocabulary first, if they want to master language skill well.

Learners who have good vocabulary mastery can be applied in reading, listening, speaking, or writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When the teacher just learn about

grammar without learning vocabulary, the teacher cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Actually, there are many difference problems in teaching vocabulary in every highschool, especially in Indonesia. Based on the preliminary research of writer, in SMP Nasrani 2 Medan there is different problem in teaching vocabulary. The English teacher just focus on language skills; these are listening, speaking, reading and writing. He or she does not emphasize yet on vocabulary mastery even though in school-based curriculum doesn't mention the specific subject of vocabulary, it is very important to master vocabulary so that learners can understand about English well. Hence, students have lack of vocabulary when students in the first grade do some exercises, learners will get trouble in doing the exercises because learners have limited vocabulary. The limited vocabulary also can influence students' achievement in English subject, especially in vocabulary mastery. In addition to that, learners are crowded when the teacher explains the

material and the learners don't understand about the material well. This condition need a good technique to improve students' achievement in vocabulary. Make a Match technique can be applied in teaching vocabulary and improve the students' achievement. The reason of using this technique is based on the previous studies which assert that Make a Match technique is effective.

By Make a Match technique, teaching and learning process in the classroom will be interesting and pleasing. This technic will change the passive learning to be active learning. When Make a Match applies inteaching vocabulary which is integrated in reading skill, the writer prepares all neededthings in implementing Make a Match technique, such as short story and some flashcards that contains many vocabularies. Each flashcard has a pair. Duties for the students look for the pair of flashcard they have held in certain time. Based on the writer's interview and observation, the student's vocabulary is still Poor because the students get difficulties, memorize many words in English. Moreover, the teacher's ability to teach vocabulary is not interesting and monotouns. Their methods, strategies or techniques are not realiable in teaching or learning. The teachers usually ask the students to search the meaning of words from their dictionary but all the students get hard to remember these words in English.

Based on the explanations about the writer interest to find out the problem and difficulties of student to improve their vocabulary. The writer got the solve the problems and difficulties when the writer doing the study in smp nasrani 2 medan. so, thats way the writer make this study with entitle : “ the effect of make a match technique on student vocabulary mastery at smp nasrani 2 medan ”

TABLE 1.1

The table of rubric score

No.	Name of Students	Score
1.	Agnes	50
2.	Cindy	70
3.	Dino	40
4.	Dinda	40
5.	Jesica	40
6.	Kaleb	60
7.	Karlos	50
8.	Oktavia	50
9.	Samuel	70
10.	Tamara	40

Total Score = 420

Total data = 10

Mean = $420/10$

From the observed of vocabulary test, they still lack in vocabulary the observation above the writer found that 70% the students got 30-50 score 30 % the students got 60-70 score. From the explanation above the writer interested to take the title is The effect of make a match technique on student vocabulary mastery at smp nasrani 2 medan.

1.2 The Problem of Study

Based on the background of the study above,the problem of study is “does the use of Match Technique affect the students vocabulary mastery ?

1.3 The Objective of the Study

The objective of the study is to find out whether Make a Match technique significantly effect the student's in vocabulary mastery or not.

1.4 The Scope of the Study

There are many methods and techniques of teaching vocabulary. For example, mindmipping, picture, and soon. In this study, the problem is limited on students vocabulary mastery by using Make A Match technique. There are many parts of vocabulary: verb, noun, adjective, adverb, interjunction, pronoun, conjunction, preposition. But the writer focus on the noun. Noun is have five types: common noun, proper noun, collective noun, material noun, compound noun. The writer focus on the common noun. Common noun is explain about noun in general form. There are 3 common noun: people, place, things. In this study, the writer focus on three types.

1.5 The Significances of the Study

The result of this study is expect to give some benefits in :

1..Theoretical Aspects

1. The result of this study can be a use input to English teaching learning process, especially for improving students vocabulary mastery.
2. The result of this study can be useas reference for the people who conduct a study in English teaching learning process, especially in teaching vocabulary.

2.Practical Aspect

1. For Teacher

The writer hopes this study will be inspiring for English teachers, especially in teaching vocabulary. The teacher can use this method to improve students vocabulary mastery.

2. For Students

The students can improve their skill and stimulate them to improve their vocabulary mastery.

1.6 The Hypothesis

Based on the background of the study, the problem can be answer by the following hypothesis:

1. Alternative Hypothesis (H_a)

The hypothesis read there is significant affect of using Make a Match on students in vocabulary mastery.

2. Null Hypothesis (H_o)

Null Hypothesis read there is no significant affect of using Make a Match on students in vocabulary mastery.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a study, theories are needed to explain some concept. The theoretical framework of the study aims to give a clear concept and perception apply in the research concern. Some of the terms are used in this study and they need to be theoretically explained to avoid misunderstanding between readers and writer. There are some points to be explained related to the English vocabulary and aspects of English vocabulary learning.

2.2 Definition of Vocabulary

According to Coady and Huckin (1998 : 5) vocabulary is central to language and of critical importance to the typical language learning. Vocabulary as a list or set of words for a particular language or a list or set of words that individual speaker of language might use. Vocabulary learning is a very important part of learning a language. Students intend to be able to listen, to speak, to read, and to write in English in order to be able to communicate. To achieve this aim, the students must master a number of vocabularies as a condition in language mastery. With the rich vocabulary students will be able to communicate effectively.

Vocabulary is a core component in language teaching that has been mastered by learners. Vocabulary can be nouns, verbs, adjectives, etc. By mastering vocabulary well, can help learners master language skill. When talking about vocabulary, there are many experts who define it. The definition of vocabulary is more than lists of target language words, knowledge of word meaning and the

words are constructed from units of sounds which are form of units of meaning all the words that persons know or use the total number of words you know in a particular language all the words which exist in a particular language or subject.

Vocabulary can be define as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. As a part of the language system, vocabulary is intimately interrelated with grammar. It means that there is relation between vocabulary and grammar. Vocabulary is also the building block of vocabulary. By using naturalistic and communicative approaches, vocabulary is seen as the language component which could be learned automatically without any explicit direction. From the definitions above, it can be conclude that vocabulary is list of words that have meaning which is used to communicate and express the opinion or idea from speaker to the listener.

So, from above the definition, the writer concluding that vocabulary is english word that are related to the meaning of the words and the way to use them in communication.

2.2.1 Kinds of Vocabulary

According to Hatch and Brown (1995 : 1), state there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary

that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the word to express their thoughts to others.

2.2.2 Teaching Vocabulary

English words are complex and this complexity brings difficulties to the students who try to learn. To avoid great difficulties, the teacher should be able to teach them in simple way and easy to understand. The goal of expanding vocabularyes the teacher of language has three major subtask namely :

1. To teach vocabulary directly
2. To teach vocabularyreference sources
3. To teach generalization and strategies which enable students to independently increase their reading vocabularies.

Vocabulary development is a vital part of each student's life. It affects this thought, sections, aspirations and often his succes. In general, success with words mean in many areas, particularly in academic achiverment. In a world expanding

fast in every field the need and enrich students. Vocabulary is compellingly apparent.

2.2.3 Types of Vocabulary

There are many experts divide types of vocabulary into some parts. Jackson(2002:28) divides type of vocabulary into two that is active and passive vocabulary. Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people. Hiebert and Kamil (2005:3) state that:

“Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive is that we can understand or recognize and productive is the vocabulary we use when we write or speak.”

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

2.2.4 vocabulary Mastery

In order to understanding the language,vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other. Mastery as complete knowledge or complete skill. From that defenition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words.

Vocabulary mastery plays an important role in the four language skills such speaking, listening, writing, and reading. And it has to be considered that vocabulary mastery is one of the needed components of language.Vocabulary is so very important thing in learning and understanding the language. People have to know vocabulary first when they will master the language. Besides the teaching and learning vocabulary is not easy as we as imagine.

2.2.5 Make a Match

1. Definition of Make a Match

Wahab, 2007 : 59 Make A Match is learning system that prioritizes the cultivation of social skills, especially the ability to work together, the ability to the interact in addition to the ability to think quickly through the game looking for a partner with assisted cards.

Make A Match model or looking for a partner is one alternative that can be applied to students. The application of this method starts from the technique that

the students is asked to look for the pair of cards which is the answer/ questions before the time limit, the students who can match the cards are given points. The technique of make a match learning method or pair search was developed by Lorna Curran (1994). One of the advantages of this technique is students looking a partner while learning about a concept or topic in a fun atmosphere. Suyanto (2009:72) reveals that make a match model is a learning model where the teacher prepares the card containing the problem or problem and prepares the answer cards then the students look for the pair of cards.

Learning model make a match is part of cooperative learning. Cooperative learning model is based on the philosophy of homo homini socius, this philosophy emphasizes that man is a social creature (lie,2003:27). Make a match model train students to have good social attitudes and train students skills in working together in addition to training students speed of thinking. Make a Match is technique in cooperative learning that developed by Lorna Curran (1994). When implementing this technique, teacher has to provide some cards that consist of question complete with the answer but the teacher has to separate the question and the answer in different card. Before giving these cards, the teacher has to divide students into three groups. First group is students who bring the question cards, second group is the students who bring the answers card, and third group is students as rater. Then, the students look for their pair that appropriate with their card quickly. Students who can find the appropriate card with their card have to show their card to the rater. Then, rater read their card whether appropriate or not. Teacher also determines the time. Students who find their correct pair quickly will get reward from the teacher. While students cannot find the appropriate card until

time is over will get punishment. By using this technique, teacher can teach students in pleasing condition because students will find their suitable card with their card in crowded situation. It will make students enjoy in mastering material in the textbook and they never feel bored. This technique also make students be active in the class, don't like when the teacher just explain and explain material will make students be passive because only hear what the teacher said.

Make a Match technique has some advantages. According to Huda (2011), these are: giving motivation students to help each other in teaching and learning process, growing responsibility toward group of study in doing the best, increasing social skill which needed in effectively working, giving opportunity to students for using their asking skill and discussing a problem and developing leadership talent and teaching discussion skill. Besides Huda, Lie (2002:55) said that the advantages of Make a Match are, excitement condition will grow in teaching and learning process in the classroom, cooperation between students dynamically, there is dynamic mutual cooperation inter students and students look for their partner while study about concept or topic in pleasing condition. The advantages of Make a Match are, students directly involve in answering questions from teacher through card, increasing students learning creativity, avoiding students feel bored in teaching and learning process, learning more pleasing because of involving teaching media made by teacher and making cooperation between students dynamically.

2. Make a Match in Teaching Vocabulary

When talking teaching vocabulary in Indonesia, of course, need to see the curriculum. Many schools use Curriculum 2013 but any other still use School-Based Curriculum. In Indonesian curriculum there is no special attention in teaching vocabulary. It means that there is no vocabulary subject. In every level of education in Indonesia there is only English subject. Thereby, vocabulary must be taught integratedly with English skill. There are four skills in English such as speaking, listening, reading and writing. When teaching vocabulary, teacher can integrate it into one of these English skills. Because it is integrated in English skills, so vocabulary is taught implicitly.

In this study, teaching vocabulary is integrated in reading skill. First of all, the study provides some short stories and cards. There are two kinds of cards. First cards consist of some questions and second cards consist of some answers from the question in the first card where the question is based on the short stories. In beginning of instruction, teacher gives short stories to the students.

After reading the stories, teacher invites students to make three groups. First group will get question card, second group will get answers card, and third group as a rater.

First and second group have to find the correct answer which appropriate with their card. Students whose can find their match, then go to the rater in pair. After that rater reads their cards whether correct or not. Of course, there is limited time determined by teacher. It means that students have to find their match quickly. Students who can find their match first will get reward and students who

cannot find their match until the time is over will get punishment. The punishment is agreement from teacher and students before implementing this technique. Steps in Implementation Make a Match in Instructional. In implementing Make a Match technique, the writer use the Lie (2002:55)models' steps in implementation Make a Match technique as follow:

1. Teacher prepares some cards contain some concepts or topic that suitable for review session, some cards are the question and some others are answer.
2. Every student gets one card.
3. Every student thinks the question or answer from the card they held.
4. Every student looks for their partner who has the appropriate card with his/her card (question/answer).
5. Every student who can compare to the suitable card before the time over will get point.
- f. After one period, cards are shaken again so that every student get different card from previous.
- g. And so on
- h. Conclusion/closing.

2.2.6 The Step of Make a Match

Steps to apply make a match method as follows :

1. The teacher prepares several cards that contain some concepts or topics suitable for the review session, one part of the question card and the other part of the question card and the other part of the answer card.
2. Each students gets a card that reads a question / answer.
3. Each students thinks the answer/ question of the card held.
4. Each students look for matching cards with their cards. For example: the cardholder who inscribed the state will be paired with a card that reads about the “attitude and behavior of citizen who are imbued with his love for the state in ensuring the survival of the nation and state.”
5. Any student who can match the card before the deadline is given points.
6. If the students can not match the card with his friend’s card (can not find the question card or the answer card) will get punishment, which has been agreed upon.
7. After one round, the cards are shuffled again so that each student gets a different card than before, and so on.
8. Students can also join 2 or 3 other students who hold matching cards.
9. Teacher together with students make conclusion on the subject matter.

2.3 Types of Technique in Teaching Vocabulary

The teaching of English vocabulary is based on the teaching techniques of the form and meaning of the vocabulary. This technique was concluded by Nation (1974-18-21) below are two types of vocabulary teaching techniques:

1. Vocabulary form teaching techniques

In teaching the form of vocabulary, there are at least three ways:

1). Visually

Teaching vocabulary visually can be done by showing the written form of the word, showing movements related to the word mentioned, by moving your hands in the air while writing letters, or by showing letters made of wood or plastic to spell.

2). With a touch

Teaching vocabulary by touch (tactilely) can be done using letters made of wood, sand paper, etc., so students can feel the shape of letters arranged into words. It also can use a writing system for blind people such as braille, or by writing word letter by letter in the hands of students.

3). By mouth

Teaching vocabulary orally can be practiced such as by saying words or other oral forms.

2. Techniques of teaching vocabulary meanings

In practicing this technique, there are at least three techniques that can be used as a reference:

1). Demonstration

This technique can be done by showing an object.

2). Picture

This technique can be done with photos, drawing something on the board, or illustrations from newspapers and magazines.

3). Explanation

This technique can be practiced by explaining synonyms or antonyms of the word, defining it, or translating it.

2.4 Previous Studies

In conducting this study, there are many previous studies which support it. These previous studies as follow:

First, research with title “The Use of Matching Game to Improve Students’ Understanding on Irregular Verb of Simple Past Tense for Eight Grade Students of SMP Negeri 01 Mlongo Jepara in Academic Year 2010/2011” is conducted by Arisa Setianingsih (2010). This research finding shows the average score of control group’s before treatment (64.70), after treatment was (70.30). The experimental group’s average before treatment is (63.90) and after treatment is (76.60). There is a difference score between students taught using matching game and taught using non-matching game. It is showed the mean of experimental class

is higher than control class ($76,60 > 70,30$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the table. The value of t-test is 3,686, while the value of t-table on $\alpha = 5\%$ is 1,99 ($3,686 > 1,99$). The hypothesis is accepted.

Second, research with title “The Effect of Make a Match Technique on Students Vocabulary Of The Fifth Grade Students of SDN II Plosokandang” is conducted by Sulistiani (2012). The result of this research is shows pre-test achieved there are 10 students get insufficient score, 5 students get sufficient score, 8 students get good score, 2 students get very good score and now body and excellent score. It means that there are 40% students get insufficient score, 20% students get sufficient score, 32% students get good score, 8% students get very good score and 0% who students get excellent score in achievement vocabulary before using Make a Match Method. After teaching by using make a match, the result of post-test are 2 students get insufficient score, 1 students get sufficient score, 9 students get good score, 9 students get very good score, 4 students get excellent. It means that there are 8% students get fair score, 4% students get sufficient score, and 36% students get good score, 36% students get very good score, and 16% students get excellent score in vocabulary achievement after using make a match method. It means that there is significant difference between score of pre-test and post-test, so the null hypothesis is rejected.

Third, research is conducted by Asri Pratiwiningsih (2013) entitled “The effectiveness of Make a Match Technique in Teaching Reading Comprehension Report Text of The Eleventh Grade Students of SMAN 1 Ngimbang Lamongan In The 2012/2013 Academic Year”. The result of the pretest shows that the average

score of experimental group is 70.17 and the average score of control group is 74.00. Then, the result of the posttest shows that the average scores for experimental group is higher than the average score of control group. The average score of experimental group is 78.5 and the average score of control group is 73.67. This indicates that the gain of reading comprehension means scores of experimental group is significantly higher than the gain of reading comprehension means scores of control group. Therefore, H_0 was rejected and H_a was accepted.

The first research is some differences with this study. The first research focuses on using Make a Match to improve their skill and stimulate them to improve their vocabulary mastery. In this study use first grade students of smp Nasrani 2 medan. In collecting data, Setianingsih (2010) not only use test but also documentation. The similarity with this study is the writer conducts the study by using quantitative approach which is experimental of the study.

The second is research that is conducted by Sulistiani (2012). Similar to this study, Sulistiani also uses Make a Match to improve students' vocabulary mastery. Even though, there is difference level and subject of implementing Make a Match. Sulistiani implements Make a Match in elementary school. The fifth grade students as subject of her research, whereas this research is implemented in the first grade of junior high school. Besides that, her research design is also similar to this study. It is quantitative research which is pre-experimental. In collecting data, she also uses test.

The third research carries out in teaching reading comprehension of senior high school. Make a Match is used to improve students' skill in reading. Asri

(2013) implements her research in SMAN I Ngimbang. Students of XI IPA I as the subject. These sentences show the differences with this study which use Make a Match to improve students' vocabulary mastery in Junior High School. In her research, Asri (2013) uses quantitative research which is quasi-experimental. In collecting data she uses the same form of test with this study which is multiple choices.

2.5 Conceptual Framework

Vocabulary is very important to be learned in learning English and vocabulary is one of the components in language learning that must be mastered. Without vocabulary mastery, English as a foreign language cannot attain the four macro skills in English, such as listening, reading, writing, and speaking. If they cannot achieve the language proficiency. The mastery of vocabulary affects the success of communication in written and spoken form. There are many ways that can be implemented for teaching vocabulary but teachers have to choose an appropriate way in teaching vocabulary is Make a Match technique. It helps the teachers teach vocabulary in a pleasant condition and make the passive learners to be an active learner. As mentioned above, the students should master vocabulary. It is the knowledge of the word how to use, pronounce, spell, and meaning. It is about the difficulties words in language used to express meaning.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering new words is hard because words are slippery things. That is why interactive teaching is of great help. The

teacher should be creative and up to date giving new world of entertaining media surrounds them and develops rapidly among them because they provide the user with motion pictures (video) and audio which is able to dramatize event. It provides the users a large amount of freedom. They can do anything they want to improve their vocabulary mastery. Moreover, using the media can give help the students relax and remember things faster and better.

From the discussion above, the writer proposed that vocabulary level of the text or words of the text gives great contributions for the student's perception to the vocabulary of the text in understanding the materials. A text with appropriate vocabulary level of the text can be discovered through the selection of materials by using vocabulary test.

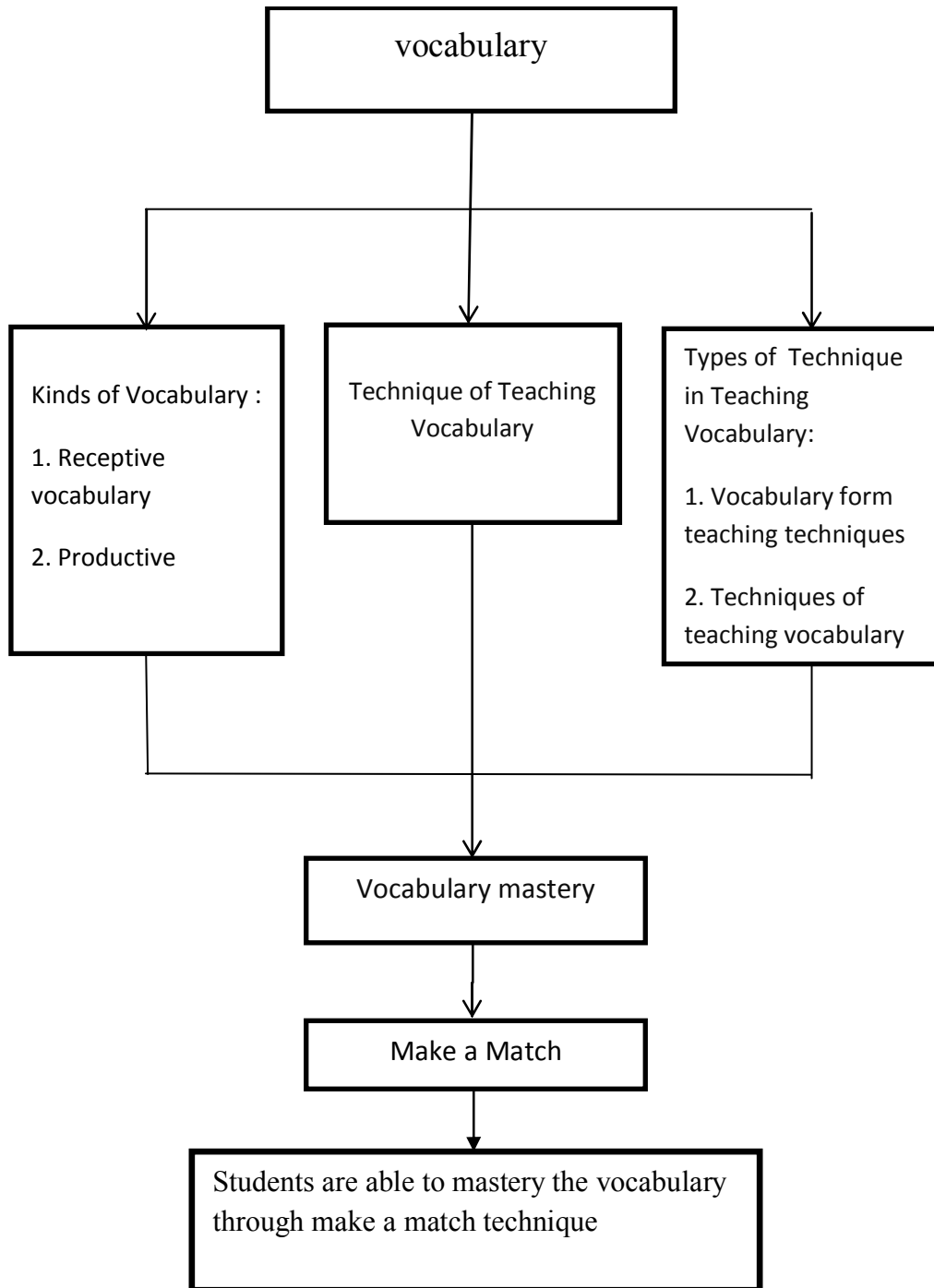


Figure 2.4 The Conceptual Framework of The Effect Of Make a Match Technique On Students Vocabulary Mastery (Ida Jupita Sinaga : 2019)

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The study was used quantitative research design. Experimental methods used in this study. Experimental of the study means that there was be ascertain experimentation apply to the population or the sample. There are two groups in this study. They are experimental group and control group. Experimental group was the group that receive treatment by using Make a Match. While the control group was the group that receive a different treatment or is as usual, without Make a Match.

In this chapter, the writer is conducting the study to get information that she wants. The study is a pejorative one to many practitioners, conjuring up images of white-coated scientists plying their arcane trade in laboratories filled with mysterious equipment, a scientific method to get data in certain purpose and function, detailed study of a subject to discover new facts about it. Beside there are different definitions with research design. Balnaves and Caputi (2001:29) state that a research design was the guide to how the research is constructed and carried out, how to collect and analyze data, so can be implemented economically and agree with the research purpose.

In this study, the writer used quantitative approach by using experimental of the study. Gay (1992:298) states that the experimental research method was the only method of research that can truly test hypotheses concerning cause and effect

relationships. It means that experimental method represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science. An experimental method was both the most demanding and the most productive method of research. In experimental of the study there was a treatment. Experimental of the study can be defined as research method that is used to know the influence of certain treatment toward others in uncontrolled condition. According to Gay (1992:299) an experimental research is guided by at least one hypothesis that stated an expected causal relationship between two variables. There were three kinds of experimental; these were pre-experimental, quasi-experimental, and true-experimental.

The writer focused on pre-experimental design. The reason of using preexperimental design because of the practicality and feasibility of the study. It means that pre-experimental design was practical to implement and enable to implement in class VIII. In a pre-experiment there was only single group that was given pre-test and post-test. Pre-test was given before a treatment and post-test was given after the treatment.

1. Administering pre-test before applying Make a Match technique with a purpose of measuring students' mastery on vocabulary at first grade of SMP Nasrani 2 Medan

2. Applying the experimental treatment teaching vocabulary using Make a Match technique as the method to the subject (at first grade of SMP Nasrani 2 Medan).

The teaching scenario as follow:

1. Opening

1) Greeting.

2. Main Teaching

1) The writer prepares some cards contain some concepts or topic that suitable for review session, some cards are the question and some others are answer.

2) Every student gets one card.

3) Every student thinks the question or answer from the card they held.

4) Every student looks for their partner who has the appropriate card with his/her card (question/answer).

5) Every student who can compare to the suitable card before the time over will get point.

6) After one period, cards are shaken again so that every student get different card from previous.

7) And so on.

8) Conclusion/closing

3. Closing

1) For knowing the students' understanding about this material, the writer asks the students randomly to memorize the new vocabularies which are in the flashcard.

2) Evaluation.

3) Administering post-test after applying Make a Match technique with a purpose of measuring students' mastery on vocabulary at first grade of SMP Nasrani 2 Medan. In this study, the test is parametric test because the result was interval data. It is taken from the students' achievement through pre-test and post-test. The writer was going to compare between pre-test and post-test score.

3.2 Variable of the Study

Variable is the focus or main point of study. Variable is everything which was decided by the writer to be learnt so the writer can get information about what she wants. There are two variables that were used in this study, namely, independent and dependent variables. These were independent variables that influence or can be a reason for appearing the dependent variable and independent variables that were influenced by dependent variables. The dependent variable was Y variable and the independent variable was X variable.

It can be concluded that in this study the dependent variable is students' achievement in vocabulary and the independent variable was the make a match technique. These two variables were different from one another and they can be concluded to be the objects of the study.

3.3 Population and Sample

Population is the whole units which are being an object in statistical activities such as people, things, animals, plants, etc. It can be concluded that a population consists of all subjects that are being studied. Population also is the

object of the study. If someone wants to be examine all elements within the study area, the study is the study population.

A sample is a portion of population. The sample of this study was devided into two groups. There was experimental group and control group. The writer was taked VIII-1(20 students) and VIII-2 (20 students) as cluster sampling technique. The writer choose VIII-1 as experimental group and VIII-2 as control group. Each of them consist of 20 students. The total number of the students was 40 students.

The sample was taken by using sampling. In this study, the writer used purposive sampling in selecting sample. Purposive sampling was sample which chosen accurately so it can be relevant with research design, technic in selecting sample by certain consideration.

The writer used purposive sampling in taking her sample because the technique which used used in this study emphasize on active learning. The active learning took a part in cooperative learning. Based on preliminary observation, students of class VIII-1 haddifferent characteristics with other class. Students of VIII-2 were more active than other class when they were taught English subject. There were many feedbacks as type of participation from students in teaching learning process. The participation of class VIII-1 was very important in this study. It means that their participation give big contribution in reaching this study purpose.

3.4 Research Instrument

Instrument can be defined as tool. The instrument of the study was tool or facility that was used by the writer in collecting data. The data which was gotten can be easier processing because it was accurate, complete, and systematic.

Biddix (2009) said that was the generic term that researchers used for a measurement device. It can be survey, questionnaire, interview, documentation, and test. In this study, the writer use test as an instrument of the study. The test is made by the writer.

In developing the test was based on school-based curriculum and syllabus which was used in SMP Nasrani 2 Medan. The test is conducting to measure students achievement in vocabulary that integrated in teaching reading. So, the writer had to see standard competence and based competence of reading in syllabus. After knowing the standard competence and basic competence, the writer developed some indicators that must be reached by students. From these indicators, the writer developing the test. The test is in the form of multiple choice. There were five indicators and each indicator consists of 6 questions in the form of multiple choice.

There were two kinds of test, these pre-test and post-test. Pre-test is given to students before giving treatment and post-test is given after giving treatment. Here, the treatment is Make a Match technique. After conducting pre-test and post-test, the writer had to do scoring of them. The writer had to make scoring guide first. In this study, there were two kinds of form of the test. It was multiple choice of pre-test and post-test are the same.

3.5 Data Collecting Method

In collecting data, the writer must have method to collect data which was appropriate with her needed data. Because the writer used quantitative approach, so the data were score or number. Of course, the writer had to conduct administering test as a data collection method. Test is sequence of questions which is used to measure ability, knowledge, intelligence, and skill of individual or group. In this study the test which is used is achievement test because the test is conducted to know the students' achievement. There are two kinds of test, standardized test and test which is made by teacher. In this study the test was made by the writer. There were two steps in collecting data as follows:

1. Pre-test

In this study, the test which is given in the first is pre-test. Pre-test was given before students getting treatment. The pre-test was followed by 20 students in 30 minutes time allocation. These consist of 30 number of multiple choices. Before giving pre-test, the writer informed the students some indicators that must be reached by them. This pre-test was followed by 20 students of VIII-1 class and implemented on August 2019.

2. Post-test

Post-test was the last step in collecting data. It was given start after the treatment was finished. It was conducted on July 2019 and followed by 20 students. In this test, there are 30 minutes times available. Similar to the pre-test, post-test also has 30 questions. It consists of 30 multiple choice test. Before

administering the test, the writer explained some indicators that must be reached by the students.

3.6 Validity and Reliability Testing

The best instrument had to fulfill two importance requirements, these were validity and reliability. Validity and reliability were used to test the legality of data. These were the explanations of validity and reliability below:

1. Validity

There were many methods and techniques of teaching vocabulary. For example, mindmapping, picture and picture, and soon. In this study, the problem is limited on students vocabulary mastery by using Make A Match technique. There were many parts of vocabulary: verb, noun, adjective, adverb, interjunction, pronoun, conjunction, preposition. But the writer focus on the noun. Noun is have five types: common noun, proper noun, collective noun, material noun, compound noun. The writer focus on the common noun. Common noun is explain about noun in general form. There are 3 common noun: people, place, things. In this study, the writer focus on three types.

Tabel 3.6

The test spesification

No.	Content Common Noun	Test item	Kinds of test	Score
1.	People	10	Multiple choice	35
2.	Place	10	Multiple choice	35
3.	Things	10	Multiple choice	35
Total		30		100

2. Reliability

A test which giving the same result of measurement is reliable. According to Gay (1992:161) reliability was the degree to which a test consistently measured whatever it measured, an absolute requirement to determine one variable effect to another. Reliability indicated in a definition that an instrument reliable enough to use as instrument for collecting data because that instrument is good. According to Brown (2001 : 386) realibility refers to consistency of test scores, so a good test should give consistence result. Realibility refers to whether or not measuring technique is consistent. Realibility is concerned with how consistenly we are measuring. If the score of students are consistent, the test is considering reliable.

The writer use theformula as follow:

$$r = \left(\frac{k}{k-1} \right) \left(\frac{1 - M(K-M)}{k \cdot Vt} \right)$$

Notes :

R = The Reability Of The Test

K = Total Number Of Questions

sM = The Average Of The Score

Vt = The Standard Deviation Of The Test Score

To obtain the realiability of the test,first,the mean the standard deviation should be counted.

According to Arikunto (2013 : 89). The value of correlation are as the following:

0.81 – 1.0 = Very High

0.61 – 0.8 = High

0.41 - 0.6 = Fair

0.21 – 0.4 = Low

0.0 – 0.2 = Very Low

3.7 Scoring of the Test

In scoring of the test, the writer will use the score ranging from 0 – 100 by counting the correct answer and applying this formula :

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

Where :

S = The Score

R = The Correct answer

N = The Number of the items

Next, from the student's scores, the writer classified the total score into five levels. Clearly, the classification of the students score in vocabulary mastery was seen as follows :

Tabel Of Score Level Vocabulary

Score	Level	Category
80 – 100	A	Excellent
70 – 79	B	Good
60 – 69	C	Adequate
50 – 59	D	Aquate or Unsatisfactory
0 – 50	E	Falling or Unacceptable

3.8 Technique of Analyzing Data

The data collecting by administering the pre-test and post-test were statistically analyzed by applying the test formula. The use formula is to know the effect or result of this study.

The Test formula according to Arikunto (2006 : 311) as follow :

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{n_1 + n_2}}}$$

Where :

Mx = The Mean Of Experimental Group

My = The Mean Of Control Group

Dx = The Standard Deviation Of Experimental Group

Dy = The Standard Deviation Of Control Group

Nx = The Total Number Of Samples Of Experimental Groups

Ny = The Total Number Of Samples Of Control Group

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