

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, statement of problem, objective of the study, significance of the study, scope and limitation and definition of key terms.

### **1.1 Background of the Study**

In learning English, there are three main elements that need to be taught, they are spelling, vocabulary and grammar. One of the important elements in learns English is vocabulary. According to Richard and Rodger (1982:7), vocabulary is the important factor in learning English, because with vocabulary students are able to learn English in speaking, reading, writing, and listening ability. When someone has many vocabularies, they will not find many difficulties in learning language (Button, 1982:98). Generally, Indonesian students have studied this subject since they are in primary school. In this level, English is taught as a local content. Learning English particularly vocabulary is very important to support learners' ability on speaking, reading, writing and listening. Mastering vocabulary is much needed in learning English, because without mastering vocabulary people will face difficulties in improving their ability to communicate with others. Vocabulary is the basic component which should be learnt when we want to improve our ability in learning English.

As the beginner in learning English, students in primary school still learn English in the based content such as in vocabulary. According to Astipuri, Patih (2011) states that there are two kinds of vocabulary, they are ; productive vocabulary and nonproductive vocabulary. Productive vocabulary is the vocabulary that usually used in daily activity, frequently used, are not strangers to hear and easy to understand. And the other side, nonproductive vocabulary is the kind of vocabulary which rarely used in sentence or dialogue in English language.

Students in primary school are the beginners in learning English so they still study about productive vocabulary which still study about nouns and adjective. In studying English as the foreign language, students in primary school are definitely face some problems such as they do not know about words meaning, difficult to read or pronounce English vocabularies and etc. So, as the English teacher in primary school, they should be able to help their students improve their vocabulary mastery. In teaching English at primary school, teacher should be able to have good method or strategy because teaching English in primary school is not easy.

SDN Cerme Lor is kind of formal school which is facilitated by the government. It is located in Cerme Lor street number 64-66 in front of Cerme market at Cerme-Gresik. In SDN Cerme Lor there are seventeen classrooms, a library, a computer lab, teacher office, some canteens and etc. In SDN Cerme Lor especially in English subject still use KTSP as their curriculum to teach the students. In teaching English as the foreign language, teacher uses textual book which is given by government as their guided and also some references book for teaching English in the classroom. In this school, English subject be learned from 1<sup>st</sup> grade until 6<sup>th</sup> grade which use the same curriculum.

As the English teacher in the third grade of SDN Cerme Lor and based on her observation, the researcher find many problems and strengths when the students learn English vocabularies. In the teaching and learning activity, students in the third grade still like game whereas make them moves their body and full of activity because their age still in range 8 -9 years old. So, when the teacher use lectures method where in lectures method the student just listen what the teacher explain and make some note they do not interested to study and they feel bored, and it make them more difficult to understand about what the teacher explain. Because students in the third grade still like playing, so in the English teaching and learning process,

they still make some noisy, do other activities, and only some of them particularly the student who sit in front can give attention to the teacher. Another that, when the teacher allows them to join in vocabulary game, only a few students can enjoy the game and the other does not pay attention. They usually talked each other, make some joke with their friends, or do another activity. Moreover when the teacher gives task for them, only some of students can finish it well. That is problem always happen in the teaching and learning process, so it caused teaching and learning process do not run well and make them difficult to increase their vocabulary mastery. Based on the problem above, the researcher needs to conduct classroom action research. The researcher assumes if the teacher should use appropriate strategy which can make students moves their body, full of activities, appropriate with their age and make them interested to study. So, it can fulfill students' needs totality and also can help students increase their vocabulary mastery.

Innovative and pleasing teaching strategy that the researcher applied is *Make a Match* strategy which developed by Lorna Curran. The main characteristics of *Make a Match* teaching strategy is students should be find out the pair card which one of the card have written the question and the other hand have written the answer and the card have correlation with the material in teaching and learning process. This technique can be applied in all subjects and for all age levels based of Isjoni (in Shoimin, Aris, 2014:98). The result of the research also compliance with Biggs & Telfer theory (in Dimyati, 2013:23) the goal of teaching and learning have correlation between teacher action to reach learning targets and students action which study to reach learning goals until they get their achievement. Based on the learning Thorndike theory (in Pitajeng, 2006:39) stated that learning process will be success if there are stimulus which can help students enjoy in studying and it can make them get satisfaction and happy to study. This

feel can face if they get appreciation from the teacher. After the students' success to finish their tasks early and appropriately, students can feel satisfied with their achievement.

According to Anastasia (1998:63) in *Make a Match* strategy, it has correlation with students who likes playing. In the activity, all students will be more active to study and will move because they should find their pair card each other. One student will get one card which has been written the question or just the answer. So, after that they must move and find out their pair card with the other student. The excess of this teaching strategy are all of students can join in the activity because the activity needs many students. Another that, student can be more active in learning and teaching activity because in this teaching strategy, students' move and activation very needed to help them find out the appropriate pair. Playing while studying is one of the characteristic in *Make a Match* strategy which it can make the students easier and enjoy to study. So, it can help them easier to increase their vocabularies mastery.

Based on the background of study that the researcher has describes above, the researcher will do a study to help student improve their English vocabularies by *Make a Match* strategy. Hopefully, it can help them resolve the problems in their learning activity.

## **1.2 Statement of Problem**

Related to the background of the study, the writer states the problem as follow : How does *Make a Match* strategy improve students' vocabulary mastery at third grade of Elementary school in SDN Cerme Lor?

## **1.3 Objective to the Study**

Based on the problem statement above, this study is aimed at improving students' vocabulary mastery through *Make a Match* strategy at third grade of Elementary school in SDN Cerme Lor.

## **1.4 Significance of the Study**

There are two significances of the study namely theoretical and practical significances.

Here, the researcher expects some significances from this study as follows :

### **1. Theoretical Significance**

- a. The research will give clear description about steps in *Make a Match* strategy.
- b. The research will give clear description about teaching English vocabulary by using *Make a Match* strategy.

### **2. Practical Significance**

In this research, the researcher hopes this result can help the teacher in teaching learning process in class so that it can increase vocabulary mastery. The writers hopes the strategy can increase students' vocabulary mastery and make them enjoy so that their score will increase and they will get their achievement in learn English. Hopefully, the reader will get new knowledge after reading the research and develop them to make other creation with this strategy.

## **1.5 Scope and Limitation**

The scope of this study is students in the third grade. Student in this class consist of 22 students (10 male and 12 female) and in learning English it focus on vocabulary such as noun.

The limitation of the study is on the English vocabulary mastery by *Make a Match* strategy at third of Elementary school in SDN Cerme Lor.

## **1.6 Definition of Key Terms**

The researcher will present the explanation of key words to avoid misunderstanding, as follows :

1. *Make a Match* is kind of innovative teaching strategy where all students can participate in the activity and can more easily to study because in *Make a Match* has characteristic playing while. In this strategy, teacher only as facilitator.
2. Vocabulary mastery is how the students in the third grade understand about English words meaning. According to Graves (1986), ideal vocabulary that the beginner level should be understood is about 2500 until 5000 vocabularies. However, this is less possessed by the learners of English in our country, especially English as the foreign language. So, the use of language only on a few things and places.