CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to present the related literature of this study. This chapter consists of four sections. First is English vocabulary mastery, second is definition of cooperative learning, third is *Make A Match strategy*, and the fourth is review of previous study. The writer expects that this study will give the readers a wider or further understanding about this thesis.

2.1 English Vocabulary Mastery for Student in Elementary School

Vocabulary is very important because the words are the basic unit of language which writer can transmit idea to their written text. The student's vocabularies can increase if they try hard to master and memorize the vocabulary every day. Vocabulary refers to the words that people must know to communicate effectively. It means that vocabulary is words that people use to communicate each other. The words must be understood by speaker and hearer. Vocabulary plays important part in learning to read and also to speak. According to Ur (1996: 60) vocabulary are the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. English vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that " …. while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111-112). This point reflects, even without grammar, with some useful words and expressions, people can often manage to communicate. In the other side, if the

people don't understand about English vocabulary they cannot manage communication with other. So, it reflects that in communication, vocabulary is the important component.

Vocabulary plays important part in learning to read and also to speak. Students learn the meaning most words indirectly, through everyday experiences with oral and written language. According to Bloom in Winanti (2006:15), mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. It can be said mastery is possession of skill, and technique in conducting a certain activity. English vocabulary mastery for students in elementary school is how the students 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.

2.2 Cooperative Learning

2.2.1 Definition of Cooperative Learning

There are some definitions from the expert about the definition of cooperative learning. According to Lie in (Suprijono, 2009 : 56) states that cooperative learning is process social interactive which is every people need other people too.

In this line, (Suprijono, 2009 : 54), cooperative learning is kind of group learning activity which teacher gives assignment and questions and also provide materials and information to help student to solve problem in classroom. In cooperative learning students should be active in a classroom because the teacher only as facilitator.

Sudzina in (Cohen, Brody and Shevin, 2004 : 3) claims that cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure. All students need to learn and work in environments where their individual strengths and recognized and individual needs are dressed. Cooperative learning arrangements have been found to be useful for increasing achievement, encouraging student involvement, and enhancing motivation for learning, Polloway, Patton and Serna in (Cohen, Brody and Shevin, 2004 : 3). This strategy of facilitating interactive learning of heterogeneous small groups has been well documented for twenty-five years in helping students learn and develop the social skills necessary to be successful in the real world.

2.2.2 Factors in Cooperative Learning

Roger and David Johson in (Suprijono, 2009 : 58) said that every group of study can not be considered like cooperative learning. To get maximal achievement, there are five factors which should be applied in cooperative learning below :

1. Positive interdepence

2. Personal responsibility

3. Face to face promotive interaction

4. Interpersonal skill

5. Group processing

First substance of cooperative learning is positive interdepence. This substance shows that in there are two groups responsibilies in coopertive teaching learning. First, studying material that is ordered to the group. Second, guarantee all group members individually learn material which already ordered. Positive interdepance can cause :

- Growing students' sense that she/he is integrated in group the purpose achievement occurs if all group members achieve the purpose. Student must cooperate to achieve the purpose. Without togetherness, their purpose will not be achieved.

- Making an effort in order all group members get the same reward if their group success in achieving purpose.

- Manage as well as they can until each student in the group only geta part of the whole group's duty. It means that they can not finish the duty before they unite their duties become one.

- Each student has duty with role that support, connect, complete, and interdepence each other with other students in the group.

The second substance of cooperative learning is personal responsibility. This responsibility appearsif measuring toward group succcessfulnes is one. Purpose of cooperative learning is forming all group members become wrong personality. Personal responsibility is key to guarantee all group members that stregthen by collective learning activity. It means that after following learning group together, group members must able to finish the same duty.

The third substance of cooperative learning is promotif interaction. This substance is important because it can produce positive interdepence. The characteristics of promotif interaction are :

- Mutual assisting each other effectively and efficiently.

- Giving information each other and needed tools.

- Processing information together more effectively and efficiently.

- Reminding each other.

The fourth substance of cooperative learning is social skill. This skill develop through :

- Understanding and recognizing each other.

- Able to communicate accurately and not ambitious.

- Supporting and receiving each other.

- Able to finish conflict constructively.

The fifth substancenof cooperative learning is group procesing. Processing means evaluating. Through group processing can be identified from the sequence or stages of group activity and activity from group members. Who else among group members who is very supporting and not. The purpose of group processing is increasing members' effectiveness in giving contribution toward collaborative activity to achieve group's purpose.

2.3 *Make A Match strategy*

     2.3.1 The Definition of *Make A Match strategy*

     Make A Match strategy Strategy is one of the strategys which are introduced in cooperative learning which introduced by Lorna Curran. This strategy let the students work together to learn and they can share their idea to their teammates. According to Wahab (2007 : 59), *Make A Match strategy* teaching strategy is the teaching system which needed cooperation, interaction each other and also think fast through games finding their match by using vocabulary card. In *Make A Match strategy* teaching strategy, the basic teaching technique is how the students find their partner and discuss it each other (Isjoni in Shoimin, Aris, 2014:98). In the activity is so easy, but the teacher need some preparations before apply this strategy. According to Suprijono, Agus (2013:94) the ways in apply this strategy are teacher divided students in to two groups which consist of question group and answer group. In applying *Make A Match strategy* strategy students can play while study so students will feel enjoy and make them interested to study and it can help them to achieve the learning goal. *Make A Match strategy* is one of teaching strategy which is used to help students learn their lesson in English class easily by using games. *Make A Match strategy* strategy is developed by Lorna Curran which one of strategy in cooperative study based on the philosophy of *homo homini socius* that is philosophy which emphasizes a human being as a social creature (Anita Lie, 2008 : 28). Games can help the students to revise language they learn; games also help the teacher to create contexts in which the language is useful and meaningful. In the teaching and learning activity, students in the 3rd grade more like activity which can make them move their body than just listen to what their teacher explained, so it's very appropriate in applying *Make A Match strategy* teaching strategy.

Based on the some experts' opinions can be conclude that teaching by using *Make A Match strategy* strategy is one teaching technique which the students must be able to find their partner through question and answer cards and have a purpose for students' cognitive, affective, and psychomotor.

2.3.2 The Strength and Weakness of *Make A Match strategy*

Every teaching strategy has strength and weakness with another teaching strategy, as well with *Make A Match strategy* teaching strategy. According to Lie (2007:55), strength and weakness *Make A Match strategy* teaching strategy, are :

1)   **Strengths**

    a. Can increase student's activity in physical and cognitive.

    b. This teaching strategy is so fun and can make students interest to study because this teaching strategy has many elements of game.

    c. Fun atmosphere will show in teaching and learning process.

    d. Effective as the tools to trained students' brave to present because after they have been find their match, they should be able to present what they get.

    e. Effective to trained students' discipline about how to appreciate learning time and showing dynamic cooperation whole students in the class.

2)   **Weaknesses**

    a. If the teacher doesn't have good preparation, it will be spend more time.

    b. In the first time, there would be many students feel shy to have partner with the opposite genre.

c. In applying this strategy, time available to be limited to the students so they cannot playing too much in the learning process.

d. If the class is fat (more than 30 students/class), teacher should be careful because it will find so many couple and of course need more time.

e. If the class in odd amount, it will there is one student doesn't find the partner.

2.3.3 The Activities of *Make A Match strategy*

Make A Match strategy teaching strategy is the one teaching strategy which oriented on games. According to Suyatno (2009:102) the principles of *Make A Match strategy* teaching strategy are, children learn through action, senses, language, and body movement.

The purposes of *Make A Match strategy* teaching strategy is try students to be accurate and have good understanding about some materials, students trained to have fast thinking, can memories, analyze, and have good interaction (Fachrudin, 2009 : 168).

Steps of the learning process by using *Make A Match* teaching strategy are :

1. Teacher divided students into two group (question and answer group).

2. Then, give the card for the students, each student receives a card which has been written question/answer.

3. Students try to find their partner that has appropriate card with their card (question answer)

4. After that, students who get the partner present their cards in front of their friends.

5. The activity will continue until all of students find their partner.

6. The students finishing their exercises which given by the teacher.

7. The teacher and the students reviewing together about the material.

In applying Make A Match strategy teaching strategy, it will need minimal 1x45 minutes for a cycle because in this teaching strategy need more time for matching the card, discuss it one by one and make some conclusion about what they have been learned. Good preparation also very needed in apply Make A Match strategy teaching strategy because teacher should be able to make some different questions and answers and patch in some cards.

2.4 Previous Study

In making this thesis proposal, the writer was considering a previous study researches to support the writer's thesis proposal. The previous study was conducted by Redita Dwi Desiska (11010644156), (Faculty of Elementary School Teacher Education in University of Surabaya, 2011) in her thesis entitled "PENERAPAN STRATEGY PEMBELAJARAN *MAKE A MATCH STRATEGY* UNTUK MENINGKATKAN HASIL BELAJAR TEMA KEPERLUAN SEHARI-HARI PADA MATAPELAJARAN MATEMATIKA SISWA KELAS III SDN 1 CERME KIDUL GRESIK". The finding shown, that the implementation of Make A Match strategy in the classroom could increase the students' learning result in mathematics lesson in the 3rd grade at SDN Cerme Kidul Gresik. One of other research which use *Make A Match strategy* as their experiment is research which doing by Dwi Prasetia Ningrum (2013), with the title "KEEFEKTIFAN STRATEGY MAKE A MATCH STRATEGY DALAM PEMBELAJARAN PEMAHAMAN PANTUN PADA SISWA KELAS IV SDN 2 KARANGJATI KABUPATEN BANJARNEGARA". The subject in this research is students in the 4th grade at SDN 2 Karangjati. In this research, the researcher does it in parallel class, which in class A as the experiment class and class B as the control class. In control class, the researcher get score 70,27 as the average, and the other side in experiment class get score 82. From that data showed that the research is successful. The similarity and differences of the previous study and the researcher's study is ; First, in previous

study and the researcher's study they doing Classroom Action Researcher in their study but in the previous study, the researcher doing Classroom Action Researcher which cooperate with class teacher and they using card as their media. For the second research, the research use experimental as the research design. Next, in the previous study the researcher applies the strategy in Mathematics subject and Bahasa Indonesia subject but in the researcher's study, she applies the strategy in English subject.