

**THE EFFECT OF “MAKE A MATCH TECHNIQUE” AND PUPILS’
MOTIVATION TOWARD THEIR ENGLISH VOCABULARY MASTERY
A Study at Grade Five of SDN 01 Batang Anai Padang Pariaman**

THESIS



By

**HAIRUL
NIM 1103854**

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ABSTRAK

Hairul. 2016. Pengaruh Teknik “Make a Match” dan Motivasi Siswa terhadap Penguasaan Kosakata Bahasa Inggris Mereka: Sebuah Studi di Kelas 5 SDN 01 Batang Anai Padang Pariaman. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini adalah penelitian eksperimen yang bertujuan untuk mengetahui pengaruh Teknik “Make a Match” dan motivasi siswa terhadap penguasaan kosakata siswa. Populasi penelitian ini adalah 94 siswa kelas 5 SDN 01 Batang Anai, Padang Pariaman pada tahun ajaran 2013/2014. Teknik pengambilan sampel yang digunakan adalah pengambilan sampel dengan kelompok acak. Sampel terdiri dari kelas 5A yang terdiri dari 30 siswa sebagai kelas eksperimen dan kelas 5B sebanyak 31 siswa sebagai kelas kontrol. Peneliti menggunakan tes, dan angket sebagai instrumen untuk mengumpulkan data. Data hasil penelitian dianalisa dengan menggunakan statistik parametrik. Temuan penelitian membuktikan bahwa Teknik “Make a Match” memberikan pengaruh yang lebih baik terhadap penguasaan kosakata Bahasa Inggris siswa kelas V di SDN 01 batang Anai dari pada Teknik “Numbered Head Together”. Selanjutnya, Teknik “Make a Match” tidak memberikan pengaruh yang lebih baik terhadap penguasaan kosakata Bahasa Inggris siswa kelas V bermotivasi tinggi di SDN 01 batang Anai dari pada Teknik “Numbered Head Together”. Sebaliknya, Teknik “Make a Match” memberikan pengaruh yang lebih baik terhadap penguasaan kosakata Bahasa Inggris siswa kelas V bermotivasi rendah di SDN 01 batang Anai dibandingkan dengan Teknik “Numbered Head Together”. Selain itu, tidak terdapat interaksi antara kedua teknik tersebut (Teknik “Make a Match” dan Teknik “Numbered Head Together”) dan motivasi siswa, terhadap penguasaan kosakata Bahasa Inggris siswa. Dapat diambil kesimpulan, bahwa Teknik “Make a Match” memberikan pengaruh yang lebih baik terhadap penguasaan kosakata Bahasa Inggris siswa kelas V di SDN 01 Batang Anai Padang Pariaman dari pada Teknik “Numbered Head Together”, terutama bagi siswa bermotivasi rendah.

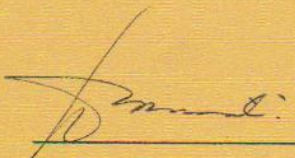
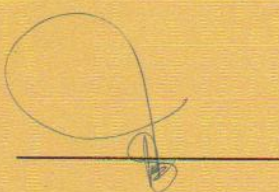
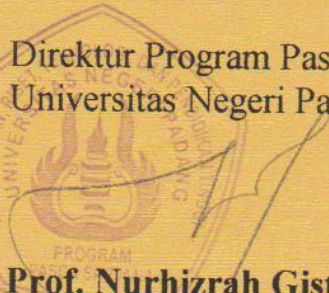
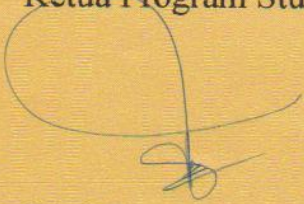
ABSTRACT

Hairul. 2016. The Effect of “Make a Match Technique” and Pupils’ Motivation toward Their English Vocabulary Mastery: A Study at Grade Five of SDN 01 Batang Anai Padang Pariaman. Thesis. Graduate Program. State University of Padang.

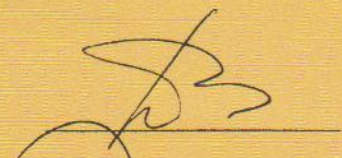

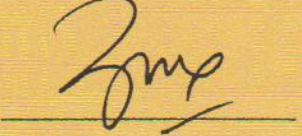
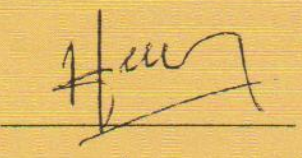
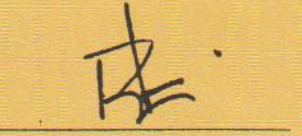
This research is an experimental research that is aimed to investigate the effect of Make a Match Technique and pupils’ motivation toward pupils’ vocabulary mastery. The population of the research was the 94 pupils of the fifth grade at SDN 01 Batang Anai, Padang Pariaman, in 2013/2014 academic year. Cluster random sampling technique was used to get the sample of this research. The samples were class 5A which consists of 30 pupils as the experimental class and Class 5B which consists of 31 pupils as the control class. Vocabulary test and questionnaire were used in collecting the data. A statistical parametric was used to analyze the data. The findings of this research proves that Make a Match Technique gives better English vocabulary mastery to pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique. Next, Make a Match Technique does not give better English vocabulary mastery to high motivated pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique. On the other hand, Make a Match Technique gives better English vocabulary mastery to low motivated pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique. Besides, there is no interaction between those techniques (Make a Match Technique and Numbered Head Together Technique) and pupils’ motivation toward their English vocabulary mastery. In conclusion, generally, Make a Match Technique affects the pupils’ English vocabulary mastery at grade V of SDN 01 Batang Anai Padang Pariaman academic year 2013/2014 better than Numbered Head Together Technique, especially for low motivated pupils.

PERSETUJUAN AKHIR TESIS

Mahasiswa : **HAIRUL**
NIM. : 1103854

Nama	Tanda Tangan	Tanggal
<u>Dr. Desmawati Radjab, M.Pd</u> Pembimbing I		<u>12/16-016</u>
<u>Prof. Yenni Rozimela, M.Ed., Ph.D</u> Pembimbing II		<u>15-8-016</u>
 Direktur Program Pascasarjana Universitas Negeri Padang	Ketua Program Studi/Konsentrasi 	
<u>Prof. Nurhizrah Gistituati, M.Ed., Ed.D</u> NIP. 19580325 199403 2 001	<u>Prof. Yenni Rozimela, M.Ed., Ph.D</u> NIP. 19620919 198703 2 002	

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Dr. Desmawati Radjab, M.Pd</u> (Ketua)	
2	<u>Prof. Yenni Rozimela, M.Ed., Ph.D</u> (Sekretaris)	
3	<u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota)	
4	<u>Dr. Hamzah, M.A., M.M</u> (Anggota)	
5	<u>Dr. Ridwan, M.Sc.Ed</u> (Anggota)	

Mahasiswa

Mahasiswa : **HAIRUL**

NIM. : 1103854

Tanggal Ujian : 26 - 7 - 2016

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Hairul

NIM. 1103854

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is very important in a language. One can express his or her message although the sentence is incomplete or the sentence is ungrammatically correct. Otherwise, one cannot express his/her message if he/she does not have sufficient words. Therefore, mastering vocabulary is a must, especially in teaching and learning English. For beginners, vocabulary is necessary to be learned. It is needed by them to express their message, for instance, words that are used during their school activity. Thus, vocabulary should be the first priority for English Language Teaching and learning of young learners.

The learners at elementary school are called young learners. They have different ways in acquiring and learning a language. Despite that, generally, young learners love games during their learning. They do not like serious discussions. In fact, they love learning by doing and love colorful pictures. Writer's experience as a teacher in teaching elementary level shows that the students love games in learning a lot rather than studying seriously. This phenomenon can happen to the pupils at grade V in SDN 01 Batang Anai Padang Pariaman.

Based on the researcher's preliminary observation at grade V in SDN 01 Batang Anai Padang Pariaman and the English teacher's information there,

some pupils have difficulties in learning vocabulary. First, they were not able to write words or sentences properly. They often made mistakes such as wrong letters or missing letters. Second, they were not able to recall the meaning of words. They cannot mention the meaning of words that were asked. Third, they were not able to use vocabulary in simple sentences. In other words, some pupils have difficulties in forming words, recalling the meaning, and using words.

Furthermore, some pupils' score in English test whether the daily or mid term test were still under the Minimum Standard Achievement (MSA). The English MSA for grade V was 7.2, meanwhile some of them got the score below it. In fact, almost a half of grade V pupils were also get the score below MSA in the English final test of semester I. From these phenomena, it can be said that pupils' achievement in English Vocabulary were still unsatisfied.

On this situation, teachers should help their pupils in learning vocabularies so that they can use English in their classroom activities. Consequently, the teachers should be more creative: finding materials, media, methods, or techniques; they also give good models during their learning process. For example, the teacher can use various learning techniques in order to improve their students' ability.

Based on some literatures, there is an interesting technique in teaching vocabulary. This technique is called Make a Match Technique. There are some literatures that propose this technique to be taught in teaching English. Researches (Ningsih, 2010; Wahyuni, 2010; A'yun, 2011; Maduratna, 2014)

claim that this technique is good to be implemented as it can increase students' achievement. This technique provides more interaction among the learners; it gives the learners a lot of opportunities to learn among them. This technique also provides game activities; they do some actions (standing, walking and yelling). Therefore, this technique is suitable to young learners which love playing games, learning by doing and interacting to others during their learning.

In this study, the teacher at grade V in SDN 01 Batang Anai Padang Pariaman has implemented a technique of cooperative learning namely Numbered Heads Together Technique in their teaching. However, the result was not as good as the teacher's expectation; some pupils' achievement had lower than Minimum Standard Achievement (MSA). Therefore, it is necessary to find another technique such Make a Match Technique which suitable to elementary pupils. Even though Numbered Head Together Technique and Make a Match Technique are cooperative learning, they have their own characteristics which will be explained in chapter two.

In addition, there is an aspect that gives contribution to the pupils' vocabulary mastery, which is motivation. Educators and scholars agree that motivation is crucial in language teaching. Motivation, especially intrinsic motivation, encourages the learners to learn something better. Motivation gives pupils reasons or purposes in their learning. Pupils with high motivation are considered have better learning than students with low motivation. Pupils' low motivation can be seen from their attitude, such as: coming late and

bothering others. In this case, based on researcher's preliminary observation, some pupils at grade five had low motivation. They came late, they did not bring their books, they bothered their friends and they talked a lot during the lessons.

Considering the phenomena above, the researcher was interested in teaching vocabulary by using Make a Match Technique. This technique encourages the pupils to work in pairs and groups with teacher as a facilitator who facilitates his/her pupils' activities in the classroom. By implementing this technique, it gives the pupils chances to have better achievement and fun classroom activities. Because of these reasons, this research is conducted to find out the effect of Make a Match Technique and pupils' motivation toward their English vocabulary mastery at grade five of SDN 01 Batang Anai Padang Pariaman.

B. Identification of the Problem

Based on the observation done at SDN 01 Batang Anai, the researcher found some phenomena. First, the pupils' have difficulties to write words or sentences properly. Second, the pupils have difficulties to recall the meaning of vocabularies that have been learned. Third, the pupils have difficulties to use vocabulary in simple sentences. Fourth, some pupils have low motivation in learning English. Fifth, the pupils' achievement by using the previous technique (Numbered Head Together Technique) is not as teacher's expectation.

C. Limitation of the Problem

Due to the problems found at the primary school, the researcher focused on the fifth problem. The pupils' achievement by using the previous technique (Numbered Head Together Technique) was not as teacher's expectation. So, the researcher used another technique – Make a Match Technique – in teaching vocabulary mastery at the fifth grade pupils of SDN 01 Batang Anai Padang Pariaman.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as follow:

1. Does Make a Match Technique give better English vocabulary mastery to pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique?
2. Does Make a Match Technique give better English vocabulary mastery to high motivated pupils at grade v of SDN 01 Batang Anai than Numbered Head Together Technique?
3. Does Make a Match Technique give better English vocabulary mastery to low motivated pupils at grade v of SDN 01 Batang Anai than Numbered Head Together Technique?
4. Is there any interaction between those techniques (Make a Match Technique and Numbered Head Together Technique) and pupils' motivation toward their English vocabulary mastery?

E. Purpose of the Research

The purposes of this research are:

1. To find out whether Make a Match Technique gives better English vocabulary mastery to pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique.
2. To find out whether Make a Match Technique gives better English vocabulary mastery to high motivated pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique.
3. To find out whether Make a Match Technique gives better English vocabulary mastery to low motivated pupils at grade V of SDN 01 Batang Anai than Numbered Head Together Technique.
4. To find out whether there is any interaction between those techniques (Make a Match Technique and Numbered Head Together Technique) and pupils' motivation toward their English vocabulary mastery.

F. Significance of the Research

The result of this research is expected to give positive contribution to the theory of Make a Match Technique and practice. It gives contributions in developing the implementation of Make a Match Technique in teaching vocabulary. First, it shows that Make a Match Technique can be used to enrich students' vocabulary. Second, this technique can lead the learners to develop their ideas in teamwork and trains them to cooperate with their friends in solving the problem. Third, this research gives information for the teachers

how to use Make a Match Technique in which can help them to enrich their pupils' vocabulary. Finally, it is also expected to give useful information for other researchers who will conduct further such kind of research.

G. Definition of the Key Terms

To avoid misunderstanding or misinterpretation in this research, there are several definitions of the key terms:

1. Make a Match Technique is a cooperative learning technique that puts the pupils in several groups to work with other pupils in other group by matching their cards.
2. Numbered Head Together Technique is a cooperative learning technique that puts the pupils to work with other pupils within a group in which each student is given particular number as code.
3. Motivation refers to eagerness or willingness of the pupils in mastering vocabulary by their own will.
4. Vocabulary mastery is a complete knowledge and skill about a set of words that are used in particular contexts.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research finding in the previous chapter, there are some conclusions of this research. First, the pupils who are taught through Make a Match Technique have better English vocabulary mastery than those pupils who are taught through Numbered Head Together Technique. Second, high motivated pupils who are taught through Make a Match Technique do not have better English vocabulary mastery than those who are taught through Numbered Head Together Technique. Third, low motivated pupils who are taught through Make a Match Technique have better English vocabulary mastery than those who are taught through Numbered Head Together Technique. Fourth, both techniques (Make a Match Technique and Numbered Head Together Technique) and pupils' motivations have not any interaction toward pupils' English vocabulary mastery.

Based on the conclusions above, there are two hypotheses (hypotheses two and four) which are rejected. However, there are also two hypotheses (hypothesis one and three) which are accepted. There is a significant different achievement between pupils who had low motivation and taught through Make a Match Technique and the pupils who were taught through Numbered Head Together Technique in vocabulary mastery. It means that, Make a Match Technique is better in teaching low motivated pupils in English vocabulary mastery at grade five of SDN 01 Batang Anai, Padang Pariaman.

B. Implication

The result of this research has some implications for teaching English in general, and especially in teaching vocabulary. Generally, research finding proves that Make a Match Technique affects the pupils' vocabulary significantly. It means that Make a Match Technique is better than Numbered Head Together Technique in teaching vocabulary. However, this technique is very useful in teaching low motivated students; it helps them in their learning.

Furthermore, from the research findings, it can be stated that Make a Match technique help both of pupils and teacher in teaching and learning process. The pupils can improve their English vocabulary mastery meaningfully, while the teacher can explaining and delivering the lesson to the students easily. Thus, Make a Match technique give valuable result to the teaching and learning process.

So, this research implies that Make a Match Technique can be chosen as a technique in teaching vocabulary, especially for low motivated pupils, since it has been tested that Make a Match Technique give significant effect to the low motivated pupils vocabulary mastery at grade V of SDN 01 Batang Anai Kabupaten Padang Pariaman. In addition, this technique can be combined with others conventional technique in the implementation.

C. Suggestions

Based on the finding, conclusion, and the implication the researcher suggests that:

1. The research finding indicates that Make a Match Technique was an effective way in teaching the students' vocabulary mastery at grade five of SDN 01 Batang Anai Padang Pariaman, especially for low motivated pupils. Therefore, this technique is recommended to be applied by the English teachers as an alternative strategy in teaching vocabulary.
2. The researcher used motivation as the psychological factor or moderator variable in this research. Hopefully, further researchers can conduct another research with different moderator variable, for example self esteem, self confidence, and so on.

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