2.1 Theory of Vocabulary

Vocabulary is a component and element of language and it is a good predictor for academic success (Yopp el, 2009:5). So that vocabulary is one of the most basic aspects in teaching English because if the students mastering English vocabulary, it will be easier for them to master the language skill. According to Tarigan (1989: 21) “Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing”.

Hiebert and Kamil (2005: 3) explain that vocabulary is the knowledge to find meaning of words in our life and it is a set of words for which we know the meaning when we speak or read. It is also supported by Diamond (2003: 1) “Vocabulary is the knowledge of words and word meaning”. It means that vocabulary is important for us. By mastering vocabulary, we can use the words to communicate with other people. In addition, it is very important to develop students’ ability to make sentences and vocabulary is one of the important aspects that should be mastered by the students to make the sentence.

Based on the statements above, it can be concluded that it is clear for teacher to develop the student vocabulary as the important element of language. By mastering the English vocabulary the students can comprehend what a speaker or writer conveys to them notably in oral and written communication. If they do not
have adequate vocabulary of course they do not understand on opinion or an idea which a speaker or write conveys. Therefore, vocabulary becomes a perquisite for mastering English.

Beside that, the words are a part of the language system, integrated in the syntactic patterns. The words often associated with the hierarchical, such as grandfather, father and son. Bleak as well as the colors, words, words can be styled in various platforms, in short way we can say that the "study of words is not an isolated activity, but a part of life that goes on, a conceptualization process that never ends" (Tarigan, 1989: 21). Furthermore, Scott (2000: 1) defines there are several dimensions that describe the complexity of what it means to know a word.

2.2 Importance of vocabulary In Teaching English

In English teaching process, one of the important language components that should be mastered by students is vocabulary. It is because of the vocabulary has an important role in learning english. According to Tarigan (1989:3) “Quality and language skills to a person depend on the quantity and quality of vocabulary, the richer vocabulary that we have, will be great our skilled language.

Vocabulary is a very important thing for us; we can make a sentence by forming some appropriate vocabulary. In school when teacher ask students to speak, read, listen, and write, they should have many vocabulary to do those activities. So when they have enough vocabulary they will be easy to make an English conversation.
In spoken language, the learners should have the characteristics namely they can demonstrate the high proportion of high-frequency vocabulary as in Thornbury (2006: 53) in one hand; vocabulary is very needed in all language skills. It will support students’ English ability.

Teaching of vocabulary practice is important to student. It is more important than Grammar for communication purpose, particularly in the early stage when the students are motivated to learn the basic words they need to get by in language. Learning vocabulary is better for communication than grammar. It means that mastering vocabulary is more important for the learners because it can support to communicate in daily activity.

Moreover, vocabulary is an important element in teaching English, because vocabulary can help the students to understand what the teacher say and they can use their vocabulary in expressing idea, opinion, argument either in spoken or in written form. Vocabulary should be at the centre of language teaching. Vocabulary must be increased because it has the effect in English language acquisition and it should be important to learn in supporting the student’s ability in English. Where Arianti (2009: 5) explained that it is can affect students’ ability in English. Beside that it is one of the factors in increasing English Ability. By having more vocabulary in our mind it will be better.
2.3 Kinds of Vocabulary

There are two kinds of vocabulary, namely active and passive vocabularies. The active vocabulary is the words used in conversation, writing, and speaking, while the passive vocabulary is those words which are not usually part of one’s speaking vocabulary, but which are recognized and understand when read. The passive vocabulary is usually many times larger than the active vocabulary. Active vocabulary consist of words we know well enough to use by ourselves, and the passive one is words we understand approximately when we meet them, but can not use them as (Nuttal 1985:74). In this research I use active vocabulary focused at jobs, work places and animals.

2.4 Elements of Vocabulary

Pateda (1995:82) says that classifying vocabulary into some kinds, they are :

a. Basic Vocabulary

   Basic vocabulary is used for the learner who learning English language for the first time especially for children. The words which are includes in this vocabulary are Father, mother, doctor, nurse, food, face, water, wave and play.

b. General Vocabulary

   General vocabulary is vocabulary which used in country and used by all of the society as the user of the language. The general vocabulary is always use for communication. For example: he
word “read” it is general vocabulary because it word used for communication and every people know the meaning of this word.

c. Special Vocabulary

Special vocabulary is the vocabulary the especially used in a field situation of content, for example:

1. Economy such as money, inflation, liquidation etc.

2. Medicine such as injection, penicillin, Ron gent etc.

3. Science such as machine

4. Politic such as money, politic etc.

d. Concrete Vocabulary

Concrete vocabulary is vocabularies that refer to things in reality. For example: book, table, ball, chair and pencil.

e. Abstract Vocabulary

Abstract vocabulary is vocabulary that only used to image something for example the word “democracy” when the native speakers talks about this word, he or she must understand and imagines it words and make a sentence by that word.
f. Popular Vocabulary

Popular vocabulary is the vocabularies which are often used for communication for example the word “corruption” it is a popular word which is meant the stealing activity by employer environment.

g. Original Vocabulary

Original vocabulary is the word in certain language which are created by native speaker and used hereditarily. For example: model, example, original.

h. Absorbing Vocabulary

Teaching vocabulary is the vocabulary that adopt from the other language like Indonesia and America.

The elements of vocabulary have variation so it means that we should pay attention how to use vocabulary. Beside that when we make sentence or speak with the other.
2.5 Basic Vocabulary

Basically, there are four types of vocabulary as follows.

a. Reading vocabulary

A person’s reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening vocabulary

A person’s listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person’s writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person’s speaking vocabulary is all the words he or she in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuses—though slight and unintentional—may be compensated by facial expressions, tone of voice, or and gesture.
2.6 The concept of Make a match technique

2.1.1 What is Make a match

Make a Match technique is a technique for teaching student vocabulary by asking the student to find their couple or match. This technique can be used in all subjects and for all age levels of students (Lie, 2010: 55).

The things that the teacher needs to be prepared in teaching vocabulary by using Make a Match are the cards. The cards consist of cards containing questions and other cards containing the answers to these questions. The next step is the teacher divides the class into three groups of the community. The first group is the group that carries the cards contains questions. The second group is the group that takes the cards containing the answers. The third group is the group of assessors.

The advantage of Make a Match is the teacher can make students active and fun. It also makes the students interested and all of students can participate in teaching and learning process. Beside that, this technique can improve students’ vocabulary where they build their words by following the technique instruction. So, it can make the learning process in class effective and fun condition.
2.1.2 Teaching Technique by using Model of make a match

1. Teachers set up some cards contain concept or topic that some may be suitable for reviews (preparation for tests or exams)

2. Each student gets one card

3. Each student is thinking of an answer / question of cards held

4. Every student look for a partner who has a card that matches the card (about answers)

5. Teachers set up that some cards contain concepts or topics installments that are suitable for review sessions, on the contrary a matter of the card section and other parts of the answer cards (Lie, 2010: 56).

2.7 Testing Hypothesis

Based on the basic theory which has been explained before that make a match technique is suitable for teaching vocabulary. So, the hypothesis I can formulate that make a match technique can increasing students’ ability in mastering English vocabulary.

2.8 Review of Related study

This research has some relevancies with other research by:

Herlina N Hasan (2009) conducted a study with the title “Improving the Students’ Ability in Mastering Vocabulary by Using Jumble words Game”. (a Research Conducted at Third Grade of SD 29 Kota Selatan). the result of this
research indicated that Jumble word game can increasing significantly students ability in mastering vocabulary. In this research the teacher ask to the students’ group to present in front of class, and in my research just matching the card to another group without present in front of class. Beside that, the result of analyzing the data in by using jumble word game can increasing significantly students’ ability in mastering vocabulary, and in my research can not increasing significantly.

Abdul Gias Moo (2010) conducted a study with the title “Improving Students’ English Vocabulary Thorough Quartet Card Game”. (This Study Conducted at the 5 Grade Students of SDN No. 97 Kota Utara). The result of this research indicated that Quartet Card Game can improve students’ vocabulary. In this research, the teacher divide the students in group and students sit in circle form, and my research students divide in group, but sit in letter U form. Beside that, the result of analyzing the data in by using quartet card game, can increasing significantly students' ability in mastering vocabulary, and in my research can not increasing significantly.