

## CHAPTER II

### LITERATURE REVIEW

The researcher reviews several related literature reviews used in conducting research such as vocabulary, perceptions, make a match technique and previous study.

#### 2.1 Introduction to Vocabulary

##### 2.1.1 Definition of Vocabulary

Vocabulary is one of the most essential elements in learning English (Bai, 2018). It refers to the set of words that students can express their ideas, have conversations, and understand information in a variety of communication in both of written or spoken because of to their vocabulary. Vocabulary serves as the foundation of language learning in English since it provides meaning and helps the development of all language abilities, including speaking, listening, reading, and writing. According to Nation (2001) vocabulary knowledge refers to not only word meanings but also word forms, meanings, and contextual usage, which are must be understood for efficient communication.

In the learning process, vocabulary plays an important part that make students understand and use language effectively, not just a list of words to be memorized. In order to effectively communicate their thoughts and feelings and to understand spoken and written input, learners depend on vocabulary. In addition, Nation (2001) state that vocabulary knowledge is an important part of understanding a language since students need a large enough vocabulary to understand information and effectively communicate meaning.

Amalyasari et al. (2025) state that students who have limited vocabulary frequently struggle to employ words in conversation, which

makes them hesitant and less confident while communicating in English. Additionally, Farhana et al. (2025) state that students who have stronger vocabulary are easily to speak fluently and express their ideas clearly, which boosts their confidence while speaking with others. Students can choose and use suitable vocabulary quickly and accurately when they have a larger vocabulary, resulting in correctness and fluency in communication.

Since young learners understanding still developing, vocabulary provides a crucial communication foundation. Furthermore, Amalyasari et al. (2025) emphasizes that vocabulary mastering improved students' confidence in oral communication in addition to improving their speaking fluency and correctness. As a result, teaching strategies that involve meaningful, interesting vocabulary exercises like vocabulary cards, real-world discussions, and contextual practice, help students develop their vocabulary more effectively than memorization alone, helping them to remember words and use them correctly in conversation.

Based on the explanations above, vocabulary is an essential component of English language learning. Mastering vocabulary helps students comprehend linguistic input, generate meaningful output, and actively engage in conversation. As a result, improving students' vocabulary knowledge is crucial, especially for elementary school students who are still developing their basic English skills.

## **2.1.2 Types of Vocabulary**

According to Nation (2001) vocabulary divided into two, namely:

### **2.1.2.1. Receptive Vocabulary**

Receptive vocabulary is the set of words that students can recognize and understand when they find them in listening or reading activities. Students may not be able to use these terms actively, but they can understand their meanings when they

appear in spoken or written materials. Nation (2001) states that because learners typically comprehend more words than they can utilize, receptive vocabulary is typically larger than productive vocabulary. Receptive vocabulary is essential for young students to understand basic English texts, follow classroom instructions, and comprehend teachers' explanations. This form of vocabulary serves as the foundation for future language development because comprehension comes before output.

#### 2.1.2.2. Productive Vocabulary

Productive vocabulary is the words that students can actively use in speaking and writing. Because students must be able to pronounce, spell, and utilize words correctly in context, this kind of vocabulary takes a higher level of proficiency. Nation (2001) explains that productive vocabulary develops more slowly than receptive vocabulary because it requires correct and meaningful language production. Productive vocabulary helps elementary school students respond to inquiries, engage in class discussions, and articulate basic concepts in English. Developing productive vocabulary is important to improving students' confidence and active communication in the classroom.

#### 2.1.3 Teaching Vocabulary to Young Learners

Teaching vocabulary refers to the process of helping students understand, learn, and use new word appropriate in communication. To help students understand and correctly create words, it means providing word definitions, pronunciation, spelling, and usage in context. According to Nation (2001) there are three primary aspects of teaching vocabulary such as form, meaning, and use. It means that students must understand a word's form (sound and writing), meaning and how it is used in sentences.

Furthermore, several experts have explained that teaching vocabulary can be conducted through various techniques.

According to Harmer (2007), there are several techniques in teaching vocabulary, including:

a. Visual Ads

To make meaning more concrete and understandable, vocabulary can be given using images, flashcards, and real objects (realia).

b. Mime and Gestures

Teachers might use facial expressions and body language to demonstrate the meaning of action words.

c. Synonyms and Antonyms

To help students in understanding the connections between words, words can be explained by providing opposite or comparable meanings.

d. Translation

When appropriate, translation can be used to make meaning clear, especially for beginners.

e. Matching Activities

Matching activities can help students connect vocabulary items with their meanings, pictures, or definitions and provide practice in recognizing words.

Based on the theories above, teaching vocabulary should involve various technique that make learning meaningful and interactive. Methods like games, matching exercises, and visual aids are thought to be successful with students in elementary schools because they encourage engagement and repetition. As a result, the Make a Match

method, which is based on cooperative interaction and matching exercises, is suitable to improve students' vocabulary

#### **2.1.3.1. The Characteristics of Young Learners**

The characteristics of young learners as the active learners, learn through sensory, respond the language through concrete things, interested in physical movements and real activities to stimulate thinking (Scott and Ytreberg 2004).

Furthermore, as young learners are not same as adults, the teachers must know their characteristics detail, which are as follow:

- a. Being active and learning by doing.
- b. Being curious and interested in new things.
- c. Having the capacity for indirect learning.
- d. Being unable to think abstract but good at imitating.
- e. Talking a lot and being creative with limited vocabulary and grammar.
- f. Having the ability to grasp meaning and own world of imagination.
- g. Having a short attention span and learning best through enjoyable and fun activities.

Based on these characteristics, the teachers are expectedly can understand about student's character in order to create effective and appropriate classroom suited to young learners.

#### **2.1.3.2. Previous Research about how Young Learners in Learning Vocabulary**

Several studies have examined how young learners acquire vocabulary in English learning. A study by Hidayatullah et al. (2025) found that young learners learn vocabulary more effectively through interactive learning activities such as games, songs, and multimedia materials

because these activities increase students' motivation and help them remember words easily. Furthermore, Nguyen (2026) has carried out a thematic evaluation of research on vocabulary acquisition in young EFL learners. The study found that student engagement, learning media, and instructional strategies all have an impact on vocabulary development. Realia and game-based learning are examples of interactive techniques that have been shown to increase student interest and vocabulary retention. Another study conducted by Sa et al. (2024) showed that the use of songs and interactive exercises fosters a fun learning environment and aids young students in developing their vocabulary knowledge through engagement and repetition.

These findings suggest that interactive and engaging learning activities help young learners acquire vocabulary more successfully.

#### **2.1.4 Assessing Vocabulary**

Assessing vocabulary refers to the process of evaluating students' vocabulary development and knowledge. According to Brown (2004) assessment is a continuous process that collects data regarding students' learning. It is more complete than measurement since assessment involves a variety of techniques for assessing learning, whereas measurement only relates to the assignment of numerical scores.

In vocabulary learning, assessment can be used to evaluating both receptive and productive knowledge. Nation (2001) state that productive vocabulary refers to words that students can use correctly while speaking or writing, while receptive vocabulary refers to terms that students can identify and comprehend. As a

result, vocabulary assessments must take look at the capacity of students to understand meanings and use words correctly.

Additionally, according to Hughes (2003), a variety of exam forms, including multiple-choice questions, matching exercises, gap-filling tasks, and short-answer questions, can be used to evaluate vocabulary.

#### 2.1.4.1. Multiple Choice Questions

According to Brown (2004), multiple choice is a type of objective testing in which there are numerous possible answers, only one of which is correct. The characteristics are objective in character (constant and simple to grade), lessens the subjectivity of teachers, effective for big classes. The functions are evaluated vocabulary, grammar, and reading comprehension and suitable for large-scale tests. In additions there are some advantages and disadvantages. The advantages are easy to grade and quick to analyze. While for the disadvantages are students can guess the answers and language production skills are not sufficiently measured.

#### 2.1.4.2. Matching Activities

Matching activities are used to evaluate students' capacity to make connections between two sets of related information (Hughes 2003). The characteristics of matching activities consist of two columns (words and meanings, for example) and students are instructed to match the appropriate pairs. The function of matching activities are measures understanding of conceptual relationships and ideal for learning vocabulary. Furthermore, the advantages are easy for students to understand and quick to complete. While for the

disadvantages are limited to specific content and less comprehensive in assessing complex understanding.

#### 2.1.4.3. Gap Filling

Hughes (2003) explains that gap-filling tasks are used to assess students' ability to understand linguistic context and accurately fill in missing parts. These tests require students to actively apply their knowledge of grammar and vocabulary, thereby better reflecting genuine understanding and reducing the likelihood of guessing.

#### 2.1.4.4. Short-Answer Questions

Short-answer questions require students to provide brief responses based on their own understanding, thereby allowing for a more direct assessment of language proficiency. This format is more accurate than multiple-choice questions because it minimizes guessing, although it requires more careful grading (Hughes 2003).

Because these assessments are useful and appropriate for evaluating students' vocabulary knowledge, they are often used in educational environments.

In addition, Assessments of vocabulary should also be specific to the learning goals and ability of the students. To make sure that the evaluation assesses vocabulary knowledge rather than test-taking abilities, it is suggested that young learners take tests in simple and understandable formats.

Based on the definition above, vocabulary assessment is crucial in assessing students' level of vocabulary mastery and enabling successful language teaching.

## 2.2 Perceptions

### 2.2.1. Definition of Perceptions

In educational context, Woolfolk (2016) states that perception plays a crucial role because it affects how students react to instructional strategies, learning exercises, and classroom experiences. The way that students view a teaching method can have an impact on their motivation, engagement, and learning results. Therefore, assessing a teaching method's efficacy beyond test results requires an understanding of perception.

Robbins & Judge (2013) define perception as the process by the way individuals organize and analysis experience to provide context for their environment. According to this concept, perception is subjective, which means that various people may view the same learning experience in different ways. Students' expectations, interests, and learning experiences all influence how they view a teaching method in a classroom. While negative perceptions may make students hesitate to engage in educational activities, positive opinions can improve engagement.

Students' engagement and learning achievement can decrease if they find a technique as boring or difficult. This suggests that students a key component of a successful language learning is how students' perceptions toward teaching technique. In addition, Woolfolk (2016) states that students' previous understanding, feelings, and classroom experiences all have an impact on how they perceptions what they are learning. Based on their emotions and past experiences, students experience what they are learning. Positive perceptions can improve students' confidence and enthusiasm for learning vocabulary.

Based on the explanation above, perception describes how students responded to the application of a teaching strategy in the classroom. Perception in this study focuses on how students feel about using the

Make a Match technique when learning vocabulary. Analysing perceptions supports the findings of vocabulary improvement from this classroom action research by revealing whether the method is fun, inspiring, and successful from the participants' points of view.

### **2.2.2. Types of Perceptions**

According to Irwanto (2002) there are two types of perceptions, they are:

#### **2.2.2.1. Positive Perception**

The perception that characterizes all knowledge (known or unknown) in a good way is known as the positive perception. Furthermore, positive perception refers to the positive interpretation in which people perceive their surroundings. A person will accept and support the viewed thing if they have a positive opinion of it.

#### **2.2.2.2. Negative Perception**

The perception that characterizes information (known or unknown) as negativity or unsuitable for the perceived item is known as the negative perception. To put it another way, negative perception is the negative interpretation that happens when people assess their surroundings.

Based on definition above, positive perception refers to how someone understands facts or events positively, which results in support, acceptance, and positive reactions to the perceived thing. While negative perception indicates a negative interpretation that might result in disappointment, disagreement, or lack of support for the thing in question. As a result, perception plays an important role in determining people's attitudes and actions since various interpretations of the same situation might affect how people react and assess their environment.

## 2.3 Make a Match Technique

### 2.3.1 Definition of Make a Match Technique

According to **Huda (2017)** *Make a Match* is a cooperative learning technique designed to improve students' participation and interaction through a card-matching activity that encourages collaboration and peer support.

This method encourages students' to actively engage in the learning process while fostering a fun learning environment. Lie (2008) state that Make a Match is a cooperative learning strategy that allows students to understand topics through games and peer interaction by having them search for matching card pairs in a fun learning environment.

According to Lie (2008), Make a Match places a strong emphasis on students' active participation in their education. Instead of just listening to the teacher deliver information, this learning environment encourages students to build knowledge together. Students' memories and comprehension of new vocabulary are strengthened by this frequent interaction with words and meanings throughout vocabulary learning. For elementary school students, who often learn better when learning activities are enjoyable and interactive, this strategy is especially appropriate.

Additionally, learning practices that combine games and movement can improve students' focus and engagement (Sani, 2019). Learning activities that combine physical movement with cognitive help students to stay focused and interested because elementary school students often have short attention spans. Make a Match exercises encourage meaningful learning and keep students from getting bored during vocabulary lectures by having them wander around the classroom while reflecting on the material.

According to Rusman, (2017), cooperative learning helps students develop social skills like responsibility, cooperation, and communication. Make a Match encourages communication between students, allow them to exchange ideas and gain knowledge from one another. Through peer cooperation, this interaction facilitates vocabulary learning by allowing students to practice using terms in context.

Based on the explanations above, it can be concluded that make a match is a cooperative learning strategy that incorporates meaningful learning activities, movement, and interaction. This method improves vocabulary mastery, boosts enthusiasm, and promotes active engagement in the classroom by having students do matching exercises. As a result, Make a Match is thought to be suitable for enhancing vocabulary acquisition in fourth-grade elementary school students.

### **2.3.2 Advantages and Disadvantages of Make a Match**

According to Huda (2017) the use of Make a Match Technique has several advantages and disadvantages. The advantages are as follows:

- 2.3.2.1 Improving students' understanding of concepts through active matching activities.
- 2.3.2.2 Creating an enjoyable and interesting learning environment.
- 2.3.2.3 Encouraging students to participate actively in the learning process.
- 2.3.2.4 Promoting cooperation among students.
- 2.3.2.5 Increasing students' enthusiasm and focus during learning

In addition, Nikmah et al. (2018) explain that there are some advantages of using Make a Match, such as:

- 2.3.2.1 Allowing students to learn while playing through card matching activities.

- 2.3.2.2 Involving students directly in answering questions.
- 2.3.2.3 Enhancing students' creativity.
- 2.3.2.4 Preventing boredom during the learning process.
- 2.3.2.5 Creating a lively and interactive classroom atmosphere.

Furthermore, Prayuda et al. (2023) state that the use of the *Make a Match* technique in vocabulary learning offers several advantages as follows:

- 2.3.2.1 Helping students understand vocabulary meanings easily,
- 2.3.2.2 Improving students' active participation in the learning process,
- 2.3.2.3 Creating an enjoyable and less stressful learning atmosphere,
- 2.3.2.4 Encouraging interaction among students.

While for the disadvantages, Huda (2017) state that there are several disadvantages, such as:

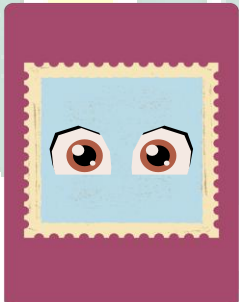
- 2.3.2.1 Teachers need a long time to design the questions and answers cards.
- 2.3.2.2 Students may feel embarrassed when paired with peers of a different gender.
- 2.3.2.3 Students pay less attention to other students when presenting the results of their card pairs.
- 2.3.2.4 Students are embarrassed to receive punishment and become bored if this game is played repeatedly.

### **2.3.3 The Procedure in Using Make a Match Technique**

According to Aqib (2013 in Fitriana, 2018) steps for the make a match learning model are as follows:

- 2.3.3.1 The teacher prepares some cards based on the learning topic.  
The cards are divided into two types according to the material being taught.

Table 2. 1 Make a Match Cards

| Card A (Vocabulary)                                                                 | Card B (Description)                                                                  |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Ears                                                                                | To listen                                                                             |
| Nose                                                                                | To smell                                                                              |
| January is                                                                          | First month of the year                                                               |
| Card A (Picture)                                                                    | Card B (Vocabulary)                                                                   |
|   |   |
|  |  |

2.3.3.2 Every student gets a card.

2.3.3.3 Every student thought the answer or the question from the card that they hold.

2.3.3.4 The teacher gives the students instructions to find their partner that has a matching card with their cards within limited time.

2.3.3.5 Every student who finds their partner that has a matching card with his card can submit to the teacher.

2.3.3.6 Every student who finds their suitable card before the time up will get a point.

2.3.3.7 After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended.

2.3.3.8 Teacher together with the students make a conclusion from the material that have been discussed.

## **2.4 Previous Study on Make a Match Technique**

Several previous studies have investigated the use of the Make a Match technique in improving students' vocabulary mastery.

### **2.4.1 The first previous study was conducted by Utami et al. (2020) with the title “Improving Students’ Vocabulary Through Make a Match Technique”**

This study's goal was to determine how the Make a Match method could help tenth-grade students at Islamic Boarding School of Mathla'ul Anwar Pontianak improved their vocabulary mastery over the 2018–2019 school year. This research used Classroom Action Research with two cycles. The subjects of this research were 36 students of X IPS 2. The result showed that the use of Make a Match technique improved the students' vocabulary. The students were more active and focused on the lesson during the teaching-learning process. Additionally, the results of the administered evaluation showed that students are able to understand the meaning of written tests in class and are improving their vocabularies. As a result, each cycle saw an improvement in the students' individual scores. In order to help students to improve their vocabulary, the researcher suggests that teachers use Make a Match as a vocabulary teaching method.

#### **2.4.2 The second previous study was conducted by Widiastuti (2023) With the title “The Effectiveness of Make a Match Technique In Teaching Vocabulary”**

The objective of this research were to answer two research problems: Is the use of make a match technique effective to improve students' vocabulary in first grade of junior high school Nur Muhammad and to find out the students' response toward the use make a match technique in improving vocabulary in first grade of junior high school Nur Muhammad. The study had been done in four meetings that were designed; first meeting was for pre-test, 2 meetings were for treatments, and the last meeting was for post-test. The researcher used the t-test to analyse the data using the pre-test, post-test, and questionnaire as the quantitative approach. The researcher found that there was a significant difference in the vocabulary success of the students taught with Make A Match based on the two research problem above. The average pre-test score for the experiment class was 42.5. The experiment class's mean score on the post-test was 73.5. At the two-tailed significance level of 0.5, the df 19, t-table is 2.093 since it is more than the t-table ( $15.21 > 2.093$ ). In other word, the make a match technique is effective for teaching vocabulary to junior high school students in the first grade. The results of the questionnaire indicated that most of the students' enjoyed learning English and interested to expand their vocabulary. After implementing the make-a-match technique, students' vocabulary also improved. Stated differently, the students responded positively to the use of make a match.

#### **2.4.3 The third study by Fitriana (2018) entitled The Implementation of Make a Match Technique to Increase Students' Vocabulary Mastery was conducted at SDN 4 Troso in the academic year 2017/2018.**

This study aimed to identify students' problem in learning vocabulary and to examine the effectiveness of Make a Match technique in increasing vocabulary mastery among fourth-grade students. This research employed Classroom Action Research (CAR). The data were collected through observation, tests, and interviews and analyzed using both quantitative and qualitative methods. The findings indicated that traditional vocabulary learning techniques made students feel bored and tired. However, students' enthusiasm and enjoyment of the learning process increased after the Make a Match technique was put into practice. The Make a Match technique successfully enhanced students' vocabulary understanding, as seen by the students' average scores increasing from 70.98 in cycle I to 76.1 in cycle III.

Several previous studies have investigated the effectiveness of the Make a Match technique in improving students' vocabulary. Utami (2018) employed classroom action research to broaden its vocabulary achievement in senior high school students. Widiastuti (2022) used a pre-experimental approach to statistically assess the technique's efficacy and found that students' vocabulary mastery significantly improved. Similarly, a study by Fitriana (2018) carried out similar research at the elementary school level, although it focused primarily on improving student vocabulary scores over the course of several cycles. It can be seen that the Make a Match technique is effective in improving students' vocabulary mastery. However, the levels of the previous studies were different from this research. Most of the previous studies focused only on the students' improvement vocabulary mastery. In addition, the second previous study also explore about students' perception but using pre-experimental

research while this research use CAR. Therefore, this study is different because beside of improving students' vocabulary, also explores students' perceptions toward the learning activity among Grade 5 students.

