

**THE USE OF MATCHING TASK AS VOCABULARY ASSESSMENT FOR
YOUNG LEARNERS**

A Proposal

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By:

Sri Utami Rahayu

031113053



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APPROVAL PAGE

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APPROVED BY:

Supervisor I

Supervisor II

Dra. Atti Herawati, M.Pd.
NIP: 196801291993032001

Tina Priyantini, M.Pd
NIK: 10110005508

Dean of FKIP
Pakuan University,

Head of English Language
Education Study Program,

Drs. Deddy Sofian S., M.Pd
NIP: 195601081986011001

Mursidah Rahmah, M.Pd
NIK: 10903032435

ABSTRACT

In assessing young learners' vocabulary, teachers should pay attention to the assessment whether it is appropriate or not because they have different enthusiasm and characteristics. Moreover, the teachers always use the same assessment in every meeting. It causes the students bored and lazy in learning vocabulary. This research is conducted to investigate the implementation of matching task as vocabulary assessments for the fifth grade students of SDN Cipaku 1 Bogor. The participants of this research are chosen purposively. Descriptive method is used with three instruments applied including observation, interview, and documentation. The data from the instruments are analyzed descriptively and interpreted to get the answer of the research question. The result of the research shows that matching task is applicable to assess students' vocabulary, because matching task is easy and simple. It is easy in conduct matching task, to give instruction and to take the score. The teachers also can conduct matching task in different form depends of the learning material. This finding also suggests that the teachers can use matching task as the alternative vocabulary assessment, it also hope that teachers can use various assessments to make young learners not to get bored.

Key words: vocabulary assessment, young learners, matching task