

**USE OF MAKE A MATCH LEARNING  
MODEL WITH PICTURE CARD MEDIA TO  
IMPROVE MOTIVATION AND  
NARRATIVE TEXT WRITING ABILITY**

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**Abstract**

This research aims to develop make a match learning model with picture card media to improve students' narrative text competencies which are implemented in class IX-B students in the second semester of SMP N 1 Pangkah, Tegal Regency in the academic year 2015/2016. The results show that in the pre-cycle the value of students' learning outcomes in narrative texts is only 15 students from 34 students (44.12%) who are completed with KKM 77, while 19 students have not yet completed (55.88%). In the first cycle the value of student learning narrative texts about fable (animal world story) using make a match learning model with the media card pictures obtains results of 20 students from 34 students (58.82%) completed with KKM 77, while 14 students have not completed (41.18%). In the second cycle the value of student learning narrative text about folktale (folklore) using make a match learning model with the picture card

media obtains the results of 27 students from 34 students (79.41%) completed with KKM 77, while only 7 students have not yet completed (20.59%). From these data, it can be concluded that learning to write narrative texts using make a match learning model with picture card media can improve students' motivation and ability to write narrative texts. The achievement of learning can succeed optimally if the teachers are able to apply learning models that are right on target and supported by adequate learning facilities.

**Keywords:** writing, narrative text, make a match learning model, picture card media, learning motivation

## **A. Introduction**

Four skills in English subject include listening, speaking, reading and writing. Writing skill is one of the language skills felt as a problem for students in the process of learning English. The ability to write (writing ability) is strongly influenced by vocabulary mastery, language structure, and the ability of students to string words into an acceptable text. Grammatical differences between English as a foreign language and Indonesian as the primary language are problems that often arise when learning to write. The ability to express meaning in a rhetorical step in a simple short essay by using a variety of written languages accurately, fluently, and acceptable to interact in the context of daily life in narrative texts is one of the basic competencies that must be mastered by students in grade IX junior high school.

The writing skill of class IX students at SMP Negeri 1 Pangkah is still quite low and the understanding of narrative texts has not yet become an interesting learning. The reason for the low writing

skill of narrative text material for grade IX students, especially in class IX-B in the second semester of SMP Negeri 1 Pangkah, in the academic year 2015/2016 include: (1) lack of vocabulary mastery or vocabulary; (2) lack of understanding about the structure of language, especially in assembling words into the correct sentence; (3) lack of understanding about the structure of narrative texts; and (4) the low motivation of student learning on themes related to narrative texts, such as fable themes or animal tales.

As an illustration of the students' ability of class IX-B the second semester of SMP N 1 Pangkah in the academic year 2015/2016 in writing the narrative text which is still low is the results of daily tests for the ability to write to the basic competence 12.2 express the meaning contained in the monologue simple short accurately, fluently, and thank to interact in the context of everyday life in the form of a narrative text and report text held on January 25, 2016 is not satisfactory. Of the total number of students as many as 34 students, only 15 students or 44.11% get scores above the defined KKM which is 77. The 19 students or 55.88% get grades under the KKM. The average score of replication for the KD only reaches 65.50.

Furthermore, the students' motivation in learning English, especially learning writing is still low. From the observations and questionnaires filled in by students, factual data are obtained that most students have very low motivation. In writing learning, 64% of them reveal that they feel lazy and are not interested in participating in learning to write narrative text material. This is because they feel this material is very difficult, while others feel they cannot comprehend it because of the limited vocabulary they

have. Only 36% of 34 students feel happy and confident to write narrative texts.

Therefore, researchers with colleagues, Mr. Sunarso and Mrs. Elva Khoiri Amalia, conduct a reflection on the low level of competence and motivation in learning to write narrative text material. To overcome all these obstacles, the researchers try to improve classroom management and optimize the use of existing learning methods. Hopefully that it will be able to increase student learning motivation, so that it will also influence the improvement of student competence. In this class action research, the researchers try to choose the right method, so that students will feel happy in following English learning. Researchers also hope that with the selection of the right learning method, learning the subject matter to write narrative texts for students of class IX-B can be effective and interesting for students.

The learning method that the researchers choose is the method of make a match with the picture card media. This method is chosen because it has many advantages which are also quite relevant to the material being taught, namely writing narrative texts. Equipped with picture card media, the students are expected to be able to follow the learning with a feeling of happiness that in the end their learning motivation can increase. This will certainly have a positive impact on improving students' writing skills in narrative text material.

Based on the above background, the problem can be formulated whether make a match learning model with picture card media can increase the motivation of class IX-B students in the second semester of SMP Negeri 1 Pangkah in the academic year 2015/2016 and whether make a match learning model with the picture card media can improve ability

to write narrative text material for grade IX-B students in the second semester of SMP N 1 Pangkah in the academic year 2015/2016.

The purpose of this research is to find out that make a match learning model with picture card media can increase the motivation of class IX-B students in the second semester of SMP N 1 Pangkah in the academic year 2015/2016 and to know that the learning model make a match with the picture card media can improve the writing competence of narrative text material for grade IX-B students in the second semester of SMP N 1 Pangkah in the academic year 2015/2016.

The theoretical benefits of this research are that the results of this research are expected to provide an overview of a theory which states that improving writing competence can be done through a contextual approach with the learning model make a match with the picture card media. Practical benefits for students are increasing motivation, student activity and writing competence; overcoming obstacles and obstacles in the learning process of English, especially the basic competencies of writing narrative text material; reducing fear of making sentences; and reducing boredom in writing learning. For teachers, it can improve the learning process in the classroom, bring innovation in learning, and able to detect problems that arise in learning while looking for solutions. For schools, it can improve excellent service for students, increase teacher professionalism, and improve school performance.

## **B. Literature Review**

The theories reviewed below is related to motivation to learn, writing skill, Make a Match

learning model, and picture cards as visual media. Then, they are ended with an action hypothesis.

#### 1. Motivation to Learn

Many definitions of motivation have been formulated by experts according to the point of view and research of each field of research. However, all of these definitions do not have significant differences, even though all of these definitions may go to the same estuary. The fourth edition of *Kamus Besar Bahasa Indonesia* defines motivation as an impulse that arises in a person consciously or unconsciously to perform an action with a specific purpose. For more details, the researcher tries to present some definitions of motivation according to some experts.

Hamalik (2010: 173) states that motivation is a symptom that is contained in the stimulation of actions towards a particular goal that previously there is no action towards this goal.

#### 2. Writing Skill

According to Syafi'ie (1998: 45), writing is making letters, numbers, etc. with pens, pencils, paints, etc. giving birth to thoughts or feelings such as writing, writing letters, etc. with writing. Furthermore, writing is pouring ideas, opinions, feelings, desires, and wishes, as well as information into writing and then sending it to others.

In addition, writing is also a communication activity that uses language as the medium. Its form is in the form of writing consisting of a series of meaningful letters with all its completeness, such as spelling and punctuation. Writing is also a process of delivering ideas, messages, attitudes, and opinions to the reader with

symbols or language symbols that can be seen and agreed upon by the author and reader.

There are several requirements that a student should have to produce good writing. Syafii'e (1988: 45) suggests that these conditions are: the ability to find problems to be written, sensitivity to the condition of the reader, the ability to compose a writing plan, ability to use language, the ability to start writing, and the ability to examine writing.

Writing means conveying thoughts, feelings, or considerations through writing. The tool is a language consisting of words, phrases, clauses, sentences, paragraphs, and discourses. The thoughts conveyed to others must be expressed in words that support the meaning correctly and in accordance with what is stated. The words must be arranged regularly in clauses and sentences so that people can grasp what they want to convey. The more regularly the language is used, the easier it is for people to capture the thoughts channeled through the language. Therefore, writing skills at school are very important.

### 3. Make a Match Learning Model

Curran (1994: 6) states that make a match is the activity of students to look for pairs of cards which are answers to questions before the deadline, students who can match their cards will be given points and those who cannot match their cards will be punished according to what has been agreed upon. Teachers have more roles as facilitators and classrooms also need to be organized in such a way that they support cooperative learning. The teacher's decision in structuring the classroom must be adjusted to the conditions and situations of the classroom and school.

With this type of cooperative learning model, make a match, students are more active in developing thinking skills. In addition (make a match) also provides opportunities for students to ask and express opinions and interact with students who make active in the class. The learning model make a match means that the learning model is looking for a partner. The things that need to be prepared if learning is developed with make a match are cards. The cards contain sentences about narrative text and other cards containing pictures of the question.

According to Huda (2011: 42), there are various benefits of cooperative learning, namely: it can motivate students to help each other learners with each other, it can foster a sense of responsibility towards the group (as for themselves) to do their best, it can improve the social skills needed to work effectively, it can provide opportunities for students to use questioning skills and discuss issues, and it can develop leadership talents and teach discussion skills.

#### 4. Picture Cards as Visual Media

According to Asyhar (2011: 22), learning media are a messenger technology (information) that can be used for learning purposes. In the world of education, you know the learning media. Learning media are the channel or bridge of the learning messages delivered by the message source to the recipient of the message. Then the media can be divided into various types, one of which is visual media.

Dananjaya (2010: 38) explains that visual media are the delivery of messages or information in a technical and creative manner that displays



pictures, graphics, and layout and location clearly, so that the recipient can understand the contents of messages and ideas.

When visual media and learning are linked, the learning will be interesting, effective, and efficient when using visual media as a learning medium. Visual media are chosen because they must remember that students, especially children, especially elementary school students, are still thinking in concrete terms. All the things that the teacher says or conveys have to prove themselves with their eyes. Then visual media are a learning resource that contains messages or learning material that is made interestingly in the form of a combination of pictures, text, motion, and animation that is adapted to the age of students who can attract students in learning, so that learning will be fun and not saturating.

#### 5. Action Hypothesis

On the basis of the above theoretical studies, an action hypothesis can be drawn that make a match learning model with picture card media has been successful in optimizing the learning process of writing narrative texts.

### **C. Method of Investigation**

This classroom action research was carried out in the second semester of the academic year 2015/2016 starting from January to April 2016, carried out at SMP N 1 Pangkah, having its address at Jalan Kawedanan Pangkah, Pangkah District, Tegal Regency, having a total of 915 students divided into 27 classes, namely class VII consisting of 9 classes (VII-A to VII-I) with the number of students 304. Class VIII consists of 9 classes (VIII-A to VIII-I) with the

number of students 322. Class IX consists of 9 classes (IX-A to IX-I) with the number of students 289.

The subjects of this research are the students of class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016, totaling 34 students consisting of 14 male students and 20 female students. The consideration of the selection of research subjects are: Researchers are teachers of English subjects in the class, so that research does not interfere with the teaching and learning process; The composition of the academic abilities of class IX-B students is quite evenly distributed, thus facilitating the formation of groups at the time of research; and Motivation to learn English and the ability to write narrative texts in class IX-B is low, so this research also aims to improve them.

The object of this action research is motivation and the ability to write narrative texts for students of class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016. Researchers view that this object is very important to be studied, considering motivation is one of the factors of success in learning. The narrative text is one of the competency standards that must be taught in class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016.

Data collection techniques are a way to collect data needed to know the results of the learning process. The data collection techniques used by researchers in this research are test and non-test techniques. Test techniques are used to measure students' ability to write narrative texts. This technique uses written tests, while the non-test techniques are in the form of observation and documentation. The observation technique is used to determine the level of motivation of class IX-B students in the second

semester of SMP N 1 Pangkah in the academic year 2015/2016 in participating in learning to write narrative texts. The documentation technique as described by Arikunto (1996: 149) is used as an instrument for collecting data by researching and proving written reports of an event whose contents consist of explanations and thoughts relating to the needs needed.

To collect research data, data collection instruments or tools are needed. The instruments used by researchers in conducting this research are two types, namely test and non-test instruments. The test instrument is used to determine the ability to write narrative texts of students, while the non-test instrument is used to determine the level of student motivation. The following is a description of the data collection instruments.

The test instruments in this research are student group worksheets and individual student worksheets. This worksheet is in the form of a written test that must be done both in groups and individually. Students are instructed to match the picture card with the statement and then compile it into a coherent narrative text.

This research uses Kurt Lewis Model Classroom Action Research (CAR) procedure consisting of four components, namely: planning phase, the stage of acting (acting), observation phase (observing), and reflecting.

## **D. Findings and Discussion**

The findings comprise three parts: pre-cycle, cycle 1, and cycle 2.

### **1. Pre-Cycle**

As explained in the previous chapter, it is said that the motivation and narrative writing

ability of students in class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016 is very low. This can be shown from the results of observations and the results of writing a narrative text on the learning process that has been carried out in pre-cycle.

Motivational data for writing narrative texts obtained from pre-cycle activities indicate that the level of student motivation is low. This can be demonstrated through the recapitulation data from observations conducted by researchers during the learning process of writing narrative texts in the pre-cycle.

It shows that students who have good motivation categories only reach 26% or from 34 students only 9 students who have a good level of motivation. The number of students who have enough motivation is 24% or 8 students. As for the number of students who have less motivation reach 38%, even it can be seen that there are still some students who have bad category motivation of 4 students or about 12% of the total 34 students.

The low motivation of class IX-B students in the second semester of SMP N 1 Pangkah the academic year 2015/2016 has an impact on the competence of writing narrative texts. This is proven after a daily test for narrative writing competence obtained data on the average value has not reached KKM that has been determined that is 77.

It shows the number of 34 students only 15 or 44.12% who get good categories for the results of writing narrative texts, students who receive enough categories amount to 2 students or 5.88% while 29.41% others or 10 students obtain less category, and even 7 or 20.59% of students

still get a bad category. If it is converted to a defined KKM which is 77, then of 34 students only 15 students or 44.12% of students who have completed learning in KD write narrative texts.

As a teacher, researchers have a moral responsibility to try for improving student competencies, especially the competence to write narrative texts. In the end, students will have the competence to write narrative texts that are good or at least they can achieve the KKM score that is 77.

## 2. Cycle 1

Data from the research results in the first cycle consist of qualitative and quantitative data. Qualitative data are obtained to measure how much influence the learning model makes a match with the picture card media on increasing student learning motivation in learning to write narrative texts. The qualitative data collection techniques are obtained using non-test techniques. Qualitative data collection tools use observation sheets and student diaries.

Based on the students' daily record data collected at the end of cycle 1, 64% of students state that learning to write narrative texts through make a match learning model with picture card media is quite fun and the process of writing narrative texts is easier. Students with 9, 18, and 22 respondent numbers in their diaries state that they still have difficulty understanding the concept of make a match with the picture card media. The respondents 11, 16, 30, and 32 say they feel the hassle of analyzing the picture card media because they have to understand the text sequence of the text.

From the data above it can be concluded that the motivation of students in following the

learning to write narrative texts has increased. However, the existing increase has not achieved what is expected according to the expected performance indicators.

Based on the results of observations during the learning process in the first cycle actions that have been carried out by observers, students' motivation data can be obtained that the motivation to write narrative texts in students in cycle 1 has increased in each category. The increase can be explained as follows: For the good category, there is an increase of 30% or 11 students, for enough categories there is an increase of 8% or 3 students, and for the less category decreases by 9% or decreases to 4 students, while for the bad category it is no longer visible.

As explained in the previous chapter, this classroom action research consists of two cycles, each of which consists of two meetings. After the first cycle action takes place for two meetings, then at the second meeting students carry out tests to write narrative texts individually. The test results of writing narrative texts in cycle 1 can be seen clearly that the competence in writing narrative texts in class IX-B in the second semester of SMP N 1 Pangkah has increased in the first cycle compared to the competence to write narrative in the initial or pre-cycle conditions. The increase in each category is for the good category there is an increase of 43% or 16 participants compared to the competencies in the pre-cycle which only reaches 19%, while for the sufficient category in the first cycle there is still 38% (14 students), however for the less category it is no longer visible.

From the data obtained in the first cycle, both qualitative and quantitative data can be seen

as an increase compared to the data obtained from pre-cycle learning. However, this increase is not in accordance with the performance indicators that the researchers expect. Performance indicators or indicators of success that the researchers are targeting in this class action research are at least 75% of students have good category motivation. The competence of writing narrative texts for students in class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016 with good category reaches 85%.

After the researcher looks at the final results in the action of cycle 1, the final result has not reached the targeted success indicators, so this class action needs to be followed up with cycle 2 actions. The results of this reflection are used as the basis for the preparation of the learning plan (RPP) in cycle 2 and other necessary improvements.

### 3. Cycle 2

From the participants' diary sheets that have been distributed at the end of the second cycle, the data shows that almost all students stated that they are happy to participate in learning by using the learning model, make a match with the picture card media. On average they state that they do not feel bored in following the learning process. Some others state with or more precisely suggested to the researcher to always use the learning model make a match with the picture card media when teaching other texts every learning process.

Data from motivational observation through observation sheets obtain an increase in student motivation which is quite significant when compared to the level of student motivation in cycle 1. In cycle 2 for good category it has reached

80% of all students, 34 students. This means that there is an increase in motivation level by 16%.

As being done in the second meeting of the first cycle, in the second meeting of the second cycle, students are given a test to write narrative texts about folklore (folktale) to find out the competence to write their narrative texts.

To get a clearer picture of the increase in motivation and competence in writing narrative texts, students of class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016 through the learning model make a match with the media of picture cards, the researcher considers the need for discussion by comparing data obtained in each cycle, both data obtained in pre-cycle, cycle 1, and cycle 2.

To find out the data increasing student motivation researcher uses a data collection tool in the form of a student's daily notes sheet given at the end of each cycle, motivation observation sheets, and documentation.

From the results of the students' daily notes, the data shows that almost all students feel happy following the learning with make a match learning model with the picture card media. However, there are some students who state in their daily notes about the use of learning media used. They cannot focus on participating in learning because they are still long in combining the text with the picture.

Based on the students' daily notes, in the second cycle the researcher displays slides with the same theme in order to facilitate completing the next task. In this way, the results are quite good. In the second cycle all students express feeling happy and easy to follow learning to write narrative texts.

Based on the observations mentioned above, student motivation has increased 24% in cycle 1



compared to student motivation in pre-cycle. In cycle 2 student motivation increases by 16% when compared to student motivation in cycle 1.

From all the data above, it can be concluded that make a match learning model with picture card media can increase students' motivation in learning to write narrative texts.

In addition to obtaining data on increasing student motivation, this classroom action research also aims to obtain data on improving the competence to write narrative texts through make a match learning model with the media of picture cards of IX-B students in the second semester of SMP N 1 Pangkah in the academic year 2015/2016.

From the data above it can be explained that students' writing competence in narrative texts has increased in each category. In the first cycle the students who get good scores increase to 23 students, which in the pre-cycle only 7 students get a score in either category. Even in the second cycle there are 8 students who are able to get scores of scores with very good categories. While for the category enough experiences a decrease of 3 students. Category less is not visible.

Based on the results of the competency data analysis above, it can be concluded that make a match learning model with picture card media is able to improve the writing competence of narrative texts in class IX-B in the second semester of SMP N 1 Pangkah in the academic year 2015/2016.

## **E. Conclusion**

Learning by using make a match learning model with the picture card media used by researcher in English learning to write narrative texts is known that in the initial condition of students' activities in

learning only 44.11% of students receive scores above the KKM. After the action of learning using make a match learning model or looking for a partner with the picture card media, the students' learning motivation increases as the results of the research in cycle 1 reaches the average percentage of student activity by 64% and continued in cycle 2 to reach the average percentage of activity students by 80%.

Increase of student activity in the learning because of the influence of the use of make a match learning model with picture card media is characterized as interesting and enjoyable learning. In addition, students' motivation also increases by being marked by giving students the opportunity to be active in expressing opinions, respecting the opinions of others, daring to ask questions, responding, learning to compete positively, and being able to foster a sense of solidarity among students.

Increasing student activity in learning also has implications for students' enthusiasm to master the subject matter, so that the learning outcomes obtained also increase. This can be known as the test results of learning outcomes that have been measured by researcher, namely the value of learning outcomes with classical learning completeness indicators in the initial conditions only amount to 44.11%, while in the first cycle it reaches 58.82% and in the second cycle it increases to 79, 41%.

Other teachers need to apply learning by using make a match learning model with picture card media as part of the CTL pillar in learning English, given the significant positive impact of its application on increasing student activity and learning outcomes.

The teachers in applying learning with make a match learning model with the picture card media still pay attention to the suitability of the material with the

learning objectives to be achieved, student characteristics, and the availability of infrastructure. Three important things must also be paid attention by the teachers to include the grouping system of students, the spirit of working together between students, and structuring or managing classrooms for group work.

The teachers must be able to provide more intensive action, especially in providing guidance when students compile a question and answer card sheet. Often the questions and answers that are prepared are not in accordance with what is expected, for example the editorial question raises a double interpretation. Sometimes the questions and answers that are compiled are also inappropriate. If this happens, the game competition will become unfair and cause protests for other students or other groups.

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