THE EFFECTIVENESS OF USING "MAKE A MATCH" TECHNIQUE IN IMPROVING THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

Margono Adi Rujito [1]
Imam Mahdil Umami [2]

[1] the Graduate of English Education Study Program
Peradaban University Bumiayu - Brebes
E-mail: mrgnadi@gmail.com
Phone: 082327907830

[2] the Lecturer of English Education Study Program
Peradaban University Bumiayu – Brebes
E-Mail: imamahdilumami@gmail.com
Phone: 082225042504

Abstract

The objective of this true experimental study was to find out whether "make a match" technique is effective to improve the students' writing skill in descriptive text or not. The population was the eighth grade students of SMP Ma'arif NU 02 Paguyangan, Brebes regency in the academic year 2015/2016. The samples were class VIII A as experimental class consisting of 30 students and class VIII B as control class consisting of 30 students. The writer used statistic formula and used SPSS 16.0 Program

to analyze the data collected from pre-test and post-test. The pre-test mean of experimental class was 66.33 and control class was 68.33. Meanwhile, the post-test mean of the experimental class was 74.33 and control class was 73.17. The score sig was 0.810 (more than 0.05) and the score from Equal Variance Assumed (Sig 2-tailed) was 0.046 (less than 0.05). It meant that both of classes have same variant but have difference achievement. Besides, the mean of experimental class was higher than control class (74.33 > 73.17). It could be concluded that "make a match" technique was effective to improve the students' writing skill in descriptive text.

Keywords: effectiveness, make a match technique, writing, descriptive text

A. Introduction

Basic English is taught from Elementary to Junior High School, and one of its goals is to develop oral and written communication competences in four language skills namely listening, speaking, reading, and writing. One of the important skills in learning language activity, especially foreign language learning is writing skill. According to Nurjamal, et al. (2012: 4), writing is an active language skill that is very complex.

The problems faced by the learners in English language must be solved especially by English teacher. The use of method and interesting technique in the process of teaching and learning English at class is expected that the learners will be easier in receiving writing materials from teachers. Based on Iskandarwasid and Sunendar (2011: 1), the main function of a teacher is organizing learning activities. To activate the learning activities, a teacher must

know the nature of teaching and learning activities. Teaching is an attempt to create a learning environment system for the purpose of teaching learners can be achieved optimally, not just an attempt to convey knowledge.

In order to achieve the purpose of teaching and learning optimally, it is important for a teacher to be able to choose the appropriate method or technique in learning. Iskandarwassid and Sunendar (2011: 41) state that technique is a typical way of operational, which can be used in achieving the set of objectives, adhering to the systematic process contained in the method. Therefore, the technique is a concrete action in the form of business or effort used to achieve the goal.

The writer in this study is interested in using "Make a Match" technique in teaching writing at class especially in teaching descriptive text. Descriptive text is the text to describe about thing, person, and animals, place and so on. By using "Make a Match" technique in teaching writing descriptive text, the students will be actively looking for the correct description of the picture they get by matching the card. Thus, the writer is interested in conducting the research entitled **"The Effectiveness of Using "Make a Match" Technique to Improve the Students' Writing Skill in Descriptive Text at the Eighth Grade Students of SMP Ma'arif NU 02 Paguyangan in the Academic Year 2015/2016"**.

B. Literature Review

The theories reviewed here are related to descriptive text and "Make a Match" technique.

1. Descriptive Text

Pardiyono (2010: 29) states that descriptive text is a kind of text that contains a picture of an

object specifically. Moreover, it will be discussed further about the social function, the generic structure, and the language features of descriptive text.

a. The Social Function of Descriptive Text

Wardiman, et al (2008: 26) states that descriptive text is a kind of text that has a purpose to describe a particular object. The context of this text is description of particular person, place, or thing.

b. The Generic Structure of Descriptive Text

Based on Wardiman, et al (2008: 26), the generic structure of descriptive text consists of Identification and Description.

1) Identification: Identifies phenomenon to be described.

2) Description: Describes parts, qualities, characteristics, etc.

c. The Language Features of Descriptive Text

According to Wardiman, et al (2008: 26), the language features of descriptive text are:

1) Using attributive and identifying process

2) Using adjective and classifiers in nominal group

3) Using Simple Present Tense

2. **"Make a Match" Technique**

It will be explored more about the definition, the steps in applying, the advantages, and the disadvantages of "Make a Match" technique.

a. The Definition of "Make a Match" Technique

Suprijono (2009: 94) states that "Make a Match" technique is a teaching technique that focuses on the game. In this technique the

students are active in finding a suitable mate or match between the answer to the questions according to the topic being studied. According to Shoimin (2010: 98), the main characteristic of "Make a Match" technique is that the students are asked to find pairs of cards that are the answer or question certain materials in learning.

The characteristics of "Make a Match" technique are to have a close relationship with the characteristics of students who like to play. The implementation of this technique should be supported by active students to finding a suitable mate or match between the answer to the questions according to the topic being studied, so that they can have meaningful learning experiences.

b. The Steps in Applying "Make a Match" Technique

To apply "Make a Match" technique, the teachers have to follow these following steps:

1) Teachers prepare some pictures about some concepts or topics that are suitable for the review session and pieces of paper that contain clues based on the pictures.
2) Students are divided into some group.
3) Each group was given a picture and pieces of paper that contain clues.
4) Students choose the correct clues appropriate to the picture that they get.
5) Students develop the clues into a good descriptive paragraph.
6) After a round of picture shuffled back so that each group gets a picture that is different from before and so on.

c. The Advantages and Disadvantages of "Make a Match" Technique

The advantages of "Make a Match" technique are as follows:

1) The atmosphere of excitement will grow in the learning process.
2) Cooperation among fellow students is realized dynamically.
3) The emergence of mutual cooperation dynamics are evenly distributed throughout the students.

However, there are some disadvantages of "Make a Match" technique, as follows:

1) Teachers need necessary guidance of teachers to conduct lessons.
2) The class became rowdy so as to interfere with another class.
3) Teachers need to prepare appropriate materials and tools.

C. Method of Investigation

The method covers the research design, the source of data, technique of data collection, and technique of data analysis.

1. Research Design

This research used true experimental research. It compared two classes: experimental and control class, both of which were selected randomly. Both of classes were given pre and post-test to find out the effectiveness of using "Make a Match" technique to improve the students' writing skill in descriptive text.

2. Source of Data

The population of this study was the eighth grade students of SMP Ma'arif NU 02 Paguyangan

in the academic year 2015/2016. The total number of population was 93 students. The writer took two classes, they were class 8A as experimental class consisted of 30 students and class 8B as control class consisted of 30 students, and the total of sample was 60.

3. **Technique of Data Collection**

In collecting the data of the students' writing skill in descriptive text, the writer used pre and post-test. Pre-test was conducted in the beginning of the research. It would be given by the writer before teaching by using "Make a Match" technique, in which the writer asked the students to do the test related to the materials about what they had learnt before. Both experimental and control class would be given pre-test in the same way. Both experimental and control class would also be given post-test. It was done to find out the students' achievement after they were taught by using "Make a Match" technique (experimental class) and without using "Make a Match" technique (control class), whether there was the significant difference between experimental and control class or not.

4. **Technique of Data Analysis**

There were some steps in analyzing the data, as follows:

a. Determine the Mean Score

To find out the mean of the results of pre-test and post-test, the writer used formula adopted from Sugiyono (2014: 49).

$$M_e = \left(\frac{\sum x_i}{n}\right)$$

Where:

M_e = Mean Score

Σ = Epsilon

x_i = X Value

n = Number of cases

b. Make a Table

The writer used table to find out the students' level in writing mastery and to know the different mean score of pre and post-test experimental and control class.

c. Compare the Score of Experimental and Control Class

To compare the mean score of experimental and control class, the writer used the t-test formula adopted from Sugiyono (2004: 128). Then, to analyze the data, the writer used SPSS 16.0 program and the data were analyzed by using *Independent Sample T-Test.*

1) The Hypothesis

H_0 : $\mu_X - \mu_Y = 0$

H_1 : $\mu_X - \mu_Y \neq 0$

2) The Formula of Analysis Design

Standard of error was 0.05 (5%). *That and significances* could be seen in *equal variance assumed.*

3) The Result of Analysis

H_0 was accepted if in *t,* the score of significance (*Sig 2-tailed*) more than 0.05 (5%), and it was rejected when the score of significance (*Sig 2-tailed*) less than 0.05 (5%).

4) The Interpretation of the Result

By accepting H_0 meant that *the mean score* both of group (experimental and control class) was same, through the different treatment as if the treatment of experimental

did not give the influences. Conversely, by rejecting H0 and accepting H1 meant that *the mean score* both of group (experimental and control class) was different. If *the mean score* of experimental group was higher than control group so it meant that the treatment that was given to experimental group gave the significance influences.

D. Discussion

Before the writer conducted pre and post-test, the writer tried out the instruments of test in the eighth grade students of SMP Ma'arif NU 02 Paguyangan Class C. The number of the students of the try out test was 24. The purpose was to find out the validity, reliability of the test before implemented in the research. It was found that the test was valid and reliable.

After the writer conducted pre and post-test, the writer determines the mean score and applied the result of the test into a table. It aimed to compare the mean score of pre and post-test of control and experimental class. The respondents of experimental class were 30 respondents and the respondents of control class were 30 respondents. The mean of pre-test control class was 68.33 and experimental class was 66.33. The mean result of post-test of control class was 73.17 and experimental class was 74.33, so the mean of post-test of experimental class was higher than control class, because the treatment was given in experimental class.

1. Comparison between Pre and Post-Test of Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
YY1	Control	30	68.33	8.235	1.504
	Control	30	73.17	7.931	1.448

2. Comparison between Pre and Post-Test of Experimental Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
XX1	Exp.	30	66.33	10.743	1.961
	Exp.	30	74.33	7.626	1.392

3. Comparison between Post-test of Control and Experimental Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Y1X1	Control	30	73.17	7.931	1.448
	Exp.	30	74.33	7.626	1.392

By accepting H_1, so the mean score of both classes different. Based on the output of *Group Statistics* in table 4.2, it could be seen that the mean score of experimental class was 74.33, and the mean score of control class was 73.17. It showed that the mean score of experimental class was better than control class (74.33>73.17). It could be concluded that "Make a Match" Technique was effective for teaching writing descriptive text because there was difference achievement between control and experimental.

E. Conclusion

Based on the analysis by using SPSS *(Statistical Package for Social Science)* 16.0 program in the previous part, the writer concluded that there was a significant difference between the students who were taught by using "make a match" technique in teaching writing descriptive text and the students who were taught without using "make a match" technique (conventionally). It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0.810 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* was 0,046=4.6% (less than 0.05=5%). It means that both of classes had same variant but had different achievement.

It can be seen from comparing the means both of the classes; it was found that the result of the mean of post-test of experimental class was 74.33 which were higher than pre-test 73.17. For that reason, it could be concluded that "make a match" technique was effective for to improve the students' writing skill in descriptive text on the eighth grade students of SMP Ma'arif NU 02 Paguyangan in the academic year 2015/2016.

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