THE APPLICATION OF USING MAKE A-MATCH METHOD IN TEACHING SPEAKING TO THE FIRST GRADE STUDENT OF SMP ASWAJA KUNIR IN ACADEMIC YEAR 2013/2014

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Degree of Education

of English Department Faculty of Teacher Training and Education University of Nusantara

PGRI Kediri

By:

SUCI WULANDARI

NPM: 10.1.01.08.0248

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2014

APPROVAL PAGE

SKRIPSI
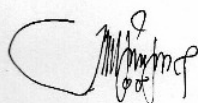
By:
SUCI WULANDARI
NPM 10.1.01.08.0248

ENTITLED:

THE APPLICATION OF USING MAKE A-MATCH METHOD IN
TEACHING SPEAKING TO THE FRIST GRADE
STUDENTOF SMP ASWAJA KUNIR
IN ACADEMIC YEAR 2013/2014

Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 7 Maret 2014

The Advisors,

Advisor I

KHOIRIYAH, M.Pd
NIDN. 0719017501

Advisor II

SULI MULYATI, M.Pd
NIDN.

ii

APPROVAL SHEET

SKRIPSI

By:
SUCI WULANDARI
NPM 10.1.01.08.0248

ENTITLED:

THE APPLICATION OF USING MAKE A-MATCH METHOD IN
TEACHING SPEAKING TO THE FIRST GRADE
STUDENTOF SMP ASWAJA KUNIR
IN ACADEMIC YEAR 2013/2014

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 11 October 2014

Board of Examiners,

Chairman   : Drs. SETYA ADI SANCAYA, M.Pd.

First Examiner   : SULI MULYATI, M.Pd.

Second Examiner : KHOIRIYAH, M.Pd.

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri

Dra. Hj. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202

iii

THE APPLICATION OF USING MAKE A-MATCH METHOD
IN TEACHING SPEAKING TO THE FIRST GRADE
STUDENT OF SMP ASWAJA KUNIR
IN ACADEMIC YEAR 2013/2014

SUCI WULANDARI

NPM: 10.1.01.08.0248

Email: wulansuci07@gmail.com

Fakultas Keguruan dan Ilmu Pendidikan - Prodi Bahasa Inggris

KHOIRIYAH, M.Pd dan SULI MULYATI, M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

.

Speaking is one of the language skills that is important in human life. It is used in order to be able to communicate actively. For success in speaking, there are some components include in speaking, such us: grammar, vocabulary, pronunciation, and fluency.However, the studentsare very uncommon to use English in their daily life. Some of the students could not use English correctly and rarely to communicate English with their friends at school. They are usually afraid to speak, lack of vocabularies,and not convidence to speak English because they always think about the wrong grammatical and pronounciation. Moreover, English teachers still use conventional learningsuch us: the students just listen to the explanation and take a note from the teacher's explanation. In this skripsi the researcher wants to apply a cooperation learning named Make A-Match method.

The purpose of the research are: 1) To describe the student's response in the application of 'Make A-Match' technique in teaching speaking.2)To describe the effectiveness the use ofMake A-Match method in teaching speaking. 3) To describe the teacher's problem inteaching speaking.

This research is used qualitative and the design is descriptive qualitative research and the subject of the research is the first grade students of SMP AswajaKunirBlitar consisting of 30 students. In order to get the data the researcher take the classroom observation and gave questionnaire to the students.

The result of the analysis data mentioned, the writer found that the student's response is good in teaching speaking using Make A-Match method, then, Make A-Match method is effective to use in teaching speaking because it can help the student to speak up and convident in speaking activity, the last there are some teacher's problem in teaching speaking using Make A-Match method, such us: difficult to manage the class and difficult to set the rhytm of the learning.

Finally the researcher concludes that Make A-Match method is effective in teaching speaking because it can help the students more convident to speak and most of the students also interesting with Make A-Match method. So, the reseacher suggests that the English teachers should be able to select Make A-Match method in teaching speaking to increase the students speaking ability.

Keywords: application, speaking, teaching speaking, Make A-Match

CHAPTER I
INTRODUCTION

Background of the Research

Speaking is one of the language skills that is important in human life. It is used in order to be able to communicate actively. Speaking is defined as a form of communication where people have interaction with someone else to exchange information. "Speaking consists of producing systematic verbal utterances to convey meaning", Bailey (2005: 2). Meanwhile, Speaking is "an inter-active process of constructing meaning that involves producing and receiving and processing information" Florez (1999: 1). It can be said that speaking is a process of delivering message to someone else in words to know some information.

Futhermore, Richards (2008: 19) says that "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners." It means that speaking is a crucial part of second language learning and teaching, by mastering speaking the students can express their idea, opinion or response to other. According to Nunan (1991: 39), "Mastering the art of speaking is the single most important aspect of learning a second language or foreign language, and success is measured in terms of the ability to carry out in a conversation in the language." It means English learners or the student regard speaking English as the most important aspect to communication. For success in speaking, there are some components include in speaking according to Syakur (1987: 5) in Adianiniluh. (2013) says, "Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency." It means the students also must study those components to support the successful in learning speaking.

However, the students, especially junior high school students are very uncommon to use English in their daily life. Some of the students could not use English correctly and rarely to communicate English with their friends at school. They usually afraid and not convidence to speak English when the teacher asks them to try make a conversation in front of the class. They always think about the wrong grammatical and pronounciation, So they did not have a self confidence to speak. Moreover, English teachers still use conventional learning to teach speaking which the students just listen to the explanation and they should take a note from the teacher's explanation. Richard (1990: 122) stated that "the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and poor pronunciation." Also Richard (1990: 233) stated that "there are many reasons causing English learners poor in speaking skills, they are as lack of curriculum emphasis on speaking skills, teacher's limited English proficiency, class condition do not favor oral activities, limited opportunities outside of class to practice and examination system does not emphasize oral skill." Based on the explanation above, the writer has found some problems which nearly similar typical problems at SMP Aswaja Kunir Blitar. The problems are based on the writer's interview to English teacher in SMP Aswaja Kunir Blitar. The problem are the students speechless, lack of vocabularies so incapable to produce new words, the sentence they produce based on the material given and they take too much time thinking what they are going to say.

Therefore, according to Kayi (2006) says "the teachers should help the students to speak English well. For example, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language." It means as

speaking teacher, he or she must create situation and condition where the students can practice speaking and communicating with others into activities and real tasks happen in real life. So The teachers should present their material in teaching speaking process by using various technique, method, games, and media.

Various method can be used to present material for speaking. There are many method that can be used to present material, one of them is by using Make A-Match method. Make A-Match is one of teaching method that includes in cooperativelearning was developed by Curran (1994). One of the profits of this method is the students look for their partner while learning a topic in interesting situation. According to Taufik (2011) said that,"make a match method can increase the ability of students in speaking. The students will feel easy to understand about material in the learning process and students, because more active in learning process." Beside the student more active it can create a joyful learning because it is like a game. So by using this method it is hoped the teachers will be able to make the students interested in teaching English.

CHAPTER II
RESEARCH METHOD

Based on the title of this research " The Application of Using Make A-Match Method in Teaching Speaking to The Second Grade Student of SMP Aswaja Kunir Blitar in academic year 2013/2014", it can be concluded that the design of this research is qualitative research. Metode penelitian kualitative adalah metode penelitian yang berlandaskan pada filsafat postpositivisme, digunakan untuk meneliti pada kondisi objek yang alamiah (Sugiono, 2010: 15). It means that this research method is use to find the realita, indication, and phenomenon. So in this research the writer use descriptive qualitative research.

In conclusion, this research can be developed after the researcher entering the object and know what happen in there by observation the object and making interview.

CHAPTER III
RESEARCH FINDING AND DISCUSSION.

Research Findings
In research findings it will be describe about the real fact stated in the field. It based on the result of the data collection and data analysis, it was collected on 18 Agust 2014. The research finding would be describe as follows:
Student's Response in the Application of Make A Match Method in Teaching Speaking

Based on the result of observation checklist to the student of SMP Aswaja Kunir Blitar academic year 2013/2014, table 4.1 (see appendix 7). The researcher had the data which are used to describe how is the student's respo--- in teaching speaking using make a match method.

Based on the data on observation checklist, the researcher conclude that the student has good response, for the first time or in the pre-teaching, the student has to respon in answering greet then pray before teaching learning procces. Next, when the researcher gave brainstorming they response with entusiastic and various answer. It can be showed when the researcher asked them *"What do you do in a spare time?"* then they answered *" waching television, playing foodball, reading a magazine, etc"* but, some of them use Indonesian language when they said their activity in a spare time. Then researcher asked them again, *if you like watching television, what TV program do you like?* They answered *"marsha and the bear, upin ipin, aladin, etc.* Then the researcher asked them about their opinion about TV program which they like.
In the whilst-teaching, when the teacher explained about asking and giving opinion the students always pay attention to

teacher, listen to the teacher's explanation, follow the teacher says, active in create question, then they tried to speak with the expression of asking and giving opinion after the teacher. After that, when the researcher come out the cards the students felt curiously, it showed that they asking quickly about the function of the cards, after the researcher told them about the fuction and what will the student do with the cards, all of them are happy because the students will play a game for the material about giving opinion with make a match method.

Next, the researcher explains briefly about the steps of make a match method. After that they try to practice this method before they start, during the process they are active and also hard work to find out his/her partner, they get more confident to speak although his/her pronounciation is wrong. For example one of the student want to said *" In my opinion, she is a kind teacher. She teaches me clearly and patiently"* she said [p nj n]-opinion, [k nd]-kin, [kl rli]-clearli, and [pe ( )ntli]-patientli. She said a vocabulary based on the written, but they not aware about that and still confident. So they are enjoy during learning speaking using make a match method.

Meanwhile, there are some of the student make a noise in the class and feeling conffused in the first time but they always asking to the teacher when they not understand what should they do.

In the end of activity or in post teaching, the students were asked by the teacher about the material that they had learned that is asking and giving opinion. The teacher asked them about the use of the expression of asking and giving opinion, the difficulties during the lesson, and also their opinion about the method that used. Then they gave opinion about make a match method clearly. For example they said *"mengasyikan dan menyenangkan jadi gak membosankan, Bu"* when the teacher asked them about their opinion. So most of them interested with this method

and asked the researcher to come back again in the next time.

The Effectiveness of Using Make A Match Method in Teaching Speaking

In this part, the researcher presents her data based on the result of questionnaire for student of SMP Aswaja Kunir Blitar in academic years 2013/2014, table 4.2 (see appendix 8). The researcher uses questionnaire to describe the effectiveness of using of make a match method in teaching speaking.

Based on the result of questionnaire, there are 86,7% of the students are happy with this make a match method and 13,3% are not. It can be seen most of the student shout out *"Horee!"* when the researcher tell them to apply make a match method for the meeting and make joyfull in learning, it support from 86,7% of the student said *"yes"* and 13,3% are not. Moreover, most of the student said that this method is not make them borred above 93,3% and 6,7% are not, it can be seen they are antusiat during the lesson, it support with the data above 83,3% of the student said like that and 16,7% are not. Then above 93,3% of the students want to do make a match mehod with the other materials and only 6,7% are not, it can be proof that the student are happy with make a match method. Beside that, 90% of the students stated that this method help them in speaking activity and 10% are not, it proof by the students speaking ability, in the first time they feel shy and affraid to speak something after the researcher apply make a match method they get more confident to speak and not affraid about wrong pronounciation. Next, it can also motivated the student to speak up with English, based on the data show 76,6% of the students has motivation to speak English and 23,4% are not, and there are 80% students gets convident to speak English and 20% are not. There are 73,3% of the student not affraid about wrong pronounciation in speaking class and 26,7% are not. So it can accostomed the student to speak, it show 86,7% of the students said *"yes"* and 13,3% are not.

Moreover, steps of make a match method is easy to understand, it shows 83,3% of the students said *"yes"* and 16,7% are not, it support by the data there are 86,7% of the students follow the steps clearly and just 13,3% are not. There are 76,6% students can understand the material faster and 23,4 are not. Like the researcher said before, make a match method can make the student understand the material faster, so the student can understand the fuction of the expressions of giving opinion, it support 73,3% student said *"yes"* and 26,7% are not. 80% after teaching learning process the student wants to speak English with their friends when they not study or they did not have English class and 20% are not. Beside that, during the lesson 66,7% situation of the class become crowed. 80% of the students also active in speaking because the students must find his/her partner with English language and 20% are not. There are 90% of the student want to use this method with the other materials and 10% are not, it shows in the ending of the lesson the students said *"again...again... miss.."*. So above 83,3% of the students feel enjoy and comfortable during teaching learning process, they did not afraid about wrong grammar or pronounciation when they are speak.

Therefore, based on the result of the data from questionnaire for the students, it can be conclude that the use of make a match method in teaching speaking is effective. It can be showed above 90% of the students stated that make a match method help them in speaking activity, and above 93,3% of the students want to do make a match method with the other materials. It also help the student more confident to speak up.

The Teacher's Problems in Teaching Speaking Using Make A Match Method
Based on the finding the reseacher in the field, the researcher found some problems when she teachs speaking using make a match method to the first grade students of SMP Aswaja Kunir Blitar academic years 2013/2014. The researcher found the problem in the whilst of teaching, and the first problem, when the teacher gave explanation about the material, some of the students are not pay attention and talking with her friend. The second, in the activity of the learning all of students active to move his/her body the class will be crowded and disturb the other class of course. Moreover in big class more than 30 students it very difficult to manage the class. The third, some of the students, especially boy, they are difficult to manage because they are lazy and often make a noisy, so need more attention to teach them.

Discussion
In this part, the researcher explained the discussion about the student's response in the application of make a match method in teaching speaking, the effectiveness of using make a make method in teaching speaking, and the teacher problems in teaching speaking using make a match method.

Student's Response in the Application of Make A Match Method in Teaching Speaking
Based on the data that has been analyzed above, the researcher has a result of teaching speaking using make a match method to the first grade student of SMP Aswaja Kunir Blitar. The result shows that by using make a match method in teaching speaking the students has a good response, because the student always pay attention to the teacher explanations, and enjoy during learning process so the class become alive and enjoyable. Beside that, according to Pertiwi (2013), said that,"Make a Match technique is done to make the students more confidence in speaking English because it is group work."
Therefore, teaching speaking using make a match method will icrease the student's motivation and their confidence to speak English because they must find out his/her partner with English language.

The Effectiveness of Using Make A Match Method in Teaching Speaking

Based on the result from questionnaire for the students shows that there are 90% of the students stated that this method help them in speaking activity. It support with 80% of the student did not affraid to speak English and not worry about the wrong grammar and pronounciation, because they feel more confident when they speak English with their friends in discussion. It proven by Harmer (2001: 271) said that," Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions." It means that, by discussion with their friend they can motivated to express their ideas in oral or speaking. Futhermore, according to Taufik (2011), said that,"make a match method can increase the ability of students in speaking. The students will feel easy to understand about material in the learning process and students, because more active in learning process." It means that, make a match method can increase student's speaking ability, get faster to understand about the material, it support by 76,6% of the students can understand the materials faster, so make a match method is effective to use in teaching speaking.

The Teacher's Problems in Teaching Speaking Using Make A Match Method In the classroom meeting, during teaching learning process the researcher must be patient to the students and understand about condition, situation, and characteristics of the student before start to teach. Selected a method of the learning is important to solve the teacher problem. It must be interesting and easy to understand.

The teacher should be presented the material creatively in order to make students enjoy during teaching learning process. But there are some problems in the application of make a macth method to the first grade student of SMP Aswaja Kunir Blitar, they are: the difficulties to manage the class, some of the students make a noisy when they found his/her partner. This situation will be disturb the other class, and also difficult to set the rythm of teaching learning process. So the teacher's ability in managing the class is needed to control the students activity that not important, such us: talking with the other friends when the teacher gives explanation, playing handphone, sleepy in the class, etc.

BIBLIOGRAPHY

Bailey, Kathleen. 2005. *Practical English Language Teaching: Speaking*.E-book.

Brown, H. Douglas. 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy, Second Edition.* New York: Addison Wesley Longman.Inc.

Brown, H. Douglas. 2004.*Language assessment: principle and classroom practice*. New York: Addison Wesley Longman.Inc.

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Chaney.1998. On Kayi http://iteslj.org/Techniques/KayiTeachingSpeaking.html. *TeachingSpeaking*. Downloaded on 2 Desember 2013.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching, Third edition*. Longman

Nunan, David.1991. *Language Teaching Methodology*. England: Inernational Book Distributor Ltd.

Pertiwi. 2013. English for young learners. (Online) in http://niputuindahpertiwi.blogspot.com/2013/06/make-match-technique-for-teaching-young.html, Downloaded on 20 April 2014.

Richards. Jack C. 2008. *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.

Sugiyono. Dr. Prof. 2009. *MetodePenelitianKuantitatifKualitatif dan R&D*. Bandung:CV. Alfabeta.

Syakur. 1987. in Adianiniluh. 2013. Speakingcomponents. (Online), in: http://adiani77.wordpress.com/2013/06/28/

speaking-components/. Downloaded on 20 April 2014.

Taufik. 2011. Learning Speaking Using Make A Match Method. (Online), in http://www.Anditaufik.wordpress.com/cooperative/2011/. Downloaded on 20 Aplril 2014.

Udinjuhrodin. 2013. Menerapkan metode pembelajaran Make A-Match. (Online) in http://ma-aljawami.juplo.com/. Downloaded on 20 April 2014.