

ARTICLE

**THE EFFECTIVENESS OF USING MAKE A MATCH TECHNIQUE IN
TEACHING WRITING DESCRIPTIVE TEXT TO EIGHTH GRADE
STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR
2016/2017**



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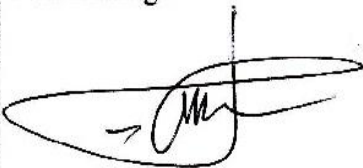


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THE EFFECTIVENESS OF USING MAKE A MATCH TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT TO EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017

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ABSTRACT

The purpose of this research is to find out whether there is significant effect of make a match technique on the eighth grade students' writing ability in descriptive text at SMP Muhammadiyah Kediri in academic year 2016/2017 or not. Furthermore, this research used quantitative research. Pre-experimental research was used as a method in this study, with one-group pretest-posttest design as the design of the research. This research was carried out in one class as the sample that is VIII-D class consisting 26 students with 15 males and 11 females. In collecting and analyzing the data, the researcher used written test in the form of short essay especially about describing animal as the instrument of the research and used scoring rubric of writing and t-test formula to know the result of the research. The result showed that the mean score gained from post-test was higher than pre-test. The mean score gained from post-test was 67.64 while pre-test was 55.76. Moreover, it was found that the t-score (12.89) > t-table at the degree of significance 1% (2.485) or 5% (1.708). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. So, it can be concluded that make a match technique give significant effect on the students' writing ability in descriptive text specifically to the eighth grade students at SMP Muhammadiyah Kediri in academic year 2016/2017. Therefore, it is suggested that English teacher should try to use and apply make a match technique to teach writing descriptive text.

Keywords: writing, teaching writing, make a match technique

A. INTRODUCTION

Writing cannot be separated from people in order to communicate with others in written form. Writing skill is an important part of communication. Good

writing skill allows people to communicate the message with clarity and ease to a far larger audience than through face-to-face telephone communication. Writing is comprehensive ability involving grammar,

vocabulary and other elements. According to Bello (1997) cited in Tossi (2014), "Writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class." It means writing as productive skill have important role for students in experimenting their ability in order to express their idea in written form. Writing is an activity that produces a product that expresses the development of ideas of the writer. Hyland (2003:3) states that essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be a result of imitating and manipulating models provided by the teachers.

In the second grade of junior high school, the basic competency that should be mastered by students in the writing English subject is the ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. However, the writing ability of VIII grade students at SMP Muhammadiyah Kediri still creates disappointment among students themselves as well as teachers. Students find

difficulties in writing certain type of text, especially descriptive text. In writing descriptive text, the writer is required to have good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Other problems faced by students are grammar mastery and mechanic (spelling, punctuation, and capitalization).

Considering the problem above, the teacher needs some learning techniques to implement in teaching learning process. Technique in teaching writing is the way how teacher make students interest in writing activity. There are many kinds of technique that can be used in helping teaching and learning process more interesting. Make a match is one of the techniques which are introduced in cooperative learning. Make a match technique is a kind of technique that leads the students to find their partner. According to Frilly (2016:27) make a match technique is active learning process, students will be easier to find and understand difficult of the materials when they discussed with his friend. Make a-match technique is active learning, creative, effective, fun, teamwork and peed priority between students to achieve the

objectives learning through cards. This technique can be interesting way to teach writing to students.

B. RESEARCH METHOD

This study uses experimental research as approach of the research because this research is aimed to find the influence of make a match technique through writing skill especially in descriptive text. As Ary et al (2010:265) stated that “An experimental is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).” In its simplest form, an experiment has three characteristics: (1) An independent variable is manipulated; (2) all other variables that might affect the dependent variable are held constant; and (3) the effect of the manipulation of the independent variable on the dependent variable is observed.

In this research, there are two kinds of variable; those are independent variable and dependent variable. The independent in this research is make a match technique, and writing ability as dependent variable. The purpose of this study is to analyze the effectiveness of using make a match technique as media in teaching witting

descriptive text at SMP Muhammadiyah Kediri in academic year 2016/2017.

In conducting this research, the researcher took one class in SMP Muhammadiyah Kediri that is VIII-D class. The class consisted of 26 students. The researcher took one class because it can be easier to get the data and the result can be more valid.

Based on the research questions of this research which is “Is there any significant effect of make a match technique on the eighth grade students’ writing ability at SMP Muhammadiyah Kediri in academic year 2016/2017?”, The researcher gave students of VIII-D a test which is divided into pre-test and post-test. After that, the researcher corrected the result of pre-test and post-test considering the five aspects of writing such as content, organization, vocabulary, grammar and mechanic. The data are analyzed by using t-test. Before analyzing the data, the researcher presents the result of data frequency of pre-test and post-test.

C. RESULT AND DISCUSSION

In this part, the researcher provides the information to answer and analyze the problem of the study. This part is divided into two parts; they are: result and discussion. Moreover, this chapter analyzes the data that are taken

from the pre-test and post-test to see whether there is a significant effect of using make a match technique or not.

The researcher used experimental study to find out whether there is a significant effect of using make a match technique in teaching descriptive text. In this study, the sample of the study is VIII-D class. In this research conducted pretest and posttest to know the effect of make a match technique to the students' writing descriptive text. The scores from pretest and posttest of the class were analyzed to get the mean of the scores.

From the result of students' pre-test and posttest, the researcher calculated the mean of pre-test and posttest as follow:

Table 4.7

Average Score between Pre-test and Post-test

N = 26 Students	Pre-test	Post-test
Total score	1450	1758.75
Mean	55.76	67.64

Furthermore, it was found that the result of the mean different of pre-test and post-test score was:

- a. Calculation the mean different of pre-test and post-test:

$$\begin{aligned} \bar{D} &= \frac{\sum D}{N} \\ &= \frac{309}{26} \\ &= 11.9 \end{aligned}$$

- b. Calculation the number of deviation score:

$$\begin{aligned} \sum x^2 &= \sum D^2 - \frac{(\sum D)^2}{n} \\ &= 4226 - \frac{(309)^2}{26} \\ &= 4226 - 3672 \\ &= 554 \end{aligned}$$

The computation above is used to calculate the deviation of each subject (D) and then subtract the result of pre-test and post-test are different (D²). In addition, it is needed to analyze pre-test and post-test in one group research design. Then, the researcher input it into the following t-test formula where the value of t-test is used to know t-table whether the result is significant or not. Then the degree of freedom is used to know the level of t-table.

$$\begin{aligned} t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{11.9}{\sqrt{\frac{4226 - \frac{(309)^2}{26}}{26(26-1)}}} \\ &= \frac{11.9}{\sqrt{\frac{4226 - 3672}{26(25)}}} \\ &= \frac{11.9}{\sqrt{\frac{554}{650}}} \\ &= \frac{11.9}{\sqrt{0.85230769}} \\ &= \frac{11.9}{0.92320512} \\ &= 12.89 \end{aligned}$$

Df = Degree of freedom

N = Number of students

$$\begin{aligned} Df &= N - 1 \\ &= 26 - 1 \\ &= 25 \longrightarrow 1\% = 2.485 \\ &\longrightarrow 5\% = 1.708 \end{aligned}$$

From the calculation of t-test above, it was known that the result of t-test was 12.89 and the degree of freedom was 25.

Based on the score of pre-test and post-test, the researcher interpreted the result of data analysis in order to know the effect of make a match technique in teaching writing descriptive text. From the table analysis of pre-test and post-test (see appendix), the total score of pre-test was 1450 with the highest score was 67.5 and the lowest score was 41.25. While the total score of post-test was 1758.75 with the highest score was 78.75 and the lowest score was 57.5. From the data the researcher found 55.76 as the number of mean in pre-test and 67.64 as the number of mean in post-test. So, the total score and the mean of post-test were higher than the total score and the mean of pre-test. In addition, the minimum value of D (total scoring of pre-test and post-test) was 3.75, and the maximum value of D was 20. The total score of D was 309 and the result of D^2 was 4226. The result of calculating the value of t-test and degree of freedom (df) was:

$$Df = (N-1) = (26-1) = 25$$

The result of df was 25, t-table at the degree of significance 1% was 2.485 and the degree of significance 5% was 1.708. From those data, it can be concluded that the result is significant due to the result of t-test or t-score (12.89) > t-table at the degree of significance 5% (1.708). So, H_a is accepted and H_0 is rejected. The difference level of significant gained from t-table and t-score can be seen in the following table:

Table 4.8
The Statistical Computation of Using T-Test

Df	T-score	1%	5%	H_a	H_0
25	12.89	2.485	1.708	Accepted	Rejected

The table above shows that the t-score is 12.89. The t-table of significance 1% is 2.485 and the significance 5% is 1.708. After comparing the t-score and t-table, it is known that t-score is higher than t-table of significance 1% ($12.89 \geq 2.485$). It means the t-score is higher than the t-table, so the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. It can be said that make a match technique can improve students' writing descriptive text to the eighth grade students at SMP Muhammadiyah Kediri in academic year 2016/2017.

In this research the purpose of the researcher was to analyze the effect of

make a match technique to students writing descriptive text at SMP Muhammadiyah Kediri in academic year 2016/2017. Based on the data that has been analyzed by using formula of t-test above, there is an effect of make a match technique in teaching writing descriptive text. It is supported by the total score and the mean of post-test which is higher than pre-test. The total score of post-test was and 1758.75 the mean of post-test was 67.64 while the total score of pre-test was 1450 and the mean of pre-test was 55.76. It means the result shows that make a match technique has a significant effect to the students' writing ability and it is supported by the result of t-score which is higher than t-table. In analysis of t-test, t-score is higher than t-table. The score of t-test was 22.89 at the degree of freedom of 25 and t-table is 1.708 at the level of significance 5% and 2.485 at the level of significance 1%. It means that the t-score ($22.89 \geq 1.708$) at the level of significance 5%.

The result shows that there is very significant effect of make a match technique to the students' writing descriptive text. It is proved by the result of pre-test. Before being taught by using make a match technique, the students' score was low. It means that the students' writing ability was low. After they are taught by using make a match technique

and doing the post-test, the students' score was increased. There was 1 student who got score 55 – 59, 8 students who got score 60 – 64, 5 students who got score 65 – 69, 9 students who got score 70 – 74, 3 students who got score 75 – 79. It can be concluded that students' score is increasing after being taught by using make a match technique.

D. CONCLUSION

Based on the description and explanation in the previous chapters, the researcher can draw some conclusion of this research. First, writing has important role to communicate with other people without doing face to face communication. Also writing can help students to express their ideas in written form. Writing need to be mastered by the students although mastering writing is not easy due to it has some components that need to be learned. The students' problems in learning writing are often to be the teachers' problem in teaching and learning process. Most of students faced some problems to write a text properly and in good order. They are confused to formulate and express their ideas in a written form, lack of vocabulary, and grammar and mechanics. They are afraid that if they made a mistake in writing, so

that students get difficulties to develop their writing skills.

Based on the problems faced by the students, the teacher needs some learning techniques to implement in teaching learning language. In this research, the researcher used make a match technique in teaching writing descriptive text. By using this technique, it can help students to write clearly by considering the appropriate generic structure and language features of descriptive text especially in describing animal.

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