

THE EFFECTIVENESS OF MAKE A MATCH TECHNIQUE FOR TEACHING WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF SMPN 1 KARANGBINANGUN LAMONGAN

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Abstract

Writing is one of four basic skills of English that has to be mastered by the students. However, it is not easy as it seems. There are some stages to make a good writing. Therefore, some teachers introduced many aids or techniques of teaching to help their students easy to compose a good writing. One of the interesting techniques of teaching is make a match technique. This study focuses on the effectiveness of using make a match technique to teach writing descriptive text. The research question here is "Is there any significant difference in writing ability between the students who are taught writing descriptive using make a match technique and those who are taught without using make a match technique?"

This technique is one of cooperative learning that is played in pairs. The students are put in 2 groups, A and B, each of the students of the group get one card. Group A brings the questions (topic) cards; while B group brings the answers (simple description) cards. When they are ready to start, the teacher asks them to face each other cards. After that, she rings the whistle as a sign that they have to find their matches as soon as possible. When they already found their matches, they can report it to the teacher and if they are right, the teacher asks them to compose longer paragraph well.

The research design used in this study was experimental research with two groups; experimental and control groups. The subjects of this study were seventh graders of SMPN 1 Karangbinangun Lamongan. The data were got from the students' writing score in pre test and post test. The students' scores were collected to collect the data. From the data collected, the researcher used T test to calculate the students' pre test and post test scores. Based on the calculation of T test, the t- value of post test in both group were lower than t table. Therefore it could be said that there was no significant difference between experimental and control groups in post test.

Based on the result above, it can be concluded that the use of make a match technique can help the students to get higher score in writing descriptive text. But this technique is not effective enough to be applied in this school. It can be seen from both students' result of pre test and post-test.

Key words: *make a match, descriptive text, writing*

INTRODUCTION

In this chapter, the researcher provides background of the study, Research question, Objective of the study, Hypothesis, Significance of the study, Scope and limitation, Definition of key terms and summary of related literature.

There are four skills in English they are listening, speaking, reading and writing. One of those four skills is writing. Writing is comprehensive ability involving grammar, vocabulary and other elements. Writing is one of the interesting activities as Nunan (1991:88) states that writing skill can be developed rapidly when the students'

concerns and interests are arisen. When they are given many chances to write, they will be more active to write.

Writing is an activity that must be learnt by practicing. Because of that case, writing may become the most difficult skill in mastering English. One of the main causes is less practice of writing. It is because in every level of education like school, or English courses there is no specific skill of English which is emphasized, such as speaking, listening, reading and writing class. Moreover, less of practice raises another problem.

Students usually face many difficulties in exploring their ideas or appropriate words to write a good writing.

Consequently, the teachers are forced to overcome this problem. The teachers have to find an appropriate way to motivate their students to write. Byrne (1991:96) states that writing is regarded as the most difficult activity; the teacher has to give assignments to create the teaching of writing in such a way that the students can see the goal of it and make measurable progress through the performance of realistic and relevant task (1979:47).

Teaching English for junior high school students, the teacher cannot use the old method of teaching. The teachers have to be creative to build the students' enthusiasm in learning English. Besides, the teacher also needs some interesting methods, techniques or media as means of teaching, for example, by using a kind of make a match technique.

There are many kinds of techniques that can be used in helping teaching and learning process more interesting. We know that there are many kinds of techniques in teaching English; such as cooperative learning. In cooperating learning we can find many kinds of techniques, for example, *jigsaw*, *think- pair- share*, *numbered heads together*, *make a match*, *bamboo dancing*, etc.

Make a match is one of the techniques which is introduced in cooperative learning. Make a match technique is a kind of technique that leads the students to find their partner. In this technique, the students are divided into two groups, "A" group and "B" group. Each of the student of the group get one card. The students in "a" group bring the topic cards while the students in "A" group bring the simple description cards. When the students looking for their matches, the teacher turn on the music as back sound to make the students relax and enjoy the activity. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose longer paragraph based on the topic they got.

By using *make a match technique*, teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English for junior high school students, the teachers use a make a match technique to make teaching and learning easier. When the students are interested in the learning, they will concentrate and participate actively in the class.

In teaching descriptive text, make a match technique is considered as the appropriate technique. Suprijono (2010:98) stated that by using make a match technique, the students will get attracted and pay more attention to the teachers. They will not feel bored and afraid of making mistake to write. Moreover, the teachers can minimize their difficulties in leading their students to write since the technique is applied. In this study, the researcher tries to observe and find out the effectiveness of using make a match technique in teaching descriptive text.

The research question of this study is "Is there any significant difference in writing ability between the students who are taught writing descriptive using *make a match technique* and those who are taught without using *make a match technique*?"

The researcher also provide the objective of the study that is To find out whether there is significant difference between the students' writing ability that are taught writing descriptive text using *make a match technique* and those are taught writing descriptive text without *make a match technique*. Before the researcher conducting the research, she suggests the hypothesis, and the hypothesis is "the students who are taught writing by using *make a match technique* will have higher score than those who are not".

This study is conducted to find out the use of *make a match technique* to the students' writing descriptive text. By using this kind of technique, the English teachers can apply an interesting technique to deliver the lesson easily. For the students, it can build their ideas to write more meaningful and improve their writing.

This study only focuses on using make a match technique to teach writing descriptive text to the seventh grade students of SMPN 1 Karangbinangun Lamongan. It only focuses on the seventh grade and the descriptive text. The study does not include the research to the other grades and the other kind of text.

The definition of key terms are given in order to make the readers understand this paper well

Writing: one of four English skills related to the ability to express the ideas or thought in the written form.

Descriptive text: a text that describes particular people, places or things. It has two generic structure, they are identification and description.

Make a match : a kind of learning technique that is played by two groups. One group brings questions and another brings answer cards. And they have to find their matches.

Seventh grade : the first level of junior high school.

Writing is an activity that sometime is not easy to do. Many students get laziness when the teachers ask them to write. Writing can be interesting and enjoyable activity if the teachers know the interesting way to arise the students' enthusiasm to write.

Writing is often used to describe the craft of creating a larger work of literature. This is an extension of the original meaning, which would include the act of writing longer texts. (Interestingly, if this is done on a typewriter, the physical act of making the marks on the paper in the typewriter would be called typing, whereas the intellectual activity involved in generating the letters, words, and sentences would be called "writing", and there are similar situations, such as painting letters or words on a canvas or the like, in which the act of painting forms letters, but the letters themselves are "writing".)

Writing in this sense can refer to the production of fiction, non-fiction, poetry and letters.

In writing like other English skills there are also some processes such as pre, whilst, and post writing activity. They are important, because through these processes the students can produce good writing result. And these are the processes; Pre, whilst and post writing.

Here the researcher uses a kind of *cooperative learning*, that is *make a match technique*. This technique is introduced by Suprijono (2010) in his book *cooperative Learning*. The procedure in playing *make a match technique* is the students are put into 2 groups A and B. each of the students of the group get one card. A group brings the questions (topic) cards, while B group brings the answers (simple description) cards. When they are ready to start, the teacher asks them to face each other. After that, the teacher rings the whistle as the sign that they have to find their matches. When they already found their matches they can report to the teacher and if they are right, the teacher ask them to compose longer paragraph.

Make a match technique has many advantages they are interesting, practical and effective.

According to the expert, this technique is appropriate for teaching descriptive text. As known descriptive text is basically text that describes something in detail; it can be people, place, or other things such as cat, house, garden etc. for example if want to describe about special person, descriptive text describe not only the physical appearance but also their character, behavior and their qualities. Like the other texts, descriptive text also has its own characteristics. In fact many of the students are still confused to differentiate between descriptive text and report text. As we know, descriptive text is different from report text. Report text is a description of something in general. Report text usually deals with a general class of things.

The generic structure of descriptive text is identification and description. Each part of descriptive text has its own role. Identification is used as an introductory paragraph. It provides the general information to introduce the object or thing which will be described. The description consists of the characteristics of the particular object which is being described, or discussed. Such as physical appearance, qualities, behaviors etc. it also has language features they are: present tense, certain noun, and detailed noun phrase, many kinds of adjectives with certain characteristics of describing, numbering, and classifying, Relating verbs and feeling verbs to express individual perception of the writer about the subject, thinking and feeling verbs to show the writer assumption about the subject, action verbs to tell the reader about the condition clearly, and adverbial to give additional information about the behavior Figurative language to describe in detail.

RESEARCH METHODOLOGY

The researcher discusses the research methodology in finding the answer of the research question stated in Chapter I and some aspects that are used by the researcher to guide the study. The aspects are research design, research variable, population and sample, research instruments, the data collection technique, and the data analysis. All of them are explained below:

1. Research Design

Based on the research questions and the objectives of the study, the researcher uses experimental study. This experimental study was conducted to find out whether there was significant improvement teaching writing descriptive using *make a match technique* for seventh graders. The researcher gives pre test for both experimental and control group to find out how is the students' writing descriptive text. Then the researcher just gives a treatment to the experimental group. After that, both experimental and control groups are given a post test.

Group A is an experimental group and group C is control group. Both groups are given a pre- test, in order to know their basic writing. The time that is allocated is for about 40 minutes. The treatments (using *make a match technique*) are given to the experimental group. Then the post -test is given to both experimental and control group to know is there any significant difference between experimental and control group.

Group	Pre test	Treatment	Post test
Experimental	√	√	√
Control	√	-	√

2. Research Variables

In order to find the result of this study, variables were needed. Variables are something that varies and could be investigated. In this study, there are two kinds of variables; independent and dependent variable. Independent variable is variable which is not influenced by other variables, (Fraenkel and Wallen, 1993: 49). Here the independent variable is "*make a match*" technique. While dependent variable is a kind of variable which is influenced by the other variable, and the dependent variable here is "the students' writing".

3. Population and Sample

Population is a group of elements or cases. Whether individual or subjects, that appropriate to specific criteria and to which the researcher intended to generalize the result of the research (ibid: 69), whereas sample is a part of population that wanted to be investigated.

The population of the study is seventh grade students of SMPN 1 Karangbinangun Lamongan. The school is located at Jl. Raya Karangbinangun 25 Karangbinangun Lamongan. The students of seventh grade of SMPN 1 Karangbinangun Lamongan are the subject of the study.

The researcher chooses the school because she knows that the English teachers there never use *make a match technique* to teach descriptive writing. This experimental project is expected to run successfully and create an innovative learning activity at that school.

There are 7 classes of seventh graders in that school. The researcher chooses two classes. The researcher use cluster random sampling in this study. After The Researcher Conducting Cluster Random Sampling, the random assignment is conducted to both classes chosen. The result was VII A as an experimental group and VII C as a control group.

4. Research Instrument

In this research, the researcher used the test as instrument. The instruments were in the form of pre test and post test that had been tried out before to know the validity and reliability. Pre test and post test were given to experimental (VII A) and control (VII C) groups while try out was given to another class but in the same school, that is VII B.

4.1 Test

To get the data in this research, the researcher uses written test (see Appendix I). In this case, the tests that are given to the students are pre- test and post- test. Pre- test is given to both classes before treatment, while post- test is given after implementing the treatment.

The test score comes from English writing test (see Appendix I) that had been tried out before. The researcher uses subjective test. The result are examined and scored by the ESL composition profile (see Appendix 10) which is adapted from social function, generic structure, and language features of descriptive text. It also contains some other categories, such as content, organization, vocabulary, language use and mechanics. They also have some levels in each category such as, excellent, very good, average, fair and poor.

In order to know the validity and reliability of the test, the test items should be tested in a try out. The try out will be conducted on April 9th 2012.

4.2 Validity

There are three methods of estimating validity, they are; content validity, Criterion-related validity and Construct validity. Here, the researcher uses content validity which means that the test should representatively contain the items that are supposed to be measured.

The validity of the tests can be seen where we find the relationship between the consistence of the test and its objectives. The objectives of the study here is the students can express meaning and rhetoric way in the form of descriptive text. During the research, the researcher asks the students to make a

composition related to descriptive text. It means that the test is considered as valid based on the contents.

4.3 Reliability

Beside the validity, reliability is one of the criteria that make the test become qualified. It is also supported by Gronlud (2003: 212) said that "Reliability refers to the consistency of test scores, that is how consistent are from one measurement to another".

To measure the reliability of the subjective test, the researcher uses calculation by Pearson product moment formula. (See appendix 2)

$$r = \frac{NEX}{\sqrt{NEX^2 - (EX)}}$$

Where:

Reliability of the test

Total score from rater 1

Total score from rater 2

Rater's 1 total squared scores

Rater's 2 total squared scores

Criterion:

Very reliable : .80 Or above

Reliable : .60 to .80

Reliable enough : .40 to .60

Less reliable : .20 to .40

Not reliable : .20 or less

The scores are given by two inter-raters. These inter-raters are used to measure the consistency of the test if two or more raters independently observe the same behavior and record in the same way. In this research, the researcher collaborated with the person who has the same ability as the researcher. According to Heaton (1975), test reliability typically ranges between 0.80 or above. From the calculation of reliability of try-out test, the researcher got 0.95 as the result .It means that the time that is allocated is effective.

5. Data Collection Technique

The first data were started with try out to examine the validity and reliability of the instruments. The data were started by pre- test and ended by post- test.

1. Pre- test conducted on April 12th 2012 to both Experimental (VII A) and control (VII C) group. Before the tests were given to the students, it was tried out in the same school but in the different class. The try out was on April 10th 2012 in VII B. When the test was considered to be valid, it is used as pre test and post test for both groups.
2. The second step was the time to implement the treatment to the experimental group. On the

other hand, the control group will be taught in the old way, without using make a match technique. The first treatment was applied on 14th April 2012. While the second treatment was applied is on 17th April 2012.

3. Finally the post- test was conducted on April 19th 2012 to both experimental and control groups. In this case, the items of post test are just the same with pre- test.

6. Data Analysis

The researcher used ESL composition profile to analyze the students' descriptive writing. ESL composition consists of five elements, they are content, organization, vocabulary, language use and mechanics, and after that, the students' score in pre test and post test are analyzed statically by using procedure of *t-test formula*. The steps are explained below;

1. Calculating both experimental and control group scores' from pre test and post test.
2. Determining mean. To calculate the mean, the researcher used this formula.

$$\bar{X} = \frac{\sum X}{N}$$

(Bartz, 1981 P. 49)

Where;

\bar{X} = the mean

$\sum X$ = the sum of students' scores

N = the number of students.

3. Computing t test. *t*- Test is used to compute the significant difference between the result of pre-test and post test in both groups. The researcher used this formula to compute the t test.

$$t = \frac{\bar{X} - \bar{Y} - 0}{S_{D\bar{X}}}$$

(Bartz, 1981 P.248)

t = The t- value

\bar{X} = The mean of experimental group in Pre Test and Post Test

\bar{Y} = The mean of control group in Pre Test and Post Test

$S_{D\bar{X}}$ = Standard error of the difference between mean of experimental and control group

To determine the Standard error of difference between mean of experimental and control group, the researcher used this kind of formula;

$$S_{D\bar{X}} = \sqrt{\frac{N_1 S_x^2 + N_2 S_y^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}$$

Standard error of difference between mean of experimental and control group

= standard deviation of experimental group

S_y = standard deviation of control group

N_1 = the number of students in experimental group

N_2 = the number of students in control group

While to calculate the Standard Deviation of experimental and control groups, the researcher used this kind of formula;

$$S_x = \sqrt{\frac{\sum X^2}{N} - \bar{X}^2} \quad \text{and} \quad S = \sqrt{\frac{\sum Y^2}{N} - \bar{Y}^2}$$

(Bartz, 1981 P. 207)

Where;

S = Standard Deviation

$\sum X^2$ = The Sum of the Squared Scores of experimental group

$\sum Y^2$ = The Sum of the Squared Scores of control group

= the number of the students

Calculating the degree of freedom

$$df = N_1 + N_2 - 2$$

Where:

df = degree of freedom

N_1 = number of students in experimental group

N_2 = number of students in control group

Checking the table of t values

Checking the significance of difference

If $t_{\text{value}} < t_{\text{table}}$, it means that the difference is not significant, but if $t_{\text{value}} > t_{\text{table}}$, so the difference is significant.

RESULTS AND DISCUSSION

In this chapter, the researcher writes this chapter to answer and analyze the problem of the study. This chapter 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 both groups to see if there is a significant difference between the students who are taught by using make a match technique and the students who are taught without using make a make technique.

1. Results

The researcher used experimental study to find out whether there is a significant difference between the students who are taught descriptive text by using *make a match technique* and those who are taught without using *make a match technique*. In this study, the samples of the study are VII A and VII C.

Before the researcher conducted the research, she conducted pre test and post test to both group. The scores from pre test of both experimental and control groups were analyzed to get the mean of the scores.

After calculating the means of both groups, the researcher calculated the means by using t- test formula to know the difference between the two means. Here is the table.

Table 4.1.1 The result of Pre test scores both Experimental and Control group

Group	N	Mean	Df	t- value	t-table (0.05)
Experimental	22	61.96	41	0.80	2.02
Control	21	59.27			

Based on the table above, the t value with t- value was compared with the t table 0.02 level of significant, while the degree of freedom (df) is 41. From the result above, the t-value was lower than the t-table. It indicated that the result of the calculation is not significant or there was no significant difference of the pre-test scores of both groups.

After conducting the pre test to both experimental and control groups, the researcher gave treatments for twice to the experimental group and after the treatment finished, the researcher conducted post test to both group (see Appendix 6). To know the difference between the two means, the table is as follow;

Table 4.1.2 The result of Post test scores both Experimental and Control Group

Group	N	Mean	Df	t- value	t-table (0.05)
Experiment al	22	72.73	42	1.24	2.02
Control	22	69.30			

Based on the table above, the t table level of significant was 0.05, and the t value was 1.24 while the degree of freedom (df) is 42. From the result above, the t-value was lower than the t-table. It indicated that the result of the calculation there was not a significant difference of post test scores of both groups. From the table above in could be said that the t value was lower than t table, it means that there was no significant difference of post test scores in both experimental and control groups.

The calculation above, it can be concluded that the alternate hypothesis which says "there is a significant difference of the writing ability between the students who are taught using *make a match technique* and those who are taught without using *make a match technique* in descriptive text" is rejected. And the null Hypothesis is accepted.

2. Discussion

From the analyzed data, the researcher concludes that there is no significant difference between the students' scores in pre test. They show the similar result. Their t values are lower than t table. It means that they have same ability in writing descriptive text.

In this research, the researcher gave treatment to the experimental group for twice by using *make a match technique*. On the other hand, the researcher did not give any treatment to control group the teacher did not give any technique as used in experimental group. During the treatment, the researcher only explained about descriptive text as usual. And it makes the students got bored and lost their interest to learn English. And after those treatments, both experimental and control are given post test, she gets conclusion that the students who are taught using *make a match technique* got higher score that the students who are taught without using *make a match technique*.

As discussed in the results above and hypothesis testing, the use of *make a match technique* improved students' writing descriptive text. It is because there is improving the test value in both of control and experimental group. Although the two groups' scores are increasing, the score of experimental group is higher than control group. The higher score of experimental group can be reached because the group is taught using *make a match technique*.

While in the experimental group, the students are so enthusiastic and pay more attention when the teacher explains the material and when the teacher asks them to write descriptive text, they did it spirit.

The result of posttest showed there were differences in the mean values of experimental and control classes which the mean of experimental class was higher than control class. But it was not significant. Which means that the use of this technique is not help enough to teach writing in that school. On the other hand, the analysis of t-test, null hypothesis was accepted. It indicated there was no significant different between the students in experimental and control classes.

CONCLUSSION AND SUGGESTIONS

1. Conclusion

Based on the result which is discussed in the previous chapter, the researcher gets a conclusion that there is no significant different in writing ability between the students who are taught using *make a match technique* and the students who are taught without using *make a match technique*. It can be seen from the scores of both experimental and control groups.

In pre test, the students' score of experimental is 1363.5 and the mean is 61.96. While in control group the score is 1244.5 and the mean is 59.27. After implementing the treatment, the students' score of experimental is 1600.7 and the mean is 72.73. While in control group, the students' score is 1524.5 and the mean are 69.30. The hypothesis is tested by using t- test comparing the students' scores of post test between control and experimental class. The result agreed to accept null hypothesis and reject alternate hypothesis at $p \leq .05$. It means that there was no significant different between experimental and control classes.

2. Suggestion

After conducting the research, the researcher gives some suggestions to English teachers, especially to both Junior high school and senior high school teachers and the next researchers.

For the teachers, the researcher suggests that they should arise the students' enthusiasm before the lesson was given to them. The teachers can use an interesting media or techniques to attract the students' attention to learn English happily.

For the next researchers, the researcher suggests to use this technique to teach different language skill such as speaking or different type of text such as recount and procedure text.

This technique may not help for teaching seventh graders but, it may be appropriate to not only for eight junior high school students but also for the tenth, or eleventh senior high school students.

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