APPLICATION OF LEARNING *MAKE-A MATCH* TO INCREASE WRITING SKILL AT 7TH GRADE SMP NEGERI 51 SURABAYA

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Abstrak: Perkembangan ilmu pengetahuan dan teknologi memberikan pengaruh yang besar terhadap dunia pendidikan. Perkembangan teknologi yang cepat menyediakan fasilitas seperti sarana dan prasarana yang mendukung pengembangan pendidikan.Upaya untuk mendukung hal tersebut guru harus lebih kreatif dan inovatif dalam kegiatan pembelajaran , salah satunya dengan menerapkan model pembelajaran *make a match*. Penerapan model pembelajaran *make a match* bertujuan mengetahui hasil belajaran bahasa inggris peserta didik sebelum dan setelah mendapatkan model pembelajaran *make a match*.Jenis penelitian ini adalah diskriptif kuantitatif dengan sampel kelas VII F dan VII G SMP Negeri 51 Surabaya. Instrumen yang digunakan adalah tes hasil belajar peserta didik melakukan pre-test dan post-test. Hasil penelitian ini menunjukkan presentase rata-rata nilai pre-test peserta didik kelas eksperimen sebesar 49,03% sedangkan presentase rata-rata post-test peserta didik sebesar 97,34%, hal ini menunjukkan kenaikan hasil belajar peserta didik sebesar 48,31%. Sedangkan kelas kontrol presentase rata-rata nilai pre-test peserta didik sebesar 41,34% dan presentase rata-rata post-test peserta didik sebesar 36,5%. Berdasarkan hasil penelitian tersebut, menunjukkan penerapan model pembelajaran *make a match* pada pelajaran bahasa inggris dapat menigkatkan hasil belajar peserta didik.

Kata kunci : penerapan, model pembelajaran make a match, hasil belajar

INTRODUCTION

The development of science and technology gives a great influence to the world of education. Rapid technological developments provide facilities such as facilities and infrastructure that supports the development of education. With the development of education in Indonesia is very instrumental in improving the human resources (HR) and the intellectual life of the nation, in order to compete with other countries in the era of globalization.

To overcome this the role of a teacher must be able to find ideas - creative ideas for restoring the confidence of learners. So that the applied learning system is easy to understand and understood by every learner. In this case the teacher in demand to play the brain in

finding learning fun and does not make learners quickly bored and lazy to learn, because then in addition to increasing the quality of education, but also can improve the learning outcomes of students. Writing is an activity to create a record or information on a medium by using a script. Writing usually done on paper by using tools such as a pen or pencil. But with the development of technology such as this, writing can also be done using a computer or laptop.

In the world of education, writing is one of the requirement of learning for the students to be successful learners. Almost all tasks and also test requires students to write logically and systematically. Learners including an authentic and scientific writing. Writing is 'a way of life'. It can be interpreted that most of the activities of learners, either daily tasks of a teacher, semester exams, as well as charging administrative requirements, require writing skills. Without adequate ability in writing, learners will find it hard to follow the learning process very well, may not even be able to complete his studies.

Application of the method Make A Match, obtained some findings that this method can foster the cooperation of students in answering questions by matching cards in the hands of students, the learning process more interesting and looks most students are more enthusiastic to follow the learning process and student activity appears once on when students looking for a couple cards each. This is a characteristic of learning as proposed by the Lie (2010: 10) that, cooperative learning is learning that focuses on mutual cooperation and teamwork.

The activities carried out is an attempt to draw attention so that teachers can ultimately create liveliness and motivation of students in the discussion. This is in accordance with the opinion Hamalik (2004: 116). Strong motivation is closely connected with the improvement of student activity that can be done with specific learning strategies, and motivation to learn can be directed towards creative activities. If the motivation of the students were given a variety of challenges, will grow creative activities. Application of this method can arouse curiosity and collaboration among students and be able to create pleasant conditions.

Based on the above, researchers interested in raising these issues for research under the title "Aplication Of Learning *Make A Match* To Increase Of Writing Skill At 7th Grade Smp Negeri 51 Surabaya" with a research questions What is make a match model ? and How to apply make a match model at 7th Grade Smp Negeri 51 Surabaya? Based on the problems discussed, the research was conducted with the aim are to describe a make a match model and To describe how to apply make a match model at 7th Grade Smp Negeri 51 Surabaya.

REVIEW OF LITERATURE

Learning is a process of learning to develop creativity and thinking skills of learners. Learning by Sagala in Shoim (2013) as a learning process developed by teachers to develop creative thinking of students, so as to improve the ability of thinking and the ability to construct new knowledge in order to improve good governance of the subject matter.

According Dimyati and Mudjiono in Dedi (1999: 297) "Learning is programmed activities of teachers in instructional design, to make students active learning, which emphasizes the provision of learning resources. Programmatic activities undertaken by teachers should be arranged systematically. So the use of learning facilities and equipment in the learning activities can be used optimally to achieve the goal of good teaching.

Essentially the same cooperative learning with group learning, so there is some opinions explain the meaning of cooperative learning. In the opinion of Nurulhayati in Rusman, (2012: 203) cooperative learning is a learning strategy that involves the participation of students in a small group to interact.

In the process of learning using cooperative learning models to train the learners to listen to the opinions of others and summarize opinions or findings in writing. Group tasks can stimulate learners to work together, help each other in finding new knowledge with the knowledge he already has Suherman et al, (2003: 259)

Cooperative learning according to Slavin (2005: 4-8) refers to a variety of models of learning in which the learners work together in small groups consisting of various levels of achievement, gender, and ethnic background different to help each others in learning the subject matter. In cooperative classes, the students are expected to help each other, discuss with each other, and argued to hone the knowledge that they control the time and closed the gap in the understanding of each. Cooperative learning is more than just a study group because in this model there should be encouragement structure and tasks that are cooperative and therefore caused open interaction and relationships that are effective interdependence among group members.

According to Roger, et al Miftahul Huda, (2011: 29) is a cooperative learning group learning activities organized by the principle that learning should be based on information in social change among groups in which each learner's learning are responsible for their own learning and encouraged to increase learning other members. In cooperative learning has the goal of not only improving the learning process through the activities of the working group but also increase social activity.

From some opinions on the above it can be concluded that cooperative learning is a learning activity that promotes cooperation in solving the problems by applying the knowledge and creativity of learners So learning objectives can be achieved with good. Learners who study with cooperative learning model will have a highly motivated, driven by their peers.

Learning Model *Make A Match*

Make a Match a couple looking teaching and learning techniques developed by Lorna Curran in Huda (2013 : 251) where learners find a partner while studying a concept or a specific topic in a pleasant atmosphere.

According to Agus Suprijono (2009: 94), things that need to be prepared if the learning is developed with the *Make a Match* is the cards. The cards consist of cards containing questions and other cards containing the answer to these questions. If each group was in a position that has been determined, then the teacher whistles as a sign that the first group or the second group moves they met each other, look for a question-answer pair that fits. Give them the opportunity to discuss. The results of discussions characterized by pairs between the card carrier group members questions and answers card carrier group members.

Lorna Curran in Miftahul Huda (2011: 113). *Make a Match* technique is a technique of looking for a partner, students looking for a partner in the join order of the cards they hold. The advantage of this technique is the student looking for a partner while learning about a concept or topic in a pleasant atmosphere. This technique can be used in all subjects and for all ages of children.

Based on the above it is concluded that the technique *Make A Match* is a model of learning in which learners looking for a couple of cards distributed by the teacher at the beginning of the next lesson combine questions with appropriate answers or vice versa.

Step By Step Learning Model *Make A Match*

Steps in the application of learning models *Make a Match* that was developed by lorna Curran in Miftahul huda (2013: 251):

a. Teachers deliver the material or give assignments to students to learn the material at home.

b. Learners were divided into two groups, such as group A and group B. Both groups were asked to face to face.

c. The teacher distributes cards to the group A question and answer cards to the group B.

d. teachers convey to students that should seek to match the card or the card held by another group. Teachers also need to deliver the maximum limit of time given to the learners.

e. The teacher asks all members of the group A to find her partner in the group B. If learners already found her partner respectively, the teacher asks students to report to him. Teachers record learners on paper that has been prepared.

f. If the time is up, students should be told that the time is up. Learners who have not found the couple were asked to gather himself.

g. Teachers call one pair for presentation. Other couples and students who did not receive notice couples and provide feedback if the couple were suitable or not.

h. Finally, the teacher confirmed the correctness and suitability of questions and answers from the couple who gave a presentation.

RESEARCH METHODOLOGY

Based on the research questions and objectives that have been mentioned in chapter I, this type of research is quantitative research. Because this study are presented with figures to determine the learning outcomes of students before and after receiving the teaching models *Make A Match* in SMP Negeri 51 Surabaya class VII school year 2015/2016.

The research was conducted in SMP Negeri 51 Surabaya are addressed in Jl. Balas klumprik no.125 Surabaya, Tel (031) 7662510. with accredited status "A". The research was conducted in the first semester of school year 2015-2016, more precisely in january and February 2016. The method used in this research is the method eksperimen.in an experimental models, experimental design, there are the experimental group and the control group, in which the experimental group was given special treatment groups (variable to be tested) is by learning type of make a match, while the control group is the group with conventional learning.

Group	Pre-test	Dependent variable (Method of learning)	Post-test
Eksperiment	Y1	X	Y2
Control	Y1	-	Y2

Description :

Y1 = pre-test were similar in both classes

Y2 = post-test on the same end of the second class

X = treatment use of the learning model make a match

The study population was all students of class VII SMP Negeri 51 Surabaya in academic year 2015-2016. Which consists of 7 classes from class VII A to class VII G. Taking the sample is as much a class VII (2) two classes. The first class is a class control and the second class is experimental class, each class numbered 40 students. Sampling technique used in this study is a learning model make a match, which aims to improve the learning outcomes of English at the school.

Research Procedure

At this stage the researchers compiled the initial planning prior to conducting research, research planning steps include the following activities:

a.   Permit application to the Principal and teachers of class VII.

b.   Discussions with the teacher tutor to determine the class that will be used in research.

c.   Hold observation in SMP Negeri 51 Surabaya in class VII.

d.   Establish a schedule of research.

e.   Prepare materials and supporting materials that are used to support the implementation of the research.

f.   Making the Learning Programme Plan (RPP).

g.   Setting up the question cards and answer cards.

h.   Conducting documentation.

The study design The design of this study Pre-test and Post-test Group. According Suharsimi (2010: 124) Pre-test design and Post-test Group with the following pattern:

$$0_1 \ X \ 0_2$$

Specification:

X is a treatment or treatments

0_1 is the result of observation before treatment

0_2 is the result of observation after treatment

The difference between 0_1 and 0_2 are 0_2-0_1 are assumed to be the effect of treatment or experiment, that the effects produced after the application of learning models *Make A Match* on writing material held.

Based on the above opinion, the variables in this study are as follows:

1.   The independent variable: The application of learning models *Make A Match.*

2.   Dependent variable: Application of learning *make-a match* to increase writing skill class VII SMP Negeri 51 surabaya

In this study to determine the validity of the instrument by using the Pearson product moment correlation formula as follows:

$$r_{XY} = \frac{\sum xy}{\sqrt{\left(\sum X^2\right)\left(\sum Y^2\right)}}$$

with the understanding

x : X- $\overline{X}$

y : Y – $\overline{Y}$

X : an average score of X

Y : an average score of Y

Interpretation of the magnitude of the correlation coefficient above used the following criteria:

From the explanation above it can be concluded that the post test results compared to the results of pre-test, then they can be used to measure the learning outcomes of students before and after getting cooperative learning model *Make-A Match*.

RESEARCH FINDING AND DISCUSSION

Data of the research finding in learning outcomes based on tests given to students in SMP Negeri 51 Surabaya, the study of students obtained using instruments test through a pre-test and post-test to experiment class and to check significan the researcher uses control class .

Implementation Experiment Class

Implementation of learning *make a match* in this study, conducted in the experimental class. The research was conducted in three meetings. Each meeting are measures of learning activities, namely the initial activities, the core activities and weekend activities that will be explained as follows:

a. The First Meeting

The learning process at the first meeting held on Tuesday 26 January 2016 starts at 16.00 – 17.30 PM, before starting the learning process research checked the attendance of learners, there are three students who did not attend.

The data above is pre-test results done in class experiments on subjects describing people, the total value of the average pre-test obtained in one class in 1814 with a percentage of the average value of the pre-test students a grade of 49,03% , The results of

pre-test values are a result before the students acquire learning models *make a match* on English lessons in the material describing people.

b. Second Meeting

The learning activities in the classroom experiment at the second meeting held on Tuesday 02 February 2016 starting at 16.00 – 17.30 PM. As in previous meetings research checked the attendance of students. at the second meeting of students present in class.

Research started learning to see the readiness of students in the learning that will be held on this day, namely checking the readiness of stationery and textbooks to be used in learning. Once students are ready to carry out the study research then start learning by communicating the learning objectives to be implemented at a meeting this second. The learning objectives by applying the model *make a match* so that students are able to be creative and innovative thinking in solving problems that have been granted.

In this learning activity students presented the results of the answers have been found. In the present activities of learners read out the results in a voice loud and clear. To give encouragement and appreciation for having presented the results of an answer, research and students others applauded. The learning activities are carried out repeatedly until the students get a turn forward everything.

c. Third Meeting

Learning activities in the third meeting held on Wednesday 03 February 2016 starts at 16.00 – 17.30 PM. Attendees at this meeting 38 people on the grounds there are 2 students were absent.

Researcher checked the preparation of learners asks students and asked to concentrate on implementing the learning. Before starting the lessons research recalled material that has been discussed at the meeting to the second by doing question and answer orally about the material describing people.

The data above is post-test results done in class experiments on subjects describing people, the total value of the average post-test obtained in the 3699 class with a percentage of the average post-test score of students one grade of 97.34% ,

Implementation Control Class

Implementation of learning in this study, conducted in the control class. The research was conducted in three meetings. Each meeting are measures of learning activities, namely

the initial activities, the core activities and weekend activities that will be explained as follows:

a. The first meeting

The data above is pre-test results done in class experiments on subjects describing people, the total value of the average pre-test obtained in one class in 1571 with a percentage of the average value of the pre-test students a grade of 41.34% , Research concluded pre-test results is less than the maximum, because it does not fit the criteria set forth completeness students in SMP Negeri 51 Surabaya.

b. Second Meeting

The learning activities in the classroom control at the second meeting on Monday 01 February 2016 held starting at 14.00 – 15.30 PM, As in previous meetings research checked the attendance of students. at the second meeting, there are two students who did not attend.

Research started learning to see the readiness of students in the learning that will be held on this day, namely checking the readiness of stationery and textbooks to be used in learning. Once students are ready to carry out the study research then start learning by communicating the learning objectives to be implemented in both a meeting without using model.

c. Third Meeting

Learning activities in the third meeting of Friday 05 February 2016 starts at 14.00 – 15.30 PM, Attendees at this meeting 36 people on the grounds of two students no family interests and two students sick.

Research allot about the post-test to students. Implementation of the post-test goes well, the students work individually. The data above is pre-test results done in class experiments on subjects describing people, the total value of the average pre-test obtained in one class in 1314 with a percentage of the average post-test score of students one grade of 36.5% , Research concluded post-test results is not optimal, because it does not fit the criteria set forth completeness students in SMP Negeri 51 Surabaya.
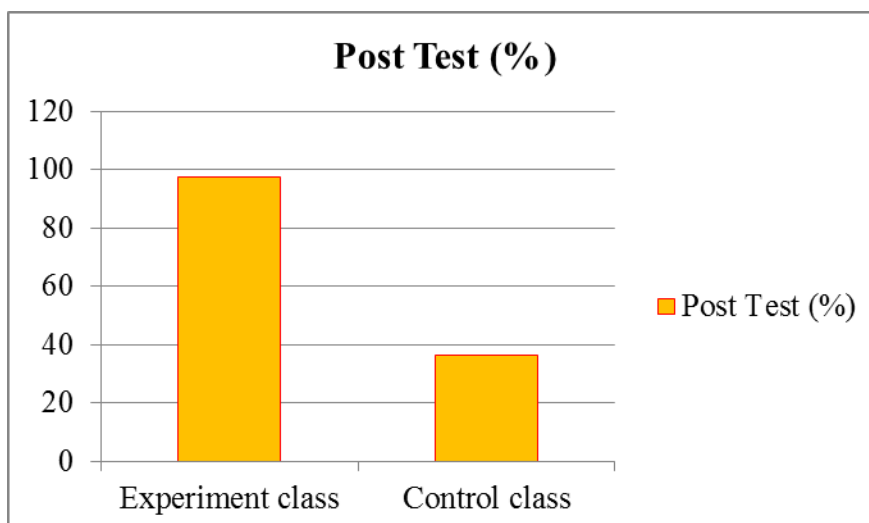
Discussion

Graph pre-test learning outcomes of students experiment class and control class.
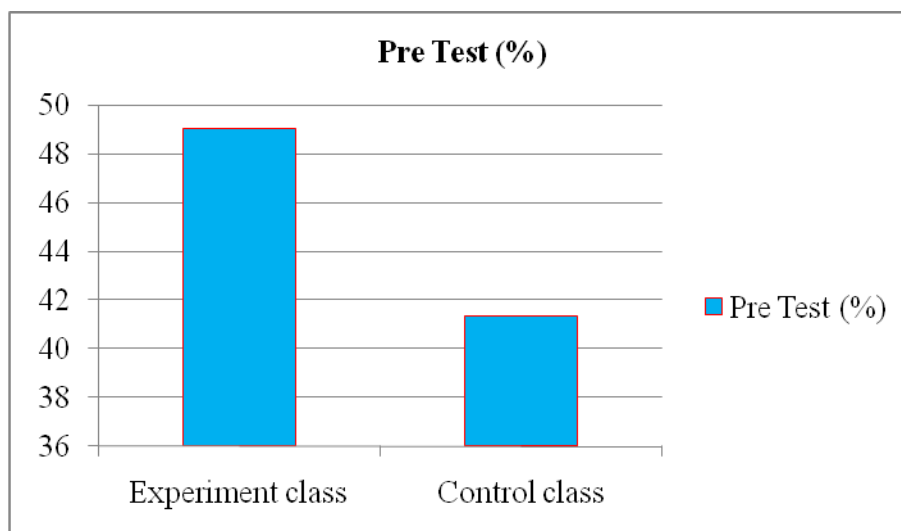
Graph pre-test learning outcomes of students

The graph above shows the average achievement of learning outcomes of students before being implemented treatment. Based on the graph between the experiment class and a control class has a different learning outcomes, it can be seen from the average results of experiments class learning by 49.03% while the control class learning outcomes by 41,34%. Thus, to improve learning outcomes, the researchers conducted experiments with applying the learning model make a match.

4.1.2. Graph post-test learning outcomes of students experiment class and control class

Picture 4.4.2

Graph post-test learning outcomes of students

The graph above shows the average achievement of learning outcomes of students after treatment carried out. Based on the graph between the experiments

class and a control class has a different learning outcomes, it can be seen from the average results of experiments class learning by 97.34% while the control class learning outcomes by 36.5%. Based on the percentage of the above it can be concluded that the classes get learning models make a match experienced a progressive increase of 48.61%.

4.1.3. Hypothesis Testing

a. Post-Test T- test Experiment Class and Control Class

The t-test post-test experimental class and a control class aims to determine whether there is an increase in the score. Conclusion of the study was significant when $t_{count} > t_{table}$. at a significance level of 5% and a value of P <0.05. The summary of the t test post-test experimental class and a control class is shown in the following table:

Group Statistics

Class Name		N	Mean	Std. Deviation	Std. Error Mean
Value Post Test	Control Class	36	36.50	20.650	3.442
	Exsperiment Class	38	97.34	4.657	.756

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Value Post Test	Equal variances assumed	35.873	.000	-17.700	72	.000
	Equal variances not assumed			-17.267	38.370	.000

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Value Post Test	Equal variances assumed	- 60.842	3.437	- 67.695	- 53.990
	Equal variances not assumed	- 60.842	3.524	- 67.973	- 53.711

b. Testing independent sample t test

Therefore the value of t < t table (- 17.700 < 1.994) and P value (0.000 < 0.05), then Ho is rejected, it means a difference between the average value of post test experiment class with an average value of post-test control class.

In Group Statistics table looks average (mean) for the control class is 36,50 and for the experiment class is 97,34, meaning that the average results of experiment class learning is higher than the average results of classroom learning control.

The average difference (mean diference) amounted to 60,84 (97,34 to 36,50), and the difference ranges from – 67.695 to – 53.990 (see the lower and upper).

CONCLUSIONS

Based on the description and discussion of research data can be concluded as follows: Learning English by applying the learning model make a match can improve learning outcomes of students in learning English on the subject of describing people. Can be seen from the percentage of the average value of the pre-test experiment class students 49,03%, while the percentage of the value of the average post-test results obtained 97.34%. The difference in the percentage of the value of the average post-test results with pre-test experiment class learners by 48.31%. So the application of learning models make a match on the subject of describing people can improve learning outcomes, while the percentage of the

value of the average post-test results obtained 36.5%. The difference in the percentage of the value of the average post-test results with pre-test learners control class of 4.84%.

No effect of using learning model make a match to the motivation of learners on the subject of describing people. Based on the results of hypothesis testing using independent t-test obtained t count is smaller than t table (-17 700 <1.994)) with a significance level of less than 5% (0.000> 0.05).

Suggestions to the authors provide in connection with the results of this study are as follows : For implementing learning make a match the need for special attention in planning the study period

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