THE IMPLEMENTATION OF MAKE A MATCH METHOD TO INCREASE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

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Abstract

Teaching writing in English is a great job for teacher in Indonesia, especially for vocational high school level. The challenge is not only coming from the students' achievement, but also the students' participation. During the preliminary study, the researcher found that the problem in writing class appear due to the lack of students' vocabulary and grammar mastery, and also the boredome of learning situation. This research aimed at investigating the use of Make a Match method to improve students' writing at twelve grade student of vocational high school. Classroom Action Research is used as the research design in this research. Writing test and observation sheet were used as the research instruments to obtain the data. The result of data analysis indicates that the students' writing achievement and students' participation improved in the second cycle.

Keyword: *make a match, procedure, writing*

Abstrak

Mengajar menulis dalam bahasa Inggris merupakan pekerjaan yang luar biasa bagi para guru di Indonesia, khususnya untuk tingkat sekolah menengah kejuruan. Tantangannya tidak hanya datang dari prestasi siswa, namun juga partisipasi siswa. Selama studi pendahuluan, peneliti menemukan bahwa masalah dalam kelas menulis muncul karena kurangnya penguasaan kosa kata dan tata bahasa siswa, dan juga kebosanan dalam situasi pembelajaran. Penelitian ini bertujuan untuk

menyelidiki penggunaan metode Make a Match untuk meningkatkan kemampuan menulis siswa pada siswa kelas dua belas sekolah menengah kejuruan. Penelitian Tindakan Kelas digunakan sebagai desain penelitian dalam penelitian ini. Tes tertulis dan lembar observasi digunakan sebagai instrumen penelitian untuk memperoleh data. Hasil analisis data menunjukkan bahwa prestasi menulis siswa dan partisipasi siswa meningkat pada siklus kedua.

Kata kunci: *make a match, prosedur, menulis*

Introduction

Mastery of English skills (*language skill*) is an absolute requirement that must be owned in the current era of communication and globalization. English learning (*Language Learning*) at the SMK/SMA level is the subject matter as part of the self-development function of students in the fields of Science, technology and art. It is hoped that after completing their studies, they are able to grow and develop into intelligent, skilled and personality individuals as a provision for life in the future.

Mastery of English subject matter at the SMK/SMA level includes four language skills, namely: listening, speaking, reading and writing. All of them is supported by other language elements, namely: Vocabulary, Grammar and Pronunciation according to the theme as a means of achieving the goal. From the four language skills above, writing is one of the language skills that is often felt to be a problem for students in the process of learning English. It is very interesting to study considering the ability to write is greatly influenced by vocabulary mastery, language structure and students' ability to assemble words into an acceptable text.

Grammatical differences between English as a foreign language and Indonesian as the main language are problems that often arise when learning to write (Saresti & Anjarwati, 2018). The ability to express meaning in rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact in the context of everyday life in the form of procedure and report text are some of the Basic Competencies (KD) that must be mastered by Class XII students of Vocational High Schools/High Schools (SMK/SMA). Writing is considered to be a complex skill for some students since it requires students to express their idea in written form. Written language is often got attention from both teacher and student, especially in Indonesia context.

Most of students tend to talk more than to write in English classroom, thus their competence in writing is not better than their speaking.

The success of learning is determined by many aspects such as the teaching method, media, materials, and the students' engagement. Teachers must be smart in choosing methods and media learning. The use of various learning methods and models aims to make the class atmosphere not boring and students will feel at home and persist in receiving the material presented (Karim, 2022). Sa'adah & Budiman (2022) mention that what is no less important is the tool used In conveying the material, the aids must also be varied, namely media that is close to the atmosphere or environment of students.

Learning how to write well takes time and effort. If that happens, learning how to write properly in English may become even more challenging than it already is. Less time spent writing is a contributing factor. It's because no part of the English language—speaking, listening, reading, or writing—is stressed in any of the several stages of education. Lack of preparation is also a concern. This phenomenon is also happened in SMK Negeri Mojoagung, especially XI Akuntansi dan Keuangan Lembaga 1. Most of the students in this class often get difficulty in writing that can be identified from their score. The data shows that 48% of the students achieved below the passing grade of English writing. Furthermore, the students' participation in the class writing activity is still low, in which only few students participated in the discussion and giving feedback. Thus, there is something need to be improved. One of the way is teaching technique. The process of teaching and learning can be made more engaging via the employment of a wide variety of methods. Cooperative learning is just one of several methods that has been shown to be effective when instructing English to students. Various methods can be found in cooperative learning, such as jigsaw, think- pair- share, numbered heads together, make a match, bamboo dancing, etc.

Arifah (2013) defined Make a Match as Make a match is one method for getting pupils to work together. Students are split into a "A" group and a "B" group under this method. One card is distributed among the group's students. Students in group "A" bring topic cards, whereas those in group "B" bring cards with only brief descriptions. When it's time for students to start looking for partners, teachers often play soothing music in the background to help them unwind and have fun. In the final step, students are asked to write a more extensive paragraph about the assigned topic after reporting their findings to the teacher. Furthermore, Make A Match is also considered as an effective method in teaching writing (Asni et al., 2021)

Some studies have utilized Make A Match in the research, for example Saresti & Anjarwati (2018) who conducted a research that focused on the use of Make a Match method in teaching writing procedure text by using Classroom Action Research. Another researcher also investigated Make a match method in writing procedure text (Syahira, 2019). She found that make a match method can improve students' ability in writing procedure and also created more active class athmosphere. The most current research was conducted by Anwar (2023), his study used quasi experimental design with two different classes. The result of the study shows that there was a significant effect on students' writing skill in procedure text by using make a match method. Thus, this research aimed at investigating the use of make a match method to improve students' writing procedure text in 12 Grade students of SMKN Mojoagung Jombang.

Research Methods

This research is a Classroom Action Research, because the research was conducted to solve learning problems in the classroom. In this action research using forms teacher as researcher, the teacher is fully responsible for this research with the help of a peer as the observer. The main goal of action research is to improve outcomes classroom learning where the teacher is fully involved in research starting from planning, action, observation, and reflection. The instruments used in this research were test and observation sheet. The test was in the form of writing test about procedure text, in which the students were asked to create a procedure text of how to make something or how to operate something. The second instrument was observation sheet to get the data of students' participation in the writing class.

The research procedure followed several procedure as stated by Latief (2013). Firstly, preliminary study was done to identify the problem happened in the classroom. The researcher gave questionnaire to the students; the result of the questionnaire indicated that the students found difiiculty in writing English due to the lack of vocabulary and grammar. They also felt that the teaching learning process was boring that made them lazy to participate actively in the teaching and lerning process. After that, the researcher made a plan to overcome the problem. In this case, the researcher proposed Make a match method to teach writing. The implementation of make a match method is described as follow as adopted from Yusuf & Hasanudin (2020):

1. The teacher prepares several cards containing several concepts or topics that are suitable for review sessions, one part is question cards and the other is answer cards.
2. Each student gets a card with a question/answer written on it.

3. Each student thinks about the answer/question from the card he is holding.
4. Each student looks for a pair of cards that match his card. The card holder with the sentence fragment of procedure A will be paired with the next sentence held by students in other groups who hold the sentence procedure B and so on.
5. Each student who can match his card before the time limit is awarded a point.
6. If a student cannot match his card with his friend's card (cannot find a question card or answer card) he will receive a penalty, which has been mutually agreed upon
7. After one round, the cards are shuffled again so that each student gets a different card than before, and so on.
8. Students can also join 2 or 3 other students who hold the matching card.
9. The teacher together with the students makes conclusions on the subject matter.

After arranging the plan, the researcher also set the criteria of success. The first criteria is that 60% of students can achieve ≥70 in writing score. The second criteria, 55 % students are actively participate in the teaching and learning process.

Results and Discussion

Result

The results of the research that has been carried out by the researchers are described in this chapter covering the first cycle and the second cycle according to the plans that have been made before. This chapter reports the results of the test writing procedure text at the end of each cycle. The research results can be illustrated through the following stages.
1. Cycle 1
    a. Students' writing achievement
        The implementation of the actions carried out in cycle 1 was the result of 1 meeting. The meeting will be held on 13 February 2023 at 3-4 hours (08.30 – 10.00) with a time allocation of 2x45 minutes. From the result of written test, it is gotten that the score of students' writing in procedure text are as follow:

Table 1. The result of writing procedure text

Number of students	Score	Percentage
1	< 60	2.8%
19	61 − 69	52.7%

9	70 - 79	25%
6	80 – 89	16.7%
1	90 - 100	2.8%

From the tabel 1, it shows that the students who got score ≥70 is 44.5%. This result is below the criteria of success set in the research. Thus, the researcher should revise the first cycle and continue to the next cycle.

b. Students' participation

From the results of observation, it can be found that as many as 16 people (44%) students who actively participate in lessons according to expectations. The participation indicators involved giving feedback to the teacher's or other students' questions, raising question during the lesson, giving idea in the discussion. While the majority of students, namely as many as 20 students (56%) still look passive in the learning process using the make a match learning model. The result indicated that the criteria of success in students' participation has not been achieved. So that the researcher made improvement in the second cycle.

2. Cycle 2

a. Students' writing achievement

The second cycle action plan refers to the results of the reflections carried out in the first cycle. Action planning started from the planning stage of the teaching program which was carried out by researchers in consultation with English teachers in class XII groups by improving the RPP (Teaching Program Plan) as a second cycle learning scenario. The time allocation needed in the second cycle consists of one meeting (2 x 45 minutes). Cycle 2 was held on March 13, 2023 at SMKN Mojoagung. Refering to the result of students' writing achievement in cycle 1, the researcher made some improvement in the implementation of make a match method. Firstly, the researcher reviewed some vocabularies related to the procedure text before implementing the steps of make a match method. Secondly, the researcher use video as additional media; and thirdly, the researcher did simulation of how make a match method implemented.

The students' writing score of cycle 2 can be seen in table 2.

Table 2. The result of writing procedure text

Number of students	Score	Percentage
0	< 60	0

9	61 – 69	25%
19	70 – 79	52.8%
7	80 – 89	19.4%
1	90 - 100	2.8%

In the second cycle, the result of students' writing test indicated that 75% students got score of ≥70. It shows that the criteria of success is achieved.

b. Students' participation
Based on the data obtained in cycle 2, it can be seen how active the students are in the learning process. There was an increase in the results of the learning process compared to the implementation of the first cycle of action, namely 26 students (72%) were active in the learning process and 10 students (28%) were still passive.

Discussion

The data from the analysis of process assessment and written tests as evaluation instruments that have been reflected can be seen that in cycle 1 learning to arrange sentences into procedure texts using the make a match learning model did not work optimally because the test results and processes did not reach the expected score.

In the second cycle of action the teacher began to make some improvements to the weaknesses of the learning action. Weaknesses found in cycle 1 include learning media that are less relevant, students are not familiar/not yet familiar with the make a match learning mode, as well as time allocation limitations for each learning stage that the teacher pays little attention to. This becomes the basis for improvement in cycle 2. The teacher then fixes it by using video media in the form of a film that presents procedures for using an ATM machine, students look enthusiastic and focus on the learning process. In addition, the teacher distributes cards to each group, one student gets one card to match with a group friend. Time limits and an explanation of the make a match game were also conveyed by the teacher.

The students' writing achievement was improving from cycle 1 to cycle 2. It can be seen in cycle 1 the percentage of students who got score of ≥70 is 44.5% while in cycle 2 it becomes 75%. The students' participation is also improving, in which in cycle 1 it shows that 44% students actively involved in the learning process becomes 72% in cycle 2. The result is inline with Saresti & Anjarwati (2018) in which make a match is claimed to be one of teaching method that can improve students' writing. It also supports the result of Syahira (2019) that make a match can improve students' writing procedure text and also make the situation of classroom to be more active.

Conclusion

In conclusion, the use of make a match as teaching method in writing procedure text can be an alternative method to improve students' writing and participation in the classroom. It is shows by the result of the research in which the students' writing achievement is improving from cycle 1 to cycle 2. Furthermore, the students' participation is also increased. Through the interactive method in Make A Match, students can develop their ability in understanding the material easily and also communicate with their peers. So that, their speaking skill is also trained besides their writing skill. The students' vocabulary mastery is also enriched through this method.

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