THE EFFECTIVENESS OF MAKE A MATCH METHOD IN IMPROVING STUDENTS' WRITING SKILLS

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ABSTRACT

This research aimed to explain how the use of "Make a Match Method" was able to improve the students' writing descriptive text view from content aspect and explain how the use of "Make a Match Method" was able to improve the students' writing descriptive text view from grammar aspect. The researcher used a pre-experimental design with one group pre-test and post-test design. The population was the seventh-grade students of one of junior high schools in Gowa which consisted of one class. The sample was taken by total sampling technique and the total number of samples was 28 students. It employed six meetings which writing test as the instrument. The research findings indicated that the use of "Make a Match Method" could improve the students' writing skill view from content aspect and grammar aspect. It was proven by the students' mean score in post-test (75.36) improved 25.6% from the pre-test mean score (60) with t-test 25.545 and t-table 2.052 where (25.545 > 2.052). It was improved because the t-test was higher than t-table. It meant that there was significant difference of the students' writing descriptive text before and after being taught through Make a Match Method.

Keywords: Make a Match Method, Writing Skills

INTRODUCTION

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it for communicating. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives.

English has four major language skills, they are speaking, listening, reading and writing. Writing is one of the four in language skills which is taught in the school. Writing is different from learning other skills because writing is thinking process and need much time. In writing, the students can express their feelings, ideas, thoughts and their opinions.

Byrne (1990) states as follows.

> As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce *a sequence of sentences arrenged in a particular order and linked together in certain ways*. The sequence may be very short, perhaps only two or three sentences, but because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a text.

In writing we have to study about grammar. Grammar is one of the aspects of teaching English. Grammar is the most important part for anyone, which would be understood first before being able to construct the sentence.

According to Byrne (1990), one of major task is to familiarise the learners with the devices that are needed for effective communication through the medium of writing. In extent, this is not unlike the task we have in teaching the appropriate use of stress and intonation for oral communication.

In writing, the writer should be able to keep the sentences into a coherence text as a whole information. In another hand, the writer should give attention to content of writing and understand about grammar to arrange the sentences into a good sentence in order the reader can understand what does the writer mean, because in writing the reader cannot ask about something if they find unclear information from the text.

In the classroom, the teacher teaches the students to produce written sentences in foreign language. However, writing by using foreign language and writing by using mother language are different. If the students have a good ability to write in their mother tongue, it will influence their ability in writing in foreign language.

Many students in fact simply do not enjoy writing because the nature of the task and classroom condition. They do not understand about the grammatical in writing even though the basic part of grammar. They do not know how to apply the grammar rules when they are writing.

This research is investigated to know the effects of "Make a Match Method" in the class room. Generally, to know the improvement of the students' writing skill view from content aspect and grammar aspect. This research is focused on the use of "Make a Match Method" to improve the students' writing skill. It is restricted to the students' content aspect in terms of the unity and grammar aspect in terms of simple present tense of writing descriptive text.

REVIEW OF LITERATURE

Pratiwiningsih, (2013) in her thesis "Make a Match Technique in Teaching Reading Comprehension Report Text", she found that the reading comprehension score of the students who are taught using *Make a Match Method* get better achievement to understand report text in reading comprehension than those who are taught using *Three Phase Technique*. In addition, using *Make a Match Method* can improve the students' reading comprehension especially in determining the main ideas, identifying the purpose of the text, finding the general and specific information, identifying

grammatical systems, identifying reference word or guessing the meaning of the words based on the context and identifying a particular meaning in different grammatical form.

Surahman and Trianah (2013) on their research "Application of Cooperative Learning Model Make a Match Type on the Concept of Food Digestion System", they found that there was an increase of students' achievement after using cooperative learning model Make a Match type on the concept of food digestion system in class V of the State Elementary School Babakangoyang Tasikmalaya City.

Gaol (2013) in her research "Improving Students' Vocabulary Achievement in Writing Descriptive Text through Make a Match Method", she found that the use of "Make a Match Method" to improve students' vocabulary achievement in writing descriptive text is very useful. Using Make a Match Method can create an interesting atmosphere in the teaching learning process.

Febriana (2011) in her research "Application of Cooperative Learning Model Type Make a Match to Enhance Quality of Learning Social Studies in Elementary School Students", she found that there was an enhancement of the quality social studies in elementary school students.

Based on the researches above, the writer can conclude that the use of "Make a Match Method" can create an interesting atmosphere in the teaching and learning process and it can improve the students' achievement in the class.

METHOD

In this research, the researcher applied experimental method which aims to find out the effectiveness of using Make a Match Method to improve the students' writing skill. In doing experimental research, the researcher used pre-experimental design (pre-experimental design: one group pretest-posttest design) because the school was used to conduct the research only had one class for every level, one class for the first grade, one class for the second grade and one class for the third grade.

In taking sample, the researcher used total sampling technique because the school was used to conduct pre-experimental research only had one class for every level, one class for the first grade, one class for the second grade and one class for the third grade. So the researcher chose the second grade class to be the experimental class.

The researcher used essay writing to assess and examine the second grade students' writing skill. There were two kinds of reseach intrument in this research, namely pre-test and post-test. The pre-test were conducted to know the students' skill on writing descriptive text before giving treatment. The students were asked to write a descriptive text and the topic were "My self", while the post-test were conducted to know the students' skill on writing descriptive text after conducting the treatment. There were two topics provided, those were "Some one in my family" and "My best friend", the students chose one of the topics.

FINDINGS AND DISCUSSION

Findings

Pre-Test

The pre-test was conducted to find out the data of the students' skill in writing descriptive text before the treatment was given. The result of the test is presented as follows.

Content

1. Rate Percentage

The rate percentage of the students' writing view from content aspect in pre-test is presented as follows.

Table 1. The Rate Percentage of Content in Pre-Test

No.	Classification	Pre-Test	
		F	**%**
1.	Excellent (90-100)	0	0 %
2.	Very Good (80-89)	0	0 %
3.	Good (70-79)	4	14.3 %
4.	Fair (60-69)	13	46.4 %
5.	Poor (0-59)	11	39.3 %
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 11 students (39.3%) who belonged to "Poor" category, 13 students (46.4%) belonged to "Fair" category and there were 4 students (14.3%) who categorized into "Good" category.

2. Mean Score

The mean score of the students' writing view from content aspect in pre-test is presented as follows.

Table 2. The Mean Score of Content in Pre-Test

Pre-Test of Content	
Total score	1702
Mean Score	60.78

The table above shows that, from 28 students, the total score of students' writing view from content aspect in pre-test is 1702, and the mean score is 60.78.

Grammar

1. Rate Percentage

The rate percentage of the students' writing view from grammar aspect in pre-test is presented as follows.

Table 3. The Rate Percentage of Grammar in Pre-Test

No.	Classification	Pre-Test	
		F	**%**
1.	Excellent (90-100)	0	0 %
2.	Very Good (80-89)	0	0 %
3.	Good (70-79)	3	10.71 %
4.	Fair (60-69)	12	42.86 %
5.	Poor (0-59)	13	46.43 %
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 13 students (46.43%) who belonged to "Poor" category, 12 students (42.86%) belonged to "Fair" category and there were 3 students (10.71%) who categorized into "Good" category.

2. **Mean Score**

The mean score of the students' writing view from grammar aspect in pre-test is presented as follows.

Table 4. The Mean score of grammar in Pre-Test

Pre-Test of Grammar	
Total score	1658
Mean score	59.21

The table above shows that, from 28 students, the total score of grammart aspect in pre-test is 1658, and the mean score is 59.21.

The Result of Pre-Test

1. **The Rate Percentage of Pre-Test**

The percentage of the pre-test result can be seen in the following table.

Table 5. The Rate Percentage of Writing Descriptive Text in Pre-Test

No.	Classification	Pre-Test	
		F	**%**
1.	Excellent (90-100)	0	0 %
2.	Very Good (80-89)	0	0 %
3.	Good (70-79)	4	14.3 %
4.	Fair (60-69)	13	46.4 %
5.	Poor (0-59)	11	39.3 %
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 11 students (39.3%) who belonged to "Poor" category, 13 students (46.4%) belonged to "Fair" category and there were 4 students (14.3%) who categorized into "Good" category.

2. Mean Score of Pre-Test

The mean score of the students' writing in pre-test is presented as follows.

Table 6. The Mean Score of Writing Descriptive Text in Pre-Test

Pre-Test	
Total score	1680
Mean score	60

The table above shows that, from 28 students, the total score of writing descriptive text in pre-test is 1680, and the mean score is 60.

Post-Test

The post-test was conducted to find out the data of the students' skill in writing descriptive text after the treatment was given. The result of the test is presented as follows.

Content

1. Rate Percentage

The rate percentage of the students' writing view from content aspect in post-test is presented as follows.

Table 7. The Rate Percentage of Content in Post-Test

No.	Classification	Post-Test	
		F	**%**
1.	Excellent (90-100)	2	7.1 %
2.	Very Good (80-89)	8	28.6 %
3.	Good (70-79)	14	50 %
4.	Fair (60-69)	4	14.3%
5.	Poor (0-59)	0	0%
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 4 students (14.3%) who belonged to "Fair" category, 14 students (50%) belonged to "Good" category, 8 students (28.6%) belonged to "Very Good" category, and 2 students (7.1%) who categorized into "Excellent" category.

2. Mean Score

The mean score of the students' writing view from content aspect in post-test is presented as follows.

Table 8. The Mean Score of Content in Post-Test

Post-Test of Content	
Total score	2114

Mean score	75.5

The table above shows that from 28 students, the total score of writing view from content aspect in post-test is 2114, and the mean score is 75.5.

Grammar

1. Rate Percentage

The rate percentage of the students' writing view from grammar aspect in post-test is presented as follows.

Table 9. The Rate Percentage of Grammar in Post-Test

No.	Classification	Post-Test	
		F	**%**
1.	Excellent (90-100)	2	7.1 %
2.	Very Good (80-89)	8	28.6 %
3.	Good (70-79)	14	50 %
4.	Fair (60-69)	4	14.3%
5.	Poor (0-59)	0	0%
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 4 students (14.3%) who belonged to "Fair" category, 14 students (50%) belonged to "Good" category, 8 students (28.6%) belonged to "Very Good" category, and 2 students (7.1%) who categorized into "Excellent" category.

2. Mean Score

The mean score of the students' writing view from grammar aspect in post-test is presented as follows.

Table 10. The Mean Score of Grammar in Post-Test

Post-Test of Grammar	
Total score	2106
Mean score	75.21

The table above shows that, from 28 students, the total score of writing view from grammar aspect in post-test is 2106 and the mean score is 75.21.

The Result of Post-Test

1. The Rate Percentage of Post-Test

The percentage of the post-test result can be seen in the following table.

Table 11. The Rate Percentage of Writing Descriptive Text in Post-Test

No.	Classification	Post-Test	
		F	**%**
1.	Excellent (90-100)	2	7.1 %
2.	Very Good (80-89)	8	28.6 %

3.	Good (70-79)	14	50 %
4.	Fair (60-69)	4	14.3%
5.	Poor (0-59)	0	0%
	Total	**28**	**100 %**

The table above shows that from 28 students, there were 4 students (14.3%) who belonged to "Fair" category, 14 students (50%) belonged to "Good" category, 8 students (28.6%) belonged to "Very Good" category, and 2 students (7.1%) who categorized into "Excellent" category.

2. Mean Score of Post-Test

The mean score of the students' writing in post-test is presented as follows.

Table 12. The Mean Score of Writing Descriptive Text in Post-Test

Post-Test	
Total score	2110
Mean score	75.36

The table above shows that, from 28 students, the total score of writing descriptive text in post-test is 2110, and the mean score is 75.36.

The Improvement of the Students' Mean Score in Writing Descriptive Text

The improvement of the students' mean score in writing descriptive text is found after getting the students' score in pre-test and post-test. The improvement of the students' writing descriptive text is presented as follows.

The improvement of the students' mean score in content aspect

The improvement of the students' mean score in content aspect is presented in the following table.
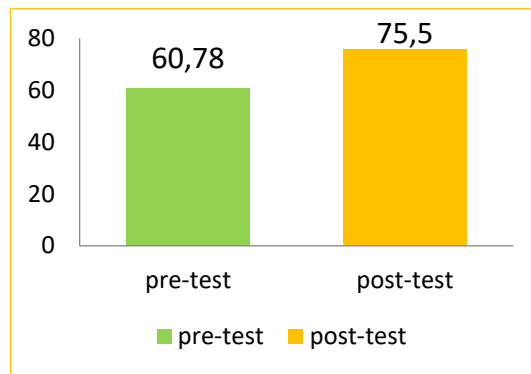
Table 13. The Improvement of Students' Writing in Content Aspect

Variable	Pre-test	Post-test	Improvement%
Content	60.78	75.5	24.2%

The table above shows the improvement of the students' mean score in content aspect as the result of calculating the students' pre-test and post-test in writing descriptive text by using Make a Match Method.

The students' mean score in post-test (75.5) is higher than the students' mean score in pre-test (60.78), there is an improvement 24.2% of the students' mean score view from content aspect after getting treatment by using Make a Match Method in writing descriptive text. It is more clearly shown in the graphic below:

Graphic 1. The Improvement of Students' Writing in Content Aspect

The data in the graphic indicates that the score of post-test is higher than the score of pre-test. The percentage also indicates that it is high. It means that teaching writing through Make a Match Method is effective for the students.

The Improvement of the Students' Mean Score in Grammar Aspect

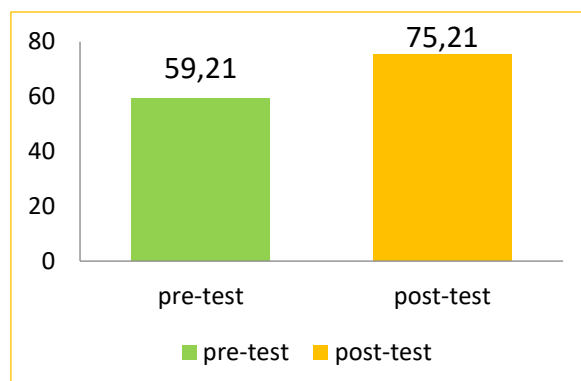The improvement of the students' mean score in grammar aspect is presented in the following table.

Table 14. The Improvement of Students' Writing in Grammar Aspect

Variable	Pre-test	Post-test	Improvement%
Grammar	59.21	75.21	27%

The table above shows the improvement of the students' mean score in grammar aspect as the result of calculating the students' pre-test and post-test in writing descriptive text by using Make a Match Method.

The students' mean score in post-test (75.21) is higher than the students' mean score in pre-test (59.21), there is an improvement 27% of the students' mean score in grammar aspect after getting treatment by using Make a Match Method in writing descriptive text. It is more clearly shown in the graphic below:

Graphic 2. The Improvement of Students' Writing in Grammar Aspect

The data in the graphic indicates that the score of post-test is higher than the score of pre-test. The percentage also indicates that it is high. It means that teaching writing through Make a Match Method is effective for the students.

The Improvement of Students' Mean Score in Writing Descriptive Text

The improvement of the students' mean score in writing descriptive text is presented in the following table.

Table 15. The Improvement of Students' Mean Score in Writing Descriptive Text

Variable	Pre-test	Post-test	Improvement%
Writing descriptive text	60	75.36	25.6%

The table above shows the improvement of the students' mean score in writing descriptive text as the result of calculating the students' pre-test and post-test in writing descriptive text by using Make a Match Method.

The students' mean score in post-test (75.36) is higher than the students' mean score in pre-test (60), there is an improvement 25.6% of the students' mean score in writing descriptive text after getting treatment by using Make a Match Method. It is more clearly shown in the graphic below:

Graphic 3. The Improvement of Students' Mean Score in Writing Descriptive Text
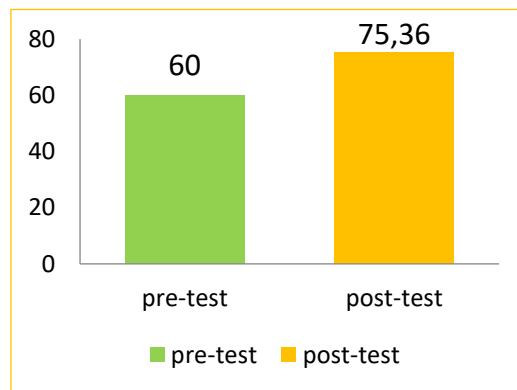
The data in the graphic indicates that the score of post-test is higher than the score of pre-test. The percentage also indicates that it is high. It means that teaching writing through Make a Match Method is effective for the students.

The Significance of the Students' Writing Descriptive Text

In order to know whether or not the students' writing skill is difference between the pre-test and the post-test at the level of significance 0.05 with degrees of freedom (df) = N – 1, t-test for independent sample was employed.

Table 16. *t*-Test of the Students Result

Data	*t*-Test Score	*t*-Table	Comparison
Students' writing	25.545	2.052	t-table ≤ t-test
descriptive text			2.052≤ 25.545

The table above showed that the t-table value was smaller than t-test value. It means that there is significant difference of students' writing skill between before treatment and after treatment by using Make a Match Method. Therefore, Make a Match Method is effective to improve students' writing skill. So the null hypothesis (H_0) stated that teaching writing by using Make a Match Method is not effective to improve students' writing skill in content aspect and grammar aspect is rejected and alternative hypothesis (H_i) stated that teaching writing by using Make a Match Method is effective to improve students' writing skill in content aspect and grammar aspect is accepted.

Discussion

The description of previous section shows the students' writing skill in writing descriptive text has improved. Based on the findings above in applying Make a Match Method in the class, the data collected through test as explained in previous finding section shows that the students' writing skill in writing descriptive text is significantly improve. The students' score after giving Make a Match Method was better than before the treatments were given to the students.

Before giving treatments, the students' skill in writing descriptive text was categorized as poor. After giving the treatment, their skill was improved.

The Students' Improvement in Writing Descriptive Text

After calculating the score, the researcher found the students' skill in writing descriptive text had improved 25.6% from mean score 60 in pre-test to be 75.36. In post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Make a Match Method is effective to improve the students skill in writing descriptive text.

It is also supported by the result of the data analysis on the table 4.16 showed that from the level significance (p) = 0.05 and degree of freedom (df) = 27 which get from formula df = N-1 with t-table = 2.052, the t-test value of the students' writing in descriptive text is higher than t-table (25.545>2.052). Thus, the students' writing skill in descriptive text improves effectively through Make a Match Method.

The Improvement of the Students' Rate Percentage and Mean Score of Pre-Test and Post-Test

In pre-test of content, there are 4 students (14.3%) get good, 13 students (46.4%) get fair, and 11 students (39.3%) students get poor. While grammar in pre-test, there are 3 students (10.71%) get good, 12 students (42.86%) get fair, and 13 students (46.43%) students get poor.

In post-test of content there are 2 students (7.1%) get excellent, 8 students (28.6%) get very good, 14 students (50%) get good, and 4 students (14.3%) get fair. And in post-test of grammar there are 2 students (7.1%) get excellent, 8 students (28.6%) get very good, 14 students (50%) get good, and 4 students (14.3%) get fair.

It is shows that trere is improvement of the students' classification in pre-test and post-test. Therefore, Make a Match Method effective to improve the students' writing skill view from content aspect and grammar aspect in writing descriptive text.

The Improvement of the Students' Writing in Content Aspect

After calculating the score, the researcher found the students' writing skill in content aspect had improved 24.2% from the mean score 60.78 in pre-test to be 75.5 in post-test. It is supported by the mean score of the students' writing skill in content in post-test is higher than pre-test.

The mean score of students' post-test is higher than the mean score of the students' pre-test. Therefore, Make a Match Method is effective to improve the students' writing skill view from content aspect.

The Improvement of the Students' Writing in Grammar Aspect

After calculating the score, the researcher found the students' writing skill in grammar aspect had improved 27% from the mean score 59.21 in pre-test to be 75.21 in post-test. It is supported by the mean score of the students' writing skill view from grammar aspect in post-test is higher than pre-test.

The mean score of students' post-test is higher than the mean score of the students' pre-test. Therefore, Make a Match Method is effective to improve the students' writing skill view from grammar aspect.

So, the researcher concludes that there is significant improvement of the students' writing skill view from content aspect and grammar aspect in writing descriptive text through Make a Match Method at the second grade of SMP Pesantern Puteri Yatama Mandiri.

CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that Make a Match Method is effective to improve the students' writing skill in writing descriptive text. It is proven by 25.6% of improvement which indicates that the mean score of post-test (75.36) is higher than the mean score pre-test (60). Make a Match Method is effective to improve the students' writing skill view from content aspect in writing descriptive text. It is proved by 24.2% improvement which indicates that the mean score of post-test (75.5) is higher than the mean score of pre-test (60.78). Make a Match Method is effective to improve the students' writing skill view from grammar aspect in writing descriptive text. It is proved by 27% improvement which indicates that the mean score of post-test (75.21) is higher than the mean score of pre-test (59.21).

This research is expected to contribute the application of "Make-A Match Method" in the classroom to increase the students' achievement in every skill specially in writing skill. For the teacher, this research is expected to give information about the benefit of applying Make-A Match Method in the classroom. For the students, this research is expected to help the students to get the maximize achievement specially in writing skill. And for other researcher, It is hoped to be useful information to have ideas on the next research.

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