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**THE USE OF *MAKE A MATCH TECHNIQUE* FOR TEACHING WRITING  
DESCRIPTIVE TEXT : An Experimental Study at the First Grade Students of MA  
DI Putri Nurul Hakim Kediri in Academic**

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**THE USE OF *MAKE A MATCH TECHNIQUE* FOR TEACHING  
WRITING DESCRIPTIVE TEXT : An Experimental Study at the First  
Grade Students of MA DI Putri Nurul Hakim Kediri in Academic Years  
2014/2015**

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui efek dari penguasaan tehnik Make a Match untuk pengajaran menulis deskriptif teks. Penelitian ini menggunakan desain eksperimental yakni two group design : kelompok eksperimental dan kelompok control dimana setiap kelompok terdiri dari 29 siswa. Tehnik pengambilan sampling menggunakan tehnik . Pengambilan data dilakukan melalui pemberian pre test, perlakuan (treatment), dan post test. Kelompok eksperimental diberi perlakuan pembelajaran tehnik make a match. Sedangkan kelompok control diberi perlakuan pembelajaran tehnik PPP. Tehnik PPP di gunakan pada kelompok kontrol karena tehnik ini sering digunakan oleh guru di dalam kelas. Hasil penelitian menunjukkan bahwa hasil uji t lebih tinggi dari table t, dimana hasilnya adalah  $2.198 > 2.009$  pada taraf signifikansi .05 (95%) dengan derajat kebebasan (df) 56. Hal ini menunjukkan bahwa hipotesis nol ( $H_0$ ) yang menyatakan bahwa tidak terdapat efek signifikan dari penggunaan tehnik make a match untuk pengajaran deskriptif teks ditolak. Sedangkan hipotesis alternatif ( $H_a$ ) yang menyatakan bahwa terdapat efek signifikan dari penggunaan tehnik make a match untuk pengajaran deskriptif teks diterima. Hal ini menunjukkan bahwa tehnik make a match memberikan efek yang signifikan terhadap pengajaran desriptif teks siswa kelas X MA DI Putri Nurul Hakim Kediri tahun pelajaran 2014/2015.

**ABSTRACT**

The aim of this research was to find out the effect of the use of make a match technique for teaching writing descriptive text. This research used an experimental design in which it used two group design : experimental group and control group. Each of group consisted of 29 students. The sampling technique of this research was purposive random sampling. The data was collected through pre-test, and post-test. The experimental group was treated by using make a match technique, while the control group was treated by using Presentation, Practice and Production (PPP) technique. PPP technique was used in control group because it was commonly technique that the teacher frequently used in the classroom. The finding shows that t-test value was higher than t-table.  $2.198 > 2.009$  at significant level .05 in degree of freedom (df) 56. It means that the Null Hypothesis ( $H_0$ ) which is stated that "There is no significant effect of using make a match technique for teaching writing descriptive text" was rejected. While the Alternate Hypothesis ( $H_a$ ) that "There is a significant effect of using make a match technique for teaching writing descriptive text" failed to be rejected. It shows that make a match technique gave significant effect for teaching writing descriptive

text at the first grade Students of MA DI Putri Nurul Hakim Kediri in academic years 2014/2015.

Key words : Make a Match Technique, Writing, Descriptive Text

## 1. INTRODUCTION

Writing is one of language skills which is needed to be learned besides other language skill such as listening, speaking, and Reading. Writing skill is complex and sometimes difficult to be taught. It is requiring mastery, not only grammatical and rhetorical device, but conceptual and judgmental elements (Heaton, 1989).

Writing is considered as a complicated skill for students to be mastered. Generally for the beginners, especially those who are non literate, they are considering that the writing is the most difficult one to be mastered. Because writing related to grammar and vocabulary. According to Farooq et al. (2012), students often faced many difficulties in producing writing. The basis of all problems is the lack of grammar and the lack of vocabulary which make writing product become colorless, boring, and ineffective

Since writing becomes important skills that has to be taught based on KTSP 2006 (School Based Curriculum) by Senior High School students besides listening, speaking and reading, a descriptive text is one of the texts that should be taught between the eleven texts such as procedure, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

A descriptive text is a text which describes particular person, things and places. The basic competence that should be reached by the students of Senior High School is to make them able to write a descriptive text based on the lexico grammatical features and

the generic structures of the text. There are two generic structures of this text, they are identification and description. Meanwhile, the lexico grammatical features of a descriptive text are the use of simple present tense, adjective clause and etc.

However, there are still many students who are not able to write a descriptive text. The students could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. Students are not interested in learning writing. They are reluctant and feel bored if the teachers ask them to write something even just writes a descriptive text. Based on the problem which was found when doing teaching practice program or PPL, the teacher just focused on using the materials from book and LKS. The teacher just explained a little bit about the material. So that many students were lack of motivation in writing. Many of them got bad mark in writing, because they did not understand well how to make good descriptive text. And also they did not know how to use present tense when they want to describe something whether it is place, person or things. Besides, some of them did not know what they should write, they did not know the first thing that they should write. Another case that was found while teaching practice program was done , Senior High School students especially the first grade students did not understand well about what they should write and describe.

Based on the students' writing about a descriptive text of my idol, some of them did not understand well about the use of simple

present tense, the use of adjective clause. They also put the wrong arrangement on it. For example, the students make the wrong arrangement on adjective clause “hair short, eyes big, and skin white”. Then some of the students also did not know how to use the simple present tense like, “she has beautiful”, “she is hair short”, “my sister is long hair”. Therefore, many of them got bad mark in writing. On the other hand, the teacher’s technique in teaching was also very boring, the teacher just focused on using material from book and LKS. The teachers were not creative in using the media in teaching and learning process. From the experience above, it is known that the teacher’s technique in teaching is one of the student’s problems in learning English. The students need something which will motivate them to do writing activity in the classroom. An English teacher is expected to teach the students especially in teaching writing skill in interesting and motivating way. An English teacher is also expected to use a good and appropriate technique in teaching writing. Hence, it will help the student’s problems in writing activity.

The use of game in teaching writing can be a good technique that can be used by an English teacher in order to reach students’ motivation and understanding in the teaching and learning process. In this case the teacher has to be more creative. Game is one of many ways that can be used in teaching writing a descriptive text. By using game, the students are able to write easily and enjoyable. In this case, the effective solution was given for an English teacher to motivate and help students

in writing a descriptive text by using making match method. Using make a match method the students hopefully will be motivated and help to express their ideas and then develop it into a good paragraph of a descriptive text. Lie in Suprijono (2007) states that make a match method is one cooperative learning method.

The researcher intends to measure the effect of the use of make a match technique on students’ writing descriptive text ability. Based on the reason above the study on the use of make a match method for teaching writing descriptive text was conducted in MA DI Purti Nurul Hakim Kediri in academic years 2014/2015.

### **1.5 Definition of Key Terms**

To avoid misunderstanding and misinterpretation of this study, the definitions of variables are put here. The definition bellow listed to define some terms of the study:

1. Make a Match Technique is learning using card. It consists of questions card and the other consist of answer from this question ( Suprijono, 2009 )
2. Writing Ability is the ability to deliver thought or to express feeling through written form (Harmer, 2001).
3. Descriptive text is a type of written text which has function to describe about human or non-human as the object (Pardiyono, 2007).

### **3.1 Research Design**

This was an experimental research which aim to find out the effect of make a match technique for teaching writing descriptive text. The effect of this technique

was examined by providing two groups: they are experimental group and control group, both of two groups were treated by different technique. Experimental group was treated by make a math technique while the control group was treated by PPP technique.

### 3.2 Population and Sampling

Arikunto (2006) defines that population is all of individual which are subject of research. . The population of this study was the first grades of the students of MA DI Putri Nurul Hakim. The total populations of this study were 120 students from 4 classes, there were X IPA1, X IPA2, X IPA3, AND X IPA4. The students were divided into two groups. They were X IPA2 as the experimental group and X IPA1 as the control group, each of the two groups consisted of 29 students. The sampling technique that is used in this study was purposive random sampling because the researcher have no chance to make a new classes.

### 3.3 Data collection procedure

First, the researcher gave pre test to both groups. It was followed by giving treatment about three times to each group. The experimental group was treated by make a math technique while control group was treated by PPP technique. The researcher gave the post to both the groups based on the material that was given in treatment.

### 3.4 Technique of Data Analysis

Having given the grades for result of students writing, the students' score inserted into the table of data. The mean deviation score of pre-test and post-test was found by using the formula below :

$$Mx = \frac{\sum x}{N}$$

Note:

M = Mean Score of Experimental.

X = Deviation Score of Pre and Post-test.

N = Number of Sample.

$\Sigma$  = Sum of Sigma.

(Arikunto, 2002:124)

Then, the formula of control group was as follow:

$$My = \frac{\sum y}{N}$$

Where:

M= Mean Score of Control Group.

Y = Deviation Score of Pre and Post-test.

N= Number of Sample.

$\Sigma$ = Sum of Sigma.

The next step was calculating the square deviation by using the following formula :

The square mean deviation of experimental group :

$$\sum X^2 = \sum dx^2 - \left(\frac{\sum dx}{N}\right)^2$$

The square deviation of control group :

$$\sum Y^2 = \sum dy^2 - \left(\frac{\sum dy}{N}\right)^2$$

Then the correlation coefficients is calculate of the two mean scores whether they are categorized as significant or not, the formula below was used :

$$t \text{ -test} = \frac{MX - MY}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where: t-test : the degree of differences

Mx : The mean score of experimental group

My : The mean score of control group

Nx : The number of sample of experimental group

Ny : The number of sample of control group

(Arikunto, 2006)

The last step was to count the degree of freedom, the following formula will be used :

$$df = Nx + Ny - 2$$

(Arikunto, 2006)

After obtaining the t-test scores, then it is tested at the significant levels

.05 (95%). The result of the test can be interpreted by using the following

formula :

1. If t-test > t-table in significance rank of 0.05 thus Null hypothesis (Ho) is rejected. It means that the rates of mean score of experimental group are higher than control group.
2. If t-test < t-table in significance rank of 0.05 thus Null hypothesis (Ho) is accepted. Meaning that the rates of mean score of experimental group are lower than control group.

## 4. Findings and Discussion

### 4.1 The result of pre test of experimental and control group

In the pre test there were 3 students who got up to the minimum standard score 70 in the pre-test of the experimental group, while there were 26 students who got score under 70. In the control group, there were 4 students who got up to the minimum standard score 70 in the pre-test, while there were 25 students who got score under 70.

### 4.2 The result of post test of experimental and control group

In the post test the students of both groups showed their improvement in the experimental group there were 8 students who got up the minimum standard and there were 21 students who got up score under 70. While in the control group there were 7 students who got up the minimum



standard score, and there were 22 students got up score under 70.

### 4.3 Discussion

Based on the data above, the researcher would like to interpret that there is a significant effect of make a match technique for teaching writing descriptive text. It could be seen that the t-test is higher than t-table as the computation above, the t-test is 2.198. In this research, the researcher then took two tailed test to know whether or not there is a significant effect of make a match method for teaching writing descriptive text, where the significant level is .05 (95%) with (2.009) in degree of freedom (df) 56. Hence, from comparing the t-test value with t-table, it was found that there is significant effect of make a match technique for teaching writing descriptive text. The result can be further seen in the table below.

Table 4.2.1 Comparison between t-test and t-table

T-test	T-table	
	Df	.05
2.198	56	2.009

Table 4.2.1 shows that there is significant effect of using make a match technique for teaching writing descriptive

text. It could be seen that with the degree of freedom 56, the t-test value 2.198 is higher than the table at significance level of .05 (95%).

Referring to the comparison above, the use of make a match technique in teaching writing descriptive text gave positive influence towards the students rather than the use of PPP technique. It was because make a match technique gives chances for the students to engage actively in the learning process. This technique let the students work together to learn and they can share their idea to their teammates. PPP technique was used in control group because it was commonly technique that the teacher frequently used in the classroom. Using make a match technique in teaching writing descriptive text could improve the students' writing skills. It was shown by the students' improvement in the writing class. They were more active, more enthusiastic, more confident, more excited, and can enjoy during the writing activities day by day.

Besides having the advantages, this technique also has weaknesses. As stated in chapter 2, When the class is big (more than 30 students) the teacher must be careful. Because when the teacher is not wise enough, noisy situation will happen. This condition will disturb the other class. This

condition can be anticipated by making some commitments with the students so that they do not make some noises. Basically the class depends on how the teacher motivating the students in the first step.

From the researcher's experience above, it is known that the teacher's technique in teaching is one of the student's problems in learning English. The students need something which will motivate them to do writing activity in the classroom. An English teacher is expected to teach the students especially in teaching writing skill in interesting and motivating way. An English teacher is also expected to use a good and appropriate technique in teaching writing. Hence, it will help the student's problems in writing activity.

As the result, since the t-test (2.198) is higher than t-table at significant level .05 (95%) with 2.009, it means that the Null hypothesis ( $H_0$ ) which states that "there is no significant effect of using make a match technique for teaching writing descriptive text" is rejected, so the Alternate hypothesis ( $H_a$ ) which states that "there is a significant effect of using make a match technique for teaching writing descriptive text" is failed to be rejected. Thus, the use of make a match

technique gives a significant effect for teaching writing descriptive text.

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the result of data analysis and data interpretation as seen in chapter IV, it can be concluded that :

- a. Make a match technique has an impact on students' writing ability to develop and organize their ideas. It can be seen in the table 4.1.3 and 4.14 that the experimental group reached higher post-test than the control group had. The post-test mean score of experimental group was 65,413, while the post-test mean score of control group was 58,241. From the data analysis the researcher then took two tailed test to know whether or not there is a significant effect of make a match technique for teaching writing descriptive text, where the significant level is .05 (95%) with (2.009) in degree of freedom (df) 56. Hence, by comparing the t-test value with t-table, it was found that there is significant effect of make a match technique for teaching writing descriptive text. It means that make a match technique significantly improve student's ability in writing descriptive text at the first

grade students of MA DI Putri Nurul Hakim Kediri 2014/ 2015.

- b. Make a match technique could solve student's problem in developing their idea, lack of vocabulary, grammar and structure and spelling and punctuation, although there is low effect of this method for some students.

## 5.2 Suggestion

The result of this research show that the use of make a match technique is effective for teaching writing descriptive text. So that Regarding to the implementation of make a match technique in the classroom, some suggestions would be given as follows:

- a. For an English teacher, the researcher expects that make a match technique can be an alternative technique that can be used in the classroom by teacher to improve the students' writing skill.
- b. For the next researcher, hopefully to be concerned to the students' motivation in learning English especially writing which is categorized as a difficult subject.
- c. For the students, the students should consider their own ability of learning English. They should be more hard working in learning English by motivating themselves from the inside.

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