THE IMPLEMENTATION OF COOPERATIVE LEARNING METHOD WITH MAKE A MATCH TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT IN TENTH GRADE OF MA TANBIHUL GHOFILIN BANJARNEGARA

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as the Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree**

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STATEMENT OF ORIGINALITY

Here with me,

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Declare that the thesis I wrote with the title **"The Implementation of Cooperative Learning with Make a Match Technique in Teaching Reading Descriptive Text in Tenth Grade of MA Tanbihul Ghofilin Banjarnegara"** is truly my own work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from another sources and references from work done by other people or institutions have been properly cited.

If later in my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, December 23, 2022

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APPROVAL SHEET

This thesis entitled:

THE IMPLEMENTATION OF COOPERATIVE LEARNING METHOD WITH MAKE A MATCH TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT IN TENTH GRADE OF MA TANBIHUL GHOFILIN BANJARNEGARA

written by Nidaul Husna (Student Number. 1817404031) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokwero, was examinated on 13 January 2023 and declared qualified for achieving *Sarjana Pendidikan* (S. Pd.) Degree.

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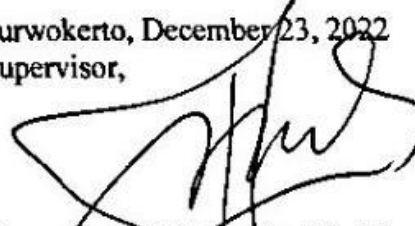*Assalamu'alaikum Wr.Wb*.

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Wassalamu'alaikum Wr.Wb

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MOTTO

"You may be able to rely on everyone.
But the person you can rely on the most is yourself"

-J.H. So-

DEDICATION

To my beloved parents, Muftihah and Masrur, A. Ma., two of the greatest people
in my life.
And my lovely sister, Arini Windiastuti, S.Pd. I.

Thank you, without you I am nothing.
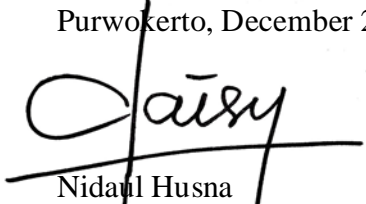*I love you more than 3000.*

PREFACE

Alhamdulillahi rabil 'alamin, thanks to Allah *subhanahu wa ta'ala* for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Sholawat may always be devoted to Prophet Muhammad SAW who always become a role model for all humans in the world. This undergraduate thesis entitled "The Implementation of Cooperative Learning with Make a Match Technique in Teaching Reading Descriptive Text in Tenth Grade of MA Tanbihul Ghofilin Banjarnegara" is submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

In arranging this thesis, a lot of people have provided motivation, advice, and support. The deep gratitude and appreciate on are expressed to:

1. Dr. H. Suwito. M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

2. Desi Wijayanti Ma'rufah, M. Pd., the Head of English Education in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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12. My Treasure, Cinoki. Thank you for accompanying me while I was writing this thesis. In the end, I have to write your name here. You know the reason.

13. My friends, Istiqomah and Atkhamu Lailul Aziyah who helped me even before I started my research. Thanks for always reminding me to finish my thesis.

14. Everyone who was important to the successful realization of this thesis that I cannot mention here by one. Especially those who always support me supported me when I had to revise this thesis and re-start over and over again

Purwokerto, December 23, 2022

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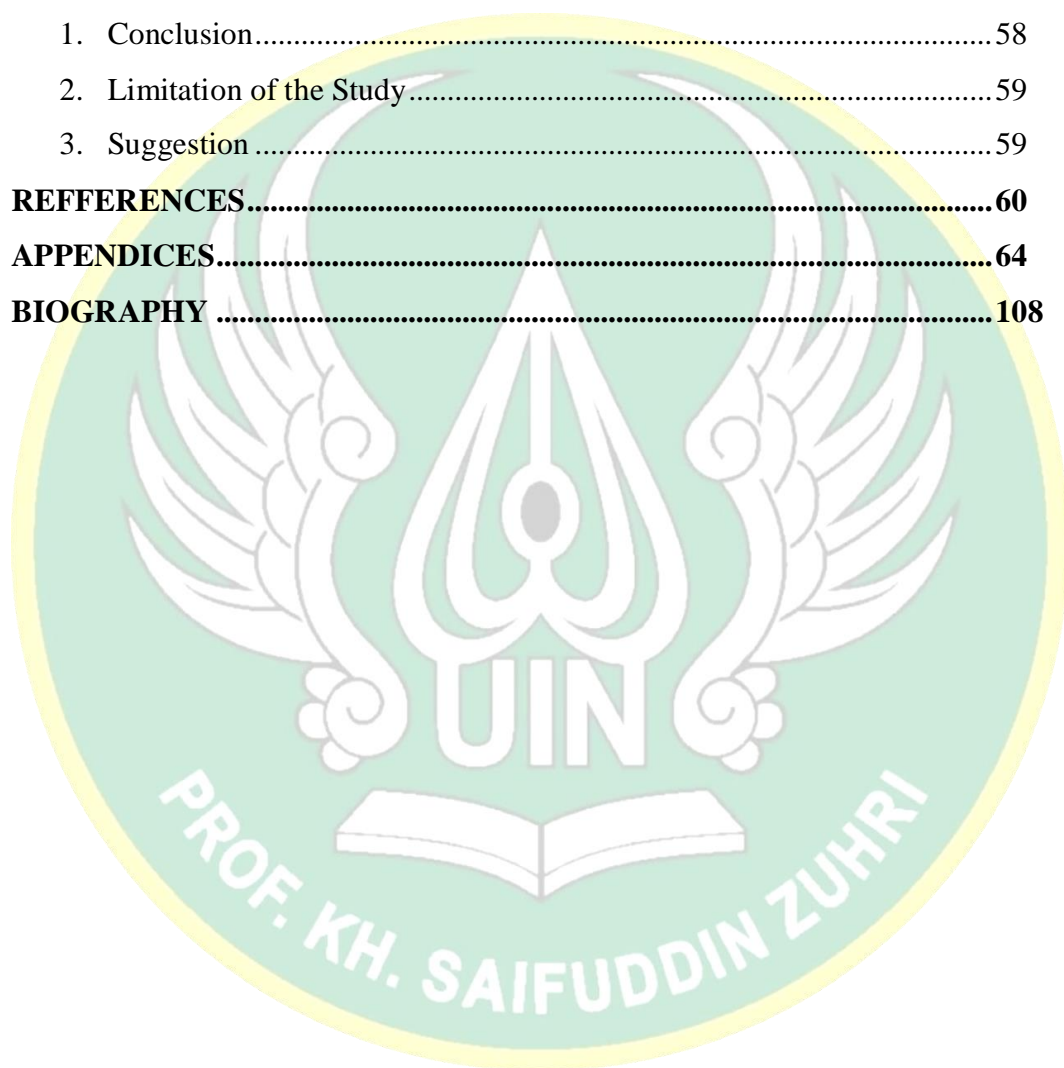## NIDAUL HUSNA
1817404031

Abstract

The cooperative learning method of the make a match technique (making pairs) is a learning method by finding pairs of cards that match the cards held by students. This research aimed to describe how the implementation and the obstacles of implementing the cooperative learning method with the make a match technique in teaching reading descriptive text in the tenth grade of MA Tanbihul Ghofilin Banjarnegara. This research was a qualitative-descriptive research. The methods used to collect data were observations, interviews, and documentation. The data analysis technique used was a qualitative descriptive analysis consisting of data reduction, data presentation, and conclusion. The results of the research showed that the implementation of the cooperative learning method with the make a match technique in learning reading made the students more active to participate the learning and made the classes fun. In the beginning, the teacher explained the material and then prepared cards consisting of answer cards and questions. The teacher distributed the cards to the students, each student got one card. The students sitting to the right of the bench got a question card and the students sitting on the left got an answer card. The students should look for pairs that have matched cards. Each pair discussed and presented the results of the discussion, then the activity was repeated twice. The obstacles encountered in implementing the make a match technique of cooperative learning methods were time management, crowded class, students' lack of vocabulary, and students' low enthusiasm.

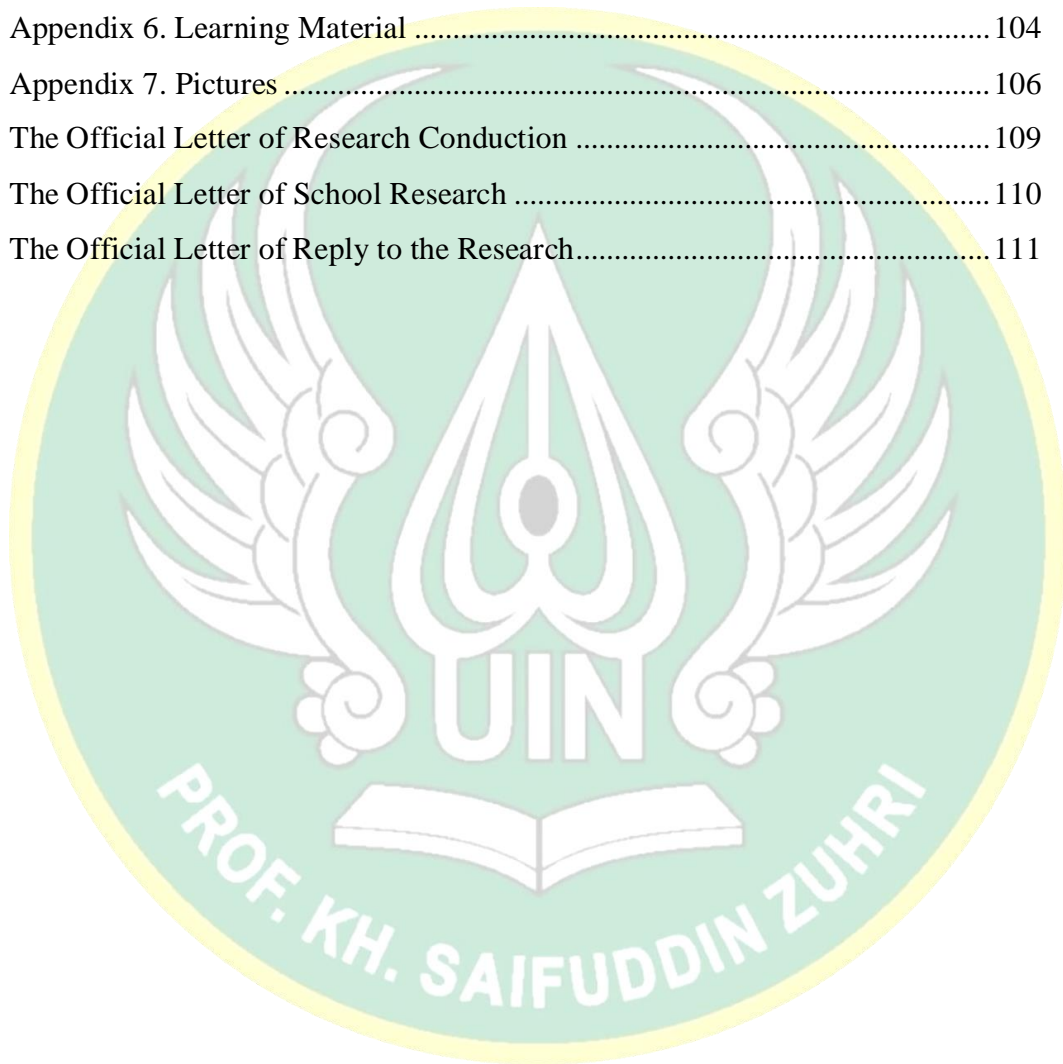*Keywords: Cooperative Learning, Make a Match, Teaching Reading*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading materials usually contain long texts and students are asked not only to read and translate the text to their language but also to understand and mention the social function, generic structure, and language features of the text. By reading, they understand what is meant by a writer. They can also capture detailed information in the text (Sabiq, 2017). Therefore, reading learning should be fun because reading material is easier to make the students feel bored and not interested in reading material. During teaching activities the teacher must use learning media, learning methods, learning models, and learning resources related to the characteristics and subject matter of the students (Srihidayati et al., 2015). There are many ways that teachers can use to create a fun reading class, such as using the right methods and techniques. The teacher's technique in teaching reading is considered one of the fundamental factors because it can improve the students' reading comprehension (Aspari & Yana, 2015).

Bakke (2010) states that most teachers believe that reading is important, however, most of them do not teach it systematically or consistently (Bakke, 2010). They still use the traditional method (speech method) in teaching reading. It causes the students to become disinterested in learning reading. It shows that although reading has an important role in learning English, there are still teachers who are not optimal in teaching reading. So, the purpose of learning will also be difficult to achieve.

Descriptive text is one of the English texts studied in English subjects at the high school level. Because it aims to describe something, the descriptive text usually consists of several paragraphs and tends to be long. This causes the students to be lazy to read it. Zahroh (2019) in her research states that in descriptive text learning, students still got difficulty understanding the text and are still confused about the material. This is because they did not like English subject. They thought that English is a difficult subject. They also did not

understand what the teacher said when the teacher used English in the classroom (Zahroh, 2019). So, it becomes a problem for teachers when they have to teach descriptive text material but students are not interested in learning it.

The same thing was experienced by the English teacher at MA Tanbihul Ghofilin. MA Tanbihul Ghofilin is a part of a boarding school foundation where Arabic is more dominant than English so the students are more familiar with Arabic. Based on the researcher's interview with one of the English teacher in MA Tanbihul Ghofilin, the English teacher said that teaching English in Islamic boarding schools foundation schools has its own challenges because the students are still not familiar with English, especially when they study reading material and think that English is not too important for them. This results in teachers having to have the right strategy in motivating and attracting students' interest in learning English.

To overcome this problem, the teacher seeks to create a pleasant learning atmosphere by using cooperative learning with the make a match technique. Cooperative learning is a learning method that involves the students in a small group where the teacher acts more as a facilitator who serves to become a liaison between students and understanding (Nurdiyansyah & Fahyuni, 2016). Cooperative learning is learning designed so that the students can achieve learning goals by working together and interacting through structured tasks (Hadi et al., 2020). So, cooperative learning is learning that requires the students to work together in groups in completing tasks and problems to achieve common goals. Students will be actively involved in learning and not focus on the teacher as the center of learning.

Make a match technique is a technique where the teacher makes some cards consisting of question cards and answer cards. Then the cards are distributed to students randomly and the students are asked to find pairs according to the cards they get at a certain time. Based on previous research, for example, Irwanto (2017), the result of his research showed that make a match technique is effective in improving students' reading comprehension

(Irwanto, 2017). It shows that the make a match technique is a technique that can be used in learning reading. Make a match technique has benefits for the students, it can create a fun and active class and the students become more attentive to the material. This technique can create fun learning because it has concepts such as games it also can improve students' understanding of the material.

Because it is used to repeat material, the make a match technique is very helpful because this technique is suitable for review session. The teacher can repeat material in a fun way. The teacher does not just repeat the material by explaining the material again, but the teacher will also provide an enjoyable learning experience and will not make students feel bored. Through the make a match technique, the students are more active in developing thinking skills. Besides that, make a match also provides opportunities for students to ask questions and express opinions and interact with students who make them active in class. So, this technique is a suitable technique to strengthen students' understanding of the material.

English teacher in MA Tanbihul Ghofilin found some progress from the students when using the make a match technique. The students become more active and did not feel bored in the classroom. They were more enthusiastic to learn about the descriptive text and they become more active in learning. Based on the facts and descriptions above, the researcher was encouraged to research more deeply related to "The Implementation of Cooperative Learning with Make a Match Technique in Teaching Reading Descriptive Text in The Tenth Grade of MA Tanbihul Ghofilin Banjarnegara".

B. Conseptual Definition

To avoid misunderstanding about the research, the researcher explains the meaning of each term contained in the research title as follows:

1. Cooperative Learning Method

According to Helmiati (2012), the cooperative learning method is learning which is conducted by forming groups where all group members work together in understanding concepts, solving problems, doing tasks,

or achieving other common goals. So, cooperative learning is one method of learning by forming small groups of students then the students can discuss the material in the group.

2. Make a Match Technique

According to Suprijono (2012), make a match is a technique of cooperative learning that uses card media. The cards consist of question cards and the answer to question cards. The teacher distributes the cards to the students randomly and then the students are asked to find pairs that match the cards they get and discuss them. So, the make a match technique can be interpreted as a technique of finding pairs randomly using cards.

3. Teaching Reading

Teaching reading is the process of transferring knowledge from teachers to students by using certain techniques and strategies as well as certain materials so that students can understand reading itself (Yuliani, 2014). According to Brown (2004), the purpose of teaching reading is to make the students become efficient and effective readers. The teachers must have the right strategy so that these goals are achieved. The teachers can use various strategies in teaching reading. But in using each technique, the teacher must still understand the assumptions and principles that form the basis of the technique (Dwiningtiyas et al., 2020).

4. Descriptive Text

Descriptive text is text that contains a description of something. Its purpose is to describe the characteristics of a particular place, person, animal, or thing (Erwinandari, 2013). The descriptive text is one of the English texts that aims to provide information about the characteristics or descriptions of a particular thing, both living and inanimate objects.

C. Research Questions

Based on the background of the study, this research formulates the following questions:

1. How is the cooperative learning method with make a match technique implemented in teaching reading descriptive text in the tenth grade of MA Tanbihul Ghofilin Banjarnegara?

2. What are the obstacles in using cooperative learning method with make a match technique in teaching reading descriptive text in the tenth grade of MA Tanbihul Ghofilin Banjarnegara?

D. **Aims and Significances of the Research**

1. The aims of the research are:

   a. To analyze the implementation of cooperative learning metbod with make a match technique in teaching reading descriptive text in the tenth grade of MA Tanbihul Ghofilin Banjarnegara.

   b. To find out the obstacles of the implementation of cooperative learning method with make a match technique in teaching reading descriptive text in the tenth grade of MA Tanbihul Ghofilin Banjarnegara.

2. The significances of the research are:

   a. Theoretical significances

   The results of this research are expected to add to knowledge in the field of education in general. Besides, it can also enrich the knowledge of English Education Program students for related research or as an example for future research, especially regarding the implementation of cooperative learning methods with the make a match technique.

   b. Practical significances

   1) For the Teachers

   The results of this research are expected to be used as a strategy to create optimal learning. In addition, it can be used as a reference in making learning methods for beginners and as a more innovative learning model.

2) For the School

The researcher hope that this research can be used as a consideration in motivating teachers to carry out effective, efficient and active learning by applying the make a match type of cooperative learning model. So that, the school is expected to be able to provide the facilities or media needed by teacher in teaching. As well as to make a positive contribution to schools in order to improve the quality of learning.

3) For Other Researcher

This research is expected to be used as a reference for other researchers to support theories related to make a match type cooperative learning and provide new ideas for learning English

E. Organization of Paper

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematics of writing in this research is divided into five chapters, with detail as follow:

Chapter I, Introduction. This chapter consists of the research background, the clarification of key terms, research questions, aims and the significances of the research, previous studies, and organization of paper.

Chapter II, Literature Review. This chapter discusses the theory of cooperative learning method, make a match technique, teaching reading, and descriptive text.

Chapter III, Methodology. This chapter discusses the research design, research time and setting, the subjecst and the object of the research, technique of collecting data and technique of analyzing data.

Chapter IV, Research Results. This chapter includes research presentation and analysis.

Chapter V, Conclusion and Suggestion. This chapter contains conclusion, limitation of the study, and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Cooperative Learning Method

1. Definition of Cooperative Learning

According to Helmiati (2012), the cooperative learning method is learning which is conducted by forming groups where all group members work together in understanding concepts, solving problems, doing tasks, or achieving other common goals. So cooperative learning is one method of learning by forming small groups of students then the students can discuss the material in the group. Cooperative learning is a learning method by creating groups in which the students learn and work together. This group is heterogeneous (does not differentiate the students based on age, gender, achievement, etc.) (Nurdiyansyah & Fahyuni, 2016).

In general, the cooperative learning is considered more teacher-directed, where the teacher assigns tasks and questions and provides materials and information designed to help the students solve the problem in question (Suprijono, 2012). Because it is group learning, cooperative learning requires each group member to have a role and responsibility in the group. It is not called cooperative learning if in the group there are members who do not play a role in activities or there are only a few members who do and complete tasks (Helmiati, 2012).

2. Principles of Cooperative Learning

Although the cooperative learning is the same as group work, in its implementation the cooperative learning is not just group work. There are five principles of cooperative learning (Johnson et al., 1991):

a. Positive Interdependence

Each group member depends on each other to achieve a common goal. In these traits, loyal group members have two responsibilities. First, the responsibility for studying the materials given to the group and the responsibility for ensuring that each member learns the

materials (Singh & Agrawal, 2011). So students have the perception that they cannot succeed unless their group mates do it and vice versa.

b. Individual accountability

This principle means that each group member must carry out their respective duties. Each member must be responsible for the work that has been divided by the group and do it fairly. They shouldn't just rely on other members to do their part (Singh & Agrawal, 2011). So the teacher must pay attention to the contribution of each student in the group.

c. Face to face promotion interaction

Face-to-face interaction will provide valuable experience for each group member to work together, appreciate every difference, take advantage of each member's strengths and fill in each other's vacancies (Sanjaya, 2010). Promotive interactions can be characterized by individuals giving each other, exchanging ideas, and giving each other feedback (Singh & Agrawal, 2011).

d. Social skill

The students are required to be able to interact and communicate well in group. To coordinate the activities of students in achieving the goals, students must: 1) Know and trust each other. 2) Able to communicate accurately and not ambitiously. 3) Accept and support each other. 4) Able to resolve conflicts constructively (Suprijono, 2012)

e. Group processing

This is an activity of assessing or evaluating the group's work process and the results of their collaboration, so that they can work together more effectively (Sugiyanto, 2010). Through processing groups can be identified from the sequence or stages of group activities and the activities of group members. Who among the group members is most helpful and who is not. The purpose of group

processing is to increase the effectiveness of members in contributing to collaborative activities to achieve group goals (Suprijono, 2012).

3. Techniques in Cooperative Learning Method

There are several types of techniques that can be used in using cooperative learning methods. However, these techniques do not change the basic principles of cooperative learning methods (Rusman, 2012). The techniques are as follows:

a. Student Teams Achievement Division (STAD)

This technique was developed by Robert Slavin and his friends at Johns Hopkin University. In STAD, students are divided into groups of four people of various abilities, gender, and ethnicity. The teacher gives a lesson and the students in the group make sure that all members of the group master the lesson. In the end, all students take an individual quiz on the material, and at that time they are not allowed to help each other (Sugiyanto, 2010). This technique encourages students to encourage and help each other to master the skills taught by the teacher. So if students want their group to get high scores, they must help their group mates in learning the lesson.

b. Jigsaw

This model was developed and tested by Elliot Aronson and his friends at the University of Texas. In this technique the teacher divides the students into groups consisting of 4-6 students. Each member in the group is given a different material. Then the students who have the same material from each group form groups and discuss their material. After discussing, the students return to their first group and then explain to other group members about the material that has been discussed previously in turn. So that all students are responsible for showing their mastery of all the material assigned by the teacher (Rusman, 2012).

c. Group Investigation

The groups in this technique are formed by the students themselves with 2-6 members, each group is free to choose a subtopic from all the material units (subjects) to be taught, then create or produce group reports. Next, each group presents or exhibits its report to the whole class, to share and exchange information on their findings (Rusman, 2012). Cooperative learning with GI techniques is very suitable for fields of study that require integrated project study activities (Slavin, 1995), which lead to activities of acquiring, analyzing, and synthesizing information in an effort to solve a problem.

d. Make a Match

The make a match technique (make a pair) is one type of method in cooperative learning. This method was developed by Lorna Curran (1994). One of the advantages of this technique is that students look for partners while learning about a concept or topic, in a fun atmosphere. The application of this method begins with students being asked to find pairs of cards which are the answers/questions before the time limit, students who can match the cards are given points (Rusman, 2012).

e. Teams Games Tournaments (TGT)

According to Saco (2006), in TGT the students play games with other team members to get scores for their respective teams. The game can be arranged by the teacher in the form of a quiz in the form of questions related to the subject matter. Games in TGT can be in the form of questions written on cards that are numbered. Each student, for example, will take a card that was given the number and try to answer the question that corresponds to the question. TGT is a type of cooperative learning that places students in study groups consisting of 5 to 6 students who have different abilities, genders and syllables or races (Sugiyanto, 2010). The teacher presents the material, and the

students work in their respective groups. The assigned task is done together with group members. If any of the group members do not understand the given task, the other group members are responsible for providing answers or explaining them, before asking the question to the teacher.

f. Structural

According to Spencer and Miguel Kagan (Shlomo Sharan, 2009) that there are six main components in cooperative learning structural approach type. The six components are structure and related constructs, basic principles, group formation and class formation, groups, governance, social skills.

B. Make a Match Technique

1. Definition of Make a Match Technique

According to Suprijono (2012), make a match is a technique of cooperative learning that uses card media. The cards consist of question cards and the answer to question cards. The teacher distributes the cards to the students randomly and then the students are asked to find pairs that match the cards they get and discuss them. So that the make a match technique can be interpreted as a technique of finding pairs randomly using cards.

The make a match technique is one type of cooperative learning that invites the students to find answers to a question or a pair of concepts through a pair card game (Sulistio & Haryanti, 2022). Make a match is a technique that teaches the students to be active in finding/matching answers and discipline in the allotted time. The make a match technique is a group learning technique that has two members. Each member of the group is not known beforehand but is sought based on the similarity of pairs, for example, pairs of questions and answers (Maulida, 2021).

In teaching reading descriptive text using the make a match technique, the English teacher in the tenth grade of MA Tanbihul Ghofilin did not use questions and answers on the cards he prepared. The teacher used pictures

and descriptions of the pictures instead. Which pictures and descriptions are based on the material in the descriptive text, that is tourist attractions and historical buildings.

2. Procedures of Make a Match Technique

   The steps to use make a match technique (Rusman, 2012) are:

   a. The teacher prepares cards that contain a concept or question and cards that contain answers to questions.

   b. Each student gets one card and thinks of the right pair with their card.

   c. Each student looks for a pair that has a card that matches their card.

   d. Students are given points if they can find their partner before the time limit ends.

   e. After one round, the cards are shuffled again so students don't get the same card, and this is repeated.

   f. Conclusion.

3. Advantages and Disadvantages of Make a Match Technique

   According to Baan, there are six advantages to using the make a match technique (Baan, 2020):

   a. Improve student learning outcomes activities

   b. Fun technique because it has game-like elements

   c. Assist students in improving understanding of the material

   d. Increase student motivation in learning

   e. Train students to be confident during presentations

   f. Train students to be disciplined and respect time.

   The disadvantages of the make a match technique include (Lie, 2022):

   a. Takes a long time

   b. Class is getting crowded

   c. The students are difficult to be conditioned

   d. The teacher is difficult to prepare good and good cards according to the material

   e. There are some students who do not understand the lesson because students think they are just playing.

C. Teaching Reading

1. Definition of Teaching Reading

Teaching reading is the process of transferring knowledge from teachers to students by using certain techniques and strategies as well as certain materials so that students can understand reading itself (Yuliani, 2014). Appropriate strategies in teaching reading will benefit students' reading comprehension. Reading comprehension is the process of associating the reader's background knowledge with information in the text to get the meaning of the text (Ardiana & Sabiq, 2020). In teaching reading, the teacher must consider the level of reading difficulty with the selected reading text. The reading texts must be adapted to the ability of the students as a whole. So, the students have no difficulty when read the text. According to Brown (2004), the purpose of teaching reading is to make students become efficient and effective readers. Teachers must have the right strategy so that these goals are achieved. The teachers can use various strategies in teaching reading. But in using each technique, the teachers must still understand the assumptions and principles that form the basis of the technique (Dwiningtiyas et al., 2020).

2. Principles of Teaching Reading

There are six principles of teaching reading (Harmer, 2007):

a. Encourage students to read as often and as much as possible.

The more students read, the better. The teacher should encourage the students to read both extensively and intensively (Harmer, 2007). It would be good if the teacher discussed this principle with the students.

b. The students need to be engaged with what they are reading.

The teacher should also do their best to ensure that the students engage with the topic of the reading text. Likewise, outside of normal lesson time, when the students read extensively, the students should engage in enjoyable reading (Harmer, 2007). The teacher should try to help them have as much fun as possible while reading.

c. Encourage the students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study about the meaning of the text, and the message contained in the text. The teacher must give the students opportunity to respond to the message in a certain way (Harmer, 2007). It is important that they should be allowed to express their feelings about the topic so as to provoke personal involvement with the topic.

d. Prediction is a major factor in reading.

In the classroom, the teacher must provide 'hints' to the students so that they also have the opportunity to predict what will happen to the text they read (Harmer, 2007).

e. Match the task to the topic when using intensive reading texts.

After discussing and choosing what reading texts the students will read, the teacher needs to choose good reading assignments such as the right types of questions, appropriate pre- and post-reading activities, and useful study exploits. , etc (Harmer, 2007). The teachers can make assignments interesting and fun with imaginative and challenging activities.

f. Exploit reading texts to the full.

Good teachers integrate reading texts into interesting lesson sequences, use topics for further discussion and assignments, use language for learning and then activation and use various activities to bring texts to life. Where if students have done extensive reading, the teacher should use whatever opportunities exist to provoke useful feedback (Harmer, 2007).

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text that contains a description of something. Its purpose is to describe the characteristics of a particular place, person, animal, or thing (Erwinandari, 2013). The descriptive text is one of the

English texts that aims to provide information about the characteristics or descriptions of a particular thing, both living and inanimate objects. Descriptive text is a text that explains or describes people, animals or an object in terms of its shape, characteristics, number, and so on. The purpose of descriptive text is to explain, describe, or reveal a person or thing.

2. Generic Structure of Descriptive Text

There are two generic structures of descriptive text (British Course, 2017):

a. Identification

This part contains an overview of the object to be described before describing the object in detail. This part is found at the beginning of the text.

b. Description

This part contains a more detailed explanation of the objects that have been introduced in the first paragraph.

3. Language Features of Descriptive Text

There are the language features of descriptive text (Karyana, 2020):

a. Special participant: has a specific object, not a common and unique object (only one).

b. Use of adjectives to clarify the nouns.

c. The use of simple present tense: The sentence pattern used is Simple present because it tells the facts of the object being described.

d. Action verbs: verbs that show an activity.

E. **Pevious Studies**

Based on a search of previous research, there are several studies in theses and journals that are used by researchers as comparison material and to obtain information about theories related to the research title.

First, a journal research entitled "Make a Match Technique on Students' Reading Skill" by Hanisah Hadi,and friends 2020. This journal mentions that

the make a match technique has a significant influence on students' reading skills. There is a significant difference in scores between before and after using the make a match technique. Student scores are higher than before using the make a match technique (Hadi et al., 2020). Students got an average score of 72.06 at the time of the pre-test and got a score of 87.06 from the post-test. This shows that the make a match technique has an influence on students' reading. The students can better understand reading material using this technique. So that their reading skills also improve. This study also uses the make a match technique in reading learning which makes this study have similarities with this journal. The difference lies in the research design. This journal was quasi-experimental research by giving a pre-test before being given treatment and a post-test after being given treatment.

Second, a journal entitled "The Research on Cooperative Learning in English Reading Teaching in College" by Yayan Yu from Shanxi Normal University, China 2019. The results of this journal proved that cooperative learning could help the students improve and develop their reading skills (Yu, 2019). The similarity of this journal with this research is the method used, namely the cooperative learning method. This journal also discussed the problems in using cooperative learning. The difference lies in the research design. This journal was an experimental research that aimed to find out whether cooperative learning can improve students' reading skills or not. While this research was a qualitative research that discussed how cooperative learning was used in teaching reading.

Third, a thesis entitled "Improving Students' Reading Comprehension through Make a Match Technique In Descriptive Text in The First Semester at Eighth Grade in SMP N 1 Sendangagung in The Academic Year 2019/2020" by Siti Fatimah Zahro from UIN Raden Intan Lampung 2019. This thesis declared that students' reading comprehension skills could improve when using the make a match technique. The thesis also concluded that this technique was a suitable technique in learning reading. The students' reading comprehension

increased from 26% in the first cycle to 83% in the second cycle. After using this technique, 80% of students could achieve the standard goal (72) (Zahroh, 2019). This showed that the make a match technique could be applied in reading learning and could improve the students' reading comprehension. The similarity between this thesis and this research lies in the technique used in teaching reading that is the make a match technique. While the difference between this thesis and this research is in the research method used. This thesis was classroom action research with a quantitative approach. While this research was a field research with qualitative and approach.

The last, Annisa Nur Habibie A.R. Harahap in her thesis entitled "The Effect of Make A Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidimpuan" stated that the students' reading comprehension was not satisfactory before using the make a match technique. After using this technique, the experimental class, as the class that was given treatment, experienced an increase in reading comprehension. The average score of students became 75.23 after using the make a match technique where before using this technique the average score of students was 64.13 (Harahap, 2017). This proved that the make a match technique provides a significant increase in students' reading comprehension. The similarity between the thesis and this research is the use of the make a match technique in learning reading. The difference between this thesis and this research is in the research design. This thesis was quantitative research using experimental methods. So that this thesis only wanted to know whether the make a match technique is effective on students' reading comprehension or not. While this research explained how the make a match technique was implemented in reading learning.

CHAPTER III
METHODOLOGY

A. Research Design

This research was field research with a qualitative approach. The qualitative approach concerns the subjective assessment of behavior, opinions, and attitudes (Kothari, 2004). This approach designed to find out what people think or how they feel about a particular subject or institution. This research described the actual situation on the object of research. The data obtained were described in accordance with the conditions that occur in the field. This research conducted to obtain data directly through the parties concerned. The parties involved in this study were the English teacher of tenth grade and the students of tenth grade at MA Tanbihul Ghofilin.

B. Research Setting of Time and Place

This research was conducted in MA Tanbihul Ghofilin, located in Gunung Tampomas Street, Mantrianom, Bawang District, Banjarnegara Regency, Central Java. The researcher choose this school because this school is a school under the auspices of the Islamic boarding school foundation where Arabic dominates more than English so that students at this school are more familiar with Arabic. This resulted in their language skills are also low. This motivated the teacher to create a new learning atmosphere. This research was conducted September until October 2022, in the academic year 2022/2023.

C. Subjects and Object of the Research

In this research, the subjects were an English teacher and the students from class X IPA 2 consisting of 32 students, X IPA 3 consisting 32 students, and X IPA 4 consisting of 33 students of MA Tanbihul Ghofilin. The object of this research was the make a match technique, more specifically, the use of the make a match technique in teaching reading descriptive text

D. Techniques of Collecting Data

1. Observation

This technique was used to collect data by observing the ongoing English learning process. This research used non-participant observation,

so the researcher only observed the environment and the implementation of cooperative learning method with make a match technique and did not has a role in learning activity. Observation was used to obtain data related to the situation when learning English such as the teacher preparation, how the teacher teaches, and teacher-students interaction. In observation, the researcher used observation sheet and field notes as an instruments in observation.

The researcher observed the classes six times. Observations in the class X IPA 2 were carried out on Wednesday 12 October 2022 and Thursday 13 October 2022. Observations in the class X IPA 2 were carried out on Monday 10 October 2022 and Saturday 15 October 2022. Observations in the class X IPA 4 were carried out on Tuesday 11 October 2022 and Saturday 15 October 2022. The focus of observation is to analyse the implementation of cooperative learning method with make a match technique in reading material.

2. Interview

Interview was used to dig up information about the use of cooperative learning with make a match technique in teaching reading descriptive text. The Interviews were conducted with an English teacher to obtain data on the implementation of cooperative learning methods using the make a match technique. Interview with the teacher was conducted on Thursday, 29 September 2022 which is done to know information about the use of cooperative learning method with make a match technique, the reasons, procedures, benefits, and obstacles in implementing that technique.

The researcher also conducted interviews with nine students in tenth grade to match the data obtained from interview with the teachers. The researcher chose three students from each class to be interviewed. The sampling technique used was purposive sampling. The researcher chose the sample by selecting three students who had criteria for conducting interviews. The researcher chose the students who looked active and less

active during learning activities. The three students were selected based on observation. The researcher chose that criteria to obtain responses from the students who seemed active and less active regarding the use of the make a match technique in learning reading. So that, the researcher got students' prespective from two sides. The interviews with the students from X IPA 2 were conducted on 13 October 2022, and interviews with the students from X IPA 3 and X IPA 4 were conducted on 15 October 2022.

The researcher prepared a list of questions as a guide in the interview. The researcher used a semi-structured interview so that researcher can add important information obtained from the results of interviews outside of the interview guide. The researcher can add and explore the information in depth. The researcher also used a recorder as an instrument in obtaining data.

3. Documentation

This technique was used to obtain written data or other supporting data such as lesson plan, material, the students' evaluation result, and pictures. The researcher used a checklist as an instrument in the documentation.

E. **Techniques of Analyzing Dat**a

1. Data Reduction

Data reduction was defined as the process of summarizing, selecting the main and important things, and removing unnecessary things that arise during data collection. The researcher used this technique to summarize the data obtained from observation and interview so that the data obtained are data that is accordance with the things needed in this research.

2. Data Presentation

After the data was reduced, the next step is the presentation of the data. Data presentation is a structured collection of information that provides the possibility of drawing conclusions and taking action. The researcher described the data obtained from observation, interview, and

documentation. The presentation of data in this research is presented in descriptive form.

3. Conclusion Drawing

In this step, the researcher concluded and verified the data after the researcher rechecked the data obtained then reduced and presented the data to answer the research questions in this research. The conclusion of this research was the result of the analysis based on the research questions.

F. Triangulation

Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2017). Triangulation was used to collect data as well as to test the credibility of the data. To check the credibility of the data in this research, the researcher used technique triangulation and source triangulation. Technique triangulation is applied by tracing back to the same source using a variety of different techniques. In applying the triangulation technique, the researcher used observation, interview, and documentation. Source triangulation is checking the credibility of the data by verifying the data obtained from several different sources. To test the data on the implementation of cooperative learning with the make a match technique, the researcher collected and tested the data on an English teacher and the students in tenth grade at MA Tanbihul Ghofilin.

CHAPTER IV
THE IMPLEMENTATION OF COOPERATIVE LEARNING METHOD WITH MAKE A MATCH TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT

A. Motivating Factors in Using Cooperative Learning Method with Make a Match Technique

Based on the result of an interview conducted on September 29, 2022 with a tenth grade English teacher at MA Tanbihul Ghofilin Banjarnegara, the teacher experienced difficulties in teaching English at MA Tanbihul Ghofilin because most of the students were more familiar with Arabic than English. This causes their interest and understanding of their English to be less and has an impact on the results of their evaluation. The teacher said that many students still answered the assignment questions carelessly. One of the reasons the teacher used cooperative learning method with the make a match technique was because of their students' ethno religious background. The environment where the students live was more dominant with the use of Arabic in daily activities so that they were more accustomed to Arabic than English. This was what causes the students to become less concerned with and less interested in learning English. Perhaps they thought that English was not very important in their daily lives. This made the teacher think to create a different classroom atmosphere by using one of the techniques of the cooperative learning method, namely the make a match technique.

The use of make a match technique aimed to improve students' learning activities. In the interview the teacher said that he wanted to create an active class so he used the make a match technique in learning. The results of classroom observations also showed that when the teacher use the make a match technique, the students became more active in learning. The students became enthusiastic and did not look bored or sleepy in the class. The student activity could be seen when they looking for a partner, discussing and presenting the results of the discussion. They were trying to complete the orders from the teacher as best they can.

Passive classes would make the students easily bored and unmotivated when learning. In a passive class, learning is only teacher-centered. The students just stay silent and listen to the teacher's explanation. This made the students less interested in lessons and usually they would become bored and sleepy in class. Based on the results of observations, when the teacher used the make a match technique, the students became actively involved in learning. They could find their partner before the time runs out. They were also active in discussions and presentations. They seemed to enjoy the learning process and did not hesitate to ask the teacher if they did not understand something or have difficulties. This made the class fun and not passive.

Based on the analysis conducted by the researcher, this involvement of students in interactions and discussions that made them active in class. They must work together so that they could present the results of the discussion correctly. In addition, because they liked the teacher's way of teaching, they felt excited and enthusiastic. This showed that the make a match technique used by the teacher makes them more active in learning. This was in accordance with the journal from Setyawati, et. al, (2017) which states that using the make a match technique can increase student learning activities (Setyawati et al., 2017).

Because there was an element of the game, this method was fun and could improve students' understanding of the material. A fun class would make the students enjoy learning. The make a match technique does look like a game. The students were asked to find their partner within the allotted time, this made the students enthusiastic because they did not want to be punished if they do not find a partner. Based on the observations, the students seemed to enjoy the activities. This was because perhaps they thought that they are playing a game and they are not aware that they are actually learning. Because learning was fun, the students found it easy to understand the material. The students seemed easy in explaining the results of their discussions and easy in answering the teacher's questions. This was in accordance with previous research conducted by Wastawan, et.al, (2014) which stated that the use of the make a match technique could make the class more enjoyable (Wastawan et al., 2014).

B. Steps in Learning Activities

Teaching reading on descriptive text material at MA Tanbihul Ghofilin Banjarnegara was carried out using the cooperative learning method with the make a match technique. Teaching reading with this method takes a long time to get students' understanding. The teacher usually required more than one meeting to complete reading material with this method. This method was used to review material that has been explained by the teacher at the first meeting. Because if it is held at the same meeting, the time is not enough. As the teacher's answer during the interview:

> "Because the lesson time here is different than in other schools, one lesson only takes 40 minutes, so if I teach using this method, I usually need two meetings because one meeting is not enough. So at the first meeting I focused on the material and at the next meeting I used the method of finding a partner".

The observation was conducted in October 2022 at tenth grade of MA Tanbihul Ghofilin Banjarnegara. The lesson time lasts for about 80 minutes. The meeting of learning English using cooperative learning method with make a match technique in teaching reading descriptive text was conducted in X IPA 2, X IPA 3, and X IPA 4 at MA Tanbihul Ghofilin. The tenth grade of IPA 2 to 4 consisting of 32, 32, and 33 students.

1. **Preparation**

   The purpose of planning here was the things that need to be prepared in advance by the teacher before the learning process using the make a match type of cooperative learning model. From the results of interview that the researcher conducted with the teacher on Thursday, 29 September 2022, regarding the implementation of cooperative learning models with the make a match technique in learning reading in tenth grade, he said that the preparations made by him before applying learning methods as done by teachers in general, arranged lesson plans, prepared learning resources, prepared learning strategies and media, and prepared student evaluation materials.

a. Lesson Plan

Before carrying out learning, the teacher prepared a lesson plan that was adjusted to the syllabus.

b. Material

The material prepared by the teacher was obtained from LKS, teacher handbook and the internet in addition.

c. Strategy and Media

The learning strategy chosen by the teacher in learning reading descriptive text was the cooperative learning method with the make a match type and in its application also used other methods such as speech, questions and answers and discussions. The teacher also prepared the cards that would be used in learning.

d. Evaluation

For evaluation, apart from using the tasks in student handbook, the teacher also prepared a student evaluation sheet in the form of an example of a descriptive text and asked the students to do assignments according to the instructions.

2. **Learning Activity**

Based on the results of interviews with the teacher, there were several steps that the teacher took when teaching using the make a match technique. The teacher used the make a match technique in the second meeting after explaining the material at the previous meeting. First, before starting the lesson, the teacher prepared media in the form of cards. Then after the teacher reviewed the material that had been taught in the previous meeting, the teacher divided the students into two groups, the question group and the answer group. After that the teacher distributed the cards to students randomly according to the group. Then the teacher gave a signal to the students to find their partners within one minute. After one minute, the teacher looked to see if there were any students who could not find a partner. The students were asked to sit in their pairs and discuss their cards. During the interview, the teacher said that he asked the students to

look for the language features used on their cards. Then each pair explained the results of their discussion one by one in front of the class. After that the teacher asked the students whether the pair that advanced was the correct pair.

Based on observations conducted in class X IPA 3 on Monday, October 10, 2022 the teacher used the make a match technique when teaching reading material in chapter 4 with the theme "Which One is Your Best Gateway?" The following is a description of the results of the observation 1:

a. Opening

Because there was an activity before learning that caused class hours to be cut, the teacher entered class at 07.45. The teacher entered the class and conditioned the class. After all students were in the class, the teacher started the lesson and greeted the students by saying *"Assalamu'alaikum wr.wb"* and the students answered *"wa'alaikumsalam wr.wb"*. Then the teacher asked how the students are by asking *"how are you today?"* and the students enthusiastically answered *"I am fine thank you. And you?"* the teacher replied *"I am fine too, thank you for asking"*. After that, the teacher checked the students' attendance. After that the teacher apologized because maybe the teacher's learning was a little fast because he remembered the short learning hours.

Then the teacher reviewed the previous subject matter by asking some questions. Most of them could answer these questions. Then the teacher conveyed the material that would be studied at that meeting and conveyed the objectives and benefits of studying descriptive texts. After that, the teacher started learning about descriptive text by brainstorming. The teacher asked the students *"are anyone here who knows or has heard of descriptive text?"* Some students answered that they had never. The teacher asked *"what is descriptive text?"* and

students answered *"forget, sir".* After that, the teacher gave an outline about descriptive text.

b. Main Activity

After the brainstorming session, the teacher began to provide material about descriptive text. The teacher asked the students to open the student book in chapter 4 with the theme "Which One is Your Best Gateway?" Then the teacher wrote down the material about descriptive text on the whiteboard. The teacher wrote briefly about the definitions, objectives, generic structures and language features of the descriptive text so that it was easy for the students to understand. The students also wrote the material in their notebooks. The classroom situation became calm, the students focused on copying the material written by the teacher. After ensured all the students have finished writing, the teacher began to explain the material. In explaining the material the teacher made a lot of interactions with the students such as repeated the material and went around the classroom with the aim of keeping the students focused on the lesson. The teacher also always provided opportunities for the students to ask questions that have not been understood before continuing with the material. The teacher always ensured the students understand the material being studied. The class conditions were quite conducive and calm. The students pay close attention to the teacher's explanation.

Then the teacher asked the students to open the example of descriptive text in the book and show some students to read each paragraph. Due to time constraints, the teacher only randomly assigned two students to read a sample of descriptive text in a book. After finishing reading the teacher explained the meaning and purpose of the text. The teacher also explained the generic structure and examples of language features used in the example. Due to time constraints, the teacher asked the students to do assignments in the dormitory book and collect them at the next meeting.

c. Closing

After that, the teacher conducted a brief review of the learning material that day and gave the students another opportunity to ask questions that are not yet understood or difficult to understand. Students answered no more questions. The teacher also reflected on the learning that has been done. The teacher asked the students *"how was the lesson today? Is the material easy to understand?"* and the students answered *"easy sir"*. The teacher also apologized to the students for delivering the material quickly. Then the teacher gave appreciation to the students who were active in the class, especially to the students who have been appointed to read. After that, the teacher told the students that the next meeting was still about descriptive text but using a pair strategy. The teacher also asked the students to bring a dictionary to the next meeting to make it easier for students in the learning process. The teacher also reminded the students to do the assignments. Then the teacher ends the class.

In class X IPA 4 the teacher also used the make a match technique. The following is a description of the results of observation 2 in class X IPA 4 on Tuesday, October 11, 2022:

a. Opening

The teacher entered the class and conditioned the class. After all the students were in the class, the teacher started the lesson and greeted the students by saying *"Assalamu'alaikum wr.wb"* the students answered *"wa'alaikumsalam wr.wb"*. Then the teacher asked how the students were doing by asking *"how are you today?"* the students enthusiastically answered *"I am fine thank you. And you?"* the teacher replied *"I am fine too, thank you for asking"*. After that, the teacher checked the students' attendance. The teacher was a little surprised because there were six students who were not present due to illness and the teacher asked the students who were present to pray for the recovery of the sick student. After that the teacher asked how about

the mid-semester test last week. Most of the students answered slightly difficult and some answered easy. Then the teacher reviewed the previous subject materials by asking some questions. Most of them could answer these questions but there were still some students who did not seem to answer the teacher's questions.

Then the teacher conveyed the material that would be studied at the meeting and conveyed the objectives and benefits of studying descriptive texts. After that, the teacher started learning about descriptive text by brainstorming. The teacher asked the students "*are anyone here who knows or has heard of descriptive text?"* Some students answered that they had never, never, and some answered that they had heard but forgot. After that, the teacher gave an outline about descriptive text

b. Main Activity

After the brainstorming session, the teacher began to provide material about descriptive text. The teacher asked the students to open the student book in chapter 4 with the theme "Which One is Your Best Gateway?" Then the teacher wrote down the material about descriptive text on the whiteboard. The teacher wrote briefly about the definitions, objectives, generic structures and language features of the descriptive text so that it was easy for the students to understand. The students also wrote the material in their notebooks. The classroom situation became calm, the students focused on copying the material written by the teacher. After making sure all the students have finished writing the teacher began to explain the material. In explaining the material, the teacher made a lot of interactions with the students such as repeated the material and went around the class with the aim of keeping students focused on the lesson. Teachers also always provided opportunities for the students to ask questions that have not been understood before continuing with the material. The teacher ensured the students understand the material.

The classroom conditions were quite conducive and calm. The students pay close attention to the teacher's explanation. There was one student who asked the teacher to re-explain the material because something was not understood. The teacher explained again until the student understands. Then the teacher asked the students to open the example of descriptive text in the book and show some students to read each paragraph. The teacher appointed some students randomly by appointing students according to the serial number of absences that correspond to, for example, the date of the day or randomly. After reading one paragraph, the teacher asked the students to explain the meaning of the paragraph. Some students still had difficulty in translating but some students could answer the outline of the paragraph. The teacher also helped the students in translating. After reading all the paragraphs, the teacher asked the students to answer the questions in the book according to the descriptive text that has been read. The students seemed to have no difficulty in answering questions and can answer quickly. Then the teacher and students corrected the answers together. When correcting, the students enthusiastically answered the questions. After correcting the teacher checked the students' answers.

c. Closing

After checked the answers, the teacher conducted a brief review of the day's learning materials and gave the students another opportunity to ask questions that were not understood or difficult to understand. The students answered no more questions. The teacher also reflected on the learning that has been done. The teacher asked the students *"how was the lesson today? Is the material easy to understand?"* the students answered *"easy sir"*. Then the teacher gave appreciation to students who are active in class, especially to students who have been appointed to read. After that, the teacher told the students that the next meeting was still about descriptive text but using

a pair strategy. The teacher also asked the students to bring a dictionary to the next meeting to make it easier for them in the learning process. The teacher also asked the students to notify the students who were absent that day. Then the teacher closed the class.

Based on observations made in class X IPA 2 on Wednesday, October 12, 2022 the teacher used the make a match technique when teaching reading material in chapter 4 with the theme "Which One is Your Best Gateway?" The following is a description of the results of the observation 3:

a. Opening

After the teacher entered the class, the teacher conditioned the class first. After the class conduction the teacher started the lesson. The teacher greeted the students by saying *"Assalamua'alaikum"* and asked the students *"How are you today?"* the students answered *"I am fine thank you, and you?"* and the teacher answered *"I am fine too, thank you for asking"*. Then the teacher checked student attendance.

Because the meeting that day was the first meeting after the mid-test, the teacher asked the students about the mid-test. The teacher asked *"how was the mid-test last week?"* Some students answered easy and some answered difficult. Then the teacher slightly reviewed the previous subject matter by asking some questions. Most of them could answer the questions but there were still some students who did not seem to answer the teacher's questions.

Then the teacher conveyed the material that would be studied at the meeting and conveyed the objectives and benefits of studying descriptive texts. After that, the teacher started learning about descriptive text by brainstorming. The teacher asked the students *"are anyone here who knows or has heard of descriptive text?"* Some students answered that they had never, never, and some answered that they had heard but forgot. After that, the teacher gave an outline about descriptive text.

b. Main Activity

After the brainstorming session, the teacher began to provide material about descriptive text. The teacher asked the students to open the student book in chapter 4 with the theme "Which One is Your Best Gateway?" Then the teacher wrote down the material about descriptive text on the whiteboard. The teacher wrote briefly about the definitions, objectives, generic structures and language features of the descriptive text so that it was easy for the students to understand. The students also wrote material in their notebooks. The classroom situation became calm, the students focused on copying the material written by the teacher. After ensure all the students have finished writing the teacher began to explained the material. In explaining the material the teacher often made interactions with the students such as repeated the material and went around the class with the aim of keeping the students focused on the lesson. The teacher also provided opportunities for students to ask questions that have not been understood before continuing with the material. The teacher always ensureed the students understand the material being studied. The condition of the class was quite conducive. The teacher gave some questions to the students who pay less attention to the lesson, such *as "Ira, what is the purpose of descriptive text?"* The student could answer the teacher's questions.

Then the teacher asked the students to open the example of descriptive text in the book and appointed some students to read each paragraph. The teacher appointed the students randomly by pointing to students who were not paying attention. After reading one paragraph, the teacher asked the student to explain the meaning of the paragraph. Some students still had difficulty in translating the text but some students could answer the outline of the paragraph. The teacher also helped the students in translating. After reading all the paragraphs, the teacher asked the students to answer the questions in

the book according to the descriptive text that has been read. The students seemed to have no difficulty in answering questions and could answer the questions quickly. Then the teacher and the students corrected the answers together. When correcting, the students enthusiastically answered these questions. After correcting the teacher checked the students' answers.

c. Closing

After checked the students' answers, the teacher conducted a brief review of the day's learning material and gave the students another opportunity to asked questions that were not yet understood or difficult to understand. The students answered no more questions. The teacher also reflected on the learning that has been done. The teacher asked the students "*how was the lesson today? Is the material easy to understand?"* the students answered *"easy sir".* Then the teacher gave appreciation to the students who were active in class, especially to the students who have been appointed to read. After that, the teacher told the students that the next meeting was still about descriptive text but using a pair strategy. The teacher also asked the students to bring a dictionary to the next meeting to make it easier for students in the learning process. Then the teacher ended the class

Based on observation made in class X IPA 2 on Thursday, October 13, 2022 the teacher used the make a match technique when teaching reading material in chapter 4 with the theme "Which One is Your Best Gateway?" The following is a description of the results of the observation 4:

a. Opening

The teacher entered the class at 10.17. After the teacher entered the class, the teacher conditioned the class first. After the class conduction the teacher started the lesson. The class started at 10.25. The teacher greeted the students by saying *"Assalamua'alaikum"* and asked the students *"How are you today?"* the students answered *"I am fine*

thank you, and you?" and the teacher answered *"I am fine too, thank you for asking".* Then the teacher checked student attendance. After that, the teacher reviewed the material from the previous meeting. The teacher reviewed the material by asking questions related to the descriptive text material that has been studied at the previous meeting. The teacher gave questions about the definition, generic structure, and language features used in descriptive texts. The students seem to still remember the material by answering the teacher's questions correctly and enthusiastically even though they did not see books or notes. The teacher gave appreciation to the students because they still remembered the material well. Then the teacher explained the learning activities that would be carried out at the meeting that day.

b. Main Activity

Before starting the main activity, the teacher explained the material that has been explained in the previous meeting to strengthen students' memory. The teacher repeated the material briefly but clearly and could be understood by students. The teacher also explained that the learning on that day would be carried out using the strategy of finding a partner. After that the teacher explained the rules of the make a match technique to the students.

The steps taken by the teacher and the students in using the make a match technique were as follows:

The teacher divided the students into two groups, the question group and the answer group. The teacher divided the groups based on the students' seats. The students who sat on the right on each bench got a question card and the students who sat on the left got an answer card. After that, the teacher distributed cards to the students randomly. Then asked the students to look at the cards they got and think of the appropriate pair with their cards.

Then the teacher asked the *students "are you ready to find your partner card?"*, then the students answered *"ready ..."*. Then the

teacher used the cue as a sign to start looking for cards by counting *"one, two, three"*. Then students looked for pairs of cards and could freely move from their seats for 1 minute. After all the students found their pairs, the teacher asked each pair to discuss their cards and asked them to explain their cards in front of the class.

The first couple was Adel and Fiska. Adel held the question card "generic structure of descriptive text" and Fiska held the answer card "introduction, descriptions". The teacher asked the students *"are Adel and Fiska the right couple?"* The student answered *"yes sir"*. Then the teacher asked the pair to explain briefly about their card. The second couple was Erva and Dinda. Erva held a card in the form of a picture of Borobudur temple and Dinda held a description card "The temple is the largest temple in the world which in its construction requires two million river rocks. It is the largest work of art since ancient times and is famous throughout the world". The teacher asked the couple *"why are you sure that you are the right couple?"* the couple answered *"because there is a sentence the largest temple in the world, Borobudur temple is the largest temple in the world sir"*. Then the teacher asked the students *"are they right?"* The student answered *"yes sir"*. Then another pair read their questions and answers in turn.

After all pairs have finished presenting, the teacher asked the students to collect cards and repeated the activity. The teacher also changed the group that was previously the question group into the answer group and vice versa. After the card game was over, the teacher asked the students to return to their seats.

c. Closing

Before entering the closing session, the teacher gave the students an assignment to analyze the generic structure and language features used in an example of a descriptive text. The task was to be done in pairs with a classmate and submitted to the next meeting. This closing activity was an activity that provides confirmation or conclusions and

an assessment of the mastery of the study material given in the core activity. This conclusion was made by the teacher or together with the students. The teacher provided opportunities for students to ask questions or express their opinions about the material that has been studied. After that, the teacher gave appreciation to the students and closed the class by saying thank you and greeted.

The make a match technique was also carried out in class X IPA 3 on Saturday, October 15, 2022 and the material taught was also in chapter 4 with the theme Which One is Your Best Gateway" The following is the description of the results of the observation 5:

a. Opening

The teacher entered the classroom then conditioned the class before starting the class. The class started 10 minutes after all students entered the class. As usual, the teacher greeted the students by saying *"Assalamua'alaikum"* and asked the students *"How are you today?"* and the students answered *"I am fine thank you, and you?"*. Then the teacher checked student attendance. After that, the teacher reviewed the material from the previous meeting. The teacher reviewed the material by asking questions related to the descriptive text material. The students seem to still remember the material because they could answer the teacher's questions. The classroom condition was calm, there were no students walking around the class or talking with their peers at the beginning. The teacher gave appreciation to the students because they still remembered the material well. Then the teacher explained the learning activities that would be carried out at the meeting that day.

b. Main Activity

Before starting the main activity, the teacher explained the material that has been explained in the previous meeting to strengthen students' memory. The teacher repeated the material briefly but clearly and could be understood by students. The teacher also explained that the

learning on that day would be carried out using the strategy of finding a partner. After that the teacher explained the rules of the make a match technique to the students.

The steps taken by the teacher and the students in using the make a match technique were as follows:

The teacher divided the students into two groups, the question group and the answer group. The teacher divided the groups based on the students' seats. The students who sat on the right on each bench got a question card and the students who sat on the left got an answer card. After that, the teacher distributed cards to the students randomly. Because there were an odd number of students present, the teacher decided to take part in the activity. The teacher held a picture card and lets the student who got the description card from the card held by the teacher become their partner. The teacher also mentioned in advance what picture the teacher was holding so that the student who would got a description card from the card did not have too much trouble finding a partner.. Then asked the students to look at the cards they got and think of the appropriate pair with their cards.

Then the teacher asked the students *"are you ready to look for your partner card?",* then the students answered *"ready ..."* Then the teacher used the cue as a sign to start looking for cards by counting *"one, two, three"* Then students looked for pairs of cards and could freely move from their seats for 1 minute. After all the students found their pairs, the teacher asked each pair to discuss their cards and asked them to explain their cards in front of the class.

The first couple was Hifni and Ihda. Hifni held a card with a picture of Komodo Island and Ihda held a card with the description 'This tourist spot in East Nusa Tenggara is a leading tourist location for domestic and foreign tourists. This national park which is also a UNESCO world heritage site is the original habitat of the Komodo dragon that is not owned by other countries'. The teacher asked the

couple *"what makes you sure you are the right partner?"* the couple answered *"because of the sentence the original habitat of Komodo sir"*. Then the teacher asked the students *"are they right?"* and the students answered *"yes sir"*. Then asked the students to applaud the pair. The next couple was Fera and Safira. Fera held a card containing a picture of the pyramids of Giza and Safira held a card containing the description 'It is the name given to the oldest and largest pyramids located in Giza the third-largest city in Egypt. The whole building was formed by using 2,300,000 stone blocks which arranged into 210 layers from the bottom to the top'. The teacher asked the couple *"how do you know if you are a couple?"* the couple answered *"because there is sentence the oldest and largest of all pyramids located in Giza, sir. That is the characteristics of the Giza pyramids"*. Then the teacher asked the students *"are they the right pair?"*. The students answered *"Yes sir"* then the teacher asked the students to applaud. Then another pair read their questions and answers in turn.

After all pairs have finished presenting, the teacher asked the students to collect cards and repeated the activity. The teacher also changed the group that was previously the question group into the answer group and vice versa. After the card game was over, the teacher asked the students to return to their seats.

c. Closing

Before entering the closing session, the teacher gave the students an assignment to analyze the generic structure and language features used in an example of a descriptive text. The task was to be done in pairs with a classmate and submitted to the next meeting. This closing activity was an activity that provides confirmation or conclusions and an assessment of the mastery of the study material given in the core activity. This conclusion was made by the teacher or together with the students. The teacher provided opportunities for students to ask questions or express their opinions about the material that has been

studied. After that, the teacher gave appreciation to the students and closed the class by saying thank you and greeted.

The make a match technique was also carried out in class X IPA 4 on Saturday, October 15, 2022 and the material taught was also in chapter 4 with the theme Which One is Your Best Gateway?. The following is the description of the results of the observation 6:

a. Opening

The teacher entered the classroom then condition the class before starting the class. The class strated at 11.30. As usual, the teacher greeted the students by saying *"Assalamua'alaikum"* and asked the students *"How are you today?"* and the students answered "*I am fine thank you, and you?"*. Then the teacher checked student attendance. After that, the teacher reviewed the material from the previous meeting. The teacher reviewed the material by asking questions related to the descriptive text material. The students seem to still remember the material because they could answer the teacher's questions. The classroom condition was calm, there were no students walking around the class or talking with their peers at the beginning. The teacher gave appreciation to the students because they still remember the material well. Then the teacher explained the learning activities that would be carried out at the meeting that day.

b. Main Activity

Before starting the main activity, the teacher explained the material that has been explained in the previous meeting to strengthen students' memory. The teacher repeated the material briefly but clearly and could be understood by the students. The teacher also explained that the learning on that day would be carried out using the strategy of finding a partner. After that the teacher explained the rules of the make a match technique to the students.

The steps taken by teachers and students in using the make a match technique were as follows:

The teacher divided the students into two groups, the question group and the answer group. The teacher divided the groups based on the students' seats. The students who sat on the right on each bench got a question card and the students who sat on the left got an answer card. After that, the teacher distributed cards to the students randomly. Then asked the students to look at the cards they got and think of the appropriate pair with their cards. Because there were an odd number of students, the teacher decided to take part in the activity. However, the teacher only held a card containing a picture of a tourist spot and asked the student who get from the description card from the card held by the teacher to come to the front of the class. .

Then the teacher asked the students *"are you ready to look for your partner card?"*, then the students answered *"ready ..."*. Then the teacher used the cue as a sign to start looking for cards by counting *"one, two, three"*. Then students looked for pairs of cards and could move from their seats for 1 minute. After all the students found their pairs, the teacher asked each pair to discuss their cards and asked them to explain their cards in front of the class.

The first couple was Ana Khanifah and Dama Nadiarti. Ana held a card with a picture of the Statue of Liberty and Dama held a card describing "It is located on Liberty Island in New York Harbor, United States. This national building is a symbol of freedom. It is a gift from Frech to US to celebrate the centennial of the American Declaration of Independence". Then the teacher asked the *students "are they right?"* The student answered *"yes sir"*. The teacher also asked the couple *"how do you know if you are the right partner?"* the couple replied *"because the location is on Liberty Island, Sir"*. The teacher asked again *"What does Liberty Island mean?"* and the couple answered *"Liberty Island means Pulau Liberty in the US, Sir"*. Then the teacher asked the students to applaud the pair. Then another pair read their questions and answers in turn.

After all pairs have finished presenting, the teacher asked the students to collect cards and repeated the activity. The teacher also changed the group that was previously the question group into the answer group and vice versa. After the card game was over, the teacher asked the students to return to their seats.

c. Closing

Before entering the closing session, the teacher gave the students an assignment to analyze the generic structure and language features used in an example of a descriptive text. The task was to be done in pairs with a classmate and submitted to the next meeting. This closing activity was an activity that provides confirmation or conclusions and an assessment of the mastery of the study material given in the core activity. This conclusion was made by the teacher or together with the students. The teacher provided opportunities for students to ask questions or express their opinions about the material that has been studied. After that, the teacher gave appreciation to the students and closed the class by saying thank you and greeted.

There was some differences between the results of the interview with the teacher and what happened during the lesson. In the interview the teacher said that the teacher asked the students to look for the language features used on the cards during the discussion session. However, during learning the teacher did not ask students to look for language features. The teacher asked language features only for a few pairs when they present the results of the discussion. The teacher asked that to the group that seemed less enthusiastic about the activity. Perhaps, the teacher did it because not all cards contain descriptions. Not all the cards has text containing the language features of descriptive text. In addition, there was a card that contains language features, so the students who got the card can explain it to other students.

In the interview, the teacher said that he liked the students' responses when he used the make a match technique. The teacher said the students became excited even when the teacher said that the next meeting would use some kind

of game. Based on the observations of the first meeting, when the teacher announced that the next meeting would use the matchmaking game, the students looked enthusiastic, some of them asked *"is that really, sir?"* They felt happy and cheer. At the next meeting they were enthusiastic. They even told the teacher that they had prepared a dictionary as the teacher had asked for in the previous meeting. Student responses were good in learning using the make a match technique so they could easily understand the material. According to the researchers' analysis, they responded enthusiastically because they would make learning fun. Not monotonous as usual. They became excited because the learning activities carried out by the teacher did not let them just listen to the teacher's explanation. Because the concept contained game elements, learning activities became more fun and made the students happy. The same thing was also found by Ghufron and Ermawati (2018) that when using the cooperative learning method, the students gave a positive response because they stated that learning with the cooperative learning method was very fun and helpful in understand factual report texts.

There was a slight difference in the steps for using the make a match technique with the steps the researcher wrote based on Rusman's book. In his book, Rusman (2012) wrote the steps for using the make a match technique. The following are the steps for using make a match technique based in Rusman and the result of observation:

1. **The teacher prepares two types of cards consisting of question cards and answer cards for the review session.**

   The teacher also prepared some cards containing questions and answers. In addition, the teacher also used cards that contain pictures and descriptions of these pictures.

2. **Each student gets one card then thinks of the right pair of cards.**

   The teacher distributed the cards to the students randomly. But before that, the teacher told the students that the students on the right on each bench got a question card and the one sitting on the left got an answer card. After that, each student got a different card. Before looking for a partner, the

students were asked to think about what pair of cards they have. This would make it easier for the students to find partners.

3. Students look for pairs that match the cards they get.

After getting the cards, the teacher asked the students to find their partners within one minute.

4. Students who can find the pair correctly will be given points

Based on the results of observations, the students who could find their partner were not given a value. However, the students who failed to find a partner were given a punishment in the form of memorizing several vocabulary words. In addition, the teacher also asked each pair to discuss and present it in front of the class. This was indeed not in accordance with the theory, but this stage was very useful for the students because it could train their cooperative attitude and self-confidence.

5. After completing one round, the cards are collected and shuffled again so that students do not get the same card.

Teachers also did the same. But at this stage the teacher also changed the technique of distributing cards. The students who sit on the right who in the first round get a question card would get an answer card, and vice versa. So that, the students got the opportunity to find question card and answer card. In this stage the teacher only repeated the activity twice. Because if it was done more than twice the learning time was not enough because the students needed to discuss and present it. In contrast to the use of the make a match technique written by Rusman where this activity could be done repeatedly because the students only need to find the right partner and do not need to explain the cards.

6. Conclusion

At this stage, the teacher gave conclusions about the material and information obtained from the game.

Based on the result of observation, in general, the teacher has followed these steps. However, there was some differences with the method used by the teacher in applying the make a match technique. Based on the theory written by

Rusman, there was no discussion session after the students found their pairs. The students only needed to match their pairs and they would get points if they found their pairs correctly. Meanwhile, the teacher gave discussion and presentation sessions to each group. In addition, the teacher also did not give point to the correct pair. The teacher only gave punishment to the students who could not find a partner in the form of memorizing some vocabulary. The teacher did it because he wanted to focus on students' understanding of the material, not on assessment. The teacher ensured that the students understand and remembered the material that has been explained. The teacher also gave questions related to the material to several couples who were not active. The researcher analyzed that the teacher wanted to make sure that students really understand the material even though they were less active in learning.

Based on the results of the analysis, the teacher's steps in using the make a match technique were:

1. The teacher prepared the cards

2. The teacher informs the students who sit on the right on each bench will get a question card and those sitting on the left will get an answer card

3. The teacher distributed the cards randomly according to the group. Each student got one card

4. The students looked for their pair of cards within one minute

5. The teacher asked each pair to discuss with each other

6. Each pair presented the results of the discussion

7. After one round, the cards were collected and the groups were exchanged

8. The activity was repeated

There are five principles of cooperative learning as mentioned by Roger and David Johnson (1991): 1) Positive interdependence. 2) Individual accountability. 3) Face to face promotion interaction. 4) Social skills. 5) Group processing. These principles make cooperative learning not just group learning. In the use of cooperative learning methods in the tenth grade of MA Tanbihul Ghofilin Banjarnegara, the principles of cooperative learning could be seen when they discuss with their pair. Based on the results of observations, the students

were required to discuss their cards before they explained them in front of the class.

Positive Interdependence was practiced when the teacher asked the students to make presentations. They divided the part that they would present. So, they could be said to be successful if they could do their part well. For the example, when presenting the results of the discussion, they did not give all assignments to just one student. But they divided the sections like one for reading then one for explaining. They also helped each other when their partners have difficulties. Individual accountability principle seemed when the students have got their share of assignments. They tried to learn or practiced well, so they could make good presentations. Based on the results of observations, the students who received the reading section would practice reading. So, they could read the text properly according to the pronunciation. They practiced pronunciation using a dictionary or ask the teacher. While the students who got the task to explain would study the text in order to explain well.

During the discussion, they interacted and shared ideas with their partners. This showed the face to face interaction principle. They would face each other directly during the discussion. In addition, because the students might work together, they were required to be able to communicate in order to share ideas or help each other. This attitude gave rise to the principle of social skills. With their ability to socialize, they would help each other and worked together so that their group could achieve common goals.

The last principle of cooperative learning is group processing. In group processing, each group was given time to mutually evaluate the process of their work so that in subsequent group activities they can work together more effectively. However, in its implementation, this principle was not seen when the teacher used the cooperative learning method with the make a match technique. This was because after all the pairs have made their presentations, they would be randomized again so they found a new partner. In the second round, all the students would get a different partner. So they could not evaluate cooperation with their group. In addition, the groups formed during learning are

only temporary. The teacher used the group system only at that meeting. So there were no follow-up projects from the groups that have been formed.

This result was in accordance with the journal by Karmina et.al (2021), which said that although cooperative learning could be said to be effective, not all of the five principles of cooperative learning could be found. This journal found that every teacher who taught using cooperative learning at least implements four principles of cooperative learning, namely positive interdependence, individual accountability, face-to-face promotion interaction, and interpersonal and small-group skills (Karmina et al., 2021). Similar to the results of research conducted by the researcher, the researcher could find all the principles of cooperative learning except for group processing principles in the use of cooperative learning methods with make a match techniques at MA Tanbihul Ghofilin Banjaregara.

C. Teacher's and Students' Challenges in Using Cooperative Learning with Make a Match Technique

Based on interviews conducted with the English teachers, although using the cooperative learning method with the make a match technique it could be said to be effective, the teacher still found some difficulties in applying the method. As he said in the interview, the following are the difficulties experienced by the teacher when using the make a match technique:

a. Time Management

Time constraints were the main obstacle for teachers in using cooperative learning methods with the make a match technique. Based on the interview, with 80 minutes in one meeting the teacher feels less because there are many learning objectives that must be achieved. In implementing the make a match technique, the teacher said that sometimes when the students were enthusiastic in learning they didn't realize that the lesson time was over so they inevitably have to end the class. So that, the evaluation could not be carried out at the meeting. The teacher made an evaluation by making homework for the students to collect at the next meeting.

Alya Qutrotun Nada (X IPA 4) said the same thing. She said:

> "I have no difficulty with this strategy, but I think the time given by the teacher to look for a partner is not long enough for us to be nervous if we haven't found a partner".

Muna Faoziyah (X IPA 2) also said:

> "The most difficult part is finding a partner, because the time is short".

They said that because they felt that the time given by the teacher to find a partner was only short. Based on the results of observations, during the partner-finding session they looked nervous, especially students who had to translate long texts on their cards.

Even though the teacher have prepared a lesson plan, in practice the teacher did not teach according to the time stated in the lesson plan. This happened in class X IPA 2 and X IPA 4. In class X IPA 2 the teacher arrived 7 minutes late after the bell entered. In the class, there were still some students who were not present in class. So the teacher has to wait until the students enter the classroom and start learning 15 minutes after the bell entered. This caused the learning time to be shorter and the teacher felt less lesson time.

Based on the researcher analysis, In the case of the teacher, the teacher maybe late because he needed time to get to the classroom. This was because the distance between the teacher's office and the tenth grade building was quite far and the classrooms were on the third floor. So the teacher could not get to class on time. In the case of students, at MA Tanbihul Ghofilin, the students who were late for class were considered normal. All the students at the school were in boarding school. So when they were asked why they were late they answered they had to attend the boarding school's morning activities or they had to queue for several things such as bathing, eating and others. The condition of the students was the main obstacle in time management here. Even though the teacher was late, it was the students who affect the most. This because the teacher tried to be on time but he still have to wait the students.

Even though the teacher said that the problem they face was time limitation, it seemed that the teacher's real problem was time management. The teacher might be able to do an evaluation at the meeting if he started class on time and conditioned the class well. However, due to the shorter time, evaluation activities could not be carried out during the meeting. If the evaluation was carried out in one meeting, the time would be less and the students would not be optimal in doing the task. So that the evaluation was given in the form of assignments and collected at the next meeting.

This result was relevant to a journal written by Anit Pranita Devi, Bachrudin Musthafa, and Gin Gin Gustine stated that in using the cooperative method, one teacher's challenge was time limitation. In this journal, learning time of only 2 x 45 minutes a week was considered insufficient for the students to master critical thinking skills well (Devi et al., 2015). The time limitation here focuses on student mastery. Meanwhile, from the findings of the researcher, the limitation in using the make a match technique at MA Tanbihul Ghofilin was due to the fact that the teacher still had difficulty managing time. So, the learning activity could not be in accordance with the lesson plan. The teacher who arrived late and he still have to wait for the students were the factors for the teacher experiencing time limitation. However, despite having time problems, the teacher could finish the activity before the learning time runs out. This showed that in fact the teacher might not have a time limitation problem if he was able to manage time and students well.

b. Crowded Class

The next obstacle faced by the teacher in implementing the cooperative method with the make a match technique was that the class turned into a crowded class. As the teacher said in the interview:

> "The class gets crowded when looking for a partner so all the students are noisy and it's a little difficult to condition"

Based on the results of observations in the class, during the session to find a partner, the class situation did become crowded. The students moved

around and there were some who raise their voices. So, the class was also noisy. According to Bunga Nazilatul Hidayah (X IPA 2), it was difficult for her to find a partner because the class became crowded. She said:

> "I think the difficulty is because the class gets crowded so all the kids are busy looking for a partner so the class is a bit noisy. Because the class is crowded, it's a bit difficult to find a partner."

Silvi Indriyani (X IPA 3) also said:

> "The class was very crowded and noisy even though it was only for a short time".

The classroom that became crowded due to the use of strategies that have game-like elements. Even though the three classes were not a large class category, the class conditions were still crowded when using the make a match technique. The concept of looking for a partner in a certain time made the students have to move around, so they could find their partner. They also have to ask other students in the class, so the classroom got noisy. Sometimes, some students screamed to make it easier for them to find partners. This causes the class to become rowdy and crowded. Even so, the teacher could still manage the students so that they were not too crowded.

In accordance with Vera Fitri Khoirunnisa, in her research, she also found the same obstacle. She mentioned that the teacher has difficulty conditioning the class when students were looking for matching card pairs. The students became very noisy, and the class atmosphere became not conducive, even though the teacher has told students to remain calm and not make noise when looking for partners (Khoirunnisa, 2019). From this, the researcher could conclude that a crowded class was one of the obstacles in implementing the make a match technique. The researcher found that the factor that caused the class to become crowded was the students who were required to find partners. This made the class noisy and rowdy. The teacher must condition the students as well as possible so that the class was still conditional and does not interfere with learning activities.

c. Lack of Vocabulary

The next obstacle was the low vocabulary of students. Because of this, many students still had difficulty in translating the cards they get. As the teacher said:

> "The students usually still have difficulty translating descriptions because yes, their vocabulary mastery is still low here".

Students' difficulties in translating this text caused the students to feel that the time given by the teacher to find a partner was lacking. Because their vocabulary understanding was still low they had difficulty in finding a partner. This was as said by Silvi Indriyani (X IPA 3):

> "I think that the difficult part when we have to translate continues to be explained".

At the time of learning, the students became more crowded when the time in looking for a partner was almost up and they have not found a partner. Especially the students who got a description card. They were more nervous and sometimes asked the teacher to stop counting the time.

This difficulty did occur at the time of learning. The students looked busy translating the text, especially the students who got the description cards. Their low vocabulary mastery resulted in them having difficulty knowing the meaning of the cards they got and most of the time the teacher gave to find partners was used to translate the cards. So, when they managed to find out the contents of the card, the time to find a partner was running out. In accordance with Devi, et.al, (2015), in their journal they stated that one of the challenges in using the cooperative method was students' English proficiency such as limited vocabulary, grammar and pronunciation.

d. Low Enthusiasm

Based on the results of interviews with the teacher:

> "Although most students are active, there are still some students who are less participative. For example, when they are asked to explain they explain it as it is. Like only translated".

This also could be seen when learning in a classroom, of course not in all pairs. Most of the students became active and enthusiastic in the activity.

But there were some students who seem less participatory in learning. This low enthusiasm was seen when the teacher asked them to present the results of the discussion. Some pairs explained their cards only by translating their cards in outline. They did not seem to be adding their explanations. Even though when asked a question by the teacher they could answer, they looked less enthusiastic in the activity.

Based on the observations of researchers, the students who were less enthusiastic about activities was indeed the students who tend to be quiet. They were not confident to come in front of the class. This happened because in the classroom there were students who were basically active and easily get along with other students. During their activities they were active and could respond well to the teacher. So, that quiet students were not confident and felt inferior. Even though they were paired with active students, during discussions or presentations they felt awkward and could not exchange ideas freely.

This was irrelevant to the journal by Yayan Yu (2019). In this journal the writer only found three problems in using cooperative learning. First, the class became noisy. Second, some students did not cooperate in groups. Third, some students did not use English when communicating. Meanwhile, based on the observations of the researcher, the researcher found another problem in this research. Some students did not look enthusiastic in the activity. However, even though they were not enthusiastic they still cooperated and did their job well. So that there were no students who only rely on their partners.

D. Practiced Problem Solving Done by The Teacher

In the process of learning to reading descriptive text using cooperative learning method with make a match technique, the researcher found several obstacles related to the teaching and learning process carried out by the teacher. The teacher tried the solution to solve the problem as follows:

a. Shorten time and Activity

   The teacher as much as possible to organize time and activities so that learning activities remain effective even though the time was short. In using the make a match technique, the teacher shorten the time used, such as during the session to find a partner, the teacher only gave the students 1 minute. Because if the teacher gave 3-5 minutes, the learning time would be less. Although this made the students nervous about finding a partner, it could help the students appreciate time. In addition, the teacher only repeated the activity of looking for a partner only 2 times to anticipate that they could complete the activity on time.

   Since the teacher perhaps predicted that learning time would be less if activities were carried out too long, shortening time and activities was the right solution in overcoming the time problem. This was because if the teacher did not do it, the learning activities would not be optimal. Learning activities may not be completed as planned. Even though the observation showed that the teacher was still lacking in time management, but by abbreviating activities, all the activities could be carried out to completion. In addition, this solution also made the activities not boring. If the teacher repeated the activity more than twice, the students would feel bored and not interested anymore. This helped the students to keep enjoying the whole learning process.

b. Maximizing Classroom Management

   In overcoming with the problem of the class becoming crowded and the students becoming a little difficult to condition, the teacher raised his voice so that all the students could listen to the instructions. During the activity, the teacher pay attention to the state of the class and observes the situation. The teacher would go to a place that was too crowded and warn them not to disturb the class next door. The students became quieter and less noisy than before. So even though the class was crowded, the teacher still tried to keep the class conditions under control and not too noisy.

The teacher also raised his voice so that the all students could hear the instruction. The teacher did it because the teacher's voice was not heard because the class was crowded. Raising the voice here did not reach the stage of shouting or snapping. The teacher only raised his voice without changing his tone. So, that the students did not feel they were being shouted at. The teacher also gave the students the opportunity to ask difficult questions or need help.

Even though the class was crowded, the teacher still tried to condition the class. The teacher let the class become crowded because the purpose of using this technique was indeed to improve the students' activity and created a different learning atmosphere. The students became more free and could interact with other students. As a result, the students became active and the class became fun. Students also enjoyed the learning activity. By managing the students and the class properly, the class remained conditional and ran fluently.

c. Bringing The Dictionary

Students' difficulties in vocabulary problems are familiar to English teachers. To anticipate that the students would have no difficulty in translating the text, the teacher asked the students to bring a dictionary in the previous meeting. Asked the students to bring a dictionary was a great solution. Because based on observations, the students could open the dictionary if they found words they didn't know. The benefit of bringing a dictionary was that it became easy for the students to translate sentences on the cards. If they did not bring a dictionary, they would have trouble and it would also take a long time to find a partner. The teacher also could not help if too many students are having trouble. Bringing a dictionary was the right solution to overcome the students' lack vocabulary. It could also train the students to get used to reading dictionaries. If the students are used to reading dictionaries, their vocabulary will also increase. Of course this is useful because the students would easily understand English lessons.

Dictionary really helped the students in translating texts and made it easier for the students to find their pair.

d. Repetition

For the students who seemed less participative, the teacher gave them additional questions. For example, when a pair was not enthusiastic, the teacher asked questions that repeat the material such as *"what is descriptive text?"* or *"mention the generic structure of descriptive text"* and look for examples of language features of descriptive text. Based on the results of observations, the teacher did ask questions related to the material to several groups that had low enthusiasm or didn't seem to understand the material. The researcher observed this was done by the teacher to ensure that the student understood the material even though they were less active in activities. Because the teacher's goal was to make it easy for students to grasp and remember the material, teachers wanted to ensure that the students understand the material correctly.

In addition, another benefit of repetition was to strengthen students' memories of the material that has been taught. Not only for the students who were asked the questions, but for all students in the class. The students in the class also pay attention to the students who making presentations, so they would also observe if the teacher repeats the material to several groups. Of course this helped the students remember and understand the material.

E. **Benefits in Using Cooperative Learning Method with Make a Match Technique**

Basically, the purpose of cooperative learning was to train the students to interact with their environment. If the students always study individually, they will tend to act individually, to be indifferent to friends and the environment, to be introverted, and to always feel like they want to win alone (Rusman, 2012). This is not good for students because they will have difficulty interacting with their environment. By using the cooperative learning method, they will be trained to work together and have a sense of responsibility towards management. As the teacher said in the interview that this technique could train student

cooperation. This could be seen from the attitude of the students who work together and help each other so that they could present the results of the discussion well. The students became trained to work in team.

The biggest benefit that the teacher got when using the cooperative learning method with the make a match technique was that the class becomes active and not boring. The teacher's goal in using this technique was to create a class atmosphere that is not boring and improved students' interest in learning. The observation results also showed that the students became more active and the class conditions became fun and not monotonous. This was in accordance with the discussion of motivating factors, that the cooperative learning method with the make a match technique could make students more active and created a fun learning atmosphere.

The teacher also said that the students became more expressive in learning. Students became more confident and did not hesitate to come to the front of the class and read English texts. Based on the results of observations, the students looked free in interacting with other students. They did not hesitate to ask the teacher if they found difficulties. They were also confident to present the results of the discussion in front of the class. They did not feel shy to explain even though their English pronunciation was still not quite right. Based on the researcher's analysis, this was because the students had enjoyed learning and they saw other pairs also made a few mistakes in their presentation when pronouncing English sentences. They would understand each other and think it was funny, so they were entertained. So that, the students did not feel burdened or embarrassed if they made mistakes in pronunciation. The teacher also helped students if they have difficulty in English pronunciation.

The same thing was also said by Salsabila (X IPA 3). She said:

> "I became active in class. Then I became confident to go in front of the class and explain it to my friends even though I spoke really bad English. I also remember the material".

Muna Faoziyatun (X IPA 2) also said:

> "I became more active in class. I also became more confident to come to the front of the class. The class was also not boring".

Putri Adhel (X IPA 2) in her interview also said:

> "The benefit that I got, I became more active in class because to be honest, I was less active in ordinary learning. I usually just keep quiet during class. But the way the teacher did it made me more enthusiastic and active in class".

Silvi Indriyani (X IPA 3) said:

> "I liked the way the teacher did when teaching. We were not ashamed to read English literature anymore. And also the class was so much fun".

This showed that the make a match technique used by the teacher could make the students more active and confident. The class atmosphere was also more fun. This statement was reinforced by Umi Nailil Maghfiroh (X IPA 4), she said:

> "I liked the way the teacher did it because it mde class not boring and fun. Even though we used games, we were still given material by the teacher."

Alya Qutrotun Nada (X IPA 4) also said:

> "The learning was very enjoyable because the class became more cheerful than usual, when we just sat listening to the teacher".

Based on the interviews, it was clear that the enthusiasm of the students in participating in learning, and it could be said that the cooperative learning method with the make a match technique was proven to be able to improve students' interest in learning the English subject being studied.

The results of interviews with other students also showed that the benefits they got from using the cooperative learning method with the make a match technique were that they became more active and confident. They also said that class became fun and not monotonous. They were not bored or sleepy during learning. In addition, because there was cards containing tourist attractions and historical buildings, they gain insight about these places. As Fera Ayu Wandira (X IPA 3) said:

> "What I got from using this strategy besides learning materials I also got insights regarding various places in the world. For example I got the Eiffel tower card so I also learned about the Eiffel tower too".

Silvi Indriyani (X IPA 3) also said:

> "I had an enjoyable learning experience. Then I was also able to study tourist attractions in the world and my vocabulary increased."

Based on the data above, the researcher analyzed some of the benefits obtained from using cooperative learning methods with the make a match technique. First, the students became active and the class became more enjoyable. Second, the students enjoy the learning process and do not feel bored or sleepy during learning. Third, this technique could train students' cooperation and responsibility. Fourth, the students found it easy to remember material because there was the cards that contain material. The last, the students got new insights regarding historical places. This was in accordance with the theme of their learning.
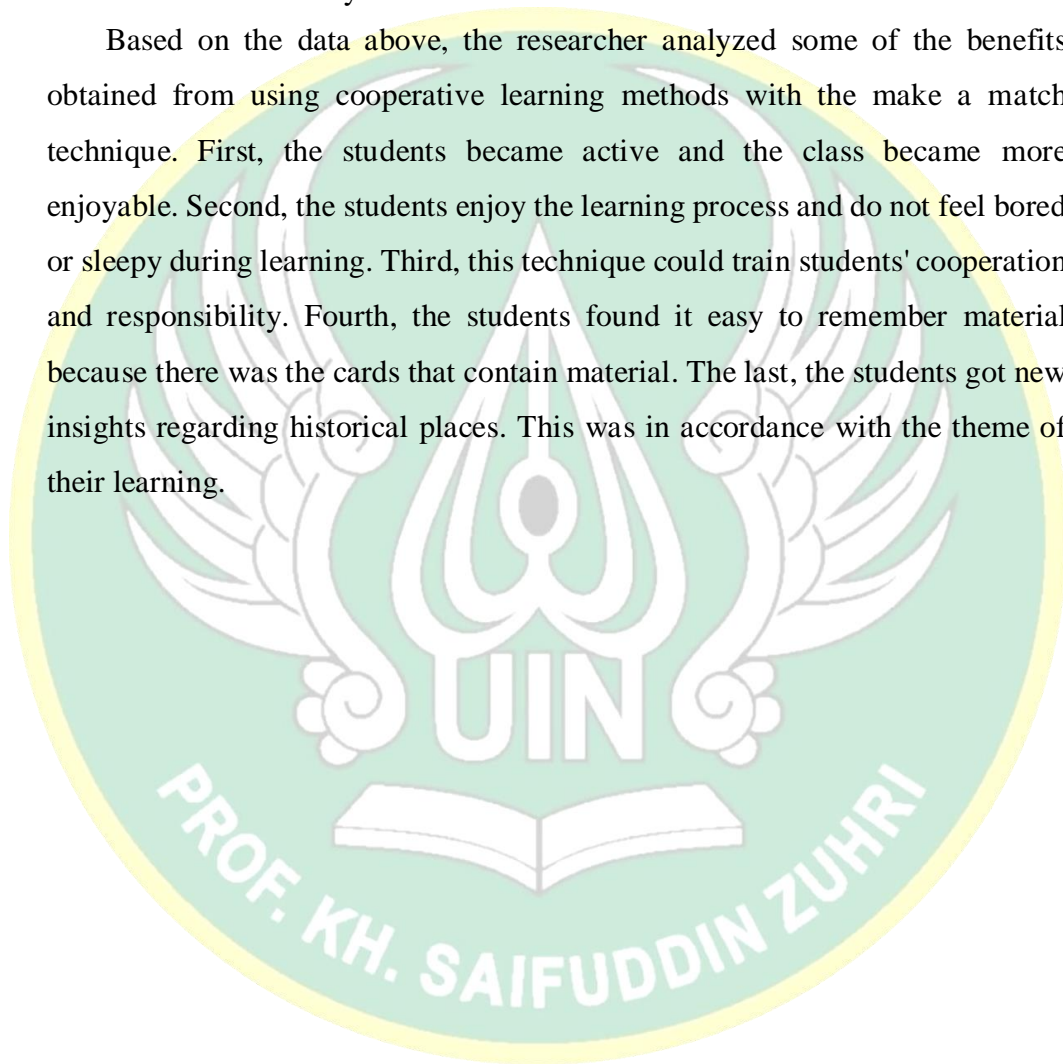
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

In teaching reading descriptive text the teacher in tenth grade of MA Tanbihul Ghofilin used make a match technique. The teachers used this technique to create a more active and enjoyable learning atmosphere. The researcher can coclude that in its implementation, the teacher applieed the technique according to the steps in the theory. In the preparation, the teacher prepared things needed in the teaching and learning process, such as lesson plans, materials, learning media, and evaluation media. Then in using the make a match technique, the teacher added variations in the steps.

In the search for a partner step, the teacher did not only ask the students to just find the right partner. The teacher also asked each pair to have a short discussion about their cards. After discussing it, they must present the results of their discussion in front of the class. In addition, the teacher also gave several questions to each pair after they finished their presentation.

In the repetition step, the teacher only repeated the activity once, so that in the activity the teacher only does two rounds. The teacher only did two rounds because if the activity is carried out more than twice, the students will feel bored in learning. The teacher added these two steps to ensure that the students actually understand and remember the material that was taught in the previous meeting.

There were some obstacles faced by the teacher in implementing cooperative learning with make a match technique:

1. The teacher has a problem in managing time. The teacher has not been able to teach according to the time in the lesson plan because the teacher still has to wait for all the students to enter the class, so the learning started late.

2. Crowded class. The technique used has a concept like a game that required the students to move around, this made the class conditions crowded and noisy.

3. Lack of vocabulary. The students' low vocabulary mastery resulted in them having difficulty knowing the meaning of the cards they got and most of the time the teacher gave to find the pair was used to translate the cards.

4. Low enthusiasm. Some pairs explained their cards only by translating their cards in outline. They did not seem to be adding their explanations.

B. Limitation of The Study

This research is limited only to discuss about implementation of cooperative learning method with make a match technique in teaching reading. This research did not come to the discussion of students' reading comprehension or students' achievement. Besides, this research is only qualitative research. So, it cannot explore further regarding the use of cooperative learning methods with the make a match technique. For further research, it is better to use a mixed method to get broader and more in-depth research results.

C. Suggestions

From the research results, it could be seen that the implementation of the cooperative learning method with the make a match technique in teaching reading could be said to be quite good. The implementation of the cooperative learning method with the make a match technique could provide benefits for the students and the teacher. Regarding on the research finding and conclusion, the researcher would like to provide the following suggestions:

1. For the teacher

    a. The teacher must overcome the obstacles faced, especially the problem of time so that the use of the make a match technique becomes more effective.

    b. The teacher can more often apply any learning method, not just make a match technique in the learning process in each material.

2. For other researchers

    The researcher realizes that this research is simple and far from perfect. The researcher hopes that this research can be useful for all parties, and the results of this research are expected to help further researchers as a source of research in future research that have similar problems.

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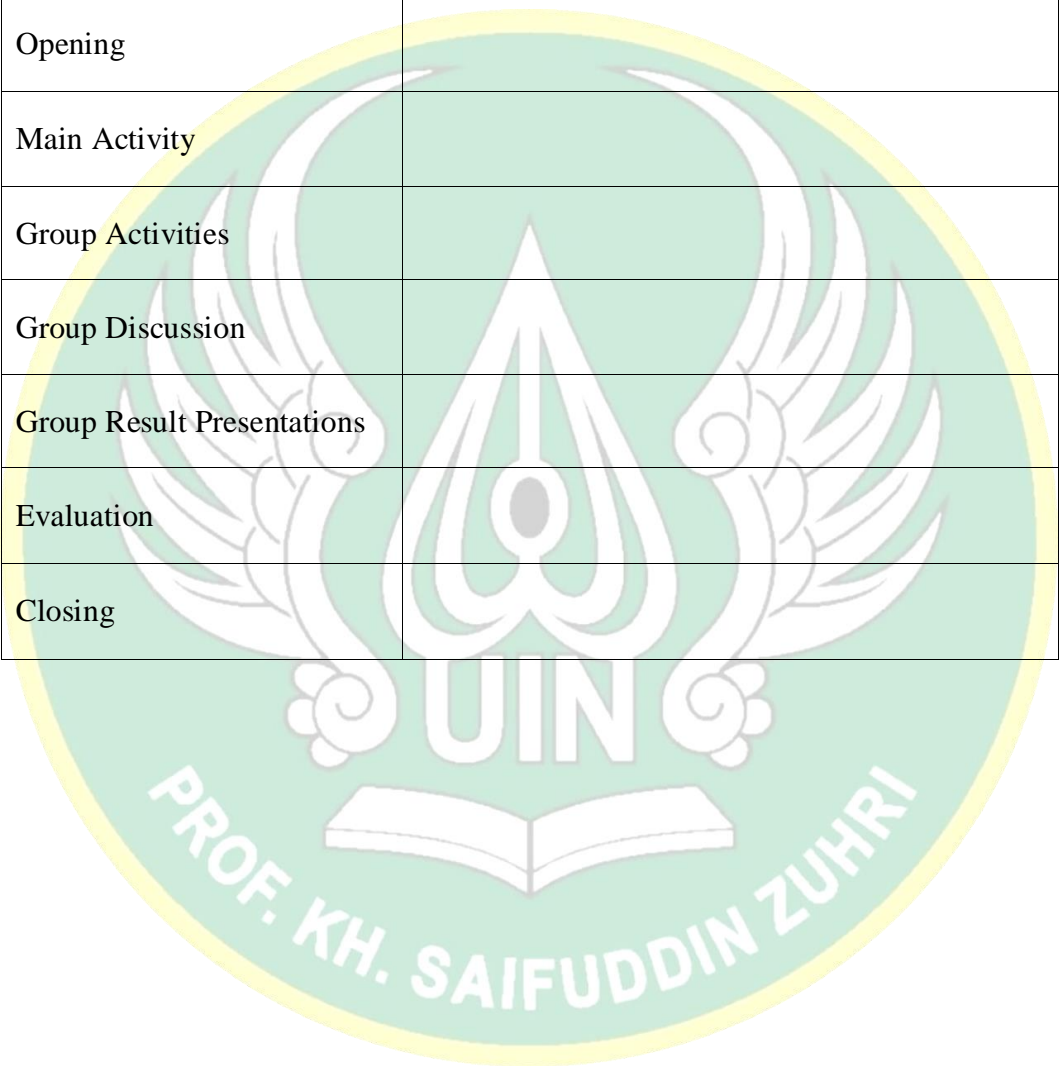
APPENDICES

Appendix 1

Observation Sheet

Stage	Notes
Preparation	
Opening	
Main Activity	
Group Activities	
Group Discussion	
Group Result Presentations	
Evaluation	
Closing	

Appendix 2

Field Notes

Observasi 1

Kelas   : X IPA 3

Tanggal Observasi   : Senin, 10 Oktober 2022

1. **Preparation**

    Sebelum memasuki kelas guru menyiapkan RPP dan materi tentang teks deskriptif yang akan diajarkan. Pada saat mengajar kelas ini guru hanya mengajar 50 menit untuk 2 jam pelajaran karena ada kegiatan yang berlangsung sehingga waktu pembelajaran dipotong.

2. **Opening**

    Guru masuk kelas dan mengkondisikan kelas. Setelah semua siswa berada dalam kelas, guru memulai pembelajaran dengan memberi salam dengan mengucapkan *"Assalamu'alaikum wr.wb"* siswa menjawab *"wa'alaikumsalam wr.wb"*. Kemudian guru menyanyakan kabar siswa dengan bertanya *"how are you today?"* siswa dengan antusias menjawab *"I am fine thank you. And you?"* guru menjawab *"I am fine too, thank you for asking"*. Setelah itu guru memeriksa kehadiran siswa. Setelah itu guru meminta maaf karena mungkin saat pembelajaran guru sedikit cepat karena mengingat jam pembelajranyang singkat. Kemudian guru sedikit mereview materi pelajaran sebelumnya dengan memberikan pertanyaan-pertanyaan. Sebagian besar mereka bisa menjawab pertanyaan-pertanyaan tersebut namun masih ada beberapa siswa yang terlihat tidak menjawab pertanyaan guru. Kemudian guru menyampaikan materi yang akan dipelajarai pada pertemuan hari itu dan menyampaikan tujuan dan manfaat dari mempelari teks deskriptif. Setelah itu guru memulai pembelajan tentang teks deskriptif dengan brainstorming. Guru memberikan pertanyaan kepada siswa *"disini ada yang tahu atau pernah mendengar apa itu descriptive text?"* beberapa siswa ada yang menjawab pernah, belum pernah, dan ada yang menjawab pernah mendengar tetapi lupa. Setelah itu guru memberikan gambaran besar tentang descriptive text.

3. **Main Activity**

Setelah sesi brainstorming guru mulai memberikan materi tentang descriptive text. Guru meminta siswa untuk membuka buku siswa pada bab 4 dengan tema "Which One is Your Best Gateway?". Kemudian guru menuliskan materi tentang descriptive text di whiteboard. Guru menuliskan tentang definisi, tujuan, generic structures dan language features dari descriptive text secara singkat agar mudah dipahami siswa. Siswa juga menulis materi dibuku tulis mereka. Keadaan kelas menjadi tenang, siswa fokus menyalin materi yang ditulis guru. Setelah memastikan semua siswa sudah selesai menulis guru mulai menjelaskan materi. Dalam menjelaskan materi guru selalu melakukan interaksi dengan siswa seperti mengulang materi dan berkeliling kelas dengan tujuan agar siswa tetap fokus pada pelajaran. Guru juga selalu memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang belum dipahami sebelum melanjutkan materi. Guru selalu memastikan siswa paham dengan materi yang dipelajari. Keadaan kelas cukup kondusif dan tenang. Siswa memperhatikan penjelasan guru dengan baik. Kemudian guru meminta siswa untuk membuka contoh descriptive text pada buku dan menujuk beberapa siswa untuk membaca setiap paragraph. Guru menunjuk dua siswa secara acak untuk membacakan contoh teks deskriptif pada buku. Setelah selesai membaca guru menjelaskan arti dari dan maksud dari teks tersebut. Guru juga menjelaskan generic structure dan contoh language features yang digunakan pada contoh tersebut. Karena keterbatasan waktu, guru meminta siswa untuk mengerjakan tugas dalam buku diasrama dan dikumpulkan pada pertemuan selanjutnya.

4. **Closing**

Setelah memeriksa jawaban guru melakuka review singkat terkait materi pembelajran hari itu dan memberikan kesempatan lagi kepada siswa untuk menanyakan hal-hal yang belum atau sulit dipahami. Siswa menjawab tidak ada pertanyaan lagi. Guru juga melakukan refleksi pada pembelajaran yang sudah dilakukan. Guru menanyakan kepada siswa *"bagaimana pembelajran hari ini? Apakah materinya mudah dipahami?"* siswa menjawab *"mudah pak*

guru". Kemudian guru memberi apresiasi kepada siswa yang aktif dikelas terutama pada siswa yang sudah ditunjuk untuk membaca. Guru meminta maaf kepada siswa karena mungkin terlalu cepat dalam menjelaskan atau sulit dipahami dikareakan waktu. Setelah itu guru memberi tahu siswa bahwa pertemuan selanjutnya masih tentang descriptive text namun menggunakan strategi berpasangan. Guru juga meminta siswa untuk membawa kamus pada pertemuan selanjutnya untuk mempermudah siswa dalam proses pembelajaran. Guru juga mengingatkan siswa untuk mengerjakan tugas yang sudah disampaikan. Kemudian guru mengakhiri kelas dengan berterima kasih kepada siswa dan mengucap salam.

Observasi 2

Kelas : **X IPA 4**

Tanggal Observasi : **Rabu, 11 Oktober 2022**

1. Preparation

Sebelum memasuki kelas guru menyiapkan RPP dan materi tentang teks deskriptif yang akan diajarkan.

2. Opening

Guru masuk kelas dan mengkondisikan kelas. Setelah semua siswa berada dalam kelas, guru memulai pembelajaran dengan memberi salam dengan mengucapkan *"Assalamu'alaikum wr.wb"* siswa menjawab *"wa'alaikumsalam wr.wb"*. Kemudain guru menyanyakan kabar siswa dengan bertanya *"how are you today?"* siswa dengan antusias menjawab *"I am fine thank you. And you?"* guru menjawab *"I am fine too, thank you for asking".* Setelah itu guru memeriksa kehadiran siswa. Guru memeriksa kehadiran siswa. Guru sedikit terkejut karena terdapat enam siswa yang tidak hadir karena sakit dan guru meminta siswa yang hadir untuk mendoakan keembuhan siswa yang sakit. Setelah itu guru menanyakan bagaimana dengan ulangan tengah semester kemarin. Sebagian besar siswa menjawab sedikit sulit dan ada yang menjawab mudah. Kemudian guru sedikit mereview materi pelajaran sebelumnya dengan memberikan pertanyaan-pertanyaan. Sebagian besar mereka bisa menjawab

pertanyaan-pertanyaan tersebut namun masih ada beberapa siswa yang terlihat tidak menjawab pertanyaan guru. Kemudian guru menyampaikan materi yang akan dipelajarai pada pertemuan hari itu dan menyampaikan tujuan dan manfaat dari mempelari teks deskriptif. Setelah itu guru memulai pembelajan tentang teks deskriptif dengan brainstorming. Guru memberikan pertanyaan kepada siswa *"disini ada yang tahu atau pernah mendengar apa itu descriptive text?"* beberapa siswa ada yang menjawab pernah, belum pernah, dan ada yang menjawab pernah mendengar tetapi lupa. Setelah itu guru memberikan gambaran besar tentang descriptive text.

3. **Main Activity**

Setelah sesi brainstorming guru mulai memberikan materi tentang descriptive text. Guru meminta siswa untuk membuka buku siswa pada bab 4 dengan tema "Which One is Your Best Gateway?". Kemudian guru menuliskan materi tentang descriptive text di whiteboard. Guru menuliskan tentang definisi, tujuan, generic structures dan language features dari descriptive text secara singkat agar mudah dipahami siswa. Siswa juga menulis materi dibuku tulis mereka. Keadaan kelas menjadi tenang, siswa fokus menyalin materi yang ditulis guru. Setelah memastikan semua siswa sudah selesai menulis guru mulai menjelaskan materi. Dalam menjelaskan materi guru selalu melakukan interaksi dengan siswa seperti mengulang materi dan berkeliling kelas dengan tujuan agar siswa tetap fokus pada pelajaran. Guru juga selalu memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang belum dipahami sebelum melanjutkan materi. Guru selalu memastikan siswa paham dengan materi yang dipelajari. Keadaan kelas cukup kondusif dan tenang. Siswa memperhatikan penjelasan guru dengan baik. Terdapat satu siswa yang meminta guru untuk menjelaskan ulang materi karena ada yang belum dipahami. Guru menjelaskan kembali hingga siswa tersebut paham. Kemudian guru meminta siswa untuk membuka contoh descriptive text pada buku dan menunjuk beberapa siswa untuk membaca setiap paragraph. Guru menunjuk siswa secara acak dengan menunjuk siswa sesuai dengan nomor urut absen yang sesuai dengan misalnya tanggal hari tersebut atau dengan secara acak.

Setelah membaca satu paragraph, guru meminta siswa untuk menjelaskan arti dari paragraph tersebut. Sebagian siswa masih kesulitan untuk menerjemahkan namun sebagian siswa juga dapat menjawab garis besar dari paragraph tersebut. Guru juga membantu siswa dalam menerjemahkan. Setelah semua paragraph dibaca guru meminta siswa untuk menjawab pertanyaan-pertanyaan dalam buku sesuai dengan descriptive text yang sudah dibaca. Siswa terlihat tidak kesulitan dalam menjawab pertanyaan dan dapat menjawab dengan cepat. Kemudian guru dan siswa mengkoreksi jawaban secara bersama-sama. Pada saat mengkoreksi siswa dengan antusias menjawab pertanyaan-pertanyaan tersebut. Setelah mengkoreksi guru memeriksa hasil jawaban siswa.

4. **Closing**

Setelah memeriksa jawaban guru melakuka review singkat terkait materi pembelajaran hari itu dan memberikan kesempatan lagi kepada siswa untuk menanyakan hal-hal yang belum atau sulit dipahami. Siswa menjawab tidak ada pertanyaan lagi. Guru juga melakukan refleksi pada pembelajaran yang sudah dilakukan. Guru menanyakan kepada siswa *"bagaimana pembelajran hari ini? Apakah materinya mudah dipahami?"* siswa menjawab *"mudah pak guru"*. Kemudian guru memberi apresiasi kepada siswa yang aktif dikelas terutama pada siswa yang sudah ditunjuk untuk membaca. Setelah itu guru memberi tahu siswa bahwa pertemuan selanjutnya masih tentang descriptive text namun menggunakan strategi berpasangan. Guru juga meminta siswa untuk membawa kamus pada pertemuan selanjutnya untuk mempermudah siswa dalam proses pembelajaran. Guru juga meminta siswa untuk memberi tahu siswa yang pada hari itu tidak hadir Kemudian guru mengakhiri kelas dengan berterima kasih kepada siswa dan mengucap salam.

Observasi 3

Kelas : **X IPA 2**

Tanggal Observasi : **Kamis, 12 Oktober 2022**

1. **Preparation**

    Sebelum memasuki kelas guru menyiapkan RPP dn materi tentang teks deskriptif yang akan diajarkan.

2. **Opening**

    Guru masuk kelas dan mengkondisikan kelas. Setelah kelas kondusif guru memulai pembelajaran dengan mengucapkan salam dan menayakan kabar siswa dengan bertanya *"how are you today?"*. Siswa dengan semangat menjawab *"I am fine, thank you. And you?"*. Guru menjawab *"I am fine too, thank you for asking"*. Guru memeriksa kehadiran siswa. Setelah itu guru menanyakan bagaimana dengan ulangan tengah semester kemarin. Sebagian besar siswa menjawab sedikit sulit dan ada yang menjawab mudah. Kemudian guru sedikit mereview materi pelajaran sebelumnya dengan memberikan pertanyaan-pertanyaan. Sebagian besar mereka bisa menjawab pertanyaan-pertanyaan tersebut namun masih ada beberapa siswa yang terlihat tidak menjawab pertanyaan guru. Kemudian guru menyampaikan materi yang akan dipelajarai pada pertemuan hari itu dan menyampaikan tujuan dan manfaat dari mempelari teks deskriptif. Setelah itu guru memulai pembelajan tentang teks deskriptif dengan brainstorming. Guru memberikan pertanyaan kepada siswa *"disini ada yang tahu atau pernah mendengar apa itu descriptive text?"* beberapa siswa ada yang menjawab pernah, belum pernah, dan ada yang menjawab pernah mendengar tetapi lupa. Setelah itu guru memberikan gambaran besar tentang descriptive text.

3. **Main Activity**

    Setelah sesi brainstorming guru mulai memberikan materi tentang descriptive text. Guru meminta siswa untuk membuka buku siswa pada bab 4 dengan tema "Which One is Your Best Gateway?". Kemudian guru menuliskan materi tentang descriptive text di whiteboard. Guru menuliskan tentang definisi, tujuan, generic structures dan language features dari descriptive text

secara singkat agar mudah dipahami siswa. Siswa juga menulis materi dibuku tulis mereka. Keadaan kelas menjadi tenang, siswa fokus menyalin materi yang ditulis guru. Setelah memastikan semua siswa sudah selesai menulis guru mulai menjelaskan materi. Dalam menjelaskan materi guru selalu melakukan interaksi dengan siswa seperti mengulang materi dan berkeliling kelas dengan tujuan agar siswa tetap fokus pada pelajaran. Guru juga selalu memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang belum dipahami sebelum melanjutkan materi. Guru selalu memastikan siswa paham dengan materi yang dipelajari. Pada keadaan kelas cukup kondusif meskipun terdapat siswa yang kurang memperhatikan dan ada beberapa yang tertidur. Guru memberikan pertanyaan kepada siswa yang kurang memperhatikan pelajaran seperti "ayo coba Ira tadi apa yang dimaksud dengan descriptive text?". Siswa tersebut bisa menjawab pertanyaan guru. Kemudian guru meminta siswa untuk membuka contoh descriptive text pada buku dan menunjuk beberapa siswa untuk membaca setiap paragraph. Guru memastikan semua siswa membaca teks. Guru menunjuk siswa secara acak dengan menunjuk siswa yang kurang memperhatikan. Setelah membaca satu paragraph, guru meminta siswa untuk menjelaskan arti dari paragraph tersebut. Sebagian siswa masih kesulitan untuk menerjemahkan namun sebagian siswa juga dapat menjawab garis besar dari paragraph tersebut. Guru juga membantu siswa dalam menerjemahkan. Setelah semua paragraph dibaca guru meminta siswa untuk menjawab pertanyaan-pertanyaan dalam buku sesuai dengan descriptive text yang sudah dibaca. Siswa terlihat tidak kesulitan dalam menjawab pertanyaan dan dapat menjawab dengan cepat. Kemudian guru dan siswa mengkoreksi jawaban secara bersama-sama. Pada saat mengkoreksi siswa dengan antusias menjawab pertanyaan-pertanyaan tersebut. Setelah mengkoreksi guru memeriksa hasil jawaban siswa.

4. **Closing**

Setelah memeriksa jawaban guru melakukan review singkat terkait materi pembelajran hari itu dan memberikan kesempatan lagi kepada siswa untuk menanyakan hal-hal yang belum atau sulit dipahami. Siswa menjawab tidak

ada pertanyaan lagi. Guru juga melakukan refleksi pada pembelajaran yang sudah dilakukan. Guru menanyakan kepada siswa *"bagaimana pembelajran hari ini? Apakah materinya mudah dipahami?"* siswa menjawab *"mudah pak guru"*. Kemudian guru memberi apresiasi kepada siswa yang aktif dikelas terutama pada siswa yang sudah ditunjuk untuk membaca. Setelah itu guru memberi tahu siswa bahwa pertemuan selanjutnya masih tetntang descriptive text namun menggunakan strategi berpasangan. Guru juga meminta siswa untuk membawa kamus pada pertemuan selanjutnya untuk mempermudah siswa dalam proses pembelajaran. Kemudian guru mengakhiri kelas dengan berterima kasih kepada siswa dan mengucap salam.

Observasi 4

Kelas : **X IPA 2**

Tanggal Observasi : **Kamis, 13 Oktober 2022**

1. **Preparation**

Sebelum pembelajaran guru menyiapkan media berupa kartu-kartu. Guru juga menyiapkan LKPJ untuk siswa.

2. **Opening**

Guru masuk kelas dan mengkondisikan kelas karena masih terdapat siswa yang belum masuk kelas. Setelah kelas kondusif guru memulai pembelajaran. Kelas dimulai 15 menit setelah bel masuk berbunyi. Guru mengucapkan salam dengan mengucapkan *"assalamua'alaikum"* dan siswa menjawab *"wa'alaikumsallam"*. Guru menyapa siswa dan menanyakan kabar siswa dengan bertanya *"how are you today?"* siswa menjawab *"I am fine thank you, and you?"* guru menjawab *"I am fine too, thank you for asking"*. Kemudian guru memeriksa kehadiran siswa. Siswa yang hadir pada hari itu berjumlah 28 siswa dari total 32 siswa sehingga terbentuk 14 pasangan. Setelah itu guru mengulas materi yang diajarkan pada pertemuan sebelumnya dengan memberikan beberapa pertanyaan kepada siswa. Siswa terlihat masih bisa mengingat materi dan bisa menjawab pertanyaan guru dengan benar.

3. **Main Activity**

Setelah review singkat guru menjelaskan proses pembelajaran yang akan dilakukan. Guru menjelaskan bahwa pembelajaran hari itu akan dilakukan dengan menggunakan strategi mencari pasangan seperti yang sudah guru katakan pada pertemuan sebelumnya. Kemudian guru menjelaskan aturan dalam mencari pasangan. Sebelum memulai guru memastikan bahwa jumlah siswa yang berangkat berjumlah genap.

4. **Group Activities**

Pertama guru membagi siswa menjadi dua kelompok, kelompok gambar dan kelompok deskripsi. Guru membuat kelompok dengan membagi siswa yang duduk disebelah kanan setiap bangku menjadi kelompok gambar dan siswa yang duduk disebelah kiri menjadi kelompok deskripsi. Kemudian guru membagikan kartu sesuai dengan kelompok secara acak dan meminta siswa untuk memikirkan kira-kira apa pasangan kartu mereka. Setelah semua mendapatkan kartu guru menjelaskan kepada siswa untuk mencari pasangan dari kartu yang didapatkan dalam waktu 1 menit. Apabila dalam waktu 1 menit ada siswa yang belum menemukan pasangan maka siswa tersebut akan diberi hukuman berupa menghafal beberapa kosakata baru. Kemudian guru meminta siswa untuk bersiap dan memberi aba-aba kepada siswa untuk membuka kartu mereka dan memberi waktu 1 menit kepada siswa untuk mencari pasangan mereka. Siswa dengan cepat mencari pasangan mereka. Sebagian mereka membuka kamus dan sebagian berkeliling mencari pasangan mereka. Keadaan kelas menjadi ramai dan berisik. Siswa terlihat terburu-buru karena waktu mereka hanya satu menit. Setelah satu menit guru meminta untuk tenang dan berhenti mencari pasangan. Guru bertanya apakah ada siswa yang belum menemukan pasangan dan semua siswa sudah mendapatkan pasangan mereka.

5. **Group Discussion**

Guru meminta siswa untuk duduk sesuai pasangan mereka. Setelah itu guru memberi waktu 5 menit kepada setiap pasangan untuk mendiskusikan kartu mereka. Guru berkeliling untuk memsatikan semua pasangan tidak kesulitan dalam diskusi. Guru juga membantu pasangan yang kesulitan seperti

membantu menerjemahkan kata yang tidak dipahami siswa. Setiap pasangan fokus berdiskusi.

6. **Group Presentation**

Setelah 5 menit, guru meminta setiap pasangan untuk maju kedepan kelas dan menjelaskan kartu mereka dan membuktikan bahwa mereka pasangan yang tepat. Satu persatu pasangan mulai maju dan menjelaskan kartu mereka. Mereka terlihat antusias dan berebut untuk maju lebih dulu Guru menenangkan mereka dan menunjuk mereka satu persatu. Pasangan yang maju diminta untuk membaca dan menjelaskan hasil diskusi dari kartu mereka. Pertama mereka membaca deskripsi kemudian menjelaskan arti dari deskripsi tersebut dan menunjukan kartu gambar dari deskripsi tersebut. Mereka kemudian guru bertanya *"apakah mereka pasangan yang benar? Right or not?"* Jika pasangannya benar siswa menjawab *"right"*. Jika siswa kurang paham dengan penjelasan dari pasangan yang menjelaskan atau terdapat pasangan yang kesulitan dalam menjelaskan, guru membantu dengan memberi sedikit penjelasan agar siswa mudah memahami. Dan aktifitas ini dilakukan sampai semua pasangan mendapat giliran. Dikelas ini semua siswa dapat menemukan pasangan yang sesuai. Guru juga meminta siswa untuk memberi apresiasi berupa tepuk tangan kepada pasangan yang selesai menjelaskan hasil diskusi.

7. **Evaluation**

Setelah semua pasangan menjelaskan hasil diskusi guru meminta siswa untuk kembali ke bangku masing-masing. Kemudian guru memberikan sebuah latihan kepada siswa. Pada latihan tersebut siswa diminta untuk menganalisis generic structure dan language features pada sebuah teks deskriptif. Latihan tersebut tidak dikerjakan siswa secara individu tetapi untuk satu bangku. Kemudian guru meminta siswa untuk mengerjakan latihan tersebut. Guru juga memperbolehkan siswa untuk bertanya jika ada yang kurang dipahami dari teks tersebut. Guru berkeliling untuk memastikan siswa mengerjakan laihan denga benar dan tidak curang. Kondisi kelas juga menjadi tenang karena siswa fokus mengerjakan latihan. Setelah selesai guru meminta siswa untuk mengumpulkan hasil latihan.

8. **Closing**

Setelah latihan selesai guru dan siswa merefleksi kegiatan pembelajaran. Guru bertanya *"bagaimana pembelajaran hari ini? Menyenangkan?"* siswa dengan antusias menjawab *"menyenangkan*". Guru bertanya lagi *"mau diajar seperti ini lagi?"* siswa menjawab *"mau"*, guru bertanya apa alasannya dan siswa menjawab *"seru, kelasnya jadi ngga spaneng dan ngga bikin ngantuk"*. Kemudian guru memberikan review singkat tentang teks deskriptif dan memberi siswa satu kesempatan untuk bertanya. Guru juga memberi tahu siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya dan meminta siswa untuk membaca materi ketika sudah diasrama Setelah itu guru menutup kelas dengan berterima kasih dan mengucap salam.

Observasi 5

Kelas : X IPA 3

Tanggal Observasi : Sabtu, 15 Oktober 2022

1. **Preparation**

Guru menyiapkan media pembelajaran berupa kartu dan menyiapkan LKPJ untuk siswa sebelum masuk kelas. Guru masuk kelas dan mengkondisikan kelas sebelummemulai pembelajaran.

2. **Opening**

Guru membutuhkan waktu 10 menit untuk mengkondisikan kelas. Setelah kelas kondusif guru memulai pembelajaran. Guru mengucapkan salam dengan mengucapkan *"assalamua'alaikum"* dan siswa menjawab *"wa'alaikumsallam"*. Guru menyapa siswa dan menanyakan kabar siswa dengan bertanya *"how are you today?"* siswa menjawab *"I am fine thank you, and you?"* guru menjawab *"I am fine too, thank you for asking"*. Kemudian guru memeriksa kehadiran siswa. . Jumlah siswa yang hadir pada hari tersebut berjumlah 1 siswa dari total 32 siswa. Setelah itu guru mengulas materi yang diajarkan pada pertemuan sebelumnya dengan memberikan beberapa pertanyaan kepada siswa. Dikelas ini guru melakukan review sedikit lebih lama karena pada pertemuan sebelumnya waktu pembelajaran dipotong sehingga

guru juga menjelaskan materi secara singkat. Meskipun begitu siswa terlihat masih bisa mengingat materi dan bisa menjawab pertanyaan guru dengan benar.

3. **Main Activity**

Setelah review guru menjelaskan proses pembelajaran yang akan dilakukan. Guru menjelaskan bahwa pembelajaran hari itu akan dilakukan dengan menggunakan strategi mencari pasangan seperti yang sudah guru katakan pada pertemuan sebelumnya. Kemudian guru menjelaskan aturan dalam mencari pasangan. Sebelum memulai guru memastikan bahwa jumlah siswa yang berangkat berjumlah genap. Karena siswa yang hadir berjumlah ganjil guru ikut serta dalam kegiatan.

4. **Group Activity**

Pertama guru membagi siswa menjadi dua kelompok, kelompok gambar dan kelompok deskripsi. Guru membuat kelompok dengan membagi siswa yang duduk disebelah kanan setiap bangku menjadi kelompok gambar dan siswa yang duduk disebelah kiri menjadi kelompok deskripsi. Karena siswa yang hadir berjumlah ganjil, guru memutuskan untukikut dalam kegiatan. Guru memegang sebuah kartu gambar dan membiarkan siswa yang mendapatkan kartu deskripsi dari kartu yang dipegang guru menjadi pasangannya. Guru juga menyebutkan terlebih dahulu gambar apa yang guru pegang sehingga siswa yang akan mendapatkan kartu deskripsi dari kartu tersebut tidak terlalu kesulitan dalam mencari pasangan. Kemudian guru membagikan kartu sesuai dengan kelompok secara acak dan meminta siswa untuk memikirkan kira-kira apa pasangan dari kartu mereka. Setelah semua mendapatkan kartu guru menjelaskan kepada siswa untuk mencari pasangan dari kartu yang didapatkan dalam waktu 1 menit. Apabila dalam waktu 1 menit ada siswa yang belum menemukan pasangan maka siswa tersebut akan diberi hukuman berupa menghafal beberapa kosakata baru. Kemudian guru meminta siswa untuk bersiap dan memberi aba-aba kepada siswa untuk membuka kartu mereka dan memberi waktu 1 menit kepada siswa untuk mencari pasangan mereka. Siswa dengan cepat mencari pasangan mereka. Sebagian mereka membuka kamus

dan sebagian berkeliling mencari pasangan mereka. Keadaan kelas menjadi ramai dan berisik. Siswa terlihat terburu-buru karena waktu mereka hanya satu menit. Setelah satu menit guru meminta untuk tenang dan berhenti mencari pasangan. Guru bertanya apakah ada siswa yang belum menemukan pasangan dan semua siswa sudah mendapatkan pasangan mereka termasuk siswa yang mendapatkan kartu pasangan dari kartu gambar yang dipegang guru.

5. **Group Discussion**

Guru meminta siswa untuk duduk sesuai pasangan mereka. Setelah itu guru memberi waktu 5 menit kepada setiap pasangan untuk mendiskusikan kartu mereka. Guru juga ikut berdiskusi dengan siswa yang menjadi pasangannya namun guru lebih banyak hanya memberi arahan kepada siswa tersebut. Guru juga berkeliling sebentar untuk memsatikan semua pasangan tidak kesulitan dalam diskusi. Guru juga membantu pasangan yang kesulitan seperti membantu menerjemahkan kata yang tidak dipahami siswa. Setiap pasangan fokus berdiskusi.

6. **Group Presentation**

Setelah 5 menit, guru meminta setiap pasangan untuk maju kedepan kelas dan menjelaskan kartu mereka dan membuktikan bahwa mereka pasangan yang tepat. Pasangan yang pertama maju adalah pasangan dari guru. pasangan dari guru menjelaskan dengan baik. Setelah itu stu persatu pasangan mulai maju dan menjelaskan kartu mereka. Pasangan yang maju diminta untuk membaca dan menjelaskan hasil diskusi dari kartu mereka. Pertama mereka membaca deskripsi kemudian menjelaskan arti dari deskripsi tersebut dan menunjukan kartu gambar dari deskripsi tersebut. pada beberapa pasangan guru memberi pertanyaan seperti "bagaimana kamu tahu bahwa kalian pasangan yang tepat?" siswa menjawab dengan menjelaskan kalimat dalam kartu deskripsi yang sesuai dengankartu gambar. Guru juga memberikan pertanyaan tentang language features yang digunakan dalam teks deskripsi. Mereka kemudian guru bertanya *"apakah mereka pasangan yang benar? Right or not?"* Jika pasangannya benar siswa menjawab *"right"*. Jika siswa kurang paham dengan penjelasan dari pasangan yang menjelaskan atau terdapat pasangan yang

kesulitan dalam menjelaskan, guru membantu dengan memberi sedikit penjelasan agar siswa mudah memahami. Dan aktifitas ini dilakukan sampai semua pasangan mendapat giliran. Dikelas ini semua siswa dapat menemukan pasangan yang sesuai. Guru juga meminta siswa untuk memberi apresiasi berupa tepuk tangan kepada pasangan yang selesai menjelaskan hasil diskusi.

7. **Evaluation**

Setelah semua pasangan menjelaskan hasil diskusi guru meminta siswa untuk kembali ke bangku masing-masing. Kemudian guru memberikan sebuah latihan kepada siswa. Pada latihan tersebut siswa diminta untuk menganalisis generic structure dan language features pada sebuah teks deskriptif. Latihan tersebut tidak dikerjakan siswa secara individu tetapi untuk satu bangku. Kemudian guru meminta siswa untuk mengerjakan latihan tersebut. Guru juga memperbolehkan siswa untuk bertanya jika ada yang kurang dipahami dari teks tersebut. Guru berkeliling untuk memastikan siswa mengerjakan laihan dengan benar dan tidak curang. Kondisi kelas juga menjadi tenang karena siswa fokus mengerjakan latihan.Terdapat beberapa siswa yang bertanya kepada guru tentang arti dari kosakata yang tidak mereka pahami atau maksud dari tugas mereka. Setelah selesai guru meminta siswa untuk mengumpulkan hasil latihan. Guru juga meminta siswa untuk mengumpulkan tugas yang diberikan pada pertemuan sebelumnya.

8. **Closing**

Setelah latihan selesai guru dan siswa merefleksi kegiatan pembelajaran. Guru bertanya *"bagaimana pembelajaran hari ini? Menyenangkan?"* siswa dengan antusias menjawab *"menyenangkan"*. Guru bertanya lagi *"mau diajar seperti ini lagi?"* siswa menjawab *"mau"*, guru bertanya apa alasannya dan siswa menjawab *"menyenangkan karena kelasnya jadi ngga spaneng dan ramai. Jadi ngga bikin ngantuk"*. Kemudian guru memberikan review singkat tentang teks deskriptif dan memberi siswa satu kesempatan untuk bertanya. Guru juga memberi tahu siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya dan meminta siswa untuk membaca materi ketika sudah

diasrama Setelah itu guru menutup kelas dengan berterima kasih dan mengucap salam.

Observasi 6

Kelas : X IPA 4

Tanggal Observasi : Sabtu, 15 Oktober 2022

1. **Preparation**

Guru menyiapkan kartu sebagai media pembelajaran dan LKPJ untuk siswa sebelum masuk kelas.

2. **Opening**

Guru masuk kelas dan mengkondisikan kelas. Setelah kelas kondusif guru memulai pembelajaran. Guru mengucapkan salam dengan mengucapkan *"assalamua'alaikum"* dan siswa menjawab *"wa'alaikumsallam"*. Guru menyapa siswa dan menanyakan kabar siswa dengan bertanya *"how are you today?"* siswa menjawab *"I am fine thank you, and you?"* guru menjawab *"I am fine too, thank you for asking"*. Kemudian guru memeriksa kehadiran siswa. . Jumlah siswa yang hadir pada hari tersebut berjumlah 28 siswa dari total 33 siswa. Setelah itu guru mengulas materi yang diajarkan pada pertemuan sebelumnya dengan memberikan beberapa pertanyaan kepada siswa. Siswa terlihat masih bisa mengingat materi dan bisa menjawab pertanyaan guru dengan benar.

3. **Main Activity**

Setelah review singkat guru menjelaskan proses pembelajaran yang akan dilakukan. Guru menjelaskan bahwa pembelajaran hari itu akan dilakukan dengan menggunakan strategi mencari pasangan seperti yang sudah guru katakan pada pertemuan sebelumnya. Kemudian guru menjelaskan aturan dalam mencari pasangan. Sebelum memulai guru memastikan bahwa jumlah siswa yang berangkat berjumlah genap.

4. **Group Activity**

Pertama guru membagi siswa menjadi dua kelompok, kelompok gambar dan kelompok deskripsi. Guru membuat kelompok dengan membagi siswa

yang duduk disebelah kanan setiap bangku menjadi kelompok gambar dan siswa yang duduk disebelah kiri menjadi kelompok deskripsi. Setelah semua mendapatkan kartu guru menjelaskan kepada siswa untuk mencari pasangan dari kartu yang didapatkan dalam waktu 1 menit. Apabila dalam waktu 1 menit ada siswa yang belum menemukan pasangan maka siswa tersebut akan diberi hukuman berupa menghafal beberapa kosakata baru. Kemudian guru meminta siswa untuk bersiap dan memberi aba-aba kepada siswa untuk membuka kartu mereka dan memberi waktu 1 menit kepada siswa untuk mencari pasangan mereka. Siswa dengan cepat mencari pasangan mereka. Sebagian mereka membuka kamus dan sebagian berkeliling mencari pasangan mereka. Keadaan kelas menjadi ramai dan berisik. Siswa terlihat terburu-buru karena waktu mereka hanya satu menit. Setelah satu menit guru meminta untuk tenang dan berhenti mencari pasangan. Guru bertanya apakah ada siswa yang belum menemukan pasangan. Terdapat empat siswa yang belum menemukan pasangan. Kemudian guru meminta siswa untuk duduk sesuai pasangan mereka dan meminta siswa yang tidak menemukan pasangan untuk maju kedepan kelas. Guru meminta siswa tersebut untuk menghafal lima kosakata tentang wisata dan memberi waktu mereka 3 menit untuk menghafal. Guru juga meminta setiap pasangan untuk mendiskusikan kartu mereka. Setelah 3 menit guru meminta siswa yang tidak menemukan pasangan untuk menghafal didepan kelas satu persatu. Siswa tersebut dapat menghafal dengan baik meskipun masih terbata-bata. Setelah itu guru membantu mencarikan pasangan yang benar dari kartu siswa siswa tersebut dan meminta mereka untuk mendiskusikannya juga.

5. **Group Discussion**

Guru meminta siswa untuk duduk sesuai pasangan mereka. Setelah itu guru memberi waktu 5 menit kepada setiap pasangan untuk mendiskusikan kartu mereka. Guru berkeliling untuk memsatikan semua pasangan tidak kesulitan dalam diskusi. Guru juga membantu pasangan yang kesulitan seperti membantu menerjemahkan kata yang tidak dipahami siswa. Setiap pasangan fokus berdiskusi.

6. **Group Presentation**

Setelah 5 menit, guru meminta setiap pasangan untuk maju kedepan kelas dan menjelaskan kartu mereka dan membuktikan bahwa mereka pasangan yang tepat. Satu persatu pasangan mulai maju dan menjelaskan kartu mereka. Mereka terlihat antusias. Pasangan yang maju diminta untuk membaca dan menjelaskan hasil diskusi dari kartu mereka. Pertama mereka membaca deskripsi kemudian menjelaskan arti dari deskripsi tersebut dan menunjukan kartu gambar dari deskripsi tersebut. Mereka kemudian guru bertanya *"apakah mereka pasangan yang benar? Right or not?"*. Jika pasangannya benar siswa menjawab *"right"*. Jika siswa kurang paham dengan penjelasan dari pasangan yang menjelaskan atau terdapat pasangan yang kesulitan dalam menjelaskan, guru membantu dengan memberi sedikit penjelasan agar siswa mudah memahami. Dan aktifitas ini dilakukan sampai semua pasangan mendapat giliran termasuk siswa yang sebelumnya tidak berhasil menemukan pasangan. Guru juga meminta siswa untuk memberi apresiasi berupa tepuk tangan kepada pasangan yang selesai menjelaskan hasil diskusi.

7. **Evaluation**

Setelah semua pasangan menjelaskan hasil diskusi guru meminta siswa untuk kembali ke bangku masing-masing. Kemudian guru memberikan sebuah latihan kepada siswa. Pada latihan tersebut siswa diminta untuk menganalisis generic structure dan language features pada sebuah teks deskriptif. Latihan tersebut tidak dikerjakan siswa secara individu tetapi untuk satu bangku. Kemudian guru meminta siswa untuk mengerjakan latihan tersebut. Guru juga memperbolehkan siswa untuk bertanya jika ada yang kurang dipahami dari teks tersebut. Guru berkeliling untuk memastikan siswa mengerjakan laihan denga benar dan tidak curang. Kondisi kelas juga menjadi tenang karena siswa fokus mengerjakan latihan.Terdapat beberapa siswa yang bertanya kepada guru tentang arti dari kosakata yang tidak mereka pahami atau maksud dari tugas mereka. Setelah selesai guru meminta siswa untuk mengumpulkan hasil latihan.

8. **Closing**

Setelah latihan selesai guru dan siswa merefleksi kegiatan pembelajaran. Guru bertanya *"bagaimana pembelajaran hari ini? Menyenangkan?"* siswa dengan antusias menjawab *"menyenangkan"*. Guru bertanya lagi *"mau diajar seperti ini lagi?"* siswa menjawab *"mau"*, guru bertanya apa alasannya dan siswa menjawab *"seru, kelasnya jadi ngga spaneng dan ngga bikin ngantuk"*. Kemudian guru memberikan review singkat tentang teks deskriptif dan memberi siswa satu kesempatan untuk bertanya. Guru juga memberi tahu siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya dan meminta siswa untuk membaca materi ketika sudah diasrama Setelah itu guru menutup kelas dengan berterima kasih dan mengucap salam.
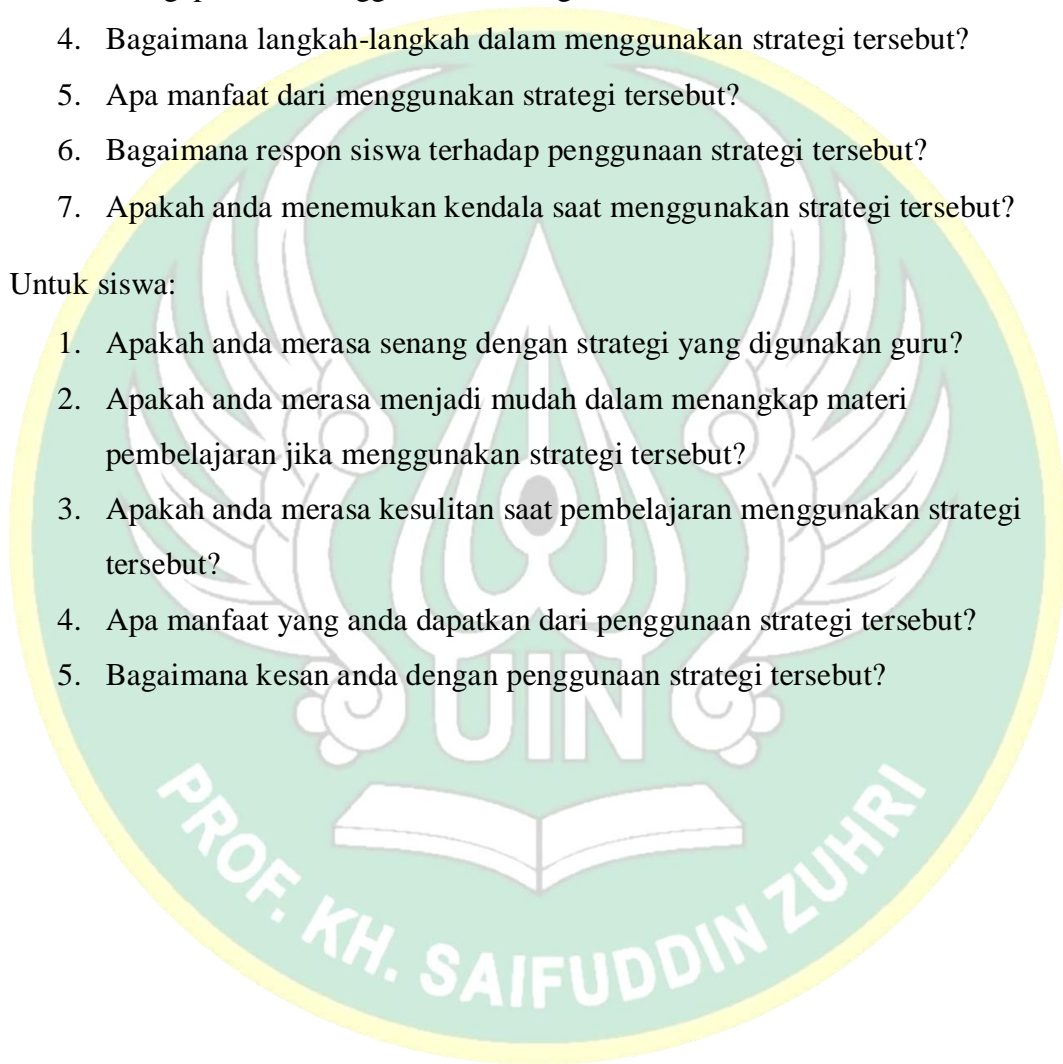
Appendix 3

Interview Guide

Untuk guru:

1. Strategi apa yang anda gunakan dalam mengajar reading?
2. Menurut anda strategi tersebut merupakan strategi yang seperti apa?
3. Mengapa anda menggunakan strategi tesebut?
4. Bagaimana langkah-langkah dalam menggunakan strategi tersebut?
5. Apa manfaat dari menggunakan strategi tersebut?
6. Bagaimana respon siswa terhadap penggunaan strategi tersebut?
7. Apakah anda menemukan kendala saat menggunakan strategi tersebut?

Untuk siswa:

1. Apakah anda merasa senang dengan strategi yang digunakan guru?
2. Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?
3. Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?
4. Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?
5. Bagaimana kesan anda dengan penggunaan strategi tersebut?

Appendix 4

Wawancara dengan Guru

Sekolah : MA Tanbihul Ghofilin
Guru : Sefi Zein Ardian (N)
Peneliti : Nidaul Husna (P)

P : Assalamu'alaikum wr.wb, selamat siang pak

N : Wa'alaikumsalam, selamat siang juga mba

P : Mohon maaf pak jika mengganggu waktunya

N : Ngga kok mba santai aja saya juga lagi senggang

P : Jadi ini saya mau wawancara sebentar ngga papa ya pak?

N : Iya ngga papa mba silahkan

P : Jadi seperti ini pak, seperti yang pernah bapak katakan sebelumya kalau mengajar bahasa Inggris disini itu sedikit sulit karena sekolah ini merupakan bagian dari yayasan pondok pesantren jadi siswanya kaya seperti tidak terlalu tertarik dengan bahasa Inggris apalagi ketika materi ya pak. Terus apa bapak mempunyai strategi tertentu dalam mengajar reading di sekolah ini?

N : Iya mba, ngajar disini itu harus bener-bener sabar apalagi dengan kondisi siswa yang kurang minat dengan bahasa Inggris dan sering bilang kalau bahasa Inggris itu pelajaran yang sulit. Jadi kalo saya ngajarnya cuma modal njelasin aja anak-anak itu bakal bosen terus ngantuk dikelas. Kalau sudah seperti itu kan anak-anak jadi ngga paham materi terus kalo disuruh ngerjain soal kadang njawabnya asal-asalan apalagi sebagain besar siswa disini juga lulusan dari MTs Tanbihul Ghofilin juga jadi ya minat mereka pada bahasa Inggris juga belum terlalu banyak. Jadi kaya pinter pinternya guru lah dalam mengajar. Pernah saya melihat anak-anak sedang sibuk mendiskusikan sesuatu terus saya tanya lagi diskusi apa? Terus mereka jawab sedang diskusi tugas bahasa Arab. Padahal itu lagi dikelas saya. Ada lagi tapi dikelas berbeda, saya sedang menjelaskan tapi ada satu murid yang fokus nulis padahal saya ngga nyuruh nulis, terus saya tanya lagi nulis apa? Dia jawab bukan apa-apa tapi ternyata lagi ngerjain tugas bahasa Arab. Itu membuat saya berfikir kok mereka kaya

antusias sekali pada bahasa Arab sedangkan pada pelajaran saya mereka tidak seantusis itu, bahkan jika saya meminta mereka untuk mengumpulkan tugas masih ada beberapa siswa yang belum mengerjakan. Akhirnya saya cari cara biar anak-anak itu antusias dan akif juga pada pelajaran bahasa Inggris. Jadi saya pakai beberapa strategi dalam mengajar. Untuk strategi yang digunakan dalam mengajar bahasa Inggris sebenarnya saya ada beberapa cara yang saya gunakan, tapi khusus untuk materi reading saya lebih suka menggunakan cara semacam mencari pasangan gitu mba.

P   : Menurut bapak strategi tersebut merupakan strategi yang seperti apa?

N   : Jadi siswa diberi kartu yang berbeda-beda tapi kartu-kartu tersebut merupakan kartu-kartu yang berpasangan, nah setiap siswa harus mencari pasangan dari kartu yang mereka dapatkan mba. Aslinya kalo pakai cara ini kartunya pake kartu pertanyaan sama kartu jawaban. Tapi karena saya menggunakan ini untuk materi descriptive text jadi selain hanya menggunakan pertanyaan dan jawaban saya juga menambahkan kartu gambar dari suatu tempat terus deskripsi dari tempat tersebut.

P   : Mengapa bapak menggunakan strategi tersebut dalam mengajar reading?

N   : Gini ya mba. Disini itu siswanya memang ngga diperbolehkan bawa HP jadi kesulitan mengajar disini ya paling siswanya pada tidur gitu mba apalagi kalau reading tuh mereka kaya sengaja tidur gitu biar ngga ditunjuk gitu. Jadi disini saya mencari cara gimana sih biar anak-anak tuh ngga ngantuk, biar anak-anak pada aktif dan semangat saat pelajaran. Nah ketika saya pakai strategi itu anak-anak tuh pada exited gitu karena memang strateginya kaya semacam game jadi menyenangkan. Mereka juga jadi aktif dan ngga malu atau nolak pas disuruh baca bacaan bahasa Inggris meskipun speaking mereka belum benar-benar pas. Saya juga jadi ikut seneng karena anak-anak pada semangat gitu mba.

P   : Apa yang perlu dipersiapkan sebelum mengajar menggunakan tersebut?\

N : Hal yang perlu dipersiapkan yang pertama jelas lesson plan supaya pembelajaran kita lebih terarah. Kemudian materi yang akan dijarkan. Biasanya saya juga mengambil materi dari buku atau internet karena LKS yang dipegang siswa masih terlalu singkat dan umum. Terus setelah itu saya menyiapkan kira-kira strategi apa yang akan saya gunakan dalam mengajar materi tersebut. Karena pada materi reading saya menggunakan strategi mencari pasangan yang membutuhkan media berupa kartu, jadi saya juga menyiapkan kartu-kartu tersebut terlebih dahulu. Terakhir saya menyiapkan bahan yang akan saya jadikan evaluasi.

P : Terus langkah-langkah dalam menggunakan strategi tersebut bagaimana pak?

N : untuk langkah-langkahnya yang pertama jelas saya harus prepare kartu-kartunya sebelum pembelajaran. Saya cari beberapa gambar dan deskripsinya dari internet. Terus pas pelajaran saya review sebentar materi tentang descriptive text kaya. Terus saya bagi siswa menjadi dua kelompok. Kelompok gambar sama kelompok deskripsi. Setelah itu saya bagi kartunya secara acak kemudian setelah saya beri aba-aba siswa boleh mencari pasangan dari kartu mereka. Biasanya saya kasih waktu satu menit buat siswa nemuin pasanganya. Setelah waktu habis saya cari ada ngga siswa yang belum menemukan pasangan. Kalau misal ada saya suruh untuk maju kedepan kelas kemudian saya suruh untuk menghafal beberapa vocabulary bahasa Inggris. Setelah itu siswa duduk sesuai pasangan kemudian saya beri waktu untuk mendiskusikan deskripsi serta biasanya saya suruh untuk cari language featuresnya dari gambar dan deskripsi tersebut. Kemudian saya meminta mereka maju perkelompok untuk menjelaskan hasil diskusi mereka didepan kelas. Terus saya kaya make sure apakah pasangan yang maju merupakan pasangan yang sesuai. Gitu mba.

P : Terus manfaat yang bapak dapatkan dari menggunakan strategi mencari pasangan tersebut?

N : Kalau manfaat yang paling menonjol itu siswa menjadi aktif dalam kelas. Mereka jadi ngga hanya mendengarkan guru mengajar aja. Biasanya mereka itu ngga tertarik sama pelajaran, mereka kaya mancing-mancing saya biar ngga pelajaran kaya mancing buat cerita apa apalah gitu. Mereka juga aslinya mudah bosan apalagi kalau sudah jam siang. Jadi ketika saya menggunakan strategi ini manfaat yang paling kerasa ya mereka jadi lebih aktif. Terus kelasnya juga jadi tidak membosankan. Mereka juga lebih ekspresif karena biasanya kalau ditunjuk untuk membaca pada ngga mau tapi ketika menggunakan teknik ini mereka kaya lebih semangat buat nyelesein tugas mereka. Mereka jadi mau membaca dan menjelaskan hasil diskusi mereka didepan kelas. Terus ketika mereka menganalis generic structure atau language features mereka juga jadi ngga terlalu kesulitan. Terus juga ini bisa melatih kerjasama mereka. Mereka juga dapat belajar disiplin dan menghargai waktu. Itu aja si mba manfaat yang paling saya rasakan.

P : Terus pak bagaimana respon siswa ketika bapak menggunakan teknik tersebut?

N : Oh saya suka sekali dengan respon mereka mba. Misalnya ketika saya memberi tahu kalau next meeting kita akan ada game. Mereka itu kaya "beneran pak?" gitu jadi mereka itu sudah semangat. Pada saat pembelajaran pun mereka jadi lebih semangat. Bahkan pas yang maju perkelompok itu mereka pada rebutan gitu awalnya, tapi ya namanya juga dipondok jadi kaya mereka itu ngantri buat maju gitu. Pas bagian evaluasi juga saya tanya "suka ngga sama pembelajaran hari ini?" mereka dengan semangat jawab suka gitu, bahkan ada yang bilang untuk pake cara itu lagi karena kata mereka asyik dan ngga ngebosenin. Jadi saya suka sama respon mereka.

P : Terus pak seperti yang bapak bilang tadi kan siswa jadi lebih aktif dan semangat gitu terus kelasnya jadi tidak membosankan. Apakah kira-kira masih ada kendala ketika bapak menggunakan strategi tersebut?

N   : Tentu saja ada mba. Pertama masalah waktu sih. Biasanya ketika lagi asyik-asyiknya eh waktunnya sudah hampir habis, jadi kaya belum puas tapi sudah selesai. Kedua, kelasnya jadi ramai banget pas bagian mencari pasangan. Jadi semuanya pada ribut dan agak sedikit susah untuk dikondisikan. Terus siswa biasanya masih kesulitan untuk menerjemahkan deskripsi karena ya memang disini penguasaan vocabulary nya masih rendah. Terus meskipun sebagian besar siswa menjadi aktif tapi masih ada beberapa siswa yang kurang partisisipatif. Misanlnya ketika mereka disuruh menjelaskan mereka menjelaskanya apa adanya banget kaya cuma di translate aja. Paling itu kendalanya mba.

P   : Terkait masalah waktu kendalanya bagaimana pak?

N   : Kalau terkait waktu, disini waktu pembelajarannya berbeda dengan sekolah lain. Jika disekolah lain biasanya satu jam pelajaran 45 menit. disini satu jamnya hanya 40 menit. Jadi jika saya menggunakan strategi mencari pasangan saya biasanya butuh lebih dari satu pertemuan. Pada pertemuan pertama saya fokus pada pemberian materi dan pada pertemuan kedua saya baru menggunakan strategi tersebut karena jika hanya satu pertemuan waktunya tidak cukup. Apalagi mengondisikan siswa disini agak sulit dan perlu waktu banyak. Karena waktunya cuma sebentar, saya juga sering menyingkat waktu. Misalnya kegiatan aslinya 10 menit saya singkat menjadi 5 menit. Contoh lain kalau dalam mencari pasangan biasanya siswa diberi waktu 3-5 menit tapi saya hanya memberi 1 menit.

P   : Oh seperti itu pak. Terus bagaimana bapak menangani kendala-kendala tersebut?

N   : Untuk solusinya ketika kelas yang terlalu ramai saya mengeraskan suara saya untuk intruksi terus pergi ke tempat paling ramai dan mengondisikan mereka sebisa mungkin. Terus yang masalah waktu, aslinya cara mencari pasangan seperti ini itu ada repeat nya mba. Jadi diulang beberapa kali. Tapi karena waktunya terbatas jadi saya hanya pakai dua putaran saja yang penting siswa

paham. Waktu yang saya berikan ke anak-anak juga hanya 1 menit, padahal aslinya 3-5 menit.Terus untuk mengantisipasi siswa agar tidak kesulitan dalam menerjemahkan kalimat saya biasanya menyuruh mereka untuk membawa kamus. Karena kalau tidak disuruh mereka ngga akan bawa kamus dengan alasan berat. Kalau yang terkait siswa yang kurang partisipatif pada saat mereka menjelaskan saya memberi pertanyaan-pertanyaan tambahan pada mereka.

P   : Oh seperti itu ya pak.

N   : iya mba. Ada lagi yang ditanyakan?

P   : Saya kira sudah cukup pak. Terima kasih banyak sudah meluangkan waktunya untuk wawancara ini.

N   : Iya mba sama-sama
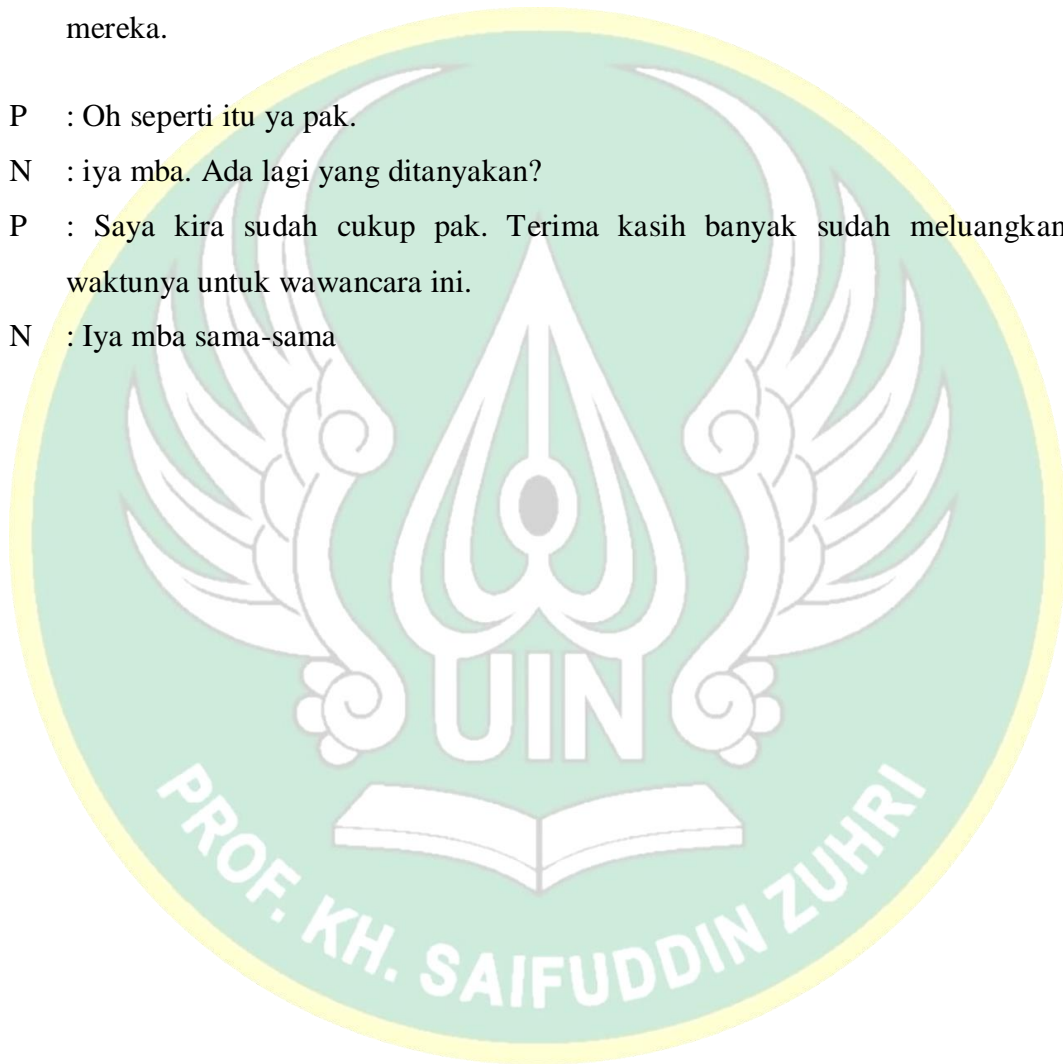
Wawancara dengan Siswa

Wawancara 1

Kelas : X IPA 3

Narasumber : Salsabila Putri Wardani (N1)

Peneliti : Nidaul Husna

P : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N : Saya senang karena enjoy dan ngga spaneng-spaneng banget, asyik lah mba pokoknya

P : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N : Iya mba soalnya pak gurunya asyik jadi kita juga enjoy sama pelajaranya. Pak guru juga njelasinnya ngga kecepetan terus sering tanya ke murid "udah paham belum?" atau "ada yang belum paham?" jadi kaya kita harus bener-bener paham dulu sebelum ditambah materi lagi.

P : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N : Ngga mba, saya ngga merasa kesulitan saya malah suka banget kalo pake cara kaya gitu.

P : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N : Saya jadi aktif dikelas. Terus saya jadi percaya diri buat maju ke depan kelas dan njelasin ke teman-teman meskipun saya ngomong bahasa Inggrisnya jelek banget. Saya juga jadi mengingat materinya.

P : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N : Saya senang banget karena kelasnya jadi ramai ngga bikin ngantuk. Gurunya juga asyik. Biasanya kan guru lain cuma njelasin materi terus kita cuma ndengerin aja jadi cepet bosan. Kalau pakai cara yang dipakai pak guru ngga ngebosenin. Saya jadi semangat pas pembelajaran.

Wawancara 2

Kelas   : X IPA 3

Narasumber   : Fera Ayu Wandira (N2)

Peneliti   : Nidaul Husna

P   : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N   : Saya senang karena ada permainanya, kelasnya jadi ngga spaneng

P   : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N   : Iya mba jadi mudah soalnya gurunya ngga hanya ngejelasin aja, tapi ada permainanya jadi kita kaya main game tapi sebenarnya juga lagi belajar. Dan kita itu ngga sadar kalo sebenarnya kita itu juga sedang belajar.

P   : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N   : Secara keseluruhan si engga mba, tapi saya sendiri agak sulit kalo dapat kartu yang deskripsi karena kita harus translate dulu biar bisa cari pasangan.

P   : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N   : Yang saya dapatkan dari penggunaan strategi ini selain materi pembelajaran saya juga dapat wawasan terkait berbagai tempat didunia. Contohnya saya dapat kartu menara Eiffel jadi saya juga belajar tentang menara Eiffel juga.

P   : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N   : Saya pribadi sangat suka karena pembelajaranya ngga bikin bosan. Soalnya anak-anak dikelas ini sukanya yang rame-rame gitu, jadi ngga cocok kalo belajarnya kita cuma ndengerin guru sama ngerjan tugas aja.

Wawancara 3

Kelas : X IPA 3

Narasumber : Silvi Indriyani (N3)

Peneliti : Nidaul Husna

P : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N : Iya saya senang karena pembelajaranya nggak kaya guru-guru lainnya. Jadi ada kesan tersendiri menurut saya.

P : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N : Iya mba pak guru menjelaskan materinya mudah di mengerti terus jadi mudah diingat karena pak guru juga sering tanya-tanya sama kita.

P : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N : Menurut saya bagian yang sulit itu ketika kita harus menerjemahkan terus dijelaskan. Terus juga kelasnya jadi ramai banget dan berisik tapi cuma sebentar sih.

P : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N : Saya jadi punya pengalaman belajar yang mengasyikan. Terus saya juga dapat mempelajari tempat-tempat wisata didunia terus kosakatanya jadi bertambah.

P : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N : Saya suka dengan cara yang dilakuan pak guru saat mengajar. Kita jadi tidak malu untuk membaca bacaan bahasa Inggris lagi. Terus kelasnya jadi menyenangkan.

Wawancara 4

Kelas : X IPA 4

Narasumber : Umi Nailil Maghfiroh (N4)

Peneliti : Nidaul Husna

P : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N : Iya saya merasa senang karena kelasnya jadi tidak spaneng. Biasanya kan guru lain cuma menjelaskan didepan kelas dan kita mendengarkan. Tapi dikelas pak guru ngajarnya pakai permainan jadi kita juga senang.

P : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N : iya saya jadi mudah memahami apa yang diajarkan

P : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N : Saya tidak merasa kesulitan karena cara yang dilakukan pak guru mudah, aturanya juga simple.

P : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N : Saya jadi mudah dalam menangkap pelajaran dan menjadi aktif dikelas.

P : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N : Saya menyukai cara yang dilakukan guru karena membuat kelas menjadi tidak membosankan dan menyenangkan. Meskipun menggunakan permainan tetapi kita juga tetap diberi materi oleh guru.

Wawancara 5

Kelas   : X IPA 4

Narasumber   : Alya Qutrotun Nada (N5)

Peneliti   : Nidaul Husna

P   : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N   : Iya saya merasa senang karena kelasnya jadi ngga spaneng. Kita juga jadi aktif dikelas.

P   : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N   : Iya saya menjadi mudah mengingat materi karena pembelajarannya menyenangkan kita jadi mudah dalam menangkap materi.

P   : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N   : Saya tidak kesulitan dengan strategi tersebut, tetapi menurut saya waktu yang diberikan pak guru untuk mencari pasaangan kurang lama kita jadi gugup kalau belum menemukan pasangan.

P   : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N   : Saya menjadi lebih aktif dikelas

P   : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N   : Pembelajarannya sangat menyenangkan karena kelasnya menjadi lebih ceria tidak seperti biasanya hanya duduk mendengarkan guru.

Wawancara 6

Kelas : X IPA 4

Narasumber : Devi Prastiani (N6)

Peneliti : Nidaul Husna

P : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N : Saya senang sekali mba karena kelasnya jadi tidak spaneng kaya biasanya. Biasanya kan guru hanya menjelaskan terus kita cuma ndengerin. Tapi kalau pelajaran bahasa Inggris yang pakai cara itu bikin kelas jadi rame. Kita juga jadi ngga ngantuk dikelas.

P : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N : Kalau menurut saya iya mba soalnya cara pak guru menjelaskan juga simpel jadi kita jadi mudah mengingatnya, ngga riber.

P : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N : Saya tidak merasa kesulitan karena meskipun kita harus menerjemahkan kartu deskripsi tapi karena pak guru sudah memberi tahu kita untuk membawa kamus jadi kita ngga terlalu kesulitan.

P : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N : Saya jadi senang saat pelajaran karena kelasnya menjadi aktif dan kita juga bersenang-senang. Kita jadi tidak merasa bosan saat pelajaran.

P : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N : Kesan saya menyenangkan dan asyik. Kita juga menjadi aktif. Anak yang biasanya tidak aktifpun menjadi lebih aktif.

Wawancara 7

Kelas   : X IPA 2

Narasumber   : Muna Faoziyatun (N7)

Peneliti   : Nidaul Husna

P   : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N   : Iya saya merasa senang karena kelasnya jadi tidak spaneng.

P   : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N   : Iya karena pak guru juga selalu memastikan kita semua paham. Jadi pak guru kaya sering bertanya pada kita apakah kita paham atau ada yang belum dipahami.

P   : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N   : Kesulitannya paling dibagian mencari pasangannya mba karena waktunya sebentar.

P   : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N   : Saya menjadi lebih aktif dikelas. Saya juga menjadi lebih percaya diri untuk maju kedepan kelas. Kelasnya juga menjadi tidak membosankan.

P   : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N   : Menurut saya pembelajaranya asyik. Kelas jadi aktif dan kita juga menjadi aktif dikelas dan tidak mengantuk saat pelajaran.

Wawancara 8

Kelas : X IPA 2

Narasumber : Bunga Nazilatul Hidayah (N8)

Peneliti : Nidaul Husna

P : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N : Saya merasa senang karena pelajaranya menjadi menyenangkan.

P : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N : Iya saya jadi mudah menangkap materi.

P : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N : Kalau menurut saya kesulitannya karena kelasnya menjadi ramai jadi semua anak itu sibuk mecari pasangan jadi kelasnya sedikit ribut. Karena kelasnya ramai jadi agak sulit mencari pasangannya.

P : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N : Saya menjadi lebih aktif dan lebih mudah dalam mengingat materi.

P : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N : Saya menyukai strategi tersebut karena kita bisa belajar tapi dengan cara yang menyenangkan. Tidak hanya duduk mendengarkan guru saja.

Wawancara 9

Kelas   : X IPA 2

Narasumber   : Putri Adhel Aulia (N9)

Peneliti   : Nidaul Husna

P   : Apakah anda merasa senang dengan strategi yang dilakuan guru?

N   : Iya saya merasa senang karena pelajaranya menjadi seru dan tidak spaneng

P   : Apakah anda merasa menjadi mudah dalam menangkap materi pembelajaran jika menggunakan strategi tersebut?

N   : Menurut saya iya karena pelajaranya menyenangkan saya menjadi mudah menangkap materi yang diajarkan pak guru

P   : Apakah anda merasa kesulitan saat pembelajaran menggunakan strategi tersebut?

N   : Tidak, saya tidak merasa kesulitan dengan pembelajaran yang seperti itu.

P   : Apa manfaat yang anda dapatkan dari penggunaan strategi tersebut?

N   : Manfaat yang saya dapatkan, saya menjadi lebih aktif dikelas karena jujur saya anaknya kurang aktif jika pada pembelajran biasa. Saya biasanya diam saja ketikia pelajaran. Tapi dengan cara yang pak guru lakukan saya jadi lebih semangat dan aktif dikelas.

P   : Bagaimana kesan anda dengan penggunaan strategi tersebut?

N   : Kesan saya strategi tersebut baik dan cocok digunakan dalam pelajaran bahasa Inggris karena bisa menambah kosakata bahasa Inggris kita. Menyenangkan karena saya bisa berinteraksi dengan teman kelas selain diluar jam pelajaran dan kelasnya tidak membosankan.

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Satuan Pendidikan   : MA Tanbihul Ghofilin

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : X/1

Materi pokok   : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Alokasi waktu   : 80 menit

A. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks describtive tentang tempat wisata terkenal.

3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks describtive sederhana tentang tempat wisata atau bangunan terkenal.

4. Merespon makna dalam teks describtive, lisan dan tulis, sederhana, tentang orang.

5. Menyusun teks describtive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

B. Media & Sumber Belajar

1. Media   : Kartu, Spidol, Whiteboard

2. Sumber Belajar : Buku Bahasa Inggris Kelas X, Internet

C. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	15 Menit
	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik	

	dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Pengertian teks deskriptif, contoh dan penggunaannya*	
	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Inti	**KEGIATAN LITERASI:** Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Pengertian teks deskriptif, contoh dan penggunaannya.*	55 Menit
	CRITICAL THINKING/BERPIKIR KRITIS: Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Pengertian teks deskriptif, contoh dan penggunaannya*.	
	COLLABORATION (KERJASAMA) Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Pengertian teks deskriptif, contoh dan penggunaannya.*	

	COMMUNICATION (BERKOMUNIKASI) Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.	
	CREATIVITY (KREATIVITAS) Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Pengertian teks deskriptif, contoh dan penggunaannya***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
Penutup	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	10 Menit
	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan:** berupa tes tertulis dan observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, dan penilaian produk.

Mengetahui,

Kepala Madrasah   Guru Mapel

K.H. Hamzah Chasan, S. Pd.I   Sefi Zein Ardian, S. Pd

Appendix 6

Learning Material
Descriptive Text

1. **The Definition and Purpose of Descriptive Text**

   Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing

2. **The Generic Structure of Descriptive Text**

   Descriptive text has structure as follow:
   a. Identification; identifying the phenomenon to be described.
   b. Description; describing the phenomenon in parts, qualities, or/and characteristics

3. **The Language Features of Descriptive Text**

   Here are the language features of the descriptive text:
   a. Using attributive and identifying process
   b. Using adjective and classifiers in nominal group
   c. Using simple present

4. **Example of Descriptive Text**

   Ondel-Ondel

   Ondel-ondel is very popular in Jakarta, the capital city of Indonesia. It is a giant doll from Jakarta. The male ondel-ondel is dressed like a man. Has a sword at his hip and a shawl over his soulder. Its head is decorated with colorful paper strings.

   Ondel-ondel is made of bamboo structure. Its face is made of wood-mask. Its hair is made of palm fibre. A man inside the structure moves it. The movement is very clumsy. Its arms are dropping.

   A pair of ondel-ondel are usually performed to celebrate a child circumcision. Traditional music, gambang kromong, qasidah, tanjidor. Or gendang pencak, accompanies the procession. Children are interested in following it.

   In the old days people belived that a couple of ondel-ondels were the manifestation of a god and goddess who would protect the arcumcisedb boy from danger or evil. Now ondel-ondel is performed to welcome guest in opening ceremonies held in Jakarta and places nearby.

   TASK

   Answer the following questions based on the text!
   1. What is ondel-ondel?
   2. Where does ondel-ondel come from?
   3. What is ondel-ondel made from?
   4. Are a pair of ondel-ondels commonly perform to celebrate a child circumcision?
   5. "The movement is very <u>clumsy</u>." (paragraph 2)
      Mention five synonym of the underlined word!

Evaluation Sheet

1. *Read the text below carefully.*

2. *Identify the generic structure and language features of the text.*

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Appendix 7

Pictures

Activity

The students are looking for partner

The students are presenting the result of the discussion

Example of Cards

It is a Mayan Civilization Site in Mexico in the 800 BC century. The Kukulcan Pyramid in this historical site complex is believed to be the center of political and economic activity for the Mayan civilization, which is located on the Yucatan Peninsula (now part of Mexico).

It is a well known architectural object in India for its finest design which combine elements from India, Persian and Islamic architectural style. It is a very large tomb made of ivory-white marble. we will get the impression that Islamic architectural style is very strong in the building.

Language features of descriptive text

Generic structure of descriptive text

1. Simple present tense
2. Adjective
3. Attributive
4. Identifying process

1. Identification
2. Description

The temple is the largest temple in the world which in its construction requires two million river rocks. It is the largest work of art since ancient times and is famous throughout the world

Descriptive text is…

Text that describe about particular person, place, or thing.

it is a statue with the head of a lion with a body like a fish. Its name is a combination of a mermaid and a lion. The Merlion was designed by Fraser Brunner for the Singapore Tourism Board (STB) in 1964 and was used as its logo until 1997.

BIOGRAPHY

A. Personal Detail

    1. Name   : Nidaul Husna

    2. Student Number   : 1817404031

    3. Place, Date of Birth   : Banjarnegara, 1 Desember 1999

    4. Adress   : Tribuana RT 03 RW 01, District of Punggelan, Banjarnegara Regency

    5. Name of Father   : Masrur, A. Ma.

    6. Name of Mother   : Muftihah

B. Educational Background

    1. Formal Education

        a. SD/MI, graduation year   : MI Cokroaminoto 02 Tribuana, 2012

        b. SMP/MTs, graduation year : MTs Tanbihul Ghofilin, 2015

        c. SMA/MA, graduation year : MA Tanbihul Ghofilin, 2018

        d. S1, entry year   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2018

    2. Non-Formal Education

        a. Pondok Pesantren Tanbihul Ghofilin

        b. Pondok Pesantren Fatkhul Mu'in Purwokerto

Purwokerto, December 23, 2022

Nidaul Husna

S.N. 1817404031

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Lamp.	: -	
Hal	: **Permohonan Ijin Observasi Pendahuluan**	

Kepada
Yth. Kepala MA Tanbihul Ghofilin
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : Nidaul Husna
2. NIM   1817404031
3. Semester   : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek   : Guru dan siswa kelas X
2. Tempat/ Lokasi   : MA Tanbihul Ghofilin
3. Tanggal Observasi : 10-08-2022 s.d 17-08-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Ketua Jurusan Tadris

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Kepada
Yth. Kepala MA Tanbihul Ghofilin
Kec. Bawang
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Nidaul Husna	
2. NIM	1817404031	
3. Semester	: 9 (Sembilan)	
4. Jurusan / Prodi	: Tadris Bahasa Inggris	
5. Alamat	: Tribuana, RT 03 RW 01, Punggelan, Banjarnegara	
6. Judul	: The Implementation of Cooperative Learning Method with Make a Match Technique in Teaching Reading Descriptive Text in Tenth Grade of MA Tanbihul Ghofilin Banjarnegara	

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek	: Guru dan siswa kelas X
2. Tempat / Lokasi	: MA Tanbihul Ghofilin
3. Tanggal Riset	: 6-10-2022 s/d 6-12-2022
4. Metode Penelitian	: Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

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Hal   : Pemberian ijin

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Yth: Ketua Jurusan Tadris Bahasa Inggris
UIN Profesor Kyai Haji Saifuddin Zuhri Purwokerto
Di Purwokerto

Assalamualaikum Wr. Wb.

Menindaklanjuti surat dari UIN Profesor Kyai Haji Saifuddin Zuhri Purwokerto nomor B.m.1490/Un/D.FTIK/PP.05.3/08/2022 tentang permohonan ijin observasi pendahuluan.

Maka berdasarkan surat tersebut, kami tidak keberatan untuk memberikan ijin kepada mahasiswi yang bernama Nidaul Husna untuk melaksanakan observasi pendahuluan di MA Tanbihul Ghofilin Bawang yang akan dilaksanakan pada:

1. Obyek   : Mata Peajaran Bahasa Inggris kelas X
2. Waktu   : 10-08-2022 s.d 17-08-2022

Demikian pemberian ijin kami, atas kepercayaannya, kami menyampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Kepala Madrasah

KH M. Chamzah Hasan, S.Pd.I