

**THE EFFECT OF MAKE-A-MATCH METHOD TOWARDS
STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT
SMP N 2 BUMIAYU**



AN UNDERGRADUATE THESIS

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

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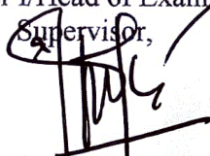
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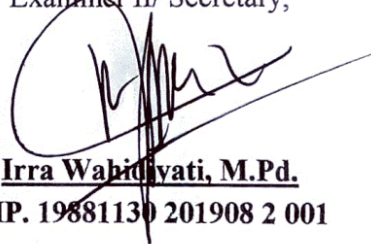
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

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THE EFFECT OF MAKE-A-MATCH METHOD TOWARDS STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT SMP N 2 BUMIAYU

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Abstract: The research purpose was to figure out the effect of make-a-match method towards students' writing skill in procedure text at SMP N 2 Bumiayu During the odd semester of the academic year 2022–2023, the research was carried out. The researcher uses quantitative research approach with quasi-experimental design. The population of the research was taken from the 9th grade students. IX G students served as the experimental class, while IX F students served as the control class. The instrument of the research consists of pre-test and post-test in essay writing format. The researcher used IBM SPSS Statistics 25 for the data analysis process. The result of procedure text writing in the experimental class under the treatment using make-a-match method is 67.20 in the pre-test mean score, meanwhile the post-test mean score is 84.93. The result of procedure text writing in the control class under the treatment without using make-a-match method is 66.67 in the pre-test mean score, meanwhile the post-test mean score is 76.13. The t-test result in the experimental class was revealed that $t_{\text{value}} = 15.479$ is greater than $t_{\text{table}} = 2.045$; meanwhile the t-test result in the control class was revealed that $t_{\text{value}} = 8.062$ is greater than $t_{\text{table}} = 2.045$; and for both classes, the Sig. (2-tailed) 0.000 is lesser than $\alpha = 0.05$. Thus, according to the criteria of acceptance for t-test, it can be concluded that if $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) < 0.05 . The null hypothesis (H_0) is rejected based on the hypothesis, while the alternative hypothesis (H_a) is accepted. The use of the make-a-match method has a significant effect on students' writing skill in procedure text, according to the research's conclusion.

Keywords: Make-a-Match Method, Procedure Text, Writing

MOTTO

“All we have to decide is what to do with the time that is given to us”

—J.R.R. Tolkien,

The Fellowship of the Ring (The Lord of the Rings)



PREFACE

Bismillahirrahmanirrahim.

In the name of Allah, The Most Gracious, The Most Merciful.

All praise to Allah, the Almighty, who have been given the researcher guidance, strength, patience, knowledge, ability, and blessings to finish this research study. Also, peace be upon Prophet Muhammad and on all of his family, his companions, and his followers.

This thesis entitled “The Effect of Make-a-Match Method towards Students’ Writing Skill in Procedure Text at SMP N 2 Bumiayu” is presented to the Faculty of Tarbiya and Teacher Training as one of the requirements to achieve the S.Pd. (*Sarjana Pendidikan/Bachelor of Education*) degree. This research would not be completed without the whole support, motivation, advice, and help from all the people behind the process. Unforgotten to mention, the researcher expresses his special gratitude deeply from the heart to his beloved parents, Mr. Saeful Anwar and Mrs. Nurkhozanah for giving their pray and support all the time, sacrificing so much and asking for nothing to the researcher.

Furthermore, the researcher expresses sincere gratitude and highest appreciation to his advisor, Mr. Maulana Mualim, S.Pd, M.A. for all his worthy guidance, motivation, advice, correction, trust, and hospitality during the whole process in accomplishing the research.

The researcher also expresses his honourable mention and gratitude towards these people:

1. Prof. Dr. H. Suwito, M.Ag., the Dean Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto who had approved this thesis.
2. Dr. H. Suparjo, M.A., the Deputy Dean I Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M.Ag., the Deputy Dean II Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

4. Dr. Sumiarti, M.Ag., the Deputy Dean III Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto
5. Dr. Maria Ulpah, M.Si., the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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7. Desi Wijayanti Ma'rifah, M.Pd, the Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
8. Maulana Mualim, S.Pd, M.A., the advisor who gave support, motivate and help in finishing the research.
9. All the lecturers in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto for teaching precious knowledges, sharing philosophy of life, and giving best experience study.
10. All the administration staffs and the librarians in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
11. Kukuh Sarjono, M.Pd., the Headmaster of SMP N 2 Bumiayu who has given the researcher permission to conduct the research.
12. Esiti Aji S., S.Pd., the English teacher of SMP N 2 Bumiayu who has also given permission to teach her students and help the researcher to conduct the research.
13. All the students at 9th grade F and G of SMP N 2 Bumiayu who have participated during the research.
14. My beloved father and mother, Saeful Anwar and Nurkhozanah; my brother Hisyam Anwar who always help, support, and pray.
15. All my friends, colleagues, and fellow classmates in English Education Study Program.

16. Everyone who has contributed, motivated and helped the researcher to finish the study in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

Finally, one page of a paper can never had enough to express the researcher's gratitude for the help of the people mentioned above in finishing this thesis. The researcher realised that this thesis is far from being utterly perfect. Therefore, it is such an honour for him to receive criticism and suggestion in order to make this thesis even better, so that it can be useful for other researches in the future.

Purwokerto, 21 March 2023

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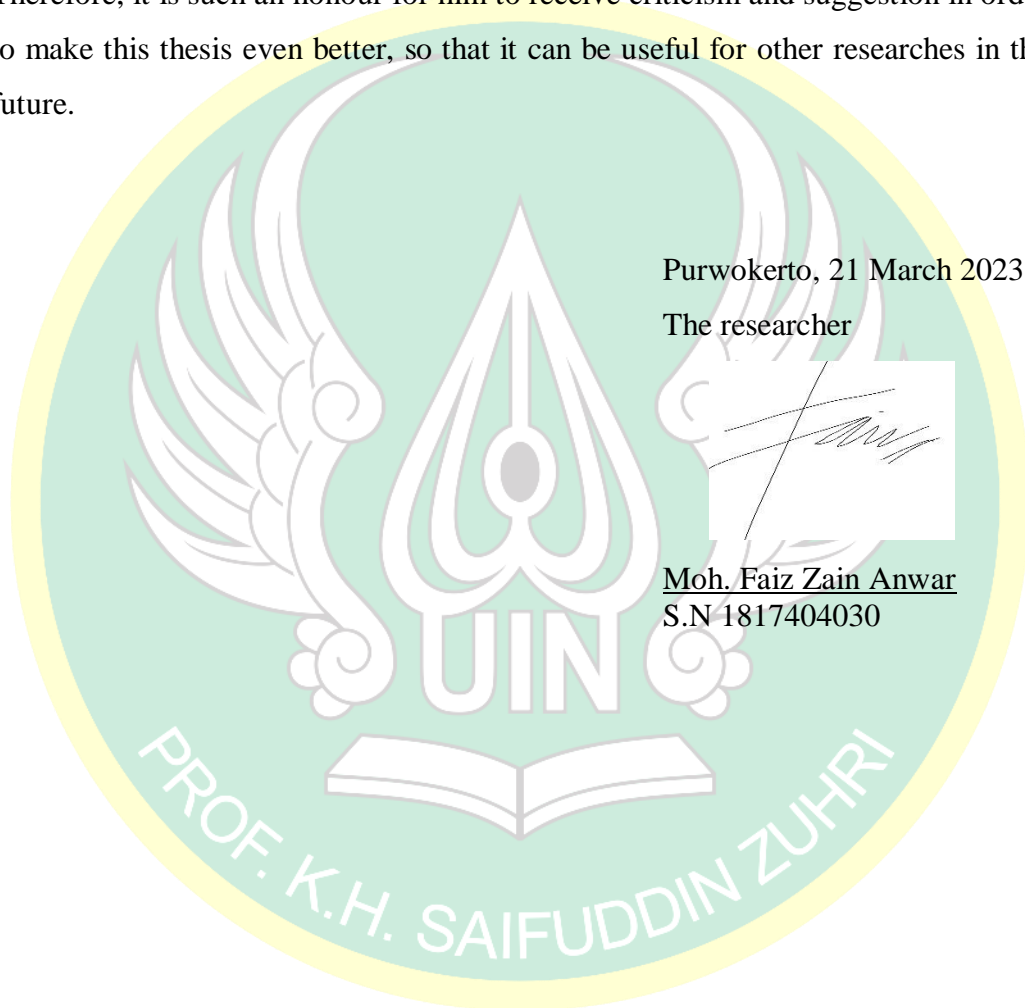


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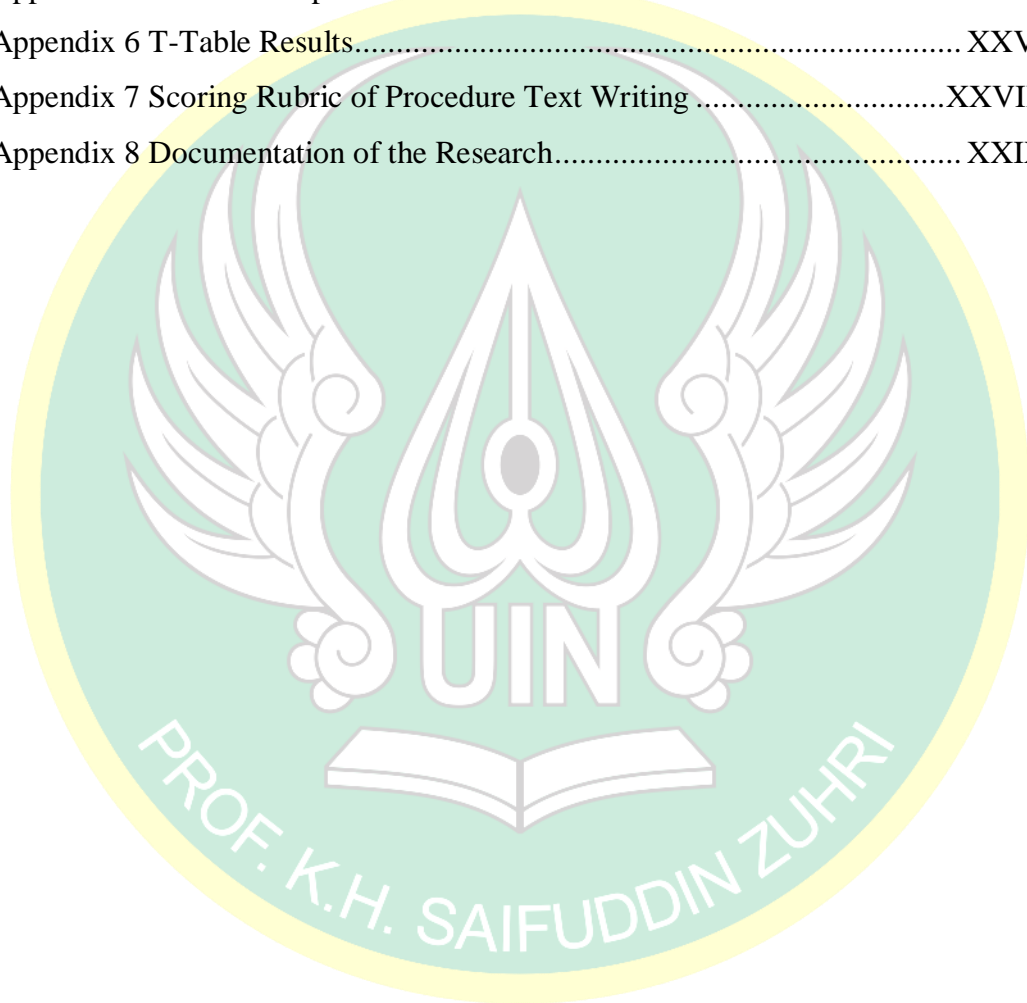
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CHAPTER I

INTRODUCTION

A. Background of the Research

All the language skills play significant role for students' development in English learning and acquisition. In English learning, there are four major skills that the students should master: writing, reading, speaking, and listening. In the scope of education, writing is one of the abilities that students should have mastered. Writing is an implementation of communication that is used to express thoughts and feelings in a text or written form.¹ It is one of the means by which individuals exchange messages with one another. However, students must communicate their ideas and emotions properly and correctly in order for the reader to understand what they are writing. Thus, writing is also can be define as the mental activity of generating ideas, deciding how to communicate them, and structuring them into understandable statements and paragraphs.² Therefore, amongst the four skills mentioned, writing skill is important for students. Writing plays a unique role in language teaching because its mastery necessitates the practice and comprehension of three other language skills.³

For EFL (English as Foreign Language) students, writing skill is very important as a provision for them to compete in the globalisation era when they continue their education to a higher level. The written language serves essential social and educational purposes today, and it enjoys a high degree of social esteem.⁴ Moreover, writing is important in personal life because others will judge someone's thinking ability based on what and how they write.⁵ In order to achieve good writing skill, students need to expand their knowledge.

¹ Harmer, J. (2001). *The Practice of English Language Teaching*. New York: Longman, 79.

² Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGraw Hill. 88.

³ Klimova, B.F. (2013). The Importance of Writing. *Indian Journal of Research: PARIPEX*, 2(1), 11.

⁴ Ibid, 9.

⁵ Apsari, Y. (2017). The Use of Picture Series in Teaching Writing Recount Text. *Eltin Journal, Journal of English Language Teaching in Indonesia*, 5(2), 51-56.

Students can build and broaden their perspective through the reading process. When students' opportunities for English exposure are limited, it can lead to issues such as late English preparation.⁶ Therefore, students should acquire good writing skill in order to be prepared for their social life in the future.

A good writing, however, is tough to achieve because it is thought to be the most challenging and complex language skill. Writing is a complicated activity that involves a number of cognitive and metacognitive skills. The examples include brainstorming, planning, outlining, organizing, drafting, and revising.⁷ Writing also entails generating ideas, gathering information, and organizing the information into readable text.⁸ This is consistent with Harmer's statement that each skill has difficulties for students, and writing has become the most difficult skill to learn.⁹ For the conclusion, learning to write or communicate a specific idea clearly and comprehensively takes time, effort, and concentration. Moreover, writing process involves in generating and organising thoughts into concepts. It is also challenging to translate these concepts into understandable language. Writing is the kind of manifestation of abilities and language skills that are mastered by language learners at the end after listening, speaking, and reading skill.¹⁰ Hence, it is essential for students to acquire excellent writing skills as early as possible in order to improve their knowledge and use them throughout their academic purposes. As the explanation mentioned, writing is a difficult activity for students to master.

On the other hand, students with excellent writing skill may enhance their speed in critical thinking, collecting information, etc. When someone can produce a sentence with a clear and complete structure then it demonstrates

⁶ Kusumawanti, W. D., & Bharati, D. A. (2018). The Effectiveness of Close an Explicit Reading Instructions to Enhance Reading Comprehension to Highly and Lowly Motivated Students. *English Education Journal*, 8(1), 1-9.

⁷ Alisha, F., et al. (2019). Students' Difficulties in Writing EFL. *PROJECT: Professional Journal of English Education*, 2(1).

⁸ Richards, J. C., Renandya, W. A. (2002). Methodology in Language Teaching. *Cambridge: Cambridge University Press* 303

⁹ Harmer, J. (2001). *The Practice of English Language Teaching*. New York: Longman, 256.

¹⁰ Iskandarwassid. (2011). Strategi Pembelajaran Bahasa. *Bandung: Rosdakarya*. 248

the patterns of thought that are neatly arranged in the message.¹¹ Furthermore, one of the English learning objectives in junior high school is to comprehend and produce a variety of brief functional texts and monologues, as well as essays in the forms of description, recount, narrative, procedure, and report text. In terms of writing ability, students are expected to improve their ability to express meaning and rhetorical structures through simple texts in daily life contexts using written language creatively, fluently, and appropriately. In other words, in order to achieve those functional levels, students must improve their writing skills. It must be done in order to improve their academic performance, such as writing various types of text, particularly procedure text.

Procedure text is a type of text which provides instruction that explains how to do something.¹² The main purpose of procedure text is to explain how something can be done. In general, the explanations are given in steps or sequences for the reader to follow. Directions, recipes, crafts, plans, and manuals are the examples in procedure text. There are two components in procedure text: generic structure and language features. There are three parts to the generic structure: goal, material, and steps. The goal of the text will show what is intended to do; the material provides the materials required to create or perform an action; and the steps describe stages or phases required to make or do something in the procedure text. The use of technical language, the beginning of sentences with verbs that serve as instructions, the use of time words or numbers to denote the order of an operation, and the use of adverbs to describe how an activity should be carried out, are among the language features.

According to the English teacher at SMP N 2 Bumiayu in an interview during preliminary interview and observation, due to their limited vocabulary and comprehension of grammar, most of the students face difficulty in writing

¹¹ Putrayasa, I. B. (2018). The Analysis of Sentences Structure of Students Compositors at Grade VI of Elementary Schools in Bali Province. *International Conference on Language, Literature, and Education (ICLLE)*. Atlantis Press.

¹² Anderson, M. Anderson, K. (1997). Text Type in English. *South Yarra: Macmillan Education Australia*. 50.

the procedure text. Furthermore, the students are not motivated to develop ideas through writing. Moreover, the researcher finds out that one of the methods the English teacher executes is the lecturing method. The lecturing method involves the teacher in conveying the knowledge orally to students.¹³ Besides, most students live in rural area where they did not understand English language very well. Thus, the students' English writing skill needs to be improved, especially in studying procedure text material.

Teaching is one of the skills that a teacher must have using appropriate strategies and methods to achieve an effective learning. One of the main principles in creating effective learning is the use of appropriate method.¹⁴ Effective learning is actually related to how capable the teacher is in determining a learning experience that leads to the achievement of expected learning outcomes.¹⁵ To achieve effective learning, teacher must consider to apply a learning model that can encourage students' involvement. In some learning environments, a cooperative learning model is commonly used to deliver teaching material that can provide students a meaningful learning experience. Cooperative learning is when students work in groups to master a material that was initially assigned by the teacher.¹⁶ Cooperative learning is a type of learning strategy used by teachers to encourage students to assist one another in learning something.¹⁷ Therefore, to implement cooperative learning, every student must participate in learning activities.

The make-a-match is considered to be in accordance with the mentioned problem. Essentially, make-a-match is one of the methods that is classified into cooperative learning model which uses card as the media. This method encourages students' participation in the process. Students should pair

¹³ Mudhofir, A., Rusydiyah, E. F. (2012). *Desain Pembelajaran Inovatif dari Teori ke Praktik*. Raja Grafindo Persada, 106

¹⁴ Reiser, R. A., Dick, W. (1996). *Instructional Planning: A Guide for Teachers* (2nd ed.) Boston: Allyn and Bacon

¹⁵ Setyosari, P. (2017). Menciptakan pembelajaran yang efektif dan berkualitas. *Jinotep (jurnal inovasi dan teknologi pembelajaran): kajian dan riset dalam teknologi pembelajaran*, 1(1), 24

¹⁶ Slavin, R. E. (1995). *Cooperative Learning*. USA: Allyn and Bacon.

¹⁷ Eggen, P. D., Kauchak, D. P. (1993). *Strategies for Teachers Teaching Content and Thinking Skill* Third Edition. Boston: Allyn & Bacon.

their cards with other cards that match, particularly can be done in groups. This method is the part of simulation teaching method, which provides a learning experience through playing a game in order to understand specific concepts, principles, or skills.¹⁸ Therefore, the make-a-match is as suitable method as expected to engage the students' interest in improving writing skill and could bring an entertaining atmosphere in the class as well.

According to the background of the research mentioned above, the researcher is interested to discover the notable differences in the result of the use between the make-a-match and the conventional one in teaching procedure text for students. Furthermore, the make-a-match has the potential to be an alternative method that the English teacher of SMP N 2 Bumiayu can use in the future.

B. Operational Definition

The researcher provided limitation of the following terms to avoid misunderstanding and to equate perception regarding the meaning of the title in this study.

1. Make-a-match

Make-a-match is a learning method which involves group of students in a learning process with the use of card as the media. The students should find a partner while learning a concept of material in a fun way.¹⁹ The researcher is curious to expect this method to be used in improving students' writing skill in procedure text material at SMP N 2 Bumiayu.

2. Writing Skill

Gaining students' writing skill may avoid difficulties in writing text material. The writing process teaches students how to write with coherence, appropriate grammar structure, and acceptable spelling.

¹⁸ Sanjaya, W. (2006). Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan. *Jakarta: Kencana Predana Media Group.*

¹⁹ Isjoni. (2007). Cooperative Learning: Efektivitas Pembelajaran Kelompok. *Bandung: Alfabeta.*

Writing is an implementation of communication that is used to express thoughts and feelings in a text or written form.²⁰

3. Procedure Text

Text that provides instructions is known as a procedure text. The procedure text is an instruction text that explains how to do something.²¹ The primary objective of a procedure text is to describe how something can be accomplished. The reader can usually follow the explanations because they are delivered in steps or sequences. The examples of procedure text include blueprints, manuals, recipes, crafts, and directions.

C. Research Question

According to the background of the research that was previously discussed, the research question in this study is "How is the effect of make-a-match method towards students' writing skill in procedure text at SMP N 2 Bumiayu?"

D. Objective and Significance of the Research

1. The Objective of the Research

Related to the aforementioned research question, the objective of the research is to find out the effect of the make-a-match method towards students' writing skill in procedure text at SMP N 2 Bumiayu.

2. The Significance of the Research

The significance of the research is divided into two as follows:

a. Theoretical significance

- 1) The researcher expects that the result of this study can be provided as a reference for those who seek for the similar research.

²⁰ Harmer, J. (2001). *The Practice of English Language Teaching*. New York: Longman, 79.

²¹ Anderson, M. Anderson, K. (1997). *Text Type in English*. South Yarra: Macmillan Education Australia. 50.

- 2) The study can give information about the effect of make-a-match towards student's writing skill in procedure text at SMP N 2 Bumiayu.
- b. Practical significance
- 1) The study aids the students to improve their writing skill in procedure text through make-a-match.
 - 2) This study encourages the teacher to implement this method in their class when it is effective as an alternative.

E. Organisation of the Paper

In order to facilitate the research, the researcher developed a systematic discussion of the essential themes, which were organised into five chapters. The organisation of the paper is as follows:

Chapter I, contains the introduction section which includes: the background of the research, operational definition, research question, the objective and significance of the research, and organisation of the paper.

Chapter II, contains the literature review which includes: theoretical framework, review of previous research, and hypothesis.

Chapter III, contains the methodology of the research which includes: research method, place and time, population and sample, variables and indicators, data collection technique, and data analysis technique.

Chapter IV, contains the research findings and discussion which includes: the data description, data analysis, and the discussion surrounding the implementation result of make-a-match towards students' writing skill in experimental and control group.

Chapter V, contains the conclusion and suggestions, which includes: the conclusion of the research, limitation of the study, and the advice for the teacher, student, and the next researches.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This part contains some theoretical research foundations. The make-a-match technique and writing ability are thoroughly explained in this section. Furthermore, the make-a-match is defined in more detail, such as how it is used to teach writing through text.

1. Make-a-Match Method

a. Definition of Make-a-Match Method

Created by Lorna Curran in 1994, Make-a-match is a cooperative learning method which oriented to the game or play-and-learn situation. The method uses card as the media and the students as the participant of the game which later the teacher assigns students to make groups. Each student in the group is tasked with finding another student that matches with their card. According to Anita Lie, the make-a-match method allows students to work together while learning a concept in an enjoyable environment. The method can be applied in all subjects for students of all ages.²² Hence, make-a-match method encourages students to find the partner while studying a subject in an entertaining way.

Make-a-match method is highly required students to participate, which can be accomplished by splitting them into two groups. Each student from a group receives a card—which can be a question or an answer—and then immediately searches for another group that matches the card they are holding. Then the teacher facilitates discussions with all students, communicates the results of

²² Lie, A. (2008). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: PT Grasindo, 56.

pairing questions and answers through presentation, and administers the results through assessment.²³

b. Principles of Make-a-Match Method

Make-a-match is the part of cooperative learning method involving the participation of the whole students in a class. The students must take action to join together in order to achieve the meaningful experience during teaching and learning process. However, there are several principles or fundamental aspects of make-a-match as follows:

- 1) Students learn through language;
- 2) Students learn through the five senses;
- 3) Students learn through movement and action.²⁴

c. Procedures of Make-a-Match Method

In order to make a good learning process, the teacher should realise the steps in using make-a-match method. According to Anita Lie, make-a-match can be done by using these following steps:

- 1) The teacher prepares several cards consisting the topics prior to the learning process.
- 2) Each student in the classroom should get one card.
- 3) Each student has to seek for another student to match their card.
- 4) A student can also join with two or more students who have the card that match.²⁵

Meanwhile, according to Huda, the steps to implement the make-a-match in his book entitled “*Model-model Pengajaran dan Pembelajaran*” (Teaching and Learning Models) is as follows:

²³ Lestina, M., Mashudi, Oktianna. (2014). Penerapan Model Pembelajaran Kooperatif Tipe Make a Match Untuk Meningkatkan Motivasi. *Pontianak: Jurnal Pendidikan dan pembelajaran Khatulistiwa*, 3(3), 4.

²⁴ Suprijono, A. (2011). Cooperative Learning Teori dan Aplikasi PAIKEM. *Yogyakarta: Pustaka Belajar*, 94.

²⁵ Lie, A. (2002). Cooperative Learning. *Jakarta: PT Grasindo*, 55.

- 1) The students are split into two groups (for instance, group A and group B). Both groups are asked to turn around and face each other.
- 2) The teacher gives group A several question cards and group B several answer cards.
- 3) The teacher instructs the students to find or match the cards they are holding with the cards of the other groups.
- 4) The teacher must also tell the maximum time limit he/she assigns to them.
- 5) The teacher instructs all members of group A to look for their group B partners. If they have found their respective partners, the teacher requests that they report to him. The teacher writes them down on the prepared paper.
- 6) If the time runs out, they should be notified. Students who have not yet found a partner are asked to congregate separately.
- 7) The teacher selects one pair to present. Other pairs and students who did not receive a pair were attentive and responded whether or not the pair matched.
- 8) Finally, the teacher confirms the correctness and appropriateness of the questions and answers from the presentation pair.
- 9) The teacher then calls the next pair, and so on until all pairs have given a presentation.²⁶

d. Advantages and Disadvantages of Make-a-Match Method

In executing a method there must be an advantages and disadvantages. There are several benefits of make-a-match, including:

- 1) Improve both cognitive and physical learning activities for students.
- 2) Enjoyable because it incorporates an element of play.
- 3) Increase student learning motivation by improving students' understanding of the material being studied.

²⁶ Huda, M. (2014). Model-model Pengajaran dan Pembelajaran. *Yogyakarta: Pustaka Belajar*, 152.

- 4) Effective for building students' confidence in giving presentations.
- 5) Effectively train students' discipline to respect learning time.

However, the make-a-match method has also several flaws, including:

- 1) A lot of time will be wasted if it is not properly prepared.
- 2) Some students might be embarrassed to partner with the opposite gender.
- 3) If the teacher does not direct the students well, many students will pay less attention to the pair presentation.
- 4) Teachers must be cautious and wise when punishing students who do not receive a partner because they may be embarrassed.
- 5) If the make-a-match method is used repeatedly, it will become boring.²⁷

2. Nature of Writing

a. Definition of Writing

The communication can be done in various ways, and writing is one of which. Writing is an implementation of communication that is used to express thoughts and feelings in a text or written form.²⁸ It is a form of communication that can be used to change information, express feelings and actions, entertain, and persuade. The writer and the reader are the ones who communicate.²⁹ However, writing requires sophisticated manner that involves thinking process to pour someone's ideas into a paper, so that the reader can understand the text clearly. Thus, writing is the mental process of coming up with ideas, choosing how to convey them, and putting them into sentences and paragraphs that the reader can understand.³⁰

²⁷ Huda, M. (2014). Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Belajar, 253.

²⁸ Harmer, J. (2001). The Practice of English Language Teaching. New York: Longman, 79.

²⁹ Reinking, J., Hart, A. W. (1991). Strategies for Successful Writing: A Rhetoric, Reader, and Handbook. Prentice Hall, 86.

³⁰ Nunan, D. (2003). Practical English Language Teaching. Singapore: McGraw Hill. 88.

Writing also has various definitions. Writing is everything about explaining thoughts or information in a coherent manner in the new language.³¹ Writing is the capacity to communicate one's thoughts in writing in a second or foreign language.³² Furthermore, writing is a two-step process. The first stage is determining the meaning, and the second is expressing that meaning in language.

Unlike speaking, writing creates some ideas in the form of textual construction. The difference between writing and speaking that writing is the origination and creation of a unique graphically recorded verbal construct, whereas speaking is the origination and creation of a non-graphically recorded verbal construct.³³ Moreover, contradictory to speaking, writing is not a spontaneous act, because writing necessitates more planning on the concept of what the writer will deliver. Writing is a thinking process which can be planned and given an unlimited number of revisions prior to publication.³⁴ Meaning, that the writer has the opportunity to evaluate the text. The evaluation, on the other hand, assists the writer in revising grammatical structure, vocabulary, and spelling in a sentence.

b. Process of Writing

The communication through writing should not be done perfunctorily by abandoning language rules and appropriate structure. Writing needs some process to construct thoughts into neater and clearer message. The writing process refers to how the student applies the stages of writing. The writing process has four stages: planning, drafting, editing, and final draft. First, students have to consider the topic they want to write about on paper, then do free writing and

³¹ Rivers, W. M. (1981) *Teaching Foreign–Language Skills*. *The University of Chicago Press*, Chicago, 294

³² Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language*. *New York: Harper Collin Publishers*. 233

³³ McDonald, C. R., McDonald, R. L. (2002). *Teaching Writing*. *Landmark and Horizons*. *Illinois: Southern Illinois University Press*.

³⁴ Brown, H. D. (2001). *Teaching by Principle and Interactive Approach to Language Pedagogy*. *New York: Longman*, 336

revising until they have a good text. Harmer describes the stages of the writing process as follows:

1) Planning

At this beginning point, the students compile a list of concepts associated with the subject. They make a plan for the first draft's content. They now have to think about three important issues. The issues are: the aim of the writing, the audience it is intended for, and the organization of the facts, thoughts, or arguments.

2) Drafting

It is time for the students to start writing the first draft after they have collected a list of concepts connected to the subject. Without concern about errors, they write the ideas they mean to write.

3) Editing

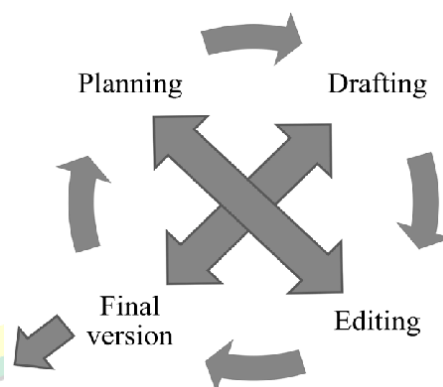
After finishing their initial draft at this point, students should rewrite it. Finding out where it works and where it doesn't is its aim. Peer and teacher comments, whether verbal or written, may have an impact on the editing process. Students will benefit from the feedback as they edit their papers. The updated version makes clear what was written. This demonstrates the importance of this phase in guaranteeing text cohesion and generating fresh ideas. Also, it motivates students to spot and fix any flaws in their work.

4) Final draft

Students revise their draft throughout this stage after working with peers and teachers to improve it. Because they go through the editing process in advance, the students have a good written text in the final product.³⁵

³⁵ Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited. 11

Figure 2.1 The Writing Process Wheel



c. Teaching Writing

The goals of language teachers in teaching writing are to help students produce written English that is fluent, understandable, accurate, and appropriate.³⁶ It is expected of students, especially those in junior high school, to be able to write several kinds of text in English. The purpose of junior high school writing instruction is to enable students to communicate meanings in interpersonal and transactional language using the forms of recount, narrative, procedure, description, and report in both informal and formal settings throughout daily life. Furthermore, according to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006* the 9th grade writing competency standard states that in order to communicate with their immediate surroundings, students should be able to accurately, fluently, and acceptably explain the meanings of brief simple essays and written functional texts.³⁷ Therefore, junior high school students should be anticipated to have a good writing skill.

³⁶ Ma'rufah, D. W., Muflihah, M., & Awaliyah, U. (2021). Need Analysis on Writing Skill: What Do The Students Really Need for Writing Course? *Tarling: Journal of Language Education*, 5(1), 51-70.

³⁷ Depdiknas. (2006). *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs*. Jakarta: Depdiknas

These abilities must be taught in English classes, especially when teaching English as a foreign language (TEFL). In this scenario, the teacher must be knowledgeable about how to teach writing. According to Brown, the contemporary emphasis on teaching writing towards students must be evaluated in terms of a balance of process and product, such as follows:

- 1) Pay attention to the writing process as it leads to the final written output.
- 2) Help students understand the composing process.
- 3) Help them build prewriting strategy repertoires.
- 4) Give students enough time to write and revise.
- 5) Emphasize the significance of the editing process.
- 6) Let students figure out what they want to convey as they write.
- 7) Give students feedback throughout the composing process (not only on the completed product) as they work to get their expression closer to the intention.
- 8) Promote both teacher and student input.
- 9) During the composing process, include individual sessions between teacher and student.³⁸

Writing process reflects things from what we think about that come from our minds. Students who want to write things down on paper frequently find it easy as a result of this activity. Furthermore, writing skill can assist students in finding reasons to write and producing written sentences. Writing encourages students to concentrate on proper language usage.³⁹ That is because students consider language use when they are writing. This activity promotes language development because students solve problems that create in their minds through writing.

³⁸ Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Longman, 335

³⁹ Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.

3. Procedure Text

a. Definition of Procedure Text

Procedure text is one of the types of text taught in English subjects at school. Procedure text provide explanation on how thing is work and how thing is done. According to Anderson and Anderson, procedure text is a piece of text that instructs someone to do something.⁴⁰ This type of text explains the steps of anything that is accomplished by a series of acts.⁴¹ Hence, procedure text guides someone to do something properly regarding to the structured process in order to achieve appropriate result.

Procedure text is written by someone who knows how to do the procedure for someone who must rely on the text and follow the stated procedure. The purpose is to offer sequential information or directions so that people can accomplish operations safely, efficiently, and appropriately.⁴² Moreover, procedure text has generic structure, such as: goal/aim, materials, and steps. Procedure text has also language features which are: the use of material processes; sequences of events denoted explicitly by temporal connectives or point numbering, or implicitly by the ordering of steps on the page; utilisation of relational processes and temporal circumstances; and the use of the simple present tense or imperatives and action verb, as well as the conditional “if” word to indicate an alternate action path.⁴³

Procedure text can be in form of directions, recipes, crafts, plans, and manuals. However, here is the example of procedure text in kind of recipe:

⁴⁰ Anderson, M. Anderson, K. (1997). Text Type in English. *South Yarra: Macmillan Education Australia*. 50.

⁴¹ Dirgeyasa. (2016). College Academic Writing: A Genre-Based Perspective. *Jakarta: Kencana*, 98

⁴² Duke, N. K., Martineu, R. (2007). Teaching Reading and Writing of Procedural or How-to Text. *Michigan State University Literacy Achievement Research Center*, 78

⁴³ Gerot, L. Wignel, P. (1994). Making Sense of Functional Grammar. *Sydney: Gerd Stabler*.

Table 2.1 The Example of Procedure Text

Goal	How to Make a Fried Rice	
Materials	Ingredients: <ul style="list-style-type: none"> • 1 plate of rice • 1 teaspoon of salt • 2 table spoons of oil • 2 onions 	Tools: <ul style="list-style-type: none"> • Knife • Frying pan • Stove • Plate
Steps	<ul style="list-style-type: none"> • First, chop the onions into small pieces with a knife. • Second, pour the oil into a frying pan. Turn on the stove over medium heat. • Third, put the chopped onion into the hot oil. Fry them in a while. • Then, put a plate of rice. Fry and mix them in about 3 minutes. • After that, add a teaspoon of salt. Continue to fry until the rice is well-cooked. • Finally, put the fried rice into a plate. Serve it while still hot. 	

b. Generic Structure of Procedure Text

In order to recognise procedure text from other types of text, it is necessary to know the generic structure contained in it. The generic structure of procedure text is as follows:

- 1) An introduction remark stating the purpose or goal. The statement could be the text's title or an introductory paragraph.
- 2) A list of the supplies required to complete the procedure. Ingredients, instruments, and something that facilitates the process are all examples of materials.
- 3) A list of steps in the order in which they must be completed.
 - a) Numbers to indicate first, second, third, and so on.

b) The order of words is usually significant; for example, now, then, next, after this, and finally.

c) Often, the steps begin with a command like add, push, or stir.⁴⁴

c. Language Features of Procedure Text

The language features define the characteristics of the procedure text. The language features of procedure text is as follows:

1) The use of technical language.

Example: First, create your own e-mail account.

2) Sentences start with verbs as commands.

Example: Pour the water into the pan.

3) The use of time words or numbers to indicate the order of the procedure.

Example: Second, chop the sausage into some pieces.

4) The use of the adverbs to tell how the action should be done.

Example: Wait the steak until it is well-cooked in 5 minutes.⁴⁵

B. Review of Previous Research

According to several sources related to this study may obtain several additional information surrounding to this research. However, the researcher has some thoughts and ideas from the similar studies carried by another researchers.

Previous study similar to this research is a journal by Yulie Asni, et al. entitled “The Effectiveness of Make a Match Method in Improving Students’ Writing Skills”. The researchers employed a pre-experimental design with a single group pre-test and post-test. The population consisted of seventh-grade students from one of junior high schools in Gowa, which had only one class. The sample was taken using the total sampling method, and there were 28 students in total. It used a writing test as the instrument in six meetings. The

⁴⁴ Anderson, M. Anderson, K. (1997). Text Type in English. *South Yarra: Macmillan Education Australia*, 52-55.

⁴⁵ Ibid, 52.

research findings indicated that using the "Make a Match Method" could improve students' writing skills in terms of both content and grammar. The students' mean post-test score (75.36) increased by 25.6% from the pre-test mean score (60) with t-test 25.545 and t-table 2.052 where ($25.545 > 2.052$). It was improved because the t-test was more powerful than the t-table. It meant that there was significant difference of the students' writing descriptive text before and after being taught through Make a Match Method.⁴⁶

Then a journal by Mahmud Yusuf and Hasanudin entitled "The Implementation of Make a Match Method to Improve Writing Descriptive Text at Tenth Grade Students in SMK Jabir Al-Hayyan". The primary goal of this research is to determine whether Make a Match can improve students' ability to write descriptive text. The research technique employed is quantitative, specifically quantitative with a one-group pre-test post-test design. In the school year 2019/2020, the sample consists of two classes of tenth grade students from SMK Jabir Al-Hayyan. The results of the post-test of the experimental class were as follows: the best score was 96, the lowest score was 62, and the mean score was 80.50. The best score on the post-test for the control group was 89, the lowest score was 60, and the mean score was 71.54. The data indicate that students in the experimental class scored higher than those in the control class. It implies that the make a match method was effective, simple, and easy to apply in the teaching and learning process, particularly when writing descriptive text.⁴⁷

In addition, a journal entitled "Increasing Students' Ability in Writing Procedural Text by Using Make-A-Match Method" by Aldilla Syahira is conducted using classroom action research method. This study took a qualitative approach, and the design was collaborative classroom action research. This study was carried out at MAS Ulumuddin Lhokseumawe. The

⁴⁶ Asni, Y. (2021). The Effectiveness of Make a Match Method in Improving Students' Writing Skills. *ELSTIC-IJ*, 1(3).

⁴⁷ Yusuf, M., Hasanudin. (2020). The Implementation of Make a Match Method to Improve Writing Descriptive Text at Tenth Grade Students in SMK Jabir Al-Hayyan. *PROJECT (Professional Journal of English Education)*, 3(2).

research subjects were second-grade students, a group of 25 students. This study was divided into two cycles. Each cycle consisted of three meetings. The study's findings revealed that students' scores improved from cycle I to cycle II. The cycle I pre-test score was 57.02. It meant they didn't meet the success criteria. After the treatment was given, the post-test of the cycle I score was 65.72. It meant that while there had been improvements since the first test, it still did not meet the success criteria and should proceed to cycle II. The cycle II post-test score was then 76.02. It suggests that the students improved from the second test and met the success indicators. Furthermore, the make-a-match method may make the class atmosphere more active, especially when they match the card to find its answer. Furthermore, the make-a-match method created an exciting situation in which students became more active in discussing the meaning of the sentence contained in the cards.⁴⁸

Therefore, knowing the results of those findings, the researcher proposes that English teachers should be able to make the teaching-learning process more interesting by implementing the make-a-match in their respective schools. Playing game was considered very effective even more if they improvised an element of enjoyable and amusing ambience in English lesson, the process will be much fun yet challenging.

C. Hypothesis

The following hypothesis concerning the influence to the effect of the make-a-match towards student's writing skill which can be formulated as:

1. Null Hypothesis (H_0); A null hypothesis stated that there is no significant effect of using make-a-match method towards students' writing skill in procedure text.
2. Alternate Hypothesis (H_a); An alternative hypothesis stated that there is a significant effect of using make-a-match method towards students' writing skill in procedure text.

⁴⁸ Syahira, A. (2020). Increasing Students' Ability in Writing Procedural Text by Using Make-A-Match Method. *English Education International Conference (EEIC)*, 2(1).

CHAPTER III

METHODOLOGY

A. Research Method

This study uses quantitative method approach that achieves objectivity through the use of numbers, statistical data processing, and systematically controlled experiments. Quantitative approach is a work by the researcher to collect numerical data. The data figures are then processed using statistical formulas and derived from operationalised variables using various measuring scales.⁴⁹

This research was conducted using a quasi-experimental design. A quasi-experiment is an experiment in which subjects are divided into groups by the researcher.⁵⁰ Students in the selected grade groups, who would receive treatment, are the focus of this study. Quasi-experimental anticipates the impact of a treatment and necessitates a comparison of the outcome following the implementation of the treatment and if the treatment had not been implemented.

The purpose of this experimental design is to achieve the effect of the independent variable. Hence, the independent variable will be tested towards the dependent variable. The experimental research method manages to come upon the effect of certain treatments under controlled conditions.⁵¹ There are the experimental and control group, both with the same variable characteristics. The experimental group receives special treatment (the make-a-match method), while the control group receives conventional treatment. However, the researcher was obtained results from both groups via treatment.

⁴⁹ Indrawan, R., Yaniawati, P. (2017). Metodologi Penelitian Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, dan Pendidikan. *Bandung: Refika Aditama*, 141

⁵⁰ Creswell, J. W. (2014). Research Design (Qualitative, Quantitative, and Mix Methods Approaches), Fourth Edition. *California*, 294

⁵¹ Sugiyono. (2012). Metode Penelitian Kuantitatif Kualitatif dan R&D. *Bandung: Alfabeta*

Table 3.1 Design of the Research

Group	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₃	–	O ₄

According to the Table 3.1, both experimental class and control class must take a pre-test and a post-test. Before beginning a treatment, the pre-test (O₁ and O₃) is administered to determine the students' writing skill. Following that, the experimental class receives the treatment (X) using make-a-match method, and both classes receive a post-test (O₂ and O₄). The post-test is administered to determine the students' performance in both classes. The scores of both classes are compared to expect an improvement.

B. Place and Time of the Research

The research took place in SMP N 2 Bumiayu, which is located at Jl. Raya Pruwatan No. 41, Bumiayu District, Brebes Regency, Central Java, during odd semester in academic year 2022/2023. This research was conducted in several months that began on August until December. The researcher has chosen the location and time with fully consideration of affordability and condition. Moreover, this is the timeline of the research:

1. Making the research instruments

The instruments which include pre-test and post-test, was made on October 24 until October 29, 2022.

2. Expert validation of the instruments

The researcher obtained the approval of the instruments from the experts. The expert validation was done on November 7 and November 10, 2022.

3. Data collection and the treatment

The process includes testing the pre-test, treatment, and testing the post-test, that was done as shown in the Table 3.2:

Table 3.2 Schedule of Data Collection Activities

Meeting	Activity	Date
1	Pre-test	November 16, 2022
2	1 st Treatment	November 19, 2022
3	2 nd Treatment	November 23, 2022
4	3 rd Treatment	November 26, 2022
5	4 th Treatment	November 30, 2022
6	Post-test	December 3, 2022

C. Population and Sample of the Research

The entire collection of research objects is known as the population, and it includes all individuals, events, and other objects that the researcher is interested in.⁵² The population was taken from all the IX (9th) grade of students in SMP N 2 Bumiayu, consisting 9 classes: IX A, IX B, IX C, IX D, IX E, IX F, IX G, IX H, and IX I with 274 students in total.

Meanwhile, sample is a subset of the entire population.⁵³ The sample was taken by using a random sampling method. Each member of the population has a chance to be chosen as a sample candidate. The sample has been established using the lottery system in which the researcher writes each 9th grade class on each paper then put them into the glass and shuffle all of them. After that, the researcher randomly selected two of the papers to establish the experimental and control group.

For the result, the sample for this study has been drawn as: IX G, which served as the experimental class and was taught using the make-a-match method, and IX F, which served as the control class and was not taught using the make-a-match method. Each class has 30 students, for a total amount of both classes is 60 students.

⁵² Sarjono, H., Julianita, W. (2013). *SPSS vs Lisrel, Sebuah Pengantar Aplikasi untuk Riset*. Jakarta: Salemba Empat, 21.

⁵³ Sekaran, U. (2006). *Research Methods for Business*. Edisi 4. Buku 2. Jakarta: Salemba Empat, 121-123.

D. Variables and Indicators

The make-a-match method and the students' writing skill are the two variables in this research. The make-a-match method is the independent variable, and student writing skill is the dependent variable.

However, the dependent variable can be divided into units called categories or indicators which are widely used in research to explain or separate variables into small groups. The variables of the examination were separated into numerous indicators by the researcher. However, the indicators applied a written rating system by Sarah C. Weigle, which is listed below:

1. Organisation
2. Content
3. Vocabulary
4. Grammar
5. Mechanic⁵⁴

Moreover, the following table is the assessment scoring (from *Departemen Pendidikan dan Kebudayaan* in Arif) for the pre-test and post-test from both experimental and control class.⁵⁵

Table 3.3 The Assessment Scoring

Status	Interval score
Excellent	96–100
Very good	86–95
Good	76–85
Adequately good	66–75
Fair	56–65
Poor	46–55
Very poor	0–45

$$\text{Score} = \frac{\text{obtained score}}{\text{total writing score}} \times 100$$

⁵⁴ Weigle, S. C. (2002). *Assessing Writing*. Cambridge: University Press. 116

⁵⁵ Arif, H. (2012). *The Effectiveness of Talking Stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Paopao*.

E. Technique of Data Collection

Research instruments were put through testing as part of the data collection process. The process decides how the make-a-match method affects students' procedure text writing skill. To compare the students' writing skill before and after treatment, the researcher used quantitative data from the study instrument results. A research instrument is a medium for collecting research data in a systematic manner to produce improved results that are simpler to analyse.⁵⁶ The research instrument can be used as a tool to gather all the expected providences and as an indicator to track the students' achievement progress. Therefore, the research instrument plays an important role in data collection.

The instrument was in written-based test format by the researcher in this study. The tests were split into two parts: pre-test and post-test. Pre-test, post-test, and treatment were held in the experimental class as well as the control class. The instruments took the form of essay writing adapted from the material in the students' handbook and another source, such as internet. Before distributing the instruments, the researcher had to review the school curriculum and the student's handbook to make relevance with the instrument. The researcher had also to validate the instruments with the experts to make sure the instruments' validity and reliability. The experts are the 2 (two) lecturers of English Education Study Program. After being validated, the instruments are approved and ready for distribution. Meanwhile, the process of data collection was described below:

1. Pre-Test

For the students to write a procedure text, the researcher gives them essay tests. The students had to select one of 3 (three) topics for the test. The procedure text from the selected topics is then to be written by the students in a paper. A pre-test was administered to measure the

⁵⁶ Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Asdi Mahasatya, 136.

students' procedure text writing skill from the experimental and control classes before the treatment.

2. Treatment

The treatment took place over the course of 4 (four) session meetings at the respective classes. Each meeting lasted about 2×40 minutes. Make-a-match method was used to teach the experimental class, while conventional teaching method was used to teach the control class. The researcher treated the experimental class using the following instruction and learning techniques:

- a) The researcher begins the class by praying together, provides some motivation, and then explains the subject matter to the students.
- b) The researcher provides an explanation of the procedure text's generic structures, language features, and social function.
- c) The researcher explains make-a-match method and how to do it.
- d) The researcher uses make-a-match method in teaching and learning.
- e) The researcher reflects on what the students have learned, then ends the meeting.

3. Post-Test

In the post-test one, the researcher also gives the students essay test for them to write a procedure text. The students had to select one of 3 (three) topics for the test. The procedure text from the selected topics is then to be written by the students in a paper. A post-test was administered to measure how much better the students' procedure text writing had gotten after the treatment in both experimental and control class.

F. Technique of Data Analysis

The collected data was then analysed. Because of the quantitative method experimental methodology used in this study, the data should be analysed in order to determine the research hypothesis. The researcher uses a

range of methods to analyse the data, including inferential and descriptive statistics analysis, as explained as follows:

1. Descriptive Statistics Analysis

Descriptive statistics is a statistical approach related in gathering, summarising, and interpreting research data in the form of numbers in order to create a clear picture of a situation from which a conclusion can be drawn.⁵⁷ The calculation of mean, range, variance, and standard deviation was done via SPSS Statistics 25 to get the result in this descriptive analysis. SPSS is an IBM software programme that stands for "Statistical Package for the Social Sciences". For the calculation of the median and mode, the researcher uses Microsoft Excel 2019. The descriptive statistics analysis uses central tendency and dispersion.

a. Central Tendency

The researcher uses central tendency to identify the most representative numerical value within a distribution of data. Central tendency is a measurement that shows the centre of a data set that has been sorted from lowest to highest, and vice versa.⁵⁸

1) Mean

The average value in a data collection is typically represented by the mean, a measure of central tendency.⁵⁹ The mean is calculated with the way: sum the data for individuals in the group, then divide by the total number of individuals in the group.⁶⁰

2) Median

The median is determined by grouping the data from lowest to highest score—or vice versa—and then locating the score that lies

⁵⁷ Boediono, Koster, W. (2008). *Teori dan Aplikasi: Statistika dan Probabilitas* (L. Suryani, ed.). Bandung: Rosdakarya.

⁵⁸ Thoifah, I. (2015). *Statistika Pendidikan dan Metode Penelitian Kuantitatif*. Malang: Madani, 55.

⁵⁹ Sykes, L., Gani, F., Vally, Z. (2016). Statistical terms Part 1: The meaning of the MEAN, and other statistical terms commonly used in medical research. *SADJ*, 71(6), 274-278.

⁶⁰ Hanief, Y. N., Himawanto, W. (2017). *Statistik Pendidikan*. Yogyakarta: Deepublish.

in the middle of the data. Median score exactly divides a data distribution in half.⁶¹

3) Mode

The most common data in a collection is called the mode.

b. Dispersion

The researcher uses dispersion since the central tendency only describe the centre of data set and do not describe its distribution. Therefore, the researcher requires statistical instruments like dispersion to describe the distribution. There are types of dispersion that would be explained as follows:

1) Range

The range is the difference between the highest and the lowest score in a distribution.

2) Variance

The variance is equal to the average of the squared deviations from the mean of a distribution.

3) Standard Deviation

The average difference between a recorded score and a distribution's mean is the standard deviation.⁶²

2. Inferential Statistics Analysis

Inferential statistics is a statistical approach that investigate the differences between two or more samples that can represent the entire population.⁶³ The researcher had to use some test instruments which are pre-test and post-test and to know the effect of make-a-match method towards students' writing skill in procedure text, as a result, the researcher tested the hypothesis using t-test.

⁶¹ Dunn, D. S. (2001). *Statistic and Data Analysis for The Behavioral Science*. New York: McGraw-Hill Companies, 144.

⁶² Ibid, 153-158.

⁶³Thompson, C. B. (2009). *Descriptive Data Analysis Statistical Analysis Plan*. *Air Medical Journal*, 28(2).

a. Normality test

The researcher must test the normality of data before determining the t-test result. Normality test checks whether the data have a normal distribution and can therefore be used in parametric statistics. Otherwise, if the data is not normally distributed, non-parametric can be used.⁶⁴ To determine the normality of the data distribution from the two classes, the researcher employs the Kolmogorov-Smirnov and Shapiro-Wilk tests via SPSS. To determine whether the data is normal or not normal, the assumptions of data normality can be identified through significance score (Sig.) in Kolmogorov-Smirnov and Shapiro-Wilk table, which is formulated as follows:

The hypothesis of data normality:

- 1) H_0 : the data distribution is assumed as normal;
- 2) H_a : the data distribution is assumed as not normal.

The normality test criteria of acceptance:

- 1) If the Sig. > 0.05 : H_0 is accepted and H_a is rejected;
- 2) If the Sig. < 0.05 : H_a is accepted and H_0 is rejected.

b. Homogeneity test

Next step, finding the data variances for this homogeneity test. To determine whether the variances of two or more data distributions are equal or homogeneous, the homogeneity test is used. The prerequisite for an independent sample t-test is a homogeneity test. To determine the homogeneity of the post-test data variation in both the experimental and control classes, the researcher conducts Levene's test using SPSS. To determine the data homogeneity, the assumptions can be identified through significance score (Sig.) in Levene's test table, which is formulated as follows:

The hypothesis of data normality:

- 1) H_0 : the data distribution is homogeneous;

⁶⁴ Sujarweni. (2015). *Metodologi Penelitian*. Yogyakarta: Pustaka Baru Press. 120

- 2) H_a : the data distribution is not homogeneous.

The normality test criteria of acceptance:

- 1) If the Sig. > 0.05 : H_0 is accepted and H_a is rejected;
- 2) If the Sig. < 0.05 : H_a is accepted and H_0 is rejected.

c. Hypothesis Test

Further step is to test the hypothesis, t-test was applied in this research. One of the parametric tests used in inferential statistics to determine whether the means of two groups were substantially different from one another is the t-test.⁶⁵ There are 2 (two) t-test used, paired sample t-test and independent sample t-test. To compare the means of the data sample in the pre-test (before therapy) and post-test (after treatment), the researcher used the t-test. As a result, the researcher uses the t-test to respond to the research question and to draw conclusions based on the hypothesis, as mentioned in Chapter II, which is required in order to find out the effect of the make-a-match method towards students' writing skill in procedure text at SMP N 2 Bumiayu.

To compare two samples that are paired with one another, the researcher used the paired sample t-test. The data distribution must be normal for the paired sample t-test to be valid. The researcher used SPSS to compute the data with a significance level of 5% ($\alpha = 0.05$) for the paired sample t-test on the data from the experimental class's pre-test and post-test, as well as the pre-test and post-test of the control class. The t-test value can also be compared with t-table. The criteria of acceptance regarding to the hypothesis is as follows:

- 1) If $t_{\text{value}} < t_{\text{table}}$ and Sig. (2-tailed) > 0.05 , H_0 is accepted and H_a is rejected.
- 2) If $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) < 0.05 , H_a is accepted and H_0 is rejected.

⁶⁵ Mackey, A., Gass, M. S. (2005). *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates Publishers. 272

To compare two samples that are not paired with one another, the researcher used the independent sample t-test. The prerequisite of the independent sample t-test is that the data distribution must be normal and homogeneous. The researcher used SPSS to calculate the data with a significance level of 5% ($\alpha = 0.05$) for the independent sample t-test on the data from the post-test of the experimental class and the post-test of the control class. The t-test value can also be compared with t-table. The criteria of acceptance regarding to the hypothesis is as follows:

- 1) If $t_{\text{value}} < t_{\text{table}}$ and Sig. (2-tailed) > 0.05 , H_0 is accepted and H_a is rejected.
- 1) If $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) < 0.05 , H_a is accepted and H_0 is rejected.⁶⁶

⁶⁶ Ghozali, I. (2016). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23*. Edisi 8. Semarang: Badan Penerbit Universitas Diponegoro.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher summarises the results and describes the data processing. The purpose of this chapter is to present the discovery on the effect of using the make-a-match method towards students' writing skill in procedure text of the 9th grade at SMP N 2 Bumiayu during the academic year 2022/2023. The data that is processed were collected from the test instruments, both pre-test and post-test. To determine whether the use of the make-a-match method had a substantial effect on students' ability to write procedure texts, data from the experimental and control groups were collected. The data gathering based on test results is part of the research findings, and it can be further elaborated into two parts: data description and data analysis.

1. Data Description

In this study, the researcher employs a quasi-experimental design and quantitative methodology. Students in the 9th grade was taken as the research population. 30 students from IX G class and 30 students from IX F class were taken as the sample for the study. The experimental and control groups each had two samples. The experimental group is a class that received treatment using the make-a-match method, while the control group is a class that is not received treatment using make-a-match method but using the conventional lecturing method.

The examination of pre-test and post-test results, as well as the treatment, are all part of the research process. The treatment was carried out over 4 (four) session meetings in IX G as the experimental class and IX F as the control class. However, the researcher was required to give the pre-test to both classes prior to treatment. Before administering treatment, the researcher had to ask the students to write the procedure text in the pre-test as the first stage in determining their initial writing skill in procedure

text. After all of the pre-tests have been completed and results received, the next step is to do the treatment. During the treatment process, the researcher taught the procedure text material to students in IX G class as the experimental group using the make-a-match method and IX F class as the control group using the conventional method. Afterwards, the researcher distributed the post-test and asked the students to write the procedure text to both groups in order to assess the students' writing skill in procedure text after all the series of treatment process was completely done.

Furthermore, the researcher collected all of the pre-test and post-test data from the experimental and control groups. The calculation process was related in central tendency and dispersion. The mean, standard deviation, maximum and lowest scores were calculated using SPSS, while the median and mode were calculated using Microsoft Excel. The data from the experimental class is described first, followed by the data from the control class. The tables below show the outcomes of the pre-test and post-test scores from both classes:

a. The score of the experimental class

The IX G class has 30 students as sample subject. The data information in the table below is a result of students' procedure text writing that was gathered from the students' pre-test results, which were taken before the researcher used the make-a-match method in the treatment. This experimental group's pre-test results can be seen as follows:

Table 4.1 The Pre-Test Score of Experimental Class

No.	Sample	Pre-Test Score
1	Student-1	80
2	Student-2	72
3	Student-3	80
4	Student-4	56
5	Student-5	68
6	Student-6	68
7	Student-7	52
8	Student-8	72
9	Student-9	76
10	Student-10	56
11	Student-11	64
12	Student-12	72
13	Student-13	72
14	Student-14	68
15	Student-15	76
16	Student-16	64
17	Student-17	76
18	Student-18	52
19	Student-19	64
20	Student-20	60
21	Student-21	60
22	Student-22	56
23	Student-23	64
24	Student-24	68
25	Student-25	72
26	Student-26	68
27	Student-27	72

28	Student-28	68
29	Student-29	64
30	Student-30	76
Max. Score		80
Min. Score		52
Mean		67.20
Median		68
Mode		72
Standard Deviation		7.819

Table 4.1 shows the pre-test scores of 30 students in IX G, revealing that the minimum score is 52 and the maximum score is 80. The average score is 67.20, the median score is 68, the mode is 72, and the standard deviation is 7.819. According to the teacher, the standard minimum result for English is 75. It implies that the majority of students' scores are still below the standard minimum.

Meanwhile, the data below are the findings from the students' post-test scores after the researcher applied the make-a-match method during treatment. The post-test score from the experimental class is shown below:

Table 4.2 The Post-Test Score of Experimental Class

No.	Sample	Post-Test Score
1	Student-1	96
2	Student-2	88
3	Student-3	96
4	Student-4	88
5	Student-5	88
6	Student-6	92
7	Student-7	72

8	Student-8	88
9	Student-9	92
10	Student-10	80
11	Student-11	84
12	Student-12	88
13	Student-13	76
14	Student-14	92
15	Student-15	92
16	Student-16	72
17	Student-17	84
18	Student-18	76
19	Student-19	76
20	Student-20	72
21	Student-21	80
22	Student-22	80
23	Student-23	84
24	Student-24	92
25	Student-25	84
26	Student-26	80
27	Student-27	84
28	Student-28	84
29	Student-29	92
30	Student-30	96
Max. Score		96
Min. Score		72
Mean		84.93
Median		84
Mode		92
Standard Deviation		7.329

The post-test score, as shown in Table 4.2, showed the minimum score is 72 and the maximum score is 96. The average score is 84.93, the median score is 84, the mode is 92, and the standard deviation is 7.329. Meaning that there is an indication of improvement because the majority of students' scores have passed the standard minimum score of 75.

b. The score of the control class

The IX F class has 30 students as sample subject. The data information in the table below is a result of students' procedure text writing that was gathered from the students' pre-test results, which were taken before the researcher used the conventional method in the treatment. This control group's pre-test results can be seen as follows:

Table 4.3 The Pre-Test Score of Control Class

No.	Sample	Pre-Test Score
1	Student-1	60
2	Student-2	76
3	Student-3	56
4	Student-4	72
5	Student-5	68
6	Student-6	52
7	Student-7	76
8	Student-8	64
9	Student-9	60
10	Student-10	60
11	Student-11	68
12	Student-12	60
13	Student-13	60
14	Student-14	68
15	Student-15	68

16	Student-16	56
17	Student-17	68
18	Student-18	64
19	Student-19	64
20	Student-20	76
21	Student-21	64
22	Student-22	72
23	Student-23	76
24	Student-24	64
25	Student-25	72
26	Student-26	72
27	Student-27	72
28	Student-28	72
29	Student-29	68
30	Student-30	72
Max. Score		76
Min. Score		52
Mean		66.67
Median		60
Mode		72
Standard Deviation		6.588

Table 4.3 shows the pre-test scores of 30 students in IX F, revealing that the minimum score is 52 and the maximum score is 76. The average score is 66.67, the median is 60, the mode is 72, and standard deviation is 6.588. According to the teacher, the standard minimum result for English is 75. It implies that the majority of students' scores are still below the standard minimum.

Meanwhile, the data below are the findings from the students' post-test scores after the researcher applied the conventional lecturing

method during treatment. The post-test score from the control class is shown below:

Table 4.4 The Post-Test Score of Control Class

No.	Sample	Post-Test Score
1	Student-1	76
2	Student-2	76
3	Student-3	60
4	Student-4	80
5	Student-5	68
6	Student-6	64
7	Student-7	88
8	Student-8	84
9	Student-9	64
10	Student-10	80
11	Student-11	64
12	Student-12	72
13	Student-13	76
14	Student-14	88
15	Student-15	68
16	Student-16	60
17	Student-17	72
18	Student-18	76
19	Student-19	72
20	Student-20	80
21	Student-21	76
22	Student-22	88
23	Student-23	88
24	Student-24	68
25	Student-25	84

26	Student-26	80
27	Student-27	80
28	Student-28	84
29	Student-29	80
30	Student-30	88
Max. Score		88
Min. Score		60
Mean		76.13
Median		76
Mode		80
Standard Deviation		8.693

The post-test score, as shown in Table 4.4, showed the minimum score is 60 and the maximum score is 88. The average score is 76.13, the median is 76, the mode is 80, and standard deviation is 8.693. Meaning that there is a slight indication of improvement because the majority of students' scores have passed the standard minimum score of 75.

2. Data Analysis

This part presents the results based on the data collection process that has been done. Because this research uses quantitative method with quasi-experimental design, the conclusion is related to the analysis used to find out the effect of make-a-match towards students' writing skill in procedure text. The results of the test instruments administered to the sample was taken from the students of IX F class and IX G class.

a. Descriptive statistics analysis

The data for this research were obtained by administering pre-test prior to the treatment and post-test after the treatment. The data analysis includes minimum and maximum score, central tendency, and dispersion, derived from the results of pre-test and post-test from both

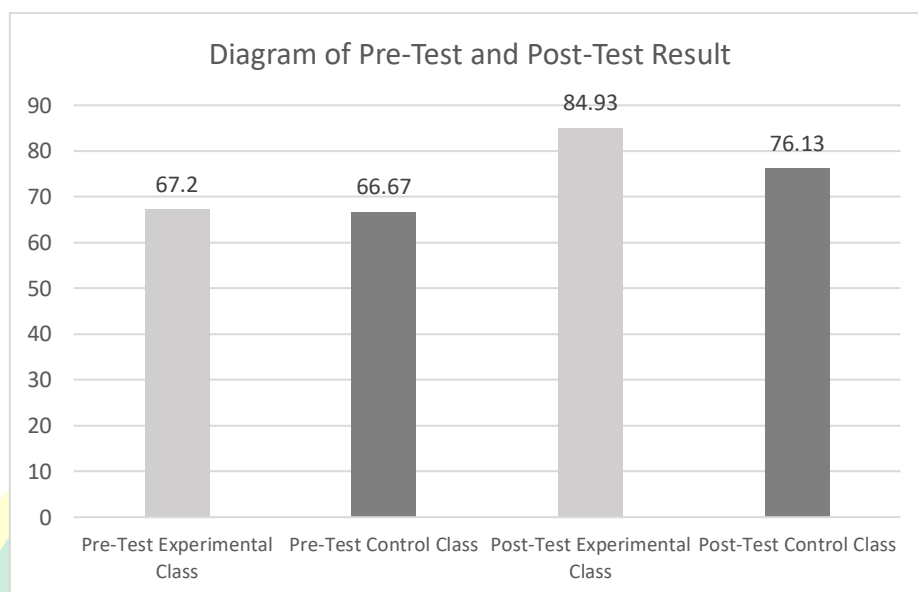
experimental and control classes. The descriptive statistics analysis has been processed using SPSS software and can be displayed as shown in the table as follow:

Table 4.5 Descriptive Statistics Analysis Result

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test experimental class	30	28	52	80	67.20	7.819	61.131
Post-test experimental class	30	24	72	96	84.93	7.329	53.720
Pre-test control class	30	24	52	76	66.67	6.588	43.402
Post-test control class	30	28	60	88	76.13	8.693	75.568
Valid N (listwise)	30						

Following the Table 4.5 presented above, there are some differences found between the result of students' writing procedure text score in both classes. The mean score of the experimental class which was taught using make-a-match method was higher than the mean score of the control class which was taught using conventional method. In addition, the treatment progress regarding the result of the pre-test and post-test from both experimental and control class can be described through diagram chart as presented as follows:

Figure 4.1 Diagram of Pre-Test and Post-Test Result



b. Inferential statistics analysis

Inferential statistics are frequently used to compare the differences between experimental and control group. Inferential statistics uses measurements from the sample of subjects to compare both treatment groups and make generalisation to the population of subjects. The researcher used the normality test, homogeneity test, and t-test with SPSS to reach the conclusion.

1) Normality test

The normality test was done to determine whether the data distribution is normal or not normal, which has been taken from experimental and control class. Kolmogorov-Smirnov and Shapiro-Wilk test is used by the researcher to test the data normality. The normality test results of Kolmogorov-Smirnov and Shapiro-Wilk test had processed using SPSS software and can be displayed as shown in the table as follow:

Table 4.6 Normality Test Result for Experimental Class

Class	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experimental	.141	30	.134	.950	30	.172
Post-test experimental	.133	30	.189	.937	30	.078

a. Lilliefors Significance Correction

Regarding to the Table 4.6, it revealed that the normality test for the experimental group's data in the Kolmogorov-Smirnov test, the pre-test significance score (Sig.) is 0.134; and the post-test significance score (Sig.) is 0.189. Meanwhile, in the Shapiro-Wilk test, the pre-test significance score (Sig.) is 0.172; and the post-test significance score (Sig.) is 0.078. Considering the significance scores of data distribution from experimental class are greater than 0.05, based on the criteria of acceptance stated previously, if the Sig. > 0.05; then H_0 is accepted and H_a is rejected. Therefore, it can be concluded that the data distribution in the experimental class is normal.

Table 4.7 Normality Test Result for Control Class

Class	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.158	30	.055	.939	30	.084
Post-test control	.138	30	.147	.934	30	.064

a. Lilliefors Significance Correction

Based on the Table 4.7, it revealed that the normality test for the control group's data in the Kolmogorov-Smirnov test, the pre-test significance score (Sig.) is 0.055; and the post-test significance score (Sig.) is 0,147. Meanwhile, in the Shapiro-Wilk test, the pre-test significance score (Sig.) is 0.084; and the post-test significance score (Sig.) is 0.064. The significance scores of data distribution from control class are greater than 0.05. According to the criteria of acceptance stated previously, if the Sig. > 0.05; H_0 is accepted and H_a is rejected. Thus, it can be concluded that the data distribution in the control class is normal.

2) Homogeneity test

The purpose of homogeneity test is to find out whether the variances of the data are homogeneous or not, which has been taken from the learning result from the post-test of experimental and control class. Besides, homogeneity test is needed as the requirement for independent sample t-test. The researcher uses Levene's test in this homogeneity test. Levene's test had processed using SPSS software and can be displayed as shown in the table as follow:

Table 4.8 Homogeneity Test Result

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Learning Result of	Based on Mean	.780	1	58	.381
Procedure Text	Based on Median	.826	1	58	.367
Writing	Based on Median and with adjusted df	.826	1	56.579	.367
	Based on trimmed mean	.799	1	58	.375

Based on the Table 4.8, it revealed that the significance score (Sig.) based on mean is 0.381. According to the criteria of

acceptance stated previously, if the Sig. > 0.05; H_0 is accepted and H_a is rejected. Thus, it can be concluded that data variance from the post-test in both groups is homogeneous.

3) Hypothesis test

Since the data distribution has been identified as normal and homogeneous, the researcher tests the hypothesis of the research using t-test to find out the effect of make-a-match towards students' writing skill in procedure text. The researcher took 2 (two) t-tests, paired sample t-test and independent sample t-test. Paired sample t-test is used to compare the mean of the data sample in pre-test before the treatment and post-test after the treatment. Meanwhile, independent sample t-test is used to compare the mean of the data sample based on the procedure text writing result in experimental and control class.

The result of paired sample t-test for the experimental class has been processed using SPSS software and can be displayed as shown in the table below:

Table 4.9 Paired Sample Statistics Result in Experimental Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test experimental class	67.20	30	7.819	1.427
	Post-test experimental class	84.93	30	7.329	1.338

Table 4.9 above presents descriptive statistics of each variable in paired sample. N value denotes the number of data which contains of 30 data. Standard deviation measures the level of risk, which is 7.819 in the pre-test and 7.329 in the post-test. Furthermore, standard error mean in the pre-test is 1.427, while it

is 1.338 in the post-test. The standard error mean determines how well the average data sample can calculate the means of population and since the data distribution is normal, the standard error mean can be ignored. Based on the mean results above, there is a difference where the post-test score is greater than the pre-test score in this experimental class.

Table 4.10 Paired Sample T-test Result in Experimental Class

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test exp. - Post-test exp.	-17.733	6.275	1.146	-20.076	-15.390	-15.479	29	.000

The Table 4.10 shows that the mean paired differences is -17.733. The mean score in the paired differences table can be referred as the difference result between the mean score of pre-test and post-test in experimental class (as seen on Table 4.9), which can be calculated: $67.20 - 84.93 = -17.733$. The interval of the difference is -20.076 to -15.390. Furthermore, regarding to the Table 4.10, the result of $t_{\text{value}} = -15.479$ which is a negative number because the mean score of the post-test is greater than the pre-test one. However, in this case, the negative symbol on t_{value} can be ignored or just take the number only, which can be written: $t_{\text{value}} = 15.479$. Then, to determine the result of t_{table} , look for the degree of freedom value ($df = 29$) with 2-tailed significance alpha value ($\alpha = 0.05$) on the t-table. The result of $t_{\text{table}} = 2.045$ (see Appendix 6). Moreover, based on the Table 4.10, it revealed the Sig. (2-tailed) score is 0.000 for the pre-test and post-test in experimental class.

According to the results above, the comparison of the t_{value} with t_{table} can be drawn as: $15.479 > 2.045$; while the comparison 2-tailed significance score with significance alpha value ($\alpha = 0.05$) can be drawn as: $0.000 < 0.05$. For the conclusion, according to the analysis result of paired sample t-test for the experimental class, it can be concluded that $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) score < 0.05 . Meaning that there is a significant effect towards students writing skill in procedure text using make-a-match method, because H_0 is rejected and H_a is accepted.

Meanwhile, the result of paired sample t-test for the control class has also been processed using SPSS software and can be displayed as shown in the table below:

Table 4.11 Paired Sample Statistics Result in Control Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-test control class	66.67	30	6.588	1.203
	Post-test control class	76.13	30	8.693	1.587

Table 4.11 above presents descriptive statistics of each variable in paired sample. N value denotes the number of data which contains of 30 data. Standard deviation measures the level of risk, which is 6.588 in the pre-test and 8.693 in the post-test. Furthermore, standard error mean in the pre-test is 1.203, while it is 1.587 in the post-test. The standard error mean determines how well the average data sample can calculate the means of population and since the data distribution is normal, the standard error mean can be ignored. Based on the mean results above, there is a difference where the post-test score is greater than the pre-test score in this control class.

Table 4.12 Paired Sample T-test Result in Control Class

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 2	Pre-test control class - Post-test control class	-9.467	6.431	1.174	-11.868	-7.065	-8.062	29	.000

The Table 4.12 shows that the mean paired differences is -9.467. The mean score in the paired differences table can be referred as the difference result between the mean score of pre-test and post-test in control class (as seen on Table 4.11), which can be calculated: $66.67 - 76.13 = -9.467$. The interval of the difference is -11.868 to -7.065. Based on the Table 4.12, the result of $t_{\text{value}} = -8.062$, that can be seen it is a negative number because the mean score of the post-test is greater than the pre-test one. In this case, however, the negative symbol on t_{value} can be ignored or just take the number only, which can be written: $t_{\text{value}} = 8.062$. Then, to determine the result of t_{table} , look for the degree of freedom value ($df = 29$) with 2-tailed significance alpha value ($\alpha = 0.05$) on the t-table. The result of $t_{\text{table}} = 2.045$ (see Appendix 6). Moreover, based on the Table 4.10, it revealed the Sig. (2-tailed) score is 0.000 for the pre-test and post-test in control class.

According to the results above, the comparison of the t_{value} with t_{table} can be drawn as: $8.062 > 2.045$; while the comparison 2-tailed significance score with significance alpha value ($\alpha = 0.05$) can be drawn as: $0.000 < 0.05$. For the conclusion, according to the analysis result of paired sample t-test for the control class, it can be concluded that $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) score < 0.05 . Meaning

that there is a significant effect towards students writing skill in procedure text using conventional method, because H_0 is rejected and H_a is accepted.

Further step is the hypothesis test through independent sample t-test. The results of independent sample t-test has been processed using SPSS software and can be displayed as shown in the table below:

Table 4.13 Independent Sample Group Statistics Result

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Result of Procedure Text Writing	Post-test experimental class	30	84.93	7.329	1.338
	Post-test control class	30	76.13	8.693	1.587

The Table 4.13 shows that the mean of the post-test score in experimental class is 84.93 and in control class is 76.13. N value denotes the number of data which contains of 30 data. Standard deviation measures the level of risk, which is 7.329 in the post-test of experimental class and 8.693 in the post-test of control class. Furthermore, standard error mean in the experimental class is 1.338, while it is 1.587 in the control class. The standard error mean determines how well the average data sample can calculate the means of population. Based on the table above, there is a different between these two groups, that the mean of the post-test score in experimental is greater than the mean of the post-test score in control class.

Table 4.14 Independent Sample T-test Result

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Result of Procedure	Equal variances assumed	.780	.381	4.239	58	.000	8.800	2.076	4.645	12.955
Text Writing	Equal variances not assumed			4.239	56.390	.000	8.800	2.076	4.642	12.958

The Table 4.14 shows that based on the equal variances assumed row, the mean difference result is 8.800 from the calculation: post-test experimental class – post-test control class = mean difference, or $84.93 - 76.13 = 8.800$. The interval of the difference is 4.645 to 12.955. Based on the Table 4.13, the result of $t_{\text{value}} = 4.239$. Then, to determine the result of t_{table} , look for the degree of freedom value ($df = 58$) with 2-tailed significance alpha value ($\alpha = 0.05$) on the t-table. The result of $t_{\text{table}} = 2.002$ (see Appendix 6). Moreover, based on the Table 4.14, it revealed the Sig. (2-tailed) score is 0.000 in this independent sample t-test.

According to the results above, the comparison of the t_{value} with t_{table} can be drawn as: $4.239 > 2.002$; while the comparison 2-tailed significance score with significance alpha value ($\alpha = 0.05$) can be drawn as: $0.000 < 0.05$. For the conclusion, according to the analysis result of independent sample t-test, the decision-making is that $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) score < 0.05 . Meaning that there

is a significant difference between the learning result of procedure text writing in the experimental class and control class, because H_0 is rejected and H_a is accepted.

B. Discussion

The researcher has conducted the research in 9th grade at SMP N 2 Bumiayu in academic year of 2022/2023. This study was purposed to find out the effect of make-a-match method by giving treatments to the experimental class towards students' writing skill in procedure text. The researcher used lecturing method or the conventional teaching method in the control class and serves as the comparison for the experimental class. The researcher used descriptive statistics and inferential statistics to analyse the obtained data from 30 sample subjects who are the 9th grade students in each experimental and control class, or in another word, 60 students in total.

According to the descriptive analysis result on the table, the average scores in the experimental class revealed that the pre-test mean score is 67.20 and the post-test mean score is 84.93. There is a significant increase on the average score after the treatment using make-a-match method with the mean difference = 17,733. Meanwhile, the average scores in the control class revealed that the pre-test mean score is 66.67 and the post-test mean score is 76.13. There is an increase on the average score after the treatment using conventional lecturing method with the mean difference = 9.467. Furthermore, between the mean score in the experimental class and control class, there is the difference as well. The pre-test mean score in both classes have a slight difference value, which are 67.20 in the experimental class and 66.67 in the control class. Meanwhile, the post-test mean score in both classes have a significant difference value, which are 84.93 in the experimental class and 76.13 in the control class with the mean difference = 8.800. Therefore, based on this descriptive analysis both experimental class and control class have an indication of the improvement after being treated with the respective method, since the post-test mean score of both classes were greater than the pre-test

mean score. However, since the post-test mean score in the experimental class is greater than the control class, the use of make-a-match method towards students' writing skill in procedure text is more effective than the use of lecturing method. This finding is in line with Yusuf and Hasanudin in their journal "The Implementation of Make a Match Method to Improve Writing Descriptive Text at Tenth Grade Students in SMK Jabir Al-Hayyan", the make a match method was effective, understandable, and easy to apply in the teaching and learning process.⁶⁷

Furthermore, the researcher used the inferential analysis to investigate how is the differences between two data samples, namely the experimental and control class. Based on the hypothesis test result of paired sample t-test which has been done to determine the significant differences between the pre-test and post-test in the experimental class revealed that the score of t_{value} is 15.479; the score of t_{table} for 2-tailed probability is 2.045 with degree of freedom = 29; and the Sig. (2-tailed) score is 0.000. Meanwhile, the pre-test and post-test in the control class revealed that the score of t_{value} is 8.062; the score of t_{table} for 2-tailed probability is 2.045 with degree of freedom = 29; and the Sig. (2-tailed) score is 0.000. Moreover, the hypothesis result of independent sample t-test which has been done to determine the significant differences between the learning result of procedure text writing on the post-test of both experimental class and control class revealed that the score of the t_{value} is 4.239 based on the equal variances assumed t_{table} for 2-tailed probability is 2.002 with degree of freedom = 58.

The results of paired sample t-test in the experimental class can be drawn as: $t_{\text{value}} = 15.479 > t_{\text{table}} = 2.045$ and Sig. (2-tailed) = 0.000 < $\alpha = 0.05$; which mean H_0 is rejected and H_a is accepted. The results of paired sample t-test in the control class can be drawn as: $t_{\text{value}} = 8.062 > t_{\text{table}} = 2.045$ and Sig. (2-tailed) score < 0.05; which mean H_0 is rejected and H_a is accepted. Meaning that there is a difference between the pre-test mean score and post-

⁶⁷ Yusuf, M., Hasanudin. (2020). The Implementation of Make a Match Method to Improve Writing Descriptive Text at Tenth Grade Students in SMK Jabir Al-Hayyan. *PROJECT (Professional Journal of English Education)*, 3(2).

test mean score in the experimental class as well as between the pre-test mean score and post-test mean score in the control class. Meanwhile, the results of independent sample t-test can be drawn as: $t_{\text{value}} = 4.239 > t_{\text{table}} = 2.002$ and Sig. (2-tailed) = 0.000 < $\alpha = 0.05$; which mean H_0 is rejected and H_a is accepted. Meaning that there is a difference between the post-test mean score in the experimental and control class.

According to the comparison results of t_{value} with t_{table} in both t-tests have been found that the effect of using make-a-match method in the experimental class was more significant than using lecturing method in the control class. Although there is also an increase in the control class, the effect of using lecturing method is not so significant as the experimental class. Therefore, according to the hypothesis, it can be concluded that there is a significant effect of the use of make-a-match method towards students' writing skill in procedure text.

There is an indication of improvement of the use of make-a-match method towards students' writing skill in procedure text. It was proven in the result of post-test mean score in the experimental class after the treatment. It also found out that the use of make-a-match can make the learning process more interesting so that it could encourage student to grasp the procedure text material easily. Related with the statement by Aldilla Syahira in their study "Increasing Students' Ability in Writing Procedural Text by Using Make-A-Match Method" that the make-a-match method may increase class activity, particularly when they match the card to find the answer. Furthermore, the make-a-match method created an exciting environment in which students became more engaged in discussing the meaning of the sentence contained in the cards.⁶⁸

The treatment was carried out over 4 (four) meetings in IX G as the experimental class and IX F as the control class. For the experimental class, before the treatment the researcher prepares the lesson plan, teaching material,

⁶⁸ Syahira, A. (2020). Increasing Students' Ability in Writing Procedural Text by Using Make-A-Match Method. *English Education International Conference (EEIC)*, 2(1).

and several cards as the learning media. Throughout the treatment process, the researcher presented the procedure text material to students in IX G class as the experimental group utilising the make-a-match method. Following that, the researcher explains what is make-a-match and how to do the method. Then, the researcher splits the students into two groups, group A and group B. The researcher informs the maximum time limit to do, the both groups are asked to turn around and face each other. The researcher prepares several cards consisting picture cards and answer cards which contained the steps of the procedure text material being taught. The researcher gives group A some picture cards and group B some answer cards. After that, the researcher instructs the students to find and make a match the cards they are holding with the cards of the other groups. The researcher instructs all members of group A to look for their group B partners. If students have found their respective partners, the researcher requests that they should report to him. When the time runs out, they should be notified. Next, the researcher selects one pair to present. Finally, the researcher confirms the correctness and responded whether or not the pair matched between the picture cards and answer cards from the presentation pair. The researcher then calls the next pair, and so on until all pairs have given a presentation.

Meanwhile, there is no treatment in the control class that uses make-a-match method. The lecturing method was used in the teaching and learning process during the treatment. The researcher only explained the procedure text material from the student's handout book while the students were paying attention to the material being taught. In addition, the researcher conducts the activity with the student to do some exercises, where the students were asked to do the assignment and the researcher confirms and corrects some inaccurate answers along with them.

During the treatment process in the experimental class, the students were enthusiastic and actively follow the process. Both groups of students tried to look up for the partner to make a match the card without any hesitation. The make-a-match method make the learning atmosphere fun as the

students enjoy with the process, so that the material being taught can be easier to consume. Also, the method is less expensive in terms of affordability because it only requires cards as the learning media. In line with the statement by Maduratna in her journal entitled “The Impact of the Application of Make-a Match Technique Towards Students’ Vocabulary Mastery” that the make-a-match may provide students with opportunities to be active in their English learning, and also the method is useful in making students feel more interested and enjoy participating in class activities.⁶⁹ In the teaching and learning process, the researcher was also found out that the students could feel elevated to learn the procedure text material as the researcher delivers some motivation about the importance of writing for their daily life. Therefore, students’ motivation is required when learning a language, particularly English as a foreign language.⁷⁰

⁶⁹ Maduratna, D. (2014). The Impact of the Application of Make-a Match Technique Towards Students’ Vocabulary Mastery. In *International Conference on Education and Language (ICEL)* (Vol. 2).

⁷⁰ Dwinalida, K., & Setiaji, S. (2022). Students’ Motivation and English Learning Achievement in Senior High School Students. *Educalitra: English Education, Linguistics, and Literature Journal*, 1(1), 1-9.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Following the completion of the research and data analysis process using SPSS software, the post-test mean score of the experimental class (84.93) which is greater than the control class (76.13). Although, there is improvement indicated in both classes, the post-test mean value in the experimental class is higher than the control class. Therefore, there is a significant difference between the learning result in procedure text writing using make-a-match method and conventional method. Furthermore, the t-test result was revealed that $t_{\text{value}} = 15.479$ is greater than $t_{\text{table}} = 2.045$; and Sig. (2-tailed) 0.000 is lesser than $\alpha = 0.05$. Thus, according to the criteria of acceptance for t-test, it can be concluded that if $t_{\text{value}} > t_{\text{table}}$ and Sig. (2-tailed) < 0.05 . Based on the hypothesis, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Finally, according to the results of the data analysis process in the previous chapter, the conclusion can be drawn as: There is a significant effect of using make-a-match method towards students' writing skill in procedure text. Moreover, the research question can be answered that: The make-a-match method have a significant effect towards students' writing skill in procedure text at SMP N 2 Bumiayu. The results were supported by the students' scores, which is improved after the researcher applied the treatment of make-a-match method for teaching procedure text writing.

B. Limitation of the Study

This study has some limitations due to several conditions. To consider the affordability and time limitation, the research was done within 3 weeks using quasi-experimental design with 2 sample groups. This study also only discovered the effect of make-a-match method on students' writing skill in procedure text material with the topics about food, crafting, and manual.

C. Suggestion

As the conclusion was drawn, the researcher gives some suggestions for several reasons as follows:

1. For the teacher

The researcher suggests that the teacher and students should work together well in order to be successful in the teaching and learning process. It will benefit the teachers if they use more fun teaching method when teaching writing. The amusing method will gain the students' interest in the learning material. The researcher advises teachers to use make-a-match method to teach writing, particularly in procedure text.

2. For the students

The researcher advises students to consider the importance of English writing, that with good writing skill may derive students to achieve a good value in English subject. Instead of thinking that writing is difficult and time-consuming, the students should think about writing is easy and fun. Besides, keep practising more can also improve students' writing skill. They should also be active and creative in their learning activities, in order to make a writing process enjoyable and much easier to do.

3. For the further research

The researcher focused on the study of the effect of make-a-match method towards students' writing skill in procedure text at SMP N 2 Bumiayu. However, the researcher suggests that for the next research, someone should investigate the effect of either make-a-match method or different learning methods towards other English skills such as listening, speaking, or reading; as well as other education levels.

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