



Increasing Indonesian Students' Writing Ability Through Make A Match Learning Model

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Abstrak

Telah terjadi peningkatan terhadap kemampuan menulis siswa dalam beberapa tahun terakhir, dimulai di sekolah dasar dan menengah. Penelitian ini bertujuan untuk menganalisis keefektifan penerapan model make and match pada keterampilan menulis bahasa Indonesia siswa kelas. Penelitian menggunakan eksperimen, dengan one group pretest-posttest design. Populasi penelitian ini adalah siswa kelas IV yang berjumlah 27 siswa, terdiri dari 13 siswa kelas A dan 14 siswa kelas B. Teknik pengumpulan data dalam melakukan penelitian ini adalah observasi, tes, dan dokumentasi. Teknik analisis data menggunakan analisis deskriptif dan analisis inferensial. Berdasarkan hasil penelitian dan perolehan data pembandingan nilai diperoleh skor posttest terendah 36 dan skor tertinggi 93, dengan rata-rata skor pretest 68,21 dan posttest 78,85. Hasil yang diperoleh dari uji-t diperoleh nilai t-hitung 8,034 dan t-tabel 1,782 dengan taraf signifikansi 0,05 ternyata memenuhi kriteria t-hitung dan t-tabel. Data diperoleh dengan menggunakan rumus uji-t. Berdasarkan hasil penelitian diperoleh nilai data hitung > dari t-tabel. Oleh karena itu, dapat disimpulkan bahwa penggunaan metode pembelajaran make a match efektif dalam pembelajaran bahasa Indonesia untuk peningkatan kemampuan menulis siswa.

Kata Kunci: Siswa Indonesia, Peningkatan Menulis, Mata Pelajaran Bahasa Indonesia, Model Make a Match

Abstract

Nowdays in elementary and middle school, there has been a noticeable rise in expectations for children' writing abilities. This study aimed to analyze the application of make and match model on the writing skills of Indonesian students. The type of research used was experimental research, with a one group pretest-posttest design. The population of this study was fourth grade students, totaling 27 students, consisting of 13 students from class A and 14 students from class B. Data collection techniques in conducting this research are observation, tests, and documentation. Data analysis techniques use descriptive analysis and inferential analysis. Based on the results of the study obtained an average pretest score of 68.21 and posttest 78.85. The results obtained from the t-test, the t-count value is 8.034 and the t-table is 1.782 with a significant level of 0.05 turns out to meet the criteria, t-count t table. The data obtained by using the -t test formula. Based on the results of the study, it was obtained that the calculated data value was > from t table. Therefore, it can be concluded that the use of the make a match learning method is effective in learning Indonesian for improvement of the writing ability of the fourth grade students.

Keywords: Indonesia Students, Writing Improvement, Indonesian Subject, Make a Match Model

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1. INTRODUCTION

Language skills are needed for all individuals. Language skills are a model for developing students' intellectual, social, and character abilities. This is the most important tool for communication and daily communication (Muhammad et al., 2022; Salam El-Dakhs, 2020). To be able to communicate well, there are four language skills that must be trained to students. The more often practice, the more fluent students will be and the better their communication will be. Therefore, students must improve the four language skills through language learning. Language uses and makes learners become more aware of form-meaning-function relationships (Rezeki et al., 2022; Yilmaz, 2016). Through language, humans can express ideas, opinions of the author to the reader, the moderator to the listener (Muhammad et al., 2022; Sasabone & Jubhari, 2021). One of the four language skills taught in schools is

writing. Acquiring to write differs from learning other abilities because writing requires a lot of thought and time. Students can communicate their thoughts, feelings, and opinions in writing.

Writing is a productive activity because writing means doing an activity to make something. A skill that is productive in the process and in the end product (Asni et al., 2021; Kent et al., 2014). In order to produce the greatest writing for study, the teacher asks the students to participate in the writing process as well. As competent written communication is increasingly required to evaluate performance, poor written communication skills restrict entry to higher education and hamper success. In education, written expression is necessary for participation in both language arts and content area (Puranik et al., 2014; Saresti & Anjarwati, 2018). It will be simpler for teachers to instruct children in the writing process once the students can construct effective sentences, making writing accuracy for the learners (Elabdali, 2021; Sujarwo et al., 2019). Skillful in writing activities will open up extensive knowledge, gates of deep wisdom and expertise in the future.

The purpose of writing, among others means of information on all things, the facts, data and events, so that the readers can gain new knowledge and understanding about various things that are happening. Another purpose of writing means of changing the reader's beliefs, instilling an understanding of something in the reader, stimulating the reader's thought process, entertaining the reader and as a motivation for the reader (Cole & Feng, 2015; Faruq et al., 2021; Huerta et al., 2018). Because writing is often our representation of the world made visible, embodying both process and product, writing is more readily a form and source of learning (Emig, 2007; Jubhari et al., 2022).

Based on the results of preliminary study, the researchers found that it is relatively difficult in learning writing. There are still some students who find problems in writing. The students are still very lacking in writing and these students tend to get bored more quickly in learning to write, one of the factors is the first lack of attention from the teacher to students who have problems in writing skills, both students focus only on the initial 5 minutes of learning. Teacher surveys have provided the majority of the data on teaching methods. More research is required to assess the quantity and types of writing instruction being used in schools in light of the acknowledged value of writing, worries about students' writing abilities, and suggestions that writing training begin early.

The learning method that is mastered by educators or teachers to present subject matter to students in class, both individually and in groups so that the subject matter is presented to students well (Akhiruddin et al., 2021; Tee & Amran, 2021). One of methods that available for teaching and learning is make a match learning method. Make a match learning method means that students look for partners, each student gets a card (can be a question or an answer) and then immediately looks for a partner that matches the card that he/she hold (Fauhah & Rosy, 2021; Priawasana et al., 2020). The make a match learning method is a learning system that prioritizes the cultivation of social skills, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games to find a partner with the help of cards. The researchers chose Make a match as the strategy in teaching writing because it can motivate and encourage the students.

Some previous studies stated that by using make a match technique, teachers can motivate and encourage their students to be more interested and enthusiastic in learning (Kusumarasyati, 2013). In line with the other study claimed that there is a significant effect on student's writing descriptive text ability taught by using make a match method (Nurbaidah, 2017). This supported by the other study indicated that Make a match learning model can improve students' understanding of concepts and learning outcomes in mathematics learning (Juliani et al., 2021). Make-A-Match model was sufficient to improve English conversation skills of students with intellectual disabilities. The students were more

active, enthusiastic, and confident in uttering expressions without being anxious about making mistakes because the classroom atmosphere was relaxing and fun. This model also made students worked well together (Anwar, 2020; Fauhah & Rosy, 2021).

The application of this method starts from the technique where students are asked to find pairs of cards which are the answers/questions before the time limit, students who can match the cards are given points. One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere. The purpose of using the make a match learning method is to increase the students writing ability for Indonesian subject, one of the results of using this method is to create a pleasant learning atmosphere through make a match in learning Indonesia subject in writing skill. This study aimed to analyze the application of make and match model on the writing skills of Indonesian students.

2. METHODS

This type of research is experimental design. As for the understanding of the experimental method, namely pre-experiment. Pre-experimental design means is a research design that has not been categorized as a real experiment. This is because in this design no random sampling has been carried out and sufficient control has not been carried out on confounding variables that can affect the dependent variable (Creswell, 2018; Creswell & Creswell, 2018; Hanna et al., 2019). The treatment given was the make a match learning method in writing skills in Indonesian language subjects for fourth grade students of UPT SPF SD Inpres Lae-lae II Makassar and a one group pretest-posttest research design.

The population in this study were all fourth grade students of UPT SPF SD Inpres Lae-lae II consisting of 2 classes. Class IV A has 13 students and class IV B has 14 students, So the total population in this population is 27 students. The sample in this study was students of class IV B UPT SPF SD Inpres Lae-lae II with totaling 14 students.

Data collection techniques used in this study, namely: Observation means data regarding student learning activities were obtained through observation or surveillance sheets. Observation was made by observing the behavior of students in dealing with ongoing learning in the classroom. Tests are questions or exercises used to measure the students' skills, knowledge, intelligence, abilities or talents. In this study, the test was used to obtain data on students' Indonesian writing skills. The test was conducted in the form of pretest-posttest by measuring students' writing ability in answering questions and conclusions. Pretest question assessment criteria is show in Table 1.

Table 1. Pretest Question Assessment Criteria

| Questions | Question Assessment Criteria | Score | Description |
|-----------|--|-------|-------------------------|
| 1 | Can write goals correctly | 1 | Wrong answer |
| 2 | Telling how to reach your goals | 2 | Answer but not accurate |
| 3 | Writing fictional features | | |
| 4 | Write down the job and its skills | | |
| 5 | Write down what is known about the material that has been taught | 3 | Answer correctly |

Based on Table 1 if the students can write their goals correctly, they will get score 1. If the students can tell how to reach their goals, they will get score 2. If the students can write down the job, its skills and write down what is known about the material that has been taught, they will get score 3. Assessment criteria for posttest questions is show in Table 2.

Table 2. Assessment Criteria for Posttest Questions

| Question number | Question Assessment Criteria | Score | Information |
|-----------------|--|-------|-------------------------|
| 1 | Explain what is meant by fiction | 1 | Wrong answer |
| 2 | Write one of the fiction stories that have been read | 2 | Answer but not accurate |
| 3 | Explain what is meant by character | | |
| 4 | Explain what is meant by character | | |
| 5 | Write down the conclusions of the lessons that have been passed. | 3 | Answer correctly |

Based on [Table 2](#), if the students can explain what is meant by fiction, they will get score 1. If the students can write one of the fiction stories that have been read then explain what is meant by character, they will get score 2. If the students can explain what is meant by character and write down the conclusions of the lessons that have been passed, they will get score 3. Rubric of writing assessment is show in [Table 3](#).

Table 3. Rubric of Writing Assessment

| No | Criteria | Very good | Good | Moderate | Need Guidance |
|----|---------------------------|-----------|------|----------|---------------|
| | | 5 | 4 | 3 | 1 |
| | Write quickly and clearly | | | | |

Data analysis techniques used to analyze the results of the study, namely descriptive analysis and inferential analysis. Descriptive analysis is a statistical analysis method that aims to provide a description or description of the research subject based on variable data obtained from certain subject groups. Descriptive analysis can be displayed in the form of a frequency distribution table. In this study the data analyzed, namely the effectiveness of the methods used on students in the learning process. Inferential analysis is a method that can be used to analyze small groups of samples taken from the population to forecast and draw conclusions on population.

3. RESULTS AND DISCUSSION

Result

Before giving treatment, the researchers used pre test. Pre test is used when the material is being delivered with the aim of knowing how far the material to be taught can be mastered by students. The pretest or initial test was given 5 questions for the essay test. Pre test calculation results can be seen in [Table 4](#).

Table 4. Pretest Data Result

| Score | Frequency | Percentage |
|--------------|-----------|------------|
| 0-10 | 1 | 7.14 |
| 11-20 | 0 | 0 |
| 21-30 | 0 | 0 |
| 31-40 | 0 | 0 |
| 41-50 | 0 | 0 |
| 51-60 | 0 | 0 |
| 61-70 | 5 | 35.71 |
| 71-80 | 6 | 42.85 |
| 81-90 | 2 | 14.28 |
| 91-100 | 0 | 0 |
| Total | 14 | 100 |

Base on [Table 4](#), pretest data can be seen learning outcomes at the pretest score, namely those with a value of 81-90 obtaining a frequency of 2 with a percentage of 14.28 and students who got the lowest score of 0-10 totaling 1 student with a percentage of 7.14.

Moreover, posttest was given after being given treatment in the form of the make a match method in the teaching and learning process. While the post test or final test is a test that is carried out with the aim of knowing whether all material that is classified as important can be mastered as well as possible by students. Posttest was done by giving 5 essay questions. The results of the posttest calculation can be seen in [Table 5](#).

Table 5. Posttest Data Result

| Score | Frequency | Percentage |
|--------------|-----------|------------|
| 1-10 | 0 | 0 |
| 11-20 | 0 | 0 |
| 21-30 | 0 | 0 |
| 31-40 | 1 | 7.14 |
| 41-50 | 0 | 0 |
| 51-60 | 0 | 0 |
| 61-70 | 0 | 0 |
| 71-80 | 6 | 42.85 |
| 81-90 | 6 | 42.85 |
| 91-100 | 1 | 7.14 |
| Total | 14 | 100 |

Based on the Posttest data in [Table 5](#), it can be seen that the learning outcomes on the posttest score was 1 student with a percentage of 91-100 and a student with a percentage of 7.14 and one student who got a score of 31-40 with a percentage of 7.14.

Inferential analysis was carried out to find out whether the make a match learning method was effective on writing skills in Indonesian language learning for class IV UPT SPF SD Inpres Lae-lae II students. It could be seen from the results of the pretest-posttest which was added to the assessment of students' writing skills, then the following tests were carried out and the data has been obtained. Inferential analysis learning results is show in [Table 6](#).

Table 6. Inferential Analysis Learning Results

| No | Pretest (X1) | Posttest (X2) | d= X2-X1 | d2 |
|--------------|--------------|---------------|------------|--------------|
| 1 | 75 | 85 | 10 | 100 |
| 2 | 85 | 90 | 10 | 100 |
| 3 | 67 | 78 | 11 | 121 |
| 4 | 75 | 85 | 10 | 100 |
| 5 | 86 | 93 | 7 | 49 |
| 6 | 73 | 81 | 8 | 64 |
| 7 | 67 | 79 | 12 | 144 |
| 8 | 4 | 36 | 32 | 1.024 |
| 9 | 66 | 74 | 8 | 64 |
| 10 | 71 | 76 | 5 | 25 |
| 11 | 69 | 80 | 11 | 121 |
| 12 | 75 | 86 | 11 | 121 |
| 13 | 75 | 82 | 7 | 49 |
| 14 | 67 | 79 | 12 | 144 |
| Total | 955 | 1.104 | 162 | 2.226 |

Base on [Table 6](#), show finding the mean value of the difference between pretest and posttest with the formula to determine the decision-making rules or significant criteria. If t-count and t-table namely H_1 was accepted, H_0 was rejected. Determining the value of the t-table by using the distribution with a significant level of $\alpha = 0.05$ and $df = N - 2 = 14 - 2 = 12$ then obtained $t_{0.05} = 1.782$. This means that it exceeds 0.05, it can be said that the results of the data obtained are normally distributed.

Based on the results of the study and the acquisition of value comparison data, the sample size was 14 students, the pretest score for the lowest score was 4 and the highest was 86. The lowest posttest score was 36 and the highest score was 93, with an average pretest score was 68.21 and posttest was 78.85 which means that there is a significant influence between the use of the make a match learning model on students' writing skills in Indonesia subject for class IV UPT SPF SD Inpres Lae-lae II Makassar.

Discussion

The results obtained from the t-test, the t-count value was 8.034 and the t-table was 1.782 with a significant level of 0.05 turns out to meet the criteria, t-count and t-table thus H_0 was rejected and H_1 was accepted which means that there is a significant influence between the use of the make a match learning model on students' writing skills in Indonesia subject for class IV UPT SPF SD Inpres Lae-lae II Makassar.

There were differences of mean values both experimental and control classes which the mean of experimental class was higher than control class, and it was significant. On the other hand, the analysis of t-test, H_a hypothesis was accepted. Some previous studies indicated that Make a match had benefits to improve the students' writing and class participation ([Saresti & Anjarwati, 2018](#)). This implied that through this model, the teacher has succeeded in encouraging the students to apply the language they have learned in their daily lives. Make A Match learning model is more successful or effective if it is compared with the TGT learning model on the collaboration ability of Elementary School science content ([Anwar, 2020](#); [Hendra & Rahayu, 2020](#)).

An effective writing pedagogies at a time of increasing emphasis on student writing ability. In line with the other study indicated that almost of students in the class agreed that Make a match should be applied in the teaching learning process in writing procedure ([Saresti & Anjarwati, 2018](#)). The use of a make a match type of cooperative model and learning motivation greatly affects student learning outcomes in the initial reading material for Indonesian lessons ([Fachriyah et al., 2021](#); [Wilcox et al., 2014](#)). This study was supported by the other study the learning process of rhyming writing using the make a match method can improve students' ability to write rhymes ([Nandang, 2020](#)). In contrary with the other study found that there is no significant different in writing ability between the students who are taught using make a match technique and the students who are taught without using make a match technique.

Moreover, the use of an appropriate method was crucial to the teaching and learning processes. The effectiveness of the learning process was significantly influenced by the teaching method. Process of language teaching and learning in educational setting ([Wilcox et al., 2014](#); [Yusefi et al., 2015](#)). Because the lecturer's use of the teaching method aids in imparting knowledge to the students. In order for the students to grasp the material, comprehend it, and effectively develop their skills, especially in writing ability instruction.

The application of the Make a Match method enriched the students' achievement in their ability to write text. The teachers must be able to employ effective methods when teaching writing, it has a good effect on writing accuracy ([Hsiung et al., 2017](#); [Yilmaz, 2016](#)). It is expected of students to be able to write, they can gain the basic ideas for what they are writing about in their own lives. Giving students direction while they are writing will make

them love their writing and make it simpler for them to understand the content of what they write. Then, the lecturer will motivate the students to do a variety of writing activities to help the students develop their writing skills. The students' writing skills improve at last.

Proving the importance of early literacy and language development in the early grades in the development of writing fluency and quality. These results contribute the body of knowledge as the discipline works toward a more comprehensive understanding of writing development and strategies to encourage the students in the classroom activities. As recommendation for further more thorough understanding of writing development and strategies for promoting the students for basic levels in elementary schools

4. CONCLUSION

The implementation of Make a match learning model is effective for the students' ability to write Indonesian language subjects for the fourth grade students of UPT SPF SD Inpres Lae-lae II Makassar. This is proven through make a match learning model can emphasize the importance of attention in the early students' development of writing fluency with being seen improvement both pre test and post test results in Indonesian language learning students. Make a Match method enrich the students' achievement in their ability to write text.

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