THE EFFECT OF MAKE A MATCH ON STUDENTS' WRITING DESCRIPTIVETEXT ABILITY

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Abstract
The aim of this research is to know whether the effect of using Make a Match on students' writing descriptive text ability gives a better result at the firstgrade students of STKIP Tapanuli Selatan in 2014/2015 Academic Year.The writer uses an experimental method. The population is the first grade students of STKIP Tapanuli Selatan, which consisted of 60 students. Two classes, they are I-A and I-B are taken as two groups of sample by total sampling. The whole amount samples is 60 students. The data are collected by using 2 items test as an instrument. The writer uses statistic processes in analyzing data. They are descriptive analysis by using the formula of "t-test". After calculating the data, itis found thatthe result of writing ability on descriptive text taught by using Make a Match method is categorized "good". While the students' writing ability on descriptive text taught by using Group Investigation method as a conventional teaching methodis categorized "enough". The result of the analyzed data shows that 2,34 >1,67 or t-test is greater than t-table. so, the hypothesis is accepted. It means, there is a significant effect on Student's WritingDescriptive Text Ability Taught By Using Make A Match Method at the firstGrade Students of STKIP Tapanuli Selatan.

Keywords: **Make A Match and Group Investgation Methods, Writing Descriptive Text.**

INTRODUCTION

Writing is an important skill for students learning a language. In addition, students can generate more knowledge because when they are going to write, they should have a lot of ideas and information to write. It means that what students write can show how much knowledge they have got. Furthermore, writing can help students to improve their critical thinking. Because, when they write, they need to evaluate and then consider what kind of information they should deliver to readers in kinds of text. Thus, they need to select words to reflect their thought about the subject appropriately. In short, students can use writing as a media to communicate with other people and to entertain readers.

Writing is a language ability aspect.Basically, writing is the showing of the idea, opinion, thinking, or feeling trough written language. It means, writing is one of language ability to rises the idea, opinion, thinking or feeling in written form.In addition, it cannot be neglected that the students find several problems in writing. Some of them find problems in producing grammatical sentences and in choosing the words they are going to use. Sometimes, students use words which are not appropriate based on their context. Even, some of them still find problems in the writing the text. The problem would make readers find difficulties in understanding the message.

Based on the researcher's pre observation and formal interviewed with the writing lecturer of the Teacher College (STKIP) Tapanuli Selatan, the researcher found more than 50% of the students failed to write a good text. The problem was the grammatical errors on writing. The second problem was the students do not have motivation to study in writing subject. This could be identified from the empirical data of students' marks in daily writing test. From 60 students in the class, the result shows that only 6 students very good (90), 8 students got good (85), 10 students got enough (75) and 16 got bad (40), and others are fail (20). It means that 7.5 % were categorized very good, 10% were categorized as good students, and 12,5% were categorized enough, and 20% were categorized as bad and 50% students were categorized as fail in writing test. From this percentage, it could be concludes that students got problems in writing ability.

There are some kinds of text that should be studied by the students. One of them is Descriptive text. Descriptive text is a kind of written text which has purpose to describe the people, thing and place and give someinformations to the reader. This text in which the writer describes an object. In this text the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house. It can be about any topic. It means, descriptive text is a text which the writer's describe about concrete or abstract object.

This text is very important to study because it is one of the curriculum's expectations in which they are expected to be able to write something exactly in their life. Students can identifythe generic structure of descriptive text such as identification, and description. Because writing is useful for language acquisition provided that students more or less understand what they write.

Actually, the lecturer has done some efforts to solve this problem.Suchas, maximizing

motivation for the students, giving English course in the afternoon, giving various simple text and giving more writing exercises.But, there is no significant progress in students' learning result.

If this problem is not solved, it is will make students in bad condition. Because writing descriptive is one of curricullum's expectation. In this case, teacher has important role in improving students' writing ability. There are many methods that can be used in teaching writing, such as The Make a Match Method, The Group Investigation Method, CIRC Methods,The Grammar Translation Method, The Direct Method, The Drill Method, The TPR Method, etc. These methods give guidance in writing process, of course give better result on students' writing ability on descriptive text.

Based on the researcher interview with the lecturer of writing, she usually used Group Investigation in teaching and learning process. Hence, the wants to try to use a new method in teaching writing descriptive text. that is Make a Match.

Make a Match is a method which doing by find out the couple or match to the other one in teaching and learning process. One of the advantages of this method is the students find and learning about one concept or topic in joyful condition. It means, Make a Match is an enjoy method in teaching process by ask students to find their match to another one. In addition, Make a Match method is one of alternative that can be applied for students. The use of this method start from technique by giving instruction to the students to find the card match which is the answer or question before the time limit, the students who can match the card will get the point.[1] It means, Make a Match is an alternative method that can be applied to the students by instructed them to find the card as a match of the answer or question and they will get point based on their success.

Based on the explanation above the researcher feel interesting to see the effect of a new method, Make a Match, toward the students' writing descriptive text ability at the first grade students STKIP Tapanuli Selatan.

1. Writing Descriptive Text

Hayon (2003:93) says that writing is an active activity. It means, in doing a writing process, the writer is very active not passive, he or she try to write some ideas or information with good material based on the situation of the reader who will be read his or her writing.

There are three indicators of writing descriptive text. Tey are: a) Social function of descriptive text is to give the description about something to the reader.Pardiyono (2007:122) Descriptive is a type of text which has the specific

function to give description about an object (human or inhuman).It means, the social function of descriptive text is to give the description about an object that is talking, it is can be human or inhuman object, b) generic structure of descriptive text written with components of generic structure. There are two generic structures of descriptive text. Siahaan and Kisno Shinoba (2007:20) said that the text structures of descriptive text are: 1) identification, it is identifies phenomenon to be describe. 2) description, it is describe parts, qualities, characteristics, and c) lexicogrammatical features on descriptive text are the language features that used in writing descriptive text. As Sanggam and Kisno state (2007:22) Dominant grammatical aspects of descriptive text are: a. Focus on specific participants, b. Use of attributive and identifying process, c.Frequent use of epithets and classifiers in nominal groups, and d. Use of simple present tense.

Based on the experts' opinion above, the writer concludes that the social function of descriptive text is to give the description of something. The generic structures of descriptive text are: identification and description. Then, the lexicpgrammatical features in descriptive text are a. Use simple present tense because descriptive text talks about factual events, b. Specific noun to make the noun in the text specifically, c.Noun phrase, d. Adjective, e. Human participant, and f.Use conjunction to create the coherent of the text.

Based on the explanantion above, the writer concludes that writing descriptive text is an active activity of language skill to describe thing, person, place or animal clearly to the reader. So, the reader can understand and as if as though can see what the writer describes.

2. TeachingMethods

Teaching method is a way that teacher's use to transfer knowledge to the students in teaching and learning process with some steps and designs based on the material and condition in the class room itself. It is one of important factors to improve the quality of teaching learning process. Uno (2012:2) said that teaching method is define as way that teachers' use, in which doing his function as a tool to reach the purpose of learning.

From the explanation, writer concludes that teaching method is a way to transfer knowledge or information to the students that have important role in improving students' writing ability. Therefore teacher must be able to choose effective teaching methods to improve students' writing ability on descriptive text.

Make a Match is a kind of cooperatif learning method which doing by find out the couple or match to the other one in teaching and learning process.It is the simple method and students study the material with their group.

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Huda (2011:135) said that Make a Match is the method where the students make a match while learning a concept or topic of course in enjoy situation. It is can be applied for all subjects and grades. It means, Make a Match is a method that design to make a match of learning process in enjoy situation and can be use in all grade and subjects.

There are some steps to apply the Make a Match method in teaching an learning process. As one of cooperative learning. Ma'mur (2011:45) said that there are some steps in teaching Make a Match method. They are: 1) Teacher prepares some cards with some concepts or topic which suitable in review session. A part of card are the questions and the other part are the answers, 2) Every student get one card, 3) Every student try to think the answer and question of her or his card, 4) Every student find out the suitable card to her or his card, 5) Every student who can find the match card before the limitation of time will get the point, 6) After one session, the cards are shaking again so the students get the different cards and it is done for 3 or more times, and 7) The students can make a conclusion about the material.

Based on the explanantion above, the writer concludes that Make a Match method is a kind of cooperative method that is applied to the students in teaching and learning process by giving instruction to them to find out the card which is the answer or question and the students who are success find the card will get the point.

METHODOLOGY

The writer conducted this research at STKIP Tapanuli Selatan. Its location is on Jl. Sutan Muhammad Arif, Padangsidimpuan. The research is conducted about three months from Januari to March 2017.

The method of this research is experimental method because to the find out the cause-effect relationship between two factors from the event. Mackey (2005:7) stated that experimental method is a methodwhich manipulate one or more variables (independent variables) to determine the effect on another variable (dependent variable).

Population is all subjects that are observed. Arikunto (2006:130) stated that population is all of the subjects of the research. The population of this research is the first grade students of English Department STKIP Tapanuli Selatan which consist of 60 students. Sample is a part of population. Sudjono (2008:280) stated that sample is a small group proportion of population which should be research, chosen or determined for the analysis need. The sample of this research is 60 students from two clases, I-A and I-B that taken by using total sampling.

Instrument is a tool to test or measure the correlation of two or more variables. Leslie (2011:58) said that instrument is the measurement tools and an integral component of any research

study. William (2011: 124) said that testis a measurement of an instrument that is arranged specifically to measure something certain and important. The writer uses the test as the instrument is to measure the students' writing ability on descriptive on text by applyed to the Make a Match as an experimental group in I-A class and Group Investigation methods as a control group in I-B class and the result of the test will be used as the data of this research.

The writer uses statistics formula to analyze the data. There are two kinds to analyze the data in research, they are: descriptive analysis and inferential analysis. Descriptive analysis is used to describe the variables, for instance: mean, median, modus, histogram and so forth. While, inferential analysis uses of analysis the hypothesis in the research by using t-test formula.

RESULTS

After collecting the data from students' writing ability on descriptive text by using Make a Match method, it is found the highest score is 80 and the lowest score is 50. From the calculation, it is known that the mean of Make a Match methodat the firstgrade of English Department STKIP Tapanuli Selatanis 71,84. The median is 72,85, and the mode is 72,95.

Thedistribution of frequency of writing ability on descriptive text by using Make a Match method shows that the 6 students who get score 80-84 is or 12,5%, 10 students who get 75-79 or 25%, 14 students who get 70-74 or 37,5%, 5 students who get 65-69 or 9,375%, 4 students who get 60-64 or 6,25%, 4 students who get 55-59 or 6,25%, and 3 student who get 50-54 or 3,125%. Based on the distribution of data above, the writer found that most of students got score about 70-74. There are 14 students or 37,5% got it.

The students' achievement in each indicator by using Make A Match method is the students' ability in identifying social function in the descriptive text as the first indicator, the students get score 985 and the mean is 73. It is categorized "enough". The students'ability in identifying generic structure in the descriptive text as the second indicator,the students get score 625 and the mean is 66. It is categorized "good". The students' ability in identifying lexicogrammatical features in the descriptive text as the third indicator,the students get score 625 and the mean is 66. It is categorized "enough".

Aftercollecting the data of writing ability on descriptive text by using Group Investigation method, it is found that the highest score is 80 and the lowest score is 50. From the calculation, it is known that the mean is 67,31. The median is 67 and the mode is 65,75.

The distribution frequency of writing ability on descriptive text by using Group Investigation method, that the 2 students who get

score 80- 84 or 6,25%, 5 students who get 75-79 or 15,625%, 5 students who get 70-75 or 15,625%, 8 students who get 65-69 or 25%, 7 students who get 60-64 or 21,875% and 3 students who get 55-59 or 9,375% and 2 students who get 50- 59 or 6,25%. Based on the distribution of data above, the writer found that most of students got score about 65-69. There are 8 students or 25% got it.

The students' achievement of writing ability on descriptive text by using Group Investigation method in each indicator is The students' ability in identifying social function in the descriptive text as the first indicator, the students get score 945 and the mean is 65,63 . It is categorized "enough".The students' ability in identifying generic structure in the descriptive text as the second indicator, the students get score 525 and the mean is 65,63. It is categorized "enough". The students' ability in identifying lexicogrammatical features in the descriptive text as the third indicator,the students get score 595 and the mean is 61,98. It is categorized "enough".

The data which is taken will answer the hypothesis that the writer has explained previously. The data is analyzed by using" t-test". The result of data analysis by using "t-test" shows the score of t_o is 2.34 when it compared with the t-tableat the level of 5% significant level is 1.67with degrees of freedom (df) = N1+N2-2 = 30+30-2= 58because there is no df= 58 in the "t-test" table, the writer takes the nearer df, it is df= 58, so, the score of "t-test" table in the 5% level of significant is 1.67.

From the result data anysis by using t_{test} formula shows the score of t_{test} is 2.34 and t_{table} is known 1.67. It means, the score of t-test is greater than the score in the "t-test" table, where 2,34 >1,67.

DISCUSSION

Based on the research findings, the writer found that the treatments of Make a Match method give better result than the Group Investigation method that the lecturer used. It can be seen from the score of students' achievement. And also by using this method, students are easier to write descriptive text. As thewriter has explained that Make a Match method is one of cooperative learning method that apply in grouping which use heterogeneous grouping.

In writing descriptive text, the writer treats Make a Match and Group Investigation methods to the experimental method. Make a Match method gives the better result than Group Investigation method. Because Make a Match method is more suitable to be applied in writing descriptive text. Make a Match helps students to understanding the text especially descriptive text which design the learning process into some groups, so the students can help their friend in writing and understanding the text. The process of writing is more easy and it can help the students' responsibility in learning process. It shows that Make a Match guide students to understand the structures in writing descriptive clearly.

By doing the research, it is found that the using of suitable method is very important in teaching and learning process. Teaching method has important role in determining the success of learning process. Because teaching method helps the lecturer to deliver the knowledge to the students. So, the students can catch and understand the subject and to develop their skill well.

The application of Make a Match method gives better result of students' achievement in writing ability on descriptive text. In teaching writing, teacher must be able to use suitable method. Because students are expected to have the writing ability in order to make them can getmain ideas of what their writing in their own lives. Giving guidance when students are writing, it will make them enjoy their writing and it also will make them easier to understand the content of what they write, and then thelecturergives motivationto the students to do manyexercises in writing to improve their skill in helping them to write well. Finally, students' writing ability become well.

CONCLUSIONS
1. Conclusion

Student 's writing ability on descriptive text taught by using Make a Match method at the firstgrade students of English Department STKIP Tapanuli Selatanis categorized "good". And students' writing ability on descriptive text taught by using Group Investigation method is categorized " enough". It shows that students' writing ability on descriptive text that taught by using Make a Match method isbetter than Group Investigation method at the firstgrade students of English Department STKIP Tapanuli Selatan. It means the hypothesis is accepted.

2. Implication

Make a Match is a coperative learning method which is design in small groups learning. By applying this method, students are easier to understand the social function, generic structures and lexicogrammatical features of descriptive text because the methodis in grouping form which the students can write and discuss the descriptive text with their friend. On the other hand, it helps teacher in solving problem which is faced by students in writing descriptive text such as students are difficult to understand the generic structure of descriptive text. so, the application of Make a Match method gives the positive contribution to the lecturer in teaching writing descriptive text. Furthermore, for the students which study English are be able to write

descriptive well based on the curriculum expectation.

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