

A COMPARATIVE STUDY BETWEEN MAKE A MATCH AND GROUP INVESTIGATION METHODS ON STUDENTS WRITING COMPLEX SENTENCES ABILITY IN SMP NEGERI 3 PADANGSIMPUAN

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Abstract

The aim of this research is to know whether the result of writing complex sentence ability by using Make a Match method gives a better result than Group Investigation method at the seventh grade students of SMP Negeri 3 Padangsidimpuan. The writer uses an experimental method. The population is the seventh grade students of SMP Negeri 3 Padangsidimpuan, which consisted of 316 students. Two classes, they are VII-1 and VII-2 are taken as two groups of sample by cluster sampling. The whole amount samples is 64 students. The data are collected by using 20 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, it is found that the result of writing complex sentence ability taught by using Make a Match method is categorized "good". While the students' writing complex sentence ability taught by using Group Investigation method is categorized "enough". The result of the analyzed data shows that $2,34 > 2,00$ or t-test is greater than t-table, so, the hypothesis is accepted. It means, The Student's Writing Complex Sentence Ability Taught By Using Make A Match Method is Higher Than Group Investigation Method of the Seventh Grade Students at SMP Negeri 3 Padangsidimpuan

Keywords: Make A Match and Group Investigation Methods, Writing Complex Sentences.

1. INTRODUCTION

English is an international language in the world that is taught in Indonesia as a foreign language. English is important for students to follow the development of science and technology in the world to face globalization. The students are expected can master the materials based on the curriculum. In teaching English there are four skills that will be achieved by students, they are listening, speaking, reading and writing. These skills must be mastered by the students.

Writing is a language ability aspect. Basically, writing is the showing of the idea, opinion, thinking, or feeling through written language. It means, writing is one of language ability to rise the idea, opinion, thinking or feeling in written form. Now, most of materials of English in junior high school is based on the text or by using genre. Such as descriptive, narrative, procedure, recount, complex sentence and so on.

Writing complex sentences ability is in basic competence where students are hoped to express the meaning and theoretical step in simple short essay which are used in various language written as accurately. Fluency and accepted to interact in daily life context that forming procedure and report. Writing complex sentences ability studied at the Eighth Grade students of Junior High School. Writing complex sentences ability always found in our around at manual as instruction or recipes operation.

Students at the Eighth Grade Students of Junior High School are expected to write complex sentences ability in make a match method and methods. Then, some of the students are not success to write complex sentences. It can be seen base on the average of the students; they only get the average of 65. Meanwhile it is hoped they get the average of 70 in English subject. This score is still low if we categorized to the average of 70 in English subject. It is still needed improvement. When the last examine, they were still confuse to answer writing complex sentences questions.

Actually, teacher has done some efforts to solve this problem. Such as, 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 will make students in bad condition. Because writing complex sentences is one of curriculum's expectation. In this case, teacher has important role in improving students' writing complex sentences. 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 complex sentences ability.

1. Writing Complex Sentences Ability

As we know that writing may well be considered the most difficult of language skills. Even though it is the hardest skills to acquire, the learners should be able to use written English for the purpose of writing out forms, letters, descriptive, etc. and some graduates of high schools may even have the ability to introduce the Indonesian culture to foreigners through written English. Writing is assumed as important language skills in order to convey the information and message to others. And it also can be used in order to entertain the readers.

The indicator of understanding complex sentence: a. The use of complex sentence, b. The main and subordinate clause, the Subordinating conjunction of the sentence above is until, while, and even though. Hariyono (2008:396) says, Aspect of complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which and c. The relative pronoun. They are: a) The Complex sentence is sentence that contains an independent clause and at least a dependent clause. Hariyanto (2002:14) says, Complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who or which, b) generic structure, the generic structure of the descriptive text is identification and description. and c) The relative pronoun The complex sentence can be evaluated firstly by looking or understanding the kinds and function of sentence, and compound complex sentence. Hotben (2003:23) says, Here is the way to evaluate complex sentence in a sentence, when a complex sentence begins with a subordinator, a comma is required at the end of the dependent clause.

From the explanation above, the writer concludes that the complex sentences contain one independent clause and at least one dependent clause. Unlike a compound sentence, however, a complex sentence contains clauses which are not equal.

2. Comparative Methods

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 kooperatif 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.

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 learing 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 prepare 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 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.

Group Investigation method is a cooperative learning method that design in grouping. Trianto (2009:79) said that Group Investigation is a complex cooperative method which divided the students in some heterogent group. It means that Group Investigation is a complex method which form by divided students iinto groups heterogently. There are some steps to design a cooperative learning such as Group Investigation method. Rusman (2010:221) says that the implementation of Group Investigation is divided into six steps, they are, 1) identifying the topic and organizing the group of the students, 2) planning the learning tasks, 3) doing investigation, 4) preparing the last report, 5) presenting the last, and 6) evaluation.

Based on the experts' opinion above, the writer concludes that the steps of Group

Investigation method are, 1) The teacher divides student into several small group that consists of 5 students. Here, the students are asked to choose the topics, interrogate the suggestions, and the groups' composition should be in heterogen topics, 2) Teacher and the students with their own group prepare the tasks. It contains of what they want to investigate in writing descriptive text, how can they do it, and what is the purpose of writing this text, 3) Doing investigation before writing descriptive text in order they can write a good descriptive text, 4) Preparing the report after they discuss with their group mate, 5) Presenting the result of their discussion, and 6) Teacher gives the evaluation of their work.

Based on the whole explanation above, the writer concludes that Group Investigation method is a cooperatif learning method can motivate students in thinking critically in learning process. Meanwhile, the teacher feels difficulties in evaluating every students because this method is really complicated.

2. METHODOLOGY

The writer conducted this research at SMP Negeri 3 Padangsidempuan. Its location is on K.H. Ahmad Dahlan, Padangsidempuan. 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 method which 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 all grades of VII students of SMP Negeri 3 Padangsidempuan which consist of 316 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 64 students from two classes, VII-1 and VII-2 that taken by using cluster sampling. Sudjana (2001:92) noted that cluster sampling is used when the population is big enough and only a part of population which is researched.

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 test is 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 applied to the

Make a Match as an experimental group in VII-1 class and Group Investigation methods as a control group in VII-2 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.

3. RESULTS

After collecting the data from students' writing complex sentences ability 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 method at the seventh grade of SMP Negeri 3 Padangsidempuan is 71,84. The median is 72,85, and the mode is 72,95.

The distribution of frequency of writing complex sentences ability by using Make a Match method shows that the 4 students who get score 80-84 is or 12,5%, 8 students who get 75-79 or 25%, 12 students who get 70-74 or 37,5%, 3 students who get 65-69 or 9,375%, 2 students who get 60-64 or 6,25%, 2 students who get 55-59 or 6,25%, and 1 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 12 students or 37,5% got it.

After collecting 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 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_0 is 2.34 when it compared with the t-table at the level of 5% significant level is 2.00 with degrees of freedom (df) = $N_1+N_2-2 = 32+32-2 = 62$ because there is no $df = 62$ in the "t-test" table, the writer takes the nearer df, it is $df = 60$, so, the score of "t-test" table in the 5% level of significant is 2.00.

From the result data analysis by using t_{test} formula shows the score of t_{test} is 2.34 and t_{table} is known 2.00. It means, the score of t-test is greater than the score in the "t-test" table, where $2,34 > 2,00$.

4. 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 teacher used. It can be seen from the score of students' achievement. And also by applying this method, students are easier to writing complex sentences ability. As the writer has explained that Make a Match method is one of cooperative learning method that apply in grouping which use heterogeneous grouping.

In writing complex sentences ability, 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 complex sentences ability. Make a Match helps students to understanding the text especially complex sentences ability 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 is improve the students' responsibility in learning process. It shows that Make a Match guide students to understand the structures in writing complex sentences ability.

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 teacher 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 complex sentences ability. 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 get main ideas of what their writing in their own lives. Giving guidance when students are writing, it will make them enjoy their writing and they also easy to understand the content of what they write, and then the teacher gives motivate to the students to do much exercises in writing to improve their skill in helping them to write well. Finally, students' writing ability become well.

5. CONCLUSIONS

1. Conclusion

Student 's writing complex sentences ability that taught by using Make a Match method at the seventh grade students of SMP Negeri 3

Padangsidempuan is categorized "good". And students' writing complex sentences ability that taught by using Group Investigation method is categorized "enough". It shows that students' writing complex sentences ability that taught by using Make a Match method is better than Group Investigation method at the seventh grade students of SMP Negeri 3 Padangsidempuan. It means the hypothesis is accepted.

2. Implication

Make a Match is a cooperative learning method which is design in small groups learning. By applying this method, students are easier to understand the complex sentence is sentence that contains an independent clause and at least a dependent clause, generic structures and the relative pronoun of complex sentences because the method is 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 complex sentences text such as students are difficult to understand the generic structure of complex sentences ability. so, the application of Make a Match method gives the positive contribution to the teachers in teaching writing complex sentences ability. Furthermore, for the students which study English are be able to write complex sentences ability well based on the curriculum expectation.

6. REFERENCES

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