THE APPLICATION OF MAKE A MATCH METHOD IN AN EFFORT TO IMPROVE THE ABILITY OF WRITING RHYMES AT SMPN 4 SITURAJA SUMEDANG

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ABSTRACT
Rhymes learning is important for students. Writing rhymes introduces students to old literature and the means to imagine and express thoughts. However, based on observations of Grade VII C students of one of junior high school in Situraja Sumedang, students had difficulty writing rhymes. The effort to overcome this problem in this research is to use the make a match method. The purpose of this Classroom Action Research (CAR) is to find out the application of the make a match method to improving the ability to write rhymes. The subjects in this study were students of class VII C with a total of 31 students. Implementation of activities carried out through three cycles. Data analysis techniques using qualitative descriptive analysis. Based on the data obtained shows an increase in student learning activities and outcomes. The average value of the first cycle is 66.7; second cycle of 71.4; and cycle III reaches 78.3. The results of data analysis showed that the learning process of rhyming writing using the make a match method can improve students' ability to write rhymes.

Keywords:
The ability to write rhymes
The method of make a match
Learning outcomes

1. INTRODUCTION
The function and purpose of learning Indonesian based on the Indonesian Language Education Unit Level Curriculum (EULC) aims to make language teaching a communicative teaching. Therefore, in learning Indonesian, language skills are divided into four aspects of skills including: listening, speaking, reading, and writing. According to Sunarti (2005) of the four skills, writing skills are the most difficult skills.

In Indonesian language learning materials at the junior high school level, there are learning materials for writing rhymes. Learning to write rhymes can be seen in the syllabus and the seventh grade Indonesian lesson plan which states that students are able to write pantun according to the pantun requirements. Sudarma (2010) say that the ability to write rhymes in learning to write a pantun is an action that not only writes the rhymes contained in a pantun but also needs to pay attention to each verse consisting of 4 lines, ab-ab-rhymes, the first two lines of the beginning. In the form of sampiran, the last two lines are content,
each line, usually consisting of 4 to 6 words or 8 to 12 syllables, themes, and diction so that it can be said that someone can write a rhyme well.

Learning to write rhymes is important for students (Syarif, 2009), in addition to introducing students to old literature, rhymes are also a means of imagining and expressing thoughts. However, from the results of observations made at Situraja junior high school, it was found that, 1) students felt confused to start writing rhymes between sampiran and content, 2) most of them did not know the easy technique of writing rhymes, 3) students also had difficulty finding ideas to synchronize rhymes. sampiran and content, 4) most students write existing rhymes, 5) students tend to master youthful / humorous rhymes compared to other types of rhymes such as advice or religious rhymes.

Apart from the results of observations, the researcher also analyzed the list of values of writing pantun and reflecting on learning to write pantun that had been implemented in Indonesian language learning in class VIIIC Semester I of the 2017/2018 academic year, totaling 31 students. From the results of the empirical description, the conclusion is that the number of students who score below the standard of 74 MCC (Minimum Completeness Criteria) is 24 students and students who succeed in achieving scores above the MCC are 7 students because students do not know how to write rhymes, most of them. writing rhymes that already exist in society is not writing rhymes by themselves. Students do not understand the function and benefits of rhymes. From this, the authors conclude that learning to write rhymes at Situraja junior high school has not run optimally so that most students get scores below the MCC.

In an effort to overcome this problem, the teacher must choose an appropriate learning method in training students to write rhymes, so that students realize the importance of learning to write rhymes. One way that this can be done is to plan an interesting learning method.

WIdodo (2009) states, one of the interesting learning methods is the make a match method. The make a match method is a method of finding a partner. The developer of this method is Lorry Curran. The make a match method is an active learning method to explore or train the material that has been studied. Each student receives one card. The card can contain questions, it can contain answers. Next, they look for a suitable pair according to the card being held. In Rusman (2010) The make a match model is "students look for pairs of cards while learning about a concept or topic, in a pleasant atmosphere" so that this method requires student activity in learning, namely students do, speak, listen, reading, writing, asking friends, then solving the problem and summarizing the concepts obtained.

Based on the description above, the writer feels interested in conducting a study in an effort to carry out writing learning to improve the ability to write rhymes. The writer applies these skills to writing rhymes using the make a match learning method. Therefore, the authors intend to conduct a study with the title: "Application of the Make A Match Method in an Effort to Improve the Ability of Writing Rhymes in Class VII C Students of Situraja Junior High School 4 Sumedang Regency, 2017/2018 Academic Year".

2. METHOD

This research was conducted at of one of junior high school in Situraja Sumedang for 3 (three) months, namely September to November 2017. The focus of this research is "Application of the Make A Match Method in an Effort to Improve the Ability of Writing Pantun in Class VII C Students of Situraja Junior High School 4, Sumedang Regency, 2017/2018 Academic Year."

Classroom action research was conducted to obtain an overview of the improvement in the writing skills of students in class VII C through learning using the make a match
method. The research flow consisted of three cycles. Each cycle is carried out in four stages, namely: (1) planning, (2) implementing the action, (3) observation / observation, and (4) reflection. This classroom action research uses a qualitative description method. This research procedure is based on Figure 1.

![Figure 1. Classroom Action Research from Kemmis and Mc Taggart (Arikunto, 2011)](image)

3. RESULTS AND DISCUSSION

3.1 Results of Cycle

Cycle I

In the implementation of learning cycle I, researchers have compiled a learning implementation plan (LIP), teaching materials, student worksheets, and assessment guidelines. In addition, researchers also prepare observation sheets for students and teachers. Observation sheets for students in the form of individual student assessment instruments in writing rhymes, and for teachers assisted by observers from other Indonesian subject teachers to assess teachers in the teaching process.

The implementation of the action in cycle I requires 2 (two) face-to-face meetings, each face-to-face requires 2 x 40 minutes with the following learning steps:

a. The initial activity is that the teacher gives a brief introduction to start learning. Teachers convey competency standards, basic competencies and learning objectives about the material to be delivered.

b. The teacher prepares several cards containing several rhyme concepts, one part is sampiran and the other part is content.

c. Each student gets one card.

d. Each student thinks about the sampiran / content of the card he is holding.

e. Each student looks for a pair that has a card that matches the card (sampiran / content), then reads it out.
f. Each student who can match his cards before the deadline is awarded points.
g. After one round the cards are shuffled again so that each student gets a different card from the previous one, and so on.
h. Students note things that are important about rhymes.
i. Students write rhymes according to the requirements of the pantun using good and polite language.
j. The teacher and students make a framework on the concepts found (reflection).
k. The teacher explains the follow-up activity and closes the lesson.

From the observations, the following results were obtained: learning to write rhymes using the make a match method, students were very enthusiastic. Students are very interested in a simple but fun setting, namely when students get a card they have to find a pair that has a card that matches the card (sampiran / content), then students read out the results of their search for the card.

A total of 31 students from the data on the results of students' scores in learning to write rhymes with the application of the make a match management method showed an increase in the average number of students' ability in writing rhymes with an average of 66.7. Overall, the process of assessing the data on the results of student scores in the first cycle shows that 11 students have reached the KKM and 20 other students are still below the KKM, meaning that only about 35.4% have been achieved.

The following are some of the findings obtained based on data from cycle I actions to be corrected in cycle II, namely:

a. In the learning process carried out by researchers, researchers have made efforts to manage learning rooms and facilities properly, learning is carried out in accordance with the lesson plans, the use of media and tools is good. However, researchers have not been able to manage time efficiently, because the time used exceeds the time provided. This needs to be improved in learning in cycle II by streamlining the time available so that each learning process can be carried out properly until the evaluation stage.
b. In the process, the continuity of learning activities is not well conditioned, not conducive, especially when student activities have to find the appropriate pairs of pantun cards. This needs to be improved because even though this seems fun to students, in the process the teacher can further discipline the continuity of this activity.
c. Not all students are actively involved in the learning process. Because during the learning process there were still children who were confused and did not want to follow the word card game ordered by the teacher, while when asked the students answered that they understood. This can be improved by giving students the opportunity to ask questions.

Because it has not reached the target of the researcher, namely an average $\geq 74$ (KKM) and student achievement in achieving the learning objectives of 80% in learning to write pantun using the make a match method, the researcher continues the second cycle research using the make a match method and improving learning from the results of the reflection cycle I.

**Cycle II**

The class action preparation in cycle II is like the action preparation in cycle I. Cycle II is carried out in two meetings. Basically the activities of the teaching and learning process in cycle II are the same as the teaching and learning process in cycle I, only in cycle II have been improved according to the results of the analysis and reflection of cycle II. Among these improvements is to streamline time in student learning activities and in the process the teacher must provide more opportunities to ask all students.

In the observation and evaluation in cycle II, learning activities are very conducive. The teacher applies student-centered learning, so that class conditions are very meaningful
and enjoyable. In line with that, the assessment that is applied is not only to the results of student scores, but also the assessment process, namely when students apply the make a match method to improve their ability to write rhymes.

Overall, the process of assessing the data on the results of student scores in cycle II shows that 13 students have reached the KKM (minimum completeness criteria) and 18 other students are still below the KKM, meaning that only about 41.9% have achieved. The results of the test of the ability to write rhymes in cycle II showed that there was an increase in the results from cycle I to cycle II, namely the class average increased from 64.8 to 71.25. This is good enough, even though it has not reached the research achievement target. This may be due to the lack of focus of students' attention on the learning process of playing pantun cards according to the make a match model, then the lack of researcher's skills in carrying out the ongoing learning process. From this reflection, it was decided to carry out cycle III to improve the learning process and achieve the research target, namely the class average ≥ 74 (KKM) and student achievement in achieving 80% learning objectives in learning to write pantun using the make a match method.

Here are some research findings in cycle II, namely:

a. At the stage of understanding the concept of writing rhymes, teachers should not only focus on one type of rhyme, children's rhymes with various themes can be developed to make it easier for children to write rhymes.

b. To construct student understanding, the teacher needs to provide reinforcement and motivation, including in the form of praise for students who are doing the assignment correctly and reinforcement in the form of a brief review of what students have received in learning.

**Cycle III**

Based on the findings in cycle II, this third cycle is part of strengthening the implementation of this classroom action research. In preparation for action, the teacher / researcher prepares a lesson plan such as cycles I and II. The implementation of the action in cycle III is the final cycle. The teacher / researcher applies learning with teaching steps based on the results of improved analysis and reflection from cycle I and cycle II. Among these improvements is the development of learning materials using the make a match method and providing reinforcement and motivation for students.

From the implementation of Classroom Action Research (PTK) cycle III, it can be seen that there is an increase in the results of the second cycle test with the class average increasing from 71.4 to 78.3. Overall, according to the student data assessment process in cycle III, there was a significant increase, namely from 31 students there were already 26 students who had reached the KKM and only 5 students were still below the KKM, meaning that about 83.8% of their achievements had been achieved. This has reached the research target, namely the class average ≥ 74 (KKM) and the achievement of students in achieving the learning objectives is 80%. From the results of the above research, the writer argues that the use of the make a match learning method can improve the ability to write rhymes.

As for some of the findings obtained in cycle III, namely:

a. Almost all students are actively involved in learning.

b. In general, writing rhymes can be done well by all students, especially with interesting and fun learning methods.

Based on the explanation above, learning to write rhymes through the application of the make a match method has been successful, it can be seen from the student activity and the results of student learning tests. In cycle III, it has shown an increase in student learning outcomes that have reached the KKM limit. Thus the research in class VII C In one of junior high school in Situraja was stopped until cycle III. The data will describe in Graph 1.
3.2 DISCUSSION

The results showed that the ability to write rhymes increased after the application of the make a match method. The use of the make a match method is able to create an interesting and fun learning atmosphere for students. Rhyme learning is not perceived as something difficult for students, but something that is easy and fun. This situation will make students interested and happy in learning to write rhymes.

So far, the phenomenon of learning to write rhymes is considered less creative and innovative. Teachers in delivering learning materials have not used the right method. Therefore, learning to write rhymes is considered difficult and boring. Whereas learning rhymes is important for students, in addition to introducing students to old literature, pantun also serves as a means of imagining and pouring thoughts.

Budiono (2010: 223) suggests that the make a match method is "students look for pairs of cards while learning about a concept or topic, in a pleasant atmosphere". Through these activities students can understand the concepts in an active and joyful learning atmosphere through the dynamics of mutual cooperation that is evenly distributed to all students.

In conducting research on the ability to write rhymes using the make a match method, the researcher feels that there are still advantages and disadvantages. One of the advantages of learning by using the make a match method is that students are very enthusiastic and encourage student motivation in understanding the learning material for writing rhymes (Rusman, 2010), so that children can easily understand the concept of rhymes conveyed by researchers in the learning process.

Another advantage is that learning using the make a match method stimulates students to actively learn to find and understand concepts (scientific learning), because this method requires students to act, speak, listen, read, ask friends, then solve the problem and summarize the concepts obtained.

In this research, using the make a match method, there are several weaknesses, namely the teacher must first prepare pantun cards before learning begins. In addition, this
method requires the teacher to carry out good classroom management because in the steps students have to make a move to find their partner card.

The application of the make a match method has an influence on the ability to write rhymes. Evidenced by the student learning outcomes that always increase with an average cycle I, namely 66.7; cycle II of 71.4; and cycle III reached 78.3. This agrees with Kurniasih dan Sani (2015) which states that, "the make a match method of learning is able to improve student learning outcomes to achieve a classical level of learning completeness".

From the discussion above, it can be concluded that the application of the make a match method has an effect on improving the ability to write rhymes and the make a match method can be used as a learning method that can help students write rhymes so that students can understand the concept and importance of learning rhymes.

This research is also enriched by the results of Dita (2018) research entitled The effect of the make a match cooperative learning model on the ability to write rhymes for class VII junior high school students 4 Tanjungpinang in the 2017/2018 academic year. This research is not fully used as a benchmark because the cooperative learning model type make a match of the students' rhyme writing results on the pretest showed an average score of 61 in the sufficient category. Meanwhile, the posttest results show an average value of 91.1 in the very good category. This proves that there is an increase in the pretest results when compared with the posttest results.

The same research from Safri (2019) The Effect Of The Implementation Of The Make-A Match Method On The Improvement Of Ability To Write Pantun Jenaka By Class VIII Students Of Private Vocational School Thawaalib, the results of research and discussion that has been described in this study, it can be concluded that there is an influence application of the make-a match method to improve writing skills humorous rhyme by grade VII students of Thawaalib Private Middle School. This is evident from the value of the initial test was 47.73 and the standard error was 1.90 and experienced the final test result value increased with an average value of 81.31 obtained standard error test of the ability to write jokes by students of 0.9, there is an effect of applying the make-a match method on an increase in the ability to write jokes by grade VII students of private junior high schools Thawaalib. In addition, from the table above, the results of $t_{count} = 21.90$ are obtained, then consulted with the value of $t_{table}$ at a significant level of 5% with $db = N - 1 = 41 - 1 = 40$, then the value of $t_{table} = 2.02$. So thus the value of $t_{count} > t_{table}$ or it can be concluded that there is an effect of the Make-A Method Match Against the Improvement of Students' Ability to Write Funny Poems Class VII of Thawaalib Private Middle School.

Research relevant to this research is Andri (2010), entitled "Improving the Ability to Write Pantun through the Cooperative Model Type Make A Match" which concluded that the cooperative learning model make a match type can improve the ability to write rhymes in students SDN Borongan Klaten. This research has relevance to research conducted by researchers, namely both research on Indonesian language subjects, the subject of writing rhymes, only different techniques in teaching. From the results of the study it can be concluded that First, learning to write rhymes uses a cooperative learning model Make a Match type can improve the poetry writing skills of fourth grade students of SDN Borongan. This can be proven by the average score of writing poetry in the initial conditions, namely 63.75. In the first cycle it reached 74.8, and the average in the second cycle reached 81.18. In the first cycle, it increased to 12 students or 75% said to be complete, in the second cycle it became 16 students or 100% all experienced completeness. Second, learning to write rhymes using the Make a Match cooperative learning model can improve the quality of the learning process to write rhymes for fourth grade students of SD Negeri Borongan Polanharjo. This increase can be seen in the following APKG indicators for the learning process: (1) in cycle I reached an average of 3.08, cycle II reached 3.75. In the aspect of the
quality of the learning process for students in cycle I got an average value of 3. In the second cycle it has increased to 3.6. Based on the description above, it can be concluded that the Make a Match cooperative model can improve the ability to write poetry in elementary school class students.

4. CONCLUSION

Classroom action research conducted in class VIIC in one of junior high school in Situraja was conducted in three cycles. Each cycle includes 4 stages, namely: (1) action planning, (2) action implementation, (3) observation, and (4) action analysis and reflection. Based on the results of research that have been described from beginning to end accompanied by discussion, the Classroom Action Research (PTK) entitled "Application of the Make A Match Method in an Effort to Improve the Ability to Write Pantun in Class VIIC Students in one of junior high school in Situraja, Sumedang Regency, 2017 Academic Year / 2018 "it can be concluded that the use of the make a match method has been proven to be successful in improving the writing skills of students of class VIIIC in one of junior high school in Situraja. Evidenced by the student learning outcomes that always increase, in the first cycle, namely 66.7; cycle II of 71.4; and cycle III reached 78.3. This is because learning to write poetry using the make a match method increases student motivation because the learning process is active and fun.

From the Classroom Action Research (CAR) that the researchers did, the suggestions that the researchers conveyed to readers, especially teachers, were as follows:
1. Indonesian language learning must involve an active role of students.
2. Active and varied learning methods can be used by adjusting the level of development of students.
3. A sympathetic and authoritative attitude is important in order to increase student learning motivation in learning Indonesian. and,
4. To the prospective researchers, the writer recommends examining the use of Indonesian language learning approaches, methods and techniques that are more in-depth.

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