

THE EFFECT OF USING “MAKE A MATCH” MODEL IN TEACHING SPEAKING STUDENTS AT SMK AL-MASHUM KISARAN IN 2023/2024 ACADEMIC YEAR**Muhammad Nurul Sumar Azhar¹, Susi Masniari Nasution²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan*e-mail:* Irulazhar76@gmail.com**Abstract**

The intended of this research was to find is to find out The Effectiveness of Make a Match Model in Teaching Speaking Students at Grade XI TKJ SMK AL-Mashum Kisaran 2023/2024 Academic Year. This research was conducted by using experimental design. The sample of this research was taken by using Simple Sampling techniques with XI Digital as Experiment Group and XI TKJ-2 as Control Group of SMK AL-Mashum. In this research, we used analysis by SPSS 23 on data from 60 respondents and obtained a Paired Sample T-Test (Tcalculated) of 1,361 > 1,313 Ttable value. As a result, based on the basis of Paired Sample T-Test and Pearson Correlatin, researchers reject the null hypothesis (Ho), which states that there is no significant effect and linear relationship between the effect of Make a Match Model and students' speaking. As a result, the researcher received an alternative hypothesis (Ha) suggesting that there's a significant effect. There is a significant effect of using Make a Match Model for Teaching Speaking at Grade XI TKJ SMK AL-Mashum in 2023/2024 Academic Year.

Keywords: *Effect, Make a Match, Teaching Speaking.*

INTRODUCTION

In Language serves as a means of expressing meaning. It implies that people communicate their thoughts, feelings, views, and disagreements through language. According to Siahaan in (Sandita, 2019b) that language is a system of norms that people use to communicate with one another. It is necessary to engage in conversation or exchange ideas with others. Because English has such a significant place in our lives, it follows that English is extremely essential on a global scale. According to (Siti Aisah Ginting, 2014), English has four skill, they are listening, speaking, reading, and writing. These skills are always connected one to another. All of these skills should be mastered by students and teachers.

Speaking is the language ability that is utilized to communicate with others in order to express ideas and thoughts and to obtain information (Sandita, 2019b). speaking is the one of the most crucial skills in learning a foreign language, especially English. Speaking and oral engagement are synonymous, as they are common means of conveying information, ideas, and thoughts. Speaking is talking to somebody about something that use voice to say something. For most individuals, speaking is the most difficult part of learning English. Certain issues, such being bored with the media used in the teaching and learning process, having

trouble understanding the information, or having trouble remembering the English terms, all led to difficulty speaking English (Yelvita, 2022). According to Bull in (Sandita, 2019b), speaking as having a conversation with someone while using your voice to express yourself. Students find the difficulties to acquire the target language when learning speaking since there are certain grammatical rules that need to be understood. Pronunciation, vocabulary, grammar, and so forth (Haliwanda, 2019).

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Another point that speaking needs vocabulary mastery is the most important thing to make easy to learn English. Without mastering the vocabulary, they get some difficulties in developing four skills in English. Vocabulary mastery is one of the components to master English a foreign language. Therefore, vocabulary is very useful for anyone who studies a foreign language. The teacher must have the creative technique teaching vocabulary to make the students easy to master vocabulary.

The definition clearly show that the primary goal of learning foreign language is to be able to speak, the teaching process should help students to achieve the goal to the best their speaking ability especially in vocabulary building, because by memorization the vocabulary, people can be easier to learning speaking ability in daily life. Learning speaking is difficult for some students, sometimes they find some problems and some of them are not interested in learning speaking. In other words, they are lack of motivation from themselves.

In teaching and learning process of speaking, English teacher finds their students are not able to speak and understanding English in every English subject, it is by an English teacher experience of SMK Al-Mashum Kisaran who state that are three main problems in speaking that are faced by students; lack of vocabulary knowledge, lack of interest in English and an environment that is less supportive in speaking English. Based on the observation that have been done, some of students ate the XI TKJ grade students of SMK AL-MASHUM Kisaran had difficulty of vocabulary in speaking. The students' ability does not match the curriculums expectations. Language proficiency has not yet been attained. It is considered that the students lacked vocabulary during every meeting. However, several students

had difficulty using the vocabulary. Many models can be applied including make a match, because many research findings say that this model is effective to use in teaching speaking.

This research is interested in Make a Match Model Teaching Effect in this research because many students in vocational high school (Smk Al-Mashum Kisaran) can not speak English in reality, Make a Match model is ideal for increasing the students to speak English is more active. Since students can be divided into small groups and expected to provide options or responses to the assignment or task assigned by their teacher in class. Using make a match learning model is one of the cooperative learning models that requires students to find pairs of question and answer cards that have been made by the educator beforehand, with a predetermined time limit in order to create cooperation between students to solve it cooperatively.

METHOD

This research is population research because all students used as research subjects (Arikunto, 2006:130). With thus members of the population and sample of this study are the same. The population of this study is all students of class XI TKJ of SMK Swata Al- Mashum Kisaran.

The sample is characteristic of the population. Arikunto (2013: 174) in (Junaidi & Susanti, 2016) argues that the sample is part or representative of the population being research. A simple sampling method was used for this research sampling. Because every element of the entire population has the same problem of being selected. The selection was made by drawing lots. There are 60 students chosen in two class namely XI Digital (30 students) as the experimental class and namely XI TKJ 2 (30 students) as the control class.

This research was conducted by using experimental design. The sample of this research was taken by using Simple Sampling techniques with XI Digital as Experiment Group and XI TKJ-2 as Control Group of SMK AL-Mashum. And with the total sample is 60 students. In this research, the test was used as an instrument. According to Suharsimi Arikunto (2013: 193) in (Arifin & Dkk, 2019) states that "Tests are a series of questions or exercises and other tools used to measure abilities possessed by individuals or group.

Table 1. Research Design

Group	Type	Treatment	Type
Experimental	Pre-Test	XI Digital	Post-Test
Control Group	Pre-Test	XI TKJ 2	Post-Test

Where: XI Digital: Using Problem Make a Match Model in learning

XI TKJ 1: Using Conventional Method

This study employs experimental research. The experimental group and

the control group are divided into two groups. The experimental group got therapy using the brainstorming technique in the ability of speaking skill, while the control group did not get treatment using the Make a Matc model in the capacity to speak skill.

In collecting the data, the researcher used: Pre-test: The researcher used a pre-test to the students before to treatment in order to determine the fundamentals of the students' speaking skills before the treatment. Post-test: Post-test is an assessment of some features or characteristics evaluated for experimental subjects after treatment. This shows that after the researchers taught using the make a match method, a post-test was conducted to determine the students' speaking ability to find out whether the method was successful or not.

RESULTS AND DISCUSSION

a. Results

Analysis Students' Differences Experiment Class

Table 2. The Differences Score Between Pre-Test and Post-Test Experiment Class

	Students	Pre	Post	Post-Pre
1	Ade CZ	80	85	5
2	Agung TUD	75	85	10
3	Anis P	80	85	5
4	Ari W	70	85	15
5	Aziz P	80	85	5
6	Bagus P	75	90	15
7	Bunga	75	85	10
8	Cinta NP	75	80	5
9	Dea S	75	85	10
10	Divi A	80	85	5
11	Dwi A	75	90	15
12	Fajar AS	80	85	5
13	Fasta U	80	90	10
14	Fiza HP	75	85	10
15	Icha R	85	95	10
16	Indah NJM	75	80	5
17	Manda S	80	85	5
18	Mhd Arif H	75	85	10
19	Nayla ZT	80	85	5
20	Oza TA	75	85	10
21	Pinkan DB	75	80	5

22	Ramadhani	75	85	10
23	Sapta W	75	80	5
24	Sayyidah M	85	90	5
25	Siti NIF	70	80	10
26	Sri H	80	90	10
27	Tryo S	85	95	5
28	Vina PS	75	90	15
29	Yulinda S	80	85	5
Total Mean		$\Sigma=$ 2245	$\Sigma=$ 2490	$\Sigma=$ 230
		M= 77,41	M= 85,86	M= 8,21

Based on the above data, students in the experiment class scored lower on the pre-test than on the post-test. The mean of student score was 77,41 on the pre- test, and after receiving conventional treatment, it ascended to 85,86 on the post- test.

Analysis Students' Differences Control Class

Table 3. The Differences Score Between Pre-Test and Post-Test Control Class

	Students	Pre	Post	Post-Pre
1	Ahmad G	80	85	5
2	Angga L	75	80	5
3	Auliya TM	80	85	5
4	Dikka P	70	85	15
5	Dita L	80	85	5
6	Fadilah R	75	80	5
7	Fatma A	80	85	5
8	Gilang R	70	75	5
9	Indah S	75	80	5
10	Irfan N	80	85	5
11	Kevin A	75	80	5
12	Ledy A	80	85	5
13	Lola A	85	90	5
14	Mhd Khairan R	75	80	5
15	Mhd Rizky A	75	85	10
16	Mhd Petra A	90	95	5
17	Mhd Rio	75	80	5
18	Nadila AP	80	85	5
19	Natasya ARB	75	80	5

20	Nezza IP	75	80	5
21	Priana P	80	85	5
22	Rahma S	80	85	5
23	Rama D	90	95	5
24	Rama H	85	90	5
25	Rido I	75	85	10
26	Rindi A	80	85	5
27	Safrida M	85	90	5
28	Siska A	75	80	5
29	Siti WM	75	85	10
30	Suci IS	75	80	5
31	Zisky SA	80	85	5
Total Mean		$\Sigma =$ 2430	$\Sigma =$ 2610	$\Sigma =$ 180
		M= 78,39	M= 84,19	M= 5,80

Based on the above data, students in the control class scored lower on the pre-test than on the post-test. The mean of student score was 78,39 on the pre- test, and after receiving conventional treatment, it ascended to 84,19 on the post- test.

Table 4. The Score of Mean and Std. Deviation Pre-Post Test Experiment and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Experiment	29	70	85	77,41	3,924
Post Experiment	29	80	95	85,86	4,024
Pre-Control	31	70	90	78,39	4,897
Post Control	31	75	95	84,19	4,490
Valid N (listwise)	29				

From the table above it concluded that mean of Pre-Test Experiment Class is 77,41 and mean of Post-Test Experiment Class is 85,86. Then on Pre-Test Control Class is 78,38 and mean of Post-Test Control Class is 84,19. From the data it can be concluded that there is difference in mean score both Pre-Test, Post-Test Experiment and Control Class.

Table 5. Paired Sample T-Test Pre and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment	85,86	29	4,024	,747
	Control	84,19	31	4,490	,806

From the results of paired between the post-test given to the experimental class and control group, it can be seen that the mean of experimental group was 85,86 and in the control group was 84,19. The number of N or students used as research samples was 29 students in experiment group and 31 in control group. For Std values. Deviation (standard deviation) in the Experiment was 4,024 and the Control was 4,490. Lastly is the Std value. The Mean Error for the Experiment was 0,747 for the Control was 0,806.

Table 6. Paired Sample T-Test

Paired Samples Test							t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment Control	1,552	6,138	1,140	-,783	3,887	1,361	28	,184

According to Singgih Santoso (2014: 265), the guidelines for decision making in the paired sample t-test based on the Tcalculated value of the SPSS 23 output results are as follows.

If **Tcalculated** < **Ttable**. Ho accepted

If **Tcalculated** > **Ttable**. Ha accepted

Based on the "Paired Samples Test" output table above, it is known that Tcalculated is 1,361. Next is the stage of finding the Ttable value, where Ttable is searched based on the df (degree of freedom) value and the significance value ($\alpha/2$). From the output above, it is known that the df value is 28 and from the significance value Ttable 0.010. We use this value as a basic reference in finding the Ttable value in the distribution of statistical Ttable values. Then we find the Ttable value of 1,313.

Thus, because the Tcalculated value is greater than the Ttable value, namely

1,361 > 1,313. So based on the basis of decision making above, it can be concluded that H_0 is rejected and H_a is accepted. As a result, there is a significant effect of using Make a Match Model for Teaching Speaking at Grade XI TKJ of SMK AL-Mashum.

b. Discussion

From the findings of the research, there was an increase in students' speaking in the experimental class that was taken Make a Match Model. The mean score was 85,86. On the other hand, the control class had a score of 84,19. It could be defined that Make a Match Model help students speaking scores.

Based on the "Paired Samples Test" output table above, it is known that $T_{\text{calculated}}$ is 1,361. Next is the stage of finding the T_{table} value, where T_{table} is searched based on the df (degree of freedom) value and the significance value ($\alpha/2$). From the output above, it is known that the df value is 28 and from the significance value T_{table} 0.010. We use this value as a basic reference in finding the T_{table} value in the distribution of statistical T_{table} values. Then we find the T_{table} value of 1,313. So based on the basis of decision making above, it can be concluded that H_0 is rejected and H_a is accepted. As a result, there is a significant effect of using Make a Match Model for Teaching Speaking at Grade XI TKJ SMK AL-Mashum in 2023/2024 Academic Year.

CONCLUSION

This research was conducted by using experimental design. The sample of this research was taken by using Simple Sampling techniques with XI Digital as Experiment Group and XI TKJ-2 as Control Group of SMK AL-Mashum. And with the total sample is 60 students. In this research, concluded that using Make a Match Model for teaching students with speaking may influence their speak in XI TKJ SMK AL-Mashum. It seems that the mean score of the Experimental Class was 17,97 and the Control Class was 17,34 and we used analysis by SPSS 23 on data from 60 respondents and obtained a Paired Sample T-Test ($T_{\text{calculated}}$) of 1,361 > 1,313 T_{table} value. As a result, based on the basis of Paired Sample T-Test and Pearson Correlatin, researchers reject the null hypothesis (H_0), which states that there is no significant effect and linear relationship between the effect of Make a Match Model and students' speaking. As a result, the researcher received an alternative hypothesis (H_a) suggesting that there's a significant effect. There is a significant effect of using Make a Match Model for Teaching Speaking at Grade XI TKJ SMK AL-Mashum in 2023/2024 Academic Year.

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