

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In This chapter, the researcher discusses about result and discussion of the implementation of make a match technique in teaching question tags at ninth grade students of MTS Ummul Qura Tattangoh Pamekasan. The data of this study got from interview, observation, and documentation which is discussed based on theory and the concept of the previous chapter.

This chapter presents based on the research focus stated in the first chapter. It covers the implementation of make a match technique in teaching question tags at ninth grade students of MTS Ummul Qura Tattangoh Pamekasan. This chapter is divided into two main part: Research result and discussion of research.

A. Result of Research

In the result, the researcher is going to describe this chapter by using descriptive analysis of qualitative method. The researcher will present some data based on the data collection procedures that were used to collect the data by doing an interview, observation, and documentation. The researcher will describe about the implementation of make a match technique in teaching question tags at ninth grade students of MTS Ummul Qura Tattangoh Pamekasan. In addition, the researcher also interviewed the teacher who teach English at MTS Ummul Qura Tattangoh Pamekasan. Before collecting the data letter of observation and interview, the researcher asked permission from the teacher as headmaster of MTS Ummul Qura

Tatanghoh Pamekasan, Mr.Nurul Hayat, S.Pd.I to conduct research at the school. So that researcher can easily collect data in the field.

In this part, the researcher will represent and explain about the finding that has been gained from interview and documentation about the implementation of make a match technique in teaching question tags at ninth grade students of MTS Ummul Qura Tatanghoh Pamekasan, where in this case the researcher conducted the research from 18th January until 15 February 2021. It was conducted about four meetings. The first meeting was on 18th January teaching learning process. The second meeting was on 25th January 2021 the same material. The third meeting was on 1th February 2021 teaching learning process. The fourth meeting on 15th February 2021 with the same topic. In the class there were 17 students that join the class. The researchers only interview to some students.

These are conducting this study as valid data to answer the problem that becomes focuses this research those are:

1. The Implementation of Make a Match Technique in Teaching Question tags at Ninth Grade Students of MTS Ummul Qura Tatanghoh Pamekasan

To obtain the data related with the implementation make a match technique in teaching question tags, the researcher conducted an observation in the teaching learning process at ninth grade students of MTS UmmulQuraTatanghoh Pamekasan.

a. The first observation

In the first observation on 18th January 2021 in pre-teaching the teacher opened the lesson bay greeting "Assalamu'alaikum Wr Wb", look at the picture below:



After that the teacher begun the lesson by prying together, Next the teacher checked the student's attendance look at the picture below:



and the last in pre-teaching the teacher gave motivation to the students. After that in whilst-teaching the first the teacher explain the material about the definition,

formula, present and past form of question tags of question tags, look at the picture below:



for the second the teacher explain the steps how to play make a match methods and give the students time to ask about make a match look at the picture below:



The third the teacher provide question card that contain question and answer card look at the picture below:



the four the teacher make the student become two group are there A group and B group, The five the teacher give the students question and answer card, look at the picture below:



and the six the teacher instruct to the student matching a partner, look at the picture below:



the seventh the teacher supervised them and helps the students' difficulties in matching with the partner, look at the picture below:



and the eighth the teacher give the score to the student who fast matching a partner, look at the picture below:



after one round of card shuffled again so that each student gets a different card from before, if the time is up the teacher stop the activity. Next in post-teaching the teacher asked to the student writes down the vocabularies on their book, look at the picture below:



After that the teacher gave conclusion, and also the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb" look at the picture below:



The second observation

In the second observation on 25th January 2021 in pre-teaching the teacher opened the lesson by greeting "Assalamu'alaikum Wr Wb", After that the teacher begun the lesson by prying together, look at the picture below:



Next the teacher checked the student's attendance look at the picture below:



and the last in pre-teaching the teacher gave motivation to the students like in the first observation. After that in whilst-teaching the first the teacher explained about subject That/This, There are/there is form of question tags, look at the picture below:



for the second the teacher explain the steps how to play make a match but in this observation is not details as first observation look at the picture below:



the third the teacher provide question card that contain question and answer card, the four the teacher make the student become two group are there A group and B group, The fife the teacher give the students question and answer card, look at the picture below:



and the six the teacher instruct to the student matching a partner, the seventh the teacher supervised them and helps the students' difficulties in matching with the partner, look at the picture below:



the eight the teacher give the score to the student who fast matching a partner, look at the picture below:



after one round of card shuffled again so that each student gets a different card fr/om before, if the time is up the teacher stop the activity. Next in post-teaching the teacher asked to the student writes down the vocabularies on their book, After that the teacher gave conclusion, and also the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".look at the picture below:



b. The Third Observation

In the third observation on 1th February 2021, in pre-teaching the teacher opened the lesson bay greeting "Assalamu'alaikum Wr Wb", After that the teacher begun the lesson by prying together, Next the teacher checked the students attendance, look at the picture below:



and the last in pre-teaching the teacher gave motivation like the first and the second observation. After that in whilst-teaching the first the teacher explain about modal and imperative form of question tags, Look at the picture below:



for the second the teacher explain the steps how to play make a match but in this observation is not details as first observation, the third the teacher provide question card that contain question and answer card, the four the teacher make the student become two group: are there A group and B group, The fife the teacher give the students question and answer card, look at the picture below:



and the six the teacher instruct to the student matching a partner, the seventh the teacher supervised them and helps the students' difficulties in matching with the partner, look at the picture below:



and the eight the teacher give the score to the student who fast matching a partner, after one round of card shuffled again so that each student gets a different card from before, if the time is up the teacher stop the activity. Next in post-teaching the teacher asked to the student writes down the vocabularies on their book, After that the teacher gave conclusion, and also the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".look at the picture beow:



c. The fourth observation

In The fourth observation on February 2021 in pre-teaching the teacher opened the lesson bay greeting "Assalamu'alaikum Wr Wb", After that the teacher begun the lesson by praying together, Next the teacher checked the students attendance, look at the picture below:



and the last in pre-teaching the teacher gave motivation to the students like in the first, second and the third observation. After that in whilst-teaching the first the teacher review the material from the first meeting until the third meeting, look at the picture below:



the second the teacher explain the steps how to play make a match but in this observation is not detail as first observation the third the teacher provide question card that consist question and answer card, the four the teacher make

the student become two group are there A group and B group, The fifth the teacher give the students question and answer card, look at the picture below:

and the sixth the teacher instruct to the student matching a partner, the seventh the teacher supervised them and helps the students' difficulties in matching with the partner, and the eighth the teacher give the score to the student who fast matching a partner look at the picture below:



After one round of card shuffled again so that each student gets a different card from before, if the time is up the teacher stop the activity. Next in post-

teaching the teacher asked to the student writes down the vocabularies on their book, look at the picture below:



After that the teacher gave conclusion, and also the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

In the observation of the teaching learning process of the implementation of make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Pamekasan, the researcher founded that the teacher used mix languages between Indonesian and English. The teacher also asked the students to make many example of question tag. In addition, the teacher uses make a match technique to teach the material. The teacher used that method to help students' comprehend in every lesson they learn in which students could think and practice the material. So it made the students understand deeply about the material. It was proved by some statement from the students' interview, these are:

"iya guru bahasa inggris saya kadang kadang menerapkan teknik mencari pasangan saat mengajar bahasa inggris."¹

The researcher translates as follow:

"Yes my English teacher sometimes used make a match in the teaching learning process."

Another statement said that:

"pak mas'ud biasanya menggunakan banyak metode saat mengajar salah satunya mencari pasangan."²

The researcher translates as follow:

"Yes, mr mas'ud usually used a lot of method in teaching English one of them is make a match."

Another statement said that:

"saat mengajar question tag, bapak menyuruh siswa untuk mencari pasangan dan menemukan kartu yang benar diantara teman-teman."³

The researcher translates as follow:

"in teaching question tag, Mr. instruct students to find a partner and and founded the suitable card from his friends. "

Another statement said that:

¹Interview with Yuliana, student at the ninth grade, on Sunday, 08 January 2021 at 11.30-12.30

² Interview with Hafiiuddin, student at the ninth grade, on Sunday, 08 January 2021 2020 at 11.30-12.30

³Interview with Fahidah, student at the ninth grade, on Sunday, 08 January 2021 2020 at 11.30-12.30

"iya setelah menjelaskan materi question tag, guru saya meminta siswa untuk mengambil kartu dan menemukan kartu yang cocok dengan yang di ambilnya."⁴

The researcher translates as follow:

"Yes, after explaining the question tag, my teacher asked a student to take card and find other card that suitable.

And the English teacher said that:

"well, I sometime used various method in teaching English. I used some methods because it is good to encourage students' enthusiasm in learning English. now, I implemented make a match technique in teaching question tag because this method is suitable in teaching grammar that usually difficult for the students. I don't need many preparations to apply the method. I just prepared card of question tag. I apply this method after explaining the material then I explain the method and ask the students to take the card one by one. The students try to find appropriate card with their friend in pair. In teaching learning process, I help the students if they have difficulties. I give different card with different level of difficulty after they find all the matches."⁵

Based on the interview above, the researcher took conclusion that the teacher sometimes applies the make a match technique in teaching grammar such as question tag to make the students practice the material directly.

1. The Advantages of the Implementation of make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Pamekasan.

⁴Interview with Hosniyah, student at the ninth grade, on Sunday, 08 January 2021 at 11.30-12.30

⁵Interview with Mr, Mas'udi, the English teacher at the Ninth grade, on Sunday, 08 January 2021 at 12.30-13.00

In this point, the researcher would like to discuss about the advantages of make a match I teaching question tag at ninth grade students of MTS Ummul Qura Pamekasan.

Based on the researcher observations the advantages of make a match technique could make students more active and enthusiasm in teaching learning process especially in grammar class. The students also could practice more with their friend. This method could make students try to practice directly the material because all of students in the class would have chance to practice the lesson they had learnt.

As the researcher observations in the teaching learning process of grammar class, the researcher founded that this method has many advantages. Besides doing observation, the researcher also did interview to the students and also to the teacher, as written below:

The teacher states that:

"Teaching by using some method gives many advantages both the teacher and students. Make a match method can enhance student learning activity because the students not only study alone but also cooperates with their friend. This technique is also interesting and fun so that the students enjoy learning English. "⁶

The students also stated:

⁶ Interview with Mr, Mas'udi, the English teacher at the ninth grade, on Sunday, 25 January 2021 at 09.00-10.30

“saya merasa terbantu oleh metode yang digunakan pak, mas’ud karena selain meningkatkan kemampuan pengetahuan saya juga meningkatkan aktivitas belajar.”⁷Look at the picture below:



The researcher translates as follow:

“I feel helpful because the method which used by Mr. mas’ud because beside increasing my knowledge, ability, it also increase my learning activity.”

Another statement said that:

“saya sangat senang karena metode ini sangat bagus dan menyenangkan.”⁸

The researcher translates as follow:

“I am so happy because this method is very good and enjoyable.”

One of students also said:

“dengan metode ini saya termotivasi untuk belajar bahasa inggris lebih giat karena belajar grammar yang menurut saya itu sulit menjadi mudah dan menyenangkan.”⁹

⁷ Interview with Hoiruotun Nisak, student at the Ninth grade, on Sunday, 25 January 2021 at 09.00-10.30

⁸ Interview with Roni, student at the seventh grade, on Sunday, 25 January 2021 at 09.00-10.30

The researcher translates as follow:

“by using this method, I am motivated to learn English more diligent because learning grammar that I think is difficult become easy and enjoyable.”

The other one as follow:

“saya sangat senang saat pembelajaran berlangsung karena saya tidak hanya belajar sendiri tetapi juga bekerjasama dengan teman-teman untuk memecahkan masalah.”¹⁰

The researcher translates as follow:

“I am so happy in learning process because I am not only study alone but also I can cooperate with my friends to solve the problem.”

Based on the interviews above, the researcher took conclusion that make a match technique has many advantages for students to train their grammar skill such as question tag.

3. The Disadvantages of The Implementation of make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Pamekasan.

Here, the researcher would like to discuss about the disadvantages of make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Pamekasan.

⁹ Interview with Jaf Rahul, student at the ninth grade, on Sunday, 25 January 2021 at 09.00-10.30

¹⁰ Interview with Rodiyah, student at the ninth grade, on Sunday, 25 January 2021 at 09.00-10.30

From the researcher observations, he found the disadvantages of the implementation of make a match technique to the students who the dislike crowded class and for the students who cannot adapt with cooperative method. It means that some students got difficulties in the implementation of the method and also they were not motivated in learning English because of condition of the class. But the teacher and other students gave motivation and suggestion to them to learn English well.

As the researcher observation in the teaching learning process of grammar class, the researcher also took interviews to the teacher and the students as written below:

The English teacher said that:

"This method has disadvantages. If the students don't listen the material well they will not understand it the low level and not serious students get difficulties in applying this method. Beside that this method can make the class so noisy that disturb other class."¹¹

The student stated that:

"saya kadang kadang kurang memahami instruksi yang dijelaskan bapak mas'ud."¹²

The researcher translates as follow:

¹¹ Interview with mr. Mas'udi , the English teacher at the ninth grade, on Sunday, 01 February 2021 at 09.00-10.30

¹² Interview with Taufiq, student at the ninth grade, on Sunday, 01 February 2021 at 09.00-10.30

"I sometimes don't understand with the instruction which is explained by Mr. Mas'ud."

Another statement said that:

"ketika aktivitas berlangsung kelas menjadi sangat ramai dan saya tidak menyukainya karena saya tidak bisa focus belajar."¹³

The researcher translates as follow:

"when activity is running, the class become so crowded and I dislike it because it make me not focus to study."

Another student also said:

"beberapa teman saya kadang kadang tidak serius saat pembelajaran berlangsung sehingga kelas menjadi tidak kondusif."¹⁴

The researcher translates as follow:

"some my friends sometime are not serious in teaching learning process so that the class become not condusive.

Another student also said:

"saya lebih mudah dengan metode ceramah karena kelas lebih tennang dan saya bisa belajar dengan baik."¹⁵

The researcher translates as follow:

¹³ Interview with Mulyadi, student at the Ninth grade, on on Sunday, 01 February 2021 at 09.00-10.30

¹⁴ Interview with Mahbub, student at the ninth grade, on Sunday, 01 February 2021 at 09.00-10.30

¹⁵ Interview with Roni, student at the ninth grade, on Sunday, 01 February 2021 at 09.00-10.30

“I am easier understand the material by using speech method because the class become silent and I can learn well

Another student also said:

“saya sulit menemukan pasangan karena saya tidak paham artinya .”¹⁶

The researcher translates as follow:

“I feel difficulties found the partner because I don’t understand meaning.”

Based on the interviews above, the researcher took conclusion that make a match method has disadvantages for students who cannot focus if the class crowded and for the students who cannot adapt with cooperative method.

B. Discussion

In this part, the researcher is going to discuss about what the researcher gets from analyze the research that has been done at ninth grade students of MTS Ummul Qura Pamekasan.

In this case, the researcher checked the validity of data using triangulation namely method triangulation because the researcher compared the result of data that was found by observation, interview and documentation.

1. The Teacher Applies The Make A Match Technique In Teaching Question Tag at Ninth Grade students of MTS Ummul Qura Tattangoh Pamekasan.

¹⁶ Interview with Zubaidi, student at the ninth grade, on Sunday, 01 February 2021 at 09.00-10.30

From the data in result above, the researcher can answer the first problem of study that is "How does the teacher apply make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Tattangoh Pamekasan?."

The teachers applied make a match technique in the teaching learning process especially in teaching question tag. She applied it step by step as same as according to Fathurrohman¹⁷

- a. The teacher prepares several cards that contain several concepts or topic that are suitable for the review session, instead one part of the question card and the other part of the answer card. Look at the picture below:



- b. Each student gets one card.
- c. Each student thinks of an answer/ question from a card.

¹⁷ Muhammad Fathurrohman, *Model-Model Pembelajaran Innovative*,(Jakarta: AR-RUZZ Media, 2017),p. 70

- d. Each student looks for a partner who has a card that matches the card (answer question). Look at the picture below:



- e. Every student who can match the card before time limit is given points.
- f. If the student cannot match the card with his friend's card (cannot find the question card or answer card) will gets the penalty, which has been agreed upon together.
- g. After one round of card shuffled again so that each student gets a different card from before.
- h. Conclusion/ closing.

The use of method in teaching learning process was good for students to increase their grammar skill especially question tag. Huda stated cooperative learning is learning which is done by teamwork that improved motivation that is better than individual so that build their feelings to demanded them to create positive energy in learning process. It looked when the teacher applied it, the students looked interested. When the make a match being implemented, the students were entertained. They enjoyed learning. This method also challenging because it made the students looked for each other.

The make a match include good method. Fathurrohman said the teaching learning process also give meaning that the teaching is creation of system that enable the teaching learning process run. The systems build by some components which is influence, which is learning goals, and material, kind of activity. The researcher stated that the make a match method is good because the students enjoy studying the lesson. It challenging and competitive because the students compete each other to find the correct partner as fast as possible. This method has no difficult rules and easy to understand by the students.

There are statements from students about make a match, "Yes Mr.. Mas'ud sometimes used make a match technique when teaching English. when teaching question tag, the teacher instruct the students to find the partner and find the correct card from themselves ." ¹⁸

¹⁸Interview with Fahidah, student at the ninth grade, on Sunday, 18 January 2021 at 11.30-12.30.

Another one, "yes after the teacher explained question tag material , my teacher asked the students to take the card and find the appropriate answer."¹⁹

Based on the interview with the students about make a match technique which used at ninth grade students of MTS Ummul Qura Tattangoh Pamekasan, the teacher used make a match technique in teaching learning process. It showed that this method is very effective in teaching question tag. The students are enthusiasm and interested to learn English. It also makes the class active so the students enjoy learning and easy understand the material.

In addition the teacher said to the researcher that teacher saw the conditions of students before applying make a match technique in teaching question tag. If the condition of the students is not possible, the English teacher gave motivation so that they can rebuild the spirit again. The English teacher also said the reason why she chose this method because students can increase their grammar skill. According to the teacher, he just needs the card and then he asked the students to find the answer.

So by the used of this method the students were motivated to learn question tag subject because they can improve their ability well and comfortably.

The researcher found that the teacher used the make a match technique to deepen the material in grammar class. The teacher applied the make a

¹⁹Interview with Hosniyah, student at the ninth grade, on Sunday, 18 January 2021 at 11.30-12.30.

match technique very well because it was suitable with the procedure of the method.

2. The Advantages of the Implementation of Make A Match Technique In Teaching Question Tag at Ninth Grade students of MTS Ummul Qura Tattangoh Pamekasan.

Based on the observations and interviews the advantages of make a match technique are:

a. For a Teacher

1. Can Teach Grammar by Using Various Method

The teacher implemented various methods in teaching English, one of them is make a match. It is good way for the teacher to deliver the material in order the students do not feel bored. Make a match method emphasize the students to interact each other in studying. Fathurrohman said the social model of teaching develop students' ability in order that have capacity in interacting with their friends.²⁰ It means that the teaching process can be done not only used traditional method that usually makes the students bored. Teacher can use other ways such as cooperative learning in teaching the material.

2. Train Students to Enjoy and Take Easy In Learning Grammar

²⁰ Muhammad Fathurrohman, *Model-Model Pembelajaran Innovative*, (Jakarta: AR-RUZZ Media, 2017), p. 32

To make students enjoy and feel easy to learn English, it need various way and tools in teaching learning process such as students view, teacher, situation of learning, learning program, learning facilities. The implement of make a match method is one of teacher's ways to make students enjoy and take easy because in this method the students are asked to study together with their friends by using card. Besides that they learn how to state the material directly to their friends. Teacher said, "Many advantages that the students get from this method. The students can improved their grammar skill by try to find the answer by themselves with their friends."

b. For students

1. Motivate students to master the lesson

According to Huda make a match can enhance students' learning activities, both cognitively and physically. Because of the activities, the students easily to understand the material so that they can master it well. The students have each way to find the correct answer.

2. Creating interesting learning teaching process

Building interesting condition in teaching learning English especially grammar is a good thing because most of the students think that grammar is difficult to learn. One of interesting cooperative

learning is make a match method. It is interesting because the students can learn with their friend. An interesting teaching so influence in the process of understanding the material.

3. Creating students' teamwork

The purpose of cooperative learning is creating situation that is the success of individual is influenced by the success of group.²¹It means the students understanding of material is influenced by other students like in make a match method. The students not only learn it alone but also directly practice it with their friends. One of students said that "I am so happy because I am not only study alone but also with my friends to solve the problems."

3. The Disadvantages of the Implementation of Make A Match Technique In teaching Question tag at Ninth Grade students of MTS Ummul Qura Tattangoh Pamekasan.

a. For a Teacher

1. The Teacher should be pay attention to manage the class

Aris stated that one of disadvantage of make a match is it need guidance from the teacher in teaching learning process.²² It means the class should be conducive in order that the material can be delivered well, so the teacher must

²¹Hamdani,*Strategy BelajarMengajar*, (Bandung: CV Pustaka Setia, 2011), page. 32.

²² Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum2013*, (Yogyakarta: AR-Ruzz

Meddia,2017), page.99

be focus and discipline in supervising the process. he said, "This method also have disadvantage. I need so pay attention to the students in implementing the method especially for the students who not too understand and for unserious one."²³

b. For Students

1) Some students are not serious

The students with low enthusiasm are difficult to learn English especially grammar, because in their mind have set that English is difficult. It makes them not interested to improve their skill such as grammar. When the teacher implements make a match some students do not feel serious in finding the correct answer of the card. They sometimes use unfair way to find the answer such as cheating. One of students said "some of my friends are not serious in doing what the teacher asked."²⁴

2) The Conditions of Class

The condition of class is very important in learning process. For them who prefer studying alone, they will difficult to comprehend the material by using cooperative learning because it will be so noisy that influences them in understanding the material. As student said "I feel

²³Interview with Mr,Mas'ud, the English teacher at the ninth grade, on Sunday, 02 September 2021 at 09.00-10.30.

²⁴Interview with Mahbub, student at the ninth grade, on Sunday, 01Febryary 2021 at 09.00-10.30.

easier learning by using speech because the class calmer and I can be focus to study”²⁵

The researcher found that the make a match technique in teaching question tag at ninth grade students of MTS Ummul Qura Tatangoh Pamekasan, has disadvantages for teacher to manage the class and also for students which not serious and for them who prefer studying by listening the teacher directly.

So based on data which is got in the classroom, The researcher explained the result based on the observation, interview and documentation to answer the research focus previous. That is the implementation of make a match technique at ninth grade students of MTS Ummul Qura Tatangoh Pamekasan.

²⁵ Interview with Zubaidi, student at the ninth grade, on Sunday, 01Febryary 2021 at 09.00-10.30.