

**THE EFFECT OF MAKE A MATCH ON SPEAKING SKILL
IN THE 7TH GRADE OF HIGH SCHOOL Ya BAKII 4
KAWUNGANTEN CILACAP**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Part of Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

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Declarate that the thesis I wrote with the title, **“THE EFFECT OF MAKE A MATCH ON SPEAKING SKILL IN THE 7th GARDE OF HIGH SCHOOL Ya BAKII 4 KAWUNGANTEN”** is truly my own work and its not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, April 20th 2025

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SMP Ya BAKII 4 KAWUNGANTEN CILACAP**


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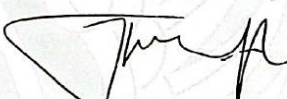
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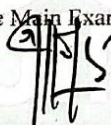
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MOTTO

“No matter what situation, just don’t give up even if you like giving up”

-Mark Lee NCT-



DEDICATION

I dedicate this thesis to:

My Self

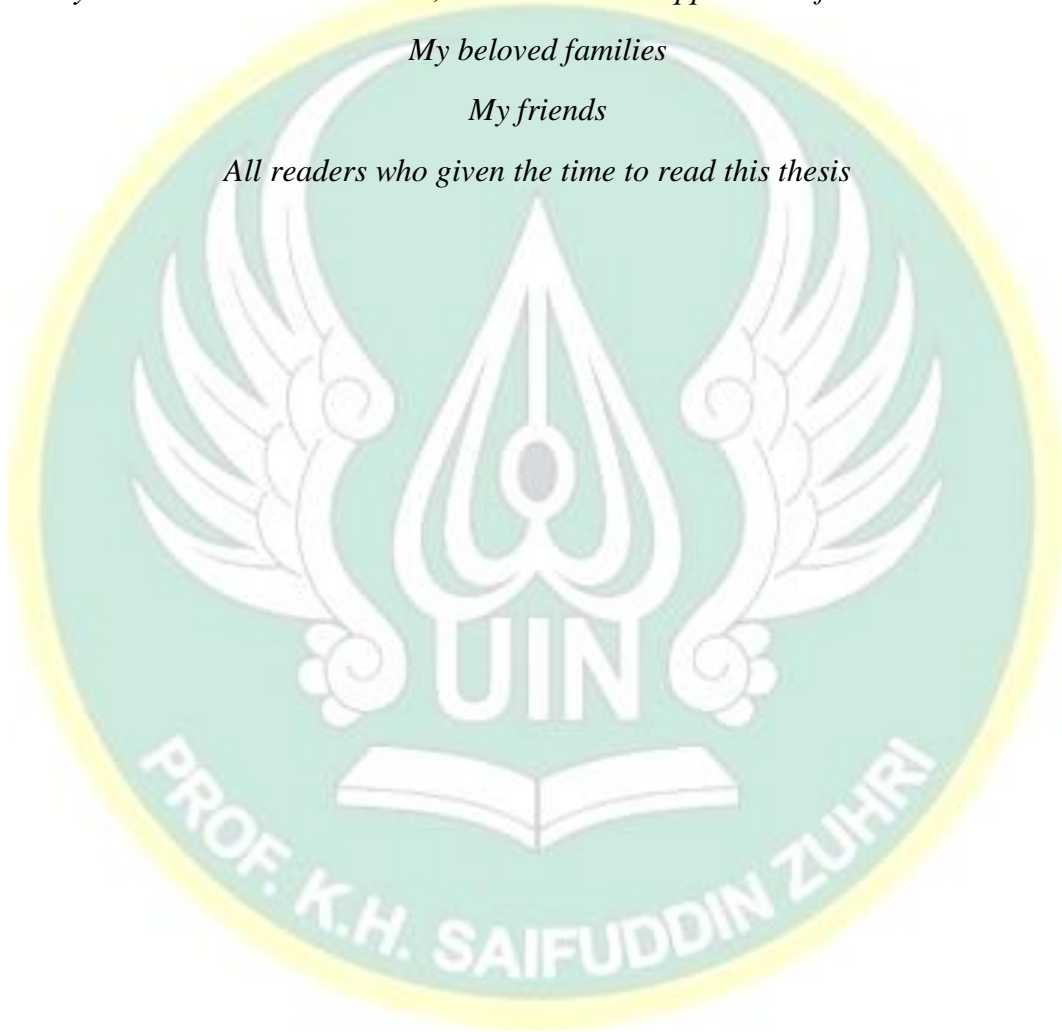
My precious and beloved parents, Winjis Toyitno dan Asiyah

My beloved sister and brother, Winas I'laa I Haqqi and Allifna Fi Hablillah

My beloved families

My friends

All readers who given the time to read this thesis



PREFACE

In the name of Allah, the Most Gracious and the Most Merciful. All praise be to Allah who has bestowed His Grace and guidance upon me so that this thesis entitled *The Influence of Make a Match on Speaking Skills in Grade 7 of SMA Ya BAKII 4 Kawunganten* can be completed.

This thesis is compiled as one of the requirements to obtain a bachelor's degree at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto. The author expresses his deepest gratitude and appreciation to:

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15. A close friend whose meeting between us was very unexpected, namely Hesti who always supports the author in anything.

Purwokerto, April 24th 2025

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**THE EFFECT OF MAKE A MATCH ON SPEAKING SKILL
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KAWUNGANTEN**

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Abstract: This study explored the effectiveness of the Make a Match cooperative learning method in improving English speaking skills among seventh-grade students at SMP Ya BAKII 4 Kawunganten. The experimental group, which used the Make a Match method, showed a significant improvement in their speaking scores—from 45.19 before the intervention to 65.00 after. In contrast, the control group, which followed traditional teaching methods, improved from 40.37 to 52.04. Statistical tests confirmed that these differences were significant. Make a Match involves students pairing question and answer cards, encouraging active participation and communication. This method not only enhanced speaking skills but also reduced students' anxiety, increased their confidence, and created a more engaging learning environment. Additionally, it helped develop social skills like teamwork and cooperation. Overall, Make a Match proved to be an effective strategy for teaching English speaking skills in junior high school settings.

Keywords: *speaking skills, Make a Match method, Cooperative Learning.*

**EFFECT OF MAKE A MATCH ON SPEAKING SKILL
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KAWUNGANTEN**

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Abstrak: Penelitian ini mengetahui efektivitas metode pembelajaran kooperatif Make a Match dalam meningkatkan keterampilan berbicara bahasa Inggris di antara siswa kelas tujuh di SMP Ya BAKII 4 Kawunganten. Kelompok eksperimen, yang menggunakan metode Make a Match, menunjukkan peningkatan yang signifikan dalam skor berbicara mereka—dari 45,19 sebelum intervensi menjadi 65,00 setelahnya. Sebaliknya, kelompok kontrol, yang mengikuti metode pengajaran tradisional, meningkat dari 40,37 menjadi 52,04. Uji statistik mengonfirmasi bahwa perbedaan ini signifikan. Make a Match melibatkan siswa memasang kartu pertanyaan dan jawaban, mendorong partisipasi aktif dan komunikasi. Metode ini tidak hanya meningkatkan keterampilan berbicara tetapi juga mengurangi kecemasan siswa, meningkatkan kepercayaan diri mereka, dan menciptakan lingkungan belajar yang lebih menarik. Selain itu, membantu mengembangkan keterampilan sosial seperti kerja tim dan kerja sama. Secara keseluruhan, Make a Match terbukti menjadi strategi yang efektif untuk mengajarkan keterampilan berbicara bahasa Inggris di lingkungan sekolah menengah pertama.

Kata Kunci: *Keterampilan Berbicara, Metode Make a Match, Pembelajaran Kooperatif.*

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a crucial skill in English language learning, particularly at the junior high school level. However, many students face challenges in developing this skill due to factors such as shyness, fear of making mistakes, and limited vocabulary. These obstacles often lead to anxiety and reluctance to participate in speaking activities. Therefore, it is essential to implement teaching methods that create a supportive and engaging learning environment, encouraging active student participation and reducing speaking anxiety.

Speaking ability is the students' ability in expressing their ideas orally which is represent by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Speaking is a part of oral communication and it is very important to exchange information directly. Harmer stated that "Without speaking, show that you do not understand what the speaker saying, by looking confused, and starching your head in confusion etc." Through speaking, the students can express their ideas, feeling and opinion. They also can share information to the other. In teaching English, especially speaking skill, teacher have to focus on encouraging students to speak in front of class and aim the students to express their ideas in spoken language.¹

One effective method to address these challenges is the Make a Match technique, a cooperative learning strategy that involves students pairing up to find matching cards containing questions and answers. This approach promotes interaction, communication, and collaboration among students, making the learning process more enjoyable and less intimidating. By engaging in this interactive activity, students can practice speaking in a

¹ Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.

low-pressure setting, which helps build their confidence and speaking proficiency.

Research supports the effectiveness of the Make a Match method in enhancing students' speaking skills and reducing anxiety. For instance, a study by Anshar et al, found that the implementation of the Make a Match cooperative learning model effectively reduced students' speaking anxiety. The t-test results showed a significance value (Sig. 2-tailed) of 0.00, which is less than 0.05, indicating a statistically significant reduction in anxiety levels among students. This finding suggests that the Make a Match method can create a more comfortable learning environment, encouraging students to participate more actively in speaking activities.²

Similarly, Kurnia et al. conducted a study on senior high school students and found that the Make a Match technique significantly improved students' speaking abilities.³ The research highlighted that this method not only enhanced students' language skills but also increased their motivation and engagement in the learning process. By fostering a positive and interactive classroom atmosphere, the Make a Match method helps students overcome their fear of speaking and encourages them to express themselves more confidently.

In this research, the researcher focus on teaching speaking through Make a Match method because it could gave students chance to practice their speaking. There are some reason why Make a Match is chosen. The first, by using Make a Match, teacher had effort to motivate the students' interest in English especially in speaking. The second make sure students enjoy with the lesson and they are able to actived in the classroom activity. In addition In the application of Make a Match, obtain some findings that make a match technique can foster cooperation in answering students'

² Anshar, M., Rahman, A. Q., & Sari, N. 2024. *Reducing Students' Anxiety in Speaking English through Cooperative Learning (Make-a-Match Type)*. Journal of English Education and Linguistics Studies, 5(1), 45–53. <https://doi.org/10.24252/joele.v5i1.67090>

³ Kurnia, D., Sofyan, D. & Arifin, Z. 2017. *The Effectiveness of Make a Match Technique in Teaching Speaking at Senior Hogh School Level*. Journal of English Education and Teaching, 1(2), 45-53.

questions by matching the existing cards in their hand, the learning process more interesting and most students seem more enthusiastic about taking the learning process, and students very enthusiast when the student looks at all the cards for each pair.

Make a match is a cooperative learning strategy. In this approach, students pair up to explore a concept or subject in an enjoyable setting. It's a versatile technique applicable to various subjects and academic levels. It centers on social learning, encouraging cooperation, interaction, and critical thinking through partner-based games, often with card assistance.⁴ The strength of this method lies in its pair-based group work, providing a friendly environment where concepts are better grasped and retained by students.⁵

Initial observations at SMP Ya BAKII 4 Kawunganten reveal that students there struggle with English speaking skills. They face difficulties in pronunciation and vocabulary retention. There's a palpable hesitation to speak English due to fear of errors in pronunciation.

In conclusion, the Make a Match technique is an effective and innovative approach to improving students' speaking skills. By incorporating this method into English language instruction, teachers can create a more engaging and supportive learning environment that reduces anxiety and enhances student participation. This approach aligns with the goal of developing students' speaking proficiency and preparing them for effective communication in English.

B. Operational Definition

To conduct this study effectively, defining its variables is crucial to avoid misconceptions about the problem. Additionally, establishing clear research variables will direct the data analysis process. This study

⁴ Yulianti, L. 2021. *The use of make a match technique to improve students' vocabulary mastery*. Journal of English Education and Teaching, 5(1), 75–84.

⁵ Romadhon, A., & Qurohman, M. 2019. *The effectiveness of Make a Match technique in teaching vocabulary*. Journal of English Language Teaching and Linguistics, 4(2), 125–135.

concentrates on the application of the snowball throwing technique for teaching grammar. Here are concise definitions of the key terms used in this research:

1. Speaking Skill

As per Tarigan, speaking is the capacity to articulate sounds or words that express, declare, and convey thoughts, ideas, and emotions. Haryadi and Zamzami suggest that speaking generally means conveying one's intentions (ideas, thoughts, feelings) to others through spoken language for mutual understanding.⁶ Mulgrave in Tarigan describes speaking as a means to communicate ideas crafted and adjusted to suit the listener's needs.⁷ Speaking is an essential tool that reflects the speaker's understanding and adaptability when sharing ideas, as well as their attentiveness and enthusiasm during communication.⁸

2. Make a Match

In a journal by Siti Jumrotul Mini and Anis Zohriah, Komalasari mentioned that "make a match" is a learning model that encourages students to find answers to questions or match concepts through a pair card game. This model promotes active participation in discovering or matching answers within a set time frame. Make a match is considered a vital strategy in classroom environments, aimed at deepening and elaborating on learning materials. According to Sprijono, make a match involves using cards where one has questions and the other has corresponding answers. In junior high schools, students are required to study English methodically, particularly focusing on grammar and sentence structure.⁹

⁶ Haryadi, & Zamzani. 2000. *Dasar-dasar pragmatik*. Yogyakarta: Pustaka Pelajar.

⁷ Tarigan, H. G. 2015. *Berbicara sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.

⁸ Halidu Salma, Yeyen Vebriyanti Etango. 2021. *Improving Speaking Skills Through Role Playing Method in Class IV SDN 05 Dalupi Boalemo District*. IJIERT (International Journal of Innovation in Engineering Research and Technology). Vol. 8. Issue 10.

⁹ Suprijono, Agus. 2009. *Cooperative learning*. Surabaya: PustakaPelajar. p.74-92

C. Research Question

Developing strong speaking skills is fundamental for students, allowing them to express ideas clearly and accurately. Many students today encounter difficulties mastering these skills due to uninspiring teaching methods. To tackle these issues, the make a match approach can be a viable option. This leads us to the core question: " Does the use of the make a match method have an effect on students' speaking skills?"

D. Aim and Significances of the Research

In educational research, establishing clear aims and emphasizing the research significance is essential to contribute to both theoretical and practical knowledge. This study intends to evaluate the influence of the make a match method on the speaking abilities of 7th-grade students at SMP Ya BAKII 4 Kawunganten. By implementing this method, the researcher seeks to observe the impact on students' speaking progress over time. Additionally, this research offers meaningful insights for educators, researchers, and practitioners participating in the ongoing dialogue on teaching methodologies. Below, the study highlights its objectives and various significances.

a. Aim of the Research

The research aims to find out whether there is an effect of using make a match method on students' speaking skill of 7th-grade students at SMP Ya BAKII 4 Kawunganten.

b. Significances of the Research

1. For Teachers

- a) Teachers can leverage the make a match technique to enhance students' speaking skills.
- b) This report hopes to offer English teachers strategies for effective teaching, improving students' speaking skills with comfort and enjoyment.
- c) The findings are expected to serve as valuable input to enhance English teaching quality at SMP Ya BAKII 4 Kawunganten.

- d) This report aims to be a resourceful reference for English teachers, particularly at SMP Ya BAKII 4 Kawunganten, in selecting techniques to boost speaking proficiency.

2. For Students

- a) Students can achieve better grades and become more active in learning English, particularly in enhancing speaking capabilities.
- b) Students engage in a learning atmosphere that is both comfortable and enjoyable.

3. For Other Researchers

- a) The findings can serve as an additional reference for those researching English teaching processes, especially the use of make a match techniques in improving speaking skills.
- b) The report is anticipated to offer insights that suggest speaking English can be approached with ease.

E. Organization of the Paper

To conduct organized research, it's necessary to structure this research systematically. The research is divided into five chapters, detailed as follows: The initial section consists of the title page, authenticity statement page, endorsement page, advisory service memorandum page, motto page, dedication page, abstract page, preface, table of content, and list of attachments. The following sections involve an in-depth exploration of the primary research problems, presented from Chapter I to Chapter V: Chapter I offers an introduction, comprising the background of the study, operational definitions, research questions, objectives, significance, research method, and research structure. Chapter II elaborates on theories concerning the impact of the make a match method on speaking skills. Chapter III describes the research methodology, including design, timeline, location, population, sample, instruments, data collection, and analysis techniques. Chapter IV discusses the research findings, focusing on the effect of the make a match method on speaking skills. Chapter V concludes

with the research findings and suggestions. Here, answers to the research questions are provided, along with recommendations for future research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking Skill

Tarigan defines speaking as articulating sounds or words to express and communicate one's thoughts and ideas.¹⁰ Haryadi and Zamzami view speaking as conveying ideas or intentions verbally to others for comprehension.¹¹ Mulgrave in Tarigan regards speaking as a means to share ideas tailored to listeners' needs, reflecting the speaker's understanding and situational awareness.¹²

According to Scott (as cited in Johnson & Morrow), speaking is a dynamic and interactive process involving multiple participants in a reciprocal exchange of ideas and information. It requires individuals to respond promptly to what they hear, fostering spontaneous communication. Speaking encompasses two fundamental roles: the speaker, who conveys thoughts, ideas, and emotions, and the listener, who interprets the message. This interaction is essential for effective communication, as it enables people to express themselves, share perspectives, and build interpersonal connections. In both personal and professional contexts, speaking facilitates collaboration, helps individuals articulate their needs, and supports successful social interaction.¹³

b. The Elements of Speaking

Richard Rogers outlines six fundamental components of speaking skills crucial for both students and teachers to master for effective speaking practice:

¹⁰ Tarigan, H. G. 2015. *Berbicara sebagai suatu keterampilan berbahasa*. Angkasa.

¹¹ Haryadi, & Zamzani. 2000. *Dasar-dasar pragmatik*. Yogyakarta: Pustaka Pelajar.

¹² Halidu Salma, Yeyen Vebriyanti Etango. 2021. *Improving Speaking Skills Through Role Playing Method in Class IV SDN 05 Dalupi Boalemo District*. IJIERT (International Journal of Innovation in Engineering Research and Technology). Vol. 8, Issue 10.

¹³ Keith Johnson & Morrow, *Communication In The Classroom*, (New York: Longman,2000), p.70

1) Pronunciation

Effective pronunciation comes from imitation and repetition. Teachers should demonstrate a good standard to model pronunciation for students but shouldn't expect exact mimicry of native accents.

2) Vocabulary

Vocabulary falls into two categories:

- a. Active vocabulary encompasses words students need to use regularly.
- b. Passive vocabulary includes words students understand but don't actively use.

3) Grammar

Grammar concerns word usage relationships and is a systematic linguistic study providing tools for understanding language.

4) Accuracy and Fluency

Both accuracy and fluency are vital in communicative language teaching. While fluency often takes precedence initially, focusing on phonology, grammar, and discourse eventually improves accuracy.

5) Comprehension

Comprehension entails understanding spoken or written language, enhancing students' speaking capabilities by paying attention to pronunciation, grammar, vocal proficiency, and fluency.¹⁴

c. Basic Types of Speaking

Brown identifies five basic speaking types:

1) Imitative

¹⁴ Richards. J. C. and Rogers.T.S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001

Focuses on replicating language snippets to perfect pronunciation, designed not to assess comprehension.

2) Intensive

Targets competence within narrowly defined grammatical, lexical, or phonological parameters.

3) Responsive

Involves interaction through brief exchanges, greetings, or simple requests.

4) Interactive

Engages in complex exchanges often involving multiple participants or perspectives.

5) Extensive

Involves longer oral presentations or narratives with minimal listener interaction.¹⁵

2. Make a Match Method

a. Definition of Make a Match Method

Komalasari in the journal by Siti Jumrotul Mini and Anis Zohriah mentioned that Komalasari describes "make a match" as a teaching model that encourages students to find solutions to questions or pair concepts via a card game.¹⁶ This model encourages students to be proactive and match answers within a set time frame, making it a crucial classroom strategy aimed at broadening and deepening material comprehension. According to Sprijono, Make a Match involves using paired cards—one set with questions, the other with answers for teaching purposes, particularly in junior high school English where grammar and sentence structures are pivotal.¹⁷

¹⁵ Jeremy Harmer, *How to Teach*, (London: Longman Pearson Educated Limited, New Edition), p. 56

¹⁶ Komalasari, K. 2010. *Pembelajaran Kontekstual Konsep dan Aplikasi* Bandung: Refika aditama.

¹⁷ Suprijono, Agus. 2009. *Cooperative learning*. Surabaya: PustakaPelajar. p.74-92

b. Advantages and Disadvantages of the Make a Match Method

Here are several pros and cons:

Advantages:

- 1) Learning occurs in a positive setting with engaged students.
- 2) Students enhance critical thinking by working playfully yet cautiously with partners.
- 3) Active student participation during learning.
- 4) Limited need for extensive teaching aids.

And also from Munawir:¹⁸

- 1) Students get involved directly by responding to card-based questions.
- 2) It boosts students' creativity by matching cards.
- 3) Helps combat student boredom and fosters an appealing classroom environment.

Disadvantages:

- 1) Time-consuming process.
- 2) Relies on students' ability to grasp the material.
- 3) Classrooms can become noisy as students search for partners.

c. Steps of Make a Match Method

For optimal application of the make a match method, follow these steps:

- 1) Teacher introduces the material.
- 2) Divide students into groups, say Group A and Group B, and have them face each other.
- 3) Group A receives question cards; Group B gets answer cards.
- 4) Instruct students to match their cards with those from the opposite group.

¹⁸ Munawir. *Using Make a Match Technique*. Handbook. 2013

- 5) Announce a time limit, after which matched pairs report their findings.
- 6) Teacher logs results. Notifications occur when time expires.
- 7) Call on one pair to present.
- 8) Validate the correctness of the matching answers and provide feedback.
- 9) Continue presentations until all pairs have participated.

B. Previous Studies

This research draws on several previous studies that have explored the effectiveness of the Make a Match method in improving speaking skills. Some of the relevant studies include:

The first, Feranda Tiara Andita carried out a study titled “The Influence of Using Make a Match Technique Towards Students Speaking Ability at The First Semester of The 10th Grade of MA Al-Hikmah Bandar Lampung” in 2019.¹⁹ The investigation centered on the impact of the Make a Match technique on the speaking skills of 10th-grade students at MA Al-Hikmah Bandar Lampung. The results revealed a significant effect of this technique on enhancing speaking abilities. While this research shares the focus on the Make a Match method, it differs in terms of the research subjects: Andita’s study involved 10th-grade students in a Senior High School, whereas this research targets 7th-grade students in a Junior High School setting.

The second study relevant to this research was carried out by Abdul Wahid and Desy Ayu Andira in 2022 under the title “*The Make a Match Method: How is it Implemented in Improving Vocational High School Students’ Speaking Skill?*”. This study focused on investigating the practical application of the Make a Match method in the context of teaching speaking

¹⁹ Andita Feranda Tiara. 2019. *The Influence of Using Make a Match Technique Towards Students Speaking Ability at The First Semester of The 10th Grade of MA Al-Hikmah Bndar Lampung*. Skripsi. Tarbiya

skills to students at a vocational high school level. Through a classroom action research approach involving two implementation cycles, the researchers observed notable improvements in students' speaking performance. The results indicated that the method not only helped increase students' fluency and confidence in speaking English but also encouraged greater participation and interaction among students during the learning process. The similarity between Wahid and Andira's research and the current study lies in the use of the Make a Match method as a teaching strategy to enhance speaking abilities. However, the primary distinction is in the research subjects. While their study involved vocational high school students, the present research focuses on junior high school students, allowing for an exploration of the method's effectiveness in a different educational context and age group.²⁰

The third study that supports the foundation of this research was conducted by Rahmawati in 2018 and was titled "*Improving the Students' Ability by Make a Match Method at the Second Year of SMA Negeri 3 Takalar*".²¹ This study aimed to determine whether the Make a Match method could significantly improve students' speaking skills at the second-year level of senior high school. Utilizing a classroom action research framework, Rahmawati implemented the method over several meetings and observed a steady improvement in students' speaking performance. The findings demonstrated that the Make a Match method not only contributed to the development of students' speaking skills—such as pronunciation, vocabulary usage, and sentence structure—but also fostered a more active and engaging classroom environment. Students became more motivated and showed increased enthusiasm toward participating in English-speaking activities. Compared to the present study, Rahmawati's research shares a common methodological approach and instructional focus, but differs in the

²⁰ Wahid, A., & Andhira, D. A. 2020. *Make-a-Match method: How is it implemented to improve vocational high school students' speaking skills?* Timbusi Education Journal, 6(1).

²¹ Rahmawati. 2018. *Improving the students' speaking ability by Make-a-Match method at the second year of SMA N 3 Takalar* (Unpublished undergraduate thesis). UIN Alauddin Makassar.

academic level of the participants, with the current study concentrating on junior high school students rather than senior high school learners.

The Fourth is a research has been conducted by Yetti Kurnia and Rusdi entitled “Teaching Speaking by Using Make a Match Technique for Junior High School Students”.²² Explored the use of the Make a Match technique in teaching speaking to Junior High School students. The study found that the method made students more active in learning and improved their speaking ability. The similarity with this research is the focus on Make a Match method, but the difference lies in the research method, which is descriptive-qualitative, whereas this research uses a quasi-experiment design.

The last research that has been conducted by Fransisca Dita Damayanti in her research entitled “The Cooperative Learning Model of the Make a Match Method to Increase the Learning Output” in 2020.²³ Investigated the use of the Make a Match method in cooperative learning to increase learning outcomes. The study found that the method improved student learning outcomes, activeness, and cooperation. The similarity with this research is the use of the Make a Match method, but the difference lies in the research method, which is descriptive qualitative, whereas this research uses a quasi-experiment method.

These studies provide a foundation for this research, which aims to investigate the effectiveness of the Make a Match method in improving speaking skills among 7th-grade students at SMP Ya BAKII 4 Kawunganten.

²² Kurnia Yetti, Rusdi. 2017. *Teaching Speaking by Using Make a Match Technique for Junior High School Students*. Journal of English Language Teaching (JELT). Vol. 6. No. 1 Serie B.

²³ Damayanti Fransisca Dita. 2020. *The Cooperative Learning Model of The Make a Match Method to Increase the Learning Output*. SHEs: Conference Series 3(4). P. 119-125.

C. Hypothesis

This research utilizes a hypothesis-testing framework to assess whether the Make a Match method effectively enhances the speaking skills of 7th-grade students at SMP Ya BAKII 4 Kawunganten. The study sets out two hypotheses to guide its analysis. The null hypothesis (H_0) asserts that the Make a Match method does not significantly impact students' speaking abilities. Meanwhile, the alternative hypothesis (H_a) proposes that the method significantly improves students' speaking performance. To resolve which hypothesis aligns with the collected data, the research applies the p-value approach with a significance threshold (α) of 0.05. If the calculated p-value is less than or equal to this threshold, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a), indicating that the Make a Match method significantly affects students' speaking abilities. Conversely, should the p-value be greater than 0.05, the null hypothesis is accepted, suggesting that the method does not have a statistically significant effect. Employing this hypothesis-testing model, the study seeks to deliver empirical evidence on the effectiveness of the Make a Match method in enhancing the English-speaking skills of junior high school students, specifically the 7th graders at SMP Ya BAKII 4 Kawunganten.

CHAPTER III

RESEARCH METHODOLOGY

This section describes the research approach conducted to address the questions introduced in chapter one. It provides specific information on the type of research, timeline, setting, population and sample size, as well as the variables involved, techniques used for data collection, and methods applied for data analysis.

A. Type of The Research

This research utilized a quasi-experimental design and was applied to eighth-grade students at SMP Ya BAKII 4 Kawunganten, where both a control and an experimental group were used. The control group did not receive any intervention, whereas the experimental group participated in the 'make a match' method. This quasi-experimental study took a quantitative approach to evaluate how the 'make a match' method affected the speaking skills of seventh-grade students at SMP Ya BAKII 4 Kawunganten. The selection of both the school and class was based on initial observations indicating that students faced challenges with English, especially in word pronunciation. Consequently, they required a simple and engaging learning method to boost their interest in learning English.

B. Time and Location of The Research

This study was conducted at SMP Ya BAKII 4 Kawunganten, located at K.H Nur Kosim No.10 Street, Ujungmanik, Kawunganten, from February 14th to March 22nd, 2025, during the 2024/2025 academic year. The school and class were chosen because, during the initial observation, students demonstrated difficulties in learning English and had trouble pronouncing English words. Therefore, an accessible method for learning English that could also increase students' interest was deemed necessary.

C. Population and Sample of The Research

The research involved the seventh-grade students of SMP Ya BAKII 4 Kawunganten during the 2024/2025 academic year, comprising 80 students across classes VII A to VII C. Study samples were selected through

purposive sampling from classes with similar average scores to facilitate data collection at the school. The experimental group was class VII B with 27 students, and the control group was class VII A, also with 27 students

D. Variable of The Research

This study utilized two variables:

a. Independent Variable

The independent variable (X) is the 'make a match' method.

b. Dependent Variable

The dependent variable (Y) is the speaking skill ability.

D. Technique of Data Collection

Data collection followed procedures including pre-tests, treatment, and post-tests.

1. Pre-test

Before treatment, both the control and experimental classes underwent a pre-test to evaluate each student's abilities, focusing on speaking skills related to asking and giving permissions. Students selected one of four scenarios to respond to, with a 40-minute time allocation. The pre-test was administered on November 18th, 2024, in class VII B from 08:35 a.m. to 09:15 a.m., and in class VII A from 10:10 a.m. to 10:50 a.m.

2. Treatment

After giving the pre-test, then the students in the experimental class will be given treatment in three meetings excluding the pre-test and post-test, by implementing the make a match method. The treatment given is by carrying out learning activities using the make a match method. During learning, students are given cards randomly and asked to find a partner that matches the contents of their cards. After finding a partner, students discuss to understand the contents of the card and prepare a dialogue or short presentation. Each pair of students then presents their dialogue or the contents of their cards in front of the class, practicing

their English speaking skills. This activity not only improves students' speaking skills, but also reduces their anxiety in public speaking.

3. Post-test

After the treatment, both the experimental and control classes were administered the post-test. It lasted 40 minutes, using the same worksheet provided during the pre-test. For the post-test, students had to select one of five given situations related to the material, and then they needed to directly provide the correct answer based on the chosen scenario. The pre-test had also required 40 minutes to complete. This post-test took place on March 21th , 2025, with the control class (VII B) taking it from 07:15 a.m. to 07:55 a.m., and the experimental class (VII A) from 09:30 a.m. to 10:10 a.m.

E. Technique of Data Analysis

In this study, the data analysis phase was pivotal, as the researcher applied various statistical tests to extract meaningful conclusions. The process began with a normality test, assessing whether the data adhered to a normal distribution—an essential step for choosing suitable statistical tests. Next, a homogeneity test was carried out to confirm that the data had equal variances, ensuring that group comparisons remained valid. Finally, a hypothesis test evaluated whether the Make a Match method had a significant impact on speaking ability, addressing the study's core question. To streamline the data analysis, the researcher leveraged IBM SPSS V 25 for Windows, a robust statistical software that delivers precise and efficient data analysis. By harnessing SPSS's powerful features, the researcher could generate dependable results, spot patterns and trends, and form informed judgments about the Make a Match method's efficacy. Employing SPSS not only simplified the analysis but also bolstered the findings' validity and reliability, significantly enhancing the study's credibility and practical value.

1. Normality Test

A normality test was performed to determine if the data distribution followed a normal pattern or not. The analysis was carried out using the Shapiro-Wilk test with the following formula:

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Note:

D = berdasarkan rumus di bawah

ai = koefisiensi test shapiro-wilk

X_{n-i-1} = angka ke n-i-1 pada data

X_i = angka ke I pada data

The Shapiro-Wilk test was utilized to evaluate normality, with the hypotheses stated as follows:

- H₀: The data follows a normal distribution.
- H_a: The data does not follow a normal distribution.

Decision making was based on the p-value (Sig.) in comparison to the significance level $\alpha = 0.05$:

- H₀ is accepted if Sig. (p-value) > $\alpha = 0.05$, suggesting that the data follows a normal distribution.
- H_a is accepted if Sig. (p-value) < $\alpha = 0.05$, indicating that the data does not follow a normal distribution.

This test aids in deciding whether to apply parametric or non-parametric statistical methods for further analysis.

2. Homogeneity Test

A homogeneity test was performed to check if the data variances were consistent across different groups. Homogeneity test analysis uses the Levene test with the following formula:

$$W = \frac{(N - k) \sum_{i=1}^k N_i (Z_{i.} - Z_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{N_i} (Z_{ij} - Z_{i.})^2}$$

Note:

n = jumlah siswa.

k = banyaknya kelas.

$Z_{ij} = |Y_{ij} - Y_t|$ Y_i = rata-rata dari kelompok i .

\bar{Z}_i = rata-rata kelompok dari Z_i

\bar{Z} = rata-rata menyeluruh dari Z_i

Levene's test was utilized to evaluate this homogeneity, under the following hypotheses:

- H_0 : Data variances are consistent and homogeneous.
- H_a : Data variances are inconsistent and non-homogeneous.

The decision was made based on the p-value (Sig.) compared to a significance level of $\alpha = 0.05$:

- Accept H_0 if Sig. (p-value) is equal to or above $\alpha = 0.05$, indicating homogeneous variances.
- Accept H_a if Sig. (p-value) is below $\alpha = 0.05$, indicating non-homogeneous variances.

This test is crucial to verify that the assumptions required for certain statistical analyses, like ANOVA, are satisfied. IBM SPSS Version 25 was used to perform the homogeneity test, offering a dependable and effective method to ascertain if the data adhere to the homogeneity requirement.

3. Hypothesis Test

To evaluate the notable difference between the Make a Match method and the traditional approach, an independent t-test was performed. This test involved analyzing the pre-test and post-test data from both groups to measure the effect of the intervention. To distinguish between two types of variants, the author uses a t-test with the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

n_1 = jumlah data pertama (kelas eksperimen A)

n_2 = jumlah data kedua (kelas eksperimen B)

\bar{x}_1 = nilai rata-rata hitung data pertama

\bar{x}_2 = nilai rata-rata hitung data kedua 2

s_1^2 = variansi data pertama 2

s_2^2 = variansi data kedua

The hypotheses were as follows:

H_0 (Null Hypothesis): The Make a Match method does not have any significant impact on the speaking skill proficiency of 7th-grade students at SMP Ya BAKII 4 Kawunganten.

H_a (Alternative Hypothesis): The Make a Match method does have a significant effect on the speaking skill proficiency of 7th-grade students at SMP Ya BAKII 4 Kawunganten.

The independent t-test was conducted to examine the mean differences between the two groups, and the analysis was carried out using SPSS statistical software. The findings of the t-test will reveal whether the Make a Match method significantly influences speaking skills in comparison to the usual method.

CHAPTER IV

FINDING AND DISCUSSION

This chapter details the results from the analysis of data and interpretations concerning the impact of the Make a Match strategy on developing the speaking skills of 7th Grade students at High School Ya BAKII 4 Kawunganten. The data originate from both pre-tests and post-tests administered to the experimental and control groups. The chapter utilizes statistical methods to contrast students' performance in writing skills both before and after undergoing the treatment. Findings are then considered in the context of the research questions and the underlying theoretical framework of the study. Additionally, this chapter integrates the analysis with pertinent literature to craft a thorough understanding of the findings.

A. Findings

1. Treatment Description

The treatment in this study was carried out for three meetings and was implemented in class VII A at SMP Ya BAKII 4 Kawunganten. Each session focused on a different aspect.

The first meeting began with an introduction to the material asking and giving permissions. The researcher introduced the concept of asking and giving permission in English, as well as examples of sentences that can be used. The researcher can use examples of everyday situations to introduce this material, such as asking permission to borrow a book or use the telephone. In addition, the researcher made cards containing questions or statements related to the Asking and Giving Permissions material. For example, the question card "Can I borrow your pen?" and the answer card "Yes, you can." Or "No, you can't." The researcher also made other cards related to the material, such as "May I go out?" or "Can I use your phone?".

The learning continued by distributing cards to students randomly, so that students could find a pair of cards that matched the related

question or statement. Then instructions were given to students on how to play Make a Match and what was expected of them. Students are asked to find matching pairs of cards and discuss situations related to asking and giving permission. During the pairing and discussion process, students are monitored and given assistance if needed.

At the end of the first meeting, the researcher gave students the opportunity to ask questions or provide comments on the material discussed. Then students were given feedback on their ability to find card pairs and discuss the topic. Thus, students can understand the Asking and Giving Permissions material better and improve their speaking skills.

The second meeting began with the Make a Match practice. Students were asked to find card pairs that matched questions or statements related to the Asking and Giving Permissions material. After finding a pair, students discussed and talked about situations related to asking and giving permission. The researcher monitored the discussion process and provided assistance if needed. Thus, students can use English to discuss and talk about related topics.

After the discussion was over, students were asked to present the results of their discussions in front of the class. This presentation can help students improve their speaking skills and get feedback from their friends. The researcher also gave other students the opportunity to provide responses or questions about the presentation that had been done. Thus, students can get constructive feedback and improve their speaking skills.

In the second meeting, students can also be given the opportunity to practice speaking on topics related to using English. Researchers can also provide examples of sentence starters that can be used to ask for and give permission, such as "Can I....?" or "May I.....?". Students can practice with their friends or with researchers. Thus, students can

improve their speaking skills and become more confident in speaking using English.

The third meeting begins with an evaluation of students' ability to use English. Researchers provide feedback on students' abilities and provide suggestions for improvement. Students are also asked to reflect on the learning process and provide feedback on the Make a Match method. This reflection can help researchers understand the advantages and disadvantages of the Make a Match method.

Students are given reinforcement and motivation to continue improving their speaking skills in English. Examples of sentences that can be used to ask for and give permission can be given, as well as providing opportunities for students to practice speaking. So that students can improve their speaking skills.

At the end of the third meeting, students are given the opportunity to ask questions and provide comments on the learning process that has been carried out. Students are also given feedback on their ability to use the Make a Match method and provide suggestions for improvement.

2. Data Description

This section details the data amassed during the research, focusing on evaluating the Make a Match method's notable influence on students' English speaking abilities. The study, conducted as a quasi-experimental investigation at SMP Ya BAKII 4 Kawunganten, involved 27 grade VII A students as the experimental group and 27 grade VII B students as the control group, selected through purposive sampling. To gauge the effectiveness of the Make a Match approach, the data comprised pre-test and post-test scores, alongside the differences in learning outcomes between students taught using Make a Match versus a traditional lecture method.

The process of gathering data started with an initial test on January 25, 2025, to establish the participants' baseline English speaking abilities. This was followed by four sessions using the Make a Match

technique on the experimental group, while the control group attended standard lectures. On March 19, 2025, a post-test was administered to assess any improvements in speaking skills.

For the analysis of the data, IBM SPSS version 25 for Windows was employed. It calculated the mean, standard deviation, and the range of scores, along with conducting a Paired Sample T-test and an Independent Sample T-test to evaluate the effectiveness of the method in improving speaking skills.

Table 1. Pre-test and Post-test Result

No.	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	70	90	50	60
2	50	65	65	80
3	55	75	40	60
4	50	75	35	40
5	40	55	45	55
6	40	70	20	25
7	30	50	50	60
8	30	40	30	40
9	40	55	20	20
10	40	50	35	35
11	45	70	60	75
12	45	60	15	15
13	50	75	50	50
14	60	80	30	35
15	55	75	50	55
16	30	45	70	85
17	25	40	35	50
18	30	40	30	50
19	40	60	35	50

20	45	70	30	55
21	75	95	30	40
22	45	60	35	40
23	35	70	45	75
24	45	75	20	30
25	30	50	60	80
26	60	85	55	75
27	60	80	50	70

For the data analysis, a Paired Sample T-test was utilized to assess how the Make a Match method influenced the speaking skills of seventh-grade students at SMP Ya BAKII 4 Kawunganten, based on their scores from the pre-test and post-test. Moreover, an Independent Sample T-test was also used to compare the control class with the experimental class, which enabled researchers to evaluate the effectiveness of the Make a Match method compared to the traditional lecture approach.

1) Analysis of Pre-test and Post-test Data

a. Control Class Pre-test and Post-test

Conducted on August 24th, 2024, the control class results without Make a Match treatment showed varied scores:

Table 2. Control Class Pre-test and Post-test Data

No.	Statistics	Control Class	
		Pre-test	Post-test
1	N	27	27
2	Minimum	15	15
3	Maximum	70	85
4	Mean	39,44	52,96
5	Median	35	50
6	Mode	30 and 35	50
Mean Different : 13,52			

The control class data provides valuable insights into the students' performance before and after the intervention. Initially, the pre-test mean score was 39.44, which indicates that the students' performance was generally below standard. The median score of 35 and the mode scores of 30 and 35, both appearing four times, further support this finding. However, after the intervention, the post-test mean score showed a notable increase to 52.96, demonstrating significant improvement in the students' performance. The median score rose to 50, and the mode score also became 50, appearing four times, which suggests a positive shift in the students' scores.

The difference between the pre-test and post-test mean scores is 13.52, which highlights the extent of the improvement. Interestingly, while the lowest score in both the pre-test and post-test remained the same at 15, the highest score increased from 70 to 85. This suggests that while some students continued to

struggle, others made significant progress and achieved higher scores. Overall, the data indicates that students in the control class made progress, with their scores shifting from low to higher values, demonstrating the effectiveness of the intervention in improving their performance.

b. Experimental Class Pre-test and Post-test

On August 24th, 2024, a pre-test was administered to establish a baseline measurement. Subsequently, the experimental class received treatment utilizing the Make a Match method in their learning process. The research findings for this class are presented below, detailing the impact of the intervention on student outcomes.

Table 3. Experimental Class Pre-test and Post-test Data

No.	Statistics	Experiment Class	
		Pre-test	Post-test
1	N	27	27
2	Minimum	25	40
3	Maximum	75	95
4	Mean	44,63	63,52
5	Median	45	60
6	Mode	40 and 45	75
Mean Different : 18,89			

The data from the experimental class indicates a remarkable boost in students' speaking abilities following the implementation of the Make a Match method. Here's an overview of the results:

Before the treatment, the average student score was 44.63, reflecting a lack of mastery in speaking skills. Post-treatment, the average score climbed to 63.52, demonstrating significant progress. The median also increased impressively, moving from 45 to 60, while the mode changed from 40 and 45 to 75. The

minimum score rose from 25 to 40, and the maximum jumped from 75 to 95. The difference of 18.89 between pre-test and post-test average scores underscores the effectiveness of the Make a Match method in enhancing speaking capabilities.

These findings reveal that the Make a Match method had a beneficial impact on students' speaking performance, helping them achieve higher scores and demonstrate improved proficiency in speaking skills. The substantial increase in average, median, and mode scores all support the effectiveness of the Make a Match approach in enhancing speaking abilities. In summary, this study provides important insights into the potential uses of the Make a Match method in language education.

3. Data Analysis

a. Testing T-test Requirements

1) Normality Test

The research utilized IBM SPSS V 25 software to perform a normality test, which is crucial for assessing if the data adheres to a normal distribution pattern. The normality test hypothesis was as follows:

H_0 : The data is normally distributed.

H_a : The data is not normally distributed.

The decision on whether to accept or reject the hypothesis relied on a significance level (α) set at 0.05. If the Sig. value exceeds 0.05, H_0 is accepted, signaling that the data follows a normal distribution. On the other hand, if the Sig. value is 0.05 or below, H_a is accepted, indicating the data does not follow a normal distribution.

For the normality test, two statistical assessments were used:

- a) Kolmogorov-Smirnov test
- b) Shapiro-Wilk test

These tests served to identify if the data significantly diverges from a normal distribution. The results from the normality test offer valuable insight into the data's distribution, which is vital for choosing suitable statistical tests for further analysis.

Table 4. Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Control	.162	27	.067	.961	27	.392
Posttest Control	.107	27	.200*	.967	27	.537
Pretest Experiment	.135	27	.200*	.951	27	.229
Posttest Experiment	.145	27	.148	.960	27	.360
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the normality test above, all significance values (Sig.) in the Shapiro-Wilk test for the four data groups showed values above 0.05. Thus, it can be concluded that the pre-test and post-test data in the experimental and control classes are normally distributed. Therefore, the data meets the requirements for parametric statistical tests, such as the Paired Sample T-Test and Independent Sample T-Test.

Results indicated Sig. values > 0.05 for both pre-test and post-test data in experimental and control groups, confirming normal distribution and eligibility for parametric statistical tests like Paired Sample T-Test and Independent Sample T-Test.

2) Homogeneity Test

Engaged pre-test data from both classes, homogeneity confirmed with the result as follow:

Table 5. Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	.904	1	52	.346
	Based on Median	.819	1	52	.370
	Based on Median and with adjusted df	.819	1	50.944	.370
	Based on trimmed mean	.898	1	52	.348

Based on the results of the table above, the data is said to be homogeneous if the Sig value is > 0.05 . While the data is said to be inhomogeneous if the Sig value is < 0.05 . Based on the results above, the significance value of each test basis shows a number greater than 0.05. This indicates that there is no significant difference in variance between the experimental class and the control class. Thus, it can be concluded that the data meets the assumption of homogeneity of variance, so it is worthy to continue to the Independent Sample T-Test test stage.

The findings suggest that the data is homogeneous because the Sig value exceeds 0.05. This indicates that the variance between the experimental group and the control group does not significantly differ. Consequently, the data satisfies the homogeneity of variance assumption. Thus, it is appropriate to carry out the Independent Sample T-Test to compare the means of these two groups and assess if there is a significant difference between them.

3) Hypothesis Test

a. Control Class Paired Sample T-test

Table 6. Paired Sample Result

Paired Samples Statistic					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Control	40.3704	27	14.60545	2.81082
	Post Test Control	52.0370	27	19.17828	3.69086

The table that shows the mean values outlines the average scores for each variable. Based on the table, the mean score for the control class's pre-test is reported as 40.37, whereas for the post-test, it rises to 52.03. With 27 data points in total, identified as N, the standard error of the mean for the control class is 2.8108 during the pre-test and 3.6908 for the post-test. Given the mean scores, it's evident that the post-test scores are higher than the pre-test scores. This suggests that there is an increase in scores after the educational session, despite the use of the lecture method.

Table 7. Control Class Paired Sample T-test Result

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Control	-11.66667	8.08608	1.55617	-	-	-7.497	26	.000
	Post Test Control				14.86541	-8.46792			

Based on the table above, the average value of the difference between the pre-test and post-test results in the control class is -11.67, which indicates an increase in scores after being given treatment using the lecture method. The significance value (Sig. 2-tailed) of 0.000 is smaller than the significance limit of 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test results in the control class, even though the method used is the conventional method (lecture).

b. Experimental Class Paired Sample T-test

Table 8. Experimental Class Paired Sample Statistic

Result

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Experiment	45.1852	27	12.74615	2.45300
	Post Test Experiment	65.0000	27	15.44220	2.97185

The table presenting the mean highlights the typical value for each variable. According to this table, the average pre-test score for the experimental class is 45.18, while the post-test average is 65.00, with the number of data points, N, being 27. The standard error of the mean for the pre-test is 2.4530, and for the post-test, it is 2.9718. Comparing these averages, it is clear that the post-test scores surpass the pre-test scores. This improvement indicates a positive impact of the Make a Match learning method on students' English speaking skills.

Table 9. Experimental Class Paired Sample Test Result

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test	-			-	-	-		
	Control – Post Test Control	19.81481	6.27594	1.20781	22.29750	17.33213	16.406	26	.000

The analysis indicates a notable difference between the pre-test and post-test results in the experimental class, revealing a Sig. (2-tailed) value of 0.000, which is less than 0.05. This means the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a). An average difference of -19.81 points demonstrates a meaningful enhancement in the students' speaking capabilities in the experimental class after implementing the Make a Match method. This suggests that the Make a Match method significantly enhances students' English-speaking skills.

c. Pre-test Independent Sample T-test

The basis of the Independent Sample T-test assessment is divided into two, namely:

- If the value of Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a will be accepted.

- If the value of Sig. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_a is automatically rejected.²⁴

Pre-test statistical result, calculated using IBM SPSS V 25, are presented in the table below:

Table 10. Pre-test Group Statistic Result

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcome	Pre Test Control	27	40.37	14.605	2.811
	Pre Test Experiment	27	45.19	12.746	2.453

The pre-test mean scores reveal that the control class had a mean score of 40.37, while the experimental class had a higher mean score of 45.19. This indicates that the experimental class had a slightly better initial speaking ability compared to the control class before the treatment was administered, showing a difference between the two classes at the outset.

²⁴ A. Rasul, Subahnudin, R. Sonda. 2022. *Statistika Pendidikan Matematika*. CV Kreator Cerdas Indonesia: Kediri. P. 24

Table 11. Pre-test Independent Sample Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcome	Equal variances assumed	1.312	.257	1.291	52	.203	-4.815	3.731	-12.301	2.671
	Equal variances not assumed			1.291	51.065	.203	-4.815	3.731	-12.304	2.675

The result from Levene's Test, with a significance value of 0.257 (which is greater than 0.05), suggests that the variance across the data is consistent, fulfilling the condition of equal variance between the two groups, namely the experimental and control classes. Additionally, the t-test result, with a two-tailed significance value of 0.203 (also greater than 0.05), indicates there is no substantial difference between the pre-test scores of the experimental and control classes. This implies that both groups started with similar abilities, so any variances observed in the post-test outcomes can likely be attributed to the treatment (the learning method) rather than inherent differences prior to the study. This outcome enhances the reliability of the research findings and

improves the accuracy of assessing how the Make a Match approach influences students' speaking skills.

d. Post-test Independent Sample T-test

Table 12. Post-test Group Statistic Result

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcome	Post Test Control	27	52.04	19.178	3.691
	Post Test Experiment	27	65.00	15.442	2.972

The results from the post-test display a significant disparity in average scores between the experimental class, which scored 65.00, and the control class, which had a score of 52.04. The experimental group scored 12.96 points higher, indicating that the students taught using the Make a Match method outperformed those in the control group. Nonetheless, determining whether this difference is statistically significant and not merely due to random variation necessitates conducting an Independent Sample T-Test. This analysis will offer a clearer verdict on whether the Make a Match method truly enhances students' speaking abilities.

Table 13. Post-test Independent Sample Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcome	Equal variances assumed	.904	.346	-2.736	52	.008	-12.963	4.739	-22.472	-3.454
	Equal variances not assumed			-2.736	49.736	.009	-12.963	4.739	-22.482	-3.444

The Levene's Test result ($0.346 > 0.05$) confirms that the variance between the two groups is homogeneous, meeting the assumption for the t-test. The t-test result (Sig. (2-tailed) value of $0.008 < 0.05$) indicates a statistically significant difference between the post-test scores of the experimental and control classes. With a substantial 12.96-point difference in average scores, the Make a Match method demonstrates superior learning outcomes compared to the traditional lecture method. This significant difference strongly suggests that the Make a Match method is an effective instructional strategy for enhancing students'

speaking skills in English learning, providing empirical evidence for its potential adoption in language education.

The results of the study offer solid proof of the Make a Match method's effectiveness in enhancing students' speaking abilities. The notable disparity in post-test scores, with the experimental class outperforming the control class by 12.96 points, highlights the potential of this method to improve language learning outcomes. These findings hold significant importance for language educators and policymakers, indicating that adopting the Make a Match approach in teaching practices might lead to enhanced student performance and more efficient language instruction. Future studies could investigate the method's usability across various educational environments and its possible advantages for other language skills.

B. Discussion

The purpose of this study is to evaluate how effective the Make a Match method is in enhancing the English speaking abilities of seventh-grade students at SMP Ya BAKII 4 Kawunganten. According to the data, there has been a noticeable improvement in students' learning outcomes, particularly in their speaking skills, following the implementation of the Make a Match method.

The pre-test results indicate that the experimental and control classes had similar initial abilities, with no significant difference (Sig. value $0.203 > 0.05$). The mean pre-test scores were 45.19 (experimental) and 40.37 (control), with standard deviations of 12.746 and 14.605, respectively. This suggests that both groups started on a relatively level playing field, allowing for a more reliable comparison of the treatment's effect. With similar initial abilities, any differences in post-test scores can be more confidently attributed to the treatment (Make a Match method) rather than pre-existing

differences between the groups. This strengthens the validity of the study's findings and allows for a more accurate assessment of the method's effectiveness in improving English speaking skills.

After the treatment, both the experimental class, using the Make a Match method, and the control class, applying the lecture method, exhibited significant progress. The average score in the experimental group increased from 45.19 to 65.00, while the control group's score went up from 40.37 to 52.04. The Paired Sample T-Test showed a significance value of 0.000 for both classes, indicating a considerable change between their pre-test and post-test results. Remarkably, the experimental class experienced a more substantial improvement, with an average score increase of 19.81 points, compared to the control class's 11.67-point rise.

Furthermore, the Independent Sample T-Test assessing the post-test results for both classes indicated a significance value of 0.008 (<0.05), highlighting a significant difference between the two groups. The experimental class's average post-test score exceeded the control class's by 12.96 points. This indicates that the Make a Match method is more successful at improving students' speaking skills compared to the lecture method.

These results are in line with the findings of Yulianti, who stated that the Make a Match method can create a pleasant learning atmosphere and encourage students to be more active in the learning process.²⁵ The partner-finding activity in this method facilitates students to interact directly with classmates, while honing their communication skills in a more natural and relaxed context. This activity reduces students' anxiety levels and builds their confidence to speak English.

In addition, speaking skills are an important component in language acquisition. Putra stated that there will be no effective interaction without

²⁵ Yulianti, N. (2021). *Penguasaan Vocabulary Dalam Memahami Descriptive Text Dengan Make A Match Bermedia Tumbler*. Sukabumi: CV. Jejak. DOI: <https://doi.org/10.24903/sj.v5i1.378>

speaking skills.²⁶ Students often experience obstacles in speaking due to shyness, fear of making mistakes, or lack of vocabulary. Therefore, learning methods that provide a safe and enjoyable space for students to express themselves are very important in the context of learning English as a foreign language.

Angelina et al. also emphasized that speaking skills are a key element in learning English. They stated that speaking is an important part of the language learning process because it involves the ability to express ideas, feelings, and thoughts directly. In this context, the Make a Match method provides real opportunities for students to develop their speaking skills through collaborative, interactive, and communicative activities.²⁷

Furthermore, this finding also supports the principle that English learning, especially speaking skills, requires an approach that focuses not only on theory but also on direct practice. An approach like Make a Match provides a contextual and enjoyable learning experience, which ultimately increases students' motivation and confidence in speaking.

In addition to the aspect of increasing grades, the use of the Make a Match method also helps build social interactions between students. Students are invited to work together, discuss, and help each other find card pairs, which not only trains speaking skills but also social skills. This is important for the development of students' personalities outside of academic aspects.

Thus, based on the results of data analysis and supported by literature, it can be concluded that the Make a Match method is an effective and innovative learning method in improving students' speaking skills in English. This method is able to overcome students' psychological barriers

²⁶ Putra, A. (2017). *The Effects of Shyness and Lack of Confidence as Psychological Barriers on EFL Learners' Speaking Skills: A Case Study of South Punjab*. *Global Regional Review*, 5(II), 109–119.

²⁷ Angelina, E. N. (2020). *The Effect of Project-Based Learning in Improving Students' Speaking Ability*. Skripsi, Universitas Islam Negeri Ar-Raniry Banda Aceh.

in speaking, create a pleasant learning atmosphere, and encourage students' active participation in the learning process.



CHAPTER V

CINCLUSION, LIMITATION, AND SUGGESTION

A. Conclusion

Based on research conducted at SMP Ya BAKII 4 Kawunganten, the Make a Match learning method has proven effective in improving the English speaking skills of grade VII students. This can be seen from the increase in the average pre-test and post-test scores in the experimental class, which increased from 45.19 to 65.00, compared to the control class which only increased from 40.37 to 52.04. Statistical analysis through the Paired Sample T-Test and Independent Sample T-Test showed a significance value of 0.000 and 0.008, respectively, which confirms that the increase was not a coincidence, but rather the result of the application of the Make a Match method.

The Make a Match method, which is part of the cooperative learning approach, involves students in the activity of finding matching pairs of cards, which encourages direct interaction and active communication between students. This approach not only improves speaking skills, but also helps reduce students' anxiety in using English, builds self-confidence, and creates a fun learning atmosphere. This is in line with previous research findings which show that the Make a Match method can create a positive learning environment and encourage active student participation in the learning process.

Furthermore, this method also contributes to the development of students' social skills, such as the ability to work together, discuss, and help each other in completing tasks. Thus, Make a Match not only focuses on improving academic aspects, but also on the formation of students' character and interpersonal skills.

Overall, the application of the Make a Match method in English learning has a significant positive impact on improving students' speaking skills. This method is worth considering as an alternative effective learning

strategy, especially in the context of foreign language learning at the junior high school level.

B. Limitation

Based on the study, some potential limitations of the research can be known: First, limited sample size. The study was conducted with a specific sample size (grade VII students at SMP Ya BAKII 4 Kawunganten) which may not be representative of the large population. Second, Specific Context. The study was conducted a specific context (Indonesian students learning English as a foreign language) which may not be generalizable to other contexts. Third, Limited duration. The study may have been conducted over a limited period, which may not capture a long-term effects of the make a match method. Fourth, Limited control over extraneous variables. The study may not have controlled for extraneous variables that could have influenced the results, such as teacher experience or student motivation. Last, measurement tools. The study used specific measurement tools (pre-test and post-test scores), which may not have fully captured the complexity of the students' speaking skill.

C. Suggestion

1. For Teachers

- 1) Familiarize and implement the Make a Match method across subjects to inspire student engagement and motivation in class.
- 2) Interesting methods can make students more enthusiastic and motivate them to speak in front of class or in public.
- 3) Teachers can apply this method in all learning material.

2. For Students

- 1) Enhance English-speaking endeavors actively and with enthusiasm, especially when using the Make a Match technique.
- 2) The Make a Match method is expected to boost students' interest and enthusiasm in learning English, making the learning process more engaging and enjoyable. By incorporating this interactive approach,

students are likely to become more motivated and invested in their English language learning journey.

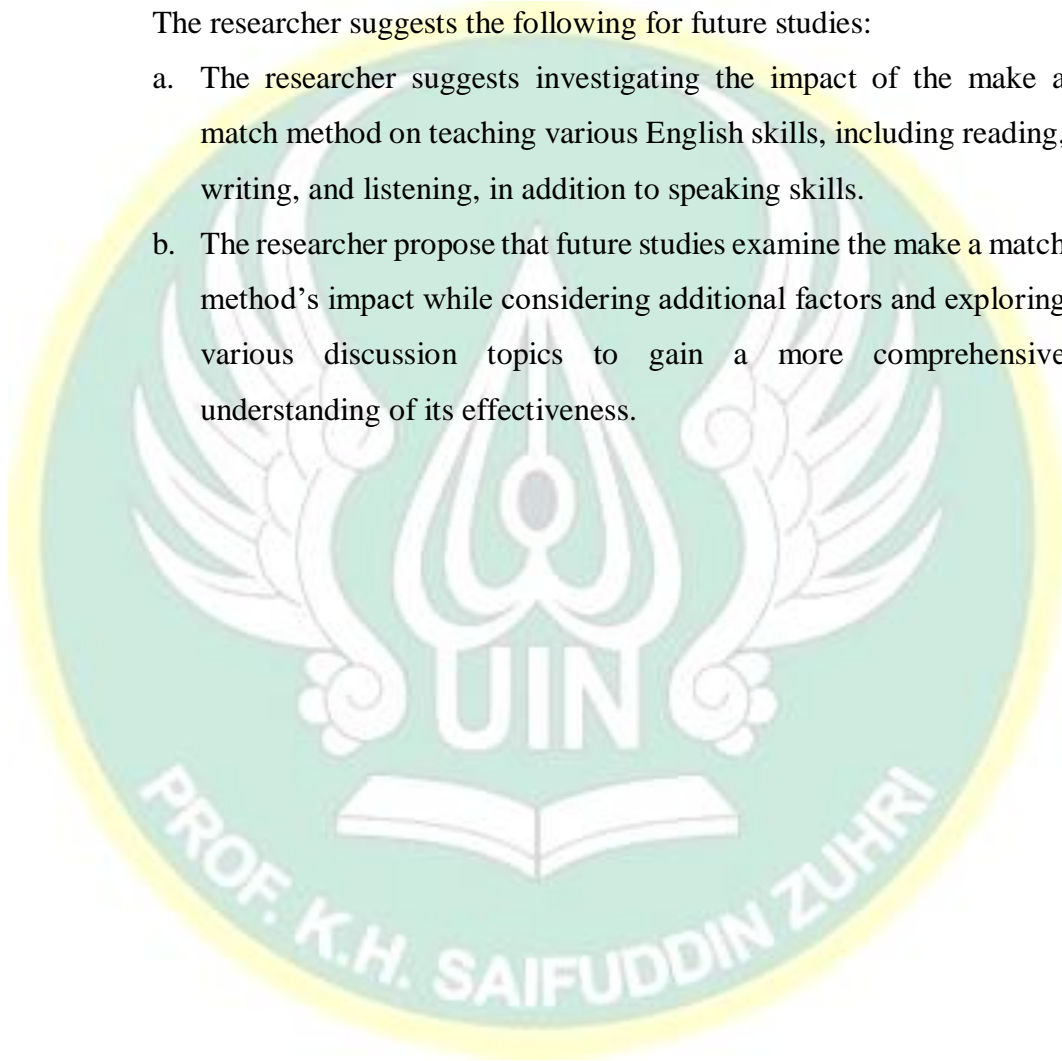
3. For Schools

Adopt the Make a Match method not just for English but various subjects to boost learning interest and knowledge acquisition.

4. For Future Researchers

The researcher suggests the following for future studies:

- a. The researcher suggests investigating the impact of the make a match method on teaching various English skills, including reading, writing, and listening, in addition to speaking skills.
- b. The researcher propose that future studies examine the make a match method's impact while considering additional factors and exploring various discussion topics to gain a more comprehensive understanding of its effectiveness.



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APPENDIXES

Appendix 1

Pre-test Assessment

PRE-TEST OF STUDENTS SPEAKING SKILL

Subject : English
Class/Semester : VII/2
Skill : Speaking
Time Allocation : 40 Minutes

The Instruction:

1. Look at the following scenarios. Make a simple asking and giving permission based on the situations below!
 - a) You are sick. You want to go to the school clinic during the lesson. Your teacher give a permission.
 - b) You want to join a band contest. However, it's still an exam time so your teacher doesn't allow you to go out.
 - c) You are sleepy. You ask permission to wash your face. Your teacher gives a permission.
 - d) You want to use your friend's phone. Your friend gives a permission.
2. Speak clearly and fluently in front the class for each students!
3. Score of speaking will be based on five indicators:
 - a) Pronunciation
 - b) Vocabulary
 - c) Fluently
 - d) Accuracy
 - e) Performance Skill

Appendix 2

Post-test Assessment

POST-TEST OF STUDENTS SPEAKING SKILL

Subject : English
Class/Semester : VII/2
Skill : Speaking
Time Allocation : 40 Minutes

The Instruction:

1. Look at the following scenarios. Make a simple asking and giving permission based on the situations below!
 - a) You wish to leave school early to attend a family event.
 - b) You want to borrow a friend's book for a week.
 - c) You ask for permission not to come early tomorrow.
 - d) You formally ask a teacher for permission to leave the room.
 - e) You want to leave school early to attend a medical appointment.
2. Speak clearly and fluently in front the class for each students!
3. Score of speaking will be based on five indicators:
 - a) Pronunciation
 - b) Vocabulary
 - c) Fluently
 - d) Accuracy
 - e) Performance Skill

Appendix 3

Pre-test and Post-test Assessment Rubric

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicators
Fluency	4	Excellent	Speaking fluently
	3	Good	Speaking generally at normal speed
	2	Fairly Good	Speaking too slow
	1	Fairly	Speaking with many pauses
Pronunciation	4	Excellent	Speaking with correct pronunciation
	3	Good	Speaking with several incorrect pronunciation
	2	Fairly Good	Speaking with several incorrect pronunciation but still understandable
	1	Fairly	Speaking words incomprehensibly
Vocabulary	4	Excellent	Use suitable vocabulary related to the topic (there are few of errors)
	3	Good	Use suitable vocabulary related to the topic (there are some errors)
	2	Fairly Good	There are many errors vocabulary
	1	Fairly	All the vocabulary are not related to the topic
Accuracy	4	Excellent	The errors present in speech are so minor so that the message would be easily comprehended
	3	Good	The speech is still understood although it consist of many errors
	2	Fairly Good	The errors present in speech would frequently create confusion
	1	Fairly	The serious errors present in speech makes the message difficult to understand
Performance Skill	4	Excellent	Speaking clearly and loudly, good facial expression, and communicative
	3	Good	Speaking in soft voice, but can be understood, good facial expression, and communicative enough

Appendix 4

Pre-test and Post-test Score Experimental Class

No.	Students	Experiment Class	
		Pre-test	Post-test
1	Student 1	70	90
2	Student 2	50	65
3	Student 3	55	75
4	Student 4	50	75
5	Student 5	40	55
6	Student 6	40	70
7	Student 7	30	50
8	Student 8	30	40
9	Student 9	40	55
10	Student 10	40	50
11	Student 11	45	70
12	Student 12	45	60
13	Student 13	50	75
14	Student 14	60	80
15	Student 15	55	75
16	Student 16	30	45
17	Student 17	25	40
18	Student 18	30	40
19	Student 19	40	60
20	Student 20	45	70
21	Student 21	75	95
22	Student 22	45	60
23	Student 23	35	70
24	Student 24	45	75
25	Student 25	30	50
26	Student 26	60	85
27	Student 27	60	80

Appendix 5

Pre-test and Post-test Score Control Class

No.	Students	Control Class	
		Pre-test	Post-test
1	Student 1	50	60
2	Student 2	65	80
3	Student 3	40	60
4	Student 4	35	40
5	Student 5	45	55
6	Student 6	20	25
7	Student 7	50	60
8	Student 8	30	40
9	Student 9	20	20
10	Student 10	35	35
11	Student 11	60	75
12	Student 12	15	15
13	Student 13	50	50
14	Student 14	30	35
15	Student 15	50	55
16	Student 16	70	85
17	Student 17	35	50
18	Student 18	30	50
19	Student 19	35	50
20	Student 20	30	55
21	Student 21	30	40
22	Student 22	35	40
23	Student 23	45	75
24	Student 24	20	30
25	Student 25	60	80
26	Student 26	55	75
27	Student 27	50	70

Appendix 6

Expert Validation

EXPERT VALIDATION

Title of The Research : The Effect of Make a Match On Speaking Skill in
The 7th Grade of High School Ya BAKII 4
Kawunganten

The Researcher : Ikfina Hawaijana

NIM : 1817404019

Major : English Education Study Program

Data of Validator

Name : Muflihah S.S., M.Pd.

Age : 52

Educational Background : Master's Degree in English Language and
Literature, Muhammadiyah University of
Purwokerto

Teaching Experience : 25 years

A. Pre-Test

The Instruction:

1. Look at the following scenarios. Make a simple asking and giving permission based on the situations below!
 - a) You are sick. You want to go to the school clinic during the lesson. Your teacher give a permission.
 - b) You want to join a band contest. However, it's still an exam time so your teacher doesn't allow you to go out.
 - c) You are sleepy. You ask permission to wash your face. Your teacher gives a permission.
 - d) You want to use your friend's phone. Your friend gives a permission.
2. Speak clearly and fluently in front the class for each students!
3. Score of speaking will be based on five indicators:
 - a) Pronunciation

- b) Vocabulary
- c) Fluently
- d) Accuracy
- e) Performance Skill

B. Post-Test

The Instruction:

1. Look at the following scenarios. Make a simple asking and giving permission based on the situations below!
 - a) You wish to leave school early to attend a family event.
 - b) You want to borrow a friend's book for a week.
 - c) You ask for permission not to come early tomorrow.
 - d) You formally ask a teacher for permission to leave the room.
 - e) You want to leave school early to attend a medical appointment.
2. Speak clearly and fluently in front the class for each students!
3. Score of speaking will be based on five indicators:
 - a) Pronunciation
 - b) Vocabulary
 - c) Fluently
 - d) Accuracy
 - e) Performance Skill

C. Scoring Rubrics

The assessment scale for each aspect is as follows:

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicators
Fluency	4	(excellent)	Speaking Fluently
	3	(good)	Speaking generally at normal speed
	2	(fairly good)	Speaking to slow
	1	(fairly)	Speaking with many pauses
Pronunciation	4	(excellent)	Speaking with correct pronunciation
	3	(good)	Speaking with several incorrect pronunciation
	2	(fairly good)	Speaking with several incorrect pronunciation but still understandable
	1	(fairly)	Speaking words incomprehensibly
Vocabulary	4	(excellent)	Use suitable vocabulary related to the topic (there are few of errors)
	3	(good)	Use suitable vocabulary related to the topic (there are some errors)
	2	(fairly good)	There are many errors vocabulary
	1	(fairly)	All the vocabulary are not related to the topic
Accuracy	4	(excellent)	The errors present in speech are so minor so that the message would be easily comprehended
	3	(good)	The speech is still understood although it consist of many errors
	2	(fairly good)	The errors present in speech would frequently create confusion
	1	(fairly)	The serius errors present in speech makes the message difficult to understand
Performance Skill	4	(excellent)	Speaking clearly and loudly, good facial expression, and communicative
	3	(good)	Speaking in soft voice, but can be understood, good facial expression, and communicative enough
	2	(fairly good)	Mumbling, flat facial expression, and less

		communicative
1	(fairly)	Speaking in volume which is almost in audible, no facial expression, and not communicative

Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

1. ☒ Can be used without revisions
2. ☐ Can be used with minor revisions
3. ☐ Can be used multiple revisions
4. ☐ Unable to use

A. Comments/Suggestion

.....DK.....

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.....

Purwokerto, 11th March 2025

Validator,



Muflilah S.S., M.Pd.

19720923200003 2 001

Appendix 7

Letter of Research



YAYASAN BADAN AMAL KESEJAHTERAAN ITTIHADUL ISLAMIYAH
SMP Ya BAKII 4 KAWUNGANTEN

TERAKREDITASI – B

Alamat : Jln. K. Nur Khosim No. 10 Ujungmanik, Kawunganten 53253

Email : smpyabakii4@gmail.com

SURAT KETERANGAN

Nomor : 060/BAKII/IV/IV/2025

Yang bertanda tangan dibawah ini Kepala SMP Ya BAKII 4 Kawunganten menerangkan bahwa :

Nama : IKFINA HAWAIJANA

NIM : 1817404019

Program Studi : Tadris Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan

Universitas Islam Negeri Profesor Kiai Haji Saifudin Zuhri
Purwokerto

Adalah benar telah melakukan observasi Mapel Bahasa Inggris di SMP Ya BAKII 4 Kawunganten pada tanggal 7 Agustus 2024, untuk memenuhi skripsi.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kawunganten, 10 Februari 2025

Kepala SMP Ya BAKII 4

Kawunganten,



Appendix 8

Certificate of Seminar Proposal



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN

SEMINAR PROPOSAL SKRIPSI

No. B- 1154.Un.19/FTIK.TBI/PP.00.9/2/2025

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"THE EFFECT OF MAKE A MATCH ON SPEAKING SKILL ABILITY IN THE 8TH GRADE HIGH SCHOOL YA BAKII 4 KAWUNGANTEN"

Sebagaimana disusun oleh :

Nama : IKFINA HAWAIJANA
NIM : 1817404019
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Februari 2025

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 18 Februari 2025
Koordinator Prodi Tadris Bahasa Inggris


Desi Wijayanti Marurah, M.Pd.
NIP. 199212152018012003

Appendix 9

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No. B-1412/Un.19/WD1.FTIK/PP.05.3/3/2025

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Ikfina Hawaijana
NIM : 1817404019
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Senin, 10 Maret 2025
Nilai : 60 / (C)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 12 Maret 2025
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendix 10

Teaching Module

MODUL AJAR BAHASA INGGRIS

A. Informasi Umum

Nama Sekolah	: SMP Ya BAKII 4 Kawunganten
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi pembelajaran	: Asking and Giving Permission
Alokasi Waktu	: 2 x 30 menit

B. Komponen Utama

1. Tujuan Pembelajaran

- Peserta didik dapat mengidentifikasi the expression of asking and giving permission
- Peserta didik dapat mengekspresikan ide tentang asking and giving permission
- Peserta didik dapat merancang percakapan tentang asking and giving permission

2. Pemahaman Bermakna

- Peserta didik mampu berkomunikasi secara sederhana
- Peserta didik dapat merespon pertanyaan yang diberikan dengan benar dalam Bahasa Inggris

3. Pertanyaan Pemantik

- If you want to use something that belongs to someone else. What would you say?
- When you have permission, what will you do?

4. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none">Mengucapkan salam dan meminta salah satu siswa untuk memimpin doaMenyapa dan berinteraksi dengan peserta didikMengecek kehadiran peserta didikMenyampaikan rencana pembelajaran pada hari iniMelakukan brainstorming dengan cara menanyakan hal yang berkaitan dengan materi asking and giving permission
------------------------------------	---

Kegiatan Inti (40 menit)	<ol style="list-style-type: none"> 1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka. 2. Peserta didik memperhatikan materi yang dijelaskan oleh guru mengenai materi asking and giving permissions 3. Peserta didik mengidentifikasi contoh ungkapan asking and giving permission dan mengamati bagaimana cara pengucapannya. 4. Peserta didik mendengarkan ungkapan yang diucapkan oleh guru 5. Peserta didik dipersilahkan untuk menanyakan beberapa hal yang masih belum dipahami tentang asking and giving permission
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik merefleksikan mengenai pembelajarn yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup

Pertemuan 2

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu siswa untuk memimpin doa 2. Menyapa dan berinteraksi dengan peserta didik 3. Mengecek kehadiran peserta didik 4. Menyampaikan rencana pembelajaran pada hari ini 5. Melakukan brainstorming dengan cara menanyakan hal yang berkaitan dengan materi asking and giving permission
Kegiatan Inti (40 menit)	<ol style="list-style-type: none"> 1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka. 2. Peserta didik melakukan diskusi secara berkelompok terkait dengan situasi yang terkait dengan asking and giving permission

	<ol style="list-style-type: none"> 3. Guru memberikan kesempatan kepada siswa untuk mempraktikkan kalimat yang telah dipelajari dalam situasi yang berbeda-beda 4. Siswa juga mempresentasikan hasil diskusi di depan kelas 5. Guru memberikan umpan balik tentang speaking skill setiap siswa 6. Guru memberikan perhatian terhadap grammar, vocabulary dan pronunciation yang digunakan saat siswa berbicara
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik merefleksikan mengenai pembelajarn yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup

Pertemuan 3

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu siswa untuk memimpin doa 2. Menyapa dan berinteraksi dengan peserta didik 3. Mengecek kehadiran peserta didik 4. Menyampaikan rencana pembelajaran pada hari ini 5. Melakukan brainstorming dengan cara menanyakan hal yang berkaitan dengan materi asking and giving permission
Kegiatan Inti (40 menit)	<ol style="list-style-type: none"> 1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka. 2. Siswa melanjutkan presentasi bagi yang belum melakukan presentasi 3. Guru memberikan evaluasi terkait dengan kemampuan berbicara siswa 4. Guru membimbing peserta didik untuk membuat Kesimpulan dari kegiatan belajar yang sudah dilakukan

	5. Peserta didik melakukan evaluasi terkait dengan materi asking and giving permission
Kegiatan Penutup (10 menit)	1. Guru dan peserta didik merefleksikan mengenai pembelajarn yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup 4. Peserta didik dan guru berdoa bersama untuk mengakhiri pembelajaran

5. Metode Pembelajaran
 - a. Model Pembelajaran : Ceramah
 - b. Metode Pembelajaran : Diskusi dan Presentasi
6. Sumber Pembelajaran
 - a. Buku paket siswa
 - b. Internet
7. Media Pembelajaran
 - a. Power point
 - b. Laptop
 - c. Proyektor
 - d. Kartu permainan Make a Match
8. Penilaian
 - a. Penilaian sikap
 - b. Penilaian keterampilan berbicara

Kawunganten, 2 Maret 2025

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

.....
NIP.....

.....
NIP.....

LAMPIRAN RUBRIK PENILAIAN

A. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
- 75 = Baik
- 50 = Cukup
- 25 = Kurang

B. Penilaian Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (pronunciation)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu	2	1

		Terlalu banyak kesalahan dan mengganggu makna	makna	1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

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A. Informasi Umum

Nama Sekolah	: SMP Ya BAKII 4 Kawunganten
Mata Pelajaran	: Bahasa Inggris
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Alokasi Waktu	: 2 x 30 menit

B. Komponen Utama

1. Tujuan Pembelajaran
 - d. Peserta didik dapat mengidentifikasi the expression of asking and giving permission
 - e. Peserta didik dapat mengekspresikan ide tentang asking and giving permission
 - f. Peserta didik dapat merancang percakapan tentang asking and giving permission
2. Pemahaman Bermakna
 - c. Peserta didik mampu berkomunikasi secara sederhana
 - d. Peserta didik dapat merespon pertanyaan yang diberikan dengan benar dalam Bahasa Inggris
3. Pertanyaan Pemantik
 - c. If you want to use something that belongs to someone else. What would you say?
 - d. When you have permission, what will you do?
4. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none">1. Mengucapkan salam dan meminta salah satu siswa untuk memimpin doa2. Menyapa dan berinteraksi dengan peserta didik3. Mengecek kehadiran peserta didik4. Menyampaikan rencana pembelajaran pada hari ini5. Melakukan pengenalan terkait dengan materi yang akan dibahas
Kegiatan Inti (40 menit)	<ol style="list-style-type: none">1. Melakukan brainstorming dengan cara menanyakan hal yang berkaitan dengan materi asking and giving permission2. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka.3. Mengenalkan metode make a match yang akan digunakan pada kegiatan pembelajaran

	<ol style="list-style-type: none"> 4. Peserta didik memperhatikan materi yang dijelaskan oleh guru mengenai materi asking and giving permissions 5. Peserta didik mengidentifikasi contoh ungkapan asking and giving permission dan mengamati bagaimana cara pengucapannya. 6. Peserta didik mendengarkan ungkapan yang diucapkan oleh guru 7. Peserta didik dipersilahkan untuk menanyakan beberapa hal yang masih belum dipahami tentang asking and giving permission
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik merefleksikan mengenai pembelajarn yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup

Pertemuan 2

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu siswa untuk memimpin doa 2. Menyapa dan berinteraksi dengan peserta didik 3. Mengecek kehadiran peserta didik 4. Menyampaikan rencana pembelajaran pada hari ini 5. Melakukan brainstorming dengan cara menanyakan hal yang berkaitan dengan materi asking and giving permission
Kegiatan Inti (40 menit)	<ol style="list-style-type: none"> 1. Guru membuat kartu-kartu yang berisi tentang asking and giving permission baik itu kartu pertanyaan atau jawaban 2. Guru membagikan kartu kepada peserta didik secara acak 3. Peserta didik diberikan instruksi terkait dengan tata cara permainan 4. Peserta didik mencari pasangan kartu yang sesuai dengan apa yang sudah diberikan pasangannya 5. Peserta didik melakukan diskusi sesuai dengan pasangannya 6. Guru memantau meberikan bantuan Ketika kegiatan diskusi dilakukan

	7. Guru memberikan kesempatan pada peserta didik untuk menanyakan hal yang masih membingungkan
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik merefleksikan mengenai pembelajar yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup

Pertemuan 3

Kegiatan Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu siswa untuk memimpin doa 2. Menyapa dan berinteraksi dengan peserta didik 3. Mengecek kehadiran peserta didik 4. Menyampaikan rencana pembelajaran pada hari ini
Kegiatan Inti (40 menit)	<ol style="list-style-type: none"> 1. Peserta didik mencari pasangan dari kartu yang sudah diberikan pada pertemuan sebelumnya 2. Peserta kembali melakukan diskusi dengan pasangannya 3. Setelah diskusi selesai, peserta didik mempresentasikan hasil diskusinya di depan kelas 4. Guru memberikan kesempatan kepada peserta didik lain untuk memberikan tanggapan atau pertanyaan tentang presentasi yang sudah dilakukan 5. Guru memberikan evaluasi terkait dengan kemampuan berbicara siswa 6. Guru membimbing peserta didik untuk membuat Kesimpulan dari kegiatan belajar yang sudah dilakukan 7. Peserta didik melakukan evaluasi terkait dengan materi asking and giving permission
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik merefleksikan mengenai pembelajar yang telah dilakukan. 2. Guru memberikan feedback berupa apresiasi, saran, dan juga kritik terhadap hasil kerja peserta didik. 3. Guru mengucapkan salam penutup 4. Peserta didik dan guru berdoa bersama untuk mengakhiri pembelajaran

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 - a. Power point
 - b. Laptop
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 - a. Penilaian sikap
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Kawunganten, 2 Maret 2025

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LAMPIRAN RUBRIK PENILAIAN

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B. Penilaian Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (pronounciation)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan		1	

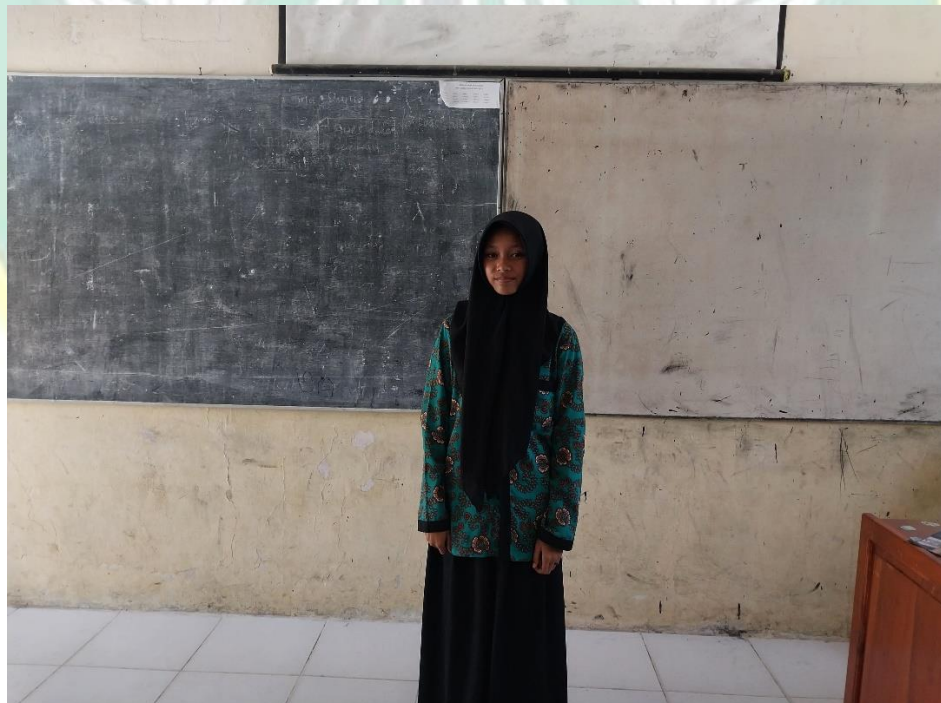
		mengganggu makna			
2	Intonasi (intonation)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
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		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (fluency)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (accuracy)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Appendix 11

Documentation of Research Process









Appendix 12

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