

Matching Card as Instructional Media for ELT

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Abstract-The aim of this study is to find out how the Matching Card approach works in junior high school students. The main aim is to determine whether students who are taught using Matching Card media for learning media on adjectives in describing information. When describing food, students are given adjectives. The data source for the learning media is Matching Card, which comprises photos and words on food characteristics. The subjects of this study were around 9 grade 8 students from SMP 6 Panyabungan in Mandailing Natal. The researcher utilized the descriptive qualitative method to collect data. The researcher gave the game using the Matching Card and then observed how the students responded in learning using the Matching Card. As a result of this research, the researcher advised that junior high school teachers utilize Matching Cards as one of the alternatives for teaching adjectives in describing.

Keywords: Adjective in Describing, Matching Card Technique, English Learning, Teaching Method

1. INTRODUCTION

Education is critical for every youngster who will be the nation's future. Harmer maintains in his book "The Practice of English Language Teaching, Fourth" that in English language teaching, students are expected to master not only the four language skills of listening, speaking, reading, and writing, but also components such as English grammar, collocation, and vocabulary. English grammar, collocation, and vocabulary are some of the components. In the field of Education, an educator must have specific qualities in order to convey his knowledge with students. That is, not everyone can be a teacher if the knowledge he imparts is not assimilated by his students and does not benefit them. As a result, in order to become a professional teacher, we must meet specific qualifications. To be a professional teacher, we must be able to grasp all subjects of education and use all technology at all times for the advancement of our nation's future.

According to Huda (2018), teachers play a critical role in determining the success or failure of learning in teaching and learning activities. Learning activities are no longer centered on what a teacher does, but rather on what a student does, as a result of technological advancements and the most recent world of education. Teaching and learning activities are now more than just delivering knowledge; they are a process of transferring new knowledge through actions carried out and facilitated by students. Students carry out activities that are facilitated by teachers. To improve students' learning activities in an interactive, interesting, demanding, and stimulating learning process. An educator can use interactive and unique educational media. According to Sudjana and Rivai (2017: 2), "learning motivation and attention of students will increase one of them by using learning media."

Learning is a change in personality that manifests as new patterns of reaction in the form of skills, attitudes, habits, knowledge, and habits (Sukmadinata, 2013). Mulyani Sumantri and Johar Pertama (2001) Learning is a type of change that presents itself in changes in behavior, the state of which differs from that which existed previous to the individual being in a learning setting and after engaging in similar activities. Changes are brought about by experience or training. In contrast to changes that occur instantly as a result of reflexes or innate behavior. According to the preceding viewpoint, the learning process occurs as a result of changes in one's way of thinking and the environment that impacts it. Students are given the opportunity to be personally involved in learning and active in expressing viewpoints in order to achieve learning objectives during learning activities.

Learning media is a tool or something similar used in the learning process to introduce information in the form of subject matter. Sundayana (6, 2014). According to Arsyad (2017: 101), the learning process occurs when educators and students interact with the media. Learners and media. Efforts to provide diverse and original learning materials are one measure of educators' professionalism. Learning medium that is diverse and creative. We might develop learning media as the teachers with a creative spirit, whether it is computer-based media, audio-visual media, or visual media. The teacher produces a lot of food picture cards for the purpose of Matching Cards. Each group is instructed to match the photographs with cards giving food attributes that have been put on the wall. Cooperative learning can put students in a novel environment during the teaching and learning process. This can pique students' interest in learning English, including the topic of Adjective in describing.

The researcher observed and interviewed students in class 8.2 of SMP 6 Panyabungan and discovered that they were bored and did not pay attention to the material delivered by the teacher. According to the study, this occurred because the teacher did not actively engage students in learning English. English is expected to be a tough subject for some students to grasp, particularly with the usage of the lecture style, which causes student involvement in English classrooms to make learning less participatory. As a result, in order to generate a diversity of learning models in English topics, the selection of learning models must be done carefully. Students will become bored when participating in teaching and learning activities in class if inappropriate learning models are used (Yudi Wijanarko, 2017). The researchers develop Matching Card-based puzzle media to solve the difficulties. Matching Card-based puzzle media is one of the easy media that instructors can create using readily available materials. The usage of Matching Card-based puzzle media improves

students' recall of the material delivered. This was highlighted by Wijanarko, who believes that the make a match learning approach can assist teachers in creating an innovative, energetic, and engaging learning environment (Ermita, 2021). If a teacher wishes to teach students using the Matching Card technique, he must prepare several cards, each with a question linked to a topic and several additional cards, each with a solution to one of the questions, following Istarani (2011: 63). According to Istarani, the Matching Card offers several advantages:

1. Each student can be personally involved in answering the questions supplied to them in the form of cards.
2. Matching Carding exercises can boost students' inventiveness.
3. Can help pupils avoid boredom throughout the teaching-learning process.
4. Can make the classroom more entertaining.

Previously, there was research that looked into the use of the make-a-match learning model, which was carried out by Dewa Nyoman Suprpta. The research concluded that the make-a-match learning model can be used to improve the results of students in grades VIII AI SMP Negeri 1 Ubud Semester II during the 2018/2019 school year (Dewa Nyoman Suprpta, 2020). Based on these findings, researchers want to investigate the usage of Matching Cards in English language learning with Adjective in Describing content. Furthermore, research on the application of Matching Card learning models in English topics on Adjective in describing material is still few, thus researchers are interested in doing this research at SMP 6 Panyabungan, Mandailing Natal. The Matching Card learning model is a form of collaborative learning approach that combines cards that include questions and other cards that have solutions to these questions (Makmur Sirait, 2013). Based on the foregoing, the researcher wishes to do research. investigate the following topic Matching Card as Instructional Media in ELT.

2. METHODS

The researchers employed qualitative research methods using a descriptive approach in their study. Sugiono (2016: 8) in Mustadi (2021) defines a qualitative strategy as a research technique based on post-positivist philosophy that is utilized to study natural object circumstances. Philosophy is a method of conducting research on natural object situations (rather than experiments) in which the researcher is the primary instrument. Qualitative research is involved with the description of something, such as research that analyzes the quality of relationships, activities, events, or materials (Fraenkel, 2012), claims that qualitative research focuses on natural things. That is, the primary instrument is the researcher's data, and research findings emphasize meaning rather than generality.

3. RESULTS

Preparing learning activities utilizing the Matching Card approach involves multiple phases. The first stage is the introduction (prayer, introducing yourself, and so on). The next stage is to brainstorm. The third stage is to explain. Then there's the repetition. The final step is to design a learning media Matching Carding game (Adjective in Describing Local Food). The sixth step is to allow time. The seventh phase is to present awards. The final step is to close.

The students are the active participants, while the teachers are the facilitators. According to the research findings, the teacher's reaction to the media supplied by the researcher was favorable. Meanwhile, the kids' reactions were upbeat, inquisitive, eager, and delighted. The proof is their expression and delight when the researcher presents the material. This research conclusion was beneficial for certain students since other students were shy and were not requested to participate in research.

Table 1. Student Response to Matching Card for Media

Student's Initial	Engagement in classroom	Response
AD	High	Inquisitive
DMS	Low	Delighted
MRA(1)	Low	Delighted
MRA(2)	Low	Upbeat
NA(1)	High	Inquisitive
NA(2)	High	Inquisitive
RSB	High	Upbeat
ZA	Low	Eager
ZH	High	Inquisitive

This approach outlines the phenomenon that occurred at SMP 6 Panyabungan when the Matching Card learning model was used in English subjects, namely class 8.2. To collect data, researchers employed qualitative research methodologies with a descriptive approach. Researchers attempted to collect descriptive data in the form of reports derived from observation, interviews, and documentation activities. The informants or sources in this study were all 8.2 class students totaling 9 kids at SMP 6 Panyabungan, Mandailing Natal, where the students were having English lessons. Aside from

pupils, another informant was a teacher named Mrs F, as well as a direct research observer who worked alongside the researcher. The data was gathered in three ways: observation, interviews, and documentation. The three methods of gathering research data are explained below.

4.1 Pre-Implementation

Before conducting more research, the researcher interviewed the English teacher who teaches in class 8.2. The interview is a data collection procedure achieved through social research in which the subject of study (participants) and the researcher engage directly in order to gather factual and precise information data (Rosaliza, 2015). The researcher will conduct semi-structured interviews. This means that when conducting interviews, researchers will ask generic questions first, followed by keyword concerns from the interview guidelines, and then build questions based on the issues raised in the research. Researchers conducted an interview with one of the English teachers at SMP 6 Panyabungan to collect data on the utilization of the Matching Card learning technique. For example, what curriculum is utilized in learning, what topics have class 8.2 pupils learned English on, and are these Matching Cards appropriate as a learning medium for English subjects with the topic adjective in describing at SMP 6 Panyabungan.

Observation

Before starting more analysis, the researcher made observations. Observation is a data collection strategy in which the researcher must make direct observations on the target of research in order to have a closer look at the activities carried out (Ayudia, Edi Suryanto, 2016). Researchers conducted observations by methodically analyzing and documenting by actually witnessing English learning activities in the classroom to collect data and research outcomes.

Instrument and Data Collection Method

Test

After learning about the students' challenges, the researchers devise techniques for teaching students how to tackle these problems. After instructing, the researcher administered a test to students to see whether or not the technique could solve the problem. A quiz on local foods suggested by other students is utilized as the test. The type of test is Speaking, and the test indicator is that students can say what type of food the name of the food written on paper belongs to, what type of food the food belongs to, and can describe the characteristics of the food using the adjectives previously taught. To determine whether the exam was valid, researchers conducted trials on other pupils. Researchers examined the assessment rubric, which included the adjectives mentioned, accuracy in describing, and group effort.

Field Note

Researchers used field notes to discover how the Matching Card approach was implemented in the classroom. When executing the Matching Card approach, the researcher made notes. Researchers will use field notes to determine the merits and limitations of the Matching Card approach. In addition, if the following cycle was required, the researcher used field notes to update the prior cycle.

3.2 Implementation

The implementation of activities is centered on what is proposed on Lesson Plan. The researcher takes on the role of a practitioner, employing the Matching Card technique to teach adjectives in describing. The steps for implementing this method in each cycle are as follows: First, consider pre-activity. The researcher opens the exercise by explaining the lesson to the students. Students must understand and anticipate the activities that will take place during the learning process. Second, the core action, in which the researcher communicates the lesson. Researchers discuss adjectives and also explain adjectives used to describe food. After discussing various sorts of food descriptors, the researcher encouraged students to participate in an icebreaker in which the loser had to describe the food written on the blackboard by their friend. Third, researchers use games as a medium for student evaluation in post-activity activities.

4. CONCLUSIONS

To summarize, after conducting research in teaching Adjectives in Describing using Matching Cards in class 8.2 at SMP 6 Panyabungan, the Matching Card strategy can arouse students' curiosity and curiosity. The previous chapter's analysis demonstrates this. Students can describe adjectives for local foods and match local food pictures to their characteristics. Almost everyone in the class agrees that Matching Cards should be used in the classroom.

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