

## IMPROVING STUDENTS' INTEREST BY USING MATCHING CARD MEDIA at SLBN AL – HIKMAH PADALARANG

Sonya Damayanthi<sup>1</sup>, Maulidhan Agyansyah<sup>2</sup>

<sup>1</sup> IKIP Siliwangi

<sup>2</sup> IKIP Siliwangi

<sup>1</sup> [sonyadamay18@gmail.com](mailto:sonyadamay18@gmail.com), <sup>2</sup> [agyansyah12@gmail.com](mailto:agyansyah12@gmail.com)

### Abstract

There are so many words in English. Learning these words is a big problem for students of English. However, there are ways to solve this problem. One way is to become familiar with the process of word formation. This process enables students to understand how a word is formed. This analysis is important and useful to learn because they are very commonly used in English. Developing some skills in taking words apart will help students better understand what they read, what the meaning of a word, and finally increase students' interest. The purposes of this research are to find out whether using matching card media can improve students' interest in learning English and what the students' responses are. The subject of this research was class XI SLB ; which consisted of 8 students. This research was done in two cycles. The researcher used short answer tests, observation checklist tables, and field notes as the tools of collecting data. The research finding showed that the students' interest in learning English language improved from the first cycle to the last cycle. The result of the students' 70% improved their interest, improved their speaking 40%, improved student writing 70%, recognize word formation and matching card process 70%, participate in class discussion 25%, and get better class attendance. From the result above, the writers believe that matching card is very useful to improve students' interest and has a positive impact towards the students' learning process.

**Keywords:** Students' interest, Matching Card Media

### INTRODUCTION

Children with special needs have been handled and signed by governments. The implementation of school still has several teachers because they treat students in different ways. Students can not be handled by one teacher, but it needs at least two teachers. In the implementation of learning, teachers have a lack of methods as students get hard to understand the material. According to (Santoso, 2012) stated that children with special needs are people with special needs permanently or disability and temporarily as they need to adapt with service education. Alimin in (Santoso, 2012) also adds that every child with special needs, permanently or disability, has learning barriers and different needs. Learning barriers which experienced for every child is caused by three things: environmental factor, factor in one self, and the combination of environmental factors and factors for child. Therefore service education should be on learning barriers and needs for each of the children.

Children with special needs should be handled differently by school. The use of different approaches, various methods and techniques should be applied in every class. There is a lack of media or media is still limited. Activities which support non-curricular or curricular that is more applicable or independent are also needed in the learning process. To do so, it is needed different media to support in their learning activities.

Cited in Bahasa Indonesia explain in English that children with special needs is a child which have abnormalitis on physical, mentally, behavioral or visual as to grow their capacity needs special education.(Santoso, 2012). “*Anak berkebutuhan khusus adalah mereka yang memiliki kebutuhan khusus secara permanen/kecacatan dan sementara sehingga membutuhkan penyesuaian layanan pendidikan*”. Based on the above explanation it can be said that students should be handled by teachers who understand of how to take care of students with special needs in different ways as students can feel comfortable in learning the material and obtain an education. Students will less interest in studying English because it is hard to understand, morover hard to write English words.

There are 4 types of children with special needs at SLB AL-HIKMAH Padalarang : Hearing disorders, Physical Disability, Intelectual Disability, and Autism. The researchers choose intelectual disabilities to find out what cases of learning disabilities and try to make them interested in learning English. According to (Cottis, 2009) people with intellectual disabilities have emotional and mental health needs just like anyone else. Until recently however there has been little research of effective psychological treatment or direct, accessible psychotherapy provision for this client group. The classification of Intellectual Disabilities based on IQ level. Mild intellectual disability (IQ: 51-70), Severe intelectual disabilities (IQ:36-51). Severe intelectual disabilities (IQ:20-35), very severe intelectual disabilities (IQ below 20) (Sobur, 2003). One way to improve students interest in English is to improve the learning quality in the class. Learning quality can be improved by unique methods in the class for example matching card.

(Anderson T W, 2015) states that in applications of matching card method (e.g., matching individuals and handwriting) is the experiment may be repeated several times. It would be desirable, therefore, to have the probability low of the mean of a sample. From the explanation it can be said that matching card is the best way to improve students interest in learning process. Matching card with visual aids, add some words and match them into a sentence and work in group. The learning process will be an attractive way. The writer choose students with low intelectual disabiliy and middle intelectual disability. Level of students with special needs the wirter choose Senior High School grade 2. The writer teach English Language Learning for students with intelectual disability low and middle. Based on curriculum, however media, method can not be reached by school. Therefore, the researchers make an inovation to change the method in the learning process.

The writer purposed to improve students interest in learning english. In learning process it can be different with other school, but the writer try to make inovation in learning english with a media of matching card for students with intelectual disability can having interes to learning english. Based on the researchers will do farther study entitled “Improving Students Interest by Using Matching Card Media”.

From above description this study aims to answer the research questions :

1. Can matching card media can improve students interest in learning English?
2. How are students responses towards to use matching card media?

Writing refers to discourse in the written form that is meant for communication and to various activities in putting ideas on the paper (Barnett M A, 1992). Writing means communicating thoughts through permanent and visible marks (Samson G, 1985). Writing skill is very essential for students as it may enhance their chance to be successful (Hosseini, M., Taghizadeh, M. E., Abedin, MJ. Z, & Nseri, 2013). (Huy, 2015) states that students can get good job by having good writing ability. In this way, students with special needs can get an

education in English Language with a good writing skills. Children with special needs still have lack of motivation to write some words in English, because it is hard for them to understand part of words. Students are usually confused how to spell and write the words, since English is different from Bahasa.

According to (Mangal, 2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understand the material that given by the teacher. Crow and Crow in (Mangal, 2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience itself. In other words, interest can be the cause on activity and the result of participation in the activity . Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In addition, (Hendra, 2009) argue that “Minat dapat diartikan sebagai keinginan yang kuat untuk memenuhi kepuasan siswa anda, baik berupa keinginan memiliki atau melakukan sesuatu”. It means, interest make students have a high interest towards certain objects that make students have a desire to know more of an object without any force from other.

From the explanation above, the researchers can conclude that interests are closely related with attention. Interest is shown by the students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.

## **METHOD**

The subjects of this study were the students of class X and XI students of intellectual Disability (SMALB) at SLB-C Al-Hikmah Padalarang, consisting of 8 children, 4 females students and 4 male students. The method used in conducting this research is Classroom Action Research (Burns, 2010) says that action research is part of abroad movement that has been going on in education generally for some time and related to the ideas of “reflective practice” and the teacher as “the researcher”. Suwimon Wongwanich In (Boonchom, 2012) mentions that Classroom Action Research (CAR) is an innovation which people from many sectors including the educators, researchers, school administrators, and teachers expected to use as a strategy for developing the science of teaching profession to be more strengthened since the classroom action research included rationale as well as method facilitating the instructional development. As a result, the teachers still played their role in searching for problem solving technique in class by themselves. In addition Srisard Boonchom states that Action Research is necessary, and played it is role in educational development. Since the knowledge or research findings should be used as guidelines for planning to improve the instructional management as well as student development. It can be said that Classroom Action Research is a way to find out the problems in the classroom and could increase problem solving technique. The learning process can change to be more better than before.

This research is a classroom action research that is research based on class. This study aims to experience changes or improvements in the classroom to various problems of learning to students or the difficulty of teaching teachers. This study was conducted in 2 cycles. Cycle I Researchers find out what problems occur in the learning process of students in the classroom. Once the problem is found, then there will be a countermeasure to fix the problem. Cycle II will contribute to improving by using various media so that students can feel interest in learning English. Cycle II researchers can see the students increase in learning English by using various visual media aids.

Data collection techniques are conducted through test and non test. The test, used to determine the level of English writing skills after the learning process through the application of matching card learning using visual media in the real objects, picture cards and word cards. The tests were performed on each research cycle. Data collection of non test through three techniques, there are observation and interview :

Observation can be used to looking for students response. By using some visual media using cards and let students matching the cards. The researchers can find out about type or characteristics of students one by one. This observation also for collecting information about the level of students in writing skills and change students behaviour in learning process applied matching card model by using visual aids which is the real things, picture cards and word cards as the media of an education. Observation is to observe process directly and the result needed to determine the next steps of improvement to be more effective and efficient in learning process.

Interviews were used to obtain students response in learning process using matching card media. As the result it can be said that students show an enthusiasm responses about the learning process and support by an interesting media (Matching Card). Students are easy to remember part of words in the material.

## RESULTS AND DISCUSSION

### Results

The research carried on the second grade at SMALB AL-Hikmah Padalarang for 8 meetings. The eight meetings were categorized into 2 cycles. The result of each cycle will be organized on four steps of CAR, namely : (1) planning, (2) acting, (3) observing, and (4) reflecting. Cycle 1 On planning section, the researchers prepared some lesson plans to teach vocabularies and put them into a sentence. Lesson plans were made to be implemented on treatment1, and 2, which contained some procedures of Matching Card to teach vocabularies into the sentences. In this cycle, the researchers found some problems of learning process and prepared for next meeting to be better strategies. Eight meeting, the researchers provided some field notes to capture what the students do in order to ease the process of observing. The steps of acting and observing are displayed on table 1 below :

**Table 1.** Meeting in Cycle I

Acting		Observing
Meeting	Topic	Activity
1	Practice 1 : Matching Card about parts of body, general questions and put them into a sentence.	In this first meeting, the researchers give them a pre-test which consist of 5 words (parts of body) and 4 sentences (General Conversation).
2	Treatment 1 : Parts of body using matching card.	The students try to understand about the material one by one. Students learn the

		material with some visual media and make them easy to remember the material. Students can also imagine the material with the real things or real object around the class.
3	Treatment 2 : General conversations such as “How are you today?”, “What is your name?”, “My name is ___”, “How old are you?”, “I’m ___ years old”.	In this meeting, students work in group and make some conversations to their friend using these sentence. Students try to write the sentences in group. Students do this activity using matching card, matching word and make card as a sentence.
4	Practice 2 : Matching Card about parts of body, general questions and put them into a sentence.	In this meeting, the researchers conducted post-test which consists of 5 words (parts of body) and 4 sentence (General Conversation). The questions presented in the same form and level of difficulty with the pre-test.

On treatment 1, students looked confused and they did not understand the material. Students did not know how to start and how to do. The researchers tried to guide them in every step of learning English. Guide them with slow speed, because if we gave them with quick speed in speaking students would miss some words. Their brains process are really different than the normal students.

In the end of treatment, children with speacial needs feel a little understand about how to learn English with matching card media. However, students were still confused and forgot about using matching card. In this treatment, the researchers shoould be patient to face them because students were easy to forget and were hard to understand the material. From these cycle 1, the researchers can draw a conclusion during a lesson. The positive of this cycle is students can work in group, try to practice, and write the material together. The negative of this cycle, some of students were doing actively but some of them were still passive since they have different level of intellectual disability.

Therefore, the cycle II was carried out to continue the research.

**Cycle II.** This cycle only covered four steps as stated in cycle I. In planning session, the researchers made some revision towards lesson plans. On the previous treatment, some students be an active and some of students be and passive. For the revision, the researchers made a rolling group. In every level of intellectual disability can mixed into one group. For example, middle level with easy level and so forth. For sure with this technique, students with different level can cooperate in learning process. By using this strategy it was hoped that all students would be active and could remember the material easily. The acting session covered three

meetings, since the practice 1 used for this cycle was taken from the practice 2 from the previous cycle as seen on table 2 below :

**Table 2.** Meeting in Cycle II

<b>Acting</b>		<b>Observing</b>
<b>Meeting</b>	<b>Topic</b>	<b>Activity</b>
<b>5</b>	Treatment 3 : Parts of body using matching card.	The researchers continued the material to make students more understanding. Repeat and repeat again in this learning process. Using matching card and real objects while students touched their body,
<b>6</b>	Treatment 4 : General conversations such as “How are you today?”, “What is your name?”, “My name is ___”, “How old are you?”, “I’m ___ years old”.	On this treatment, students play a game using matching card media. Repeat the materail that have discussed before on treatment 2. Students really need repetation. As students can feel enthusiasm to learn English. In this session, if the group get a winner, they get rewards from the researchers.
<b>7</b>	Practice 3 : Matching Card about parts of body, general questions and put them into a sentence.	In this meeting, the researchers conducted post-test which consists of 5 words (parts of body) and 4 sentence (General Conversation). The questions presented in the same form and level of difficulty with the pre-test.

Reflecting of the observation done would be discussed in this section. From activity 1 and activity 2 students interest has increased in leaning English. Students more easy to remember because they say usually repeat the words. From the observation result it can be take a conclusion that not all of them get interest to learn English. Only 1 student get a little interest because he has a seizure disease.

**Table 3.** Improvement on attitude and behaviour

<b>Points</b>	<b>Former Condition</b>	<b>Improvements</b>
<b>Activeness</b>	On the first meeting, students looked like confused and hard to understand the material. Students just silent and nothing to do if the researchers not intruct to them. The researcher always try to explain the meaning of learning english with slowly intonation, because if we give quick intonation they can miss some words which really important.	The students seemed more action in learning process. They try to ask some questions to the reseracher and discuss with group about how to do the subject. It seemed enjoyment with an interesting media.
<b>Enjoyment</b>	At the first meeting the students seemed less enjoying and busy with themselves. besides	After being given what they need they become more

	they need special attention. then the researcher must obey what they need. because if students do not enjoy or focus at the material so the other students also will not focus or not enjoying because there is one student who is less in the attention given by the researcher	enjoying the material, with the method that the researcher gives. they try to focus with lessons.
<b>Anthusiasm</b>	at the first meeting the students look less enthusiastic because they are less and rarely learn English because for them speak Indonesian is also still lacking and must learn this foreign language was troublesome for them	the students became very enthusiastic about the English lesson because the researcher used a method that attracted the attention of the students by using media matching card. the students became more enthusiastic and more fun with what they learned
<b>Interested</b>	the students are really interested in foreign language lessons and of course English, and they try to remember what sentences they already knew in English, and their main problem is that they have difficulty memorizing what sentences they have learned	the students are interested in the English lesson because the researchers use media that helps students to memorize word for word using matching card. This interest is not only about the material but also makes the students become more active to memorize, write, and speak English

The researchers can draw a result of students after doing the learning English using matching card. Furthermore, below is a diagram of the development of the average value of students' writing skill :

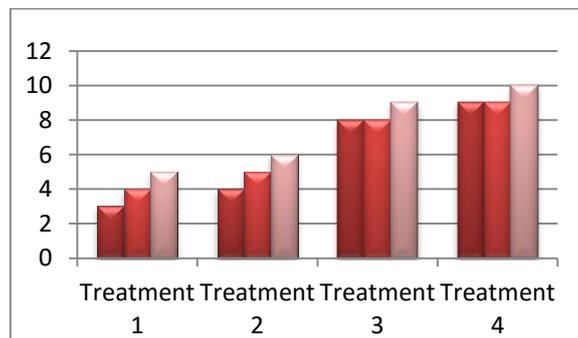


Diagram 1. Development of the Average Scores of Students Interest.

The result of observations and interviews, it was found that students feel the benefits during the implementation of Matching Card Media. This is because during the learning process, they get accustomed to know the purpose of learning. By using Matching Card Media, students can more

focused about the material, and learn english with cooperative learning. Students know about the material and see the subjects in the real life as they can get more understand. The researchers can see that students feel really enthusiasm to learn english using matching, because the media full of colour and with visual aids. The learning process were not looked bored, but interested. As the result students really interested in learning english that different than before.

## Discussion

Based on the research questions in the first chapter, it can be concluded that Improving students' interest by using matching card media in learning english to Intellectual Disability at SLBN Al-Hikmah Padalarang, From the result of thiss study some suggestion to note include :

1. Improving students interest by using matching card can be used in the SLB classroom, the results of research students become more interested in learning a foreign language and in addition to making students more focused and diligent to write. so this learning strategy can be applied for children with special needs.
2. This research uses qualitative methods. For futher research quantitative methods can be used in order to create more varied research results but can be accounted for.
3. This research assesses students' interest by using score analysis. this assessment is time consuming if the students are many, because the number of students we studied is only 8 people so the assessment is quite timely, for the future if the number of students will be in more than this research so this scoring analysis will be time consuming. the process of assessment and recapitulation of analiytic scoring results will be the longest process.

## CONCLUSION

1. Matching card effects students to be more effective in learning process and improve their writing skills.
2. Students feel enthusiasm to learn english especially in writing skills about the things that they see around them because of visual aids.
3. Using matching card can improve students interest in learning process and make situation in the class feel better then before.
4. Students quick repond when they learn english by using matching card.

## ACKNOWLEDGMENTS

The Writers would like to say thank you for our supervisor, head of school, teachers, students at SLBN Al-Hikmah Padalarang, our parents, and all people who supported and prayed us in writing who cannot mention one by one.

## REFERENCES

- Anderson T W. (2015). On Card Matching, *14*, 432.
- Barnett M A. (1992). Writing as a process. Retrieved from [http://web.pdx.edu/fischrew/courses/advanced/methods\\_docs/pdf\\_doc/wbf\\_collection/0001\\_0050/0009\\_B%09arnett\\_writing.PDF](http://web.pdx.edu/fischrew/courses/advanced/methods_docs/pdf_doc/wbf_collection/0001_0050/0009_B%09arnett_writing.PDF)
- Boonchom, S. (2012). The Development of Standards, Factor, and Indicators for Evaluating the Quality of Classroom Action Research.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. London: Longman.
- Cottis, T. (2009). *Intellectual Disability, Trauma, and Psychotherapy*. USA and Canada: Routledge.

- Hendra, S. (2009). *Menjadi Manusia Pembelajar*. Jakarta: PT. Elex Media Komputindo.
- Hosseini, M., Taghizadeh, M. E., Abedin, MJ. Z, & Nseri, E. (2013). In the importance of EFL learners' writing skill: Is there any relationbetween writing skill and content score of English essay test? *International Letters of Social and Humanistic Sciences*, 3.
- Huy, N. . (2015). Problems affecting learning writing skill of grade 11 at Thong Linh high school. *Asian Journal of Educatonal Research*, 56.
- Mangal, S. K. (2007). *Essentials Of Educational Phsychology*. New Delhi: Prentice Hall.
- Samson G. (1985). *Writing systems: A linguistic introduction*. Stanford: Stanford University Press.
- Santoso, H. (2012). *Cara Memahami dan Mendidik Anak Berkebutuhan Khusus*. Yogyakarta: Gosen Publishing.
- Sobur, A. (2003). *Psikologi Umum*. Bandung: Pustaka Setia.