



Classroom Action Research Journal 1 (1) (2017) 21-27

Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



The Differences in the Implementation of Make a Match and the Round Table Learning Methods on Economics Learning Outcomes

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DOI: 10.17977/um013v1i12017p21

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History Article

Received 15 January 2017
Approved 18 February 2017
Published 7 March 2017

Keywords

Make a Match, Round Table, Learning Outcomes

Abstract

Economics learning outcomes in X Social Science Class in State Senior High School 2 of Lamongan is Relatively Low, Researcher knows this condition was based on the last test scores from the economic teacher. To solve this problem, teachers are expected to the make the learning ambience more interesting. If the teacher can create an attractive learning ambience, the student's learning outcomes will increase. One of strategy that can be applied by teachers is using cooperative learning. Cooperative learning strategies consist of several kinds. In this research, Researcher applied two kinds of cooperative learning methods; make a match and roundtable. The purpose of this research is to determine the difference in student's economics learning outcomes who taught by making a match and round table. This research used quasi-experimental research (quasi-experiment) with nonequivalent control group with pretest-posttest design. The results of this research concluded that there are differences in economics learning outcomes who taught by make a match and a round table in the X Social Science Class in State Senior High School 2 of Lamongan. The learning results who taught by make a match methods was upper than students who are taught by a roundtable methods.

How to Cite

Prayitno, P. H (2017). The Differences in the Implementation of Make a Match and the Round Table Learning Methods on Economics Learning Outcomes. *Classroom Action Research Journal*, 1(1), 21-27.

INTRODUCTION

Learning and teaching are two elements which are closely related. When learning is closely related to the student's activity, then learning is a combination of the activities of teachers, students, and other supporting activities. The learning process can take place properly if there is a good cooperation between students and teachers. If the learning activities can take place properly, student's learning outcomes are also expected to increase. In reality, student's economics learning outcomes in class X Social Science Class in State Senior High School 2 of Lamongan was still relatively low. These data were derived from the document of the economics teacher.

To overcome this problem, the researcher wants to implement cooperative learning strategies. Majid, (2013: 174) described that cooperative learning is a learning model that prioritizes cooperation to achieve the learning objectives. Cooperative learning (cooperative learning) is a form of learning by students studying and working in small groups collaboratively, whose members consist of 4-6 people, with a heterogeneous group structure. Cooperative learning constitutes the learning process with the concept of groups. Each student in a group must work together to solve the problems given by the teacher. The group distribution is conducted carefully. Teachers should consider all matters to make the groups.

Sanjaya (2011: 242) claimed that cooperative learning constitutes a learning model by using the grouping system or a small team, the 4-6 people who have academic ability, gender, race or ethnicity different (heterogeneous). According to Sanjaya (2011), cooperative learning procedure essentially consists of 1) explanation of material; 2) Group Learning; 3) Assessment; 4) Team Recognition. According to Suprijono (2015: 77) stated that there are five elements in cooperative learning which should be implemented:

1. Positive interdependence
2. Personal responsibility
3. Face to face promotive
4. Interpersonal skills
5. group processing

There are various kinds of cooperative learning strategies (cooperative learning). However, in this study researcher identified only two (2) methods of learning; make a match and a roundtable method. Both methods are derived from cooperative learning.

The method of make a match make students looking for a partner while learning a concept or a particular topic in an interesting classroom ambiance. This method can be implemented to all subjects and grade levels (Huda, 2013: 135). The concepts which are summarized in the make match cards can be easier for students to learn and understand the material in a simple and joyful way that can be used as a reinforcement or repeat material that had previously been explained (Pertiwi, et al., 2015: 796). From the description above, it can be concluded that the make a match learning method is a method of learning with media in the form of questions and answers cards. Each student is given a card which consists of the cards as well as answer any questions. They interact in groups to look for pairs of questions and answers cards.

Researcher arranges the strides of the make a match learning methods implemented in this current study, as follows:

1. The teacher explains the learning materials that will be discussed on that day.
2. Teacher forms small groups of 4-6 students.
3. Teacher explains the learning implementation procedures
4. Teacher distributes the 'questions and answers cards.'
5. Each group should take 5-10 minutes to find a pair of 'questions and answers cards.'
6. The teacher tells students to hand in their job.
7. Teacher and students discuss the answers to the questions in the card
8. Teacher conducts an evaluation.

Teacher gives rewards to the group that has the highest score.

Roundtable learning method is under coverage of cooperative learning. Lie (2002: 63) mentioned that roundtable can be used in all subjects and all age levels of the students. In roundtable learning activities, each member of the group had the opportunity to give their contribution and listen to others opinion and thought.

Millis (2002: 6) in IDEA paper stated that the roundtable, a cooperative learning structure useful for brainstorming, reviewing, predicting, or practicing a skill. More importantly, it builds team cohesion and Reinforces the power of teamwork Because students see in action the value of multiple Viewpoints and ideas.

Based on the description above, it can be concluded that the roundtable method learning is under coverage of cooperative learning comprising 4-6 students in a group with a structure of bench encircling. The implementation of the roundtable method can be customized according to the needs of material and classroom conditions. Characteristic of the roundtable learning method is sharing an opinion or thought from each member in the group.

Researcher arranges the strides of the roundtable learning methods implemented in this current study, as follows:

1. The teacher explains the learning materials discussed on that day.
2. Teacher forms small groups of 4-6 students in a circular structure.
3. The teacher explains the learning implementation procedures.
4. Teaches gives structured assignments to each group.
5. Each group is given 25 minutes to finish the assignment.
6. All members of the group get two minutes to answer the questions in turn. Turn to answer the question is determined based on a clockwise direction.
7. Teacher and students discuss the answers to the discussion problems.
8. Teacher evaluates the student achievement.
9. Teachers give rewards to the group that received the most points.

Although both methods are derived from cooperative learning, they have different characteristics. If the make a match teaching methods has the principal characteristic which is the learning media in the form of cards of encrypted questions and answers, while the roundtable method is a kind of learning that give priority to the sharing opinions in turn as the direction of clockwise. The make a match and roundtable learning method will be further applied in two distinguished classes.

Learning outcomes are the result and improvement of the learning process. Improvement in the learning outcomes is complex. The improvement that occurs should include comprehensive behavior. Sudjana, (2010: 3) believed that student

learning is essentially extensive behavioral changes, covering the fields of cognitive, affective and psychomotor.

The three aspects are very essential to be considered in the assessment. A cognitive aspect related to knowledge of students in the learning process. Affective aspect deals with aspects of the attitudes and behavior of students in the learning process. Meanwhile, psychomotor related skills of students. In this study, the researcher only focused to observe student learning outcomes in the cognitive domain. Cognitive really need to get more attention because it is directly related to students' mastery of knowledge and understanding of the learning materials. The Researcher takes measurements of learning outcomes through the pretest and post-test. In addition, researchers will also look at the gain score value derived from the difference between the pretest and post-test.

This study aims to determine the differences in economics learning outcomes through the implementation of make a match and a roundtable learning methods. This study will arrive at finding out the more effective learning method to improve the outcomes of X Social Science Class in State Senior High School 2 of Lamongan. Meanwhile, the hypothesis formulated by the researcher is as follows: 1) Supposedly, there are differences in learning outcomes of economics students taught using make a match and a roundtable learning methods on X Social Science Class in State Senior High School 2 of Lamongan; 2) Supposedly, economics learning outcomes of students taught using make a match learning methods is higher than the roundtable.

METHOD

This present research used quasi-experimental study with the design framework is nonequivalent control group design using pretest-posttest. This study used two groups comprising experimental class taught using make a match methods and control classes taught using roundtable methods. Quasi-experimental research design in this study is shown in the following table:

Table 1: The design study

X Social Science 5	X	Q ₁	Y
X Social Science 3	X	Q ₂	Y

Source: processed by researchers

Description:

X Social Science 5: experimental class

X Social Science 3: control class

Q₁: make a match method

Q₂: round table method

X: pretest

Y: post-test

The differences in the implementation of the learning method between the two groups will be tested to determine learning outcomes derived from the pretest and post-test. The study also identified the value of gain score which indicates the level of improvement in the student's score before and after the implementation of learning methods. The population of this study consisted of all students of X

Social Science class comprising 196 students. While the sampling technique was a purposive sample that eventually determined the X Social Science Class 5 as an experimental group and X Social Science Class 3 as a control group.

The research instruments of this study question sheet and observation sheet. While data collection techniques performed in three ways; engineering tests, documentation, and observation. The instrument testing of this research consisted of: (1) validity, (2) reliability, (3) test of distinguishing questions, (4) test of question difficulty degree.

Meanwhile, the data analysis technique of this study consists of three types, including: (1) normality test, (2) homogeneity, (3) t-test. The analysis will find out the differences in economic learning outcomes of students taught using make a match and roundtable methods. In addition, based on the results of the analysis can also be known the more effective learning method to improve student's learning outcomes.

RESULT AND DISCUSSION

The research results obtained by the researcher:

Pretest

Table 2. pretest data

	N	Mean	Min	Max
Social Science 5	32	44.38	35	75
Social Science 3	36	44.31	25	65

Source: processed by investigators.

Based on data in the table, it can be concluded that the average value of pretest the experimental class (X Social Science Class 5) and grade control (X Social Science Class 3) has a similar average. This indicates that both classes have the similar average of initial capability.

Post-test

Table 3. post-test data

	N	Mean	Min	Max
Social Science 5	32	85.69	74	97
Social Science 3	36	81.14	73	94

Source: processed by investigators.

Based on data in the table, it can be concluded that the average score of post-test in the experimental class (X social science 5) and control class (X social science 3) have a different average. This indicates that both classes have a different ability average.

To test the hypothesis made by the researcher, the researchers conducted an analysis on the value of post-test and gain score. Here is the result of t-test toward the value of post-test and gain score:

1. t-test for post-test

Table 4. Results of t-test toward post-test

Class	N	Mean	Sig.	T _{cal}	T _{tab}
Social Science 5	32	85.69	0,005	2,897	1,996
Social Science 3	36	81.14			

Source: processed by investigators.

Based on the table above, it can be concluded that the average of the two samples is different or not identic, because the significance value is $(0.005) < (0.05)$ and $t_{\text{calculate}} (2.897) > t_{\text{table}} (1.996)$.

2. Results of t-test toward gain score

Table 5. Results of t-test toward gain score

Class	N	Mean	Sig.	T _{cal}	T _{tab}
Social Science 5	32	41.31	0,020	2,378	1,996
Social Science 3	36	36.83			

Source: processed by investigators.

Based on the table above, it can be concluded that the average of the two samples are different or not identic, because the significance value is $(0,020) < (0,05)$ and $t_{\text{calculate}} (2.378) > t_{\text{table}} (1.996)$.

Because the t-test results toward the result of both post-test and gain score found an average of two samples are different or not identic, it can be concluded that there are differences in learning outcomes of economics students taught using make a match and roundtable learning methods. It can be stated that the hypothesis is not rejected at the 0.05 significance.

The results of student's economics learning taught using make a match learning methods is higher than students taught using roundtable method. It is caused by several factors, including:

1. The students who are taught using make a match methods are more active to participate in learning. This is due to the presence of questions answer cards that make students more enthusiastic to participate in learning.
2. The students who are taught using make a matching method can work well among the members of the group. This was shown when the whole group tried to find the pairs of questions answer cards.
3. The students who are taught using roundtable method are less able to work well. It was shown by the learning process which was still dominated by students who have the higher ability. Students who have less ability were simply writing down their answers carelessly.
4. The students who are taught using learning roundtable method looked less enthusiastic in following the lessons. This is because in the roundtable learning did not use instructional media in the form of cards.

However, behind the accomplishment of the implementation of make a match method, there are also some drawbacks when applying the make a match method in the classroom as follows;

1. The class was noisy because each member of the group busy to find out the questions and answers cards.
2. The time limitation set up by the teacher made students more excited. However, the time limitation sometimes makes students careless in determining pairs of cards.

As the implementation of make match methods, although the implementation of the roundtable method was less successful, it has some advantages as follows:

1. The implementation of the roundtable can train students to listen to and respect others opinions. They can share information and knowledge.

2. The implementation of the roundtable method can train students to sharpen students' thinking skills, either individually or in groups.

Based on the results of the discussion above, it can be concluded that there are differences in student's economics learning outcomes who are taught using make a match and round table methods. The students who were taught using make a match learning method has higher learning outcomes than students who were taught using roundtable learning method.

CONCLUSION

Based on the analysis of the data that has been presented in the previous chapter, we can conclude some of the following:

1. The implementation of make a match teaching methods toward the learning outcomes in class X social science 5 showed higher results than the implementation of roundtable learning methods in class X social science 3,
2. The implementation of roundtable method toward the learning results in class X social science 3 showed lower results than the implementation of make a match learning method in X social science 5
3. There are differences in the student's economics learning results taught using make a match and a roundtable learning methods. Learning outcomes of students taught using make a match method were higher than the students taught using the roundtable.

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