LEARNING MODEL: MAMA (An Alternative to Improve Learning Outcomes English Finite Students of SMP Negeri 11 Palu City)

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ABSTRACT: Based on the results of pre-observations in class and the results of informal interviews with English teachers at SMP Negeri 11 Palu several months ago, several experiences revealed that teachers do not yet have a clear model of how to synchronize methods and approaches to suit the students' needs, especially teaching methods and techniques that suit students' needs to overcome the inability to understand and use *'English Finite'* appropriately and correctly according to the procedures for using a sentence in English. Students experience difficulty in using *'English Finite'* when practicing speaking and writing. Therefore, the aim of this research is to reveal and prove that through the '*MAMA*' type cooperative learning model, students can improve their mastery of 'English Finite' in everyday English practice. This research is experimental research to test a '*MAMA*' type cooperative learning model. The research sample was 18 students from class VIII A as the control class group and 20 students from class VIII C as the experimental class group, at SMP Negeri 11. Furthermore, treatment or application of the '*MAMA*' type cooperative learning model was only given to the experimental group, while the control class underwent the application of conventional learning. Data collection was carried out by giving tests to both groups. Based on the pre-test results, the experimental group was 51.5, while the control group was 50.83. Furthermore, after implementing *MAMA* type learning, the experimental class was given a posttest and the result was 65.78, while the control class went through conventional learning and the posttest result was 58.23. This indicates that the increase in the 'mean score' of the experimental group was much higher than that of the control group. It can be concluded that by implementing '*MAMA*' type cooperative learning can improve students' ability to write precise and correct *English Finite* in making descriptive texts.

KEYWORDS: Cooperative Learning Model, Type of Make a Match (MAMA), EnglishFinite.

I. INTRODUCTION

One aspect of grammar in the process of teaching and learning English in the classroom that must be addressed as soon as possible in this research is how learning *English Finite* can minimize errors made by students both in creating written texts and in oral form, so that in its application, both in writing and in oral form can be realized correctly.

English Finite is a language element that is not found in Indonesian. *Finite* is a part of a group of verbs (verbs) that express '*tense*' (present and past), '*modality*', and '*polarity*' (positive and negative). In simple language, '*Finite*' is a verb or part of a 'verb phrase' which is influenced by its environment (Aguestin: 2004)

The problem of using *English Finite* is very urgent, considering that every lesson carried out by students, especially at junior high school (SLTP), is always presented with subject matter for reading, writing and speaking which always contains *English Finite* in the materials. the learning. Based on the results of the researcher's pre-observation, it is very clear that in the teaching and learning process in the classroom, teachers in their teaching tend to place more emphasis on understanding English texts, both written and spoken. In these texts you can find *English Finite* which expresses '*tenses*', *modality'* and '*polarity*'.

In the aspects of *'tenses, modality'* and *'polarity'*, many students still do not understand and in the end, using *English Finite* incorrectly. Inappropriate sentence patterns written and expressed orally. In Agustien's (2001) research, it was found that interpersonal meaning is the meaning that is most difficult or slow to be mastered by students. Furthermore, he discovered that in the *clause*, this meaning is realized in the *Subject* and *Finite* and it is in this area that our students are usually confused. In fact, if students do not properly manage this area, it is likely that the pragmatic meaning will not be conveyed.

LEARNING MODEL: MAMA (An Alternative to Improve Learning Outcomes English Finite Students of SMP Negeri 11 Palu City)

The researcher's assumption is that the mistakes made by students may be a lack of practice and lack of practice in their learning, or it could be that they need to explore learning techniques and models that make students happy and willing to study more actively so that mistakes in using *English Finite* can be overcome or at least can be avoided or reduced.

Agus Widyantoro (2017) states that students should be given as wide an opportunity as possible to use the target language to communicate. Therefore, the material developed needs to include interactions that allow students to use the target language to communicate. The material does not only teach about language, but must contain exercises for students to use that language. Thus, learning models should be created so that students can interact with each other as much as possible so that sharing and sharing of knowledge occurs (students-centered learning).

Researchers chose the '*MAMA*' learning model because it provides many opportunities for students to communicate more actively with teachers or other students in the class. In this model, each student is given the opportunity to collaborate with fellow students in their learning process by looking for pairs (questions and answers) from the cards given by the teacher to each student. In this way, a more lively situation can be created thanks to increased learning motivation due to mutual sharing of knowledge and opinions from each student. The competition looks for partners, namely each holder of a question and answer card, competing with other card holders to be the best. The pair that can find the question card pair will get points.According to Rusman (2011), the '*MAMA'* learning model is a type of cooperative learning developed by Lorna Curran (1994) where the advantage of this learning model is that students look for partners while learning about a concept or lesson topic in a fun atmosphere. Furthermore, Suyanto (2009) states that the '*MAMA*' learning model is a learning model where the teacher prepares cards containing questions or problems and prepares answer cards then students prepare their card pairs.

Miftahul Huda (2012) states that the '*MAMA*' learning model is a conceptual approach that teaches students concepts actively, creatively, interactively, effectively, and is fun for students so that concepts are easy to understand and long-lasting in students' cognitive structures.

Several research results show that learning outcomes can largely be determined by how to transfer knowledge to students. Therefore, learning models and strategies play a role in this matter. Suharlina's research results (2015) found that there are several factors that really determine the success of learning, including the approach to learning factor, the type of student learning effort which includes strategies, methods used by students to learn lesson materials. Furthermore, research results from Helda Yeti (2018) found that using the *'Make a Match'* (*MAMA*) learning model, namely a cooperative learning model, can improve learning outcomes because students exchange ideas/opinions with their friends and foster a sense of solidarity among students.

Based on the research findings, the researcher wants to prove whether the *MAMA* type cooperative learning model is also suitable to be applied in the field of English education, considering that learning English is somewhat different from learning in other fields of study, because this field of study is not the language of the students. Apart from that, this learning model places more emphasis on cognitive and affective understanding, while English, apart from its affectivity, is also very important in the psychomotor aspect, namely how to use English as a global language.

In connection with the problems faced by students in learning English, researchers offer and practice a *MAMA* type cooperative learning model to students to improve their understanding and ability to use *English Finite*. Can this '*MAMA*' learning model improve the mastery of English Finite for students at SMP Negeri 11 Palu?The aim of this research is of course to reveal and prove that through the '*MAMA*' type cooperative learning model, students can improve their mastery of *English Finite* in written form (writing) through the media provided, namely describing (descriptive text) something, whether in the form of objects, a person, animal, and so on by using appropriate *English Finite*, especially in writing English sentences.It is hoped that the results of this research will become input in developing effective learning models that can be implemented by school teachers, especially in junior high schools (SLTP), so as to make students happy and motivated to learn and ultimately arouse enthusiasm for learning English.

II. RESEARCH METHOD

This research is experimental research. Experimental research is research carried out by carrying out manipulation with the aim of determining the effects of manipulation on the observed individual behavior. The reason for choosing this method was because it was deemed suitable for researching the problem of minimal understanding and correct use of *English Finite* for students and then manipulated by treating the research sample with the *MAMA* type cooperative learning model in order to increase understanding and correct use of *English Finite.*

In this research, researchers used a repeated experimental design (Pretest-Posttest Control Group Design), namely a form of experiment carried out by carrying out initial measurements or observations before and after the treatment was given to the

LEARNING MODEL: MAMA (An Alternative to Improve Learning Outcomes English Finite Students of SMP Negeri 11 Palu City)

experimental group and the control group. For more details, this design model is shown as follows:

Table.1 Experimental Design Model Pretest-Posttest Only Control Group Design.

R   01   (X)   02
R   03   (X)   04

Description:
  R: Random
  01 : Experimental Group Pretest
  02 : Experimental Group Posttest
  03 : Control Group Pretest
  04 : Control Group Posttest
  X : Treatment (*MAMA* Learning Model)

It should be noted that this research design meets the design requirements for experimental research because randomization was carried out. Therefore, conclusions regarding the influence of the independent variable on the dependent variable are more accurate because the two groups have the same and equal position. The influence of the independent variable on the dependent variable can be seen from the difference in Pretest (O1) and Posttest (O2) scores. If there is a difference between the Pretest and Posttest scores, where the Posttest score is significantly higher than the Pretest score, then it can be concluded that the treatment given has an influence on the changes that occur in the dependent variable.The population of this study were students in class VIII of SMP Negeri 11 Palu, totaling 4 parallel classes. However, to determine the research sample, the researcher took it randomly because the students' level of *English Finite* mastery was more or less the same as their level of understanding. Thus, the samples for this study were class VIII A and Class VIIIC. Then the class was determined to be the experimental group and the control group class. Finally, based on the lottery carried out, the Experiment group class was class VIIIC with a total of 20 students and the Control group class was class VIIIA with a total of 18 students.To obtain valid data in this research, appropriate data collection techniques are needed because it is a very important part of the research process because the data collected can describe the true condition of the subject. To find out whether the *MAMA* type cooperative learning model can improve the understanding and correct use of English Fine among students at SMP Negeri 11 Palu, the researcher will use an instrument, namely the Written Test. This written test is given in a staggered form, where one genre of text is given and each student completes it according to the appropriate and correct content of the text and contains clear meaning.At the research preparation stage, researchers have the same role, namely discussing things to prepare before going into the field. At the stage of implementing the first meeting, the researchers had the same role, namely distributing test sheets to the experimental group and control group to determine the students' prior knowledge as a form of pre-test. At the teaching (treatment) stage, each researcher has a different role where the head researcher teaches and applies the '*MAMA*' learning model in the class, while the first and second research members distribute the equipment needed by students in the class. Meanwhile, the fourth research member monitored the course of the teaching and learning process (treatment). After completing the treatment (teaching) in the experimental class, the researchers shifted to the control class by teaching the same material, but did not provide the '*MAMA*' learning model treatment, but in teaching *English Finite* applied conventional learning which was often practiced by teachers -their teacher. The number of meetings was the same as the number of meetings held in the experimental class. After several meetings, a post-test was given to both groups. The form of the post-test given is the same. This form of test is used to determine the success of teaching *English Finite* during several meetings in class.Data collected from the results of the 'pre-test' and 'post-test' were analyzed quantitatively, then compared with the 'means scores' obtained from the two groups so that the results could be seen clearly. These results can provide information about this research.

III. RESULTS AND DISCUSSION

A. Research Results.

In this section the researchers present and describe the test results obtained, starting from the pre-test results and post-test results given to the students who were the samples in this study.

Pretest Results

This research is a form of experiment, where before implementing *MAMA* (Make a Match) type cooperative learning, the researcher gives a pretest to measure students' prior knowledge. This test is to determine the prior knowledge of students' ability to use *English Finite* appropriately and correctly in creating descriptive text that describes an object in the form of a description

LEARNING MODEL: MAMA (An Alternative to Improve Learning Outcomes English Finite Students of SMP Negeri 11 Palu City)

of a person before being given treatment, namely the application of *MAMA* type learning. The results of the pretest carried out on August 1, 2023, both the experimental group and the control group can be seen as follows:

Table 2. Experimental Group of Pretest Results

No	Initial Names	Max. score	Row Score	Standart Score	Criteria
1	MR	20	9	45	Failed
2	NA	20	12	60	Average
3	AN	20	11	55	Failed
4	ZX	20	10	50	Failed
5	MS	20	14	70	Very Good
6	FT	20	12	60	Average
7	KD	20	13	65	Good
8	FK	20	11	55	Failed
9	FG	20	11	55	Failed
10	HK	20	11	55	Failed
11	KZ	20	15	75	Very Good
12	RH	20	12	60	Average
13	AP	20	12	60	Average
14	AD	20	8	40	Failed
15	Ms	20	6	30	Failed
16	BN	20	9	45	Failed
17	AI	20	9	45	Failed
18	SF	20	9	45	Failed
19	NB	20	5	25	Failed
20	NK	20	7	35	Failed
Total Score				1030	
Means score of Pretest				51,5	

After looking at the table of pretest results for experimental class students, it can be seen that there was a student who got a score of 75 (very good), as well as a student who got a score of 70 (very good). Most of them got a score of 60 (average). The table above can also be seen that there are some students who still get very low scores, namely a score of 55 (failed) and even some students still get a score of 25. This indicates that the majority of students do not know the appropriate and correct use of *English Finite* in writing descriptive text even though the text is very simple. Furthermore, after knowing the individual pretest scores in the experimental group, the researcher calculated the 'means score' using the formulation from Arikunto (2013) as follows:

$$M = \Sigma/N$$
$$= \frac{1030}{20}$$
$$= 51,5$$

Table 3. Control Group of Pretest Results

No	Initial Names	Max. Score	Row Score	Standart Score	Criteria
1	RE	20	9	45	Failed
2	AY	20	12	50	Failed
3	NA	20	11	55	Failed
4	AK	20	10	45	Failed
5	AN	20	14	50	Failed
6	RB	20	12	65	Good
7	AT	20	13	70	Very good
8	SR	20	11	40	Failed
9	RF	20	11	50	Failed
10	AL	20	11	65	Good
11	GP	20	15	65	Good
12	NF	20	12	50	Failed

13	IR	20	12	60	Average
14	AL	20	8	55	Failed
15	AR	20	6	70	Very Good
16	FS	20	9	55	Failed
17	WW	20	9	30	Failed
18	JB	20	9	50	Failed
Total Score				915	
Means Score of Pretest				50,83	

Based on the table above, it can be seen that the control group's pretest results, the highest score obtained was 70, which was obtained by as many as 2 students. The lowest score obtained from the control group's pretest results was 30. Others received a score of 60. The highest score obtained by students was 50. This shows that students' understanding of the appropriate and correct use of *English Finite* in writing descriptive text is still far from expectations. we are together because if we pay attention to the average score, the control group students got an average score of 50.83. Thus, the 'mean score' of the control class can be obtained as follows:

$$M = \Sigma/N$$
$$= \frac{915}{18}$$
$$= 50,83$$

After giving a pretest to the two groups regarding the use of *English Finite* in descriptive form, it can be seen that the majority of students have not fully understood the use of *English Finite* in creating descriptive texts. This can be seen from the pretest results for both the experimental group and the control group, where the mean score obtained was on average below the KKM English language standards that had been set at SMP Negeri 11 Palu.

Posttest Results

After carrying out several treatments (implementation of *MAMA* type cooperative learning) in the Experimental group, the researcher gave a posttest to this group. The posttest was carried out on August 9 2023, but when the posttest was given to this group, there were several students who did not have time to take this posttest. Likewise, after carrying out the teaching and learning process several times for the control group without implementing *MAMA* type cooperative learning, but only using conventional learning, namely the learning used by their teachers in general. After the learning process was carried out, the researcher also gave a post-test to see the results obtained in the control group. The posttest was given to the control group, namely on August 10 2023. However, when the posttest was carried out in this group, there was one student who did not have time to take the posttest so the number of students who took the pretest and posttest in the control group were different. The post-test results from the two groups can be seen as follows:

Table 4. Experimental Group of Posttest Results

No	Initial Names	Max.Score	Row Score	Standart Score	Criteria
1	MR	20	12	60	Average
2	NA	20	15	75	Very good
3	AN	20	12	60	Average
4	ZX	20	10	50	Failed
5	MS	20	12	60	Average
6	FT	20	17	85	Very good
7	KD	20	16	70	Very good
8	FK	20	12	60	Average
9	FG	20	14	70	Very good
10	HK	20	16	70	Very good
11	KZ	20	18	90	Very Good
12	RH	20	15	75	Very good
13	AP	20	14	70	Very good
14	AD	20	12	60	Average
15	MS	20	11	55	Failed
16	BN	20	10	50	Failed
17	AI	20	12	60	Average

18	SF	-	-	-	-
19	NB	20	10	50	Failed
20	NK	20	16	80	Very good
Total Score				1.250	
Means Score of Posttest				65,78	

Based on the table above, it can be seen that there are several students who got very good scores, namely scores of 90, 85, and 80. This shows that each of these students can better understand the use of *English Finite* through implementing *MAMA* type cooperative learning. If we pay attention to the students' post-test results, the average has increased. However, there are also those who are still not successful in accordance with the completion score (KKM) that has been set at school, but in general they experience an increase in understanding of the test results obtained. After obtaining each student's test results, the researcher calculated the 'mean score' of the experimental class as follows:

M = Σ/N

= 1.250 / 19

= 65, 78

Table 5. Control group of Posttest Results

No	Initial Names	Max. Score	Row Score	Standart Score	Criteria
1	RE	20	12	60	Average
2	AY	20	12	60	Average
3	NA	20	10	50	Failed
4	AK	20	10	45	Failed
5	AN	20	13	65	Good
6	RB	20	12	60	Average
7	AT	20	15	75	Very good
8	SR	20	10	50	Failed
9	RF	20	12	60	Average
10	AL	20	9	45	Failed
11	GP	20	15	75	Very good
12	NF	20	11	55	Failed
13	IR	20	12	60	Average
14	AL	20	10	50	Failed
15	AR	20	10	50	Failed
16	FS	-	-	-	-
17	WW	20	11	55	Failed
18	JB	20	13	65	Good
Total Score				990	
Means Score of Posttest				58,23	

Based on the table above, it can be seen that there were several students who got a score of 75. This was the highest score obtained in the control class. There are some students whose post-test scores are not yet satisfactory, where in general these students get a score of 50, although there is an increase in understanding of the use of *English Finite* in descriptive writing, but there is no significant change, but the average has changed. Next, the researcher calculated the 'mean score' of the control class as follows:

M = Σ/N

= 990 / 17

= 58,23

After comparing the results of the two groups (experimental group and control group), the researchers found that there were differences in test results between the experimental group and the control group. The experimental group's posttest score was 65.78, while the control group's posttest score was 58.23. If you look at these results, of course each group has experienced an

LEARNING MODEL: MAMA (An Alternative to Improve Learning Outcomes English Finite Students of SMP Negeri 11 Palu City)

increase. When comparing the pretest and posttest results of the experimental group, there was an increase in test results of 14.28. This increase is very significant. Furthermore, if you look at the comparison of the control group's pretest results and the control group's posttest results, there was an increase of 7.4. The change is not very significant. When comparing the pretest results of the experimental group and the posttest results of the experimental group, there was an increase of 14.28. This indicates that the implementation of *MAMA* type cooperative learning can increase students' understanding of the use of *English Finite* because it has experienced a very significant increase. Furthermore, if you pay attention to the scores obtained from each student, generally there has been an increase. This can be seen from the completeness score of each student.

B. Discussion

The aim of this research is to improve students' understanding of *English Finite* through the application of *MAMA* type cooperative learning. The hope of this learning model is that students can increase their understanding of the use of *English Finite* when they describe objects/people in English. After implementing *MAMA* type cooperative learning, students generally experience an increase in understanding which can be seen from the research results through the test results obtained, where in the initial test (pretest) students before implementing the *MAMA* type cooperative learning model had an average experimental class score of 51.5. However, after implementing *MAMA* type cooperative learning several times in class, students were given a test (posttest) and the results increased, namely 65.78. This indicates that there has been an increase of 14.28, which is very significant. Even though there was an increase, researchers found and saw that the mistakes made by the majority of students were due to the influence of Indonesian language patterns which were directly transferred into English, without looking at the elements in the use of *English Finite* which must be in accordance with the subject of the sentence being made. (subject-verb agreement).

If you look at the results of previous research, for example research conducted by Sri Selamet (2013) published in the Sebelas Maret University Education Journal, the research results show that most errors in using *English Finite* are because students generally combine English sentence patterns and sentence patterns of Indonesian. The results of this research also found that students generally transfer Indonesian language patterns into English patterns, for example *'He a student*', in using English, students write *'He is a student'* - that is, eliminating *English Finite* (*is*). Likewise, students generally make mistakes due to the influence of Indonesian language patterns, for example *'He study English every day'*, which should be *'He studies English every day'*. This error occurs because it is caused by an '*interference*' problem as well.

The results of research conducted by Dewa Nyoman Suprapto (2020) revealed that the *MAMA* type cooperative learning model can improve the English learning outcomes of class VIII A students, SMP Negeri 1 Ubud. Furthermore, the results of class action research conducted by Samsur (2018), revealed that the *MAMA* type cooperative learning model can improve student learning outcomes from every meeting held in class. The results of research conducted by Darliati, Amra Ariyani, Nurul Asma (2021) revealed that *MAMA* type cooperative learning can improve English learning outcomes for class VIII students at Satap Pulo Bottoa State Middle School. Based on data processing, student learning outcomes have increased at each meeting when compared to before taking action.

The increase in student learning outcomes can be seen from the class average score which was only 58 before taking action and after taking action by implementing the *MAMA* type cooperative learning model in cycle I experienced an increase of 68.78, so the average student learning score in cycle I was 10.78%. In cycle II, student learning outcomes also increased if we compare it with cycle I, namely with a class average of 77.88, an increase of 9.07 with an increase percentage of 18.15%. This means that student learning outcomes have increased in each cycle through the implementation of *MAMA* type cooperative learning.

When looking at the research results published in scientific journals, all the research results reveal that the implementation of *MAMA* type cooperative learning can improve students' English learning outcomes. The results of our research also found that the learning process in the classroom by implementing *MAMA* type learning does provide many opportunities for students to discuss and exchange opinions with each other because they work in groups, teaching each other between one student and another. so that the learning process occurs indirectly.

One type of learning that is interesting and fun and recommended by experts is 'cooperative learning'. According to Faizi (2013), with this learning model teachers are expected to be able to encourage students to feel that they need each other or what is usually called positive interdependence which can be achieved through: interdependence in achieving goals, interdependence in completing tasks, interdependence of materials or resources, interdependence roles, interdependence of gifts. By using this *MAMA* type cooperative model, it can increase social sensitivity and solidarity, enable students to learn from each other about attitudes, skills, information, social behavior and views, enable the formation and development of social values and commitment and there are many other benefits that can be gained. obtained through the use of the cooperative learning model.Kristianti (2010) states that this *MAMA* type learning model can be used as an alternative to increase student motivation and learning

outcomes. Students learn while playing to provide opportunities for students to learn in a relaxed manner and foster a sense of responsibility, good cooperation, sportsmanlike competition and learning involvement. The results of this research also found that starting from the first meeting (treatment I) and subsequent meetings, it seems that the implementation of this *MAMA* type of cooperative learning can make students share their knowledge with each other about what was instructed during the teaching (treatment) in the classroom, resulting in a good academic atmosphere. positive and makes students increasingly focused on the tasks given by the researchers in class. Researchers can state that the learning models, strategies or techniques carried out in the classroom have a strong impact on the teaching and learning process that occurs for students.

IV. CONCLUSION

Conclusion

The conclusion of this research is that implementing *MAMA* type cooperative learning can improve students' ability to write precise and correct *English Finite* in making descriptive texts. The proof can be seen from the means score obtained by the experimental class group before implementing *MAMA* type learning in the classroom was 51.5, but after implementing *MAMA* type cooperative learning students got an increase in their ability to write appropriate *English Finite* in making descriptive texts, namely 65.78.

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