IMPROVING STUDENTS’ READING COMPREHENSION BY USING MAKE A MATCH TECHNIQUE AT THE EIGHT GRADE STUDENTS’ OF MTs AL FATTAH BANYUURIP UJUNGPANGKAH GRESIK

Abdullah Farih
abdullahfarih@unisla.ac.id
Universitas Islam Lamongan

Abstract

Reading is a cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). The objective of this study is to know the application of Make a Match Technique to improve the students’ reading comprehension at the Eight grade students of MTs Al Fattah Banyuurip Ujungpangkah Gresik and to know whether Make a Match Technique is able to improve the students’ reading comprehension in descriptive text. The study was conducted at MTs Al Fattah Banyuurip Ujungpangkah Gresik. The subject of this study was 23 student. This study used Classroom Action Research (CAR) design. The research used pre-test, post-test and observation checklist. To know the students’ improvement in reading comprehension, the researcher uses instruments are test and observation checklist. From the result observation checklist it shows that teaching learning by using Make a Match technique can improve successfully the students’ reading comprehension. The average of preliminary test is 56.82, the result of test cycle I is 73.21 and the result of cycle II is 78.34.

Keyword: teaching reading comprehension, descriptive text, Make a Match

INTRODUCTION

Based on the limitation of the problems, the research problem can be formulated as follow: 1). How is the application Make a Match Technique used in teaching reading comprehension at the Eight grade students of MTs Al Fattah Banyuurip Ujungpangkah Gresik? And 2). Is Make a Match able to improve the students’ reading comprehension in descriptive text?

In this study, the researcher is the theory used reading comprehension and make a match technique. Reading is a cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a mean of language acquisition of communication and sharing information and ideas.

According to Zare (2012; 188) Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. Reading has many type, every type has different definition. According to cahyono (2011:60), there are 2 types of reading: a). Intensive reading is normally conducted in the classroom, uses a relatively short text accompanied by tasks, and is conducted with the help and/or intervention of a teacher. Such a reading practice will be unable to promote learners’ language development (Davis, 1995 as cited in Harmer, 2001:204). b). Extensive reading not given much attention in the school system, it is usually included as one of the major subjects in some English departement. Extensive reading suggest reading at length, often for pleasure and in a leisurely way. It is conducted outside the classroom such as at the self-access centre and library (that is, places where learners can get the reading material), and at home.

Generally, the main purpose reading is to obtain information from the text. According to Grabe (2009:10), the purpose of reading are: One of the most important factors in reading comprehension abilities.
is how reading processes vary depending on the reading purpose. It is clear that reading for entertainment is quite different from reading to learn information or reading to integrate information from multiple sources. It is also clear that skimming a text for a very general idea involves distinct skill combinations from reading for main idea comprehension, the latter being by far the most common type of reading carried out by fluent readers. A critical factor in teaching L2 reading is helping students understand that different tasks and different activities involve differing levels of demand on comprehension. Some tasks require a high level of detailed comprehension. Other tasks may involve the understanding of main ideas and some supporting information.

Based on theory used above, the researcher used make a match technique to active learning student. Make a Match technique is one of alternative technique that can be applied student. This is one of the cooperative learning techniques that can be applied in the classroom. This technique is started from the technique when the students asked to find their card partner. They have to find the partner before the time limit, student who can find the partner will get point.

According to Hamid (2011:228): Make a match technique is interesting technique which used to review the materials givenbefore. But, the new material can also be taught in this strategy with note, the studentsgiven exercise to study the topic that will be taught first, so when enter the class they have had knowledge.

Make a Match is one of cooperative learning technique that is developed by Curran (1994). It is learning using card. It consists of questions card and the other consist of answer from the question (Supriyono, 2009:94). This model can generate student learners to engage actively in learning process. In case, students look for couple while they study a certain topic or concept at the same time in pleasant atmosphere. This technique can be applied for all class level and subject.

**METHOD**

In this study, the researcher used make a match technique to improving reading comprehension. In this research, researcher used the classroom action research (CAR). This is based upon the reason that the researcher attempted to solve the practical problem faced in the classroom. This study used collaborative CAR (Classroom Action Research) design approach was implemented. According to Arikunto (2010:105), classroom action research (CAR) is an approach to improve the education to make changes toward the repairs against the results of education in the learning. The researcher with the classroom teacher planned the action, implemented the action, observed the action and reflected the action.

To obtain the valid data, the researcher used kinds of collection data. For conducting the research, the researcher used four ways of collecting data. The instrument required in this study are: (a) Observation Checklist and Test. The Observation checklist is required to observe the teachers’ performances by using observation sheet during the process of implementing of Make a Match technique in the reading comprehension activities. The researcher interacted with the students as well as teacher, in reading comprehension lesson, researcher observed their reading comprehension. (b). Testis manner teacher giving a task to know the students’ reading comprehension and to see progress of their reading comprehension before and after teaching and learning process. In every meeting, the researcher also assigns students activities of the reading comprehension task. So, the researcher can know the students who their reading comprehension. Such as assign students in the form of a written as test for example, the teacher provides descriptive text and question in the essay form.
RESULT

In this study, the researcher gave implementation for 2 meeting using Make match, and than the researcher gave a test a cycle I. This test is given to know students reading comprehension in first cycle is improved or not from the preliminary test.

Table. The Result of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>70</td>
<td>Failed</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>83</td>
<td>Passed</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>70</td>
<td>Failed</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>68</td>
<td>Failed</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>70</td>
<td>Failed</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>65</td>
<td>Failed</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>68</td>
<td>Failed</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>68</td>
<td>Failed</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>68</td>
<td>Failed</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>70</td>
<td>Failed</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>85</td>
<td>Passed</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>73</td>
<td>Failed</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1684</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td>73.21</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table of the result of the first cycle above, it means that the researcher should repeated there are 73.21% of student scored above KKM (>75), there are 16 students who not pass the score below KKM. So in this second cycle of use Make a Match to improve the student’s reading comprehension was successful.

DISCUSSION

The researcher and collaborator observe the teachers’ activity in teaching and learning process appropriated with observation checklist. In observation checklist, many indicator did by teacher. Indicator covered three procedures, they are: pre-activity, while-activity and post-activity. There pre-activity covered: The teacher opens the class and greets the students, Checked students’ attendance, and the teacher told students the topic of the day. While-activity covered: The teacher explain about descriptive text, after that explained the learning by using Make a Match technique, gives sentence cuttings card of descriptive text about place with different, gives 15 minutes for every group.

Table. The Result of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>83</td>
<td>Passed</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>75</td>
<td>Failed</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>80</td>
<td>Failed</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>80</td>
<td>Passed</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>78</td>
<td>Passed</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>88</td>
<td>Passed</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1802</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td>78.34</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of the test in Cycle II above, it means that in the second cycle there are of students scored above KKM (>75), it is calculated 20 students. There are only 3 student not pass the score below KKM. So, in this second cycle of use Make a Match to increase the students’ reading comprehension was successful.
to do this activity, divided the student in
groups that consists of 5 until 6 students,
the students that have called every group in
a change to reading aloud it in front of
the class or write the generic structure of
every their descriptive text in the
blackboard,oberves the result and
motivated the groups that have not been
successful in generic structure. And the
teacher evaluated the learning result of the
students. The last of procedure was post-
activity: Teacher reviews the material
Gives suggestion to students to study hard,
And then also memorize new material and
closes the class.

But it was not successful, because
the researcher as the teacher did not do all
of the indicators. The teacher did not
success in generic stucture of descriptive
text and evaluated the learning result of the
students.After the researcher gave
implementation for 2 meeting using Make
a match, and than the researcher gave a
test a cycle I.

In this phase, the researcher
implemented Make a Match technique in
reading comprehension class. In applied
this technique done 2 meetings. The
reasearcher is using the same procedure of
teaching and learning in reading
comprehension using Make a Match
technique. But different is theme of
descriptive of yesterday to each group. In
the first cycle the reasearcher use the
theme of place, whereas in the second
cycle the researcher use the theme of artist
and animal. After implementing the
technique finish the teacher held test in
cycle II. This test was to know increased
or not students reading comprehension.After step the researcher
give treatment for 2 meetings using Make
a Match technique, after that the researcher
give test in cycle II. This test is give to
determine students skills in eading
comprehension from the first cycle to
improved or not. The result of the
evaluation test in cycle II.

CONCLUSION

Based on the conclusions above,
the following recommendation that is :For
the English teacher).in general and
particularly those in SMP Islam Tanfirul
Ghoyyi who want to improve the students’
reading comprehension achievement by
implementation of make a match technique
in teaching learning process. b).The teacher
should motivate the students to be active
by giving interesting material and media of
make a match. c. The teacher should give
tryout about the technique to the students
before she/he implemented the technique.

For the students Reading
comprehension is very useful for students,
because in reading students can be able to
know and understand information about
what they read, included reading from
descriptive text by using Make a Match.
In this technique student can learning
active and working group to remember
they memorize. So the students must study
read loud be able improve their reading
comprehension.

For the other researcher In this
study far from perfect but the researcher
hoped this study can support the further
study that may be used consideration for
teaching and learning process in the future.

For the english education In this
Make a Match technique the researcher
hopes this study can support and advocate
apply to improve students’ reading
comprehension.

REFERENCES

Arikunto, Suharsimi. (2010), Prosedur
Penelitian: Suatu Pendekatan

Cahyono, B.Y &Widiati, U .(2011). The
Teaching OF English as a
Foreign Language In
Indonesia.Malang : State
University of Malang Press.

Cathy, Healy. 2002. Reading: What the
Experts Say Fact
SheetTheLowdown on the
NationalReading Panel.


