

THE EFFECT OF MAKE A MATCH TECHNIQUE ON STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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ABSTRACT

The primary objective of this study is to investigate the impact and variations associated with the utilisation of the make a match strategy on the reading comprehension abilities of pupils. The present work employs a quantitative approach and adopts a quasi-experimental methodology. The research was carried out using two distinct groups, specifically the experimental group and the control group. The participants in this study consisted of students from class VIII A and VIII B of SMP Negeri 20 Kabupaten Tebo. The participants in this study consisted of a total of 34 students, with 17 students assigned to the experimental class and another 17 students assigned to the control class. The average findings obtained from both courses were subjected to statistical analysis using a T-test, with a significance level of $\alpha = 0.05$. This phenomenon is observable in both the paired sample T-test and the independent sample T-test. The findings indicate that the mean reading comprehension score of students who received instruction using the make a match technique was 1.175. This result aligns with the hypothesis criteria, which states that a score below 5% would be considered low. A significance level of 0.05 indicates that the alternative hypothesis (H_a) is accepted. Therefore, it can be inferred that the implementation of the make a match strategy has a notable impact on the development of students' learning abilities. In the interim, the outcomes of the independent sample t-test indicated a mean difference of 4.824 and a two-tailed significance level of 0.05 ($1.175 \leq 0.05$). Based on the aforementioned description, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted. This indicates a notable disparity in the application of the make a match strategy between the experimental group and the control group in relation to the enhancement of students' reading proficiency at SMP Negeri 20 Kabupaten Tebo.

Keywords: Experimental, Make a Match Technique, Reading,

A. INTRODUCTION

Learning English is now a requirement for getting into colleges in Indonesia. English majors in college need to know how to do a lot of things, including how to study. Students need to study because that's how they learn new things and expand their information with English language learning tools. According to the 2013 Curriculum, students must now not only want to read the book, but also understand what they have already read. To deal with this, students try to improve how well they understand what they read.

Reading comprehension is being able to understand what you've read and figure out what it means. Students must use both their language skills and their knowledge of how to figure out what something means to interact with the information. It is the same as what Caldwell (2008) said on page 20. He said that reading comprehension is the act of quoting from the text and figuring out what it means by putting it all together. It is important to understand critical understanding with the help of college students. Sarah (2017) says that students who have a good grasp of analysing comprehension can make learning more fun and effective in both their school and home lives.

Analysis of comprehension could be seen as a job that requires reading a text, figuring out what it means, and putting it together with what the student already knows. Reading comprehension is a skill that has to be learned because it requires contact between the reader and the text. The reader has to figure out what the words mean in order to understand the author's point of view. Rashid and Qrquezand (2017). College students have trouble understanding what they read because of how they are taught. Because they don't have a big enough vocabulary, they can't figure out what the book is about. Except that college students are given a certain amount of time to read and understand the book. Irena's arguments for (2015, p. 93): She named a few problems with how well kids understand what they read, starting with a lack of vocabulary.

Having a large vocabulary is important for reading because it helps us understand what we're reading. On the other hand, if a reader doesn't know enough words, it might be hard for them to understand the information. The second problem is that students can't remember a lot of the text at once. They read the information out loud so they could remember what they had read. The last trouble is that there is no goal. Because of this, the teacher has to make them read.

According to a study of data from the Programme for International Student Assessment (PISA, 2018), Indonesian students have set a number of records for how well they can read. Analysis of data from the Programme for International Student Assessment (PISA, 2018) shows that Indonesian students are not as good at reading as they are at maths and science. Students in Indonesia get lower marks for their reading skills than for maths and science. One

expert says, "Indonesian students are good at finding new information, analysing it, and thinking about it, but they are not good at understanding what they have learned." "It's hard for Indonesian students to understand facts.

Research from June 27, 2022, shows that most SMP Negeri 20 Kabupaten Tebo students don't understand what they are reading, which makes them bored when they are learning English texts. In addition to these problems, teachers still teach with old-fashioned methods and don't use any new ways to teach reading. When introducing reading comprehension to a class, a teacher needs to use a range of teaching methods to keep students' attention and make learning fun. There are many ways to teach students how to understand what they read. Some of the most popular ways to learn are the jigsaw technique, silent reading, semantic mapping, skimming, scanning, the create-a-match technique, and others. These ways of teaching reading comprehension make the classroom a safe and enjoyable place to learn.

Make a Match is one way to help kids understand what they've read. In this method, students learn how to understand what they read by using playing cards. There are questions and replies on the cards. The question and answer cards have to do with the topic or material that the researcher or teacher is talking about and are right for it. In light of this, researchers are thinking about using the "make a match" way to teach reading comprehension in schools. The goal of the study is to find out if the create-a-match method has a big effect on how well students understand what they read. The "make a match" method is one way to teach kids. The method is used by telling students that they need to find pairs of cards that are either questions or answers before the deadline. It is thought that when students use the "create-a-match" method, they can study better, understand English subjects more easily, and remember terms quickly. Students get eight points if they can match cards.

The "make a match" cooperative learning method was made by Lorna Curran in 1994. The way people learn how to find a partner is called the "create a match" learning model. Each student gets a card that could have a question or an answer. Then, he looks for a pair of cards that match the one he is holding. The learning setting for the make-a-match model will be loud, but it will also be very cool and fun. Munawar (2013) found that matches can get students interested, get them more involved, and change the way the classroom works. To

make it easier for the students to understand the information, the teacher should use a cooperative learning strategy that fits with how the students learn.

Given the problems the students have with reading, the English teacher should have a good plan to help the students read better. Using a good method to teach reading will make the classroom more fun and help the teacher get the message across. Making a match was chosen as the method of study because it would help the students understand what they were reading. Scientists will do Based on the above claim, try to do a study with the title "The Effect of the Make a Match Technique on Students' Reading Comprehension at SMP Negeri 20 Kabupaten Tebo."

B. METHOD

This type of study involves the utilisation of experimental methodologies to conduct quantitative research. Experimental research refers to a systematic investigation aimed at assessing the impact of administering a certain therapy or intervention on the subjects included in the study. This research experiment seeks to ascertain the substantial impact of a therapy on variables that are not independent. The dependent variable in this study pertains to reading comprehension, whereas the treatment employed is the implementation of the make a match strategy.

The study employed two distinct classes for the research investigation. One of the instructional methods employed in a particular class is the utilisation of the make a match technique, which designates it as an experimental class. The other classes, which are not experimental in nature, are sometimes referred to as control classes. This study aims to assess the impact of implementing a therapeutic intervention in experimental classroom settings.

The research design employed in this study is a pre-test-post-test control group design, which incorporates the use of control classes and experiments. This entails the random selection of two classes, followed by the administration of a pre-test to ascertain the fundamental characteristics of the two classes. Additionally, following the instruction of reading comprehension using various approaches, both groups of students are administered posttests.

The test scores were compared in order to assess the disparity in the impact of the treatment on the experimental group.

C. FINDINGS AND DISCUSSION

1. Finding

The objective of this research is to determine the influence of the make a match strategy on the reading comprehension of students at SMP Negeri 20 Kabupaten Tebo. In the present investigation, Class VIII was assigned the dual role of serving as both the experimental group and the control group. The objective of this study was to ascertain the substantial impact of the make a match technique on students' reading comprehension.

According to empirical study, the utilisation of the make a match strategy has been found to be advantageous in augmenting pupils' reading comprehension abilities. The findings from the pre- and post-tests conducted on both the experimental and control classes indicate a notable disparity between the groups that employ the produce a match method and those that do not.

A total of six meetings were conducted throughout the course of the research project. During the inaugural session, the researcher administered a pretest to the students, which they were instructed to complete using their own individual expertise. Prior to administering the pretest, the researcher initiated contact with the students, introducing himself and providing a comprehensive explanation of the study's aims and objectives. The researcher subsequently elucidated the procedures for conducting the pretest and provided the students with explicit guidelines on appropriate and courteous conduct during the instructional sessions. Subsequently, the researcher extended an opportunity for pupils to inquire about the obligations that were required to be accomplished during the six sessions in both the experimental and control groups.

Based on the outcomes of the pretest, distinct therapeutic interventions will be administered to the two cohorts. The experimental group will receive instruction utilising the "make a match" approach, whereas the control group will be instructed utilising the pedagogical strategies employed by teachers at SMP Negeri 20 Kabupaten Tebo. The researcher

administered a posttest as the concluding phase. The examination consists of a set of 25 multiple-choice questions that have been formulated using descriptive text. The examination was administered to assess the students' level of competence subsequent to receiving therapy. According to the results of the analysis, the experimental group achieved a mean score of 68.94 on the posttest, while the control group obtained a mean score of 64.12. This finding illustrates that the reading comprehension of students showed improvement subsequent to their participation in the develop a match approach therapy. Both groups have satisfied the criteria for conducting the t-test, normality test, homogeneity test, and descriptive analysis test. The test results indicate that there is no significant disparity in the variances of the two groups. This demonstrates that the talents of the two courses can be considered equivalent. Based on the preceding description, the researcher inferred that prior to using the create a match technique, the students' reading comprehension remained at a low level. Additionally, in certain instances, they encountered challenges in comprehending the English material they were reading. The researchers employed the "make a match" strategy in order to motivate students to actively engage in the study of English, thereby enhancing their reading comprehension skills. The test results obtained from employing the make a match strategy provide evidence of this.

Based on a study conducted by Wahyuni (2017), it has been found that the implementation of the Make a Match teaching method can be deemed efficacious in facilitating the development of reading comprehension skills among students. This approach has the potential to augment students' reading comprehension abilities by introducing an element of enjoyment and engagement into the classroom learning experience. The children demonstrated a heightened capacity to comprehend the subject matter due to the enhanced liveliness of the classroom environment. The findings suggest that employing the Make a Match strategy is an acceptable method for instructing children in reading comprehension.

According to Pratiwiningsih (2016), the use of the make a match technique has been found to have a positive impact on students' reading comprehension skills. The children demonstrate a higher proficiency in extracting information from the text due to their use of numerous playing cards and the enhanced enjoyment associated with this approach. Consequently, the reading comprehension score of the students shown a significant increase subsequent to the

implementation of the "make a match" technique, in comparison to their initial performance. This implies that employing the construct a match technique is an appropriate approach to instruct students in reading comprehension of report material.

According to Ayu (2017), the efficacy of the make a match method in facilitating reading comprehension has been demonstrated. The children have demonstrated an enhanced capacity to understand written materials, retain vocabulary or phrases, and grasp the underlying significance of newly encountered terminology. The pupils exhibited a high level of interest in seeing the reading comprehension lesson, as it was delivered using a limited number of playing cards. Consequently, it can be asserted that the implementation of the make a match approach yields favourable outcomes in the enhancement of students' reading comprehension abilities, thereby exerting a beneficial impact on said capabilities.

Numerous studies and theoretical investigations have provided evidence supporting the efficacy of this approach in augmenting pupils' cognitive abilities. In this educational setting, children exhibit a strong inclination towards academic pursuits, as they are motivated to engage with the available learning materials, such as cards, which not only serve as resources but also facilitate learning through the medium of play.

2. Discussion

As was discussed in the part of the article devoted to paired t-tests. It has been established that the create a match approach statistically significantly enhances the reading comprehension of prior students (Mean= 36.24 standard deviation= 13.151); on the other hand, after utilising the build a match method, (Mean= 68.94 standard deviation= 9.647).

The significance level for the paired sample t-test is 1.175 0.05, which indicates that the hypothesis may be Accepted. The students of The State Junior High School 20 in Kabupaten Tebo have shown significant growth in their reading comprehension, as was already indicated, and this growth can be extrapolated from what has been stated.

In addition, based on the results of independent t-sample tests, it was found that there was a significant difference between the means at a level of 4,824 and 2-tailed 0.05 (1.175 0.05). This was the case. As a consequence of this, one might get the reasonable conclusion that the experimental class and the control class both have a unique impact on the students' overall level of knowledge. much though the control class has made progress, the experimental class has made much more progress than the control class has. It was found that in SMP N 20 Kabupaten Tebo, students who were taught using make-a-match techniques had a significantly different affect on their reading comprehension than students who were taught using teacher tactics. These differences were significant.

D. CONCLUSION

The findings of the study make it abundantly evident that the students' grades are quite high. Because of this, industry professionals have high hopes that the English teacher at SMP Negeri 20 Kabupaten Tebo will implement a number of innovative teaching strategies. In addition to this, it can be supported by selecting the proper medium and a strong class. In addition, it is essential for students to take the process of learning seriously because the students' own performance is the primary factor that affects how effectively they learn.

The experimental class, which is taught using the Make a Match method, sees its score go from 36.24 to 68.94, while the control classes, who do not receive instruction using the Make a Match method, see their score go from 31.18 to 64.12. Reading comprehension is something that should be taught using this manner, according to the recommendations of the researchers at SMP Negeri 20 Kabupaten Tebo.

As a result of the fact that utilising this method might assist students in better comprehending what they have read, it is expected that the make a match strategy will be one of the numerous options utilised in the process of increasing reading comprehension. In addition, it is recommended that teachers use activities like make-a-match as an alternative activity for their pupils so that the kids can study and practise in order to get better learning results. Not only should this be done in experimental classrooms, but it should also be done in control classrooms and other types of classes.

It is believed that the make a match technique has the potential to improve students' reading comprehension in a variety of contexts or institutions, which may pique the curiosity of academics who are interested in employing it. The research design might be altered by other researchers, the sample size might be increased, and additional elements might be included.

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