Using Make A Match Method to Improve the Students’ Reading Comprehension at SMP Negeri 2 Bantaeng

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Abstract
The objective of this research was to find out whether using the make a match method improves the students’ reading comprehension. This research took place at SMP Negeri 2 Bantaeng. The population of this research was the students of SMP Negeri 2 Bantaeng. The researchers used a simple random sampling technique. The instrument of this research was a reading test which was administered as a pre-test and post-test. Based on the result of the mean score, the researchers found the use make a match method can improve the students’ reading comprehension. It was proved by the result of the post-test which was higher than the result of the pre-test (60.60 > 76.40). The result of the t-test concluded that the students taught using the make a match method got better scores after treatment by using make a match method. Then, the researchers concluded that using make a match method can improve the students’ reading comprehension, especially in literal comprehension and inferential comprehension.

Keywords: Make a Match, Descriptive Text, Reading Test.

1. Introduction

English is an international language. English is the concept of English as a global language of communication. In this case, it is useful to establish international relations in terms of communication. Learning English is divided into 4 skills, namely listening, speaking, reading and writing. English must be mastered by students, but many of them do not understand what they read whether it is from books, articles or the internet. One way to gain knowledge is by reading. Reading is a bridge to knowledge. By reading we can know something through reading. Reading comprehension is the ability to understand what they read, both written texts from articles or other sources.

Arif (2011) concluded that reading comprehension can be improved by some reading styles and techniques in reading class. Several factors influence students’ reading comprehension, such as media and technique. The technique is the teacher's way of teaching material or everything that is done by the teacher to help students learn according to the procedure. A teacher should use Techniques in teaching to improve reading comprehension and make students interested in learning.

Based on the statement above, it can be inferred that when students in reading text, they become the most important thing in the reading activity. Comprehension made the students able to determine the essence of the sentence or text and receive the main purpose of the reading process. It is necessary for the students because by comprehension students
can get the aim of reading the text, besides that, by comprehending the text the students will find the gist of the text such as an important message or information from the text.

Reading is also something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. If their reading skills are poor, they are like to fail in their study or at least they had difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studying. The major goals of teaching English, particularly for reading, are to enable students to read books or references written in English and to expand their knowledge in a variety of scientific and technological subjects.

Based on the survey in SMP Negeri 2 Bantaeng which was conducted on Monday 7 February 2022 by interviewing both teachers and students, they had some problems in the learning process, especially in reading, the general problems they faced students such as they have limited vocabulary, so they are difficult to understand the context of the text. The other problems are the students’ uninteresting in English because English is difficult to learn and they learn online. On the other hand, the teachers’ habit in classroom activities still using the classical method of speech, the teacher should be creative to find out the method to help the students to master the four skills of the English language, especially in reading. That’s why it needs a good method to help the students solve the problems. To increase students’ reading comprehension, many methods can be used, one of them is the “Make a Match” method. “Make a Match” have benefit for students, it created an active and fun situation, students had more attention to the material, and increase student’s motivation. The “Make a Match” method is a method to apply. The teacher should apply interesting methods, so make a match may be the right method to improve their reading comprehension.

2. Literature Review

2. 1. Reading Comprehension

2. 1. 1. Definition of Reading Comprehension

Nuttal (1982) defines reading comprehension as the ability of understanding and interpret information in text correctly. Meanwhile, Smith and Johnson (1980) state that reading comprehension is understanding, evaluating utilizing information and gained through the interaction between reader and author.

From the explanations above, the researchers conclude that reading comprehension is a very important thing to apply because without understanding reading, how does the reader understand the meaning of what is written or what they read?

2. 1. 2. Reading Comprehension Level

a. There are various levels in the hierarchy of thinking. Smith & Johnson (1980) categorize the level of reading comprehension skills level into four levels, such as literal reading, interpretative reading, critical reading and creative reading.

b. Literal reading is the most obvious, it is the skill of getting the primary direct literal meaning of the word’s ideas or sentence in the context of the basic of literal comprehension recognizing stated main ideas detail and effect and sequence.

c. Interpretative reading or inferential level comprehension, this level, students go beyond what is sad to read for deeper meaning. They must be able to read critically and analyze carefully what they have read.

d. Critical reading or applied reading is where ideas and information are evaluated. Critical level compares the previous experience to elements and new materials, such as content, style, expression, information and ideas or values of the author.

e. Creative reading. It involves going beyond the materials presented by the author.
Creative reading requires the reader to use the imagination. In creative reading, the reader tries to propose new alternative solutions to the writer.

2. 1. 3. The Process of Reading Comprehension

Nuttal (1982) stated that there are three vital processes of reading comprehension, as follows:

a. Firstly, is about previewing-scanning, searching, reading a bit (heading, illustrations, and paragraph) and setting up some expectations.

b. Secondly, predicting makes guesses which are informed by these expectations, knowledge of the subject, the writer, the type of time writing, of the likely concepts, contents or conventions.

c. The last is about checking: confirming, enhancing or extending predictions or pre-knowledge by using features within the text or resource outside it.

2. 2. Make a Match Method

2. 2. 1. Definition of Make a Match Method

Make a Match method is one of the cooperative learning methods developed and introduced by Lorna Curran in 1994. According to Curran (1994), the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. To provide more understanding about the technique, some information is provided as follows. Make a Match is one of the cooperative learning which can be used in all lessons.

The Make a Match method is a fun learning method and it can also be said that this method is a kind of game. In this method, students are divided into several groups. Each student in the group gets one card. Each student gets a different card. Some get topic cards and other students get simple card descriptions. After they find a match, each student writes according to the text they have paired, and lastly, each group representative reads the results of the text they have matched or paired.

2. 2. 2. Advantages of Make a Match Method

Istarani (2011: 63) adds that the Make a Match technique has several advantages as follows:

a. Each student can be directly involved in answering a question given to them in the form of a card.

b. It can increase the students’ creativity by matching the cards.

c. It can help avoid students from being bored during the teaching-learning process.

d. It can create a more interesting classroom atmosphere.

In line with the above advantages, Supridjono (2010: 97) clarifies that by using the Make a Match technique teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English to junior high school students, teachers can use the Make a Match technique to make teaching-learning easier. When the students are more interested in learning, they will concentrate and participate more actively in class.

Supridjono (2010: 98) has stated that by using the Make a Match technique, the students will get more attracted and pay more attention to their teacher.

2. 2. 3. Teaching Reading Through Make a Match Method

Teachers have an important role in helping students improve their vocabulary knowledge. According to Harmer (2007), there are various ways a teacher can explain the meaning of words when teaching reading and this should be a major part of the teaching performance. Students need to see and hear words in context and see and hear how the words are used. The application of the Make a Match technique needs good preparation.
3. Research Methodology

3.1. Research Design

In this research, the researchers applied a quantitative approach. This research design used pre-experimental research. The researchers put one group and use pre-test and post-test to see the results of the test. The researchers conducted this research in one class. Therefore, the researchers chose one group pre-test and post-test design. The design of the research was shown as follows:

\[ O_1 \times X \times O_2 \]

(Gay, 2006)

O1: Pretest
X: Treatment
O2: Post-test

3.2. Research Variables

The independent variable was the Make a Match Method. It was the method or technique used by the researchers when teaching the material. While the dependent variable was the students’ reading comprehension.

3.3. Time and Location of Research

This research was conducted in the first-semester academic year 2022/2023. The research location was at SMPN 2 Bantaeng which is located at Jl. Mawar No. 26/57, Pallantikang, Kec. Bantaeng, Kab. Bantaeng Prov. Sulawesi Selatan.

3.4. Population and Sample

The population in this research were students of SMP Negeri 2 Bantaeng eight-grade students 2021/2022 academic year. It consisted of 4 classes and the classes are classified based on the students’ registration number when they registered to enter the school. The total number of populations was 104 students.

The population of the research consisted of four classes. By applying cluster random sampling, the researchers took one class as the sample, it was VIII.1 which was selected to be the sample of this research with a total of 25 students at SMP Negeri 2 Bantaeng.

3.5. Research Instruments

The instrument of this research was used for a reading comprehension test. The researchers gave two kinds of tests to the students which were pre-test and post-test. A pre-test was given before giving treatment to the students. This test consisted of 20 numbers to find out the students’ background knowledge of reading comprehension. Post-test was given after giving treatment to the students’ this test consisted of 20 numbers to find out the students’ reading comprehension improvement. The indicator of the reading comprehension test is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Indicator</th>
<th>Number of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literal Comprehension</td>
<td>Identify word meaning</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaning context</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Inferential Comprehension</td>
<td>Identify the main idea</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify relation in the text</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Critical Comprehension</td>
<td>Analysing process of text</td>
<td>0</td>
</tr>
</tbody>
</table>

In this research, the researchers focused to find the improvement of literal comprehension and Inferential comprehension with a total of 9 questions of literal comprehension and 11 questions of inferential comprehension in pre-test and post-test.
3. 6. Procedure of Collecting Data

a. Pretest
The pre-test was the first step of this research before giving treatment. This was evaluating students’ reading comprehension. The test used in this study was a reading text and the test consisted of 20 numbers.

b. Treatment
In the treatment, the researchers gave the treatment to the students by using the Make a match method. The treatment was given in four meetings and each meeting took 90 minutes.

c. Posttest
After giving treatment, the researchers gave a test to the students, and the content of the posttest was used make a match method to answer this test. The purpose of the test was to find out the improvement of the students’ reading comprehension skill.

3. 7. Technique of Data Analysis

In the data analysis, the data were collected through pre-test and post-test. The data were analysed by SPSS (Statistical Package for Social Sciences). Data mean, standard deviation, frequency, percentage, and T-test were calculated by using SPSS.

In calculating the students’ scores in the pre-test and post-test, the researchers used this formula:

\[
\text{Score} = \frac{\text{student's correct answer}}{\text{total number of item}} \times 100
\]

(Kemendikbud: 2014)

To collected data were analyzed by using quantitative analysis and using descriptive statistics. The KKM or the criteria of minimum mastery for English subjects 75. Therefore, the test result data analyzed was using the scores of the students’ reading comprehension using the table below. The classification of students’ scores was using the following scale:

<table>
<thead>
<tr>
<th>No.</th>
<th>Mastery Level</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>93-100</td>
<td>Very good</td>
</tr>
<tr>
<td>2.</td>
<td>84-92</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>75-83</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>&lt;75</td>
<td>Poor</td>
</tr>
</tbody>
</table>

(Kemendikbud: 2014)

4. Findings

4. 1. Students’ Frequency and Percentage of Pretest and Posttest

The researchers gave pre-test and post-test to students. The results of the students’ pre-test and post-test calculated in the table 3 show the frequency and percentage of students; pre-test and post-test results. The frequency and percentage on the post-test are better than the pre-test.
Table 3. Students Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Range Score</th>
<th>Criteria</th>
<th>Pre Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93-100</td>
<td>Very Good</td>
<td>0 0%</td>
<td>1 4%</td>
</tr>
<tr>
<td>2</td>
<td>84-92</td>
<td>Good</td>
<td>0 0%</td>
<td>9 36%</td>
</tr>
<tr>
<td>3</td>
<td>75-83</td>
<td>Fair</td>
<td>4 16%</td>
<td>7 28%</td>
</tr>
<tr>
<td>4</td>
<td>&lt;75</td>
<td>Poor</td>
<td>21 84%</td>
<td>8 32%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>25 100%</td>
<td>25 100%</td>
</tr>
</tbody>
</table>

Table 3 shows the scores using make a match method to improve the students’ reading comprehension. In the pre-test, there is 0 out of 25 students got very good score, 0 out of 25 students got good score, 4 (16%) out of 25 students got fair score, and 21 (84%) out of 25 students got poor score. While in the post-test, 1 (4%) out of 25 students got very good score, 9 (36%) out of 25 students got good score, 7 (28%) out of 25 students got fair score, 8 (32%) out of 25 students got poor score. It means that the students’ pre-test score and percentage is lower than post-test score and percentage. The result of the post-test shows a better score than the result of the pre-test.

4. 2. Mean Score and Standard Deviation of Students’ Pretest and Posttest

Table 4. Mean Score and Standard Deviation

<table>
<thead>
<tr>
<th></th>
<th>Mean (Pretest)</th>
<th>Std Dev (Pretest)</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>60.60</td>
<td>11.485</td>
<td>0.000</td>
</tr>
<tr>
<td>Posttest</td>
<td>76.40</td>
<td>11.594</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that the mean value obtained from the pre-test is 60.60 with a standard deviation of 11.485. Meanwhile, the mean value obtained from the post-test was 76.40 with a standard deviation of 11.594. It shows a significant result so that using make a match method can improve the students’ reading comprehension.

4. 3. Paired Sample Test

Table 5. Paired Sample Test

<table>
<thead>
<tr>
<th></th>
<th>Mean (Pretest)</th>
<th>Std Deviation</th>
<th>95% Confidence Interval</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>- 13.045</td>
<td>2.809</td>
<td>-21.105 -10.415</td>
<td>0.000</td>
</tr>
<tr>
<td>Posttest</td>
<td>19.80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paired Sample Test shows that the value of Sig. (2-tailed) is 0.000 < from 0.05, so H0 is rejected and H1 is accepted. This means that there are differences in scores before and after using the make a match method to improve the students’ reading comprehension. It can be concluded that using the make a match method can improve the students’ reading comprehension.

Based on the data above, it is shown that students’ reading comprehension can be improved by the Make a Match method. It refers to literal comprehension and inferential comprehension, the level of students’ reading comprehension is better after the implementation of the Make a Match method in the class. It is shown in the following chart:
Based on chart 1, shows that the average literal comprehension in the pre-test is 63.6 and the average literal comprehension in the post-test is 71.1. The average of inferential comprehension in the pre-test is 58.2 and the average of inferential comprehension in the post-test is 80.7. So, it can be concluded that make a match method can improve students’ reading comprehension, especially in literal comprehension and inferential comprehension.

5. Discussions

In this section, the researchers explain the interpretation of the findings obtained from data analysis in the previous section. Based on the research done by Ratna (2016) showed that Using Make a Match Techniques to Teach vocabulary was effective for the students. It can be proved by the result of the research that the Make a Match method can increase students’ mean scores in pre-test and post-test, especially in teaching vocabulary. The research conducted by Rahmawati (2021) also showed that the Make a Match method was effective in improving speaking skills especially in pronunciation which proved 25.88% of the students’ improvement after giving treatment. It has relation to this research that shows Make a Match method is effectively to be used in the class, but the difference is this study discussed Make a Match method to improve students’ reading comprehension.

This research is also relevant to the previous study conducted by Arifah and Kusumarasdyati (2013) Make a match is one of the teaching techniques which can be used in co-operative learning. During the learning process where students are trained to discuss with their group friends. It is also relevant to the theory explained by Komalasari (2017) that the make a match model is a model learning that invites students to seek answers to a question or the pairing of a concept through a match card game within a limited time determined. However, because of the support and assistance from researchers, students have become accustomed to socializing and exchanging ideas with their group friends. Students feel more comfortable studying in groups rather than studying individually.

Based on the theory that was explained by Arif (2011), Arifah and Kusumarasdyati (2013), and Komalasari (2017) concluded that reading comprehension can be improved by some reading styles and by using media like the make a match method. These theories are related to the result of this research which shows the students’ reading comprehension improved significantly. It is indicated by the mean score of the result of the students’ pre-test and post-test which the mean score of students’ pre-tests was 60.60 and the mean score of students’ post-tests was 76.40. it shows that the mean score of students’ post-tests is higher than the mean score of students’ pre-tests and the percentage of improvement is 26.1%. it can be concluded that the research done by Arif (2011), Arifah and
Kusumarasdyati (2013), and Komalasari (2017) are related to this research which shows the improvement of students’ reading comprehension by using make a match method but this research focus in literal comprehension and inferential comprehension.

6. Conclusion

Based on the finding and discussion it is concluded that make a match can improve the students’ reading comprehension. The mean score of students’ reading comprehension towards descriptive text before using the Make a Match method was 60.60 and the mean score of students reading comprehension towards descriptive text after using the Make a Match method was 76.40. The data analysis shows that there was a significant improvement in the students’ reading comprehension towards descriptive text by using the Make a Match method, especially in literal comprehension and inferential comprehension.

The criteria statistically stated in the hypothesis in which the alternative hypothesis (H1) would be accepted if there was a significant difference in scores before and after using the make a match method to improve the students’ reading comprehension. As mentioned in the first conclusion that there was a significant difference in scores before and after using make a match method to improve the students’ reading comprehension. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (HO) was rejected.

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