



**THE EFFECT OF MAKE A-MATCH ON STUDENTS' READING
COMPREHENSION AT THE EIGHTH GRADE OF
SMPN 1 BESUKI TULUNGAGUNG IN ACADEMIC YEAR
2015 -2016**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**ENGLISH DEPARTMENT
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Approved and Accepted by all its qualification
By the Examination Committee of
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Kediri, August 22nd 2015

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APPROVAL SHEET

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ABSTRACT

Reading is one of receptive skill where the students should receive information after they read the text. However the students should understand the content of the text. Unfortunately, students are bored and feel difficult easily when they have to work with a comprehension questions relate to the information lies on the text. It is worsened by the teacher who applies conventional teaching method. Therefore the purpose of conducting this research is to investigate the effect of make a match method on students' reading comprehension. This research adopted quantitative and the design of the research was Experimental research design. The population of this research includes 9 classes of the first year students of SMPN 1 Besuki Tulungagung in academic year 2015-2016. By using cluster sampling, the researcher decided to choose class VII G which has 25 students. This research was held in two meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of multiple choice, 20 questions for pre-test and 20 for post-test. To analyze the data, the research used t-test computation and percentage. The statistical data in the research showed that the mean score of pre-test was 64, 8 and the mean of posttest was 72, 8. From this result the researcher found that the t-score (6,526) > t-table 5% (1,710) or 1% (2,492). It can be concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_A) was accepted. It can be concluded that the students after being taught by using Make A-Match have better reading ability than those before taught by Make A-Match. From the finding above, it can be concluded that Make A-Match has positive effect because it developed significantly the students' reading comprehension. Therefore, it is suggested that English teacher should apply Make A-Match to teach reading comprehension, especially in descriptive text.

Key Words: Reading, Reading Comprehension, Teaching Reading, Make A-Match

I. BACKGROUND

Reading is one of the English skills that need to be emphasized in teaching English program in Indonesia and Language teaching program, in general. In this case, Spratt (2005: 21) states that reading is one of four language skills that gives benefits in our life and has an important role in the learning process to get the information and knowledge. Furthermore, Pang et. al. (2003: 6) explain, "It enables us to gain new knowledge, enjoy literature and do everyday things that are part and parcel of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on." It means that there are many kinds of book or magazines and newspaper written in English. So, to enrich the information and knowledge even to entertain them, people need to learn reading.

From the lines above, to get the message in the text, the students should comprehend the whole text they have read. Comprehension is one of reading aspects in reading besides phonological and phonemic awareness, fluency, vocabulary and comprehension. Harris (2007: 2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge,

and fluency. It is an active process in constructing of meaning. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passage.

There are some purposes in reading, harmer (2001: 200) states that purpose reading makes enjoy reading, reading for pleasure: text based on interest, reading for literal understanding and reading for analysis, interpretation, and application. That statement means that it is essential to encourage students to independently enjoy reading in other language, so that they can develop the ability to read on their own for some real-life purposes as fast as possible, although it is not necessary for them to understand each words of the text.

Based on the writer's interview with some students of SMPN 1 Besuki Tulungagung in teaching reading, the teacher only gives a certain text to be read by the students both aloud or silent. Then, the teacher asks the students to answer some comprehension questions in the form of multiple choices or question and answer. Sometimes, if the text including too long text, the teacher will ask the

students to find out some difficult words and translate them first before reading. It is called by key-words. It will be a big problem for the students who are slow learners. They find difficulties in comprehending the text because they cannot understand the text from the context. Some key-words and their translation cannot help them in comprehending the content of the whole text.

In this way, the teacher only gives them comprehension to the content of the whole text followed by some comprehension questions. Hence, the students should make their own effort to find the answer. So, most students are only able to answer the questions of scanning for a specifically stated detail. They get difficulties on the other features of comprehension questions like factual information, the communicative functions of written texts, according to form and purpose, guessing the meaning words from context, main idea, literal and implicit information, word order patterns and their significance.

Based on the fact above, the teacher can use certain reading technique in teaching reading like Make A-Match. It is one of interesting method in teaching reading. In this case, the students can do

reading activities while gaming with their groups or pairs. Suprijono in Irma (2013: 3) states that Make a Match Method is one cooperative learning method developed by Lorna Curran. In this method, the teacher must prepare some cards with person's picture and the adjective words which taken from descriptive text and also answers. It means that in Make A-Match, each students is given a different card consists of question or answer. Then, the students who gets question card should find out the students who gets the answer and the answer should be suitable with the questions.

Make a match is really enjoyable because it can encourage the students to read and understand the meaning of the sentence of the card and bring them out of boredom of reading a text and its comprehension questions. Ayu et.al (2010: 15) wrote that, "*Salah satu keunggulan teknik ini adalah siswa mencari pasangan sambil belajar mengenai suatu konsep atau topic dalam suasana yang menyenangkan.*" It means that one of strength of this method (make a match) is the students can learn a concept or topic while looking for the couple in relax and enjoyable atmosphere.

Since Make a match can help to develop students' reading skill, therefore the

writer is interested to investigate the effect of Make A-Match on students' reading comprehension at the eighth grade of SMPN 1 Besuki Tulungagung in academic year 2015 -2016.

II. METHOD

This research typically adopted quantitative approach because the data was presented in the form and analyzed using statistic formula, while the design of this research was an experimental research.

This research involved the eighth grade students of SMPN 1 Besuki Tulungagung particularly class VIII – G which consisted of 25 students. The writer used clustering sampling in determining the sample of the research.

To collect the data, the researcher carried Test as the instrument. The test is done in the pre-test and posttest. The purpose of giving pre-test is to know the students' reading comprehension before getting Make A-Match. Beside, the purpose of giving post-test is that to know the students' reading comprehension achievement after getting Make A-Match method. In this test, the writer gave the reading test which distributed 40 multiple choice, 20 pre-test and 20 post-test. The content of the questions related to understanding the material, factual

information, the communicative functions of written texts, according to form and purpose, guessing the meaning words from context, main idea, literal and implicit information, word order patterns and their significance.

In the other hand, the treatment given to the students was conducted in two meeting. In this treatment, the writer introduced and explained about learning method of Make a-Match and applied this method to them in teaching reading. The time spent is 90 minutes in twice. The activities of treatment are:

- 1) Prepared some cards that contain several concepts or topics are appropriate for review sessions
- 2) Thought of an answer/question of cards held.
- 3) Finds a partner who has a matching card with the card (about the answer).
- 4) Matched the cards before the deadline gave points.
- 5) One round of cards to be disturbed again each learners get a different card than before.
- 6) It repeatedly until the learning is complete.
- 7) When finished, make a conclusion together.

To analyze the data, the writer used t-test to compare the students' reading

achievement before and after being taught by using Make A Match. It was conducted to know whether Make A Match technique affects significantly to students' reading comprehension or not.

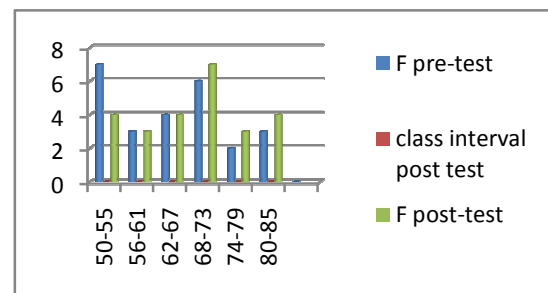
III. RESEARCH FINDINGS AND CONCLUSION

The research findings can be described based on the research questions as follows:

- (1) The students' reading comprehension before being taught using Make A-Match was very low that is only achieved 64,8.
- (2) The students' reading comprehension after being taught using Make A-Match was very significantly improved that is achieved 72,8.
- (3) There is significant effect on the students' reading comprehension of the eighth grade students at SMPN 1 Besuki Tulungagung in academic year 2015/2016 after being taught by using Make A-Match.

From the diagram frequency below, the average score in pre test was 64,8 and the average score in the post-test 72,8. The average score in post-test was better than the average score in pre-test.

Table 4.6 The Diagram Frequency of Pre-test and Post-test



Based on the data analysis, the result of the research showed that the t-score was 6,563 at degree of freedom 24 and the t-table was 1,710 at the level of significance 5%, 2,492 at the level of significance 1%. And it was compared to t-table, the t-score (6,563) > t-table at the level of significance 5% (1,710) or very significance 1% (2,492).

Therefore, according to the data above, the Alternative Hypothesis (H_A) was accepted the Null Hypothesis (H_0) was rejected. It can be concluded that Make A-Match method has significant effect on the students' reading comprehension of the eighth grade students at SMPN 1 Besuki Tulungagung in academic year 2015/2016.

In summary, based on the research findings above, Make A-Match method benefited to the students because they can create an atmosphere of active learning and fun, they can improve students' learning outcomes so that they can get good score.

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