RESEARCH ARTICLE

THE EFFECT OF MAKE A-MATCH TECHNIQUE ON THE STUDENTS' READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017

By:

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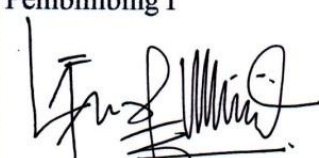
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THE EFFECT OF MAKE A-MATCH TECHNIQUE ON THE STUDENTS' READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2015/2016

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ABSTRACT

Reading is the process interaction between the reader and the text. The researcher interested to find out the effect of make a match technique on the students' reading comprehension to the eighth grade students at SMP Muhammadiyah Kediri in academic year 2016/2017. Method of this research is pre-Experimental Design using quantitative approach with one group pre-test and post-test to find out any significant the students' reading comprehension before and after taught using make a match. The research was conducted in SMP Muhammadiyah Kediri. Then the sample of this research is the first year for eighth grade, consists of 31 students. The research was done in 4 meetings. There is pre-test before given treatment, after the researcher given a treatment, the researcher gave a post-test to the students. Therefore, the result showed that t test > t-table (tt) (2.497 > 2.042). It means that t-test was higher in the value 2.497. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that there is an effect by using Make-a Match technique on the students reading comprehension. The researcher suggests that the teachers can use an interesting media or techniques to attract the students' attention to learn English happily. For the next researchers, the researcher suggests to use this technique to teach different language skill such as speaking or different type of text such as recount.

Key words: Reading, Make a Match Technique

I. INTRODUCTION

There are four skills in English such as listening, speaking, reading and writing. One of those four skills is reading. Padma (2008: 5), states that: "Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey." The readers not only use their eyes to read the words in the text but also use their mind or brain to think about what the text is talking about.

Snow (2002: 11), states that: "Reading comprehension entails three elements; the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

There are some difficulties that usually found by students. According to Harmer (2001: 203), they are language,

topic and genre, comprehension tasks and negative expectation. For most students, comprehension tasks will not help their understanding but only give them test. When the students see the text at the first time, they will feel that they cannot understand the text easily. It makes them more difficult in comprehending the text.

Arifah (2013: 1), states that; there are many kinds of techniques in cooperating learning, we can find many kinds of techniques, for example, jigsaw, think-pair-share, make a match,bamboo dancing.

Curran (1994: 4), states that, Make a Match techniques is one of the cooperative learning technique that developed and the basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. According to Curran (1994: 4), "There are some advantages of Make A-Match technique, they are; It can be increase student's learning activity for their cognitive and physic, It can create a joyful learning because it is like a game, It can increase student's comprehension about the material, It can increase student's motivation in learning".

Here the researcher uses a kind of cooperative learning, that is make a match technique. According to Suprijono (2010) The procedure in playing make a match

technique is the students are put into 2 groups A and B. each of the students of the group get one card. A group brings the questions (topic) cards, while B group brings the answers (simple description) cards.

There are five types of the text should be taught to the students of Junior High School. They are descriptive text, recount text, procedure text, narrative text, and report text. In this research, the researcher use descriptive text in teaching reading.

The formulation of the research is "How is students' reading comprehension before and after being taught using Make A-Match technique, Is there any positive effect of using Make A-Match technique on the students' reading comprehension applied to the eighth grade students of SMP Muhammadiyah Kediri.

The researcher also provide the objective of the problem that is To find out whether there is significant difference students' reading comprehension before and after being taught using make a match technique. This study is conducted to find out the use of make a match technique to the students' reading comprehension in descriptive text.

By using this kind of technique, the English teachers can apply an interesting technique to deliver the lesson easily. For

the students, it can build the students pronounce and improve their reading ability. This study only focuses on using make a match technique to teach reading in descriptive text to the eighth grade students of SMP Muhammadiyah Kediri.

II. RESEARCH METHOD

The researcher concludes that variable will be investigated or observed in getting the data. According to Sugiyono (2008: 38) "Variable is anything which is decided by the researcher to be learned so the researcher will get conclusion." there are two kinds of variables; independent and dependent variable. The independent variable is Make a Match Technique and the dependent variable is students' reading comprehension to the eight grade students at SMP Muhammadiyah Kediri.

The researcher uses experimental research. According to Ary (2010: 265), "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)."

This research uses quantitative research because the data is presented in the form of number and analyzed using statistic formula. According to Ary (2010: 22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test.

The data in this research were obtained from the students of SMP Muhammadiyah Kediri. The school was located at Penanggungan street No. 5 Mojoroto Kediri. The research had been conducted on June 2016 up to December 2016.

Time of Research

No	Activity	June 1	June 2	June 3	June 4	July 1	July 2	July 3	July 4	August 1	August 2	August 3	August 4	September 1	September 2	September 3	September 4	October 1	October 2	October 3	October 4	November 1	November 2	November 3	November 4	December 1	December 2	December 3	December 4
1	The title design		▓	▓																									
2	Arranging the research :					▓	▓			▓				▓	▓			▓	▓										
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4	Conducting the research :																									▓			
	a. Pre-test																									▓			
	b. Treatment																									▓	▓		
	c. Post-test																									▓	▓		
6	Collecting and Analyzing the data																												
8	Writing the report of the																										▓	▓	▓

The researcher used the test such as pre-test and post-test. Pre-test conducted on December 1th 2016 and post-test conducted on December 9th 2016. The test used to get the data was written test in from multiple-choice with the material about descriptive text. Reading test consist of 20 items of questions. The indicators are identifying the specific information, identifying the detail information, identifying the general information, identifying the meaning of word, identifying the make reference, identifying the implied information, and identifying the communicative function.

The treatment was done in two meetings, the researcher used three

procedures in the treatment, and they were pre-activity, main-activity, and post-activity. The first procedure was pre-activity the researcher greeted the students and warm up the students before the material given. The second procedure was main-activity, The researcher introduced descriptive text with social function, generic structure, language features. The researcher showed the technique then explained make a match technique to the students briefly. The third procedure was post-activity the researcher evaluated the students after the lesson is done.

The result of analysis was to observe whether the effect of using make a match technique was successful or not. The researcher would compute the individual score of students. In scoring system the researcher used the formula as follow:

$$\sum x = \frac{x}{y} \, x \, 100$$

Note:

$\sum x$: Standard score

X   : Obtained score

N   : Maximum score

100   : Constant number

In analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS v. 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test. The

data which get from pre test scored will be compared with the post test score using the formula of paired sample t-test with the significance 5% (0,05) to know the differences the students' reading comprehension before and after being taught using make a match and to prove the hypothesis. If there is the students score average is no significance difference the Ho is accepted and Ha is rejected. But if the students score average is significance difference the Ho is rejected and Ha is accepted.

Checking the significance of difference If t value <t table, it means that the difference is not significant, but if tvalue > t table, so the difference is significant.

III.   FINDING AND DISCUSSION
1.   Finding

This chapter analyzes the data that are taken from the pre-test and post-test to know there is a significant students' reading comprehension before and after being taught by using make a match technique.

The data pre-test showed how the students' reading comprehension before the researcher gave them treatment. From the table above, the researcher sum the point from all aspects in to ($\sum$). After that, conversed the total point ($\sum$) into score use

formula (∑/max (20) x 100). Thus, the researcher got range score from 35 into 75. In the pre-test, there are 3 students got score 30, 2 students got score 40, 4 students got score 45, 2 students got score 50, 4 students got score 55, 7 students got score 60, 5 students got score 65, 3 students got score 70, and 1 student got score 75.

Students' Pre-test Score

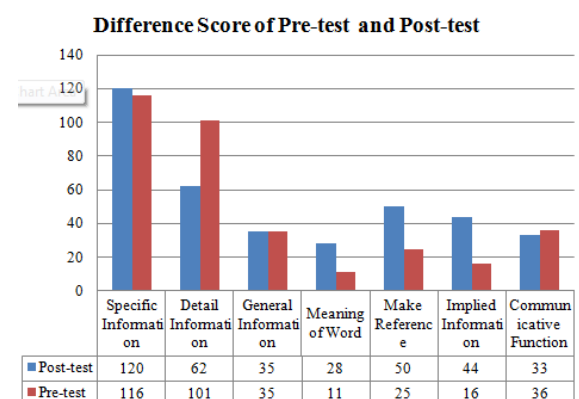| No	Student	Indicators							Raw	Score
		Specific	Detail	General	Meaning	make	Implied	C.Func		
1	Student 1	3	2	2	0	1	0	0	8	40
2	Student 2	4	4	0	1	2	1	2	14	70
3	Student 3	5	4	1	1	1	1	1	14	70
4	Student 4	4	4	1	0	1	1	1	12	60
5	Student 5	4	4	1	0	1	1	1	12	60
6	Student 6	3	4	1	1	1	0	2	12	60
7	Student 7	3	3	0	0	0	0	0	6	30
8	Student 8	4	4	2	0	1	1	1	13	65
9	Student 9	2	3	2	1	0	0	0	8	40
10	Student 10	2	2	2	1	1	0	1	9	45
11	Student 11	5	2	2	0	0	2	2	13	65
12	Student 12	3	3	1	0	1	1	1	11	55
13	Student 13	4	4	2	0	1	0	2	13	65
14	Student 14	4	4	1	0	1	1	1	12	60
15	Student 15	3	4	1	0	0	0	1	9	45
16	Student 16	5	4	0	0	0	0	1	10	50
17	Student 17	3	2	1	0	1	0	2	9	45
18	Student 18	4	4	2	0	1	0	2	13	65
19	Student 19	3	2	0	0	0	0	1	6	30
20	Student 20	5	4	1	0	1	0	1	12	60
21	Student 21	4	4	2	0	1	0	2	13	65
22	Student 22	5	4	0	0	0	0	1	10	50
23	Student 23	3	4	0	1	0	1	0	9	45
24	Student 24	4	4	2	0	2	1	2	15	75
25	Student 25	3	3	1	1	1	1	1	11	55
26	Student 26	5	4	1	1	1	0	2	14	70
27	Student 27	5	4	1	0	1	0	1	12	60
28	Student 28	5	2	1	1	1	0	2	12	60
29	Student 29	3	2	1	0	2	2	1	11	55
30	Student 30	3	2	2	1	1	1	1	11	55
31	Student 31	3	1	1	0	1	1	0	6	30
	TOTAL	116	101	35	11	25	16	36	340	1700
	MAX	186	186	186	186	186	186	186	1302	2418
	SCORE	62	62	62	62	62	62	62	437	811

The result of students' reading comprehension in the post-test are the highest component that students got is specific information. From the result above the total score from post-test is 1860. In the post-test the range score is 35 to 75. There are 2 students got score 45, 1 student got score 35, 2 students got score 50, 5 students got score 55, 6 students got score

60, 7 students got score 65, 4 students got score 70, and 3 students got score 75.

Students' Post-test Score

No	Student	Indicators							Raw	Score
		Specific	Detail	General	Meaning	Make	Implied	C.Func		
1	Student 1	4	2	1	1	1	1	2	12	60
2	Student 2	4	2	1	0	1	1	2	11	55
3	Student 3	5	2	2	1	2	1	2	15	75
4	Student 4	5	1	2	2	2	1	1	14	70
5	Student 5	4	2	1	1	2	2	0	12	60
6	Student 6	4	2	1	0	1	0	1	9	45
7	Student 7	3	1	1	1	1	1	1	9	45
8	Student 8	5	3	1	1	1	2	2	15	75
9	Student 9	2	2	1	1	2	2	2	12	60
10	Student 10	3	2	2	1	2	2	1	13	65
11	Student 11	4	2	1	1	2	2	1	13	65
12	Student 12	3	2	0	0	1	0	1	7	35
13	Student 13	6	2	0	0	2	2	2	14	70
14	Student 14	6	2	1	1	2	1	0	13	65
15	Student 15	3	1	1	0	1	1	1	8	40
16	Student 16	4	2	1	1	1	1	2	12	60
17	Student 17	3	2	1	1	1	1	1	10	50
18	Student 18	4	2	1	2	2	2	0	13	65
19	Student 19	2	1	1	1	2	2	2	11	55
20	Student 20	5	1	2	2	2	1	1	14	70
21	Student 21	6	3	1	1	1	2	0	14	70
22	Student 22	5	2	1	1	2	2	0	13	65
23	Student 23	3	2	2	1	1	1	0	10	50
24	Student 24	2	3	1	1	2	2	2	13	65
25	Student 25	2	2	1	0	2	2	2	11	55
26	Student 26	5	3	0	0	2	1	1	12	60
27	Student 27	5	3	2	1	2	2	0	15	75
28	Student 28	4	3	1	1	2	2	0	13	65
29	Student 29	2	2	2	1	2	1	2	12	60
30	Student 30	4	2	1	1	1	2	0	11	55
31	Student 31	3	1	1	1	2	2	1	11	55
	TOTAL	120	62	35	28	50	44	33	372	1860
	MAX	620	620	620	620	620	620	620	4340	1860
	SCORE	645	64.5	645	64.5	645	645	645	4516	838.7

The researcher also provides the difference score of pre-test and post-test, it can be formed into a diagram as follows:

Difference Score of Pre-test and Post-test

	Specific Information	Detail Information	General Information	Meaning of Word	Make Reference	Implied Information	Communicative Function
Post-test	120	62	35	28	50	44	33
Pre-test	116	101	35	11	25	16	36

From the frequency diagram above, there is difference between pre-test and post-test score. The frequency post-test score increase than the frequency of pre-test. The researcher concludes that there

are two research results. The students' reading comprehension is increasing and Make a match technique give significant influence to the students' reading comprehension.

The researcher showed the results from the students' pre-test and post-test score by using SPSS version 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

a) Mean

The mean score of Pre-test and Post-test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before	54,84	31	12,280	2,206
	after	60,00	31	10,083	1,811

Based on the Paired Sample Statistics table above, it showed the mean score of pre-test was 54.84 with its standard deviation 12.280 and the mean score of post-test was 60,00 with its standard deviation 10.083. The number of participants in each test (N) is 31.

b) Correlation

The correlation of Pre-test and Post-test

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	before & after	31	,485	,006

Based on the Sample Correlation table above, the output showed the data before and after being taught using make a match is 0.485 with significance value (sig.) 0.006. The improvement of correlation score from pre-test and post-

test is 23.5%. It means that there is any correlation between students' reading comprehension before and after taught using make a match technique.

c) Test

The t-score of Pre-test and Post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	before - after	5,161	11,510	2,067	9,383	,939	2,497	30	,018

From the Paired Samples Test table above, it showed t-test is 2.497 and the table with degree of freedom 30 is 2.042 at the level of significant of 5%. It means t-test was higher than t-table (2.497 > 2.042) and sig. (2-tailed) is 0.018 was lower than 0.05. Ho is rejected. So, it can be concluded that the result of this research is significant or there is significance effect of make a match technique to the eighth grade students' reading comprehension of SMP Muhammadiyah Kediri.

2. Discussion

In the description of the data which was taken from 31 students of C class, the researcher could explain about the data got from the students before they were analyzed. The description of the data which has the mean of pre-test 54.84 before using make a match technique and the total score of pre-test was 1700. It is proven by there are 3 students got score

30-37, 6 students got score 38-45, 2 students got score 46-53, 11 students got score 54-61, 5 students got score 62-69, 4 students got score 70-77. This research support the theory stated by Wastawan et. al (2013: 2), "Many students have difficulties in comprehending the reading text because of lack of vocabulary, uninteresting strategy, and ignoring reading technique." By comprehension the readers can get the aim of reading text, beside that by comprehending the text the students will find the gist of the text such as an important message or information from the text.

Based conditions of the students before being taught using make a match, most of the students get bored and difficulties in comprehending the text. Especially to find a) specific information, b) detail information, c) general information, d) meaning of word, e) make reference, f) implied information, and g) communicative function. It makes their reading score is low. Therefore, the conditions of make a match technique has positive effect on the students' reading comprehension when the researcher applied in this technique. The student can enjoy in reading a text and understanding.

After giving 2 times treatments for VIIIC class using Make a match technique, the researcher got the mean of post-test

60.00, and the total score is 1860. It is proven by there are 3 students got score 35-41, 3 students got score 42-48, 5 students got score 49-55, 5 students got score 56-62, 7 students got score 63-69, 8 students got score 70-76. The smallest score in the pre-test was 30 and the highest score was 70. The data showed in post-test that the smallest score was 35 and the highest score was 75.

The researcher used T-test formula in the significance degree (α) of 5%. The result showed that t test (to) > t-table (tt) (2.497 > 2.042). It means that t-test was higher in the value 2.497 than t-table. Thus, the null hypothesis (Ho) is rejected. It means that alternative hypothesis (Ha) is accepted that there is a significant difference between students' reading comprehension and make a match technique. This research support the theory stated by Wastawan et. al (2013: 7), It can be seen for the mean of pre-test and post-test, the average score is 51.48 for pre-test and 64.79 for post-test. The gain is 13.31 and sig 2 tailed is .000 (p < 0.005) based on the hypotesis testing. It proved that (Ha) of this research was accepted. As mentioned before, make a match type of cooperative learning can increase students' reading comprehension significantly.

CONCLUSION AND SUGGESTION

1. Conclusion

The first conclusion is proved by comparing the mean scores of pre-test and post-test. The description of the data which has the mean of pre-test 54.84 before using make a match technique and the total score of pre-test was 1700. It is proven by there are 3 students got score 30-37, 6 students got score 38-45, 2 students got score 46-53, 11 students got score 54-61, 5 students got score 62-69, 4 students got score 70-77.

After giving 2 times treatments for VIIIC class using Make a match technique, the researcher got the mean of post-test 60.00, and the total score is 1860. It is proven by there are 3 students got score 35-41, 3 students got score 42-48, 5 students got score 49-55, 5 students got score 56-62, 7 students got score 63-69, 8 students got score 70-76. The smallest score in the pre-test was 30 and the highest score was 70. The data showed in post-test that the smallest score was 35 and the highest score was 75.

Based on the criteria statistically stated in the hypothesis in which the alternative hypothesis (Ha) would be accepted if there was a significant who were taught using the Make a Match technique. Therefore, the result showed that t test > t-table (tt) (2.497 > 2.042). It means that t-test was higher in the value 2.497 than t-table the

alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

According to Brown (2004: 187), there are seven indicators of reading which the students should understand to comprehend a text well, they are determining specific information, detail information, general information, implied information, meaning of word, make reference, and communicative function. Based on the data of seven indicators in reading, the correct answers of each indicators increase from pre-test to post -test. In finding specific information for 120 post-test increases from pre-test 116, for finding detail information from pre-test 101 to post-test 62, 35 for general information, 11-28 for meaning of words, 25-50 for make reference, 16-44 for implied information, and 36-33 for communicative function. The highest increase is in specific information because students felt easier to understand the material of specific when answered the tests that were given. The lowest increase is in meaning of words because the students got difficulties to find the meaning of word related to the text.

2. Suggestion

The suggestion for the English teacher is this technique can be alternative way to enjoy learning, which can be developed in learning process especially reading. Based on the result score of pre-

test and post-test, the researcher found the low score that is meaning of words. It is suggested that at the beginning of class, a teacher should build knowledge of the topic by giving students new vocabulary or expressions that will be used in the topic, giving simple texts (related to the topic) to start with and adding more background knowledge on the topic. The teacher can control or handle the conditions of the class when this technique applied in the class because the students will match the partner together that it does not waste the time.

For other researcher is hoped to use this research to improve their next study in order to develop students reading comprehension to be better. For the other researchers can develop make a match technique for particular need in their teaching such as indicators fulfillment which can be explored as the teaching process need. The technique also can be implemented in higher level and different material. The researcher suggests to use this technique to teach different language skill such as speaking, reading, writing, vocabulary or different type of text such as recount, descriptive, narrative, and procedure text. This research is expected to be reference for further research and other reseracher.

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