THE EFFECTIVENESS OF USING MAKE A MATCH TECHNIQUE IN READING FOR COMPREHENSION

Yusti Mutia Yusuf[1], Saiful[2], Sitti Maryam Hamid[3]

[1,2,3]*Universitas Muhammadiyah Makassar, 90221, Indonesia*

ARTICLE INFO	ABSTRACT
	This study examined the use of the Make a Match Technique on literal reading comprehension. It was use descriptive text. Researcher was applied Pre- Experimental Research. It aimed at to find out the effectiveness of using Make a Match to improve the students' reading comprehension at the second grade students' of SMPN 1 Takalar 2022/2023. The sample of this research was the students of VIII. 1 class of SMPN 1 Takalar. This research was used purposive sampling technique. The researcher obtained the data using pre-test dan post-test. The mean score of the pre-test was 45,88 and post-test was 80,88. That was better increase of the mean score by students' at the post-test. The test's outcome indicated a 3.273>2.036 significant difference between the t-test and t-table, indicating that the t-table was smaller than the t-test. That was proved by the t-table value 2.036 which was smaller than t-test 3.273. Based on the result of the analysis, it was concluded that using Make a Match technique could improved the students' reading comprehension at the second grade students of SMPN 1 Takalar. *This is an open access article under the CC BY-SA license.*
Corresponding Author: Yusti Mutia Yusuf, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351114518@unismuhmakassar.ac.id	

INTRODUCTION

According to Yusuf and Enesi in Putri (2021) reading is a key skill for students. Without reading the text, students cannot get function efficiently ad successfully in the world. From reading, the students learn anything about what should they know. Reading is an effective way to learn foreign languages, and it takes the leading part in successful language learning because reading can help the students to develop the other skill and subskill. Therefore, it is important not only to master English, but also to improve the

Journal homepage: *https://ojs.fkip.unismuh.ac.id/index.php/jlta*

reading comprehension that students must achieve in order to collect information from English textbooks.

Reading comprehension is a significant thing in reading skills. Within the reading comprehension, the readers will get the suitable information from the text that has been read. Then, to build comprehension, the reader should master the aspects that will help the reader to build a good comprehension in reading. Therefore, to improve students' reading comprehension, the teacher should consider whether the reading text that students read is related to the knowledge and abilities possessed by students.

According to preliminary findings from speaking with the teacher, students struggle with reading and learning English, and some of them don't know the definitions of difficult words because those concepts are unfamiliar to them. This makes it difficult for them to understand the book's content better.

Because students have the chance to engage with one another, learning in the classroom may be turned into a game, and there is rivalry between groups to solve challenges pertaining to the subject matter, using the Make a Match strategy can boost reading comprehension. The use of the Make a Match technique can help boost students' cognitive and physical learning activity. Students are expected to actively seek out their partners, and they can learn social science ideas in a lighthearted setting.

RESEARCH METHOD

Researchers applied pre-experimental studies. Researchers analyzed the data using a quantitative design. Researchers performed a group pretest-posttest design. The sample was selected using a targeted sampling method and the sample consisted of 34 students from class VIII.1. This instrument was used as a reading test starting with pretest, treatment, and posttest. Researchers used SPSS 26 to analyze the data.

Post-test results reviewed by improving student reading comprehension. Researchers used reading comprehension tests to gather quantitative information about real-world targets. The nature of the test is that 20 numbers match some words. In this case, researchers used the test as a tool to determine a student's ability to comprehend the material. In reading comprehension tests, researchers isolated individual sentences. The purpose of this exercise is to help students search for partners based on the text they receive, find matching text and continue the text. And the whole test consists of 20 numbers.

RESULT AND DISCUSSION

Based on the research finding, it can be seen that using make a match technique come uo with the result below.

Paired Samples Statistics

	Mean	N	Std. Deviation
PRE TEST	45.88	34	23.69

POST TEST	80.88	34	10.47

It is found that in pre-test mean of the total score is 45.88 and the standard deviation is 23.69. The mean of the total score in post-test is 80.88 and the standard deviation is 10.47 which means that

TABLE 1 PERCENTAGE OF SCORE IN PRE-TEST AND POST-TEST

No.	Range of Score	Classification	Pre-test		Post-test	
			Frequency	Presentage	Frequency	Presentage
1.	96-100	Excellent	0	0%	6	18%
2.	86-95	Very good	3	12%	4	12%
3.	76-85	Good	3	12%	2	6%
4.	66-75	Fairly good	3	12%	22	64%
5.	56-65	Fair	0	0%	0	0%
6.	46-55	Poor	3	12%	0	0%
7.	0-45	Very poor	22	52%	0	0%
	Total		34	100%	34	100%

The table 1 demonstrates that neither outstanding nor fair scores were received by the pupils in the experimental class during the pre-test. Three (12%) pupils received very good, good, fair, and poor grades. And 22 (52%) students received a very low grade. It indicates that the children' test scores were low prior to receiving treatment. In the post-test, 6 (18%) of the students received excellent scores, 4 (12%) received very good scores, 2 (6%) received good scores, 22 (64%) received fairly good scores, and there were no students who received fair, poor, or very poor scores. It indicates that the student's reading comprehension was improved by applying the Make a Match strategy.

Variable	t-test value	t-table value
Post-test	3.273	2.036

The t-table 2 value was lower than the t-test, as the table above demonstrated. The table result revealed a significant difference between the t-table and the t-test (2.036<3.273), indicating that the t-test was higher than the t-table.

DISCUSSION

Make – a - Match technique developed by Curran (1994), was developed to encourage students to actively question the ideas of others and their own. Yes, students demonstrate creativity and mastery of skills. to achieve your learning goals. Learning that great state enjoyment and innovative nuances in space are indeed necessary for students to grow and

65 | J L T A
Yusti Mutia Yusuf et al (The effectiveness of using make a match)
Journal of Language Testing and Assessment

develop properly. Supported by Khairunnisa (2019), the result of her study that using the Make-a-Match technique makes the learning process active and fun.

The Make-a-Match technique is a good technique to use in the classroom when learning to read in 2nd grade at SMPN 1 Takalar. The results of this study show that this technique improves students' reading comprehension. The Make – a - Match technique is a technique developed to help students solve problems. It can stimulate students' interest to learn more and improve their reading comprehension. Supported by Mardiana (2018), their research found that using the make-a-match technique, performance was influenced by student attitudes, and students were motivated by demonstrating enthusiasm and participation.

The make-a-match technique has been proven to significantly increase children' reading comprehension (see Table 2). This was demonstrated by the experimental group's pre-test total score of 1560, with a mean score of 45.88, and post-test total score of 2750, with a mean score of 80.88. The t-test result (3.2732.036) was better than the t-table result. Researchers came to the conclusion that reading instructions while employing the make-a-match technique was successful. The outcomes of data analysis using a t-table and a t-test (22.036) demonstrated this (3.273).

In conclusion, the rationale for this is provided by the study's findings, which showed that experimental teaching using the Make-a-Match technique increased student scores after treatment. Making matches while teaching reading to pupils would undoubtedly help them develop their skills. Applying make-a-match strategies is crucial when instructing reading comprehension, the researcher claimed. This is corroborated by Arroyani's (2019) research, which demonstrates that applying the make-a-match strategy improves kids' reading skills and has a significant positive impact. shows that the enhances students' ability to understand what they are reading.

CONCLUSION

The researcher came to the conclusion that the make a match strategy was more effective than the old technique because it increased students' reading comprehension based on the analysis of the data, study findings, and discussion in the preceding chapter. Before implementing the make a match method, students' reading comprehension of descriptive texts was extremely low. This was distinct from the kids' capacity to comprehend literature after using the make-a-match method.

This leads us to the conclusion that the student's major scores are improving, moving from extremely low to somewhat good. The null hypothesis (H0) was rejected, and make a match was successful in improving the student's reading comprehension of SMPN 1 Takalar, as shown by the test value of 3.273 and the test table of 2.036.

REFERENCE

Aini, N., Hidayah, W., & Indriayu, M. (2016). The Implementation Of Cooperative Learning By Using Jigsaw And Make A Match Method To Improve The Activity And Learning Outcomes Of Social Science. *Proceeding The 2nd International Conference On Teacher Training And Education Sebelas Maret University*, 2(1), 284–289.

Aningra, F. (2021). The Use of Literature Circles Strategy to Improve the Students' Reading Comprehension. *Thesis*.

Ariati, W., & S, L. A. (2015). *Penerapan Model Pembelajaran*. 15–21.

Arroyani, N. S. (2019). The Use Of Make A Match Learning Model To Improve Students' Reading Comprehension Of Descriptive Text For The Tenth Grade Students Of Sma N 1 Suruh In The Academic Year Of 2018/2019. *A Graduating Paper*, 158.

Darmasrura, Suharni, & Afriyanti, R. (2021). The Students' Difficulties In Reading Comprehension At Vocational High School In Padang. *Jurnal Horizon Pendidikan*, 1(4), 601–613.

Farih, A. (2018). Improving Students' Reading Comprehension By Using Make A Match Technique At The Eight Grade Students' Of Mts Al Fattah Banyuurip Ujungpangkah Gresik. *Jurnal Elink*, 5(1), 41. Https://Doi.Org/10.30736/E-Link.V5i1.49

Fidiyanti, H. H. N., Ruhimat, M., & Winarti, M. (2017). Effect Of Implementation Of Cooperative Learning Model Make A Match Technique On Student Learning Motivation In Social Science Learning (Quasi Experimental Class Viii Smp Negeri 40 Bandung). *International Journal Pedagogy Of Social Studies*, 2(1), 1–6.

Ismail, H. (2019). Developing Integrated Skills Materials for College Students. *Dissertation*.

Gillies, R. M. (2014). Cooperative Learning: Developments In Research. *International Journal Of Educational Psychology*, 3(2), 125–140. Https://Doi.Org/10.4471/Ijep.2014.08

Irwanto, & Nurpahmi, S. (2017). Using Make-A Match To Improve The Students' Reading Comprehension At Mts Guppi Samata Gowa. *ETERNAL (English, Teaching, Learning And Research Journal)*, 3(2), 159–169. Https://Doi.Org/10.24252/Eternal.V32.2017.A5

Khairunnisa, I., Dewi, R., & Anasy, Z. (2020). *The Effect Of Make A Match Strategy On Students' Reading Comprehension Of Descriptive Text*. Https://Doi.Org/10.4108/Eai.30-9-2019.2291173

Khairunnisah, K. (2022). Students' Reading Comprehension In Legend By Using Make A Match. *Jurnal Ilmiah Spectral*, 8(1), 019–029. Https://Doi.Org/10.47255/Spectral.V8i1.105

Lubis, B. F., Pd, M., Rambe, S., & Pd, M. (2017). *The Effect Of Make A Match Technique On Students' Reading Comprehension At XI Grade Of MAN 1 Padangsidimpuan*. 05(1), 1–14.

Mardiana, W. (2018). The Use Of Make A Match In Teaching Reading Comprehension : Investigating The Students' Achievement. *Research In Foreign Language Teaching*, 01(01), 1–13.

Nikmah, R. D., & Husein., R. (2018). *The Effectiveness of Make a Match Technique in Teaching Vocabulary*. 200(Aisteel), 596–600. https://doi.org/10.2991/aisteel-18.2018.130

Nisa, A. T. (2022). Improving Students' Reading Comprehension Of Recount Text Through Question Answer Relationship Strategy. *A "Skripsi."*

Pandia, N. (2018). *The Effect Of Using Index Card Match Technique To The Students Achievement In Learning Reading Comprehension*.

Saiful, Jabu, B., & Atmowardoyo, H. (2019). The Effects Of The Porpe Method On Students' Reading Comprehension And Metacognitive Awareness. *Journal Of Language Teaching And Research*, *10*(3), 569–582. Https://Doi.Org/10.17507/Jltr.1003.21

Sari, S. Amelia. (2017). Improving Tenth Graders' Score In Reading Comprehension Of Recount Text. 42–40 ,*549*.

Slavin, R. E. (1980). Cooperative Learning. *Review Of Educational Research*, *50*(2), 315–342. Https://Doi.Org/10.3102/00346543050002315

Yusti Mutia Yusuf et al (The effectiveness of using make a match)
Journal of Language Testing and Assessment