

## Make a Match Technique on Students' Reading Skill

Hanisah Hadi, Dewi Nopita, Satria Agust

[Hanisahmukhtaryusuf@gmail.com](mailto:Hanisahmukhtaryusuf@gmail.com)

English Education Study Program, Teacher Training and Education Faculty  
Universitas Maritim Raja Ali Haji

### Abstract

*The purpose of this study is to know the effect make a match technique towards students' reading skill in narrative text at the second semester ninth grade of SMPN 1 Tanjungpinang. The design of the research that researcher used in this study are quasi-experiment non equivalent (Pre-test and Post-test) with the quantitative approach. The sample of this study is 68 students' taken from the ninth grade SMPN 1 Tanjungpinang who are selected through with cluster random sampling technique. This research sample was two classes consisting of 34 students' for the experimental class and 34 students' for the control class. In the experimental class, researcher used make a match technique and the control class the researcher used speech technique to teach students'. The treatment was held in 2 meetings where 4x40 minutes to teach each class. In collecting data, researcher conducted pre-test and post-test by presenting multiple choice test consisting of 20 items for each test. Data were analyzed using Minitab 17 to calculated the t-test. The results of statistical calculations, the average score of pre-test in the experimental class were 72.06 and 87.06 for the post-test. Meanwhile, the average score of the pre-test in the control class were 59.26 and 75.00 for the post-test. In addition, in the hypothesis test table, it can be seen that  $\alpha = 0.05$ . This proves that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because  $p\text{-value} > 0.05$ . It means that there is an effect of make a match technique towards students reading skill in narrative text at the second semester ninth grade.*

Keywords: Reading, effect, make a match technique, narrative text

### I. Introduction

In learning English, there are four language skills that should be learn, they are listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written. Reading for pleasure refers to reading that we to do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it. It typically involves materials that reflect our own choice, at a time and place that suits us. Reading is one of four skills, which need to be mastered by students. Reading is one of the basic skills of language learning. It cannot be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary, because it can lead to develop comprehension, and enrich vocabulary. As one of the

language skills, reading cannot be separated from other language skills because reading itself is supported by other language skills. Reading as with other skill is more enjoyable to do. Furthermore, most of the questions in their national examination use reading skill.

Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with setting, character, and plot. Based on the case above, a certain technique is needed to help or to motivate the students; they are expected to deal with narrative text. There are several things, which the teacher must do to improve their reading skill. In this study, the researchers used the make a match technique to see its effect on students' reading skills.

A teacher who wants his or her learning process to run well must choose a right technique to make a match and engage it in the materials delivered to meet the needs of the learning outcomes. It is clear that determining this technique in the learning process indeed determines the success of learning. One technique that can help students to read narrative text properly and correctly is the make a match technique. In schools learning process, the students can develop their creativity with the help of certain techniques and worksheet, so that they can engage with the given materials seriously in a class. Besides, the teacher also needs an interesting technique, strategy, and medium as a means of teaching, particularly the use of make a match technique. This teaching technique can be used by teachers to carry out learning process well. It is also as an alternative technique to improve students' reading skill. The make a match technique is a cooperative learning technique, which offers conducive, simple, meaningful and fun learning processes. Based on the researchers' experiences in school, they found several problems when they taught in ninth grade. Some students had little vocabulary knowledge and lack of interest to read a text. They did not understand the text fully. They felt easily bored every time they learned English. Thus, the objective of this research was to find out whether or not there was a significant effect of Make a Match Technique on Students' Reading Skill.

## **II. Method**

### **Research Design**

The design of this study was the Quasi-Experimental Design. This was to know the effect of treatment in the experimental group, conducted the preliminary test before treatment. The research would be conducted on April 2020 and the place of research work from home. According to Creswell (2010), this study is classified into experimental research that uses one group pre-test and post-test design. Group with the pre-test and post-test design is used to measure or observe not only after being exposed to a treatment of some sort but also before it by applying pre-test. The pre-test was provided a measure on some ability or characteristic that the researchers assess the participants in an experiment before the group receive treatment, while a post-test measure on some ability or characteristic that is assessed for participants in an experiment after a treatment. Ary (2006), in an experiment, a researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). The population of this study was the ninth grades of one to public junior high school in Tanjungpinang, Riau Island with 234 students. The researcher only took 34 students as the sample with by using cluster random sampling.

## Research Instrument

The instrument performed in this research was reading test. There were 20 items of reading test. The form of multiplechoice (a,b,c,d). One correct answer scored 1. One incorrect answer scored 0. The source of the items was from Lks Bahasa Inggris class 9 (Intan Pariwara), Mandiri Practice your English (Nurzaida). The items were used in the form of the pre- and post-tests. The purpose was to know the mean scores of the both tests. Before giving a treatment, the researchers gave the pre-test to know the state of the group. After giving treatment, the experimental and control groups were given a post-test to see the effect. The data were analyzed by using statistical application i.e. Minitab 17. This research was conducted in April 2020 in one of the public high schools in Tanjungpinang, Riau Islands.

## Technique of Analyzing Data

This technique is used to analyze the data obtained from the reading test. The researcher used pre-test and post-test for the object of the research. The pre-test for both was given once, while the treatment was given in two meetings, one meeting per week. The post-test was given after treatment was complete. In the post-test, the control group had a reading test without make a match technique, whereas the experimental group had a test to make a match technique. After that, the researcher taught reading skills by using make a match technique in the experimental group. After that, students' are divided into 2 groups. Group 1 asking questions, and group two answer questions. For asking questions students' get questions based on the text, and for answer questions students' getting answers from based on the text. In the control students' read the narrative text based on the generic structure and after that student answering questions from the narrative text that has been given. In this study, the researcher used a scoring rubric.

## III. Result

Based on the result of data analysis description of data, the researcher found that make a match technique had a significant effect on students' reading skill in narrative text. This result was proven from the significant effect between students' scores, which were taught by make a match technique. It can be seen from the students' post-test scores. The post-test mean score of the speech technique was 75 and the post-test mean score of the make a match technique was 87.06. It shows a difference between the two means. The post-test mean score of the speech technique was lower than the post-test mean score of the make a match technique. Based on data analysis, the  $t_o$  score was higher than  $t_t$  score. It means that the alternative hypothesis ( $H_a$ ) was accepted. Therefore, there was significant effect of make a match technique towards students' reading skill at the ninth graders of a public junior high school in Tanjungpinang, Riau Islands.

## Discussion

The data were analyzed with the help of the Minitab 17. Based on the result of testing hypothesis, the result of the hypothesis test showed that there was a significant effect on the students' reading skill between those who were taught by using make a match technique and those who were taught by the speech technique. According to Anita lie (2002), make a match technique that leads the students to find their partner. Make a Match technique can be said effective because there are two special purposes. According to Suprijono (2009), there are intrinsic purpose and extrinsic purpose. Intrinsic purpose is a purpose which is based on the reason that in group working, learners feel happy. Extrinsic purpose is purpose which is based on the reason that in reaching learning goal cannot be reached by own self. Cooperative learning is also effective because it can make learners easier to learn useful things such as fact, skill, value, concept, and how to life harmonious with other people. According to Huda (2013), by using make a match technique in

teaching and learning, students can find their partner while they learn a concept or a topic in a happy situation". This is a technique, which assigns the students to cooperate with their classmates. They have to find the partner before the time is limit and the students who can find the partner will get point. By using cooperative learning especially Make a Match technique, teacher has effort to motivate the students' interest in learning English especially in reading. Besides, it can make the students enjoy the lesson and they are able to be active in the classroom activity.

According on the description of data, the researcher found that make a match technique had a significant effect on students' reading skill. This result was proven from their post-test result. The  $t_o$  score was higher than  $t_t$  score, meaning that the alternative hypothesis ( $H_a$ ) was accepted.

#### **IV. Conclusion**

Based on the result of the analysis of the research, it shows that the value of  $t_o$  is 14.873 and value of  $t_t$  from df (33) on significance 0.05 is 5.853. It means the value of  $t_o$  is higher than the value of  $t_t$ . Therefore, the alternative hypothesis ( $H_a$ ) is accepted, it can be concluded that there is significance effect of using make a match technique in narrative text.

Finally, the researcher concluded that using make a match technique in narrative text is quite success. It can be seen from the students' post-test score taught by using make a match technique is higher than the students' post-test score taught by speech technique. Therefore, reading skill by using make a match technique is more effective than using speech technique. There is significant effect of Make a Match technique toward students' reading skill in narrative text at the second semester ninth grade of Smpn 1 Tanjungpinang in Academic Year 2019/2020.

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