

# INCREASING STUDENTS' READING COMPREHENSION THROUGH *MAKE A MATCH* TYPE OF COOPERATIVE LEARNING AT FIRST GRADE OF SMA

Komang Wastawan, Cucu Sutarsyah, Sudirman

Email: [komangwastawan111@yahoo.co.id](mailto:komangwastawan111@yahoo.co.id)

## ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat sebuah perbedaan yang signifikan dari pencapaian pemahaman membaca siswa sebelum dan setelah diajarkan menggunakan tipe *make a match* pembelajaran kooperatif dan mengetahui apakah terdapat sebuah peningkatan dari pemahaman membaca siswa setelah diajarkan menggunakan tipe *make a match* pembelajaran kooperatif. Sampel dari penelitian ini adalah kelas X<sub>1</sub> dari kelas sepuluh SMAN 1 Seputih Banyak pada tahun 2013/2014. Penelitian ini diterapkan dengan menggunakan satu kelompok desain *pretest posttest*. Hasil dari pembelajaran membaca dengan menggunakan tipe *make a match* pembelajaran kooperatif menunjukkan bahwa terdapat sebuah perbedaan yang signifikan dalam pemahaman membaca siswa ( $p < 0.05$ ,  $p = 0.00$ ). nilai rata-rata *posttest* (64.79) lebih tinggi daripada nilai rata-rata *pretest* (51.48), dan memiliki peningkatan 13.31. Hal tersebut berarti bahwa terdapat sebuah peningkatan dari pencapaian pemahaman membaca siswa setelah diajarkan menggunakan tipe *make a match* pembelajaran kooperatif.

The aims of this research were to find out whether there was a significant difference of students' reading comprehension achievement before and after being taught through *make a match* type of cooperative learning and to find if there was an increase of students' reading comprehension after the instruction. The sample of this research was class X<sub>1</sub> of the first grade of SMA in the year 2013/2014. The research applied one group pre-test post-test design. The result of the reading study by using *make a match* type of cooperative learning showed that there was a significant difference on students' reading comprehension since ( $p < 0.05$ ,  $p = 0.00$ ). The average of post-test score (64.79) was higher than that of pre-test (51.48), and it has gain 13.31. It means that there is an increase of students' reading comprehension achievement after being taught through *make a match* type of cooperative learning.

**Keywords:** cooperative learning, *make a match* type, reading comprehension.

## **INTRODUCTION**

English should be mastered by the students from junior high school to university level, but many of them get difficulties when they try to understand the knowledge from a book, internet and article. One of the ways that should be done by the students to get the knowledge is reading. Reading comprehension is the ability to understand a written passage of text. It means that it allows the reader to interact with the text and try to interpret the text in a meaningful way. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. It is supported by Caldwell (2008) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

According to Nuttal (1982) there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.

Based on the statements above, it can be inferred that when the reader is reading a text, he/she becomes the most important thing in reading activity. Comprehension will make the reader able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because 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, as defined by Djumarie (2008) reading comprehension is understanding of written text meaning to get the information which is needed from the text as efficiently as possible.

When the students find the difficulties in reading, the teacher should be able to solve this problems. As defined by Woolley (2011), cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. This statement means that it differs from group work, and it has been described that students must work in groups to complete tasks collectively toward academic goals.

While we are teaching in the class, it is important to make the class fun and active, by using *make a match* type of cooperative learning, we can make all of students in the class become more interactive and involving themselves into the class's activities. Curran (1994), states that this type can make the students' interest increase and interfere to the interactive situation in the class. It is why the teacher should use *make a match* type of cooperative learning to make the students easier to comprehend the text.

Without comprehension, reading would be empty and meaningless. Many students have difficulties in comprehending the reading text because of lack of vocabulary, uninteresting strategy, lack of background knowledge, and ignoring reading technique. Schumm (2006) says that comprehension process involves an understanding of words and how these words are used to create meaning. In order to help the readers comprehend the text, *make a match* type of cooperative

learning was implemented. In accordance with the theories previously presented, the present study aims to investigate whether there was significant difference and increase of students' reading comprehension after being taught through *make a match* type of cooperative learning. From the cases, the researcher used *make a match* type of cooperative learning to increase students' reading comprehension at the first grade of SMA.

## **METHOD**

This research was quantitative research. According to Setiyadi (2006:5), quantitative research is a kind of research in which the data tended to use statistic as measurement in deciding the conclusion. In conducting this research, the researcher used *One Group Pretest Posttest Design*. In this research, the students were given pre test before treatments and in the end of the research the students were also given post test after giving treatments.

The design of the research is illustrated as follow:

T1    X    T2

Notes:

T1    : pre test

T2    : post test

X     : treatment

(Hatch and Farhady, 1982:20)

The treatment was conducted into three meetings of activities and each meeting took 2x45 minutes.

The population of this research was all the first grade students at SMAN 1 Seputih Banyak in the academic year of 2013/2014. There were seven classes available at the first grade. From those classes, the researcher took one class as the try out class; it was class X4 consisting of 30 students and one class as the experimental class; it was class X1 consisting of 30 students.

In collecting the data, the researcher used pretest and post-test. Pretest was administered in order to find out the students' reading comprehension before the treatments, and posttest was administered in order to find out the increase of the treatments towards the students' reading comprehension after being given the treatments. Pretest and posttest were used to get the data to analyze the hypothesis.

## **RESULTS AND DISCUSSION**

This research was primarily aimed at answering the question whether there was a significant difference of students' reading comprehension before and after being taught through *make a match* type of cooperative learning and whether there was an increase of students' reading comprehension after being taught through *make a match* type of cooperative learning or not. In this discussion, the researcher interprets the findings by comparing with the findings of the previous studies and the theories as follow:

1. The relevance of the current research with the findings of the previous researches.

The writer has explained briefly before in the chapter two that there were some researches related to this study. As the research that had been conducted by Febriana (2011) conducted a research about implementation of make a match type of cooperative learning. By implementing cooperative learning model type *make a match*, the teacher can improve the students' achievement on social learning and make the class become more active. Then Ahmad and Setyaningsih (2012) conducted a research about understanding the ability of Two Variables Linear Equation Systems. They found that *make a match* type of Cooperative Learning has positive influence for purposing to understanding the ability of Two Variables Linear Equation Systems. From the two previous studies, there were some issues that were investigated. The most issue was using *make a match* type of cooperative learning can give positive influence to the students, it made the students able to understand about the material easily. Another issue was by using *make a match* type of cooperative learning, the teacher could make the student more fun and active in class activity.

2. The relevance of the finding with the theories

Reading skill is very complex, therefore it consequently is difficult to be mastered. According to Nuttal (1982) there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. Grabe & Stoller, (2001) that reading is ranked first among the academic skills that they

wish to gain mastery over and Reading is the most crucial skill to master due to several reasons. Reading comprehension is the ability to understand a written passage of text. It means that it allows the reader to interact with the text and try to interpret the text in a meaningful way. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. It is supported by Caldwell (2008) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

The result of the research indicated that the difference of students' reading comprehension score in the experimental class after treatments was significant. 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 hypothesis testing. It proved that  $H_1$  of this research was accepted. As mentioned before, make a match type of cooperative learning can increase students' reading comprehension significantly.

Based on the data of five aspects in reading, the correct answer of each aspects increase from pre-test to post-test. In determining main idea 9.5% increase from pre-test to post-test, 9.58% for finding specific information from pre-test to post-test, 6.7% for inference, 10.87% for reference, and 8.4% for vocabulary. The highest increase is in reference aspect because students felt easier to understand the material of reference when the teacher taught and when answered the tests that were given. The lowest increase is in inference aspect because the students got difficulties to find wrong statement or true statement related to the text. But

generally the five aspects of reading increased from pre-test when they did not get treatment yet to post-test.

Based on the observation while conducted the treatments, the researcher saw that *make a match* type of cooperative learning in reading activity could make the students curious about the correct description about the text and how to match it to the picture and also it made them more active in the class. That picture could be used for them to make inference easily because that picture could stimulate the students to imagine what person or things look like. And those pictures could make the students easily get the information from the text. Those pictures could help them to describe what the texts were about and prepare their brain to construct the meaning conveyed in the text. The finding was same with Wright's (1989) who found that pictures could be useful in describing and recognizing meaning of a text when reading.

*Make a match* type of cooperative learning also can make the situation in English classroom more fun, therefore students' motivation was increased. When the students looked at the pictures which actually described by the text, but the students had to read and hear the text first to know the real description, so they could match the text which represented the picture itself. In line with Bannon and Williams's statement (2007) that one of the advantages of using media that media can make the material more interesting. In addition, Harmer (2001) says that pictures can appeal students. Therefore, students have extra visualization about what they are reading. Thus, those pictures help them to pay attention to the relevant information.



Pictures helped the students to grasp the material. While the students guess the thing, place or person after they heard the text, they could find the detail information and construct their imagination to match between picture and text. Moreover the teacher did not need to explain many things, just showed the pictures that related to the text, to remember in vocabulary and to be understood because one of the characteristic of student is their understanding comes not just from explanation, but also from what they see and hear and crucially have chance to touch and interact with as stated by Harmer (2001).

In treatment activities the researcher also found some students who cannot understand the text, when they were asked about the text they got confused. But when they have to make inferences and asked about information from the text, based on the picture they could tell some inferences and information relate to the pictures and text. It showed that the pictures could say what the text could not say. After that, the researcher asked the students to read again the text, and it was succeeded since they got more understanding after being taught to make inference and get information based on the picture, it could give them imagination and description about the text, it proved by Canning-Wilson (2001) about the effectiveness of visual media in teaching reading that visual media is important in a classroom instruction because it can increase accuracy and give meaning to the text.

At the end of the research, it seemed that the students could understand how to solve the problems about five aspects of reading. These facts accounted for why their scores increase in the post-test. The increase was not only because they were

able to use their experience when they were taught using *make a match* type of cooperative learning to the next their reading comprehension, but they also knew how to determine main idea, find specific information, make inference, find reference, guess the meaning of difficult words because they used to face the questions which asked about the five aspects of reading when they got the treatments.

## CONCLUSION AND SUGGESTIONS

Referring to the discussion, the researcher concludes that there is a significant difference of the students' reading comprehension after being taught through *make a match* type of cooperative learning. The average score in pretest was 51.48 then increased in the post-test up to 64.79, with gain was 13.31. It can be said that the students' posttest score was higher than students' pretest score. In addition, there is significant difference of the students' reading comprehension before and after being taught through *make a match* type of cooperative learning (Sig.  $< \alpha$ ,  $.00 < 0.05$ ). Furthermore, *make a match* type of cooperative learning can be used as an appropriate teaching technique to help the students for increasing their reading comprehension. It is intended to stimulate students' understanding about the text and able to comprehend the essence of the text.

It can be concluded that *make a match* type of cooperative learning can increase students' reading comprehension at first grade of SMAN 1 Seputih Banyak.

Referring to the conclusion above, some suggestions can be listed as follows:

1. Based on the findings, it is recommended that English teachers use the *make a match*, as an alternative way in teaching reading.
2. For the readers and further researchers who want to develop a research about *make a match* type of cooperative learning, it is suggested that the researcher should control the class activities while matching between text and picture in order to make the students more focus.
3. The pictures of descriptive text (learning material) should refer to detail information of the text and fulfill the criteria as a good picture for learning process (clear and refers to whole text).

## REFERENCES

- Barnon and Williams. (2007). *Identifying Main Ideas: A Basic Aspects of Reading Comprehension*. [Online]. Available: [www.eric.ed.gov/ERICWebPortal/Search/detailmini.jsp](http://www.eric.ed.gov/ERICWebPortal/Search/detailmini.jsp). [12<sup>th</sup> of December 2013]
- Caldwell, J. S. 2008. *Comprehension Achievement: A Classroom Guide*. United States of America: Guilford Press.
- Canning-Wilson, C. 2001. *Visual and Language Learning. Is There a Connection? The Weekly Coloumn Article 48*. [Online]. Available at [www.eltnewsletter.com](http://www.eltnewsletter.com). Accessed on November 25<sup>th</sup>, 2013.
- Curran, L. 1994. Make A Match Type of Cooperative Learning. <http://www.google.com/url=http://eprints.uny.ac.id>. Accessed on October 25<sup>th</sup>, 2013.
- Djuharie, O. S. 2008. *Intensive Reading Bottom-Up Reading*. Bandung: Yrama Widya.
- Febriana, A. 2011. *Application of Cooperative Learning Model Type Make A Match to Enhance Quality Of Learning Social*. <http://journal.unnes.ac.id/nju/index.php/kreatif/article/view/1678>. Accessed on November 23<sup>rd</sup>, 2013.

- Grabe, W. and Stoller, F. L. 2001. *Reading for Academic Purposes: Guidelines for the ESL/EFL Teachers*. In M. Celce-Murcia (Ed). Teaching English as a second or foreign language (3rd ed.). Boston: Heinle and Heinle.
- Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman, Inc.
- Hatch, E. and Farhady. 1982. *Research Design and Statistics for Applied Linguistics*. London: New Bury House Production.
- Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Schumm, J. S. 2006. *Reading Assessment and Instruction for All Learners*. United States of America: Guilford Press.
- Setianingsih, E. and Ahmad. 2012. *The Influence of Make A Match Type of Cooperative Learning to Understanding The Ability of Two Variables Linear Equation Systems*. <http://jurnal.ump.ac.id/index.php/saintis/article/view/60/0>. Accessed on November 23<sup>rd</sup>, 2013.
- Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Woolley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Brisbane: Griffith University.
- Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge.