

Improving Tenth Graders' Score in Reading Comprehension of Recount Text
Using Make a Match Technique.

Sri Alvera Ayu

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Srialvera.ayu@gmail.com

ABSTRACT

In learning English, students will always experience a reading text. Unfortunately, most of students faced some problems with it. Based on the observation researcher found the problems related to their motivation, their interest and their lack of vocabulary. With regard to these problems, researcher proposed Make a Match Technique as a way to improve students' reading comprehension. The steps of Make a Match Technique which consist of four steps; they are grouped as follow: identifying, discussion, identifying question and summary. For purposed of this study, researcher used qualitative supported quantitative research method as the way to collect the data and analyzed them. The data of qualitative were interview transcript, field notes, and observation checklist. And the data of quantitative was evaluation reading test. This study was done in frame work classroom action research within two cycles. After analyzing the data, researcher found the following trends: in cycle one less improvement however in cycle two there is significant improvement it could be seen in table 4.1 (50,72 – 67, 24). The finding of this study, Make a Match Technique can be used as an alternative way to improve students' reading comprehension.

Keywords: Reading Comprehension, Make a Match Technique

Introduction

In Indonesia, English is a second language for students who learn English, so students must master the four basic skills in English. They are listening,

speaking, reading and writing. To teach among the four basic skills in English, teachers will be faced many challenges. The basic challenge is to build students' interest and motivation to learn English. In teaching English to the students, teachers face different problems to teach each of English skills.

In SMA Xaverius 2 Jambi City, the students were having some problems in their English skills. In listening skill, the students were difficult to comprehend the English speaking they hear. The English teacher was not speak full English to teach them. They also difficult to deliver their opinions in English, spokenly or writtenly. They needed to take very long time to arrange what they wanted to deliver by using dictionary. The students also had problem with their reading skill. The students had low motivation to read, and when they were reading a text, they find some difficulties to comprehend the text.

Among the four English skills, the researcher would like to improve students reading skill since reading has the power to help students collecting as many information as possible to improve other English skills. Another consideration is that reading plays a main role of English teaching assessment because one of the ways to assess English is through reading. Although English can be assessed through other English skills, but reading takes larger portion. This can be seen from semester examination and final examination. Almost all questions can be answered by involving reading skill. That is why the students should have good skill in reading. However, being able to read fluently does not mean that students have good skill in reading. Grabe and stoller (2002) argued that reading is the ability to draw menaing from the printed page and interpret this information

appropriately. So that, beside being able to read fluently, the students should also be able to comprehend the text.

Based on researcher observed in SMA Xaverius 2 Jambi City, researcher found that the students' problems in reading comprehension were caused by some causes; some of them were because of the lack of vocabulary mastery or because of the way they were treated. It was found that teachers treat the students in the same way. Students were taught by using the same kind of activities everyday. Teacher was seldom to hold group discussion in the classroom.

In order to overcome the problems of reading comprehension of Tenth Graders at SMA Xaverius 2 Jambi City state above, researcher would like to improve students reading skill since reading has a power to help students collecting as many information as possible to improve other English skills such as listening, speaking and writing. To solve the student's problems in reading skill and improve students' reading skill, there are many techniques that can be used and one of them is "Make a Match Technique". According to Suprijono (2009), Make a Match Technique is a technique which is interesting for learning reading comprehension because it is learning by using card. The cards consist of questions card and another consists of the answers to the question cards. In Make a Match Technique, the teacher should prepare two cards with the topic. They are question card and answer card. Every student thinks about question and answer that they have. Every student tries to find a friend who has the question. From the explanation above, "Make a Match Technique" is one of the appropriate technique that can be used in teaching reading comprehension because "Make a Match

Technique” is not only teaching learning process that is emphasized but also fun. “Make a Match Technique” can help and solve the problem of the students that have low motivation to read or have low ability to comprehend the text. And then, “Make a Match Technique” also can help the students to improve their reading comprehension and to achieve a better reading score than before.

Review of Related Literature

Reading is not as simple as it is heard, because reading is not merely about an ability to read a text, but also an ability to comprehend the text. It is supported by Linse (2005) who said that reading is a skill which involves making sense or good text and constructing the meaning from the words which are printed. Moreover, Broughton, Brumfit, Flavell, Hil & Pincas (2003) argued that reading is an intellectual skill; it is the ability to connect the words on the paper with the meaning which are symbolized by those words. Based on those statements, the students who can read a text fluently does not mean that their reading skill are good. They should have an ability to comprehend what is being discussed in the text.

According to Richard and Rogers (2001:192), cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. Curran (1994), develops one of cooperative learning technique is “Make a Match” Technique. It is learning using card. It consist two cards, one of the cards is question card and the other card is

answer card. This technique can generate students to involve their activity while learning process and make their learning process more actively in teaching reading comprehension. In this study, students look for couple while they learn a specific topic or concept with the happiest way. This technique can be applied for all class level and subject.

Methodology

Researcher would conduct a research with Classroom Action Research. According to Anne Burns (2010), Classroom Action Research is a self-reflective, systematic, and critical approach to enquiry by participants who are at the same members of the research community, which aims to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices.

The research would be conducted for the second year students of senior high school at SMA Xaverius 2 Jambi City in academic year 2016/2017. The location of SMA Xaverius 2 Jambi City is in JL. Melur 1 No. 23, Penyengat Rendah, Simpang IV Sipin, Telanai Pura, Kota Jambi, Jambi 36124, Indonesia. This reserach has been conducted in X. IPS 1 which consists of 21 students. The researcher would carry out the model of action research which was designed by Kemmis and Mc Taggart. There are four stages that must be done in implementing this model: Planning, Acting, Observing, and Reflecting.

To collect the data, the researcher used some instruments. They were tests, observation checklist, field notes, and interview protocol. The data from some instruments that have been collected would be analyzed qualitatively supported by

the quantitative data from the exercise before implementing until evaluation test one and two. In gathering and analyzing those data, researcher would use the technique of triangulation to strengthen the data and to cross check the data obtained from different instruments. Hopkins (2008) stated that triangulation includes comparing the perceptions of the one who does the research in a certain situation with other people who are in the same situation with the researcher. In addition, Creswell (2012) argued that triangulation is process to strengthen the fact gotten from different individual, types of data, method of data collection in description.

Finding and Discussion

As stated in the chapter IV, this research is a classroom action research. The procedures are planning, acting, observing, and reflecting. The research was conducted at SMA Xaverius 2 Jambi City on the 07th of March 2017- 07th of April 2017 in X. IPS 1 class. The research was conducted in two cycles. Before implementing the actions, the researcher asked the English teacher who teaches in X IPS 1 and gave exercise to X IPS 1 students before the teacher did the implementation of Make a Match Technique. Asking the teacher and exercise were done for getting information about students' reading comprehension level, students' difficulties in comprehending a text, and students' reading scores before the actions were conducted. After doing exercise, the teacher started to implement the actions; planning, acting, observing, and reflecting. After doing all of the action in cycle one and two, researcher got the result of their score in reading comprehension of recount text. The result of their text showed their improvement

from exercise before implementing until evaluation test two in cycle two. Here are the results of their score;

No	Students number	Exercise before implementing an action	Evaluation Test I	Evaluation Test II
1.	1	55	60	62
2.	2	52	50	62
3.	3	45	55	65
4.	4	65*	68*	75
5.	5	45	60,5	64
6.	6	67*	72*	76
7.	7	50	66*	70
8.	8	40	65*	68
9.	9	45	60	66
10.	10	53	60	65
11.	11	54	62	70
12.	12	50	62	68
13.	13	50	65*	66
14.	14	45	60	65
15.	15	60	66*	75
16.	16	55	60	65
17.	17	40	65*	68
18.	18	45	67*	69
19.	19	45	55	65
20.	20	50	66*	67
21.	21	55	64	66
	Total	1065 (50,72)	1258,5 (59,93)	1412 (67,24)

**Students who passed the KKM (65)*

Conducting gave all students chance to be active. All of students were free to learn and had a chance to practise their reading comprehension. Based on the fieldnotes and observation checklist written by researcher, it could be seen that Make a Match Technique could increase students' active participation from cycle

1 to cycle 2. The significant improvement happened in cycle 2. It means that teaching reading by using make a match technique was appropriate to be applied in SMA Xaverius 2 Jambi City especially class X. IPS 1.

From all findings that had been stated above, it could be concluded that all criteria of success had been achieved by the researcher. The researcher could make a conclusion after applying the data triangulation technique, because the researcher used various instruments to collect the data. The researcher strengthened the validity and reliability of the data by cross-checking one data and other data.

Conclusion

The research findings and discussion in chapter IV showed that the use of Make a Match Technique has improved the 10th graders' reading comprehension of Recount text, involved the following procedures: First, the teacher introduced Make a Match Technique to the students by explaining the definition and some stages in Make a Match Technique. Second, the teacher gave the examples of how to apply each stage of Make a Match Technique. Third the teacher divided students into some groups, the members of group were given by the teacher choose by their attendance list. Fourth, the teacher gave a card and a text for each group and asked them to work with their friends applying the role they had chosen; the students identifying the text based on the text, the students discuss and then clarify the difficult words or sentences they found in the text, the students made some questions based on the information from the text, and the students summarized the text based on the information they got from the previous stages.

Fifth, the teacher asked members of group to present their works and asked members of other groups to give their responds.

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