The use of *Make a Match* in teaching reading comprehension: Investigating the students' achievement and attitude.

Wiwik Mardiana
mardiana.wiwik299@gmail.com

Abstract

Make a Match method employed by Curran (1994) has some advantages in teaching especially reading comprehension in English. Thus, the purposes of this study are examining the effectiveness of make a match in teaching reading comprehension that is measured from the students' achievement and the students' attitude which is compared to the achievement. This study used mixed method of convergent parallel design combining quantitative (Quasi experimental) and qualitative. The data was gained from test (pre-test and post-test), interview and observation. The result of this research showed that "Make a Match" method was effective to teach reading comprehension especially in reading report text. Based on the post-test result of the reading comprehension achievement of the students who are taught using "Make a Match" method (experimental group) is significantly higher than those who are taught without using "Make a Match" method (control group). The achievement was affected by the students' attitude that they were motivated by showing their enthusiasm and participation when "Make a Match" method was applied.

Keywords: "Make a Match" method, reading comprehension, students' achievement, students' attitude

A. Introduction

Four skills that need to be taught in teaching English as foreign language are listening, speaking, reading and writing. From those four skills, reading is an important skill to be mastered. The reason is that reading has significant impacts on student's vocabulary, knowledge, on their spelling and on their writing (Harmer, 2007: 68). It means that reading is one of the skills that also needed to be taught because reading gives an opportunity to the students to get knowledge that may help their performance in writing. Moreover, reading is one of the skills

that can expand the students' knowledge about all other skills so it is becoming important and interesting to be explored (Fahrurrazy, 2012:83). Jain and Patel (2008:114) also explain that reading is not only a source of information but also as a means of consolidating and extending one's knowledge of the language.

In other words, whenever the students engage in reading activities, they need to comprehend the text they read and strategy to comprehend the text. Harmer (2007:74) argues that the activity of making sense of what you read and connecting the ideas in the text to what you already know means comprehend of what you read—reading comprehension. Therefore, in reading, the students must comprehend of what they read to get the knowledge. Ten strategies in reading comprehension explained by Brown (2001: 306-310) are identify the purpose, use graphemic rules and pattern (especially for beginning level learners), use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance learners), skim the text for main ideas, scan the text for specific information, use schematic mapping or clustering, guess when you aren't certain, distinguish between literal and implied meaning, and capitalized on discourse markers to process relationship.

However, reading is a passive or receptive skill (Fahrurrazy, 2012:83). Besides, reading comprehension is the difficult matter for students because they need to understand the meaning and the purpose of the text. It is also due to the low proficiency in reading. Students usually found difficulty in recognizing the words; getting the main idea and specific information of the text. As it is passive skill and difficult skill, there are some ways that need to be bear in mind. Model and method in teaching can be the solution as the ways in teaching reading comprehension.

Cooperative learning model is chosen as the best way to teach reading comprehension which has some advantages. Considering the benefit of make a match method included in cooperative learning, the researcher attempt to use it as the method in teaching reading comprehension. Furthermore, one of teaching methods that includes in cooperative learning is make a match (Lindayani, 2011: 117).

Related to the chosen topic, there have been several related studies on make a match method for teaching. The researcher used two related previous studies. The first study entitled "The Implementation of Make a match Method to Improve Students' Reading Comprehension at the Eight Grades of SMPN 2 Jetis in the 2012/2013 Academic Year" was conducted by Ratnawati (2012). Her study aimed at improving students' reading skill achievement by implementing Make a Match method. To solve the students' problem in Reading skill in junior high school level, she used classroom action research consisting two cycles. Based on her result of the study showed that by using make a match method, the students could improve their achievement in reading. The second study conducted by Ade (2013) entitled "Improving Students' Vocabulary

Achievement through Make a Match Method". The purpose of this study was to improve the students' vocabulary achievement through Make a Match Method. This study was conducted by using action research. Her research showed that the teaching vocabulary through Make a Match Method could improve the students' vocabulary Achievement. She also suggested that English teacher use Make a Match Method as one of alternatives method in teaching vocabulary.

Nevertheless, the further study conducted by researcher is different from those related previous study. This study aims at examining the effectiveness of make a match in teaching reading comprehension that is measured from the students' achievement. Moreover, this study also considers the students' attitude which is compared to the achievement. This study is conducted to the eleventh grade students in one of private school in Mojokerto. In this case, the researcher used "Report text" to teach reading comprehension.

B. Literature Review
Cooperative Learning

Cooperative learning model involves the students to learn and work in a group in teaching and learning activity (Brown, 2001:47). Some advantages of cooperative learning mentioned by Fauziyati (2009: 166-168) are promoting higher achievement than competitive learning, reducing anxiety, promoting interaction that gives opportunities for students to talk, practice, experience or retention new information.

Make a Match

One of teaching methods that includes in cooperative learning is make a match (Lindayani, 2011: 117). It is also has some advantages. Suprijono (2010: 94) states that this method can generate students to involve actively in the learning process. Huda (2011:135) explained that this method involve the students to study in groups when learning a concept or topic in a joyful situation. Some advantages of Make a match method developed by Curran (1994) as cited in Rusman (2011) are that this method can; 1) increase students' learning activity for their cognitive and physic, 2) create a joyful learning because it is like a game, 3) increase students' comprehension about the material, 4) increase students' motivation in learning, 5) be an effective way to increase students' braveness, and 6) can be an effective way to train students' discipline to appreciate the time for study.

In this research, the researcher uses some procedures in teaching reading report text by using "*Make a Match method*" are that the teacher 1) gives a text to the students, 2) divides the students into groups. One group consists of two students, 3) gives the time to the students to read and understanding the content of text, 4) asks the students about the difficult word in the text, 5) The teacher let the students to discuss what they have read (i.e. the purpose and the content

of the text), 6) prepares some cards content some topic which matches for the text; it consists of question cards and answer cards, 7) divides the students into two groups. Each student gets one card and each students look for their partner which has match card with them. Then, every students who can find or match their card before the time given will get point, 9) can shuffle the cards again in order to students get different cards from another group, 10) gives evaluation.

C. Research Methodology

The participants of this research were XI IPS 1 (experimental group) and XI IPS 2 (control group) of one of private school in Mojokerto. Each class consists of 20 students. This study used mixed method of convergent parallel design because the researcher to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem (Creswell, 2012: 540). The first used is quantitative data collection and analysis and followed by qualitative data collection and analysis. Then the researcher compared or related the result and did interpretation. The procedure is shown in Figure 1 as follows

Figure 1. The Procedure of the Research
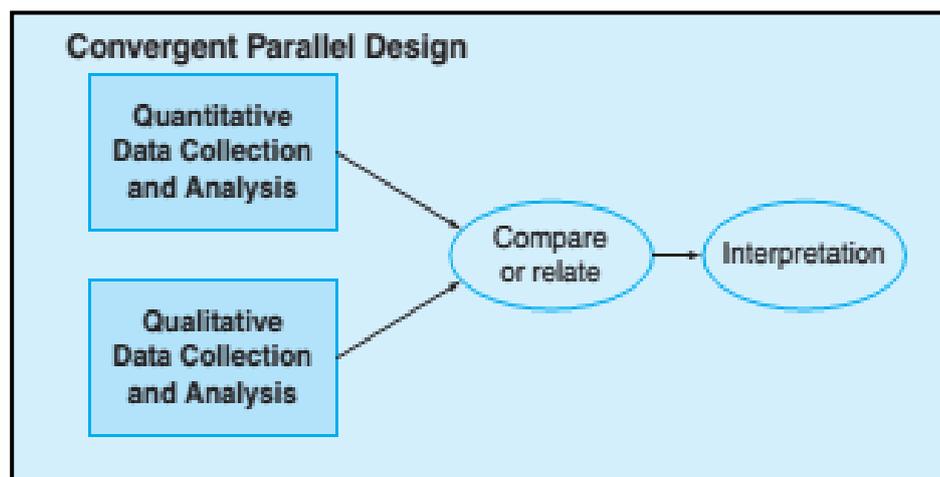
The quantitative research used to know the effectiveness of *Make a Match Method* in teaching reading comprehension is quasi-experiments which use control and experiment group but does not randomly assign participants to group (Creswell, 2003:160). The researcher also used pre-test and post-test after she conducted pilot test to investigate the validity and reliability of the test instrument. The design of this study can be illustrated as follow:

Table 1: Nonrandomized control group, pre-test and post-test design (Ary, et al, 2006:316)

Group	Pre-test	Independent variable	Post-test
Experimental	Y1	X_1	Y2
Control	Y1	-	Y2

Then, to know the students attitude toward the *Make a Match Method,* the researcher used qualitative research by conducting interview and observation method in experimental class. The observation is observation checklist used to know the students' enthusiasm and participations in the class. The observation was assisted by another teacher. The interview was conducted by the researcher itself used to know the students' interest and response of the use *Make a Match Method.*

D. Findings

In this part, the researcher gives the description from the purposes of this study by dividing into two sub sections consisting of students' achievement: pre-test and post-test of control and experimental group and students' attitude through interview and observation.

Students' Achievement: Pre-test and Post-test of Control and Experimental Group

The students' achievement is identified from the result of pre-test and post-test between control group and experimental group. The pre-test of the experimental and control group was conducted on the same day and date. It was conducted on 23rd May, 2016, Thursday. Then, the post-test was conducted in the different day and date with the pre-test. It was conducted on 31st May, 2016, Saturday.

The result of the pre-test shows that the mean score of experimental group is 58.50 and the mean score of control group is 67.50. Standard deviation of experimental group is 7.34 and standard deviation of control group is 9.33. However, the mean score of experimental group is 80.50 and the mean score of control group is 67.00 in the post-test. Standard deviation of experimental group is 8.72 and standard deviation of control group is 7.85.

By comparing mean pre-test and post-test of control and experimental group, it could be seen that there were an improvement. The mean of pre-test and post-test in control group showed that achieved 0.5 points. However, the mean of pre-test and post-test in experimental group showed that achieved 22.00 points. Based on the result above, it was concluded that the scores of both group had increased but they has a significant difference of the improvement. After conducting "Make a Match" method, the improvement of experimental group's

score was higher than control group. In order to be clearly understood the average scores of the result of the post-test on students' achievement in reading comprehension for the control and experimental group is also presented in the form of the chart on this figure below.
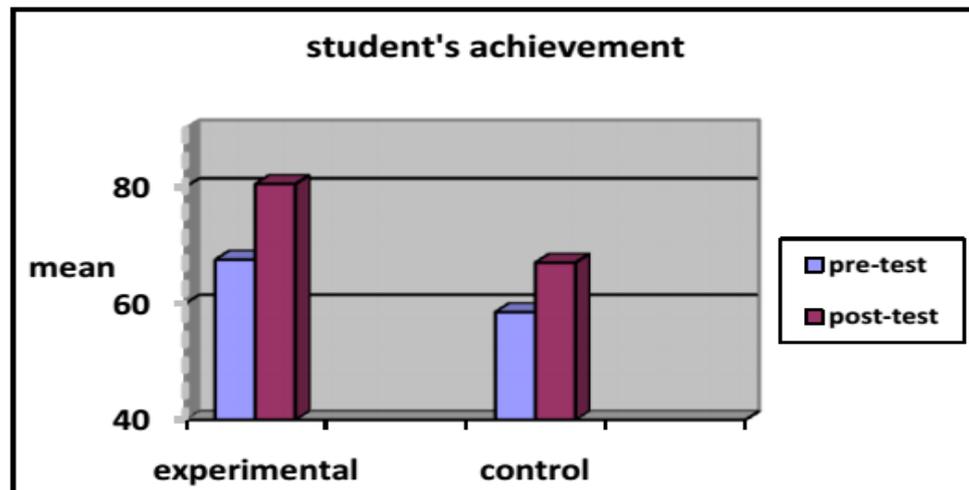
Figure 2. The Mean Score between Experimental and Control Groups Students' Reading Comprehension

The figure shows the improvement of experimental group was higher than control group. The increasing mean of experimental group proved that the use of "Make a Match" method can improve students' achievement in reading comprehension of report text. Meanwhile, the significant difference of reading comprehension by using "Make a Match" method in experimental group and reading comprehension without "Make a Match" method in control group to decide its effectiveness is measured by using t-test which is explained as follows.

Students' Attitude through Interview and Observation
The researcher used interview and observation conducted only to experimental group used to know the students' attitude. The interview was conducted to know whether the students are interested in "Make a Match" Method or not and the reason why they are interested in. In this case, the researcher did not ask them directly by using the term "Make a Match Method" but the researcher used the term "activity and procedure" to make them easy to answer. The researcher also used interview protocol in doing interview *(See appendix 3)*. In other words, observation was conducted to know the students' enthusiasm and participations during teaching and learning process by using observation checklist *(See appendix 4)*.

From the interview result, all of the students are interested in learning English especially reading by using "Make a Match" method. Moreover, they have varied reason of why they are interested in. First, they feel enjoy because it likes a game. Second, they like an activity involving group discussion. Third, help them understand the material. Fourth, the activity of teaching and learning process is not monotonous and the last is that they like learning by using various activities not just sitting, listening, reading and writing.

Besides, from the observation result, during the teaching and learning process using "Make a Match" Method in each meeting, the students' enthusiasm and participations reflect "good" and "very good" point. The clear description is as follows:

The first meeting is on 23rd May, 2016, Friday. In this meeting, the students' enthusiasm was good because most of them participate happily in the classroom activity when the teacher did some activities in applying Make a Match method although some of them were not interested enough. Moreover, the participation of the students was good because most of them did the teacher's instruction. It means that they responded well when the teacher gave them an instruction. Then, in discussion activity, they did it well. They did a great job activity because most of them are active in questioning and answering. Most of them also listened and paid attention to the teacher.

The second meeting is on 24th May, 2016, Saturday. In this meeting, the students' enthusiasm was increasing means "very good" because all of them are interested and happy in the classroom activity when they participated in each activity. However, the participation of the students was still in "good" point although the researcher expected "very good" point. Still, they could do the teacher's instruction well. They were also active in questioning and answering. They also listened and paid attention to teacher well.

In the third meeting which is on 30th May, 2016, Friday and t*he fourth meeting which is on 31st May, Saturday* have the differences from those two previous meetings. The differences are that in these meeting, the students' enthusiasm and participation reflected "very good" point. All of them are interested and happy in the classroom activity when they participated in each activity.

Thus, what the researcher found and analyzed above are in line with some advantages of using "Make a Match" method proposed by Curran (1994) as cited in Rusman (2011) including 1) increase students' learning activity for their cognitive and physic, 2) create a joyful learning because it is like a game, 3) increase students' comprehension about the material, 4) increase students' motivation in learning, 5) be an effective way to increase students' braveness, and 6) can be an effective way to train students' discipline to appreciate the time for study.

E. Discussion

In this part, the researcher gives the interpretation and explanation from the purposes of this study by dividing into two sub sections consisting of the effectiveness of make a match method and relating and interpreting the students' achievement and attitude.

The Effectiveness of Make A Match Method

To investigate the difference means score of students' reading comprehension between experimental and control groups, the next step was consulting *t*-value and *t*-critical. The final data of the students' reading comprehension scores in the post-test were analyzed statistically using *t*-test (*see appendix 1 for the detail information of the statistical computation*). After analyzing the post-test using *t*-test, it is derived the value of *t* is 5.25.

To investigate the difference means score of students' reading comprehension between experimental and control groups, level of significance .05 (5%) one tailed is used. Based on the table, the minimum *t*-critical value in level of significance .05 (one tailed) is 1.684 (df 40). (Based on *t*-analysis on the posttest means score of students' reading score between experimental and control groups, the result of *t*-value is 5.25). It means it is higher than the minimum *t* critical value (5.25 > 1.684), and therefore this value is lower than .05 (the level of significance). (*See appendix 2 for the detail information).* Therefore, it can be concluded that the result of pre-test from both groups were significantly different. It means that the initial ability of two groups was significant different. Nevertheless, the result of the post-test shows that the mean scores for experimental group is higher than control group.

The *t* value (5.25) exceeded the critical value (1.684). It means that there was a significant difference between students who are taught reading report text by using make a match method and those who were not. Thus, based on the result, it concluded that "Make a Match" method was effective to teach reading comprehension especially in reading report text.

Relating and Interpreting the Students' Achievement and Attitude

Based on the result of this study through quantitative and qualitative data collection and analysis, the learners' achievement of reading comprehension in experimental group was improved. Besides, the students' attitudes reflected positive that they were enthusiasm and happily participate during the classroom activities. It means that they were also motivated.

The relation of both learners' achievement and attitude is that the improvement of students' reading comprehension was affected by the students' attitude because of "Make a Match Method". This is in line with Curran's (1994) idea that make a match method can increase students' learning activity for their cognitive and physic, increase students' comprehension about the material, and

increase students' motivation in learning. By using "Make a Match" method, the students were motivated by showing their enthusiasm and participation. Therefore, it influenced their achievement in reading especially reading report text. The brief relation is drawn in the Figure 3 below

Figure 3. The Relation of *Make a Match* Method
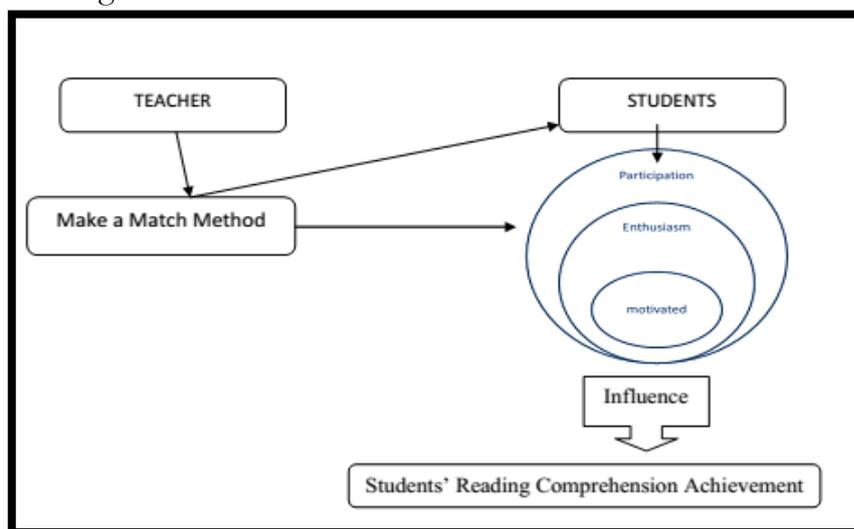
It can be interpreted that without any motivation shown by the enthusiasm and participation in the classroom activities, it cannot improve the students' achievement in reading comprehension. It means that the learners' attitude has a significant contribution to achieve the improvement of their score in reading comprehension.

F. Conclusion

Based on the research problem and the result of data analysis, it can be concluded that "Make a Match" method was effective to teach reading comprehension especially in reading report text. it is supported by the post-test result of the reading comprehension achievement of the students who are taught using "Make a Match" method (experimental group) is significantly higher than those who are taught without using "Make a Match" method (control group). Furthermore, considering the learners' attitude, "Make a Match" method can motivate the students (experimental group) by showing their enthusiasm and participation. Their enthusiasm and participation were very good that they are active in the classroom activities. Therefore, the students' enthusiasm and participation affected the reading comprehension of report text.

To follow up the conclusion, some suggestions are addressed to the English teachers and other researchers. For the English teachers, they should consider the benefits of using a particular method mainly "Make a Match" method in teaching reading because there are some studies particularly this study

that has proven the benefit of "Make a Match" method both the achievement and attitudes affected the achievement. They also may use this method in other skills of English if it is possible. Besides, the researcher also addresses suggestion for the other researchers that the next studies related to "Make a Match" method need to be conducted for the more significant contribution in English education. This method may be conducted in other perspective to get the new knowledge whether to test the method or to develop the method of "Make a Match".

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Appendix 1

T-test by Using SPSS 16.0

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score of posttest	experimental	20	80.50	8.721	1.950
	control	20	67.00	7.847	1.755

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score of posttest	Equal variances assumed	.346	.560	5.146	38	.000	13.500	2.623	8.189	18.811
	Equal variances not assumed			5.146	37.584	.000	13.500	2.623	8.188	18.812

T-test statistical computation

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{SD_1^2}{N_1} + \dfrac{SD_2^2}{N_2}}}$$

Where:

$\bar{X}_1 = 72.25$

$\bar{X}_2 = 58.50$

$SD_1 = 8.721$

$SD_2 = 7.85$

$N_1 = 20$

$N_2 = 20$

So,

$$T = \frac{72.25 - 58.50}{\sqrt{\dfrac{76.056}{20} + \dfrac{61.6225}{20}}}$$

$$t = \frac{13.75}{\sqrt{3.8026 + 3.08112}}$$

$$t = \frac{13.75}{\sqrt{6.88372}}$$

$$t = \frac{13.75}{2.62}$$

$t = 5.24809$

$t = 5.25$

Appendix 2

T-critical Value for the posttest means score

One-tailed	0.05	0.025	0.01	0.005
Two-tailed	0.10	0.05	0.02	0.01
df				
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797
25	1.708	2.060	2.485	2.787
26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
40	1.684	2.021	2.423	2.704
60	1.671	2.000	2.390	2.660
120	1.658	1.980	2.358	2.617
∞	1.645	1.960	2.326	2.576

Appendix 3

Interview Protocol

Name of the student:
Question
1. Apakah anda tertarik dengan kegiatan belajar mengajar yang guru anda menggunakan berbagai aktifitas dan prosedur di kelas?   a. Ya   b. Tidak

2. Jika (tertarik / tidak tertarik), Mengapa? Sebutkan alasan anda!
    - …………………………………………………….
    - …………………………………………………….
    - …………………………………………………….
    - …………………………………………………….
    - …………………………………………………….
    - …………………………………………………….
    - …………………………………………………….

Appendix 4

Observation Checklist
Observing Students' Activity

Meeting   : ……………………….
Date/Month/Year   : ……………………….

No	Observed Aspect	A	B	C	D
1.	Students' enthusiasm in teaching and learning process				
2.	Do what the teacher's instruction in applying the method (Students' response)				
3.	Discussion with friends and teacher				
4.	Answering the question well (participation in the class)				
5.	Listen and pay attention to the teacher				

Criteria   Mojokerto,
A = Very Good   Observer,
B = Good
C = Fair
D = Poor