STUDENTS' READING COMPREHENSION IN LEGEND BY USING *MAKE A MATCH*

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Abstract- *The aims of the research were to find out the students' reading comprehension in legend before using Make a Match Strategy, beside, to know the students' difficulties in improvement reading comprehension by using Make a Match Strategy, and also to find out the students' improvement by using Make a Match Strategy in reading comprehension at the grade VIII of SMP Negeri 1 Panyabungan. The writer applying this research with Classroom Action Research (CAR) used e-class was using Whats App. The subject of research was the grade VIII-1 students of SMP Negeri 1 Panyabungan. They were 30 students. The resulted shown students' reading comprehension improves significantly, it shown from the resulted students' percentage of pretest was 13,33%, cycle I was 53,33 %, and in cycle II was 90%. Make a Match Strategy can help students to improve reading Comprehension.*

Keywords: *reading Comprehension, Make a Match Strategy, narrative text*

INTRODUCTION

Reading is one of the skills that can expand the students' knowledge about all other skills. It can help the students to get a lot of information through reading. As one of the English skills, reading plays an important role for most students, not only for understanding the materials given by the teachers, but also for comprehending any informative texts that they find in their daily lives. Also, it is becoming very use full to comprehend reading text since the era of globalization and free market has demanded the students to be more competitive, competent, and critical. Reading and thinking are so important in this age of information. In today's job market, the type of job most graduates secure will be based on how well they can read and apply new knowledge—how well they learn. Being an effective reader will give the graduates the upper hand.

In particular, the process of reading is reading comprehension because it makes the process of searching the meaning of the text. In the process, the readers is involved

actively usinge their experience, background knowledge, structure knowledge, and strategy to comprehend the text. According to Brown (2001, pp.306-310) explain that reading comprehension is identify the purpose, useing graphpemic rules and patterns (especially for beginning level learners), useing efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced learners), skim the text for main ideas, scan the text for specific information, use schematic mapping or clustering, guess when you are not certain, distinguish between literal and implied meaning, and capitalized on discourse markers to process relationship.

At Junior High School level, especially at English Education of SMP Negeri 1 Panyabungan, Reading is one of the English skills that is learnt by the student besides other skill such as, Speaking, Writing, and Listening. The students who take reading lesson are assumed to have ability in reading comprehension since they were in Junior High School level. In fact, during two semester the researcher taught Reading subjects, it seems that their reading proficiency is still low. It can be seen from the classroom activities which require students' participations. The students' respond to the text is mostly very slow and they have less initiative and participation when doing the more complicated reading task. It is because the students only do the surface reading or finding the information from the text not trying to understand or comprehend the text. So, whenever the students do not get the answers or solutions, they will stop reading. Having such problematic situation, the researcher intends to familiarize the students with reading activities that required more interesting story and fun strategy that is read Legend by using Make a Match Strategy.

According to Arifah and Kusumarasdyati (2013, p.10), *Make a Match* is one of the teaching techniques which can be used in co- operative learning. The Make a match technique is a kind of game where students have to find their partner. In this technique, the students are divided into two groups, group A and group B. Each of the students in each group get one card. The students in group A get the topic cards while the students in group B get the simple description cards. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose sentences based on the words they got on their cards.

While, Suprijono (2010, p.94) "Make a Match is a way to encourage students to actively participate in the learning process," he said. Moreover, Huda (2011, p.135)

explained that "*Make a Match* is the method involve the students to study in groups when learning a concept or topic in a joyful situation." In addition, Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere.

Studies on reading comprehension have been conducted by several researchers. It is because reading comprehension is seen to be influential to other subjects in elementary school. Kavani & Amjadiparvar (2018) conducted research using the experimental method and the Mancova test to see the relationship between strategy-based instruction (SBI) and children's reading comprehension and motivation. The results of data analysis revealed that SBI significantly influenced the reading comprehension, motivation, and self-regulation (SR) of foreign language students. In another study, 378 elementary school students in grade 3-5 were given narrative and expository texts and their reading comprehension was assessed. This study indicated that students found difficulties in understanding the texts (Cunha & Capellini, 2014). The results of research showed that learning to understand the contents of reading texts is difficult. Thus, it is important to improve reading comprehension skills especially at the level of basic education.

The scope of this research is using *Make a Match Strategy* can help students' to identify or generate main idea, add vocabulary, and structure from the text especially in narrative text. Narrative text is a type of essay that tells the story or sequence of events in which it occurs. Its purpose is to give meaning to an event or series of events by telling a story. (Retain, 2013, p.2). The text of the story is expected to understand the context and find the moral value of the story. There are many kinds of stories. They can be fictional, factual, or a combination of both. These include fairy tales, horror stories, parables, legends, folktales and stories. According to Anderson (2003, p.3), "A story is a text that tells a story while entertaining the audience." Similarly, Alan Myers (2005, p.52) says, "A story tells a story and is interesting. Make your readers react to the events of your life as if they were yours. "

Based on the definition above, the writer concludes that narrative text is imaginative story that have developed in societies, have a moral massage to entertain people. Despite of, the writer believes this method can make the student actively in reading narrative text, make students enjoy in the class, help the teacher improve student

to comprehend about material, to increase students' motivation in reading English story and can be increase students' learning activity for their cognitive and physic.

METHODS

This research used action research as research method. Basically there are four major steps in action research design. There are planning, acting, observing, and reflecting. The four steps are in the form of a cycle. The first cycle becomes a continuing, or iterative, spiral of cycles which repeated until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

Additionally, Kemmis and Mc Teggart in Buru (2009, p.7) states that action research is typically, involves four broad phase in a cycle of research, the first cycle may become a continuing and iterative, spiral of cycles wich recur until the action writer has achieved a satisfactory outcome and feels it is time to stop.
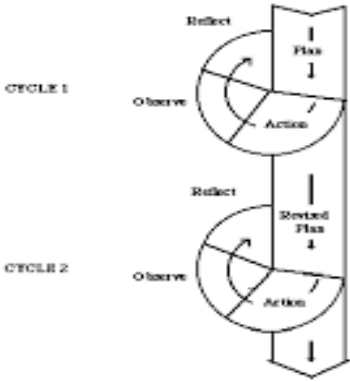

Figure 1. Cyclical Action Research models based on *Kemmis* and *McTeggart* in Brun

In this study the research choosen Kemmis and Tegart model. It is conduct into two cycles : Where in each cycle apply four steps: 1) planning 2) action, 3) observation , 4) reflection. Cycle I consist of two meeting and cycle II consist of one meeting. So, there are three meeting all together.

The participants of this action research were 30 students. The actual participants who were involved in the project were 20 female students and 10 male students. This research was conducted at SMP Negeri 1 Panyabungan, Madina, North Sumatera Province. To meet the research questions, there were several data collection methods that the researcher used in this study. Among of them were: class/group discussions, pre-test and post-test, questionnaires, observation, field notes, and documentation.

FINDINGS AND DISCUSSION

Findings

Cycle I

a. Planning Phase

Planning is the first step to do the research. The writer who acted as the teacher made a lesson planning and selects the material based on the annual program that determined by the English teacher and also based on upon the Standard of Competency and Basic Competence.

b. Acting Phase

In the first meeting, the writer opened the lesson by introducing herself and checked the students" attendence on WhatsApp application by using e-class because of this pandemic Covid teachers and students cannot meet face to face. In the first meeting, it was followed by 30 students in the e-class on WhatsApp application the response of students it is so good. The writer told the students about the topic that day, and then the writer asked the students about the topic. E-class became noisy, it can be seen their not serious and made joking in the group whatsApp like sending funny photos when teacher explained in the group. Some of them tried to answer as they knew, but the others just silent. Then, the teacher gave explanation about the meaning of narrative text with video so that the students better understand of the meaning narrative text.

c. Observation

In the first cycle, the writer observed teaching learning process by monitoring the students' activity and attention during the action. Observation made at the time of learning narrative text without and by using *Make a Match Strategy,* observation focused on students" reading comprehension. For the resulted of this action, the writer can saw that the students were unready in learning narrative text. Almost of them seen confused in doing the post-test. Some of them asked the answer to their friends.

d. Reflection

After analyzing the resulted of the action in post-test, the writer concluded that the students reading comprehension was improved. It was shown by the average of post-

test, which is higher than the average of pre-test. The writer also calculates the standardized of minimum score (KKM) in score 75. The result of post-test shows that students who completed this standardized was more than in pre-test, in pre-test there was only 4 students who has the score more than 75 and in post-test only 16 students who have the score more than 75. From the result writer thinks that necessary to carry out cycle 2.

Cycle II

a. Planning phase

From the observation sheet, it has found that the teacher starting the E-class on WhatsApp on time, greeted the students and did the orientation. Teacher was seriously in teaching learning process and concluded the material after doing the e-class on WhatsApp aplication. In the next learning, it was needed to overcome motivation of students to comprehend the text in this pandemic, the students must remain enthusiastic about learning even though this pandemic only though E-learning on What application.

b. Acting Phase

In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in reading comprehension. Before began the lesson the writer gave pre-test about narrative text on WhatsApp group. During the students did the test, the writer observed learning process in the e-class and checked the students' task on WhatsAppgroup. After pre-test writer began to teach. The writer gave the materials about narrative text about it. Generally, there were significant development of the acting phase in second cycle. From the observation note that has been taken by the writer that the writer performance in teaching English has implemented the method a bit better than first cycle on WhatsApp application by using e-class. The writer used the time with effectiveness and also managrment class was good enough. The e- classroom on WhatsApp situation controlling also can be handle by the writer when students work with their task. Overall, students it seen more enthusiatic in doing activity than before. The students can answered the question from WhatsApp application.

d) Reflection

After analyzing the resulted of the action in this cycle, the writer seen that the application of *Make a Match Strategy* could improve the students' reading comprehension. The students easy to understand the material, so that most of them did the test well. They learned to prepare the material before they joined in the class. They had trained to look the material before came to the class as discussion material, so that they could learned it first. The students presented the result of their discussion better than before. The result of pre-test and post-test in this cycle higher than first cycle.

After conducting Make and Matching for two cycles, the students" reading comprehension in Legend improved, especially vocabulary and main idea. Moreover, the process in the classroom activity also improved from the first cycle to the second cycle. Below is the further explanation of each improvements: 1. Students" mean score based on the result of the test, after conducting Make and Match Strategy twice, the students' score improved from the first cycle to the second cycle. The improvement was shown by the result of students' mean score and also the students who passed the standard minimum score. The improvements can be seen in the following charts.

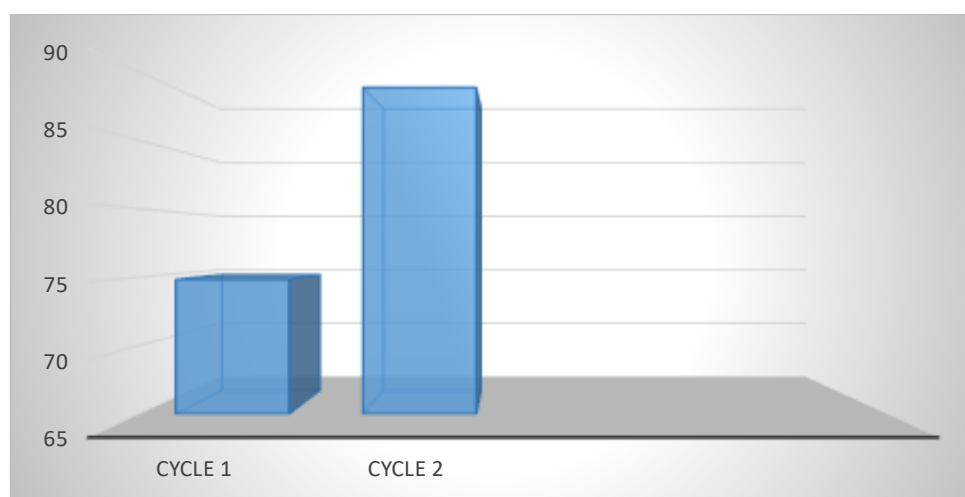Chart 1 : Students' mean Score on Each Cycle

Chart 1 above shows the students' mean score in the first cycle and the second cycle. As it displayed, there is an improvement from the first to the second cycle. In the first cycle, the chart of the first cycle showed 73,83; meanwhile, in the second cycle, the mean score

is 88,83. This improvement is strengthened by the percentage of students who pass the KKM, as described in the following chart.

Chart 2: The Students who Pass the KKM
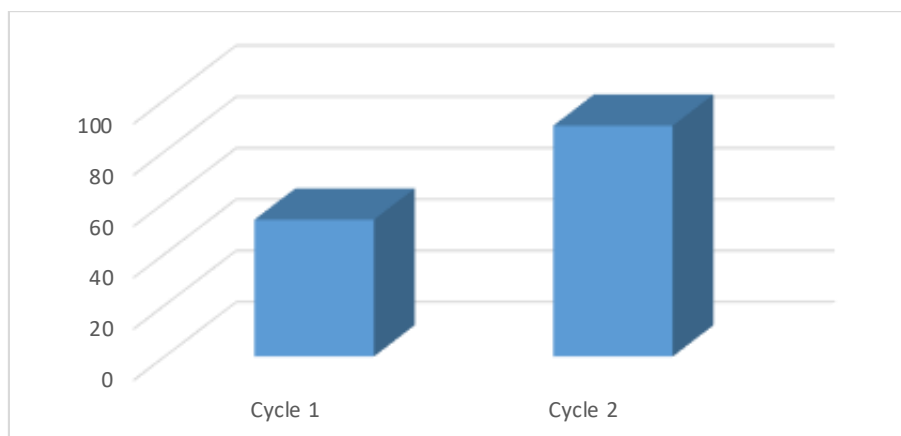
In Chart 2, there is a significant improvements of the students who passed the standard minimum score (KKM). In the first cycle, the percentage is only 53.33%. Meanwhile, in the second cycle, the percentage improves to 90%. This happens because in the second cycle more students answer the questions correctly.

Discussion

The findings showed that the application of Make a Match improves the students' reading comprehension in Legend significantly. The improvement of students' achievement was showed from mean score 74, 83 to 88,83. Implementation in the classroom, the temporary closure of educational institutions in an effort to contain the spread of the Covid-19 .The pandemic is affecting millions of students worldwide except Indonesia. Violation of the direct learning process between students and teachers and refusal to teach affects the student's psychology and reduces the student's skill quality. This burden is the responsibility of all elements of state education in school survival for all holders of educational steak to undertake distance learning. How should Indonesia plan, prepare for, and overcome covid 19 recovery, for the violent losses of education in the future. So the researcher using e-class with WhatsApp application as solution for students can learn even in the midst of pandemic. While doing the roles for the first time in the first cycle, the students got confused what they needed to do with the strategies; they did not fully understand the function of each roles. Thus, the results of the first cycle

were not satisfactory. Besides, the provided time, lack of preparation such as the teacher forgot to bring sufficient handout for all students, and still difficult in e-learning.

In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in reading comprehension. When acting phased, the writer gave pre-test about narrative text on WhatsApp group. During the students did the test, the writer observed learning process in the e-class and checked the students' task on Whats App group . The researcher gave the materials about narrative text about Legend. Then, the teacher explains how to finding main idea in the text, after finished the explanation teacher asked each group to finding main idea in each paragraph. Having analyzed it, the teacher discussed and asked whether any question or not, but the students only read the question students on Whats App group and teacher asked the students again on Whats App group the student answer the question then teacher closed the meeting.

The researcher gave post-test to know whether their reading comprehension increase or not and asked to the students did not open dictionary if the unknown the vocabularies but they can answer with *Make a Match Strategy* who was the writer explained and after students finish working on test students collected their answer in each group on Whats App. After that students read again the text one by one and share to the teacher on What App person. However, in the second cycle, all the activities ran smoothly. The multiplicative inverse or mutual interaction as being expected appeared in the second cycle; since the students had understood their roles, and the problems in the first cycle could be handled by the researcher. In the second cycle, the students knew exactly what they had to do. It was because the researcher modified the activity by using Make a Match Strategy.

CONCLUSION

The result of the data description showed the score of students in reading comprehension without using *Make a Match Strategy* at the grade VIII of SMP Negeri 1 Panyabungan was 53,33, it can be said that the criteria enough. When without using *Make a Match Strategy* the students still confused about the structure of the text. Some difficulties of the students in improvement reading comprehension when by using *Make a Match Strategy* conducted, they are: first : the students so active and make the class so noisy, and make make other class been disturbed. The second, some students complined

about the group, and then students are less familiar in using discussion when learning process had done. The result of the data description showed that the scores of students in improvement reading comprehension by using *Make a Match Strategy* was 88,83, it can be said the criteria good. When by using *Make a Match Strategy* made the students more understand, more active and interest in learning reading narrative specially in Legend. It was showed by their enthusiasms in reading narrative text.

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Furthermore, English teacher should teach English especially in reading comprehension by using make a match strategy to make teh students can active and enjoy the reading material based on the context of the passage. So when the students read a text, they were not bored in English class. Last, Students can improved their achievement in reading comprehension by using Make a Match Strategy through active and enjoy English class when teaching learning process. Answer the question with well, and not shy to saying English in front of the class.

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