

**IMPROVING STUDENTS' READING COMPREHENSION ABILITY BY
USING MAKE A MATCH ASSISTED BY FLASHCARD
ON THE VIII CLASS OF SMP IT MADANI IN
ACADEMIC YEAR 2021/2022**

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ABSTRACT

This study deals with the students' ability to improve reading comprehension by using make a match assisted by flashcard on the VIII class of SMP IT Madani Academic Year 2021/2022. Its objective is to find out whether the use make a match assisted by flashcard has a significance improve reading comprehension. Population used in this study of class VIII were 60 and samples used in this study were 30 students. The method used in this study is an experimental method with a one group as pretest and posttest design. This study was carried on using quantitative method. The data was analysed by using t-test. The researcher found the pretest mean = 48,33 , deviation standard = 3,79 and experienced an increase in the posttest mean = 86,67 deviation standart = 4,79. From this analysis, writer found that guided make a match assisted by flashcard has significance in teaching reading comprehension. It can be proved by the result of the analysis showed that " t_o " observed about 34,54 was higher than " t_{table} " about 2,045 with the level significance is 0,05% it implies that the teacher of English should use make a match assisted by flashcard in teaching reading comprehension so that the teaching and learning process can be successful.

Keyword: *Reading Comprehension, Make Match, Flashcard.*

BACKGROUND OF RESEARCH

In Indonesia, English is still considered and taught as a foreign language. It is because Indonesian people are not using English for their daily communication. However, considering the importance of English to communicate globally, the Indonesian government includes English in the education curriculum to be taught in schools. According to the curriculum 2013 or the school based curriculum, the purpose of learning English is to make the learners be able to communicate both in oral and written forms. To be able to communicate means that the learners can understand as well as express ideas, thoughts, information, and feelings. In addition, the English teaching and learning covers the four language skills namely listening, speaking, reading, and writing skills. These skills become the learners' asset in communication.

In this research, the researcher will focus on reading skill, because reading is one important way to improve the general language skills in English such as; Reading helps us learn to think in English, to find out about new ideas, fact, and experiences, enlarge our English vocabularies, may be a good way to practice our English if us live in a non-English-speaking country and can help us improve our writing. In SMP IT Madani many students have problems in understand this subject and they always confused to master the reading text. In reading learning process the student must understand what the content of text to Get the information from it. Reading is process to transfer the science from book to brain from writer to reader and this information will not received with the readers if they did not understand what the content of the text. Other problem in reading is lack of vocabularies and also pronunciation. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of this problems is that the teacher should know more about approach, method, and in learning English, as the method will support the teacher way to make his teaching learning more effective.

SMP IT Madani is a school of Junior of High School in Southeast Aceh. This school is very good. There are many intelligent students who study there and this school is located in the middle of city. To reach the good achievement in teaching-learning process in SMP IT Madani especially teaching reading for the eight grade, the teacher must choose the suitable method for the students. To apply the teaching method,

the teacher must understand the some aspect such as the student's background the student's ability.

The researcher wants to using make a match as a teaching technique. Make a Match is the fun to teaching by using card. This technique make students enthusiastic and motivated. Because the students directly know how to spell that word and how to write of the word, can be concluded that Make a Match is one of technique cooperative learning used in active learning and fun learning that involving students in finding a partner while learning a concept using cards. By make a match, students more enthusiastic and motivated in learning reading comprehension.

REVIEW OF LITERATURE

A. Reading

In learning English as a second language, reading is an active cognitive process of interacting with print to improve up meaning. According to Diane Engehardt (2013: 9) reading is a great source of knowledge, but more than providing facts, gures, and a wealth of information reading can take us on journeys to places we might never see and introduce us to people we could never meet in person. Than according to Ryan James (2017: 16) Reading is a complex skill. Different people have different ways on how they make sense of letters and how they are put together. It is not true that you need both of your eyes to be focused on a specific letter within a word.

B. Reading Comprehension

Comprehension is part of life. Every waking minute, our brain is busy making sense of our worlds. Woolley (2011: 5) states that reading comprehension is the process of making meaning from text. According to Sulistyani and Yunik Susanti (2018: 3), reading comprehension is a process of students to get and understanding a meaning by the text of what they read. Bobby Pramjit Singh Dhillon, Herman, Syafryadin (2020: 79) describe that reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Reading comprehension refers to the

ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

The level of Reading Comprehension

The level of reading comprehension involves more of an active role on the part of the reader (Heilman, 2019: 246).

1. Literal comprehension. This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of researcher. The researcher's message is received but not examined, evaluated, or utilized in anyway.
2. Interpretive comprehension. At this level the reader not only knows what the researcher said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the message. It requires a more active participation on the part of the reader.
3. Applied comprehension. At this level reader does more than merely receiving and interpreting the message. The reader evaluates the researchers ideas, either accepting or rejecting them or applying then to some new situation.
4. Critical comprehension. At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

C. Make Match

Rusman (2011: 223) model make a match is students looking for a card partner while learning about concept or topic, in a pleasant atmosphere. This model can generate student learners to engage actively in learning process. In case, students look for couple while they study a is how reading processes vary depending on the reading purpose. It is clear that reading for entertainment is quite different from reading to learn information or reading to integrate information from multiple sources. It is also clear that skimming a text for a very general idea involves distinct skill combinations from reading

for main idea comprehension, the latter being by far the most common type of reading carried out by fluent readers. A critical factor in teaching reading is helping students understand that different tasks and different activities involve differing level demand on comprehension. Some tasks require a high level of detailed comprehension. Other tasks may involve the understanding of main ideas and some supporting information.

D. Flashcard

Speaking of flashcard history, he is inseparable from Glen Dorman. Several references explain that the flashcard was introduced by Glenn Dorman, a neurosurgeon in Philadelphia, Pennsylvania. Glen was born on August 26, 1919. In 1940 he graduated from the Faculty of Physical Therapy at the University of Pennsylvania. Glenn Doman is a physiotherapist and a pioneer in the field of pediatric brain development. He has also worked with students from hundreds of countries, both in developed and developing countries. He was also involved in various types of wars and was decorated by the governments of the United States, the Netherlands and the United Kingdom. Glenn Doman died on May 8, 2013 at the age of 93.

RESEARCH METHODOLOGY

This research designed by using the quantitative method. Sugiyono in research methodology (2017: 7) states the methodology as scientific because has fulfilled science principles those are concrete, objective, measured, rational and systematic. The methodology is called quantitative because research data include number and statistic analysis. It means that the research accumulates and calculates the data which is got from the research.

FINDING AND DISCUSSION

This research is purposing. The research is quantitative research with categorized as a type of pre-experimental study with a model approach to pre-test post-test design is: One

group of experiments. The data is taking by giving pre test and post test in table 4.1 as following:

Table 4.1. The score of Pre Test (X_1) and Post Test (X_2)

At Class VIII SMP IT MADANI

NO.	NAME.OF.STUDENTS	CLASS	PRE-TEST	POST-TEST
1	AP	VIII	50	80
2	AA	VIII	50	90
3	BM	VIII	40	90
4	CPR	VIII	50	80
5	DRN	VIII	50	80
6	FAJ	VIII	50	90
7	FSN	VIII	40	90
8	FHN	VIII	50	80
9	FEP	VIII	50	90
10	FZP	VIII	50	90
11	HMV	VIII	50	90
12	KDG	VIII	40	80
13	KRA	VIII	50	90
14	KH	VIII	50	90
15	LAR	VIII	50	90
16	MHB	VIII	50	80
17	MQB	VIII	40	90
18	MRS	VIII	50	90
19	NA	VIII	50	80

*THE IMPLEMENTATION OF VIDEO TO IMPROVE STUDENTS ABILITY
IN WRITING PROCEDURE TEXT AT XI CLASS
SMA SWASTA DARUL IMAN IN ACADEMIC YEAR 2021/2022*

NO.	NAME.OF.STUDENTS	CLASS	PRE-TEST	POST-TEST
	NR	VIII	50	
	NRA	VIII	50	
	NH	VIII	50	
	RSP	VIII	50	
	RAN	VIII	40	
	RNS	VIII	50	
	SPS	VIII	50	
	SR	VIII	50	
	SMG	VIII	50	
	UHI	VIII	50	
	ZZZ	VIII	50	
			1450	
MEAN			48,33	86,67

The data in table 4.1 showed that the highest score of the pre test given at class X = 50 and the lowest score = 40 whereas the highest score on post test = 90 and the lowest = 80.

Scores :

90 – 100 : excellent

70 – 89 : good

60 – 69 : fair

40 – 59 : poor

0 – 39 : very poor

Data Analysis

Table 4.4
The Different of Means of Pre Test and the Post Test
Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	30	48,33	3,79	0,70
Students' Score Post Test	30	86,67	4,79	0,89

The table showed that the mean score before and after the make a match assisted by flashcard to improve reading comprehension. In pretest, the mean on pre test = 48,33 while in post test = 86,67.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

The minimum completeness criteria of English Lesson at SMP IT Madani = 70. The mean score of students test on pre test = 48,33. The mean score on posttest improved become = 86,67 and it reached the minimum completeness criteria score. There were 38,34 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{\text{observation}} = 34,54$ then compared it with $t_{\text{table}} = 2,045$ of level alpha = 5%. It meant that $t_{\text{observation}}$ was higher than $t_{\text{table}} = 34,54 > 2,045$. So, the researcher concluded that there were improvement students' ability in reading comprehension using make a match assisted by flashcard at class VIII SMP IT Madani and the hypothesis in this research was received.

Suggestion

In relation to the conclusion above, suggestions are put forward as follow:

1. Teachers need to further provide reading comprehension to students and more creative use of model or new methods.
2. Students must be more active in learning reading comprehension and should bring a dictionary.
3. The data from pre test and post test was calculated by using t test, it was found that $t_{observation} = 4,79$ and finding t_{table} of level α 5% with $df = n-1$, $df = 30-1 = 29 = 2,045$. The result showed that there is improve reading comprehension by using make a match assisted by flashcard on the VIII class SMP IT Madani in academic year 2021/2022.

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