

Ridho Romi Sekti Nugroho 9.8

by Cek Plagiasi

Submission date: 08-Aug-2020 08:11PM (UTC-0700)

Submission ID: 1299324323

File name: Ridho_Romi_Sekti_Nugroho.docx (253.03K)

Word count: 13730

Character count: 72040

INTRODUCTION

This chapter explains the background of the study, identification of the problem, limitation of the problem, formulation of the problem, the objective of the research, significance of the research and definition of the key term.

A. Background of Study

Reading is very important in today's society. There are many people who can't read well. That is a scary thought especially for students. Because reading is a vital skill in finding good jobs. Many well-paying jobs require reading as part of job performance. Poor reading skills increase the amount of time needed to absorb and react at work. Someone is limited in what they can achieve without good reading and understanding skills. Someone who knows how to read can educate themselves in the area of life they are interested in. We live in an age where we are filled with information, but reading is the main way to use it, and that is what teachers currently face in the development of learning, because Indonesian students' reading interest is still very low. Therefore teachers are required to be more active in reading

In the learning process, teachers are required to take classes that are safe, comfortable, and enjoyable for students. This idea is in line with Permendikbud No. 65. in 2013 which states:

“Proses pembelajaran di unit pendidikan diadakan secara interaktif, menginspirasi, menyenangkan, menantang dan memotivasi siswa untuk

berpartisipasi aktif; kontekstual, dan kolaboratif; memberikan ruang yang cukup untuk inisiatif, kreativitas dan kemandirian siswa; dan sesuai dengan bakat, minat, kemampuan, dan perkembangan fisik dan psikologis siswa”.

From the quotation above it can be said that The learning procedure in the instruction unit is held interactively, inspiring, fun, challenging and motivate the students to take an interest effectively; relevant, and synergistic; give adequate space to understudy activity, imagination and autonomy; and as per understudies' gifts, premiums, capacities, and physical and mental turn of events. It means the teaching learning process are not only secure, comfortable, and enjoyable for students. Therefore, teachers are advised to use Cooperative Learning. because in cooperative learning there are things that have been mentioned in the statement above as in cooperative learning teachers and students are required to do creative and enjoyable learning so that they can develop initiative, creativity, and independence from students.

Cooperative Learning is a learning method that presents the idea that students must be able to carry out cooperation through a team in the more responsible learning process. During the process of teaching the students are required to communicate and interact with classmates. In this case, Isjoni explains (2016:5), “*Pada model Cooperative Learning siswa diberi kesempatan untuk berkomunikasi dan berinteraksi sosial dengan temannya untuk mencapai tujuan pembelajaran, sementara guru sebagai motivator dan fasilitator untuk siswa.*” That means In the Cooperative Learning model students are given the opportunity to communicate and interact socially with their friends to achieve learning objectives, while the teacher is a motivator and facilitator for students.

This is in line with Slavin (1995) who argued, "In learning methods, students work together in four-member teams to master material initially presented by the teacher". In addition, this requires teachers to maintain to divide the tasks into each group fairly.

In reality, the teachers have applied cooperative learning which they claim that they have done it. This is similar to Lie (2014:8) who stated:

"Banyak guru menyatakan bahwa mereka telah menerapkan metode Pembelajaran Kooperatif. Mereka telah membagi siswa menjadi beberapa kelompok dan memberikan tugas kelompok. Namun, para guru itu mengeluh bahwa hasil dari kegiatan ini tidak seperti yang mereka harapkan"

It means many teachers state that they have applied the Cooperative Learning method. They have divided students into groups and given group assignments. However, the teachers complained that the results of this activity were not as they had hoped. If the teachers have done group discussions, but the teacher did not do the technique in Cooperative Learning.

Based on the researcher's experience, when he joint teaching practice in MA Negeri 1 Kota Kediri the students instead used group work activity to improve their knowledge and abilities, they wasted the time for playing, joking, and talking to their friend. As a result, they could not work effectively in groups. The diligent and clever students felt that the division of tasks and judgments was unfair, while students who was less diligent and good at feeling inferior work together with friends who was more capable.

Another problem is the method of the teaching reading. The success of reading is influenced by method of teaching which can lead vocabulary and language structure used in the text. Understanding vocabulary and structure of

sentence in the text help them comprehend the message. The fact shows that the teachers in MA Negeri 1 Kota Kediri asked the students to read the text aloud. There were not methods to help them understand the text.

It made them uninterested in monotonous activity to learn the reading subject. They just read the text and answer the question. They also did not have a high motivation to learn the subject. Therefore, the students did not involve this activity. They preferred talking with their friends, sleeping in the class or just keeping silent without focusing on the material the teacher has given. In the teaching-learning text, teachers usually ask their students to make a conclusion about the text, find the main idea, and determine the paragraph organization.

Ideally, the teachers must be able to plan and organize student-learning activities through learning models. In the learning model, the teachers also needs to determine the right teaching technique in its implementation. In the implementation of learning they plays an important role in the selection of technique or approaches and learning models based on objectives and determines the success of student learning, and they should use an appropriate techniques to improve students reading comprehension that make reading is an interesting subject for the students. In cooperative learning they have many techniques one of the techniques is is Make a Match which has been tested and can help students to build knowledge actively and not easily make students saturate.

Make a Match is a technique developed by Lorna Curran in 1994. One of the advantages of this technique is that students look for partners while learning

about a concept or topic in a pleasant atmosphere, and this technique can be applied to all subjects and for all levels of education.

¹ There are several studies using Make a Match to overcome reading difficulties. First, a study by Wastawan, Sutarsyah, and Sudirman (2014), shows there is a slight improvement in the development of reading comprehension by students. The second study conducted by Walia (2016) which results show the implementation of the model “Make a Match” can be used as a technique to improve student learning activities, student learning outcomes and improvement of teaching and learning process Organized by the teacher. The third study by Irwanto and Nurpahmi (2017) conducted result that using of Make a Match method is more effective than technique in conventional method like speech technique, because Make a Match method improved the students reading comprehension.

This study has differences with the three previous studies. The difference in this study from previous research is the research design, learning material, research objects, and skills, as well as modernizing ways of doing learning using Make a Match. The object of this study is to determine whether or not Make a Match can be used as a technique in learning to read comprehension, and the effect after using Make a Match in learning to read comprehension. Also the researcher want to investigated this matter because he wants to know how students can learn English with fun and foster interest in reading to students because learning to read comprehension is one of the activities that students dislike because students don't like to read something that is only text without

something being caught their attention. If not investigated, this problem can spread later on when they are adult which can cause them easily fooled by fake news and irresponsible people.

Based on the explanation above the researcher wants to make the study using Make a Match and using descriptive text as teaching reading, with participants from tenth grade MA Negeri 1 Kota Kediri.

B. Identification of Problem

The problem usually comes from students while they learn reading they are ready to read, but they do not comprehend what they read. Besides, the students also ⁵ difficult to find the main idea, meaning of vocabulary, and WH question, it makes them feel that reading is difficult to object. On the other hand, ¹⁴ lack of communication between students with other students in learning process can make the students busy with their own business and crowded negative aspect. As a result, they do not have the ability and most of the students reading comprehension are still low.

The problem for teachers is how to get students to comprehend the text fluently, and how teachers can teach reading skills in a fun way, and without students busy with their own activities and causing classes not conducive to receiving lessons.

From some problems that faced above, the researcher formulated a technique to solve the problem. There are several technique in cooperative learning there are STAD (Students Teams Achievement Division), NHT (Number

Head Together), Jigsaw, Make a Match, TGT (Teaching Game Team), CIRC (Cooperative Integrated Reading and Composition), TAI (Team Accelerated Instruction), and Group Investigation, one of those ² technique can assist the students to comprehend the text that they read and make the classroom more enjoyable. The students can work together and share their knowledge with their group.

C. Limitation of the Problem

In this research, the researcher focuses on teaching reading to tenth-grade students. The technique the researcher used is “Make a Match” to know the reading ability of the students. The researcher used to pretest and protest as the method of collecting data and the experiment is hold at MA Negeri 1 Kota Kediri to know the effect of teaching reading using make a match, and the text that the researcher used in the experiment is descriptive text about the tourist attractions.

¹ D. Formulation of the Problem

Based on the background of the study above, several problems that’s being discussed:

- ⁸ 1. How are the students’ reading ability before being taught using Make a Match at MA Negeri 1 Kota Kediri?
- ⁸ 2. How are the students’ reading ability after being taught using Make a Match at MA Negeri 1 Kota Kediri?
3. How is the effect of Make a Match in teaching reading comprehension at MA Negeri 1 Kota Kediri?

E. The Objective of the Research

The objectives of the research based on the formulation of the research problem. The objective of the study are:

1. To know the students' reading ability before being taught using Make a Match at MA Negeri 1 Kota Kediri.
2. To know the students' reading ability after being taught using Make a Match at MA Negeri 1 Kota Kediri.
3. To know the effect of Make a Match to teach reading comprehension at MA Negeri 1 Kota Kediri.

F. The Significance of the Research

The researcher hopes that the result of this research is useful to the researcher, the students, the English teacher, and another researcher. The significance of the research are:

1. The Researcher

The result of this study is useful for her to improve this experience and knowledge about the effect of make a match to the student reading comprehension.

2. The students

The researcher hopes the result of the students have excellent reading comprehension and it also helps students to improve their reading skills and their interest in learning English.

3. The English Teacher

The result of the research can give a review to the English teacher to enrich and improve their skills in teaching English using some techniques, especially teaching reading using make a match.

4. The Another Researchers

This research is expected to give information to the other researcher about the effect of make a match in reading comprehension through teaching the descriptive text.

G. Definition of Key Terms

The definition is intended to avoid ambiguity in the perception of some terms used in this study:

1. Reading Comprehension

Reading comprehension is understanding and capturing ideas from a text which is print in the text and what a reader generally knew as bear on the meaning he constructs in his mutual interaction with the passage.

2. Cooperative Learning

Cooperative Learning is a learning method where students learn and work in small groups collaboratively with members consisting of 3 to 4 students with a heterogeneous group structure

3. Make a Match

Make a Match ¹ is one of the techniques in cooperative learning, in which the form in small groups consists of three or four students that are gathered together to arrange the sentences to become text.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher describes the concepts of dealing with research, those are; literature review, previous studies, rationale, and hypothesis. All of them are the basic description of understanding the concepts used in this research.

A. Reading

In this sub chapter, the researcher wants to describe definition of reading and purpose of reading. ¹⁴ Reading is one of the four language skills besides listening, speaking, and writing. According to Wicaksono and Riwayatiningsih (2019)" English has four skills and they are divided into two parts, receptive and productive skills." It means English has four skills that divided into two parts are receptive and productive. ³¹ According to Harmer (2004:199), receptive skills are the ways in which people extract meaning from the discourse they see or hear. It means reading is one of the receptive language skills. In reading, the readers will receive information or entertainment they wants to get. There are generalities about this kind processing which apply to both reading and listening. It means that in receptive skills, including reading, people need to find the meaning or information from what they read or listen too. Therefore, it is said as receptive because people just receive information. They do not produce information like in productive skills.

Among them, reading has been decided as the first main goal in language problems learning. That in line with Muazizah and Riwayatiningsih (2016:28)

“Reading is one of the English skills that have to be learned”. Yet, the four-language skills are closely one another. The definition of reading depends on the theory. According to Johnson (2008:3) “reading is the practice of using to create meaning” furthermore pang et all (2003:6) stated "Reading is about understanding written text" and according to Ontario (2003:13) "Reading is the process of constructing meaning from written text." it means in principally the definitions of reading are the same. Reading is process of creating understanding meaning from the text to the reader.

In addition, there are many ideas which linguists' views reading as a process. Cline (2006:2) said, “Reading is the process of deriving meaning from the text”. To read means to look for and to be able to understand something written or printed, it is in line with Muazizah and Riwayatiningsi (2016:29) states, “Reading can be seen as a process between a reader and a text which leads to get the information and ideas from printed text.” Also Patel and Jain (2018:113) states, “Reading is an active process which consists of recognition and comprehension skills.” It means that in reading, the readers should do some main activities, that are in reading did not just look at the meaning of the words but also more than an interaction between a reader and a text, and reading is recognizing the sentences in the text using comprehending the sentences to get meaning of the written text.

In short, reading seems to be a difficult skill because the readers do not only have to know the symbols, ideas, concepts, thoughts or images of written language, but also to understand them to get the importance of reading. Pang (2013:6) adds, “Reading enables us to gain new knowledge, enjoy literature and

do everyday things that are part and parcel of modern life, such as reading the newspaper, job listing, instruction manuals, map and so on.” These quotations mean that by reading. Readers can get information, knowledge, and entertainment. Read newspapers, magazines, job listing, and maps can do it. Besides manual books written in English makes, people need to read to be able to operate the tools, for example, a mobile phone, television, etc.

From the explanation above, reading is the process of the readers to recognize the language symbols used in the text and the process of the readers to understand the meaning of those symbols to get information. Reading becomes important because by reading, the readers can get information and pleasure. Besides, the readers can explore their language development enrich their vocabulary and train their mind capability in interpreting the language.

It is mentioned above, that the reader may not read in order to gain information from existing knowledge. The reader ¹⁷ may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the readers' selection of the texts. The reading activity involves one or more purpose, Harmer (2004:200) classifies two purpose of reading, they are:

1. Instrumental purpose

Instrumental purpose engages the readers' aims to clear some problem in order to get some information from the text, for examples: reading newspaper, reading pamphlet, etc.

2. Pleasurable purpose

Pleasurable purpose provides enjoyable reading without using over thinking to know what the text is about, for example: reading novel, reading comic, etc.

In conclusion, purpose of reading is to search for information, learn from the text also to integrate information about the relative importance.

²⁷ **B. Teaching Reading**

Teaching reading is complex process. The best teachers develop a broad knowledge base and draw on a list of technique for working with the students who are struggling to dig deeper. ⁴ According to Brown (1941:8), “Teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.” It means teaching can be defines in showing or helping someone in learning something such as how to do something, giving instruction, guiding in some studies which is causing to know or understand some knowledge. ²⁸ Reading can be seen as an interactive process between the reader and the text which leads automatic reading fluency. Hedge (2003) stated that importance of teaching reading for:

“Building a knowledge of language which will facilitate reading ability, building schematic knowledge, the ability to adapt the reading style according to reading purpose (i.e. Skimming, Scanning), developing an awareness of structure of written texts in English, taking a critical stance to the contents of the text. The ability to read a wide range text in English, taking a critical stance to the contents of the text.”

⁴ From the explanation above, that teaching reading is very important for the students because there are some benefits that student must master and build theirs reading skill, so that they can comprehend the reading material easily.

² C. Reading Comprehension

Reading comprehension is focused on understanding the meaning of the writer text. Like many other words, comprehension also has many definitions. However, there are at least some similarities to each other. Pang (2013:14) defined, "Comprehension is an active process in the construction of meaning. Pang also stated that comprehension is the process of driving meaning from connected text." Another opinion is stated by Kwiatkowska (2012:3) in RAND Reading studies Group, "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."¹⁷ It means that comprehension involves every type of understanding or thinking with a combination of constructing the meaning of a word in written text. This process is getting from the interaction with the written text.

Moreover, Alyousedf (2005:143) said, "Reading comprehension is a combination of identification and interpretation skills." That means reading comprehension is the combination of identification and expressing the skill to comprehend the meaning in reading the text.¹¹

From the description above. The researcher concludes reading comprehension can make the students get a lot more information from reading the text than the words alone suggest because, as active participants, they used their schemata together with their knowledge of the world to expand the pictures¹⁵

which the teacher give, and to fill the gaps which the writer or speaker seems to have left

1. Process of Reading Comprehension

As it mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the knowledge of the reader itself. Understanding the process of reading is closely related to the way how the readers construct meaning from the text. The ways of constructing the meaning it elf maybe varied based on the reader reference.

According to Brown (2001: 298), there are three types of reading process, as explained below:

a. Bottom-Up Processing

Bottom-up processing views the process of reading as phonemic units. The reader constructs the meaning by scanning letters by letters. It is continued by recognizing the words from one to another. The process is broadened by associating among phrases, clauses, and sentence. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in linear processing which allow readers to used their ability to recognize words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

b. Top-Down Processing

In top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text. On the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the prediction made. These are process; the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

c. Interactive Processing

Interactive processing points the process of reading as the interaction between the information of the text with the readers knowledge, this process combines two previous processing bottom-up and top-down processing. The process of reading can happens, when the readers aroused what they have on their background knowledge connected with the written information in the text. Thus, interactive process takes the readers recognition of the words and predicts the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in process of reading comprehension, they are bottom-up processing which is dealing with recognizing the words, top-down processing using readers background knowledge, and interactive processing which is combine words recognizing the background knowledge of the readers. These approaches help the reader in reading comprehension.

D. Materials

In learning, teaching reading is part of teaching English for students, it is written in Permendikbud number 21(2016:162) about senior high-school competency standards of reading texts which is learning in tenth grade:

“Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks sangat pendek dan sederhana, serta berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, orang lain, dan objek yang kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat. Dalam teks-teks: label nama, daftar barang, instruksi, rambu, tanda peringatan, undangan pribadi, ucapan selamat, recount, pengumuman, naratif, deskriptif, dan lagu, dalam wacana interpersonal, transaksional, dan fungsional pada tataran literasi fungsional.”

From the explanation above competency standards in tenth grade is Distinguishing social functions, text structures and linguistic components of short and simple text, and communicates interpersonal, transactional, and functional about oneself, family, others, and concrete and creative object, which are nearest to the lives and exercises of day by day understudies days at home, school and network. In texts: name tags, item lists, instructions, signs, warning signs, personal invitations, congratulations, recounts, announcements, narratives, descriptive, and songs, in interpersonal, transactional, and functional discourse at the level of functional literacy. It means reading is to understand the meaning of written texts in learning English, and in teaching reading have some several materials or text that are related like greetings, expression of showing care and sympathy, congratulation and complimenting, descriptive text, narrative text, recount text, and procedure text. In this case, the researcher used descriptive text as learning material.

Instructional materials or materials are information, tools and texts needed for planning and analyzing learning implementation and to assist in teaching and learning activities in class so that they are arranged systematically to display a complete figure of the competencies students will master in the learning process. To know the materials that an English teacher must teach, she or he must find out from the Basic Competence in the curriculum.

According to the Content Standard one of the Basic competence of teaching English to the tenth grade students of SMA are as follows:

¹⁶ 3.4 differentiating social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and simple, according to the context of their use. That are contained language features, social function, and generic structure of the text, and skills competencies in basic competencies

² 4.4 understanding contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings, and compiling oral and written descriptive texts, short and simple, related to tourist attractions and well-known historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context, which are contained literacy which related to language skills.

From the basic competencies above it can be concluded that the materials cover: the content of descriptive text, the ² generic structure of the text, the social function of the text, and the language features.

¹¹

1. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to Astini (2018): "*Teks deskriptif adalah suatu jenis teks yang bertujuan untuk menjelaskan atau mendeskripsikan orang, binatang, tempat, ataupun benda. Umumnya, yang dideskripsikan adalah bentuk, ciri, ataupun sifatnya.*" ² It means the descriptive text is a text about describing someone or something, which lists the characteristics of something or someone overall

Seeing the meaning of Descriptive Text above, we can already know the purpose of the Descriptive Text itself. The ² purpose of Descriptive Text is to describe something, such as a person, animal, thing, or place; it is in detail so that we can understand what we are able to understand. Even though they have not seen it before. That is, the ² purpose of descriptive text is to describe something, such as a person, animal, object, or place, in detail so that readers or listeners can understand what we are describing and can also imagine the things we describe even though they have never seen objects or things we describe.

2. Generic Structure of Descriptive Text

It turns out that explaining descriptive text did not just explain it. There is a structure that needs to be followed, just like other types of text in English. First is

identification: identification is the first paragraph in the text it is told about initial identification of certain phenomena/objects/ objects to be described, it is also in accordance with the statement Astini (2018) stated, "*Identification merupakan pengenalan objek atau hal yang akan di deskripsikan*". As the initial structure, it is clear that this identification is located at the beginning of the sentence. Second is description, the description is a paragraph in second, third and so on in a descriptive text, and the paragraph explains how the specific characteristics and characteristics of the object being described. Astini (2018) added, "*Description merupakan penginformasian ciri-ciri objek, misalnya sifat-sifat psikologis perilaku, tampilan fisik, dan yang lainnya secara spesifik*" that means description is describing objects and is a continuation of paragraph one. It usually includes many things, such as parts of the object; it is quality, to its characteristics.

4 3. Language Features of Descriptive Text

Like other text, the descriptive text also has language features. First, feature is using Simple Present Tense because of its function to describe something where the characteristics of an object or thing will not change, and then Descriptive Text uses Simple Present Tense, for examples: *This car is a Kombi one; This car has a cloth sunroof and two doors at its one side*. The second feature is using adjectives because the descriptive text function describes or describes something. It will be easier to understand when using adjectives so that something we describe can be imagined more clearly. For examples: *This car is red and cream; the chairs are good*. The third feature is using a linking verb that

connects the subject to the word explanation. Either the conjunctions can be to be (*is, am, and are*) or something else, like seem, look, appear sound, etc.

Seeing the explanation of Descriptive Text above, we can already find out the purpose of the Descriptive Text itself. The ² purpose of Descriptive Text is to describe something, such as a person, animal, thing, or place; it is detailed so that we can understand what we are able to understand. Even though they have not seen it before. Then the descriptive text structure consists of two parts, namely identification, and description. and in descriptive text there is also a language feature such as simple present usage is descriptive because the purpose of descriptive text is to describe a person's characteristics or an object, using verbs so that the sentence we describe can be imagined more clearly, and the used of linking verb that connects subject with an explanation word.

E. Methods

There are some definitions of methods. One of them is from the dictionary written by Webster (2020) which is written, "Method is a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or arts." It means method is a way or process for doing something in a systematic plan followed in presenting material for instruction, and in the term of teaching, teaching method refers to the general principles, pedagogy and management technique used for classroom. ² In this sub-chapter. The researcher wants to explain the method and the technique that she used in this research

1. Cooperative Learning

² In this sub-chapter the researcher wants to talk about cooperative learning and the characteristic of cooperative learning, according to Permendikbud No. 22 in 2016: *“Pembelajaran berpusat pada peserta didik untuk mendorong semangat belajar, motivasi, minat, kreativitas, inisiatif, inspirasi, inovasi dan kemandirian.”* That means the method which teacher used must provide the students center learning, one of the methods is cooperative learning. It is one of the educational approaches, which aims to organize classroom activities into academic and social learning experiences. Lie (2014:9) explained, *“Nilai-nilai gotong royong dalam budaya Indonesia yang akan sangat memungkinkan digunakannya metode pembelajarann cooperative learning dalam proses belajar mengajar di sekolah-sekolah.”* Then Isjoni (2016:29) also confirmed, *“Cooperative learning mengintegrasikan ketrampilan sosial yang bermuatan akademis”*. That means cooperative learning is a method where students need skills to socialize and work together with their friends, and these statements are in line with the objectives of curriculum 2013 where the learning is more focused on the students than the teachers.

Cooperative learning also has some characteristics in the method. Lie (2014:31) stated in cooperative learning have five characteristics:

a. Positive interdependence

Positive interdependence is a reciprocal relationship that is based on the existence of the same interests or feelings among group members who were other

successes or vice versa. Lie (2014:32) said, "*Keberhasilan suatu karya sangat bergantung pada usaha setiap anggotanya.*" Lie stated too "*Semua orang ini bekerja demi tercapainya tujuan yang sama.*" Therefore, to create an active and effective working group, the teacher needs to arrange the task in such a way that each group member must be able to complete his own task in order to achieve the same goals with the other group members.

b. Interaction face-to-face

Face-to-face interaction is direct interaction between students without an intermediary. Lie (2014:33) also quotes. "*Setiap kelompok harus diberi kesempatan untuk bertemu muka dan berdiskusi*". That means the teacher must make classroom arrangements that can make students face each other.

c. Individual responsibility

The existence of individual responsibility regarding lessons in-group members so that students are motivated to help their friends because the goal in cooperative learning is to make each member of his group becomes stronger personally. Lie (2014:33) said, "*Unsur ini merupakan akibat langsung dari unsur pertama. Jika tugas dan pola penilaian dibuat menurut prosedur model pembelajaran Cooperative Learning, setiap siswa akan merasa bertanggung jawab untuk melakukan hal yang terbaik*". Thus a teacher must make preparations and arrange assignments in such a way that students who do not carry out their duties will be known clearly and easily so that colleagues in one group will demand it to carry out the task so as not to hamper the others.

d. Communication between members

Improve the skills of working together in solving problems in-group processes. This statement equal to Lie's (2014:34) idea,²³ *"Unsur ini juga menghendaki agar para pembelajar dibekali dengan berbagai keterampilan berkomunikasi."* That means the success of a group also depends on communication skills between group members to listen to each other and express their opinions.

e. Evaluation of group processes

To obtain these information students need to make systematic improvements on how to work together on a team. Lie (2014:35) stated, *"Pengajar perlu menjadwalkan waktu khusus bagi kelompok untuk mengevaluasi proses kerja kelompok dan hasil kerja sama mereka agar selanjutnya bisa bekerja sama dengan lebih efektif."* This means that teachers must provide a special time for students to evaluate each other between groups and individuals, for future learning that is more effective

From the explanation above, the researcher concluded that Cooperative Learning is one method, which can improve skills that are in English but also can improve students' social skills, and then one of the technique in cooperative learning is Make a Match.

2. Make a Match

In this sub-chapter the researcher presents the definitions, the advantages and disadvantages, how to teach used Make a Match.

Cooperative learning has various types of technique; one of the technique is Make a Match. According to Lie (2014:55),

“Teknik belajar mengajar mencari pasangan (make a match) dikembangkan oleh Lorna Curran (1994). Salah satu keunggulan teknik ini adalah siswa mencari pasangan sambil belajar mengenai suatu konsep atau topik dalam suasana yang menyenangkan.”

These means Make a Match technique is invited Lorna Curran in 1994 which one of the advantages is the students find the pair when learning about topic in pleasant situation. This is in line with the opinion of Isjoni (2016: 77) who explains that *“Make a Match merupakan model pembelajaran mencari pasangan sambil belajar konsep dalam suasana yang menyenangkan.”* It means Make a Match is a method which learning a concept or material in a fun way. Based on the opinions of the experts above, the researchers conclude that the cooperative learning model of the type of make a match is a group-learning model that invites students to understand concepts through paired card games. The game is limited by the time specified in a pleasant learning atmosphere.

a. Advantages and Disadvantages of Make a Match

Each model in learning has advantages and disadvantages when applied in the implementation of learning. According to Lie (2014:46), the advantages and disadvantages of the learning model in a groups of students are as follows: 1) Strengths: a) An odd number of mediators. b) More opportunities for the contribution of each group member. c) Easier interactions. 2) Disadvantages: a) Many groups report and need to be monitor. b) Fewer ideas emerge. c) Easier and faster to shape. Based on the opinions expressed by Lie above, the model of

cooperative learning type makes a match has many advantages and disadvantages. The teacher must try to maximize learning so that there is no gap in the classroom.

b. The application of Make a Match

Each learning model has stepped into implementing it so that it is easy to apply in learning. According to Lie (2014: 55-56) First, the teacher prepares several cards containing several concepts or topics that might be suitable for the review session. Second, each student can get one card. Third, students look for a partner who has a card that matches the card. Fourth, students can also join two or three other students who hold matching cards. That is usually the steps must follow when the teacher wants to teach using Make a Match. Therefore, the researcher modified the steps to teach Make a Match so it becomes like this, without reducing the essence of teaching Make a Match: First the teacher prepares several cards containing several topics that might be suitable for the review session, for example, the researcher choose descriptive text as the text. Second, each student gets one card. Third, students look for a partner who has a card that matches the card, in this case, the researcher limits five students in one group and the researcher will form a group of five students. Fourth, the students will be given texts that have been cut per sentence, and the text is different from each group based on the topics. Fifth, the students arrange the sentence into complete text.

The ²⁶cooperative learning model of the type of make a match is a group-learning model that invites students to understand concepts through paired

card games; this game is limited in time determined in a pleasant learning atmosphere. The steps in the cooperative learning model for the type of make a match must be carried out systematically, the implementation begins with the preparation stage, dividing the questions or answers cards, finding and finding partners, giving awards, and concluding.

F. Previous Studies

In this sub-chapter the researcher wants to explain about previous studies and similarities and difference of this research with previous research or studies. There are several studies used Make a Match to overcome reading difficulties. First, a study by Wastawan, Sutarsyah, and Sudirman (2014) found that, their research about whether Make a Match can be used in teaching reading in tenth grade in SMAN 1 Seputih Banyak, Theirs research is Comparative Research design, and they used post-test and pre-test that used two classes of tenth grade. Each class consisted 30 students, and one of them is try out class, the other as experimental class. The result of the reading comprehension learning by using make a match type of cooperative learning showed that there was a significant difference on students' reading comprehension.

The second study was conducted by Walia (2016). The purpose of this study is to describe the management of English language learning materials compose the text form of the report through the application of learning models Make a Match students of SMKN 2 Bengkulu City. The research used classroom action research design which consisted of two cycles and used text report as the

material. She used eleventh grade as her sample. The result shows ¹³improvement of learning writing outcomes and student learning activities.

The third study was conducted by Irwantso and Nurpahmi (2017). The research aims to know whether Make a Match ¹can be used to improve the students reading comprehension ability at class seven in MTS Guppi Samata Gowa. The research used Comparative Research with post-test and pre-test design. They used two classes as the experimental group and the control group. The result shows that using of Make a Match method is more effective than conventional (speech method) method because Make a Match method improved the students' ability in reading comprehension.

¹²This research has similarities and differences with three previous studies. The differences in this research from previous studies is the research design. In this study, the researcher used an experimental research design which differs from the previous three studies which only used a comparative ³⁴research design and classroom action research design. The other differences are the objects of the research, the materials, and the skills. The object of this research is to find out whether or not make a match can be used as a technique in learning reading comprehension, and the effect after used Make a Match in ²learning reading comprehension. The materials use in this research is descriptive text. The skills which the researcher use in his study is reading.

The similarities in this research with the other previous researches are all of the researches use Make a Match to improve the students' ability in using English for communication which covers Reading, Speaking, and Writing.

G. Rationale

From the previous part, ⁴reading is one of English receptive skill that should be mastered by the English Language students. Their achievement in learning reading can be seen from their mastery of reading comprehension ability. It is very important for the students to master reading skill; therefore, reading skill has no doubt in significant role in learning English.

There were some problems in teaching reading at MA Negeri 1 Kota Kediri. The first problem is the lack of communication between students in the classroom. The condition becomes worse that the teacher still used lecturing methods. The learning model used is not students-centered but rather to the teacher center. She more dominated in the classroom activity, so the students did not get opportunity practice to use the language. As the result, the students could not develop their reading skills.

To solve the problem there are many techniques in cooperative learning method that can make students increase their reading skill. One of them is Make a Match. It is a good technique that can improve students reading skill due to some reasons. Make a Match is very useful in engaging students to do reading activities. This technique given by teachers to help students to start and gather ideas for their reading. Make a Match can provide challenges to the students should fulfill.

Based on the explanation above, Make a Match technique is a way of learning in which requires the students can be active and involved students in

interaction with other ²³ students in the process of learning English in the classroom. This technique can stimulate the students to do reading comprehension exercises. Furthermore, Make a Match technique is beneficial to help students understand subject better. This technique not only makes students active and involved in the student interactions in the class, but also helps them to be critical thinker. To conclude, reading is an important skill; which needs be mastered by students. Using Make a Match technique engages students to be involved in reading activities, motivates them, helps them understand the subject well, and trains them to be critical, and active thinkers.

⁴³ **H. Hypothesis**

Based on the theories stated above, this research formulates the hypothesis as follow:

1. The Null Hypothesis (Ho): There is no effectiveness of teaching reading using Make a Match for ² tenth grade students at MA Negeri 1 Kota Kediri in the academic year 2019/2020.
2. The Alternative Hypothesis (Ha): There is have effectiveness of teaching reading using Make a Match for ² tenth grade students at MA Negeri 1 Kota Kediri in the academic year 2019/2020.

CHAPTER III

RESEARCH METHOD

In this research, the researcher discusses the identification variable of the research, kind of research and method approach, research instrument and data collecting technique and technique of analyzing data.

A. Identification of the Research Variable

In every research, there must be an object observed called variable. Before the researcher decided the variable of the research, it is better if we knew the meaning of the variable. Ary (2010:37) stated, "A variable is a construct or a characteristic that can take on different values or scores." It means that the variable is determined by the researcher as the main focus for research. Creswell (2012:112) added:

"A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researcher seek to collect information on to address the purpose of their studies."

It means that the research variable is the key idea to measure or observe an individual or group and collect information research. The research variable is divided into two, the one is independent and the other one is dependent variables. Sugiyono (2013:61) states that independent are a stimulus, predictor, or antecedent, and the dependent variable is the output, criteria, consequence variable. It means that the independent variable is the variable that influences the dependent variable; while the dependent variable is the variable that is influenced by the independent variable. The independent variable in this research is Make a

Match and the dependent variable in this research is tenth grade students reading ability at MA Negeri 1 Kota Kediri.

B. Research and Technique Approach

1. Research Approach

The design of this research is quantitative. Quantitative research is appropriate with the name; this research is much demand by using numbers. ³⁶ Dornyei (2007:24) defines, "Quantitative research involves data collection procedures that result primarily in numerical data which is analyzed primarily by statistical method." It means the data being collected are mostly in the form of a number and analyzed statically. The researcher decided to use experimental research because it determined the relations between two variables. It is important to understand that an independent variable affects the dependents variable.

2. Research Technique

The method used by the researcher in this research is experimental research used a one-group pretest-posttest design. The pretest is given before the students are taught reading using Make a Match. While the post-test is given after the students are taught reading using Make a Match. According to Ary (2010:303), ²⁴ one-group pretest-post-test design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying experimental treatment to the subject; and (3) administering post-test after the treatment. The pretest and post-test is given to take the score of the student's ⁷ achievement before and after being taught using Make a Match, then both of the scores was been computed by

using the t-test to find out if there is the significant influenced of students reading by using Make a Match.

C. Place and Time of the Research

1. Place of the Research

This research has conducted at MA Negeri 1 Kota Kediri located at Jl. Sunan Ampel, Ngronggo, and Kediri Regency. This school was chosen because it is one of the well-known high schools in Kediri. Thus, the researcher was interested in doing the research in this school. This school is more technique because the researcher had been doing internship one in MA Negeri 1 Kota Kediri. Besides, the students still had difficulty learning in reading in English class.

2. Time of Research

This research is be done in the first semester of the academic year 2019/2020. While the process of the research was started from August 2019-January 2020. Those activities are designing the title, designing proposals and revising, arranging instruments, collecting data, and analyzing data, writing a final report and revising.

Table 3.1 Schedule of the research

no	activity	August	September	October	November	December	January
1.	Writing proposal						
2	Preparing instrument						
3	Collecting Data/						

	Treatment						
4	Analyzing data						
5	Writing the Report						

12

D. Population and Sample

1. Population

The larger group that the generalization is made is called population. Ary et al. (2010:148) state that the population is defined as all members of any well-defined class of people, events, or objects. Based on the definition, the researcher took the students in the tenth grade of MA Negeri 1 Kota Kediri as the population. tenth grade consists of eleven classes with a total of 412 students. The researcher only took one class as the sample

2. Sample

The sample is smaller than the population that is chosen by the researcher. A sample is a portion of a population Ary et al. (2010:148). In this research, the researcher chose only one class in tenth grade, the researcher choose X MIPA 3, the amount of students is 35 students which number is relatively balanced compared to other classes in MA Negeri 1 Kota Kediri. In this research he used cluster random sampling to choose sample, according to Margono (2004: 127), this technique is used when the population does not consist of individuals, but rather consists of individual groups or clusters. The area sampling technique is used to determine the sample if the object to be studied or the data source is very broad, for example, in MA Negeri 1 Kota Kediri has thirty one class and the

researcher will choose one class. That class were taken randomly. But keep in mind, because the class in MA Negeri 1 Kota Kediri are stratified, the sampling needs to use stratified random sampling. The example raised by Sugiyono while the other example put forward by Margono (2004: 127). He cited if the study was conducted on a population of high school students in a city. For random it is not done directly on all students but at school / class as a group or cluster.

E. Research Instrument and Data Collecting Technique

1. Developing the Instrument

Because in this research used quantitative research, so the research instrument must be used to measure the values of research variables. in this study, he used the test as an instrument to measured and collected the data from students reading comprehension ability to find out the responses of students when they taught by Make a Match. According to Brown (2003:3), "Test is a method of measuring a persons' ability, knowledge, or performance in a given domain." It means that test is question or exercise, other tools to measure the skills, knowledge, ability, understanding of person or groups about material that have been learned.

The researcher gave pre-test and post-test to the students. The purpose of the pre-test is to know the students reading ability before got treatment and the purpose of the post-test is to know the student's reading ability after got treatment.

This test use objective test of multiple choices that consist of five items about identifying the implied, specific, and general information, ordering the events in the story, classifying the information of text, determine the communicative function of the text.

2. The Procedure for Collecting Data

As the researcher had mentioned, the research has been held at MA Negeri 1 Kota Kediri. Here, the researcher took several steps of the procedure in order to make it flawlessly and well-conducted. The steps were as follows:

- a. Determine the research subjects problem, these are the students of MA Negeri 1 Kota Kediri and then asked permission to the headmaster of this school.
- b. Prepare the ¹ lesson plan based on the curriculum and the syllabus from the school.
- c. Give the pre-test of reading, in this process the students need their previous studies about descriptive text.
- d. The treatment process is to organize the steps in implementing Make a Match in the teaching and learning process of reading. Also in this process the students receive new knowledge.
- e. Give the post-test of reading, in this process the students need their previous studies about descriptive text and their new knowledge from the treatment process.
- f. After that the researcher analyze the data from the result of pre-test and post-test.

- g. Then the researcher observe the impact of the technique used in action, is there a change in learning after using the technique.
- h. Take conclusion of the research.

34

F. Technique of the Analyzing Data

Analyzing data is the activity when the researcher had finished research.

1. Types of analysis

This part shows the data analysis technique that includes three steps for the test. There are several steps to analyze the data:

a. Preparation

For this part, the steps are involved. First steps, checking the name and identity of the respondent that is by checking the name of the test papers to identify those papers. Second steps, checking the data completeness, check to contain the instrument of collecting data. Checking the test paper whether is complete or not. Third steps, checking the kind of data essay or answer if there is an answer that is not appropriate. Checking the test papers to know is there, any papers that are not be answered by students.

b. Tabulation

The steps are:

- 1) Give scoring to the item that needs a score in the test paper.
- 2) Coding the item that is not given a score, in this research giving code to the items that do not have a score.

3) Change the kinds of data that are appropriate with the analysis technique that is used.

c. Applications the data based on the approach

The researcher uses a T-test as data analysis. After the data gathered, especially data about reading ability, the data would be processed by statistic formula; because considering the data is quantity data.

The following is the formula of T-test by Ary (2010:177):

$$t = \frac{D}{\sqrt{\frac{\sum d^2 (\frac{\sum d}{n})^2}{n (n-1)^2}}}$$

D = Mean from the difference between pretest and post-test.

d = The average of the total mean which is divided by the total of the sample.

N = Total of the sample.

2. Hypothesis

- a. If t-test > t-table, significant standard 1%, so it is very significant Ho is rejected.
- b. If t-test > t-table, significant standard 5%, so it is significant Ho is rejected.
- c. If t-test < t-table, significant standard 5%, so it is not significant Ho is accepted

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the findings of the research about the effect of teaching reading using Make a Match at MAN 1 Kota Kediri. There are four main subs chapter: the description of data variables, data analysis, hypothesis test, and discussion.

A. The Description of Data Variables

In this part, the researcher will show description of data variables in his research including dependent and independent variables. Based on the title of the research.” The Effect of Teaching Reading Using Make a Match to Tenth Grade Students of MA Negeri 1 Kota Kediri Academic Year 2019/2020”, it has of two variables, independent variable and dependent variable.

1. The Independent Variable

It is essential to know the description of independent variable data in these research. Independent variable is a variable that can affect other variable. In this research the independent variable is Make a Match.

In this research, the researcher played a role as a teacher who taught reading comprehension using Make a Match as the treatment. Before the students taught reading comprehension using Make a Match, the researcher told them about Make a Match, then the researcher was divided the students into seven groups and gave each group card to arrange. After that, the students got the card text, and

they arranged them to look for topics, main idea, and generic structure based on Power Point. Besides, the students used their learning experience and shared them with their group to arrange cards and complete their knowledge about the paper.

11

2. The Dependent Variable

Beside the independent variable, this research has another variable that is dependent variable. Dependent variable is variable that is affected by other variable. The dependent variable in this research was the tenth grade students reading ability at MA Negeri 1 Kota Kediri. The students must have ability in several indicators in reading like identifying the topic or main idea, identifying detail information, also answering wh-question.

The researcher got the data from the pretest and post-test that were given before and after the implementation of Make a Match in the treatment. Moreover, it is also used to make the result data of this research to become more valid.

a. The Description of The Students' Reading Ability Before being taught using Make a Match

Before the result was analyzed, know the conditions of teaching learning process in English learning was required. The condition in the learning process in MA Negeri 1 Kota Kediri, the activity in the learning process especially teaching reading was monotonous. The students just read the text and answered the question based on the text without comprehend it, and lack of communication in the learning process. It made them think that reading was difficult and they lost

their motivation to learn the subject. The students are busy talking with their friends, felt sleepy, that makes them did not join the learning activity. Because of that the teaching learning process did not work effectively.

When entering the class ² in the first meeting, the researcher gave the students pre-test. The subject of the research was the tenth grade MIPA 3 students of MA Negeri 1 Kota Kediri. The class consist of 30 students. The pre-test was done on 13th November 2019. The researcher give 20 multiple choices of reading question to the students with a total score of their pre-test was 2400. The minimum score in English Subject is ³ 75. So, the requirement for the students to pass the test, their score must higher than ⁵ 75, but there are a lot of students did not pass the reading test. From the data of ³ pre-test score, there were 9 students who passed the test, and the rest of the students were failed the test.

After knew the ⁴¹ result of pre-test above, the researcher looked for pre-test score's frequency. The result of post-test score's frequency ²¹ can be seen in the following table.

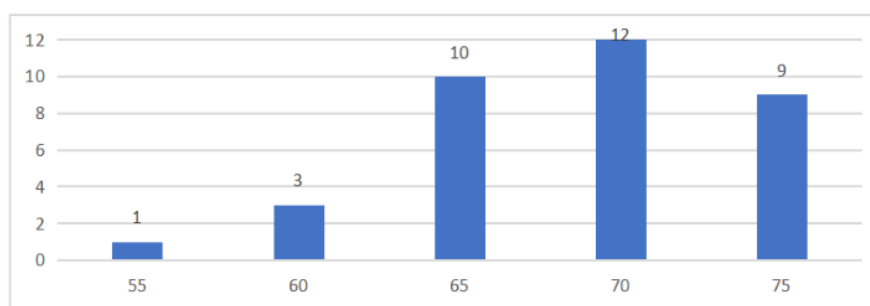
Table 4.1 Pre-Test Frequency Score

No	Score	Frequency	Percentage (%)
1	55	1	3
2	60	3	9
3	65	10	29
4	70	12	34
5	75	9	26

Total	35	100
-------	----	-----

The diagram of table frequency as follow:

Diagram 4.1 Pre-Test Frequency Score



From the diagram of frequency score above, it can be seen that there was 1 student who got score 55, 3 students got score 60, 10 students got score 65, 12 students got score 70, and 9 students got score 75.

b. The Description of Teaching Reading using Make a Match

After giving them pre-test, the researcher conducted treatments once. The treatment was conducted on 20th November 2019. Here are the steps of teaching reading using Make a Match.

At the beginning the researcher told the students what the purpose of his research. Then he explained what they would do in the meeting, after that the researcher explained about Make a Match and what they would achieved after studied using Make a Match. After the students understood about what is Make a

Match and what will they achieved after studied using Make a Match, then he continued the learning process as follows:

Observation

In this stage, the researcher showed Power Point of the description of Borobudur, then the researcher ordered the students to observe the Power Point.

Questioning

After the students observed a text in the Power Point, the researcher wanted the students to discuss about the main idea, generic structure, language feature of the text in PowerPoint. Then, he ask the students. After that, he gave the students opportunity to ask question that related with the Power Point. There were three students who asked question. The first students asked what generic structure was, the second student how to analyze generic structure, and the last students asked how to distinguish descriptive text and narrative text. At this question and answer stage it is known that some students actively asked questions and the rest passively asked questions in the teaching learning process.

Exploring

At this stage, the researcher called on each student to move forward to pick up a lottery for divide the group and the descriptive text which groups would analyze it. The groups divided into seven groups each groups consist of 5 students. After that, the researcher gave each group cards according to the text on their lottery cards.

Associating

Then, the researcher asked the students to arrange the cards to become descriptive text, after they arranged the card, he ¹asked the students to answer the question based on the cards. All of those questions were used to measure their knowledge of the descriptive text. Basically, they did the task in students worksheet very well and their answer was correct.

Communicating

In the last activity, the researcher asked each group to present their task in front of the class, then others students and the researcher gave comment to their presentation of the task.

In the closing activity, the researcher gave the students opportunity to conclude that day's material, then the researcher gave them reflection, and motivation to often reading English text to improve their reading comprehension.

c. ⁷The Description of The Students' Reading Ability After being taught using Make a Match

After giving treatment by using Make a Match, the students were more confident to comprehend the text and identify the main idea and detail information, and also answer WH question. It made the students have high motivation to learn reading comprehension. They were also ²⁹more active in the activity of teaching learning process and had responsibility when they sharing

their knowledge or experience with their friends. Because of that, the learning process became interesting and enjoyable.

To measure how well the students' reading comprehension ability when Make a Match applied in teaching reading, the researcher gave post-test to them. The posttest was done on 27th November 2019. The post-test consisted of 20 multiple choices reading question. The post-test have different question from the pre-test but with same topic that is descriptive text. From the table post-test score, it can be seen that the total score showed by 35 students is 3145. In post-test, the total students who can pass the test are 35 students. It can be concluded from total score of pre-test (2400) and post-test (3145) that the post-test score is higher than pre-test score, that means the students score was increased.

After know the result of post-test above, the researcher looked for post-test score's frequency. The result of post-test score's frequency can be seen in the following table.

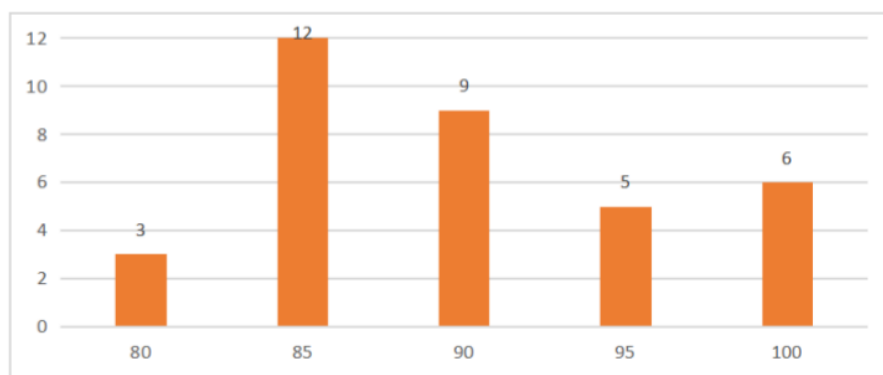
Table 4.2 Post-Test Frequency Score

No	Score	Frequency	Percentage (%)
1	80	3	9
2	85	12	34
3	90	9	26
4	95	5	14

5	100	6	17
Total		35	100

The diagram of table frequency as follow

Diagram 4.2 Post-Test Frequency Score



From the diagram of frequency score above, it can be seen that there 3 students who got score 80, 12 students got score 85, 9 students got score 90, 5 students got score 95, and 6 students got score 100. As explained before that the minimum score of English subject tenth grade at MA Negeri Kota Kediri is 75. It can be seen that all of the students pass the test. The total score of post-test was 2230. The total sample was 35. Mean would be count from total score divided by the number of sample.

B. The Data Analysis

The data analysis is about the procedure of data analysis, result of the data and the interpretation of the data

1. Procedure of Data Analysis

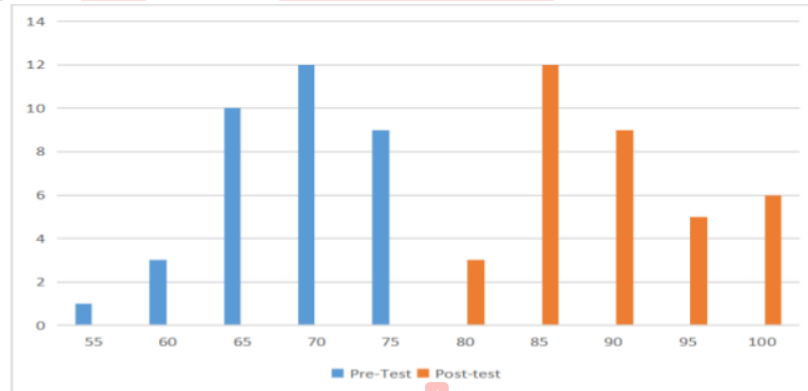
This part was intended to give formal answer of the research question of this research. There are three question of this research. First question was how are the students' reading ability before being taught using Make a Match at MA Negeri 1 Kota Kediri? The second question was how are the students' reading ability after being taught using Make a Match at MA Negeri 1 Kota Kediri? The last question was how is the effect of Make a Match in teaching reading comprehension at MA Negeri 1 Kota Kediri?

To answer these question. First, the researcher check the student result score of pre-test and post-test. After that, the researcher input and calculated pre-test and post-test score. Then, the researcher input and calculated pre-test and post-test score using T-Test.

2. Result of The Data

In this section, the researcher showed quantitative data of the difference of the students result pre-test and post-test score. The result of calculated data from the students score using T-Test.

Diagram 4.3 The Difference of Pre-test and Post-test



The calculation of t-table started from calculating the mean of Pre-Test and Post-Test, to find the mean the researcher divided total score with total students, the means score calculated manually, and mean score of gain were presented below.

a. The Means score of Pre-test

$$x = \frac{\sum x}{N}$$

$$x = \frac{2400}{35}$$

$$x = 68.57$$

b. The Means score of Post-Test

$$y = \frac{\sum x}{N}$$

$$y = \frac{3145}{35}$$

$$y = 89.86$$

From the calculation above can be concluded with the table below:

10
Table 4.3 The Means Score of Pre-Test and Post-Test

Test	Total Score	Mean Score
Pre-Test	2400	68.57
Post-Test	3145	89.86

From the above table it can be concluded that the mean of the Post-Test is greater than the Pre-Test mean, after both the means of the Pre-Test and Post-Test have been determined, the researcher determines the means difference score of the Pre-Test and Post-Test.

c. The Means Difference Score of Pre-Test and Post-Test

$$D = \frac{\sum x}{N}$$

$$D = \frac{745}{35}$$

$$D = 21.29$$

After the researcher know the means of Pre-Test and Post-test, then the researcher analyzed them using T-Test. The value of the T-Test is used to know the T-Table whether the result is significant or not.

$$t = \frac{D}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$t = \frac{21.29}{\sqrt{\frac{18225 - \frac{(745)^2}{35}}{35(35-1)}}$$

$$t = \frac{21.29}{\sqrt{\frac{18225 - \frac{555.025}{35}}{35(34)}}$$

$$t = \frac{21.29}{\sqrt{\frac{18.225 - 15.857,86}{1.190}}$$

$$t = \frac{21.29}{\sqrt{\frac{2.367,14}{1.190}}$$

$$t = \frac{21.29}{\sqrt{1,989}}$$

$$t = \frac{21.29}{1,374}$$

$$t = 15.494$$

After the t-test score is known then all that remains is to calculate the degree of freedom is used to know the T-Table.

$$d.f = n - 1$$

$$d.b=35-1$$

$$d.b=34$$

From the calculation score above, it is know that the mean of t test is 15,494 and the degree of freedom is 34. With degree of freedom 34, the value of t-table with degree of significance 1%= 2,728 and the value of t-table with degree of significance 5%= 2,032.

C. Hypothesis Testing

Related to the hypothesis and the data that have been analyzed above, the researcher concludes that Make a Match was effective method to the tenth grade students reading comprehension at MA Negeri 1 Kota Kediri in the academic year 2019/2020. It can be seen from the difference pre-test and post-test score, which was total post-test score (3145) is higher than the total pre-test score (2400). That means the students' scores are increased. Based on the data on Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follow:

1.The Null Hypothesis (Ho) is accepted when $t\text{-test} < t\text{-table}$, significant standard 5%, so it is not significant. That means there is no effectiveness of teaching reading using Make a Match for tenth grade students at MA Negeri 1 Kota Kediri in the academic year 2019/2020.

2.The Alternative Hypothesis (Ha) is accepted when $t\text{-test} > t\text{-table}$, significant standard 1% or 5% there is have effectiveness of teaching reading using Make a Match for tenth grade students at MA Negeri 1 Kota Kediri in the academic year 2019/2020.

In the previous calculation which is the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. It can be proven by the table of difference degree of significance from t-table and t-test below.

Table 4.4 The Statistic Computation of Using T-Test

d.b	T-Test Score	T-Table (1%)	T-Table (5%)	Hypothesis	
				Ha	Ho
34	15,49	2,728	2,032	Very Significant or Accepted	Rejecte d

Based on the table above, the result of this research showed that t-score (15,49) is higher than t-table at level of significance 1% (2,728) and t-score (15,49) is higher than t-table at level of significance 5% (2,032). That means t-score is higher than t-table or that be concluded the result of this alternative hypothesis research is very significant or accepted and null hypothesis is rejected. So, there is very significant effect when the researcher used Make a Match technique to the students reading comprehension at tenth grade MA Negeri 1 Kota Kediri.

D. Discussion

In this part, the researcher wanted to discuss about some finding that researcher found in this research the first is the result of this research based on the

result of the hypothesis, it was shown that Make a Match have significant effect to the tenth grade students of MA Negeri 1 Kota Kediri. Because the result t-score (15,49) is higher than t-table significant 5% (2,032), that means the difference are very significant, ³ so the null hypothesis is rejected and the alternative hypothesis accepted. In another words, there are significant difference in the students reading comprehension ability before and after taught using Make a Match in the learning process. This technique can helps students not only to improve their reading comprehension ability but also their abilities of thinking process and understand what they comprehend through helping and supporting among the students that make they self confidence when they connect the meaning of the text, also these technique can make them ¹ more enthusiastic and interested in learning English reading skill.

After the researcher knew about the increasing their ability through Make a Match. The second finding is in the difference of teaching learning before and after Make a Match applied in the learning process. When the researcher observed the class in internship 3, he saw the students not focused on the learning process. They are talking to their friend, sleeping, playing their mobile phone, and when the teacher make study group the students only ² read the text then answer the question. Because of the monotonous method in teaching process, ² they could not improve their reading ability. After the researcher gave them the treatment using Make a Match, they did not only begin to improve their reading ability in some aspects in reading such as identifying specific information, identifying the general information, finding the main idea and inference, This is

because when students read they cut sentences in the text by remembering the keywords of the question to find the answer, but some students have some difficulty in identifying the text function, the vocabulary, and reference, this is because students only read and look for answers only without any effort to add to the vocabulary they know. Through Make a Match, they can build the enjoyable situation in teaching learning process, and they can also share their experience to the others students.

The result above is in line with Isjoni (2016) which mentioned Make a Match is a technique that students need skills to socialize and work together with another students which learning a concept or material in a fun way and in a pleasant learning atmosphere. It means that Make a Match technique can improve not only their reading ability but also their social ability. It proves that Make a Match has significant effect-to the students' ability in reading.

This result of this research result supports three previous studies. First, a study by Wastawan, Sutarsyah, and Sudirman (2014) found that, there is a critical contrast of the research after and before through being taught Make a Match. It tends to be said that ⁸ post-test score was higher than pre-test score. What's more, there is critical distinction of the research perusing appreciation when being educated through make a match kind of agreeable learning. Besides, ⁷ make a match sort of agreeable learning can be utilized as a fitting instructing technique to help the understudies for expanding their understanding appreciation. It is proposed to animate understudies' understanding about the content and ready to appreciate the substance of the content

The second study was conducted by Walia (2016). Based on the results of that study it can be concluded that the application of the Make to Match learning model can be used as a technique to improve student learning activities, student learning outcomes and improvement ¹ of the teaching and learning process organized by the teacher.

The third study was conducted by Irwantso and Nurpahmi (2017). it very well may be inferred that utilizing of Make a Match technique is more powerful than traditional (discourse technique) technique since Make a Match technique improved the students understanding reading comprehension. Also, make a match to have a few points of interest, for example, every students can be straight forwardly engaged with addressing an inquiry given to them in the form of a card, furthermore, it can build the students action. Thirdly, it can help stay away from understudies being exhausted during showing learning procedure and cause a match technique to can propel and urge the ⁴ students to be increasingly intrigued and excited in learning English especially in reading comprehension.

In summary, Make a Match gives some contributions ⁵ to the students reading comprehension ability. The students at tenth grade of MA Negeri 1 Kota Kediri ⁴ enjoy and more active in the learning process by using this technique, especially reading process in reading descriptive text. Related with the hypothesis result of testing and the data that had been analyzed with some previous studies that have used ² Make a Match technique as a learning technique which is successful, it can be concluded ² that Make a Match technique can help not only improve students reading ability, also improve their social communication.

CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter the researcher presents the conclusion, implication, and suggestion of his research. He presents the conclusion of his research problem, implication of this research and the suggestion to the teachers especially English teachers, the students, and the future researchers who used this research as the basis their own studies.

A. Conclusion

As the researcher had explained in the previous chapter, the objective of this research is to know whether Make a Match technique would give the effect to tenth grade students reading ability of MA Negeri 1 Kota Kediri or not. Based on the research finding and discussion mentioned in chapter four, the researcher made some conclusions of this research. First, the ability of reading comprehension of the students before being taught using Make a Match. He found that there were many students had low motivation because of the method which the teacher used is monotonous because of that the students difficult to answering the question related detail information, meaning vocabulary, and WH-question. It supported by the total score pre -test of X MIPA 3 was 2400 with the mean score 68,57. Meanwhile, the standard minimum score in English subject in MA Negeri 1 Kota Kediri was 75. Thus, the students whose score is below of the standard minimum score are failed. From the data of pre-test, there are 9 students who passed the test and 26 students who did not pass the test.

Second, after being taught using Make a Match, the students more easily to comprehend the text. They could answer the question which is related to detail information, meaning of vocabulary, and WH-question, but there are some students till had difficulty in answering the question of descriptive text. Moreover, it was supported by the total score post-test of X MIPA 3 was 3145 with the mean score 89,86. Thus, the students who got the score below the standard minimum score was decreased. From the data of post-test, all of 35 students passed the test. It can be concluded that the students pass the test in post-test was higher than in the pre-test.

Based on the explanation in the chapter four research finding and discussion, the researcher concluded that Make a Match is effective technique to be used in teaching reading especially in the tenth grade at MA Negeri 1 Kota Kediri in the academic year 2019/2020. It was proved by the result of t-test (15,49) that is higher than t-table in the level of significance 1% (2,728) and 5% (2,032). Beside the result of t-test and t-table, the students reading comprehension ability also increased after being taught using Make a Match. It was proved by total score mean of post-test was higher than the total score mean pre-test. Thus, technique should be applied in teaching reading especially in reading descriptive text.

It has been concluded that Making a Match was effective to increase students' reading comprehension abilities, such as finding the main ideas or topics of the text, the meaning of vocabulary, and answering WH-questions. Besides, Make a Match can increase the students' motivation in learning English subject especially reading section. By using this technique the teacher can create a fun

and relax atmosphere for the students, which make them ¹ participate in the classroom activities. As a result, they do not feel bored to study reading comprehension and their ability in this skill increased.

B. Implication

² Based on the result of the research above, it shows the implication in ⁶ theoretical and practical as follows:

1. Theoretical implication

Make a Match gives some contribution to the students reading comprehension ability. Every student can be straight forwardly engaged with addressing an inquiry given to them in the form of a card, furthermore, it can build the students' action. Thirdly, it can help stay away from students being exhausted or bored during the lesson. Make a Match technique can be used as a technique to improve students' reading ability. This can help students not only improve their reading skills but also their abilities in the thought process. They can also understand what they want to understand through helping each other students. Make a Match can also make them confident when they connect the meaning of the text, this technique can also make them ¹ more enthusiastic and interested in learning English reading skills. This is in line with Permendikbud No. 65. in 2013 which states: The learning process in the education unit is held interactively, inspires, fun, challenges and can motivate students to participate actively in contextual, and collaborative ways. Which provides sufficient space for student initiatives, creativity and independence. In accordance with students' talents, interests, abilities, and physical and psychological development. And the results

of this research are also in line with Isjoni's statement (2016) which mentioned Make a Match is a technique that students need skills to socialize and work together with other students who learn a concept or material in a fun way and in a pleasant learning atmosphere. So by using the Make a Match technique, teachers and students can not only develop reading skills but can also improve social skills, because they are required to work together in a pleasant atmosphere.

2. Practical implication

The result of this research used as suggestion to the teacher, because the application of Make a Match technique can be used as a technique ²⁵ to improve student learning activities, and the students learning outcomes can improve the teaching and learning process organized by the teacher. and also the use of the Make a Match technique is stronger than traditional techniques (discourse technique) because the Make a Match technique increases students' understanding of reading comprehension. Also, make a match that has some interesting points, for example, each student can be directly involved to answer the questions given to them on the card, and also can build student action. Make a Match technique can also help students from being bored while demonstrating learning procedures and making this technique suitable to encourage ⁴ students to become more interested and enthusiastic in learning English, especially in reading comprehension and also in this technique that students need social skills, so this technique can also make students work together with other students to learn concepts or materials in a fun way and in a pleasant learning atmosphere. means the Make a Match technique can improve not only their reading ability but also

their social ability. In addition, Make a Match is a kind of fun learning that can be used as an appropriate teaching technique to help students to broaden their appreciation of understanding. It is proposed to enliven students' understanding of content and be ready to appreciate the substance of content

C. Suggestion

1. For The Teacher

Important for teacher is to choose appropriate technique and method in learning process. Because the technique and the method which the teacher choose can help teacher to teach the material to the students easily and the technique must can make fun and relaxed atmosphere for the students to give them new situation. It can attract the students interest and increase their motivation to study English subject especially reading.

One of them is Make a Match. Make a Match is easy technique to be applied in second language learning that teacher can use, also this technique have much benefit. The benefits of Make a Match are: 1. Relationship between student. 2. Individual learning motivation. 3. Share the ideas more independent and open-minded. 4. Learning is more fun for the student. Therefore, from those benefit the researcher hope this research proposal can accept and the researcher will realize Make a Match technique in one group pre-test post-test to know the effect of Make a Match.

Before applied Make a Match technique in the classroom. Make sure the students understand what is Make a Match technique and how to do it, and make sure all of the students participate in the activities. If some students do not

involved in the activity, and show less motivation to study. Then give them some motivation first before or during teaching learning using media that can attract students' motivation.

⁴ **2. For The Students**

Students should learn and pay attention in mastering skills other than reading like listening, speaking, reading and writing in order to understand English language properly especially in reading it is hard for them to master reading because they do not have motivation and habit to read a text. With the motivation and practice continuously they can improve their reading ability because reading give them a lot of information and knowledge, besides that students are expected to be able to create study groups inside and outside the classroom, so they ⁴⁴ will be able to help each other in learning English and other learning.

3. For Future Researchers

¹ For future researchers, this study is expected to be useful as a reference for completing their studies as well as some of the information and theories that have been provided in this study can be taken to enrich the references that have been available in future researchers' study. Further research development can be deepened and improved this research with the case study method. The future researcher can also use qualitative research that conducts public surveys for the same problem or with the same technique with different applications for various grades, levels, subjects and topics, with the use of skills other than reading.

And if there are incidents where students are required to study at home as in the case of the Corona virus in 2020, the future researcher can use WhatsApp as a

medium in a way, the future researcher divides the student group first, then creates a WhatsApp group of three until five students then each students are sent the text in a sentences but in random order to each student in the group then students send these text sentences in sequence, and at the end of the learning students are told to collect text sentence chapters in the order sent by students to the group

Ridho Romi Sekti Nugroho 9.8

ORIGINALITY REPORT

19%

SIMILARITY INDEX

18%

INTERNET SOURCES

8%

PUBLICATIONS

15%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	3%
2	Submitted to Universitas Muria Kudus Student Paper	3%
3	docplayer.net Internet Source	1%
4	repository.radenintan.ac.id Internet Source	1%
5	simki.unpkediri.ac.id Internet Source	1%
6	eprints.uad.ac.id Internet Source	1%
7	media.neliti.com Internet Source	1%
8	repo.iain-tulungagung.ac.id Internet Source	1%
9	Rika - Riwayatiningasih, Heni Lailatul Muazizah. "The Effect of Roundtable Technique to the	<1%

Students' Reading Comprehension
Achievement In Narrative Text To The Second
Year Students MA HM Tribakti Kediri",
ENGLISH EDUCATION: JOURNAL OF
ENGLISH TEACHING AND RESEARCH, 2016
Publication

10	Submitted to LL Dikti IX Turnitin Consortium Student Paper	<1 %
11	staffnew.uny.ac.id Internet Source	<1 %
12	digilib.iain-palangkaraya.ac.id Internet Source	<1 %
13	ejournal.unib.ac.id Internet Source	<1 %
14	zombiedoc.com Internet Source	<1 %
15	Submitted to University of Greenwich Student Paper	<1 %
16	eprints.walisongo.ac.id Internet Source	<1 %
17	rinaanafitra.blogspot.com Internet Source	<1 %
18	slideplayer.com Internet Source	<1 %

19

www.scribd.com

Internet Source

<1 %

20

Submitted to Universitas Muhammadiyah
Makassar

Student Paper

<1 %

21

eprints.iain-surakarta.ac.id

Internet Source

<1 %

22

Submitted to Modern Knowledge Schools

Student Paper

<1 %

23

pasca.um.ac.id

Internet Source

<1 %

24

Mayang Kusumastuti, Mega Pratiwi, Hendra
Husnussalam. "IMPROVING GRAMMAR SKILL
USING EGRA TECHNIQUE FOR THE
STUDENTS' EIGHTH GRADE AT SMPN 5
CIMAHI", PROJECT (Professional Journal of
English Education), 2019

Publication

<1 %

25

Submitted to Universitas Jember

Student Paper

<1 %

26

jurnal.stkipggritlungagung.ac.id

Internet Source

<1 %

27

www.adlit.org

Internet Source

<1 %

28	propbing.blogspot.com Internet Source	<1 %
29	pt.scribd.com Internet Source	<1 %
30	sumber93.blogspot.com Internet Source	<1 %
31	Frangelina Pajolia Salem. "IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT USING MIND MAPPING TEACHING STRATEGY OF THE TENTH GRADE STUDENTS OF SMA NEGERI 4 KUPANG IN ACADEMIC YEAR 2017/2018", International Journal of Research -GRANTHAALAYAH, 2020 Publication	<1 %
32	repository.uinjkt.ac.id Internet Source	<1 %
33	digilib.uinsgd.ac.id Internet Source	<1 %
34	Submitted to Sultan Agung Islamic University Student Paper	<1 %
35	waspodots.blogspot.com Internet Source	<1 %
36	Submitted to University of Westminster Student Paper	<1 %

37	Dewi Kencanawati, Rida Sya'wanatul Aina. "Problem Based Learning in Teaching Speaking at Senior High School", ENGLISH EDUCATION: JOURNAL OF ENGLISH TEACHING AND RESEARCH, 2016 Publication	<1 %
38	eprints.uns.ac.id Internet Source	<1 %
39	wnietha68.blogspot.com Internet Source	<1 %
40	2f92.com Internet Source	<1 %
41	Yasmika Baihaqi, Maya Rutiningsih. "The Influence of using Suggestopedia Method Toward Students' Vocabulary Mastery at Eight Grade of the Second Semester in SMPN 06 Metro in Academic Year 2016/2017", ENGLISH FRANCA : Academic Journal of English Language and Education, 2019 Publication	<1 %
42	Geo Adam, Citra Resita. "The Influence of Rhythmic Gymnastics to Physical Fitness Level in State Vocational School", IJECA (International Journal of Education and Curriculum Application), 2019 Publication	<1 %

43

repositories.uin-alaudidin.ac.id

Internet Source

<1 %

44

Submitted to Universitas Negeri Jakarta

Student Paper

<1 %

Exclude quotes On

Exclude matches < 20 words

Exclude bibliography On