THE EFFECTIVENESS OF MAKE A MATCH MODEL WITH PICTURE MEDIA TO IMPROVE READING ABILITY: THE CASE OF THE TENTH GRADE STUDENTS OF SMA ISLAMIC CENTER DEMAK IN THE ACADEMIC YEAR 2019/2020

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Abstract:

This research aims at 1) finding out the students' reading mastery of the tenth grade students of SMA Islamic Center Demak taught by Make a Match Model?, 2) finding out the students' reading mastery of the tenth grade students of SMA Islamic Center Demak taught without by Make a Match Model?, 3) finding out the differences between the students' reading mastery of the tenth grade students of SMA Islamic Center Demak taught using Make a Match Model and without using Make a Match Model. The design of the research is experimental research. The populations in this research are the Tenth Grade Students at SMA Islamic Center Demak in the academic year 2019/2020. The sample of the research is X 1 as experiment group, and X 2 as control group. The sampling of the research is purposive sampling. The method of data analysis using t test. The results of the study are that students' mastery of the tenth grade students of SMA Islamic Center Demak after being taught using Make a Match Model were improved significantly especially in reading text. Make a Match Model text made the students joyful and happy to learn

English. Based on the data, the researcher concluded that there was significant difference of the result to improve the students' reading mastery using Make a Match Model. It suggested that Make a Match can improve the students' reading mastery.

Key words: A Match Model with Picture Media, Reading ability.

1.   Introduction

Teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for teaching. In teaching, a teacher should have an objective. The common objective of teaching a foreign language is to make learners is able to communicate by using the target language orally and in written form. Language function is a purpose you wish to achieve when you say or write something (Harmer, 2007: 76). However, since the emphasis of learning an teaching English as the first foreign language in Indonesia is generally on the mastery of reading comprehension, it make students learn English through written of the time.

Reading is useful for language acquisition. In the reading activity, students must understand about the purpose of teaching learning process, the students must know the main idea or topic from that reading text (Kasihani, 2007: 25). Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

In SMA Islamic Center Demak, reading was one of four basic skills that must be taught to the senior high school students. This skill was as important as other skills. Based on the preliminary study, the fact that the average score obtained from the pretest was 66,7 and the passing grade (SKM) for English lesson was 75. It means that, the students could not achieve the minimum standard of the school target. In reality, some teachers only taught reading in a monotonous way. It is conventional method. It made the teacher must find an interesting way to teach it. In this study, the teacher could use Make a Match Model as alternative Model in teaching reading.

Make a Match Model is a cooperative learning by Spencer Kagan. This technique give the students to be group to share their idea and the argument to be the best answer (Isjoni, 2011: 67). Suprijono (2010: 94) states that this method can generate

students to involve actively in the learning process. Huda (2011:135) explained that this model involve topic concept or topic in a joyful situation.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor.

In teaching reading, the teachers must be able to select media. According to Kasihani (2007: 47), the students are interested in teaching learning process using media. There are many kinds of media. Media of television, radio, and print in learning situation, the human voice, gesticulation, hand writing, duplicating hand out, chalk boards, display, specimens, models, animation, overhead projector, slide projector animation strip projector and 16 mm projector are the common media.

Another definition comes from Harmer (2001: 282) that the main advantages of media is that students do not just hear language, they see it too. This greatly aids comprehension. The students can observe how intonation can match facial expression.

Besides that, media are very important to improve the students' reading ability. The students will be interested, so the students will be active in teaching learning process. A teacher has to be able to make the students excited and enjoy the teaching learning process. It means that he should place a higher priority on having fun in her teaching. The teacher may use an attractive activity such animation. Picture is the visual aid media.

In this final project, the writer wants to present teaching reading for the tenth-grade students of SMA Islamic Center through picture media. From this study, he wants to identify the improvement of mastery of reading ability of the students and to create attractive activities in his teaching learning processes. It is also to break the boredom of the students in learning English.

The topic of the final project primarily deals with "The Effectiveness of Make a Match Model with Picture Media to Improve Reading Ability; the Case of the Tenth Grade Students of SMA Islamic Center Demak in the Academic Year 2019/2020**.**

In this section, provide an adequate background of the study and add the current researches to show the gap of the research. The section headings are arranged by Numbers, bold and 12 pt Times New Roman, single spacing. The paragraphs

should be single-spacing. The spacing, before or after, is 6pt. In this section, provide an adequate background of the study and add the current researches to show the gap of the research. The section headings are arranged by Numbers, bold and 12 pt. Times New Roman, single spacing. The paragraphs should be single-spacing. The spacing, before or after, is 6pt.

2.   Literature Review

2.1   Previous Study

The research was from Richa (2012) with the title "Improving Students Reading Skill through Make a Match Model (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)".. This study is classroom action research that was done in two cycles. The data collection was done using observation and test. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively. The implementation of Make a Match Model in Department Tarbiyah Faculty at IAIN Walisongo Semarang was conducted in two cycles including cycle one and cycle two. The participant of this study was 31 students in class TBI 1B. The result of this study shows that using Make a Match can improve students reading ability. This is proven by students test score that improved in every cycle. In the first cycle, the student's average score was 65.3 and in the second cycle students got 76.6. Make a Match is an appropriate model used to improve students reading ability. The result of this study is helpful information for English teachers in teaching reading.

The second previous study was the research from Fitriyaningsih with   the title "Improving Reading Ability through Make a Match Model Technique of The Eleventh Year Students of SMAN 2 Wonogiri in 2007/2008 Academic Year". The research was conducted in three cycles from May 3rd until May 28th 2008 at the eleventh grade students of SMA Negeri 2 Wonogiri. The research data are collected by using techniques of qualitative and quantitative data collection which include: observation, interview, research diary, document analysis and the mean score of pre-test and post-test. The research findings prove that debate is an effective technique in teaching speaking to improve the students' speaking skills. The research findings include: Make a Match Model is able to improve the students' Reading ability.

2.2 Reading

Nation (2009: 49) states that reading is a source of learning and a source of enjoyment. Reading can be a goal in its own right and a way of reaching other goals. Meanwhile, Reeves (2010: 91) states that reading is the reading text with the questions. The reader can answer the questions based on the text. The reading questions content of 5W 1 H questions (Who, What, When, Where, Why, and How). Brown (2003: 185) explained that reading is a skill that teacher simply expect learners to acquire. Harmer (2007: 99), explained that reading is useful for language acquisition. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing.

From the definition above, we conclude that the reading can be compared to a symphony orchestra. This analogy illustrated three points. First, like the performance of symphony, reading is a holistic act. In other words, while reading can be analyzed into sub skills such as discriminating letters and identifying word, performing the sub skills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over a long period of time, like a skill in playing music instrument. Indeed, it is a lifelong endeavor. Third, as with musical score, there may be more than one interpretation dependent upon the background of the reader, the purpose of reading and the context in which reading occur.

2.3 The importance of reading

Reading is important to improve the general language skills in English vocabularies, and help us improve our writing. By reading a passage, reader will face new vocabularies that make them connected with new meanings of a language. Moreover, reading helps us think in English and may be a good way to practice our English as we live in a non-English speaking country. English in Indonesian is used as a foreign language; it means that we get a little space of society to communicate our English. By reading a passage, we will communicate our English passively. Reading also helps us prepare for study in an English speaking country. And in fact, reading is a good way to find out new ideas, facts, and experiences.

Recognizing how important reading is for the language learners, it is very urgent to make sure that students are on the position to have an easy way to access the reading passage, by giving them an appropriate technique to be used in reading the passage.

2.4 Definition of Narrative Text

According to Michael (2002: 126), narrative is the most universal rhetorical form. Narratives follows a time, event, change sequence that it can be understood and enjoyed by people in every culture. Narratives are an unparalleled teaching device for cultural values and facts as well as for morals. Narratives also have great value as second-language teaching devices. Teaching narrative text in high school has been declared by Susanto (2021) he elaborated using hand puppets as media to improve students 'speaking skill through narrative text: a case of eighth students of smp n 16 Semarang in academic year of 2016/2017

Narratives vary in complexity, but always involve some elements of time orientation, place orientation, character identification, events, complications, goals and meaning.

a) Time orientation: When are the actions happening? What is he historical setting? In what order, what events are left out (Listeners typically assume paratactic organizanion (that is, the first event is told first, followed by the next event, etc.), unless time-markers indicate backtracking or jumping forward in time).

b) Place orientation: Where is the action happening? What aspects of the setting are significant for the narrative?

c) Character identification: Who is in the story? Who is/are the main character(s)? Who are minor (supporting) character? Who are peripheral (throw-away) characters? How are all they related?

d) Events/problem/complication/goal: What about the setting is problematic? What complicates it? How can it be solved?

2.5 Make a Match

Make a Match is a cooperative learning by Spencer Kagan. This technique gives the students to be group to share their idea and the argument to be the best answer (Isjoni, 2011: 68).

Make a Match is the method of the study when the students will get the number and make group, after that, teacher call the students' number randomly (Hamdani, 2011: 89).

From the definition above, we can conclude that Make a Match is a kind of cooperative learning method. This method can make students more interaction and attractive in the teaching learning process.

2.6 The Steps in Teaching Reading using make a Match

The steps of Make a Match according to Huda (2010: 89):

a. The teacher gives a text to the students,

b. The teacher divides the students into groups. One group consists of two students,

c. The teacher gives the time to the students to read and understanding the content of text,

d. The teacher asks the students about the difficult word in the text,

e. The teacher let the students to discuss what they have read of the text),

f. The teacher prepares some cards content some topic which matches for the text; it consists of question cards and answer cards,

g. The teacher divides the students into two groups. Each student gets one card. Each student looking for their partner which has match card with them. Then, every student who can find or match their card before the time given will get point,

h. The teacher can shuffle the cards again in order to students get different cards from another group

i. The teacher gives evaluation.

3. Research Methodology

3.1 Research Design

In this research, the research is quantitative research. The writer used experimental research in which the research design is the statistic group comparison design. The research used two groups as subjects in which each of them is treated with different treatment. Next both of the groups are measured with the test and the result are compared. The design of the research as follows:

Table 3.1. The Design of Research

	Pre-test	Treatment	Post-test
EG	O1	X	O2
CG	O3		O4

Where:

EG   : Experimental group

CG   : Control group

X   : Treatment using make a match method

O1 & O3 : The students' ability in reading ability before treatment

O2 & O4 : The students' ability in reading ability after treatment

In the design above, sample are assigned either to the experimental group (upper line) or the control group on the lower line. The equalities of subject is checked firstly by pre-testing them. Then, the experimental treatment is given to the experimental group. The experimental group is taught English using make a Match Model. The control group is taught with traditional method. The result is counted statistically.

In this design of experiment, there are two groups. One group is called as an experimental group which is given a treatment by Make a Match model, while the other groups as a control group which is given a treatment by conventional method.

The Research Methodology section describes in detail how the study was conducted. A complete description of the methods used enables the reader to evaluate the appropriateness of the research methodology.

3.2 Instruments

In collecting data the writer used a test, to know student achievement in English skill which have been taught.

The instrument in this study was multiple choice test. One right answer was scored one and the wrong one was scored zero. After giving total score then it was divided into two. So the sum of the total right answer was mark ten.

The writer constructed the test to find out the comparative between teaching reading using Make a Match and traditional method; a case of the tenth grade students of SMA Islamic Center Demak in the academic year 2019/2020.

A. Validity

Validity means the degree of instrument stability which is used. An instrument can be said that it is valid if it is able to find out the data from the variable which is researched correctly. To find whether the test is valid or not, it is used the product moment formula:

$$rXY = \frac{\{(N\Sigma XY)-(\Sigma X)(\Sigma Y)\}}{\sqrt{\{(N\Sigma X^2)-(\Sigma X)^2\} \{(n\Sigma Y^2)-(\Sigma Y)^2\}}}$$

In which:

rXY = The correlation of the scores on the halves of the test

N = the number of the students respondents

$\mathring{a}x$ = The sum of X scores

$\mathring{a}y$ = The sum of Y scores

$åx2$ = the sum of the square of X scores
$åy2$ = the sum of the square of Y scores
$åXY$ = The sum of the product of each X scores with its corresponding Y scores the some student.

If the obtained value greatest than r_{tabel} ($r_{xy} > r_{table}$), the instrument is called valid. On the contrary, the instrument is not valid if the obtained value (r_{XY}) is smaller than Product Moment table ($r_{XY} > r_{table}$)

1. Between 0,800 - 1,00   = very high
2. Between 0,600 - 0,800 = high
3. Between 0,400 - 0,600 = enough
4. Between 0,200 - 0,400 = low
5. Between 0,000 - 0,200 = very low

For the example an item number 1 as follows:

$\sum X$ = 17 $\sum X2$ = 17
$\sum Y$ = 1045 $\sum Y2$ = 20115
$\sum XY$ = 464   N   = 30

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{(30)(464) - (17)(725)}{\sqrt{\{(30)(17) - (17)^2\}\{(30)(200115) - (725)^2\}}}$$

$$= \frac{13920\text{-}12325}{\sqrt{\{510\text{-}289\}\{603450\text{-}525625\}}}$$

$$= \frac{1595}{\sqrt{221.77825}}$$

$$= \frac{1595}{\sqrt{17199325}}$$

$$= \frac{1595}{4147,21}$$

$$= 0.385$$

The result of computing the validity of the test was obtained rXY = 0.385. After that it was consulted with standard validity was N = 30 is 0.361. If the obtained value is greater than rtable (rxy = 0.385 > rtable = 0.361), the instrument is valid.

B. Reliability

Besides validity, there is reliability which is another significant criteria of a good test. It is important to know whether or not the test as an instrument for collecting the data is reliable. Reliability refers to the stability of consistency of the test score or other evaluation result from one measurement to other.

The writer will use the formula, which is called KR – 21 to count the reliability. The formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \Sigma pq}{s^2}\right)$$

r_{11} = the total number of reliability of the test

p = number of students who answered an item correctly

q = number of students who answered an item wrong

$\qquad$ (q = 1- p)

åpq = the total result between p and q

n = score item

s^2 = standard deviasi from the test

$$s^2 = \frac{\Sigma Y^2 - \dfrac{(\Sigma Y)^2}{N}}{N}$$

$$= \frac{20115 - \dfrac{(725)^2}{30}}{30}$$

$$= \frac{20115 - \dfrac{525625}{30}}{30}$$

$$= \frac{20115 - 17520,83}{30}$$

$$= \frac{2594,167}{30}$$

$$= 86,472$$

$$r_{11} = \left[\frac{N}{N-1}\right]\left[\frac{s^2 - \Sigma pq}{s^2}\right]$$

$$= \left[\frac{30}{30-1}\right]\left[\frac{77,798}{86,472}\right]$$

$$= [1,034][0,900]$$

$$= 0,931$$

From the computation above, the reliability coefficient of the test was 0.931. The critical value of r-product moment with 95% confidence level and the number of the subject N = 30 is 0.361. Since the reliability coefficient of the test is higher than of the table, the test is reliable.

3.2 Data Analysis Procedures

After gathering the data, the writer computed the data by using a statistical formula which is called t-test. The writer calculated the comparative between teaching reading using Make a Match Model and traditional method in teaching English as follow: a) there are two group namely experimental group and control group, b) to divide experimental group and control group randomly, c) the research subjects was the same in each group.

1. The writer calculated the result t

This technique is used to find out the comparative between teaching reading using Make a Match and traditional method.

The following is the steps of using t- test:

a. Individual Score

In scoring the test, each item will get point 1 for the correct answer and 0 for the wrong answer.

b. The writer calculated the mean of each group.

The writer uses to formula as follow:

1) Experiment group

$$Mx = \frac{\Sigma x}{N}$$

2) Control group

$$My = \frac{\Sigma y}{N}$$

Where:

Mx = mean of control group

My = mean of experimental group

Σx = residual of control group

Σy = residual of experimental group

N = number of sample

2. **The Sum of Squared Deviation Each Group**

   a. Experiment Group

   $$\Sigma x^2 = x^2 - \left(\frac{\Sigma x}{N}\right)^2$$

   b. Control group

   $$\Sigma y^2 = y^2 - \left(\frac{\Sigma y}{N}\right)^2$$

   Where:

   Σx2 = the arithmetic standard deviation of experiment group

   Σy2 = the arithmetic standard deviation of control group

   x2 = Residual score of experiment group

   y2 = Residual score of control group

   N = number of the sample

3. **The writer applies t – test formula. That test formula is as follow:**

   $$t = \frac{M_Y - M_X}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right)\frac{1}{N_X} - \frac{1}{N_Y}}}$$

   (Sugiyono, 2010: 65)

   Where:

   MX = the mean of experiment group

   MY = the mean of control group

   NX = number of sample of experiment group

   NY = number of sample of control group

   ΣX = the total of the square deviation of the control class

   ΣY = the total of the square deviation of the experimental class

After finding the result with t-test, the writer consulted to ttable to know whether the hypothesis accepsector not. If tcounted > ttable, so the hypothesis alternative (Ha) can be accepted. It means that teaching reading using Make a Match Model model is effective to improve reading ability. While if tcounted < ttable, so the hypothesis is not accepted. It means that there is teaching reading using Make a Match model is not effective to improve reading ability

4. Findings

4.1. The Students' Reading Mastery in Reading Text of Experimental Group

After giving a pre-test, the researcher gave a treatment. It was conducted on September 19 – 21th February 2020. The class consisted of 20 students. The students were taught reading text by using make a match model with picture media.

After giving the treatment, the researcher gave post-test to the students. The post-test was done after pre-test and treatments. The post-test of experimental group was conducted on February 25rd 2020. The purpose of the test was to know the students' reading mastery in reading text after being taught using make a match model with picture media. The result of post-test is shown on appendix 6.

After getting the result score of pre-test and post-test, the researcher calculated the mean score of experimental group as follows:

The mean score of the pre-test:

$$M_{x1} = \frac{\Sigma X_1}{N_1} = \frac{1156}{20} = 57,80$$

From the result above, the mean score of the students' reading mastery of experimental group in pre-test was 57, 80. Based on the level of achievement, it belongs to the interval < 60. The criterion of the interval was inadequate/unsatisfactory.

The mean score of posttest:

$$M_{y1} = \frac{\Sigma Y_1}{Y_1} = \frac{1444}{20} = 72,20$$

From the result above, the mean score of the students' reading mastery of experimental group in post-test was 72, 20. Based on the level of achievement, it belongs to the interval 70-79. The criterion of the interval was adequate.

According to the mean of pre-test and posttest above, it is found out that the total number of experimental group was 20 students with the mean of pre-test is 57 and the mean of post-test is 72.20. It means that the students of the experimental group that was taught by using make a match model had an improvement of 15.20 (72.20– 57.80).

5. Discussion

Reading is one of the language components. Reading is an important part in English. In the reading activity, it is a complex information processing skill in which the reader interacts with text in order to understand the meaning of the text.

From the data analysis, the tenth grade students of SMA Islamic Center Demak taught by using Make a Match Model With Picture Media got the mean score of pre-test was 57,80. Based on the level of achievement, it belongs to the interval < 60. The criterion of the interval was inadequate/ unsatisfactory. On the other hand, the mean score of post-test of experimental group was 72, 20. Based on the level of achievement, it belongs to the interval 70-79. The criterion of the interval was adequate. It means that the students of the experimental group who were taught by using Make a Match Model with Picture Media had an improvement of 14.40. It can be calculated from 72.20– 57.80 = 14.40. While, the students of tenth grade students of SMA Islamic Centre Demak taught without using Make a Match Model with Picture Media got the mean score of pre-test was 56. Based on the level of achievement, it belongs to the interval below 60. The criterion of the interval was failing. On the other side, the mean score of post-test of control group was 59.80. Based on the level of achievement, it belongs to the interval < 60. The criterion of the interval was inadequate/ unsatisfactory. It means that the students of the control group who were taught without using Make a Match Model had an improvement of 3,80. It can be calculated from 59.80 – 56 = 3.80, but it is not as good as in the experimental group.

Make a Match Model is a new strategy that helps students to improve the students' reading ability for the tenth grade students of SMA Islamic Center Demak. The writer knew from their expression during the class running. Their face looked enthusiasm to the lesson. They found something new in learning English that made the students understand in meaning the words and they get new vocabularies, so it can improve the students' mastery in reading.

Some of the students said that learning English that they did along this period make them so straight, but through Make a Match Model was very effective.

According to the result of t-test from the post-test of both classes, the value of t-test is 2.815 with df = 38 and the value of t-table is 2.01 at the level 0.05. If the sigma (2-tailed) > 0.05, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Based on the result, it shows that 2.01 < 2.815 < 2.01 so the null hypothesis (H0) is rejected and the (Ha) is accepted. It means that there is any significant difference between the students who are taught by using Make a Match Model and those taught without using make a Match Model. The t-value of the t-test is higher than the value of t-table (t0 2.815 > tt 2.01). It shows that teaching reading mastery using Make a Match Model have positive effect to improve students reading ability. Besides that, the result of the mean of post-test of experimental group is higher than the mean of post-test of control group (M1 = 56 > M2 = 59.80). It means that there is any significant difference between the students who are taught by using Make a Match Model and those who are taught without using make a Match Model. In addition, the Make a Match Model improved students' reading ability of the tenth grade students of SMA Islamic Center Demak. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

6. Conclusion

From the computation data on the previous chapter, the researcher can conclude the result of the study as follows:

1. The tenth grade students of SMA Islamic Center Demak taught by using Make a Match Model got the mean score of pre-test was 57.80. Based on the level of achievement, it belongs to the interval < 60. The criterion of the interval was inadequate/ unsatisfactory. On the other hand, the mean score of post-test of experimental group was 72.20. Based on the level of achievement, it belongs to the interval 70-79. The criterion of the interval was adequate. It means that the students of the experimental group who were taught by using Make a Match Model had an improvement of 14.40. It can be calculated from 72.20 – 57.80 = 14.40.

2. The students of tenth grade students of SMA Islamic Center Demak taught without using Make a Match Model got the mean score of pre-test was 56. Based on the level of achievement, it belongs to the interval is < 60. The criterion of the interval was failing. On the other side, the mean score of post-test of control group was 59.80 Based on the level of achievement, it belongs to the interval < 60 The criterion of the interval was inadequate/ unsatisfactory. It means that the students of the control group who were

taught without using Make a Match Model had an improvement of 3.80. It can be calculated from 59.80 – 56 = 3.80, but it is not as good as in the experimental group.

The students' mastery of the tenth grade students of SMA Islamic Center Demak after being taught using Make a Match Model were improved significantly especially in reading text. Make a Match Model text made the students joyful and happy to learn English. Based on the previous calculation, the t-value of the t-test is higher than the value of t-table (t0 2.815 > tt 2.01). Thus, it can be said that there is any significant difference between the students who are taught by Make a Match Model and those who are taught without using make a Match Model. In addition, the students tenth grade students of SMA Islamic Center Demak were taught by using Make a Match Model and those taught without using Make a Match Model has any significant difference. It can be seen in data analysis. The data analysis had shown that the result of the mean of post-test of experimental group is higher than the mean of post-test of control group (M1 = 72.20 > M2 = 57.80). Based on the data, the researcher concluded that there was significant difference to improve the students' reading mastery using Make a Match Model.

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