

**THE EFFECTIVENESS OF MAKE A MATCH STRATEGY ON
STUDENTS' READING COMPREHENSION AT SMAN 1 JENANGAN**

PONOROGO

THESIS



By

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2023

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ABSTRACT

Setiawan, Agus. 2023. *The Effectiveness of Make A Match Strategy on Student' Reading Comprehension at SMAN 1 Jenangan Ponorogo.* **Thesis,** English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor, Dr. Dhinuk Puspita Kirana, M.Pd

Keywords: *Make a Match Strategy, Reading Comprehension, Descriptive Text*

Nowadays, learning in the field shows that the teacher is still unable to create innovative learning, makes students active, and creates a fun learning process. This is what makes students bored in the learning process. So it is necessary to make improvements in the implementation of learning strategy for the increased learning outcomes of students and to optimize all student skill especially in reading comprehension. There is Make a Match strategy that can be applied in teaching reading and improve the students' reading comprehension. Make a Match strategy is cooperative learning that providing cards as the media. In this technique, students have to find their partner while learning a concept or a particular topic in an interesting classroom atmosphere. By using this technique, the teaching learning process became more fun and active.

The purpose of this study was to prove the effectiveness of Make a Match Strategy on the students Reading comprehension at SMAN 1 Jenangan Ponorogo, whether students who taught using Make a Match Strategy or students who not taught using Make a Match Strategy.

The research used quasi-experimental design. The population in this research were the tenth grade students at SMAN 1 Jenangan, totaling 45 students. The sample was taken by Simple Random Sampling technique and the total number of samples was 22 students. The data collection technique in this research was using subjective test to gain the students achievement in reading comprehension. To determine the effectiveness of Make a Match Strategy on students' reading comprehension the researcher using paired sample T-test technique.

The results of the post-test showed that the average value of the experimental class that was given treatment by using the Make a Match strategy was higher than the control class that was taught by using conventional media (82.18 > 64.18). It means there is a significant improvement in experimental class scores compared to control class scores. The results of the hypothesis test also showed that the value of sig. (2-tailed) is under 0.05 (0.000 < 0.05), it means that H₀ is rejected and H₁ is accepted. It can be concluded that the use of the Make a Match Strategy has a significant effect to improve the student's reading comprehension of descriptive text at tenth-grade students of SMAN 1 Jenangan.

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Day : Monday
Date : 12 June 2023

and has been accepted as the requirement for the degree of *sarjana* in English Education on:

Day : Monday
Date : 19 June 2023

Ponorogo, 19 June 2023

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CHAPTER I INTRODUCTION

A. The Background of The Study

Nowadays, English has become a standard requirement that needs to be taught in Indonesian schools. Students need to acquire many skills while studying English, and one of which is reading. For students, reading is important because it is how students get information and expand their knowledge from sources of English learning. 2013 Curriculum noted that not only do students need to read the text, they also need to consider what they have scanned before. Students need to enhance their reading comprehension to deal with this.

Reading comprehension is the skill to understand what has been read and to interpret the meaning of the text. To create meaning from the text with its language, students should interact between the text and their knowledge. This is in line with the statement made by Caldwell. He stated that the process of quoting and rebuilding the meaning beyond interaction with the text is called reading comprehension¹. To be mastered by students, reading comprehension is essential. According to Sarah, students who master reading comprehension will increase the satisfaction and productivity of reading in their academic and personal lives².

¹ JoAnne Schudt Caldwell. *Comprehension Achievement: A Classroom Guide*. (New York: Guilford Press, 2008) p.20

² Sarah Rutzler . *Importance of Reading Comprehension*”, Mathgenie: Makes Math Fun, New Jersey, Math Genie in The News, 2017, <https://www.mathgenie.com/blog/importance-of-reading-comprehension>, (accessed 25 December 2020)

Along with the teaching and learning process, students find difficulty in reading comprehension. Since they do not have a sufficient vocabulary, they can not grasp the text specifically. Besides, the teacher only gives the students limited time to grasp the text. Irena Shehu supported those claims. She explained several issues that arise in reading comprehension for students; first, lack of vocabulary. Vocabulary is important for reading because readers understand the text better when readers know a lot of vocabulary. On the other hand, if the readers do not have enough vocabulary, decoding the text can be difficult. The second issue is that learners have a short working memory of the text. Therefore, after they read it, they repeated the text to remember the details. And their poor interest in reading is the last question. As we know, students do not interest to read a text if they do not have a reason. It makes the teacher pressured them to read³.

Reading is a competency-based on the 2013 curriculum that needs to be strengthened by students. Besides, the curriculum also notes that, in descriptive texts relating to very simple and clear explanations of persons, animals, or artifacts, students are required to compare social roles, text structures, and linguistic elements. It can be said the student needs to understand the descriptive text.

The descriptive text is a text intended to accurately describe specific objects such as people or animals. This means that the reader feels that the object is seen in detail by reading the descriptive text, although

³ Irena Shehu, Case Study: Albania, Croatia, (Academic Journal of Interdisciplinary Studies, vol. 4, no.1, 2015) p.93.

they do not see it directly. Identification and description are two pieces found in the descriptive text. The Identification section indicates the identity or introduction of the object, and the Description section describes the elements included in the described object.

From 2019 to 2020, the world was made in an uproar by the outbreak of the coronavirus disease or known as COVID-19 which caused fear, noise, and damage almost in all sectors from the economy until the world of education. In the education sector, almost all schools carry out teaching and learning activities online, this causes all elements to feel difficult in living it, especially for the teaching staff and students.

For the teaching staff, conventional teaching and learning activities that they have been doing for years have to be abandoned, it would create new difficulties⁴. For teachers who are still stuttering with technology, of course, online schools would make it difficult for them in terms of class organizing and to input the final grade of the students. It is the same for students, the students who have a low economy, of course, online learning activities would be very difficult to carry out if the supporting facilities are not available. The difficulty that is commonly experienced by all students is the loss of the atmosphere in the school environment, such as gathering with friends and interacting with each other, which is not obtained in online learning activities and may affect the students' achievement⁵.

⁴ Irwan, Rustam Santaria, *Challenged Face by Teachers and Students towards Quality Assurance of Education amidst Covid-19vPancemic*, (Jurnal Studi Guru dan Pembelajaran, Vol.3, No.2, August 2020).

⁵ Ibid., 262.

The researcher conducted the research at SMAN 1 Jenangan because of many problems that students of SMAN 1 Jenangan. Based on the observation in SMAN 1 Jenangan, most of the tenth-grade students could not comprehend the descriptive text because the students faced the problem in reading is the lack of students' motivation in learning English so that it affects students' comprehension, the lack of students' vocabulary mastery to understand the material, and students are less interested in the learning model provided by the teacher⁶.

Based on the problems above, the researcher must be able to solve these problems. Hapsari said that students would happy and feel comfortable with the material provided if the teacher has innovation in delivering the subject matter⁷. One way that can be done is through a creative approach strategy. There are many creative strategies to increase students' interest in writing and to get English teaching effectively. One strategy that can be used in teaching reading is the Make a Match strategy. This strategy was developed by Curran. It gives students fun and active learning situations⁸. Implementing this strategy takes cooperation between teachers and students. The teacher became the controller in the class while the students did the instruction given by the teacher. In other hand, Make a Match helped students improve their reading comprehension by assisting them in solving problems they encountered in class, particularly in terms of reading. To support this research enhanced their

⁶ Observation in SMA Negeri 1 Jenangan on 15 November 2020

⁷ Sri Hapsari, *Creative Learning Strategy to Improve Students' Ability in English Learning*, (European Journal of English Language Teaching, Vol.5, 2019).

⁸ Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research*, 200 (2018), 597.

comprehending in reading. Someone can't know something without reading. While the teacher is teaching in the class, it is important to make the class fun and active, by using "Make a Match" and it can make all of the students in the class become more interactive and involving themselves in class's activities. Munawar that "Make a Match" type can make the students' interest, increase and interfere to the interactive situation in the class. It is why the teacher should use "Make a Match" the kind of cooperative learning method to make the students easier to comprehend the text. Furthermore, the researcher received support from Asti Pratiwiningsih in her paper "Using Make a Match Strategy in Teaching Reading Comprehension Report Text," in which she concluded that students who are taught using Make a Match Strategy achieve better achievement in reading comprehension and that using Make a Match can improve the students' Reading Comprehension.

Besides that, Make a Match has other advantages such as making the classroom atmosphere more fun and active, it is will make students more interested in English learning, especially in teaching reading. Irma Khairunnisa from the previous study supported those claims. She explained that make a match has an advantage when used in teaching reading. These advantages include making students more active and creative when students have to move and looking for their match card, make students more interested, and the teacher can make a fun classroom atmosphere. Moreover, students can be more focused, and the teacher can get an innovative way to

teach by maximized students' participation⁹.

Referring to the explanation above, researchers want to prove that Make a Match is effective for teaching reading. That is why the researcher is intended to conduct a research with “The Effectiveness of Make a Match Strategy on Students' Reading Comprehension at SMAN 1 Jenangan Ponorogo”

B. Identification of the Problems

The identification of problems in this study as follow:

1. The lack of students' motivation in learning English so that it affects students' comprehension.
2. The lack of students' vocabulary mastery to understand the material.
3. Students are less interested in the learning model provided by the teacher.
4. The tenth-grade students of SMAN 1 Jenangan students could not comprehend the descriptive text.

C. Limitation of the Study

1. The subject of this study at the Tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2020/2021.
2. The object of this study is The Effectiveness of Make a Match Strategy on Students' Reading Comprehension.
3. The material is Descriptive text.

D. Statement of the Problem

⁹ Irma Khairunnisa, “*The Effect of Make a Match Strategy on Students' Reading Comprehension of Descriptive Text at MTs Negeri 4 Jakarta*”, (Thesis of UIN Jakarta ,2019)

Based on the background that has been developed above, the problem can be formulated as follows: Is there any significant effectiveness of Make a Match Strategy on the students' reading comprehension at Tenth grade students' of SMAN 1 Jenangan Ponorogo?

E. Objective of the Study

The aims of this research is to prove the effectiveness of Make a Match Strategy on the students' reading comprehension at Tenth grade students of SMA Negeri 1 Jenangan Ponorogo in Academic Year 2020/2021.

F. Significances of the Study

The researcher should be able to contribute both theoretically and practically to the teaching-learning process:

1. Theoretical Significance

The result of this research would give an additional contribution in case education and it may support or verify the previous research or theory.

2. Practical Significance

There are many practical significances of the research that can use for the students, teachers, and the next researchers.

- a. For the students, by using this method and media, the students would be able to explore their knowledge about reading in a fun way.
- b. For the teachers, this research would help the teachers to apply another method in reading.
- c. For the next researcher, it is expected to develop this research in

different skills and at a different time.

G. Organization of the Study

To provide a clear general contain of this research, it can be seen in the research systematics below:

Chapter 1 is explanation about introduction in the research. It includes the following sections: background of the study, identification of problem, limitations of the study, statement of problem, objective of the study, significances of the study, and study organization.

Chapter II is an explanation of the literature review. This chapter contains theoretical background information, previous research findings, a theoretical framework, and a hypothesis..

Chapter III is explanation about Method. In this chapter includes research design, population and sample, data collection techniques, validity, reability and analysis data.

Chapter IV covers the result of this study and analysis which is a discussion of the findings associated with existing theories.

Chapter V is closing, including conclusion and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Reading Comprehension

a. Reading comprehension

English Foreign Language Learners should master reading as one of their English language skills. Reading is the way students collaboratively think to get a sense from their sources of English learning. English Foreign Language Learners should master reading as one of their English language skills. Reading is the mechanism by which students work together to make sense of their English learning materials. This claim was supported by Staiger, who defined reading as a communication activity conducted by the reader to understand the meaning of the text¹. Meanwhile Menya and Leeuw stated that Reading is a digestive process with two principles: learning by understanding, which entails selecting, discriminating, and organizing information². On the other hand, Reading comprehension, according to Nuttal , is the skill to accurately understand and interpret information in a text³.

So, English Foreign Language Learners are required to not only

¹ Ralph C. Straiger. *The Teaching of Reading*. (Lexington:Ginn & Company (a Xerox Education Company) p. 15

² Zainuddin, *The Use of Group Work in Teaching Reading for the First Year Students of MAN Pamekasan*, (English Departement, IAIN sunan Ampel, 2009),9

³ *Nuttall . Teaching reading skills in a foreign language*. (London: Richard Clay Ltd, 1982)

be able to read, but also to comprehend the text to meet their reading objectives.

Reading comprehension is the process by which readers gain knowledge of the author's ideas from the text. Djuharie in Komang Wastawan characterized reading comprehension as a process of understanding the writer's idea in a written text in order to extract crucial information as quickly as feasible⁴. To support that, Harris and Graham also says that Reading Comprehension is an assimilation process that involves word reading, word understanding, and fluency in order to construct meanings from text⁵. Students who comprehend the material are able to notice important information that is frequently written indirectly by the author.

Essentially, there is not only reading comprehension between the readers and the text, but also the intent of reading the text. In support of that argument, in the Kasetart Journal of Social Sciences, Sofyan, Yunisrina, and Rini explained: *“Reading comprehension is an interactive process involving the reader, the text, and the activity or purpose for reading in comprehending a text or passage, such as decoding the writer's words and using background knowledge to construct an understanding of the writer's message or the*

⁴ Otong Setiawan Djuharie, “Intensive Reading Bottom-Up Reading”,(Bandung: Yrama Widya: 2008), cited in Komang Wastawan, Sutarsah Cucu and Sudirman, “Increasing Students” Reading Comprehension Through Make a Match Method of Cooperative Learning at the First Grade of SMA”, U-Jet, Vol.3, No.2, 2014, pp.1-11

⁵ Janette K. Klingner, et al. Teaching reading comprehension to students with learning difficulties(New York: The Guildford Press, 2007), p.2.

process of constructing meaning in the text"⁶. It is important for readers to know the meaning of the text, decipher the text, and understand the syntactic order of the sentence based on the interpretation. The readers can perceive, incorporate, and relate their past experiences with the text through this process. Therefore, when they strive to achieve the meaning of the text, the readers communicate dynamically with the text.

So, Reading Comprehension is Reading comprehension is a reading process that includes the use of certain skills in order to acquire the information needed from the text.

b. Types of Reading Comprehension

Activating background knowledge is one essential thing to do when someone wishes to understand those texts. It is the same as what has been previously mentioned that reading understanding requires the process of incorporating and connecting the text's details to the background knowledge of the readers. Bos and Vaugh mention three kinds of understanding of reading based on how readers enable their knowledge of the context to create meaning.

The first kind belongs to what is clear in the text. Readers are facilitated in this form by some knowledge that is explicitly asserted in the document. Therefore, readers do not have to break deeply into their context information.

⁶ Sofyan A. Gani, Yunistrina Qismullah Yusuf, Rini Susiani, Progressive outcomes of collaborative strategic reading to EFL learners, (Banda Aceh: Kasetsart Journal of Social Sciences, no. 37, 2016) p.145

The second type belongs to the implicit textual form. In this type of reading, readers need to use their contextual knowledge to find out the text content, since the information received in the text is not adequate to help them understand the text.

The last type belongs to what is implicitly scriptural. When readers read using this method of reading, they have to thoroughly open up their context information to understand the text. There are no details, both explicitly and implicitly extracted, within the text. In this case, readers should have a broad understanding that will help them understand the text⁷.

c. Teaching Reading Comprehension

As one of the basic skills that EFL students can learn, it is not always easy for the teacher to teach reading because there are some targets to do so. In teaching literacy, teachers typically teach how to read shortly and efficiently. The skimming and scanning method is a popular technique that the instructor used. Besides, in *Emerging Trends in Education's* book, Sheeba and Mohammad Hanif mentioned several methods that teachers often teach the students that make reading as fast⁸. According to Nuttal, there are four strategy in teaching reading comprehension: First is skimming; this approach is

⁷ Bos, S.C. and Vaughn, S. 2009. *Strategies for Teaching Students with Learning and Behaviour Problems* Seventh Edition. (New Jersey: Pearson Education) p. 314

⁸ Sheeba and Mohd. Hanif Ahmad, *Teaching Reading: Goals and Techniques*, 2018.

https://www.researchgate.net/publication/328449849_Teaching_Reading_Goals_and_Techniques . Accessed on December 26, 2020, 11.50 P.M. p.4-5

used until all the text is read. To determine which section is necessary to read first, students need to find out the titles or subheadings of the text. According to Grellet, skimming involves quickly skimming a text to acquire the gist of it⁹. It indicates that skimming is utilized to give pupils confidence and teach them that they don't have to read every word in a text to grasp it. The second is scanning. Leane Claimed that scanning is defined as the capacity to quickly read a text in order to locate specific information, such as a date, a figure, or a person, while ignoring all other information¹⁰. As a result, it may be inferred that during scanning, pupils must concentrate on a single piece of information while ignoring everything else. The third is extensive reading. The readers are frequently confronted with a longer text when doing extended reading. Readers must have a complete knowledge of the writing in order to read it. Brown claims that prolonged reading is required to gain a general comprehension of a text¹¹. So, extensive reading's goals are to increase readers' confidence and enjoyment. Fourth is intensive reading. Intensive reading is a type of reading that focuses on specific details. According to Richard and Schmidt, intensive reading is a type of reading that is characterized as reading at a low

⁹ Grellet, F. Developing Testing Reading Skills. Cambridge: Cambridge University Press, 1996. p.19

¹⁰ Leane, S. (2010). The Basic of Teaching Reading Skills. Available at <http://www.Aacc.edu/tutoring/file/skimming/pdf> . Accessed on December 16, 2020, 7.50 P.M.

¹¹ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, 2nd Ed, (New York: Wesley Longman Inc., 2001), p. 312.

speed that requires a higher level of comprehension than extensive reading¹². It usually has a more condensed text. A reader is frequently looking for specific information. Intensive reading exercises, according to Macleod, may include identifying words that connect one idea to another, understanding what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another, and identifying words that indicate change from one section to another¹³.

In teaching reading, a teacher can be said to be effective when he can make his students become good readers. Sheeba and Mohd, according to them. Hanif, when someone claims to be a good reader, there are several requirements. Criteria number one is that the text can be read widely by readers. This implies that they can collect data from the document. The number two requirements are readers who can blend their experience with the details they get from the text. The next criteria are that readers can flexibly rely on the target texts to change their reading style, and they are encouraged to read the text more. And as a good reader, the last standard is that they should use various interacting abilities in the reading process, such as perceptual processing and phonemics¹⁴.

¹² Richards and Schmidt, op. cit., p. 194.

¹³ Maija MacLeod, Types of Reading, (<https://sllc.ucalgary.ca/Brian/611/readingtype.html>). Accessed on 26th December 2020 at 11.00 A.M

¹⁴ Sheeba and Mohd. Hanif Ahmad. Op cit, p.2.

The crucial thing is that the teacher watches and monitors their progress in reading English-language texts, among all the strategies and standards for making the students become successful readers. In line with this argument, Sukarta said that to get the sense of the text, the teacher should check the understanding of the text by the students. On the other hand, the teacher has to help them, while the students have a problem with the method of reading the text¹⁵.

To sum up, it is not as difficult to teach reading as you thought. In teaching reading, the teacher needs to inspire, have some strategies, and be patient. Any requirements need to be considered as the purpose of the instructor in teaching to make a good read for students.

2. Make a Match

a. Definition of Make a Match

Make a Match is an cooperative learning Strategy that developed by Lorna Curran. The main concept of Make a Match, according to Lorna Curran (as cited in Ria D. Nikmah), is that students locate or match a partner while learning a concept or a specific topic in an engaging classroom environment. Ria D. Nikmah stated that Make a Match is a cooperative learning activity that may be implemented in any class¹⁶. Cooperative learning has long been

¹⁵ Sukarta Kartawijaya, An Analysis of The Students" Reading Comprehension in Comprehending Descriptive Text (Padang, Jurnal Curricula, Vol.2 No.3, 2017) p.86

¹⁶ Ria Dhatun Nikmah, et al., "The Effectiveness of Make a Match Technique in Teaching Vocabulary," *Advances in Social Science, Education and Humanities Research*, 200 (2018), 597.

used in education. The propriety of the learning style is the coordination of students during the learning process in groups. Sulaiman added that compactness among learners is one of the attributes of cooperative learning. During the learning situation, the learners are expected to be involved and imaginative¹⁷.

Agus Suprijono, on the other hand, explained that in cooperative learning, the instructor is a key leader in the class. The instructor should plan and provide material for the students during the lesson and often give them a scenario¹⁸. Also, with their groups, the students need to solve the problem. In conclusion, both Sulaiman and Agus Suprijono argued that cooperative learning required cooperation and participation from students, but Agus Suprijono believed that teachers should also be involved in setting up and developing teaching materials.

To summarize, Make a Match is an effective strategy for teaching descriptive text reading comprehension because it allows students to understand and communicate with the text. This approach entails teacher-student cooperation, which can improve the strategy's impact on the teaching and learning process. Also, in the Atlantis Journal of Advances in Social Science, Education and Humanities Research, Ria Dhatun Nikmah, Rahmad Husein, dan Busmin

¹⁷ Sulaiman, Model Pembelajaran Cooperative Learning (Suatu Analisis Psikologi dalam Pembelajaran), Vol.5 No.2, p.27, 2014.

¹⁸ Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi Paikem* (Surabaya: Pustaka Belajar, 2009), 78.

Gurning explained: *“Make a match is a form of learning by looking for a pair of cards that have been owned and done in pairs, then dealing with each other to explain the meaning of cards owned. One of the hallmarks of this strategy is students looking for a partner while learning about a concept or topic in a fun atmosphere”*¹⁹.

Based on the explanation, it can be concluded that the make a match strategy would make the learning atmosphere more enjoyable.

b. Using the Make a Match Strategy to Teach Descriptive Text Reading Comprehension

Nowadays, teaching reading seems to be dissipated. Teachers generally believed that asking students questions about the text was a good way to check their comprehension of the text and encourage them to extend their understanding strategies. They always felt as if the teaching strategy had become a problem to their comprehension of descriptive text. According to the researcher's interview with a group of students from SMAN 1 Jenangan, the teacher taught descriptive text reading using a traditional method. It made the students bored and uninterested in the class. According to the statement, the instructor should find another strategy or approach that could pique the students' interest in reading the descriptive text. One of the strategy that can be used in teaching descriptive text reading is the Make a Match Strategy.

¹⁹ Ria Dhatun Nikmah, Rahmad Husein, dan Busmin Gurning. The Effectiveness of Make a Match Technique in Teaching Vocabulary. Advances in Social Science, Education and Humanities Research. Atlantis press. 2018.

As many different ways to implement make a match strategy in the classroom are available, many teachers use it in their learning process. According to Rusman, there are a few steps to using Make a Match in the general learning process:

- 1) The teacher has already prepared a question and answer card for students containing a subject before the class begins.
- 2) After that, the students are divided into two groups: (A and B). There is an answer card for each student in group A and a question card for group B.
- 3) The instructor demonstrated to the students how the strategy is used in the classroom.
- 4) The teacher gave students a deadline to find their match.
- 5) The teacher has to shuffle the card back after all students match their cards, so the students get a different card than before, and so on.²⁰

Make a Match is also helpful in teaching reading comprehension of description text, according to Suprijono's remark in "Cooperative Learning: Teori dan Aplikasi PAIKEM."²¹ He outlined various methods for implementing Make a Match in the classroom, which the author then implemented using descriptive writing;

- 1) Students have requested that they read a short description text carefully at a specific time, while the teacher has prepared the

²⁰ Dr. Rusman, M.Pd. Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru, Edisi kedua (Jakarta, PT Raja Grafindo Persada, 2013) p.223

²¹ Agus Suprijono. op,cit., Pp.94-96

necessary equipment to teach (question cards and answer cards).

- 2) The teacher divided the pupils into two groups, with group A holding the descriptive text question cards and group B holding the answer cards. In this activity, the teacher serves as an assessor.
- 3) Arrange the students in a U letter until groups A and B are facing each other. The teacher should then swap the cardholders' order.
- 4) Finally, the students had to match with their companion within the time limit set by the teacher. Students will report to the examiner and correct their response after they have paired with their partner. Students who find their companion will receive a point, while those who do not will incur a punishment. The teacher provides feedback and initiates class discussions at the end of the session to ensure that the student has correctly answered the questions, has grasped the concept, and has used all of the new vocabulary.

To summarize the above explanation, the researcher believes that the Make a Match Strategy is sufficient to improve students' descriptive text reading comprehension. In the target school, the researcher would use the strategy to teach descriptive text reading. In the following portion of this investigation, the steps and outcomes of the study will be explained.

c. The Advantages and Disadvantages Using the Make a Match

The Make a Match strategy can be used to provoke students' interest in reading the descriptive text. Students were able to connect with the content more deeply as a result of the strategy. These include, according to Miftahul Huda, motivating students to assist one another in the teaching and learning process, increasing responsibility toward a group of students in doing their best, increasing social skills required for effective working, allowing students to use their questioning skills and discuss a problem, and developing leadership talent and teaching discussion skills²². Besides that, Anita Lie stated that the benefits of Make a Match include increased excitement in the teaching and learning process in the classroom, dynamic mutual cooperation between students, and students looking for their partner while studying about a concept or topic in a pleasant environment²³. Thus, the benefits of using Make a Match include:

- 1) Students feel more interest in reading comprehension of descriptive text because they can interact and move with their friends to find the matching cards.
- 2) It would increase their focus on the descriptive text because the students have to read the detailed information of the text.

²² Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Metode Penerapan* (Yogyakarta: Pustaka Belajar, 2011).

²³ Anita Lie, *Cooperative Learning. Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. (Jakarta: PT. Grasindo, 2002) 55.

3) This strategy would push them to pay attention to new words. It happens when a teacher asks students to comprehend a text and they come across complicated words that provoke their interest in their meaning. Students would remember new words for longer than words they remember regularly because they are curious about their meanings. According to Agus Suprijono, the teacher should act as a facilitator and allow the students to confirm their match during the Make a Match strategy learning phase²⁴. As a result of the practice, students can gain confidence in speaking English and communicating with their classmates.

Besides those advantages, Make a Match also has some disadvantages;

- 1) Since the students spent the bulk of their time traveling, it took a long time.
- 2) Since cards were used as a learning medium, the teacher would have to make an extra effort to provide sufficient learning media.
- 3) Since the activity involves further practice in the classroom, the teacher cannot use this strategy to teach the theoretical descriptive text. Last but not least, the teacher is suspected of taking an active role in class management.

²⁴ Agus Suprijono. Cooperative Learning: Teori dan Aplikasi PAIKEM (PT. Pustaka Belajar, Yogyakarta, 2014), p.94

- 4) Will result in uncontrollable loudness and crowds.
- 5) When students discover that the games they are playing do not correspond to their assessment test, they become frustrated.²⁵

To summarize, Make a Match is a strong strategy for teaching descriptive text reading comprehension since it allows students to appreciate and participate with the material. Furthermore, there are drawbacks to using it in class. This strategy necessitates collaboration between teachers and students, allowing the strategy to have a greater impact on the teaching and learning process.

3. Descriptive Text

a. The Concept of Descriptive Text

Descriptive text is defined in specific ways as a text that describes a specific animal, people, or stuff to the readers. The basic details that can be represented in a descriptive text are added by Alice: the scent, emotions, sounds, appearance, and meaning of the object²⁶. This enables readers to picture the item, even though they have not seen it before. In addition, descriptive text explained by Zainuddin not only tells about specific things but also favorite objects that the writer adores, such as the personality, character, and feeling of someone²⁷. In support of that argument, in the International Journal of English and Education, Syafrida Wati, Tiur Asi Siburian, and Malan Lubis explained: *“The word description is derived from English “description” which is related to the verb to describe (describe it in language). The context of this text is a*

²⁵ Ria Dhatun Nikmah, et al., “The Effectiveness of Make a Match Technique in Teaching Vocabulary,” *Advances in Social Science, Education and Humanities Research*, 200 (2018), 597.

²⁶ Alice Oshima, and Ann Hogue, *Introduction of Academic Writing 3rd Edition*, (New York, Pearson Longman, 2007) p. 61

²⁷ Zainuddin, *The Effect of Cooperative Integrated Reading and Composition Technique on Students’ Reading Descriptive Text Achievement*, *Eric Journal*, Vol. 8 No. 5, 2015, p. 14

*picture of the shape of things/objects, animals, people, and so on*²⁸.

Shortly, descriptive text is a text that explicitly defines anything by the author to provide a precise description of an entity (features, appearance, feelings, etc.).

b. The Purpose of Descriptive Text

The descriptive text serves a role as one of the academically examined texts. It is to provide a detailed summary and illustration of a particular object so that the reader can see it clearly in writing. According to Zainuddin, the purpose of the descriptive text is to describe a specific person, location, or object in great detail²⁹. Besides that, The objective of the descriptive text, according to Febriani, is to have the reader imagine themselves in the story in order to gain pleasure and information³⁰. The objective of descriptive writing is to specifically describe anything, someone, a place, animal, or vegetation. Rise and Charles have noted that description serves a variety of purposes, such as;

- 1) The text gives the readers an impression of a place, individual, or object.
- 2) It helps the reader to envision an abstract concept while still presenting important details about the object being represented.
- 3) Descriptive text can also be employed to promote a descriptive argument.³¹

So, it can be concluded that the descriptive text is used to

²⁸ Syafrida Wati, Tiur Asi Siburian and Malan Lubis. 2018. Development of Descriptive Text Module Based on Contextual for Students Class X of State Senior High School Gunung Meriah Aceh Singkil. International Journal of English and Education. ISSN: 2054-6297. Vol.6

²⁹ Zainuddin, Op.cit. p. 14

³⁰ Nurulia Dwi Febriani, Improving Reading Comprehension Through Reciprocal Teaching Technique (A classroom action research at the first year of MTs Hidayatul Umam, Cinere, Depok), (Departement of English Edcation Faculty of Tarbiyah and Teachers' Training —Syarif Hidayatullah State Islamic University: Jakarta, 2011),17

³¹ Rise B. Axelrod and Charles R. Cooper, The St. Martin's Guide to Writing, (New York: Bedford- St. Martin's, 2010), p.628

describe the object by detailing the object in detail, concretely and subjectively or to describe the condition of the object from the author's point of view so that the reader seems to be able to see, hear, experience what is described by the author.

B. Previous Related Study

Based on the searching results, the researcher found several relevant research results which are related to the theme that was raised. The previous related study is:

The first research is derived from Rachmad Hidayat in 2014. His research is "*The implementation of make a match methods to increase the students' achievement in learning ips terpadu at class viii-c SMP Negeri 1 Beji Pasuruan*". The subject of this research is a student at class VIII-C of SMPN 1 Beji Pasuruan using Classroom Action Research. The data in this research are gathered from observation, test, interview, and documentation. The result of this research shows that the student's achievement is increasing in every cycle³². His study focused on increasing the students' achievement in learning and this research focused on students reading comprehension.

The second is from Irwanto at MTS Guppi Samata Gowa in 2017. At MTs Guppi Samata Gowa, he conducted the study on "*Using Make-A Match To Improve The Students' Reading Comprehension At Mts Guppi Samata Gowa*". In this study, a quasi-experimental design with two pre-test and post-test design groups was implemented. The outcome of the study showed that

³² Rachmad Hidayat, *The implementation of make a match methods to increase the students' achievement in learning ips terpadu at class viii-c smp negeri 1 beji Pasuruan*, (Malang, The State Islamic University Maulana Malik Ibrahim Of Malang, 2014).

the first-grade students of MTs Guppi Samata Gowa had a pre-test score of 45.44, which was rated as very low. After giving treatment the students got improvement, they got the score with a mean score of 74.28 which was classified as reasonably decent³³. His study used action classroom research but this study used a quantitative approach.

The third research is from Shinta Agustina Novianti, with the title of this study, *“The Effectiveness of Make a Match strategy in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020”*. This study aims to determine the effectiveness of make a match in teaching vocabulary. The research quantitative approach is based on a quasi-experimental design. The results of this study show that the mean value of experimental class was 86,13 and the control class was 74.91. It proved that the Make a Match Strategy is effective for teaching vocabulary³⁴. Her research focused on using Make a Match Technique in Teaching Vocabulary. But in this study, the researcher focused on using Make a Match Strategy on reading comprehension of Descriptive Text.

The last research is from Septia Mutiara Sari, with the title of this study, *”Using Make a Match Technique for SMA Srijaya Negara Palembang Tenth Grade Students in Teaching Vocabulary”*. Make a Match approach by matching a question and answer between the students is a teaching technique. In the academic year 2019/2020, the population of this study was SMA

³³ Irwanto, *Using Make-A Match to Improve the Student's Reading Comprehension at MTs Guppi Samata Gowa*, (Makassar, The State Islamic University Of Makassar, 2017).

³⁴ Shinta Agustina Novianti, *“The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020”*, (Ponorogo, The State Institute Islamic Studies Ponorogo, 2020).

Srijaya Negara Palembang's tenth-grade students. By using purposeful non-random sampling, there were 69 students taken as the sample. The outcome of this study showed that there was a substantial difference in the mastery of the vocabulary of the students³⁵. Her research focused on using Make a Match Technique in teaching vocabulary. But in this study, the researcher focused on the effectiveness of Make a Match Strategy on students reading comprehension.

C. Conceptual Framework

Vocabulary is very important as a guide for the level of understanding of students in the process of learning English, particularly reading comprehension. This suggests that students would have to work harder to achieve a high level of English comprehension. In this situation, the writer discovered that students at SMAN 1 Jenangan had a low understanding of English. As a result, tenth graders often struggle with reading comprehension. Furthermore, students' motivation to improve their skills remains low. As a result, the teacher must develop a plan to help students improve their reading comprehension.

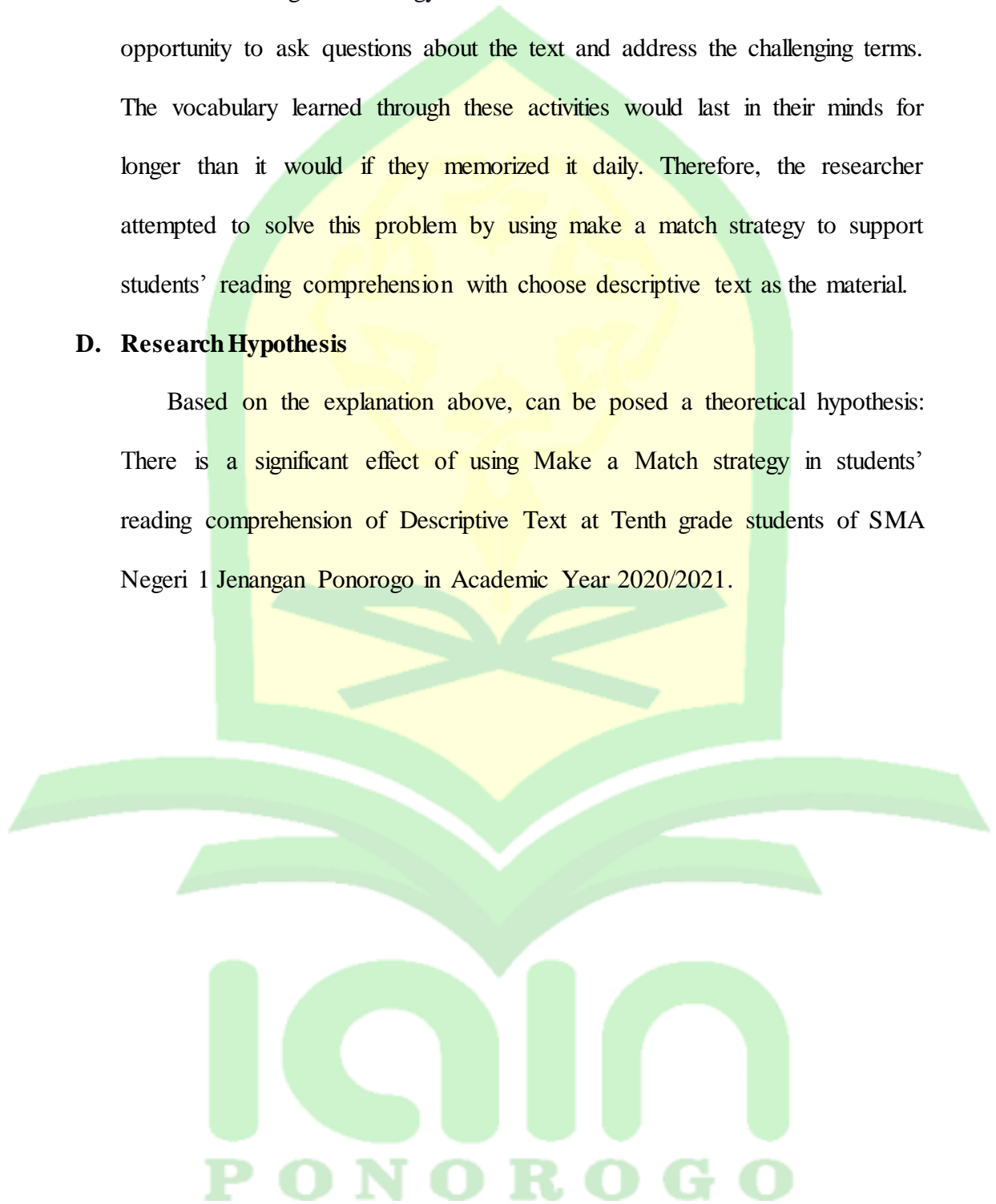
The researcher hypothesized that using the Make a Match strategy would increase students' attention and interest in reading descriptive text comprehension. The Make a Match strategy would provide students with an exciting classroom environment during the learning process because they will have to connect with their partners. Furthermore, the strategy would make students aware of unfamiliar terms, posing a challenge for them to understand

³⁵ Septia Mutiara Sari, *Using Make A Match Strategy In Teaching Vocabulary To The Tenth Grade Students Of Sma Srijaya Negara Palembang*, (Palembang, The University Muhammadiyah Of Palembang, 2019).

and memorize the context. The researcher allows students time to read the text before using the strategy. The researcher then offers the students the opportunity to ask questions about the text and address the challenging terms. The vocabulary learned through these activities would last in their minds for longer than it would if they memorized it daily. Therefore, the researcher attempted to solve this problem by using make a match strategy to support students' reading comprehension with choose descriptive text as the material.

D. Research Hypothesis

Based on the explanation above, can be posed a theoretical hypothesis: There is a significant effect of using Make a Match strategy in students' reading comprehension of Descriptive Text at Tenth grade students of SMA Negeri 1 Jenangan Ponorogo in Academic Year 2020/2021.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research methodology is the tools and procedures for conducting research. The term "research" is loosely applied to any type of investigation aimed at uncovering new or intriguing facts. The researcher adopted a quantitative technique by conducting experimental research at SMAN 1 Jenangan. Quantitative analysis works with numerical data and investigates its properties using mathematical processes. The number of instances included, as well as the levels of measurement utilized in data collecting, such as nominal, ordinal, interval, and ratio, are crucial factors in determining the sort of analysis that is appropriate¹.

According to Lorraine R. Gay, experimental research is the only type of investigation that can genuinely evaluate theories about cause and effect relationships. It signifies that the experimental method is the most reliable way for solving both practical and theoretical educational problems, as well as for the growth of education as a science. The most difficult and productive form of research was the experimental method. There was a treatment in experimental study. At least one hypothesis stating an expected causal relationship between two variables guides experimental study².

In performing the research at SMAN 1 Jenangan, the researcher employed a quasi-experimental design. This design has a control group, but the variables can be completely controlled during the experiment. It involved the modification of an independent variable, quasi-experimental designs are similar to randomized experimental designs, but they differ in that individuals are not randomly assigned to treatment groups³.

¹ Nicholas Walliman, *Research Methods: The Basics* (New York: Routledge, 2011), 1.

² L.R. Gay, *Educational Research: Competencies for Analysis and Application* (New York: Macmillan Publishing Company, 1992), 298.

³ Donald Jacobs Ary, et al. *Introduction to Research in Education*. (United States: Wadsworth, 2010), 316.

This design is appropriate for the research goal of evaluating the effectiveness of the Make a Match strategy in teaching reading comprehension of descriptive text to SMAN 1 Jenangan tenth grade students. The researcher gathered data on the students' reading comprehension mastering achievement from the results of the students' pre-test and post-test scores. The researcher utilized a therapy with a nonrandomized control group pre-test and post-test design. This model has two groups: a control group and an experiment group. Before therapy, students in both groups were given a pre-test to determine their scores (O1 and O3). The experiment group received the treatment (X). For both groups, a post-test was provided to assess the students' progress after treatment (O2 and O4). The following is a representation of one of the most widely used quasi-experimental designs in educational research⁴:

Table 3.1
Research Design

Experiment	O₁	X	O₂
Control	O₃	–	O₄

Information:

O₁ = Pre-test for Experimental Class (before being given treatment)

O₃ = Pre-test for Control Class (with conventional treatment)

X = Treatment

O₂ = Post-test for Experimental Class (after being given treatment)

O₄ = Post-test for Control Class (with conventional treatment)

The purpose of this study was to see if the Make a Match strategy was helpful in teaching reading at the tenth grade students of SMAN 1 Jenangan by comparing students' reading comprehension skill between those who were

⁴ Louis Cohen, et. al., *Research Method in Education Fifth Edition* (London: Routledge Falmer, 2000), 214.

taught using the Make a Match strategy and those who were not. The researcher attempted to conduct the study in a number of ways, including:

1. Step 1: Pre-Research

This step entails gathering the information required to conduct the research. For example, determining which class would be the experimental and control class, planning the course, developing the data collection instrument, and so on.

2. Step 2: Research

In this step, the researcher used the Make a Match methodology in the experimental class while teaching the control class using the traditional way. Data would be collected from both the pre-test and post-test periods. Before use the treatment, a pre-test was utilized to determine the degree of students' score and reading comprehension skill. The level of students' score and reading comprehension skill following treatment was measured using a post-test.

3. Step 3: Data Analysis

The next step was to analyze the data that the researcher had gathered. The procedure is as follows:

- a. Collecting post-test scores from experimental and control groups.
- b. Perform a T-test on the data. The T-test is a statistical test that was used to determine whether or not there was a significant difference between two groups that were taught using different strategy.

B. Research Setting

Researchers chose the research location at SMAN 1 Jenangan which is located at Jl. Soekarno Hatta No. 381 Ponorogo, with the following considerations:

1. The location of MAN 2 Ponorogo is easy to reach and strategic.
2. SMAN 1 Jenangan has extracurriculars with various fields, one of which is English extracurricular which already has various achievements.
3. SMAN 1 Jenangan has many achievements in academic and non-academic fields. In this study, researchers conducted research on April 8 – May 7, 2021.

C. Population and Sample

The population of this study was two classes of the tenth grade students at SMAN 1 Jenangan which consist of 45 students. According to Kurniawan dan Puspitaningtyas population is the subject that is listed thoroughly by the researcher⁵. They also reveal that the population also not just number of subjects under the study, but also includes all the characteristics or traits of the subject⁶. For data collection, the researcher took a sample. The 10th grade IPA class was chosen as a sample for this study because it has the same abilities as other classes, making it a good representative.

The researcher chose a sample using simple random sampling. The sample is picked at random from the population in a simple random sampling procedure. In this method, each person of the population has an equal

⁵ Agung Widhi Kurniawan, Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, (Yogyakarta: Pandiva Buku, 2016).

⁶ Ibid.

probability of being chosen to become a sample member. According to (A.Kurniawan & Puspitaningtyas, 2017), the sample is the shrinkage of the population that forms the sample statistics, used to calculate population parameters. In the selection, a representative sample can be used as a generalization in a population⁷.

D. Research Instrument

In this research, the instrument of data collection is subjective test. A test is a set of questions, exercises, or other instruments used to assess an individual's or a group's ability, intelligence, or talent. Brown defines a test as a means of assessing a person's skill, knowledge, or performance in a specific domain⁸. It is commonly understood that tests are primarily used for assessment: the test produces a score that is thought to indicate the level of knowledge of the individual being examined⁹. To gain the students' achievement, the researcher using reading comprehension test (a pre-test and a post-test). The test was administered twice, with a pre-test and a post-test. The pre-test is used to determine the students' basic skill of reading comprehension mastery, and the post-test is used to determine whether the Make a Match strategy has an effect on students' reading comprehension mastery. A researcher devised the test. The test consists of 25 questions consist of 15 multiple choice questions, and 10 make a match questions. The test was created using the same school-based curriculum and syllabus as was utilized in SMAN 1 Jenangan. Students were asked to answer an appropriate

⁷ *Ibid.*, 67.

⁸ H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2013), 3.

⁹ Penny Ur, *A Course in Language Teaching* (Cambridge University Press: 1996), 3.

choice based on the question. There were eight important features to be included to assess reading comprehension:

1. Main idea
2. Expressions/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (stated detail)
6. Excluding facts not written (unstated details)
7. Supporting ideas
8. Vocabulary in context

The researcher used questions about the main idea of the paragraph based on the explanation, guessed the correct object based on the description, arranged irregular sentences into appropriate descriptive text, and so on.

E. Data Collection Technique

In this research, the data was collected using two different ways. There were tests and documentation. The test is used to collect primary information. The test was created by the researcher using standardized test-making processes. The exam will be split into two sections. They are a test for students who have utilized the Make a Match strategy as well as an exam for those who have not. Meanwhile, documentation is being completed in order to complete the supporting data.

1. Test

A test is a set of questions, exercises, or other instruments used to assess an individual's or a group's ability, intelligence, or talent. Brown defines a test as a means of assessing a person's skill, knowledge, or

performance in a specific domain¹⁰. It is commonly understood that tests are primarily used for assessment: the test produces a score that is thought to indicate the level of knowledge of the individual being examined¹¹. The data on the students' reading comprehension ability was obtained using a test. Thus, the substantial difference between pupils who are taught utilizing the Make a Match strategy and those who are not may be determined.

In this study, a test was used to assess the reading comprehension skills of SMAN 1 Jenangan tenth grade students in the academic year 2020/2021. It was utilized to see if there was a significant difference in reading comprehension of descriptive text while utilizing the Make a Match strategy. Descriptive reading questions are the type of test. The test consists of 25 questions consist of 15 multiple choice questions, and 10 make a match questions. The test was created using the same school-based curriculum and syllabus as was utilized in SMAN 1 Jenangan. Students would receive 4 points if they answered properly and 0 points if they replied incorrectly for each question. The test was repeated two times. There are two types of tests: pre-test and post-test. Before the treatment was taught, a pre-test was administered, and after the treatment was taught, a post-test was provided.

2. Documentation

Documentation is a method of gathering facts from written sources such as books, newspapers, and personal opinions that are relevant to the inquiry. Documentation would be used to locate supporting data such as the school's history, geographic location, vision, mission, and purpose. The documentary is used in this study to collect information regarding students' names, teachers' names, staff members' names, SMAN 1

¹⁰ H. D. Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2013), 3.

¹¹ Penny Ur, *A Course in Language Teaching* (Cambridge University Press: 1996), 3.

Jenangan's vision, mission, aim, facilities, infrastructure, and organizational structure.

F. Validity and Reliability Instrument

1. Validity

Validity is a measurement of a test material which is expected to have a good accuracy towards the function. To find a high level of validity, a test material must create a weighing result in accordance with the objective of the test material itself¹². In this research, the researcher conducted the test of validity in order to know whether the instruments of vocabulary mastery are valid or not. In this study, to determine the validity of instrument the researcher used formula of Karl Person Product Moment. The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.

In weighing validity, the researcher using SPSS 25. SPSS is a calculation tools in statistic in the form of application that is often used to analyze data by almost all university in a study¹³. The analysis was done to determine the r_{xy} , and the r_{table} was consulted with a 5% significant level for product moment with df or db is $n-r$; $25-2=23$. The r_{table} value for $N=23$ on the 5% significance level was stated as 0,396 by Sugiyono¹⁴. This indicates that the r index is 0,396. It is noted that the item test is valid if the value of r_{xy} is greater than the value of r_{table} . It is noted that the item test is invalid if the value of r_{xy} is less than the value of r_{table} . To test the validity and reliability of the instrument, the writer took sample 25 respondents from Tenth grade class. The test's instruments

¹² Matondang Zulkifli, Validitas dan Reabilitas Suatu Instrumen Penelitian, (JURNAL TABULASARA PPS UNIMED, Vol.6 No.1, Juni 2009).

¹³ Muijs Daniel, *Doing Quantitative Research in Education with SPSS*, (SAGE Publications, 2004).

¹⁴ Sugiyono, *Statistika untuk Penelitian*, (Bandung:Alfabeta, 2010)

yielded the following results:

Table 3.2
The Result of Validity Calculation

Number of item list	r_{table}	r_{xy}	Criteria
1	0,396	0,429	Valid
2	0,396	0,429	Valid
3	0,396	0,437	Valid
4	0,396	0,410	Valid
5	0,396	0,536	Valid
6	0,396	0,565	Valid
7	0,396	0,475	Valid
8	0,396	0,562	Valid
9	0,396	0,438	Valid
10	0,396	0,409	Valid
11	0,396	0,455	Valid
12	0,396	0,417	Valid
13	0,396	0,525	Valid
14	0,396	0,454	Valid
15	0,396	0,468	Valid
16	0,396	0,410	Valid
17	0,396	0,519	Valid
18	0,396	0,434	Valid
19	0,396	0,547	Valid
20	0,396	0,410	Valid
21	0,396	0,438	Valid
22	0,396	0,565	Valid
23	0,396	0,426	Valid
24	0,396	0,501	Valid
25	0,396	0,469	Valid

Based on the calculation above, the validity calculation shows that 25 questions are valid.

2. Realibility

Reliability is an observation of the measurement results. A measurement result can be categorized as trustworthy if in weighing an object there is no change in the results and the aspects being weighed¹⁵. Consistency and replicability were virtually synonymous with reliability over time, across instruments, and across groups of respondents. Precision and accuracy were important considerations¹⁶.

The test's reliability is assessed in this study by comparing the resulting score to the r-score product moment. The reliability test was calculated using the SPSS 25 application for Windows. The reliability result said that if the acquired score is higher than the table r-score, the test is trustworthy. If the obtained score is lower than the table r-score, the test may be considered unreliable. The test's instruments yielded the following results:

Table 3.3
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0,732	25

¹⁵ Matondang, Loc. Cit.

¹⁶ Louis Cohen, et all, *Research Method in Education*. (New York: Routledge Falmer, 2005), 117.

The Cronbach's Alpha value was discovered to be 0.732, based on the calculations above. On a significance level of 5%, the value of reliability is consulted rtable. rtable has a value of 0,396. Because the rindex reliability value is 0,732 and the rtable value is 0,396. This result was included in the acceptable reliable level.

G. Technique of Data Analysis

Data analysis technique is a method of analyzing data that has been obtained. Because this research would evaluate data from a sample rather than a population, it will be an inferential statistic. Because the data in this study would contain interval data or test scores, parametric statistics would be used to analyze the data. When evaluating data, the researcher would compare the results of the first test, also known as a pre-test, and the second test, also known as a post-test. The researcher is comparing two scores to see if there is a significant difference between before and after therapy. If the post-test result is higher than the pre-test, it suggests that the Make a Match strategy for teaching reading is effective, and we can accept alternative hypotheses while rejecting the null hypothesis.

Before analyzing the data, the researcher must do an assumption test to determine the score difference before and after treatment. This test employs a parametric formula with data that is expected to be normal and homogeneous.

1. Normality

In testing data, there is a process that is implemented in order to determine whether the data born form population can circulate normally or

not, this process is called normality¹⁷. In other words, the purpose of this test was to determine whether the distribution data population was normal or not. The normality of data would be calculated in this study using SPSS 25 and the steps as follows:

- a. Make a table of pre-test and post-test that would be analyzed
- b. Open SPSS 25 program
- c. Click variable view
- d. Write down name in the first row by pre-test and the second row by post-test
- e. Click data view
- f. Write down score in the label column
- g. Click analyze – descriptive statistics – explore
- h. Click the arrow on pre-test (inputted dependent variables) – enter it into dependent list box
- i. Click plots – normality plots with test – continue – ok.

After analyzed normality test, the results can determine by the following criteria:

- a. If the result analysis of SPSS program shown it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be rejected.
- b. If the result analysis of SPSS program shown it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be accepted.

¹⁷ Nuryadi, Et. Al., Dasar-Dasar Statistik Penelitian, (Yogyakarta: SIBUKU MEDIA, 2017).

2. Homogeneity

Homogeneity was defined as the ability to compare the variances of two or more groups¹⁸. As a result, the goal of this test was to see if the objects in this study had the same version. The researcher used SPSS 25 to calculate homogeneity in this study and the steps as follows¹⁹:

- a. Make a table of post-test of each class that would be analyzed
- b. Open SPSS 25 program
- c. Click variable view
- d. Write down column name in the first row by score and model in the second row
- e. Click data view and write down the score of each class
- f. Write number 1 as a code to the experiment group and number 2 for the control group
- g. Click analyzed – compare mean – one way ANOVA
- h. Click the arrow on score (inputted dependent variables of experiment class) – enter it into dependent list box
- i. Click the arrow on model (inputted dependent variables of class code) – enter it into factor box
- j. Click options – homogeneity of variance test – continue – ok.

After analyzed homogeneity test, the results can be determined by the following criteria:

- a. If the result analysis of SPSS 25 program shown it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be rejected.

¹⁸ Andhita Dessy Wulansari, *Statistika Parametrik*, (Ponorogo: STAIN Po Press), 22.

¹⁹ Syofian Siregar, *Statistic Parametric untuk Penelitian Kuantitatif*. (Jakarta: Bumi Aksara, 2017), 167.

- b. If the result analysis of SPSS 25 program shown it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be accepted.

3. T-test

T-test is a test that is absolutely regulated as a tool to test whether 2 means that born from 2 different samples can be calculated in SPSS easily²⁰. The researcher use paired sample T-test to test the results of the tests after collecting the data. It was a test that employed the t distribution to determine the significance of differences between two groups that were in pairs and the step as follows:

- a. Make the table of post-test that would be analyzed by t-test
- b. Open SPSS 25 program
- c. Click variable view
- d. Write down column name in the first row by (variable from control class)
- e. Write down column name in the second row by (variable from experiment class)
- f. Click data view – input both of data x
- g. Click analyze – compare mean – paired sample t-test
- h. Click the arrow on (inputted variable of control class) – enter it into test variables box
- i. Click the arrow on (inputted variable of experiment class) – enter it into group variables box
- j. Click define groups – write down code 1 in the group 1 – write down code 2 in the group 2 – continue – ok.

²⁰ Mujis, Op. Cit., 131.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Statistic Description

The population for this study is class X students at SMAN 1 Jenangan, and the research method used is quasi-experimental research. This study uses two classes from the entire population as samples to be observed, one as the control class, the IPA 1 class, and one as the experimental class, the IPA 2 class. Sampling was used to collect samples. In this study, researchers chose samples using simple random sampling. The total number of students in the two classes is 22; the experimental class had 11 students and the control class had 11 students.

The Make a Match strategy is taught in the experimental class, but the Make a Match strategy is not taught in the control class. The researcher intended to compare the results of students who have taught the Make a Match approach to those who were not.

1. Research Schedule

There are four meetings in this study. In the experimental class, the learning process consisted of a pre-test, two meetings for treatment with the Make a Match strategy, and a post-test. In the control class, the learning process consisted of a pre-test, two meetings without the Make a Match strategy, and a post-test.

2. Research Procedure

a. Procedure in Experimental Class

This study used two classes as samples in a quasi-experimental design. The IPA 2 class would serve as the experimental class, while the IPA 1 class will serve as the control class. The experimental class had a total of 15 students in it. In this class, researchers conducted pre-test, treatment, and post-test activities over a set period. Students were given a pre-test before the researcher began the treatment. The goal is to determine the students' reading comprehension skills and score level. The researcher then gave the students some treatment. Finally, the students were given a post-test by the researcher. A post-test was provided to determine the strategy efficiency. The researcher used the Make a Match strategy to instruct students in the experimental class. These procedures are as follows:

Pre-test is the first step. Both the experimental and control classes were given a pre-test at the start of the study to determine the students' score level and vocabulary competence before they were offered treatment. The pre-test is critical and must be done in quasi-experimental research because it is one of the most significant aspects of the study. Students are asked various questions in the pre-test, which they can answer by reading a descriptive text about destinations in Indonesia. The text was chosen based on the student's current descriptive text material. This test has 25 questions consist

15 multiple choice questions and 10 Make a Match questions. The test took 50 minutes to complete.

Treatment is the next step. After the pre-test, the pupils were administered the treatment. The treatment was divided into two sessions. Students were given a brief overview of the content and how to use the Make a Match strategy at the first meeting. Using their material books from school, researchers began to convey the content about "text descriptions" in the core activity. The researcher then led a discussion with the students about the social function, text structure, and linguistic elements of the "descriptive text" material. After that, the researcher instructed the students to use the Make a Match strategy to learn vocabulary. Students were given cards with two different forms of text by the researcher. The cards are made up of question and answer cards that may be mixed and matched. After all of the students had received their cards, the researcher gave the go-ahead to begin the task. All of the students begin going around the classroom, looking for their partners who hold cards that are similar to their own. They have only 5 minutes to complete their task of finding a matching card. The researcher will punish them if they fail or choose the wrong companion. They must perform in front of the class and sing one English song. Following that, the researcher and students collaborated to match the correct cards.

In the next meeting, the researcher gave descriptive writings to students which comprised descriptive material about sites in Indonesia. The researcher then provided the students time to read the text and discuss the thesis statement, linguistic aspects, general structure, and students' thoughts based on the text with their peers, as well as locate the primary idea, vocabulary, supporting ideas, and so on. Each group must report the outcomes of their discussion in front of the class after completing the work. In addition, the researchers used the Make a Match approach to continue the treatment. Researchers hand out cards with question and answer cards on them. The words on the cards are drawn from the students' discussion of the analytical description text. All question cards have complete description sentences, whereas response cards have words that can be used to represent the question cards' descriptive text. The following activity is identical to the preceding treatment.

The post-test is the final phase. Both the experimental and control classes were given a post-test at the end of the study to assess the level of scores and students' reading comprehension skills after treatment. Because the existence of a post-test is one of the most significant parts of research, it is very vital and must be done in quasi-experimental research. Students are asked various questions in the post-test that can be answered by reading the descriptive text. The book was chosen based on the students' descriptive text

material. This test has 25 questions, with 15 multiple choice questions and 10 Make a Match questions. The test took 50 minutes to complete.

b. Procedure in Control Class

The control class participates in the same activities as the experimental class. There is a pre-test, treatment, and post-test, with the sole difference being the treatment. The students were given a pre-test by the researcher. The material used in the pre-test for the control class is the same as that used in the experimental class. Students are asked a series of questions in the pre-test that can be answered by reading a descriptive text about destinations in Indonesia. Finally, the students were given a post-test by the researcher. The post-test material for the control class is identical to that for the experimental class. Students are asked numerous questions in the post-test that can be answered by reading a descriptive text about sites in Indonesia. The text was chosen based on the descriptive text material provided by the pupils. This test has 25 questions, 15 of which are multiple-choice and 10 of which are make-a-match. The test took 50 minutes to complete.

Second, after the pre-test, kids were treated with traditional procedures. Two sessions were also held to administer the treatment. The procedure is the same as in the experimental class, except that the Make a Match strategy is not used. Students were given a brief

overview of the content at the first meeting. Researchers began to explain the content of descriptive texts based on their material books from school in the core activity. The researcher next discussed with the students about the social function, text structure, and linguistic elements of the material in the description text. The researcher next invited the students to complete some exercises from their textbooks and then discuss them with one another. The researchers gave students analytical exposition texts made up of descriptive text material at the second meeting. The students were then allowed to read the work and discuss it with their peers regarding the thesis statement, linguistic features, general structure, and students' thoughts based on the text, as well as locate the primary idea, vocabulary, and supporting ideas, among other things. Each group must report the outcomes of their discussion in front of the class after completing the work. After that, the researcher requested the students to write a descriptive sentence as an example.

Finally, the students were given a post-test by the researcher. The post-test material for the control class is identical to that for the experimental class. Students are asked numerous questions in the post-test that can be answered by reading a descriptive text about sites in Indonesia. The text was chosen based on the descriptive text material provided by the pupils. This test has 25 questions, 15 of

which are multiple-choice and 10 of which are make-a-match. The test took 50 minutes to complete.

3. The Result of Students Test Score

a. The Results of Students' Test Score in Experimental Class

Following are the results of students' tests for the experimental class:

- 1) The table below showed the students' writing results before and after students were taught by using make a match strategy. The students' score were:

Table 4.1

Students' Pre-Test and Post-Test Score in Experimental Class

No	Name	Pre	Post
1	ASY	60	80
2	ATP	72	96
3	ATTR	40	76
4	CS	48	80
5	DMP	60	80
6	HVR	64	84
7	KYS	76	96
8	THN	52	76
9	SPY	44	76
10	STP	68	84
11	YAR	60	76

According to the table 4.1, the highest of pre-test score is 76, while the lowest pre-test score is 40. In Post-Test, the highest score is 96, while the lowest score is 76. The total score

of Pre-test is 644 and the mean score is 58.55, The total score of Post-Test is 904 and the mean score is 82.18.

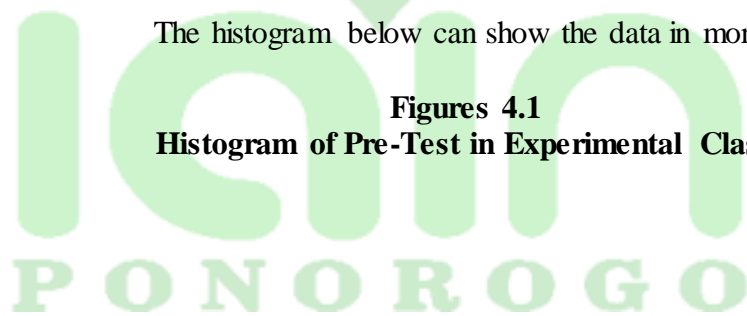
Table 4.2
Frequency Distribution of Pre-Test in Experimental Class
Score

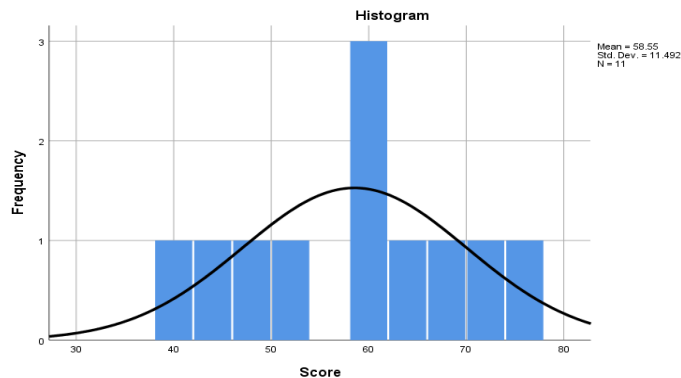
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	9.1	9.1	9.1
	44	1	9.1	9.1	18.2
	48	1	9.1	9.1	27.3
	52	1	9.1	9.1	36.4
	60	3	27.3	27.3	63.6
	64	1	9.1	9.1	72.7
	68	1	9.1	9.1	81.8
	72	1	9.1	9.1	90.9
	76	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Values in table 4.2 above are the students' pre-test score in X IPA 2. The table shows that 1 student gained score 40 (9.1%), 1 student gained score 44 (9.1%), 1 student gained score 48 (9.1%), 1 student gained score 52 (9.1%), 3 students gained score 60 (27.3%), 1 student gained score 64 (9.1%), 1 student gained score 68 (9.1%), 1 student gained score 72 (9.1%), 1 student gained score 76 (9.1%).

The histogram below can show the data in more detail:

Figures 4.1
Histogram of Pre-Test in Experimental Class





From the figures 4.1, it can be seen that $M = 58.55$ and $SD = 11.492$. To determine the category of students' reading comprehension was good, medium, or low, the researcher grouped scores as follows:

1. More than $M + 1.SD$ ($58.2 + 11.492 = 69.692$) was categorized into good.
2. Between $M - 1.SD$ ($58.2 - 11.492 = 46.708$) to $M + 1.SD$ ($58.2 + 11.492 = 9.692$) was categorized as medium.
3. Less than $M - 1.SD$ () was categorized as low.

Thus, it can be seen that the scores which are more than 69.692 was considered into good, the scores between 46.708 – 69.692 was categorized into medium, while the score less than 46.702 was categorized into low. The categorization can be seen in the following table:

Table 4.3
The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Criteria
1	More than 70	2	18.20%	Good

2	Between 47 - 70	7	63.60%	Medium
3	Less than 47	2	18.20%	Low
Total		11	100%	

From the table above, it could be seen that the score of students' reading comprehension of experimental class in pre-test showed that 18.20% in the good category, 63.60% in the medium category, and 18.20% in the low category.

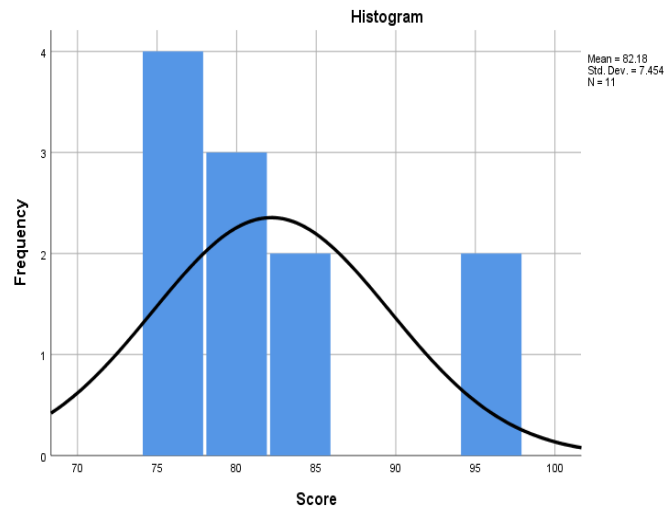
Table 4.4
Frequency Distribution of Post-Test in Experimental Class

	Score	Score		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	76	4	36.4	36.4	36.4
	80	3	27.3	27.3	63.6
	84	2	18.2	18.2	81.8
	96	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Values in table 4.4 above are the students' post-test score in X IPA 2. The table shows that 4 students gained score 76 (36.4%), 3 students gained score 80 (27.3%), 2 students gained score 84 (18.2%), 2 students gained score 96 (18.2%).

The histogram below can show the data in more detail:

Figures 4.2
Histogram of Post-Test in Experimental



From the figures 4.2, it can be seen that $M = 82.18$ and $SD = 7.454$. To determine the category of students' reading comprehension was good, medium, or low, the researcher grouped scores as follows:

1. More than $M + 1.SD$ ($82.18 + 7.454$) was categorized into good.
2. Between $M - 1.SD$ ($82.18 - 7.454$) to $M + 1.SD$ ($82.18 + 7.454$) was categorized as medium.
3. Less than $M - 1.SD$ ($82.18 - 7.454$) was categorized as low.

Thus, it can be seen that the scores which are more than 89.634 was considered into good, the scores between 89.634 – 74.726 was categorized into medium, while the score less than 74.726 was categorized into low. The categorization can be seen in the following table:

Table 4.5

**The Categorization of Students' Post-Test in
Experimental Class**

No	Score	Frequency	Percentage	Criteria
1	More than 90	2	18.10%	Good
2	Between 75 – 90	9	81.90%	Medium
3	Less than 75	0	0%	Low
Total		11	100%	

From the table above, it could be seen that the score of students' reading comprehension of experimental class in post-test showed that 18.10% in the good category, 81.90% in the medium category, and 0% in the low category.

b. The Results of Students' Test Score in Control Class

Following are the results of students' tests for the control class:

- 1) The table below showed the students' writing results before and after the students were taught by conventional method. The students' score were:

Table 4.6

Students' Pre-Test and Post-Test Score in Control Class

No	Name	Pre	Post
1	AMM	60	58
2	ARSG	68	52
3	BES	76	72
4	KDH	72	72
5	LAN	60	64
6	LTM	80	76

7	RSG	68	64
8	SFD	60	56
9	SYR	68	68
10	SSEF	64	56
11	UUA	72	68

According to the table 4.7, the highest pre-test score is 80, while the lowest pre-test score is 60. In Post-Test, the highest score is 76, while the lowest score is 52. The total score of Pre-test is 748 and the mean score is 68, the total score of Post-Test is 704 and the mean score is 64.18.

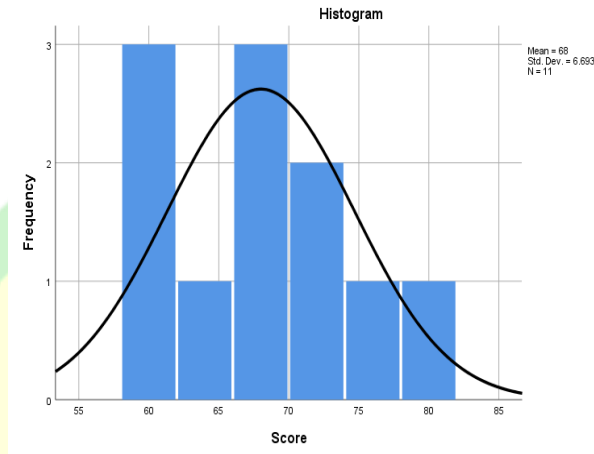
Table 4.7
Frequency Distribution of Pre-Test in Control Class

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	27.3	27.3	27.3
	64	1	9.1	9.1	36.4
	68	3	27.3	27.3	63.6
	72	2	18.2	18.2	81.8
	76	1	9.1	9.1	90.9
	80	1	9.1	9.1	100.0
Total		11	100.0	100.0	

Values in table 4.8 above are the students' pre-test score in X IPA 1. The table shows that 3 students gained score 60 (27.3%), 1 student gained score 64 (9.1%), 3 students gained score 68 (27.3%), 2 students gained score 72 (18.2%), 1 student gained score 76 (9.1%), 1 student gained score 80 (9.1%).

The histogram below can show the data in more detail:

Figures 4.3
Histogram of pre-test in control class



From the figures 4.3, it can be seen that $M = 68$ and $SD = 6.693$. To determine the category of students' reading comprehension was good, medium, or low, the researcher grouped scores as follows:

1. More than $M + 1.SD$ ($68 + 6.693$) was categorized into good.
2. Between $M - 1.SD$ ($68 - 6.693$) to $M + 1.SD$ ($68 + 6.693$) was categorized as medium.
3. Less than $M - 1.SD$ ($68 - 6.693$) was categorized as low.

Thus, it can be seen that the scores which are more than 74.693 was considered into good, the scores between 61.307 – 74.693 was categorized into medium, while the score less than 61.307 was categorized into low. The categorization can be seen in the following table:

Table 4.8
The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentage	Criteria
1	More than 75	2	18.20%	Good
2	Between 61 – 75	6	54.50%	Medium
3	Less than 61	3	27.30%	Low
Total		11	100%	

From the table above, it could be seen that the score of students' reading comprehension of experimental class in pre-test showed that 18.20% in the good category, 54.50% in the medium category, and 27.30% in the low category.

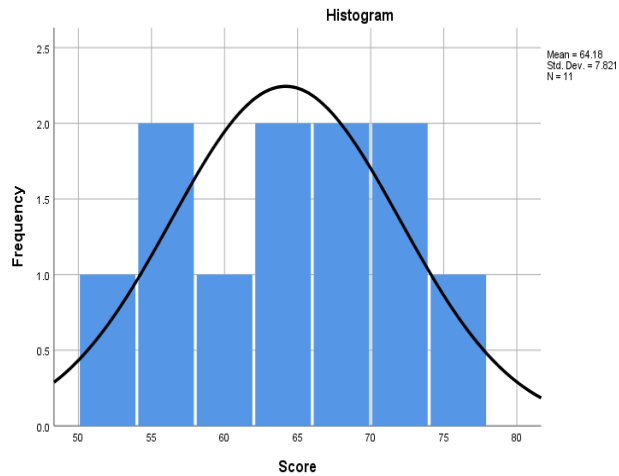
Table 4.9
Frequency Distribution of Post-Test in Control Class

	Score	Score		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	52	1	9.1	9.1	9.1
	56	2	18.2	18.2	27.3
	58	1	9.1	9.1	36.4
	64	2	18.2	18.2	54.5
	68	2	18.2	18.2	72.7
	72	2	18.2	18.2	90.9
	76	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Values in table 4.9 above are the students' post-test score in X IPA 1. The table shows that 1 student gained score 52 (9.1%), 2 students gained score 56 (18.2%), 1 student gained score 58 (9.1%), 2 students gained score 64 (18.2%), 2 students gained score 68 (18.2%), 2 students gained score 72 (18.2%), 1 student gained score 76 (9.1%).

The histogram below can show the data in more details:

Figures 4.4
Histogram of post-test in control class



From the figures 4.4, it can be seen that $M = 64.18$ and $SD = 7.821$. To determine the category of students' reading comprehension was good, medium, or low, the researcher grouped scores as follows:

1. More than $M + 1.SD$ ($64.18 + 7.821$) was categorized into good.
2. Between $M - 1.SD$ ($64.18 - 7.821$) to $M + 1.SD$ ($64.18 + 7.821$) was categorized as medium.
3. Less than $M - 1.SD$ ($64.18 - 7.821$) was categorized as low.

Thus, it can be seen that the scores which are more than 72.001 was considered into good, the scores between 56.359 – 72.001 was categorized into medium, while the score less than 56.359 was categorized into low. The categorization can be seen in the following table:

Table 4.10

The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	Percentage	Criteria
1	More than 72	1	9%	Good
2	Between 56 – 72	9	82%	Medium
3	Less than 56	1	9%	Low
Total		11	100%	

From the table above, it could be seen that the score of students' reading comprehension of control class in post-test showed that 9% in the good category, 82% in the medium category, and 9% in the low category.

B. Inferential Statistics

1. Assumption Test

In this section, the researcher should analyze that the data normally distributed and has a variance homogeneity before testing the hypothesis.

a. Normality Test

The normality test aims to state whether the data from students' test score for experimental class (X IPA 2) and control class (X IPA 1) from the population is normally distributed. To test whether the data is normal or not the researcher using Kolmogorov Smirnov formula. The data is declared normally distributed if the value of sig. from each class more than 0.05. If the value of sig. less than 0.05, the data is not normally distributed. In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 25.00 as follows:

1) Normality test of experimental class

Table 4.11
Normality Test of Experimental Class

Post-Test Experimental Class	One-Sample Kolmogorov- Smirnov Test		
	Statistic	Df	Sig
	0,184	15	0,182

Based on the table 4.11, it showed that sig. of the class was 0.182. It can be conclude that the data from experimental class (X IPA 2) was normally distributed because the value was higher than 0.05 ($0.182 > 0.05$).

2) Normality test of Control class

Table 4.12
Normality Test of Control Class

Post-Test Control Class	One-Sample Kolmogorov- Smirnov Test		
	Statistic	Df	Sig
	0,156	15	0,200

Based on the table 4.12, it showed that sig of the class was 0.200. It can be conclude that the data from control class (X IPA 1) was normally distributed because the value was higher than 0.05 ($0.200 > 0.05$)

b. Homogeneity Test

Homogeneity test was conducted to determine whether the variant of data distribution on students' test scores from two groups for each experimental and control class were homogenous or not.

The analytical technique used in this research is the *Levene Test*, which is calculated using SPSS 25. The result of calculation is showed below:

Table 4.13
The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.180	1	28	0,287

According to the table of homogeneity test above, the result of data was 0.287. It means that the calculation of students' test scores is greater than 0.05 ($0.287 > 0.05$), it can be conclude that the data in this research has a homogeneous variance.

2. Hypothesis Test

The testing of hypothesis was carried out after the normality and homogeneity tests showed the appropriate results. The researcher using SPSS 25 in analyze the data. The researcher using paired sample T-test in calculating the data. The decision taken in determining the hypothesis is:

- a. If the value of sig. > 0.05 , H_0 rejected
- b. If the value of sig. < 0.05 , H_1 accepted

The result of the data calculation as follows:

Table 4.14
The Result of T-test
Paired Samples Test

		Mean	Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre - post	- 16.267	6.319	1.631	- 19.766	- 12.768	- 9.971	14	.000

Based on the result of paired sample T-test above, it is obtained that the value of sig. (2-tailed) is 0.000. The results of paired sample T-test showed that the value of sig. (2-tailed) is lower than 0.05 ($0.000 < 0.05$). It means that the use of Make a Match strategy has a significant effect on students' reading comprehension of Descriptive Text at Tenth grade students of SMA Negeri 1 Jenangan Ponorogo H_0 was rejected, H_1 was accepted.

C. Discussion

Based on the research that has been done, it can be seen that there is a significant effect of applying make a match strategy on students' reading comprehension of descriptive text in experimental class (X IPA 2) compared to the use of conventional teaching approach in control class (X IPA 1) at SMAN 1 Jenangan Ponorogo. In this interpretation, the researcher compared the result of data T-test with the standard value of 0.05. If the T-test is higher than 0.05, it means H_0 is rejected and H_1 is accepted. There are two hypothesis of this research:

H0 : there is no significant effect between students' reading comprehension by using Make a Match strategy and without using Make a Match strategy at SMAN 1 Jenangan.

H1 : there is a significant effect between students' reading comprehension by using Make a Match strategy and without using Make a Match strategy at SMAN 1 Jenangan.

Make a Match is an effective strategy for teaching descriptive text reading comprehension because it allows students to learn and communicate the meaning of the text with other students. So, it can make the atmosphere of learning more fun. It is also stated by Ria Dhatun Nikmah, Rahmad Husein, and Busmin Gurning in the Atlantis Journal of Advances in Social Science, Education, and Humanities Research. Is stated that Make a match is a type of learning that involves looking for a pair of cards that have previously been owned, doing so in pairs, and then dealing with each other to explain the meaning of the cards owned. Students looking for a partner while learning about a concept or topic in a fun way is one of the hallmarks of this strategy¹. Beside that, Wahab in journal from Dewa Nyoman Suprpta also stated that the make and match learning model is a learning system that prioritizes social skills, especially the ability to cooperate, the ability to interact besides the ability to think quickly through the game of looking for pairs of playing

¹ Ria Dhatun Nikmah, Rahmad Husein, dan Busmin Gurning. The Effectiveness of Make a Match Technique in Teaching Vocabulary. Advances in Social Science, Education and Humanities Research. Atlantis press. 2018.

cards, this also creates an atmosphere class is fun². Based on the explanation, it can be concluded that the make a match strategy in addition to improving social skills can also make the learning atmosphere more enjoyable.

In addition, Make a Match is a strategy in cooperative learning strategy whose main concept is to require the students to find the other students who bring texts that match the text they are carrying. It stated by Lorna Curran that the main concept of Make a Match is students locate or match a partner while learning a concept or a specific topic in an engaging classroom environment³. Ria D. Nikmah also stated that Make a Match is a cooperative learning activity that may be implemented in any class⁴. This is because the Make a Match method can be applied in large and small number classes, both individually and in groups.

The advantages of this method can also increase students learning activities cognitively and physically. This is supported by Dewa Nyoman, that the Make a Match Learning Model is able to increase student learning activities, both cognitively and physically because there is an element of play, so this type is fun and can increase students' understanding of the material being studied⁵. Moreover, Anita Lie stated that the benefits of Make a Match include increased excitement in the teaching and learning process in the classroom, dynamic cooperation between students, and students looking for

² Dewa Nyoman Suprpta, "Penggunaan Model Pembelajaran Make a Match Sebagai Upaya Peningkatan Hasil Belajar Bahasa Inggris Siswa", *Journal of Education Action Research*, Vol. 4, No.1, Tahun 2020, pp, 245.

³ Lorna Curran, "*Language Arts and Cooperative Learning: Lesson for the little Ones*", (San Juan Capistrano, CA : Kagan Cooperative Learning, 1994) 5.

⁴ Ria Dhatun Nikmah, et al., 597.

⁵ Ibid, Dewa Nyoman Suprpta., pp, 245

their partners while studying a concept or topic in a pleasant environment⁶. Beside that, Dewa Nyoman Suprpta also stated in his journal that the Make a Match Learning Model can increase student learning activities, both cognitively and physically, there is an element of play, so this type is fun, increases students' understanding of the material being studied, can increase student learning motivation , and effectively trains the discipline of students respecting time⁷. Make a Match is an effective strategy for teaching descriptive text reading comprehension because it allows students to understand and communicate with the text. This approach entails teacher-student cooperation, which can improve the strategy's impact on the teaching and learning process. Make a Match is a learning model that creates a good relationship between teachers and students. The teacher invites students to have fun in the game. The fun can also be about the material and students can learn directly or indirectly⁸. Beside that, The researcher can conclude that Make a match is a teaching approach that could improve students' reading comprehension because this strategy is a creative and cooperative strategy, it could increase students' enthusiasm in learning individually or in groups, it proved by the result of students test in experimental class. In the first test before the researcher did a treatment (teaching by Make a Match strategy), students' mean scores was 52.55. After the researcher did a treatment (teaching by Make a Match strategy), students' mean scores is 82.18. Besides

⁶ Anita Lie, *Cooperative Learning. Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. (Jakarta: PT. Grasindo, 2002) 55.

⁷ *Ibid*, Dewa Nyoman Suprpta, 245.

⁸ Supriatin, "Pembelajaran Kooperatif Tipe *Make a Match* Untuk Meningkatkan Hasil Belajar IPS", *Jurnal Wahana Pendidikan*, Vol. 4, No.2, Tahun 2017, pp, 245.

that, the result of first test and second test of control class, could be seen that students' mean scores was decrease from 68 to 64.18.

The implementation of Make a Match strategy according to Rusman as follows: first, the teacher has already prepared a question and answer card for students containing a subject before the class begins. After that, the students are divided into two groups: (A and B). There is an answer card for each student in group A and a question card for group B. Next, the instructor demonstrated to the students how the strategy is used in the classroom. Then, the teacher gave students a deadline to find their match. Last, the teacher has to shuffle the card back after all students match their cards, so the students get a different card than before, and so on⁹. Besides that, in the application of this model the teacher must provide cards where the cards consist of two types, namely question cards and answer cards. In practice, students are asked to find pairs of cards, namely question cards with answer cards before the deadline predetermined by the teacher and then students who succeed in finding pairs of cards and matches will be given points according to the decisions made by the teacher¹⁰. Make a Match strategy is helpful to make students feel more interest in reading comprehension of descriptive text. It could increases their focus on the descriptive text because the students have to read the detailed information of the text. This strategy could push them to pay attention to new words. Meanwhile, the researcher takes the conclusion

⁹ *Ibid*, Rusman, 223.

¹⁰ Tarigan, D. (2014). *Meningkatkan Aktivitas Belajar Siswa dengan Menggunakan Model Make A Match Pada Mata Pelajaran Matematika di Kelas V SDN 050687*. Sawit Seberang. *Kreano : Jurnal Matematika Kreatif-Inovatif*, 5(1), 56-62. <https://doi.org/10.15294/kreano.v5i1.3278>

that the implementation of *Make a Match Strategy* has a significant effect to improve students' reading comprehension.

CHAPTER V CLOSING

This chapter presents about conclusion and recommendation as below:

A. Conclusion

Based on the results of the data analysis showed that the post-test value in the experimental class is 82.18, while the post-test value in the control class is 64.18. The results of the post-test showed that the average value of the experimental class that was given treatment by using the *Make a Match* strategy was higher than the control class that was taught by using conventional media ($82.18 > 64.18$). It means there is a significant improvement in experimental class scores compared to control class scores. The results of the hypothesis test also showed that the value of sig. (2-tailed) is under 0.05 ($0.000 < 0.05$), it means that H_0 is rejected and H_1 is accepted. It can be concluded that the use of the *Make a Match Strategy* has a significant effect to improve the student's reading comprehension of Descriptive Text at Tenth grade students of SMA Negeri 1 Jenangan

Ponorogo in Academic Year 2020/2021. Because in this strategy, The teacher invites the students to have fun in the game so that the students feel enjoy in teaching and learning process. Furthermore, it could increase the student's understanding of the material being studied and could increase the student's learning motivation.

B. Recommendation

Based on the implementation and research result, there are several suggestions that the researchers can convey as follows:

1. For English Teacher

It is essential for the teacher to choose a suitable strategy to teach students with different learning types. The researcher suggest to apply the Make a Match strategy in teaching reading comprehension of descriptive text since it had been proved effective in the class.

2. For Students

Students are expected to be able to p lay an active role in learning activities. If students are able to be active in learning activities, it could improve their learning quality, in addition to cognitive assessment but also on affective assessment.

3. For Other Researcher

It is recommended for advised that more research be done on the elements of English club activities that may have an impact on students' reading comprehension abilities.



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