

**THE INFLUENCE OF MAKE A MATCH STRATEGY TOWARDS STUDENTS'  
READING COMPREHENSION AT THE SEVENTH GRADE OF  
SMP NEGERI 4 BANDAR LAMPUNG IN THE ACADEMIC  
YEAR 2021/2022**

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**Abstract:** This research aimed to know the influence of make a match strategy towards students' reading comprehension. By applying this strategy students were active and teaching learning process was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text. The writer used quantitative method and categorized the research as quasi experimental method. The population was 242 from 9 classes. The writer used Cluster Random Sampling Technique in taking the sample. There were 2 classes as a sample. VII H was an experiment class and VII I was a control class. The experiment class consisted of 24 students and control class consisted of 23 students. The main technique in measuring students' reading comprehension was multiple choices which consisted of 40 items with 4 options a, b, c, and d. The score of each item is 2.5 for correct answer. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got that  $H_a$  was accepted. It was obtained that  $t_{test} = 6.39$  and  $t_{table} 0.05 = 1.98$  and  $0.01 = 2.65$  ( $6.39 > 2.02 < 2.70$ ). It means that there was a significant influence of Make a Match strategy towards students' reading comprehension at the Seventh grade SMP Negeri 4 Bandar Lampung in 2021/2022.

**Keywords:** Influence, Reading Comprehension, Make a Match Strategy.

## **INTRODUCTION**

English is important to master because English is one of the main languages spoken in most countries of the world. English has now become a required subject in Indonesian schools. Brown (2000: 298) stated that "reading comprehension will best be developed in association with writing, listening, and speaking activities". It means that reading has very close relationship with writing, listening, and speaking. Reading is one of the abilities that students must master when studying English. Reading is important for pupils since it is how they obtain information and expand their knowledge from English learning resources. As we know that, students must not only read the material but also comprehend what they have already scanned before. To deal with this, students must increase their reading comprehension.

Reading comprehension is the ability to grasp what they have read and allow them to interpret the meaning of the text. Students must interact between the text and their knowledge in order to get meaning from the text with their language. It is consistent with Caldwell's assertion. He stated that reading comprehension is a process of quoting and reconstructing meaning outside of interaction with the text.

Reading comprehension is essential for pupils to master. Students who grasp reading comprehension, according to Sarah, may increase the pleasure and effectiveness of reading in their academic and personal lives. Along with the teaching and learning process, students find difficulties in reading comprehension. They are unable to comprehend the material because they lack a sufficient vocabulary. Furthermore, the teacher only offers pupils a limited amount of time to comprehend the text. Irena Shehu backs up such claims. She explained some problems that occur on students reading

comprehension; first, lack vocabulary. Vocabulary is important in reading since knowing a large number of vocabularies allow us to better understand the text. In contrast, if the readers lack sufficient vocabulary, it can make problems to decode the text. The second issue is that pupils have short working memories of the text. As a result, they repeated the text after they read it to recall the information. The final issue is their lack of interest in reading. Students, as we all know, do not want to read material unless they have a purpose for doing so. It forces the teacher to make them read as we know that students must enhance their reading skills. Furthermore, the curriculum indicates that students are expected to compare social functions, text structures, and linguistic features in descriptive texts relating to extremely brief and plain descriptions of people, animals, or objects. It might be stated that the descriptive text must be understood by the pupil.

Students had numerous challenges when studying English. Reading comprehension is considered to be a problem in learning. According to observations at SMPN 4 Bandar Lampung, the majority of seventh-grade pupils were unable to comprehend the descriptive text due to three factors: The first factor is that students have a limited vocabulary. It caused them to become caught in the middle of difficult words. Furthermore, Caldwell asserted that when readers encounter an unfamiliar term, they will do one of two things: skip the difficult words or hold in those words.

Second, it is difficult for students to focus on reading. The issue arose because they were uninterested in learning the text, so they often think about something outside of the classroom and keep them from focusing on reading.

The last problem is the teacher's technique in teaching reading. Students are not interested in reading the text

because the teacher uses traditional techniques to teach.

Next, the teacher must overcome the problem by finding the right approach, technique, or strategy in teaching reading. The Make a Match strategy is one strategy that the teacher can use.

Curran devised this method in 1994. It provides pupils with enjoyable and active learning opportunities. It involves collaboration between teachers and students to put this strategy into action. The teacher assumed charge of the class while the pupils carried out the teacher's instructions. The Make a Match strategy is appropriate for beginning English language learners.

Aside from the Make a Match concept, there are other benefits to employing this technique in teaching reading comprehension.

First, when students have to move around and look for match cards, so as to make them more active and creative. Second, students are not bored in class. It is because they are able to interact with their friends. The third advantage is that the teacher may create a fun school environment. Furthermore, by maximizing student participation, kids can be more focused, and teachers can learn new ways to educate.

Based on the foregoing, the researcher is excited to perform the study titled *The Influence of Make a Match Strategy towards Students' Reading Comprehension at The Seventh Grade of SMP Negeri 4 Bandar Lampung in the Academic Year 2021/2022*.

## METHOD

**Research Design** In the research, the writer uses descriptive quantitative research. To conduct the research, the writer uses quasi experimental as a research design. It is a type of experimental research but without random assignment of individuals Mackey (2005: 363). In doing the

research, the writer will use two classes which is chosen randomly to know the effect that occurs from a variable after the treatment. The first is used as experimental class in which the writer will use make a match in teaching reading comprehension and the second class is used as a control class in which the writer will use direct method in teaching reading comprehension. The writer will apply strategy make a match in teaching reading to know the effect of make a match on students' reading comprehension.

The first class was experimental class which is thought by using make a match Strategy and another class was control class which is thought by using Direct method.

In this research, the population was the seventh grade of SMP Negeri 4 Bandar Lampung. The total number is 242 students. The Sample of this research are two classes, the experimental class was VII H consist of 24 students and the control class was VII I consist of 23 students. This research was conducted to know the influence of using Make a Match strategy towards students' reading comprehension. The writer did the observation and gave instrument test for students to know the students' reading comprehension as the pre-test and post-test. The writer used test to collect the data, in the case the writer will use multiple choice tests which consist of four options: a, b, c and d. The point of each items is 2.5. So, the highest score is 100, and the lowest score is 0. The writer analyzed the data to know the result of the research. In analyzing the data, the writer used some formulas to calculate the data from the test given in experimental and control class. The formula was T-test.

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

## **RESULT**

### **The Data Normality Test**

Based on the calculation above, it was obtained at significant level of 5% and also 1% that  $X^2 \text{ ratio} < X^2 \text{ table} = (1.98 < 5.59 < 9.21)$ . So, criterion was accepted. This means the data had normal distribution

### **The Homogeneity Test of Variance**

Based on the result above,  $F_{\text{ratio}}$  was 1.19  $F_{\text{table}}$  at significance level of 5% was 2.03 and at 1% 2.75. Since  $F_{\text{ratio}} < F_{\text{table}}$ ,  $1.19 < 2.03 < 2.75$ , therefore  $H_0$  was accepted. It means that the variance of the data in experimental class and control class are homogeneous.

### **The Hypothesis Test**

Based on the data calculation above, the result was  $6.39 > 2.02 < 2.70$ . Within the criterion  $H_a$  is accepted if  $t_{\text{test}} > t_{\text{table}}$ . Therefore  $H_a$  was accepted, it means that the average score students' reading comprehension which is taught of using make a match strategy higher than which is taught through direct method at the seventh grade of SMP Negeri 4 Bandar Lampung in the academic year of 2021/2022

## **DISCUSSION**

In this research, the writer taught reading by using a make match and direct method. Make a match was taught in experimental class, while direct method was taught in control class. Before conducting the research, writer did try out test in order to measure whether or not the instrument was valid. The instrument was in the form of multiple choices with 40 items test. After conducting the try out test, the writer gave treatment to the experimental class by make a match. In this class, the students seemed active and happy teaching-learning proses. The students were taught how to comprehend the text by identifying the information picture.

The students could comprehend the text well.

The teaching and learning process in the experimental class were ran well. The students were followed the instruction given and they were able to identify the information from the text given. The students seemed more enthusiasts in learning reading. It means that the implementation of make a match could have good effect to the students' reading comprehension. It also proved by the result of students' score. They were got better score than before. The students' reading comprehension was improved through the use of make a match strategy. The next treatment was on the control class, the writer applied direct instruction for teaching reading. This had been done due to find out whether the use of make a match was better than direct method. In this class, the students were receive the material reading and asked to read effectively. They were followed the instruction given by the research.

The condition was different than the students in experimental class. The students were not really enthusiast during the lesson just like usual, proved by the result of students' score in control class, their scores were lower than the students in experimental class.

## **CONCLUSION**

Based on the result data analysis and hypothesis test the writer concludes that there was a significant influence of using Make a Match Strategy towards students' reading comprehension and the students reading comprehension who learn reading through Make a Match Strategy is higher than those who learn reading through direct method. The writer would give the conclusion as follows:

1. There is significance influence of using Make a Match strategy towards students' reading comprehension at the seventh grade of SMPN 4 Bandar Lampung in 2021/2022. It can be seen

that the result  $t_{test} = 6. (6.39 > 2.02 < 2.70)$ .  $t_{table}$  for  $\alpha = 0.05$  was 2.02 and for  $\alpha = 0.01$  was 2.70 ( $4.80 > 1.67 < 2.39$ ).

2. The average score of the students' reading comprehension which taught through Make a Match strategy is higher than taught through direct method at the seventh grade of SMP Negeri 4 Bandar Lampung in 2021/2022. It can be seen that the average score of experimental class was 82.12 and the average score of control class was 68.95

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