IMPROVING THE STUDENTS' READING COMPREHENSION OF EXPLANATION TEXT BY USING MAKE A MATCH TECHNIQUE AT THE ELEVENTH GRADE OF SMA SWASTA SANTU XAVERIUS GUNUNGSITOLI IN 2022/2023

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ABSTRACT

The objective of this research is to determine whether there is an improvement in students' reading comprehension after being taught using the 'Make a Match' technique. The researcher employed a classroom action research design conducted over two cycles. The research focused on the students of XI IPS 2. The instruments utilized for this study were a reading test and an observation sheet. The results of each cycle revealed that in Cycle I, the technique was not successful. Therefore, the research continued to the next cycle after revising the plan based on the weaknesses identified in Cycle I. The findings of Cycle II indicated that 19 students (67.85%) reached the 'good' level, while 7 students (25%) achieved the 'very good' level. These results demonstrate that the implementation of the 'Make a Match' Technique in this study successfully enhanced students' reading comprehension.

Keyword: Make A Match Technique, Reading Comprehension.

INTRODUCTION

Reading was a fundamental goal that students had to master in order to be successful in school and in life. And also, reading was a visual means of acquiring and retaining information. By reading, someone could get and comprehend the information, ideas, opinions, or feelings from the text she or he read. For example, when the readers read journals, newspapers, magazines, tabloids, books, thesis, and so on, which had been written by different people, so they could gain new information. When someone wanted to enrich their knowledge, he/she had to be diligent to read.

According to Mufidah et al. (2022), "Reading was an activity to get information presented in the text". It meant that the readers should have been able to understand and comprehend the text that they had read. The students' ability in reading comprehension was very important since by comprehending the text, they could understand what the text was going to tell the reader. By reading comprehension, the readers understood events from their context, and they could also add their knowledge. Without comprehending the text,

the readers would have read without sense, so they could not have gotten any information from the text.

As Grabe and Stoller were cited in Larasty & Sulastry (2020), they state that reading for general comprehension was its most obvious sense, the ability to understand information from a text and interpret it appropriately. It was more understandable that reading for general comprehension was not only about reading literally or literally, but also understanding the message contained therein correctly and precisely. This was very important because reading for general comprehension could help a person expand their knowledge, enrich their horizons, and improve their critical and analytical thinking skills.

Based on the syllabus of SMA Swasta Santu Xaverius Gunungsitoli, one of the basic competencies that students must master is reading comprehension. This can be seen in one of the competency standards in reading material which states that students must understand the meaning of simple short written texts in the form of oral and written explanation texts by giving and requesting information related to natural or social phenomena covered in other subjects in class XI, according to the context of use. Students are required to be able to understand and discuss information from the text and answer questions based on the text correctly. However, in reality, many students are unable to fulfill it.

However, based on the researcher's observations during the internship at SMA Swasta Santu Xaverius Gunungsitoli, the researcher found that the students at the eleventh grade in the school had weaknesses in reading comprehension. The researcher addressed this problem by having interviews with the English teacher and also by teaching the students of the eleventh grade of SMA Swasta Santu Xaverius Gunungsitoli, especially in explanation texts. The researcher could see the students' weaknesses in reading comprehension when the researcher asked them to read an explanation text, and the English teacher asked them to answer questions in an essay test. They made many mistakes, even in reading and answering questions. As a result, the majority of the students' marks were below 70, which was the (MCC) Minimum Competence Criterion. They were not able to comprehend the content of the texts, especially in explanation texts. The students read the texts, but they got nothing from them because they didn't understand the meaning of the texts. As a result, many students could not answer interpretation questions correctly. This happened because of some reasons: first, the English teacher taught the students using a monotonous technique (asking the students to read explanation texts loudly or silently without guiding them to interpret the content of the text stated implicitly). Second, the students lacked vocabulary in English, which made them unable to

comprehend the reading texts easily, especially in explanation texts, and they had to spend time opening the dictionary. Third, the reading texts given to the students were not appropriate to their needs, and as a result, the students were not keenly interested in reading English texts. Fourth, the students lacked motivation in reading English materials. Actually, the students' motivation and interest were very important in reading comprehension.

Exactly, the teacher, as the educator, facilitator, motivator, and evaluator, had to be able to create a good atmosphere in the classroom with a purpose in order for the students to have been able to follow the teaching-learning process well. They also had to have been able to apply the appropriate techniques in teaching the reading subject. By applying the appropriate techniques, the target of teaching reading could have been reached.

From the problems above, the researcher wanted to apply make a match technique to improve students' reading comprehension of explanation text. The researcher used make a match technique to help students in comprehending English text. Make a match technique was one of the cooperative learning techniques. It was learning that students looked for pairs, each student got a card (can be questions or answers), and then quickly looked for a partner that matched the card he held. As stated by Wastawan, Sutarsyah, & Sudirman, in Yusuf & Hasanudin (2020), make a match technique was that type that could make the students' interest improve and interfere with the interactive situation in the class. It was why the teacher should use make a match technique type of cooperative learning to make the students easier to comprehend the text. By using make a match technique, the teacher could create an environment that encouraged students to collaborate and engage with the material, ultimately leading to improved reading comprehension. Therefore, make a match technique was the ideal technique to be used for this purpose.

Make a match technique was a cooperative learning technique that could improve reading comprehension. The procedure of the "make a match" technique involved pairing up students to find cards that matched (e.g., questions and answers) related to the text being studied. This interactive and fun way of learning could help students engage with the material and retain more information. By using this technique, students could improve their problem-solving abilities and broaden their horizons, which was essential for their overall education. Additionally, since each student had a different learning style, using different learning techniques could help them learn better. The make a match technique was a valuable learning method that improved students' reading comprehension skills in an interactive and fun way, leading to a better quality of education. Overall, the make a match

technique was a useful tool for teachers to consider when trying to improve students' reading comprehension skills.

Although the make a match technique had been used in several previous studies, research on its use in improving students' reading comprehension skills was still limited. Therefore, this study could have made a new contribution in expanding the understanding of the effectiveness of this learning method and provided new insights for teachers and educational practitioners.

METHODS

In this research, Classroom Action Research (CAR) was the method of the research. The study consist of four stages; planning, action, observation and reflection. Planning stages focuses preparing material, making lesson plan, and designing the steps in doing the action, preparing cards to teach the students how to comprehend the explanation text in an effective way by introducing make a match technique, Preparing of observation sheet for the researcher's and the students, and preparing field notes. (to know the situation of teaching learning process when the technique is applied), and Preparing a test. The action stages the researcher conducted the action in the classroom, the teaching-learning process consisted of the pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. The observation stages involved the activities of the students and the researcher during the teaching process designed based on the lesson plan. It was used by the teacher-collaborator to observe the advantages or weaknesses of the students' and the researcher's activities during the teaching-learning process that took place. The reflection stages the researcher evaluated the result of the observation sheet and the researcher

FINDINGS AND DISCUSSION

1. **The researcher for all cycles**

In the first meeting of Cycle I, there were 14 activities (36.84%) done by the researcher, 15 activities (39.47%) a half done by the researcher, and there was 9 activity (23,68%) not done by the researcher. While, in the second meeting, there were 23 activities (63.88%) done by the researcher, 13 activities (36.11%) a half done by the researcher, and there was 0 activity (0%) not done by the researcher. The researcher's activities were dominated by done activities in good level.

Furthermore, in the first meeting of Cycle II, there were 33 activities (91,66%) done by the researcher, 3 activity (8,34%) a half done done by the researcher, and there was no activity (0%) not done by the researcher. While, in the second meeting, there were 38 activities (100%) done by the researcher, 0 activity (0%) not done by the researcher, and there was no activity (0%) not done by the researcher. The researcher's activities were dominated by done activities in very good level. The entire researcher's activities can be viewed in the table such below:

Table 1
THE RESEARCHER ACTIVITIES OF ALL CYCLES

No.	Cycle	Meeting	Criteria	Frequency	%
1.	I	First meeting	Done	14	36.84%
			A half Done	15	39.47%
			Not done	9	23.68%
		Second meeting	Done	23	63.88%
			A half Done	13	36.11%
			Not done	0	0%
2.	II	First meeting	Done	33	91.66%
			A half Done	3	8,34%
			Not done	0	0%
		Second meeting	Done	100	100%
			A half Done	0	0%
			Not done	0	0%

2. The students activities of all cycles

Based on the result of observation to the students, in the first cycle, at the first meeting, there were 3 activities (25%) done excellently, there were 7 activities (58.33%) a half done, and there were 2 activities (16.67%) not done. At the second meeting, there were 7 activities (58.34%) done excellently, there were 5 activities (41.67%) a half done, and there were 0 activities (0%) not done. In the second cycle, at the first meeting, there were 10 activities (83.33%) which were done, there were 2 activities (16.67%) a half done, and there was no activity (0%) which was not done. At the second meeting, there were 12 activities (100%) which were done, there was 0 activity (0%) a half done and there was no activity (0%) which was not done.

The entire of the students' activities results can be viewed in Table 3 below:

TABLE 2
THE STUDENTS' ACTIVITIES IN ALL CYCLES

No.	Cycle	Meeting	Criteria	Frequency	%
1.	I	First meeting	Done	3	25%
			A half Done	7	58.33%
			Not done	2	16.67%
		Second meeting	Done	7	58.34%
			A half Done	5	41.67%
			Not done	0	0%

2.	II	First meeting	Done	10	83.33%
			A half Done	2	16.67%
			Not done	0	0%
		Second meeting	Done	12	100%
			A half Done	0	0%
			Not done	0	0%

3.   The field notes of the students' activities of all cycles

Based on the result of observation, the students who were active, inactive, creative, and uncreative in following the teaching-learning process was increased from the previous meetings to the next meetings. In this case, the researcher had the purpose of making field notes on students to assess the extent to which they were involved in understanding the explanation text material using the make a match technique. The researcher aimed to identify which students were active, inactive, creative, and uncreative. Active, refers to a learning process where students are actively involved in the learning process. Teachers who use active learning have reported that their students learn more material, understand more ideas, and enjoy school more. Inactive, refers to a learning process where students are not actively involved. This type of learning can lead to students struggling to remember information and not enjoying school. Creative, refers to the ability to think outside the box and come up with unique solutions to problems. Improving creative thinking skills can be achieved through problem-based learning. Uncreative, refers to the inability to think outside the box and come up with unique solutions to problems. Teachers may face difficulties in the teaching and learning process due to uncreative methods, materials, and media. Therefore, the researcher observed students who were active, inactive, creative, and uncreative in two cycles, each consisting of two meetings.

In the first cycle at the first meeting, there were 3 students (10.72%) who were active, 12 students (42.85%) who were inactive, 1 students (3.58%) who were creative, 12 students (42.85%) who were uncreative. At the second meeting, there were 6 students (21.42%) who were active, there were 8 students (28.58%) who were inactive, there were 5 students (17.86%) who were creative, there were 9 students (32.14%) who were uncreative.

In the second cycle at the first meeting there were 11 students (39.28%) who were active, there were 4 students (14.28%) who were inactive, there were 8 students (28.58%) who were creative, and there were 5 students (17.85%) who were uncreative. At the second meeting, there were 15 students (53.58%) who were active, there were 0 students (0%) who were inactive, there were 13 students (46.42%) who were creative, and there were 0

students (0%) who were uncreative. The total number of the students was 28 persons and all of the students were present in each meeting of cycles.

The entire field notes of the students' activities results can be viewed in Table 4 below:

TABLE 3
THE FIELD NOTES OF THE STUDENTS' ACTIVITIES OF ALL CYCLES

No	Cycle	Meeting	Activities	Frequency	%
1	I	First meeting	Active	3	10.72%
			Inactive	12	42.85%
			Creative	1	3.58%
			Uncreative	12	42.85%
		Second meeting	Active	6	21.42%
			Inactive	8	28.58%
			Creative	5	17.86%
			Uncreative	9	32.14%
2	II	First meeting	Active	11	39.28%
			Inactive	4	14.28%
			Creative	8	28.58%
			Uncreative	5	17.85%
		Second meeting	Active	15	53.58%
			Inactive	0	0%
			Creative	13	46.42%
			Uncreative	0	0%

4. **The Result of the Students' Reading Comprehension by Using Make A Match Technique all cycles**

Based on the results of student evaluations, researchers found that student scores had improved from cycle to cycle. In this test, the researcher gave a test according to the level of reading comprehension, namely critical reading comprehension which has the characteristics of Identification and evaluation of evidence, Interpretation and judgment, Clarity and understanding, Independent thinking, and Mental tools to unpack the text. The test consisted of 6 essay questions related to the text provided by the researcher. At the end of each cycle, a test was conducted to conclude the meeting.

In Cycle I, there was no students' value which could be classified in "very good level". While, there were 4 students' value (14.28%) in "good level", there were 5 students' value (17.85%) in "enough level", there were 8 students' value (28.57%) in "less level", and there was 11 student's value (39.28) in "fail level". This result showed that the students were still not able to comprehend a narrative text even though the researcher had

applied Make A Match Technique in the teaching and learning processes. As written in Chapter III which said that whenever the students' in comprehending explanation text by using Make A Match Technique cannot achieve the Minimum Competence Criterion in Cycle I so it will be continued to the next cycle.

In Cycle II, there was no student's value in "fail level" and in "less level". Instead of that, there were 2 students' value (7.14%) in "enough", there were 19 students' value (67.85%) in "good level", 7 students' value (25%) in "very good level". This result showed that the students of the eleventh grade (XI-IPS 2) of SMA Swasta Santu Xaverius Gunungsitoli were able to comprehend a explanation text by using Make A Match Technique. The average of students' value was higher than the Minimum Competence Criterion that was 70. The students' in reading comprehension explanation text by using Make A Match Technique can be viewed in the table such below:

TABLE 5
THE STUDENTS' IN READING COMPREHENSION OF EXPLANATION
TEXT BY USING MAKE A MATCH TECHNIQUE OF ALL CYCLE

No	Cycle	Meeting	Level	Quantity	%
1.	I	2nd Meeting	Very good	-	-
			Good	4	14.28%
			Enough	5	17.85%
			Less	8	28.57%
			Fail	11	39.28%
2.	II	2nd Meeting	Very good	7	25%
			Good	19	67.85%
			Enough	2	7.14%
			Less	-	-
			Fail	-	-

Furthermore, the students' in reading comprehension by using Make A Match Technique can be viewed in Graphic below:
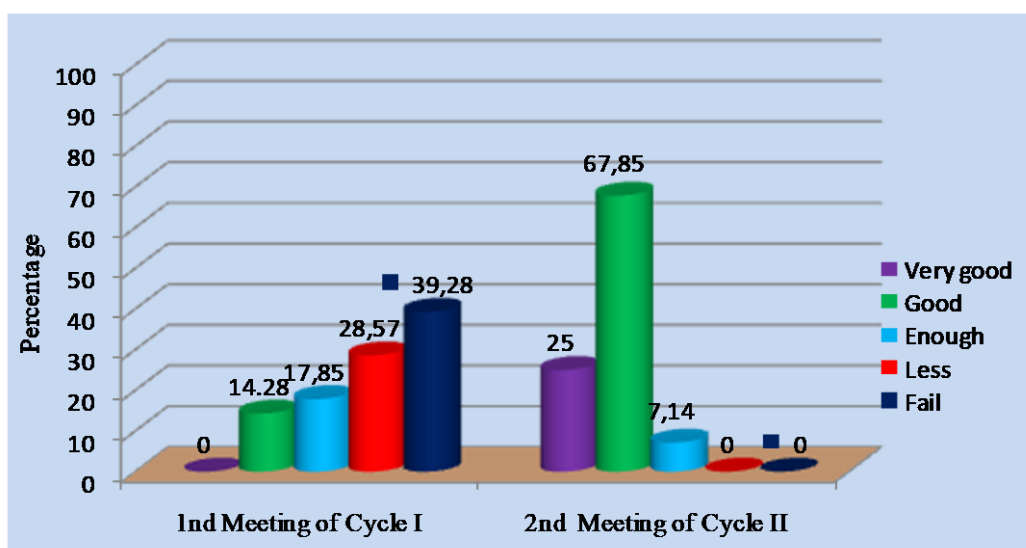
5. The Analysis and Interpretation of the Research Findings

After conducted the research in two cycles, the researcher analyzed the result of the research based on the observation sheet, students' score in evaluation sheet, and the opinion from teacher-collaborator.

In the second meeting of cycle I, the researcher distributed evaluation sheets to students to measure students' reading comprehension after the application of the make a match technique in the teaching and learning process. From the results of student tests, it shows that most students do not pass the predetermined KKM of 70. From the available data, 11 students (39.28%) are at the failing level, 8 students (28.57%) at the insufficient level, 5 students (17.85%) at the sufficient level, 4 students (14.28%) at the good level and 0 students at the excellent level. From the data in Cycle I, the researcher concluded that students' reading comprehension skills were still lacking.

There are several factors that affect students' abilities in cycle I. Students did not have background knowledge of the material they were learning, students did not use dictionaries to look up translations of vocabulary that was quite difficult, students were busy with their own activities and made noise in the teaching and learning process so that the researcher could not control the class, and they were still confused in doing the questions. The application of make a match at the beginning of the meeting also made students focus on distributing cards so that it made the time longer and made researchers have to give a long time to match the cards so that they were not serious in the learning process. To overcome these problems, researchers carried out several activities such as researchers asking students' background knowledge, researchers went around students to attract students' attention and intonation in explaining the material was not monotonous, researchers controlled the class in applying the make a match technique, researchers provided opportunities for students to ask about material that was unclear and explanations that were not understood.

After analyzing and evaluating the research in Cycle I, researchers continued to conduct Cycle II because the results from Cycle I were still low. In Cycle II, researchers conducted research by making several improvements to overcome the problems in Cycle I. The implementation of Cycle II showed that the results of student and researcher activities had improved. From the data obtained, the results of students' reading comprehension in Cycle II have improved, this is indicated by all students passing the KKM, there are no students whose scores are at the "failing level" and "deficient level", while the value of students who are at the "sufficient level" is 2 people (7.14%), the value of students who are

at the "good level" is 19 people (67.85%), and the value of students who are at the "very good level" is 7 people (25%).

Based on the results of the study, the researcher concluded that the use of the make a match technique in improving reading comprehension was successful. The problems faced by students in text comprehension can be improved by using the make a match technique.

6.   The Research Findings versus the Latest Related Research

The latest related research of the research was searched by Siti Fatimah (2019), he was do the research to find out whether there is any effect of make a match technique on students' reading comprehension. He took a conclusion that make a match technique was proved to be effective to be used in teaching reading since there was a significant difference of students' mean score after doing the treatment by using make a match technique.

The research result found that make a match technique can improve the students' in reading comprehension. And, it is supported by theory. As Lumbantobing et al. (2020) affirms, "Reading comprehension is a process of extracting and constructing meaning simultaneously through interaction and engagement with written language. This statement confirms that reading comprehension is activity where the reader extracts and constructs meaning simultaneously from the text through interaction involvement with written language. The readers do not only read the text but they must understand the content of the text well. The reader should use his/her background knowledge that can support his/her to comprehend the meaning of the text.

However, the teacher needs the appropriate technique for teaching reading comprehension. In this research the researcher applied a technique to teach the students in reading comprehension. The technique was Make a match Technique. Setiawan (2020), defines make a match technique is a learning technique that involves matching information from the text with the correct answer on the card or worksheet provided. The purpose is to help them find and remember key information in the passage. It means that make a match technique is divided into two parts. First, questions card and answers card. Furthermore, Teguh Yulianto & Dian Fajrina (2020) stated that "make a match technique can improve students' reading comprehension because it introduces innovative and interesting learning techniques that can help students understand reading concepts better". This statement affirms to us that make a match technique is suitable for the students to increase their ability in comprehending text.

This is relevant with the result of the research after applying Make a match technique to the students in comprehending the explanation text, the students' in reading comprehension can be improved which is proven from their value in each cycles.

Of the latest related research, there is a same strategy used is make a match technique especially in the students' in reading comprehension. In the research, the researcher would use make a match technique in improving the students' in reading comprehension. The subject of the research at the eleventh grade of SMA Swasta Santu Xaverius Gunungsitoli.

7.   The Research Findings Versus Theory

After getting the result of this research, the researcher wanted to compare it with the theories written by some experts. After getting the result of this research, the researcher wanted to compare it with the theories written by some experts. As Fitria (2019), asserts "Reading comprehension is a kind of reading which aims to understand the reading itself". In other words, reading comprehension is an interactive process involving the reader, the text, and the activity for reading. Damanik & Herman (2021), affirms reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities". Through reading comprehension, the reader will gain the information from the text by predict it first. It means that, reading comprehension need prediction before construct the real meaning.

Furthermore, according to Yusuf & Hasanudin (2020), asserts that "the make a match type can make students' interest increase and disrupt interactive situations in the classroom." The Make A Match technique can increase students' interest and encourage their participation in interactive situations in the classroom. By matching information or elements in learning, this technique can attract students' attention so that they are more interested and involved in the learning process. This helps to create a more dynamic interactive atmosphere in the classroom. Meanwhile, according to Farah (2018), said that the make a match technique is one of the cooperative learning techniques, namely learning by using cards. She further stated that the make a match technique is a learning technique or activity that involves the use of cards and aims to increase student interest and involvement in the learning process.

From all of the theories used in this research, there was no theory that could not be proven by the researcher in the field.

8.   The Research Findings Implication

In Chapter I, it has been explained about the significance or implication of this research, such as the result of this result can be useful for:

a) Researcher, as a source and experience for him to improve his knowledge in teaching reading comprehension at school by using Make A Match Technique

b) Students, as information how to comprehend a text by using Make A Match Technique, so they will interest and motivate to read effectively with a good comprehension.

c) English teacher, as a guideline and source for them in teaching reading comprehension

d) The readers, as addition knowledge that Make a match technique is one of the many technique that very appropriate to be used to improve reading comprehension.

e) Next researcher, as a comparison for him/her to conduct a relevant research with this title.

9.   The Research Findings Limitation

In conducting the research, the researcher had some limitations that the research findings as follows :

1. This study can be limited to the data collection process such as errors in filling out the observation sheet so that it can affect the accuracy of the research results.

2. This research only focuses on the process of applying the make a match technique in learning to improve students' reading comprehension.

3. This research method is classroom action research to improve the quality of teaching and learning conditions in the classroom scientifically through a systematic process.

4. This research can be limited to the data obtained, such as the inaccuracy of respondents who provide answers that are not in accordance with reality which can produce inaccurate data.

CONCLUSION

There are some conclusions taken by the researcher in this research. First, in the first cycle, the average of the students' value in reading comprehension by using Make A Match Technique was 49.61. In this meeting, showed that there were 11 students in fail level, 8 students less level, 5 students in the enough level, 4 students in the good level and 0 student in the very good level. The highest value was 82 and the lowest value was 20. The condition of teaching-learning process was still not conducive to get a good result.

In the second cycle, the average of the students' value was 79,5; there was the improved of the students' reading comprehension by Make a Match Technique. In this cycle, there was no student in "Less level" and there were 2 students in "Enough level". The students in "Good level" consisted of 19 students' and in "Very good level" consisted of 7 students.

The condition of teaching-learning process has been improved by the researcher so that getting a good result. In addition, the average of the students' score showed that the students of SMA Swasta Santu Xaverius Gunungsitoli at the eleventh grade were able to comprehend the reading text especially in explanation text. The students' average score was higher than the KKM that was 70 points. It can be said that the students were successful. Therefore this research was stopped by the researcher in this cycle.

Based on the explanation above, the researcher concludes that make a match technique can be used to improve the students' in reading comprehension especially in the explanation text at the eleventh grade of SMA Swasta Santu Xaverius Gunungsitoli.

RECOMMENDATION

There are some suggestions from the researcher after doing this research as follows:

1. The English teachers of SMA Swasta Santu Xaverius Gunungsitoli are suggested to use Make a match technique to improve the students' in reading comprehension.

2. In teaching reading, the teachers have to prepare themselves well in order that, the students are able to comprehend the explanation easily, and the activities of teaching-learning process can run well.

3. In teaching reading by using Make a match technique, the teachers have to select the material which is appropriate and interesting to the students in order that, they will be engaged during the teaching-learning process.

4. The teachers have to motivate the students in conveying their opinions during the teaching-learning process is going on in the classroom.

5. The students in the school should be active to read English materials in order that, they have a English reading habit.

6. The students in the school should memorize new vocabularies in order that the students have much vocabulary.

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