

**THE INFLUENCE OF MAKE-A-MATCH METHOD TO THE
EIGHTH GRADERS' READING COMPREHENSION
ABOUT ASKING AND GIVING INFORMATION
AT MTS AL ROSYID NGUMPAKDALEM
DANDER BOJONEGORO**

SKRIPSI

By

YUHANID NUR HABIBAH

NIM : 15120038



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
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LEGITIMATION

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NIDN. 0002106302

CHAPTER I

INTRODUCTION

A. Background of Study

English as a foreign language had taught for Indonesian students since at the elementary school. English, as the foreign language is not as easy as mastered by the students as their mother tongue. There are so many factors indeed like mastering the four skills (listening, speaking, reading, and writing), vocabulary, pronunciation, and mastering the structure or grammatical role.

The language skill achieved, is divided into two parts of language function, namely oral and written English as a means of communication. In this case, listening and speaking are oral language; reading and writing are written language. As Tarigan (2008: 1) stated that in getting language skill, we usually pass some phases in our life, namely when we were a child, originally, we started to listen, then speak up, after that, we started to read and write.

One of English skills that needs a great attention is reading. By reading, people are able to observe the written idea because the success of people learning depends on the greater part of their skills to read. People are required to have good skill in reading. Reading has very important influence in forming human personality. Reading is a special process stated by Tarigan (2008: 2). In educational institute, reading is the centre of the whole subjects.

The more knowledge we can take, the easier we can study. Therefore, our achievement is also determined by carefulness and our reading skill.

To make the students can understand a reading text very well, a teacher should be able to apply a learning method that can train their reading skill, especially in reading. One of teaching method that is commonly used by many teachers is cooperative learning model. Cooperative learning is one of learning form based on constructivism concept. Cooperative learning is study model with a number of students as small member of group whose level of ability is different. According to Slavin, in Isjoni (2011: 15) stated that cooperative learning is a learning model where student study and work in small groups collaboratively whose members are about 4-6 persons with heterogeneous group.

One of cooperative learning technique used by the researcher in this study is make-a-match method. According to Aliputri (2018: 72) who said that make-a-match method is one of cooperative learning model that has purpose, such as 1). to grow attitude to respect one another, responsibility, confidence in solving a problem, 2). to demand the students to be active in class, and the students from beginner up to advanced skill will be involve in this learning, 3) to create democratic environment in the learning that gives the students freedom to say opinion.

Reading comprehension is one of important components in learning English. It makes us understand the meaning and purpose of any texts we read. We will get information a lot as well. It can be said that reading is a key to recognize something, to get something and teach something. It is necessary for

the students because by comprehension students can get aim of reading text, besides that, by comprehending the text the students will find the gist of the text such as an important message or information from the text.

The general problem that the students faced such as; *Firstly*, they did not find main idea of paragraph and meaning of words. *Secondly*, is they have limited vocabulary, so they are difficult to understand the context of the text. For many students, reading is hard job to do because reading may be done by spelling word by word. The last is many students feel that reading is boring. They postpone reading until the last of minutes, they relized that they don't have enough time to finish all, moreover in the classroom they get more task to read.

Mostly, the students' issue in understanding reading text was inappropriate technique used by teacher during the learning process; in this case it is the use of speech. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skills are poor, they are like to fail in their study or at least they had difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to success in their studying.

According to observation conducted at MTs Ar Rosyid Ngumpakdalem Dander Bojonegoro there is a great deal of students still have difficulties in doing reading assignments. The problem that they faced including some students' did not know the meaning of the difficult words because new words that they got, moreover to understand more what is the

content of the book is not effective. It could be affected by inappropriate technique used in the class so their reading skill could not improve properly.

Regarding to such condition, it is expected that the implementation of make-a-match method can improve the students' reading comprehension. Based on the issues above, the researcher is interested to have a study entitled "**The Influence of Make-A-Match Method to the Eighth Graders' Reading Comprehension about Asking and Giving Information at MTs Al Rosyid Ngumpakdalem Dander Bojonegoro**".

B. Statements of the Problem

Based on the explanation above, the statement of the problem in this study is

“Does make-a-match method influence the eighth graders' reading comprehension about asking and giving information at MTs Al Rosyid Ngumpakdalem Dander Bojonegoro?”

C. The Objective of the Study

Based on the statement of the problem above, the objective of this study is to find out whether make-a-match method influence the eighth graders' reading comprehension about asking and giving information at MTs Al Rosyid Ngumpakdalem Dander Bojonegoro

D. Significances of the Study

Significances of the study are divided into two parts, such as theoretical and practical. For further information, the writer will explain them as below.

1. Theoretically

This result of the study can give understanding and insight about how make-a-match method will be applied into the eighth graders' reading comprehension about asking and giving information.

2. Practically

- a. For the writer

This result of the study can give additional experience and knowledge about the implementation of make-a-match method to reading comprehension.

- b. For the teacher

This result of the study is expected to be able to give some advices about the importance of applying a various learning to create active learning that is able to stimulate students' creativity.

- c. For the students

This result of the study can give excitement and high motivation for the students to study English at school and it can facilitate them to understand the learning material.

E. Definition of Key Terms

To avoid misunderstanding in interpreting the terms used in this study, so it is necessarily to clarify the terms in this study. The terms talked about are as follows:

1. Make-a-match method

Make-a-match method is a learning technique in cooperative learning model that uses cards as media to interact with the group (pair) to

make it interesting and fun (Isjoni quoted by Zahroul and Nur A., 2014: 40). Make-a-match method is one of active learning method. This method emphasize at study in group where the students can help each other, work to solve the problem, and unite any opinions to get optimal success both in group and in individual (Gading and Kharisma, 2017: 155). According to Suprijono (2014) stated that Make-a-match is a learning by using card. It consists of question card and the other consists of answer from this question.

Based on some ideas explained above, so the researcher can conclude that make-a-match method is one of cooperative learning model that help the students to understand the material by matching any questions with the answers that becomes media for the teacher to ensure the students understand the material.

2. Reading comprehension

Reading comprehension is a process conducted to get message or information from reading text. In the process, the reader tries to reconstruct available messages in the reading text. This try needs to be done in order the reader can get and understand the true meaning of it (Tarigan, 2008: 7). Yoakam in Ahuja (2010: 50), reading comprehension is reading by understanding the reading material that involves true association between meaning and symbol of words, valuation of expected meaning, selection of correct meaning, opinion organization when the reading stuff read, and its use in any recent or incoming activities. On the

other sides, Somadyo (2011: 10) added that reading comprehension is a process to get meaning actively by knowledge and experience owned by the reader, and it is connected with its content.

Based on the explanation above, it can be concluded that reading comprehension is a process conducted to get message or information from readings. In the process, the reader tries to reconstruct available messages in the reading text. It needs to be done in order the reader can get and understand the true meaning of it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Study

1. Make-A-Match Method

a. Definition of make-a-match method

Make-a-match method is the one developed by Loma Curran. The main feature of it is the students are asked to find out the pair of cards that are the answers or questions of certain material in study activity. Isjoni said that one of superiority of this method is the students have to find couple while studying about a concept or topic in the pleased situation. This method can be used in all subjects and for all students' level (Shoimin, 2014: 98).

Generally, make-a-match method can be used in many lessons and for all students' level. The implementation of this method is able to assist them to train carefulness, precision, accuracy, and rapidity to match the cards. In this method, the students will be given match cards that contain a concept, material or pictures. They will find and match the pictures and explanation cards they hold. In this process, there are interactions between groups and students in group in discussing the cards they hold.

According to Djumiati in Aliputri (2018: 72) make-a-match method is one of cooperative learning model that has purpose, such as

1). to grow attitude to respect one another, responsibility, confidence in solving a problem, 2). to demand the students to be active in class, and the students from beginner up to advanced skill will be involve in this learning, 3). to create democratic environment in the learning that gives the students freedom to say opinion. On the other sides, there was another expert who said that make-a-match method is a learning technique in cooperative learning model that uses cards as media to interact with the group (pair) to make it interesting and fun (Isjoni in Zahroul and Nur A., 2014: 40).

Make-a-match method is one of active learning method. This method emphasize at study in group where the students can help each other, work to solve the problem, and unite any opinions to get optimal success both in group and in individual (Gading and Kharisma, 2017: 155). In addition, Shoimin (2014: 98) added that characteristic of make-a-match method is having close relationship with characteristic of the students who like to play something. By using it, the students will be more excited because it contains game. Besides, the students will be directly involved in the learning process. This method is able to create interactive class condition, and it is very effective to train their courages, and able to sweep away their boredom when the learning is still in progress.

Based on some ideas explained above, so the researcher can conclude that make-a-match method is one of cooperative learning model that help the students to understand the material by matching

any questions with the answers that becomes media for the teacher to ensure the students understand the material.

b. Steps in make-a-match method

In the learning process using make-a-match method, the students are asked to find out the pairs of cards that belong to the answer and question in limited time. Students who can match the cards will be given point/score. In this method, the students are more active than teacher. The steps in the learning of make-a-match method developed by Loma Curran in Shoimin (2014: 98) are as follows:

- 1) The teacher prepares some cards containing some concepts or topics that are probably matched for review session (preparation to test or exam)
- 2) Every student gets one card only
- 3) Every student thinks the answer or question of the card they bring
- 4) Every student finds couple who has matched card with their cards
- 5) Every student who can match their cards before time limits, will be given point
- 6) After first stage, the cards are shuffled again in order the students get more different cards than before
- 7) Conclusion.

c. The features and weaknesses of make-a-match method

Similar to another method, make-a-match method also has some features based on Shoimin (2014: 98), such as:

- 1) Situation of cheerfulness will grow up in the process of learning
- 2) Cooperation inter students will be created dynamically

- 3) The emergence of dynamic, whole mutual cooperation among the students
- 4) Training of carefulness, accuracy, rapidity.

Meanwhile, the weaknesses of make-a-match method are as follows:

- a) If the class is classified as a big class (more than 30 students), teacher has to be careful. If he is not wise enough, the class will be so noisy. Certainly, this condition will disturb the student. Moreover, the class building is not soundproof. But this problem can be solved by asking them to deal with some agreements before the lesson is started.
- b) Preparing cards before entering the classroom. So, teacher should spend a few times to prepare any necessity and the cards used to implement make-a-match method. Before the teacher starts the learning at class, he/she should take care the students in order they do not play anymore during study activity is in progress by using make-a-match method so that they can understand the material easily.
- c) There is no available time for students to concentrate.

2. Reading Comprehension

a. Definition of reading comprehension

In reading a reading text, the reader acquires understanding to be able to get precise information. Yoakam in Ahuja (2010: 50), reading comprehension is reading by understanding the reading

material that involves true association between meaning and symbol of words, valuation of expected meaning, selection of correct meaning, opinion organization when the reading stuff read, and its use in any recent or incoming activities.

On the other sides, Somadyo (2011: 10) added that reading comprehension is a process to get meaning actively by knowledge and experience owned by the reader, and it is connected with its content. There are three main things in reading comprehension, such as:

- a) Knowledge and experience owned;
- b) Connecting knowledge and experience owned with text that will be read;
- c) The process to get meaning actively according with their view.

Meanwhile, Dalman (2014: 87), has said that reading comprehension is a skill that stands in the highest order. Reading comprehension is reading cognitively (reading for understanding). Therefore, after reading text, the reader is expected to be able to tell the result of reading by making summary of the whole content with their own language and tell it well.

Reading comprehension viewed from its process, it can be defined as someone's activity to get a written message of text or recognize an order conveyed through media of symbolic language. Without trained ability in understanding a written concept, the reader definitely will have difficulty to get a real description as the researcher expected.

Based on the explanation above, it can be concluded that reading comprehension is a process conducted to get message or information from readings. In the process, the reader tries to reconstruct available messages in the reading text. It needs to be done in order the reader can get and understand the true meaning of it.

b. Goal of reading comprehension

The primarily purpose in reading comprehension is looking for and getting information, including content, understanding or comprehension reading material (Tarigan, 2008: 9). The statement states three types of reading are used by the reader as follows: skimming, scanning and reading for comprehension.

The first means to look for the gist of what author is saying without a lot of detail. This skill requires concentration, adequate knowledge of vocabulary, and comprehension skills, while the second means to locate specific information. It is not a reading process in the true sense of the word. A reader searches the material until he finds what he needs. The last means reading to understand entirely the reading material. The last item is skill which is taught at Junior High School.

c. Types of reading comprehension

Reading comprehension covers some levels, such as literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. According to Somadyo (2011: 19), those comprehensions are explained as follows:

1. Literal comprehension

Literal comprehension is prerequisite for higher comprehension, namely reading to get the content details of text effectively. This comprehension is supposed to understand reading content as written on word, sentence, and paragraph in the reading. Literal comprehension demands ability of memory, about any things written in the reading. It has relationship with memory 1) facts and detail, 2) event and sequence of incident, 3) recognize things that often called, 4) check appropriate meaning, and 5) about main idea of sentence and paragraph.

2. Interpretative comprehension

Interpretative comprehension is a process to get indirect ideas in the reading. This comprehension demands ability to interpret any fact and information in the reading. It covers some abilities, such as 1) defining a conclusion, a reader makes a consistent conclusion with their view, 2) defining a generalization, 3) looking for a relationship of cause and effect, 4) making a comparison, and 5) finding a relationship of inter preposition.

3. Critical comprehension

Critical comprehension is a reading whose purpose is to understand the content of the reading done by the reader by thinking critically towards the content of the reading. In this case, the reader neither interprets the meaning of the researcher nor gives estimation to what conveyed. Critical comprehension marked by ability, such as

1) comparing content of the reading with students' experience themselves, 2) asking the meaning of the reading, and 3) reacting critically the writer's style in conveying his opinions. The reader who is critical and active to ask, to find any fact, and to delay justification can take the content of the material. This comprehension depends on literal and interpretative comprehension and comprehension to any ideas in the reading.

4. Creative comprehension

Creative comprehension is reading to understand any reading done through a thinking activity interpretatively and critically to obtain the latest views and opinions and original thought. Creative reading demands an ability to imagine, contemplate any new possibilities that uses knowledge and experience already had as well as information processed from the reading. Such reading produces new ideas and creation to create.

Therefore, an activity of reading comprehension in this classroom action research includes interpretative reading comprehension. This can be known from the students' activity who has only given a chance to read fast in order they able to conclude the content of the reading provided already in determined time.

B. Previous Studies

This sub chapter contains review of previous research performed by another researcher about the issue, namely the implementation of make-a-match method that was applied in improving the students' reading

comprehension about asking and giving information. Here are some previous researches:

1. The first previous research conducted by Aliputri (2018) has title “*The Implementation of Cooperative Learning Model Type Make-A-Match Assisted by Pictured Cards to Increase the Student’s Study Result*”. The results of the study showed that the use of cooperative learning model type make-a-match assisted pictured cards can increase the result of social study about economical activity for the fourth graders in SD N Wulung 1 Blora. In the prior condition can only achieve 51%, so at the first cycle can increase become 90% and it can increase again at second cycle become 94%. Based on this research result, it is advised for teachers of social study to try to use model of make a match with media of pictured cards at the fourth class.

The differences between the research above with the recent research are setting of the research, the subject being studied, and type of the research. Its similarity is learning method used.

2. The second previous research performed by Gusrayani (2016) has title “*The Implementation of Cooperative Learning Model of Make-A-Match with Media of Clop Cards to Increase the Students’ Study Result on Material of Natural and Artificial Appearance*”. The result of this research was the students’ study result obtained from the first cycle was the students who have completely done only 55%. At the second cycle was only 77% and at the third cycle increased become 91%. The target that would be achieved was 85%. Therefore, the implementation of cooperative

learning model of make-a-match technique with clop cards could increase the students' study result on material of natural and artificial appearance in Indonesia territory.

The differences between the research above with the recent research are setting of the research, the subject being studied, and type of the research. Its similarity is learning method used.

3. The third previous research performed by Susanty (2014) has title "*The Influence of Cooperative Learning Type Make-A-Match and Conventional Learning to the Study Result of Civics Viewed from the Students' Study Independence at State MTs in Kudus Sub-District*". The result of this research was 1) there are significant differences in learning outcomes of Civics Lesson in groups used the make-a-match and conventional methods. 2) There are significant differences in the Civics learning outcomes of students with high independent learning and groups of students with low independent learning. 3) There is interaction between learning method and independent learning towards Civics learning outcomes.

The differences between the research above with the recent research are setting of the research and the subject being studied. Its similarities are type of the research and learning method used.

4. The fourth previous research performed by Wandy (2017) has title "*Learning Method of Make-A-Match to Increase the Study Result of Indonesia of Junior High School Students*". The result of this research was before class action research conducted, there was only 66.7% students who

gained KKM score with class mean 75. It increases at cycle I became 88.9% with class mean 83.1 and at cycle II, it became 97.2% students who gained KKM score with class mean 88.1.

The differences between the research above with the recent research are setting of the research, the subject being studied, and type of the research. Its similarity is learning method used.

C. Rationale

The application of the make-a-match method needs good preparation. There are several steps to do this method. The first step is preparing the cards with the questions and the other cards with the answers to the questions. The second step is grouping. The teacher divides the class into three groups. The first group is the group which is given the question cards, the second group is those who are given the answer cards, while the third group is some students as an assessor group. Then, the groups are positioned in forms of a U letter in which the first and the second groups face each other. When each group is already in position, the teacher blows a whistle or gives some other sign that the matching activities can start. Students in the first and the second group move around and meet the members of the opposite group to match their cards and find the answers. The results are identified by pairs formed from both groups. When the pairs have been formed, they should show their cards to one of the assessor group.

The activity in make-a-match method can facilitate teacher to find out how good the students understanding is in studying the material taught, especially in reading comprehension. Based on the implementation of this

make-a-match method, the skill of reading comprehension of the students can be upgraded and assisted them in learning English lesson easily. Moreover, it is expected can be used to help the students to study another material of any English skill so their achievement in English lesson will get better and better.

D. Hypothesis of the Research

Based on the problem arises in this research, so the hypothesis of the research that the researcher will submit is as follows:

1. Null hypothesis

Make-a-match method does not influence the eighth graders' reading comprehension about asking and giving information at MTs Al Rosyid Ngumpakdalem Dander Bojonegoro.

2. Alternative hypothesis

Make-a-match method influences the eighth graders' reading comprehension about asking and giving information at MTs Al Rosyid Ngumpakdalem Dander Bojonegoro.

CHAPTER III
RESEARCH METHOD

A. The Design of the Research

This research is experimental research. Sugiyono (2011: 72) explains that experimental research is research method used to find out the influence of certain treatment to the others in controlled condition. The design of this experimental research is *true experimental design with pretest-posttest control group design*. In this design, the writer chooses two groups randomly. Basically, the first group is given treatment as experimental one and the other group is not as controlled one.

Both groups are given treatment after pre test by using different method, experimental group will use make-a-match method and controlled one will use speech method. The further explanation above, it can be illustrated into this table below.

Table 3.1 Design of the Research

Groups	Pre-test	Treatment I	Treatment II	Post-test
Experimental	X ₁	O ₁	O ₂	Y ₂
Controlled	X ₁	O ₃	O ₄	Y ₂

Information:

X₁ = the beginning test performed after any groups has initial treatment with conventional method.

O₁ = the first implementation of make-a-match method.

O₂ = the second implementation of make-a-match method.

O₃ = the first implementation of conventional method.

O₄ = the second implementation of conventional method.

Y₂ = the last test performed after any groups has the second treatment.

B. Population and Sample

1. Population

Population is generalization of population that contains: object/subject that has certain quality and characteristic applied by the researcher to learn and then taken its conclusion (Sugiyono, 2011: 80). Population in this research is the eighth graders at MTs Ar Rosyid Ngumpakdalem Dander Bojonegoro that amounts 300 students. In this research, the writer chooses their school because there is a great deal of students still have difficulties to read and the writer chooses the eighth graders because at this level they studied reading comprehension.

2. Sample

Sample is a part of population members taken by using certain technique called sampling technique (Usman and Setiady, 2009: 43). In taking a sample, the researcher used *simple random sampling*, namely the collection of sample member from population conducted randomly without paying attention to stratum of the population (Sugiyono, 2010: 64). Random sampling are the best method of selecting the sample from the population of interest. Next, drawing three classes is to determine

which to be experimental, controlled, and trial-test class and the result can be viewed in the following table.

Table 3.2 Sample of the Research

No.	Classroom	Group	Sum
1.	VIII A	Experimental	30 students
2.	VIII D	Controlled	30 students
3.	VIII B	Trial Instrument	30 students
Total			90 students

Resource: data of research processed

C. Technique of Collecting Data

Collecting data in the research is very important because it becomes basic and means to get the purpose of the research. Therefore, the determination of research method should be based on type of data and purpose that would like to achieve so that it can get relevant data due to the problem faced. The instrument to collecting data used by the researcher is a test.

Test is a way of measurement of knowledge, skill, feeling, intelligence, attitude, individual or group (Darmadi, 2011: 86). The format of test used in this research is multiple choices with four answer options that contain 25 questions. Test is used to collect data of the student's achievement of reading comprehension about asking and giving information by using make-a-match method for experimental group, and using conventional method for controlled group.

To get data, the researcher performs four times test that includes two stages, such as pre-test and post-test. In pre-test, the researcher will perform

the beginning test to experimental and controlled groups and it will be continued to test both groups as the last test in post-test. Firstly, the researcher will teach two groups at once by using conventional method in teaching asking and giving information. Secondly, the researcher will teach them again by using make-a-match method for experimental group and using conventional method for controlled one. After that, the researcher holds written test of multiple choices test where the students do it individually to get their score of reading comprehension.

D. Instrument of the Research

The instrument used in this research only one kind, such as test. According to Arikunto (2010: 266), test can be used to measure basic ability and achievement or attainment. Test used to find out the implication from treatment conducted already towards reading comprehension about asking and giving information. The format of test is a written test of multiple choices (four answer options) with 25 questions. The purpose of the test is to promote the development of the learner. It ascertains whether the desired performance change has occurred following the training activities. It performs this by evaluating the learner's ability to accomplish the performance objective. This instrument is to find out the level of understanding and advancement of reading comprehension asking and giving information. It also is a great way to provide feedback to both the learner and the instructor.

The evaluation applied in this instrument is as follows:

1. Correct answer will get score 1
2. Incorrect answer will get score 0

After the sum of correct answer is compromised, the next step is giving score by using the following formula.

$$\text{Score} = \frac{\text{gained number}}{\text{whole number}} \times \text{ideal score (100)}$$

E. Technique of Analysis of Data

1. Instrument Testing

a. Validity Test

In the validity test, the researcher used construct validity. The researcher would test the instrument to a trial-test class. The formula used to measure its validity is correlation of Product Moment with raw number, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (\text{Sudijono, 2010: 206})$$

r_{xy} = number of index of correlation of r product moment

N = sum of sample

$\sum XY$ = the result of multiplication between score of X and Y

$\sum X$ = sum of whole score of X

$\sum Y$ = sum of whole score of Y

The result of calculation by the formula above, it can be said that valid if the score of coefficient correlation from each item of questions is more than r_{table} at significance degree of 5%.

b. Test of difficulty level

Level of difficulty purposes to find out whether the item of instrument is easy, medium, or difficult. In testing difficulty of the

instrument of the research from two variables used the following formula as follows:

$$P = \frac{B}{J_s}$$

Information:

P : Index of difficulty

B : Amount of students who answered the question correctly

J_s : amount of whole students

Table 3.3 Criteria of Difficulty Rate

Score	Criteria
$P = 1,00$ up to $0,30$	Item is difficult
$P = 0,30$ up to $0,70$	Item is medium
$P = 0,70$ up to $1,00$	Item is easy

c. Test of differentiation capability

Differentiation capability of question is ability of a question to distinguish between the students whose skill is high and the students whose skill is low. Differentiation capability of item of question was calculated by using the following formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Information:

D : index of differentiation capability

J : sum of students

J_A : total of the top student's group

J_B : total of the bottom student's group

B_A : sum of top student's group who answered question correctly

B_B : sum of bottom student's group who answered question correctly

Table 3.4 Classification of Index of Differentiation Capability

Score	Criteria
D = 0,00 – 0,19	Worse
D = 0,20 – 0,39	Adequate
D = 0,40 – 0,69	Good
D = 0,70 – 1,00	Very good
D = negative	Not good, it should be deleted

d. Reliability Test

Reliability test is a continuation of validity test to find the reliability from any valid number of questions used as instrument of the research. The formula used is KR-20 (Kuder Richardson) because the instrument used in this research is multiple choices (Darmadi, 2011: 128) as follows:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

Information:

r_i = reliability of instrument

k = sum of question item in the instrument

p_i = proportion of many subject who answered at item 1

$q_i = 1 - p_i$

s_t^2 = total variant

To determine whether the instrument is reliable or not, firstly the result of r_i will be compared with the value of r_{table} with n at significance degree of 5%. If $r_i > r_{table}$, so it can be concluded that the instrument is reliable. On the contrary, if $r_i < r_{table}$, so it can be concluded that the instrument is not reliable.

Table 3.5 Interpretation of r Score

Sum of r Score	Interpretation
Between 0,800 until 1,00	High
Between 0,600 until 0,800	Adequate
Between 0,400 until 0,600	Rather low
Between 0,200 until 0,400	Low
Between 0,000 until 0,200	Very low (Not correlate)

source : (Arikunto, 2010: 319)

2. Prerequisite Test

a. Normality test

Normality test is conducted to find out whether the sample of population has normal distribution or not. Normality test is conducted by formula chi square as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(f_o - f_h)^2}{f_h}$$

Information:

χ^2 = value of chi square

f_o = frequency of the research result

f_h = expected frequency

Form the test result, if $\chi^2_{count} < \chi^2_{table}$ so, data of distribution is normal. On the contrary, if $\chi^2_{count} > \chi^2_{table}$ so, data of distribution is not normal.

b. Homogeneity test

The purpose of homogeneity test is basically to find out the variance similarity of data obtained through post-test. Through homogeneity test, it is known whether two groups of data have similar variance or not. If two groups have same variance, so the group is homogeneous. To test the similarity of variance, the formula used as follows:

$$F = \frac{S_1^2}{S_2^2}$$

F = value of variance

s_1^2 = biggest variance

s_2^2 = smallest variance

In this research is used significance degree of 5% that means if $F_{\text{count}} < F_{\text{table}}$ at significance degree of 5%, so two groups have homogeneous variance. On the contrary, if $F_{\text{count}} > F_{\text{table}}$ at significance degree of 5%, so two groups don't have homogeneous variance.

3. Hypothesis Test

To test hypothesis, the researcher used one of two relevant formulas, namely separated variant and polled variant. This test is to test the truth of submitted hypothesis of the research. The steps that will be done are as follows:

a. Determining hypothesis

1) Null hypothesis (Ho)

Make-a-match method does not influence the eighth graders' reading comprehension about asking and giving

information at MTs Ar Rosyid Ngumpakdalem Dander Bojonegoro.

2) Alternative hypothesis (Ha)

Make-a-match method influences the eighth graders' reading comprehension asking and giving information at MTs Ar Rosyid Ngumpakdalem Dander Bojonegoro.

- b. Defining value of t_{tabel} at two tail test in significance degree of 5% ($\alpha = 0,05$)

$$dk = \{t | t < -t_{\alpha}; n_1 + n_2 - 2 \text{ or } t > t_{\alpha}; n_1 + n_2 - 2\}$$

- c. Determining criteria of hypothesis

- a. If the value of $t_{\text{count}} < t_{\text{table}}$, so H_0 is accepted
- b. If the value of $t_{\text{count}} \geq t_{\text{table}}$, so H_0 is rejected

- d. Collected data will be analyzed by calculation of t-test. There are two formula of t-test to test two independent samples, as follows:

1) Separated variant:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:

$$\bar{x}_1 = \text{Mean 1}$$

$$\bar{x}_2 = \text{Mean 2}$$

$$s_1^2 = \text{variant of sample 1}$$

s_2^2 = variant of sample 2

n_1 = amount of sample 1

n_2 = amount of sample 2

2) Polled variant:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Information:

n_1 = amount of member at sample 1

n_2 = amount of member at sample 2

s_1 = standard deviation of sample 1

s_2 = standard deviation of sample 2 (Sugiyono, 2013: 138)

To choose one of both formula above, it can be given a direction, as follows:

- a. If $n_1 = n_2$ and variant is homogeneous ($\sigma_1^2 = \sigma_2^2$) so, it can use the second formula, and to find out t_{table} is used dk in which $dk = n_1 + n_2 - 2$.
- b. If $n_1 \neq n_2$ and variant is homogeneous ($\sigma_1^2 = \sigma_2^2$) it can use formula polled variant by amount = $n_1 + n_2 - 2$.
- c. If $n_1 = n_2$ and variant is not homogeneous ($\sigma_1^2 \neq \sigma_2^2$) it can use the formula, with $dk = n_1 - 1$ or $dk = n_2 - 1$
- d. If $n_1 \neq n_2$ and variant is homogeneous ($\sigma_1^2 = \sigma_2^2$) it can use formula of separated variant, value of t as a replacement of value of t_{table} is counted from the difference of value t_{table} with

$dk = n_1 - 1$ and $dk = n_2 - 1$ is divided into two and then, it is added with value of the smallest t.

- e. Comparing the value of t_{count} with the value of t_{table} at significance degree of 5% ($\alpha = 0,05$)
- f. Making the conclusion

F. Theoretical Framework

Reading comprehension is one of kind of reading. Reading comprehension as tool to make sure understand the students have some process such as previewing scanning, searching and predicting.

In teaching reading, the general problem that they faced of the students' such as they have limited vocabulary, so they are difficult to understand the context of the text. The secondly is the students' uninteresting in English because English is difficult to learn. The specific problem that they faced are the teacher habit in the classroom activities used the classical method and English itself have many changes in structure. For instead, in sentences have twelve sentences, in another side they have confused with it.

To solve the students' problem that they faced in learning process, especially in reading aspect, the teacher should apply interesting method. One of them is Make-a-Match method, because it has some benefits for students such as it will creating the active and fun situation, they will have more attention with material, and increase the students' motivation. Make-a-match method to apply. It will be help to enhance the students' reading comprehension.

