MATCHING GAME IN TEACHING READING COMPREHENSION AT MTS MATSARATUL HUDA PAMEKASAN

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Abstract:
This study aims to describe the implementation of matching game in teaching reading comprehension at eight grade students of Mts Matsaratul Huda Pamekasan. This study is descriptive qualitative research, and the subject of this study are the eight grade students of Mts Matsaratul Huda Pamekasan. The data were collected by using observation, interview, and documentation. In analyzing the data, there are some steps. The first is identifying the kind of students' motivation. The second is identifying students speaking ability. The next step is classifying the data that had been collected and analyzing the data referring to be selected theory. The last is taking conclusion. The result of this study showed the teacher implemented matching game by put the students into several groups and gave each group random sentence to make paragraph, after that the groups shared their paragraph with other to make complete story. Matching game included in both competitive and cooperative game of kind of games. Matching game makes students active and interactive in the class to share, responsible with the other, allow expressing their feelings about the topic, and they get new vocabulary and easily being memorized.

Keywords: Matching Game, Reading Comprehension

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Introduction

Reading skill as one of the several skills in English has an important role in developing an adult's life of student, because we can get information from reading material. Beside, in Indonesia many students are obliged to learn English as foreign language. Even thought, they will never have an opportunity to converse with native speaker of English. They are expected to have ability of reading literature and periodical, or scientific and technical journal written in English

Realizing the importance of reading skill, the Indonesian educational scientist i.e., the curriculum designers put greater emphasis in teaching reading. The basic course outline of English state that English in junior high school covers listening, speaking, reading, and writing skills which are taught integrated with the emphasis on the mastery of reading skill. The language aspects, i.e., grammar, vocabulary, spelling and pronunciation can be taught to support the development of those four skills.

As a foreign language in Indonesia English have some effects on the education. Now English has become an independent subject that has to be learned by the student from the lowest level, taught by special teacher and has special material and broader the explanation or discussion. And understanding the meaning of the reading text it is also very important. Because without understanding and knowing the meaning of the text, it is impossible to get everything in the text, like information, some message and other. Harmer (2001), say; "There are many reason why getting students to reads English texts is an important part of the teacher's job. In the first place, many of them want to able to read text in English either for their careers, for study purposes or simply for pleasure".

The complex goals of teaching English as foreign language are the ones that the students have many competences, such as discourse competence, actionable competence, linguistic competence, and strategic competence (Depdiknas,2004).

These complex competences practically are embodied in the four skills of learning a language i.e.: reading listening, speaking, and writing that can be taught in integrated material. The definition of teaching is an activity that showed or helps something, gives instruction, guides the study of something, provided with knowledge, and the cause of to know or understand (Brown,2000:7).

In line with the above discussion Grabe (2002) state that description of reading has to account for the notion that fluent is rapid, purposeful, interactive comprehending, flexible and gradually developing. As such, Grabe further says that reading involves six inherent general component skill and knowledge namely 1) automatic recognition skill, 2) vocabulary and structural knowledge, 3) formal discourse structure knowledge, 4) content/word background knowledge, 5) synthesis and evaluation skills/strategies, and 6) Mata cognitive knowledge and skill monitoring. These skills have to be mastered by the students in order to be efficient readers.

In short, reading is a complex process; it requires the reader to interpreter and comprehends the reading text by getting the ideas, judgments, application, and conclusion. To be able to achieve this goal the teaching of reading should step by step be directed to the student mastery of the six component skills mentioned above.

According to Brown (2007:7) state that teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is a process of communication which the teacher sends the messages of knowledge and skill to students as feedback, and the students responds with their ability and the performance. However it must be through a process which is not easy to get it. Students need more attention when they learn the rules or the steps from writing form. Because in writing, there are some aspects that should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary.

In fact, in teaching learning process teachers usually just assign the students to read provided text and to do the task without stimulating students to produce their own text.

The application of certain technique depends on the condition of the class. Particular problem can be talked about equally successfully by the use of technique in the classroom. In this respect technique may also be defined as the classroom tricks made by the teacher to achieve an immediate goal or to solve an immediate problem. Concerning reading instruction, a teacher should know the objectives of reading instruction first before teaching reading so that he or she can choose what technique to be used to achieve the objectives.

Teaching English as a foreign language is needs professional teachers to decide suitable materials and the technique to increase and develop the students' ability of their English skills especially on reading skill. The students get bored and feel unpleasant on other activities. Moreover English as a foreign language, it is difficult to pronounce and they difficult to understand the meaning of the texts, so they are lazy to read. The teacher who is handle his students cannot just transmit the same approach week after week.

Games can be an appropriate technique to the students' motivation, because games can keep the classroom active in enjoyable situation, relaxed and fun situation. This situation help the learners learn easily in the class

According to Jill Hadfield (1987) Games is an activity with rules, a goal and an element of fun. Games is meant all activities that we loosely think of as involving play and enjoyment. Games are expected to attract learners' interest and Work, because games give a useful and meaningful practice in all skills (listening, speaking, reading and writing).

Using games as a way of English teaching is not restricted by age. It depends on teachers' creativity on choosing games that meet learners' need. Teacher should

respect their point of view and able to justify the use of each game in term of density and meaningfulness of practice it.

Successful completion of games will involve the carrying out task it will be necessary to use language, and careful construction of the task. It will be possible to specify in advance exactly what words, phrase, or sentence will be require. Where it all elements in reading skill.

The mastery of reading comprehension enables the secondary/ junior high school students to understand text books easily. Reading is urgent to develop the students' habit and interest. One of the main tasks for teacher is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation.

Ruswandi in Hikmatul (2006:53) spell out the function of games into:

a. Ice breaker

As the warmer before teachers go to the main material and also to raise learning motivation.

b. Learners' involvement

Games liked or not, need learners' active participant verbally or physically even intellectually. So, they will feel as the part of the teaching process. Otherwise, the learners will feel confidence because they are forced to give respond

c. Illustrator

Games will explain the material clearly and memorized longer by learners

d. Closing

As the reinforcement, added conclusion and click memory at the end of the class. Otherwise, it can also stimulate the learners to act and to implement the new material

According to Andrew in his book (without years) 'Games for language learning" Picture/text matching are matching words (single word, sentences and paragraphs) to pictures. This game is one of the great families in language learning, there are suitable variations of this game for students at all levels of proficiency.

Matching game is one of games which are used to help students learn their lessons in English easily. According to (Rusman, 2010: 223), Match strategy is developed by Lorna Curran, and matching game is one of strategy in cooperative study. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others (Joliffe, 2007: 3). Again, matching game included in both competitive and cooperative game of kind of games. That why playing matching game in classroom will be more interesting. The students race to be first in reach the higher point and they also can cooperate with their friends to reach the goal of the game.

Matching game is one technique in variety games that involves a transfer information used piece of sentence. The task is to matching sentence to complete became paragraph/ story.

English is an international language that is currently used globally in science, technology, and the internet also used English. Therefore, reading comprehension is very important. But for some students at Mts Matsaratul Huda Pamekasan, English is a new thing that makes it difficult for them to understand the text in reading class that use English. The same thing is experienced by eight grade students of Mts Matsaratul Huda Pamekasan.

Based on the description above, this study aims to describe the implementation of matching game in teaching reading comprehension at eight grade students of Mts Matsaratul Huda Pamekasan?

Research Methodology

The Research Design of this research is descriptive qualitative research. According to Bogdan and Tailor in Moleong (2005:4) qualitative research method is a research procedure that represents the descriptive data such words in written or oral form the people and the behavior that can be observed. This research focused mainly of the process of teaching and learning English. Especially by using matching game in teaching

reading comprehension at Mts Matsaratul Huda Pamekasan.

The data analyzed by applying some steps. The data collected through observation, interview, and documentation. In collecting data through these instruments, there are some steps which are applied by researcher as the additional data, as following:

The first is collecting data by using research instrument, observation, interview, and documentation. Researcher used observation as non participant where the researcher observed the student activity in class room.

And then is data reduction which is in classifying the data collected, researcher classified the base on the problem whether they were collected through observation, interview, questionnaire, and documentation. All the data which are obtained from students are classified based on the category of the problem. Research reduce the unneeded data which were collected in the research field.

Analyzing data is the next step. The researcher made analyze on the data obtain from research instrument, observation, interview, questionnaire and documentation before drawing conclusion. The data were analyze based on its category so that research can make conclusion easily.

The final step is drawing conclusion. Researcher made a conclusion while being in the research field after the data collected. Conclusion is made in from of analyzing descriptive reading based on the happen phenomenon when the research conducted and the evidences of data collected. Drawing conclusion made to enable researcher to find the answer of the problem of this research.

Research Findings and Discussion

The result of this study showed almost all of the students didn't pay attention, learning was slowly, and the student had difficulties to understand the material and passage of texts. It happened cause the teaching-learning process always same on the time.

To change the atmosphere and made freshness in the classroom situation.

The teacher tried to implement Matching Game to motivate and make the activity more dynamic than before.

First the teacher introduced and explained how to play the matching game. After that the teacher put the students in group and gave illustration about the text to make the students understand what the instruction. In this activity the teacher put students in 3 groups; it's appropriated with the paragraphs of the story.

After that the teacher gave line of the sentence to each member of group and asked them to read and comprehend the sentence. They must not show it to other members of group and gave time for a few minutes to understand of the meaning. In this activity students found unfamiliar word that made them difficult to understood what the meaning, because the students were lack on vocabulary, so the teacher guide lined and asked them to opened dictionary to check the meaning.

The teacher distributed following sentence at random to make the game difficult. The task of the members of the group were to match the sentence in the right order to become paragraphs/story. When they were ready, the teacher asked them to standing up in circle.

In the group they read their lines out to each other and saw if they can put them in the right order. Than the members changed the position when the group have decided where their sentence came on the paragraphs. As the activity was going on, the teacher went around the groups listened to how they were getting on. And helped the group who had any problem or confused with the task.

When all group finished matching the sentence in the right order to became paragraphs. Next the members of all of group circulated and then changed information with the other group and discussed to arrange the series of the story, in this activity they had problem and confused to decided, because Almost of the member gave their opinion, when they were looking confused, the teacher gave guidelines. Finally the chronology of the story that they were correct deal; the first series were from group II, group I and the

last group III. When the story completed then they tried to predict what kinds of a text they were going to read, then they read the text to saw if their original predictions were correct, and then sharing their idea about events and people on the story. When all activities finished then the teacher asked what they were finding from the story.

Reading is visual thing that reading is active process of communication. All active require close coordination of body and brains that perform somewhat below maximum capacity. Apparently reading activity is a process of putting the reader in content and communication with writers to get information or ideas.

According to Henning in his book "Measuring foreign language Comprehension" said reading comprehension is defined as ability to grapes the meaning of a given passage quickly and efficiently. This ability includes the abilities to skimp, to guess the vocabulary meaning from the context, and interpret grammatical structure found in the passage.

Reading is urgent to develop the students' habit and interest. One of the main tasks for teacher is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class. Matching game give the students to active and cooperative in the class, work together in group, share their idea with the partner and they should be allowed to express their feelings about the topic.

Matching Game makes the students active and interact with the other learner. Classroom activities give students opportunities to get feedback on their reading performer. Participants have to work to gather to achieve mutual understandings and conversational skill includes the ability to negotiate meaning with one's interlocutors.

Matching game included in both competitive and cooperative game of kind of games. That why playing matching game in classroom will be more interesting. The students race to be first in reach the higher

point and they also can cooperate with their friends to reach the goal of the game.

According to Hadfield (1999: 4) there are two kinds of games, such as:
a. Competitive game: competitive game is one in which players or teams race to be first to reach the goal. The players do competition to be the winner.
b. Cooperative game is one in which players or team work together towards a common goal. Key word of this game is team work together. Players in each team work together to reach common goal.

Matching game is one of games that can be included in both competitive and cooperative game. That is why playing matching game in the classroom will be more interesting. The students race to be first in reach the higher point and they also can cooperate with their friends to reach the goal of the game, that is to complete the text by comprehending each paragraph.

Conclusion

From the research discussion can be drawn conclusion as follow:

The implementation of matching game in teaching reading comprehension at eight grade of Mts Matsaratul Huda Pamekasan by using some steps. First the teacher introduced and explained how to play the matching game and put them into several group. Second the teacher gave line of the sentence to each member of group and asked them to read and comprehend the sentence. Third the teacher distributed following sentence at random to make the game difficult. Next in the group they read their lines out to each other and saw if they can put them in the right order. And then when all group finished matching the sentence in the right order to became paragraphs. Next the members of all of group circulated and then changed information with the other group and discussed to arrange the series of the story.

Matching game included in both competitive and cooperative game of kind of games. Matching game makes students active and interactive in the class to share, responsible with the other, allow expressing

their feelings about the topic, and they get new vocabulary and easily being memorized. In other word matching games gave positive effect for the students' ability on the Reading skill. It means that the implementation of matching games compatible to make students interest and increase on reading skill.

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