THE USE OF MIX AND MATCH GAME TO TEACH READING NARRATIVE TEXT TO THE EIGHTH GRADERS OF SMP NEGERI 1 TANGGULANGIN

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Abstract

Reading is receptive skill that has to be mastered by students. It is one of the important subjects that will be tested in national exam. Therefore, teachers introduce many media to help the students easily understand in reading text. One of interesting media to teach reading narrative text is mix and match game. In this case, the Thus, this paper will describe the use of mix and match game in teaching reading narrative text to eighth graders of *SMP Negeri 1 Tanggulangin*. This media is a game that conducted in a group. There are some question and answer cards which are written in different cards. This game needs some cards which are divided into some categories. There are a set of word cards with meaning cards and a set of question cards and answer cards. This study is expected to make the teachers able to apply the media in this study when teaching reading narrative text in the class. A descriptive qualitative research was used to conduct this study and the observation checklist, field note, questionnaire and students' worksheet were the instruments to collect the data. The result showed the media used by the teacher to teach reading narrative was interesting media which can build enjoyable environment. This media can be implemented as a media to teach reading narrative text to the eighth graders of *SMP Negeri 1 Tanggulangin*. This media makes students' reading comprehension become better.

Keywords: media, teaching reading, mix and match game

INTRODUCTION

Reading cannot be separated from human daily life. Harris (1962:1) assumes that reading plays an indispensable part in civilized life. Nunan (2003:69) also states that reading is an essential skill that has to be mastered by the students in order to ensure success not only in learning English, but also in learning in any content class. It means that everyone get information by reading books and other printed media. One of important reason to master English is that student should take UAN (Ujian Akhir Nasional). Moreover having good reading skill is not a guarantee to be a successful person but success will be hard without being skillful reader (Grabe, 2009). Therefore, reading mastery is very important for the students.

In eighth graders, teacher usually conducted the reading activities in a group. In fact, there are some students who still keep silent in a group. Some of them usually lose their motivation in reading activity because they get some difficulties in understanding English sentences even in words and they are shy to ask their friends in the group. Because of that reason teacher has to make the students to be interested in conducting reading activity.

Choosing the proper media is the answer to solve the problem. Mix and match game is a media that the researcher chooses in teaching reading. It is a game which is conducted in a group and there are some cards of questions and answers which are written in different pieces of paper. Each group should find the correct answer from the question they get as soon as possible. Richard-Amato (1988: 147) states that games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118).

Based on the explanations, a study in using mix and match game in teaching reading narrative text to the eighth graders of SMP Negeri 1 Tanggulangin is conducted. How interesting and challenging activity is this game for the students. The use of interesting media is one of the determining factors that count for the success in teaching and learning process.

In this study, the writer clearly describes in depth the the implementation of mix and match game in teaching reading narrative text, the students' responses of teaching reading narrative text, using mix and match game, and the students' reading work after the mix and match game was applied to the eighth graders. This study is expected to make the teacher able to apply media in this study

when teaching reading narrative text in his class to make the students comprehend the reading text easily.

METHOD

The aim of this research was to find the description of the implementation of mix and match game in teaching reading, the students' responses of teaching reading using mix and match game, and the students' reading work after the mix and match game was applied to the eighth graders. Eighth graders of *SMP Negeri 1 Tanggulangin.*, the subject of this study, was selected that grade because one of the language skills that must be achieved was reading skill based on the curriculum. In line with the aim of the study above, a descriptive qualitative research was used in this study. Since this study belongs to descriptive qualitative research, after stating the research question, the writer observed and took note of the teacher and the learners' activities in class and also the implementation of the media by the teacher during the observation. She conducted the research in three meetings. Then, at the end of meeting, the writer gave questionnaires to the students to support the data.

Moreover, this study surely needed four instruments to collect the data. They were observation checklist, field note, questionnaire and reading worksheets. The indicator state in the observation sheet included the material, the media, and the teaching and learning process including teacher's and students' activities. Fieldnote was very useful for the reasearcher to get many data and note every detail of the learning process. The questionnaire was used to know about students' responses in learning narrative text using mix and match game. The last instrument was reading worksheets. Those were used to know whether the students had comprehended the reading material easier than before. Then to know the result of the students' task, it will be described from the worksheet which had been done by them in the descriptive way.

After getting all of the data, the writer described, analyzed, and reported the data in a form of words. The writer also described the note she wrote to describe the data clearer. Then, she described the results of the questionnaires to add some information dealing with the students' opinions about the teaching reading narrative text by using mix and match game. From all the data it was found the game used for teaching narrative text as the answer of the research question of this study.

RESULTS AND DISCUSSION
Results

The researcher did the observation in three meetings. The researcher was not get involved in teaching and learning process but the researcher just observed the teacher and students' activities. On the first meeting, the teacher greeted the students. After that, the teacher checked the class condition, checked attendance, and nobody was absent. Then, the teacher asked the students about previous lesson. Teacher explained the background knowledge of the material and he gave worksheet to know the undestanding of the students about the material. The teacher gave the students material about legend. All of students must understand the material given by the teacher. Each student read the material twice. If they had difficulty in reading the material, the students guessed by the context or looked up in the dictionary. Teacher gave a warming up worksheet to the students to enrich their knowledge about the text.

In the middle of the class activity, teacher created some groups. Each group consisted of four students to play the mix and match game. Before teacher conducted the game, teacher remained the students about the role of the game. In this game teacher used vocabularies and meaning cards. The game ran well. The students seemed enjoy when the game played. Each group had their own way to look for the right pair. They tried to be the winner. Teacher made a note to score each group activity. After the game was ended, teacher and students discussed the true answer together.

On the second meeting, the teacher used the same material with previous. In the second try out, the students played mix and match game with different cards. In this session, the cards contained questions and answers. They discussed about the answer in a group first and one representative match the question card with the answer cards in the teacher' table. They should find the right pair to get next question card. They enjoyed the game. They understood the difficult words from the game. The students could also ask question to the teacher if still confuse. After that, the teacher and the students discussed about the correct answer of the game and gave mark for each group and gave them a`quiz. In the last meeting, teacher asked the students to fill the reflection journal

In the third meeting, the students still have the same activities as in the first and second meeting. The teacher gave the students new material. All students read the material for five minutes. If they had difficulty in reading the material, the students guessed by the context or looked up in the dictionary. After that the students played mix and match game. The game conducted into two parts. First part was match a set of vocabularies cards and second was match the question and answer cards. Teacher gave each group two sets of card in the first session. Each card contained   different vocabularies and meaning. Students should find the correct answer from another group. Second session, students should find the answer in the teacher's table. They enjoyed the game.

The student's worksheet result of the team and individual were acceptable. The student's reading ability was better than before. The students showed significant improvement based on their reading tendency in making sentences to answer the questions. Their ability to comprihend the reading text become better.

Before closing the lesson in the third meeting, the researcher gave out questionnaire to know the students' responses. The questionnaire consisted of ten questions and it was classified into five parts. The classifications were as follows; the student's responses about learning English learned and the selected topic of narrative text (number 1 and 6), the student's responses about the used material used in reading of narrative text whether it was interesting or not (number 4 and 7), the student's response about the explained material in reading narrative text (number 2 and 5), the student's responses about the use of mix and match game to teach reading narrative text whether it was interesting or not (number 3 and 10), the student's responses about the use of mix and match game to teach reading narrative text whether it was enthusiastic or not (number 8 and 9).

From the questionnaire result, it showed that most of the students said that English was rarely quite difficult lesson but they agreed that teacher chose interesting material. They also said that teacher explained the material easily. So they paid attention to the teacher's explanation. Over all, they enjoyed learning reading narrative text with mix and match game.

Discussion

From the result of observation during using mix and match game to teach reading narrative text, it can be concluded that media was successful to be applied in teaching reading. The students learned in enjoyable environment and were highly motivated. In the first meeting, the teacher asked the students about their knowledge of narrative text. The students could not answer the questions completely, so that the teacher explained it again in a clear way. In the second and third meeting, the teacher started the activities without explaining about narrative text again.

In the teaching and learning process, the teacher used of mix and match game as a media to teach reading narrative text. When mix and match game was played in teaching narrative text, the class activities in the first, second and third meeting were good. In the first meeting, the teacher made several groups. The teacher introduced the title The Legend of Mount Wayang in the first meeting and used again in second meeting. In the third meeting teacher used Who Did Patrick's Homework text.

During reading learning in the classroom, the students often faced several difficulties. For example, the students still did not know about the meaning of some words in narrative texts about The Legend of Mount Wayang and Who Did Patrick's Homework. The teacher always asked the students to guess the meanings of difficult words which the students did know or looked up in the dictionary. In the end of the game, teacher discussed the material. After all of students had understood the text, the teacher gave worksheet to do. The students must not help or receive help from other members; the students must do the worksheet individually. In the individual worksheet the students must work by themselves.

In the first meeting the students had difficulty to answer the questions, they answered with simple words. The second and third meeting they can arrange better sentences to answer the questions. It meant that their ability to comprihend the text was better than before. Eventhough there were some mistakes in making complete sentences.

The analysis of the student's reading ability in the first meeting, second meeting and third meeting showed their progress. In the first meeting before the teacher used mix and match game, the students were not able yet in understanding reading narrative text. The students would understand a good narrative text after the teacher used mix and match game. This media could help the students if they did not understand the material lesson. On the second meeting, the students were given an individual worksheet to measure the student's reading ability.

The third meeting, the teacher used mix and match game. All of the students understood about the material. The students can comprehend the text individually because the students had the opportunity to know the difficult meaning during the game. After the entire student had understood the material, the teacher gave worksheet. In the worksheet, the students should work individually. From that point, the result of positive improvement could be seen from the result of students reading from the first until third meeting. Mix and match game could really help students in improving their reading ability in narrative text especially on legend. Although most of the students made a lot of mistakes in answering the questions inthe first task but on the second and third meeting most of them can produce a good sentence in answering the questions. It suggested that there was a progress in their reading comprehension.

Based on the result of the questionnaire, it could be seen that the students could follow mix and match game well because most of the students agreed that the use of mix and match game made them interested in their reading class. Before they played mix and match game, they did not enjoy their English lesson. Mix and match game can motivate the students to learn reading. Also, Mix and match game can help them to understand the text easier.

Besides that point, mix and match game increases the student's ability to explain, to help one another on reading ability and to understand about narrative text. Therefore, they could enjoy the story, especially in reading English.

The success of the use of mix and match game in teaching reading narrative text could make the students more interested in English. Almost all students agreed that they were more interested in English after they played mix and match game in their reading class. They stated that they enjoyed playing mix and match game.

CONCLUSION AND SUGGESTIONS
Conclusion

The conclusion of this study is mix and match game can be implemented as a media to teach reading narrative text to the eight graders in *SMP Negeri 1 Tanggulangin.* This media is able to make students more interested in English class and reading narrative text. Not only that, this method can also make their reading comprehension become better. Then, they make good sentences in answering the questions. It meant that their reading comprehension were getting better after using mix and match game in reading narrative text in the class. The response of the students after the use of mix and match game in teaching narrative text showed that trough mix and match game they more like and interested in English. So, this media gets positive responses from the students in learning English, esspecially in their reading class.

Suggestions

Based on the result, the data analysis, and the conclusion above, the teacher gives some suggestions. The teacher should use mix and match game as a media to teach reading narrative text because this came can increase the students' reading comprehension in understanding the text and answering the questions. Mix and Match game can be used by the teacher in the class as an interesting media in teaching narrative text in order to make the students are more interested in reading and enjoy their reading class.

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