THE USE OF DOUBLE MATCH PICTURE MEDIA FOR TEACHING READING COMPREHENSION

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Abstract:

This Classroom Action Research is intended to improve the students' reading comprehension mastery and learning motivation of the eight grade SMPN 1 Purbolinggo. The participant of the research is the class VIIIA of SMPN 1 Purbolinggo, East Lampung. They consisted of 30 students. This research uses Kemmis and Taggart's model; planning, action, observation and reflection of the result. Meanwhile, this research employs the triangulation method (observation, interview, and test) to collect the data. After the data are gathered, they are analyzed and interpreted by using data reduction, categorization and synthesis. The findings were formulated as follow: (1) the implementation used more varieties media in presenting the materials using double match picture. Most of the students become more active in learning process; (2) the improvement of students' reading comprehension could be seen from the test, the mean score improved from 68 in cycle 1 become 73 in cycle 2. Then, in cycle 3 the score is 81 or all of the students pass the minimum passing grade; (3) there is improvement in the students learning motivation and interest. It could be seen from the observation result, questionnaire and interview. After the implementation, most of the students become interested and motivated in reading during teaching and learning process.

Keywords: CAR, Double Match Picture, Reading Comprehension

INTRODUCTION

In daily life, there are many texts which used. The form of English text is faced such as pamphlet, banner, advertisement, instruction, site map and etc. In Indonesia, reading skill is dominantly tested in the examination. For the students of Junior High School, reading become the most important to learn. Most of the students got low score in reading for the semester test. Based on the data and the result of interview, it

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revealed that the eight grades of junior high school students had a problem in reading. Based on the data, the students reading comprehension were still low. The most study in ELT shows English subject is quite difficult for the learners. The real problem faced by students in Junior High School was the understanding about the text. From the pre observation and interview done in pre–research, the fact shows that the eight grade of junior high school students of SMPN 1 Purbolinggo had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score.

Solving the problem above, schools have to make sure that students are exposed to materials from across all genres. To make the students read effectively, teachers should explicitly teach students to use various reading strategies such as making connections to texts, visualizing and asking questions. One media that is regarded to effectively be able to improve students' reading skill is double match picture.So, this study is aimed to improve the students' reading comprehension mastery and learning motivation of the eight grade SMPN 1 Purbolinggo.

The Concept of Reading Comprehension

Reading is complex cognitive process of decoding symbols in order to construct or derive meaning (Cahya and Lilis, 2017, p.31). More importantly reading functions as a tool to accessing information to the worldwide web (Santoso, 2015, p.1). According to Brown (2001, p.299), there are three main "models" being proposed to explain the nature of foreign learning to read: bottom-up processing model, which is so called because the readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistics' data-processing mechanisms to impose some short of order on these signals; top-down or conceptually driven processing model, which drawing on own intelligence and experience to understand a text. It focuses on the background knowledge that a reader uses to comprehend a text; and the third model called "interactive" model which incorporates both top-down and bottom-up processing models. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

In the same line, Alyousef (2005, p.64) states that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or

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(reading fluency). To foster the students' reading comprehension, the teachers are supposed to help them during the learning process by implementing structured teaching instructions (Kusumawanti and Bharanti, 2018, p.3). Based on the definition above, reading is an activity with a purpose. Reading is essential process in learning EFL. As interactive process, reading requires the application of a variety of strategies for proficiency between the reader and text, resulting in comprehension.

Motivation divided into internal and external motivation. Internal motivation comes from the learners self. Therefore, external motivation comes from external such as parents, teacher, friend, environment, and media (Subhan, 2013, p.22). Motivation in reading is enthusiasm doing reading activities. Learning in academic domains involves learning from reading text. Teaching second or foreign language is such complex process that it needs deep attention from the teacher (Hidayat, 2016, p.11). Teacher can be considered as one of influential factors to motivate students to learn foreign language (Adara, 2018, p.2).

Individual interest is in terms of the readers' committed involvement with the domain or subject-matter. Meanwhile, Situational interest is elicited by certain aspects of the environment. Interest in reading is the feeling of wanting to give attention to reading text or involved with and to discover more about the text of reading. Element of interest in reading is Interest and pleasure in reading activities, the existence of satisfaction after reading activities, the emergence of interest in reading can occur because of the habit of reading and the existence of a reading comprehension.

Brown (2004, p.205) explains about the common technique for assessing reading comprehension using "read a passage and answer some questions" that covers the comprehension of features Main idea (topic), Expression/ idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s) and Vocabulary in context. In the same line, Irmawati (2014, p.18) explains that to improve reading comprehension, the reader needs to develop certain skills include skimming or scanning a reading passage; identifying the main idea and supporting statements; making inferences; and using context clues. Therefore, Miller, Linn, and Gronlund (2009, p.409-410) explain that the measurement of reading comprehension included: Identifies the meaning of given words, Identifies the meaning of words when used in context, Identifies detail directly stated in a passage

or selection, Identifies ideas implied in a passage or selection, Identifies relationships (e.g., time, cause and effect) in a passage or selection, Identifies inferences drawn from a passage or selection, Identifies conclusions drawn from a passage or selection, Identifies conclusions drawn from a passage or selection, Identifies the writers tone, mood, and intent. Based on the statement above, the assessment is used in the form of "read a passage and answer some questions" that covers the comprehension of determining main idea (topic), expression/ idioms/phrases in context, identifies inferences drawn from a passage or selection, identifies conclusions drawn from a passage or selection, excluding facts not written (unstated details), and vocabulary in context.

The Concept of Double Match Pictures

Subhan (2011, p. 27) states that children love playing games both at home and at school. Seeing the importance of games for children in their daily life, it makes teachers should be creative teachers (Puspitasari, 2016, p.24). Davis in Puspitasari (2016, p. 25) states that flash cards are pictures with words, which are flashed for a brief moment. Pictures are concrete so it means that with pictures, students can think logically, and are able to see and understand something abstract easily. Pictures as one of media used in teaching English can involve the students' imaginations and stimulate student to find idea, then they can make a story through those pictures.

This media is not only purposed to enrich the students' vocabularies and reading comprehension mastery but also to practice the students' pronunciation of the words written on the cards. Furthermore, Puspitasari said that this mediacan be turned into a game. The students try to match the cards whilethey are learning materials inserted in the cards. It can be a fun way to influence and gain the students in the teaching and learning process based on the materials inserted in the media "Double Match Pictures". Furthermore, the media can complete the conventional media

How to Apply Double Match Pictures

Picture is one of the visual aids that the teacher can utilize in the ESL classroom (Singh et all, 2017, p.77). The pictures usually tell some kind of story but pictures may also be used to depict a process, for example, how to make something (Muhibbudin, 2016, p. 290). Picture can be used to reinforce the language skill by

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developing motivation and producing positive attitude of learners towards the language (Singh et all, 2017, p.78).The "Double Match Pictures" comprises interesting and useful activities that can be used for practicing reading, spelling, dictating or as a vocabulary review. Two way interactions can be happened with the use of picture to stimulate communication between teacher and learners. Pictures are most attractive to the eyes of learners (Singh et all, 2017, p.78).

Puspita (2016: p.27) describes the activities as follow:

1. The activity is intended to practice students' reading comprehension.
2. The procedure: There are 27 cards in a set. They are 13 couples and one card as a bomb card.
3. The player shakes the card and divides the cards randomly.
4. All cards are divided to all players.
5. The game is started by pulling out one card from other player to match the card with the player's card. It is continued until the cards are matched one to another and only a bomb card left.
6. The player who gets the bomb card will lose.
7. After matching all of the cards, each group together arrange the text into full text, because all of the cards has related text each other. During the game, teachers can help and guide them in pronunciation.

The objective of the study

The objectives of this Classroom Action Research are as follow:

1. To describe the implementation of Double Match Picture Media to improve the students' reading comprehension mastery of the eight grade students of SMP N 1 Purbolinggo.
2. To describe the improvement of students' reading comprehension achievement of the eight grade students of SMP N 1 Purbolinggo after learning by using Double Match Picture Media.
3. To describe the improvement of students' learning interest and motivation in reading of the eight grade students of SMP N 1 Purbolinggo after learning by Double Match Picture media.

METHODOLOGY

Design

The design of this research Classroom Action Research. The reviewing of the cycles is elaborated in the figure below:
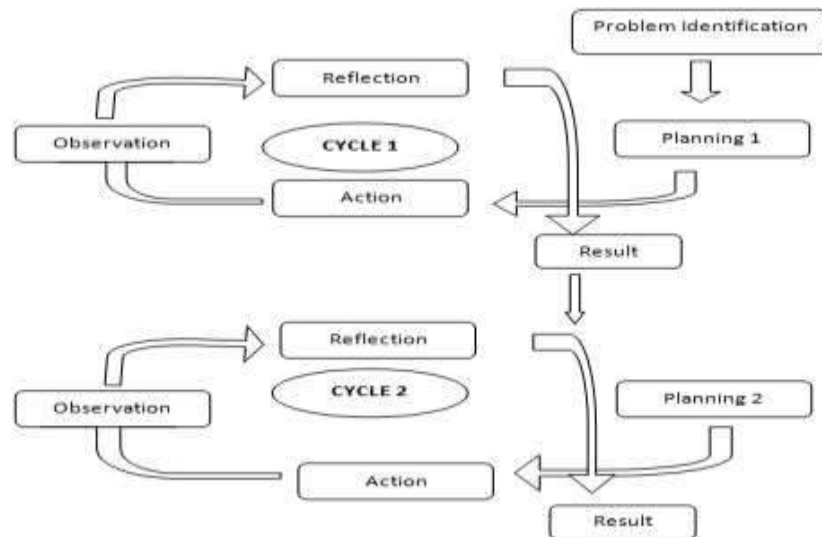

Figure 1. The steps of CAR (Kemmis and Taggart models)

Identifying the Problems: In this step, the problems will be identified by doing pre- observation in the school. The Pre- observation activities are interview with the teacher, interview with the students and pre–test. Planning the Action: Plan a strategy for gathering data (Creswell, 2012, p.589). This means that this study needs to decide who can provide data, how many subjects in this study, what individuals to access, and the rapport and support is expected to obtain from them. The implementation is using double match picture is in the teaching and learning activity. Observation: Observation or evaluation is done with the collaborators while learning process and after doing the instructional. All of the result of observation and evaluation will be analyze and will be discuss with the collaborators in reflection. Reflection: By reflecting, it will be known the strength and weakness from the action. Furthermore, the research discusses the result of the observation which has been done in order to show the data from the result has been collected.

Setting and Subject of the Research

This research was conducted at the eighth grade of SMPN 1 Purbolinggo located at Jl. Kusumayuda, TanjungInten, Purbolinggo, East Lampung. The research

was held on August-October 2017. The subject of this research is eight grade class VIIIA of SMPN 1 Purbolinggo which consists of 30 students which are 5 male and 25 female students.

The Technique of Collecting the Data

In this classroom action research, technique of collecting the data is using triangulation (observation, interview, and test). Qualitative method consists of observation, questionnaire, and interview. The quantitative method consists of the test.

1. Observation

This study provides systematic observation sheet in the form checklist. It is used for collecting the data during the implementation of double match picture in reading class. The observation sheet is used to know the students interest in reading activity. The observation is done with the collaborators while the instructional process.

Table 1. Blue Print of Observation Checklist

No	Aspects	Indicator	Total
1	Pleasure	The student is seen enthusiastic and enjoyed the reading activity.	1
		The student attends to reading class.	1
		The student follows reading activities.	1
2	Activity	The student takes a note of the reading text information.	1
		The student gives attention for the explanation of reading text.	1
		The student does the reading text exercises.	1
		The student bring textbook related to the material of reading.	1
3	Response	The student tries to acquire information about the text by asking question, answering question, discussing.	1
		The student expresses new information or idea based on the reading text.	1
		The student tries to criticize reading texts.	1
		Total	10

2. Interview

In pre-research, the researcher used guided interview. Guided interview is the interviewer can ask the questions based on the interview guide (Arikunto, 2013, p.199). Interview is done with English teacher in order to know what problems of the students faced especially in reading lesson. The interviews were given in the process of the action and at the end of the research aimed to know how far the action influences the students' reading comprehension.

Table 2. Blue Print of Guided Interview

Aspect	Indicator	Number of question
Teaching Learning Process	Students attention during learning process	1
	The activities during teaching learning process	2
	The interaction among teacher and students	3
Learning Facilities	Classroom facilities	4
	School Facilities	5
	Learning source	6
Students condition	Student's achievement	7
	Attendance list	8
Teacher	The use of teaching media	9
	the distinct teacher explanation	10

3. Questionnaire

Questionnaire is a list of written questions used to collect the information given to the other people who are willing to provide a response according to user request (Arikunto, 2013, p.194). The questionnaire is given to the students at the end of each the cycle.

Table 3. Blue Print of Questionnaire

No	Aspects of Interest	Number of Questionnaires	Total
1	Pleasure	1, 2, 3, 4	4
2	Attention	5, 6, 7, 8	4
3	Exploration opportunity	9, 10, 11, 12	4
4	Satisfaction after reading activities	13, 14, 15, 16	4
5	Habit of reading	17, 18, 19, 20	4
	Total		20

4. Test

Achievement test is the test used to measure the achievement of someone after learning (Arikunto, 2013, p.193). The testing of the students' reading comprehension is based on the material on syllabi. The result of the test was analyzed to know the students ability on reading comprehension by the average of the students score. The result could indicate whether the use of double match picture as the teaching media was getting improvement or not.

Table 4. Blue Print of Instrument Test

No	Indicator	Number of questions		
		Cycle 1	Cycle 2	Cycle 3
1.	Determine main idea (topic).	1, 6, 12, 15	1, 5, 6, 17	1, 8, 13, 18
2.	Determine the inferences.	4, 5, 9, 10	2, 3, 8, 9	2, 9, 15, 19
3.	Determine unstated details.	2, 7, 9, 10	12, 13, 15, 18	4, 7, 17, 20
4.	Determine details of descriptive.	3, 11, 16, 20	7, 10, 14, 19	3, 5, 12, 16
5.	Determine the vocabulary in context.	8, 14, 17, 18	4, 11, 16, 20	6, 10, 11, 14

Criteria of Success

The research will be succeed if all of the students can pass minimum passing grade (score 75) and the average score of students are get more than 75 and a half of the number of the students' get motivated and interested predicate in reading. The score is based on their achievement test and motivated and interested predicate in reading is based on the result of observation and questionnaire.

The Data Analysis Technique

In analyzing quantitative data, the data will be analyzed by taking the average score of student's reading test. Therefore, the analyzing the result of the test is done by using descriptive statistic and histogram. For the analyzing qualitative data, the analyzing the result of interview, observation and questionnaire is using analysis descriptive as follows:

1. Data reduction

   Unit identification. It is done by identifying the smallest unit which is found in the data. It must have closed relationship with the research problems. Having got the unit, the next step is making codification. It means that every unit must be coded in order to be known where the data come from.

2. Categorization

   Categorization arrangement. It is aimed at choosing every unit which has the same characteristics. Every category must be labeled.

3. Synthesis

   To synthesize means to look for relationship among one category to another. Then related one category to the others must be given a label again.

RESULT AND DISCUSSION

This research conducted into three cycles. Each cycle in this action research consists of six steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan.

Cycle 1

The first cycle divided into three meetings, conducted in August 2017. The test of reading comprehension for the students was held on August 28th, 2017. In this cycle, the material was descriptive text. The planning was conducted by the educators included some English teachers. The planning included deciding the schedule of the research based on the academic calendar of SMPN 1 Purbolinggo, discussing the material and the time allocation of each material for the students in the eighth grade based in the course gird. The planning were constructed some lesson plans. The material for the action is Descriptive text. In the implementation, the students divided into 5 groups each consisted of 6 students. The next, they play the game using double match pictures. The guess the answer from the cards and matched the sentences from the couple cards. The teacher delivered some questions, then, the students answered. The questions were related to the text such as what is the text about, what does it look like and the vocabularies based on the text and the details from the text. The observing and monitoring held when the action implemented. In observing the action in cycle 1, there are used observation and field notes. The class can be controlled although sometimes they were noisy during the lesson. As the reflection and evaluation of cycle 1, the students' average score is 68 it means most of the students got under KKM. For the result of observation, 40 % of the students got predicate less motivated, 30% of the students got motivated predicate and 30% 30% of the students got unmotivated predicate.

Cycle 2

The cycle 2 conducted in September 2017. The revised plan was conducted by the educators included the teacher and collaborators. In this step, the researcher and collabolators decide the adding the power point of the materials and the media instruction of double match picture. The the groups of the students will be 6 groups. The teaching learning process of the implementation is as the implementation in cycle 1. The observing and monitoring held while the implementation. The result of reflection and evaluation of cycle 2, the students' average score is 73. For the result of observation, 20% of the students got strong motivated predicate, 70% of the students got predicate less motivated predicate, 10 % of the students got less motivated
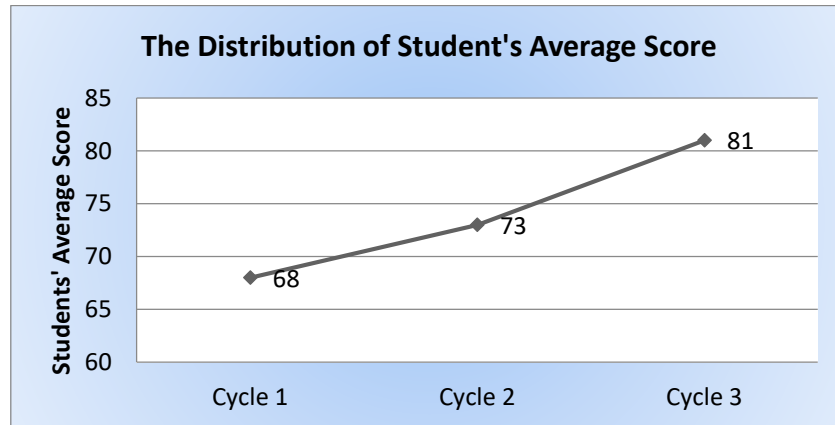
predicate, and none of the students got unmotivated predicate. So, the research must be continued to the cycle 3.

Cycle 3

The cycle 2 conducted in October 2017. For the revised plan, the researcher and collaborators decided the learning process was held at outside of the classroom. The learning material is about procedure text. The media used was double match picture. There are three meetings in cycle 3. Each meeting consist of opening, main activity and closing. In the implementation the teacher asks the students to learn at the outside of their class, it is under the tree with the different situation. The next, they play the game using double match picture about procedure text .The guess the answer from the cards and matched the sentences from the couple cards. The teacher delivered some questions, then, the students answered. The observing and monitoring held as the cycle 1 while the implementation. After two meeting, there are post test about reading comprehension related to report text. The observing and monitoring held as the cycle 1 and 2 while the implementation. Based on the result of reflection and evaluation of cycle 3, the students' average score is 81 and from the data all of the students passed the passing grade. For the result of interview, observation and questionnaires, 20% of the students got strong motivated predicate, 70% of the students got predicate less motivated predicate, 10 % of the students got less motivated predicate, and none of the students got unmotivated predicate. So, the research had reached the criteria of success.

The Students' Reading Comprehension Cycle 1, 2 and 3

From the result of the data from observation shows the improvement of motivation in learning Reading Comprehension. There are 20% of the students got unmotivated predicate became no students in cycle 2 and 3. Then 40 % of the students got predicate less motivated in cycle 1 became 10% of the students in cycle 2 and 10% students in cycle 3. Next, 30% of the students got motivated predicate in cycle 1 became 70% of students in cycle 2 and 3. Furthermore, 10% of the student got strongly motivated predicate became 20% of the students in cycle 2 and 3. It can be conclude that there is the improvement in students' reading motivation.

Chart 1. The Average Score of Students' Reading Comprehension

The Distribution of Student's Average Score

81

73

68

Cycle 1   Cycle 2   Cycle 3

(Y-axis: Students' Average Score, ranging 60 to 85)

From the chart above, the average score of students' reading comprehension is shown on the blue line. It can be seen that the average score in cycle 1 is 68, cycle 2 is 73 and cycle 3 is 81. It means that the students' average score increase from 68 in cycle 1 become 81 in cycle 3.

The result has passed the criteria of success in this research. The research will be succeed if the average score of students are get more than 75, a half of the number of the students' get motivated and interested predicate in reading. Based on the data, the average score of cycle 3 is 81 and a half of the number of the students' get motivated and interested predicate in reading. In the conclusion, the criterion of success in classroom action research is achieved. So, the classroom action is stopped.

Discussion

There are findings of this research. The findings are presented in the following table.

Table 5. The Finding

No	Point	Before Implementation	After Implementation
1	The teaching learning process	The media used by the teacher only the textbook. Most of the students are less active and passive during teaching and learning process.	The teacher used Double Match Pictures media. Most of the students become more active and enthusiastic during teaching and learning process.
2	The Improvement of students' reading comprehension achievement.	That was the low achievement of the students' reading comprehension. It could be seen from the students' achievement reading score in pre test. The mean score of first cycle is 68.	There are improvement of students' reading score from cycle 1, cycle 2 and cycle 3. The mean score in cycle 1 is 68. Therefore it increase become 73in cycle 2. Finally it becomes 81 in cycle 3.
3	The improvement of students' motivation during lesson of reading	Most of the students had low motivation during teaching and learning process.	Most of the students become motivated in reading during teaching and learning process.

The teacher decided to stop the cycle since the result of the last cycle has shown a good improvement of students' reading comprehension. It can be seen from:

Test Analysis

From the analysis of the mean score of the reading ability test, it can be concluded that implementation of double match pictures to improve the students' reading comprehension.

Table 4. The Average score of reading comprehension test

	Cycle 1	Cycle 2	Cycle 3
Pre-Test	65	69	73
Post-Test	68	73	81

From the comparison result among mean scores in pre-test, first post – test and final post – test had shown a good improvement.

Research Note

The media given to the students could create good situation in learning reading English. Students were active in teaching learning process. The students were seen enthusiastic and enjoyed the reading activity. Then, the student follows reading activities. They gave their fully attention to the explanation of the text such as trying to acquire information about the text by asking question, answering question and discussing. They were not hesitant to express their ideas. All in all, the double match picture media can improve the students' learning achievement in reading comprehension.

CONCLUSION AND SUGGESTION

The implementation double match picture is interactive. The students guess the answer from the cards and matched the sentences from the couple cards. The teacher delivered some questions, then, the students answered. The teacher asked to the students about their comprehension about the material and summed up the topic of lesson together. In the Implementation teacher used more varieties media in presenting the materials and discussion.

There is improvement of students' reading comprehension achievement. It could be seen from the test, the mean score improved from 68 in cycle 1 become 73 in cycle 2. Then, in cycle 3 the score is 81 or all of the students pass the minimum passing grade. It can be conclude that there is the good improvement of reading comprehension achievement in the implementation of double match picture media.

The sophisticate media such as double match pictures can improve the students' motivation and interest. Most of the students become more active and enthusiastic during teaching and learning process. Then, there is improvement in the students learning motivation and interest. It could be seen from the observation result, questionnaire and interview. Most of the students were less interested and low motivation during teaching and learning process before the implementation. However, after the implementation, most of the students become interested and motivated in reading during teaching and learning process. In conclusion the implementation of double match pictures can improve the students' achievement in reading comprehension mastery, students' motivation and interest of the eight grade students of SMPN 1 Purbolinggo.

This is proven to be an effective media to improve students' reading comprehension mastery. There are some advantages of using double match pictures for the students which include: 1).The double match pictures allow students to improve their understanding in reading the text. 2). Playing the double match pictures can create a motivating situation for the students. 3). The short text and pictures from double match pictures media are interesting and eye catching since it is played in students' group discussion.

Suggestion

For the Teacher; the teacher should know the problems faced in the classroom and how to solve it, selective in using media, create the joyfully learning for their students so the students will ease to learn. **For the students;** the students must encourage themselves to learn as much as possible. **For further researchers;** other researchers are recommended to use summarizing activities as the references for further research in order to improve reading skill or moreover another skill of English such as listening, speaking and writing.

BIO-PROFILE

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