

Make a Match Method to Develop the Reading Capability of Students at Madrasah Ibtidaiyah

Metode Make A Match untuk Mengembangkan Kemampuan Membaca Peserta Didik di Madrasah Ibtidaiyah

Izzatun Nafsiyah, Ahmad Winarno

UIN KHAS Jember

izzanafsiy98@gmail.com, ahmad.winarno@uinkhas.ac.id

Abstract

This research was conducted at Madrasah Ibtidaiyah Nurul Islam Klanting Lumajang which aims to answer the problem. 1) How to plan the make a match method to develop the reading ability of students in Madrasah Ibtidaiyah? 2) How is the implementation of the make a match method to develop the reading ability of students in Madrasah Ibtidaiyah? 3) How to evaluate the make a match method to develop the reading ability of students in Madrasah Ibtidaiyah? This study used a qualitative approach, the type of research used phenomenology. The technique of determining the subject of this study was purposive. Data collection techniques used were observation, interviews, and documentation. The data analysis technique used is data collection, data condensation, data presentation, data conclusion. The technique of testing the validity of the data used source triangulation and technical triangulation. The results of this study are, 1) Planning the make match method to develop students' reading skills is to prepare a Learning Implementation Plan (RPP), educators provide motivation to students, prepare learning media, prepare material as well as word cards and instruction cards, 2) The implementation of the make a match method to develop students' reading skills is that educators give examples first then share them in the whatsapp group, after which students practice again accompanied by recording them then sending them to educators, 3) The evaluation of the make a match method to develop students' reading skills is that every weekend or Saturday, students come to the educator's house with their assignments. Match words and reread reading books. Then together re-practice the make a match activities like during online learning.

Keywords: *Method, Make A Match, Reading Ability*

Abstrak

Penelitian ini dilakukan di Madrasah Ibtidaiyah Nurul Islam Klanting Lumajang yang bertujuan untuk menjawab permasalahan, 1) Bagaimana perencanaan metode make a match untuk mengembangkan kemampuan membaca peserta didik di Madrasah Ibtidaiyah? 2) bagaimana pelaksanaan metode make a match untuk mengembangkan kemampuan membaca peserta didik di Madrasah Ibtidaiyah? 3) bagaimana evaluasi metode make a match untuk mengembangkan kemampuan membaca peserta didik di Madrasah Ibtidaiyah?. Penelitian ini menggunakan pendekatan kualitatif, jenis penelitiannya menggunakan fenomenologi. Teknik penentuan subyek penelitian ini adalah purposive. Teknik pengumpulan data yang digunakan

adalah observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah pengumpulan data, pengembunan data, sajian data, simpulan data. Teknik pengujian keabsahan data menggunakan triangulasi sumber, dan triangulasi teknik. Hasil dari penelitian ini adalah, 1) Perencanaan metode *make a match* untuk mengembangkan kemampuan membaca peserta didik ialah mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP), pendidik memberikan motivasi kepada peserta didik, meyiapkan media pembelajaran, mempersiapkan materi dan juga kartu-kartu kata dan kartu petunjuk, 2) Pelaksanaan metode *make a match* untuk mengembangkan kemampuan membaca peserta didik ialah pendidik memberikan contoh terlebih dahulu kemudian membagikannya di grup *whatsapp*, setelah itu peserta didik mempraktekkan ulang disertai dengan merekamnya kemudian mengirimkannya kepada pendidik, 3) Evaluasi metode *make a match* untuk mengembangkan kemampuan membaca peserta didik ialah setaip akhir pekan atau hari sabtu, peserta didik datang ke rumah pendidik dengan membawa tugas-tugasnya. Mencocokkan kata serta membaca ulang buku bacaan. Kemudian bersama-sama mempratekkan kembali kegiatan *make a match* seperti pada saat pembelajaran daring.

Kata Kunci: Metode, Make A Match, Kemampuan Membaca

Introduction

The world of national education has experienced severe challenges recently. Education is faced with unusual learning patterns due to the impact of Covid-19. Like it or not, nowadays, educators have to rack their brains to change the learning model from face-to-face to virtual.

Based on the Letter of the Minister of Education and Culture Number 2 of 2020 and Number 3 of 2020 concerning Prevention and Handling of Corona Virus Disease (Covid-19), it is explained that: Postpone the holding of events that invite many participants or replace them with video conferences or other online communications. Especially for areas that have been affected by Covid-19, the following provisions apply: implementing online learning from home for students and students (Circular of the Minister of Education and Culture Number 2 of 2020; Circular of the Minister of Education and Culture Number 2 of 2020).

Online learning for some teachers is a formidable challenge. The reason is that they have many obstacles, such as an inadequate network or still confused about using media, methods, or strategies suitable for the current situation. However, not everyone is still confused about it. Some educators can use online learning creatively and efficiently. So that learning during this pandemic can be appropriately realized.

Education is the most crucial thing in life, which is one of the places to train someone in language skills. Education can be obtained through formal and informal learning in formal institutions. According to Ki Hajar Dewantara in his book Muis Thabrani, education is all efforts to advance the character, mind, and body of children so that they can advance the perfection of life, namely living and reviving children in harmony with nature and society (Thabrani, 2013).

Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning

process or training so that students can actively develop their potential and have spiritual, religious, emotional, self-control, personality, and spiritual strength. Intelligence, noble character, and skills are needed by himself and society (Thabrani, 2013).

Quality learning depends on the motivation to learn and the teacher's creativity. In addition, it can be supported by adequate facilities and teacher creativity, which will make it easier for students to achieve learning targets. Learners with high motivation are supported by teachers who can facilitate that motivation, motivation, and learning lead to the achievement of learning targets (Irfan, 2017).

Learning is an activity to acquire knowledge, improve skills, improve behavior and attitudes, and strengthen personality (Thabrani, 2013). In learning, a human learns much through daily activities such as school. In learning activities in schools, especially in MI, many materials are difficult for them to understand.

However, face-to-face learning is still inefficient now because many parents are afraid or worried that their children will be infected with the Covid-19 virus. Although educational institutions have started implementing face-to-face learning activities, not many prefer to study online only, so educators carry out the learning process in stages. First face-to-face learning, then online learning. This activity is carried out for students who choose to do online learning at home.

The concern of parents who still do not allow their children to go to school for face-to-face learning is based on the hadith of the Prophet Muhammad, which describes an epidemic or pandemic.

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الطَّاعُونَ آيَةُ الرَّجْزِ ابْتَلَى اللَّهُ عَزَّ وَجَلَّ بِهِ نَاسًا مِنْ

عِبَادِهِ فَإِذَا سَمِعْتُمْ بِهِ فَلَا تَدْخُلُوا عَلَيْهِ وَإِذَا وَقَعَ بِأَرْضِ وَأَنْتُمْ بِهَا فَلَا تَفِرُّوا مِنْهُ

Meaning: *Rasulullah sallallaahu 'alaihi wasallam said: " Tha'un (epidemic of infectious diseases) is a warning from Allah Subhanahu Wa Ta'ala to test His servants from among mankind. So when you hear that the plague is spread in a land, do not enter it. Moreover, when the plague spreads in the land where you are, do not run away from it. " (HR Bukhari and Muslim from Usamah bin Zaid) (An-Nawawi, 2001).*

Based on the hadith, it can be concluded that if in a country or area that is infected with a virus or epidemic, it is better to stay at home, not leave the house to avoid contracting the virus and minimize the virus; not many are infected. Parents of students are afraid that if their children gather with their school friends, they can transmit or bring the virus to their home so that more and more people will be infected. So they prefer their children to study at home and do online learning.

However, if it is only online or online, it is still less efficient in learning. For example, students who still have difficulty reading and writing cannot be directly supervised by educators on how their reading fluency progresses, and sometimes it is not uncommon to have voice problems. Some students do not hold their cell phones. They still belong to

their parents, so they work when learning cellphones under their parents. Moreover, students wait for their parents to come home first.

Amid this pandemic polemic, there is one school that has innovation during online learning so that students can get good learning so that students who are not fluent in reading can stay under control with educators and also so they don't always do virtual-based learning, but also conduct off-line-based learning which is carried out on weekends during the online learning evaluation. This school is MI Nurul Islam Lumajang. One of the efforts made by educators at MI Nurul Islam Lumajang so that learning goes well and does not continue to do virtual-based learning is an offline method, using the Make a Match learning method. In this make-a-match learning method, students will be given letter cards of the alphabet and instruction cards containing the colors around them. With the aim of students being able to understand and their reading skills can improve.

Reading is a process carried out and used by readers to get messages conveyed by the author through written language media. The definition of reading in the KKBI is to see and understand the contents of what is written, which is read orally or silently. According to Dalman in the book, Melayati reading is an activity or cognitive process that seeks to find various information in writing. Reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs and discourse, but reading is also an activity to understand and interpret meaningful symbols/signs/writing so that the message conveyed by the author can be accepted by the reader (Melayawati, 2017).).

Reading has an essential meaning for anyone, by reading someone can get information and even increase their knowledge. This can be understood from the word of God in the letter Al-Alaq, verses 1-5 (Ministry of Religion of the Republic of Indonesia, n.d.):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: Read, 'O Prophet,' in the Name of your Lord Who created. created humans from a clinging clot. Read! And your Lord is the Most Generous. Who taught by the pen. taught humanity what they knew not.

Reading is one of the four language skills (listening, speaking, reading, and writing) essential for every language user to learn and master. Therefore, efforts to teach children how to read are significant.

MI Nurul Islam Lumajang is one of the MIs in Lumajang Regency. MI Nurul Islam is one of the Madrasas that the COVID-19 pandemic has impacted. MI Nurul Islam Lumajang also conducts online learning. However, the educators at MI Nurul Islam have ways to get around the learning process during this pandemic. Like sending videos on information-sharing sites or WhatsApp. When carrying out virtual learning, educators apply the make-a-match method by sending a video of the learning process containing the

make-a-match method to develop reading skills. Evaluation of learning carried out by educators is on Saturdays; students who are not fluent in reading come to school or the teacher's house. From there, the educator evaluates learning by repeating what has been shared via WhatsApp media, namely doing the make-a-match learning method to all these students, so that educators can find out which ones have progressed or which ones are still having difficulties (based on the results of observations on 24 September 2020). Thus, the researchers conducted a research study titled: "Make a Match Method to Develop Students' Reading Ability During a Pandemic."

Research Methods

The approach used in this study is qualitative. Research is carried out on natural objects, where the objects studied are objects that develop as they are, not manipulated by researchers. The presence of researchers does not affect the dynamics of the object (Sugiyono, 2018). The type of research used in this study is field research (field research) with a phenomenological view because researchers leave the field to observe a phenomenon in a natural state (Musfiqon, 2012).

With this, the researcher tries to describe the data or events that are the center of attention, namely the Make a Match Method to Develop Students' Reading Skills During a Pandemic. The data collection techniques used interviews, observation, and documentation—moreover, the data validity used source and technical triangulation.

Result and Discussion

A. Planning the Make a Match Method to Develop Students' Reading Ability

Planning the make-a-match method to develop students' reading skills is; first, educators first prepare a Learning Implementation Plan (RPP), which has been regulated following the rules set by the Ministry of Education and Culture and also changed from a face-to-face Learning Implementation Plan (RPP) into a Learning Implementation Plan (RPP) online or virtual.

Second, educators always provide motivation and enthusiasm so that students are always enthusiastic and do not feel bored when learning online. Educators remind students always to maintain cleanliness and follow the applicable health protocols.

Third, before learning begins, the educator has prepared cards that will later be used during online learning through the class WhatsApp group. The educator also instructs students to make them, as exemplified by the educator.

From the explanation above, the results of the research are related to the theory that Sugayanto has put forward, which has similarities to planning the make-a-match method to develop students' reading skills, namely, the educator prepares cards that have been scrambled so that later students can match them back into a sentence that intact (Sugiyanto, 2009).

However, the results in the field are not suitable. The Learning Implementation Plan (RPP) states the existence of singing the national anthem and getting students used to writing and reading. However, during the learning process, the educator immediately

explains the material, provides motivation and practices the make-a-match method. When the teacher gives examples and instructs students to follow them during the planning process, students do not immediately make the word cards according to the instructions ordered by the educator. However, they make it during the learning process, such as making the cards earlier in the morning when learning is about to take place.

B. Implementation of the Make A Match Method to Develop Students' Reading Ability

Planning the make-a-match method to develop students' reading skills is, first, educators make learning videos containing greetings and asking students how they are, providing motivation for this online learning, always reminding them about maintaining health, and telling students to always comply with health protocols.

Second, the educator explains the material to be taught, then asks students to take or prepare the cards that were prepared yesterday before learning begins.

Third, the educator explains the steps for implementing learning, such as 1) The teacher prepares several cards containing several concepts or topics that may be suitable for review (preparation for a test or exam). 2) Each student gets one card. 3) Each participant looks for a partner who has a card that matches his card. 4) Students can join two or three other students holding matching cards. 5) Each pair of students discuss and complete the task together. 6) Presentation of group or quiz results. However, some steps have not been appropriately implemented because they are hindered by online learning or studying at home. As Students can also join two or three other students who hold matching cards, each pair of students discuss and complete assignments together, as well as presentation of group results or quizzes. So students match the alphabet's letter cards with the clue cards they choose in their respective homes. For activities that have not been carried out in implementing the make a match active learning method, it can be carried out again during the evaluation of the make a match method because educators re-do the method when students come to school.

Fourth, in online learning videos, educators practice how to arrange letter cards correctly, explaining how they work. Then ask students to practice online learning again today at their respective homes accompanied by recording it and then sending it to the WhatsApp group.

From the explanation above, implementing the make-a-match method to develop students' reading skills is by the theory of Sugiyanto (2009); first, each student gets one card. The teacher distributes letters of the alphabet to the students along with a hint card as a reference for matching the letters later. Then the educator explains the rules in the game of matching the cards.

Second, each participant looks for a partner who has a card that matches his card. After all, students get their letter cards; the teacher gives them time to match the clue cards they have distributed along with the letter cards.

The three students can join two or three other students holding matching cards. Students can join their friends to match the letter cards together, or they can help their friends who are still confused about how to match them.

Fourth, each student discusses and completes the task together. Students complete the game of matching letter cards together so that there are busy students because they are very excited to complete this matching task to get a prize in the form of one star that the teacher will give to the group who finishes on time.

Based on the results of the study, there are similarities with the theory put forward by Sugiyanto in the implementation of the make-a-match method to develop students' reading skills, such as 1) The teacher prepares several cards containing several concepts or topics that may be suitable for review (preparation for a test or exam). 2) Each student gets one card. 3) Each participant looks for a partner who has a card that matches his card.

The three steps above are the same as the online learning activities that educators do at the time of implementation. Educators and students prepare cards with the letters of the alphabet in their respective homes, then look for a partner with a card that matches the card in their respective homes. Educators send learning videos to WhatsApp groups. Then students listen to them. After finishing, the students practice again about the activities that the educator has demonstrated and then send it to the teacher.

As for the steps, students can join two or three other students holding the appropriate card. Each pair of students discusses and completes the task together. The presentation of group results or quizzes cannot be done because educators and students are in their respective homes and do learning only through virtual. So, theory and data are not appropriate when implementing the make-a-match method because many theories still have not been implemented properly. However, these steps can be carried out when evaluating the make-a-match method because educators and students gather together at school or at the educator's house.

C. Evaluation of the Make A Match Method to Develop Students' Reading Ability

The evaluation of the make-a-match method to develop students' reading skills is, first, the teacher gives questions in the form of composing words that the educator has prepared beforehand.

Second, the teacher instructs students to reread the reading books that the teacher has prepared beforehand. Third, educators and students carry out the make-a-match method together according to previous online learning, such as 1) The teacher prepares several cards containing several concepts or topics that may be suitable for review (preparation for a test or exam). 2) Each student gets one card. 3) Each participant looks for a partner who has a card that matches his card. 4) Students can join two or three other students holding matching cards. 5) Each pair of students discuss and complete the task together. 6) Presentation of group or quiz results (Sugiyanto, 2014).

The results of data collection that have been obtained showed that the evaluation of the make-a-match method to develop students' reading skills at MI Nurul Islam Lumajang is linear Sugiyanto's theory'. The steps of the make-a-match method at the time of the evaluation run according to the theory that has been explained. Even though it did not run well during the implementation of the make-a-match method, at the time of evaluation, the make-a-match method could run according to the steps mentioned. Then

the students, during the learning evaluation, reread the results they had matched before. Then the educator gives questions in the form of arranging words such as EAT-MOTHER-BREAD-IN THE KITCHEN and goes straight forward to arrange them on the blackboard. After that, the teacher asks students to reread the material that the teacher has prepared.

Conclusion

Based on the results of the presentation and analysis of research findings, it can be concluded as follows: 1) Planning the make-a-match method to develop students' reading skills is to prepare Learning Implementation Plans (RPP), educators provide motivation to students, prepare learning media, prepare materials and as well as word cards and hint cards. 2) The implementation of the make-a-match method to develop students' reading skills is that the educator gives an example first and then shares it in the WhatsApp group. After that, students practice again, recording it and then sending it to the educator. 3) Evaluation of the make-a-match method to develop students' reading skills is that every weekend or Saturday, students come to the educator's house with their assignments. Match words and reread reading books. Then together, they re-practice make-a-match activities such as during online learning.

Bibliography

- An-Nawawi, Al-Minhaj, 2001, *Syarah Shahih Muslim Ibnil Hajjaj*, Kairo, Darul Hadits.
- Irfan, 2017, "Pengaruh Penggunaan Media Gambar Terhadap Kemampuan Bercerita Dalam Bahasa Bugis Siswa Kelas Viii Smp Negeri 4 Sinjai Timur", Skripsi: Universitas Negeri Makassar.
- Kementerian Agama RI, *Ar-Rahim Al-Qur'an dan Terjemahan*, 96:1-5.
- Melayawati, 2016, *Pemahaman Dasar Membaca*, Yogyakarta: Deepublish.
- Muis Thabrani, 2013, *Pengantar dan Dimensi-Dimensi Pendidikan*, Jember: STAIN JEMBER PRESS.
- Musfiqon, 2012, *Panduan Lengkap Metodologi Penelitian Pendidikan*, Jakarta: Prestasi Public Publisher.
- Sugiyanto, 2009, *Model-Model Pembelajaran Inovatif*, Surakarta: FKIP UNS Press.
- Sugiyono, 2018, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.
- Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 2 Tahun 2020 dan Nomor 3 Tahun 2020 tentang Pencegahan dan Penanganan Corona Virus Disease (Covid-19).