



## Using Cooperative Learning and Matching Card Game Media to Teach Reading Skill for the Seventh Grade Student of SMP 9 Madiun in the Academic Year of 2024/2025

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### Article Info

#### Article history:

Received July 8, 2024

Revised July 20, 2024

Accepted July 31, 2024

#### Keywords:

Teaching Reading;

Cooperative Learning;

Matching Card.

### ABSTRACT

The role of English is vital nowadays in various factors of life. Reading awareness is also very important in understanding each concept and the essence of the learning design plan. The research approach used is qualitative descriptive research. The method used is a Cooperative Learning Strategy and Matching Card Media which is considered more suitable for junior high school students because at this level of teaching requires more interaction between teachers and students and stimulates student creativity. Using Cooperative Learning and Matching Cards to overcome students' problems in reading. This research aims to analyse (1) The application of using Matching Card to teach reading skill for the seventh-grade students of SMP 9 Madiun. (2) The advantages of using Matching Card to teach reading skill for the seventh-grade students of SMP 9 Madiun. (3) The disadvantages of using Matching Card to teach reading skill for the seventh-grade students of SMP 9 Madiun. To collect data, researchers used observation, interview and documentation techniques. Researchers used three data sources, namely social situations, participants, documents and used other instruments including: observation checklist, interview guide, lesson plans, student grades, and photos. The research location is at SMP 9 Madiun, especially class 7E with a total of 25 students participating. where this school is one of the best schools in Madiun. The results showed that (1) The application of using Matching Card to teach reading skill consists of three stages of activities named: pre-activity, main activity, and post-activity. (2) The advantages of using Matching Card to teach reading skill for the seventh-grade students of SMP 9 Madiun, among others: increases the creativity and spirit of students, helps attract students' interest in game media, and make students not tired of receiving learning. (3) The disadvantages of using Matching Card to teach reading skill for the seventh-grade students of SMP 9 Madiun, among other: difficulty understanding and assembling vocabulary and non conducive class condition.



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## 1. INTRODUCTION

English is an international language. English has been known since elementary school and is a compulsory subject that students must accept and many students want to read English texts for career and study purposes. In learning English, there are four skills to be learned, and one skill that must be possessed and mastered is reading. There are four skills in English, including listening, speaking, writing, and reading. Reading is an essential thing that must be taught to students, especially when learning to understand texts. Without reading, anyone cannot know much information in books or other sources. Andini & Ratmanida (2019) state that reading can increase students' knowledge, and reading is one of the basic competencies in every subject at school.

However, in general, many students faced problems in comprehending the texts. One of the problems that arises currently is that many students do not understand the content of the reading or even the meaning of the words itself. Asmilawati (2020) states that problems in reading skill are often found among students, due to the lack of students' interest in reading. In reading, it is necessary to have the ability to understand the main ideas and important

things from the entire content of the reading. However, in teaching of reading, there are still problems for students because it involves a lot of vocabulary, good speaking, and good comprehension of understanding the meaning of the text.

To solve the problems, the teacher needs to find out the appropriate strategy or approach to motivate students to help students achieve learning goals. Gultom (2020) states that to achieve learning goals, a competent, professional, and qualified teacher is needed in teaching, because the role of teacher is also very important on the process of teaching students reading. Teacher is expected to have skills and strategies in learning so that students are interested and easily understand what is conveyed by the teacher. There are many kinds of strategies that can be used in teaching, one of which is Cooperative Learning and the use of Matching Card media.

Cooperative Learning is a strategy that focuses on groups of students. Fan (2023) states that teacher gives freedom to students to group, to form relationships between students with one another. Furthermore, this statement is supported by Rapisa et al., (2018) who states that Cooperative Learning can improve social skill because students are required to interact in working together to achieve certain goals, have a sense of individual responsibility in working together, and increase student enthusiasm in process reading skill. In this strategy the teacher accompanies students in using learning materials, and helps students when playing if they make reading errors.

The use of media in learning is very useful, because it makes it easier for students to receive the knowledge provided by the teacher. Matching Cards are used by researcher as game media. Taka (2019) states that playing games in class has many benefits, including eliminating boredom, increasing student motivation, interacting with peers, gaining new knowledge, and increasing memory retention.

Based on the problems above, it cannot be denied that teacher teaching strategies greatly influence the development of students reading skill. One strategy that can improve students reading skill is Cooperative Learning because it can solve problems in groups so that students become productive in learning. In addition, learning media is also very important to encourage students' interest and facilitate students understanding, especially in reading English. This study aims to use Matching Card Media in teaching reading. In this regard, the researcher proposes the following title "Using Cooperative Learning and Matching Card Media to Teach Reading Skill for the Seventh Grade Students of SMP 9 Madiun in the Academic 2024/2025".

## 2. RESEARCH METHOD

This study uses a descriptive qualitative research approach. Creswell (2014) states that qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop theories about a phenomenon or setting. Qualitative research begins by using a theoretical framework that provides information about the problems faced by individuals or groups. This is in line with the aim of this study to identify Matching Card to teach reading skill by conducting observations and interviews to collect data.

This research was conducted on class VII students of SMP 9 Madiun. The researcher observed one class, namely class VII E which consisted of 22 students. This research uses a reading test as the instrument and students answer questions from the questions that have been given. This test consists of 10 descriptive texts and each text consists of 5 essay questions.

There were five instruments utilized to gather the research data. At the stage of defining the instruments, the instruments were: 1) Lesson Plan; 2) Checklist Observation; 3) Interview Guideline; 4) Tape Recorder ; 5) Photo.

This method is used to explain the situation that actually occurs directly in the classroom because it provides an overview of the application, advantages, and disadvantages of using Matching Card Media to teach reading skill for class VII students of SMP 9 Madiun in the academic year 2024/2025.

## 3. RESULTS AND ANALYSIS

### a. Result Observation

This section explains the results of the observation process, the researcher has made observations to obtain data related to the research. Data collection was carried out by observing reading and teaching and learning activities using the Cooperative Learning and Matching Card.

Researchers use this lesson plan to teach reading to VII E students at SMP 9 Madiun. The lesson plan contains one semester of learning regarding competency standards, learning activities, indicators, subject matter, assessment, time allocation, resources, moral values, and assignments. The lesson plan is very important for teachers to be able to measure learning boundaries. Learning plans are developed from the lesson plan so that student learning activities achieve basic competencies. Learning activities are divided into 3 pre-activity, main activity, and post-activity.

#### 1) Pre-Activity

In pre-activity, the learning activities carried out are an introduction to classroom learning activities. The activities consist of greetings, prayers, introductions, and attendance for students.

#### 2) Main Activity

In temporary activity, learning activities contain main activities or main activities in learning. This activity contains steps in using the Cooperative Learning and Matching Card. In this activity, the teacher explains descriptive text material and how to use Matching Card for learning to reading. The teacher divides students into 5 groups with different Matching Card images for each group. The aim of dividing groups is so that teachers can find out the creativity of each group and easily find problems encountered in learning.

3) Post-teaching Activities

The post-teaching activity contains the final activities carried out during learning, such as reviewing the material that has been presented, asking questions about material that students do not understand, and greeting at the end of the learning activity.

b. Result Interview

This section explains the results of interviews with English teachers and students of SMP 9 Madiun after the lesson was carried out.

Tabel 3.1 Interview With Teacher

No.	Question	Answer
1.	How is the application of learning using matching card media?	In my opinion, using Matching Card Media like this is very good. So, it helps students to provoke students in their aspirations to find answers to the questions that have been prepared.
2.	Does the application of this learning approach foster an interest in students reading skills?	Students are very enthusiastic about studying descriptive text material because the pictures on the Matching Card Media that have been prepared are very interesting.
3.	What are the advantages of using Matching Card in teaching and learning activities?	Helping students interest by stimulating because the pictures provided are in accordance with the text that has been provided and fostering students creativity and raising enthusiasm so that students are greatly helped by the Media Matching Card.
4.	What are the disadvantages of using Matching Card in teaching and learning activities?	There are no downsides, it's actually very helpful
5.	What suggestions do you have to enhance students learning using Matching Card Media for on the process of teaching reading outcomes?	Matching Card Media is made more interesting and varied for students, especially for junior high school students because it stimulates children to learn better.

Tabel 3.2 Interview with Students

No.	Question	Answer
1.	Do you enjoy learning that incorporates Matching Card learning media?	Yes, because I can improve my reading literacy, especially in English lessons. (Students 1) Yeah, quite enjoy it. (Student 2) Yes, I really enjoy it because learning is fun by playing (Student 3) Yeah, quite enjoy it. (Student 4) Yes, really enjoy it because you learn while playing. (Student 5)
2.	What benefits did you experience from participating in today's learning activities with the teacher?	It is very exciting, because I have never encountered a learning strategies using matching card media before, so this is something new for me. (Student 1) Gain new experiences and learning about descriptive text with Matching Card Media. (Student 2) Can increase knowledge and insight. (Student 3) Can increase knowledge and insight. (Student 4)

		I have a new experience by playing games in groups. (Student 5)
3.	What difficulties did you encounter during today's lesson?"	There is no difficulty for me to follow today's lesson. (Student 1) Nothing Ma'am. (Student 2,3,4,5)
4.	Would you like to participate in similar learning activities with your teacher in future sessions?	Yes, I hope to find learning using the Matching Card Media like the one I just got. (Student 1) Of Course. (Students 2,3,4,5)

c. Result Documentation

This section explains the results of documentation when conducting research. The documentation results taken are by classroom learning activities. Documentation when the teacher explains the material, student writing activities, and documentation during interviews with teachers and students.

#### 4. CONCLUSION

Based on the interviews conducted with the students and English teacher at SMP 9 Madiun regarding the use of the Cooperative Learning Strategies with Matching Card Media, it seems that both parties found the method to be engaging and beneficial for learning, particularly on the process of reading literacy and generating enthusiasm among students.

The students expressed enjoyment and a sense of novelty with the Matching Card Media, highlighting its effectiveness on the process of their reading skill and overall learning experience. The teacher also emphasized the positive impact of the method on students' interest in reading skill and creativity, suggesting that the advantages of using Matching Card outweigh any potential disadvantages.

The advantages identified, such as increased student interest, engagement, and collaborative learning experiences, are significant in enhancing the learning outcomes for students. On the other hand, the disadvantages, such as reading fluency and comprehension issues, emphasize the importance of addressing potential challenges that students may face, particularly with unfamiliar vocabulary.

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