The Effect of the Integrated Global Method Using the Make a Match Learning Model on the Initial Reading Skills of Second-Grade Students at SD Negeri 7 Pangkalanbaru

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Abstract

This study was motivated by the low level of students' initial reading skills. Based on the identified problems, students experienced difficulties in clearly and accurately pronouncing consonants, particularly R, S, and L, as well as letter combinations such as Ng, Ny, and Sy. This study aimed to determine the effect of the global method integrated with the Make a Match learning model on the initial reading skills of second-grade students. A quantitative approach was employed using a pre-experimental method with a one-group pretest-posttest design. The subjects of this study were second-grade students of SD Negeri 7 Pangkalanbaru. Data were collected through an initial reading skills test administered before and after the treatment. The data were analyzed using a paired sample t-test. The results showed that the global method integrated with the Make a Match learning model had a significant effect on students' initial reading skills. The hypothesis test yielded a significance value of 0.000 < 0.05, indicating that H_0 was rejected and H_a was accepted. Therefore, it can be concluded that the global method integrated with the Make a Match learning model significantly improves the initial reading skills of second-grade students at SD Negeri 7 Pangkalanbaru.

Keywords: *global method, Make a Match, initial reading skills.*

1. INTRODUCTION

Initial reading skills are an essential foundation for elementary school students because reading is closely related to their ability to understand learning materials and participate effectively in classroom activities. Students who have difficulties in initial reading may experience problems in recognizing letters, pronouncing words, reading syllables, and developing reading fluency. These difficulties can subsequently affect their ability to understand information presented in textbooks and other written learning resources (Santiroso, 2019). Therefore, appropriate instructional strategies are needed to support students in developing initial reading skills from the early stages of elementary education.

Initial reading instruction requires learning activities that are systematic, gradual, and appropriate to students' developmental characteristics. One method that can be used is the Global Method. This method introduces reading through meaningful units, such as pictures and sentences, which are subsequently broken down into words, syllables, and individual letters. The systematic process allows students to recognize reading material from larger and more meaningful units toward smaller linguistic units (Palupi et al., 2023). Several previous studies have reported the potential of the Global Method to improve students' initial reading skills. Dewi et al. (2017), for example, found that the Global Method assisted by letter-card media had a positive effect on the initial reading skills of elementary school students. Similarly, Rikmasari and Savitri (2019) reported improvements in students' initial reading skills following the implementation of the Global Method. Sundari et al. (2023) also found that the application of the Global Method could improve initial reading skills among first-grade elementary school students. More recent research by Napratilora and Nurdianti (2024) further demonstrated the effectiveness of the Global Method in supporting elementary students' initial reading abilities. These findings indicate that

the Global Method provides a systematic learning sequence that is relevant to the development of early reading skills.

The use of visual media can further strengthen the implementation of the Global Method. Pictures provide concrete and meaningful representations that can help students connect visual information with words and pronunciation. Suwarti (2022) demonstrated that the Global Method supported by visual media could improve students' initial reading skills. Ragelia et al. (2025) similarly reported that the Global Method assisted by flashcards had a positive effect on initial reading ability. These findings suggest that integrating visual stimuli into reading instruction can facilitate students' recognition of words and linguistic units while making the learning process more engaging.

In addition to the Global Method, interactive learning models can be used to create a more active and enjoyable learning environment. One such model is Make a Match, which involves students in finding pairs of cards containing related information. Through this activity, students are encouraged to interact with their peers, identify appropriate word or picture pairs, and practice the learning material in an engaging manner. Sitompul and Maulina (2021) explain that Make a Match is a cooperative learning model that utilizes paired question-and-answer cards to facilitate learning through interactive activities. The use of Make a Match has also been associated with improvements in reading-related learning outcomes. Taufan et al. (2020) found that the Make a Match model was effective in improving initial reading abilities among students with dyslexia in inclusive elementary schools. More recent studies have also demonstrated the potential of Make a Match for improving reading skills. Nofiyanti et al. (2024) reported improvements in students' reading skills through the implementation of Make a Match supported by flashcard media, while Iku et al. (2025) found that the combination of Make a Match and syllable-card media could improve students' initial reading skills. Hasriani et al. (2025) likewise reported a positive effect of the Make a Match learning model on the reading skills of second-grade elementary school students.

Although previous studies have demonstrated the effectiveness of the Global Method and Make a Match in supporting reading development, most studies have examined these approaches separately or combined them with different types of media. Research focusing specifically on the integration of the Global Method with the Make a Match learning model for initial reading instruction remains limited. This creates an opportunity to combine the systematic reading sequence of the Global Method with the interactive and collaborative characteristics of Make a Match. The Global Method can provide structured guidance from pictures and sentences to words, syllables, and letters, while Make a Match can provide repeated opportunities for students to identify, match, and read words through an enjoyable learning activity. The integration of these two approaches is therefore expected to provide complementary support for students who experience difficulties in initial reading.

The need for such an approach was identified at SD Negeri 7 Pangkalanbaru. Based on an interview with the second-grade homeroom teacher and classroom observations, several students were found to have difficulties in reading fluently and accurately. Some students experienced difficulties in pronouncing the consonants R, S, and L, as well as specific consonant sequences such as Ng, Ny, and Sy. These difficulties were reflected in students' pronunciation of several words during the initial observation. The findings indicated that students required learning activities that provided systematic pronunciation practice while maintaining active engagement during the learning process.

Based on these conditions, the present study implemented the Global Method integrated with the Make a Match learning model to address students' initial reading difficulties. The integration was designed to combine the systematic progression of the Global Method with the interactive matching activities of Make a Match. Therefore, this study aimed to examine the effect of the Global Method integrated with the Make a Match learning model on the initial reading skills of second-grade students at SD Negeri 7 Pangkalanbaru. The study is expected to contribute empirical evidence regarding the use of an integrated instructional approach for improving initial reading skills in elementary school contexts.

2. METHOD

This study employed an experimental research method using a pre-experimental design with a one-group pretest-posttest design. The study involved one group, namely the experimental group, which was given a pretest before the treatment and a posttest after the treatment. The population in this study consisted of all second-grade students at SD Negeri 7 Pangkalanbaru, totaling 21 students. Since the population was relatively small, the study employed a saturated sampling technique, in which all members of the population were included as research participants.

Data were collected using a reading test, specifically an oral reading test, to assess the students' initial reading skills. The test was administered before and after the treatment to determine changes in students' initial reading skills following the implementation of the Global Method integrated with the Make a Match learning model. Data analysis consisted of prerequisite testing and hypothesis testing. The prerequisite analysis included a normality test, while the hypothesis was tested using a paired sample t-test to determine whether there was a significant difference between students' initial reading skills before and after the treatment..

3. RESULTS AND DISCUSSION

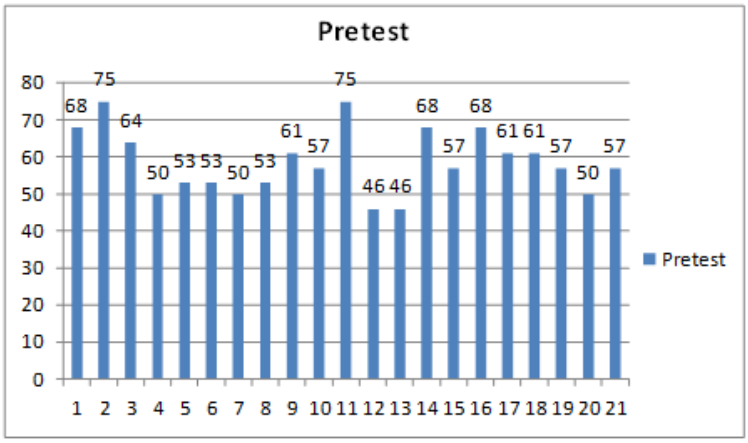
3.1 Data Collection Description

This study was conducted at SD Negeri 7 Pangkalanbaru during the odd semester of the 2024/2025 academic year. The research was conducted from November 18 to November 21, 2024, involving 21 second-grade students as research participants. Before the implementation of the study, the research instrument was prepared and subjected to validity and reliability testing. The instrument was reviewed by experts in language and subject matter, namely Ishak and Tien Rostini. Following expert validation, the instrument was considered suitable for use and was subsequently tested on 23 third-grade students.

The instrument consisted of seven oral reading test items designed to assess students' initial reading skills. Instrument validity was analyzed using SPSS version 25. The validity test results indicated that all seven items had significance values below 0.05, indicating that the items were considered valid. The reliability of the instrument was then assessed using Cronbach's Alpha with the assistance of SPSS version 25. The results indicated that the instrument met the required reliability criteria and was therefore considered reliable for data collection. Following the validity and reliability testing, the instrument was administered to the second-grade students.

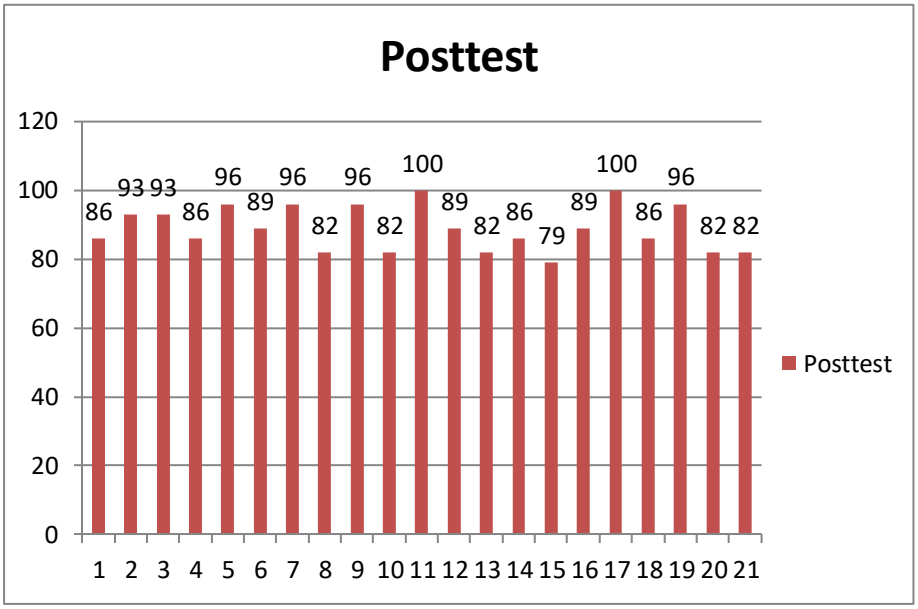
Data collection was conducted using an oral reading test. The test was administered twice, namely as a pretest before the treatment and as a posttest after the treatment. The pretest was conducted to determine the students' initial reading skills before the implementation of the Global Method integrated with the Make a Match learning model, while the posttest was administered to determine the students' initial reading skills after receiving the treatment.

3.2 Pretest Results



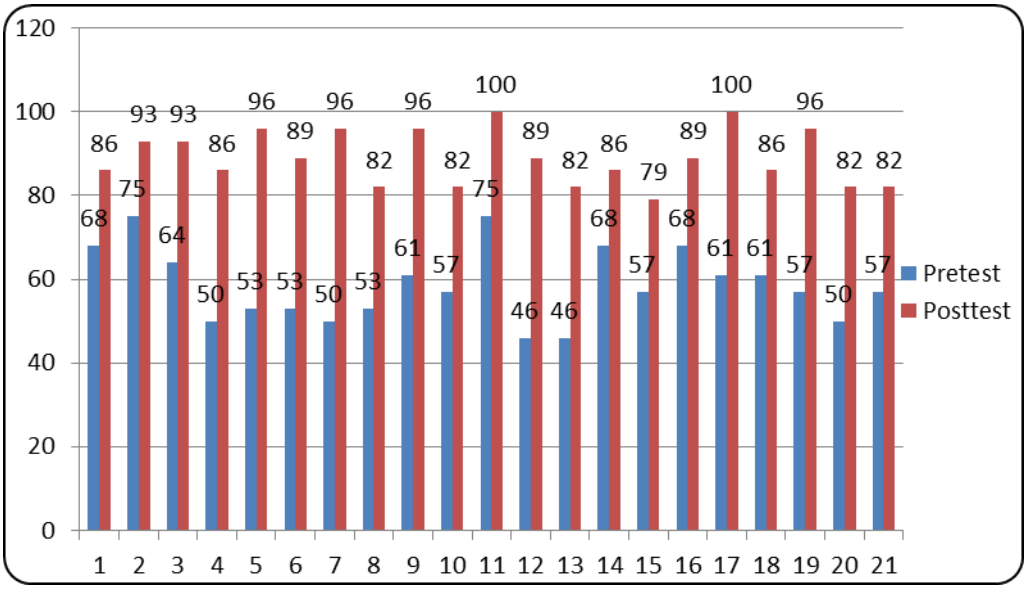
The pretest results were obtained from 21 second-grade students. The students' scores ranged from 46 to 75. Two students obtained a score of 46, three students obtained a score of 50, three students obtained a score of 53, four students obtained a score of 57, three students obtained a score of 61, one student obtained a score of 64, three students obtained a score of 68, and two students obtained a score of 75. Thus, the lowest pretest score was 46, while the highest score was 75.

3.3 Posttest Results



The posttest results were obtained from 21 second-grade students after the implementation of the Global Method integrated with the Make a Match learning model. Based on the results, one student obtained a score of 79, five students obtained a score of 82, four students obtained a score of 86, three students obtained a score of 89, two students obtained a score of 93, four students obtained a score of 96, and two students obtained a score of 100. Thus, the lowest posttest score was 79, while the highest score was 100.

3.4 Comparison of Pretest and Posttest Results



The comparison of the pretest and posttest results shows an improvement in students' initial reading skills following the implementation of the Global Method integrated with the Make a Match learning model. The pretest results showed an average score of 59, whereas the posttest results showed an average score of 89. Therefore, the students' average score increased by 30 points after the treatment. These results indicate a substantial improvement in students' initial reading skills following the implementation of the learning intervention.

3.5 Data Analysis Prerequisite Test

3.5.1 Normality Test

This study was conducted at SD Negeri 7 Pangkalanbaru and involved 21 second-grade students. The study aimed to examine the effect of the Global Method integrated with the Make a Match learning model on students' initial reading skills. Students' initial reading skills were assessed through pretest scores obtained before the treatment and posttest scores obtained after the treatment. Before conducting the hypothesis test, a normality test was performed as a prerequisite for data analysis.

Table 1. Normality Test

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	.944	21	.256
POSTTEST	.921	21	.089

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro–Wilk test, both the pretest and posttest data were normally distributed. The pretest data had a significance value of 0.256 (> 0.05), while the posttest data had a significance value of 0.089 (> 0.05). Therefore, the normality assumption was met, indicating that the data were suitable for further analysis using a paired-samples t-test.

3.5.2 Hypothesis Test

The hypothesis test was conducted to determine whether the Global Method integrated with the Make a Match learning model had a significant effect on the initial reading skills of second-grade students at SD Negeri 7 Pangkalanbaru. Since the pretest and posttest data were normally distributed, a paired-samples t-test was used to examine the difference between students' initial reading scores before and after the treatment.

Table 2. Paired-Samples t-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	*Pretest - Posttest*	-30.47619	8.85223	1.93171	-34.50568	-26.44671	-15.777	20	.000

Based on the paired-samples t-test, the significance value was less than 0.001 ($p < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These results indicate a statistically significant difference between students' initial reading skills before and after the treatment. In other words, the Global Method integrated with the Make a Match learning model had a significant effect on the initial reading skills of second-grade students at SD Negeri 7

Pangkalanbaru. The negative mean difference (-30.47619) resulted from the calculation of the pretest score minus the posttest score. Since the posttest mean was higher than the pretest mean, the result indicates an improvement in students' initial reading skills following the implementation of the learning intervention.

3.6 Discussion

This study began with an initial observation at SD Negeri 7 Pangkalanbaru, including an interview with the second-grade homeroom teacher and classroom observations. The findings indicated that several students had not yet achieved fluent and accurate initial reading skills. In particular, some students experienced difficulties in clearly pronouncing the consonants R, S, and L, as well as consonant combinations such as Ng, Ny, and Sy. These findings indicated the need for an instructional approach that could provide systematic reading practice while engaging students actively in the learning process. The present intervention primarily addressed factors related to students' learning processes, while external factors, such as parental support and learning activities outside school, were beyond the scope of the intervention.

Based on these initial findings, the Global Method integrated with the Make a Match learning model was implemented in the second-grade classroom. The study involved 21 students and was conducted over four face-to-face meetings. Before the intervention, the research instrument was validated by material and language experts and subsequently tested on third-grade students to establish its validity and reliability. After the instrument met the required criteria, the research was conducted with the second-grade students.

The first meeting, conducted on November 18, 2024, began with the administration of the pretest. Students were assessed individually through an oral reading test consisting of seven items. The pretest was intended to identify students' initial reading abilities before the intervention. The results showed a mean score of 59, with scores ranging from 46 to 75. These findings confirmed that the students' initial reading skills still required improvement, particularly in pronunciation and reading fluency.

The instructional intervention was conducted during the second and third meetings. In the second meeting, held on November 19, 2024, the researcher implemented the Global Method integrated with the Make a Match learning model. The learning process began with routine classroom activities, including greetings, prayer, attendance checking, an ice-breaking activity, and an explanation of the learning objectives. These activities were intended to create a conducive and engaging learning environment. Previous research has indicated that routine activities such as prayer before learning can support the development of students' religious habituation and values (Sari et al., 2023), while ice-breaking activities can help reduce boredom and encourage active participation during learning (Iskandar et al., 2023).

During the core learning activity, students were divided into four groups consisting of five to six students. The researcher introduced the Global Method by presenting pictures accompanied by words, syllables, and individual letters. For example, the word rambutan was presented together with its syllabic form (ram-bu-tan) and individual letters (r-a-m-b-u-t-a-n). The researcher first modeled the reading process and then guided the students to read the word, break it down into syllables, and subsequently identify its individual letters. The same procedure was applied to other examples, such as papan tulis. This sequence allowed students to move progressively from meaningful linguistic units to smaller units, consistent with the principles of the Global Method described by Palupi et al. (2023).

The Make a Match activity was subsequently integrated into the learning process. The researcher distributed picture cards to one group and corresponding word cards to another group. The cards contained words involving the target consonants R, S, L, Ng, Ny, and Sy. Students were asked to identify the card that matched the card they held within a specified time. After finding a potential match, students were required to read the word on the card and determine whether the pair was correct under the teacher's guidance. Correct matches were reinforced through positive responses from classmates. This activity provided students with repeated opportunities to recognize and pronounce words while simultaneously encouraging interaction and active participation. The procedure was consistent with the general stages of the Make a Match learning model described by Rusman (2018).

The third meeting, conducted on November 20, 2024, continued the intervention using different pictures and reading materials. The learning activities focused more specifically on words containing the target consonants and consonant combinations. For example, students were guided to read the sentence bulu tangkis, then break it down into individual words (bulu – tangkis), syllables (bu-lu – tang-kis), and letters (b-u-l-u – t-a-n-g-k-i-s). A similar procedure was applied to the phrase masyarakat bergotong royong. Students who had obtained relatively low pretest scores were given additional opportunities to practice reading and decompose sentences into words, syllables, and letters. This procedure provided differentiated practice for students who required greater assistance and was consistent with the systematic stages of the Global Method (Palupi et al., 2023).

The Make a Match activity was also continued during the third meeting using picture and word cards containing the target consonants. Students worked collaboratively to identify matching cards and then read the words aloud. Through this activity, students were exposed to repeated pronunciation practice in an interactive learning environment. The combination of systematic reading instruction through the Global Method and the game-like characteristics of Make a Match created opportunities for students to practice initial reading skills without relying solely on conventional individual reading exercises.

The fourth meeting, conducted on November 21, 2024, consisted of the posttest. The posttest used the same type of oral reading assessment as the pretest, with students assessed individually on seven reading items. The results showed a mean score of 89, with scores ranging from 79 to 100. Compared with the pretest mean of 59, the posttest mean increased by 30 points. This increase suggests an improvement in students' initial reading performance following the implementation of the intervention.

The improvement can also be interpreted based on the assessment rubric used in the study. Students' performance was assessed based on their ability to pronounce vowels, consonants, consonant combinations, and diphthongs, as well as their intonation, clarity, and fluency when reading. The maximum raw score was 28, which was converted into a score of 100 using the formula: obtained score divided by the maximum score and multiplied by 100. For example, a student who obtained a raw score of 21 received a final score of 75, which was categorized as good according to the predetermined assessment criteria. This scoring procedure provided a standardized basis for comparing students' reading performance before and after the intervention.

The statistical analysis further supported the observed improvement. The Shapiro–Wilk normality test showed that both the pretest and posttest data were normally distributed, with significance values of 0.256 and 0.089, respectively. Because both values were greater than 0.05, the data met the normality assumption. A paired-samples t-test was subsequently conducted to compare students' reading performance before and after the intervention. The analysis produced a mean difference of -30.47619, with a t value of -15.777 and a significance value of $p < .001$. Thus, there was a statistically significant difference between students' pretest and posttest scores. Given that the posttest mean was substantially higher than the pretest mean, the findings indicate that students' initial reading skills improved following the implementation of the Global Method integrated with the Make a Match learning model.

The findings are consistent with previous studies concerning the use of Make a Match and the Global Method in early reading instruction. Yuliyawati (2020) reported that the Make a Match learning model had a positive effect on students' initial reading skills. Similarly, Dewi et al. (2017) found that the Global Method could improve initial reading skills. Sani (2021) further reported that the use of the Global Method could make initial reading instruction more effective because the use of attractive pictures helped children understand and recognize the reading material more easily. These findings support the present study by suggesting that both the systematic structure of the Global Method and the interactive characteristics of Make a Match can contribute to the development of students' initial reading skills.

The findings of the present study suggest that the effectiveness of the intervention may be attributed to the complementary characteristics of the two approaches. The Global Method provides a structured sequence that guides students from pictures and meaningful linguistic units to words, syllables, and individual letters. Meanwhile, Make a Match provides an interactive context in which

students repeatedly practice recognizing and pronouncing words through matching activities. The integration of these approaches therefore enables students to receive structured reading instruction while simultaneously engaging in collaborative and enjoyable learning activities.

Overall, the results demonstrate that the Global Method integrated with the Make a Match learning model was associated with a significant improvement in the initial reading skills of the second-grade students at SD Negeri 7 Pangkalanbaru. Nevertheless, because this study employed a one-group pretest-posttest design without a control group, the findings should be interpreted as evidence of improvement following the intervention rather than as definitive evidence of causal effectiveness. Other factors that were not controlled in the study may also have contributed to the observed improvement.

4. CONCLUSION

Based on the findings and discussion, it can be concluded that the Global Method integrated with the Make a Match learning model was associated with a significant improvement in the initial reading skills of second-grade students at SD Negeri 7 Pangkalanbaru. The students' mean score increased from 59.57 on the pretest to 89.04 on the posttest, indicating an improvement of 29.47 points following the intervention.

The results of the paired-samples t-test showed a significance value of $p < .001$, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings indicate a statistically significant difference between students' initial reading skills before and after the implementation of the Global Method integrated with the Make a Match learning model. The integration of the two approaches provided students with structured reading practice through the decomposition of sentences, words, syllables, and letters, combined with interactive matching activities. Nevertheless, because this study employed a one-group pretest-posttest design without a control group, the findings should be interpreted as evidence of significant improvement following the intervention rather than definitive proof of a causal effect.

AI USAGE STATEMENT

No AI tools were used in the preparation of this manuscript.

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