

THE EFFECT OF THE COOPERATIVE MAKE A MATCH MODEL ASSISTED BY FLIPBOOK ON STUDENTS' BEGINNING READING ABILITY

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ABSTRACT

This study aimed to determine the effect of the cooperative Make a Match model assisted by Flipbook on the beginning reading ability of first-grade students at SDN 068 Sindanglaya. The background was the low reading literacy among Indonesian students based on PISA 2018 (ranked 74th out of 79 countries) and the low beginning reading ability in grade I at SDN 068 Sindanglaya (average 66.7). The research method used was quantitative quasi-experiment with a nonequivalent control group design. The sample consisted of 56 first-grade students: 28 students in class 1A as the experimental class and 28 students in class 1B as the control class. Data collection techniques included tests (pretest and posttest), observation, and documentation. The results showed that the Make a Match model assisted by Flipbook had a large effect on improving beginning reading ability. The experimental class average score increased from a pretest of 65.75 to a posttest of 85.75, while the control class increased from 64.47 to 78.42. The N-Gain test showed an increase of 70% (high) in the experimental class and 61% (moderate) in the control class. The effect size test yielded a value of $d=1.00$, categorized as a high effect. In conclusion, this learning model is effective in improving students' beginning reading ability.

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1. INTRODUCTION

Indonesian language learning in elementary school is very important because, in addition to serving as a communication tool, language can reflect the character, personality, and education of each individual. The Ministry of Education and Culture (Kemendikbud, 2022, p. 7) states that in the Indonesian language learning achievement module for elementary school, students must master the initial stage of beginning reading ability, namely the recognition of letters, words, and sentences.

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The results of the international Programme for International Student Assessment (PISA) survey conducted by the Organisation for Economic Co-operation and Development (OECD) show that the reading literacy of students in Indonesia is still relatively low compared to other countries. Based on PISA 2018 results, the reading literacy score of Indonesian students was below the OECD average, ranking 74th out of 79 participating countries (OECD, 2019). These results indicate that the ability to understand, interpret, and use text in everyday life contexts remains a major challenge for Indonesian students.

Beginning reading is the process by which students build knowledge of the writing system through letter recognition, vocabulary mastery, and simple sentences. Tarigan (2008, p. 7) emphasizes that the essence of the reading process lies in the implementation of indirect communication, with the writer's ideas conveyed to the reader through the medium of words in written form. The aim of beginning reading is to develop students' basic reading ability by focusing on the recognition and articulation of written symbols (letters, words, sentences) fluently, accurately, and with appropriate intonation.

Indicators of beginning reading ability are set out in the Minister of Education and Culture Regulation (Permendikbud) No. 137 of 2014 concerning Content Standards for Early Childhood Education, which states that students at this stage are required to be able to: name letter symbols in writing their own name, read their name, understand words in stories, pronounce syllables, recognize the initial letter sounds of objects and understand the relationship between sounds and letter shapes, and group pictures based on the same letter or initial sound.

Based on observation results at SDN 068 Sindanglaya, it was found that of 28 students, 13 were able to achieve a score of 70 as the Minimum Completeness Criteria (KKM), while 15 students were unable to achieve a score of 70 as the KKM, with the class average reaching only 66.7. The low results of the beginning reading ability test were caused by students' lack of enthusiasm in participating in learning and educators often using models or media that were not very varied.

The cooperative Make a Match model is a model in which students learn in groups and search for matching card pairs. Huda (2014) explains that the cooperative Make a Match learning model is defined as a conceptual framework that facilitates concept mastery among students in an active, creative, effective, and interactive manner. Lie (2008) emphasizes several advantages of this model, including: (1) the creation of an active and enjoyable classroom, (2) increased attractiveness of learning materials, (3) a more palpable joyful atmosphere throughout the learning process, (4) more dynamic cooperation among students, and (5) the growth of a spirit of mutual cooperation.

Sugianto (2013, pp. 101–116) explains that in creating a Flipbook, software known as Flipbook maker can be used to convert the appearance of a book or learning material into an electronic book in Flipbook form. Sari and Ahmad (2021, pp. 3–5) explain that Flipbook is a structured digital medium that combines text, audio, and images, thus creating a more interactive learning experience and encouraging active student engagement.

2. RESEARCH METHOD

The method used in this study was quantitative quasi-experiment with a nonequivalent control group design. The researcher used purposive sampling with two classes: class 1A with 28 students as the experimental group and class 1B with 28 students as the control group.

Data collection techniques were divided into three: tests including pretest and posttest, observation of educator and student activities, and documentation. Data analysis techniques used quantitative descriptive analysis, normality test, homogeneity test, t-test, normalized N-Gain test, and effect size test.

The research instrument used was a beginning reading ability test. The assessment rubric used a 1–4 scale with indicators: (1) ability to name symbols in writing one's own name, (2) reading one's own name, (3) understanding each word in a story, (4) naming the initial letter sound of names of objects in the surrounding environment, (5) understanding the relationship between sounds and letter shapes, and (6) naming groups of pictures with the same letter and initial sound.

The indicators to be achieved by students in this study are stated by Dalman (2014, p. 10), who explains that through this stage students are expected to be able to read each sentence well. Beginning reading focuses on mastery of letter characteristics, the ability to combine letters into syllables, and to arrange syllables into words and simple sentences.

The research procedure was carried out in three stages: (1) Preparation stage, including research design, problem identification, consultation with supervising lecturers, and preparation of learning materials; (2) Implementation stage, including pretest, application of treatment over 4 meetings, and posttest; (3) Reporting stage, including data processing, drawing conclusions, and report writing.

3. RESULTS AND DISCUSSION

The implementation of learning activities in the experimental class began with measuring the beginning reading ability of students through a pretest. The research was conducted over 4 meetings using two teaching modules, with each meeting lasting 2 lesson periods (2 × 35 minutes). Each teaching module covered one reading topic completed in two meetings.

The learning process was structured according to the steps of the cooperative Make a Match model as described by Pratiwi (2018), namely: (1) the educator prepares and presents the learning material, (2) students pay attention and listen to the educator's explanation, (3) students receive question cards and answer cards, then match them to the correct pairs, (4) pairs who successfully find a match read the result in front of the class, (5) other students provide feedback or corrections, (6) the educator provides reinforcement of the activity results, (7) the lesson is closed with reflection and appreciation for the students.

Measurement of beginning reading ability was conducted through pretest and posttest containing questions and tasks on reading simple sentences and arranging letters into words. The results showed that learning with the cooperative Make a Match model assisted by Flipbook at SDN 068 Sindanglaya provided a significant improvement in students' beginning reading ability compared to conventional learning.

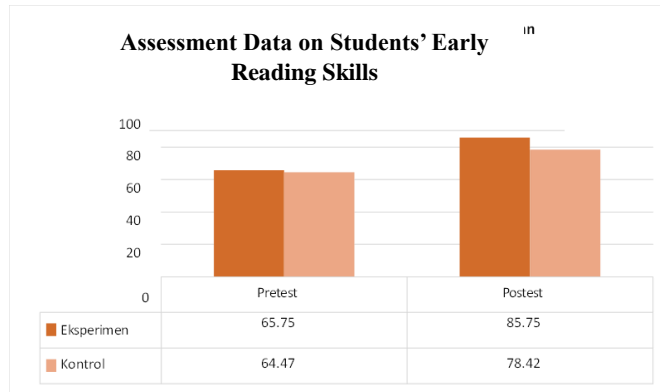


Figure 1. Recapitulation of Beginning Reading Ability Scores

Based on the figure above, it can be concluded that the average beginning reading ability scores of students in the experimental class were higher than in the control class. In the control class, the average pretest score was 64.47, while in the experimental class the average pretest score reached 65.75. After the treatment using the cooperative Make a Match model assisted by Flipbook media, there was a significant increase in the experimental class posttest scores with an average of 85.75, while the control class reached only 78.42 on average.

Table 1. Educator Activity Development

Class	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Experimental	75.56%	84%	87.24%	97.25%
Control	50.33%	55.66%	65.38%	73.63%

Table 1 shows the contrasting development of educator activity between the experimental and control classes. The experimental class recorded a significant gradual increase: 75.56% (Meeting I), 84% (II), 87.24% (III), and 97.25% (IV), indicating good adaptation to the learning model. On the other hand, the control class experienced only limited improvement: 50.33% (I), 55.66% (II), 65.38% (III), and 73.63% (IV).

Table 2. Pretest and Posttest Results

Class	Number of Participants	Pretest	Posttest	Increase
Experimental	20	65.75	85.75	20.00
Control	19	64.47	78.42	13.95

Table 2 shows that both groups had balanced baseline ability at the initial stage (experimental: 65.75; control: 64.47). However, after the application of treatment, the experimental class using the Make a Match model showed higher achievement (85.75) than the control group (78.42).

Table 3. Normalized N-Gain Test Results

Class	Gain Index	Improvement	Category
Experimental	70.67%	70%	High
Control	61.03%	61%	Moderate

The N-Gain analysis results showed an increase in reading ability in both research groups. The comparison of gain scores between pretest and posttest showed a clear difference in effectiveness between the two learning models. The effectiveness of the cooperative Make a Match model is reflected in an increase of 70% in the experimental class, an achievement classified as high. In contrast, the conventional model in the control class was only able to foster an increase of 61%, which falls in the moderate category.

Table 4. Effect Size Test Results

Class	Posttest Average	Effect Size	Interpretation
Experimental	85.75	d=1.00	Large
Control	78.42		

The effect size test results showed a value of 1.00, indicating that the delta value is greater than 0.5. Thus, it can be concluded that the application of the cooperative Make a Match learning model assisted by Flipbook media has a large effect on improving students' beginning reading ability. An effect size value of 1.00 falls within the high effect category.

Table 5. Hypothesis Test Results

Test	Significance	Decision
Pretest	0.522	H ₀ accepted
Posttest	0.001	H ₀ rejected, H _a accepted

Statistical analysis of pretest data proved that both groups had equivalent initial characteristics before the research intervention was conducted. The normality test results confirmed a normal distribution of data, while the independent t-test yielded a significance value of 0.522 ($p > 0.05$), indicating no significant difference in beginning reading ability between the two groups at the initial stage. After the treatment, posttest analysis showed that the data met the assumptions of normality and homogeneity. The t-test on posttest data yielded a significance value of 0.001 ($p < 0.01$), which clearly proves that the experimental group applying the Make a Match model achieved statistically higher progress in reading ability compared to the control group with the conventional method.

These research findings are supported by the results of Sari (2021, p. 2821), who emphasizes that Flipbook media is able to support the implementation of the cooperative Make a Match model. Through the integrated game format, this media fosters student interest and encourages the creation of a more interactive learning atmosphere. Huda (2020, p. 224) states that learning using the cooperative Make a Match model assisted by Flipbook media can stimulate enthusiasm and increase active participation among students.

4. CONCLUSION

Based on the research results described above, it can be concluded that the application of the cooperative Make a Match learning model assisted by Flipbook media has a significant effect on students' beginning reading ability. In the experimental class, the average pretest score was 65.75 and increased to 85.75 on the posttest. Meanwhile, in the control class, the average pretest score of 64.47 increased to 78.42 on the posttest.

The N-Gain test results showed an increase of 70% (high) in the experimental class and 61% (moderate) in the control class. In addition, the effect size test results showed a value of 1.00, which falls within the high effect category. Thus, it can be concluded that the application of this learning model not only significantly improves learning outcomes but is also able to foster enthusiasm, engagement, and active participation among students during the learning process.

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