**ABSTRAK**

**AZIS 2014.** *“Peningkatan Kemampuan Membaca Permulaan melalui Model Pembelajaran Make A Match Siswa Kelas II SDN 4 Amparita Kecamatan Tellu Limpoe Kabupaten Sidenreng Rappang”* (dibimbing oleh Jufri dan H. Akmal Hamsa)

Penelitian ini bertujuan mengkaji penerapan model pembelajaran Make *A Match* di kelas II SD Negeri 4 Amparita dan mengkaji peningkatan hasil kemampuan membaca permulaan siswa kelas II SD Negeri 4 Amparita Kecamatan Tellu Limpoe Kabupaten Sidenreng Rappang. Fokus penelitiannya adalah aktifitas siswa dan aktifitas guru kelas II SD Negeri 4 Amparita dalam menerapkan model pembelajaran *Make A Match*. Fokus penelitian selanjutnya adalah mengkaji hasil kemampuan membaca permulaan siswa kelas II SD Negeri 4 Amparita melalui model pembelajaran *Make A Match*.

Penelitian ini merupakan penelitian Tindakan Kelas. Data penelitian diambil dari aktifitas guru dan aktifitas siswa.Teknik pengumpulan data dalam penelitian ini adalah observasi (pengamatan), dokumentasi, dan rekaman video. Untuk memverifikasi keabsahan data dilakukan dengan triangulasi, perpanjangan keikut sertaan, ketekunan pengamatan, dan pengecekan teman sejawat. Analisis data dilaksanakan dengan mengamati aktifitas guru dan siswa dalam melaksanakan proses pembelajaran dengan menggunakan model *Make A Macth* Data hasil skor ditranskrip dalam bentuk tabel.

Penelitian ini dilaksanakan dalam dua siklus yaitu Siklus I dan Siklus II. Masing-masing siklus terdiri dari empat tahapan yaitu perencanaan,pengamatan tindakan dan refleksi.

Berdasarkan analisis data, diperoleh hasil penerapan model *Make A Match* di kelas II SD Negeri 4 Amparita dapat meningkatkan semangat, keaktifan, dan antusias siswa dalam proses pembelajaran khususnya membaca. Penerapan model *Make A Match* juga dapat meningkatkan hasil kemampuan membaca permulaan siswa baik dari aspek pelafalan, parafrase, intonasi, maupun pemahaman. Aspek pelafalan mengalami peningkatan sebesar 14,07, aspek pemparafrasean mengalami peningkatan sebesar 17,04, aspek intonasi mengalami peningkatan sebesar 19,55, aspek pemahaman meningkat sebesar 19,21. Peningkatan yang tertinggi diperoleh pada aspek intonasi sedangkan peningkatan terendah diperoleh pada aspek parafrase.

**ABSTRACT**

**AZIS. 2014.** *Increasing Basic Reading Skill through Make A Match Learning Model of Class II at SDN 4 Amparita in Tellu Limpoe Subdistict of Sidenreng Rappang District* (supervised by Jufri and Akmal Hamsa).

 This study aims to examine the application of Make A Match learning model of class II students at SDN 4 Amparita and improvement of the resulf of basic reading skill of class II students at SDN 4 Amparita in Tellu Limpoe Subdistict of Sidenreng Rappang. The focuses on the activity of teacher and the students of class Class II at SDN 4 Amparita in applying Make A Match learning model and the outcomes of basic reading skill of class II students at SDN 4 Amparita through Make A Match learning model.

 This is a classroom action research which is conducted in two cycles, Cycle I and Cycle II. Each cycleconsists of four phases: the planning, observation, action and reflection. The data were from the activities of teachers and studentswhich were obtained through observation, documentation, and video recordings. The data were the validated by triangulation, extension participation, persistence observation, and peer checking. Data analysis was carried out by observing the activities of teachers and students in implementing the learning process by using Make a Match model. The score of the data was described in a table from.

 The results of the study reveal that the application of Make a Match model of class II students at SDN 4 Amparita can increase students, motivasion, active participation, and enthusiasm in the learning process, especially in reading. It can also improve the outcome of students’ basic reading skill on the aspects of pronunciation, paraphrasing, intonation, and comprehension. The aspect of pronunciation has increased by 14.07, paraphrasing increased by 17.04, intination increased by 19.55, and comprehension increased by 19.21. The intonation obtains the highest improvement and paraphrasing is the lowest improvement.