CHAPTER I

INTRODUCTION

A. Background

English is a subject taught to Indonesian students as a foreign language in schools until the university level. It is crucial to be mastered by students because English plays on crucial role in developing and absorbing knowledge, technology, art, and culture. They also can easily communicate well with people from various countries and receive information using English. In learning English, there are four major skills namely speaking, reading, listening, and writing. This research will focus on reading.

Tarchi (2017) stated that reading is a process to obtain information or knowledge that use eye sensory from something written. Reading is very important and useful basic skill. By reading, students can get more new vocabulary, knowledge and information which they never know before.Reading can be from books, journals, article, short writings, and others. Basically, the main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should comprehend their reading text better because without comprehend text, they cannot catch meaning the content in the text.

Tang et al (2019) stated reading is very important to learn in the school environment because reading is not only an important part of the educational process in secondary school, but often at this age students begin to learn more

in-depth reading comprehension techniques. Reading comprehension is not just how much a student does, but how much they are able to understand at every age, reading improves focus and concentration. Children who can focus and concentrate on what they read will improve their cognitive performance at school, as they are less likely to be distracted. This is especially true in the school environment, where students can be distracted by new ideas and people. Students who read have an increased ability to absorb information, process it, and remember it.

Siregar (2019) stated that reading comprehension is the process of extracting and constructing meaning through written language. In addition Dewi et al.(2020) reading comprehension is an activity to find meaning or messages from the author through the text he read. It means that reading comprehension is to know the information from written text and to understand the text. Reading comprehension is necessary in languages, for people to be able to make sense of what they are reading. Reading comprehension is a serious skill that is needed for attainment in school and beyond, yet many students are reading below grade level Ningsih (2020).

Rasman (2011) stated that Make a Match Method is one type of method in cooperative learning model was developed by Curran(1994) one of the advantages of this make a match method is that students look partners while learn about a concept or topic an a friendly atmosphere pleasant.

This research is motivated by research gap, previous studies have shown that while the matching method can help improving reading

comprehension, there is still make a match method between learning material and reading skill level. In other words, the lack of adaptability of matching methods to individual readers' ability levels may limit the potential for effective learning. Most research focuses more on the use of matching methods in children's learning contexts, and there is still a lack of understanding of how these methods can be optimized for teaching reading comprehension in older age groups, such as middle school students or students. Through this research, it will be possible to identify that can be integrated into the reading comprehension learning curriculum more effectively, therefore the researcher uses several themes that might make students more comfortable and happy but still adapt to their level.

Based on pra-observations made at UPT SMP Negeri 4 Pancarijang, in this case based on short interviews with seventh grade english teachers and several students, researcher found that students' reading comprehension was still lack and needed to be improved. This problem arises because teachers still use monotonous learning methods so that students feel bored and lazy to read. Therefore, teachers need appropriate methods so that the process of teaching reading comprehension can run well. One method that can be used to improve students' reading comprehension is the Make a match method. In fact, students still experience obstacles during the teaching and learning process. These obstacles include: limited vocabulary when interpreting foreign texts, students' interest in reading is very low, the media used is less interesting, teaching methods are not appropriate in reading comprehension

activities, and researchers apply this method because Make a Match is a conceptual approach which teaches students to understand concepts actively, creatively, effectively, interactively and is fun for students so that concepts are easy to understand and used to measure student understanding, because this method invites students to memorize or remember lesson material in a new and fun way.

Based on the explanation above, the researcher decides to conduct a study about the implementation of Make A Match Method to improve students' reading comprehension in descriptive text.

B. Problem Statement

Based on the problem in background above,the researcher formulates a research question as follows:

" To what extent the improvement of students' reading comprehension in descriptive text by using Make a Match method?"

C. Objective of the Research

The objective of the research is to find out the Implementation Make a Match method is able to improve the students' reading comprehension in descriptive text at the seventh grade students in UPT SMP 4 Pancarijang''

D. Significance of the Research

The results of this research are expected to be useful theoretically and practically. Theoretically, this research contributes as information in teaching strategies, especially in teaching reading.

1. The teachers

   The results of this research can be additional information for english teachers and become alternative teaching method, especially in teaching reading comprehension.

2. The students

   The researcher hopes it could help the students' to improve their comprehension in reading and the students' can enjoy when they learn English and it can present a happy and funny situation in learning process.

3. For curriculum designers

   The results of this research are expected to be taken into consideration in designing a curriculum to develop teaching methods in the future.

4. The next researchers

   The results of this research can be useful information for those who have an interest in the same topic and improve this research.

E. Scope of the Research

The scope of the research is limited to discipline, content and activity.

1. By discipline,this research is limited to the field of applied linguistics subject in terms of English language teaching process especially reading comprehension.

2. By content,The researcher explain reading comprehension by applying "Make a Match" and matching the cards that have been provided, where the cards consist of 2, namely answer cards and questions and students will

look for partners based on the cards held with the topic animals, my close friend, my family, and place.Where the curriculum used in the school is an *kurikulum merdeka* which consists of learning achievements in *Fase D.* By the end of *fase D*, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

3. By activity, students was given a card containing a question and answer with a predetermined title, then the student will be asked to find a pair of the cards they are holding. Once finished, the student has found the pair of cards before time runs out and will get the highest points.

CHAPTER II

LITERATURE REVIEW

This chapter will explain some related literature reviews that contain some ideas from previous research studies.

A. Some Related Research Finding

Several previous researchers have conducted research related to this research and some of the results are briefly as follows:

Firstly, previous researcher was conducted by Fitriana et al (2017) concluded that reading comprehension score of students who were taught using Make a Match Method get better achievement to understand report text in reading comprehension and using Make a Match can improve the students' reading comprehension. The comparison between and this research was the kind of the text, this research was teaching reading comprehension by using report text, while made a research only Make a Match method to improve the students reading comprehension without using the kinds of the text like report text.

Secondly,by Kesumawati et al (2022) in her research concluded that Make a Match Method could improve the students' motivation in learning english. The finding shown that the implementation of make-a match in the classroom could increase the cooperation between the teacher and the students, the students and the students, and could also improve the students' motivation on reading comprehension.

The third was done by Wastawan et al (2017) they concluded that there was a significant difference students reading comprehension after being taught through Make a Match type of cooperative learning. The findings of the research show that Make a Match Method could improve the students the students reading comprehension.

The fourth is done, Mikatama (2019) conducted a research about improving the students' reading skill by using Make a Match Method. In her research, students have very good progress by using Make a Match Method in improving reading comprehension.

The fifth, Wahyuni (2019) concluded that objectives of the study were to find out the students' achievement in reading comprehension for both experimental and control group and to find out whether there was significant difference in students' achievement in reading comprehension between experimental group and control group. The finding shown that using Make a Match game in the classroom was effective.

Irwanto (2017) conducted a research about the using Make a Match to improve the students reading comprehnsion. It was concluded that the use of the make a match method is effective for improving reading comprehension of class, because they made a the competition has several advantages, including that each student can be directly involved in answering questions given to them from cards and can improve students' abilities activity,it can help prevent students from feeling bored during the teaching and learning process and the

make a match method can motivate and encourage students to be more interested and enthusiastic in learning English.

The last, a research is from Matriyani (2018) conducted a research about using Make a Match Method to improve the students' reading comprehension. It was concluded the results of the t-test concluded that students who were taught using the make a match method obtained better grades after being treated using the Make a Match Method. Then, the researchers concluded that using the make a match method could improve students' reading comprehension, especially in literal understanding and inferential understanding.

From seventh related findings based on the previous research findings above, it can be concluded that to improve the students reading ability, the teacher should apply some various method that could the focus on improving reading comprhension. One of the good method is implementation Make a Match method.

B. Some Pertinent Ideas

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is one of the pillars of the act of reading. When a person reads a text, that person engages in a complex array of cognitive processes Costa (2020) and Novita (2019) Reading comprehension is a ability to process text, understand its meaning and to integrate with want the reader already know. In addition Batubara (2019) Reading comprehension means an

understanding of the information that words and sentence are communicating in reading text. In with line, Tarchi (2017) Reading comprehension is a process of reading in order to build understanding.

Based on the above opinion, Reading comprehension is the ability to process the information we have read and to understand its meaning. After reading the text, the reader can convey the results of his reading comprehension by including conclusions from the contents of the reading using his own language.

a. Types of Reading Comprehension

According to Aminah (2021) Reading comprehension has some types, they are:

1. Literal Comprehension: Reading in order to understand, remember, or recall the information, explicitly contained in the passage.

2. Inferential comprehension: Reading in order to find information which is not explicitly stated in the passage, using the reader's experience and intuition, and by inferring

3. Critical/evaluative comprehension: Reading in order to compare information in a passage with the reader own knowledge and value.

4. Appreciate comprehension: Reading in order to gain an emotional or another kind of valued response from passage.

Based on the opinion above, there are four types of reading comprehension, where each type of reading comprehension has a different composition, ranging from literal to high level reading comprehension. and for this research the researcher used a type of literal reading comprehension

for students because reading is to understand, remember, or recall information explicitly contained in a reading.

b. Teaching Reading Comprehension

In teaching reading comprehension, teachers requires strategies to make students understand it read the text. According to Tang et al (2019) the following are strategies that can be applied in teaching reading comprehension :

1. Identify the purpose of reading

By knowing the purpose of what the reader is reading while reading,the reader can omit where unwanted interference or information. With this strategy, students will get what information they have curious when reading the text.

2. Using graphemes

Unique rules and patterns to help bottom-up decoding (especially for beginning level learners) Learning English at the initial level faced is one of the students' difficulties in learning Reading is making connections between what students say and written English.Teachers are also needed here teachers how to read the sounds of words.Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc)

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

Based on Competency English-Based Curriculum in Junior High School, students are expected to understand the meaning of short functional texts of several types of texts. There are several types of texts studied in junior high school such as descriptive, narrative, report, procedure, and recount text. The students must know the definition, characteristics of the text and linguistic features in each type of text.

Descriptive text is one type of text that is used to describe the characteristics of something, be it people, animals, places or other things. Sari (2020) descriptive text is a type of text that provides illustrations or to represent people, places or objects in detail, so that readers can visualize or imagine about the object being explained. In addition Noprianto (2020) descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. Siahaan (2018) stated descriptive text is a text which is intended to describe a particular person, place or thing.

Based on the above opinion, it can be concluded that descriptive text is a type of text which describes or explains in detail how an object is in the form of people, places, animals, plants or things.

a. The Generic Structure of Descriptive Text

According to Afaf (2017) Descriptive text has a structure that is divided into two:

1. Identification: Identifies phenomenon to be describe.

It is a statement or a short paragraph that identifies the object (people, place or something) that is going to be described, and also it is usually interesting and able to provoke the readers to be eager to read the text.

2. Description: Describing the phenomenon in parts, specific participant, qualities, or characteristics.

It may consist of one of several paragraph. This part is used to give sufficeint description about the object as mentioned in the identification part and the description of the object can be done according to different angels, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

C. Concept of Make a Match Method

1. Definition of Make a Match Method

Method is an important thing in teaching and learning process, especially in reading. Actually, method is a tool which can be used to help the students easier in teaching learning process. There are many method in teaching reading, one of them is Make a Match method. Make a Match method is one of the co-operative learning methods developed and introduced by Lorna Curran in 1994. According to Curran (1994) the basic principle of Make a Match is the students find or match a partner while they are learning a concept or a particular topic in

an interesting classroom atmosphere. To provide more understanding about the technique, some information is provided as follows. Make a Match is one of the co-operative learning which can be used in all lesson.

According to Nurpahmi (2020) Make a Match Method is a kind of game also, where students have to find their partner. In this method, the students are divided into two groups, group A and group B. Each of the students in each group get one card. The students in group A get the topic cards while the students in group B get the simple description cards. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose sentences based on the words they got on their cards.

Nurpahmi (2020) stated that the use Make a Match method for teaching reading was surely beneficial to increase students' ability.In summary, the researcher asserted that Make a Match method was important to apply on teaching reading.In addition, according to Munawar (2013) suggests that if a teacher wants to teach the students using the Make a Match Method, he should prepare some cards, each with a question related to a topic and some other cards each one with an answer to one of the questions.

    a. The advantages and disadvantages of Make a Match Method

       Munawar (2013) adds that the Make a Match method has several advantages as follows:

1. Each student can be directly involved in answering a question given to them in the form of a card.

2. It can increase the students' creativity through matching the cards.

3. It can help avoid students being bored during the teaching-learning process.

4. The last is it can create a more interesting classroom atmosphere.

In line with the above advantages, Suprijono (2021) clarifies that by using the Make a Match method teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English to junior high school students, teachers can use the Make a Match method to make teaching-learning easier.

When the students are more interested in learning, they concentrated and participate more actively in the class. In teaching reading, the Make a Match method is considered as one very appropriate technique. Suprijono (2021) has stated that by using the Make a Match method, the students will get more attracted and pay more attention to their teacher.

Apart from the Make a Match Method having definite advantages, of course the make a match method also has disadvantages. These disadvantages were stated by Nisa (2019) as follows :

1. Each the students have a different ability, so that they cannot deliver their ideas fluently.

2. The situation of this class is noisy.

3. Students are less tidy up the meaning of the learning they want to convey because students feel that it is just a game.

4. Available time needs to be limited to prevent students from playing around

b. The Step of Make a Match method

In research Matriyani (2018) there are some steps to applying make a match method, as follows:

1. Teachers prepare some cards that contain several concepts or topics are appropriate for review sessions, one about the question cards and other parts of the answer cards.

2. Teacher divides into two groups (question cards and answer cards).

3. Teacher gives the students a card (question card or answer card).

4. Each students ge a card (question card or answer card).

5. Each students holds answer and question cards.

6. Each students match the cards with their partner (answer and question cards).

7. Any students are able to match the cards before the deadline will be given points.

8. After students found their partner, they should sit on pairs.

9. Conclusion.

D. The Objectives of make a match method

   Aside from that Matriyani (2018) explain about the objectives of Make a match in research are :

1. Social system

a. Altercated students with the follow passes game adjust cards so that formed fun competition situation

b. Teacher as facilitator the aspect of interaction between entrants one with another.

2. Reaction principle:

a. Teacher personality's facilitator or ease giver. In all study process teacher to have a duty and responsible on atmosphere learns by show attitude that support and does not posed to evaluate.

b. Students has been made to get experience uses erudition with know how that has to applied in game has competitive.

3. Supporter system

a. Teacher that has warm personality and skilled and managed. Connection international and group discussion, the teacher can to create opened class climate and not defensive.

b. Media shaped exercise card and ingredients containing answer and chose data with organization to gives troubleshoot example in a lesson matter.

E. The Concept of direct method

1. Definition of Direct method

Moore in Yuliani (2020) direct method is a systematic teaching or active teaching, is a teacher-centered, skill building instructional model with the teacher being a major information provider. It can be concluded that the direct method is a process of teaching lessons which is characterized by an explanation of what they read where the teacher is the center and provider of information to students.

a. Implementation of direct method in classroom

Syah (2018) Teaching and learning procedure in classroom through direct method is as follow:

1. The teacher gave explanation about the material

2. The teacher read example of the material and explain the meaning of the text.

3. The teacher gave the assignment to the students.

b. The advantages and disadvantages of direct method

Larsen et al (2011) statement abot has saveral advantages direct method as follows:

1. Natural Language Acquisition: The direct method facilitates language learning in a naturalistic manner, akin to how individuals acquire their first language, promoting intuitive understanding and application of language rules.

2. Enhanced Communication Skills: Through an emphasis on oral communication and immersion in the target language, learners develop strong speaking and listening skills, enabling them to communicate effectively in real-life situations.

Richards et al (2014) adds that the direct method has several disadvantages as follows:

1. Limited Grammar Instruction: The direct method often lacks explicit grammar instruction, potentially leading to gaps in understanding complex grammatical structures.

2. Time-Consuming Approach: Teaching through the direct method may require more time and preparation due to the need for creating immersive learning experiences without reliance on translation.

These advantages and disadvantages highlight various aspects of the direct method, illustrating its strengths in promoting natural language acquisition and communication skills, as well as its limitations concerning grammar instruction and time requirements.

C. Conceptual Framework

The Conceptual framework in this research is presented in the diagram below
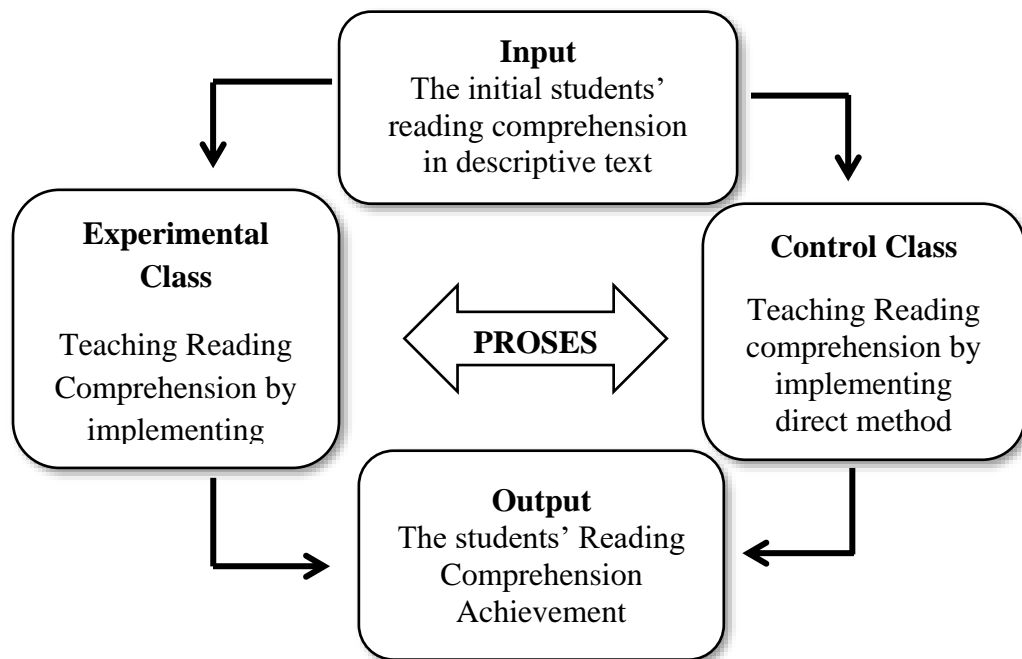

Chart 2. 1 Conceptual Framework

1. Input

    It refers to the low level of the initial students' reading comprehension still low. Thus, the researcher tried to solve the problem about reading comprehension of the sevent class students in UPT SMP 4 Pancarijang by implementing Make a match Method to make the students to play active and understand more in the learning process in reading comprehension.

2. Process

    The researcher handled two-class, namely the experimental class and control class. The researcher was given the same material descriptive text in two classes. The experimental class with use a Make a Match Method for learning reading comprehension. Meanwhile the control class, the teaching and learning process with use a direct method.

3. Output

    In output, researcher hopes that students' reading comprehension can improve significantly after using the Make a Match method in the teaching and learning process.

D. Hypothesis

Based on the literature review and the problem statement, the researcher put forward the hypothesis as follows:

a. If the significance value is higher than the t-test value, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It means

that students who are taught Make a Match Method are better than the students who were taught through direct method.

b. If the significance value is lower than the t-test value, the nulll hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It means that students that who are taught Make a Match Method are not better than the students' who were taught through direct method.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research is quasi experimental design which involves of two class with different treatment, namely experimental class and control class. The experimental class will give treatment by using Make a Match Method and the control class given treatment by using direct method. The design can be presented as follows:

$$E = O_1 \quad X_1 \quad O_1$$

$$C = O_2 \quad X_2 \quad O_2$$

(Gay et al , 2012)

Notes:

E: Experimental group

C: Control group

O_1: Pre-test

O_2: Post-test

X_1: Experimental treatment (Make a Match Method)

X_2: Control treatment (using Direct Method)

B. Research Variables and Their Operational Definitions

1. Research Variables

   There are two variables that researcher use in conducting research, namely the independent variable and the dependent variable. The independent variable is the implementation of Make a Match Method. While the dependent variable is the students' reading comprehension skill at UPT SMP Negeri 4 pancarijang.

2. Operational Definition of Research Variables

   According to Nurdin (2019) operational definition is operationally defining variables based on observed characteristics that allow researchers to make careful observations or measurements of an object or phenomenon. The definition of research variables must be formulated to avoid errors in collecting data. In this research, the operational definitions of the variables are as follows:

a. Make a Match Method

   The implementation of make a match method is called independent variable. Make a match is one type of cooperative learning is a learning model that is carried out by looking for partners through cards. Where the card contains question cards and cards containing answers to these questions.This model can arouse students' enthusiasm to be actively involved in the learning process.

b. Reading Comprehension

Reading comprehension are the ability to understand a text. Students do not just read but are required to understand the reading. However, when the researchers conducted pra-observations, the reading comprehension at UPT SMP Negeri 4 Pancarijang was still low at 45%, this was because students could not understand the texts they read. In this research, the make a match method be used to improve students' reading comprehension. Reading comprehension here mean students' ability to understand descriptive text and answer questions about the text. Reading comprehension focus on teaching literal reading comprehension, recognition of main ideas and supporting ideas. What is important at this level is understanding vocabulary, sentence meaning, and paragraph meaning.

C. Population and Sample

1. Population

The population of this research is the seventh grade students of UPT SMP Negeri 4 Pancarijang which consists of three classes. The class is VII.1 consists of 24 students, VII.2 consist of 24 students and VII.3 consist of 22 students. So, the total population is 71 students.

2. Sample

This research used purposive sampling technique with two classes as samples, namely class VII.1 as experimental class consists of 24 students and

class VII 3 as a control class consists of 22 students. Thus, the total sample is 46 students.

D. Instrument of the Research

The instruments of this research was given the reading test (pre-test and post-test) The pre-test was intended to see the reading skill before, while the post-test was administrated to know the effect of method used in learning. The researcher used the reading test to collect the quantitative information about the real objective. The kind of test is 10 numbers multiple choice and 5 numbers Make a match some words. In this case the researcher used a test as tool to determine the ability of students' to understand the material being taught.

E. Prosedure of Collecting Data

There are two procedure of collecting data, it is called pre-test and post-test.

1. Pre-test

The researcher was given pre-test to the students in the experimental class and the control class. The pre-test is use to determine the students' reading comprehension ability before being given treatment. The researcher given the reading test consists of ten number multiple choice. The time allocation of the pre-test is 80 minutes and monitor by the researcher.

2. Post-test

   Post-test was given after both classes are given treatment. Post-test is use to determine the students' reading comprehension ability after being given treatment. The post test same with the pre-test. The researcher was given the reading test consists of twenty number Multiple Choice. The time allocation of the post-test is 80 minutes and monitored by the researcher.

F. Treatment

   After giving the pre-test, students were given treatment for fourth meetings in the experimental class by applying the Make a Match Method while the control class uses the direct method to improve students' reading comprehension. Students study in 2 x 40 minutes (80 minutes) for each meeting. The first meeting, the researcher was given provide and explain the material with the topic "Animals".The second meeting, researchers was given provide and explain material with the topic "My Family".The third meeting, the researcher was given provide and explain the material with the topic "My Close Friends".

1. Experimental Class

a. The researcher has given greeting to the students, checked attendance list, motivates all the students before teaching material and begin the lesson.

b. The researcher divided students into five groups, each group consisting of 4-5 students

c. The researcher explain descriptive text with a general structure where the structure of the descriptive text is divided into 3, namely the first is the

identification structure, the description structure of each part of the structure is given an example.

d. The researcher has given descriptive text to the students and asked them to read it. different descriptive text for each meeting, where the *first meetings* is about "Animals", the *second meetings* is about "My Family", and the *third meetings* is about "my close friends".

e. The researcher has given several cards containing several concepts of the topic suitable for review sessions, one part of the card is a question card and some answers card.

f. Every student gets one card.

g. Every student answers or works from one card they hold.

h. Every student looks for pairs that match their cards

i. Every student gets their card before the point award deadline.

j. Researcher make conclusions

2. Control Class

a. The researcher has given greeting to the students, checked attendance list, motivates all the students before teaching material and begin the lesson

b. The researcher explain descriptive text with a general structure where the structure of the descriptive text is divided into 3, namely the first is the identification structure, the description structure of each part of the structure is given an example.

c. The researcher given the assignment to the students. where the assignment is to ask them to write a short description about something according to the

description text structure that has been explained using english. In each meeting there is a different topic that they will describe. The *first meetings* is about "Animals", the *second meetings* is about "My family", and the *third meetings* is about "my close friends".

d. The researcher given choose some student as the volunteers (1-3 students) to read the text that have been written by students.

e. The researcher make conclusions.

G. Tecnique of Data Analysis

The data get from pre-test and post-test was analyzed through the following steps:

1. To calculate students' scores, the researcher used the method below:

$$students'score = \frac{total\ score}{maximum\ score} x\ 100$$

(Gay et al 2020)

2. Finding the improving of the reading comprehension, the researcher uses the percentage techniques as follows :

$$P = \frac{X_2 - X_1}{X_1}\ X\ 100$$

Where:

P   = Percentage of the students

X_1 = The mean score of pre-test

X_2 = The mean score post-test

(Gay 2012)

3. Scoring Classification Students Reading Comprehension

Range of Score	Classification
81-100	very good
71-80	good
61-70	fair
0-60	poor

Kemdikbud (2022)

4. Hypothesis Testing

Hypothesis testing is used to determine the influence of each independent variable to the dependent variable. Hypothesis testing t test using the help of the microsoft excel for windows program, namely by compare the calculated significance of each independent variable against dependent variable with a significance level of 5%. Taking rules decision in the t test with microsoft excel :

The criteria for the hypothesis testing as follows:

Comparison	Hypothesis	
	H_0	H_1
t-test = t-table	Acceted	Rejected
t-test ≠ t-table	Rejected	Acceted

(Sugiyono 2012)

c. If the significance value is higher than the t-test value, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It means that students who are taught Make a Match Method are better than the students who were taught through direct method.

d. If the significance value is lower than the t-test value, the nulll hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It means that students that who are taught Make a Match Method are not better than the students' who were taught through direct method.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings and analysis of the data are based on data obtained from active learning who were taught by using the Make a Match method and the results of the direct method and the results obtained was given obtained using quantitative methods. In this research, the researcher conducted a pre-test at the first fusion to determine students' reading comprehension in two classes, namely the experimental class and the control class. In the experimental class, treatment was given using the Make a Match method, while in the control class the direct method was given be used, then giving a post-test after the treatment. This research was conducted during four meetings conducted by 24 students in the experimental class and 22 students in the control class.

    1. Scorig classification on Pre-test and Post-tet
    a. The classification score of experimental class in pre-test

No	Classification	Score	Freueny	Percentage
1.	very good	81-100	0	0%
2.	good	71-80	0	0%
3.	fair	61-70	0	0%
4.	poor	0-60	24	100%
	Total		24	100%

Table 4. 1 Percentage score of students of Pre-Test

Based on the classification score table 4.1, the results of the pre-test in the experimental class are all students' classified poor in range score 0-60.

b. The classification score of experimental class in post-test

No	Classification	Score	Freueny	Percentage
1.	very good	81-100	4	16%
2.	good	71-80	4	16%
3.	fair	61-70	11	46%
4.	poor	0-60	5	21%
	Total		24	100%

Table 4. 2 Classification score of students of post-test

Table 4.2 shows the classification of student scores on the post-test after giving treatment using the Make a Match method. The table above shows that there is an improvement of the students reading comprehension, the table shows four or 16% students are in very good classification, four students were classified as good with a percentage (16%), fair score (46%), and there were five students got a bad score (21%). Based on these results, it can be seen that the percentage scores and student classification classes in the post-test are higher than the pre-test scores. Therefore, it can be concluded that students' reading comprehension after being given treatment using the Make a Match aremethod increased.

c. The classification score of control class class in pre-test

No	Classification	Score	Freueny	Percentage
1.	very good	81-100	0	0%
2.	good	71-80	1	4%
3.	fair	61-70	0	0%
4.	poor	0-60	21	96%
	Total		22	100%

Table 4. 3 Percentage score of students of pre-test

Table 4.3 Based on the classification score table, the results of the pre-test in the control class above are where only one in frequency is the classification good with parsentase (4%) while 21 frequencies with persentase (96%). Therefore, it can be concluded based on the pre-test result in the control class,reading comprehension is still low but there is 1 student whose score is above avarage and this shows that his reading comprehension is better than the others.

d. The classification score of control class in post-test

No	Classification	Score	Freueny	Percentage
1.	very good	81-100	2	10%
2.	good	71-80	5	23%
3.	fair	61-70	3	13%
4.	poor	0-60	12	54%
	Total		22	100%

Table 4. 4 Classification score of studets of pre-test

Table 4.4 shows the classification of student scores on the post-test with direct method. The table above shows that this is an improvement in reading comprehension. the table shows of frequency with clasification very good with a percentage (10%), for a score of 71-80 the percentage is (23%), for students whose classification is fair with a frequency of three, so the percentage is (13%), and the highest percentage is (54%) with score below KKM. So, it can be concluded that there was an increase in students score even thought no treatment was given.

2. The Mean Score and Standard Deviation of in Pre-test and Post-test

Description	Eskperimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	42,92	73,54	32,50	55,45
Standard deviations	14,88	18,09	16,67	27,38

Table 4.4. 5 The mean score and standard deviation of students in pre-test and post-test

In the table 4.5 it can be seen, that the pre-test score for the experimental class and control class have differences in their highest and lowest values. Thus, that it can it was cancluded that experimental class students score were much higher, after being given treatment to the experimental class with the implementation Make a Match method while the control class not treatment was given only using Direct method. Then, both classes were given a post-test there are difference in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with the post-test score (73,54) while the control class only experienced an increase with post-test score (55,45). Therefore, that from this table it can be conclusion drawn while there is a significant influence from the implementation of make a match method to improve reading comprehension students because based on the table above it can be seen the mean score of students in the experimental class and

control class is greater than the standard deviation. It can be said that if the mean is greather than the standard deviation have there is a influence.

3. Improvement of reading comprehension with implementation Make Match Method and Direct Method

a. Improvement student reading comprehension results in descriptive text with use Make a Match Method in experimental class

Based on table 4.5 collected regarding students' reading comprehension using the Make a Match method with a score range of 0-100, the Mean was (42.92) in the pre-test and (73.54) in the post-test, standard deviation was (14.88) in pre-test and (18.09) in the post-test so that, there was an Mean increase of (52.29%). The lower the standard deviation value, the better the effect of the Make a Match method. This means that students' Reading comprehension has improved after implementation of Make a Match method in learning.

b. Improvement reading comprehension using Direct Method in Control class

Based on data table 4.5 collected regarding students' reading comprehension using the Direct method with a score range of 0-100, Mean (32.50) in the pre-test and (55.45) in the post-test, standard deviation (16.67) in the pre-test and (27.38) in the post-test so that there was an increase in the mean of (29.10%) because, the reading comprehension of students in the control class also improved,but the experimental class that was given treatment improve more that avarage.

To early see, the improvement reading comprehension in the experimental class with the implementation Make a Match Method and the control class with use Direct Method, it can be seen in the following grafik:
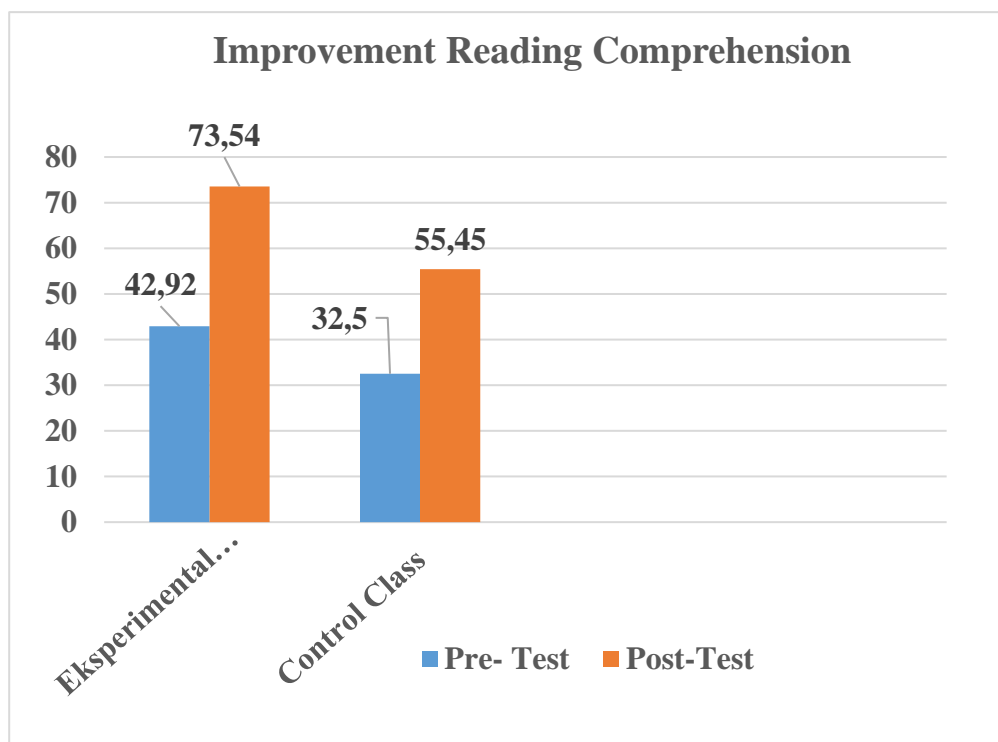
Improvement Reading Comprehension

Chart 4. 1 Improvement of Reading comprehension with implementation Make Match Method and Direct Method

Chart 4.1 shows that after doing the pre-test using the Make a Match method, the average score of students is 42.92, this shows that students' reading comprehension is still lacking. After students are given treatment, the average score of students' post-test is 73.54. This shows that the score has improved by 52, 29%. which stated that the implementation of Make a Match method can improve students' reading comprehension.

4. Hypothesis Testing

t-Test: Paired Two Sample for Means

	Variable 1	Variable 2
Mean	42,92	74,38
Variance	221,56	318,07
Observations	24,00	24,00
Pearson Correlation	0,13	
Hypothesized Mean Difference	0,00	
Df	23,00	
t Stat	-7,10	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,71	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,07	

Table 4. 6 Data processing output Microsoft excel (Experimental Class)

t-Test: Paired Two Sample for Means

	Variable 1	Variable 2
Mean	32,50	55,45
Variance	277,98	749,78
Observations	22,00	22,00
Pearson Correlation	0,15	
Hypothesized Mean Difference	0,00	
Df	21,00	
t Stat	-3,60	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,72	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,08	

Table 4. 7 Data processing output Microsoft excel (Control Class)

Based on the table 4.5 above the Sig (1–tailed) is 0.25 ,then H^0 is rejected and Ha is accepted. So it can be concluded, that there is a difference in mean score between the pre-test and post-test learning outcomes, in the table 4.6 it is known

that the t value is negative (-7,10).The t is negative because the mean score of the pre-test is lower than the mean score of the post-test. In the cotext of a case like this, the negative t-test can be accessed with a postive one. So that, t-test becomes 7,10. Next is the stage of finding the t table value where the t table is searched based on the df (degress of freedom) and the siqnificance value (α).

Based on the table 4.5 it is known that the df value is (23,00) and the value is 0,05 researcher use this value a a reference basis in calculating the t table value in the t statistical distribution. Then the t table value is (1.71). Thus, because the calculated t test of 7.10> t table 1,71, the selection of the basis for decision making is that H_0 is rejected and H_a is accepted.it concluded it means that students who are taught with implementation Make a Match method are better than the students' who were taught throught Direct method.

B. Discussion

The research results indicate that applying the Make a Match method can effectively enhance reading comprehension in descriptive texts for class VII.1 students at UPT SMP Negeri 4 Pancarijang. This is demonstrated by the t-value of 7.10 on the students' post-test results, with a df of 23, and a significance value of 0.111, which is greater than the 5% significance level (0.111 > 0.25). Additionally, the experimental class using the Make a Match method achieved an average post-test score of 73.54, compared to a pre-test average of 42.92. In contrast, the control class using the Direct Method had an average post-test score of 55.45 and a pre-test average of 32.50. These results show a difference in reading comprehension outcomes between the experimental and control classes, indicating that the Make a

Match method is more effective than the Direct Method in improving reading comprehension for class VII students at UPT SMP Negeri 4 Pancarijang.

Make a Match method could improve the students' in learning English. The finding shows that the implementation of mMake a Match in the classroom could increase the cooperation between the teacher and the students in the research of Fitriana et all (2023) , Kesumawati (2022) and Mikatama (2019), they stated the students have very good progress by using Make a Match method in improving reading comprehension. In line with this current researchers, those researchers supported Wahyuni (2019) that finding shown that using Make a Match method in the classroom was effective. However, Irwanto (2017) stated use of the make a match method is effective for improving reading comprehension of class, because they made a the competition has several advantages.

Reading comprehension for both experimental and control group and to find out whether there was significant difference in students' achievement in reading comprehension between experimental group and control group. The findings shown that using Make a Match method in the classroom was effective.This research supports research conducted by Wastawan et al (2017) and Matriyani (2018) that t-test concluded that students who were taught using the make a match method obtained better grades after being treated using the Make a Match Method. Then, the researcher concluded that using the make a match method could improve students' reading comprehension, especially in literal understanding and inferential understanding.

Based on the results of research by applying the Make a Match method in classes VII.1 and VII.2 at UPT SMP 4 Pancarijang, the class posttest results were obtained experimental class is greater than the posttest value of the control class. So that visible significant effect of using the Make a Match method on increasing students' reading comprehension supports Suprijono (2021) that using the Make a Match method teachers can motivate and encourage their students to be more interested and enthusiastic in learning english when the students are more interested in learning, they concentrated and participate more actively in the class. In related with steps of Matriyani (2018) teacher gives the students a card (question card or answer card),each students ge a card (question card or answer card),each students holds answer and question cards,each students match the cards with their partner (answer and question cards) and the last any students are able to match the cards before the deadline will be given points.

The learning process in English subjects with learning materials namely descriptive texts in class VII using the Make a Match method, where students are asked to match questions cards and answer cards according to what they read. The material taught is descriptive text in the experimental class, while in the control class the method used is the Direct Method, So demanding students to be active during learning activities. Before starting the lesson, the teacher conveys the learning objectives to students of stated by Munawar (2013) and Suprijono (2021), those researchers clarifies that by using the Make a Match method teachers can motivate and encourage their students to be more interested and enthusiastic in learning english.

The implementation of Make a Match method, the teacher is able increase students' enthusiasm for learning by using new methods. So that, students do not feel bored because this method is a kind of game, and it can also train student cooperation and students can be more active in participating in the learning process. In experimental class, the students were given material about descriptive texts with different topics (my family, animals, my close friend, and place) by implementing the Make a Match method where students were asked to look for pairs of cards and the answers they held after that they were asked to answer. The questions on the paper that have been prepared are in accordance with what they understand when looking for the pair of cards they are holding. This is not line with Nisa (2019) which the Make a Match method also has disadvatanges which one each the students have a different ability, so that they cannot deliver their ideas fluently,the situation of this class is noisy, students are less tidy up the meaning of the learning they want to convey because students feel that it is just a game and available time needs to be limited to prevent students from playing around.

The effect of implementation the Make a Match method to improve students' reading comprehension in descriptive texts is evident from the post-test results in the experimental class (VII 1). The post-test, which consisted of multiple-choice questions, was handled well by almost all students, resulting in excellent outcomes. Conversely, the control class (VII 3) received the same material as class VII 1 but was taught using the Direct Method.

Delivering material using the Direct Method makes the teacher the sole source of information, leading students to feel bored listening to lectures. Students also

struggle with the assignments and the learning process can seem monotonous. The only media used is the textbook provided by the school, resulting in less significant improvements in reading comprehension for class VII 3, with ordinary learning outcomes.

During the learning process in the control class, students do not show the same enthusiasm as those in the experimental class. They are not very interested in lessons using the Direct Method, which appears unremarkable. Learning activities are one-sided, with the teacher explaining and then assigning tasks. English lessons, especially descriptive texts, are complex and require students to understand the material comprehensively, but the available media do not meet all their needs. To assess the improvement in reading comprehension in the control class, a post-test was conducted. The results showed that while there was some improvement in the control class's reading comprehension, it was not as significant as the improvement seen in the experimental class.

The implementation Make a Match method to improve students' reading comprehension can positively influence their learning outcomes, in line with this current research Nurpahmi (2020) ,these researchers have while this method has been implemented before at UPT SMP Negeri 4 Pancarijang, it was not sustained due to certain drawbacks identified during its use, despite the supporting media being available for a long time. Many teachers are reluctant to move out of their comfort zones, even though adopting new methods can enhance the teaching and learning process.

This research demonstrates that the Make a Match method can create an engaging learning environment, preventing students from feeling bored or fatigued. It encourages independent knowledge acquisition, experience sharing, and effective learning, making students more enthusiastic compared to the Direct Method, which often leads to boredom. The Direct method tends to make students passive, making it hard for teachers to assess their understanding. Without good communication skills, teachers struggle to keep students engaged, and presenting large amounts of material at once overwhelms students. These factors hinder students' comprehension and result in poor performance, particularly in english language lessons, showing that the Direct Method does not adequately support good learning outcomes.

The implementation of the Make a Match method positively impacts students' reading comprehension in descriptive texts. As described above, different instructional methods lead to varying outcomes. The experimental class using the Make a Match method showed higher post-test scores in reading comprehension compared to the control class taught with the Direct Method. Thus, it can be concluded that the implementation of the Make a Match method in the experimental class positively influences students' reading comprehension in descriptive texts because are more interested in learning,they concentared and paticipate more actively in the class and also makes students more creative and critical.compared to the control class that uses the Direct Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and hypothesis testing, it can be concluded that the Make a Match Method positively impacts students' reading comprehension in descriptive texts. Students who received instruction through the Make a Match Method demonstrated higher reading comprehension than those taught using the Direct Method,the implementation Make a Match method the students' are more interested in learning,they concentared and paticipate more actively in the class and also makes students more creative and critical.The experimental class showed a medium level of improvement, while the control class remained at a low level. The posttest t-test results indicated a significant difference, leading to the rejection of the null hypothesis (H^0) and the acceptance of the alternative hypothesis (H^1). These findings suggest that the different teaching methods resulted in varying outcomes, with the Make a Match Method proving more effective in enhancing reading comprehension.

This conclusion is supported by higher posttest scores in the experimental class compared to the control class. Thus, it is concluded that the implementation Make a Match Method significantly to improve the students' reading comprehension of descriptive texts at the seventh grade of UPT SMP Negeri 4 Pancarijang.

B. Suggestion

Based on the conclusion of the research, the researcher would like to provide the following suggestions for teachers, students and other researchers:

1. For English Teachers

Researcher suggest that English teachers using the Make a Match Method as a new teaching approach. Studies indicate that this method effectively enhances students' reading comprehension. Additionally, it can increase students' happiness and enthusiasm during learning activities and inspire the development of new methods that align with the rapid advancement of technology. This research suggests that the Make a Match Method is particularly effective for improving students' comprehension of descriptive texts.

2. For Students'

Students need to be more focused when learning reading comprehension, as it is crucial and requires ongoing practice. Without understanding what they read, they will not gain any information from descriptive texts. Vocabulary is a key component in answering questions related to descriptive texts. Researcher hope that by applying the Make a Match Method, students' reading comprehension will further improve in the future.

3. For Other Researchers

Hopefully,This research can serve as an additional reference for other researchers. Future researchers are encouraged to integrate the Make a Match Method with technology, given the current technological era, to enhance students' reading comprehension in descriptive texts. By leveraging technology, researchers might develop more creative and engaging learning methods, further increasing the effectiveness of the Make a Match Method and improving students' reading comprehension. This study can be a valuable resource for those conducting research implementation of Make a Match Method to improve reading comprehension in descriptive text.

BIBLIOGRAPHY

Aminah. (2021). The Use of movie subtitle to increase the reading comprehension in vocational high school 1 Parepare. *Universitas Muhammadiyah Parepare*.

Batubara. (2019). *The Effectiveness of Talking Drawing Strategy to Improve Students'ability in Reading Comprehension*.

Costa, P., & Herrera Gutierrez, Y. (2020). Level of Reading Comprehension of Dominican EFL College Students. *Online Submission*.

Dewi, R. S., Fahrurrozi, Hasanah, U., & Wahyudi, A. (2020). Reading Interest An Reading Comprehension. *Talent Development & Excellence*, *12*(1), 241–250.

Fitriana,E.,Ardiyanti,Syafutri.,Dewi. (2017). Using Make a Match Tecnique in teaching descriptive text report text to the seven grade students SMPN 2 Lubuklinggau.*(Internasional Journal of education,language,and literature, 3(2), 2621-8127*

Irwanto (2017). *Using Make a Match to improve the students reading comprehension at MTS Guppi Samata Gowa* .Universitas Islam Negeri Alauddin,MAKASSAR.

Kesumawati.,Lisma,N. (2022). *Penggunaan model pembelajaran kooperatif learning tipe make a match untuk meningkatkan hasil belajar siswa*.Universitas Ubudiyah Indonesia.

Larsen, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.

L.R, Gay, E. Millis Geoffrey, A. P. (2012). *Educational Research Competencies for Analysis and Applications* (8th ed.). Kevin M. Darwis.

Mikatama (2019). *Improving the students reading skill by using make a match method the eight graders SMPN 1 Batanghari east lampung*.

Maruti,E.,Adriani,W.,irawan,N.,Sari,Endah., (2023).Make a Match with Question Box Media for improving the Thematic Learning Outcomes of Elementary School. (*Internasional Journal of edication & curriculum Aplication*) , 6 (1) : 2614-3380

Matriyani,A.(2018). *Teaching Reading Comprehension by using Make a Match Method of the tenth grade students in MAN Palopo*. IAIN Palopo.

Munawar (2019). Using Make a Match Method to Improve the Students Reading Comprehension at SMP Negeri 2 Bantaeng. (*Journal of Excellence in English Language Education*), 2 (1) : 2829-4394

Novita. (2020). *Increasing Reading Comprehension by Using Webtoon at Seventh Grade of SMP Negeri 3 Parepare*.

Noprianto, E. (2017). Student's Descriptive text writing in SFL perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *2*(1), 65–81.

Nurpahmi,S., Irwanto (2020). Using Make a Match to Improve the Students Reading Comprehension at MTS Samata Gowa. *ETERNAL (English Teaching Learning and Research Journal)*, *3*(2), 10–24252.

Rusman (2011) .Model-model pembelajaranmengembangkan profesionalisme guru,*Jakarta rajawali Pers.*

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Siregar, S. R. (2019). The effect of Venn diagram strategy to students reading comprehension ability at eight grade of SMP Swasta Nurul Ilmi Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, *6*(1), 39–51.

Suprijono (2021). The use of Make a Match Method in teaching reading comprehension. *Universitas Negeri Malang*.

Syah, R. (2018). Improving Reading comprehension the eleventh grades students of SMA Muhammadiyah Enrekang Through Reciprocal teaching technique. *Universitas Muhammadiyah Parepare*.

Siahaan, J. (2013). An analysis of students' ability and difficulties in writing descriptive texts. *Journal of English and Education*, *1*(1), 114–121.

Tarchi, C. (2017). Comprehending Expository Texts: The Role of Cognitive and Motivational Factors. *Reading Psychology*, *38*(2). https://doi.org/10.1080/02702711.2016.1245229

Tang,S.,Asrifan,A.,Chen,Y.,Haedar,Agussalim,Mutmainnah (2019).The Humor Story in Teaching Reading Comprehension. *Journal of advance englis studies departmen of english literature fajar university*, *2*(2). http://dx.doi.org/10.47354/jaes.v2i2.65

Wastawan,I.,Arunil,M.,Awaliah,Astuti. (2017). Increasing the students reading comprehension throught Make a Match of Cooperative learning at the first grade of SMA. *Universitas Prima Indonesia*.

Wahyuni (2019). The Effectiveness of Using Make a Match Method in SMPN 2 Rembang. *Universitas Muhammadiyah Semarang.*

Wahyuni,S. (2016). Using the Make A Matcj Method in improving the reading comprehension of second grade students at MAN 2 Model Pekanbaru. *Universitas Islam Negeri Sultan Syarif Kasim Riau.*

Yuliani, S. (2020). Teaching Reading Comprehension Through Direct Method To The Eight Grade Student Of The State Junior High School 44 Of Palembang. *Jurnal Smart*, *6*(2), 98–107.