

The Implementation Of Make a Match Method to Improve the Students' Reading Comprehension of Descriptive Text at the Seventh Grade of UPT SMP Negeri 4 Pancarijang

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ABSTRACT

Make a Match is a method of type cooperative learning for improving students' reading comprehension. The make a match method is effective for improving reading comprehension in class, because implementing make a match has several advantages, including that each student can be directly involved in answering the questions given to him. through cards and can increase students' activity abilities. Therefore, this research is aimed at finding out the implementation Make a Match method is able to improve the students' reading comprehension in descriptive texts at the seventh grade students in UPT SMP 4 Pancarijang.

This researches is based on data applied by quasi-experimental method with one group pre-test and post-test design in this study. The population in the research were seventh grade students' of UPT SMP 4 Pancarijang. The sample used porposive sampling technique with two class as samples, in the experimental class consisting of 23 students and control class consist 24 students. The intrument of the research is pre-test and post-test and this research technique is data analysis with the use of microsoft excel.

The results of this researchers indicate that the implementation of the Make a Match method significantly improves the students reading comprehension of descriptive texts. The avarage score obtained in experimental class through the pre-test was 42,92 and the post-test was 73,54 students who received implementing through Make a Match method higher reading comprehension than those taught using Direct Method. This is supported by the hypothesis test obtained t table value of 1.71. Thus, because the calculated t-test of 7.10 > 1.71, the basic selection of decision making is H_0 rejected and H_a accepted This study can be a valuable resource for those conducting research implementation of Make-a Match Method to improve reading comprehension.

Keywords: Make a Match Method, Direct Method, Reading comprehension

ABSTRAK

Make a Match merupakan salah satu metode pembelajaran kooperatif untuk meningkatkan pemahaman membaca siswa. Metode make a match efektif untuk meningkatkan pemahaman membaca di kelas, karena penerapan make a match mempunyai beberapa keuntungan, diantaranya adalah setiap siswa dapat terlibat langsung dalam menjawab pertanyaan yang diberikan kepadanya. melalui kartu dan dapat meningkatkan kemampuan aktivitas siswa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui penerapan metode Make a Match mampu meningkatkan pemahaman membaca siswa dalam teks deskriptif pada siswa kelas tujuh di UPT SMP 4 Pancarijang.

Penelitian menerapkan metode kuasi eksperimen dengan desain one group pre-test dan post-test dalam penelitian ini. Populasi dalam penelitian ini adalah siswa kelas VII UPT SMP 4 Pancarijang. Pengambilan sampel menggunakan teknik purposive sampling dengan dua kelas sebagai sampel, yaitu kelas eksperimen berjumlah 23 siswa dan kelas kontrol berjumlah 24 siswa. Instrumen penelitian yang digunakan adalah pre-test dan post-test dan teknik penelitian ini adalah analisis data dengan menggunakan microsoft excel.

Hasil penelitian ini menunjukkan bahwa penerapan metode Make a Match secara signifikan meningkatkan pemahaman membaca teks deskriptif siswa. Rata-rata skor yang diperoleh pada kelas eksperimen melalui pre-test adalah 42,92 dan post-test adalah 73,54 siswa yang memperoleh penerapan melalui metode Make a Match pemahaman membaca lebih tinggi dibandingkan mereka yang diajar menggunakan Metode Langsung. Hal ini didukung dengan uji hipotesis diperoleh nilai t tabel sebesar 1.71 Dengan demikian, uji t hitung sebesar $7.10 > 1.71$ maka dasar pemilihan pengambilan keputusan adalah H^0 ditolak dan H^a diterima. Pen sumber bagi mereka yang melakukan penelitian penerapan Metode Make-a Match untuk meningkatkan pemahaman membaca.

Kata Kunci: Metode Make a Match, Metode Langsung, Pemahaman membaca.

Introduction

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.

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

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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.

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.

Method

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 with given treatment by using direct method

Results and Discussion

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 23 students in the experimental class and 24 students in the control class.

A. Scoring classification on Pre-test and Post-test

1. Scoring classification on Pre-test and Post-test
 - a. The classification scores of experimental class in pre-test

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

No	Classification	Score	Frequency	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%

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 scores of experimental class in post-test

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

No	Classification	Score	Frequency	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 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 are method increased.

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

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

No	Classification	Score	Frequency	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 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 persentase (4%) while 21 frequency 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 average and this shows that his reading comprehension is better than the others.

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

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

No	Classification	Score	Frequency	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%

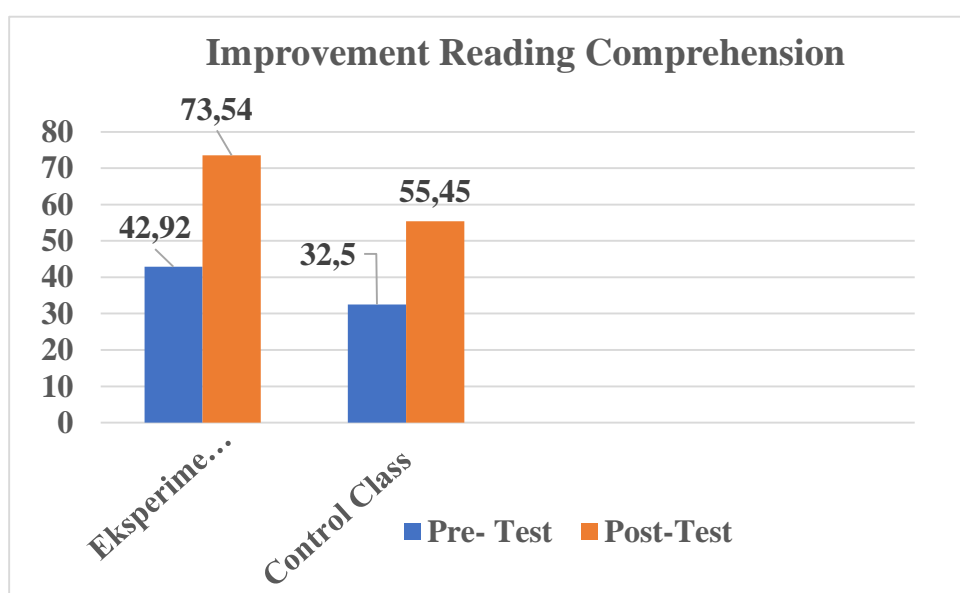
Table 4.4 shows the classification of student scores on the post-test with direct method. The table above shows that this is an improvement in reading comprehension. the table shows of frequency with classification very good with a percentage (10%), for a score of 71-80 the percentage is (23%), for students 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 though no treatment was given.

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

Table 4.5 : Mean Score and Standard Deviation of Students 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

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 concluded 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.



C. Hypothesis Testing

t-Test: Paired Two Sample for Means

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
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. 5 data processing output Microsoft excel (Experimental Class)

t-Test: Paired Two Sample for Means

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
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. 6 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 H_a 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 positive 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 (degrees of freedom) and the significance value (α). Based on the table 4.5 it is known that the df value is (23,00) and the value is 0,05 researchers use this value as 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 through Direct method.

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 ($0.111 > 0.05$). 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 Make a Match in the classroom could increase the cooperation between the teacher and the students in the research of Fitriana et al (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 get 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 disadvantages 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 concentrared 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.

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 concentrared 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

(H¹). 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.

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