

**TEACHING READING COMPREHENSION BY USING MAKE A MATCH
METHOD OF THE TENTH GRADE STUDENTS IN MAN PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of S1 Tarbiyah
and Teacher Training Faculty of Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Study Program*

COMPOSED BY,

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE ISLAMIC STATE INSTITUTE OF (IAIN) PALOPO
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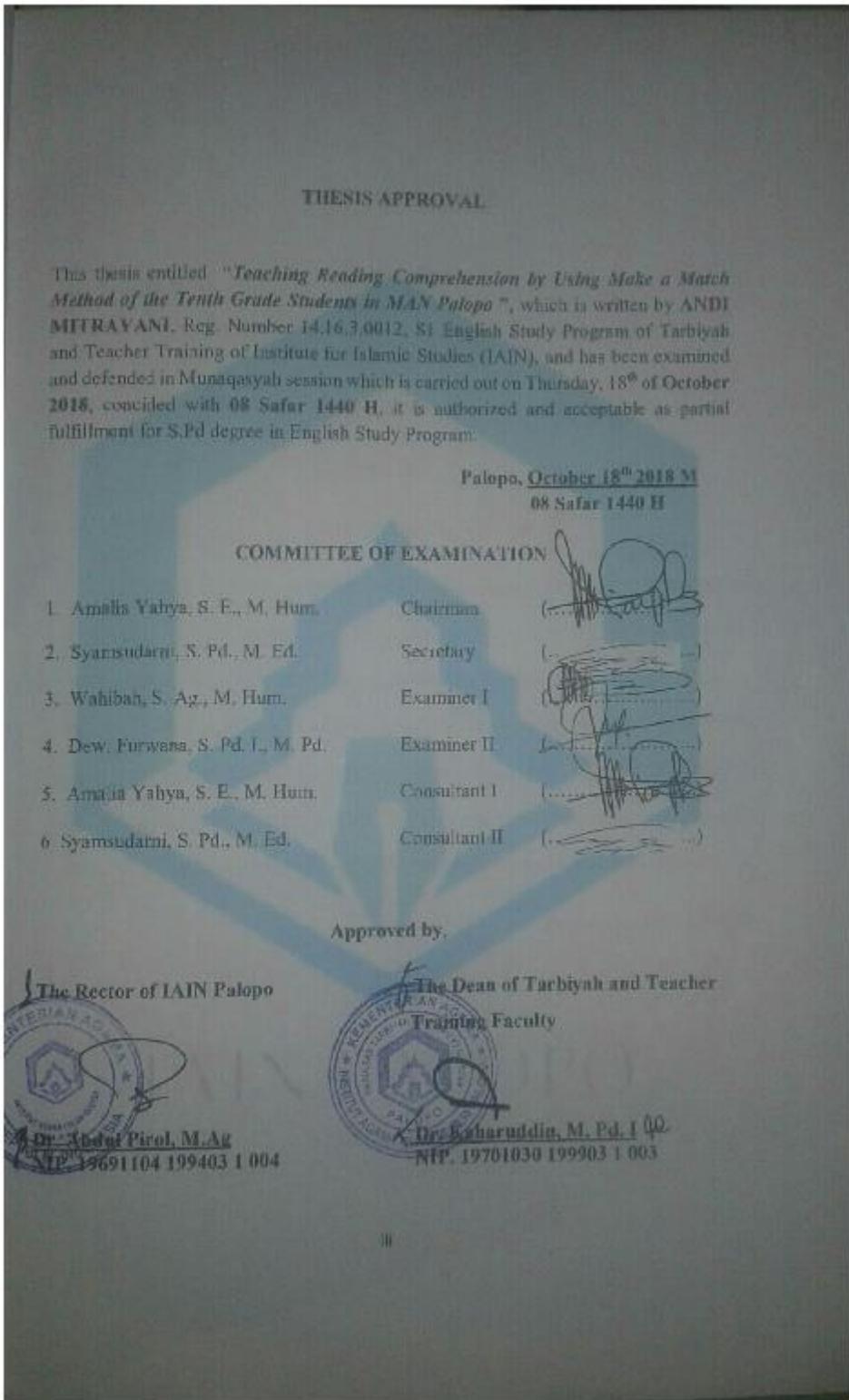
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ABSTRACT

Andi Mitrayani, 2018, **Teaching Reading Comprehension by Using Make a Match Method of the Tenth Grade Students in MAN Palopo.** Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Supervisors: Dr. Amalia Yahya, S.E., M. Hum. as the first consultant and Syamsudarni, S. Pd. I., M. Ed. as the second consultant.

Key Words : Reading Comprehension, Make a Match Method

This thesis focused on Teaching Reading Comprehension of the Tenth Grade Students in MAN Palopo. The problem statement of the research: Is the use of make a match method effective to improve students' reading comprehension of the tenth grade of students IIS 1 in MAN Palopo? The objectives of this research was to find out the effectiveness of make a match method in improving students' reading comprehension of the tenth grade students in MAN Palopo.

This thesis applied pre-experimental method. The researcher got the score by using a test namely pre-test and post-test. The population of this research was the students of the tenth grade of students IIS 1 in MAN Palopo. The sample was taken by using purposive random sampling. The number of sample was 30 students.

The result of this research showed that there was significant difference in pre-test and post-test after using this method. The result of the data analysis showed that the score of t_o (t -obtained) and gathered from SPSS 23, it showed that t_o was higher than t_{table} . The findings of t_o was 5.161 while the level of significance of 5% was 2.045 and the level of significance 1% was 2.756. It showed that $2.045 \leq 5.161 \geq 2.756$. From the orienting number of significance showed the significance was $0.000 < 0.05$, thus the alternative hypothesis (H_1) was accepted and null hypothesis (H_o) was rejected.

CHAPTER I

INTRODUCTION

A. Background

Reading is a key to get information from books, magazines, newspapers, and to study science and technology. By reading, students can improve their vocabulary, grammar, understanding, and some aspect. Then, it helps students to improve their ability in listening, speaking, and writing. Reading is useful for other purposes to: provided students understand it more and less is good thing for language students. In the theory, all students should become efficient readers, which are required to reach level at reading competence. Reading has the value of helping students to learn and express their own thought and making them familiar with language patterns.¹

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skills are poor, they are like to fail in their study or at least they had difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to success in their studying.²

When the researcher doing observation to the students of tenth grade in MAN Palopo especially class X IIS 1 which have 30 students in the class. They were active

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman,1991), p. 19

² Irwanto, *Using Make a Match to Improve the Students' Reading Comprehension at MTS Guppi Samata Gowa*, (Vol. 3. No. 02: 2017), Accessed on May 25th,2018 from <http://www.journal.uin-alauddin.ac.id>

in the class but if they learn English especially reading, they usually face some problems when they read the book about English or learn English. One of the students said that:

“We are less to comprehend the reading text book, we do not understand the meaning of the reading, difficulties to read the text book because this spelling is different from the pronunciation, and low interest to read because we are also less of vocabularies”.

Based on the statement above, the researcher appointed a research on *teaching reading comprehension by using make a match method* to overcome the problem in MAN Palopo especially in the class X (tenth) of students IIS 1. Make a match method is a part of cooperative learning where it can be used in some aspects of language. Make a match method is a method that is used in learning language by looking for couple.³

B. Problem Statement

Based on the explanation on the background above, the researcher formulates the research question namely: Is the use of make a match method effective to improve students' reading comprehension of the tenth grade of students IIS 1 in MAN Palopo?

C. Objective of the Research

Based on the problem statement, the objective of the research is to find out whether or not the use of make a match method effective to improve students' reading comprehension of the tenth grade of students IIS 1 in MAN Palopo.

³ Ibid, p. 164

D. Scope of the Research

The scope of the research is under the discipline of applied linguistic. By an activity, the research employed make a match method in teaching reading. By content, this research focused on language, content, vocabulary and descriptive text.⁴

E. Significance of the Research

The significance of the research are:

1. Theoretically

The result of this research was expected to give contribution to in education as the consideration and to develop the knowledge about teaching reading comprehension by using make a match method.

2. Practically

The result of this research was expected to give information and as references for the English teachers especially in teaching reading comprehension by using make a match method in classroom. For the students to master their skill in learning through make a match method and to make fun and enjoy in classroom activities for the further researcher as the previous study.

⁴ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press: 1996)

F. Operational Definition

Based on the title is Teaching Reading Comprehension by Using Make a Match of the Tenth Grade of students IIS 1 in MAN Palopo.

The researcher gives definition as follows:

1. Reading comprehension is the ability to understanding and interpreting the information in text correctly.
2. Make a match is one of group learning model which learn in matching cards, which each student gets a card (such as questions or answers), then immediately look for a suitable partner with the cards he was holding.

CHAPTER II

LITERATURE REVIEW

A. Previous of Related Research Findings

Some of previous related research findings about reading comprehension were presented as follow:

1. Komang Wastawan in his thesis entitled “Increasing Students’ Reading Comprehension through Make a Match Type of Cooperative Learning at First Grade of SMA”. He concluded that using make a match type can help the teacher to increase the students’ achievement in reading comprehension.⁵
2. Ade Iriyani in her thesis entitled “Improving Students’ Vocabulary Achievement through Make a Match Method at the Second Year Students of MTS Swasta Al-Badar Tanjung Balai”. She concluded that with used make a match method in teaching vocabulary, it can make to have fun the

⁵ Komang Wastawan, *Increasing Students’ Reading Comprehension through Make a Match Type of Cooperative Learning at first Grade of SMA*, (2013). Accessed on May 25th, 2018, from <http://www.google.com/increasing-reading-comprehension-make-a-match>.

students and it can foster cooperative in answering questions by matching cards.⁶

3. Irwanto in his thesis entitled “Using Make a Match to Improve the Students’ Reading Comprehension at MTS Guppi Samata Gowa”. He concluded that the using make a match in teaching learning process can motivate and encourage students to be more interested and enthusiastic in learning English.⁷

There were similarities and differences of the three previous researchers above. The first, the second, and the third researcher used make a match as a method but in teaching English in different skill. *The first researcher* focused in teaching reading comprehension especially at the first grade of senior high school. He concluded that the use of make a match could help teacher to increase the students’ achievement in reading comprehension.

The second researcher focused on teaching vocabulary achievement especially at the second year students of junior high school. She concluded that with make a match in teaching vocabulary, it can make to have fun the students and it can foster cooperative in answering questions by matching cards.

⁶ Ade Iriyani, *Improving Students’ Achievement through Make a Match Method*,(UIN Makassar:2013), Accessed on May 15th, 2017 from <http://www.MAKE-A-MATCH/674-1114-1-SMmak-a-match.pdf>.

⁷ Irwanto, *Using Make a Match to Improve the Students’ Reading Comprehension at MTS Guppi Samata Gowa*, (Vol. 3. No. 02: 2017), Accessed on May 25th,2018 from <http://www.journal.uin-alauddin.ac.id>

The third researcher focused on reading comprehension especially at junior high school. He concluded that the use of make a match in teaching learning process especially reading can motivate and encourage students to be more interested and enthusiastic in teaching and learning English.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Comprehension is the ability to understand and interpret spoken and written language.⁸ Reading comprehension is technique for improving students' success in extracting useful knowledge from text. As defined by *partnership for reading*, reading comprehension is understanding a text that is read, or the process of “constructing meaning “from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is means of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences,

⁸ David Nunan, *Practical English Language Teaching*, (Macquarie University: Sidney, 1991), p.68.

attitude, and language community which is culturally and socially situated. Reading is act of reading something and way in which something understood.⁹ Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentences, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

Reading comprehension is ability to read text, to process, and to understand its meaning. And individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Then, there are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategis.¹⁰ Reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that the reader in this case, tries to understand what he is saying.

Reading is also motivated and fluent coordination of recognition and comprehension. Reading as an active cognitive process of interacting with print and

⁹ Bayu Angriani, *Improving Student Reading Comprehension through Question Answer relationship (QAR) Strategy at the Second Year of SMPN 8 Palopo*, (STAIN PAIOP:2014), Unpublished Thesis, p.8.

¹⁰ Anonymous, http://wik.ed.uiue.edu/index.php/reading_comprehension, Accessed on May 28th,2017.

monitoring comprehension to establish meaning.¹¹ Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbols with exiting knowledge and comprehension of the information and ideas communicated.¹²

Reading is a thinking process. The act of recognizing word requires interpretation of graphic symbols.¹³ Reading may be defined as the meaningfully interpretation of printed and written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restriction imposed by the material. Therefore, the nature of reading task, changes a learner's progress to the more nature levels.

Reading comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas. Reading comprehension is an important skill need for all areas of school. Subjects, other than reading or literature, where comprehension skills are

¹¹ Ikbal, *Improving the Students' Reading Comprehension through Discovery Learning*, (Makassar: Muhammadiyah University,2010), p.10.

¹² Harirmin Yasin, *Improving the Students' Reading Comprehension through REDWD Strategy*, (Makassar: Unismuh Makassar,2010). p.12

¹³ Burns C. Paul, dkk, *Teaching Reading in Today's Elementary School 3rd*, (New York: Houghton Mifflin, 1984), p. 10

significantly important include science, social studies and math. In the area of science, researcher indicates that many students lack prior knowledge and reading strategies to generate inferences; thus, the students comprehend science text poorly. It is also found that students lack specific reading strategies to generate inferences that aid in the understanding of science texts.

There are four classifies levels of comprehension, but in this thesis the researcher will only focus word meaning, main idea and make conclusion use literal and in interpretive.

1) Literal Comprehension

Reading means take in ideas that are directly stated. Recognizing stated main ideas, detail, causes and effect, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, unknown word and paragraph meaning is important.

2) Interpretive

Iterpretative reading means read between the lines are making inferences. It is the process of driving ideas that are implied rather than directly stated.this category demands a higher level of thinking ability because the question of interpretation are concerned with answer that are not directly stated in the text but they are suggested or implied to answer question at the interpretive level, the reader must have ability and able to work at various levels of abstraction.

The interpretation/interpretative level is the one at which the most confusion exists. The confusion concerns the term inference. Inference may be defined as something that is not directly stated but suggested in the statement, a logical conclusion that is drawn from the statements, a deduction and induction.

3) Critical Reading

Critical reading means evaluating written material comparing the ideas discovered in the material with known standard and writing conclusions about their appropriateness, accuracy and timeliness.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and also requires them to use their imagination.¹⁴

Reading comprehension also understanding what has been read. It is an active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, making judgment and evaluating.

Besides that, in comprehending a written text reader typically make use background knowledge, phonological and phonemic awareness, vocabulary, fluency, and many basic skills which is supporting or helping in reading comprehension.¹⁵

¹⁴ Ibid, p. 177.

1) Phonological and Phonemic Awareness

Phonological awareness refers to the ability to attend to the sound of language as distinct from its meaning. Studies both of alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic language, phonemic awareness is especially important because the letters of alphabet map onto individual sound units (phonemes). Children who are able to attend to the individual phonemes in alphabetic language are much more likely to learn the alphabetic principle (how letters map onto phonemes) and therefore, learn to recognize words quickly and accurately.

For alphabetic language, many studies have shown that phonemic awareness is closely associated with reading ability in the early and later year of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other .phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic scripts also develops phonological and phonemic awareness.

a. Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problem with

¹⁵ Armin, *The Use of CIRC Technique in Teaching Reading Comprehension at the Eleventh Students of SMAN 4 Palopo in Academic Year 2015/2016*, (STAIN Palopo:2015), p. 8

word recognition. As a result, they can focus on the meaning of text. Recent research shows that fluency also depends on the ability to group words quickly, but also know where the place emphasis or pause during reading.

Word recognition is necessary but not sufficient for fluent reading. The readers can do both tasks at the same time. They can do this because of efficient word recognition and oral language skills. Guided practice in reading generally increases fluency.

b. Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is however very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of language.

Stanovich described the cumulative effect of poor reading and vocabulary skills:

Children who are poor readers usually also lack a wide vocabulary. When young children struggle with reading, they quite naturally read less than their more able classmates and therefore are exposed to fewer new words. This restriction on their deficits makes learning in general more

difficult and as children progress through the grades, the gap between skilled and less skilled reader becomes increasingly pronounced.

c. Prior Knowledge

Prior knowledge generally helps the comprehension. There are many aspects to prior knowledge, including knowledge of the word, cultural knowledge, subject matter knowledge and linguistic knowledge .a readers' interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on reading task. A reader knowledge of the word depends on live experience. This is different in different countries, regions and cultures. Reading task and reading instruction should be sensitive to the types of prior knowledge that are needed to understand a text.

d. Cultural Factors

Reading comprehension is about relative prior knowledge to new knowledge contained in written text. Prior knowledge, in turn, depends on live experienced. Topic that are familiar and openly discussed my own culture may be unacceptable in another. Children growing up in rural communities will have different experiences from these from urbanized, develop countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect. Having rich but different

types of cultural knowledge will also affect our understanding and appreciation of written text.

Based on the definition above, the researcher concluded that reading comprehension is a kind of language between an author and a reader in which the written language become the media that cause the dialogue happen when the two people communicate through the print media so that it can be read before written.

2. The Reason For Reading

On obvious answer to the question “ why do read” wooding Keith Johnson is we read in order to obtain information which is presented in the written form, but by nature of the information so obtained requires more explicit definition he further explain by referential (factual), effective, or emotional.

- a. Answer we can give to our question of why we read is that we read referential material in order to Obtain factual information with operating on our environment, e.g. a set of instructions or how to use a piece of equipment.
- b. We read material as a way of developing our own intellectual skill, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of a series of operations, e.g. making proposal for project.
- c. We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or environment self.

These reasons for reading are essential practice. That is to say, reading carried out for purposes other than the reading of language is self, basically, the purpose why some reads is pleasure, reference, or information. In most learning situation, the third reason (reading for information) is related either to the learners or his profession or job.

Also according to Englishclub.com there are some of specific reasons why English learners are encouraged to read in English:

- a. The constant repetition of words and patterns in reading helps you learn and remember vocabulary and grammar structures.
- b. Reading helps you become familiar with the rhythm of English. Over time it will start to feel natural.
- c. Unlike conversation, reading is something you can do on your own.
- d. Reading is not expensive, often free.
- e. Good reading skills can improve your other language skills. You need to learn to read before you can write.
- f. Reading is the best way to learn and remember the proper spelling of words.
- g. Listening as you read along can help you improve your pronunciation skills.

Besides that, there are some reasons in reading, namely:

a. Reading for information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new the subject much of this information can be tabulated in not from so than you can see side by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easier during the process of absorbing information. The first reading is often the most difficult because of quantity of new information. If you see yourself question whit which to give your reading, and keep them in mind so that you know way you are reading, you will find that the more reading you do ,the easier it becomes.

b. Reading For Pleasure

Reading for pleasure is done without other people. But according to an individual reader's with, mood and tasting. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human can see such love, ambition, revenge, family live etc. It is purpose is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters in other words, to extend our experience of the words in

which we live. While the states that the purpose of reading is to thought that is expected in the world.¹⁶

3. Kinds of Reading Skill

The kinds of reading skills are:

a. Reading Aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to ‘glance over what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to ‘pronunciation’ then it is to ‘comprehension’. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio new casters, clergymen, perhaps, actors, and that is all. To the huge majority its importance is minimal.

¹⁶ Ibid, p. 11.

b. Extensive reading

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skills involved but with the effects which the employments of those skills produce, that is to say a familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in the country to which that language is narrative.

c. Intensive reading

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is most interest but the result, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension is very short in length.

The objective is to achieve full understanding of logical argument, the theory arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his end.

d. Reading Speed

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of reading skill. The good student will probably want to make familiar survey of what he is going to study, this will lead him to formulate a series questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he was recorded the answers he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary of anyone who purpose venture on to any kind of higher education, it is fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.¹⁷

4. Levels of Reading

Levels of reading comprehension are originally described by bots in Harris (1980:15) that are:

a. Independent Reading level

This is the highest level at which the students can read easily and fluently without assistance. With a few words recognize errors, and with word comprehension and recall.

b. The Instructional Reading Level

In this level students can do a satisfactory reading provided. He or she receives preparation and supervision from the teacher. In this level, word and comprehension and recall are satisfactory.

c. The Frustratingly Reading Level.

The level at which the students reading skill breakdown, fluency disappears, word recognition errors are how amorous, comprehension is

¹⁷ Geoffrey Broughton, *Teaching English as a Foreign Language*, (London:1985), p. 90-94.

faulty, recall is sketchy and sign of emotional tension and discomfort become evident.

5. The Strategy of Reading skill

In reading skill in learning reading, formulated as followed:

- a. Skimming, is quick reading for the general drift of a passage. It is an activity which is appropriate when there is not time to read something carefully or when trying to decide if careful reading is merited.
- b. Scanning, is similar to skimming in that the reader is pushing himself through a selection at an initially uncomfortable rate, but search is more focused since the information needed is very specific-usually a date, a number, or a place.
- c. Reading for through comprehension, is reading in order to master the total message of the writer, both main points and supporting details. This type of reading is the primary concern of the most reading class.
- d. Critical reading, require us to push our students beyond the “through comprehension” stage of reading, to encourage them to react to readings with the same critical judgment they probably exercise when reading in their native language.¹⁸

6. Components of Reading

¹⁸ Rusdiansyah, *Teaching Reading Comprehension through Note-Taking Technique at the Third Semester Students of English Department STAIN Palopo*, (STAIN Palopo:2013), p. 20. Unpublished Thesis.

There are three components of reading, they are:

a. Phonics

Phonics matches the written letter group of letters to the sound it makes. This skill includes spelling patterns and knowing how to apply these to reading and writing. Examples are: f sounds like /f/, c sounds like /k/ or /s/ and igh sounds like long /i/.

There are a number of ways that phonics can be taught because there is variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new word in a different way. Synthetic phonics builds words from the ground up. This approach readers are taught to first connect letters to their corresponding phonemes (sounds unit) and then, to blend those together to create a word.

b. Phonemic awareness

Phonemic awareness is the ability to focus on, hear and manipulate phonemes (sounds) in spoken words. The examples are: hearing the difference between similar sounds (like /f/ and /h/), identifying that ‘smile’ without the /s/ is ‘mile’, blending, segmenting, and rhyming. Phonemic awareness is an auditory (listening) skill. Phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning.

c. Vocabulary

Vocabulary involves continuously enriching and broadening of the reading vocabulary, daily adding new words to spoken and reading language, increasing understanding of what words mean in different situation, increasing clarity of word meanings, and the ability to ‘play with’ words, as in poetry and puns. The children who read well until third or fourth grade, then struggle, are struggling with vocabulary. Vocabulary needs to come from books, rather than talking or television (We speak with an extremely limited vocabulary).

7. The Components in Teaching Reading

Based on teaching reading, we have to know inefficient and efficient reading in some criteria such as language, content, speed, attention, incomprehensible vocabulary, prediction, motivation and purpose.¹⁹

¹⁹ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press: 1996).

Table 1.1 Ten Components in Teaching Reading

	Efficient	Inefficient
1. Language	The language of the text is comprehensible to the learner.	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learner; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the context too far remove from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast; mainly because the reader has ‘automatized’ recognition of common combinations, and does not waste time working out each word or group of words a new.	The reading is slow; the reader does not have a large ‘vocabulary’ of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts her or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible Vocabulary	The reader takes incomprehensibly vocabulary in her or his stride; guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items; stop to look every one up in dictionary, and/or feels discouraged the text as a whole.
6. Prediction	The reader think ahead, hypothesizes, predicts.	The reader does not think ahead, deal with the text as it comes.
7. Background Information	The reader has and uses background information to help understand the text	The readers does not have or use background
8. Motivation	The reader is motivated to read; by interesting, content, or challenging task	The reader has no particular interest in reading

9. Purposes	The reader aware of a clear purpose in reading; for example, to find out something, and to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all text.

Based on **table 1.2** above, the researcher concludes that there are ten components in teaching reading and can be references for reader and researcher in improve their knowledge especially in reading skill but in this research, the researcher only focused in three aspects, namely: language, content, and vocabularies.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description is the process of creating visual image and sensory impression through words.²⁰

²⁰ Artono Wardiman, et. Al, *English in Focus for Grade VII Junior High School*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122.

More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.²¹

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.²²

2. Kinds of Descriptive Text

As we know that, descriptive text is a text to describe something, such as people, places, or things. So, it normally takes on three forms, they are:

a. Description of People

²¹ Linda Woodson, *From Cases to Composition*, (University Texas: Scott, Foresman and Company), p. 73.

²² George E. Whison and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128.

People are different, and writing description of people is different.

You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification an impression, or a character sketch, depending on the situation.

b. Description of Places

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chroologically developed paragraph, there is no set patten for arranging sentences in descriptive paragraph. It is not neccessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.²³

c. Description of Things

²³ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York:International Thompson Publishing Company, 4th Edition), p. 69.

To describe a things the reasearcher must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.²⁴

3. The Structure of Descriptive Text

The generic structures of a description are as follows:

- a. Identification identifies the phenomenon to be described.
- b. Description of features: describes features in order of importance:
 - 1) Parts / things (physical appearance)
 - 2) Qualities (degree of beauty, excellence, or worth/value)
 - 3) Other characteristic (prominent aspects that are unique).²⁵

D. The Concept of the Make a Match

1. Definition of the Make a Match

Make a match is a model developed by Lorna Curran, 1994. Like other models, this model is a model of group learning (Learning Community). This model

²⁴ Muh. Shabil, *The Use of Caricature in Improving Students' Ability in Descriptive Text at the Eight Year Students of MTS Batusitanduk*, (STAIN Palopo, 2014), p. 21.

²⁵ Artono Wardiman, et.al, *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008).

can generate student spirit to engage actively in the learning process. The division of the group makes a match which there are two groups of problems and holding group answers. Make a Match Method is learning with a card. It consists of questions card and the other consist of answers card from the questions.²⁶ 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 was one of the co-operative learning which can be used in all lesson.²⁷

Make a match used for all subjects and at all levels of education starting from elementary through high school. In Making a Match Method, the teacher should prepare two cards with the topic, they are question card and answer card. Every students has one card. Every students thought about question or answer that they have. Every students looked for a couple that have a match card with the 2 questions. From some steps that above mentioned, Make a Match is one of the appropriate method that can be used in mastery reading comprehension because make a match is not only teaching learning process that is emphasized but also fun.²⁸ So, the

²⁶ Suprijono, *Cooperative Learning: Teori and Aplikasi Paikem*, (Surabaya: Pustaka Pelajar, 2010), p. 94.

²⁷ Curran, L, *Language Arts and Cooperative Learning: Lesson for the Title Ones*. (San Clemente, C.A:Kagan Publisher, 1994)

²⁸ Ade Irayani, *Improving the Students Achievement through Make a Match Method*, Accessed on May 15th, 2017 from <http://www.MAKE-A-MATCH/674-1114-1-SM/make-a-match.pdf>.

researcher concluded that make a match method was very fun in applying in the classroom when teacher taught.

2. The Step of Make a Match Method

There are some steps to applying make a match method, as follows:

- a. 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.
- b. Teacher divides into two groups (question cards and answer cards).
- c. Teacher gives the students a card (question card or answer card).
- d. Each students ge a card (question card or answer card).
- e. Each students holds answer and question cards.
- f. Each students match the cards with their partner (answer and question cards).
- g. Any students are able to match the cards before the deadline will be given points.
- h. After students found their partner, they should sit on pairs.
- i. Conclusion.²⁹

3. The Objectives of Making a Match Method

The Objectives of making a match are:

- 1) Social system

²⁹ Laily Nurindah Sari, *Improving Students' Vocabulary Mastery through Make a Match Strategy*, (Ungaran:IAIN Salatiga, 2016), p. 30.

- a) Altered 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 doesn't pose 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.³⁰

4. Advantages of Use Make a Match Method

³⁰ Ade Irayani, *Improving the Students Achievement through Make a Match Method*, Accessed on May 15th, 2017 from <http://www.MAKE-A-MATCH/674-1114-1-SM/make-a-match.pdf>.

The advantages of make a match technique, namely:

- a. The students certainly feel happy and relax in class in teaching learning process.
- b. The students participate, interesting, develop their confidence and be more active in the learning process.
- c. The students have to express their ideas.
- d. Simple and easy technique.
- e. The students work together to learn.³¹

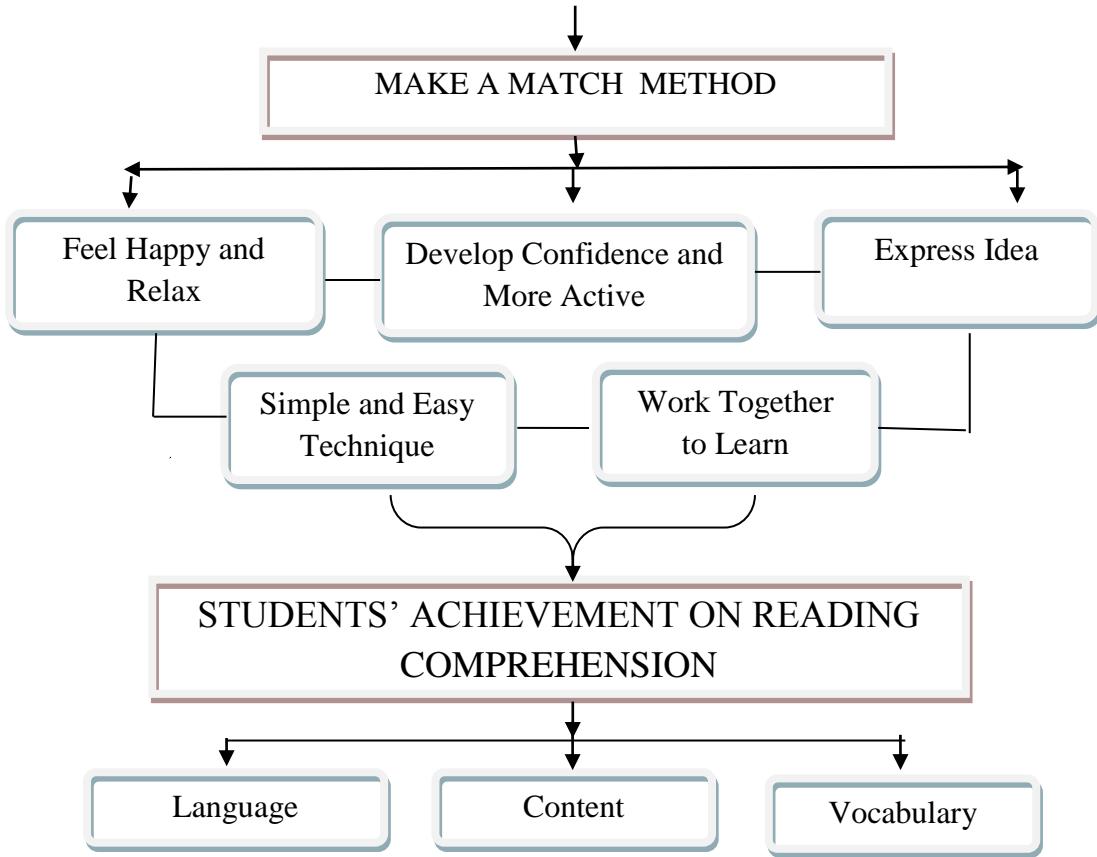
E. Conceptual Framework

Reading is an art that improve with practice. In teaching it there are many techniques that can be used. In the since of foreign language teaching and learning, presenting reading skill through make a match method leads the students to learn the language.

The conceptual frame in this research is shown in the diagram as follows:

TEACHING READING COMPREHENSION

³¹ Ibid, p. 31.



F. HYPOTHESIS

H_0 = there is no significant difference students reading ability of the tenth year students of MAN Palopo before and after treatment.

H_1 = there is significant difference students reading ability of the tenth year students of MAN Palopo before and treatment.

Hypothesis Criteria Acceptability:

If $t_o > -t_{\alpha/2}$ = reject null hypothesis

If $t_o < t_{\alpha/2}$ = receive null hypothesis

CHAPTER III

METHOD OF THE RESEARCH

This chapter described about the method, research method, research design, variables of the research, population and sampling, instruments of the research, procedure of collecting data and technique of data analysis.

A. Research Method

This research employed an experimental method. It aimed for giving description about the use of make a match method in teaching reading comprehension of the tenth grade students in MAN Palopo.

B. Research Design

This research employed pre-experimental method which applies one group pre-test, post-test. This design present as follow.

Experimental	Pre-test	Treatment	Post-test
E	O ₁	X	O ₂

Where:

E = Experimental

O₁ = Pre-test

X = Treatment

$$O_2 = \text{Post-test}^{32}$$

C. Variables of the Research

This research had two variables, namely dependent variables and independent variables. According to Jaeger dependent variable is the factor which is observed and measured to determine the effect of the independent variable. It is the outcome; it may be what was caused or what changed as a result of the study, while independent variable is antecedent condition that is presumed to affect a dependent variable.³³

1. Dependent variable

The dependent variable was students' reading comprehension on the descriptive text.

2. Independent Variable

The independent variable used make a match method in English teaching.

D. Population and Sample

1. Population

The population of research took at the tenth year of students in MAN Palopo. There were seven classes where the total numbers of the students were 210 students. Each classes consist of 30 students.

³² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Ciptam1998), p. 84.

³³ Hatch and Larazation, *The Research Manual*, (USA: Newbury House, 1991), p. 7.

2. Sample

The samples of research was class IIS 1 because in MAN Palopo consist of IIS 1, IIS 2, IIK 1, IIK 2, MIA 1, MIA 2, and IBB. Many teachers regarded that the level knowledge in the class IIS 1 is low. So, the researcher chose class IIS 1 as sample because this class was very interesting to be researched and the students of the class were low in learning English. So that, the researcher took all of them as a sample, the number of samples were 30 students.

E. Instruments of Research

The instruments of this research were test (pre-test and post-test) and cards (question cards and answer cards). 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.

F. Procedure of Collecting Data

The researcher used two kinds of tests as instrument of collecting data. They were pre-test and post-test. Pre-test was to find out the initial ability before conducting and giving treatment and the post-test held to find out the students improve on reading comprehension by using make a match method.

1. Pre-test

Before gave some information and explanation about make a match method, the researcher gave pre-test, namely reading test about Paris for the students to know how the students' improve on reading comprehension.

2. Treatment

After gave pre-test, the treatment has given into six meetings such as:

- a. The first meeting; the researcher gave the explaining of make a match method to students based of the steps and teach about descriptive text.

After that, gave students reading textabout Borobudur temple and applied the make a match method, such as:

- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
- 3) Teacher gave students a card (question card or answer card).
- 4) Each students got a card (question card or answer card).
- 5) Each students held question and answer cards
- 6) Each students matched the cards with their partner(answer and question cards)
- 7) Any students was able to match the cards before the deadline was given points.
- 8) After students found their partner, they should sit on pair.
- 9) Conclusion /closing

- b. The second meeting; the researcher gave reading textabout Taj Mahal and applied the make a match method, such as:

- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
- 3) Teacher gave students a card (question card or answer card).
- 4) Each students got a card (question card or answer card).
- 5) Each students held question and answer cards
- 6) Each students matched the cards with their partner(answer and question cards)
- 7) Any students was able to match the cards before the deadline was given points.
- 8) After students found their partner, they should sit on pair.
- 9) Conclusion /closing

c. The third meeting; the researcher gave reading text about Prambanan temple and applied the make a match method, such as:

- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
- 3) Teacher gave students a card (question card or answer card).
- 4) Each students got a card (question card or answer card).

- 5) Each students held question and answer cards
 - 6) Each students matched the cards with their partner(answer and question cards)
 - 7) Any students was able to match the cards before the deadline was given points.
 - 8) After students found their partner, they should sit on pair.
 - 9) Conclusion/ closing
- d. The fourth meeting; the researcher gave reading text about Metropol Parosol Spanyol and applied the make a match method, such as:
- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
 - 3) Teacher gave students a card (question card or answer card).
 - 4) Each students got a card (question card or answer card).
 - 5) Each students held question and answer cards
 - 6) Each students matched the cards with their partner(answer and question cards)
 - 7) Any students was able to match the cards before the deadline was given points.
 - 8) After students found their partner, they should sit on pair.
 - 9) Conclusion/ closing

e. The fifth meeting; the researcher gave reading text about Colosseum Italia and applied the make a match method, such as:

- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
- 3) Teacher gave students a card (question card or answer card).
- 4) Each students got a card (question card or answer card).
- 5) Each students held question and answer cards
- 6) Each students matched the cards with their partner (answer and question cards)
- 7) Any students was able to match the cards before the deadline was given points.
- 8) After students found their partner, they should sit on pair.
- 9) Conclusion/closing.

f. The second meeting; the researcher gave reading text the Indonesian Archipelago and applied the make a match method, such as:

- 1) Teachers prepared 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 divided into two groups (question cards and answer cards).
- 3) Teacher gave students a card (question card or answer card).

- 4) Each students got a card (question card or answer card).
- 5) Each students held question and answer cards
- 6) Each students matched the cards with their partner (answer and question cards)
- 7) Any students was able to match the cards before the deadline was given points.
- 8) After students found their partner, they should sit on pair.
- 9) Conclusion/ closing.

3. Post-test

The researcher gave reading text about Paris as the post-test to the students. It aimed to know what extend improving of reading comprehension skill of MAN Palopo especially at the tenth grade of IIS 1 by using make a match method or not.

G. Technique of Data Analysis

After collected data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then would focus on the data analysis. The data which have been collected through pre-test and post-test and post-test analyzed by using SPSS 23 computer programs. SPPS 23 computer program have

computer software/program for processing, calculating, or analysis data of statistics.

This program produced by IMB Company.³⁴

To find out the percentage of the students' score in reading test is calculated by using the formula below:

$$P = \frac{F}{N} \times 100$$

Where:

P : Percentage

F : Frequency

N : Number of Sample³⁵

In analyzing the data, the researcher was determined the scoring classification, it can be seen into table below:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total test item}} \times 100$$

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fairly Good	66-75
5.	Fairly	56-65

³⁴ <http://www.spss.com/2016>.

³⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Ciptam1998), p. 91

6.	Poor	36-55
7.	Very Poor	0-35 ³⁶

³⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Ciptam1998), p. 185.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consist of two parts. The first part is finding of data analysis and the second is description of the finding or discussion. This chapter also discussed the result of the research, which comparing between theoretic and application in educational institution.

A. Findings

The findings of this research was shown to describe the result of the data that were analysed statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test, and analysis data.

1. Pre-Test

In this section, the researcher showed the complete score of students in reading comprehension (language, content, and vocabulary) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 23. For more clearly, the researcher would show complete students' score reading comprehension in pre-test. It tabulated by following table:

Table 1.1
The Scoring Students' Reading Comprehension in Pre-Test

No	Respondents	The Component of Reading			Total Items	Score
		Language	Content	Vocabulary		
1.	R1	2	2	1	10	50
2.	R2	2	3	2	10	70
3.	R3	1	2	2	10	50
4.	R4	1	1	1	10	30
5.	R5	3	2	2	10	70
6.	R6	2	1	1	10	40
7.	R7	2	4	1	10	70
8.	R8	1	2	2	10	50
9.	R9	3	3	1	10	70
10.	R10	2	1	1	10	40
11.	R11	2	1	1	10	40
12.	R12	2	2	2	10	60
13.	R13	2	1	2	10	50
14.	R14	2	2	2	10	60
15.	R15	2	2	1	10	50
16.	R16	1	2	2	10	50
17.	R17	1	0	1	10	20
18.	R18	2	2	2	10	60
19.	R19	2	1	1	10	40
20.	R20	3	2	1	10	60
21.	R21	1	2	2	10	50
22.	R22	2	3	1	10	60
23.	R23	2	1	2	10	50

24.	R24	2	1	2	10	50
25.	R25	2	0	2	10	40
26.	R26	1	2	2	10	50
27.	R27	1	2	2	10	50
28.	R28	1	1	1	10	30
29.	R29	4	2	1	10	70
30.	R30	2	2	1	10	50
Total	N=30					$\Sigma X = 1530$

Based on the table 1.1, we saw that reading comprehension divided into ten components but the researcher only took three components, they were language, content, and vocabulary. So, in this section, the researcher would present and tabulated the mean score, the frequency, and the rate percentage of the students' reading comprehension one by one. All of those would explain for more clearly by following tables:

a. Language

Table 1.2
The Score of Students' Language in Pre-Test

Respondents	Language
R1	2
R2	2
R3	1
R4	1
R5	3
R6	2

R7	2
R8	1
R9	3
R10	2
R11	2
R12	2
R13	2
R14	2
R15	2
R16	1
R17	1
R18	2
R19	2
R20	3
R21	1
R22	2
R23	2
R24	2
R25	2
R26	1
R27	1
R28	1
R29	4
R30	2
N=30	

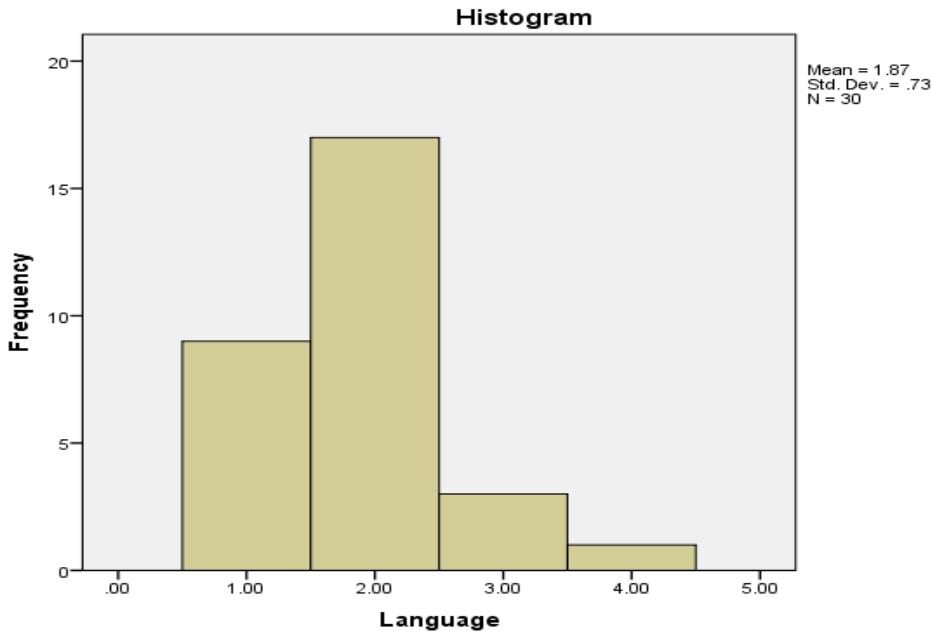
For looking the mean score of students' language in pre-test, researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive statistic as follows:

Table 1.3
The Mean Score of Students' Language in Pre-Test

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Language	30	3.00	1.00	4.00	56.00	1.8667	.13333	.73030
Valid N (listwise)	30							

Based on the table 1.3, it showed that the highest score of students was 4 and the lowest score was 1. Besides, it also indicated that the mean score of students' language in pre-test was 1.86, the standard deviation was 0.73030, and standard deviation error was 0.13333

Chart 2.1
The Mean Scoring Students' Language in Pre-Test



In other side, the researcher also had written the students' score of language before giving treatment by using make a match method and it presented through the table rate percentage score, it could be seen in the table below:

Table 1.4
The Frequency of Students' Language in Pre-Test

		Language			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	30.0	30.0	30.0
	2.00	17	56.7	56.7	86.7
	3.00	3	10.0	10.0	96.7
	4.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 1.5
The Rate Percentage Score of Students' Language in Pre-Test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	1	3.33%
7.	Very Poor	0-35	29	96.67%
Total			30	100%

Table 1.5, indicated that students' score in language of pre-test. It showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), and fairly (0%) classification. But, there was 1 student (3.33%) from 30 students who got "poor" classification. Besides, there were 29 students (96.6%) from 30 students who got "very poor" classification.

b. Content

Table 1.6
The Score of Students' Content in Pre-Test

Respondents	Content
R1	2
R2	3
R3	2

R4	1
R5	2
R6	1
R7	4
R8	2
R9	3
R10	1
R11	1
R12	2
R13	1
R14	2
R15	2
R16	2
R17	0
R18	2
R19	1
R20	2
R21	2
R22	3
R23	1
R24	1
R25	0
R26	2
R27	2
R28	1
R29	2
R30	2
N=30	

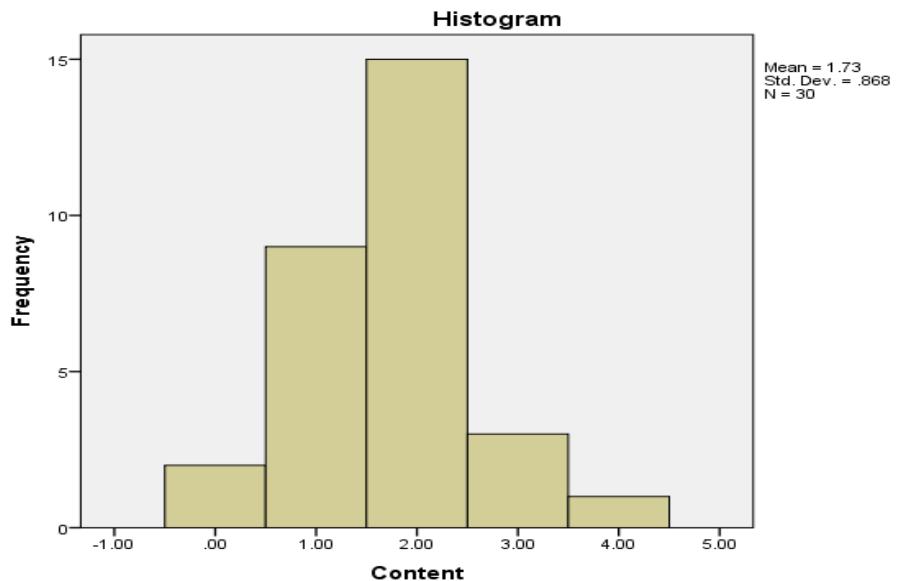
For looking the mean score of students' content in pre-test, researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive statistic as follows:

Table 1.7
The Mean Score of Students' Content in Pre-Test

Based on the table 1.7, it showed that the highest score of students was 4 and the lowest score was 0. Besides, it also indicated that the mean score of students' content in pre-test was 1.73, the standard deviation was 0.86834, and standard deviation error was 0.15854.

Chart 2.2
The Mean Scoring Students' Content in Pre-Test

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Content	30	4.00	.00	4.00	52.00	1.7333	.15854	.86834
Valid N (listwise)	30							



In other side, the researcher also had written the students' score of content before giving treatment by using make a match method and it presented through the table rate percentage score, it could be seen in the table below:

Table 1.8
The Frequency of Students' Content in Pre-Test

		Content			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	0.00	2	6.7	6.7	6.7
	1.00	9	30.0	30.0	36.7
	2.00	15	50.0	50.0	86.7

	3.00	3	10.0	10.0	96.7
	4.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 1.9
The Rate Percentage Score of Students' Content in Pre-Test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	1	3.33%
7.	Very Poor	0-35	29	96.67%
Total			30	100%

Table 1.9, indicated that students' score in content of pre-test. It showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), and fairly (0%) classification. But, there was 1

student (3.33%) from 30 students who got “poor” classification. Besides, there were 29 students (96.6%) from 30 students who got “very poor” classification.

c. Vocabulary

Table 1.10
The Score of Students’ Vocabulary in Pre-Test

Respondents	Vocabulary
R1	1
R2	2
R3	2
R4	1
R5	2
R6	1
R7	1
R8	2
R9	1
R10	1
R11	1
R12	2
R13	2
R14	2
R15	1
R16	2
R17	1
R18	2
R19	1
R20	1
R21	2
R22	1

R23	2
R24	2
R25	2
R26	2
R27	2
R28	1
R29	1
R30	1
N=30	

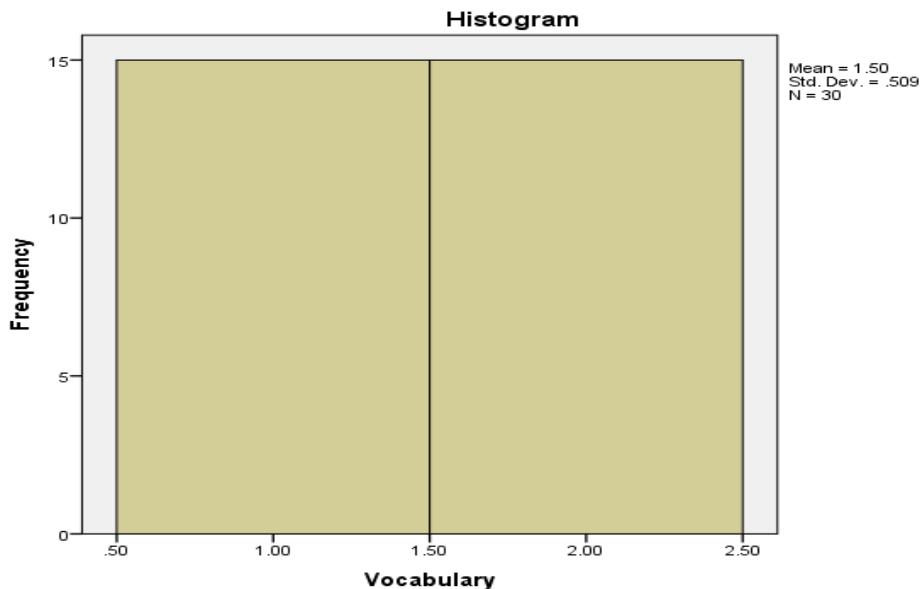
For looking the mean score of students' vocabulary in pre-test, researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive statistic as follows:

Table 1.11
The Mean Score of Students' Vocabulary in Pre-Test

	Descriptive Statistics							Std. Deviation
	N	Range	Minimum	Maximum	Sum	Mean		
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary	30	1.00	1.00	2.00	45.00	1.5000	.09285	.50855
Valid N (listwise)	30							

Based on the table 1.7, it showed that the highest score of students was 2 and the lowest score was 1. Besides, it also indicated that the mean score of students' content in pre-test was 1.5, the standard deviation was 0.50855, and standard deviation error was 0.09285.

Chart 2.3
The Mean Scoring Students' Vocabulary in Pre-Test



In other side, the researcher also had written the students' score of vocabulary before giving treatment by using make a match method and it presented through the table rate percentage score, it could be seen in the table below:

Table 1.12
The Frequency of Students' Vocabulary in Pre-Test

		Vocabulary		
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	50.0	50.0
	2.00	15	50.0	100.0
	Total	30	100.0	100.0

Table 1.13
The Rate Percentage Score of Students' Vocabulary in Pre-Test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	-	0%
7.	Very Poor	0-35	30	100%
Total			30	100%

Table 1.13, indicated that students' score in language of pre-test. It showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), fairly (0%), and poor (0%) classification. But, there were 30 students (96.6%) from 30 students who got "very poor" classification.

2. Post Test

In this section, the researcher made the rate percentage of students' score of reading comprehension in post-test. The results of the students score in post-test were present in the tables. The complete of the students' score reading comprehension of language, content, and vocabulary in post-test were tabulated as follows:

Table 1.14
The Scoring Students' Reading Comprehension in Post-Test

No	Respondents	The Component of Reading			Total Items	Score
		Language	Content	Vocabulary		
1.	R1	2	1	2	10	50
2.	R2	2	1	2	10	50
3.	R3	2	2	2	10	60
4.	R4	2	2	2	10	60
5.	R5	3	2	2	10	70
6.	R6	3	2	2	10	70
7.	R7	3	3	2	10	80
8.	R8	3	3	2	10	80
9.	R9	1	3	3	10	70
10.	R10	1	3	3	10	70
11.	R11	2	3	2	10	70
12.	R12	2	3	2	10	70
13.	R13	3	3	2	10	80
14.	R14	3	3	2	10	80
15.	R15	2	2	2	10	60
16.	R16	2	2	2	10	60
17.	R17	2	2	1	10	50
18.	R18	2	2	1	10	50
19.	R19	2	4	2	10	80
20.	R20	2	4	2	10	80
21.	R21	2	2	2	10	60
22.	R22	2	2	2	10	60
23.	R23	3	2	2	10	70

24.	R24	3	2	2	10	70
25.	R25	2	3	1	10	60
26.	R26	2	3	1	10	60
27.	R27	1	2	2	10	50
28.	R28	1	2	2	10	50
29.	R29	3	3	2	10	80
30.	R30	3	3	2	10	80
Total	N=30					$\Sigma X = 1530$

In other side, the researcher had classified based on English reading assessments that consisted of language, content, and vocabulary. It was presented and tabulated the mean score, the frequency, and the rate percentage of the students' reading comprehension one by one. It tabulated by using SPSS 23. All of those would explain for more clearly by following tables:

a. Language

Table 1.5
The Score of Students' Language in Post-Test

Respondents	Language
R1	2
R2	2
R3	2
R4	2
R5	3
R6	3
R7	3
R8	3

R9	1
R10	1
R11	2
R12	2
R13	3
R14	3
R15	2
R16	2
R17	2
R18	2
R19	2
R20	2
R21	2
R22	2
R23	3
R24	3
R25	2
R26	2
R27	1
R28	1
R29	3
R30	3
N=30	

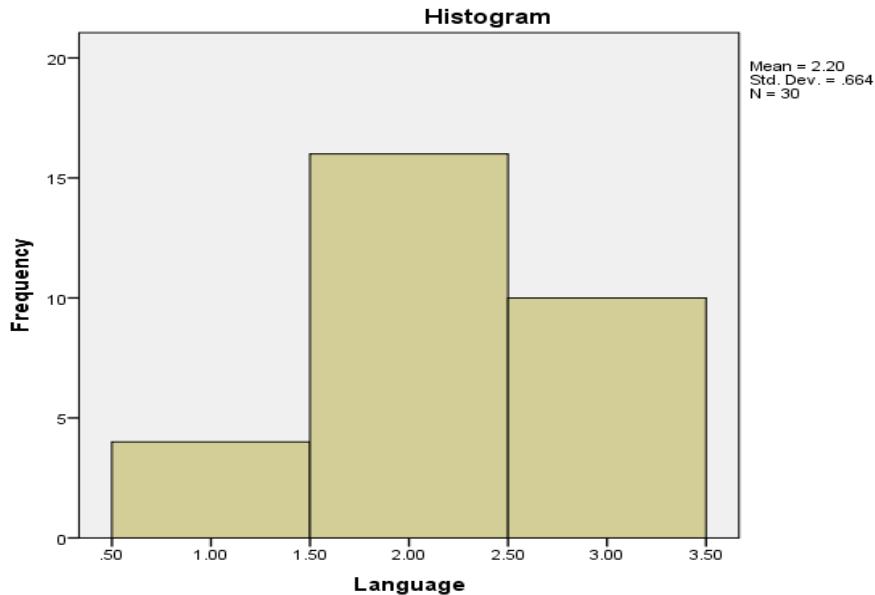
To calculate the mean score of students' language in post-test, the researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive below:

Table 1.15
The Mean Score of Students' Language in Post-Test

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.Error	Statistic
Language	30	2.00	1.00	3.00	66.00	2.2000	.12130	.66436
Valid N (listwise)	30							

Based on the table 1.15, indicated that the highest score of students were 3 and the lowest score were 1. Besides, it also showed that the mean score of students' language in post-test were 2.2, standard deviation were 0.66436, and standard deviation error were 0.12130.

Chart 2.4
The Mean Score of Students' Language in Post-Test



In other side, the researcher also had written score of the students' language who had been given treatment by using make a match method and it presented through frequency, and the table rate percentage scores. The table showed as follows:

Table 1.16
The Frequency of Students' Language in Post-Test

Language					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	13.3	13.3	13.3
	2.00	16	53.3	53.3	66.7
	3.00	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Table 1.17
The Rate Percentage of Students Language in Post-Test

No	Classification	Score	Post-Test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	-	0%
7.	Very Poor	0-35	30	100%
Total			30	100%

Based on the table 1.17, the rate percentage of students' language in post-test indicated that there were none of the students (0%) who got excellent, very good (0%), good (0%), fairly good (0%), fairly (0%) classification. But, there were 30 students who got very poor (100%) classification.

b. Content

Table 1.18
The Score of Students' Content in Post-Test

Respondents	Content
R1	1
R2	1
R3	2
R4	2
R5	2
R6	2
R7	3
R8	3
R9	3
R10	3
R11	3
R12	3
R13	3
R14	3
R15	2
R16	2
R17	2
R18	2
R19	4

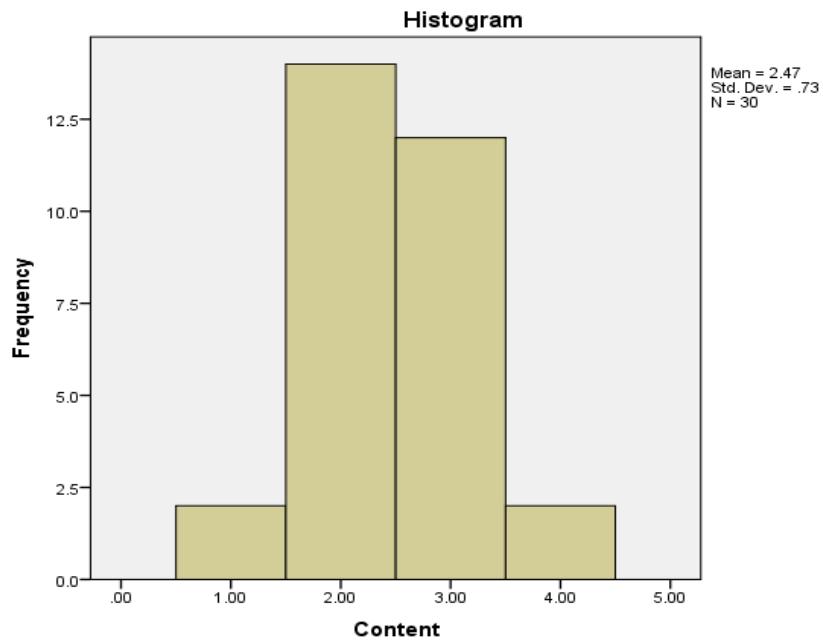
R20	4
R21	2
R22	2
R23	2
R24	2
R25	3
R26	3
R27	2
R28	2
R29	3
R30	3
N=30	

For looking the mean score of students' content in post-test, researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive statistic as follows:

Table 1.19
The Mean Score of Students' Content in Post-Test

	Descriptive Statistics							
	N		Range		Minimum		Maximum	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Mean	Std. Deviation
Content	30	3.00	1.00	4.00	74.00	2.4667	.13333	.73030
Valid N (listwise)	30							

Chart 2.5
The Mean Scoring Students' Content in Post-Test



Based on the table 1.19, it showed that the highest score of students was 4 and the lowest score was 1. Besides, it also indicated that the mean score of students' content in post-test was 2.47, the standard deviation was 0.73030, and standard deviation error was 0.13333.

In other side, the researcher also had written the students' score of content after gave treatment by using make a match method and it presented through the table rate percentage score, it could be seen in the table below:

Table 1.20
The Frequency of Students' Content in Post-Test

Content					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	6.7	6.7	6.7
	2.00	14	46.7	46.7	53.3
	3.00	12	40.0	40.0	93.3
	4.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 1.21
The Rate Percentage Score of Students' Content in Post-Test

No	Classification	Score	Post-test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	2	6.67%
7.	Very Poor	0-35	28	93.33%
Total			30	100%

Based on the table 1.21, indicated that students' score in content of post-test. It showed that there was none of students got excellent (0%), very

good (0%), good (0%), fairly good (0%), and fairly (0%) classification. But, there was 2 student (6.67%) from 30 students who got “poor” classification. Besides, there were 28 students (93.33%) from 30 students who got “very poor” classification.

c. Vocabulary

Table 1.22
The Score of Students' Vocabulary in Post-Test

Respondents	Vocabulary
R1	2
R2	2
R3	2
R4	2
R5	2
R6	2
R7	2
R8	2
R9	3
R10	3
R11	2
R12	2
R13	2
R14	2
R15	2
R16	2
R17	1
R18	1
R19	2

R20	2
R21	2
R22	2
R23	2
R24	2
R25	1
R26	1
R27	2
R28	2
R29	2
R30	2
N=30	

For looking the mean score of students' vocabulary in post-test, researcher calculated it by using SPSS 23. The result could be presented in to the table descriptive statistic as follows:

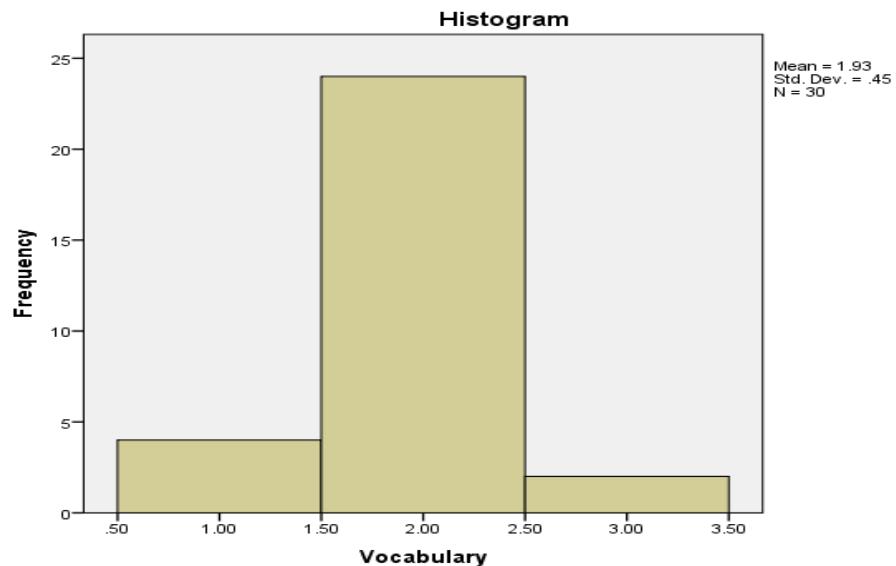
Table 1.23
The Mean Score of Students' Vocabulary in Post-Test

	Descriptive Statistics							
	N		Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary	30	2.00	1.00	3.00	58.00	1.9333	.08212	.44978
Valid N (listwise)	30							

Based on the table 1.23, it showed that the highest score of students was 3 and the lowest score was 1. Besides, it also indicated that the mean score

of students' vocabulary in post-test was 1.93, the standard deviation was 0.44978, and standard deviation error was 0.08212.

Chart 2.6
The Mean Scoring Students' Vocabulary in Post-Test



In other side, the researcher also had written the students' score of vocabulary after gave treatment by using make a match method and it presented through the table rate percentage score, it could be seen in the table below:

Table 1.24
The Frequency of Students' Vocabulary in Post-Test

Vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	13.3	13.3	13.3
	2.00	24	80.0	80.0	93.3
	3.00	2	6.7	6.7	100.0

	Total	30	100.0	100.0	
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Table 1.25**The Rate Percentage Score of Students' Vocabulary in Post-Test**

No	Classification	Score	Post-test	
			Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very Good	86-95	-	0%
3.	Good	76-85	-	0%
4.	Fairly Good	66-75	-	0%
5.	Fairly	56-65	-	0%
6.	Poor	36-55	-	0%
7.	Very Poor	0-35	30	100%
Total			30	100%

Table 1.25, indicated that students' score in vocabulary of post-test. It showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), fairly (0%), and poor (0%) classification. But, there were 30 students (100%) from 30 students who got "very poor" classification.

Besides showing about the mean score in each subject of reading test (language, content, and vocabulary) one by one, the researcher also presented the total mean score and standard deviation in pre-test and post-test, and then compared both of them. The result would be presented by using SPSS 23, it can be seen in the table descriptive statistic as follows:

Table 1.26

The Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	30	20.00	70.00	51.0000	12.68994
POST_TEST	30	50.00	80.00	66.0000	11.01723
Valid N (listwise)	30				

From the **table 1.26**, it indicated that the mean score of students in pre-test were 51.00 and the mean score of students in post-test were 66.00. It also showed the standard deviation score of students in pre-test were 12.68994 and in post-test were 11.01723. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that the use make a match method was effective in teaching reading. And then, the value of standard deviation in pre-test was 12.68994 and 11.01723 in post-test.

To know whether the pre-test and post-test was significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 23. The result could be presented in the table of paired samples statistic, paired sample correlation, and paired sample test. It was presented in the following tables:

Table 1.27
The Paired Samples Statistic of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	51.0000	30	12.68994	2.31685
	POST_TEST	66.0000	30	11.01723	2.01146

The table sample statistic of pre-test and post-test above showed that the students score increase from 51.0000 to 66.0000.

Table 1.28
The Paired Sample Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	30	.104	.586

The table paired sample correlation of pre-test and post-test above showed that the correlation of the students' ability before and after treatment is 0,104. It means that there was a significant correlation of students' ability in reading comprehension by using make a match before and after treatment.

Table 1.29
The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1	PRE_TEST - POST_TEST	-15.00000	15.92006	2.90659	-20.94465	-9.05535	-5.161	29	.000			

The hypothesis was treated by using SPSS 23. In this case, the researcher used t_{test} (testing of significance) for paired sample t_{test} to know the significance difference between the result of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where N = 30, df =29. The probability value was smaller than alpha (α) $0.00 < 0.05$. It means, the alternative hypothesis (H_1) was accepted and the

null hypothesis (H_0) was rejected. So, the conclusion is there was a significance difference teaching reading comprehension before and after using make a match method. Therefore, the researcher assumed the make a match method can improve students' reading comprehension of the tenth grade students in MAN Palopo.

To know the table distribution of t, we can see in the table below:

Df	P (level of significance one tailed test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.780
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437

12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460

120	1.558	1.980	2.617	3.373
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Based on the table t_{table} distribution (t_t), standard of signification 5% (0.05) with degree of freedom (df)= 29, the researcher got 2.045. From the result, the researcher gave interpretation that t_o (t_{count}) is greater than t_t (t_{table}), $t_o > t_t$

$$5.161 > 2.045$$

Related the result that t_o (t_{count}) is greater than t_t (t_{table}), $t_o > t_t$, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It concluded that there was significant difference in teaching reading comprehension before and after using make a match method. Therefore, the researcher believed that the make a match method significantly improve the students' reading comprehension of the tenth grade students in MAN Palopo.

B. Discussions

In this section, the researcher discussed the result of finding in accordance with the scope of the research. The discussion is about teaching reading comprehension by using make a match method of the tenth grade students in MAN Palopo.

In the first meeting, the students were ashamed and when the researcher applied the method, students more enthusiastic and feel comfort in learning process. The method are used to help and encourage many learners to sustain their interest. Make a match method is one of method in cooperative learning developed by Lorna Curran. In this method, the teacher must prepare some card that consist several concept,

vocabulary items or topics and meaning or answer and question. This method also helps the students to add vocabulary with fun learning. In line with Ade Irayani said that make a match is one of the appropriate method that can be used in mastery reading comprehension because make a match is not only teaching learning process that is emphasized but also fun.³⁷ There are some constructions to play make a match method in the class:

- 10) Teachers prepare some cards that contain several concepts or topics, one about the question cards and other parts of the answer cards.
- 11) Each student gets a card
- 12) Each student holds question and answer cards
- 13) Each students matches the cards with their partner(answer and question cards)
- 14) Any student is able to match the cards before the deadline will be given points.
- 15) Make conclusion /closing.

In this treatment, when the teacher explain make a match method, the students looked interest and felt comfort because the method make them happy and enjoy in teaching learning process. In line with Laily Nurindah Sari said there were some advantages in teaching and learning by using make a match method, such as: the students feel happy and relax in class in teaching and learning process, the students

³⁷ Ade Irayani, *Improving the Students Achievement through Make a Match Method*, Accessed on May 15th, 2017 from <http://www.MAKE-A-MATCH/674-1114-1-SM/make-a-match.pdf>

participate, interesting, and develop their confidence and be more active, simple and easy technique.³⁸ And several data showed that after using the make a match method made students fell enjoy and interest. It could be seen, in pre-test, the minimum score of students was 20 and the maximum was 70. And then, in post-test, the minimum score of students was 50 and the maximum score was 80. So that, the researcher concluded that the use of make a match method was effective and could make students was fun and interested.

The used of method as kinesthetic aids has advantages in teaching and learning English particularly in reading comprehension. This method is very suitable if used in classroom particularly in senior high school students when teaching reading comprehension and it is very helpful for the students to comprehend the components of reading. From the previous research above, the researcher concluded that the use of make a match method as kind of method in English teaching and learning develop the students' English reading comprehension and the students enjoy, happy and interested especially in formulating their idea with the comprehend their language, content, and vocabulary in reading.

The difference and the similarity between this result of the research and previous research findings. The first, the difference were the previous research findings in Komang Wastawan (2013) used make a match type in cooperative

³⁸ Laily Nurindah Sari, *Improving Students' Vocabulary Mastery through Make a Match Strategy*, (Ungaran:IAIN Salatiga, 2016), p. 30.

learning to increase students' achievement in reading comprehension, while this research used make a match method to teach reading to improve reading comprehension. The similarity was this research and previous research findings used the same method that is make a match method.

The second, the differences were the previous research findings in Ade Iriyani (2013) focused to teach vocabulary in developing students' vocabulary achievement at the second year students of MTS, while this research focused to teach reading in improving students' reading comprehension of the tenth grade in MAN/SMA. The similarity was this research and the previous research findings used the same method that is make a match method.

The third, the differences was the previous research findings in Irwanto (2017) focused at MTS Guppi Samata Gowa, while this research focused at the tenth grade students in MAN Palopo. The similarity was the previous research findings and this research used the same method that is make a match method to teach reading comprehension in improving students' reading comprehension and to motivate students to be more interested.

Based on explanation above, the researcher concluded that the use of make a match method effective to improve students' reading comprehension. This is one of method can be used in teaching and learning English especially reading comprehension, because this method make fun and happy, and easy method if used in class when teaching and learning process. In line with Laily Nurindah Sari said that

the advantages of used make a match in teaching and learning process make fun and happy, easy and simple method, more active and students work together in learning.³⁹

In this research, after giving pre-test and post-test, it indicated that the mean score of students in pre-test were 51.00 and the mean score of students in post-test were 66.00. The highest score of students in pre-test was 70 and the lower score of students was 20. Then, the highest score of students in post-test was 80 and the lower score of students was 50. It means that the students' competences are increase in reading comprehension by using make a match method.

Based on the analysis of the table of classification and the rate percentage of the students in post-test and students' mean score, it was found that the students' reading comprehension was higher than before they got the treatment. In order to get more data, the researcher showed the result of the data analysis based on the students' test showed that t_{count} (t_0) with the value (5.161) was higher than t_{table} (t_t) with the value (2.045) on the level significant 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there was a significant difference between the result of pre-test and the result of post-test.

It also can be seen from the analysis of ten questions that were given to the students to get score of students in reading comprehension (language, content and vocabulary component). *The language component*, the rate percentage of students'

³⁹ Laily Nurindah Sari, *Improving Students' Vocabulary Mastery through Make a Match Strategy*, (Ungaran:IAIN Salatiga, 2016), p. 30.

language in post-test indicated that there were was none of the students (0%) who got excellent, very good (0%), good (0%), fairly good (0%), fairly (0%) classification. But, there were 30 students who got very poor (100%) classification.

The content component, the rate percentage showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), and fairly (0%) classification. But, there was 2 student (6.67%) from 30 students who got “poor” classification. Besides, there were 28 students (93.33%) from 30 students who got “very poor” classification.

The vocabulary component, the rate percentage showed that there was none of students got excellent (0%), very good (0%), good (0%), fairly good (0%), fairly (0%), and poor (0%) classification. But, there were 30 students (100%) from 30 students who got “very poor” classification.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that by using make a match method was effective in teaching reading comprehension of the tenth grade students in MAN Palopo. Based on the result of pre-test and post-test, the mean score pre-test was 51.00 and the mean score of post-test was 66.00. Then, based on the findings and the discussions in the previous chapter, it showed the result that t_0 ($t_{\text{count}} = 5.161$) was greater than t_t ($t_{\text{table}} = 2.045$), $t_0 > t_t$, so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was significant difference in teaching reading comprehension before and after use of make a match method. So, the use of make a match method was effective to improve the students' reading comprehension of the tenth grade students in MAN Palopo especially IIS 1.

B. Suggestions

From the advantages in reading comprehension by using make a match method in reading text about descriptive text, the researcher would like to give some suggestion as follows:

1. For the teacher

For the teacher, make a match method should be considered as an alternative method to be used by English teachers in teaching vocabulary in the classroom since it may be effective to improve the students' reading comprehension. Indeed, this research was focused on teaching reading. This

does not mean that the Make a Match method can only be used in teaching these materials but it may also be used in teaching other materials. Therefore, English teachers are suggested to try using the Make a Match method in teaching all types of texts. Second, English teachers applying this method should follow the steps suggested in the Make a Match technique in teaching reading to improve the students' participation and maximum scores, possibly the Make a Match method needs to be used many times not just a couple of times as in this study to really make a significant improvement in the reading of the students.

2. For the other researcher

It is suggested to other researchers to complete this research by conducting any other researches in Make a Match method. Based on the explanation above the researcher would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions. This research has many limitations and more researches should be conducted on this topic.

3. For the students

The students must develop their bravery in order to answer the questions or ask the teachers' instruction. They not only focus in playing the method but also in mastering the English materials.

Finally, the researcher realize that this thesis is far from being perfect and because of that, constructive critics and advices are really expected for the perfection of the thesis.

CURRICULUM VITAE



Andi Mitzayeni, she was born on 20th September 1994 in Malangke, as the fourth child from the happy and simple family. Her father's name is H. Andi Muhammad Nur, and her mother's name is Hj. Andi Siti Fatimah. She has three Brother (Andi Sultan Hasanuddin, Andi Samsul Bahri, and Andi Safaldi), and three sisters (Andi Murniah, Andi Mardewi, and Andi Marwah) who always give support and material to continue her studying.

She was starting her studying at the elementary school number 127 Salubance in 2001 but in 2002, she moved at the elementary school number 382 Pallawarukka and graduated in 2007. Next, she continued her studying in junior high school number 3 Malangke Barat and graduated in 2010. Then, she continued in senior high school number 1 Malangke Barat and graduated in 2013. After that, she continued her studying in QEC for a year and finished in 2014. And continued her studying in the Islamic State Institute (IAIN) Palopo and took English Department in the Faculty and Teacher Training and graduated in 2018.

During her studying in IAIN Palopo, she ever joined in some organisations, namely;

1. English Student Associations (HMPS BIG) IAIN Palopo (2015-2016).
2. Championship of English (CHAMPLISH (2016)
3. Fun with English (FTC 2016-2017)
4. *Forum Mahasiswa Al-Hikmah (FMH) Palopo (2014-2015)*
5. *Lembaga Dakwah Kampus Mahasiswa Pecinta Mesjid (LDK MPM 2016-2018)*

