

## Using Make a Match Technique in Teaching Descriptive Text to the Seventh Grade Students of SMP Negeri 2 Lubuklinggau

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### ABSTRACT

The problem raised in this research was whether it was significantly effective or not to use the Make a Match technique in teaching Descriptive Text to the Seventh Grade Students of SMP Negeri 2 Lubuklinggau in the Academic Year 2022/2023. In addition, the objective in conducting this research was to find out the effectiveness of this technique in teaching descriptive text. Here, quasi-experimental research with total population 417 students was used by the researcher. Then, the researcher used cluster random sampling included 71 students from class VII.5 and VII.6. From the investigation which had been done by the researcher, it was found out that  $t_{obtained}$  was 5.473, which was higher than  $t_{table}$  1.667. It can be concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Finally, there was a significant difference achievement between students who were taught and were not taught by using Make a Match technique.

**Keywords:** descriptive text, Make a Match technique, teaching

### ABSTRAK

Masalah penelitian ini adalah untuk menjawab efektif atau tidaknya penggunaan teknik Make a Match dalam pembelajaran Teks Deskriptif pada Siswa Kelas VII SMP Negeri 2 Lubuklinggau Tahun Pelajaran 2022/2023. Selain itu, tujuan dalam melakukan penelitian ini adalah untuk mengetahui keefektifan teknik ini dalam mengajar teks deskriptif. Di sini, penelitian eksperimen semu dengan jumlah populasi 417 siswa digunakan oleh peneliti. Kemudian, peneliti menggunakan cluster random sampling yang melibatkan 71 siswa dari kelas VII.5 dan VII.6. Dari penyelidikan yang telah dilakukan oleh peneliti, diketahui bahwa  $t_{hitung}$  adalah 5,473 yang lebih tinggi dari  $t_{tabel}$  1,667. Dapat disimpulkan bahwa hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Terakhir, terdapat perbedaan prestasi yang signifikan antara siswa yang diajar dan tidak diajar dengan menggunakan teknik Make a Match.

**Kata Kunci:** teks deskriptif, teknik Make a Match, pengajaran

## INTRODUCTION

Learning English involves the four language skills. There were speaking, listening, reading and writing. These language skills were related to each other. One of the four English abilities that is crucial to the success of learning the language is reading. Based on Siregar and Harida (2021:78) reading is an activity of getting meaning from the text. It means that the readers must be able to remember and understand the text.

Reading is a part of daily life because so many different types of written content are read by people, including academic books, newspapers, magazines and others. As it stated by Khairunisa et al. (2019:1), reading comprehension is one of the English language skills that should be mastered by English Foreign Language Learners (EFL). People can learn anything, gain knowledge, and even find solutions to problems by reading. According to Irwanto and Nurpahmi (2017: 160) if students have a good ability in reading, they will have a better chance to success in their studying. Thus reading is very important for every English Learners.

One of the reading materials which is taught at the Junior High School level was the types of text. Descriptive text was one type of English text that is taught in reading skills. According to Arifah and Kusumarasdyati (2013:2), descriptive text describes particular people, places, or things. By reading descriptive text, the reader sees and knows the object in detail although they do not see it directly. Descriptive text has two generic structure, they are identification and description. Identification part tells the identity or introduction part of the object, and the description part describes the elements included in the object described.

In English class, students would be taught descriptive text. The purpose of learning descriptive text for students is so that the students could create or find information from an object such as a thing, person or animal. As a student in learning English, learning descriptive text was a prerequisite for success in learning English. In school, descriptive text becomes one of the most difficult text to be comprehended by the students (Vabiola and Fitrawati, 2018:746). Therefore, descriptive text learning must use creative and innovative techniques.

Creative and innovative techniques in learning make students motivated to learn so that they get maximum results. Therefore, interesting and effective teaching techniques are needed so that students do not feel bored, more interested, and excited to improve reading skill in descriptive text. According to Dirgantara et al (2013:4) teaching technique can give a crucial effect on the students' success in reading text. In this case, learning English would be more fun and interesting for students if a teacher can use learning technique that could motivate students. Learning techniques are very important in the teaching and learning process so that the objectives of delivering material carried out by teacher to students can be conveyed properly.

In addition, Zulfahmi et al (2018:2) stated that by using proper media instruction, the process of teaching and learning English in the classroom becomes more interesting, enjoy and fun. Furthermore, if a student feel comfortable in the learning process, then students will easily understand the meaning of a learning material. In this case, the selection of the right learning technique could provide a learning experience to students through the interactions created between teachers and students. The teacher must create a nice and interesting situation in the learning process.

In learning descriptive text could be done in many interesting ways. One way that could be used to learn descriptive text was through Make a Match technique. According to Arifah and Kusumarasdyati (2013:2) Make a Match is a kind of learning technique that is

played by two groups. One group brings questions and another brings answer cards. Then they had to find their matches. Make a Match could be used as an appropriate technique for learning descriptive text containing instructions for connecting or matching pictures and questions. The used of the Make a Match technique in the learning process could help students improving cooperation between students in learning descriptive text.

Based on the researcher's observation at SMPN 2 Lubuklinggau, it was found that many students had difficulties in reading and comprehending the reading materials. The researcher found that first, some students got confused in understanding the text. They had difficulties in finding the main idea. Second, some students were not able to answer the questions because they do not understand the meaning of the questions. Some of the students mistranslate the meaning of the question. Last, the students could not explain the information of the text. They only read the text, but they do not understand the information of the text. That is why it needs a good technique to help the students solve the problem.

The information were collected by asking an English teacher about the students' difficulties in learning Descriptive text. The teacher stated that many students were not able to master reading comprehension because of many problems. The student's problem was the limited vocabulary that causes students to have difficulty understanding the text's information and the meaning of a question. Then another problem was sometimes students were less enthusiastic in the learning process because they were busy chatting with their classmates. The students' effectiveness in reading skill was still low and needed improvement. It was proven by their score on daily test and their enthusiasm while teaching and learning process.

Based on the description above, the used of appropriate techniques in learning is very influential on students' interest in learning. According to Adam (2017:168) teacher should provide a more helpful technique to help students comprehend descriptive texts better and more easily. Various techniques in learning English would help students improve their reading comprehension of Descriptive text. One of the most popular and effective ways is by using Make a Match technique. Therefore, the researchers conduct the research entitled "Using Make a Match Technique in Teaching Descriptive Text to the Seventh Grade Students of SMP Negeri 2 Lubuklinggau" with the reason that researchers seek to analyze the effectiveness of the Make a Match technique in increasing students' interest in learning Descriptive text.

## **DESCRIPTIVE TEXT**

In the competency standard of the Indonesian curriculum, various kinds of text should be learned for junior high school students, such as Narrative, Report, Procedure, and Descriptive text. In this research, the researchers chose Descriptive text as the material of research. Seventh grades students were expected to understand and respond to the functional written text, namely a short essay of the descriptive text.

Based on Darmanto (2017:31) descriptive text is a text which describes what a person or a thing looks like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing. It can be said that descriptive text is a text that used to give the detail description about person, thing, place, or animal so that the reader would understand to get the meaning of the information.

Descriptive text is outlined as a text which describes a particular animal, people or things to the readers in specific ways. Besides, Siregar and Dongoran (2020:82) explained that descriptive paragraph is a type written text paragraph, in which has the specific function

to describe about an object and it has the aim that is giving description of the object to reader clearly. By reading a descriptive text, the readers will felt that they read the description just like they see a picture.

In descriptive texts, the students must know the generic structures of it. Based on Darmanto (2017:31) the generic structure of Descriptive Text are:

- a. Identification: In this part of the text, a person, place, animal, or object will be described.
- b. Description: It contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

From the statement above, the researchers conclude that descriptive text is a kind of text that gives description about thing. Descriptive text provides information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described. Then, descriptive text consists of generic structures as follows: Identification and Description. Identification means that to identify the phenomenon that to be describe from text, and Description describes parts, characteristic and activities of animal, person, place, and things.

### **MAKE A MATCH TECHNIQUE**

According to Zawil (2016:316), the Make a Match technique is a kind of game where students have to find their partner. In this technique, the students are divided into two groups, group A and group B. Each of the students in each group gets one card. The students in group A get the topic cards while the students in group B get the simple description cards. Make a match is the fun technique to teach by using card (Fitriana, 2018:43). It consists of question cards and answer cards of questions. This technique is a group learning technique and can inspire students to be actively involved in the learning process.

The basic principle of Make a Match is that students found or match pairs when they study a particular material or topic in an interesting classroom atmosphere. Khairunisa et al (2019:4) assumed that Make a Match strategy could increase students' focus and interest on reading comprehension of Descriptive text. Make a match is one of the co-operative learning which can be used in all lessons (Irwanto and Nurpahmi, 2017:162). Therefore Make a Match is suitable for various subjects and at all levels of education from elementary to high school.

From the several steps above, Make a Match is one of the right techniques to be used in Descriptive text learning. Like the statement from Arifah and Kusumarasyati (2013:2) in teaching descriptive text, Make a Match technique is considered as the appropriate technique. This is because Make a Match technique does not only emphasize the teaching and learning process, but it is also fun. So the researcher concludes that the Make a Match technique could be applied by the teacher as a fun learning technique.

### **TEACHING**

According to Rajagopalan (2019:6) teaching is a scientific process, and its major components are content, communication and feedback. Teaching was carried out as a person's effort in providing knowledge, skills and also instructions to others as an action for the advancement of one's quality of life. Teaching could also be called an art because the creativity of teachers

is needed in providing an atmosphere and learning activities that are interesting to the needs of students. In teaching young learners, the need of adequate young learners teachers should be accomplished (Temaja, 2017:68). Way to attract students' attention to the learning process, teachers need to vary the way of teaching. Therefore, teacher plays play an important role in the teaching and learning process.

According to Susanto (2017:186), teacher should be creative and be able to master the material in order to be understood by students, and make them interested. In teaching, teachers need to vary the way of teaching to get students' interest and attention to the lesson. In the teaching and learning process, a combination of knowledge and skills is needed that depends on the creativity of the teacher in order to create the best learning environment for students. Teaching requires a system, ideas, and techniques that would be used by teachers in implementing lesson plans in the classroom. This was so that the teaching and learning process was well organized so as to create regular learning activities.

In conclusion, teaching is a process of imparting knowledge and skills from a teacher to students. Teaching is a process of communication which the teacher sends the messages of knowledge and skill to students as feedback, and the students responds with their ability and the students responds with their ability and the performance (Yuliarsih and Sa'adiyah, 2018:138). In the learning process, teachers need to have techniques that could attract students' attention and interest in learning in order to create a successful teaching and learning process. Therefore, in this case, the researchers used Make a Match in teaching descriptive text.

## **METHOD**

In this research, the researcher used quasi-experimental method. According to Creswell (2012:626) quasi experimental are experimental situations in which the research assigns, but not randomly, participant to groups because the experimenter cannot artificially create groups for the experiment. This research involved two variables. Make a Match was the independent variable and Descriptive text was the dependent variable. In this research there were pre-test and post-test. This research used use two classes. One class as the experimental group and the second class as the control group. The Experimental group applied Make a Match in treatment, and the control group used the usual treatment or conventional ways.

The researcher used quasi-experimental research because the researcher was interested to find out whether there was a significant difference between group of students who were taught by using and without using Make a Match technique at the seventh grade of SMPN 2 Lubuklinggau.

## **FINDINGS**

In this section, the researchers present all the findings that the researchers had gathered. The data shown in this part were collected from students' scores in pre-test and post-test of experimental class and control class. The collected data are described in the form of a table. There are two tables, namely the experimental and control groups' pre-test and post-test scores.

In doing this research, the researchers gave try-out to students class of VII.2 at SMP Negeri 2 Lubuklinggau in the academic year 2022/2023 on January 13<sup>th</sup> 2023 which was followed by 36 students. The try-out consisted of 30 items in the form of multiple choices

about reading skill of descriptive text that had been done in 60 minutes. Then, the researcher conducted the pre-test on January 17<sup>th</sup>, followed by 35 students of VII.5 and 36 students of VII.6. The pre-test consisted of 20 items in the form of multiple choices about the reading skill of descriptive text that was done in 60 minutes.

Then, the post-test was done on February 7<sup>th</sup> after giving the treatment, followed by 35 students of VII.5 and 36 students of VII.6. The pre-test consisted of 20 items in the form of multiple choices about reading skill of descriptive text that were done in 60 minutes.

Furthermore, the general description of the data is explained as two sections, the experimental class score, and the control class score.

The findings were gathered by analyzing and calculating the pre-test and post-test scores of descriptive text test in both classes (experimental and control class). Here the researcher presented some findings of the research; they were: a) The result of pre-test and post-test scores in the experimental class, b) The result of pre-test and post-test scores in the control class, c) The result of normality testing, d) The result of homogeneity testing, and e) The result of Hypothesis testing.

### 1. The Data of Experimental Class

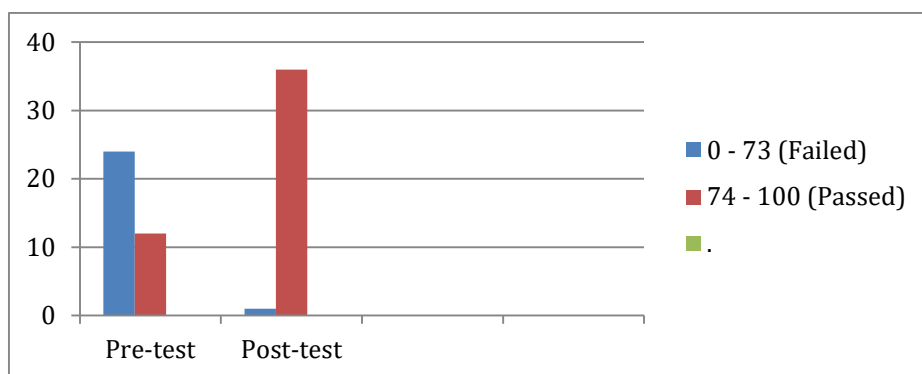
This research took VII.6 class as an experimental class. The class consisted of 36 students. Table 1 shows the distribution of scores in the Experimental class.

Table 1. The Score Distribution in Experimental Class

MMC Range	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
74 - 100	Passed	12	33%	100	100%
0 - 73	Failed	24	67%	0	0%
Total		36	100%	36	100%

The test was given before the treatment took place. After scoring the students' results, the researcher calculated the students' ability (passed and failed). It could be concluded that in the pre-test were 24 students (67%) with category "Failed" and there were 12 students (33%) with category "Passed". The number differed in the post-test with 0% of the students being counted as failed. Based on the table, it is known that the lowest gained score was -5 and the highest gained score was 75, and the mean of the gained score was 28.9. Then the lowest score of the pre-test in experimental class is 25 and the lowest score of the post-test is 75. The mean pre-test score in the experimental class is 66.1 and the post-test score is 95. The calculation on the table above shows that the mean of post-test scores is higher than in the pre-test score in experimental class. The comparison of students' scores in the pre-test and post-test can be seen in the following figure.

Figure 1. The Comparison of Students' Scores in Pre-test and Post-test At Experimental Class



## 2. The Data of Control Class

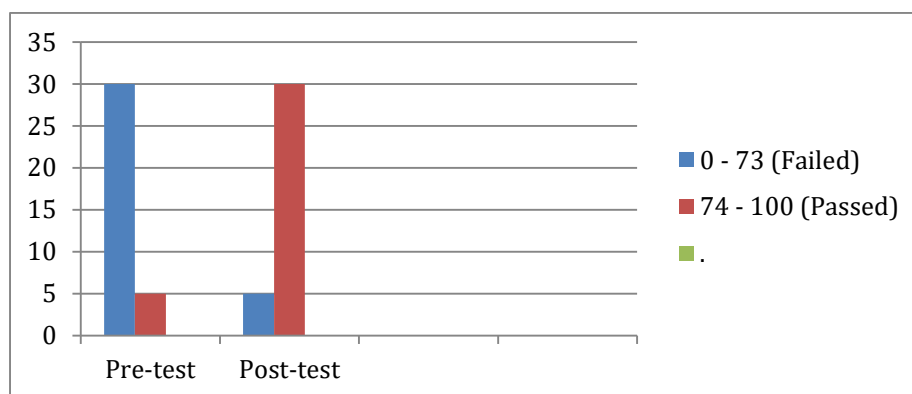
This research took VII.5 class as the control class. Table 2 shows the distribution of score in the Control class.

Table 2. The Score Distribution in Control Class

MMC Range	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
74 - 100	Passed	5	14%	30	86%
0 - 73	Failed	30	86%	5	14%
Total		36	100%	36	100%

After scoring the students' results, the researcher calculated the students' ability (passed and failed). It could be concluded that in the pre-test there were 30 students (86%) with category "Failed" and there were 5 students (14%) with category "Passed". The change in the post-test shows that there is an increasing score from pre-test to post-test. The lowest gained score was -10 and the highest gained score was 55, and the mean of the gained score was 22.8. Then, the lowest score of the pre-test in control class is 30 and the lowest score of the post-test is 40. The mean pre-test score in the control class is 59.6 and the post-test score is 82.4. The median pre-test score in the control class is 60 and in the post-test is 85. Seeing the calculation on the table above, it could be concluded that the mean of post-test scores is higher than in the pre-test score in control class. The comparison of students' score in the pre-test and post-test could be seen in the following figure.

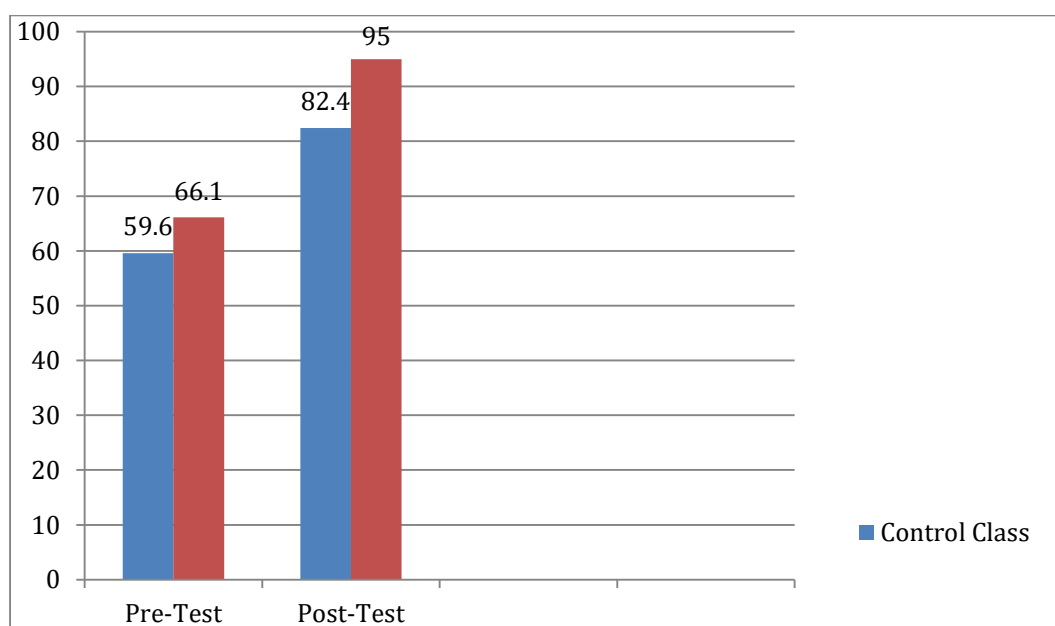
Figure 2. The Comparison of Students' Scores in Pre-test and Post-test at Control Class



### 3. Overview of the Data Results

The difference between the control and experimental classes can be seen as follows:

Figure 3. The Difference between Student's Score of Control Class and Experiment Class



It shows that the pre-test mean scores of the control class are 59.6 and the experiment class is 66.1 in which the reading skill of descriptive text of the experiment class is a bit higher than the controlled class. Meanwhile, the figure also shows the chart of the post-test mean scores. The post-test mean scores of the control class are 82.4 and the experiment class is 95. Although both of the classes showed improvement in the post-test result, the mean represents the students from the experimental class gain higher scores in post-test compared to the control class.

## DISCUSSION

### 1. The Result of the Normality Test



After getting the data from the research, the next step was to analyze the data. The first test conducted by the researcher was a normality test. The normality test intends to assess whether the data had been normally distributed or not. The researcher used Z table to analyze the normality of the data. The standard of significance level in the research is 0.05. where the data was normal if  $X_t^2$  is higher than  $X_0^2$ . The result is shown as below:

Table 3. Normality Test of Pre-Test in Controlled Class and Experimental Class

Statistic	Pre-Test		Post-Test	
	Control Class	Experimental Class	Control Class	Experimental Class
Sample	35	36	35	36
Mean	59.6	66.1	82.4	95
$X_0^2$	7.7502	7.9476	2.2582	8.1311
$X_t^2$	11.07	11.07	11.07	11.07
<b>Conclusion</b>	<b>Normal</b>	<b>Normal</b>	<b>Normal</b>	<b>Normal</b>

Based on the result, the researcher concluded that the data was normally distributed in the pre-test and post-test of two classes (Control class and Experimental class).

## 2. The Result of the Homogeneity Test

The next test is homogeneity test. The purpose of the homogeneity test is to determine whether the data from the control and experimental classes is homogeneous or not. In this research, the researcher used Fisher Statistic to scale the homogeneity test of control class and experimental class. The standard of significance level in the research is 0.05. Where the data was homogeneous if  $F_t$  is higher than  $F_0$ . The result of the test can be seen as below:

Table 4. The Result of the Homogeneous Test

Statistic	Pre-test		Post-test	
	Control Class	Experimental Class	Control Class	Experimental Class
Sample(N)	35	36	35	36
Varians	202.25	220.75	141.72	51.43
$F_t$	3.980			
$F_0$	1.09		2.75	
<b>Conclusion</b>	<b>Homogeneous</b>		<b>Homogeneous</b>	

The result showed that  $F_0$  of pre-test and post-test in control and experimental class is 1.09 and 2.75, then  $F_t$  is 3.980. It means that the data was homogeneous because  $F_t$  is higher than  $F_0$ . Therefore, the data from both classes were homogeneous.

## 3. The Result of the Hypothesis Test

The normality and homogeneity test were carried out to determine the significant difference between experimental and control classes. Based on the students' scores in the post-test of control class and experiment class, the researcher calculated the t-test to find out whether or not it is significantly effective to teach reading comprehension by using Make a Match technique to the seventh-grade students of SMP Negeri 2 Lubuklinggau in the academic year 2022/2023. Using the students' scores, the researcher found that the t-test result was 5.473. Meanwhile, the critical value of 5% with df 69 (35+36-2) significance level was 1.667. The researcher used the t-test formula with a significance level of 5% in some steps as follows:

From the result of the post-test of control class and experimental class, it was found that  $n_1 = 35$ ,  $n_2 = 36$ ,  $\bar{x}_1 = 82.4$ ,  $\bar{x}_2 = 95$ ,  $\sum \bar{x}_1^2 = 242.625$ ,  $(\sum X_1) = 2.885$ ,  $\sum \bar{x}_2^2 = 326.700$ ,  $(\sum X_2) = 3.420$ ,  $S_1^2 = 141.72$ , and  $S_2^2 = 51.43$ .

Hypothesis:  $t_o > t_t = H_o$  is rejected and  $H_a$  is accepted.

$t_o < t_t = H_o$  is accepted and  $H_a$  is rejected.

The process of the calculation is as follows:

$$\begin{aligned} t_o &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{82.4 - 95}{\sqrt{\frac{(35-1)141.72 + (36-1)51.43}{35+36-2} \left(\frac{1}{35} + \frac{1}{36}\right)}} \\ &= \frac{12.6}{\sqrt{\frac{(34)141.72 + (35)51.43}{69} (0.028 + 0.027)}} \\ &= \frac{12.6}{\sqrt{\frac{4.818.48 + 1.800.05}{69} (0.055)}} \\ &= \frac{12.6}{\sqrt{\frac{6.618.53}{69} (0.055)}} \\ &= \frac{12.6}{\sqrt{95.92 (0.055)}} \\ &= \frac{12.6}{\sqrt{5.2756}} \\ &= \frac{12.6}{2.30} \\ &= \mathbf{5.478} \end{aligned}$$

After the researcher found the result of  $t_o$ , the researcher found that the result of  $t_t$ . The process can be seen below:

$t_t = t(0.05), 69 (35+36-2)$

$$= \mathbf{1.667}$$

From the result from calculating the data is  $t_o = 5.478$  and  $t_t=1.667$ . It means,  $t_o$  was higher than  $t_t$  in a significant 5%. So, the null hypothesis is rejected and the alternative is accepted. Furthermore, the researcher assumed that  $H_a$  was accepted

From the finding of the data above, the researcher got the results of the achievement of a class sample consisting of 35 students of the control class and 36 students of the experimental class from the pretest and post-test results. Initially, the pretest was obtained from answering the test in the form of multiple-choice as many as 20 questions in the experimental class and the control class before treatment. From table 1, it is shown that the result of the mean score of the experimental class is 66.1 in the pre-test with the lowest score was 25 and the highest score was 90. Then, after the treatment, the mean score achieved 95, with the lowest score 75 and the highest score 100. It means that the score of the post-test was higher than the pre-test, so the students' reading comprehension of descriptive text increased after they had been through the Make a Match technique.

Meanwhile in the control class, table 2 has shown that the mean score in the pre-test was 59.6, with the lowest score was 30 and the highest score was 80. Then, the mean score of the post-test is 82.4, with the lowest score was 40 and the highest score was 100. Based on the results of the data it can be concluded that the two classes have improved but the control class score was not as high as in the experimental class.

Besides, the researcher found that the independent t-test indicated making a statistically effective Make a Match technique. The  $t_o$  was 5.478, while the  $t_t$  was 1.667 as coefficient of  $t_t$  with 95%. It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. This is also in line with the result of the research by Zawil (2016). These results proved significant differences in students' scores before and after treatment. This indicated that it was significantly effective to teach reading comprehension especially descriptive text by using Make a Match technique to the seventh grade students of SMP Negeri 2 Lubuklinggau in the academic year 2022/2023.

In addition, the Make a Match technique also impacts students' motivation in reading comprehension. This could be seen from an increase between pre-test and post-test scores see. The calculation of results in data analysis revealed that the Make a Match technique effectively mastered students' reading comprehension in learning descriptive text at SMP Negeri 2 Lubuklinggau in the academic year 2022/2023. The finding of this study confirm previous studies by Arifah and Kusumarasyati (2013) who used Make a Match technique in teaching descriptive text. The result of these study proved that students became more enthusiast in learning descriptive text. Therefore, the use of Make a Match technique was effective towards students' motivation in learning process.

In conclusion, it was clear that the Make a Match technique has advantages in teaching and learning. Using the Make a Match technique could increase students' scores and skill in comprehending reading text. Also, the students are motivated and can be active in learning.

## CONCLUSION

Based on the findings and discussions, the researchers concluded that the Make a Match technique was significantly effective in teaching reading comprehension especially descriptive text to the seventh-grade students of SMP Negeri 2 Lubuklinggau in the academic year of 2022/2023. The students' mean score in post-test of control class was 82.4 and the

students' mean score of experimental class was 95. In addition, the students' mean score in the control class was higher than the students' mean score in experimental class.

The result of matched t-test significantly generated  $t_o = 5.478$  and  $t_t = 1.667$  means  $t_o > t_t$  in significant 5%, it means that  $H_o$  is rejected and  $H_a$  is accepted. In other words, the researchers proved that the Make a Match technique effectively affected students' reading comprehension of descriptive text for the seventh grade of SMP Negeri 2 Lubuklinggau in the academic year of 2022/2023.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Beneficent, the Merciful.*

In the name of Allah, Alhamdulillahirobbil a'lamin, thanks to Allah as my big power to live for giving me the strength in completing this research. Finally, the researcher could finish writing this research entitled "Using Make a Match Technique in Teaching Descriptive Text to the Seventh Grade Students of SMP Negeri 2 Lubuklinggau".

In finishing this research, the researcher was helped by many parties who concern to education. Therefore, the researcher would like to express thanks to both advisors, Mrs. Ardayati, M.Pd and Ms. Dewi Syafitri, M.Pd who kindly and patiently guided the researcher in writing this research. The researcher also conveyed deep appreciation to Drs. H. A. Rudi Erwandi, M.M. as the Head of UNPARI PGRI Lubuklinggau, Dra. Hj.Hamdan, M.pd as the Head of Language and arts Education Department; Ani Fiani, M.Pd. as the Head of English Education Study Program, All of the lecturers and staffs in UNPARI-PGRI Lubuklinggau.

Finally, the researcher realizes that this research is still far from being perfect. So, the researcher welcomes any critics and suggestions. The researcher hopes that this research will be useful for anybody that studies this topic.

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