AN UNDERGRADUATE THESIS

THE INFLUENCE OF MAKE A-MATCH STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

THE INFLUENCE OF MAKE A-MATCH STRATEGY

ON THE STUDENTS READING SKILLS OF THE TENTH GRADE

OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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NOTIFICATION LETTER

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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

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AssalamualaikumWr. Wb.

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Sudah kami setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr. Wb

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RATIFICATION PAGE

No. 2372/In.28-1/D/PP.00.9/06/2022

An Undergraduate thesis entitled: **THE INFLUENCE OF MAKE A-MATCH STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO** Written by Indri Tarisa Putri, student number 1701070107, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, Maret 11th 2022 at 13.30-15.00 a.m.

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THE INFLUENCE OF *MAKE A-MATCH* STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

ABSTRACT

BY:

INDRI TARISA PUTRI

Make a Match is one the strategies. In this case, the students make a match while to study the certain topic in the comfortable situation. The purpose of the study was to find out if this influence of make a-match strategy on the students reading skills of tenth grade SMA Muhammadiyah Ahmad Dahlan Metro.

This research is a type of quantitative research. Researchers have determined the problem that will be studied in this study, which focuses on reading skills. This is related to the identification of the problem that students have low motivation in learning English, especially reading, they have difficulty determining the main ideas and information of the text, and they are also not interested in the method of learning in the classroom. They are tired of every reading lesson. To collect data, researchers use tests and documentation, while to obtain student data, researchers use written tests in multiple-choice form. The study involved students in pre-tests, treatments, and post-tests. In this study, researchers used the Chi-Square formula to analyze the data.

Finally, the data proved that in the pre-test only 20% of students were able to achieve the minimum mastery criteria (KKM) and the average of the pre-test was 45.5. It can be said that the pre-test results are not satisfactory. Then, in the post-test there are 75% of students who can meet the minimum mastery criteria (KKM) and the average post-test is 80.5. This means that there is a significant influence on the use of *Make A Match* strategies in the reading skills of Muhammadiyah high school tenth grader Ahmad Dahlan Metro.

Keywords: Reading, Reading Skills, Make A-Match.

PENGARUH STRATEGI *MAKE A-MATCH*
TERHADAP KETERAMPILAN MEMBACA SISWA KELAS SEPULUH
DI SMA MUHAMMADIYAH AHMAD DAHLAN METRO

ABSTRAK

OLEH:
INDRI TARISA PUTRI

Make A-Match adalah salah satu strategi. Dalam hal ini, siswa membuat kecocokan sekaligus mempelajari topik tertentu dalam situasi yang nyaman. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi make a-match ini mempengaruhi keterampilan membaca siswa kelas sepuluh Sma Muhammadiyah Ahmad Dahlan Metro.

Dalam Penelitian ini merupakan jenis penelitian kuantitatif . Peneliti sudah menentukan permasalahan yang akan diteliti pada penelitian ini, yaitu berfokus pada keahlian membaca. Hal ini berkaitan dengan identifikasi permasalahan bahwa siswa memiliki motivasi yang rendah dalam belajar Bahasa Inggris khususnya membaca, mereka kesulitan untuk menentukan ide pokok dan informasi dari teks tersebut, dan mereka juga tidak tertarik dengan metode pembelaran dalam kelas. Mereka selalu merasa bosan setiap pelajaran membaca. Untuk mengumpulkan data, peneliti menggunakan tes dan dokumentasi, sedangkan untuk memperoleh data siswa, peneliti menggunakan tes tertulis dalam bentuk pilihan ganda. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square untuk menganalisis data.

Akhirnya, data membuktikan bahwa di pre-test hanya 20% siswa yang mampu mencapai kriteria penguasaan minimum (KKM) dan rata-rata dari pre-test adalah 45,5. dapat dikatakan bahwa hasil pre-test tidak memuaskan. Kemudian, dalam post-test terdapat 75% siswa yang dapat memenuhi kriteria penguasaan minimum (KKM) dan rata-rata post-test adalah 80,5. Ini berarti bahwa ada pengaruh yang signifikan pada penggunaan strategi *Make A Match* dalam keterampilan membaca siswa kelas sepuluh SMA Muhammadiyah Ahmad Dahlan Metro.

Kata kunci: Membaca,Keterampilan Membaca, Make A-Match

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioed.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"Indeed, with hardship [will be] ease"
(Q.S Al-Insyirah: 6)

DEDICATION PAGE

" I highly dedicate this undergraduate thesis
To Allah, my beloved parents and
my friends who always support me".

ACKNOWLEDGMENT

First of all, praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

The writer would like to extend her graduate to the adviser, Dr. Umi Yawisah, M.Hum. This thesis entitled "THE INFLUENCE OF *MAKE A-MATCH* STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO" May Allah give his reward for supporting and guiding during the thesis writing process. English Study Program of IAIN Metro. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Last but no least, my greatest gratitude also goes to my family, my friends and all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that is writing will become source of good for others.

Metro, June 2th 2022

The Writer,

INDRI TARISA PUTRI
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CHAPTER I

INTRODUCTION

A. Background of Study

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Furthermore, English is used as a communication to convey their ideas, information, and feeling. Realizing the importance of English, the government of Indonesia has declared English as the first foreign language which is taught in Indonesia, starting from junior high school until university levels.

There are four skills of the Language that must be mastered by all Language learners. They are listening, speaking, reading and writing [1]. Listening and reading are receptive skills, speaking and writing are productive skills. Moreover, reading has important roles in education. In reading, the students should be able to understand the text. In addition, the students can determine the main ideas, and supporting details in a text. By having reading achievement, the students are expected to get the new information, knowledge, and also idea in the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity.

Reading activities and assignments are very important in the world of education, but the other world also exists, such as work, science, and many

[1] Kristin Lems, Teaching reading to English language learners (New York : The Guilford Press, 2010), p. 5.

more, because this activity will determine the student quality. Reading is a great tool for improving your English skills. By reading, people can apply their knowledge when speaking in English. Furthermore, reading is an activity of receiving, analyzing and interpreting what readers do to get the message the researcher wants to convey through written media. In reading, students must be able to understand the text. Most of them can read the text but do not understand it. The students had difficulty understanding the contents of the text.

The function of reading is to increase the level of intelligence and cultivate reasoning power. In addition, by reading people can encourage, move themselves to work which is supported by various kinds of insights and vocabulary choices. This reading these activities are carried out to gain practical knowledge in life.

Learning reading in the classroom requires a variety of approaches, strategies, methods and techniques capable of assessing individual differences and student performance levels Student activities encourage reading skills and practice the reading fluency of students in learning activities at school, at home, and at home. community environment. The use of appropriate learning methods will help determine the effectiveness and efficiency in reading instructional texts. For that it is necessary a learning method that can make students interested and active during the classroom learning but also does not interfere with the quality learn on my own.

In school, On the other hand, the teacher uses a conventional method in teaching reading so the students are bored. The students also have less vocabulary and are difficult to pronounce. They should practice reading English text to make their reading skill better. The other way to solve this problem is the teacher using an interesting method to make the students interest to read English. There are many methods for teaching reading. Make a Match is one of the strategies. In this case, the students make a match while studying a certain topic in a comfortable situation. A strategy explains the general components of instructional material and procedure to get purpose which prepares by the teacher.

Based on the pre-survey researcher's observation which had been done by the researcher in SMA Muhammadiyah Ahmad Dahlan Metro on Mei, 27th 2021, the result of the students reading skill of the tenth grade was not satisfied. Many students still have low skill in reading. The following table shows the students' reading skill scores.

Table: 1
The studets score of the thenth grade of SMA Muhammadiyah Ahmad Dahlan Metro

No.	Students Name	Score	Interpretation
1.	A.M.S	68	GOOD
2.	D.A.S	58	FAIR
3.	A.R.Z	70	GOOD
4.	G.H.D	80	EXCELLENT
5.	F.F.M	65	GOOD
6.	S.A.S	50	POOR
7.	K.S.R	37	POOR
8.	M.N.P	30	POOR
9.	N.N.J	40	POOR
10.	C.K.B.A	60	FAIR
11.	H.F.F	70	GOOD
12.	M.A.D.R	55	FAIR
13.	R.S.A	67	GOOD
14.	A.K	27	POOR
15.	F.S.M	45	POOR
16.	N.R.H	82	EXCELLENT
17.	H.P.M	71	GOOD
18.	N.C.P	70	GOOD
19.	N.S.A	60	FAIR
20.	R.I.A	35	POOR
Total	20 Students	1140	
Average		57	

Table: 2
Students Result in Learning
(Pre- Survey on May 27, 2021)

No	**Score**	**Explanation**	**Frequency**
1	0 – 50	Poor	7
2	51 – 65	Fair	4
3	70 – 79	Good	7
4	80 – 99	Excellent	2
Total	**20**	**100 %**	

Refering the table above, the total students is 20 and they have low score in reading. Efforts for development quality reading continue done by the teacher, It can be seen from the pre survey.

Based on the problem above, the writer would like to conduct the research entitled: "THE INFLUENCE OF *MAKE A-MATCH* STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO".

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The students have low skill in reading subject.
2. The students not active in learning process.
3. The students still think that English is one of difficulties subject.
4. Students often fells bored in English class.

C. Problem Limitation

Based on the identification of the problems, the researcher limits the problems are the students have low skill in reading subject and the students not active during the learning process. So, the researcher uses a method in teaching reading at the tenth grade of SMA Muhammadiyah Ahmad Dahlan Metro. This method can develop and make students more active in learning process especially in reading subject.

D. Problem Formulation

The problem formulation of this research as follows:

"Is there any positive and significant influence Of *Make A-Match* Strategy on The Students Reading Skills Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan?"

E. Objective and Benefits of the study

1. Objective of the research

The objective of this research is to find out whether there is can Influence Of *Make A-Match* Strategy The Students Reading Skills Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro.

2. Benefits of the study

a. For the teacher

As information for English teacher that make a match strategy can be used to facilitate the students reading skill For the students.

b. For the students

The student can be more interested in learning reading. So, the students can get more motivation in reading text.

c. For SMA Muhammadiyah Ahmad Dahlan Metro

As a consideration material to facilitate the English learning process.

F. Prior Research

There are some previous researchs regarding the Make A-Match Technique. First, a resseach written by Feranda Tiara Sandita. Entitled "The Influence of Using Make A Match Technique Towards Students' Speaking Ability At The First Semester of The Tenth Grade Of MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".[2]

The research analyzed the data by using independent sample t-test, the result was that there was an influence of using make a match technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019.

The second prior research was done by Irma Khairunnisa who conducted the same research on the topic of Make a Match Strategy on students reading comprehension. The title of her research is "The Effect of

[2] Feranda Tiara Sandita. "*The influence of using make a match technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019".*(2019)

Make A Match Strategy On Students Reading Comprehension of Descriptive Text"[3]

The writer used purposeful sampling technique to choose the sample from the whole students or population. The method used in this research was a quantitative method.

The third research by Andi Mirayanti, this research about the final project is "Teaching Reading Comprehension By Using Make A Match Method of The Tenth Grade Students in Man Palopo"

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 tenht grade students in Man Palopo. After collected data by conducting the pre-test, traetments, and post-test which involve some instruments, the research than would focus on the data analysis.[4]

Like the previous researches above the researcher conducts this research entitled "The influence of *Make A-Match* Strategy On The Students Reading Skills Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro." Quite Similarity, this research is conducted to know are there any positive and significant influences of using *Make A-Matcth* Strategy on the student's reading skill. The researcher uses quantitative method in data collection. The researcher uses *Make A-Match* Strategy in learning class with

[3] Irma Khairunnisa.*"The Effect of Make A Match Strategy On Students Reading Comprehension of Descriptive Text".* (A-Quasi-experimental Study at the seventh grades of MTs Negeri 4 Jakarta Academic Year 2018-2019).

[4] Andi Mitrayani. *"Teaching Reading Comprehension By Using Make A Match Method of The Tenth Grade Students in Man Palopo"*.(2018).

the purpose the students reading skill improved or at least any significant and positive influences. The researcher focuses on skill reading aspect of the student. Hence reading skill is very important to understand English text

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Concept of Reading

a. The Definition of Reading

Reading is a complex undertaking and an impressive achievement as demonstrated by a century of research (Afflerbach and Cho, in press; Huey, 1908; RAND Reading Study Group, 2002).[5]. Meanwhile, Reading is rapid, which means that readers should maintain flow of information at a suffcient rate to make connections and inferences vital to comprehension.[6] The reader has a purpose for reading, whether it is for entertainment, information, or research. Reading is flexible, meaning that the reader employs a range of strategies to read effeciently.

Moreover, Gary Woolley assumes reading is the process of making meaning from the text.[7] It means that a reader needs reading to take meaning contained or conclusion in the text. In the other words, reading must be supported with many important elements such as culture context and linguistics competence.

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[5] Peter Afflerbach, dkk.*Clarifying Differences Between Reading Skills and Reading Strategies.* The Reading Teacher, 61(5), pp. 364-373.

[6] Bojovic M. *Reading Skills and Reading Compehension in English for Specific Purpose.* University of Kragujevac; Faculty of Agronomy Cacak,(2010), p. 1.

[7] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties.*(Springer Dordrecht Heidelberg London New York 2011), p 15.

Therefore, the ESL teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way. Reading is not simple since it deals with many related elements that support reading. It is in line with the definition of reading stated by Mike Fleming and David Stevens who point out that reading is at once a highly focused activity and one rooted in an extremely broad cultural context, with the potential to take one or several of many different forms.[8]

Next, Snow defines reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[9] Based on all definition of reading above, it is concluded that reading is an important language skill that deals with the complex and unnatural process because it is influenced by some important related elements such as linguistics competence of the reader, and cultural context.

b. The Definition of Skill

The essence of reading skill. Linda J. Dorn and Carla Soffos skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[10] It is clear that the result of skill is

[8] Mike Flemming and David Stevens, English Teaching In The Secondary School, (New York : Routledge, 2010), p. 76.

[9] Snow, C. *Reading for Understanding: Towards a R&D Program in Reading Comprehension.* (Washington, DC: RAND Reading Study Group,2002), p 11.

[10] Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach.* P. 14.

only known by the readers who cannot manipulate whether they are able to comprehend the text or not.

Meanwhile, Karen Trankersley defines skill as the center of reading that requires making mening from words when listening, speaking, reading, and writing.[11] In other words, it is an ability that is intended for an act that useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Several source, mention the definiton of skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as"ability", "competence", "knack", "aptuide", and varied impreeise translation in other language.[12] Based on the definition of the experts above, it can be conluded that reading skill is looking and get for the information suggested from the text or written language, the readers understand all of the reading text selection.

c. The Definition of Reading Skill

Reading Skill is an individual's standing on some reading assessment.[13] Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below

[11] Karen Trankersley. *Tread of Reading.* (United State of America: Association for Supervision and Curriculum Development, 2003), p. 90.

[12] Francis Green. *What is Skill? An Inter-Disciplinary and Syntesis.*(Intitute of Education University of London), p. 4.

[13] Charles Perfetti A. *Reading Skills.* University of Pittsburg; Learning Research and Development Center,(2001), p. 12800.

some standard. In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text. Definitional component of reading skill which is an individual's standing on some reading assessment.[14]

According to Brown, there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals.[15]

According to Gordon wainright, reading skill is a complex process which comprises the successful or unsuccessful use of many abilities.[16] It means that reading skill is a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly. Based on all of the definition of reading skill

[14] *Ibid*. p. 2.

[15] H. Douglas Brown, Principles of Language Learning And Teaching, (London: Longman Publishing Group, 2004), p. 187-188

[16] Gordon Wainwright, How To Read Faster And Recall More, (United Kingdom :Deer Park Productions, 2007) , p. 35.

above, it is concluded that reading skill is a language skill that requires the readers‟ ability in responding and relating the linguistic structures of the text, in drilling metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

2. The Models of Reading

There are some models of reading, as follow:[17]

a. The Top-down Model

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

b. The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these details elements together to build up a whole. In other words, Buttom-up is processing of the readers understand the linguistics signal.

3. The strategies of Reading Skill

There are some important reading skill strategies explained by Meduranda, as follow:[18]

[17] Jeremy Hermer, The Practice of English Language Teaching, (Longman : Longman), p.20.

[18] Evan Moosr CORP, Daily Reading Comprehension, (USA, Evan Moor Publishers, 2010), p.6.

a. Making Connections

Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

b. Visualization

Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

c. Organization

Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author‟s central message or important ideas.

d. Determining Important Information

Students learn to categorize information based on whether or not it supports an author‟s central message or is important for a specific purpose.

e. Asking Questions

Students learn to ask questions before reading to set apurpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

f. Monitoring Comprehension

Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

4. The Criteria of Reading Skill

According to Brown there are some criteria commonly used in indicating students‟ reading skill, those are.

a. Main idea (topic)
b. Expression/ idiom/ phrases in context
c. Inference (implied detail)
d. Grammatical features
e. Detail (scanning for a specially stated detail)
f. Exluding facts not written (unstated details)
g. Supporting ideas
h. Vocabulary in context

5. Measurement of reading Skill

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading Skill related to Grenall and Swan, as follows:[19]

[19] Simon Greenall and Michael Swan, Effective Reading: Reading Skill for Advanced students: Teacher's book, (USA: Cambridge University Press, 1994), p.34.

Table 3
Criteria of Reading Skill

No.	Criteria	Score
1.	**Clarity :** Students can read the text clearly, comprehensible and accurately	0-25
2.	**Voice / Noun Verbal Communication :** Pronouncation, Intonation, and accuracy was clear, and expression were used to enhance communication.	0-15
3.	**Fluency :** Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	**Comprehension :** The Students Fully understood the text and question asked and answered correctly.	0-35
Total		100

Table 4
The classification of the score

No	Range Score	Ability Level
1.	70-100	High
2.	51-69	Statis factory
3.	0-50	Low

Based on the indicator above, the preparation process of reading skill test must considered completeness of the indicator of reading skill.

B. Theorical Description *Make A- Match*

1. Definiton of *Make A- Match* Strategy

Make A Match is one of the co-operative learning strategy developed and introducted by Lorna Currant in 1994. According to Curran 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 interseting classroom atmosphere.[20]

Make A Match is one the strategies. In this case, the students make a match while to study the certain topic in the comfortable situation.[21] A strategy explain about the general components of instructional material and procedure to get purpose which prepare by the teacher.

Make A-Match type can make student interest, increase and interfere to the interactive situation in the class. It is why the teacher should use "*Make A-Match"* the kind of cooperative learning method to make the students' easier to comprehend the text.

Make A Match as one of the co-operative learning techniques that is used with pairs[22]. The students are put into 2 groups, group A and group B. The number in each group depends on the number of cards prepared. Each student get a card. Group A gets question (topic) cards; while group B gets the answer cards. When they have already found their matches, they

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

[21] Miftahul Huda. *Cooperative Learning.* (Yogyakarta: Pustaka Pelajar, 2013), p. 135.

[22] Nurjamaludin M,et.all. *The effect of Make a Match Cooperative Learning Model on Student Learning outcomes in grade IV Mathematic subject s*. Journal of Physic: Conference Series.SAMSES 2020.

can report it to the teacher.[23] Students are more active and happy to learning (by using make a match).

In the teaching-learning process, the teacher delivers the lesson in front of the class to choose the sub-table teaching strategy, because strategy can influence the result of teaching. That is why teachers have to use implementation strategies for teaching material. In other words by applying the sub table strategy the students will be easy to understand what the teacher conveyed, the student can be motivation to learn the material that thought the teacher and the students are not boring or surfeited.

2. **The steps of Applying *Make A- Match***

Here are the steps in Applying *Make A-Match* as follows:[24]

a. The teacher prepares some cards that contain some concepts or a suitable topic for review session, a part is contains question and the other is the answer.
b. Every student gets a card.
c. Every student thinks the answer or the question from the card that they hold.
d. Every student finds their partner that has a matching card with his card.
e. Every student who finds their suitable card before the time up will get a point.

[23] Rahmad Husein, dkk. *The Effectiveness of Make a Match Technique in Teaching Vocabulary.* Advances in Social Science, Educational and Humanities Research, volume 200.

[24] Bella,Abdul. *Make A-Match Technique.* Tadulako University. 2013

f. After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended.

g. Teacher together with the students make a conclusion from the material that have been given by teacher.

3. **The Advantages of *Make A- Match***

a. The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.

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

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

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

e. Student cooperation will emerge dynamically.

f. There is dynamic mutual help between the students.

g. It can create a more interesting classroom atmosphere.

4. The Disadvantages of *Make A- Match*

a. Requires guidance from the teacher to conduct the activity.

b. The time needed to be limited, students is not let play too much in the learning process.

c. Teachers need to prepare adequate materials and tools.

d. Will create noise and crowds that are not controlled.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Make A Match strategy and the dependent variable (Y) is reading skill. In this study there are two variables, the dependent variable is error pronunciation at the *Make A-Match* Strategy and independent variable is students reading skill. Reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

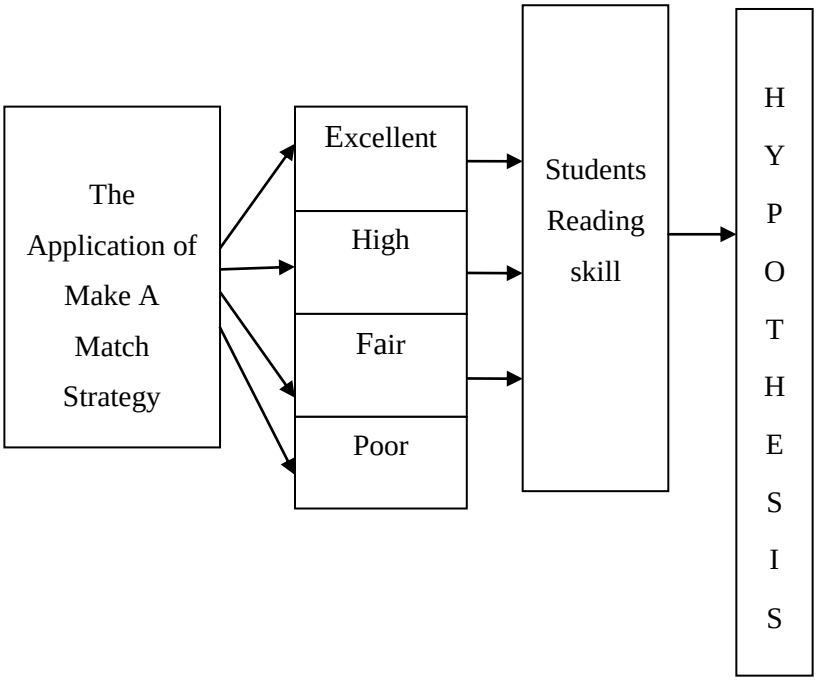
Based on the theories used in this chapter, the writer assume that *Make A-Match* Strategy is an effective strategy. One of the qualities of this strategy is the student make a group and students can find information with *Make A-Match* Strategy, with thus the students will be more active in learning.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

Figure 1

The Paradigm of the research



Based on the paradigm above, students Reading skill has an important to read the text in the class, and the writer assumes that of influence make a match strategy is high, the students reading skill is high, so any positive effect and significant of make a match strategy toward the student reading skill. And if using *Make A-Match* strategy is low, the student reading skill is low, so there is not any positive influence and significant of make a match strategy toward the student reading skill.

D. Hypothesis

Based on theoretical framework and paradigm above, the writer formulates the hypothesis as follows:

1. Hypothesis Formulation

   a. Alternative hypothesis (Ha)

      Ha: there is a positive and significant influence of using *Make A-Match* strategy on The Students Reading Skills of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro.

   b. Null hypothesis (Ho)

      Ho: there is no a positive and significant influence of using *Make A-Match* strategy on The Students Reading Skills of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro.

      Statistical Hypothesis

      IF: Fo > Ft, Ha is accepted and Ho is rejected.

      IF: Fo< Ft, Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is quantitative research. (Cooper, Heron, and Heward, 2007) Quantitative design is applied behavior analysis or single-subject experiment in wich an experimental treatment is administered over time to a single individual or a small number of individual.[25] The researcher used one class in this research as an experimental special treatment through Make a Match Strategy. The researcher gave assignment like a passage and then students used make a match strategy to know the question and answer. So, it was to identify The Influence Of *Make A-Match* Strategy On The Students Reading Skills of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro.

The researcher used one class in this research as an experimental special treatment throught *Make A-Match* strategy. It means that the reseacher involved herself in the teaching learning process. Finally, the result of the data collecting is classified and analyzed to know The Influence of *Make A-Match* Strategy On The Students Reading Skills of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro.

[25] John W, Creswell , *Research design: qualitative, quantitative, and mixed methods approaches,* Library of Congress Cataloging-in-Publication Data: United States of America.

B. Operational Definition of Variables

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Make a Match strategy and reading skill. Based on the statement above, the operational defines as follows:

1. Independent Variable

   The independent variable is the variable that affects the dependent variable. The independent variable in this study is the make a match strategy. The Make a Match strategy can be interpreted as a reading technique to provide paths and knowledge for students in knowing reading skills. In this study, students can read the text fluently by using *Make A-Match.*

2. Dependent Variable

   Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading skill. It is can be defined as knowledge in identification the text that students have been read. This variable was measured by giving written test. The criteria of measurement the dependent variable are:

   a. Be able to find the main idea from the text.
   b. Be able to The students able to mention main topic of the text.
   c. The students able to find specific information of the text.
   d. The students able to find reference of the text and deduce of the meaning (vocabulary).

C. The Population, Sample and Sampling Technique

1. Population

According to Donal Ary e.al population is defined as all members of any well-defined class of people, events or subject.[26] Marczyk et.al defines population is "all individuals of interest to the researcher".[27] So, populations is all members that will be observed. The population of the research is the students of the tenth grade of SMA Muhammadiyah Ahmad Dahlan Metro.

2. Sample

According to Marczyk et.al, Sample is representative of population.[28] Then, Donal Ary states that sample is portion of population. So, Sample is the small group of population that will be researched. Based on the explanation above, the writer will take 1 class as the experimental class. The sample of this research as respondent was X MIPA IBNU SINA that consists of 20 students.

3. Sampling Technique

In getting the sample of the research, the researcher used purposive cluster sampling technique. It means that the researcher had to purpose a class depend on some goals. The writer chooses X MIPA IBNU SINA because this class based on data pre-survey got low score.

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[26] Ary Donald, et.al, *Introduction to Research in Education*, (Canada: Wadsworth,),p.148

[27] Geoffrey Marczk, et.al., *Essensial of Research Design and Methodology*, (New Jersey: John Willey & Sons, Inc, 2005), p. 18

[28] Ary Donald, et.al, *Introduction to Research in Education*, (Canada: Wadsworth,),p.200

D. Data Collecting Technique

In collecting data, the researcher uses the following:

1. Test

The test is used to know the score of the students reading skill. In that test, the researcher did pre-test and post-test. The purpose of test of this research is to know the effect of using *Make A-Match* strategy in teaching students reading skill. The type of this test was written test that consist of 10 questions. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 45 minutes.

a. Pre-test

The researcher gave pre-test to the students to get their reading skill before treatment. The purpose of the pre-test was to know how far the students' reading skill.

b. Post-post

The post-test conducted after giving the treatment. It was to find out whether there is significant different between pre-test and post test.

2. Documentation

The researcher used observation method to get the complete data about the profile of the school, the condition of the school, teachers and

the students, and the facilities in SMA Muhammadiyah Ahmad Dahlan Metro.

E. Research Instrument

Creswell defines instrument is a tool measuring, observing, or documenting quantitative data[29]. There were 3 kinds of instruments; were documentation guidance, instrument blueprint, and instrument calibration. The research instrument in this research was described as follow:

1. Documentation Guidance

a. The condition of the school.

b. The condition of teacher, employers, and students.

c. The history of the school.

d. The location of SMA Muhammadiyah Ahmad Dahlan Metro.

e. The pictures during the teaching learning.

2. Instrument Blueprint

Instrument blueprint is the way to get the data that will useful for the researcher to collage information from the field. The instrument included the test. The kind of the test was written test. The researcher used English text to be research instrument. The instrument used to measure the students' reading skill as bellow:

[29] John W Creswell, Educational Research. p. 15

Table 5

The Instrument Blueprint of Pre-Test and Post-Test

No.	Variable	Indicators	Items	Form
1.	Independent Variable (X) Make A-Match Strategy.	1) The students have competence to reading skills by using *Make A-Match* Strategy. 2) The students more active in English Class 3) The students can read meticulously and carefully the text in reading skill. 4) The students can learn in their group to solve their problem when learning reading skills.	1-10	Questionnaire
2.	Dependent Variable (Y) Reading Skills	1) The students able to mention main idea of each paragraph. 2) The students able to mention main topic of the text. 3) The students able to find specific information of the text. 4) The students able to find reference of the text and deduce of the meaning (vocabulary).	1-10	Multiple-Choice

3. Instrument Callibration

Instrument calibration is scale of measurement which will be used to screening or examination of instrument items that made by researcher. The researcher used objective test. The researcher composed the instrument based on the subject matter content which will be researched. The instrument that was composed represents the subject that has been measured. The test which was given to the students was written test.

a. Validity

The researcher should know the validity of the test to know whether the test have a good validity or not. Validity refers to “benefit of the test not to test itself. Test in valid if the measure what it purpose to measure.

b. Reliability

Reliability is the extent to which a test produces consistent result when administered in the same conditions. In other word, whether it consistent predictability and accuracy.

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. The formula of Chi-Square was used to find out the differences of significant between the frequencies

which used to observe and the frequencies in hope. The researcher analyzed the data by using Chi-Square. [30]The formulation of Chi-Square:

The formulation of Chi-Square:

$$x^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe}\right)$$

Note:

$x^2 = value\ of\ chi\ square$

Fo = observed frequency

Fe = expected frequency

[30] C.R. Kothari, Research Methodology: Methods & Techniques, (New Age International (P) Limited, Publishers, 2004, p.233

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

1. Description of The Research Area

a. The History of SMA Muhammadiyah Ahmad Dahlan Metro

The general description about research location was as the complementary data. It was subjectively concerned on the condition of school, such as the brief of school, vision and mission, the number os students teachers, and buildings. The brief of history of SMA Muhammadiyah Ahmad Dahlan Metro is located on Budi Utomo, Rejomulyo, Metro Selatan, Metro, Lampung. It was built in 2020. And The leadership condition of SMA Muhammadiyah Ahmad Dahlan Metro Alex Kurniawan Almansyur, S.Pd (2020-Now).

b. Vission and Mission of SMA MUHAMMADIYAH AHMAD DAHLAN METRO

1) Vission

Become a school that **excels** in **science, achievement** and able to produce **caders of the association, the people and the nation**.

2) Vission Indicators
    a. Excel in knowledge, skills, abilities and attitudes, in competing in the global era.
    b. Achievement in academic and non-academic fields at national and international levels.
    c. The internalization of the values of faith and noble character.
    d. Have competence and excellence in the field of da'wah, organization and strunggle of Muhammadiyah.
    e. Have a superior management information system in order to improve the Quality of Organization and Institutional management.
3) Mission
    a. Improve the quality od Human Resources who excel in knowledge, charactera and understanding of Islam.
    b. Carry out learning and self-development actively and efficiently to create excellence in the fields of science, da'wah caders, da'wah art, spots culture and enterpreneurship.
    c. Organize a *Holistic* educational process based on Islamis Values.
    d. Organize and Develop Muhammadiyah Cadre Education in order to build student excellence in the da'wah and strunggle of Muhammadiyah.

e. Develop effective, efficient, democratic, management in a good governance and accountable.

4) Goals

a. Create people who excel in intellectual, moral, social, and Islamic understanding.

b. Realizing the school as a center for the development of a learning society culture.

c. Create school students who have the strength of Islamic beliefs, true in worship and have noble morals.

d. Creating learners who are ready to mobilize the da'wah and struggle of Muhammadiyah.

e. Realize SMA Muhammadiyah Ahmad Dahlan as a school that is highly committed in providing education and learning service based on quality (total quality management).

c. The condition of Teachers and Official Employers in SMA Muhammadiyah Ahmad Dahlan Metro

In order to optimize the potential of Muhammadiyah High School learners Ahmad Dahlan Metro facilitates through extracurricular activities, including Sacred Sites, Hisbul Wathan, Robotics, Journalism, KIR, Japanese, Music Arts, Football and many more. Starting from the construction of a building on 2 hectares of land, the classroom is clean, comfortable, and full air conditioning, equipped with modern chairs and tables and lockers.

2. Description of Research Data

a. The Students Pre – Test Result

The researcher was conducted the pre test on November 15th, 2021. The researcher has done the pre test to know how far the students Reading Skill. The pre test which was used in this research is multiple choice test. The result of pre test can be identified as follow :

Table 7
The Result Of The Students Pre- Test Of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro

No.	Student's Name	Score
1.	A.M.S	40
2.	D.A.S	45
3.	A.R.Z	65
4.	G.H.D	60
5.	F.F.M	40
6.	S.A.S	45
7.	K.S.R	45
8.	M.N.P	45
9.	N.N.J	40
10	C.K.B.A	70
11.	H.F.F	55
12.	M.A.D.R	60
13.	R.S.A	50
14.	A.K.A	85
15.	F.S.M	45
16.	N.R.H	90
17.	H.P.M	45
18.	N.C.P	85
19.	N.S.A	45
20.	R.I.A	60
Score		1115
Average		55,75
The Highest Score		90
The Lowest Score		40

Source: The Students Pre- Test Reading Ability At The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro On November 15_{th} 2021.

From the table above can be inferred that the highest score is 90 and the lowest score is 40.

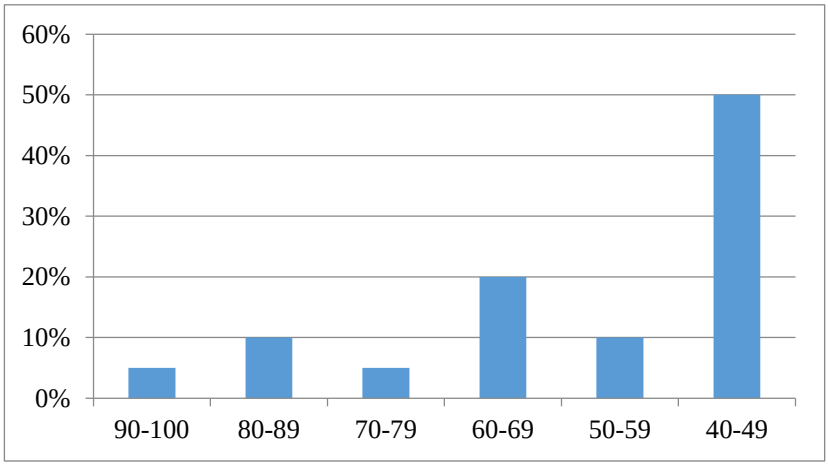
After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 8

Frequency Distribution of Students Pre-Test Score

Class Interval	Frequency	Presentage %
90-100	1	5 %
80-89	2	10%
70-79	1	5%
60-69	4	20%
50-59	2	10%
40-49	10	50%
Total	**20**	**100%**

Chart 1
The Students' Pre–Test Reading Skill Result of SMA Muhammadiyah Ahmad Dahlan Metro



Based on the table of frequency distribution above, it can be inferred that from 20 students as the research samples there were 17 students who got the score below the Minimum Mastery Criteria (KKM), Which is 80. There were 1 student who got the score of 90-100 or 5%. Furthermore, there were 2 students who got the score of 80-89 or 10%. For the students who got the score of 70-79 or 5% were 1 student, and than there were 4 students who got the score of 60-69 or 20%, and the students who got score 2 students who got the score of 50-59 or 10% and 10 students who got got score 40-49 or 50%.

It can be concluded, most of students got low score in reading, it means the score was unsatisfied.

From the result of pre-test, the researcher found the students' problems was in Reading Skill. These problem can be seen by the test that has been given. Many students got low or bad score in this test and little student students got good score in pre-test.

b. The Result Of The Students Post-Test

The researcher was conducted the post test on November 18th, 2021. The researcher has done the post test to know is there any The Influence of *Make A-Match* Strategy On The Students Reading Skills Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro. The post test which is used in this research is multiple choiche consist of 10 items. The result of post test can be identified as follows:

Table 9
The Result Of The Students Post- Test Of The Tenth Grade of SMA Muhammadiyah Ahmad Dahlan Metro

No.	Student's Name	Score
1.	A.M.S	95
2.	D.A.S	95
3.	A.R.Z	65
4.	G.H.D	70
5.	F.F.M	60
6.	S.A.S	65
7.	K.S.R	95
8.	M.N.P	85
9.	N.N.J	80
10	C.K.B.A	45
11.	H.F.F	90
12.	M.A.D.R	85
13.	R.S.A	80
14.	A.K.A	85
15.	F.S.M	85
16.	N.R.H	90
17.	H.P.M	80
18.	N.C.P	85
19.	N.S.A	90
20.	R.I.A	85
Score		1610
Average		80,5
The Highest Score		95
The Lowest Score		45

Source: The Students Pre- Test Reading Ability At The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro On November 18_{th} 2021.

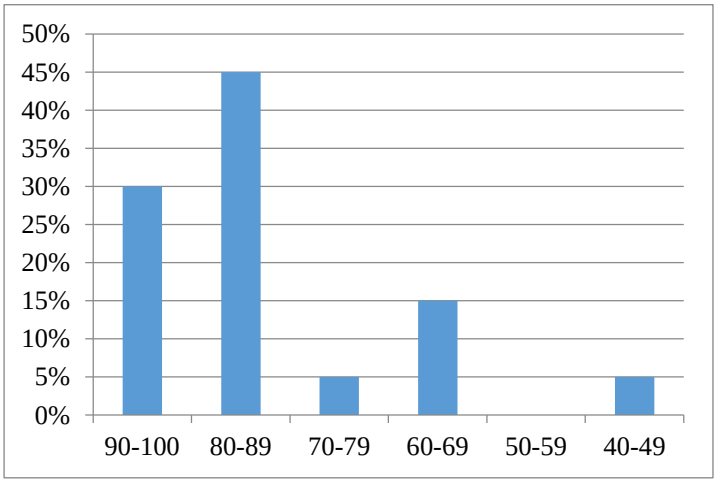
From the table above can be inferred that the highest score is 95 and the lowest score is 40

After knowing the class interval, the data was put on the table of frequency distribution as follows :

Table 10
Frequency Distribution of Students Post-Test Score

Class Interval	Frequency	Presentage %
90-100	6	30%
80-89	9	45%
70-79	1	5%
60-69	3	15%
50-59	0	0%
40-49	1	5%
Total	**20**	**100%**

Chart 2
The Students' Post–Test Reading Skill Result of SMA Muhammadiyah Ahmad Dahlan Metro



Based on the table of frequency distribution above, it can be inferred that from 20 students as the research samples there were 5 students who got the score below the Minimum Mastery Criteria (KKM), Which is 80. There was 6 students who got the score of 90-100 or 30%. Furthermore, there was 9 students who got the score of 80-89 or 45%. For the students who got the score of 70-79 or 5% were 1 students, than the students who got the score of 60-69 or 15% were 3

than, there was 0 students who got the score of 50-59 or 0% and there were 1 students who got the score of 40-49 or 5%.

So, the result of post-test was categorized into good category eventhough some of students were still lack in Reading Skill, but it was good because they had good effort in Reading.

B. Hypothesis Testing

After applying the observation and test the method, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of *Make A-Match* strategy on the students reading skills of the tenth grade of SMA Muhammadiyah Ahmad Dahlan Metro, as follows (Ha) is accepted, if there is a positive and significant influence of using *Make A-Match* Strategy On The Students Reading Skills. And (Ho) is rejected, if if there is no a positive and significant influence using *Make A-Match* Strategy On The Students Reading Skills.

1. Putting the data into the formula Chi-Square (χ2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (X2) with two variables in order to prove whether there is a positive and significant influence of *Make A-Match* Strategy On The Students Reading Skills Of The Tenth Grade Of Sma Muhammadiyah Ahmad Dahlan Metro as followed:

$$x^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Table 11
The Contingency Table of the expected Frequency at the Result of Students' Reading Skills in Pretest and Posttest

Variables	Category			Total
	Good	Fair	Low	
Pre-Test	3	1	16	N=20
Post-Test	12	4	4	N=20
Total	Cn=15	Cn=5	Cn=20	N=40

Hypothesis testing by using Chi-square analyzed as followed:

Table 12
The Testing of Data

No.	fo	$fe = \frac{Cn\ X\ Rn}{N}$	Fe-Fo	$(Fo-Fe)^2$	$\frac{(Fo-Fe)^2}{Fe}$
1.	3	$\frac{15\ x\ 20}{40} = 7{,}5$	-4,5	20,25	2,7
2.	1	$\frac{5\ x\ 20}{40} = 2{,}5$	-1,5	2,25	0,9
3.	16	$\frac{20\ x\ 20}{40} = 10$	6	12	1,2
4.	12	$\frac{15\ x\ 20}{40} = 7{,}5$	4,5	20,25	2,7
5.	4	$\frac{5\ x\ 20}{40} = 2{,}5$	1,5	2,25	0,9
6.	4	$\frac{20\ x\ 20}{40} = 10$	-6	12	1,2
Total	N=10	F_t= 20	= 0	= 69	X^2= 9,6

From the data above, the value of Chi-square was 9,6. Then, to know the critical value of chi-square the reseacher firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1) (r-1)
= (3-1) (2-1)
= 2

Note :
Df = degree of freedom
C = column
R = row

Table 13
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,210

The degrees of freedom is 2. So, the values of *f*t on degrees of freedom are 5% = 5,991 and 1% = 9,210. From data above shown the comparison of *f*o with *f*t was : 9,210<9,6> 5,991 in 5% and 1% was have significance influence. It means that alternatif hyphothesis (Ha) which explains "there is positive and significant influence of using Make A-Match startegy on the students reading skills is accepted , and (Ho) is rejected. It can be concluded that there is positive and significant influence of using *Make A-Match* strategy on the students reading skills.

C. Interpretations

The writer formulated *f*o to *f*t as follows:

1. If "*f*o > *f*t, , Ha is accepted and Ho is rejected.
2. If "*f*o< *f*t, Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 9,6 . Then, the data confirmed that " *f*o = 9,6 is higher than "*f*t=5,991 in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that "there is a positive and significant influence of *MakeA-Match* strategy On The Students Reading Skill Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro.

D. Discussions

During the research, the students were interested in learning process. All students always attended the class from the first treatment until the last treatment. Most of them were able to be good reader than before using *Make A-Match* Strategy.

The researcher assumed that teaching and learning by using Make A-Match strategy could help students in learning process, especially in Reading. By using Team Make A-Match strategy they could learn with their friends who understand about the material. Here, they could share what they did not understand and this method could make the students comfortable. So it has proved that *Make A-Match* strategy could influence the students' Reading Skill result especially for the students of the tenth grade of SMA Muhammadiyah Ahmad Dahlan Metro.

After treatments, there is a significant influence of the students' Reading Skill result especially for the students of the tenth grade of SMA Muhammadiyah Ahmad Dahlan Metro. In fact, it showed that the students score changed. Before the treatment most of students got low score it was about 16 students and after the treatment, the students who got low score only 4 students. Therefore, it could be inferred that the method which was applied made influence to the student's Reading Skill score.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading Skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

In this research the researcher has used *Make A-Match* strategy, it will be able to influence and increase the student's reading skill and made the students to be more active in learning process. So, the result of reading skill can be agreed with the rule is transfer information from transmitter to receiver.

The researcher assumed that *Make A-Match* strategy influenced reading skill. Based on the reserach result the researcher had been conducted the test to 20 students of SMA Muhammadiyah Ahmad Dahlan Metro as the research sample. The researcher had conducted the research in SMA Muhammadiyah Ahmad Dahlan is located in Rejo Mulyo, Metro Selatan. The result of the data analysis can be concluded the Degree of freedom (df) of this reserach is 2. The value of chi-square was 9,6 . Then, the data confirmed that " fo = 9,6 is higher than "ft =5,991 in 5% and 9,210 in 1%.

Therefore, it can be concluded that there is a positive and significant influence of *Make A-Match* Strategy on the students' Reading Skill of the

tenth grade SMA Muhammadiyah Ahmad Dahlan Metro. It means *Make A-Match* Strategy made students more active in learning process and they could understand the material easily.

B. Suggestion

The result of this research shows that Make A-Match Strategy hoped to be a teaching method to implemented in Reading class, because it makes the teaching and learning process to be more effective. Nevertheless, this method had some weakness. So that the researcher would like to propose some suggestions, they are as follows:

1. Before implementing *Make A-Match* Strategy, the teacher hoped explain clearly about the procedure of *Make A-Match* so that the students not confuse while implement this method.
2. The teacher suggested to allocate the time accurately because when divide group or implement the method it spend many time.
3. The class usually becomes very noisy while implemented this method. So, he teacher expected give attention to the students and manage the class optimally so that the class becomes conducive.

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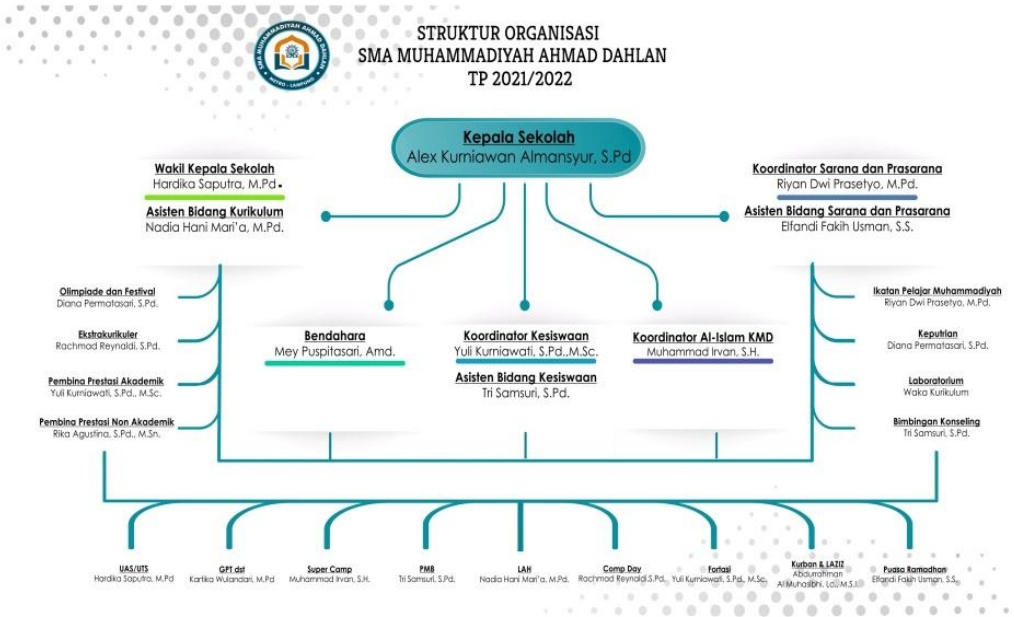
APPENDICES

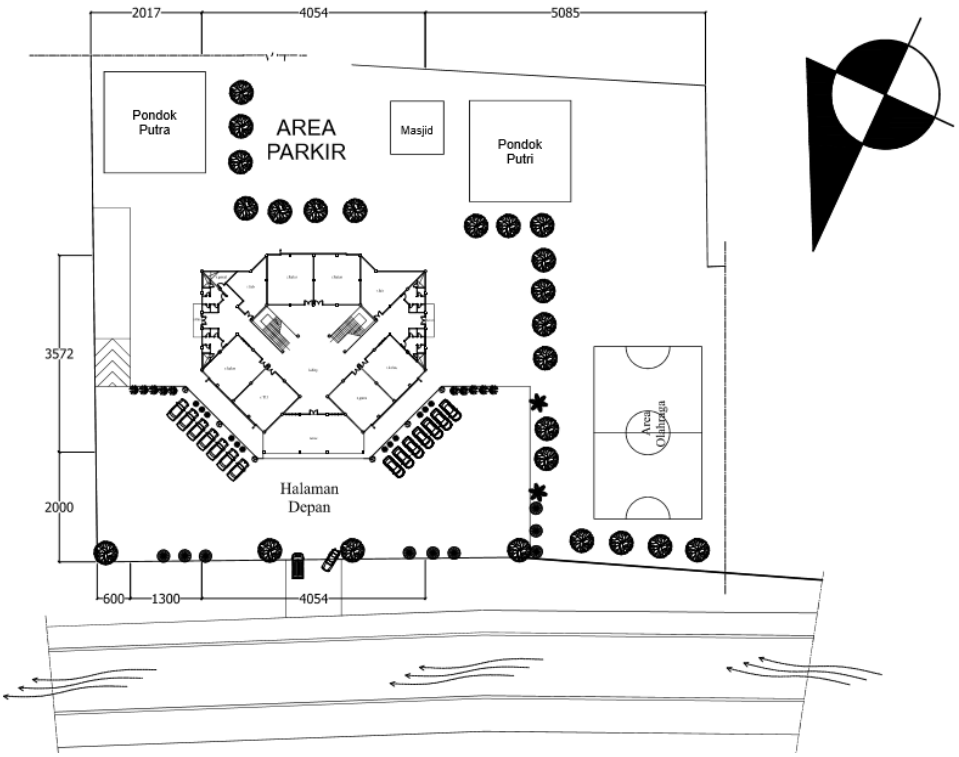
The Data of the Teachers and Employers in SMA Muhammadiyah Ahmad Dahlan Metro.

No	STATUS GURU & KARYAWAN	PENDIDIKAN					JML	J. KEL		JML
		SLTA	D1/D2	D3	S1	S2		L	P	
1	Guru PNS DPK	-	-	-	-	-	-	-	-	-
2	Guru Bantu	-	-	-	-	-	-	-	-	-
3	Guru Tetap Yayasan	-	-	-	-	-	-	-	-	-
4	Guru Tidak Tetap	-	-	-	10	8	18	7	11	18
5	Karyawan / TU	-	-	-	1	-	1	1	-	1
6	Cleaning/Penjaga	-	-	-	-	-	-	-	-	-
7	Security	1	-	-	-	-	1	1	-	1
Jumlah :		1	-	-	11	8	19	9	11	20

The Structure Organization of SMA Muhammadiyah Ahmad Dahlan Metro.



Location Sketch of SMA Muhammadiyah Ahmad Dahlan Metro.



Documentation

SYLLABUS

Mata Pelajaran : BAHASA INGGRIS -

WAJIB Kelas : X

Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 1.2 Menyusun kalimat tertulis dan lisan sederhana dalam menggunakan make a-match strategy dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar.	1. Tata bahasa • Mencocokan soal dan jawaban dengan menggunakan kartu yang telah di sediakan 2. Mengoreksi jawaban • Jawaban Benar atau salah 3. Membaca • Membaca jawaban yang sudah dicocokan	1. Membaca narative teks yang sudah di tentukan. 2. Mencocokan kartu. 3. Mengoreksi jawaban. 4. Membaca hasil dari yang telah di cocokan.	1. Membaca narative teks dengan benar. 2. Memperlancar bacaan. 3. Mencocokan kalimat yang rumpang menjadi kalimat yang bermakna. 4. Melengkapi narative teks.	2 JP	- Kartu belajar

LESSON PLAN

Sekolah	: SMA MUHAMMADIYAH AHMAD DAHLAN METRO
Mata Pelajaran	: Bahasa Inggris
Kelas	X
Materi Pokok	: Mengamati teks dengan menggunakan make a-match strategy
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indkator Pencapaian Kompetensi
1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	• Mengidentifikasi narative teks dalam proses pembelajaran. • Memahami narative teks.
1.4 Menyusun kalimat tertulis dan lisan sederhana dalam menggunakan make a-match strategy dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar.	• Mencocokan kalimat yang ada di dalam kartu. • Melengkapi kalimat yang rumpang dalam kartu.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memperlancar dalam membaca narative teks.
2. Mengidentifikasai perbedaan pembelajaran menggunakan Make A-Match Strategy dan tidak menggunakan Make A-Match

D. Materi Pembelajaran

1. Tata bahasa
   - Mencocokan soal dan jawaban dengan menggunakan kartu
2. Mengoreksi jawaban
   - Jawaban Benar atau salah

3. Membaca
   - Membaca jawaban yang sudah dicocokan Media,

E. sumber alat Pembelajaran
   1. kartu belajar

F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Mengabsen kehadiran siswa. 3. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan . 4. Guru memberikan motivasi terkait pembelajaran yang akan diajarkan. 5. Guru menyampaikan Tujuan Pembelajaran	15 Menit
	1. Kegiatan literasi Peserta didik berimotivasi untuk memusatkan perhatian pada topic materi yang diberikan guru dengan cara melihat, mengamati, dan membaca materi yang diberikan guru.	90 Menit

Inti	2. CriticalThinking Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan narative teks yang ada dalam materi yang disampaikan. 3. Collaboration Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi narative teks yang di pelajari. 4. Communiction Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, terkait penggunaan media Make A-Match dalam pembelajaran bahasa inggris. 5. Creativity Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
Penutup	1. Siswa dan guru dapat menarik kesimulan dalam kegiatan pembelajaran 2. Guru memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada siswa yang aktif) 3. Guru memberikan pekerjaan rumah kepada siswa. 4. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	15 Menit

G. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes tulis
3. Penilaian Keterampilan: Praktek

Metro, November 2021

Mengetahui

SMA Muhammadiyah Ahmad Dahlan Metro

Guru Mata Pelajaran

Alex Kurniawan Almansyur, S.Pd

NBM. 1371467

Kartika Wulandari, M.Pd

NIP

INSTRUMENT OF PRE-TEST

Directions:

1. Write your name on your answer sheet.
2. Read the text, then answer the questions carefully.
3. You may not cheat with your friends.
4. Check your answer before submitting.

A. Read the text and answer the question by crossing (X) a, b, c, d or e on the answer sheet correctly!

Text 1

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

2. The text above is in form of…….
   a. hortatory exposition
   b. narrative
   c. description
   d. report
   e. explanation

3. What is the communicative purpose of the text?
   a. to present two points of views about natural bridge national park
   b. to explain the bridge national park
   c. to describe the bridge national park
   d. to retell the bridge national park
   e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
   a. 110 kilometers from South of Brisbane
   b. 110 kilometers from Pacific Highway
   c. 110 kilometers from Numinbah Valley
   d. 110 kilometers from Lamington National Park
   e. 110 kilometers from Nerang

5. What the visitors will see in the night?
   a. a common glow worm
   b. the unique feature of the glow worms
   c. a great dark cave
   d. the unique rocks
   e. the fantastic bridge

6. The word 'luscious' in the text means…….
   a. succulent
   b. dense
   c. dull
   d. dry
   e. arid

Text 2

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, and unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on…….
   a. Bangkok's grandeur
   b. Shangri-La Bangkok
   c. Bangkok's "River Kings"
   d. the water of the Chao Phraya
   e. the majestic river in Bangkok

8. The type of text above is a/an……
   a. report
   b. recount
   c. anecdote
   d. narrative
   e. descriptive

9. For how many people the meeting facilities are up to?
   a. 6000 people
   b. 4000 people
   c. 2000 people
   d. 5000 people
   e. 1000 people

10. The communicative purpose of this text is……
    a. to describe Chao Phraya
    b. to retell events for entertainment
    c. to present at least two points of view about an issue
    d.to tell the luxury of Shangri-La Bangkok
    e. to inform readers, listeners, or viewers about events of the day

Key Answer of Pre-Test:

1. A
2. C
3. C
4. A
5. A
6. B
7. A
8. E
9. C
10. C

INSTRUMENT OF POST-TEST

Directions:

1. Write your name on your answer sheet.
2. Read the text, then answer the questions carefully.
3. You may not cheat with your friends.
4. Check your answer before submitting.

A. Read the text and answer the question by crossing (X) a, b, c, d or e on the answer sheet correctly!

Text 1

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball *(pesta dansa)* in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
   a. To tell us how to write a story
   b. To inform what happened in the past
   c. To give a description of a beautiful girl
   d. To entertain readers with an actual, or vicarious experience
   e. To tell about Cinderella

2. What was there at the palace one day?
   a. A game
   b. A ball
   c. A birthday party
   d. Crown part
   e. Glass slippers

3. Why did the king hold the event at his palace?
   a. To celebrate his birthday
   b. To celebrate his wedding
   c. To find his crown prince a wife
   d. To entertain his people
   e. To show give amusement to his guests

4. How was the end of the story?
   a. The prince married Cindrella.
   b. Cindrella was killed by her step mother
   c. The prince turned into a horse forever.
   d. The king gave the kingdom to Cindrella.
   e. Cindrella was betrayed by the king.

5. "She also gave Cindrella a <u>lovely</u> dress…." (Paragraph 4). The underlined word has the same meaning with …..
   a. Pretty
   b. Honest
   c. Polite
   d. Loyal
   e. Smart

Text 2

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest." So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the

forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.
They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

6. What separated between one village to another a long time ago in the New Territories ?
   a. Another village
   b. Mountains
   c. **Forest**
   d. Hills
   e. Towers and logs

7. Who was Ah Tim ?
   a. The young woman's brother
   b. The young woman's son
   c. The young woman's brother and nephew
   d. **The young woman's brother's son**
   e. One of the men who fetched a stick

8. Who walked in front when they were in the forest ?
   a. **Ah Tm**
   b. The woman
   c. The woman's son
   d. Her brother's nephew
   e. He baby and his mother

9. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. **He was stumbled by a stone**

c. He ran slowly

d. The woman cried

e. The wolves were good runners

10. The woman gave her son to the wolves because?

a. She loved her nephew than her son.

b. **She thought about how her brother would be**

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother

Key Answer of Post-Test :

1. D
2. B
3. C
4. A
5. A
6. C
7. D
8. A
9. B
10. B

The Students' Answer Pre-Test and Post-Test

PRE-TEST

Name : Adinda Maharatus Syahadat

Class : X IBNU SINA

Answer the question

1. D x

2.A x

3.A x

4.C

5.A

6.B x

7.E x

8.A x

9.C

10.C

POST-TEST

Name : Adinda Maharatus Syahadat

Class : X IBNU SINA

Answer the question

1. D
2. B
3. C
4. A
5. C x
6. C
7. D
8. A
9. B
10. B

PRE-TEST

Name : Firoon Fadli Muhammad

Class : X IBNU SINA

Answer the question

1. C x
2. B x
3. C
4. B x
5. A
6. D x
7. A
8. E
9. A x
10. B x

POST-TEST

Name : Firoon Fadli Muhammad

Class : X IBNU SINA

Answer the question

1. D
2. B
3. C
4. C x
5. A
6. B x
7. D
8. A
9. B
10. B

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-106/In.28/J/TL.01/04/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
AHMAD DAHLAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**INDRI TARISA PUTRI**
NPM	:	1701070107
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE IMPLEMENTATION OF MAKE - A MATCH STRATEGY IN TEACHING STUDENTS READING SKILLS AT THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

untuk melakukan prasurvey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 April 2021
Ketua Jurusan,

Ahmad Subhan Roza M.Pd.
NIP 19750610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
SMA MUHAMMADIYAH AHMAD DAHLAN METRO
ALAMAT : Jl. Budi Utomo Gg. KH. Ahmad Dahlan Rejomulyo Metro Selatan Kota Metro, Lampung, 34123

SURAT KETERANGAN
Nomor: 101/KET/II.4.AU/F/2021

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Ahmad Dahlan Metro Lampung, menerangkan bahwa :

Nama	: INDRI TARISA PUTRI
NPM	: 1701070107
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Institut Agama Islam Negeri Metro (IAIN Metro)
Judul	: The Implementation Of Make – A Match Strategy In Teaching Students Reading Skills At The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro.

Memang benar yang bersangkutan telah melaksanakan Prasurvey di SMA Muhammadiyah Ahmad Dahlan Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Metro, 27 Mei 2021
Kepala Sekolah,

Alex Kurniawan Almansyur, S.Pd
NBM. 1371467

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4660/In.28/D.1/TL.00/11/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
AHMAD DAHLAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4661/In.28/D.1/TL.01/11/2021, tanggal 22 November 2021 atas nama saudara:

Nama	:	**INDRI TARISA PUTRI**
NPM	:	1701070107
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF MAKE A-MATCH STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 November 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4661/In.28/D.1/TL.01/11/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**INDRI TARISA PUTRI**
NPM	:	1701070107
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF MAKE A-MATCH STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 November 2021

Mengetahui,
Pejabat Setempat

HARDIKA SAPUTRA, M.Pd

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
SMA MUHAMMADIYAH AHMAD DAHLAN METRO
ALAMAT : Jl. Budi Utomo Gg. KH. Ahmad Dahlan Rejomulyo Metro Selatan Kota Metro, Lampung, 34123

بسم الله الرحمن الرحيم

SURAT KETERANGAN
Nomor: 237/KET/II.4.AU/F/2021

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Ahmad Dahlan Metro Lampung, menerangkan bahwa :

Nama	: INDRI TARISA PUTRI
NPM	: 1701070107
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris
Instansi	: Institut Agama Islam Negeri Metro (IAIN Metro)
Judul	: The Influence Of Make A – Match Strategy On The Students Reading Skills Of The Tenth Grade Of SMA Muhammadiyah Ahmad Dahlan Metro.

Memang benar yang bersangkutan telah melaksanakan Research di SMA Muhammadiyah Ahmad Dahlan Metro, pada bulan Juli – September dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Metro, 30 November 2021
Kepala Sekolah,

Alex Kurniawan Almansyur, S.Pd
NBM. 1371467

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : INDRI TARISA PUTRI

NPM : 1701070107

Jurusan : TADRIS BAHASA INGGRIS (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 25 Januari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1309/In.28/S/U.1/OT.01/11/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Indri Tarisa Putri
NPM	: 1701070107
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070107

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indri Tarisa Putri
NPM : 1701070107

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Kamis, 28/10-21	✓	ACC for Research instrument (APD)	
2.	Senin 6/12-21	✓	perbaikan sesuai coretan	
3.	Rabu 8/12-21	✓	- lengkapi: tanggal tanpa, materi, dan perbaiki sesuai catatan.	
4.	Rabu 15/12-21	✓	- Revisian is OK ACC for Munaqosyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indri Tarisa Putri
NPM : 1701070107

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Jum'at, 2/7-21	✓	Bimbingan Proposal	
2.	Rabu, 7/7-21	✓	- Judul revisi. - + Prior Research. - Tambah bibliography - Sumber belum berbahasa Inggris. - Tambah artikel 3, jurnal 1.	
3.	Senin 2/8-21		Perbaiki sesuai CATATAN!	
4.	Jumat 6/8-21		ACC for seminar	
5	Jumat 13/8-21		Persyaratan adm.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled THE INFLUENCE OF MAKE A-MATCH STRATEGY ON THE STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO. Written by: Indri Tarisa Putri, Student Number 1701070107, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, September 09th2021 at 13.00 – 14.30 a.m.

BOARD OF EXAMINERS

Chairperson	: Dr. Umi Yawisah, M.Hum.	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum.	(.....)
Examiner II	: Andianto, M.Pd	(.....)
Secretary	: Aisyah Sunarwan, M.Pd.	(.....)

Head of English Education Department

Andianto, M.Pd.
NIP. 19871102201503100 4

KEMENTERIAN AGAMA
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :-
Matter : **In order to hold the seminar of Indri Tarisa Putri**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by:

Name	: Indri Tarisa Putri
StudentsNumber	: 1701070107
Faculty	: Tarbiyah and Teacher Training Faculty
Department	: EnglishEducation
Title	: THE INFLUENCE OF MAKE A MATCH STRATEGY ON TEACHING STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikumWr. Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

Metro, August 13th 2021
Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title	: THE INFLUENCE OF MAKE A MATCH STRATEGY ON TEACHING STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO
Name	: Indri Tarisa Putri
Students Number	: 1701070107
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, August 13th 2021

The Head of English Education Department

Andianto, M.Pd
NIP. 19871022015031004

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

KEMENTERIAN AGAMA
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Jalan Ki. HajarDewantaraKampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal **: Mohon di seminarkan proposal Indri Tarisa Putri**

KepadaYth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama	: Indri Tarisa Putri
NPM	: 1701070107
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF MAKE A MATCH STRATEGY ON TEACHING STUDENTS READING SKILLS OF THE TENTH GRADE OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

Sudah kami setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr. Wb

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Metro, 13 Agustus 2021
Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

CURRICULUM VITAE

Indri Tarisa Putri was born in SimbarWaringin, 5th September, 1999. She is the first child and of Mr. Mualif Al-Amin and Ms. Erni Yulianti. She graduated from Elementary School at SD N 1 Adipuro and graduate in 2011. Her Junior High School at SMP N 9 Metro and graduate in 2014, and she continued to Senior High School at SMA Muhammadiyah 1 Metro. She graduated from Senior High School in 2017. She continued her study and took English Education at IAIN Metro to get her dream comes true. She desired to be an English Teacher. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies (IAIN) Metro (2017).