

ABSTRACT

Some teachers used monotonous or uncreative methods in teaching reading. Make a match technique can be an alternative to solve the problem. The experts say that make a match technique is effective to reading teach. Therefore, the purpose of this research are: 1) to find out the implementation of scenario in teaching reading recount text by using problem-based learning through make a match technique; 2) to find out the teacher's and students' responses to the use of make a match technique; and 3) to find out students' difficulties in learning reading recount text using problem-based learning through make a match. This research used a qualitative method. The participants of the research were an English teacher and tenth grade students of Senior High school in Cikadu. The data were gained from several instruments namely observation, questionnaire, interview, and test. The analysis data collected by grouping, analysing, and interpreting in words. The result of the research were divided into three parts. First, the scenarios and implementation of make a match technique were conducted well. Second, the teacher's and students' responses to the implementation of reading recount text using problem-based learning through make a match were considered positive. Last, the students' difficulties in learning reading recount text using problem-based learning through make a match are in identifying language features, particularly past tense. In summary, reading recount text by using make a match can be used by teacher. However, the teacher is suggested to teach students about the past tense, what its function and how to use it.

Keywords: *reading, recount text, make a match*