MAKE A MATCH LEARNING MODEL FOR HIGH SCHOOL STUDENTS': A STUDY OF STUDENTS' ABILITY TO WRITE PROCEDURE TEXTS

Tia Yustiawati[1], Iskandar[2], Elly Fatmasari[3]
[1] SMAS Al Ittihad Cianjur, Jawa Barat, Indonesia
[2] Universitas Negeri Makassar, Indonesia
[3] Sekolah Menengah Kejuruan 10 Makassar, Indonesia

Article Info

ABSTRACT

This study's objective is to determine the students' improvement in writing skills using the make-a-match learning model. This type of research is classroom action research, with the 29 students of Grade XII SMAS Al Ittihad Cianjur as research subjects. The research design consists of planning, implementation, observation, and reflection. We used an observation instrument and a test instrument for data collection. The study's findings indicate that students' interests and activities increased during the observation period, rising from 37% in the first cycle to 69.95% in the second. The average value of the previous students' test results increased from 62.72 in the first cycle to 71.12 in the second cycle. Based on the comparison of the average values obtained, there has been an increase in students learning abilities after taking action with the Make a Match learning model. This description suggests that the use of the make-a-match learning model can enhance the ability to learn English.

Corresponding Author:

Tia Yustiawati,
SMAS Al Ittihad Cianjur, Jawa Barat, Indonesia
Email: tia.yustiawati27@gmail.com

1. INTRODUCTION

The world uses English as a means of communication and a medium for interaction between nations, making it an international language (Sudarmo, 2021; Ly, 2022; Sah & Fang, 2024). Mastery of English subject matter in high school includes four language skills, namely: listening, speaking, reading, and writing (Ali, 2022; Naqsyabandiyah & Dehghanitafti, 2023). Of the four language skills above, writing is one of the language skills that is often considered a problem for students in the process of learning English (Moses & Mohamad, 2019; Farooq et al., 2020; Bulqiyah et al., 2021). This is very interesting to study, considering that writing ability is greatly influenced by vocabulary mastery, language structure, and students' ability to string words together into acceptable text. The grammatical differences between English as a foreign language and

Indonesian as the main language are problems that often arise when learning to write (Elfiyanto & Fukazawa, 2022; Roza et al., 2024).

One of the basic competencies that students in Grade XII of senior High School must be able to master is the ability to use a variety of written language correctly, fluently, and appropriately to interact in the context of everyday life in procedural texts (Marbes & Idayani, 2022). This includes being able to express meaning in simple, short essays through rhetorical steps and in a way that is acceptable in everyday life. The author aims to craft short essays using rhetorical steps that are acceptable in everyday life. Based on this, the author aims to implement the contextual teaching and learning approach, as well as the cooperative learning approach, which utilizes the Make a Match learning model.

There are three types of learning modalities used by a person in learning: information processing and communication (Wilkes, 2016; Cabual, 2021). Scientifically, it is known that in terms of absorbing information, students are divided into three parts: visual students, who will optimally absorb the information they read (Lindsay & Norman, 2013; Stein, 2022); auditory students, where information that comes in through what they hear will be optimally absorbed (Ishartono et al., 2021); and kinesthetic students, where they will be delighted and quickly understand if the information they have to absorb is first "exemplified" or if they imagine other people doing the same thing (Martin, 2012; Saehana et al., 2021).

Based on the above, the author tried the Make a Match learning model, or matching cards containing random sentences into an acceptable text. The Make a Match Learning Model is an implementation of the Contextual Teaching and Learning (CTL) Method (Karmi, 2022). Contextual learning encompasses the following elements: (1) real-world learning; (2) prioritizing real-world experience; (3) high-level thinking; (4) student-centered; (5) students are active, critical, and creative; (6) meaningful knowledge in life; (7) education or education, not teaching or instruction; (8) problem solving (Guerra & Holgaard, 2019; Budiman et al., 2021; Riza et al., 2024).

Finding pairs of cards with questions and answers is how the Make a Match learning model, a cooperative learning model, operates (Slavin, 2013; Pratiwi & Fransiska, 2022). All subjects and age levels can utilize this model. Additionally, the Make-A-Match learning model serves as a relatively enjoyable strategy for repeating previously taught material (Juliani et al., 2021). However, new material can still be taught using the Make-A Match learning model, with the note that students are tasked with studying the topic that will be taught first, so that when they enter the class they already have a stock of knowledge.

So, the problem that will be studied in this classroom action research is whether the make-a-match learning model can improve the writing ability of procedure texts in high school students.

2. METHOD

This research is classroom action research with the 29 students of class XII SMAS Al Ittihad Cianjur as research subjects. We used two cycles for this study. We carry out each cycle through four stages: planning, action, observation, and reflection. Action planning in cycle 1 included: (1) looking at the syllabus; (2) making a learning implementation plan using the CTL method and the Make a Match learning model; (3) planning for traditional learning; (4) talking about interactive learning models; and (5) getting tools ready, such as questionnaires, observation guidelines, and final tests. (6) compiling student study groups the next step is to plan group assignments and continue with acting, observing, and reflecting.

In cycle 2, the action planning included (1) evaluating the results of reflection, talking about them, and looking for ways to make the next learning better; (2) writing down problems and challenges that were encountered during learning; and (3) coming up with ways to make things better based on reflections from cycle 1 and continuing to act, observe, and reflect. In this learning process, the author carried out four steps of learning techniques: building knowledge of the field, modeling the text, joint construction of the text, and individual construction of the text. These steps were also carried out in the second cycle and so on if needed in this research.

Observation of the learning process based on indicators: attention, cooperation, and participation. This study employs a quantitative descriptive analysis to examine the learning process and its outcomes. The study bases its analysis on a gradual cycle. We carried out reflections in line with our planning. Researchers hope that students will be more motivated in the learning process.

3. RESULTS AND DISCUSSION

Results
Cycle I

The results of the process assessment data analysis show that as many as 11 students (37%) actively participated in the learning process through the make-a-match learning model. The number of passive students was greater, namely 18 people (62%). Furthermore, Table 1 below presents the results of Cycle 1's writing test for sentence composition.

Table 1. Results of Cycle 1's Writing Test for Sentence Composition

No	Students	Score		Total	Average
1	X1	70	62	132	66,00
2	X2	50	60	110	55,00
3	X3	60	60	120	60,00
4	X4	65	55	120	60,00
5	X5	50	60	110	55,00
6	X6	65	65	130	65,00
7	X7	75	60	135	67,50
8	X8	50	60	110	55,00

No	Students	Score		Total	Average
9	X9	65	60	125	62,50
10	X10	60	60	120	60,00
11	X11	75	70	145	72,50
12	X12	60	65	125	62,50
13	X13	65	60	125	62,50
14	X14	80	75	155	77,50
15	X15	55	60	115	57,50
16	X16	60	66	126	63,00
17	X17	65	60	125	62,50
18	X18	60	60	120	60,00
19	X19	70	65	135	67,50
20	X20	60	60	120	60,00
21	X21	70	65	135	67,50
22	X22	65	60	125	62,50
23	X23	55	55	110	55,00
24	X24	60	55	115	57,50
25	X25	70	65	135	67,50
26	X26	65	65	130	65,00
27	X27	90	80	170	85,00
28	X28	60	60	120	60,00
29	X29	70	65	135	67,50
	Total	1845	1798	3643	1839
	Average	64,31	62,51	125,8276	63,43

Table 2. Recapitulation of Performance Test Result Values in Cycle 1

No	Attitude Assessment Aspect	Number of Students						Percentage (%)					
		A	B	C	D	E	F	A	B	C	D	E	F
1	Identifying Generic Structure and Language Feature	0	1	1	7	15	5	0,00	0,03	0,03	0,24	0,51	0,17
2	Arranging random sentences into procedure text	0	0	1	2	23	3	0,00	0,00	0,03	0,06	0,79	0,10

Information:
A: Excellent   : (10)
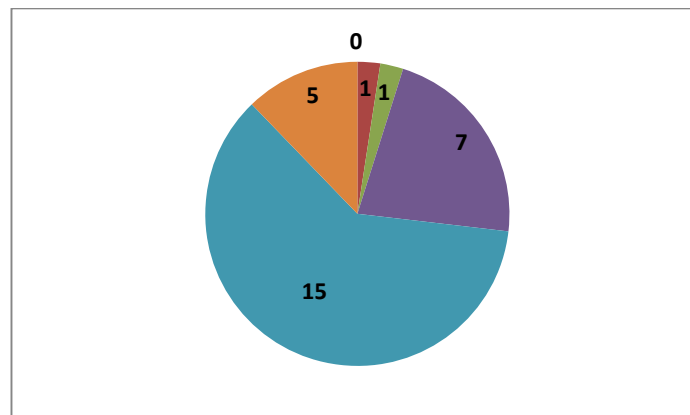B: Very Good : (8.0 - 9.9)
C: Good   : (8.0 – 8.9
D: Fair   : (7.0 – 7.9)
E: Poor   : (6.0 – 6.9)
F: Very Poor : (5.0 – 5.9)

Identify generic structure and language features

Figure 1. Generic structure and language features

The data above can be concluded that none of the students obtained an "excellent" score in identifying the generic structure of the procedure text. One (1) student (0.03%) received a "very good" score, one (1) student received a "good" score (0.03%), nine (2) students (0.06%) received a "fair" score, the majority of 23 students (0.79%) received a "poor" score, and 3 students (0.10%) received a very poor score.

Arrange random sentences into procedural text
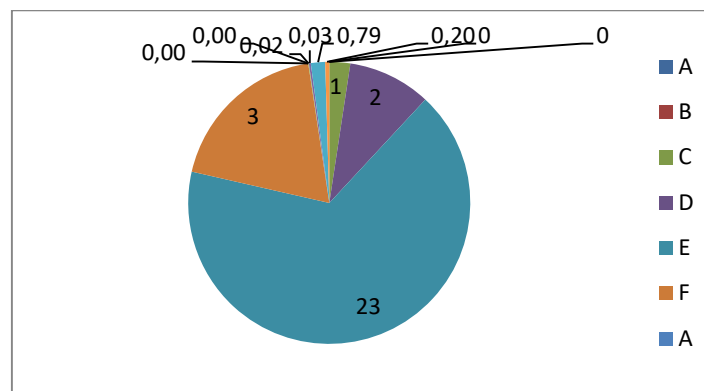
Figure 2. The result of arranging random sentences into procedural text

Figure 2 shows that not a single student received an "excellent" or "very good" score, one (1) student (0.03%) received a "good" score, two (2) students (0.06%) received a "fair" score, twenty-three (23) students (0.79%) received a "poor" score and three (3) students (0.10%) received a "very poor" score.

Cycle II

The data analysis from cycle 2 reveals the extent of student participation in the learning process. There is an increase in results in the learning process compared to the implementation of the action in cycle 1, namely 20 students (68.95%) are active in the learning process and 9 students are passive (31.03%). The following presents the results

of the analysis of the writing test data for the Composing Sentences Cycle 2 presented in Table 3.

Table 3. The Writing Test Data For The Composing Sentences Cycle 2

No	Students	Score		Total	Average
1	X1	65	60	125	62,5
2	X2	75	70	145	72,5
3	X3	75	70	145	72,5
4	X4	80	70	150	75
5	X5	65	60	125	62,5
6	X6	75	70	145	72,5
7	X7	80	70	150	75
8	X8	65	60	125	62,5
9	X9	75	70	145	72,5
10	X10	75	70	145	72,5
11	X11	85	80	165	82,5
12	X12	75	70	145	72,5
13	X13	70	65	135	67,5
14	X14	65	60	125	62,5
15	X15	75	65	140	70
16	X16	70	65	135	67,5
17	X17	70	65	135	67,5
18	X18	65	60	125	62,5
19	X19	75	75	150	75
20	X20	65	60	125	62,5
21	X21	80	75	155	77,5
22	X22	70	65	135	67,5
23	X23	70	75	145	72,5
24	X24	65	65	130	65
25	X25	80	70	150	75
26	X26	95	85	180	90
27	X27	75	65	140	70
28	X28	65	60	125	62,5
29	X29	70	65	135	67,5
	Total	2115	1960	4075	2037,5
	Average	72,93	67,32	140,24	70,12

Table 4. Recapitulation of Performance Test Result Values in Cycle 2

No	Attitude Assessment Aspects	Number of Students						Percentage (%)					
		A	B	C	D	E	F	A	B	C	D	E	F
1	Identifying generic structures and language features	0	1	5	15	8	0	0,00	0,03	0,17	0,51	0,27	0,00

| 2 | Arranging relevant sentences into a text individually | 0 | 0 | 2 | 12 | 14 | 1 | 0,00 | 0,00 | 0,06 | 0,41 | 0,48 | 0,03 |

Information:
A: Excellent   : (10)
B: Very Good : (8.0 - 9.9)
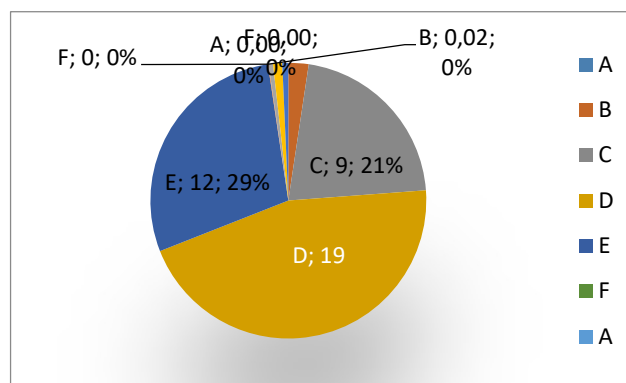C: Good   : (8.0 – 8.9)
D: Fair   : (7.0 – 7.9)
E: Poor   : (6.0 – 6.9)
F: Very Poor   : (5.0 – 5.9)

Identify generic structures and language features

Figure 3. Generic structures and language features

Based on the data above, it can be concluded that not a single student received an A 'excellent' grade, one student (0.03%) received a B 'good' grade, 5 students (0.17%) received a C 'good' grade, 15 students (0.51%) received a D 'fair' grade, 8 students (0.27%) received an E 'poor' grade, and not a single student received an F 'very poor' grade in identifying the generic structure of the procedural text.

Arrange random sentences into procedural text
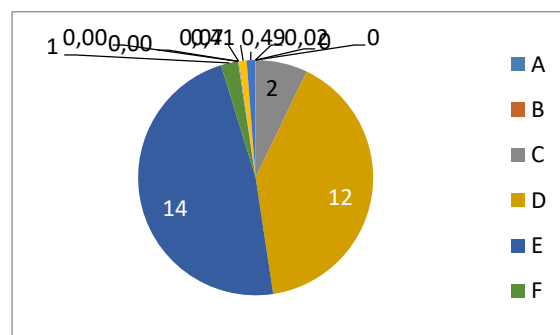
Figure 4. Arrange random sentences into procedural text

It is clear from Figure 4 above that no student received an A for "excellent" or a B for "very good." As many as 2 students (0.06%) received a C 'good,' 12 students (0.41%) received a D 'fair,' 14 students (0.48%) received an E 'poor,' and 1 student (0.03%) received an F 'very poor.'

Discussion

The results of the process assessment and written test used as an evaluation tool show that the first cycle of using the make-a-match learning model to learn how to put together sentences into procedure texts did not work as well as planned because the test and process results were not as good as expected. This can be found in as many as 11 students (37%) who actively follow the lesson according to expectations. While the majority of students, namely 18 students (62%), still look passive in the learning process using the make-a-match learning model. The values obtained by students have not shown significant results; even in the indicators of identifying generic structures and language features, not a single student received an A (excellent). The majority of students, or 15 students (0.51%), received an E (poor); one student (0.03%) received a B (very good); one student (0.03%) received a C (good); and seven students (0.24%) received a D (fair). In other words, the implementation of the action in cycle 1 was unsuccessful, and it can be said that the learning process failed and was improved in cycle 2. After implementing the action in Cycle 2, the observation results indicated that 20 out of 29 students (68.95%) were seen as active in the learning process.

The student's score from the written test evaluation was only 1 student (0.22%) who had not yet reached the minimum completion criteria. The student's post-test score in the form of an individual evaluation through the Student Worksheet showed that 2 students (0.06%) got a C 'good' score, 12 students (0.41%) got a D 'fair' score, and 14 students (0.48%) got an E 'poor' score. Thus, the results of the implementation of the action in cycle 2 have experienced a significant increase, although the researcher is not yet satisfied with the results that have been found. The table 5 and 6 below shows the increase in student learning outcomes.

Table 5. Improving Learning Process Results

Student Activities	Cycle 1	Cycle 2
Percentage of student activity in learning	37%	68,95%

Table 6. Improving Student Test Results

Student Activities	Cycle 1	Cycle 2
Percentage of Students' Scores Achieving KKM (65)	0,22%	0,46%
Percentage of Students Exceeding KKM (> 70)	0,27%	0,71%
Average Results of Writing Test Scores	62,72	70,12

We can conclude from the above discussion that the research's implemented objectives have yielded successful outcomes. In other words, the implementation of learning actions through the make-a-match learning model can improve students' ability to write texts in the form of procedures and increase student activity in the learning process.

4.   CONCLUSION

We can conclude that the Make a Match Learning Model can assist grade XII students at SMAS Al Ittihad in enhancing their skills through reflection and discussion, as part of this classroom action research project. The evaluation/written test resulted in an average student score of 62.72 in the first cycle, which increased to 70.12 in the second cycle. In addition, the use of the Make a Match Learning Model and video learning media can improve student learning activities. The increase in student activity from 40.90% in the first cycle to 70.73% in the second cycle demonstrates this.

As a suggestion, teachers should create a good and enjoyable learning process that guides and provides reinforcement to students in the classroom. Teachers certainly have a desire for students to quickly understand and apply the learning objectives. The most important thing is that teachers should always observe the extent to which student learning improves in class. The author suggests that teachers start trying to use group learning models such as the Make a Match learning model in learning because students can be motivated and work together through enjoyable learning adjusted to the context that is the learning objective.

REFERENCES

Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanitarian and Natural Sciences Journal*, *3*(2), 153-165.

Budiman, A., Samani, M., & Setyawan, W. H. (2021). The Development of Direct-Contextual Learning: A New Model on Higher Education. *International Journal of Higher Education*, *10*(2), 15-26.

Bulqiyah, S., Mahbub, M., & Nugraheni, D. A. (2021). Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives. *English Language Teaching Educational Journal*, *4*(1), 61-73.

Cabual, R. A. (2021). Learning styles and preferred learning modalities in the new normal. *Open Access Library Journal*, *8*(4), 1-14.

Elfiyanto, S., & Fukazawa, S. (2022). A Comparative Study of the Teaching English Writing in Senior High Schools in Indonesia and Japan. *Voices of English Language Education Society*, *6*(1), 144-159.

Farooq, M. S., Uzair-Ul-Hassan, M., & Wahid, S. (2020). Opinion of second language learners about writing difficulties in English language. *South Asian Studies*, *27*(1).

Guerra, A., & Holgaard, J. E. (2019). Contextual learning for sustainability. In *Encyclopedia of sustainability in higher education* (pp. 298-308). Cham: Springer International Publishing.

Ishartono, N., Faiziyah, N., Sutarni, S., Putri, A. B., Fatmasari, L. W., Sayuti, M., ... &

Yunus, M. M. (2021). Visual, Auditory, and Kinesthetic Students: How They Solve PISA-Oriented Mathematics Problems? *Journal of Physics: Conference Series* (Vol. 1720, No. 1, p. 012012). IOP Publishing.

Juliani, A., Mustadi, A., & Lisnawati, I. (2021). "Make A Match Model" for Improving the Understanding of Concepts and Student Learning Results. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, *3*(1), 48-56.

Karmi, K. (2022). Implementasi Model Pembelajaran Make A Match Dengan Pendekatan Contextual Teaching And Learning Untuk Meningkatkan Kemampuan Menulis Teks Berbentuk Procedure Pada Siswa Kelas XII MIPA 1 Man 1 Bungo. *Continuous Education: Journal of Science and Research*, *3*(3), 30-38.

Lindsay, P. H., & Norman, D. A. (2013). *Human information processing: An introduction to psychology*. Academic press.

Ly, C. K. (2022). English as a Global Language: An Exploration of EFL Learners' Beliefs in Vietnam. *Available at SSRN 4895696*.

Marbes, K. K., & Idayani, A. (2022). An analysis on students' speaking ability of procedure text at senior high school. *Lectura: Jurnal Pendidikan*, *13*(1), 108-119.

Martin, T. (2012). Femi, brake mechanic: Kinesthetic learning and Mike Rose's "remedial" education. *Mind, Culture, and Activity*, *19*(4), 368-375.

Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL Contexts: A literature review. *Creative Education*, *10*(13), 3385.

Naqsyabandiyah, N., & Dehghanitafti, N. (2023). Developing task-based learning materials to improve students' vocabulary mastery viewed from linguistic awareness. *Journal of Language and Literature Studies*, *3*(1), 37-52.

Pratiwi, D., & Fransiska, F. W. (2022). Improving Vocabulary Mastery by Using Make A Match Technique. *ELT in Focus*, *5*(1), 21-28.

Riza, S., Rizki, D., & Ihsan, M. A. N. (2024). The effect of the use of Contextual Teaching and Learning (CTL) learning model on the cognitive value of students of elementary school. *Jurnal Penelitian Pendidikan IPA*, *10*(5), 2702-2710.

Roza, V., Melani, M., & Zulfahmi, M. R. Y. (2024). Grammatical Gaps in Student Translations: Analyzing English-Indonesian Translation in Academic Projects. *REiLA: Journal of Research and Innovation in Language*, *6*(1), 38-58.

Sah, P. K., & Fang, F. (2024). Decolonizing English-Medium Instruction in the Global South. *Tesol Quarterly*.

Saehana, S., Werdhiana, I. K., Safitri, N. S., Saputra, O., & Safira, N. (2021). The analysis of student kinesthetic learning activity on the materials of Compton and photoelectric effects. In *Journal of Physics: Conference Series* (Vol. 2126, No. 1, p. 012015). IOP Publishing.

Slavin, R. E. (2013). Cooperative learning and student achievement. *School and classroom organization*, 129-156.

Stein, J. (2022). The visual basis of reading and reading difficulties. *Frontiers in Neuroscience*, *16*, 1004027.

Sudarmo, S. (2021). The importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives. *Linguistics and Culture Review*, *5*(S1), 113-124.

Wilkes, S. F. (2016). Communication modality, learning, and Second Life. *Learning in virtual worlds: Research and applications*, 43À65.