

Improving Students' Writing Ability in Procedure Text Through Make-A-Match Technique at Ninth Grade of SMPN Satu Atap 1 Jabiren Raya

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ABSTRACT

The study's aims are to examine the improvement of process text writing ability with Make-a-Match technique and to discover the benefits and drawbacks of using Make-a-Match technique in increasing procedure text writing ability at SMPN Satu Atap 1 Jabiren Raya's Ninth Grade. Twenty students participated in the study. The study's instruments included interview questions, an observation list, a pre-test, and two post-tests. This was an action research study. The study was completed in two rounds. There were four steps in each cycle: planning, implementation, observation, and reflection. The findings demonstrated that students' learning outcomes increased after using the Make-a-Match type cooperative learning approach. The average score in the first cycle test was 54.55, with a post-test score of 70.95, and an average score of 84.45 in the second cycle. In cycle I, 35% of students met the target, while in cycle II, 90% of post-test I and II findings showed an improvement in student learning outcomes.

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1. INTRODUCTION

In Indonesia, the condition of language literacy is still alarming. This can be seen from what was mentioned by Harbuknas in 2022 that Indonesia only ranked 62nd out of 70 countries. This makes researchers concerned and anxious. Hence, the researchers are interested in discussing topics regarding increasing language literacy which is needed in the world arena, namely English. English, which is the connecting language of the world community, is a compulsory subject in Junior High School (SMP) in Indonesia. The necessity for students to master the language is really taken into account and noticed. Thus, the researchers are interested in studying spoken language in the form of written text. English written text is an obligation for every student in Indonesia to be able to understand and apply it so that they can survive and compete in the increasingly advanced world of literacy. In English, written texts have various kinds, such as fiction, non-fiction, and faction texts. In the understanding most often encountered in English subjects at the junior high school level is non-fiction text. In addition, the researchers are interested in examining the application of a method in junior high school that can teach students about non-fiction texts. What is included in the English subject is one of the texts that teach about

instructions and guidelines, namely procedural texts. All require an understanding of procedure text so that they can follow the recommendations or instructions given by a person or group.

Procedural texts mostly come in written form. Therefore, the researchers are very interested in examining the application of a method that can improve the writing skills of procedural texts in junior high school. Moreover, the researchers chose SMP Satu Atap 1 Jabiren Raya which is an B accredited junior high school located in Central Kalimantan where the Kalimantan region is the capital of Indonesia in the future. Thus, the understanding of literacy especially in terms of procedure text in Kalimantan is so urgent for language educators especially English. The researchers also found that junior high school students at SMP Satu Atap 1 Jabiren Raya have difficulties in writing procedure texts. Thus, the condition of the research subjects encourages the selection of research variables in terms of improving the ability to write procedure texts. However, some learning methods need to be considered in order to fulfill the needs and interests of the learners at SMP Satu Atap 1 Jabiren Raya. After conducting various field studies, the researchers feel that Make-a-Match technique is a suitable learning method for students there because of its ease of implementation and high predicted success rate. Hence, this study was to analyze the improvement of procedure text writing ability with Make-a-Match technique and to find out the advantages and disadvantages of applying Make-a-Match technique in improving the ability to write procedure text at Ninth Grade of SMPN Satu Atap 1 Jabiren Raya.

2. METHODS

In this study, Classroom Action Research (CAR) is carried out in four stages, namely planning, action implementation, observation, and reflection. The methods utilized in this study's data gathering as well as the specific tools used are presented in this section. In-depth interviews, document analysis, observation, and analysis of audiovisual materials are all part of the data gathering process used in qualitative research (Creswell, 2012). The research subjects were class IX students of SMPN Satu Atap 1 Jabiren Raya. The number of students is 20 people, consisting of 8 male students and 12 female students. Meanwhile, the object of research is the Make-a-Match technique as an effort to improve the skill of writing procedure text. Data analysis techniques used in CAR are descriptive, critical, and comparative techniques. In CAR, the research design is realized in the form of cycles. Thus, cycles in CAR should be made in a minimum of two cycles. Each cycle includes: (1) planning, (2) action implementation, (3) observation, (4) reflection, and (5) further action planning.

Planning Stage

In planning stage, the researcher determined the research class, namely class XI SMP N 1 Atap 1 Jabiren Raya as the research subject with a total of 20 students consisting of 12 female students and 8 male students who are academically heterogeneous, namely there are students who are good, moderate and less. The researcher also determined the number of cycles, namely two cycles consisting of the first cycle of 4 meetings and the second cycle of 2 meetings. Afterwards, they determined KI, KD, and subject matter and divided student cooperative groups. They also prepared some teacher learning tools. Last but not least, the researcher determined the collection of student learning outcomes and scores taken from daily test activities.

Implementing Make-a-Match Type Cooperative Learning

This game is followed by all students by matching the cards that are on other students. The award is given as a reinforcement of student interest and motivation to the predicate of good, great, and super groups with the aim that groups are motivated to be more active in learning. Groups are motivated to be more active in learning so that they can contribute scores. Learning activities were carried out as part of the first cycle's implementation when all learning tools were available for use (Yusmiwati, 2020: 474).

Observation Stage

The learning outcome data obtained in this study will be analyzed to determine the extent to which the expected objectives can be achieved.

Reflection Stage

At this stage the teacher reviews what has been achieved and what has not been achieved, and what has been successful and what has not been successful will be completed with the improvements that will be implemented. The teacher begins to work on the shortcomings of the learning actions in cycle II action (Abadi, 2020: 95).

Next Action Planning Stage

If the results are not satisfactory, then corrective action is taken to overcome them. In other words, if the problem under study is complete, CAR must be continued in cycle II with the same steps in cycle I and so on. It is demonstrated by the research findings that students' writing skill improves from cycle 1 to cycle 2 (Aisyah, 2023: 21).

3. FINDINGS AND DISCUSSION

Results

The research had been done in SMPN Satu Atap 1 Jabiren Raya in order to analyze the improvement of procedure text writing ability with Make-a-Match technique and to find out the advantages and disadvantages of applying Make-a-Match technique in improving the ability to write procedure text at Ninth Grade.

In Cycle 1, the researcher had designed an instrument of assessment to reflect on what the students had learned during the first cycle. Therefore, the researchers administered a pre-test of a procedure text on How to Make "Fried Banana". This pre-test had to be done individually by each student. After giving the test, the researchers found that there were all students failed the test with a mean score 54,55. It happened due to the lack of media used by the researcher and the monotonous method used in teaching procedure text. Here is the score table of the pre-test.

Table 1. The Students' Score Before Treatment (Pre-Test)

No	Initial of Name	Pre-Test	Criteria of Success >75	Gender
1	AM	34	Failed	P
2	AR	67	Failed	P
3	FB	63	Failed	L
4	FI	44	Failed	P
5	GNP	56	Failed	P
6	HO	65	Failed	P
7	IL	60	Failed	P
8	LE	59	Failed	P
9	MA	61	Failed	P
10	ME	67	Failed	P
11	NA	34	Failed	P
12	PG	34	Failed	L
13	RY	45	Failed	L
14	SA	67	Failed	P
15	SE	61	Failed	L
16	SER	42	Failed	L
17	SR	65	Failed	L
18	TI	42	Failed	P
19	VS	62	Failed	L

No	Initial of Name	Pre-Test	Criteria of Success >75	Gender
20	BO	63	Failed	P
Total		1091		
The Mean Score	$\bar{x} = \frac{\Sigma x}{n}$	54,55		

The researcher discovered some progress in the mean score of the post-test after adopting the Make-a-Match strategy which reached out to 70,95. This class action study cycle I was performed under a time constraint (2 x 45 minutes) on December 7-8, 2022. These are the results of student learning test in Cycle 1 displayed in the table below:

Table 2. Results of Student Learning Test Cycle 1

No	Initial Name	of Post-Test 1	Criteria of Success >75	Gender
1	AM	62	Failed	P
2	AR	72	Failed	P
3	FB	80	Passed	L
4	FI	56	Failed	P
5	GNP	73	Failed	P
6	HO	76	Passed	P
7	IL	68	Failed	P
8	LE	88	Passed	P
9	MA	69	Failed	P
10	ME	83	Passed	P
11	NA	56	Failed	P
12	PG	59	Failed	L
13	RY	61	Failed	L
14	SA	80	Passed	P
15	SE	85	Passed	L
16	SER	64	Failed	L
17	SR	69	Failed	L
18	TI	58	Failed	P
19	VS	70	Failed	L
20	BO	90	Passed	P
Total		1419		
The Mean Score	$\bar{x} = \frac{\Sigma x}{n}$	70,95		

In Cycle 2, the researcher had created an assessment instrument during the reflection stage to reflect on what the students had learnt throughout the second cycle. As a result, the researchers gave a post-test of a process text on How to Make "Orange Juice." Each student has to complete this post-test independently. The researchers discovered that just two students failed the test after administering it. The exam was a success, with a total mean score of 84,45.

Table 3. The Student's Score in Post-Test Cycle II

No	Initial of Name	Post-Test II	Criteria of Success >75	Gender
1	AM	85	Passed	P
2	AR	79	Passed	P

No	Initial of Name	Post-Test II	Criteria of Success >75	Gender
3	FB	85	Passed	L
4	FI	93	Passed	P
5	GNP	89	Passed	P
6	HO	89	Passed	P
7	IL	87	Passed	P
8	LE	95	Passed	P
9	MA	80	Passed	P
10	ME	87	Passed	P
11	NA	80	Passed	P
12	PG	82	Passed	L
13	RY	85	Passed	L
14	SA	87	Passed	P
15	SE	90	Passed	L
16	SER	72	Failed	L
17	SR	78	Passed	L
18	TI	80	Passed	P
19	VS	74	Failed	L
20	BO	92	Passed	P
Total		1689		
The Mean Score		84,45		

Aspects that support the achievement of the standards contained in the success indicators can be known by looking at the rubric for Procedural Writing that is adapted from Western Australian Minister for Education (2013). Here is the table of the evaluation of the outcome in an N Gain score and N Gain percentage that has been calculated by the researchers with Microsoft Excel. After examining all the test scores, the researchers found out that the N Gain Score reached out to 64,16. It means that Make-a-Match technique is effective enough in improving students' abilities in writing procedure text.

Table 4. N-Gain Effectiveness Interpretation

No	Pre-Test	Post-Test II	Post-Pre 2	100-Pre	N Gain	N Gain (%)
1	34	85	51	66	0,77	77,27
2	67	79	12	33	0,36	36,36
3	63	85	22	37	0,59	59,46
4	44	93	49	56	0,88	87,50
5	56	89	33	44	0,75	75,00
6	65	89	24	35	0,69	68,57
7	60	87	27	40	0,68	67,50
8	59	95	36	41	0,88	87,80
9	61	80	19	39	0,49	48,72
10	67	87	20	33	0,61	60,61
11	34	80	46	66	0,70	69,70
12	34	82	48	66	0,73	72,73
13	45	85	40	55	0,73	72,73
14	67	87	20	33	0,61	60,61
15	61	90	29	39	0,74	74,36
16	42	72	30	58	0,52	51,72

17	65	78	13	35	0,37	37,14
18	42	80	38	58	0,66	65,52
19	62	74	12	38	0,32	31,58
20	63	92	29	37	0,78	78,38
MEAN	54,55	84,45	29,9	45,45	0,64	64,16

Discussion

The Make-a-Match Learning Technique has the following advantages: it can increase student learning activities, both cognitive and physical, it can increase student learning motivation, and it effectively trains student discipline to respect time. The Make-a-Match learning approach fosters positive relationships between teachers and students. The Make-a-Match learning approach allows students to interact and peer tutor with other students. As a result, students will be more interested and motivated to participate in learning activities. The Make-a-Match approach has the following advantages: (1) Students participate directly in responding questions presented to them via cards. (2) Foster student learning creativity. (3) Avoiding student boredom throughout the teaching and learning process. (4) Can stimulate student thinking creativity by matching questions and answers; (5) Learning is more enjoyable since it incorporates learning material utilized by the teacher.

After being used in the field, some of the limitations of this approach include: (1) It is difficult for teachers to produce nice and good cards. (2) It is difficult to establish the rhythm or course of the learning process; and (3) Students do not grasp the significance of the learning to be imparted since they believe it is only a game. (4) It is difficult for students to focus. It is difficult for the teacher to watch students' movements and activities while they are enthused. As a result, it is difficult for the teacher to structure the learning around the scenario. Students are also resistant to the subject matter, most likely because this approach encourages students to become boisterous, making it harder to hear the teacher's instructions. This disorder impairs students' ability to focus.

4. CONCLUSION

Based on the results of the research and discussion, it is concluded that the research that has been carried out at SMP Satu Atap 1 Jabiren Raya with the application of the Make-a-Match type cooperative learning technique, students' learning outcomes have improved. The average score of students in the first cycle test was 54,55 and post-test in first cycle was 70,95 and the average score in the second cycle was 84,45. The percentage of students who reached the goal in cycle I was 35% and in cycle II 90% of the results of posttest I and II obtained an increase in student learning outcomes after the application of the Make-a-Match learning technique.

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