

IMPROVING STUDENTS' ABILITY TO WRITE PROCEDURE TEXTS THROUGH MAKE A MATCH LEARNING METHOD IN CLASS V11 OF SMP NEGERI 1 PANTAI BARU

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Abstract

Writing is one of the language skills that is often felt to be a problem for students in the English learning process. This can be seen from the results of students' learning about expressing meaning in rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptably to interact in the context of everyday life in procedural texts in semester 2 as many as 60% of students are still under KKM (minimum completeness criteria). This problem really attracted the attention of the author to try to explain the topic of analysis of students' ability to write text in the form of procedures using the make a match learning method. This classroom action research was carried out in Class VII of SMP Negeri 1 Pantai Baru with a total of 29 students. The aim to be achieved in this research is to improve students' ability to compose procedure texts, develop learning strategies and learning methods that are effective, efficient and enjoyable. Students can involve themselves actively in communication activities by expressing their ideas, opinions and feelings simply both orally and written. The technique used in this research is conducting observations and giving students performance tests in the form of written tests. From the research that has been carried out, the results of observations indicate that 19 out of 29 students (70.73%) appear active in the learning process. Only 1 student (0.22%) scored students from the written test evaluation who still did not reach the KKM (minimum completeness criteria). The students' post test scores in the form of individual evaluations via the Student Worksheet show that 3 students (0.07%) got a C 'good' score, 17 students (0.41%) got a D 'fair' score, 20 students (0.49%) received an E 'poor' grade. Based on the results of data analysis, it was found that the research objectives that had been implemented were successful. In other words, implementing learning actions through the Make a Match learning method can improve students' ability to write procedural texts and increase student activity in the learning process.

Keywords: *Make a Match Learning Method, Writing Procedure Text*

INTRODUCTION

Mastery of English language skills is an absolute requirement that must be had in the current era of communication and globalization (Suryanto et al, 2021). Learning English at the junior high school level is the main material as part of students' self-development function in the fields of science, technology and arts. It is hoped that after completing their studies, they will be able to grow and develop into intelligent, skilled and personable individuals as preparation for life in the future (Hunter et al, 2007).

Mastery of English subject matter at junior high school level includes four language skills, namely: listening, speaking, reading and writing. All of this is supported by other language

elements, namely: Vocabulary, Grammar and Pronunciation in accordance with the theme as a means of achieving goals. Of the four language skills above, Writing is one of the language skills that is often felt to be a problem for students in the English learning process. This is very interesting to research considering that writing ability is greatly influenced by vocabulary mastery, language structure and students' ability to arrange words into acceptable text. The grammatical difference between English as a foreign language and Indonesian as the main language is a problem that often arises when learning to write. The ability to express meaning in rhetorical steps in simple short essays using a variety of written language accurately, fluently

and acceptably to interact in the context of daily life in procedural texts is one of the Basic Competencies (KD) that must be mastered by Class VIII Middle School students First (Junior High School).

The author has carried out learning to express meaning in rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptably to interact in the context of everyday life in procedure text in a classical manner. In this lesson the author explains the main material contained in the indicator: "Arranging random sentences into coherent text in the form of a procedure".

In core learning activities, students are usually given an example of a monologue text in the form of a procedure and students are asked to find the meaning of the text which is then assembled into a correct sentence. This kind of learning process is usually carried out by the author and it turns out that student learning outcomes are not as expected and students are still below the Minimum Completeness Criteria (KKM). The author obtained data from observations through reflection that students looked passive, bored and there were even some students who complained that they were not confident in expressing their ideas. They certainly have difficulty doing the assignments given by the teacher. This really invites questions and assumptions that the learning method is not successful (failed) and tends to be ineffective.

After observing the description above, you can see a picture of failure in the results and learning process and this is a problem that must be addressed immediately. In an effort to correct this failure, the author tries to find appropriate learning methods and strategies as the next solution. The author is aware that in this era of Education Unit Level Curriculum, teachers are required to be creative and innovative. Teachers must be able to find a learning technique that suits the situation and conditions of the class. The PAIKEM principle (Active, Innovative,

Creative, Effective and Fun Learning) must be implemented. The teacher is no longer a figure to be feared and is not an authoritarian figure, but the teacher must be a facilitator and motorbike who is able to facilitate and move students to gain the knowledge they need.

The author conducted classroom action research with the title, "Efforts to Improve Students' Ability to Write Procedure Texts through the Make a Match Learning Method in Class VIII of SMP Negeri 1 Pantai Baru.

There are three types of learning modalities used by someone in learning, namely information processing and communication (DePorter, et al, 2000). Based on the above, the author tried the Make a Match learning method or matching cards containing random sentences into acceptable text. The Make a Match Learning Method is an implementation of the Contextual Teaching and Learning (CTL) Method (Karismaningtyas et al, 2012). This is in line with the opinion of Nurhadi & Senduk (2004) the key to contextual learning is; (1) real word learning; (2) prioritizing real experiences; (3) higher level thinking; (4) student-centered; (5) active, critical and creative students; (6) meaningful knowledge in life; (7) education is not teaching or instruction; (8) solve problems; (9) acting students, directing teacher, not acting teacher, watching students; (10) learning outcomes are measured in various ways, not just by tests.

Thus, learning that uses a contextual approach is characterized by cooperation, mutual support, joy, passionate learning, integrated learning, using various sources, active students, fun, not boring, sharing with friends, critical students and creative teachers (Nugrahani, 2008). The process of learning activities can be more meaningful if the learning activities carried out depart from the learning experiences of students and teachers, namely activities of students and teachers carried out together in real experiential situations, both experiences in daily life and experiences in the environment.

Procedure Text

Procedure text is a text genre apart from several genres studied at junior high school level. Procedure texts aim to provide instructions about the steps/methods/ways of doing something (Djuharie, 2006). Procedure texts generally contain tips or a series of actions or steps in making an item or carrying out an activity. The procedural text is also known as a directory. Procedure texts generally have the structure: Goal, the purpose of the activity, Materials, the ingredients needed to make an item/carry out an optional activity, Steps, a series of steps.

Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning(CTL) is a holistic learning process and aims to help students understand the meaning of teaching material by relating it to the context of their daily lives (personal, social and cultural context), so that students have dynamic and flexible knowledge/skills to actively construct their own his understanding. CTL is called a contextual approach because the learning concept helps teachers link the material they teach with students' real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of society. This is in line with Mulyasa (2003) that students have curiosity and have the potential to fulfill their curiosity. Therefore, the teacher's most important task is to create a pleasant learning environment so that it can arouse the curiosity of all students so that interest grows or students are motivated to learn. Mulyasa (2003) also stated: the importance of the learning environment in contextual learning; (1) effective learning starts from a student-centered learning environment. From the teacher acting in front of the class, students watching to students actively working and creating, the teacher directing; (2) learning must center on how students use their new knowledge. Learning strategies are more important than results; (3) bait feedback is very important for students; (4)

growing the community learning in the form of group work is important.

Cooperative Learning (CL)

The Cooperative Approach (Cooperative Learning) is a teaching approach that prioritizes students working together with each other to understand and carry out all their learning tasks. Collaborative activities can develop high levels of thinking, important communication skills, increase interest, self-confidence, social awareness and tolerance towards individual differences. According to Lie (2005) there are three things that need to be considered in cooperative learning: Grouping, the spirit of mutual cooperation, classroom arrangement.

Group study, having the opportunity to express ideas, listen to other people's opinions, and build understanding together, is very important in learning because it has elements that are useful in challenging one's thinking and increasing one's self-esteem. With learning experiences, students can construct their own knowledge.

Lundgren describes the cooperative skills that need to be developed in cooperative learning as interpersonal skills in learning. These cooperative skills include three (3) levels, namely initial level, intermediate level and advanced level, in each level there are several skills that students need to have in order to carry out cooperative learning well. These skills include using agreement, appreciating contributions, taking turns and sharing tasks, encouraging participation (beginning level), active listening, showing appreciation and sympathy, asking questions, accepting responsibility and summarizing (intermediate level), elaborating, checking with careful, asking for the truth and compromising (advanced level).

Cooperative Learning is one of the best learning strategies that has been researched. The results show that students have the opportunity to work together, learn more quickly and efficiently, have greater retention and have a

more positive learning experience. Cooperative learning students learn and form their own experiences and knowledge together in their group.

The author agrees that the cooperative approach is very suitable to be used in learning in this KTSP era, it's just that these seven cooperative pillars are considered too heavy to be implemented all in learning at SMP Negeri 1 Pantai Baru. Therefore, the author designed a simpler learning technique without reducing the essence of cooperation itself. In this research, the author used the Make A Match learning method.

Make a Match Learning Method

In order to increase student participation and activity in class, the teacher applies the make a match learning method. The make a match method or looking for a partner is an alternative that can be applied to students. The application of this method starts from the technique, namely students are asked to look for pairs of cards which are the answer/question before the time limit, and students who can match the cards are given points.

The make a match learning method or looking for a partner was developed by Curran (2013). One of the advantages of this technique is that students look for partners while learning about a concept or topic in a fun atmosphere. The steps for implementing the make a match method are as follows; (1) the teacher prepares several cards containing several concepts or topics suitable for the review session, one part is a question card and the other part is an answer card. (2) Each student gets a card that says the question/answer. (3) Each student thinks about the answer/question from the card they are holding. (4) Each student looks for pairs of cards that match their cards. The holder of the card with the procedural sentence A fragment written on it will be paired with the next sentence held by a student in another group who holds the procedural sentence B and so on. (5) Each student who can match their cards before the time limit

is awarded points. (6) If a student cannot match his card with his friend's card (cannot find the question card or answer card) he will receive a punishment, which has been mutually agreed upon. (7) After one round, the cards are shuffled again so that each student gets a different card than the previous one, and so on. (8) Students can also join 2 or 3 other students who hold matching cards. (9) The teacher together with the students makes conclusions about the lesson material.

The action plan that can be used to address writing learning so that it can be interesting, students become motivated, students' interest in learning is high is the cooperative learning method. By optimizing English learning through Cooperative Techniques, it is an alternative learning process to make it more fun and meaningful. In this case the author uses the Make a Match learning method.

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so on. (7) Students can also join 2 or 3 other students who hold matching cards. (8) The teacher together with the students makes conclusions about the lesson material.

RESEARCH METHODS

This classroom action research was carried out at SMP Negeri 1 Pantai Baru. The school address is in Keoen village, Mamaluk hamlet. The research subject taken was class VIII E of SMP Negeri 1 Pantai Baru. Implementation time is February 2021 or semester 2.

Class VIII E consists of 38 students, 20 boys and 18 girls. The socio-economic background of the students is mostly the children of workers and farmers with a middle to lower level of welfare. Own learning books are still limited. Students' academic abilities are still limited due to low student learning motivation (Arikunto & Suharsimi, 2005). The classroom situation during learning is still not optimal, students are still not all active in learning.

This classroom action research uses contextual learning methods with preparation; Making research instrument sheets, preparing learning materials for observation and discussion assignments, preparing learning methods and learning media, planning Learning Implementation (RPP) so that it is interesting and easy for students to understand, preparing and determining learning locations according to the learning material. Pre-test preparation, post-test and making assessment tools, process assessment sheets to monitor activity, independence, competence, fluency and accuracy, making observation sheets to monitor learning process activities and determine the optimization of make a match learning.

This research is Classroom Action Research which is carried out by following research procedures based on the principles of Mulyana (2007) which include planning, action, and observation, reflection or evaluation activities. These four activities take place

repeatedly in the form of a cycle. The author plans English learning by selecting Writing Procedure Text learning materials through two cycles in semester 2 of the 2020/2021 academic year. The time allocation used in the first cycle consists of 2x40 minutes. In this learning process, the author carries out four steps of learning techniques which include Building Knowledge of the Field (BKOF), Methodling of the Text (MOT), Joint Construction of the Text (JCOT) and Individual Construction of the Text (ICOT). These steps are also implemented in the second cycle and beyond if necessary in this research.

In the BKOF step, the teacher begins learning by conducting apperception and asking questions with students about students' experiences in everyday life where students often use procedure texts or steps to explain or invite people to arrange or make something. The time used in the BKOF step is limited to 10 minutes

In the next step (MOT), the teacher provides examples of procedure texts via In Focus media. Students are asked to observe the procedure text for the steps on how to make coffee. Students are asked to write down the important points as steps to make instant coffee. This step is limited to 10 minutes.

The next step is group work or JCOT. Students were asked to group themselves into groups that had been created two days earlier. Each student group consists of 5 students. In this step the teacher distributes cards containing sentences from several procedure text topics to each student. The cards are distributed to each group. Each group gets 1 card to look for sentence pairs in other groups. Students are asked to rearrange the sentences distributed into the correct text. Students who are active and correct in arranging sentences into text get the highest points. In this step students are limited to 20 minutes. The steps for implementing the make a match method are as follows:

1. The teacher prepares several cards containing several concepts or topics suitable for the review session, one part is a question card and the other part is an answer card.
2. Each student gets a card that says the question/answer.
3. Each student thinks about the answer/question from the card they are holding.
4. Each student looks for pairs of cards that match their cards. The holder of the card with the sentence fragment from procedure A written on it will be paired with the next sentence held by a student in another group who holds the sentence from procedure B and so on.
5. Each student who can match their cards before the time limit is awarded points.
6. If a student cannot match his card with his friend's card (cannot find the question card or answer card) he will receive a punishment, which has been mutually agreed upon.
7. After one round, the cards are shuffled again so that each student gets a different card than the previous one, and so on.
8. Students can also join 2 or 3 other students who hold matching cards.
9. The teacher together with the students makes conclusions about the lesson material.

At ICOT, students are given a work paper which is a photocopy question sheet containing jumbled sentences which must be arranged into correct procedure text. This step is limited to 15 minutes.

Research Cycle

In its implementation, the author plans to use 2 cycles as the basis for classroom action research.

First Cycle

Planning Stage (Planning), includes:

1. Analyzing Education Unit Level Syllabus/Curriculum
2. Develop a learning implementation plan using the CTL method using the make a match learning method.
3. Designing classical learning methods.
4. Discuss the application of interactive learning methods.
5. Prepare instruments (questionnaires, observation guidelines, final tests).
6. Arranging student study groups.

7. Planning group assignments.

The Action Stage includes:

1. Carry out steps according to plan.
2. Applying classical learning methods.
3. Observe each activity step according to plan.
4. Pay attention to the allocation of time available with the number of activities carried out.
5. Anticipate by implementing solutions if you encounter obstacles when carrying out the action stage.

The Observation Stage includes:

1. Observing the application of classical learning methods carried out by class VIIIE teachers
2. Record every activity and change that occurs when applying classical learning methods.
3. Conduct discussions with the teacher to discuss the teacher's weaknesses or shortcomings and provide suggestions for improvement for the next lesson.

Reflection stage (Reflection), includes:

1. Analyze findings when carrying out observations.
2. Analyze teacher weaknesses and successes when implementing classical learning methods and consider next steps.
3. Reflecting on the application of classical learning methods.
4. Reflecting on students' creativity in learning English.
5. Reflecting on student learning outcomes.

Second Cycle

Planning Stage (Planning), includes:

1. Evaluate the results of reflection, discuss, and look for improvement efforts to apply to the next lesson.
2. List the problems and obstacles faced during learning.
3. Design improvements based on cycle 1 reflection.

The Action Stage includes:

1. Carry out problem solving analysis.
2. Carry out corrective actions using the Make a Match learning method.

The Observation Stage includes:

1. Observe the application of the Make a Match learning method.

2. Note the changes that occur.
3. Conduct discussions discussing problems encountered during learning and provide feedback.

Reflection Stage (Reflection), includes:

1. Reflecting on the make a match learning process
2. Reflecting on student learning outcomes by applying the make a match learning method.
3. Analyze the findings and final results of the research.
4. Prepare recommendations.

From the activity stages in cycles 1 and 2, the expected results are that (1) students have the ability and creativity and are always actively involved in the English learning process; (2) teachers have the ability to design and implement interactive learning methods with special group work in English subjects, and (3) there is an increase in student achievement in English subjects.

Observations carried out collaboratively involving teachers of similar subjects as observers in this class used the following research instruments:

- a. Card pieces containing sentences in *procedures* which are randomized and distributed to students (one group is given one card) as an instrument for compiling a text procedures Text.
- b. Observation Sheet and Check list Sheet
- c. Student Worksheets as evaluation or assessment

Analysis and Reflection

The analysis used in this research utilizes quantitative descriptive analysis of learning processes and outcomes. Analysis is also carried out from the results of observations. Analysis based on gradual cycles. Analysis 1 in cycle 1, the results of which are reflected in cycle 2. The reflection is carried out in accordance with the planning carried out. Research using this contextual learning method, researchers hope that students will become more motivated in the learning process (Stringer, 1996). As a follow-up to this research, students can become more

active and contextual learning will be carried out continuously by the teacher.

FINDINGS AND DISCUSSION

The results of the research carried out by this researcher included the first cycle and the second cycle according to the plans that had been made previously. Researchers report the results of the procedure text writing test at the final stage of each cycle.

Cycle 1 Action Report Description Action Results

The implementation of the actions carried out in the 1st cycle is the result of 1 meeting. The meeting was held on February 19 2021, 1-2 hours (07.00 – 08.20) with a time allocation of 2x40 minutes. Implementation of actions in this cycle includes planning, implementing actions (BKOF, MOT, JCOT, ICOT), observing and reflecting on actions.

In this learning process, the author carries out four steps of learning techniques which include Building Knowledge of the Field (BKOF), Methodling of the Text (MOT), Joint Construction of the Text (JCOT) and Individual Construction of the Text (ICOT). These steps are also carried out in the second and subsequent cycles if necessary in this research.

In the BKOF step, the teacher begins learning by conducting apperception and asking questions with students about students' experiences in everyday life where students often use procedure texts or steps to explain or invite people to arrange or make something. The time used in the BKOF step is limited to 10 minutes

In the next step (MOT), the teacher provides examples of procedure texts via In Focus media. Students are asked to observe the procedure text for the steps on how to make coffee. Students are asked to write down the important points as steps to make instant coffee. This step is limited to 10 minutes. The next step is group work or JCOT. Students were asked to group themselves into groups that had been created two days earlier. Each student group consists of 5 students. In this step the teacher distributes cards containing sentences from several procedure text topics to each student. The cards are distributed to each group. Each group

gets 1 card to look for sentence pairs in other groups. Students are asked to rearrange the sentences distributed into the correct text. Students who are active and correct in arranging sentences into text get the highest points. In this step students are limited to 20 minutes.

At ICOT, students are given a work paper which is a photocopy question sheet containing jumbled sentences which must be arranged into correct procedure text. This step is limited to 15 minutes.

Observation Results/Observations

The observation results in the 1st cycle are the results of observations by observers in the learning process at the BKOF, MOT and JCOT stages which were carried out using the Contextual Teaching and Learning method through the make a match learning method. The observers who are English teachers who are members of the Banjar City MGMP class 3 group carry out observations using an observation sheet in the form of a check list form (√). Indicators observed during the learning process include three indicators, namely student attention to lesson material, group collaboration, and participation.

In the core activities (BKOF, MOT, JCOT) the teacher explains the structure of preparing procedure texts using in focus media, then the teacher asks students to form groups and students are given cards containing random sentences. Students are asked to look for pairs of sentences in other groups.

Based on the results of the process assessment from the table above, it can be seen that as many as 19 students (43%) actively participated in the learning process using the make a match learning method. The number of passive students was greater, namely 19 people (56%).

Performance Test Results

Apart from the process assessment sheet, in an effort to collect data, researchers used a written test instrument which was jumbled sentences distributed to individual students. This process is carried out at the end of the lesson in the form of a learning evaluation at the 2nd meeting.

Based on the analysis it can be concluded that not a single student got a grade "Excellent" in identifying the generic structure of text in the form of procedures. One (1) student (0.02%) got the score "Very Good" one (1) student got the score "Good" (0.02%), nine (7) students (0.22%) got the score "Fair", the majority of 19 students (0.61%) got a "Poor" score, 3 students (0.12%) got a very poor score.

Moreover, it can be concluded that not a single student got a grade "Excellent" and 'very good' one (1) student (0.02%) got a "good" score, four (4) students (0.10%) got a "fair" score, twenty eight (26) students (0, 68%) got a "poor" score and as many as eight (8) students (0.20%) got a "very poor" score.

1st Cycle

Reflection Results

What is meant by reflection is remembering and reflecting back on an action exactly as it was recorded in the observation. Through reflection the author tries to (1) understand the real processes, problems, issues and obstacles in strategic action, by considering the various perspectives that may exist in classroom learning situations, and (2) understand learning problems and the classroom conditions in which learning is carried out.

From the results of observations, it was found that only 18 students (43%) actively participated in lessons according to expectations. Meanwhile, the majority of students, namely 23 students (56%) still seemed passive in the learning process using the make a match learning method. The scores obtained by students have not shown significant results, even in indicators to identify generic structures and language features not a single student obtained an A (excellent). The majority of students, or as many as 25 students (0.61) got a grade of E (poor), one student (0.02%) got a grade of B (Very Good), one student (0.02%) got a grade of C (Good), and nine students (0.22%) got a D (fair). On Indicators *arrange the relevance of the sentence structure into a text individually* students still have not produced the expected grades. In fact, not a single student got 'excellent' and 'very good' grades. The majority of students, or as many as 38 students (0.68%) got a grade of E (poor).

Refer to the data and reflection results from the implementation of the 1st cycle above, it can be concluded that the learning to write to compose sentences into text in the form of procedures carried out in the 1st cycle can be said to have failed and has not been successful in efforts to improve students' ability to compose random sentences into coherent text in the form of procedures. This is a problem and finding that needs to be immediately resolved as an effort to improve the quality of learning. According to observers, this failure occurred in learning media that were not yet optimal, effective and efficient and also student activities in class tended to be undisciplined.

The opinions and suggestions of observers are the basis for further action. The researcher felt the need to move on to the 2nd cycle. In this case the researcher decided to improve the learning process by preparing an improvement plan for the 2nd cycle. With careful preparation and planning, it is hoped that in the second cycle learning can run better, succeeding in efforts to improve the quality of student learning outcomes.

Description of the 2nd Cycle Action Report Action Results

The second cycle action plan refers to the results of the reflection carried out in the first cycle. Action planning starts from the teaching program planning stage which is carried out by researchers in consultation with guide teachers and English teachers at SMP Negeri 1 Pantai Baru by improving the RPP (Teaching Program Plan) as a learning scenario for the second cycle. The time allocation required in the second cycle consists of one meeting (2x40 minutes). The 2nd cycle was held on March 2 2021 at SMP Negeri 1 Pantai Baru.

Different from the first cycle, in the second cycle the researchers used video media in the MOT stage. The researcher made a video by editing a video downloaded from www.youtube.com about the procedure for using an ATM machine. This is done as an effort to clarify the material so that it is hoped that students can easily grasp the material presented. Apart from that, the researcher also made cards to carry out make a match learning which contained 10 random sentences of text which

were divided into 5 parts, each part of which was distributed to all 28 students.

In the BKOF (Building Knowledge of the Field) step, the teacher begins learning by greeting students and taking attendance. The teacher conducts questions and answers about the material that will be discussed according to the theme. Explanations of the syllabus and learning indicators are also explained at this stage. This is done so that students have boundaries and goals in learning. The BKOF stage is limited to 10 minutes. At this stage there are several students who can answer several questions asked by the teacher. This makes the teacher feel entertained and motivated, the teacher can find out how much students have basic abilities in the material that will be discussed in this meeting.

In the MOT (Method of the Text) step, the teacher uses video media to transfer learning material. Before the film is shown, the teacher gives several notes on the blackboard in the form of key words and what students should do when watching the film. Next, students were given the opportunity to watch and observe a film containing the procedures for using an ATM machine and the steps for compiling a procedure text. Students are asked to note down the steps for making a procedure text and the information implied from the films they see and observe. In this step, students look enthusiastic and focused on the film being played. They seemed busy with their friends discussing what they saw and they made some small notes. In this step the time is limited to 10 minutes.

After students are provided with the material at the BKOF stage, the next step is group work or JCOT. Students are asked to join their groups. Each group consists of 5 and 4 students. The number of student groups was 8 groups of 38 students. Before distributing cards containing random sentences, the teacher provides directions and rules for the make a match game where students must find pairs of cards containing procedure sentences in their respective groups. The group that can finish the game quickly and correctly gets the highest points. The teacher's explanation is limited to 5 minutes, then the teacher starts distributing cards containing sentences from several procedure text topics to each student. The cards were distributed

to 38 students. In this step students are limited to 20 minutes.

At ICOT, students are given a work paper which is a photocopy question sheet containing jumbled sentences which must be arranged into correct procedure text. This step is limited to 20 minutes.

Observation Results/Observations

At the observation stage, the researcher carried out a process assessment by going around each group and observing student learning activities. Researchers use *checklist form* (✓) to measure student activity in learning. This process assessment focuses on process assessment indicators including student attention to the material, student cooperation in groups and student participation in carrying out assignments. This process assessment takes the form of a check list (✓) containing the names of the students.

Based on the data obtained in the second cycle, it can be seen to what extent students are active in the learning process. There was an increase in results in the learning process compared to the implementation of the 1st cycle actions, namely 26 students (70.73%) were active in the learning process and 12 students (29.27%) were passive.

Students experience an increase in the results of the learning process, made possible by a learning situation that is fun and not rigid. Students are happy and enjoy video learning media where students can focus on following the learning process. Through the make a match learning method, students are not given the opportunity to do other things outside of group work with time restrictions so that learning runs effectively.

Students' Performance Test Results

The results of student evaluations on the written test focus on the student's ability to compose random sentences into acceptable text. Students are asked to fill out an instrument in the form of an LKS (student worksheet) which is distributed individually. Students fill in the worksheet given with a time limit of 15 minutes. The test is carried out at the end of learning at the same meeting.

Based on data analysis, it can be concluded that not a single student got an A 'excellent' grade, one student (0.02%) got a B 'good' grade, 9 students (0.22%) got a C 'good' grade, 19 students (0.46%) got a grade of D 'fair', 12 students (0.29%) got a grade of E 'poor' and not a single student got a grade of F 'very poor' in identifying the generic structure of procedure texts.

Moreover, it can be concluded that not a single student got grades A 'excellent' and B 'very good'. A total of 3 students (0.07%) got a grade of C 'good', 17 students (0.41%) got a grade of D 'fair', 20 students (0.49%) got a grade of E 'poor' and 1 student (0.02%) received an F grade of 'very poor'.

Reflection Results

After analyzing the data from the results of observations carried out through process assessments and test writing, researchers and observers carried out reflection. The reflection was carried out on March 12 2021 at SMP Negeri 1 Pantai Baru. This reflection aims to find out the extent of the success of the learning carried out by the researcher after carrying out the 2nd cycle of actions. The final data resulting from data processing and analysis showed a significant increase that 17 of 38 students (70.73%) seemed active in the learning process. Only 1 student (0.22%) scored students from the written test evaluation who still did not reach the KKM (minimum completeness criteria). From these results it can be concluded that learning using the make a match method can overcome students' problems in compiling random sentences into coherent text in the form of procedures and can make students actively participate in the learning process. This proves that the implementation of actions in the second cycle received a positive response and this second cycle was the conclusion of the classroom action research that had been carried out.

Discussion

Data from the analysis of process assessments and written tests as evaluation instruments that have been reflected can be seen that in the 1st cycle, learning to compose sentences into procedure texts using the make a match learning method was not optimally

successful because the test and process results did not reach the expected value. This can be found as many as 17 students (43%) who actively participate in lessons according to expectations. Meanwhile, the majority of students, namely 21 people (56%) still seemed passive in the learning process using the make a match learning method. The scores obtained by students have not shown significant results, even in indicators to identify generic structures and language features not a single student obtained an A (excellent). The majority of students, or as many as 24 people (0.61) got a grade of E (poor), one student (0.02%) got a grade of B (Very Good), one student (0.02%) got a grade of C (Good), 8 students (0.22%) got a D (fair). In other words, the implementation of actions in the 1st cycle was not successful and it can be said that the learning failed and was corrected in the 2nd cycle.

In the second cycle of actions the teacher began to make several improvements to the weaknesses of the learning actions. Weaknesses found in the 1st cycle included less relevant learning media, students not being used to/unfamiliar with the make a match learning mode, as well as restrictions on time allocation for each learning stage which the teacher paid little attention to. This became the basis for improvement in the second cycle. The teacher then improved it by using video media in the form of a film which presented the procedures/procedures for using an ATM machine. The students looked enthusiastic and focused on the learning process. Apart from that, the teacher distributes cards to each group, one student gets one card to match with a friend in their group. Time limits and explanations of the make a match game are also provided by the teacher.

After carrying out the second cycle of actions, the results of observations indicated that 27 out of 38 students (70.73%) seemed active in the learning process. Only 1 student (0.22%) scored students from the written test evaluation who still did not reach the KKM (minimum completeness criteria). The students' post test scores in the form of individual evaluations via the Student Worksheet show that 3 students (0.07%) got a C 'good' score, 16 students (0.41%) got a D 'fair' score, 19 students (0.49%) received

an E 'poor' grade. Thus, the results of the implementation of the second cycle of action have increased quite significantly, although the researchers are not yet satisfied with the results that have been found. The increase in student learning outcomes can be seen in the table below.

Table 1. Improvement of Learning Process Results

Students' Activities	1st cycle	2nd cycle
Percentage of student activity in learning	43%	70.73%

Table 2. Improvement in Student Test Results

Students' Activities	1st cycle	2nd cycle
Percentage of Student Scores Reaching KKM (65)	0.22%	0.46%
Percentage of Students who exceed the KKM (> 70)	0.27%	0.71%
Average Writing Test Score Results	62.72	70.12

Based on the explanation in the discussion above, it can be concluded that the research objectives that have been carried out have been successful. In other words, implementing learning actions through the make a match learning method can improve students' ability to write procedural texts and increase student activity in the learning process.

CONCLUSION

Finally, the author was able to obtain several findings after carrying out reflection and discussion in the previous chapter and this Classroom Action Research can be concluded; using the Make a Match learning method can improve the abilities of class VIIE students at SMP Negeri 1 Pantai Baru in the second semester of the 2020-2021 academic year. This can be proven through written evaluations/tests with the average student score in the first cycle being 62.72, increasing in the second cycle to 70.12. Using the make a match learning method and video learning media can increase student learning activities. This can be proven by the

percentage of student activity in the first cycle of 40.90%, increasing in the second cycle to 70.73%.

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