



The Use of The Make a Match Learning Model in Learning to Analyze Observation Report Texts

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Abstract. This study aims to describe the learning steps of analyzing the text of the observation report using the make-a-match learning model and student learning outcomes in learning the text of the observation report using the match learning model. This research uses a qualitative descriptive method to study a natural finding and record, analyze, interpret, report, and draw conclusions from these findings. SMA Brawijaya Smart School became the location of this research with the research subjects of class X6 students, totaling 32 students, and class X Indonesian language teachers. The data were obtained using observation and unstructured interviews. The results of this study are the steps of using the make-a-match learning model that can be used in learning to analyze the text of the observation report because this learning model succeeds in making students actively involved in learning. Using this learning model there are also advantages and disadvantages in learning to analyze the text of the observation report..

Keywords: Learning model, Make a match, Observation report text

1. Introduction

Learning activities are carried out to learn and acquire knowledge, new things, and information and achieve success in learning science. Learning is a complex activity because it is about delivering information and the interaction between teachers and students. Complex learning can be seen from the busyness of the class, the various kinds of teacher and student interactions, and the teacher's role in managing learning.

Learning is related to two factors, namely internal factors and external factors. When learning occurs, internal factors come from oneself, namely the teacher as the class manager. Teachers are expected to have mental readiness, adjust duties and responsibilities, master learning materials and conditions, and be enthusiastic about managing the class. In addition, there are external factors, namely factors that come from external circumstances, such as family and environment.

Learning can run effectively if the teacher, as a facilitator, can perform the role of model and planner, analyze student learning progress, lead, and instruct. Learning also has elements in its implementation, such as learning objectives, learning materials, learning activities, teaching methods or models, learning media, learning resources, and learning evaluations. These things are interrelated in realizing effective learning according to learning objectives.

The learning model is a framework that describes the stages of learning activities to achieve learning objectives. It describes all stages from the beginning to the end of learning, followed by a series of learning activities. The learning model contains a pointer to learning activities, what the teacher or students do, the sequence of activities when learning is organized, and what tasks students carry out. This is why various kinds of learning models can be arranged before the implementation of learning.

Teachers can use various learning models when learning activities occur by adjusting the learning objectives. These learning models are a role-playing model, group investigation model, social inquiry model, laboratory exercise model, jigsaw model, jurisprudential research model, social simulation model, problem-solving learning model, interactive communication learning model, ICT-based learning model, achievement group student team model, portfolio-based learning model, make a match learning model, information seeking, card sort, power pairing, talking stick, realistic math, debate, play and music, magic show, and SOBRY learning model.

According to Sobry (2019), the paired card learning model (make a match) is very good if applied to increase student activeness in learning. Maulida (2021) argues that the make-a-match learning model is carried out by students looking for answer cards, which are pairs of cards containing questions. The questions and answers on the cards have been prepared. The make-a-match learning model is carried out collaboratively to find its partner so that it can make students actively involved in the learning process.

Based on the results of observations in class X6 SMA Brawijaya Smart School Malang, a phenomenon was found in students who asked the teacher to conduct learning using games. However, the teacher continued learning that day using Google Classroom and infographic media. This causes students to get bored easily, and some students do not pay attention to the teacher when explaining the learning material. In this phenomenon, it was found that the teacher did not involve students in being active and contributing during learning. Teachers often use Google Classroom learning media and infographics, explained through the lecture learning method. This makes learning activities less interesting and prevents them from running interactively. In addition, students become easily bored and unexcited while learning. One way to create interesting and interactive learning is by using the make-a-match learning model.

Learning to analyze an observation text has its own challenges in the context of Indonesian language learning. It requires not only reading skills and in-depth understanding of information, but also integrating knowledge, logic and creativity to produce a comprehensive and critical analysis. However, based on initial observations, many students struggle to understand the structure of an observation text, identify key information, and present a logical and systematic analysis. This can be caused by low interest in learning, lack of variety of interactive learning strategies, and less than optimal implementation of collaborative approaches in the classroom.

There are relevant previous studies by Lubis (2022) applying the make-a-match learning model to improve math learning outcomes. In addition, Murdianto et al. (2022) also applied the make-a-match learning model to improve the mastery of Arabic vocabulary of 8th-grade students of Buq'atun Mubarakah Junior High School Makassar. Faradhillah et al. (2022) researched the effect of the make-a-match learning model on the creative thinking skills of SMA Negeri 2 Peusangan students. Similar research was

also conducted by Fauzan et al. (2022) using the make-a-match learning model to improve the learning process of Juntinyuat Indramayu elementary school students. Research on improving biology learning outcomes on the material of the motion system in class XII IPA students through a cooperative learning model type make a match was also conducted by Kurniati (2022).

Based on the previous research above, no research has been conducted on making a matching learning model in learning to analyze observation report text. Therefore, this study was entitled "The Use of Make a Match Learning Model in Learning to Analyze Observation Report Text." The problem formulations of this study are as follows: 1) How is the use of the make-a-match learning model in learning to analyze the text of the observation report? 2) how are student learning outcomes using the make-a-match learning model in learning to analyze the text of the observation report? The objectives of this study are as follows: 1) describe the use of the match learning model in learning to analyze observation report text, and 2) describe student learning outcomes using the match learning model in learning to analyze observation report text.

2. Research Method

The research method used in this research is descriptive qualitative. The qualitative descriptive method was chosen because the purpose of this study was to describe the use of the make-a-match learning model in learning to analyze the text of the observation report and student learning outcomes using the make-a-match learning model in learning to analyze the text of the observation report. In line with Abdussamad's opinion (2021), that qualitative methods are used to examine natural objects with researchers as key instruments. In qualitative research, researchers go directly to the field or research location to study a finding that occurs naturally and record, analyze, interpret, report, and draw conclusions from these findings.

The location of this research is SMA Brawijaya Smart School, which is located at Jalan Cipayung Number 10 Malang. The subject of this research is class X6 students, totaling 32 students at SMA Brawijaya Smart School Malang. The population of this study is class X students of SMA Brawijaya Smart School, which amounted to 192 students, with 32 students in each class. Furthermore, several individuals were taken as research samples from this population. The research sample is a small part of the population taken based on certain criteria. The sample of this study was taken using the purposive sampling technique because there are criteria that must be met and considered, namely, grade X students who are studying the material and analyzing the text of the observation report.

According to Rahmadi (in Fauziah, 2022), the data types in research are divided into three types, namely, based on the degree of data, the source of obtaining data, and the possibility of measurement. Based on the degree of data, this type of research data is primary data obtained directly through observations and interviews at the research location. Secondary data comes from literature in books, articles, and theses about making a match learning model and learning to analyze observation report text. If based on the source of obtaining data, the data type is field data obtained from respondents.

Based on the possibility of measurement, the data type is qualitative because it is in verbal and non-verbal data, not numbers.

Data in this study were collected through observation and interviews. The observation was conducted by observing the learning process of analyzing the text of the observation report using the make-a-match learning model. In this activity, the researcher analyzed and recorded what was observed directly in class X6 to get the information needed. Furthermore, unstructured interviews were conducted with several students to obtain information on their experiences by asking questions about using the make-a-match learning model to analyze the text of the observation report to class X6 students. Unstructured interviews were conducted openly; informants could answer questions freely. Data collection in this study used research instruments like observation sheets and interview guidelines. Observation guidelines include interaction between students and teachers during the learning process, students involvement in concept matching activities and group discussions, and indicators of students understanding of the structure and content of the observation text. While interview guidelines include teacher perceptions of the advantages and disadvantages of the learning model, students' experiences during the learning process with this model, and the impact of using the model on students' understanding.

The data obtained was analyzed using qualitative descriptive analysis. This technique is not used to test hypotheses but only describes the situation in a research variable (Arikunto, 2009, p. 234). The data analysis of this research was carried out by the Miles and Huberman model, namely data reduction, data presentation, conclusion drawing, and data verification. After being analyzed, data validity was tested by triangulating the data. Data triangulation is done by comparing the results of observations and interviews that contain data.

3. Finding and Discussion

This study found two results and discussed the advantages and disadvantages of using the make-a-match learning model to analyze observation report text. Both findings are described in more detail below.

3.1. The Use of Make A Match Learning Model in Learning to Analyze Observation Report Texts

Farih (2020) said that the teacher is a facilitator during the learning process and is expected to guide, direct, and provide information or learning materials in a good, clear, and easy to understand by students. Supporting this, it is necessary to apply methods, models, or learning media during learning to make it easier for teachers to distribute learning materials. The learning model is designed before learning is carried out by adjusting the material and objectives to be achieved. Based on observations or observations made, there are steps for using the make-a-match learning model to analyze the text of the observation report, namely the introduction, core activities, and closing activities. The steps are explained in detail as follows.

1) Introduction

In the previous meeting, the teacher asked the students to study the material on the linguistic elements of the observation report text. Then, at the next meeting, the teacher asks students to analyze the text of the observation report using the make-a-match learning model. The teacher chooses the learning material to be taught and prepares the learning model by making several pieces of paper of the same size. In the introductory stage, the teacher says greetings and conducts student attendance. The teacher asks students about the material learned in the previous meeting. After that, the teacher takes attendance by asking the number and names of absent students. After that, the teacher introduces the topic of the observation report text to the students and relates it to everyday life.

2) Core activities

At the core activity stage, the teacher explains the material of the observation report text to students and the learning objectives to be achieved. After that, the teacher explains to students about the make-a-match learning model and uses it. The teacher divides the students into four groups of eight. After that, the teacher divides the cards among each student in the group. So, one student gets one card containing questions or answers.

Students who get a question card will look for their card partner that contains the answer to the question. Before looking for their card pairs, students in groups discuss the answers to each card. At this stage, students are still confused by the teacher's explanation, so the teacher must re-explain to students. After students understand the rules of using this learning model, they begin asking questions and discussing with their groups. If they already know the answer, each student looks for a pair of cards for students from other groups.

Furthermore, if they have found their card partner, students gather in the same place as their partner. Finding card pairs in learning to analyze anecdotal text runs quickly. Some students immediately find their card pairs, but some students do not find their card pairs. This is caused by students in a hurry and lacking focus when looking for their card pairs. Then, if all students have found their pairs, the questions and answers obtained are presented in front of the class to get responses from other students and the teacher. Some students found their card pairs correctly and could provide explanations. However, two students found the right pair of cards but could not explain.

Students who can find the right pair of cards and give an explanation will get points. Conversely, if students can find the right pair of cards but cannot give an explanation, points will be deducted. Students who cannot find the right pair of cards will not get points. When students present their answers, the teacher gives feedback by providing more detailed explanations.

3) Closing activities

In this section, the teacher and students discuss the material that has been learned. Students who do not understand the material can ask things that are unclear or not understood to the teacher to give responses that deepen students

understanding. At this stage, in the field, no students asked the teacher because each student could explain the answers to their partner's card accurately and clearly. After analyzing the text of the observation report using the make-a-match learning model, the teacher evaluates the students by giving an assignment to compile the text of the observation report by the structure and appropriate linguistic elements. In the last stage of learning, the teacher reflects by allowing students to express their opinions about the learning that has been done, namely learning to analyze the text of the observation report using the make-a-match learning model.

Based on the explanation above, it can be concluded that the make-a-match learning model in learning to analyze the text of the observation report can help teachers in delivering learning material, students are easier in understanding the material taught, students can also improve their critical thinking skills, and collaborate with their group members. This aligns with the opinion of Guslinda and Gustimal (2018) that making a matching learning model can increase teacher activity during learning. Many students are enthusiastic about finding the right answer on their partner's card. Using the make-a-match learning model in learning to analyze observation report text can also eliminate sleepiness, boredom, and lack of enthusiasm for students because all students are actively involved in learning.

3.2. Student Learning Outcomes Using the Make A Match Learning Model in Learning to Analyze Observation Report Texts

Learning conducted before using the make-a-match learning model runs less optimally because some students still do not pay attention to the teacher when explaining the learning material. The students' actions are caused by students feeling bored with the teacher's delivery of learning materials. Teachers should be able to overcome this by innovating learning tools and applying the make-a-match learning model in learning to analyze observation report text. After using the make-a-match learning model in learning to analyze the text of the observation report, student learning outcomes were obtained, namely:

Table of Student Learning Outcomes Using the Make-A-Match Learning Model Analyzing the Observation Report Text

Group	Score
Group 1	100
Group 2	95
Group 3	100
Group 4	80

Based on the table above, it can be seen that the learning outcomes of students using the make-a-match learning model in learning to analyze the text of the observation report all students get high scores. This proves that this learning model can make students excited, active, and more focused during learning to obtain high learning outcomes.

Each group consists of eight students. Each student who can find and present his/her card pair correctly gets a score of 10. If the student can find his/her card pair and cannot present the answer correctly, the student gets a score of 5. If the student cannot find and present his/her partner card, the student does not get a score.

In the table above, group 1 scored 100. There were eight members in group 1. All group members were very excited and thought critically when discussing the answers to the question cards. Group 2 successfully paired their cards with a score of 95. There is a difference in scores between Group 1 and Group 2 because some students from Group 2 are still confused about using the make-a-match learning model. Group 2 also consisted of 8 students. Group 3 got the same score as group 1, which was 100. This happened because group 3 members were very enthusiastic when the teacher explained the learning objectives, learning materials, and rules or how to use the make-a-match learning model. The observation results also show that group members from group 3 are very enthusiastic when looking for their card pairs. The last group, group 4, scored 80. This happened because two students were absent due to permission, so the number of group 4 members was six people. The members of group 4 seemed less enthusiastic when discussing the answers or questions from their card pairs.

Students get high learning outcomes because this learning model has advantages, namely the make a match learning model is interesting. After all, all students play an active role in solving or finding their respective card pairs; students become more active because they discuss with group friends to find the right answer, students can improve their ability to think critically when looking for card pairs found on friends from other groups, students become more courageous to express their opinions when presenting answers from their partner cards, and there are no students who are sleepy and bored because each student has a responsibility, namely finding their card pair. In addition, there are also weaknesses in this learning model, namely when the teacher explains how to apply the make-a-match learning model, students are still confused because the teacher does not give a direct example if the presentation of the material is not done well. Students cannot understand it well, when students analyze the text of the observation report using the make a match learning model it will make it difficult for students to find their card pairs, the limited size of the paper causes the text or questions to be limited. Some students feel embarrassed when presenting the answers to their card pairs because the cards are held by friends who are not familiar enough.

Based on the explanation above, this learning model can be used to analyze observation report text to arouse students' activeness, enthusiasm, interest in learning, and learning outcomes. Teachers can consider the advantages and disadvantages of this learning model when using it in the next learning process.

4. Conclusions

Based on the results and discussion of research on the make-a-match learning model in learning to analyze observation report text, it can be concluded that teachers can use this learning model in accordance with the steps. This learning model is suitable for use

when learning to analyze observation report text because students become more excited, not sleepy, think critically, and are actively involved in learning. During the observation, some students asked the teacher to hold a game during learning, but the teacher had not prepared this, so the learning was carried out as usual using Google Classroom Learning Media, and infographics were explained using the lecture method. This makes students bored and easily sleepy due to the lack of innovation from the teacher. When the make-a-match learning model is applied, students are not sleepy because each student has the responsibility of finding their card pair. The make-a-match learning model received a positive response. This can be seen by observing learning activities using the make-a-match learning model and conducting interviews with several X6 class students.

Student learning outcomes in learning to analyze the text of the observation report get high results. All students can find their card pairs and present them to the class. High learning outcomes are related to the advantages and disadvantages of using the make-a-match learning model to analyze observation report text. The advantages are that this learning model is interesting, students become actively involved during learning, they can improve their ability to think critically and become more courageous, and they are not easily bored and sleepy during learning. This learning model also has disadvantages because there are students who are still confused about its use. These shortcomings consist of the following: There are still students who are confused about using it because the teacher does not model directly, the material is poorly channeled, and students do not understand it can make it difficult for students to find their card pairs, has a limited size, and there are still students who are shy with friends from other groups because they are not familiar.

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