

**IMPLEMENTATION OF MAKE A MATCH COOPERATIVE MODEL
AND REAL MEDIA TO IMPROVE POETRY WRITING SKILLS
AT ELEMENTARY SCHOOL STUDENTS**

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Abstract

This research aims to determine the improvement in poetry writing results of fifth-grade elementary school students by implementing the make-a-match cooperative model and real media. The research used is classroom action research, employing the Kemmis and Taggart design. The research was carried out in 2 cycles; each cycle consisted of planning, action, observation, and reflection. Research Subjects: 28 students. Data collection was carried out through observation and poetry-writing tests. The research results show that applying the make-a-match cooperative model with real media can improve students' poetry-writing skills. In cycle I, the percentage of students who achieved completeness were 42.86%. In cycle II the number of students who achieved completeness was 71.43%.

Keywords: Poetry Writing Skills; Make a Match Cooperative Model; Real Media

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan hasil menulis puisi siswa kelas V SD dengan menerapkan model kooperatif Make-A-Match dan media nyata. Jenis penelitian yang digunakan adalah penelitian tindakan kelas dengan menggunakan desain Kemmis dan Taggart. Penelitian dilaksanakan dengan 2 siklus. Alur setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Subyek penelitian Subyek penelitian adalah 28 siswa. Pengumpulan data dilakukan dengan pengamatan dan tes menulis puisi. Hasil penelitian menunjukkan bahwa penerapan model kooperatif Make-A-Match dengan media nyata dapat meningkatkan keterampilan menulis puisi siswa. Pada siklus I siswa mencapai ketuntasan sebesar 42,86%. Pada siklus II, jumlah siswa yang mencapai ketuntasan sebesar 71,43%.

Kata Kunci: Kemampuan Menulis Puisi; Model kooperatif Make a Match; Real Media

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A. Introduction

Indonesian is the unified language that is the identity of the Indonesian nation. Indonesian is an important subject and must be taught by teachers because language is a means of communicating, sharing experiences, learning from each other, as well as improving intellectual and literary abilities. There are four skills in Indonesian taught in elementary schools: listening, speaking, reading, and writing. These four skills are inseparable.

Writing is the activity of expressing thoughts or ideas to other people through graphic symbols that are understood by others, so that they can be used to communicate indirectly. Writing is a productive and expressive activity (Tarigan, 1986). In the teaching and learning process, students are not only required to understand theory but also to be able to write or create as a means of understanding the theory that has been covered. A person can describe their thought patterns regarding ideas and concepts through their writing. This can be a measure of a person's ability to speak a language.

One of the writing skills taught at the elementary school level is writing poetry. The skill of writing poetry is found in phase C learning outcomes, which are then translated into learning objectives. One of the learning objectives in the Indonesian language subject for grade V elementary school is to write poetry using words/phrases that contain denotative and connotative meanings (figure of speech).

Poetry is an expression of language that is rich and full of meaning. Poetry is a form of literary work that expresses a poet's feelings through language bound by rhythm, meter, rhyme, and the arrangement of lines and stanzas, and is full of meaning. Poetry expresses the poet's thoughts and feelings imaginatively and is structured by concentrating the power of language with its physical and inner structure. Poetry prioritizes sound, form, and also the meaning conveyed, where meaning is proof that poetry is good if there is a deep meaning by condensing all elements of language (Lafamane, 2020). Poetry is divided into 2, namely old poetry and new poetry. Old poetry is poetry that is still bound by the rules of the number of words in one line, the number of lines in one stanza, rhyme, the number of syllables in each line, and rhythm. Meanwhile, new poetry is freer, no longer bound by the rules that old poetry was.

Learning to write poetry is not just a one-time thing. Students will also find learning to write poetry at the next grade level. Based on observations and documentation of students' poetry writing results in class V at SDN 1 Kaliploso, it is known that students' poetry writing results are still not optimal. As many as 64% (18 out of 28 students) need to improve their poetry writing results, with scores

below the set standard of 70 out of 100. There are obstacles and limitations to implementing students' poetry writing. Teachers have not utilized learning media or varied learning models, so students do not get bored. Writing poetry requires a strong imagination, enabling students to develop vocabulary appropriately and cultivate a good command of language.

The make-a-match cooperative model is a learning technique within the cooperative learning model that uses cards as a learning medium for group (partner) interaction, making learning more interesting and fun. In cooperative learning using the make-a-match technique, students will be divided into two groups: theme and keyword groups (Curran, 1990). The two groups matched their themes and keywords, resulting in a shared theme and several keywords that could make it easier for students to write poetry.

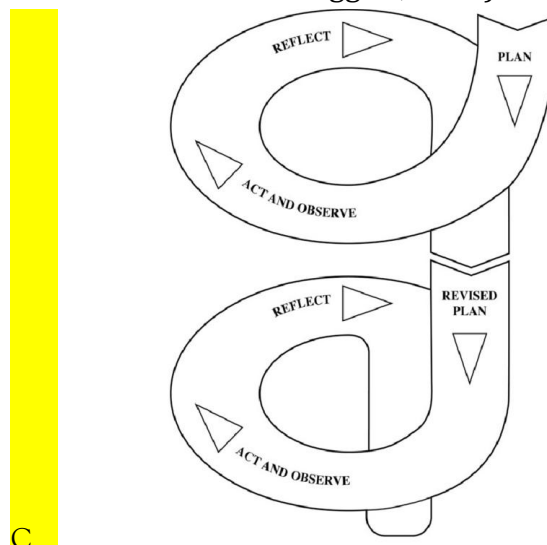
The make-a-match cooperative model can be combined with learning media. Learning media can function as a communication tool or channel (Smaldino et al., 2008). Edgar Dale (in Lee & Reeves, 2017), conducted a layered classification of experiences according to levels from the most concrete to the most abstract. This classification became known as the cone of experience. In this classification, Dale believes that abstract symbols and ideas are more easily understood and absorbed when presented through concrete experiences.

In the learning process, real or original objects can be used as media. Learning in elementary schools will be effective if the discussion of subject matter is concrete, because the cognitive development of elementary school students is at a concrete level. The presentation of lesson material will be concrete if the learner uses or makes use of real objects. These objects do not have to be presented in the classroom, but students can look at them directly. Using real media will require students to think actively and express their thoughts and feelings. Based on this explanation, this research aims to apply the make-a-match cooperative model using real media to improve the poetry-writing skills of fifth-grade elementary school students.

B. Research and Methods

The research method used is Classroom Action Research (CAR). CAR is a research model used by teachers to examine everything that is obstructing the implementation of teaching, and it can be carried out without requiring special attention, time, energy, or funds. This research also aims to determine appropriate actions to solve teaching and learning problems that teachers face or to improve specific teaching and learning situations in particular contexts (Masyhud, 2014). The action to be used in this research is to develop a match learning model using

real media to address problems in students' poetry writing skills. The research flow chosen for this study comprises planning, implementation, observation, and reflection (Stephen Kemmis & Robin McTaggart, 2014).



Picture 1. Research Flow

The research subjects were fifth-grade students at Kaliploso 1 State Elementary School for the 2022/2023 academic year. The research data are the results of testing fifth-grade elementary school students' poetry writing skills. The test was a student poetry-writing test administered after instruction using a cooperative make-a-match model and real media. Apart from that, researchers also made observations during the action. Once collected, the data on poetry writing skills will then be analyzed using the following steps: (1) giving a score to the results of fifth-grade students' poetry writing skills before and after being given action; (2) the student's poetry writing score before and after the action is implemented is converted into a percentage value to determine the student's learning mastery. Furthermore, the criteria for completeness of student learning outcomes are determined based on: (1) individual completeness, a student is said to have completed learning if he has achieved a score ≥ 70 out of a maximum score of 100; (2) classical completeness, declared complete if at least 70% have achieved individual completeness ≥ 70 from a maximum score of 100.

D. Results and Discussion

The results of classroom action research were obtained from cycles I and II of the study.

1. Implementation and results of actions in cycle I

The implementation of cycle I comprises planning, implementation, observation, and reflection. In the planning activities, researchers prepared a Learning Implementation Plan (RPP) by implementing make-a-match cooperative learning and using real media or direct objects in learning. Next, the researcher prepared examples of poetry, along with theme cards and keywords that would be used during the action. Finally, the researcher prepared an observation sheet for learning activities and an evaluation tool in the form of a poetry-writing test.

The action implementation stage is the step that puts the design developed during the planning stage into action. At this stage, the teacher begins implementing a cooperative learning activity using real media. Action implementation activities were conducted during two meetings. The implementation of learning activities includes initial, core, and closing activities. In the initial activities, the teacher carries out: (1) classroom conditioning; (2) provides apperception by providing several examples of poetry and conducting questions and answers with students; (3) conveys the material that will be studied today and makes agreements that students must comply with during the learning process; and (4) conveys learning objectives. In the core activities, the teacher carries out activities: (1) explaining how to make poetry; (2) give students the opportunity to ask questions; (3) distribute 14 theme cards and 14 keywords used to carry out make a match model learning; (4) giving students time to match keywords with themes, which in total there are 14 pairs of students; (5) discuss with students whether the pairs of keywords and themes are correct; (6) asking students to group according to the same theme; (7) instructing the group to compose key words before making them into poetry; (8) asking students to independently develop these keywords into poetry verses by observing real objects that have been prepared; (9) guiding students to read their work in front of the class; and (10) giving awards to every student who has read their work in front of the class. In the closing activity, the teacher carries out: (1) invites students to conclude the lesson; (2) provides information for learning activities at the next meeting; and (3) ends the lesson with prayers and greetings. At the second meeting, the teacher focused more on administering tests to assess fifth-grade students' poetry-writing skills at SDN 1 Kaliposo.

Next, observation activities are carried out during the learning process. Observation activities are conducted with teachers and students using previously prepared observation sheets. Observation activities carried out on teachers focus on the suitability of the RPP for its implementation in the classroom. Meanwhile, observation activities were conducted on students, focusing on their behavior during the learning process of writing poetry. Acting as observers in this research were colleagues. Based on the observation results, a few activities were not carried

out by the teacher, namely, conveying the learning objectives at the first meeting. Unlike the first meeting, all activities in the second meeting were carried out smoothly and well.

The final stage in this cycle is reflection. This stage involves analyzing all information obtained from actions and observations. Analysis of the results of the poetry writing skills test is also carried out at this stage. There are five indicators for determining a student's poetry writing score, namely diction, imagery, figures of speech, choice of title, and suitability of the content to the title. Based on the analysis of the poetry writing test results, the following data were obtained.

2. Table 1. Results of cycle I poetry writing test

Value	Frequency	Percentage
Passed (≥ 70)	12	42,86%
Not Pass (< 70)	16	57,14%
Total	28	100%

Table 1 shows data on students' poetry-writing abilities in cycle I: 12 students (42.86%) achieved learning completeness, while 16 (57.14%) had not yet achieved completeness. Based on the guidelines for determining classical completeness, a class is declared complete if a minimum of 70% have achieved individual completeness ≥ 70 from a maximum score of 100. Then, it can be concluded that the results of cycle I have not met the requirements for classical completeness (57.14% $< 70\%$), so it is necessary to hold cycle II.

2. Implementation and results of actions in cycle II

Cycle II is a corrective action if there are still deficiencies in Cycle I. The learning stages in cycle II are the same as those in cycle I: action planning, action implementation, observation, and reflection. The application of learning in cycle II was carried out more carefully and based on reflections on deficiencies in cycle I to anticipate the same deficiencies as in the previous cycle, so that the learning objectives as well as the research objectives could be achieved.

The series of research activities in cycle II is the same as in cycle I: planning, implementation, observation, and reflection. Planning activities include preparing lesson plans, examples of poetry, theme cards and keywords, observation guidelines, and evaluation tools, such as student test sheets. In contrast to cycle I, planning is carried out more thoroughly to prevent the problems experienced in cycle I from recurring and to achieve classical completion.

The implementation of cycle II actions was carried out in two meetings with the same time allocation as cycle I, namely 3 x 40 minutes for each meeting, and carried out in three stages, namely introduction, core activities, and closing. These three activities were carried out well in accordance with the plans made. At the first

meeting, it was used to deliver learning material through a make-a-match model and real media, while the second meeting focused on testing poetry-writing skills. In cycle II, the teacher reviewed the material presented in cycle I and added new material on considerations when writing poetry. This material is provided as a follow-up to the problems encountered in cycle I, so that students' poetry-writing results can better meet the set criteria.

After the implementation stage, observations are conducted of the teacher's and students' activities during the lesson. Teacher activities were observed to assess the suitability of the RPP cycle II and its implementation. In cycle II, observations of teacher activities showed that no activity was carried out. Meanwhile, regarding student activities, 75% of students were active in learning to write poetry. This can be seen in the students' seriousness in listening to the teacher's explanation, their ability to answer the teacher's questions, their successful finding of partners during learning using the cooperative "make a match" model, and their willingness to read poetry in front of the class.

The final stage in the cycle is reflection. After implementing the cooperative learning make a match technique with direct object media in cycle II as an improvement from cycle I, analysis and evaluation of the results of the actions were carried out. Based on the analysis of the results of the poetry writing test in cycle II, the following were obtained.

3. Table 2. Results of the cycle II poetry writing test

Value	Frequency	Percentage
Passed (≥ 70)	20	71,43%
Not Pass (< 70)	8	28,57%
Total	28	100%

Table 2 shows data on students' poetry-writing abilities in cycle II: 20 students (71.43%) achieved learning completeness, while 8 (28.57%) had not yet achieved completeness. Based on the guidelines for determining classical completeness, a class is declared complete if a minimum of 70% have achieved individual completeness ≥ 70 from a maximum score of 100. Then, it can be concluded that the results of cycle II have met the requirements for classical completeness (71.43% $< 70\%$), and this research ended in cycle II.

4. Table 3. Results of Student Poetry Writing Tests for Cycle I and Cycle II

Value	Cycle I		Cycle II	
	Frequency	Percentage	frequency	Percentage
Passed (≥ 70)	12	42,86%	20	71,43%
Not Pass (< 70)	16	57,14%	8	28,57%
Total	28	100%	28	100%

Based on Table 3, students' poetry-writing skills have increased significantly. In cycle I, 12 students passed out of a total of 28, or 42.86%. Meanwhile, in cycle II, out of a total of 28 students, 20 achieved a passing score (71.43%). From these results, the number of students who completed the process increased from cycle I to cycle II by 8 students, or 60%.

Based on interviews conducted with class teachers, cooperative learning using the make-a-match technique is easy for teachers to implement and for students to accept. The use of learning media in the form of direct objects is very interesting and can further increase students' imagination. By observing objects directly wherever they are, students' ability to express feelings through lines of poetry will improve more than just sitting in class. The class teacher's opinion was proven by the results of the students' poetry writing test, which increased from cycle I to cycle II.

The significant increase was due to follow-up on the problems in cycle I. In cycle I, the teacher only gave a general explanation of what must be considered when writing poetry; for example, the teacher explained that poetry must contain figurative language. In cycle II, the teacher gives several examples of poetry and shows the figurative words (figure of speech) contained in them. Providing this material makes students more skilled in writing poetry, so that most of the poetry written by students in cycle II meets the assessment criteria. The improvement in students' poetry writing test results in cycle II has reached classical completeness, so there is no need to repeat the cycle, or the action has been completed in cycle II.

The make a match cooperative model in the context of learning to write poetry refers to a learning strategy that emphasizes collaboration between students to achieve a better understanding and poetry writing skills. This approach relies on positive interactions among students, in which they work in small groups to complete assignments or achieve learning goals together. The Make a Match learning model can positively impact students' writing skills. This model encourages active student participation and changes the teaching approach from teacher-centered to student-centered, resulting in improved writing skills (Yusuf, Jusoh, & Yusuf, 2019). The application of the Make a Match model has been proven effective in increasing student interest and learning outcomes, this shows the potential for improving poetry writing skills by encouraging a more interesting learning environment (Pratiwi, 2020).

The make-a-match learning model in writing poetry not only strengthens students' writing skills but also develops their understanding of cooperation and communication, which are important skills outside the academic context. It also offers a more dynamic and interactive way of studying literature, making it more interesting and relevant for students. The make-a-match learning model has been

highlighted for its role in innovating teaching techniques and improving student learning outcomes, learning activities, and teacher performance across various subjects, and it can be extended to poetry writing (Viyayanti & PakGuru, 2021). A study conducted at a school in Jombang, revealed that this method helped overcome students' low writing abilities and the monotony of traditional teaching techniques, thereby increasing students' writing and engagement in class (Saresti & Anjarwati, 2018).

The application of the make-a-match cooperative learning model has shown significant improvements in student learning outcomes across various subjects, suggesting its potential to enhance poetry writing skills. This model encourages active participation and collaboration among students, which can be useful for developing thematic understanding and poetic expression (Kesumawati, 2023). By applying the cooperative make-a-match model and integrating it with real media, students can develop poetry-writing skills more effectively, better understand the use and meaning of various poetic elements, and increase their creativity.

The use of the make-a-match cooperative learning approach aims to enable students to experience diverse learning situations, placing greater emphasis on group learning in both discussions and the practical implementation of assignments. Through group learning, students have a different, more enjoyable learning experience, become more interested in the material being taught, and find it easier to understand the teacher's lessons. Students also appear active, can work together, foster positive interactions among students, and have a sense of responsibility (Ermita, 2021).

The make-a-match cooperative learning model is an approach that uses cards as a tool for group interaction (partners), making learning more interesting and fun (Saimun, 2022). Researchers also collaborated with the make-a-match model using real media so that students could more readily accept lessons, be more enthusiastic, and hone their creativity and imagination in writing poetry. Material for writing poetry can come from the realities of life, the writer's personal experiences, others' experiences, or direct observation. When writing poetry, seeing objects in real life can increase students' creativity, making it easier for them to express ideas and feelings through their words, and reducing confusion about what to write (Purwanti, 2022).

E. Conclusion

Based on the results of this research, it can be concluded that the application of the cooperative model with real media can improve the poetry writing skills of fifth-grade students at Kaliploso 1 State Elementary School. This is based on the test

results from cycle I and cycle II. In cycle I, of the 28 students, only 12 achieved completeness (42.86%). Meanwhile, in cycle II, out of a total of 28 students, only 20 students achieved completeness, or 71.43%. From these results, the number of students who completed the process increased from cycle I to cycle II by 8 students, representing a 60% increase.

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