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## THE IMPLEMENTATION OF MAKE A MATCH MODELS IN WRITING POETRY AT SENIOR HIGH SCHOOL LEVEL IN MADURA

by

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### Abstract:

Writing poetry is often considered a difficult skill for students, thus requiring innovative learning models to increase their engagement and creativity in the classroom. The purpose of this research was to determine the implementation of the Make a Match Model in writing poetry and the challenges faced by students when implementing the Make a Match Model in writing poetry. This research uses a case study design. Participants were 22 EFL students from eleventh grade at MA Al-Djufri. The instruments used include observation, interviews, and documentation. Data were collected through classroom observations and interviews with students and teachers, then analyzed using descriptive qualitative techniques, including data reduction, data display, and conclusion drawing. The results show that the implementation of the Make a Match Model begins with the teacher preparing poetry material and cards containing questions and answers, explaining the steps of writing poetry, forming student groups, distributing the cards, having students match them, writing poems, and presenting the final work. Challenges faced by students include difficulty in matching cards, limited vocabulary, Confusion about poetry structure, and a lack of self-confidence in presenting their work. This research suggests that future studies should examine this model with other language skills or educational levels.

**Keywords:** Make a match model, writing, poetry

### Abstrak:

Menulis puisi sering dianggap sebagai keterampilan yang sulit bagi siswa, sehingga memerlukan model pembelajaran yang inovatif untuk meningkatkan keterlibatan dan kreativitas mereka di kelas. Tujuan penelitian ini adalah untuk mengetahui penerapan Model Make a Match dalam menulis puisi dan tantangan yang dihadapi siswa saat menerapkan Model Make a Match dalam menulis puisi. Penelitian ini menggunakan desain studi kasus. Partisipan adalah 22 siswa EFL dari kelas sebelas di MA Al-Djufri. Instrumen yang digunakan meliputi observasi, wawancara, dan dokumentasi. Data dikumpulkan melalui observasi kelas dan wawancara dengan siswa dan guru, kemudian dianalisis menggunakan teknik kualitatif deskriptif, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan Model Make a Match diawali dengan guru menyiapkan materi puisi dan kartu yang berisi pertanyaan dan jawaban, menjelaskan langkah-langkah menulis puisi, membentuk kelompok siswa, membagikan karts, mencocokkannya, menulis puisi, dan mempresentasikan karya akhir. Tantangan yang dihadapi siswa meliputi kesulitan dalam mencocokkan

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*kartu, kosakata terbatas, kebingungan tentang struktur puisi, kurangnya kepercayaan diri dalam mempresentasikan karyanya. Implikasi dari penelitian ini adalah penelitian masa depan disarankan untuk menguji model ini pada keterampilan bahasa atau tingkat pendidikan lain.*

**Kata Kunci:** Model, make a match, menulis, puisi

## INTRODUCTION

Poetry is one of the materials in the English lesson that students learn in the eleventh grade of senior high school. However, few studies have reported this issue in the published literatures. No research was found that specifically applied the Make a Match Model in learning to write poetry. Therefore, there are still gaps that can be used as a basis for further research. Hence, the current study addresses this issue to fill the gaps.

There are previous studies that have researched the use of the Make a Match Model in writing. For Example, Yusuf and Hasanudin (2020) analyzed the implementation of the Make a Match Model to increase students' descriptive writing. The results show that using the Make a Match Model in learning, especially in descriptive text writing lessons, is very effective and easier to understand. Another study was conducted by Zulfa and Fahriani (2023) to improve students' procedural text writing using the Make a Match Model. The results show that using the Make a Match learning method was effective in improving students' skills in writing procedural text.

Meanwhile, Litha et al. (2023) also researched the use of the Make a Match Model to increase students' reading comprehension. Research shows that using the Make a Match Model can increase students' reading, particularly in terms of actual comprehension and inferential comprehension. Mursyid (2024) also conducted research using the Make a Match Model. Analyzed using the Make a Match Model to increase students' vocabulary mastery. The results show that using the Make a Match Model can increase the mastery of eighth-grade MTSN Sloppeng students.

Nevertheless, previous researchers have only examined aspects of vocabulary, reading, and writing, specifically procedural and descriptive texts. In addition, the methods used in previous studies mostly used quantitative methods and Classroom Action Research (CAR). Therefore, this study aims to fill the gap from previous studies by analyzing the implementation of the Make a Match Model in learning to write poetry using a case study design. The purpose of this research is to determine the implementation of the Make a Match

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Model in writing poetry and the challenges faced in using the Make a Match Model in writing poetry. The novelty of this study lies in the application of the Make a Match Model in teaching poetry writing at the senior high school level.

Several previous studies are referenced in the development of this research. Yusuf and Hasanudin (2020) studied the Make a Match Model in learning to write descriptive texts using quantitative methods. The results of the research showed that the use of the Make a Match Model in learning, especially in descriptive text writing lessons, was very effective and easier to understand. It can be concluded that this method increases students' active participation. Zulfa and Fahriani (2023) studied the improvement of students' ability to write procedural texts using the Make a Match Model and a classroom action research (CAR) design to test this method in writing procedures. The research results showed that the use of the Make a Match learning model was effective in improving students' ability to write procedural texts. The conclusion shows an increase in the quality of students' writing. Litha et al. (2023) report the use of the Make a Match Model in reading learning, utilizing quantitative methods. The research indicates that the use of the Make a Match Model can enhance students' reading skills, particularly in terms of both literal and inferential understanding, where students comprehend the content of the reading more quickly. Mursyid (2024) utilized the Make a Match Model to enhance students' vocabulary mastery. The results of the research indicate that using the Make a Match Model can improve the mastery of grade VIII students of MTsN Sloppeng. However, the limitation of these studies is that they focus on types of texts other than poetry. Therefore, this research decided on poetry writing skills, a topic that has not been widely studied with the same method.

This research contributes to increasing insight into the study of implementing the Make a Match Model as part of the poetry writing learning model. For teachers, it offers a range of engaging and interactive learning models to enhance students' understanding of writing poetry. Help teachers create a fun learning atmosphere and increase student participation in class. For students, it can help them understand the concept of writing poetry more easily through activities that involve cooperation and social interaction, and improve their ability to comprehend concepts, think critically, communicate effectively, and work together in teams.

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Investigating the reality in the field, Poetry is one of the materials in the English lesson that students learn in the eleventh grade of senior high school. MA Al-Djufri, one of the senior high schools in Pamekasan, also teaches poetry to eleventh-grade students. Many students are interested in learning poetry, but they have difficulties in doing so. Based on the preliminary observation conducted in the eleventh grade of MA Al-Djufri, it was found that students' writing skills were still low. It was due to a lack of experience and difficulty in developing creative ideas into English poetry. The teacher also noted that the learning methods used tended to be one-way, resulting in students quickly becoming bored and losing motivation to develop their writing skills. Therefore, this research was necessary to be conducted because it is essential to have a more effective and interactive learning method that enables students to write poetry creatively and enjoyably. One of the appropriate methods is the Make a Match Model. The Make a Match Model is one of the interactive learning strategies that can inspire students in the process of learning to write poetry to be active, think creatively, and work together.

However, in reality, high school students still experience various difficulties in writing poetry, including at MA Al-Djufri. Based on the results of observations of English teachers at MA Al-Djufri, it was said that students' writing skills were still relatively low. It is due to the lack of experience in developing creative ideas into English poetry. Therefore, the application of the proper method, such as Make a Match, is expected to be a solution in overcoming these obstacles and improving students' abilities in writing English poetry more creatively and enjoyably.

English is an international language that is widely studied in various countries, including Indonesia. According to Ningsih et al. (2024), as time changes and the era of globalization progresses, learning English becomes increasingly important for communication, as this language is widely used in various fields, including economics, entertainment, technology, and tourism. English is taught at different stages of education, from elementary school to university. In Indonesia, English is usually taught as an additional subject at the elementary school level. In English, four skills must be mastered: speaking, listening, writing, and reading. One of the important language skills in learning is writing skills (Bora, 2023). Through writing, students can develop critical thinking skills, expand their vocabulary, and strengthen their understanding of English grammar. In addition,

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Helaluddin (2020) stated that writing is one of the important language skills for students to learn, as it enables them to use language effectively and convey messages in writing. Writing can develop critical thinking skills, organize ideas, and convey them systematically. In writing skills, writing poetry is a form of creative expression that is both profound and challenging to teach in the classroom.

Furthermore, writing poetry is a form of self-expression that utilizes language aesthetically and imaginatively to convey specific feelings, experiences, or ideas. Writing poetry is not only about creating beautiful words, but also as a way to express oneself personally, which allows students to convey their ideas and feelings in a symbolic and aesthetic way (Tompkins, 1994). The process of writing poetry requires choosing the right words, figures of speech, rhythm, and a particular structure. The message conveyed has deep meaning and is memorable for the reader. Therefore, an effective method is needed so that students can write poetry creatively and enjoyably; one such method is the Make a Match Model. This model can inspire students in the process of learning to write poetry to be active, think creatively, and work together.

Make a Match Model is a type of cooperative learning method. The Make a Match Model involves students looking for and matching cards while studying topics or materials in an engaging classroom setting. The Make a Match Model is an interesting learning method that can be described as a game-like approach (D. Strebe, 2017). The Make a Match Model is one of the learning models that can be used to help students learn, such as learning to write poetry. In the context of learning to write poetry, cards contain various elements of poetry such as theme, rhyme, type of poetry, language style, and rhyme. The implementation of the Make a Match Model involves students being asked to find a pair of cards they are holding before the specified deadline. Students who find a pair of cards are given points, after which they present the cards they have found (Sulla, 2023). These steps not only strengthen and deepen students' understanding of poetry material but also encourage students to think critically and creatively in writing their own poetry.

Based on the explanation above, the researcher is interested in researching “The Implementation of the Make a Match Model in Writing Poetry at Senior High School Level in Madura”. This research focuses on the use of the Make a Match Model. This research is necessary because it contributes to the development of a useful learning approach, particularly

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in teaching poetry writing and creating effective and enjoyable learning experiences. Thus, the research problems have been formulated as:

1. How is the implementation of the Make a Match Model in writing poetry?
2. What are the challenges faced when implementing the Make a Match Model in writing poetry?

## **METHOD**

### ***Design***

This research employs a case study research design to explore in-depth the implementation of the Make a Match Model in writing poetry and identify its associated challenges. The case study design was chosen because it enables researchers to explore complex phenomena within a specific context, specifically at the MA Al-Djufri level. According to Sugiyono (2022), a case study is a comprehensive description and explanation of various aspects of an individual, group, organization, or program, as well as a social situation. This design is expected to provide clearer insights into the implementation of the Make a Match Model in learning to write poetry and identify its challenges.

### ***Participant***

This research was conducted at MA Al-Djufri Blumbungan, Pamekasan. The research participants were EFL students from eleventh grade in a senior high school (SMA). Their English proficiency level falls into the intermediate category, comprising 13 male students and nine female students. Only 10 students were interviewed to discuss the challenges they faced in class when using the Make a Match Model for teaching poetry writing, which was conducted using purposive sampling. This selection was based on considerations of the effectiveness and depth of the data obtained. The researcher employed the purposive sampling technique because it was necessary to select participants with specific characteristics, such as varying levels of academic ability, which could be determined through teacher information and students' academic report card grades.

### ***Instrument***

The research instruments are observation, interviews, **and documentation**. Observation is used to answer Research Question 1 because researchers need to directly

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observe the process of implementing the Make a Match Model in the classroom. Through observation, researchers can obtain real data about the process and steps involved in implementing the Make a Match Model in writing poetry in the classroom. That way, the data obtained is more factual and reflects the actual situation in the field. The observation method used is non-participant observation, which is conducted during teaching and learning activities in the classroom. In this case, the researcher is not directly involved in the teaching and learning process of writing poetry in the classroom; instead, they conduct observations objectively. The researcher observes the learning activities of writing poetry using the Make a Match Model in the classroom, and during the observation process, the researcher makes a video. By employing free observation techniques, researchers can record class dynamics and spontaneous behavior without relying on a predetermined observation list.

Interviews were used to answer research questions 1 and 2. Interview instruments were used to answer both research questions because, through interviews, the researcher can obtain more in-depth, detailed, and individual data from the experiences of respondents, including both Teachers and students. For research question 1, interviews with Teachers can provide clearer information about how the Make a Match Model is applied in learning to write poetry, as well as the stages of its application. For research question 2, interviews with students are crucial to gather information about the challenges they face directly when learning to use the Make a Match Model, such as difficulties in finding card pairs, developing poetry ideas, or obstacles in group work. The researcher interviewed eleventh-grade students, selecting 10 out of 22 students using purposive sampling. This selection was based on considerations of the effectiveness and depth of the data obtained. The researcher employed the purposive sampling technique because it was necessary to select participants with specific characteristics, such as varying levels of academic ability, which could be determined through teacher information and students' academic report card grades. Interviews were conducted in a semi-structured manner, meaning that the researcher had a list of core questions but remained flexible to obtain further information according to the respondents' answers.

Documentation is used to answer research questions 1 and 2 because it enables researchers to collect supporting data in the form of videos of learning activities and interview recordings. These documents can strengthen the results of observations and interviews that have been conducted. For research question 1, documentation such as activity videos can

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demonstrate how the implementation of the Make a Match Model is applied in real-world classroom settings. For research 2, documentation in the form of recordings from the interview process with teachers can help clarify the steps involved in implementing the Make a Match Model in the classroom. Interviews with students can also help identify the challenges they face in implementing the model. Therefore, documentation serves as complementary data that enhances and reinforces the overall research findings.

**Table 1 Summary:**

<b>Problem of the study</b>	<b>Instrument</b>	<b>Reasons</b>
1. How is the implementation of the Make a Match Model in writing poetry?	- Observation	-Observation to see firsthand how the implementation of the Make a Match Model in writing poetry in class.
	- Interview	- Interviews to find out clearer information on how to apply the Make a Match Model in writing poetry in class were conducted with the teacher.
	- Documentation	-Documentation to collect evidence, such as videos during the process of the Teacher teaching writing poetry using the Make a Match Model in class.
2. What are the challenges faced when implementing the Make a Match Model in writing poetry?	- Interview	- Interviews were also conducted with students to gain an understanding of the challenges students face when implementing the Make a Match Model in writing poetry in class.
	- Documentation	- Documentation (recording) to identify challenges faced by students when using the Make a Match Model in writing poetry in class.

**Data collection technique**

This research employs three data collection techniques: observation, interviews, and documentation. Observation aims to determine how the Make a Match Model process is directly implemented in writing poetry in the classroom. The observation method used is non-

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participant observation, which is conducted during teaching and learning activities in the classroom. In this case, the researcher is not directly involved in the teaching and learning process of writing poetry in the classroom; instead, they make observations objectively. The researcher observes the learning activities of writing poetry using the Make a Match Model in the classroom during the 60-minute learning process. During the observation, the researcher videos the teaching and learning activities in the classroom. By employing free observation techniques, researchers can record class dynamics and spontaneous behavior without relying on a predetermined observation list. This observation generates contextual data in the form of descriptive field notes, which document teaching techniques, classroom interactions, and the implementation of writing activities.

After conducting observations, the researcher conducted interviews. The interviews aimed to gather clearer information regarding the stages of implementing the Make a Match Model in teaching poetry writing in the classroom. Interviews also produced content data, including narrative descriptions of implementation and challenges. In this study, the researcher asked English teachers at MA Al-Djufri school about the implementation of the Make a Match Model in writing poetry in the classroom. Interviews were also conducted with 10 eleventh-grade students about the challenges they faced when using the Make a Match Model in writing poetry in the classroom. Interviews were conducted individually in class. Each interview lasted approximately 20 to 30 minutes. Before the interview began, participants were informed of the study's purpose and asked to indicate their willingness to participate. Their answers were recorded and then transcribed for analysis. The interviews were conducted in a semi-structured manner, meaning that the researcher had a list of core questions but remained flexible to gather further information based on the respondents' answers. Example of interview is attached in Table 1 (Appendices).

In addition to observation and interviews, researchers also use documentation in data collection. Documentation in the form of videos and recordings. Videos during the learning process using the make a match model in writing poetry in class, and recordings in the form of interview results when interviewing teachers and students. These documents are analyzed to support the findings from interviews and observations.

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### ***Data analysis technique***

The data obtained from the results of observations, interviews, and documentation were analyzed using descriptive qualitative data analysis methods, as outlined by Miles (2018). The observation tool produced field notes that directly videoed the process of implementing the Make a Match Model in writing poetry in class. The interview produced transcripts from the teacher regarding the stages involved in implementing the Make a Match Model in writing poetry in class, as well as from students to identify the challenges they faced when using the Make a Match Model in their own writing. The documentation produced a collection of videos during learning activities using the 'Make a Match' model in writing poetry in class, as well as recordings of teachers during interviews regarding how the stages of using the model and the challenges faced by students.

All data were analyzed through four stages, namely: (1) Data Collection. To obtain research data, the researcher conducted observations, interviews, and documentation. Observations were conducted in the classroom by the researcher, who observed the teaching and learning process. After conducting observations, the researcher conducted interviews with subject teachers and 10 eleventh-grade students regarding questions that had been prepared, which related to the implementation and challenges faced by students when applying the Make a Match Model in writing poetry in class. (2). Data reduction. At this stage, the researcher will summarize and connect the data collected from the observations and interviews, making it easier for the reader to understand and observe. For observational data, the researcher codes field notes to identify patterns in the application of the Make a Match Model in the classroom. For interview data, the researcher codes and identifies themes to reveal recurring themes related to challenges. The researcher sorts the data according to the formulation of the problem, eliminating unimportant information while maintaining the core of the participant's experience. (3). Data Presentation: At this stage, the researcher presents the data by combining the results of observations and interviews and providing a brief description and summary of the story. Based on the observation technique, the observation results are categorized. Meanwhile, the interview data are arranged according to themes that emerge from participant responses, providing a comprehensive picture of the phenomenon being studied. (4). Collecting conclusions and evidence, concluding is the last step after the condensation and data presentation stages are completed. At this stage, after presenting data

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related to the implementation and constraints of the Make a Match Model in writing poetry in the eleventh grade at MA Al-Djufri. The researcher makes conclusions by combining patterns from data collected from interviews and observations. To ensure that the results truly represent the phenomenon being studied, the researcher checks whether the observed practices and teacher experiences are consistent.

## RESULT AND DISCUSSION

### *Result*

This research aims to describe the implementation of the Make a Match Model in writing poetry and the challenges students face. The implementation of the Make a Match Model utilizes observation, interviews, and documentation as its instruments. The challenges faced are addressed through interviews and documentation.

### *How is the implementation of the Make a Match Model in writing poetry?*

Based on the observation and interview, the researcher found some steps in the implementation of the Make a Match Model in the eleventh grade of MA Al-Djufri Blumbungan, Pamekasan, as shown in the following table.

*Table 3. How the implementation of the Make a Match Model in writing poetry (n = 7).*

<i>Participant' Code</i>	<i>How the Implementation of make a match = content</i>	<i>Frequency</i>	<i>Percentage</i>
<i>T1</i>	<i>The teacher prepares poetry material</i>	<i>1</i>	<i>14.3%</i>
	<i>The teacher provides two types of cards, consisting of question and answer cards</i>	<i>1</i>	<i>14.3%</i>
	<i>The teacher outlines writing English poetry and explains the working steps of the Make a Match Model</i>	<i>1</i>	<i>14.3%</i>
	<i>The teacher forms groups</i>	<i>1</i>	<i>14.3%</i>
	<i>The teacher distributes cards to students</i>	<i>1</i>	<i>14.3%</i>
	<i>Students match cards and write a poem</i>	<i>1</i>	<i>14.3%</i>
	<i>The teacher gives a conclusion and an explanation</i>	<i>1</i>	<i>14.3%</i>
	<b>Total</b>	<b>7</b>	<b>100%</b>

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Notes: T= teacher

The table above shows that the implementation of the Make a Match Model in writing poetry in eleventh grade followed these steps.

a. The teacher prepares poetry material

The teacher first prepares the material and outline that will be taught in class, namely, material on the definition of poetry and how to write poetry correctly according to the elements and structure of poetry, the style of language often used in poetry, and techniques in writing poetry in English. The outline aims to guide students in structuring the content of the poem before they begin writing the stanzas.

b. The teacher provides two types of cards, consisting of question and answer cards

The teacher provides the necessary materials when using the method, specifically two types of cards: one containing questions and the other containing answers. Cards containing questions include 'Describe a moment,' 'a twist,' and 'a reaction,' and answer cards contain lines of poetry.

c. The teacher outlines writing English poetry and explains the working steps of the Make a Match Model.

Before the teacher forms groups and distributes cards to students, the teacher first writes an outline on the board. For example, the first row, section a describes a moment, the second row, section a twist, and the third row, section a reaction, to make it easier for students to compose poems, as there is already a framework for writing poetry. After that, explain how the Make a Match Model works.

d. The teacher forms groups.

The teacher formed four groups, with one group consisting of five students. Consequently, two groups received cards containing questions, and the other two groups received cards containing answers.

e. The Teacher distributes cards to students.

After the teacher forms four groups, the prepared cards are distributed to the students within each group. Cards containing questions are distributed to two groups, and cards

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containing answers are distributed to two other groups. Each student receives one card.

f. Students match cards and write a poem

Students start looking for a pair of cards that match the cards they are holding. After that, students find their card pairs and write their answers on the board according to the outline provided by the teacher. The students who receive the second line of poetry / a twist then write in the second line, and so on.

j. The teacher gives a conclusion and explanation.

The teacher explains and provides a conclusion after the students have finished writing their answers in front of the class, clarifying which ones describe a moment, a twist, and a reaction, and outlining the procedure for writing poetry according to the correct lines of poetry.

***What are the challenges faced when implementing the make-a-match method in writing poetry?***

Based on interviews, students face several challenges in using the Make a Match Model in poetry writing lessons.

*Table 4. Students' challenges in using the Make a Match Model in writing poetry(n=10).*

<b>Participant' Code</b>	<b>Students' challenges in using 'Make a Match' relate to content.</b>	<b>Frequency</b>	<b>Percentage</b>
S6,S8	Difficulty matching cards	2	20%
S1,S4,S5	Lack of understanding of the poem's organization	3	30%
S3	Lack vocabulary	1	10%
S10	Lack of confidence	1	10%
S2,S7,S9	No challenges	3	30%
Total		10	100%

Note: S= Student

Table 4 shows that students experience several challenges when learning to write poetry using the Make a Match Model. S6 and S8 face the same obstacles in using the Make a Match Model in writing poetry, namely the difficulty in finding partners and matching cards correctly. Nevertheless, in writing and making poetry, they understand and can. Meanwhile,

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S1, S4, and S5 also have difficulty matching cards correctly because they are still confused about understanding and remembering the structure of poetry, which includes parts such as descriptions of moments, twists, and reactions. When students are asked to find lines of poetry that show a "twist" or change of mood, they instead match them with lines that are only descriptions of moments without any change in meaning or emotion. In addition, S3 said that he also had difficulty in matching cards because he did not understand the meaning and intent of the cards they were holding. While S10 said he did not dare to come forward to write his answer to the front. S2, S7, and S9 said they did not experience any difficulties in writing poetry using the Make a Match Model.

### ***Discussion***

#### ***The implementation of the make a match method in writing poetry.***

The results of the study showed that English poetry learning, using the Make a Match Model, was carried out by the teacher in a structured and effective manner. In the first stage, the teacher provided teaching materials that included an introduction to poetry. At the beginning of the lesson, the teacher first provided an understanding of poetry as well as the elements of poetry and the style of language commonly used in writing poetry, and provide an outline that aims to facilitate students in writing poetry as well as a guide for students to organize the content of the poem in a structured manner before starting to write the stanzas. The outline consists of describing a moment, a twist, and a reaction. As stated by the English Teacher:

*“The first step I take is to create a framework or outline of the material I will teach. This framework includes an introduction to poetry, its elements, frequently used language styles, and basic techniques for writing poetry in English.”*

This finding aligns with research by Viyayanti (2021), who also investigated this matter. According to Viyayanti, before the lesson begins, the teacher prepares everything needed for the lesson, including the materials that will be used. These two results indicate that teacher readiness in preparing materials not only facilitates the learning process for teachers but also creates a focused learning flow, conveying materials clearly and in a structured manner. According to Uno (2023), conducting in-depth learning planning, including preparing the materials to be taught, can direct teachers in managing the learning and teaching process effectively.

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The second stage involves the teacher preparing two types of cards: question cards and answer cards. Before implementing the Make a Match Model in class, the teacher first creates question cards that include the parts that describe the moment, twist, and reaction, and the answer cards contain lines of poetry arranged based on these parts. The teacher prepared two types of cards: question cards and answer cards. As stated by the English Teacher:

*“I prepared some cards containing questions and answers. The cards containing questions include descriptions of a moment, a twist, and a reaction. On the other hand, the answer cards contain lines of poetry.”*

This is in line with research by Rohmutadi (2021). In her study, the teacher first prepares two types of cards, consisting of question and answer cards, before using the 'make a match' method in class. These two findings indicate that the success of the 'make a match' method is highly dependent on teachers' readiness to provide learning media that align with the needs of learning, enabling the teaching and learning process to run effectively and enjoyably. According to D. Strebe (2017), the Make a Match learning model is a form of cooperative learning that requires teachers to provide media in the form of two cards, question and answer cards, before learning begins. This preparation is crucial to ensure that students can interact actively and find their card partners.

The third stage involves the teacher creating an outline of the composition on the board and explaining how the Make a Match Model works, so that students understand the steps that must be taken. Before the teacher forms groups, they first create an outline on the board, as taught previously. This outline aims to make it easier for students to write and adjust the lines of poetry on the cards. This outline consists of three main parts: the description of the moment, the twist, and the reaction. After that, the teacher explains the steps for using the Make a Match Model. As stated by the English Teacher:

*"Make an outline first and provide an explanation of how the Make a Match Model before distributing the cards or before making a poem as determined first in the first line, which is describe a moment, the next line is the second line, a twist and the third line is the reaction section, so this is to make it easier for students to compose the poem that will be composed because there is already an outline for writing poetry."*

The teacher writes an outline on the board, making it easier for students to write and adjust the lines of poetry on their cards. It was also found in the research by Basri et al. (2023) that the teacher makes an outline before teaching with the purpose of making it easier for students to learn. This can help students organize their writing and maintain focus, improve

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the opinions they convey, and produce good and structured writing. With the outline, students can not only express their opinions but also help them adjust the poem's contents in a structured and meaningful way. The importance of the outline is supported by Harmer (2007), who stated that in learning to write, teachers must provide sufficient performance so that students can develop their writing skills in a structured way, one of which is by creating an outline first. Creating an outline can enhance the overall quality of students' writing.

The fourth stage is when the teacher forms groups. After outlining the front, the teacher forms four groups. Each group consists of five students, so that two groups receive cards containing questions and two other groups receive cards containing answers. This group division allows students to collaborate in composing poems and finding card pairs. As stated by the English Teacher:

*“In forming groups, I formed four groups, in one group consisting of five students, so I distributed the paper to 2 groups in the form of paper containing questions, and in 2 groups I distributed paper containing answers.”*

This finding aligns with research by Wandira (2023), who states that in cooperative learning using the Make a Match Model, the teacher first forms groups before distributing the cards and applying the Make a Match Model. By forming groups before distributing cards to students and implementing the Make a Match Model, this is an important stage in building a collaborative learning atmosphere. By forming students into groups, teachers provide space for students to work together in composing poems and finding matching cards. According to Slavin (1995), one of the bases of cooperative learning is mutual need, which refers to a state where a person's success depends on the success of the group. The formation of groups of students feels the involvement of responsibility in the learning process.

The fifth stage is when the teacher distributes cards to the students. The teacher distributes cards to the four groups of students that have been formed. Question cards containing questions that are part of 'Describe a Moment, a Twist, and a Reaction' are distributed to two groups, and the other two groups receive answer cards containing lines of poetry. As stated by the English Teacher:

*“I distributed the cards to 2 groups in the form of cards containing questions, and to 2 groups I distributed cards containing answers, and each student got one card.”*

This finding aligns with research conducted by Susanti & Radia (2019), who examined

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the application of cooperative learning using the Make a Match Model. After the students were formed into several groups, the teacher distributed cards to them containing questions and answers or pairs of concepts relevant to the previously studied material. By implementing the Make a Match Model in learning, it is very effective in creating a fun, interconnected learning atmosphere and fostering a healthy competitive spirit among students. In addition, this model also increases student activity in learning and strengthens their ability to understand and remember lesson materials, because it involves elements of movement, visuals, and direct discussion. According to Gibson (2018), learning that involves social interaction can enhance cognitive development, as students learn more effectively when they collaborate with peers who have a higher level of understanding.

In the sixth stage, after the cards are distributed, students start looking for card pairs. Each student actively moves to find the pair of cards they are holding and matches them, both question cards and answer cards. The two groups that receive their question cards look for card pairs with the other two groups that receive answer cards. After finding their card pairs, students are asked to write their answers on the board according to the outline that the teacher has written in front of them. For example, students who complete the 'Telling a Moment' section write their answers on the first line. Students who receive a twist section should write their answers on the second line and their reactions on the third line. This process can help students understand the correct and good order of writing poetry. As stated by the English Teacher:

*"After the cards are distributed, students who get question cards start looking for pairs of cards they are holding in the group that gets the card containing the answer."*

*"Students who have found a pair of cards they are holding, take turns writing their answers in front of them according to the lines of the poem that I have written in front of them. Students who still have not found a pair continue looking."*

It aligns with research conducted by Kangasharju et al. (2024) on poetry writing, suggesting that a collaboration-based approach can help students better understand the structure of the text, as they can actively compose and improve their poems with their group members. The Make a Match Model not only helps students find the right card pairs but also helps them compose poems in a correct and structured way. This process provides a collaborative learning experience that strengthens the understanding of text structure. The

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researcher's view shows that active collaboration in card matching and answer writing encourages students' ability to think critically and constructively as they create poetry. In this process, students expand their understanding of poetry by discussing and collaborating with their classmates. This aligns with Fresch's (2016) opinion, which argues that pair or group activities can encourage students to organize and revise ideas in a more structured way in writing learning.

The final stage involves the teacher explaining and concluding. For example, after all students have finished writing on the board, the teacher explains and concludes the results of the students in front of them, namely, correctly identifying which parts fall into the category of describing moments, twists, and reactions. The teacher also provides additional explanations regarding the correct poetry writing techniques. As stated by the English teacher:

*"After the students have written all their answers in front of me, I give a conclusion or explain the poems that the students have written in front of me, explaining which ones are included in describing a moment, a twist, and a reaction, and explaining the procedure for writing poetry according to the correct lines of poetry."*

This research is similar to that conducted by Rohmutadi (2021). After students find pairs of cards and match them, the teacher provides a conclusion and presents the results of the answers they wrote in front of them. By providing explanations and assessments of students' work, it not only improves their understanding of the structure of poetry but also encourages them to self-reflect and enhance the quality of their writing. This reflective learning enables students to become more confident and write poetry in a structured and creative manner. Turmuzi (2024) stated that by providing students with a conclusion and explaining the results of their poems, students can better understand the strengths and weaknesses of the poems. Factors that are already good, such as the use of appropriate diction, an intense depiction of the atmosphere, or a message that is clearly conveyed, are highlighted by the teacher.

***Students' challenges in using the 'make a match' method in teaching writing poetry.***

When learning to use the Make a Match Model in writing poetry in class, each student faces challenges. This study found that some students had difficulty finding card pairs. S6 and S8 faced the same obstacles in using the Make a Match Model in writing poetry, namely, difficulty in finding pairs and matching cards correctly. However, in writing and

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making poetry activities, they understand and can write correctly and interestingly. As stated by students:

*"I am still confused about finding and matching cards". (S6)*

*"Confusion in finding and matching cards" (S8)*

Difficulty in finding and matching cards correctly is one of the challenges students face when learning using the Make a Match Model. Research conducted by Mishra and Suhono (2024) also highlighted the challenges associated with using the Make a Match model. The model can indeed increase student engagement in the learning process. However, because matching cards requires high focus and thinking speed, some students face difficulties in finding the correct card pairs. Learning success is not entirely hampered by matching cards. On the contrary, students become more active and creative after passing this stage, especially in writing and making poetry. Vygotsky (1978) emphasized the importance of social interaction in learning, primarily through the Zone of Proximal Development (ZPD), where students can complete challenging tasks with the help of friends or teachers. In this case, the challenge of matching cards can be overcome through cooperation between students, which can indirectly help them achieve higher learning potential. Although the Make a Match model presents challenges in the early stages of implementation, particularly in matching cards, it remains effective in encouraging students' involvement and critical thinking skills, ultimately having a positive impact on their creative writing abilities, such as in writing poetry.

Some students also struggle to find card pairs. That is S1, S4, and S5 because they are still confused about understanding and remembering the structure of poetry. When the teacher applies the Make a Match Model in class, some students remain confused in finding and matching pairs of cards that represent parts of the poem, such as descriptions of moments, twists, and reactions. When students are asked to find lines of poetry that show a "twist" or change in atmosphere, they instead match them with lines that are only descriptions of moments without any change in meaning or emotion. It indicates that they have not been able to distinguish the function and meaning of each part within the poem's structure. As stated by students:

*"Maybe for the problem here, I find it challenging to match cards because if I do not really understand the poetry or the order of the poetry here, it will be difficult to find.*

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*example, in matching parts a describe, a twist, and a reaction”.(S1)*

”The challenge I faced when learning to write poetry using the Make a Match Model was that I am still confused in understanding the structures in the poetry section”.(S4)

”The challenge faced when learning to write poetry using the Make a Match Model is that I am still confused in understanding how to write and compose poetry, so I have difficulty finding pairs of cards that I am holding”.(S5)

This finding aligns with the results of Hamsiah et al. (2023), who revealed that students struggle to compose poetry according to the required structure, including its elements, stanzas, rhymes, and diction, which can hinder their ability to find card pairs during the learning process. It is the main factor that hinders them from composing poetry well through the Make a Match Model. Writing poetry is not only a language skill, such as comprehension and grammar, but also an understanding of the structure and literary customs that apply in poetry. According to Johnson, Greg, and ARP (2018) in their book, poetry is a literary work that follows a specific procedure and structure in writing, including diction, meaning, rhyme, rhythm, and specific language styles. When students do not understand the elements of poetry, they tend to struggle with composing poetry correctly and creatively.

In addition, S3 also faces other challenges, namely the lack of English vocabulary. For instance, students are still confused about finding pairs of cards they hold because they do not understand the meaning and significance of the cards, and they feel unsure about the answers. As stated by students:

*”The challenge I face in writing English is just a lack of vocabulary, but with the method, I do not have any problems”.(S3)*

This finding aligns with the results of research conducted by Prayuda et al. (2023), who stated that Students' English language limitations, such as limited vocabulary and grammar, pose a problem in using the Make a Match Model for learning English poetry. It demonstrates that a basic mastery of language, particularly vocabulary and grammar, is crucial for the success of this learning model. According to Harmer (2004), vocabulary and grammar are the main foundations of writing English texts. If students do not master English grammar, they will have difficulty understanding the contents of the cards, adjusting the meaning, and composing appropriate poems. In using the Make a Match Model, students are required to think critically, understand the meaning of words/phrases, and match them with card pairs. When students do not master these things sufficiently, the learning process will be disrupted.

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Meanwhile, some students are not brave enough to come forward to write down the answers they found in the form of lines of poetry. Although they have succeeded in matching and finding the right card pairs, such as matching the description of the moment, twist, and reaction, they still feel hesitant and awkward conveying their results in front of their friends because they are afraid of being wrong and being ridiculed by their friends. As stated by students:

*“Not daring to come forward and write down the answers in the front” (S10)*

It is consistent with research conducted by Sadeghi and Ganji (2020), which states that students who lack confidence in learning using cooperative methods tend to be passive, and teachers should encourage them to participate more actively in class activities. Therefore, the role of teachers in providing guidance, motivation, and creating a fun and engaging learning atmosphere is very important in increasing students' confidence in using the 'make a match' method in class. Apart from that, according to Virtanen et al. (2022), a pleasant learning atmosphere free from emotional stress will result in increased student involvement in learning. Additionally, some students do not experience any difficulty using the Make a Match Model in learning to write poetry. They can follow learning activities well and can develop their creative opinions through the process of matching cards and writing poetry independently and correctly, adhering to the structure of the poem. As stated by students S2, S7 and S9:

*“Challenges in writing poetry using the make a match method, I do not think there are”.(S2)*

*“No difficulties”.(S7)*

*“In my opinion, some are easy and some are difficult”.(S9)*

These results are in line with research by Asni et al. (2021), which states that students who focus on and understand the teacher's instructions well can complete the card matching task smoothly and feel challenged to write better. They are not only cognitively active, but they are also very enthusiastic when taught. The card-matching process tends to be enjoyable for students who think quickly and work systematically.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

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This research concludes that the implementation of the Make a Match Model in teaching poetry writing in grade eleven is carried out in a structured and effective manner by the teacher, progressing through several stages. Namely, in the first stage, the teacher prepares poetry materials. The second stage involves the teacher providing two types of cards: question cards and answer cards. The third stage outlines an essay about writing poetry in English. It explains how the Make a Match Model works, ensuring students understand the steps to follow. In the fourth stage, the Teacher forms groups. The fifth stage, after the students are formed into groups, is when the teacher distributes cards to the students. The sixth stage, after the cards are distributed, involves students looking for partners, matching the cards, and writing the answers in front of them. In the last stage, the teacher provides conclusions and explanations. Although the model is implemented in a structured and effective manner by the teacher and receives a positive response from students, several challenges are faced by students. For example, students often struggle to find partners and match cards correctly. In addition, students also have difficulty matching cards correctly because they are still confused about understanding and remembering the structure of poetry, which includes parts such as descriptions of moments, a twist, and reactions. He also has difficulty matching cards because he does not understand the meaning and intent of the cards he is holding. Some students are hesitant to come forward and write their answers in front of the class. Some students had no difficulty in writing poetry using the Make a Match Model.

### ***Limitation***

This research focuses solely on the application of the Make a Match Model in teaching writing skills, with a primary emphasis on two key aspects: the model's utilization and the challenges encountered when implementing it. Therefore, the results of this study may not fully capture the diverse range of teaching activities and challenges that arise in various educational settings and environments. Additionally, the qualitative method employed in this study offers in-depth insights. However, it lacks quantitative data that can help generalize more widely. To gain a better understanding of the problems and solutions in teaching language skills, further research is suggested that involves various educational contexts and examines other skills, as well as comparisons with other learning models. A mixed-methods approach is also suggested to gain a more comprehensive understanding.

### ***Implication***

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The results of this study suggest that the Make a Match Model, used in learning to write poetry at the high school level, can enhance creativity, participation, and student involvement in the learning process. This model encompasses various initiatives, including encouraging teachers to adopt more interactive and engaging learning methods. This model also provides suggestions for educational policymakers to consider when designing curriculum and teacher training. The results of this study provide theoretical support for social constructivism. This approach emphasizes the importance of interaction in the learning process.

Additionally, for English teachers, providing engaging and interactive learning options can improve students' understanding of writing poetry, helping teachers create a fun learning atmosphere and increasing student participation in class. For students to help one another understand the concept of writing poetry more easily through activities that involve cooperation and social interaction.

Furthermore, improving their ability to understand concepts and improve students' ability to think critically, communicate, and work together in teams. This research can provide an opportunity for further researchers to examine the Make a Match Model in the context of different language skills, various levels of education, and comparisons with other learning models. To avoid overgeneralization, all these implications must be considered within the limitations of the research.

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### Appendices

Table I. Example of interview documentation: Implementation and challenges of the Make a Match Model in interviewing poetry

No	Participant	Questions	Answers
1.	Teacher	What are the stages in implementing the Make a Match Model in writing poetry in class?	<p>"The first stage I take is to create a framework or outline of the material I will teach. This framework includes an introduction to poetry, its elements, frequently used language styles, and basic techniques for writing poetry in English."</p> <p>"The second stage: I prepared some cards containing questions and answers. The cards containing questions include descriptions of a moment, a twist, and a reaction. On the other hand, the answer cards contain lines of poetry".</p> <p>"The third stage: Make an outline first and provide an explanation of how the Make a Match Model before distributing the cards or before making a poem as determined first in the first line, which is describe a moment, the next line is the second line, a twist and the third line is the reaction section, so this is to make it easier for students to compose the poem that will be composed because there is already an outline for writing poetry."</p> <p>"The fourth stage: In forming groups, I formed four groups, in one group consisting of five students, so I distributed the paper to 2 groups in the form of paper containing questions, and in 2 groups I distributed paper containing answers".</p> <p>"The fifth stage: I distributed the cards to 2 groups in the form of cards containing questions, and to 2 groups I distributed cards containing answers, and each student got one card".</p> <p>"The six-stage: After the cards are distributed, students who get question cards start looking for</p>

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2.	<i>Students</i>	<i>What are the challenges faced when learning to write poetry using the Make a Match Model?</i>	<p><i>pairs of cards they are holding in the group that gets the card containing the answer."</i></p> <p><i>"Students who have found a pair of cards they are holding, take turns writing their answers in front of them according to the lines of the poem that I have written in front of them. Students who still have not found a pair continue looking."</i></p> <p><i>" The last stage: After the students have written all their answers in front of me, I give a conclusion or explain the poems that the students have written in front of me, explaining which ones are included in describing a moment, a twist, and a reaction, and explaining the procedure for writing poetry according to the correct lines of poetry."</i></p> <p><i>S1" Maybe for the problem here, I find it challenging to match cards because if I do not really understand the poetry or the order of the poetry here, it will be difficult to find. Example, in matching parts a describe, a twist, and a reaction".</i></p> <p><i>S2 "Challenges in writing poetry using the make a match method, I do not think there is".</i></p> <p><i>S3" The challenge I face in writing English is just a lack of vocabulary, but with the method, I do not have any problems".</i></p> <p><i>S4" The challenge I faced when learning to write poetry using the Make a Match Model was that I was still confused about the structures in the poetry section".</i></p> <p><i>S5" The challenge faced when learning to write poetry using the Make a Match Model is that I am still confused in understanding how to write and compose poetry, so I have difficulty finding pairs of cards that I am holding".</i></p> <p><i>S6" I am still confused about finding and matching cards".</i></p> <p><i>S7 "No difficulties".</i></p>
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*S8 "Confusion in finding and matching cards".*

*S9" In my opinion, some are easy and some are difficult".*

*S10" Not daring to come forward and write down the answers in the front".*

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