



## The Effectiveness of the Card-Based Make-A-Match Method in Teaching Fantasy Text Writing to Seventh-Grade Students

Amanda Ivani<sup>1\*</sup>, M. Badrus Siroj<sup>2</sup>

<sup>1,2</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Semarang, Jawa Tengah, Indonesia

\*E-mail: [amandaivani06@students.unnes.ac.id](mailto:amandaivani06@students.unnes.ac.id)

### ABSTRACT

This study aims to analyze the effectiveness of the Make-A-Match learning model on the learning outcomes of seventh-grade students in fantasy text writing. The study was conducted at SMP Negeri 9 Semarang on November 1, 2025. This study used an experimental method with a pretest-posttest control group design. The subjects consisted of two classes: an experimental class and a control class, each with 32 students. Data collection was conducted through a fantasy story text writing test administered before and after the treatment. Data analysis included normality tests, homogeneity tests, independent sample t-tests, paired sample t-tests, and the N-Gain test to determine improvements in learning outcomes. The results showed that the data were normally distributed and homogeneous. The independent sample t-test showed a significant difference between the experimental and control classes with a significance value of  $0.003 < 0.05$ . Furthermore, the results of the paired sample t-test indicated a significant improvement in the experimental class after the treatment. The average post-test score for the experimental class was 94.38, higher than the 91.19 for the control class. The N-Gain test results showed that the experimental class achieved 72.02% improvement in learning outcomes, which is considered high, while the control class achieved 63.12% improvement, which is considered moderate. Therefore, it can be concluded that the Make a Match learning model is effective in improving the learning outcomes of seventh-grade students in fantasy text writing at SMP Negeri 9 Semarang.

*Keywords: card, make a match, fantasy text, writing*

## Keefektifan Metode Make A Match Berbasis Kartu dalam Pembelajaran Menulis Teks Fantasi Peserta Didik Kelas VII

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis efektivitas model pembelajaran *Make a Match* terhadap hasil belajar menulis teks fantasi siswa kelas VII yang dilakukan di SMP Negeri 9 Semarang pada 1 November 2025. Penelitian ini menggunakan metode eksperimen dengan *pretest-posttest control group design*. Subjek penelitian terdiri atas dua kelas, yaitu kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 32 siswa. Teknik pengumpulan data dilakukan melalui tes menulis teks cerita fantasi yang diberikan sebelum dan sesudah perlakuan. Analisis data meliputi uji normalitas, uji homogenitas, uji *independent sample t-test*, uji *paired sample t-test*, serta uji N-Gain untuk mengetahui peningkatan hasil belajar. Hasil penelitian menunjukkan bahwa data berdistribusi normal dan homogen. Uji *independent sample t-test* menunjukkan adanya perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol dengan nilai signifikansi sebesar  $0,003 < 0,05$ . Selain itu, hasil uji *paired sample t-test* menunjukkan adanya peningkatan yang signifikan pada kelas eksperimen setelah diberikan perlakuan. Rata-rata nilai postes kelas eksperimen sebesar 94,38 lebih tinggi dibandingkan kelas kontrol sebesar 91,19. Hasil uji N-Gain menunjukkan bahwa peningkatan hasil belajar pada kelas eksperimen sebesar 72,02% termasuk dalam kategori tinggi, sedangkan kelas kontrol sebesar 63,12% termasuk dalam kategori sedang. Dengan demikian, dapat disimpulkan bahwa model pembelajaran *Make a Match* efektif dalam meningkatkan hasil belajar menulis teks fantasi siswa kelas VII SMP Negeri 9 Semarang.

*Kata Kunci: make a match, kartu, menulis, teks fantasi*

Submitted  
24/04/2026

Accepted  
31/05/2026

Published  
06/06/2026

Citation	Ivani, A., & Siroj, M. B. (2026). The Effectiveness of the Card-Based Make-A-Match Method in Teaching Fantasy Text Writing to Seventh-Grade Students. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 3, Mei 2026, 2711-2722</i> . DOI: <a href="https://doi.org/10.55909/jpbs.v4i3.1419">https://doi.org/10.55909/jpbs.v4i3.1419</a>
----------	---

Publisher  
Raja Zulkarnain Education Foundation

## INTRODUCTION

Education is a strategic effort to build and improve the quality of human resources amidst increasingly complex developments. These efforts are realized through a planned learning process, improving educator competency, and providing supporting facilities and infrastructure. A series of efforts to be implemented must be guided by the achievement of relevant competencies. Based on Regulation of the Minister of Primary and Secondary Education (Permendikdasmen, 2025) Number 13 of 2025, in-depth learning is an approach that emphasizes creating a conscious, meaningful, and enjoyable learning atmosphere and process through the cultivation of thought, heart, feeling, and exercise. However, the implementation of learning in the field often does not fully reflect the principles of student-centered in-depth learning.

Indonesian language learning contributes to the realization of learning objectives, which encompass knowledge, skills, and attitudes. The language skills that must be mastered and serve as benchmarks for student ability include listening, speaking, reading, and writing. These four skills are interrelated and play a crucial role in supporting the success of the learning process. Of these four skills, writing is the most complex. Writing is a skilled activity used to express ideas, thoughts, and information through written form (Utami et al., 2023). Writing skills need to be optimally developed through appropriate learning strategies. Students are expected to be able to express their ideas and thoughts creatively, from developing a framework for thinking to writing activities (Paidia, 2023).

In line with the importance of developing writing skills, this study focuses on learning to write fantasy texts as one of the competencies that must be mastered by students at the junior high school level. Fantasy texts are texts containing imaginary or imaginative writings by the author that relate experiences, dreams, or mere speculation (Priastari & Devi, 2021). Fantasy texts have characteristics that can stimulate creativity

and help students express their ideas and thoughts. Efforts to optimize this learning are carried out by implementing innovative, student-centered learning methods. Therefore, this study integrates the Project-Based Learning (PjBL) model with the innovative card-based Make-A-Match method.

Observations conducted by researchers at SMP Negeri 9 Semarang indicate that students still experience difficulties in developing ideas, structuring texts, and using appropriate language rules in writing. These difficulties indicate students' writing skills, which have not yet developed optimally. Furthermore, the learning process, which is still dominated by conventional methods, has resulted in low student engagement and motivation in learning. Students tend to be passive due to minimal participation and limited opportunities to develop creativity. Learning planning, consisting of learning strategies, learning models, learning methods, and learning media, needs to be well integrated to meet the needs and characteristics of students.

Problems identified in the field were then classified. Broadly speaking, these problems encompass cognitive, affective, and psychomotor aspects. Specifically, the problems reviewed include (1) cognitive aspects, namely the inability to understand the structure and process ideas, (2) affective aspects regarding the lack of internal motivation and interest in writing activities, and (3) psychomotor aspects, meaning limitations in realizing ideas and involvement in physical activities during the learning process, such as active movement and interaction through games. These three aspects are interrelated and influence each other in the writing learning process, so that if one aspect has not developed optimally, it will impact the quality of students' writing as a whole. Based on the gap between ideal conditions and the facts that occur in the field and supported by problems that also occurred in previous research on student-centered learning, this study is directed to examine several problems, namely: (1) fantasy text writing skills in seventh-grade students of SMP Negeri 9 Semarang before the implementation of



the card-based Make A Match method, (2) student writing skills after the implementation of the card-based Make A Match method, (3) differences in fantasy text writing skills between seventh-grade students of SMP Negeri 9 Semarang who followed the card-based Make A Match method and students who followed conventional expository learning, (4) the effectiveness of the card-based Make A Match method in improving fantasy text writing skills of seventh-grade students of SMP Negeri 9 Semarang based on the results of the N-Gain test.

The Project Based Learning (PjBL) model is an appropriate model because it includes cooperative learning that functions as a guideline for learning designers or educators to successfully implement interactive teaching and learning activities (Amalia et al., 2023). This model emphasizes student involvement through project activities that produce real products. Therefore, the innovative Make a Match method was integrated into this study to achieve the learning objectives of writing fantasy texts in the cognitive, affective, and psychomotor aspects of students. The Make a Match method is an active learning method that is packaged in a fun way and directly engages students through playing while learning (Rahmadhani, 2021). This method utilizes cards as a medium that encourages student interaction through group matching activities. Through this learning medium, students gain a real-life and engaging experience in the learning process (Lalaliya et al., 2021).

This study aims to test the effectiveness of the card-based Make a Match method on the fantasy text writing skills of junior high school students. The method used was a quasi-experimental design involving an experimental class and a control class. The research hypotheses were formulated as follows: (H0) There is no significant difference in the N-Gain scores of fantasy text writing skills between students who participated in learning with the integration of the PjBL model and the card-based Make a Match method and students who participated in conventional learning; (H1) There is a significant difference in the N-Gain scores

between the two groups. N-Gain is used to measure the effectiveness of a learning or treatment given to students (Kharisma & Afandi, 2025).

The benefits of this study consist of theoretical and practical benefits. Theoretically, this research is expected to contribute to the development of Indonesian language learning studies, particularly those related to the card-based Make a Match method in teaching fantasy text writing. Furthermore, the results of this study are expected to enrich references regarding the use of cooperative methods oriented towards active student involvement in improving writing skills. Practically, this research is expected to provide benefits for educators as an alternative, innovative learning strategy to improve students' writing skills. It also serves as a means for students to enhance character development, creativity, motivation, and fantasy text writing skills. It also serves as a reference and consideration for other researchers in developing similar research in different contexts and at different levels.

This research is supported by several relevant studies. Hendrisman (2023) found that implementing the card-based Make-A-Match method improved students' writing skills through interactive and collaborative learning activities. Belliani et al. (2025) also demonstrated that using the Make-A-Match method can increase student engagement and learning outcomes in Indonesian language learning. Furthermore, research by Khairiyah et al. (2026) demonstrated that implementing Make-A-Match is effective in improving the writing skills of junior high school students. Furthermore, research by Roudhoh & Salimi (2026) also demonstrated that using the Make-A-Match method can improve pantun writing skills through students' active involvement in the learning process. However, these studies have not specifically examined the effectiveness of the card-based Make A Match method integrated with the Project Based Learning (PjBL) Model in teaching fantasy text writing. Therefore, this study has a novelty in the integration of the card-based Make A Match method with the PjBL model to

improve the fantasy text writing skills of seventh-grade students of SMP Negeri 9 Semarang.

## METHOD

This study employed a quasi-experimental research method with a Nonequivalent Control Group Design (NECGD). This design was chosen based on the research conditions, which precluded full subject randomization due to the school's pre-established research classes (Sugiyono, 2025; Raza (2017), Afifuddin & Saebani (2002). Through this design, the researchers compared two groups: an experimental group treated with instruction using the Make-A-Match card-based method, and a control group treated with conventional expository instruction. This study aimed to determine the effect of the treatment on students' fantasy text writing skills.

The study population was all seventh-grade students of SMP Negeri 9 Semarang, with purposive sampling used as the sampling technique.

The researchers compared two groups: the treatment or experimental group and the control group (Fraenkel et al., 2012; Saputri & Mardiaty, 2025). Experimental design in quantitative research involves administering interventions or treatments to determine the causal relationship between the independent and dependent variables (Agustianti et al., 2022). The experimental class was given a treatment in the form of learning that integrated the Project Based Learning (PjBL)

model and the card-based Make a Match method, while the control class used conventional learning.

The research instrument was a fantasy text writing skills test administered in the form of a pretest and posttest. The instrument was developed through several stages: (1) analyzing learning outcomes and learning objectives for the fantasy text material in phase D; (2) determining the indicators of fantasy text writing skills to be measured; (3) compiling a test outline based on the established indicators; (4) compiling fantasy text writing questions according to the outline; (5) compiling a scoring rubric as a guideline for assessing students' writing; and (6) validating the instrument to ensure its suitability for the research objectives. The test outline was compiled based on assessment aspects including content, text structure, language, creativity, and the inclusion of graduate profile dimensions in the story. The data obtained were used to determine students' initial and final abilities in participating in the learning process. The research instrument was a fantasy text writing skills test administered in the form of a written pretest and posttest. The instrument is equipped with an assessment rubric that covers aspects of content, text structure, language, creativity, and the inclusion of graduate profile dimensions in the story. Before being used in the research, the instrument was first validated to ensure its suitability for the research objectives and the fantasy text writing skill indicators being measured.

Table 1  
 Assessment Rubric

No.	Indicator	Scoring Description			
		Score 1	Score 2	Score 3	Score 4
1	Content	Ideas are irrelevant to the theme or very limited	Ideas are underdeveloped and provide limited support for the theme	Ideas are relevant to the theme and sufficiently developed	Ideas are highly relevant to the theme, comprehensive, and developed in depth



2	Text Structure	Structure is incomplete and incoherent	Structure is incomplete and lacks coherence	Includes most structural elements with adequate coherence	Includes orientation, complication, and resolution completely, coherently, and logically
3	Language Use	Language errors are dominant and significantly interfere with comprehension	Contains a considerable number of language errors	Contains several language errors that do not interfere with comprehension	Applies the linguistic features of fantasy texts accurately with very few errors
4	Creativity	The story does not demonstrate creativity	The story lacks imagination and is less engaging	The story is sufficiently imaginative and engaging	The story is highly imaginative, unique, engaging, and demonstrates strong originality
5	Graduate Profile Dimensions	Incorporates one or no graduate profile dimensions	Incorporates two graduate profile dimensions	Incorporates three graduate profile dimensions relevantly	Incorporates four or more graduate profile dimensions accurately and

The fantasy text writing skill score is obtained from the accumulation of scores on five assessment aspects, namely content, text structure, language, creativity, and the inclusion of graduate profile dimensions. Each aspect is scored in the range of 1–4 so that the maximum score that can be obtained by students is 20. The final score or standard score is calculated using the formula  $(\text{obtained score}/\text{maximum score}) \times 100$ . Thus, the substitution formula used in this study is  $(\text{obtained score}/20) \times 100$ . The results of the score conversion are then classified into four categories, namely very good (86–100), good (76–85), sufficient (66–75), and less (<66). This classification is used to describe the level of students' fantasy text writing skills. The learning outcome completion refers to the Learning Objective Achievement Criteria (KKTP) applicable at SMP Negeri 9 Semarang, which is 85. Students who obtain a score of  $\geq 85$  are considered to have completed the learning, while those who obtain a score  $< 85$  are considered to have not completed the learning.

The entire data analysis process was conducted using IBM SPSS Statistics version 25 software to obtain accurate, systematic, and

scientifically accountable data processing results. The data was first tested to ensure that it met statistical requirements, namely through a normality test to ensure normal distribution and a homogeneity test to determine the similarity of variances between groups (Nurhaswinda et al., 2026). The quantitative data analysis technique was carried out through several stages: a normality test using the Shapiro-Wilk test, a homogeneity test using the Levene's Test, and a hypothesis test using an independent sample t-test with a significance level of 0.05. Improvement in fantasy text writing skills was determined by calculating the N-Gain (Normalized Gain). The N-Gain interpretation criteria are categorized as high, medium, and low to determine learning effectiveness. The use of N-Gain in educational research is considered effective in measuring learning outcomes more objectively than simply looking at final grades. Therefore, the data analysis in this study aims to determine the difference in writing skill improvement between the experimental and control classes and to test the effectiveness of the integrated PjBL model with the card-based Make a Match method.

## RESULTS

The implementation of the Make a Match method in the fantasy text writing skills of seventh-grade students at SMP Negeri 9 Semarang was carried out using structured steps, including: (1) preparing question and answer cards; (2) grouping students into groups of four; (3) randomizing group numbers to determine playing partners; (4) arranging the order of play between

the two groups; (5) implementing the card-matching activity in turns; (6) determining the winning group based on the speed and accuracy of answers; (7) awarding a reward to the winning group; and (8) drawing learning conclusions through reflective discussions with students. The learning process proceeded well according to the developed learning plan. Student learning outcomes are shown in the following table.

Table 2  
 Pretest and Posttest Results for Writing Fantasy Texts

Description	Experimental Class		Control Class	
	Pre-test	Pos-test	Pre-test	Pos-test
Mean Score	80,81	94,38	77,75	91,38
Highest Score	88	100	88	100
Lowest Score	70	88	68	84
Overall Mastery Percentage	37,50%	93,75%	25,00%	87,50%

The Minimum Completion Criteria (KKM) for Indonesian Language is 85. Table 1 shows that the pretest scores indicate that the initial abilities of students in both classes are still relatively low. In the control class, the average score was 77.75 with a minimum score of 68 and a maximum score of 88, and a completion percentage of 25%. This indicates that most students have not met the established completion criteria. Meanwhile, in the experimental class, the average pretest score was 80.81 with a minimum score of 70 and a maximum score of 88, and a completion percentage of 37.50%. In general, the initial abilities of students in both classes were still not optimal. After being given treatment, the posttest results showed an increase in learning outcomes. In the control class, the average score increased to 91.38 with a minimum score of 84 and a maximum score of 100, and a completion percentage of 87.50%. In the experimental class, the average post-test score was 94.38, with a minimum score of 88 and a maximum score of 100, and a completion rate of 93.75%. These results indicate that the majority of students achieved the completion criteria after the learning process. Furthermore, the improvement in learning outcomes in the experimental class was higher than in the control class.

Next, to determine whether the research data met the assumptions of parametric statistical analysis, a normality test was conducted. This test aimed to determine whether the pre-test and post-test scores in both classes were normally distributed. The results of the normality test indicated that all data had a significance value (Sig.) greater than 0.05, thus concluding that the data were normally distributed. Therefore, the research data met the requirements for proceeding to parametric statistical testing in the next stage. The results of the data normality test are shown in the following table.



Table 3  
 Normality Test

Kelompok	Statistic	df	Sig.
Experimental Pre-test ( <i>Make A Match</i> )	.943	32	.093
Experimental Post-test ( <i>Make A Match</i> )	.938	32	.065
PrControl Pre-test (Expository)	.955	32	.206
Control Post-test (Expository)	.944	32	.094

The results of the normality test using the Shapiro-Wilk method, presented in Table 2, show that the significance values ??(Sig.) for all data groups were greater than 0.05. In the experimental class, the significance value for the pretest was 0.093 and for the posttest was 0.065. Meanwhile, in the control class, the significance value for the pretest was 0.206 and for the posttest was 0.094. All significance values ??were greater than the 0.05 level, thus concluding that the pretest and posttest data in both classes were normally distributed. Therefore, the study met one of the parametric test assumptions and could proceed to the next stage of testing, namely the homogeneity test.

Table 4  
 Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	1.975	1	.165
	Based on Median	1.354	1	.249
	Based on Median (adjusted df)	1.354	1	.249
	Based on Trimmed Mean	1.923	1	.171

Table 4 shows the results of Levene's homogeneity test, with a significance value (Sig.) obtained based on the mean of 0.165. This value is greater than 0.05, thus concluding that the variance of student learning outcomes in the control and experimental classes is homogeneous. Other test results, based on the median, median with adjusted degrees of freedom, and trimmed mean, also showed significance values ??greater than 0.05, further confirming that the data have homogeneous variance. With the homogeneity assumption met and supported by the results of the normality test indicating a normal distribution, the research data meets the requirements for parametric statistical analysis. Therefore, further analysis can be conducted using a paired sample t-test to determine the average difference between pretest and posttest scores in each group.

Table 5  
 Paired Sample T-Test (Experiment).

Comparison	Mean Difference	t	df	Sig 2-(tailed)
Pretest-Posttest	-13.563	-20.797	31	0.000

The average pretest score was 80.81 and the average posttest score was 94.38. This indicates an improvement in student learning outcomes after the learning intervention. The test results showed a t-test of -20.797 with 31 degrees of freedom (df) and a 2-tailed significance level (Sig.) of 0.000. This significance level is less than 0.05, indicating a significant difference between the pretest and posttest scores in the experimental class. The next analysis was an independent sample t-test to determine whether there was a difference in learning outcomes between the experimental and control classes, in order to compare the average learning outcomes of the two classes.

Table 6  
 Independent Sample T-Test (Experiment)

Independent Sample		<i>t-Test for Equality of Mean</i>		
T-Test		df	Sig 2- (Tailed)	Mean difference
Student Learning Outcomes	Equal Variances Assumed	62	0.003	3.188
	Equal Variances Not Assumed	59.855	0.003	3.188

Table 6 shows the results of the independent sample t-test on post-test scores. The table shows that the average student learning outcome in the experimental class was 94.38, while in the control class it was 91.19. This indicates that the average score in the experimental class was higher than that in the control class. The test results show a significance value (Sig. 2-tailed) of 0.003, which is less than 0.05, and a calculated t-value of 3.063 with 62 degrees of freedom (df). This means that H0 is rejected and H1 is accepted, concluding that there is a significant difference between student learning outcomes in the experimental and control classes. This finding indicates that the learning implemented in the experimental class is more effective than that in the control class in improving student learning outcomes. To further determine the level of improvement in student learning outcomes, an analysis using the N-Gain test was conducted.

- 1)  $<g > < 0.3$  : Low
- 2)  $0.3 = <g > = 0.7$  : Moderate
- 3)  $<g > > 0.7$  : High

The N-Gain scores obtained will then be classified and interpreted based on the criteria listed in Table 6, which shows the level of change in students' writing skills. The N-Gain score classification in this study refers to Hake's (1999) criteria, expressed in decimal form. However, in presenting the results, the N-Gain scores were converted to percentages to facilitate interpretation, without changing the meaning and established category boundaries. Therefore, the low category is defined as a score  $<30\%$ , the medium category is in the range of  $30\%–70\%$ , and the high category is defined as a score  $>70\%$ .

Table 7  
 N-Gain Test Results

Group	N	Mean N-Gain(%)	Std. Deviation	Category
Experimental	32	72.02.00	17.37	High
Control	32	63.12.00	16.34	Medium



The results of the N-Gain test in Table 7 show that the average N-Gain value in the experimental class was 72.02%, which is included in the high category, while in the control class it was 63.12%, which is included in the medium category. This difference in categories indicates that the increase in student learning outcomes in the experimental class was not only greater quantitatively, but also at a higher level of effectiveness than the control class. Therefore, it can be concluded that the learning implemented in the experimental class was more effective in improving student learning outcomes compared to learning in the control class.

## DISCUSSION

The implementation of the card-based Make A Match method has proven effective in improving the fantasy text writing skills of seventh-grade students at SMP Negeri 9 Semarang. This effectiveness is supported by statistical test results, which indicate that the research data met the assumptions for parametric analysis. The normality test results indicated that all pretest and posttest data in both the experimental and control classes had a significance value greater than 0.05, indicating a normal distribution. Furthermore, the homogeneity test results showed a significance value of 0.165 ( $>0.05$ ), indicating that the variances of both groups were homogeneous. The fulfillment of the assumptions of normality and homogeneity indicates that both groups have data characteristics worthy of comparison through parametric testing.

Improvements in fantasy text writing skills were evident from changes in the average pretest and posttest scores in both groups. In the experimental class, the average score increased from 80.81 to 94.38, while in the control class, it increased from 77.75 to 91.38. Although both groups experienced improvements in learning outcomes, the improvement in the experimental class was greater than in the control class. These findings indicate that learning using the card-based Make A Match method significantly improved

fantasy writing skills compared to conventional expository learning.

This difference was confirmed by the results of a paired sample t-test in the experimental class, which yielded a significance value of 0.000 ( $<0.05$ ). These results indicate a significant difference between students' writing abilities before and after the treatment. In other words, the improvement in writing skills was not due to chance, but rather influenced by the implementation of the card-based Make A Match method. This method allows students to actively engage in the learning process through card-matching activities, discussions, and connecting learned concepts before putting them into writing. The effectiveness of the card-based Make A Match method was also demonstrated by the results of an independent sample t-test, which yielded a significance value of 0.003 ( $<0.05$ ). These results indicate a significant difference between student learning outcomes in the experimental and control classes. The experimental class' post-test average of 94.38 was higher than the control class's 91.19. These findings indicate that the use of the card-based Make-A-Match method contributed significantly to the improvement of fantasy writing skills compared to conventional learning. Therefore, the alternative hypothesis (H1), which states that there is a difference in learning outcomes between the two groups, is accepted.

The effectiveness of the treatment was further strengthened by the results of the N-Gain analysis. The experimental class achieved an average N-Gain of 72.02%, which is considered high, while the control class achieved an average N-Gain of 63.12%, which is considered moderate. This difference in categories indicates that the improvement in writing skills in the experimental class was not only statistically higher but also pedagogically more effective. The high N-Gain value indicates that most students experienced optimal improvement after participating in learning using the card-based Make-A-Match method.

Conversely, although the control class also experienced improvement, the level of improvement was still moderate.

## CONCLUSION

Based on the research results, it can be concluded that the fantasy text writing skills of seventh grade students of SMP Negeri 9 Semarang have increased after the application of the card-based Make A Match method. The results of statistical tests showed a significant difference between the fantasy text writing skills of students before and after treatment, and there was a significant difference between the class that used the card-based Make A Match method and the class that used conventional expository learning. The results of the N-Gain analysis showed that the improvement in writing skills in the experimental class was in the high category, while the control class was in the medium category. Therefore, the card-based Make A Match method has proven effective in improving the fantasy text writing skills of seventh grade students of SMP Negeri 9 Semarang. This can be seen from the development of students' abilities in developing story ideas, arranging a more coherent plot, and expressing ideas into a more creative fantasy text form and in accordance with the correct structure after following the learning process. In addition, the application of this method also makes the learning process more active, interactive, and fun because students are directly involved in card matching activities, discussing, and working together in groups, so that learning is not only centered on the teacher but also encourages active participation of students. The results of the study showed a greater improvement in learning outcomes in the experimental class compared to the control class, which used conventional learning methods. This was confirmed by the results of the N-Gain test, which showed that the experimental class obtained a score of 72.02%, which is in the high category, while the control class obtained a score of 63.12%,

which is in the medium category. This difference in categories indicates that the improvement in students' abilities in the experimental class was more optimal than in the control class. Thus, it can be concluded that the Make A Match method is more effective in improving students' fantasy text writing skills.

## ACKNOWLEDGMENTS

The author would like to thank all parties who provided support in the preparation of this article. Special thanks are extended to his supervisor, Dr. M. Badrus Siroj, S.Pd., M.Pd., for his guidance, direction, and constructive input throughout the research and writing process. The author also expresses gratitude to Semarang State University for the academic support provided, which officially facilitated the research process. In addition, the author appreciates all parties who have provided assistance, both directly and indirectly, so that this research can be completed well.

## REFERENCES

- Afifuddin, A. & Saebani, B. A. (2002). *Metodologi Penelitian Kualitatif*. Bandung: Pustaka Setia.
- Amalia, L., Astuti, D. A., Istiqomah, N. H., Hapsari, Daniar, B., & Syachnez, A. (2023). *Model Pembelajaran Kooperatif* (B. Wijayama, Ed.). Cahya Ghani Recovery.
- Banont, A. M. R., & Nur, B. (2024). Pembelajaran Keterampilan Menulis Paragraf Opini Menggunakan Metode Model dan Teknik Tugas Menyalin. *Jurnal Pembelajaran Bahasa Dan Sastra*, 3(4), 499–508. <https://doi.org/10.55909/jpbs.v3i4.614>
- Belliani, D., Purnamasari, I., & Sukmana, E. (2025). Penerapan Metode Make A Match dalam Pembelajaran Majas. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10, 228–246.



- Creswell, J. W. (2014). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Penerjemah: Ahmad Fawaid. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Fraenkel, J. R., Wallen, E. W., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Guntoro, R. S., & Elmustian. (2025). The Expansion of the Mukhtasar Tawarikh Al-Wusta Theme in the Tempuling Poem and Preparation of Lesson Plans. *Jurnal Pembelajaran Bahasa Dan Sastra*, 4(3), 392–401. <https://doi.org/10.55909/jpbs.v4i3.748>
- Hake, R. R. (1999). Measurement and Research Methodology: Analyzing Change/Gain Scores. In *American Educational Research Association's Division D*. Woodland Hills.
- Hendrisman. (2023). *Peningkatan Keterampilan Menulis Cerpen Menggunakan Model Pembelajaran Kooperatif Tipe Make A Match*. 7. <https://doi.org/https://doi.org/10.31539/kibas.v7i1.8050>
- Khairiyah, I. N., Jumriati, & Erniati, E. (2026). *Peningkatan Keterampilan Menulis Teks Deskripsi Menggunakan Model Make A Match Siswa Kelas VII SMPN 34 Makassar*. 4, 37–50.
- Kharisma, G. I., & Afandi, I. (2025). *Pengaruh Buku Ajar Bermuatan Kearifan Lokal Belu untuk Pembelajaran Teks Deskripsi pada Siswa Kelas 7 SMP*. 10(1), 74–85.
- Lalaliya, F. N., Haryadi, & Setyaningsih, N. H. (2021). *Media Pembelajaran*. *Metalingua*, 81–84.
- Menengah, K. P. D. dan. (2025). *Permendikdasmen Republik Indonesia Nomor 13 tahun 2025 Tentang Pembelajaran Mendalam*. *Kemendikdasmen*.
- Nurhaswinda, Muslimah, N., Yuliani, C. E., Putri, R. A., Mayura, V., Rahmadhansyah, A., Selvira, D., Nurrahman, H., Qodri, R., Bramantyo, D., & Ahmad Rifaldi. (2026). Uji Normalitas Dan Homogenitas dalam Analisis Statistik. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 12(1). <https://www.preventionweb.net/news/preliminary-report-february-6-2023-earthquakes-turkiye>
- Paida. (2023). Peningkatan Kemampuan Menulis Teks Tanggapan Siswa Kelas VII Berbasis Kurikulum Merdeka. *Journal of Education Research*.
- Priastari, M., & Devi, W. S. (2021). Peningkatan Menulis Teks Fantasi Menggunakan Metode PJBL Berbantuan Media Bontang. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, 8(1), 65. <https://doi.org/10.30595/mtf.v8i1.10276>
- Rahmadhani, E. S. (2021). *Metode Make A Match: Sebagai Upaya Meningkatkan Pemahaman dan Penguasaan Materi Bahasa Indonesia Siswa SMP*. 1–7. <http://dx.doi.org/10.31219/osf.io/y4sr8>
- Rahman, E. & Jalil, A. (2004). *Teori Sastra*. Pekanbaru: Labor Bahasa, Sastra, dan Jurnalistik, Universitas Riau
- Ratna, N. K. (2015). *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Rifka Agustianti, Pandriadi, Nussifera, L., Wahyudi, L., Angelianawati, L., Meliana, I., Sidik, E. A., Nurlaila, Q., Simarmata, N., Himawan, I. S., Pawan, E., Ikham, F., Andriani, A. D., Ratnadewi, & Hardika, I. R. (2022). *Metode Penelitian Kuantitatif dan Kualitatif*. Makassar: CV. Tohar Media.



- Roudhoh, E. L., & Salimi, M. (2026). Penggunaan Model Pembelajaran Make A Match untuk Meningkatkan Keterampilan Menulis Pantun. *Kalam Cendekia*, 14.
- Saputri, L., & Mardiaty. (2025). Desain Penelitian Quasi Eksperimen dalam Penelitian Pendidikan: Kajian Pustaka. *Jurnal Serunai Matematika*, 17(2), 78–79.
- Utami, S. E., Tiwana, E., Alfauzi, E., & Maharani, I. (2023). Analisis Kemampuan Menulis dalam Pembelajaran Bahasa Indonesia Kelas X SMK Alwashliyah Pasar Senen Medan. *Pedagogi: Jurnal Ilmiah Pendidikan*, 9(1), 1–11.