



Implementation of the Make a Match Cooperative Method in Learning to Analyze the Building Elements of Poetry

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ABSTRACT

This study was conducted with the following objectives: to describe the implementation of the make a match cooperative learning method in teaching students in the 10th grade at Posigadan State High School to analyze the structural elements of poetry; to describe the results of implementing the make a match cooperative learning method in teaching students in the 10th grade at Posigadan State High School to analyze the structural elements of poetry; describe the obstacles in learning to analyze the structural elements of poetry after using the make a match cooperative learning method in the 10th grade at Posigadan State High School, and describe solutions to overcome the obstacles in learning to analyze the structural elements of poetry after using the make a match cooperative learning method in the 10th grade at Posigadan State High School. This study employed the Make a Match cooperative learning method. The research method used was qualitative. This study utilized a descriptive qualitative approach, specifically to describe the implementation of the Make a Match learning method in the 10th-grade class at Posigadan State High School. The data collection techniques employed included observation, interviews, documentation, and achievement tests. The results of this study indicate that the implementation of the Make a Match cooperative learning method successfully helped students understand the material on analyzing the elements of poetry. The average score obtained by the 10th-grade students at Posigadan State High School was 80, falling into the "good" category. At the same time, the implementation of the Make a Match cooperative learning method was successful because it created an active and enjoyable learning environment for both students and teachers.

Keywords: make a match, cooperative learning method, analysis to building, elements of poetry

Implementasi Metode Kooperatif Tipe *Make a Match* dalam Pembelajaran Menganalisis Unsur Pembangun Puisi

ABSTRAK

Penelitian ini dilakukan dengan tujuan untuk: mendeskripsikan implementasi metode kooperatif tipe make a match dalam pembelajaran menganalisis unsur pembangun puisi pada siswa kelas X SMA Negeri Posigadan, mendeskripsikan hasil implementasi metode kooperatif tipe make a match dalam pembelajaran menganalisis unsur pembangun puisi pada siswa kelas X SMA Negeri Posigadan, Mendeskripsikan hambatan dalam pembelajaran menganalisis unsur pembangun puisi setelah menggunakan metode kooperatif tipe make a match di kelas X SMA Negeri Posigadan, serta mendeskripsikan solusi untuk mengatasi hambatan dalam pembelajaran menganalisis unsur pembangun puisi setelah menggunakan metode kooperatif tipe make a match di kelas X SMA Negeri Posigadan. Penelitian ini menggunakan metode pembelajaran kooperatif tipe make a match. Metode penelitian yang digunakan adalah metode kualitatif. Jenis penelitian ini menggunakan metode kualitatif deskriptif, yaitu mendeskripsikan implementasi metode pembelajaran make a match di kelas X SMA Negeri Posigadan. Adapun teknik pengumpulan data yang digunakan meliputi observasi, wawancara, dokumentasi, dan tes kemampuan. Hasil penelitian ini menunjukkan bahwa implementasi metode kooperatif tipe make a match berhasil membantu siswa untuk memahami materi menganalisis unsur pembangun puisi. Nilai rata-rata yang diperoleh siswa kelas X SMA Negeri Posigadan adalah 80 dengan kategori baik. Bersamaan dengan itu, implementasi metode kooperatif tipe make a match berhasil diterapkan karena mampu menciptakan suasana belajar yang aktif, menyenangkan baik dari siswa maupun guru. Kata Kunci: implementasi, make a match, analisis puisi, hasil belajar.

Kata kunci: metode kooperatif, make a match, analisis unsur, pembangun puisi

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INTRODUCTION

Indonesian language learning in schools plays a crucial role in improving students' language skills, critical thinking, and literary appreciation. One of the literature learning materials taught at the high school level is analyzing the elements of poetry. Analyzing poetry requires students not only to understand textual meaning but also to understand diction, imagery, rhyme, theme, message, and other elements. Therefore, the learning process requires strategies and methods that encourage active student engagement in learning activities. In reality, the learning process does not always run optimally. Many students struggle to understand the elements of poetry because learning tends to be monotonous and teacher-centered. This situation leads to students being less active, quickly becoming bored, and less interested in participating in literature lessons. Effective learning should, however, create a fun, interactive learning environment that provides opportunities for students to think and collaborate with their classmates. As learning facilitators, teachers play a crucial role in determining appropriate learning methods to maximize learning objectives.

One learning method that can be used to increase student engagement is the make-a-match cooperative learning method. This method involves matching question and answer cards, thus directly engaging students in the learning process. According to Mulyasa (2009:89), cooperative learning involves a group of people interacting face-to-face to solve problems and draw conclusions. Through the "make a match" method, students not only learn to understand the material but also learn to collaborate, communicate, and think actively during the learning process.

Based on initial observations at Posigadan State High School, it was found that some 10th-grade students still experienced difficulty analyzing the elements of poetry. Students were less active in learning and still struggled to understand the material presented by the teacher. Furthermore, the learning process tended to lack variety, making the classroom atmosphere less

engaging. Therefore, it is necessary to use learning methods that can increase student participation and enthusiasm for learning, one of which is the implementation of the "make a match" cooperative method in learning to analyze the elements of poetry.

The research questions are as follows:

1. How is the implementation of the Make-a-Match cooperative method used in learning to analyze the elements of poetry for tenth-grade students at Posigadan State Senior High School?
2. What are the results of implementing the Make-a-Match cooperative method used in learning to analyze the elements of poetry for tenth-grade students at Posigadan State Senior High School?
3. What are the obstacles encountered in implementing the Make-a-Match cooperative method used in learning to analyze the elements of poetry for tenth-grade students at Posigadan State Senior High School?
4. What are the solutions to overcome the obstacles to implementing the Make-a-Match cooperative method used in learning to analyze the elements of poetry for tenth-grade students at Posigadan State Senior High School?

The purpose of this research is to describe the implementation of the Make-a-Match cooperative method, determine the results of its implementation in learning to analyze the elements of poetry, describe the obstacles encountered during the implementation of the method, and find solutions to overcome these obstacles in learning for tenth-grade students at Posigadan State Senior High School. This research is expected to provide theoretical and practical benefits. Theoretically, this research can provide additional references regarding the application of the "make-a-match" cooperative learning method in Indonesian language learning, particularly in analyzing the elements of poetry. Practically, this research is expected to provide teachers with a basis for selecting effective and enjoyable learning methods



that can improve student engagement and learning outcomes.

Theoretically, cooperative learning emphasizes collaboration among students in groups to achieve shared learning goals. According to Mulyasa (2009:89), cooperative learning involves student interaction in solving problems collaboratively. Furthermore, Cresswell (2015:4) explains that mixed methods research combines qualitative and quantitative approaches to gain a deeper understanding of research problems. In this study, a qualitative approach was used to describe the implementation of the "make-a-match" method, while a quantitative approach was used to determine the results of this method's application on students' abilities in analyzing the elements of poetry.

Several relevant studies have shown that the "make-a-match" cooperative method is effective in the learning process. Fatimasari's (2017) research shows that the application of the make a match method can improve student activity and learning outcomes in the TKJ vocational competency subject. Furthermore, Yulianti's (2020) research states that the make a match method can create a pleasant learning atmosphere thereby increasing student enthusiasm and learning outcomes. The similarity between previous research and this research lies in the use of the make a match method, while the differences lie in the learning materials and educational levels studied. Based on previous research, this study focuses on learning to analyze the elements of poetry construction in grade X students of Posigadan State Senior High School.

METHOD

This research employed a descriptive method. Descriptive methods are commonly used in education (Razak, 2017:271; Abubakar, 2012:12).

The research procedure was carried out in several stages: preparation, implementation, and the final stage. In the preparation stage, the researcher conducted initial observations at Posigadan State Senior High School, developed teaching modules, and prepared research instruments in the form of observation sheets,

interview guidelines, documentation, and tests. The implementation stage employed a cooperative "make-a-match" method in learning to analyze the elements of poetry. Learning activities included an introduction, core activities, and a closing activity. In the preliminary activity, the researcher conducted apperception, explained the material, introduced the "make-a-match" method, and divided students into study groups. In the core activity, students matched question and answer cards related to the elements of poetry and presented the results of their group discussions. Furthermore, in the closing activity, the researcher reflected and summarized the learning material. The final stage of the research involved analyzing the data and drawing conclusions based on the research findings.

This research was conducted at Posigadan State Senior High School, located in Milangodaa Village, Tomini District, South Bolaang Mongondow Regency, North Sulawesi Province. The research location was selected based on the suitability of the school's conditions for the research needs. The research was conducted in the odd semester of the 2025/2026 academic year with 10th-grade students.

Data collection techniques in this study included observation, interviews, documentation, and tests. Observations were used to observe the implementation of the Make-a-Match cooperative learning method during learning activities. Interviews were conducted with teachers and students to obtain in-depth information regarding the learning process, obstacles, and solutions implemented during the learning process. Documentation was used to obtain data in the form of activity photos, teaching modules, and other supporting documents related to the research. Meanwhile, a test was used to determine students' ability to analyze the elements of poetry after implementing the Make-a-Match cooperative learning method. The test format used was an essay test. According to Sudijono (2013:66-67), a test is a procedure used to measure students' abilities through a series of questions or tasks that must be completed by the students.

The data analysis techniques in this study employed qualitative and quantitative analysis. Qualitative data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting and focusing data relevant to the research objectives. Data presentation was conducted in narrative form to facilitate understanding. Furthermore, conclusions were drawn based on the data obtained during the study. Quantitative data were analyzed using descriptive statistics by calculating the average score of student learning outcomes after implementing the "make-a-match" cooperative method. The analysis was conducted to determine students' ability levels in analyzing poetry elements based on predetermined assessment aspects. The results of the data analysis were then presented in tables and descriptive descriptions to facilitate interpretation of the research findings.

RESULTS

1. Implementation of the "Make-a-Match" Cooperative Method in Learning to Analyze Poetry Elements

The "make-a-match" cooperative method was implemented with 10th-grade students of Posigadan State Senior High School in learning to analyze poetry elements. The learning process consisted of three stages: preliminary activities, core activities, and closing activities.

In the introductory activity, the teacher opened the lesson by greeting students, checking attendance, conveying the learning objectives, and providing an apperception regarding the elements of poetry. Next, the teacher explained the steps for using the cooperative "make-a-match" method to students so they understood the learning mechanism.

In the main activity, the teacher distributed question and answer cards to students. Students were then asked to find matching pairs within a specified time. After finding a pair, students discussed the contents of the cards with their partners. Next, students presented the results of their discussions to the class. The learning process

was active because students were directly involved in finding matching cards, discussing, and presenting the results of their group work. Implementing the "make-a-match" method helped create a more enjoyable and less monotonous learning atmosphere. Students appeared more active, enthusiastic, and eager to participate in the lesson. Furthermore, students understood the material more easily because learning was conducted through playful activities.

Based on observations during the learning process, the make-a-match cooperative method provides students with opportunities to collaborate, exchange ideas, and enhance interaction between students during learning activities. Students not only listen to the teacher's explanation but also directly participate in the process of finding answers and understanding the elements of poetry.

2. Results of Implementing the Make-a-Match Cooperative Method in Learning to Analyze Poetry Elements

Interviews with students and teachers revealed that student learning outcomes showed significant improvement after implementing the make-a-match cooperative method. Students explained that the card-matching activity helped them grasp the material more quickly because it was conducted in an engaging and engaging manner.

"It really helps students' understanding because the make-a-match method allows us to be more thorough in matching the question and answer cards." -Abas

Most students found it easier to remember the material when they were directly involved in the learning activity. From the teacher's perspective, the improvement in student grades occurred because the direct, active learning encouraged cooperation among students.

"I think the make-a-match method helped us understand the material more quickly and didn't get bored. Learning while playing makes us remember the material better." -Dali

The teacher observed that students who were usually less engaged became more motivated, improving their understanding of the material.



Thus, the interview results support the learning score data, which showed an improvement after the implementation of the "make-a-match" cooperative method.

"The teacher assessed that student learning outcomes had improved. Learning became more interactive and enjoyable. In the future, the teacher will add a variety of media to make learning activities more interesting and enjoyable." -Paat

The implementation of the "make-a-match" cooperative method showed an improvement in students' ability to analyze the elements of poetry. Based on the results of tests administered to 29 students, the majority were able to understand and analyze the elements of poetry well. The research data showed that four students scored in the "excellent" category, twenty-four students scored in the "good" category, and one student scored in the "fair" category. No students scored in the "poor" category.

Student ability assessment was based on several aspects, namely theme, feeling, tone, purpose, typography, diction, imagery, concrete words, style, and rhyme and rhythm. Based on the assessment results, students were able to demonstrate a good understanding of the elements that construct poetry after applying the make a match type cooperative method.

The mean learning outcome was 35.75, equivalent to a standard score of 89.37 percent. The lowest score was 35.00 or 87.50 percent, while the highest score was 37 or 92.50 percent.

In addition to test results, observations also showed that students were more active during the learning process. Students appeared more confident when expressing their opinions and presenting discussion results to the class. Learning activities, structured as games, made students more focused and motivated to participate.

3. Obstacles in Learning to Analyze Poetry Building Elements After Using the Make-a-Match Cooperative Method

The implementation of the Make-a-Match cooperative method in learning to analyze poetry building elements was not without several

obstacles. Based on observations and interviews, several obstacles were identified during the learning process. The first obstacle was the disproportionate number of students compared to the number of question and answer cards. This condition caused some students to have to wait their turn to get a pair of cards. The second obstacle was the limited learning time. Implementing the Make-a-Match method required considerable time because students had to find pairs, discuss them, and present their discussion results to the class. The third obstacle was students' difficulty understanding the question and answer cards. Some students still struggled to understand the cards' contents and required teacher guidance throughout the learning process. Furthermore, some students lacked focus during presentations and struggled to concentrate during the learning process.

Based on the research results, other obstacles identified included low student motivation, limited vocabulary, lack of self-confidence, and poor abstract thinking skills. These conditions impacted students' ability to optimally analyze the elements of poetry.

4. Solutions to Overcome Obstacles in Learning to Analyze Poetry Elements After Using the Make-a-Match Cooperative Method

To overcome obstacles in implementing the Make-a-Match cooperative method, researchers implemented several solutions during the learning process. The first solution involved implementing a card rotation system. After a round, the cards were reshuffled and redistributed to students so that all students had an equal opportunity to participate in the learning activities. Furthermore, the teacher acted as a substitute player to maintain a balanced number of card pairs. The second solution involved managing the use of learning time more effectively. The teacher allocated specific time for each stage of the learning activity to ensure the entire learning process ran smoothly and met the learning objectives. The third solution involved providing guidance to students who had difficulty understanding the question and answer cards. Students experiencing difficulties were guided in

small groups and then re-explained using simpler language for easier comprehension. The next solution addressed students' lack of focus during presentations. The teacher introduced short games, encouraged applause, and cheers to increase student attention during the learning process. Furthermore, other students were asked to provide feedback on their classmates' presentations to maintain a lively and interactive classroom atmosphere.

DISCUSSION

The application of the make-a-match cooperative method in learning to analyze the building blocks of poetry among 10th-grade students at Posigadan State Senior High School demonstrated that the method created a more active and enjoyable learning process. The results showed that students were more engaged in the learning activities because the make-a-match method provided an opportunity for them to learn while playing by matching question and answer cards. This situation demonstrated that learning was no longer teacher-centered, but rather oriented towards student activity throughout the learning process.

From a cooperative learning perspective, the make-a-match method is effective because it enhances social interaction among students. Mulyasa (2009:89) explains that cooperative learning emphasizes group collaboration to achieve shared learning goals. In this study, students not only received material from the teacher but also engaged in discussions, exchange opinions, and collaborate to find the correct answers.

This activity helped students understand the building blocks of poetry more easily because the learning was conducted interactively. Furthermore, direct student involvement in the learning process also increased their confidence when expressing opinions and presenting discussion results to the class. From a learning motivation perspective, the make-a-match method was able to increase students' enthusiasm for learning because the learning was packaged in the form of an educational game. A pleasant learning environment

makes students more focused and enthusiastic about participating in learning. This finding aligns with research by Yulianti (2020), which states that the make-a-match method can create a pleasant learning atmosphere, thereby increasing student motivation and learning outcomes. Furthermore, research by Fatimasari (2017) also shows that implementing the make-a-match method can increase student engagement during the learning process. The similarity of these research findings reinforces the effectiveness of the make-a-match method in learning that requires active student involvement, including literature.

The results also show that students' ability to analyze the elements of poetry improved after implementing the make-a-match cooperative method. Most students achieved good and excellent scores on the learning test. This indicates that the make-a-match method helps students understand the elements of poetry, such as theme, feeling, tone, diction, imagery, and style. This success occurs because students learn directly through discussions and matching cards related to the learning material. Theoretically, the success of the make-a-match method can be explained through a constructivist approach, which emphasizes that knowledge is built through active learning experiences. Vygotsky in Mahamod (2014:51) explains that social interaction has an important role in the development of students' thinking abilities.

In this study, student interactions during the matching card activity and group discussions helped students develop a deeper understanding of the elements of poetry. This resulted in more meaningful learning compared to conventional instruction, which focuses solely on teacher explanations. However, this study also identified several obstacles in implementing the cooperative make-a-match method. These obstacles included limited learning time, students' difficulty understanding the card content, and some students' lack of focus during presentations. From a learning management perspective, the make-a-match method requires good classroom management



because it involves active student activity and requires considerable time. If teachers fail to manage time and classroom conditions effectively, the learning process can become less focused.

Furthermore, varying student abilities also hindered learning. Some students still struggled to understand the elements of poetry due to limited vocabulary and low abstract thinking skills. This situation suggests that the success of learning methods is influenced not only by the method used but also by students' initial readiness and abilities. Therefore, teachers need to provide special support to students experiencing difficulties so that all students can participate optimally in the learning process. The solutions implemented in this study, such as a card rotation system, more effective time management, and small group support, have proven helpful in overcoming obstacles during the learning process. Teachers also provided motivation through short games and cheers to maintain student focus during the lesson. These steps demonstrate the importance of teacher creativity in implementing cooperative learning methods to maintain a conducive classroom atmosphere and maximize learning objectives.

This study has several strengths. From a learning process perspective, it provides a detailed description of the implementation of the "make-a-match" cooperative method in learning to analyze the elements of poetry. Furthermore, the use of a mixed methods approach is an advantage of this study because the data obtained not only consist of quantitative test results but also qualitative data from observations and interviews, thus providing a more comprehensive and in-depth study. This study also provides a concrete picture of the obstacles and solutions in implementing the "make-a-match" method in the classroom. However, this study does have limitations. In terms of sample size, the study was conducted in only one class with a limited number of students, so the results cannot be widely generalized. Furthermore, the quantitative data analysis in this study still used simple descriptive statistics, so it has not yet demonstrated the inferential effect of the make-a-

match method through more in-depth statistical tests, such as t-tests or correlation tests. Therefore, further research is recommended using a larger sample size and inferential statistical analysis to achieve more accurate and comprehensive results.

CONCLUSION

Based on the research results and discussion, it can be concluded that the make-a-match cooperative method can be effectively implemented in learning to analyze the elements of poetry for tenth-grade students at Posigadan State Senior High School. This method was implemented through preliminary, core, and closing activities, which involved matching question and answer cards, group discussions, and presentations of discussion results. The application of the make-a-match method created a more active and enjoyable learning atmosphere and increased student participation throughout the learning process. The results of the make-a-match cooperative method showed that students' ability to analyze the elements of poetry improved. Most students achieved good and excellent scores on the learning test. Furthermore, students appeared more active, confident, and enthusiastic in participating in learning activities because the method was presented in the form of an educational game that encouraged cooperation among students.

The implementation of the make-a-match cooperative method also faced several obstacles, such as limited learning time, an unbalanced number of cards, students' difficulty understanding the cards' contents, and a lack of focus for some students during the learning process. To overcome these obstacles, several solutions were implemented, including implementing a card rotation system, managing learning time more effectively, providing guidance to students experiencing difficulties, and providing motivation through games and interactive activities to maintain a conducive classroom atmosphere. In general, the cooperative "make-a-match" method is effective in learning to analyze the elements of poetry because it increases student engagement,

cooperation, and learning outcomes in Indonesian language learning at Posigadan State Senior High School.

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