



## Improving Points Writing Skills Using the *Model Cooperative Type Make A Match Cooperative Model* in Elementary School Students

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**Abstract .** *This research is motivated by the low ability of students to write pantu. One solution to overcome this problem is to use the make a match type of cooperative learning model. The purpose of this research is to describe the planning, implementation and improvement of pantun writing skills using the make a match cooperative model in elementary schools. This research method is a classroom action research carried out in two cycles. Each cycle consists of two meetings and four stages, planning, action, observation and reflection. The subjects of this study were 12 class V students, 3 boys and 9 girls. Data collection techniques in the form of observation, documentation and tests. The results showed that students' rhyme writing skills increased in each cycle. In the pre-action obtained an average value of 55.75 with classical completeness of 25%, increased in cycle I meeting I to 59.92 with classical completeness of 50%, increased in cycle I meeting II to 73.58 with classical completeness of 66 .67%. The class average score in cycle II meeting I was 81.42 with classical completeness of 83.34% and increased in cycle II meeting II that was equal to 90.75 with classical completeness of 91.67%. Thus it can be concluded that using the cooperative learning model of the make a match type can improve the rhyme writing skills of class V students at SDN 004 Bangkinang Kota.*

**Keywords:** *Model Cooperative Type Make A Match, Pantun Writing Skills, and Elementary School.*

### Introduction

Education is an important element in the development and survival of a nation. Education is guidance or assistance given by adults to a child's development to reach maturity with the aim that the child is competent enough to carry out his own life tasks not with the help of others (Kusuma, 2021). Quality education is the main requirement for realizing the life of an advanced, modern and prosperous nation. Because through education can create human beings who are intelligent, skilled, broad-minded, disciplined, faithful, pious, and responsible in life so as to improve the welfare of the Indonesian people. The welfare of the nation no longer comes from natural resources and physical capital, but also from intellectual capital and social capital so that improving the quality of education becomes a necessity.

Education plays a very important function in creating quality human resources. School as a

moral education institution is a place for implementing efforts to improve human resources. Quality human beings are the main foundation of a nation to be able to compete with other nations in the world. We must be able to respond to this situation wisely and get serious attention. In order to create a teaching and learning process that is conducive and effective, meaning that there is a reciprocal relationship between stimulus and response and goals can be achieved appropriately, it is necessary to formulate specific goals, choose the right methods, it is necessary to formulate specific goals, choose techniques. the right way, by not forgetting the attention to the teaching situation itself.

Learning Indonesian cannot be separated from reading, writing, listening, speaking, and writing skills. Indonesian language teaching needs to be done early, namely starting at the elementary school level which will later be useful as a basis for

advanced levels and also as an effort to improve the quality of using the language. Indonesian language learning is directed at improving students' ability to communicate in Indonesian which can be seen from their mastery of the four language skills which include listening, speaking, reading, and writing.

Skill is the ability or ability of a person in carrying out an activity. Skills can indicate the specific action performed or the nature of the skill performed. Many activities are considered as a skill, consisting of several skills and the degree of mastery achieved by a person describes the level of skill. Language skills are one of the skills that students must have because they support the mastery of other skills.

Skills are designed as a learning communication process to change student behavior to become agile, fast, and precise in doing or dealing with something. While the scope of skills itself is quite broad, covering activities in the form of actions, thinking, speaking, seeing, hearing. Likewise, if someone can do something correctly but slowly, then it cannot be said to be skilled.

Pantun writing skills are one aspect of the ability to express ideas and ideas in creating written works based on creativity that contains good value and meaning. In creating good pantun writing, the teacher has a position as a facilitator to help students in implementing learning. The role of the facilitator in the form of a teacher will help students understand the material for making rhymes.

The improvement of learning in schools is determined by many things, one of which is the ability to speak orally and in writing. Language has a central role in the intellectual, social, emotional development of students, and is a support for success in studying all fields of study. Language learning is expected to help students get to know themselves, culture and other people. Apart from that, Indonesian language lessons are able to help students express ideas, feelings, participate in society, and discover and use their analytical and imaginative abilities.

Writing is an integrated language skill between one skill and another such as listening, speaking and reading skills which aim to produce something called writing. Meanwhile, writing skill is the ability to express ideas, opinions and feelings to other parties through written language. In learning Indonesian, there are many writing abilities, one of which is poetry writing skills.

According to Lebu, H (2020) Pantun is a type of old poetry which is very widely known in Indonesian languages. Pantun comes from the word patuntun in the Minangkabau language which

means "guidance". In Javanese, for example, it is known as *parikan*, in Sundanese it is known as *paparakan*, and in Batak it is known as *umpasa*. Usually a pantun consists of four lines (or lines if written), each line consisting of 8-12 syllables, rhymes at the end with an abab pattern. Pantun was originally an oral literature but now there are also written rhymes.

Pantun writing skills are emphasized on the balance between process and result. Writing rhymes, based on the characteristics of cooperative learning, will be better if implemented by focusing on student activity according to the abilities, prior knowledge, and learning styles of each student. (Prihati, 2021) The skill of writing rhymes in grade V is more towards making children's rhymes. In this case, the teacher has a high position, namely as a facilitator who helps students when students experience difficulties in trying to make rhymes. It is hoped that the teacher can detect students' initial abilities and knowledge in the teaching and learning process.

According to Komalasari in ( Prihati, 2021) the *make a match* type cooperative learning model is a learning model that invites students to look for answers to a question or pair of a concept through a pair game. The *make a match* learning model is a model that starts with students being asked to find pairs of cards that are the answers to questions. Students who can match the cards will be given points, one of the advantages of this technique is that students find partners while learning about a concept or topic in a fun atmosphere.

The benefit of the *make a match learning model* is that students can be encouraged to continue to be active in the learning process. In addition, this model can be a solution to equal distribution of understanding of each material while increasing students' skills in cooperation and a sense of responsibility. Based on the activities and the learning process, the use of the *make a match model* will have a positive impact on students. Due to the simple characteristics of *make a match* , it can be used occasionally so that learning activities can be more lively and dynamic.

The reality is in the field that researchers have observed in class V 004 Bangkinang Kota Public Elementary School on Thursday, March 10, 2022. It shows that students' skills in learning to write rhymes are low. The lack of student activity in learning to write rhymes, and the difficulty of students in developing their ideas and ideas in rhyme writing skills.

In line with the problems from the teacher that the researcher encountered in the ongoing

learning process the teacher had not used the right model to attract students' interest in poetry writing skills.

The low students' rhyme writing skills are also reinforced by the data on the acquisition of scores in the field that have not met expectations. The initial data on students' rhyme writing skills in class V 004 Bangkinang City Elementary School can be seen in the following table.

**Table 1.** Preliminary Data on Students' Pantun Writing Skills

Kelas	Jumlah siswa	Tuntas	Presentase yang tuntas	Tidak tuntas	Presentase yang tidak tuntas
V	12	3	25%	9	75%
KKM	70				

**Source:** Results of Processed Research Data for 2022

Based on the table above, it can be seen that in class V there are still many students who have not achieved the KKM score that has been set, namely 70. There are 3 or 25% of the 12 students who achieve the KKM score. While 9 or 50% of students have not reached the KKM score.

Facing the reality of writing rhymes for students who are still experiencing these obstacles, a solution is needed to overcome them. Teachers can use various methods, techniques, or models to overcome the problems experienced by these students. Along with this, the author uses the *Make a match learning model* as an alternative problem solving in pantun writing skills. The author applies the *Make a match learning model* to learning to write rhymes with the aim that students' low rhyme writing skills can improve.

Based on the background above, the writer is interested in conducting research with the title "Improving Pantun Writing Skills Using the *Model cooperative type Make a Match* in Class V Elementary School 004 Bangkinang Kota".

## Method

This study used the Classroom Action Research (CAR) method. Research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle (Ananda, 2017). This research will be conducted in class V SDN 004 Bangkinang City. The subjects taken in this study were fifth grade students at SDN 004 Bangkinang City. With a total of 12 students, consisting of 3 boys and 9 girls.

This class action research procedure is in the form of a cycle, in each cycle there are 2

meetings consisting of four stages, namely planning, acting, observing, and reflecting. This classroom action research was conducted in 2 cycles. Tuesday, August 30, 2022. While the second meeting was held on Wednesday, August 31, 2022. While the second cycle, the first meeting was held on Thursday, September 1, 2022. Meanwhile, the second cycle, the second meeting was held on Friday, September 2, 2022.

Accurate and complete data is needed in a research process, so to obtain these data various data collection techniques are needed, therefore the data collection techniques used in this study are 3 data collection techniques used, namely tests, observation, and documentation.

The research instrument used was a learning device instrument and a data collection instrument. The instrument in the form of a learning device consists of a syllabus and a Learning Implementation Plan (RPP). While the instrument in the form of data collection consisted of teacher activity observation sheets, student activity observation sheets, and student rhyme writing skills test sheets.

The data analysis technique used is using qualitative analysis techniques and quantitative analysis techniques. Qualitative data in this study are used to describe the learning process with the application of the *Make a Match learning method*, namely teacher activities and student activities. Meanwhile, the quantitative data in this study is useful for measuring the extent to which student learning outcomes have increased in writing rhymes using the *Make a Match model*.

The completeness of individual students can be seen from the results of the rhyme writing skills that have been checked by the teacher from the results of the meeting in each action. Individual learning completeness if a student scores more than the Minimum Completeness Criteria (KKM) set by the school, namely 70. The way to calculate the percentage of student scores is calculated using the formula:

$$KI = \frac{\text{Skor yang diperoleh}}{\text{Total Skor Seluruhnya}} \times 100$$

To determine mastery of classical learning, the following formula can be used:

$$KK = \frac{\text{Jumlah Siswa yang Tuntas}}{\text{Jumlah Seluruh Siswa}} \times 100$$

In determining the criteria for evaluating the results of the research, a grouping of 4 assessment criteria was carried out, namely highly

skilled, skilled, moderately skilled and less skilled. The percentages are as follows:

**Table 2.** Interval of Classical Completeness Criteria

intervals	Category
86-100	Very Skilled
71-85	Skilled
56-70	Skilled Enough
0-55	Less Skilled

(Maharani, 2015)

A student is said to be complete in learning if the student scores more than the Minimum Completeness Criteria (KKM) score of 70. Meanwhile, knowing classical completeness is said to be achieved if more than 80% of all students understand the learning material that has been studied, Ennis in (Gusliani Ema, 2021) .

### Results and Discussion

The results and discussion in the study can be seen from the comparison of students' pantun skills before the action, cycle I, and cycle II in learning using the *make a match type cooperative model*. This can be seen in the table below.

**Table 3.** Results of Students' Pantun Writing Skills Test in Cycle I

No	Description	Cycle I Meeting I		Cycle I Meeting II	
		Total Students's	Percentage	Total Students's	Percentage
1	Student's Complete	6 student's	50%	8 student's	66,67%
2	Student's Don't Complete	6 student's	50%	4 student's	33,33%
3	Mean	59,92		73,58	
4	Category	Skilled Enough		Skilled	

**Source:** 2022 Research Data Processed Results

Based on table 3 above, it can be seen that the percentage of student completeness in cycle I meeting I was only 50% with a total of 6 students completing. The incomplete percentage also reached 50% with the number of students who did not complete as many as 6 students. Then the average acquisition value of students' rhyme writing skills is 59.92. The category of student completeness is in the fairly skilled category. Whereas in cycle I meeting II the percentage of classical completeness reached 66.67% with a total of 8 students completing. The incomplete percentage reached 33.3% with the number of students who did not complete as many as 4 students. Then the average acquisition value of students' rhyme writing skills is 73.58. The category of student completeness is in the skilled category.

Based on these data, the researcher concluded that the implementation of learning in

cycle I was still not successful. Therefore, researchers and observers carried out actions in the next cycle, namely cycle II. The results of students' rhyme writing skills in cycle II are as follows.

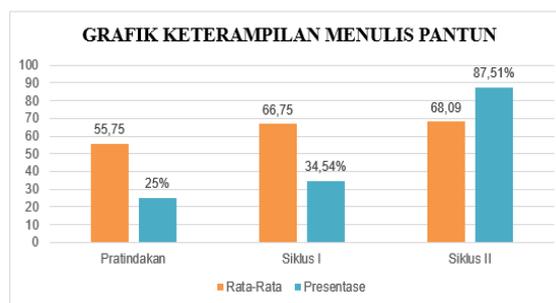
**Table 4.** Results of Students' Pantun Writing Skills Test in Cycle II

No	Description	Cycle II Meeting I		Cycle II Meeting II	
		Total Students's	Percentage	Total Students's	Percentage
1	Student's Complete	10 student's	83,34%	11 student's	91,67%
2	Student's Don't Complete	2 student's	16,66%	1 student's	8,3%
3	Mean	81,42		90,75	
4	Category	Skilled		Very Skilled	

**Source:** 2022 Research Data Processed Results

Based on table 4 above, it can be seen that the percentage of student completeness in cycle II meeting I increased to 83.34% with 10 students completing. The incomplete percentage reached 16.66% with the number of students who did not complete as many as 2 students. Then the average score for students' rhyme writing skills is 81.42. The category of student completeness is in the skilled category. Whereas in cycle II meeting II the percentage of student completeness increased to 91.67% with a total of 11 students completing. The incomplete percentage reached 8.3% with the number of students who did not complete as much as 1 student. Then the average score for students' rhyme writing skills reached 90.75. The category of student completeness is in the very skilled category.

To clearly know the improvement of each action can be seen in Figure 1 below.



**Figure 1.** Graph of Pantun Writing Skills for Class V Students at SDN 004 Bangkinang Kota in Pre-cycle, Cycle 1 and Cycle II

Based on table 1 above, it shows that the average value of rhyme writing skills for class V students at SDN 004 Bangkinang Kota in the pre-cycle was 55.75 , increased in cycle I by 66.75 and then increased in cycle II to 8 6.09 . Likewise with the classical mastery of poetry writing skills for class V students at SDN 004 Bangkinang Kota in the pre-cycle , it was obtained by 25%, increasing

in cycle I to 34.54% in cycle II, increasing again to 87.51%.

Based on the results of the research as described above that by using the cooperative learning model of the *make a match type* correctly students' rhyme writing skills get better and improve. Obtained the results above because in learning to use the model *Make a match* cooperative type can invite students to find answers to a question or a pair of a concept through a pair game. The *make a match* learning model is a model that starts with students being asked to find pairs of cards that are the answers to questions.

*Make A Match Type Cooperative Model* is a learning model for finding partners while learning about a concept or topic in a subject in a fun atmosphere and can be used in all subjects including Indonesian language subjects. This model also has a close relationship with students who like to play. In the learning process using the *Make A Match Type Cooperative model* students are not only silent, but students are actively involved during the learning process.

The benefit of the *make a match learning model* is that students can be encouraged to continue to be active in the learning process. In addition, this model can be a solution to equal distribution of understanding of each material while increasing students' skills in cooperation and a sense of responsibility. Based on the activities and the learning process, the use of the *make a match model* will have a positive impact on students. Due to the simple characteristics of *make a match* , it can be used occasionally so that learning activities can be more lively and dynamic.

Based on the research that has been done, the researcher concludes that the implementation of learning in cycle II has been said to be successful because it has reached the success criterion of 80%, although there is still one student who has not yet reached the KKM or completed. However, even so the researchers concluded that the implementation of learning in cycle II was said to be successful and achieved the expected results. Therefore, the researcher finished the implementation of the action only up to cycle II. Overall the application of the Cooperative Type *Make A Match model* to improve rhyme writing skills for fifth grade students at SDN 004 Bangkinang Kota has reached a point of success. The success of Indonesian language lessons on rhyme material for fifth grade students at SDN 004 Bangkinang Kota is marked by improvements and changes in each cycle.

## Conclusion

Based on the results of research carried out by researchers using the cooperative model of the *make a match type*, it can improve the rhyme writing skills of fifth grade students at SDN 004 Bangkinang Kota. The results showed that students' rhyme writing skills increased in each cycle. In the pre-action obtained an average value of 55.75 with classical completeness of 25%, increased in cycle I meeting I to 59.92 with classical completeness of 50%, increased in cycle I meeting II to 73.58 with classical completeness of 66 .67%. The class average score in cycle II meeting I was 81.42 with classical completeness of 83.34% and increased in cycle II meeting II that was equal to 90.75 with classical completeness of 91.67%. Thus it can be concluded that using the cooperative learning model of the *make a match type* can improve the rhyme writing skills of class V students at SDN 004 Bangkinang Kota.

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