

Improving Procedure Text Writing Skills Through Make A Match Learning Model in Junior High School

Adelia Oktaviana Zulfa¹, Senowarsito², Ida Fahrani³

^{1,2}Bahasa Inggris, Universitas PGRI Semarang

³SMP Negeri 36 Semarang

E-mail: adeliaoktavianazulfa@gmail.com¹

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Abstrak

Penelitian Tindakan Kelas ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis procedure text melalui model pembelajaran Make a Match. Subjek dalam penelitian ini adalah 33 siswa kelas VII A SMP Negeri 36 Semarang. Data dikumpulkan dalam satu siklus melalui tes, observasi kelas, dan dokumentasi. Tes dilakukan dalam bentuk pre- test, post-tets siklus I, dan post-test siklus II. Instrumen yang digunakan adalah lembar tes, pedoman observasi, dan pedoman dokumentasi. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil menunjukkan bahwa siswa mengambil peran aktif dalam kegiatan belajar mereka. Kualitas tulisan mereka juga meningkat. Nilai rata-rata mereka meningkat dari 67 (Pre-test), 76 (Siklus I), dan 82 (Siklus II). Kesimpulannya, penggunaan model pembelajaran Make a Match efektif untuk meningkatkan kemampuan siswa dalam menulis procedure text. Peneliti berharap bahwa penggunaan model pembelajaran Make a Match dapat digunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris, khususnya dalam mengajar menulis procedure text.

Kata Kunci: Keterampilan Menulis; Make a Match; Procedure Text

Abstract

This Classroom Action Research aims to improve students' ability in writing procedure texts through Make a Match learning model. The subjects in this study were 33 students of class VII A SMP Negeri 36 Semarang. Data were collected in one cycle through tests, classroom observation, and documentation. The tests were conducted in the form of pre-test, post-test of cycle I, and post-test of cycle II. The instruments used were test sheets, observation guidelines, and documentation guidelines. Data were analyzed using qualitative descriptive method. The results showed that students took an active role in their learning activities. The quality of their writing also improved. Their average score increased from 67 (Pre-test), 76 (Cycle I), and 82 (Cycle II). In conclusion, the use of Make a Match learning model is effective to improve students' ability in writing procedure text. The researcher hopes that the use of Make a Match learning model can be used by English teachers in teaching English, especially in teaching writing procedure text.

Keywords: Make a Match, Procedure Text, Writing Skills

A. INTRODUCTION

In today's era of globalization and communication, mastery of English is very important. In junior high school, learning English is an important component of students' self-development function. The aim is for students to grow and develop into intelligent, skilled and personable individuals after graduating from school so that they have the provisions for life in the future.



The four main English language skills that students should master are writing, reading, speaking, and listening. Writing is a skill that students must master while studying English. With it, students may organize phrases, sentences, and paragraphs. They might put the definitions in writing while working on writing tasks. Students are able to communicate their ideas, opinions, and feelings through writing.¹ Meanwhile Klimova (2013) said that writing has an important role in language instruction since mastering it requires the use and understanding of three other language abilities.²

The ability to write well in English is an important part of education at the junior high school level. The writing process entails a number of processes, including selecting a topic, creating an outline, drafting, editing, and refining the work before publishing it.³ English, as a global language and language of international communication, is increasingly important to prepare students for a competitive and diverse future. However, developing writing skills in English is often a major problem during the teaching experience in middle school.

One of the first challenges is limited mastery of grammar and vocabulary. Learners often face difficulties in understanding the different grammatical rules in English compared to their mother tongue. Lack of vocabulary can also hinder students' ability to convey ideas and thoughts in a clearer and broader way. Students also experience problems when trying to write procedure text.

In procedure text, the goal indicates the purpose of the action, the material provides the materials needed to create or perform the action, and the steps indicate the steps or stages required to perform the action. Technical language includes the use of verbs at the beginning of sentences as clues, the use of time words or numbers to indicate the sequence of an operation, and the use of adverbs to indicate how an activity should be performed, among other language features.

¹ Y Asni, A.S. Tsuraya, and M. Abubakar, "THE EFFECTIVENESS OF MAKE A MATCH METHOD IN IMPROVING STUDENTS' WRITING SKILLS," *English Language, Linguistics, and Culture International Journal* 1, no. 3 (2021): 156–69.

² B. F. Klimova, "The Importance of Writing," *Indian Journal of Research* 2, no. 1 (2013): 11.

³ H. Kumkelo, "IMPROVING STUDENT WRITING SKILL ON PROCEDURE TEXT BY USING MAKE A MATCH AT IX C CLASS OF MTS DARUSSALAM JOMBANG" (2022).

Additionally, not many people have effective writing habits. Writing instruction is sometimes limited to regular schoolwork, so students may not have many opportunities to practice writing in creative or insightful ways. This can hinder their progress in writing. To overcome this problem, an effective and engaging learning approach to teaching English writing skills is needed.

Make a Match is considered to correspond to the previous problem. In essence, the Make a Match method is included in the category of cooperative learning models that use card media. This method increases student participation in the process. Pratiwiningsih (2013) explain that Make a Match can increase students' cognitive and physical learning activity, their comprehension of the subject matter, their motivation to learn, their score, and it can make learning enjoyable since it is designed to be like a game.⁴

The aim of this research is to find out if the Make a Match model is effective or not to teach writing procedure texts. By finding the right solution, we can provide a strong foundation for better curriculum development and for creating a learning environment that supports students in mastering their English writing skills better. Make a match learning model can improve student interest in learning and their ability to form a text in the form of a procedure.⁵ Make a Match is applicable to all subjects and learning levels.

It is highly recommended that students pair their cards with other matching cards, especially if done in groups. This method is part of a simulation teaching approach that provides students with learning experiences through playing games to understand certain concepts, principles or skills. Therefore, Make a Match is the right method because it is hoped that it can attract students' interest in improving their writing skills and create an entertaining class atmosphere.

Make a Match Learning Model

Make-a-Match is a learning model that uses cards as the medium to engage a group of students in a learning process. One learning model that helps improve students'

⁴ A. Pratiwiningsih, "Make a Match Technique in Teaching Reading Comprehension Report Text" (STKIP PGRI Jombang, 2013).

⁵ R Hikmawati, "Peningkatan Kemampuan Siswamenulis Teks Procedure Melalui Model Pembelajaran Make a Match," *Didaktikum* 16 (2015): 2.

cognitive, emotional, and psychomotor learning activities is the Make a Match approach.⁶ Teachers can stimulate students' interest in and enthusiasm for learning English by employing the "make a match" learning model.

To engage actively and creatively and raise the proportion of student completion, students can learn the subject packaged in the form of question and answer cards within a game.⁷ Making a match can lead to an unusual situation since the students will not only be silent and paying attention to the teacher, but they will also be able to engage in physical activity and roam around the classroom in search of their companion.

According to Shoimin (2016) there are some benefits of employing the "make a match" strategy; first, the learning environment will become more exciting.⁸ The second involved active cooperation between students. The third is the development of a fair working environment for the students. Last but not least, it makes learning enjoyable for students.

The researcher expects that by carrying out this study, it will serve as a guide for English teachers as they choose media or instructional strategies.

Writing Skills

Writing is an abstract activity where students use written language to communicate their thoughts, opinions, and feelings to readers.⁹ Writing is a complicated activity that involves a number of cognitive and metacognitive skills.¹⁰ It necessitates the development of ideas, their orderly organization, the proper use of punctuation and rhetorical discourse in written text, revision of the text to clarify its meaning, amendment of the text for proper grammar, and production of a finished output. In addition, writing is a skill that requires practice in terms of expressing the idea.

⁶ M Huda, *Model-Model Pengajaran Dan Pembelajaran* (Yogyakarta: Pustaka Belajar, 2013).

⁷ MD Rosmala, "Implementasi Model Pembelajaran Make a Match Sebagai Upaya Meningkatkan Partisipasi Dan Hasil Belajar Siswa Pada Mata Pelajaran Kompetensi Kejuruan Multimedia Di Kelas X SMK Negeri 6 Purworejo" (2015).

⁸ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, 2016.

⁹ Evayanti A. M. Dwitha and M Sumantri, "Enerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan Menulis Surat Pribadi Siswa Kelas IIIa," *Jurnal Ilmiah Sekolah Dasar* 1, no. 1 (2017): 42, <https://doi.org/Doi: 10.23887/Jisd.V1i1.10124>.

¹⁰ M. F. Z. Anwar, "THE EFFECT OF MAKE-A-MATCH METHOD TOWARDS STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT SMP N 2 BUMIAYU" (State Islamic University, 2023).

Text is created through writing. Additionally, authors use language to express their feelings and thoughts. Brainstorming, planning, outlining, organizing, drafting, and revising are some of the steps of the writing process.¹¹ Planning, often known as prewriting, is a task that promotes writing. Drafting is the initial phase of idea gathering. An approach for reviewing content based on comments is revision. Editing is the process of checking material when preparing the final manuscript for mistakes in grammar, spelling, punctuation, diction, sentence structure, and correctness. The author draws the conclusion that writing is the process of presenting ideas, information, and knowledge as a medium of communication based on the aforementioned statement.

Writing is a skill that starts with the act of writing and continues through to the finished product.¹² In order to produce the greatest writing possible for academic purposes, teachers often invite students to participate in the writing process. In another sense, writing involves putting words in the right order to form sentences that follow certain rules.

The basic principle of study writing is creating effective sentences based on the rules. It will be simpler for teachers to teach the writing process when students can construct effective sentences. Finding a topic, outlining, drafting, rewriting and editing, and creating the final product are the several phases that make up the writing process.

In accordance with the statements above, the researcher draws the conclusion that writing is the act of communicating thoughts, knowledge, and information through expression.

Procedure Text

A procedure text is a text that gives instructions which the main goal is to explain how something can be done. Procedure texts are texts that provide instructions.¹³ From that statement, it is clear that the procedure text provides us with instructions on how to do something. While the method text describes how to perform or produce something,

¹¹ F. Alisha et al., "Students' Difficulties in Writing EFL," *Professional Journal of English Education* 2, no. 1 (2019): 20–25.

¹² Fachrurrazy, *Teaching English as Foreign Language for Teachers in Indonesia* (Malang, 2012).

¹³ Anwar, "THE EFFECT OF MAKE-A-MATCH METHOD TOWARDS STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT SMP N 2 BUMIAYU."

it also includes what materials or tools need to be prepared. Everything needs to be carefully planned in order for things to go well.

A text's procedural structure is typically well thought out to guide readers through each step of a certain task or activity. This material often starts with a concise title that sums up the project or task that will be covered. The context and relevance of the assignment are typically explained in the introductory section that follows the assignment title. This section also aids readers in understanding the significance and necessity of the task.

Then, there is a list of materials or equipment needed to complete the task, ensuring that the reader has prepared everything necessary before starting. The essence of procedure text contains a series of steps that readers must follow in a logical sequence. These steps should be short, clear, and easy to understand. Pictures or illustrations may also be included to clarify instructions, especially in complex tasks.

Based on the explanation above, the researcher draws the conclusion that a procedure text is a text that describes how to produce or do anything through a series of steps.

B. METHOD

The researcher employed a classroom action research design to carry out this study. To identify the problems students have, the researcher analyzes at the writing test data from the students. This classroom action research project was conducted at SMP N 36 Semarang. 33 students from VII A participated in this study as subjects. The study is grounded in Classroom Action Research (CAR), which has four parts: planning, acting, observing, and reflecting are all involved.

Both a pre-test and a post-test are used by the researcher. Before starting the treatment, a pre-test was administered to get a general idea of the students' writing proficiency. After using Make a Match as a learning model to teach writing process text as a treatment, a post-test was conducted. By comparing the post-test results of the students, the researcher was able to establish the significant difference between the students' achievement in producing procedure text before and after the therapy.

The researcher found that there were two problems among the students: they lack of writing skills and motivation to develop those skills. In class, students are less creative and energetic. When students are bored, they occasionally pay less attention to what the teacher is saying. The researcher then investigates the problem's solution. By teaching the students a new approach and using Make a Match as a learning model, the researcher tried to solve the issue. Students can better understand the ideas in written text by using the Make a Match learning model.

After the researcher used the Make a Match learning model in the classroom and given the students writing assignments to practice, the students' writing abilities improved. Researchers assess both the methods and the outcomes. Using the Make a Match learning model, researchers discovered that it allowed individuals to enhance their writing abilities.

The analysis and processing of data comes last. Data is gathered from every cycle by the author. Furthermore, it is reasonable to infer that using Make a Match will help students improve their ability to write procedure text.

C. FINDINGS AND DISCUSSION

The results of the research from cycles 1 and 2 will be given in this chapter. This study involved students from SMP N 36 Semarang's VII A class. Classroom Action Research (CAR) was employed by the researcher. The researcher used the Make a Match learning model to improve students' writing ability in writing procedure text.

The Implementation of Cycle I

Planning

The lesson plan and procedure text test questions were developed by the researcher and prepared according to the curriculum at the planning stage. Implementation of actions is carried out in two cycles and there are two meetings per cycle. Each meeting in each cycle has a time of 160 minutes. After preparing a lesson plan for research, the researcher gave a pre-test to students at the first meeting.

Action

The implementation of the actions carried out in the 1st cycle was the result of 2 meetings. The meeting will be held on 22 and 29 August 2023 with a time allocation of 4x40 minutes. Implementation of actions in this cycle includes planning, implementing actions (BKOF, MOT, JCOT, ICOT), observing and reflecting on actions.

In this learning process, the author carries out four steps of learning techniques which include Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the text (JCOT) and Individual Construction of the Text (ICOT). These steps are also carried out in the second and subsequent cycles if necessary in this research.

In the BKOF step, the teacher begins learning by conducting an apperception and asking questions with students about students' experiences in everyday life where students often use procedure text or steps to explain or invite people to arrange or make something.

In the next step (MOT), the teacher provides an example of procedure text via PowerPoint. Students are asked to observe the procedure text for the steps on how to make coffee. Students are asked to write down the important points as steps to make instant coffee.

The next step is group work or JCOT. Students were asked to group themselves into groups that had been created two days earlier. Each student group consists of 5 students. In this step, the teacher distributes cards containing sentences from several procedure text topics to each student. The cards are distributed to each group. Each group gets 1 card to look for sentence pairs in other groups. Students are asked to rearrange the sentences distributed into the correct text. Students who are active and correct in arranging sentences into text get the highest points.

At ICOT, students are given work papers which are photocopied question sheets containing jumbled sentences which must be arranged into correct procedure text.

Observation

In the action observation section above, the researcher carried out procedure text learning. At the first meeting, the researcher gave a pre-test to students to find out their

basic understanding of procedure text. In fact, many of them have a low understanding of how to write procedure text. Before explaining the procedure text, the researcher asked students what their problems were from the pre-test. Then the researcher explained about procedure text.

Apart from that, to find out how well students understand procedure text, researchers provide group exercises. After the students completed the exercise, the researcher gave them homework. At the second meeting, the teacher implemented similar learning steps but with additional material. Students are instructed to write procedure text based on the material presented at the first and second meetings. This activity was used as a post-test for Cycle I. The results showed that some students still got low scores.

Reflection

The results of observations of the learning process in cycle I showed that the teaching and learning process using the Make a Match learning model did not meet the minimum competencies required for this research. Not all students have the opportunity to show what they understand due to time constraints. Researchers found weaknesses in the first cycle of research.

Researchers do not provide additional explanations, making students confused and afraid to ask questions about the material. The researcher was also not satisfied with the students' responses when the researcher provided the material. Students are not involved in class activities. Apart from that, these reasons are the researcher's weaknesses. The advantage is that this technique is very interesting in the writing learning process and researchers can apply it according to students' abilities. Post-test results only 60.6% of students got a score above 75, 3.03% of students got a score of 75, and 36.37% of other students got a bad score. Because cycle 1 had not been achieved, the researcher continued with cycle II by changing the teaching module, especially in the action section.

The Implementation of Cycle II

Planning

In the planning stage, the researcher prepared a teaching module and also gave the same test regarding procedure text. There are differences in making teaching modules in cycle 2. In cycle 2, researchers dig deeper to provide knowledge about procedure texts and provide more examples in the teaching and learning process.

Action

The implementation of Cycle II is a continuation of Cycle I. The pre-test and post-test in Cycle I have increased, so that the implementation of Cycle II aims to test the consistency of using the Make a Match learning model in the teaching and learning process. The results of reflection in Cycle I become evaluation material for planning further learning activities.

In the action stage, the teacher still applies the same learning model as in Cycle I. Cycle II was held over two meetings, namely on 5 and 12 September 2023. The researcher explained in more detail about procedure text (generic structure and language features). Next, to find out the extent of students' understanding of the material, the researcher guided students to form groups, and each group consisted of six students.

The researcher demonstrated the task and provided instructions before the students completed it. Students create procedure text based on the picture received by the group leader. After students complete their assignments, the researcher provides corrections. Next, the researcher provides assignment results based on the assessments that have been carried out.

The researcher closed the meeting after time expired. The second meeting was held on Tuesday, September 12 2023. The meeting opened with greetings, brainstorming and checking student attendance. Researchers gave post-test II. After that, students have to write procedure text. Then the researcher provided conclusions about the research and closed the meeting.

Observation

In the observation, the researcher presented the procedure text lesson. At the first meeting of cycle II, the researcher asked students about their problems at the previous

meeting, and solved them together. The researcher explained the procedure text in depth, then the researcher distributed the Make a Match learning model to each group. Then students discuss and understand the procedure text in groups. The students looked so happy and enjoying themselves. At the last meeting, the researcher gave post-test II. In fact, around 87.8% of students were able to do post-test II well.

Reflection

That is the conclusion of Cycle II. The teaching and learning process using the Make a Match learning model has reached the minimum standard of research competency. This success was achieved because the explanation was better and deeper than in cycle I. More than 75% of students got a score above 75, and more than 75% of students had high motivation in learning English, especially in writing procedure text. Because this research had reached its target, the researcher stopped the research in cycle II.

Tabel 1. The Result of the Pre-test, Post-test I, and Post-test II

No. Subject	Pre-test	Post-test I	Post-test II
AAH	70	76	83
AAR	71	78	88
AAD	68	78	88
AAM	75	82	90
AAA	80	84	90
AAI	66	80	86
AAP	65	78	84
BBR	70	78	82
CCZ	81	88	92
DDN	55	68	75
DDA	80	85	89
DDW	79	89	92
EEN	58	68	76
FFM	68	70	79
FFM	56	68	77

GGS	52	70	77
IIP	73	84	87
JJS	51	68	78
KKM	47	64	76
KKQ	47	53	64
MMA	81	84	88
MMP	81	88	92
MMA	45	58	65
MM'	87	90	92
NNA	61	75	83
NNK	80	83	87
PPS	50	58	60
RRS	77	87	89
RRF	59	66	75
RRS	70	80	83
SSM	47	56	59
SSK	80	86	90
VVS	81	88	90
Total	2211	2508	2706
Mean	67	76	82
Min Score	45	53	59
Max Score	87	90	92

Based on the table, you can see the difference in pre-test, post-test 1 and post-test 2 scores. Before starting the material about procedure text, a pre-test was carried out to determine the initial mastery of students in writing procedure text. Based on the pre-test results, only 12 out of 33 students got a score of 75 or more. The total pretest score was 2211, and the average score was 67. The highest score was 87, and the lowest score was 45. It can be seen that there were still many students who scored less than the minimum

standard. Most students do not do well on tests. They find difficulties when writing procedure text.

After teaching material about writing procedures for the Make a Match learning model, students were given a post-test. The type of test between pre-test and post-test 1 is similar. The total post-test score in cycle 1 was 2508, and the average score was 76. The highest score was 90, and the lowest score was 53. It can be seen that only a few students reached the minimum standard. However, there was an improvement to be better compared to the pre-test.

In this research, the teaching and learning process was effective. In cycle II, test results improved very well, and students reached the minimum score. Based on the table above, it can be seen that student scores vary. The highest value is 92, and the lowest value is 59. Therefore, the researcher does not need to continue to the next cycle again. Student scores always increase in each cycle, and more than 80% of students achieve the minimum score. So, in this research, the use of the Make a Match learning model can improve students' ability to write procedure text.

Discussion

There are two cycles in this research. In each cycle there is an increase in scores. At the first meeting, students felt confused about the procedure text. So, the researcher gave an explanation to the students and gave them assignments about procedure text. The researcher applies the Make a Match learning model in the teaching and learning process. Based on the results of this research, it can be seen that students' scores in writing procedure text increased after they learned to use the Make a Match learning model. Based on the research results, it can be seen that students' scores in writing descriptive texts increased after they learned to use the Make a Match learning model.



Figure 1. Test Result

Based on Figure 1, it is easier to explain from the average value of pre-test, post-test cycle 1, and post-test cycle 2. It can be seen that there is an increase in the average value of pre-test, post-test 1, and post-test 2, starting from 67, 76, and 82. From the pre-test calculations, only 12 students got a score of 75 or more, which is around 36.3%. The results of post-test 1 were that only 60.6% of students got a score above 75, 3.03% of students got a score of 75, and the other 36.37% were worse. In cycle II, more than 87.8% of students got a score above 75, and more than 75% of students had high motivation in learning English, especially in writing procedure text.

This research proves that the Make a Match learning model can be used by teachers in the teaching and learning process, especially in writing procedure text. The learning model applied in class has a great opportunity to attract students' attention and interest in writing procedure text. This study shows that the Make a Match learning model has a positive impact on students' writing abilities and their interests. The Make a Match learning model applied by the teacher provides opportunities for students to learn and produce texts through concept construction activities, group activities and individual activities. Apart from that, the Make a Match learning model is a good alternative for teachers to apply in class, and it is easier to attract students' attention. It also provides several benefits, such as increasing their knowledge and writing skills.

D. CONCLUSION

This research emphasizes the application of the Make a Match learning model to improve students' procedure text writing skills. In this research, researchers used Classroom Action Research (CAR). Researchers conducted research in two cycles. Based on the findings and discussion, this research shows an increase in the quality of students in writing procedure text.

The number of students who completed Cycle 2 was 29 or around 87.8%. The increase in average scores from pre-test, post-test 1, and post-test 2, ranging from 67, 76, and 82, further proves this research. It can be concluded that the application of the Make a Match learning model is able to improve students' skills in writing procedure text. This study shows that the Make a Match learning model has a positive impact on students' writing abilities and their interests.

The Make a Match learning model applied by the teacher provides opportunities for students to learn and produce texts through concept construction activities, group activities and individual activities. Apart from that, the Make a Match learning model is a good alternative for teachers to apply in class, and it is easier to attract students' attention. It also provides several benefits, such as increasing their knowledge and writing skills.

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