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Improving Students's Learning Interest by Using Make Macth Method at the Second Graders of SMAN 1 Narmada

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Abstrak

Penelitian tindakan kelas ini menyelidiki perubahan minat belajar bahasa Inggris siswa kelas sebelas setelah penerapan metode Make a Match di SMAN 1 Narmada, Lombok Barat. Tiga puluh enam siswa berpartisipasi dalam satu siklus penelitian tindakan yang meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Intervensi ini terdiri dari tiga pertemuan pembelajaran yang menampilkan tugas mencocokkan kartu secara kolaboratif terkait penyusunan kalimat, pemahaman membaca, dan kosakata. Siswa mengisi kuesioner minat belajar sebelum dan sesudah intervensi, serta observasi kelas memberikan bukti kontekstual. Rata-rata skor kuesioner yang dilaporkan meningkat dari 74,33 menjadi 80,11, yang menunjukkan peningkatan sebesar 5,78 poin (7,77%). Hasil temuan melaporkan nilai statistik t sampel berpasangan sebesar 15,98 dengan 35 derajat kebebasan, di atas nilai kritis yang ditetapkan sebesar 2,030 pada tingkat signifikansi 0,05. Catatan kelas juga menggambarkan peningkatan partisipasi, kerja sama, dan antusiasme selama kegiatan mencocokkan. Temuan ini menunjukkan bahwa metode Make a Match berkaitan dengan peningkatan minat belajar yang dilaporkan pada kelas ini. Namun, desain kelompok tunggal, periode intervensi yang terbatas, dan pelaporan prosedur pengukuran yang belum lengkap membatasi interpretasi sebab-akibat serta generalisasinya.

Kata kunci: Make a Match; minat belajar; pembelajaran bahasa Inggris; penelitian tindakan kelas; pembelajaran kooperatif

Abstract

This classroom action research investigated changes in eleventh-grade students' interest in learning English after the implementation of the Make a Match method at SMAN 1 Narmada,

West Lombok. Thirty-six students participated in one action-research cycle involving planning, implementation, observation, and reflection. The intervention comprised three learning meetings featuring collaborative card-matching tasks related to sentence construction, reading comprehension, and vocabulary. Students completed learning-interest questionnaires before and after the intervention, and classroom observations provided contextual evidence. The mean questionnaire score increased from 74.33 to 80.11, representing a gain of 5.78 points (7.77%). The result showed a paired-samples t statistic of 15.98 with 35 degrees of freedom, above the stated critical value of 2.030 at the 0.05 level. Classroom accounts also described greater participation, cooperation, and enthusiasm during matching activities. These findings suggest that Make a Match was associated with improved learning interest in this class. However, the single-group design, limited intervention period, and incomplete reporting of measurement procedures restrict causal interpretation and generalizability.

Keywords: Make a Match; learning interest; English learning; classroom action research; cooperative learning

INTRODUCTION

Maintaining adolescents' interest in English learning remains a practical concern in secondary education. Interest involves attention, enjoyment, and willingness to engage with learning tasks; it can develop through interactions between learners and their instructional environment (Hidi & Renninger, 2006; Renninger & Hidi, 2016). Motivation and engagement are also associated with the perceived relevance and design of classroom activities (Dörnyei, 2001; Fredricks et al., 2004). Accordingly, teaching methods that provide achievable challenges and opportunities for interaction may help learners participate more actively.

Cooperative learning emphasizes shared goals, mutual assistance, and individual accountability (Johnson & Johnson, 2009; Slavin, 2014). In language education, meaningful peer interaction offers opportunities to process information, negotiate understanding, and receive feedback (Richards & Rodgers, 2014). Game-like activities may additionally encourage involvement when the learning goals and task requirements remain clear (Ur, 1996). These perspectives support the

pedagogical rationale for Make a Match, a cooperative activity in which learners identify corresponding question-and-answer or concept cards (Huda, 2013; Shoimin, 2014).

The preliminary classroom observations indicated that some eleventh-grade students at SMAN 1 Narmada showed limited interest in English, particularly reading activities, and experienced boredom during conventional instruction (Cahyani, 2025). The researcher therefore introduced matching tasks that required students to communicate with peers, compare information, and identify correct relationships among words, sentences, and paragraphs. Rather than examining language proficiency alone, the study focused on changes in students' interest following this instructional intervention.

Students' interest in learning English is closely related to the teaching strategies implemented in the classroom. Learning activities that encourage participation, communication, and collaboration may provide opportunities for students to become more actively involved in the learning process. Sandiarsa and Firman (2024) emphasized the importance of innovative and communicative teaching approaches in English language education. Their discussion highlighted the potential of learner-centered strategies to create meaningful learning experiences and encourage students to participate in classroom activities. This perspective provides a theoretical foundation for implementing the Make a Match method, which involves students in identifying related information, discussing possible answers, and working collaboratively with their classmates.

In the context of cooperative learning, Imran and Sandiarsa (2018) investigated the use of the Teammates Consult strategy in relation to students' motivation and reading narrative texts. Their findings indicated a statistically significant difference in the measured learning outcomes between the experimental and control groups. This study suggests that structured cooperative learning activities can support students' motivation and engagement in English learning. Although Teammates Consult differs procedurally from Make a Match, both

strategies emphasize peer interaction, shared responsibility, and active student participation.

Furthermore, Sandiarsa and Suhaili (2022) examined students' perspectives on classroom and distance learning in second language acquisition. Their findings indicated that face-to-face classroom learning supported communication with lecturers and fellow students and encouraged self-directed learning. These findings highlight the importance of direct interaction and a supportive classroom environment in language learning. In relation to the present study, Make a Match provides opportunities for students to interact directly with their peers while completing meaningful language-learning tasks.

Therefore, the implementation of Make a Match is pedagogically relevant because it combines cooperative learning, active participation, and game-like activities. The present study focused on examining how this method supported students' learning interest among eleventh-grade students at SMAN 1 Narmada, particularly through changes in learning scores and observed classroom participation.

This article addresses the question: How did students' learning interest change after the Make a Match method was implemented in an eleventh-grade English class at SMAN 1 Narmada? It reports the documented questionnaire results and classroom observations, and interprets the findings in relation to cooperative and interest-based learning theory. The analysis deliberately distinguishes evidence of within-class change from claims of proven causality.

METHOD

The study used classroom action research (CAR), following the stages of planning, action, observation, and reflection (Costello, 2003). It took place at SMAN 1 Narmada, West Lombok, Indonesia, with 36 eleventh-grade science-stream students. The study describes one completed action-research cycle; a second cycle

was not undertaken because the researcher considered the initial target to have been reached (Cahyani, 2025).

Before the action, students completed a learning-interest questionnaire. The intervention was delivered in three meetings. The first emphasized group cooperation and matching words to construct sentences; the second emphasized reading comprehension by matching sentences with appropriate paragraphs; and the third focused on vocabulary relationships, including synonyms and antonyms. After the intervention, the same class completed a post-intervention questionnaire. Observation sheets were used to document participation, attention, peer interaction, and students' responses during lessons.

This study identifies a ten-statement, five-point Likert questionnaire as the principal measurement instrument. Descriptive analyses included the total and mean scores, absolute gain, and percentage increase. A paired-samples t test was for the pre–post comparison. This study also does not describe participant consent and confidentiality procedures in enough detail to support a definitive ethics statement.

RESULTS AND DISCUSSION

The pre-intervention questionnaire produced an aggregate score of 2,676 across 36 students, equivalent to a mean of 74.33. Following the three Make a Match sessions, the aggregate increased to 2,884 and the mean to 80.11. Table 1 summarizes the documented results.

Table 1. Learning-interest questionnaire results

Indicator	Before intervention	After intervention
Participants	36	36
Aggregate score	2,676	2,884
Mean score	74.33	80.11
Mean change	—	+5.78
Relative mean change	—	+7.77%

The observed change was positive: the mean increased by 5.78 points, equivalent to approximately 7.77% of the baseline mean. Consequently, the scores are interpreted here as questionnaire-based indicators of interest rather than direct evidence of academic mastery.

Table 2. Inferential statistics

Statistic	Value
Paired-samples t	15.98
Degrees of freedom	35
Critical t (two-tailed, $\alpha = .05$)	2.030
SD of paired differences	2.15

The result showed a paired t value of 15.98, exceeding the stated critical value. This supports a statistically detectable within-group change if the paired-score calculations and test assumptions were correctly applied. Nevertheless, because full respondent-level scoring and inferential output were not transparently documented, the test should be treated as a finding rather than an independently verified calculation.

The qualitative classroom account described more active participation, peer cooperation, and enthusiasm during the matching tasks. These observations are plausible given that each student had to examine a card, seek a suitable partner, and explain the relationship between paired items. In this way, Make a Match combined movement, immediate goals, and collaborative problem solving. Such characteristics are consistent with the role of interaction in cooperative learning (Johnson & Johnson, 2009; Slavin, 2014) and the importance of engaging task design in language classrooms (Ur, 1996; Richards & Rodgers, 2014).

The improvement can be discussed in relation to cooperative learning principles. Imran and Sandiarsa (2018) reported that the implementation of the Teammates Consult strategy was associated with differences in students' motivation and reading-related performance. Their findings provide relevant empirical support for the use of structured peer-learning activities in English instruction. Similarly, the

Make a Match method required students to exchange information, identify appropriate card pairs, and cooperate with their classmates. Such activities may have contributed to the increased classroom participation observed during the intervention.

The findings also correspond with the pedagogical perspectives discussed by Sandiarsa and Firman (2024), who emphasized the importance of interactive and learner-centered teaching strategies in English language education. In the present study, the card-matching activities provided students with opportunities to participate directly in learning rather than merely receiving explanations from the teacher. This instructional arrangement may help explain the improvement in students' attention, enthusiasm, and cooperation.

In addition, Sandiarsa and Suhaili (2022) found that students perceived classroom learning as supportive of communication and self-directed learning. This finding is relevant to the present study because Make a Match encouraged students to communicate directly, negotiate answers, and complete learning activities collaboratively. The classroom observations suggested that students became more engaged and cooperative during the intervention.

The improvement may also be understood through interest-development theory. A novel, achievable, socially supported activity can trigger situational interest, while repeated meaningful engagement may help sustain it (Hidi & Renninger, 2006; Renninger & Hidi, 2016). The three meetings in this study were sufficient to observe a short-term change in questionnaire responses, but not to establish whether interest persisted after the intervention. Moreover, game elements should support, rather than replace, language-learning objectives; careful card preparation and teacher guidance remain necessary (Huda, 2013; Shoimin, 2014).

Several limitations warrant attention. The study involved only one class, without a comparison group, and the intervention lasted three meetings. Consequently, maturation, repeated measurement, teacher attention, and novelty effects cannot be ruled out. The questionnaire scoring and validation procedures were not sufficiently detailed to establish measurement precision. Observational

evidence was summarized narratively rather than through a transparent coding framework. Future studies should report item-level data, instrument reliability, ethical safeguards, longer-term follow-up, and comparisons with alternative teaching approaches.

The learning environment plays an important role in shaping students' motivation and engagement. Firman and Sandiarsa (2024) found that supportive teacher-student relationships, positive classroom interactions, collaboration, and access to engaging learning resources contributed to students' motivation. Their findings suggest that students are more likely to participate actively when classroom activities provide opportunities for meaningful interaction and cooperation. In this regard, the Make a Match method can be understood as an instructional strategy that encourages a supportive and interactive learning environment through peer collaboration and shared problem-solving activities.

CONCLUSION

Make a Match was associated with improved learning interest among 36 eleventh-grade students at SMAN 1 Narmada. The questionnaire mean rose from 74.33 to 80.11, while classroom observations indicated stronger participation and cooperation. Teachers may consider structured matching tasks to complement English reading and vocabulary instruction. Further research with validated measures, comparison groups, and longer follow-up is needed to determine the durability and causal contribution of the method.

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