

Improving Student Engagement in Argumentative Text Learning through Make a Match Assisted by Flashcards

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Abstract

Argumentation text learning requires active student involvement so that the process of understanding information, discussing, and expressing opinions takes place optimally. Student involvement in learning still needs to be strengthened, especially in the aspect of activeness and enthusiasm which shows a lower percentage in the Pre-cycle. This study aims to increase student involvement in learning argumentation texts through the application of the Make A Match model assisted by Flashcards. The research uses the Classroom Action Research (PTK) method which was carried out in two cycles on 35 students in grades XI-F05 SMAN 1 Jekulo. Each cycle includes the stages of planning, implementing actions, observation, and reflection. Data were collected through observation of student activities that included attention, activeness, cooperation, involvement, and enthusiasm, then analyzed descriptively by comparing percentages at each stage of the study. The results showed an increase in most aspects of involvement. Activeness increased from 74.29% in the Pre-cycle to 82.86% in the First Cycle and 94.29% in the Second Cycle, while the enthusiasm increased from 74.29% to 85.71% and 100%. Attention and cooperation reached 100% in the Second Cycle, while the involvement remained 100% since the Pre-cycle. The implementation of Make A Match assisted by Flashcards supports increased engagement through card matching activities, discussions, feedback, and active participation during learning. These activities create an interactive and collaborative learning atmosphere that encourages students to engage consistently.

Keywords

Argumentative Texts Student; Flashcards; Make A Match; Learning Argumentative Texts; Student Engagement



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INTRODUCTION

Student involvement is one of the important elements in the learning process because it is related to student participation during learning activities. This involvement can be seen through attention to learning, activeness in responding, interaction with friends, and willingness to

participate in the series of activities provided. Learning that provides opportunities for students to interact and work together can support involvement during the learning process. Research Mudrikah et al. (2024) shows that collaborative learning is related to student involvement in the learning process. Zabolotna et al. (2025) It also shows that the design of learning assignments affects the process of knowledge construction and group learning regulation in secondary school students. This condition shows that student involvement needs to be considered through a learning design that provides space for students to participate directly.

Learning Indonesian requires the involvement of students in understanding information, processing the content of the text, expressing opinions, and interacting with the information learned. Reading activities in learning are also related to the process of understanding the information contained in the text. Learning that provides opportunities for students to read, discuss information, express opinions, and provide feedback can create more interactive learning activities. Iordanou & Fotiou (2025) shows that dialogical argumentation activities after reading various sources can support the process of integrating perspectives in learning. Lu & Mohamed (2026) It also shows a relationship between collaborative argumentation and engagement in learning. This characteristic has relevance to the learning of argumentative texts that require students to understand information before conveying or assessing an opinion.

Argumentation texts contain ideas or opinions accompanied by reasons and supporting information to strengthen a statement. Understanding argumentation texts requires students' ability to recognize the information conveyed and distinguish the types of statements contained in the text. The ability to distinguish facts and opinions is an important part of understanding information because the two types of statements have different characteristics. Indayanti et al. (2024) examine the learning of facts and opinions in argumentative texts in grade XI through the application of Problem Based Learning assisted by Quizizz. The study shows the proximity of the material to this study, but the focus studied is different. This study places student involvement as the main focus during the learning process of argumentative texts.

The condition of student involvement in learning argumentation texts was also found in grades XI-F05 of SMAN 1 Jekulo. The results of observations in the pre-cycle showed that student involvement was not even in all aspects observed. The attention aspect reached 94.29%, cooperation reached 94.29%, and involvement reached 100%. The aspect of activeness and enthusiasm showed a lower percentage, which was 74.29% each. In the aspect of activeness, there are still students who have not actively asked questions, answered questions, or expressed opinions during learning. In the aspect of enthusiasm, there are still students who have not consistently shown enthusiasm and interest in participating in learning activities. This condition shows that student involvement has appeared in several forms, but it is not even in all aspects observed. Learning actions need to provide opportunities for students to carry out activities directly, interact with the information learned, cooperate with friends, and provide responses during learning.

Models *Make A Match* has characteristics that suit these needs because it involves the activity of finding a partner based on cards or information given to students. The process of

finding a partner makes students need to read and understand information before determining a suitable partner. Activities can be continued through discussion, discussion, and submission of reasons after a partner is found. These characteristics provide opportunities for students to carry out activities directly during the learning process. Research Litha et al. (2023) shows that the implementation of *Make A Match* can be used in learning to read comprehension. Rindari (2024) also apply the model *Make A Match* in learning Indonesian to improve intensive reading skills in understanding reading texts. The findings show that *Make A Match* can be applied to learning that requires students to understand information from the text.

Usage *Flashcard* can support activities *Make A Match* through the presentation of information in the form of cards that can be read, analyzed, and matched by students. Nofiyanti et al. (2024) Apply *Make A Match* Help *Flashcard* in learning to read the Javanese script in elementary school students and showing improvement in reading skills in each cycle. Widahyanti & Utami (2024) Developing Media *Flashcard* to support the application of the model *Make A Match* and found that the use of such media can help increase student activity and enthusiasm based on the results of interviews. Maiyani et al. (2025) also apply *Make A Match* Help *Flashcard* in history learning and showing that the use of such models and media can create an interactive learning atmosphere, although the equal distribution of participation in discussions still needs to be considered. Saviola & SB (2025) also shows the use of *Make A Match* and *Flashcard* as a combination of models and media in learning activities. These findings provide the basis that *Flashcard* can be used to support learning activities that involve direct interaction with information and friends.

Usage *Make A Match* Help *Flashcard* has been applied to various learning contexts, but the focus of the research studied is still diverse. Nofiyanti et al. (2024) focus on Javanese script reading skills, while Maiyani et al. (2025) examine its use in the evaluation of historical learning. Research Fauzizah et al. (2026) and Simanjuntak et al. (2026) using a combination *Make A Match* and *Flashcard* with a focus on learning outcomes. Widahyanti and Utami (2024) research focuses on media development *Flashcard* to support the model *Make A Match*. Research Rohmah et al. (2023) shows the application of the model *Make a Match* media-assisted *flashcard* Through research, classroom actions can support the improvement of students' reading and writing skills. The findings show that card matching activities can be used as part of learning that actively engages students. This study has similarities in the use of the model *Make a Match* and the media *flashcard*, while the research conducted focused on student involvement in the learning of argumentative texts at the secondary school level. These studies showed that the combination of models and media has been used in various levels and fields of learning with mixed results.

The focus on student involvement provides a different research space from previous research. Previous research has more observed learning outcomes, reading skills, language skills, or media development, while this study focuses on changes in student involvement during the learning process. This research position also has a close relationship with the research of Indayanti et al. (2024) because they both discuss facts and opinions in argumentative texts in class XI. The difference lies in the learning model, the media used, and the focus of observation.

Indayanti et al. (2024) used Quizizz-assisted Problem Based Learning and focused on learning motivation in the ability to determine facts and opinions. This study used *Make A Match* assisted by *Flashcards* with a focus on student involvement during the learning process.

This study applied the *Make A Match model assisted by Flashcard media* in learning argumentation texts in students in grades XI-F05 SMAN 1 Jekulo. Learning activities were designed by matching sentence cards with fact or opinion category cards. After a partner was found, students participated in discussion activities through discussion and explanation based on the information contained on the card. *Flashcards* are also used in digital form through Wayground to provide variations in learning activities. Actions are carried out in two cycles with improvements based on the results of observation and reflection in each cycle. Student involvement is operationalized through five aspects observed during learning, namely attention, activeness, cooperation, involvement, and enthusiasm.

Based on this description, this study aims to increase student involvement in learning argumentative texts through the application of the *Make A Match* model assisted by *Flashcards*. This study specifically examines changes in student involvement in aspects of attention, activeness, cooperation, involvement, and enthusiasm during two action cycles. The results of the study are expected to provide an overview of the application of the *Make A Match* model assisted by *Flashcards* as one of the learning alternatives that provide opportunities for students to participate directly in the learning of argumentative texts.

METHODS (Palatino Linotype 11, Space 1.15, Justify)

This study uses a qualitative and quantitative approach with the type of Classroom Action Research (PTK). PTK was chosen because the research focuses on efforts to improve student involvement in the learning process through actions that are applied directly in the classroom and evaluated based on the results of reflection. The Kemmis and McTaggart models are used because each cycle provides space for researchers to plan actions, implement actions, observe the learning process, and reflect as the basis for improving actions in the next cycle (Rabgay & Kidman, 2023). The model consists of four stages, namely planning, implementation of actions, observation, and reflection.

The research was carried out in August 2026 at SMAN 1 Jekulo with 35 research subjects in grades XI-F05. The research has received permission from the school before the implementation of the action. The research aims to increase student involvement in the learning of argumentative texts through the application of the *Make A Match* model assisted by *Flashcard media*. The research is preceded by the Pre-cycle to obtain an initial picture of student involvement in the learning of argumentative texts. The results of observations at this stage are used as the basis for the preparation of actions in Cycle I.

In the Pre-cycle stage, observations were made on student involvement during learning to determine the initial conditions. The results of the observations were used as a basis for preparing actions in Cycle I. Action planning included the preparation of teaching modules, the preparation of *Flashcard media*, the preparation of student activity observation sheets, and the

preparation of learning instruments. The observation sheets used in the study have been validated by experts, namely Indonesian language teachers at the school where the research is conducted. Validation is carried out to ensure that the aspects and indicators used in the observation sheet are in accordance with the purpose of observing student involvement in learning. The implementation of Cycle I uses *the Make A Match* model assisted by *Flashcards* by dividing students into two large groups. The first group received cards containing statements of facts or opinions, while the second group obtained cards of the category of facts or opinions. Students read and analyzed the cards, then searched for suitable partners, discussed, and explained the reasons for choosing a partner. The activity was also supported by *digital flashcards* through Wayground which displayed random sentences.

The results of the reflection in Cycle I were used to improve the implementation in Cycle II, especially in time management and giving opportunities to students to participate. In Cycle II, the positions of the two groups were reversed so that the first group received category cards, while the second group received sentence cards. The sentences used were different from Cycle I. The stages of matching cards, discussing, and providing explanations were still carried out with the support of *digital flashcards* through Wayground. Each pair was given the opportunity to explain the results of the card matching, while the pair who obtained the sentence displayed on the *digital flashcard* gave a response. The teacher provided clarification if there were differences in answers. The arrangement was made repeatedly until all couples had the opportunity to participate in learning.

The research data is in the form of observation results of student involvement during Pre-cycle, Cycle I, and Cycle II. Observation includes five aspects, namely attention, activeness, cooperation, involvement, and enthusiasm. The attention aspect is observed through the ability of students to pay attention to the teacher's explanations and follow learning instructions. The activeness aspect is observed through the activities of asking questions, answering questions, and expressing opinions. The cooperation aspect is observed through discussion activities and working together in determining card pairs. The involvement aspect is observed through the participation of students in all learning activities. The enthusiasm aspect is observed through the enthusiasm and interest of students during the learning. The data is then analyzed descriptively by calculating the percentage of students who meet each indicator at each stage of research. The percentage is obtained by comparing the number of students who meet the indicators with the number of all students, then multiplied by 100%. The percentage results in Pre-cycle, Cycle I, and Cycle II were compared to determine the change in student involvement after the implementation of the action. The results of observation and reflection in each cycle were also used as a basis for determining action improvement in the next cycle.

The research framework describes the relationship between the initial conditions of student involvement, learning actions, observation and reflection processes, and improvement of actions in each cycle. The framework is presented in Figure 1.

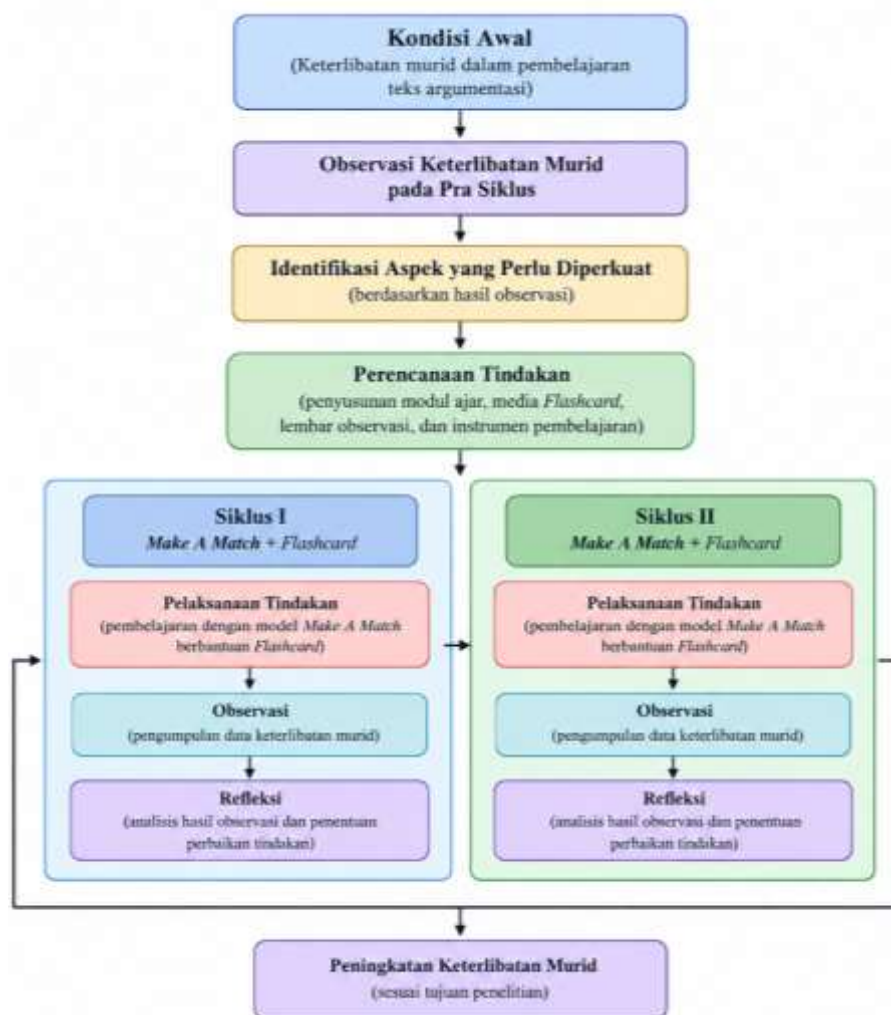


Figure 1. Research Framework

RESULTS AND DISCUSSION

Results

This study obtained student involvement data through observation during Pre-cycle, Cycle I, and Cycle II. Observations were carried out on 35 students in grades XI-F05 of SMAN 1 Jekulo with five aspects of involvement, namely attention, activeness, cooperation, involvement, and enthusiasm. The percentage in each aspect shows the number of students who meet the observation indicators compared to the number of all students at each stage of the research.

Table 1. Student Involvement in Pre-cycle, Cycle I, and Cycle II

Yes	Aspects of Engagement	Pre-cycle	Cycle I	Cycle II
1	Caution	94,29%	97,14%	100%
2	Activeness	74,29%	82,86%	94,29%

3	Cooperation	94,29%	97,14%	100%
4	Engagement	100%	100%	100%
5	Enthusiasm	74,29%	85,71%	100%

Source: Data from research observations, 2026

Based on Table 1, four aspects increased from pre-cycle to Cycle II, while the involvement aspect remained at 100% in all research stages. Attention increased from 94.29% in pre-cycle to 97.14% in Cycle I and 100% in Cycle II. Activeness increased from 74.29% to 82.86% in Cycle I and 94.29% in Cycle II. Cooperation increased from 94.29% to 97.14% in Cycle I and 100% in Cycle II. Enthusiasm increased from 74.29% in pre-cycle to 85.71% in Cycle I and 100% in Cycle II. The biggest change was in the aspects of enthusiasm and activeness. Enthusiasm increased by 25.71 percentage points from pre-cycle to Cycle II, while activeness increased by 20 percentage points. Attention and cooperation each increased by 5.71 percentage points. The data showed an increase in most aspects of engagement after the implementation of learning actions.

Discussion

The results of the study show that the application of the Make A Match Help Flashcard followed by increased student involvement in most of the observed aspects. Learning activities provide opportunities for students to read cards, analyze information, find partners, discuss, give reasons, and provide feedback. This series of activities places students as active actors in the learning process because students need to take actions and make decisions during the activity. (Xu et al., 2024) explains that engagement in collaborative learning can be observed through students' responses to tasks, interactions with group members, and engagement processes during working together. The findings are consistent with this study because engagement is observed through attention, activeness, cooperation, engagement, and enthusiasm during learning activities.

Collaborative activities in this study also provide space for students to interact and respond to each other while completing assignments. (Johnson, 2024) showed that opportunities to collaborate with peers are related to students' cognitive and behavioral involvement in learning. This condition can be seen in the card pair search activity that requires students to communicate to find a suitable card, then explain the reason and provide a response. Student involvement in this study is not only evident from participation in activities, but also from responses to information, interaction with friends, and decision-making processes during learning.

Students' attention increased from 94.29% in the pre-cycle to 97.14% in Cycle I and reached 100% in Cycle II. The change was related to the characteristics of the activity Make A Match which requires students to understand the information on the card before determining the appropriate pair. Students need to pay attention to the sentences or categories obtained because the accuracy of understanding the information is the basis for finding a partner. Usage Flashcard digital through Wayground provides a variety of stimuli because sentences are displayed randomly. This condition makes students need to pay attention to the information

that appears and relate it to the results of their card analysis. (Rachwadi & Rezania, 2025) indicates that the use of Flashcard can support students' interest in learning and involvement through more attractive visual media. (Afifah & Manshur, 2025) also reported that the use of the Flashcard can support understanding and engagement in learning. The findings reinforce the results of this study that card media can be used to provide stimuli that encourage students to maintain attention during learning activities.

Activeness is one of the aspects that has changed quite a lot, from 74.29% in the pre-cycle to 82.86% in the First Cycle and 94.29% in the Second Cycle. The increase is related to the availability of space for students to ask questions, answer questions, express opinions, explain reasons, and provide responses. The match-finding activity makes interaction between students take place directly because students need to communicate the information they have to determine the suitability of the cards. These findings are in line with Lestari & Mahendra (2026) which shows that the application of the Make A Match model can gradually increase student activity through the implementation of actions in several cycles. This similarity reinforces the findings of this study that card matching activities can provide space for students to actively participate during learning. Agustin et al. (2024) found that the implementation of Make a Match through PTK in two cycles, it can increase learning activity based on observation results. The research has strong relevance to this study because they both use PTK, model Make a Match, observations, and percentages to see changes in student activity. The difference lies in the context of the subject and the observation indicators, as this study specifically observed student involvement in the learning of argumentative texts.

The change in activeness also shows that the success of the implementation of Make A Match is not solely determined by the use of cards, but is influenced by the way the activities are managed. In Cycle I, time constraints caused not all couples to have the opportunity to explain the results of the match. Some students who were still waiting for their turn became less directed so that the class conditions became more crowded. This condition became a reflection material to improve the management of activities in Cycle II. The teacher then arranged the opportunity to explain in a more targeted manner by appointing the partner in turn. Couples who obtained sentences on the digital flashcard were also given the opportunity to give a response. The change in management made the opportunity to participate more evenly and was followed by an increase in activeness to 94.29%.

The process of change from Cycle I to Cycle II shows that reflection has an important function in the implementation of PTK. The results of observations in Cycle I were used to identify problems that arose during the implementation of actions, especially related to time management and equal opportunity to participate. Improvements in Cycle II were made through changes in group positions, the use of cards with different sentences, and the arrangement of turns to explain and provide responses. Maiyani et al. (2025) also apply Make A Match Help Flashcard in learning activities. The use of these models and media shows relevance to learning involving card matching activities and interaction between students. The

findings are in accordance with the conditions of this study because the problem of equal opportunity to participate arose in Cycle I and was then corrected in Cycle II.

The cooperation aspect increased from 94.29% in the Pre-cycle to 97.14% in the First Cycle and 100% in the Second Cycle. The companion search activity makes students need to communicate with other students to determine the compatibility between the sentence cards and the fact or opinion category cards. Discussion is part of the decision-making process because students need to ensure that the card pairs found match the information on the cards. Temirkhanov et al. (2024) shows a positive relationship between collaborative learning and student engagement. Collaborative learning provides a space for students to share information and discuss completing assignments. A similar process was seen in this study when students had to interact with other students to find suitable card pairs.

Xu et al. (2024) Placing collaborative learning as an important context in understanding student engagement. Engagement in shared activities can be seen through students' responses to tasks, interactions with group members, and thought processes during completing activities. Activities Make A Match In this study, it has characteristics that support this process because each student holds the information needed to find a partner. Students who hold sentence cards need to find appropriate categories, while students who hold category cards need to recognize the right sentences. These conditions create the need to communicate and work together before card pairs are determined.

Enthusiasm is the aspect with the greatest increase, from 74.29% in the Pre-cycle to 85.71% in the First Cycle and 100% in the Second Cycle. The activity of finding a partner provides a more dynamic learning experience because students need to observe cards, read information, move to find a partner, communicate, and make decisions together. Rachwadi & Rezania (2025) found that Flashcard can be used to strengthen interest in learning through more engaging visual media and involve students in the learning process. Afifah & Manshur (2025) also indicates that the use of Flashcard can support student involvement in learning. These findings are in line with the conditions in this study because the use of cards is combined with matchmaking activities so that students get stimulus to actively participate in activities.

The increase in enthusiasm in Cycle II is also related to the improvement of activity management. In Cycle I, some students still have to wait for the opportunity to explain due to time constraints. This condition makes some students who have not yet taken their turn become less directed. Cycle II is designed with a more structured participation mechanism. Each pair has the possibility to be appointed to explain the results of the match so that students have a reason to continue to pay attention to the activity even though they are not at the stage of finding a partner. The results of observations show that the change in management was followed by an increase in enthusiasm of up to 100%.

The series of activities shows that the implementation of Make A Match Help Flashcard work through a combination of individual and collaborative activities. Students first read and understand the information on the card, then find a partner, discuss, explain reasons, and provide feedback. This process involves students gradually from receiving information to

making decisions together. Usage Flashcard provide visual stimuli that support card search and matching activities, while interaction between students provides space for communication and cooperation. These findings are in line with research Maiyani et al. (2025) which shows that Make A Match Help Flashcard can create interactive learning, although equitable participation in discussions still requires good management.

The improvement in Cycle II shows that the application of models and media needs to be accompanied by the management of activities in accordance with the class conditions. The arrangement of turns to explain and provide responses makes the opportunity to participate more directed. This condition can be seen from the increase in activeness from 82.86% in Cycle I to 94.29% in Cycle II and the increase in enthusiasm from 85.71% to 100%. These results show that changes in student involvement are related to the application of the model, the use of media, and the improvement of actions based on the results of reflection.

Usage Flashcard In this study, it also functions as a learning stimulus that supports direct activities. Saviola & SB (2025) found that the combination Make A Match and Flashcard related to the development of concentration in learning activities. The findings have relevance to the increased attention found in this study. The difference in the context of the study needs to be noted because Saviola & SB (2025) focuses on initial writing skills and uses experimental design, while this study uses PTK to observe students' involvement in the learning of argumentative texts. These similarities can be used to strengthen the understanding of the potential of card activities in creating learning activities that require students' attention and response.

Other research on Make A Match Help Flashcard also shows the application of the model to various learning contexts. Anal (2025) find the influence of use Make A Match Help Flashcard to the mastery of English vocabulary. Fahira et al. (2025) shows that the model Make A Match Help Flashcard can create an active and interactive learning atmosphere and is related to learning outcomes in the cognitive, affective, and psychomotor domains. Simanjuntak et al. (2026) also study combinations Make A Match and Flashcard in science learning. The results of the study show that the combination of models and media can be used in learning with different material characteristics. This study has a different focus because the success of actions is not measured through learning outcomes as the main variable, but through changes in student involvement during the learning process.

The context of learning Indonesian also shows that Make A Match can be used to create learning activities that demand student participation. Mutmainnah et al. (2024) Apply the model Make A Match in learning Indonesian and using observation as one of the data collection techniques. Viergiawati et al. (2025) explains that the characteristics of Make A Match Requires students to find and match pairs of cards so that there are elements of activity, cooperation, independence, and responsibility in the learning process. Setyowati et al. (2025) also apply Make A Match in learning Indonesian through PTK in two cycles with stages of planning, action, observation, and reflection. These studies show that the model Make A

Match can be applied to learning Indonesian language in the form of activities that involve students directly.

The involvement aspect was at 100% from Pre-cycle to Cycle II. The data needs to be read differently from the other four aspects because the involvement indicators from the beginning have been fulfilled by all students. This condition shows that research changes are more visible in the quality of participation observed through attention, activeness, cooperation, and enthusiasm. Bruijin-Smolders & Prinsen (2024) Explains that engagement is a multidimensional construct that can include academic, behavioral, cognitive, and affective dimensions. This perspective helps explain why one aspect can remain at 100%, while another aspect is still changing. In this study, the increase in engagement is more visible in aspects that describe the quality of students' responses during learning.

The relationship between these aspects can be seen from the series of activities carried out by students. Attention becomes the basis when students read and understand the information on the cards. This understanding is then used in the process of finding a partner that requires activity and communication. The process of finding a partner involves cooperation because students need to interact to ensure the suitability of the cards. Enthusiasm is seen during the students participating in a series of activities and showing interest in learning activities. The series shows that the five aspects of observation in this study are interrelated in describing student involvement. The increase in activeness and enthusiasm is the most prominent finding because both aspects have the lowest initial percentage.

The findings of the study also show that learning activities need to be designed with clear participation mechanisms. Model Make A Match provide a structure of activities through the process of finding a partner, but the results of Cycle I observations show that this structure still needs to be strengthened through time management and the sharing of speaking opportunities. These conditions are in line with the findings Maiyani et al. (2025) regarding the need for discussion management in order to participate in activities Make A Match more evenly. This study provides additional findings that the mechanism of assigning partners to explain and provide feedback can be used as a form of improvement in the next cycle. These changes help direct students who are waiting for their turn to continue to pay attention to the activity.

The context of the argumentative text provides its own characteristics for the application Make A Match. Fact and opinion material requires students to read information, recognize the characteristics of statements, and then determine appropriate categories. This process makes card matching still related to learning objectives because students need to understand the content of statements before determining a partner. The use of cards in this study also provides clear limits on the information that needs to be analyzed so that the activity of finding a partner is inseparable from the argumentation text material. Recent research on learning argumentative texts at the grade XI level shows that the use of learning media can be used to support the learning process of argumentative texts. Silalahi et al. (2026), for example, examining the use of visual media in the learning of argumentative texts in class XI and placing

media as part of efforts to support the argumentative learning process. The findings have relevance to the aspect of media use, while this study places Flashcard as part of the activity of matching information, facts and opinions.

The limitations of this study are related to the implementation of actions in one class with a total of 35 students and observations that focus on five aspects of involvement during learning. Involvement data was obtained through observation so that the results of the study describe the changes in student behavior observed during the action process. This study has not explored in depth the perception of students regarding their experience of participating in learning with Make A Match with the help of Flashcards. This condition makes the results of the study more describe the involvement that appears during learning than the subjective experience of the students.

Further research can involve more diverse learning subjects and contexts to see the application of Make A Match with Flashcards on different class characteristics and materials. Data collection can be complemented by interviews or reflections of students to obtain information about their experiences and perceptions during learning. Subsequent research can also develop variations of Flashcard shapes and matching mechanisms to keep learning activities interesting while providing equal participation opportunities for all students.

Overall, the implementation of Make A Match with the help of Flashcards provides space for students to interact directly with other materials and students. Card matching activities, discussions, explanations, and giving responses are a series that support engagement during learning. Increases in attention, activeness, cooperation, and enthusiasm show a change in the quality of student participation after the action is implemented. The reflection process in each cycle is an important part because the improvement of actions carried out based on real conditions in the classroom is followed by an increase in indicators that were previously low. The findings show that the application of an interactive and collaborative learning model, accompanied by media that matches the characteristics of the material, can be an alternative to strengthen student involvement in the learning of argumentative texts.

CONCLUSION

The application of the Make A Match model assisted by Flashcards can increase student involvement in learning argumentative texts in grades XI-F05 SMAN 1 Jekulo. The increase was seen in four aspects observed, namely attention, activeness, cooperation, and enthusiasm. Attention increased from 94.29% in the pre-cycle to 97.14% in Cycle I and 100% in Cycle II. Activeness increased from 74.29% to 82.86% and 94.29%, while cooperation increased from 94.29% to 97.14% and 100%. Enthusiasm showed the largest increase, namely from 74.29% in the pre-cycle to 85.71% in Cycle I and 100% in Cycle II. The aspect of involvement is at 100% from pre-cycle to Cycle II so that changes in these aspects are more visible through the quality of participation reflected in the other four aspects.

The implementation of Make A Match with the help of Flashcards provides opportunities for students to read and understand information, find card pairs, discuss, explain reasons, and provide responses during learning. Improvement of actions in Cycle II through the arrangement of turns explaining and providing responses helps to make participation opportunities more directed. These results show that student involvement can be strengthened through interactive and collaborative learning activities and supported by media that is in accordance with the characteristics of the argumentative text material. The findings of this study also show the importance of reflection and action improvement in each cycle so that the learning mechanism can be adjusted to class conditions.

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