

## TEACHING READING BY USING INDEX CARD MATCH STRATEGY

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The problem of in this study was formulated as follow: “Is it significantly effective to teach reading by using Index Card Match strategy to the eighth grade students of SMP Negeri 3 Lubuklinggau?” The objective of this study was to find out whether or not it is significantly effective to teach reading by using Index Card Match strategy to the eighth grade students of SMP Negeri 3 Lubuklinggau. Method applied in this study was Pre-experimental method with one group pre-test post-test design. The population for this study was all of the eighth grade students of SMP Negeri 3 Lubuklinggau in the academic year of 2015/2016 which consisted of 306 students. The number of sample was 34 students Based on the result of data analysis, there were three major findings, 1) The mean score in the pre-test, it was 61.76, 2) The mean score in the post-test it was 76.18, and the result of matched t-test calculation showed that  $t_{obtained}$  was 7.17, which was higher than 1.697 as the critical value of the  $t_{table}$  for degree of freedom 33(34-1) with 95% significant level for one-tailed test. It means that it was significantly effective to teach reading by using index card match strategy to the eight grade students of SMP N 3 Lubuklinggau in the academic year of 2015/2016.

*Key Word: teaching, reading, Index Card Match Strategy*

### A. INTRODUCTION

Teaching reading is a very important part of English learning. The ability to read the materials effectively, contributes to the success of the learner in school and success later in every phase of life. However, teaching English is not an easy task. According to Nurhadi (1987:13), reading is a complex and difficult process. Reading English is difficult because English is not a main language for Indonesian students and the students get difficulties in reading

because of lack of vocabularies and low of grammar ability.

Based on the interview result with the English teacher of SMP Negeri 3 Lubuklinggau especially to the eighth grade students, the writer got some information that reading belongs to one of English skills learned by students in the classroom. In reading class, students are asked to read an English text. Then, students answer many questions about the text and try to find the right answer for the questions given based on the reading

text. The eighth grade students' problems in learning reading at SMP Negeri 3 Lubuklinggau are; firstly, students have limited vocabularies, therefore students were difficult to understand the meaning of words in reading text. Secondly, students still did not master the English grammar. Then, students were not interested in reading.

Based on the Reading score given by the teacher of English at SMP N 3 Lubuklinggau, There were many students who got lower score than MMC. The average score of the students was 68.76 but MMC of Reading is 75. From 34 students, there were 15 students or 44% got the score higher than 75, and there were 19 students or 56% still got the score lower than 75. It means most of the students were difficult to comprehend the text.

Therefore, to make the students be motivated in the class, the writer had to use an effective and interesting strategy which could make the students involved in the teaching and learning process. One of the strategies is Index Card Match strategy. According to Silberman (2011:250), Index Card Match strategy is a

strategy of learning that involves students actively and fun reviewing the subject matter in a way in pairs and gave the quiz questions to friends.

## **B. METHOD OF THE STUDY**

The method in this study was pre-experimental method. According to Isaac and Michael (1985:54), pre-experimental is research typically involves applied setting where it is not possible to control all relevant variables but only some of them. The pre-experimental method was administered to one group of students. It means that this study was used one group pre-test post-test design

There were two variables in this study; they were independent variable and dependent variable. Fraenkel and Wallen (1990:39) state that independent variable is a variable presumed to affect or influence other variables.. In this study, the independent variable was Index Card Match strategy and the dependent variable was the students' reading comprehension.

The population for this study was all of the eighth grade students of SMP Negeri 3 Lubuklinggau in the academic year of 2015/2016 which consist of 306 students. Sample was

taken by using Cluster random sampling which consisted of 34 students from class VIII<sub>1</sub>. The data were collected by using the written test.

In order to have meaningful data the writer used three techniques, they were: (1) individual score, (2) conversion of score range, (3) the matched t-test.

To calculate of validity the writer used *Product Moment Pearson*:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

Reliability is the accuracy consistency and stability of measurement by a test (Isaac and Michael 1985:125). Investigation of internal consistency reliability was estimated by using Kuder Richardson formula. It is a statistical formula

$$KR - 21 = \frac{K}{K - 1} \left[ 1 - \frac{M(K - M)}{K(SD^2)} \right]$$

The result of calculation above was compared to 0.70, if the result of calculation was higher than 0.70, the test is reliable. According to

## **C. FINDINGS AND DISCUSSIONS**

### **a. The students' Score in the Pre-Test**

According to Richards, et. al. (1985:61), content validity is a form of validity which is based on the degree to which a test adequately and sufficiently measures to the students. To make the test material has high degree of content validity, the writer fixes them to the syllabus of KTSP curriculums.

which is used on the number of items in the test, the means score and its standard deviation. The following is Kuder Richardson 21 (KR21) formula (Isaac and Michael, 1985:124), to measure the reliability of the test.

(Fraenkel and Wallen, 1993:99) that the test is not reliable if the result of calculation is lower than 0.70.

After the scores were tabulated, the writer found out that the highest score was 85 and the lowest was 35 and the average in the pre-test was 61.76

### **b. The students' Score in the Post-Test**

The writer found out that the students' highest score was 95 and the lowest was 50 and the average in the post-test was 76.18.

### **c. Normality Testing**

Having obtained the mean score of pre-test and post-test, the writer also calculated the normality result by tabulating the scores based on the students' scores in the pre-test and students' scores in the post-test.

#### **1. In the Pre-test**

The writer found out that  $X^2_{obtained} = 6.5448$  with degree of freedom (df)=7 (8-1). Since level is 95% (0.05), and the  $X^2_{table} = 14.07$ . The data was normality, because  $X^2_{obtained} < X^2_{table}$ .

#### **2. In the post-test**

The writer found out that  $X^2_{obtained} = 10.9541$  with degree of freedom

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right)(\sum D)^2}{n-1}}$$

From the calculation above, it showed that  $t_{obt}$  was 7.17 it was much higher than 1.697 as critical value of t-table.

Based on the finding, the writer interpreted that the students'

(df)=7 (8-1). Since level is 95% (0.05), and the  $X^2_{table} = 14.07$ . The data was normality, because  $X^2_{obtained} < X^2_{table}$ .

### **d. The Result of Matched T-test Calculation**

Based on the students' scores obtained both in the pre-test and post-test, the writer calculated the match t-test to find out whether or not effective to teach reading comprehension by using Index Card Match strategy to the eight grade students of SMP N 3 Lubuklinggau.

Based on the students' score of the pre-test and post-test in the table 4.3 of the result of matched t-test calculation in the appendix C, it was found that  $N=34$ ,  $D= 490$ , and  $D^2=9350$ . Before calculating the matched t-test, the writer calculated the SD (Standard Deviation).

achievement in reading comprehension increased. It could be seen from the difference between students' average score obtained in the pre-test and post-test. In the pre-

test, the students average was 61.76 before being taught, failed 74% and mastered 26% and the post-test, the students average was 76.18, after taught, failed 29% and mastered 71% based on the minimum mastery criteria.

Anderson ( In Susanti, 1975) state mastery learning is building on a set idea or an action individual of learning that can help the students to learn consistently. An idea or an action are the result of learning process that systematic, because Index Card Match Strategy (ICM) can helped the students have difficulty study, especially in learning English process of reading comprehension.

On the other hand, the students' average score in the pre-test was 61.76. And the post-test, the students' average score in the post-test was 76.18, the highest score in the pre-test was 85 and lowest was 35. Meanwhile, the highest score in the post test was 95 and the lowest was 50. So, it was obvious that in post-test most of the students' could make better achievement that in pre-test. Beside that, the students' criteria in mastering the material from 9 students (26%) mastered in the pre-

test become 24 students (71%) and 25 students (74%) failed become 10 students (29%). It means that the students' average score increased, where the students' average score in the post-test was higher than in the pre-test. It could be interpreted that the treatment by using Index Card Match can help the students increase their ability in comprehending reading text.

The effectiveness of Index Card Match in teaching reading comprehension could be proved from the result of match t-test calculation. According to Hatch and Farhady (In Danisa, 1982:114), t-obtained is one of the most frequently used statistical procedure in our field. It is most often used to compare two group . The result of matched t-test calculation shows that the t-obtained was 7.17. while critical value in the t-table was 1.697. it means that the t-obtained was much higher than t-table. Consequently the null hypotheses (Ho) was rejected and the alternative hypotheses (Ha) was accepted. This indicated that it was significantly effective to used in teaching reading comprehension to the eight grade

students of SMP N 3 Lubuklinggau in the academic year 2015/2016.

#### **D. CONCLUSION AND SUGGESTION**

It can be concluded that it was significantly effective to teach reading comprehension by using index card match strategy to the eight grade students of SMP N 3 Lubuklinggau in the academic year of 2015/2016. It was found that the average score in the pre-test was 61.76 and post-test was 76.18 it was also found that in the matched t-test calculation, the result was 7.17 and exceeded 1.697 as coefficient of t-table with 95% significance level of one tailed test. On the other word, it was effective to teach reading by using Index Card Match strategy to the eight grade students of SMP N 3 Lubuklinggau in the academic year 2015/2016.

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