

**THE EFFECTIVENESS OF ICM (INDEX CARD MATCH) TO READING
COMPREHENSION STUDENTS AT THE EIGHT GRADE OF SMP NEGERI 6
KEDIRI IN ACADEMIC YEAR 2015/2016**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
RIZKITTA AULIYA
NPM 10.1.01.08.0229

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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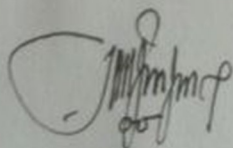
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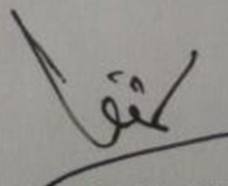
The Advisors,

Advisor I



KHOIRIYAH, M.Pd
NIDN.0719017501

Advisor II



MAHENDRA PUJI P.A., M.Pd

APPROVAL SHEET

THESIS

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RIZKITA AULIYA
NPM 10.1.01.08.0229

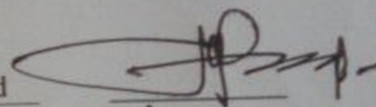
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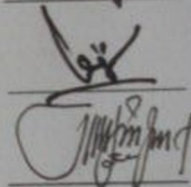
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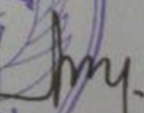


First Examiner : MAHENDRA PUJI P.A, M.Pd



Second Examiner : KHOIRIYAH, M.Pd

The Deans of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri


Dr. H. SRI PANCA SETYAWATI, M.Pd

NIDN.0716046202



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Rizkitta Auliya

10.1.01.08.0229

Faculty Of Teacher Training And Education - English Education
rizkitta.auliya@gmail.com

Khoiriyah, M.Pd and Mahendra Puji P.A, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of english skills that should be mastered by students in junior high school. This skill will give new knowledge or update student's knowledge when they read written text. In real class, teacher is still applying conventional technique of teaching reading comprehension, teacher only asks students to read the text and answer the question. And the other, teacher always uses translation method and asks the students to do the exercise, so it makes them unmotivated. So, in order to make the Junior High School students be able to develop and organize their reading in appropriate order and attract the junior high school students motivation in reading activity, so the teacher should give the students appropriate model such as Index Card Match Method. In fact the students still have problems of reading. First the students have less motivation to read because the vocabulary is difficult to understand. It also cause of long text the given by teacher. So the students cannot improve their comprehension in reading text. The material is bored because it consists of the same material. The teacher usually teaches their students with bored material and never gives them any new material. For example when the teacher teaches narrative text they just give their students monotone text like Cinderella, sleeping beauty, etc. they should changes the text with different text who can interested the students. Learning method is one of main component in creates active learning atmosphere, creative, innovative, and rejoicing. Interesting learning method and variety will get implication on teaching and learning process at class. Learning Index Card Match, is one of cooperative learning which is involved the students into group. Each group can identification text, the other description picture, and find their matching. Teaching descriptive text becomes interesting activity using this method, because using this method they do not only read the whole text, find the meaning word by word then answer the questions after that check the answer together but also they have to be active in group activity.

Keywords

Reading, Reading Comprehension, Index Card Match.

I. INTRODUCTION

Reading is one of skills that should be mastered by every student. It is supported by Nunan (2003: 69) "reading is a schematic knowledge on the comprehension processes of second

language reader". The students not only get information, increase their vocabulary but also they get pleasure. To get the information from the passage they read, students has comprehend the passage.

Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

In addition, knowing the important of reading, every student has different purpose during reading. According to Grabe, William (2002: 8) they are ; reading to search for information, reading for quick understanding , reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension” . In order to make the messages or information can be understood, the readers have to be able to comprehend the content. To catch the purpose of reading such as, get general information or detail information from the passage, the students should be comprehend the text to understand the information effectively. Therefore, each student still has difficult purpose in reading. There are several purposes of reading. Berado (2006:61) “Reading can have three main purposes: for survival, for learning and for pleasure”. The purpose of reading is varied among the students. Al-Mahrooqi (2012:24) states, “Purpose for reading is varied among the students”. That student need identify the purpose of reading based on their needed. In fact the

students still have problems of reading. First the students have less motivation to read because the vocabulary is difficult to understand. It also cause of long text the given by teacher. So the students cannot improve their comprehension in reading text. Second, the material is bored because it consists of the same material. The teacher usually teaches their students with bored material and never gives them any new material. For example when the teacher teaches narrative text they just give their students monotone text like Cinderella, sleeping beauty, etc. they should changes the text with different text who can interested the students. Third in reading comprehension such as finding stated information teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. According to Karlin (1971), "being able to read for literal meanings is stated ideas is influenced by one's mastery of word meanings in context". In other hand the teacher also teaches the student monotone technique such as ask the students to read long text, translates it and answers the questions all the time. The teacher not gives the students interesting technique like a game or quiz. The students need different technique to learn English subject, so the teacher should knew the student need. Brown (2001:402) states:

Teaching sets up the practice games of language learning: the opportunities for learners to listen, think, and take risk, set goals, and process to coach and then recycle through whatever it is that they are trying to set in place.”

There are many method can be applied in teaching reading. One of them is ICM (Index Card Match) method. This strategy need the student be an active and also be honest. Learning method is one of main component in creates active learning atmosphere, creative, innovative, and rejoicing. Interesting learning method and variety will get implication on teaching and learning process at class. Learning Index Card Match, is one of cooperative learning which is involved the students into group. Each group can identification text, the other description picture, and find their matching.

II. RESEARCH METHOD

In this In this research, the researcher uses quantitative method and the approach of this research is experimental research design. According to Sugiono (2012:14) “metode penelitian kuantitatif dapat diartikan sebagai metode penelitian yang berlandaskan pada filsafat positivisme, digunakan untuk meneliti pada populasi atau sampel tertentu”. West and Kahn (2006:79), “Quantitative research consists of research in which the data can be

analyzed in terms of numbers”. The researcher use quantitative research because she would collect the data from certain sample and give the result in a forms of statistics. This research belongs to experimental research. Sugiono (2012:107) explained “Penelitian experimental dapat diartikan sebagai metode yang digunakan untuk mencari pengaruh tertentu terhadap yang lain dalam kondisi yang terkendalikan”. It means that experimental research is to know the influence of one variable to other variable. Sugiyono (2012:110) argues that “bentuk experimental designs ada beberapa macam yaitu: One-Shot Case Study, One-Group Pretest-Post Design, and Intact –Group Comparison”. In this research, the researcher uses experimental research because she would find the influence of ICM method on Reading descriptive text and use One-Group Pretest-Posttest Design to get the data by giving the students a pretest, treatment more than once, then post-test, and compare the result, and take the conclusion.

In this research, the researcher chooses SMP N 6 Kediri. This school is located on ‘Gayam’ village, Kediri. In this school, has 6 classes of the eight grade from VIII-A until VIII-F consisting of 36 students. So the populations are 216 students.

In this research, the researcher tries to hold written test to check the reading comprehension the eighth grade students of SMP N 6 KEDIRI by asking them about descriptive text. The researcher asks the students to do the pre-test and post-test with 20 questions multiple choices after they have been taught using Index Card Match method. Here is the classification to gets the score for the students. The researcher gives the descriptive text and ask the students to find the identification and description thing. Then, ask them to make answer the question of the text. The aspect of get the score as follows: developing idea, grammar, and response.

Furthermore, There are three processes of the data collecting; pre-test, treatments, post-test. Pre-test was given before the treatments. First, the researcher came to the class. Then, she explained to the students what she had to do. Finally, she asked the students to do the task. Then, the researcher gave treatment twice, for the students. In this treatment, the researcher students were taught how to comprehend the descriptive text by applying Index Card Match method. After the teacher show the descriptive text to the students, teacher ask the student to read the card, then gives out one card to each students and explain that is a matching activity, teacher direct students to find their matching cards. When a match is formed, ask each pair of

participants to find seat together, and then when all the matching pairs have been seated, teacher ask students to discuss about their matching card.

Finally, the result of test was analyzed statistically. The techniques of data analysis that the researcher uses in this research is T-test, especially T-test for one group because the objects of the research that the researcher chooses only one class of the VIII-B class students of SMP N 6 Kediri which consist of 36 students. This technique is used to prove the hypothesis that the researcher said in previous chapter. From this process, the researcher know whether this research is significant or not by looking at the result of pre test and post test analyzing used-test.

III. RESEARCH FINDING

The result shows analysis of t-table is t-score is higher than t-table. The score of t-test was 10,085 at the degree of freedom 35 and t-table is 2, 030 at the level of significant of 5% and 2,723 at the level of significant 1%. It means that t-score (10,085) > t-table at the level significance of 5% (2,030). So, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis is accepted. Based on the result of t-test, it can be said that Index Card Match has significant effectiveness to the students' reading comprehension. Such as: they can understand the text, references,

find synonym and antonym, and find certain information. They more active in learning English especially in reading lesson and make a conducive class in teaching and learning process.

Finally, using Index Card Match give a better result in reading comprehension. Researcher can conclude that compare and contrast strategy is recommended in teaching reading comprehension. So, the teachers are suggested to use Index Card Match as a strategy in teaching reading because it can stimulate the student's interest in studying reading.

IV. CONCLUSION AND SUGGESTION

Based on the previous chapter, it can be concluded that reading comprehension has an important part in teaching and learning process. Without reading comprehension, the reader will get nothing from their reading activity. Because they not understanding what the information on the text. Thus, teaching reading comprehension to the junior high school students is not easy because teacher should have good method to teach reading comprehension. One a good technique in teaching reading comprehension is using cooperative learning. And one of the best methods in cooperative learning to teach reading comprehension is using Index Card Match. From the result of the data

analysis, shows that there is significant influence of using Index Card Match to the eight grade students of SMPN 6 Kediri. The result of t-score is 5,2591 and t-table is 2,086 at the level of significant of 5%. It means that t-score is higher than t-table. Based on the result, the researcher signifies that using Index Card Match gives a better result on the reading comprehension.

Based on the result of the research, Index Card Match gives significance influence in teaching reading comprehension to the students. Thus, it is suggested to use Index Card Match in teaching reading comprehension. The suggestions are given to:

1. The teacher

The first suggestion is addressed to the English teachers. The English teacher is suggested to use Index Card Match the activity to increase the students' reading comprehension because Index Card Match gives significant influence in teaching reading. Therefore, Index Card Match makes the students more active in reading activity. Besides, by using Index Card Match the students can solve their problem in reading such as the finding the topic, reference, synonym and antonym with work together.

The second suggestion is the teacher should be as a facilitator in doing Index Card Match should give a chance to the students to discuss with their group. In

other word, the teacher should have a good control to the students and the classroom situation.

2. The students

The second suggestion is addressed to the students. During teaching and learning process, the students should give more attention to the teacher's explanation and learn well the material that is delivered. Students should also be active in reading activity in daily activity.

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