

JURNAL

**PENGARUH INDEX CARD MATCH TEKNIK TERHADAP
KEPEMAHAMAN MEMBACA SISWA KELAS DELAPAN DI UPTD
SMPN 1 SEMEN TAHUN AJARAN 2016/2017**

***THE EFFECT OF INDEX CARD MATCH TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION OF THE EIGHTH GRADE
AT UPTD SMPN 1 SEMEN IN ACADEMIC YEAR 2016/2017***



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ABSTRACT

The purpose of the research is to find out whether there is an effect of Index Card Match to the students' reading comprehension at UPTD SMPN 1 SEMEN in Academic Year 2016/2017 or not. Quantitative approach and pre-experimental method was used in this research. The sample of the research was VIII-B class consist of 32 students. The researcher used test as an instrument for collecting data through three main activities, pre-test, treatment, and post-test . Then, gave a multiple choice test narrative text as the instrument to collect the data. To analyze the data the researcher using t-test to know the result of the research. This result is proved that the mean of post test (77) is higher than mean of pre-test (67.5). The result shows that there is significant effect using Index Card Match technique to the students' reading comprehension. It is proven by the result of t-score (13.26) is higher than t-table in the level of significant 1% (2.744). Because t-score is higher than t-table, it means that the differences are significant. The null hypothesis (Ho) is rejected, and hypothesis (Ha) is accepted. Thus, this study has shown that Index Card Match technique gave effect to the students' reading comprehension. The researcher suggests to the English teacher to start using Index Card Match technique to teach the students, because it is a suitable technique to make students easier to comprehend the text.

KEYWORDS: Reading comprehension, Index Card Match technique

I. BACKGROUND

Reading is one of skills that should be mastered by every student. It is line with Khoiriyah's explanation (2016) "Reading is a way to communicate between writer and reader to share information and ideas in written form. During reading, there is interactive process between writer, reader and text. Texts provide information that the writer wants

the reader tries to understand". It is supported by Pang, et al (2003: 21) that reading is a skill that will empower everyone who learn it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. This means that reading will make the students' knowledge broader in contributing

students' knowledge from printed materials. Thus, learning reading is an important part in getting information based on text or other written sources.

On the other hand, each student has different purpose in reading material/written text, such as: first, for learning is considered the type of reading done in the classroom and is goal orientated, for example: getting new information and reading course book. Second, for getting pleasure is something that does not have to be done, for example: reading a novel, comic, magazine, and newspaper. Third, for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. For example: reading can used to find information on schedule of train or reading could be used to read on the street sign so that someone knows where to go. It is supported by Berardo (2006:61) who states, "Reading can have three main purposes: for survival, for learning and for pleasure". So the students who read with a purpose tend to comprehend and remember what they read longer than who have purpose.

In fact, the students still have problems of reading. First, the students did not have high motivation and interest in learning English especially in the reading

activity. They did not pay attention to the teacher when the teacher explained the material. They were busy with their business to talk with their friends. In addition, they often made jokes in the class that caused some chaos in the class. It disturbed the students who were serious in the class. Furthermore, they lacked knowledge about components of a text such as the grammatical features, vocabulary, and the generic structure of the text. Second, students were not able to comprehend the content of texts. It made them difficult to determine the important information such as the general description of the text, explicit and implicit information, word references and the meaning of words from the text. All those problems need to be solved because they gave impact on students' reading achievement which did not high. The students get some difficulties in reading comprehension and cannot answer the questions well such as: finding literal, inferential, and critical comprehension, for instance: the students do not understand to find an important information stated in the text; find implied information; and do not know the meaning of some words in the text by Khoiriyah (2014).

There are many technique can be applied in teaching reading. One of them is Index Card Match technique. It enables the

students to be more motivated in reading comprehension. Index card match itself is an active, enjoyable way to review course material. It allows participants to pair up and quiz the rest of the group (Silberman, 2005: 246). Students learn reading comprehension in small group as the index card match activity where it can facilitate students to negotiate meaning in the reading text.

Index card match can help the students to be more active and to improve their reading comprehension in the class, it makes students interest in the class when the students run the activity to find the card and matching the card (Suprijono, 2009: 120). It means, In relation to teach reading, index card match technique one of the best ways to motivate students and give variation in teaching learning when the students combine the card. Then, this technique helps the teacher controls the students' activity in teaching learning easily.

II. RESEARCH METHODS

In this research, the researcher uses quantitative method and the approach of this research is pre-experimental designs, namely one-group pre-test and post-test design. To get the data by giving the students a pre-test, treatment more than once, then post-test, and compare the result, and take the conclusion.

In this research, the researcher chooses at UPTD SMPN 1 SEMEN. In this school, has 9 classes of the eighth consisting of 35 students. So the populations are 342 students.

In this research, the researcher tries to hold written test to check the reading comprehension the eighth grade students of UPTD SMPN 1 SEMEN by asking them about narrative 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 technique. Here is the classification to gets the score for the students. The researcher gives the narrative text and ask the students to find the general description of the text, explicit and implicit information, word references and the meaning of words from the text. Then, ask them to make answer the question of the text.

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 narrative

text by applying Index Card Match technique. After the teacher show the narrative 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-D class students of UPTD SMPN 1 SEMEN which consist of 32 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. FINDINGS AND DISCUSSION

The research findings can be describe based on the research questions that how the students' reading comprehension before and after being taught using Index

Card Match technique and whether there is significant effect or not of Index Card Match technique in teaching reading comprehension. From the table below, it can be seen that the differences between mean of pre-test and mean of post-test students' reading comprehension was increased.

Table 4.7
The Difference of Mean Pre-test and Mean Post-test

N= 32 Students	Pre-test	Post-test
Total Score	2160	2460
Mean	67.5	77

The result data above, total of students' pre-test score was 2160 and the total of mean score of mean score of pre-test can be counted from the total of students' pre-test score divided by total of sample was 67.5 While, from the post-test score, the total of students' post-test score was 2460, the total mean score of post-test was 77. It means that the students' score after getting treatment is better. Then, from the t-test found that the t-score was 13.26. After the t-score found, it is compared to the t-table. Then, the researcher used the level of significant 1% to assert whether the null hypothesis was rejected or accepted. moreover, it also can be seen from table below:

Table 4.9
The statistical computation of
using T-test

Db	t-score	t-table 1%	Significant Ha	H ₀
31	13.26	2.744	Very significant	Rejected

The result shows analysis of t-table is t-score is higher than t-table. The score of t-test was 13.26 at the degree of freedom 32 and t-table is 2.744 at the level of significant of 1%. It means that t-score (13.26) > t-table at the level significance of 1% (2.744). So, the Null Hypothesis (H₀) is rejected and the Alternative Hypothesis is accepted. Based on the result of t-test, it can be said that Index Card Match technique has significant effect to the students' reading comprehension. Such as: they can find the general description of the text, explicit and implicit information, word references and the meaning of words from the text. 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 technique give a better result in reading comprehension. Researcher can concluded that this technique is recommended in teaching reading comprehension. So, the

teachers are suggested to use Index Card Match as a technique in teaching reading because it can stimulate the student's interest in studying reading.

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