THE EFFECTIVENESS OF INDEX CARD MATCH STRATEGY TO TEACH STUDENTS’ READING COMPREHENSION

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INTRODUCTION

Reading is a way for someone to get information from a written text. By reading, students can improve their ability and knowledge. Reading is very important in the development of science because to transfer knowledge is mostly by reading. Reading is also an interaction between the reader and the writer. The text provides information that the authors wants the reader to understand in certain ways (Grabe, 2009: 15). Therefore, reading must be mastered by every student who wants to master the English textbook.
Reading comprehension is an ability to comprehend written text with the meaning. Woolley (2011:15) states that Reading comprehension is the process of making meaning from text. The Readers need to be able to comprehend what they are reading that involves the process grammatical structures, vocabulary and meaning. Without comprehension, reading is nothing more than tracking symbols on a printed page with eyes and sounding them out. With reading comprehension, students can understand what text meaning and can find out the answer to the questions.

Nowadays, curriculum 2013 is one of has been prepared in the era of globalization. As in curriculum 2013, the effectiveness of learning process prioritizing personal experiences through observation (listening, seeing, reading, and listening), asking, associations, conclude and communicate. Therefore, learning is achieved implemented in the real world and useful for life (Lubis, 2014). Curriculum 2013 requires students to be more active in comprehend texts in order to open up students' insight.

The use of a good teaching strategy to teach reading comprehension in the teaching-learning process would help the students to comprehend the text well. A good teaching strategy in reading comprehension must be able to help the students in finding the information from the text.

There are a lot of strategies or methods that can use for teaching reading comprehension. A strategy that can be used to teaching reading comprehension is Index Card Match Strategy. Index Card Match is an active learning strategy, active learning engages students with content in ways that develop competencies and build skills rather than simply transfer knowledge. Index Card Match Strategy is a way that teachers use with the intention of inviting learners to find answers that match the questions that have been prepared. According to Rambe (2018:101) Index Card Match Strategy is looking for pair cards which are a fun way to repeat learning that has been given previously.

Index Card Strategy is a kind of active learning which is to make the students more active and enjoyable when they are studying. Rambe (2018:101) mentions that Index Card Match Strategy has advantages such as makes enjoyable in teaching
learning process so they would be more interesting and give attention to the material of the subject. This strategy can create the atmosphere of learning active and fun and can improving the students’ result of learning reach completeness.

To implementing Index Card Match strategy, first the researcher have to write a question on a separate index card about whatever is taught in class after that, made a question card with the amount equal to half the number of students and the other on a separate card, wrote the answers to each question. Then, mix two sets of cards and shake them several times to be completely mixed up. After every cards mixed, the researcher gave one of the cards to each student. Explain that this is a matching exercise. Some students get questions and some others get cards answer, instruct students to look for pair the card. When a partner forms, instruct the student in pairs to find a seat together. (say to them do not reveal to other partners what’s on their card). If all of the pairs have sat together, instruct to each pair to give a quiz to others by reading aloud their questions and challenge others to gives answers. The last is the researcher tell to them the correct anwers and gave conclusion (Cited in Silberman, 2011: 240).

The researcher admits, many researchers have used flashcards. But, the researcher made this Flash card by handmade itself and adjust it to the needs and material being studied in recount text. Students would be easier to understand texts in English, especially in reading comprehension. Therefore, the researcher chooses Index Card Match to see whether this strategy is effective to teach reading comprehension in the SMPN 3 Sanggau in the Academic Year of 2018/2019.

The purposes of this research are to find out whether the use of Index Card Match Strategy is effective to teach students’ reading comprehension and to find out the effectiveness of Index Card Match Strategy to teach students’ reading comprehension to the Eighth grade of SMP Negeri 3 Sanggau in Academic Year of 2018/2019. The result of the research was expected to be a beneficial development of knowledge of Reading Comprehension for foreign language students. Also, it is hoped this research can help to gain more information on the use of Index Card Match Strategy to teaching the students in teaching reading comprehension.

METHODS
In this research, the researcher used a quantitative approach. Experimental research is to determine the cause and effect and how strong is the effect after giving the treatment to the experimental group. The research experimental research by using pre-experimental design the one group pretest-posttest. The researcher gave pre-test to see students’ comprehension in recount text. After giving that, the researcher applied Index Card Match Strategy as the treatment to the students. Then, the researcher gave them post-test to see the differences between pretest and post-test score from the treatment of Index Card Match Strategy. The one group pre-test and post-test design could be represented as:

Table 1.1 Research Design

| O₁ | X | O₂ |

Where:
O₁: Pre-test
X: Treatment
O₂: post-test

Adopted from Cohen et al (2018: 407)

In this research, the population is the Eighth Grade Students of SMP Negeri 3 Sanggau in academic year 2018/2019. The sample in this research represented the population the researcher used cluster random sampling. When the population is large and widely dispersed, gathering a simple random sample poses administrative problems (Cohen, 2018:216). The steps took the sample are as follows: first, the researcher wrote the name of the class in a piece of paper. Then, the papers put into, then shaken until out one of roll papers. Finally, a paper that would out be chosen a class as representative students’ for a sample in this research, the chosen sample was 8C class of 25 students.

The technique of collecting data in this research, Since this research used experimental research which is included in quantitative research. In other words, the researcher used measurement as the technique in this research. The measurement technique aims to measure students’ reading comprehension mastery by using test. This technique is needed in order to determine the result of this research. To collecting the data, choosing a proper tool or an instrument that measured critical to
the success in this research. The researcher used an achievement test to measure student’s score in pre-test and post-test. The researcher gave pre-test to see students’ comprehension in recount text. After giving that, the researcher applied Index Card Match Strategy as the treatment to the students. Then, the researcher gave them post-test to see the differences between pretest and post-test score from the treatment of Index Card Match Strategy. This research used multiple choice test. Before the researcher gave students pre-test and post-test, the researcher conducted a tryout. A tryout conducted to examine the test validity and reliability to the other class which is not class as a sample. In reading comprehension, the indicator consists of four aspects, they are main idea, factual information, reference, and vocabulary.

The technique of data analysis used to find out to the answer to research questions and to test the hypothesis of the research. This research is pre-experimental research, so to be easy in analyzing the data, the researcher carried out several activities: Finding Individual score, Mean Score, Standard Deviation, Normality Test, T-test and Effect Size.

RESEARCH FINDINGS AND DISCUSSIONS

The result of the data that has been analyzed by the researcher consisted of two, pre-test and post-test. The total score of the pre-test score was 1330 collected from 25 students. The min score collected from the pre-test was 35 and the max score was 70. The mean score for pre-test score rounded to 53,20 with. The standard deviation for the pre-test was 8.884 In the process of pre-test implementation, the students were still confused and weak in reading comprehension, because many vocabulary they did not know from the text.

In the post-test, the min score was 55 and the max score was 85. The total score for post-test was 1770 from a total of 25 students. The mean score for post-test was 70,80 and the standard deviation of the post-test was 7.863. In the process of post-test implementation, the students began to understand the question that has been given by the researcher because the material was explained in the previous treatments. The Descriptive Statistics Comparison between the Pre-Test and Post-Test as below:
Diagram 1.2 Descriptive Statistics Comparison between the Pre-Test and Post-Test

The mean score of pre-test was 53.20 and post-test 70.80 which indicated that there was a difference between pre-test and post-test mean score. The difference can be calculated by subtracting the pre-test from the post-test, as written below:

\[
\text{Difference} = \text{Post-test} - \text{pre-test} = 70.80 - 53.20 = 17.60
\]

The result showed that the range between the pre-test mean score and the post-test mean score was 17.60. The range between pre-test and post-test indicated there are possibilities of the effect of the treatment on students’ reading comprehension. The researcher tried to calculate mean score per indicators to see the higher and the lower of indicators. See the diagram below:
Diagram 1.3 Pre-test and Post-test per indicators

From the diagram above the mean score of pretest per indicators has difference value. The higher mean score was reference 3.32 and the lower was main idea 2.04 with the total max score 5 (see the appendix 11). The result proved that students had difficulties to comprehend and did not understand the text, so the researcher had to conduct the treatments. After that, the researcher gave post-test to the students. After conducted the treatments there any significany result of the of post-test. From the diagram seen that the higher mean score was reference 4.16 and the lower was vocabulary 3.04 but, all of indicators had increased.

Standard Deviation (SD) represents the deviation of the values of a set of data from its average or mean. It shows how the different values of a particular data set are dispersed. When SD post-test is lower, it means that the values are very close to their average. On the other hand, when SD post-test is higher than pre-test, it means that the values are scattered far from the average value. The result of the calculated can be seen in table 4.1 above. The calculation showed that the standard deviation of pre-test was 8.884 and the post-test was 7.863. It can be said that the students’ reading score was closer to average after the treatment of Index Card Match Strategy applied.

To know the significant difference of the results of study before and after the treatment has been given, this study has applied inferential statistics by using t-test paired sample as the normality testing has shown that the results of the pre-test and post-test are in normal distribution. To be specific, the Kolmogorov-Smirnov test was found out the data distribution by comparing the p-value (d) to the alpha-value
(α). If the value of \( p \) < 0.05 (α), it means that the data is not normally distributed. If the value of \( p \) ≥ 0.05 (α) it means that the data is normally distributed. Therefore the result can be seen as follows:

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Mean</td>
<td>0.0000000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>4.05816128</td>
</tr>
<tr>
<td>Absolute</td>
<td>0.097</td>
</tr>
<tr>
<td>Positive</td>
<td>0.082</td>
</tr>
<tr>
<td>Negative</td>
<td>-0.097</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>0.484</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.973</td>
</tr>
</tbody>
</table>

### 1.4 One-Sample Kolmogorov-Smirnov Test

After the normality test has been done and the data are normally distributed. The researcher conducted a t-test paired sample to find the answers to the first research question. Paired sample T-test was used to found the Index Card Match Strategy effective in teaching reading comprehension in recount text or not by comparing t-value to the t-table. If t-value is higher than t-table, it means that Index Card Match Strategy is effective and \( H_a \) is accepted. If t-value lower than t-table, it means that Index Card Match Strategy is not effective and \( H_0 \) is rejected. Therefore, the result of data analysis was presented in the following table:

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Error Mean</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>4.592</td>
<td>.918</td>
</tr>
</tbody>
</table>

### 1.5 Paired Samples Test

The result shown that t-value score (19.165) was higher than t-table (2.064) at 5% with degree of freedom (df) = 24 (see t-table in appendix 11), or 19.165 >
2.064. It means that the alternative hypothesis (Ha) was accepted, while the null hypothesis (H₀) was rejected.

The next part was to find out the answers to the second research question related to how is the effect of Index Card Match Strategy answered by using effect size. the researcher calculated the effect size manually using the formula below:

\[ ES = \frac{X_{posttest} - X_{pretest}}{(SD)} \]

\[ ES = \frac{70.20 - 53.20}{(8.884 + 7.863)} \]

\[ ES = \frac{17.60}{(16.747)} \]

\[ ES = 1.05 \]

The result of the effect size was 1.05, by considering the interpretation above by Cohen et al, 1.05 was greater than 1.00 (1.05 > 1.00). It can be concluded that there was a strong effect on the students’ reading comprehension after the treatment of Index Card Match Strategy was applied to the class. It proves that Index Card Match was strong effective in teaching reading comprehension teach eighth-grade students of SMPN 3 Sanggau in the academic year of 2018/2019.

**CONCLUSIONS**

Based on the result of the data, it was found that Index Card Match Strategy is effective to teach reading comprehension to the Eighth Grade Students of SMP Negeri 3 Sanggau in the Academic Year of 2018/2019. The researcher concluded that Index Card Match brought a positive effect to improve students reading comprehension. By conducting this strategy students more active, understood and more interesting with English class especially in reading comprehension. After conducted this strategy students got a better result than before in reading comprehension test, proved in pre-test the students’ mean score was 53.20 after conducting the treatments in the post-test students’ mean score was 70.80. Meanwhile, the The result of the effect size was 1.05. It can be concluded that there was a strong effect on the students’ reading comprehension after the treatment of
Index Card Match Strategy was applied to the class. The important one is Index Card Match is the appropriate strategy and useful to teach reading comprehension.

REFERENCES


