

THE EFFECT OF INDEX CARD MATCH STRATEGY ON STUDENTS' ACHIEVEMENT IN REPORTED SPEECH (A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 5 PADANGSIDIMPUAN)

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Abstract: The objective of this research is to know whether there is a significant effect of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidimpuan. This research uses experimental method with pre-experimental research design; one group pre-test post-test design. The population is all of the eleventh grade students which consists of 178 student. Technique sampling that used on this research is systematic simple sampling and the number of the sample consists of 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of index card match strategy and test to get the data of the students' achievement in reported speech. The researcher uses statistic process in analyzing by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{count} is higher than t_{table} ($t_{count} 9.33 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidimpuan.

Keywords: index card match strategy, reported speech.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari strategi *index card match* terhadap pencapaian siswa pada materi *reported speech* di kelas sebelas SMA Negeri 5 Padangsidimpuan. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 178 siswa kelas sebelas. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis sederhana dan jumlah sample terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian strategi *index card match* dan tes untuk menjaring data mengenai pencapaian siswa pada materi *reported speech*. Peneliti menggunakan proses statistic dalam analisis data, yaitu rumus tes t. Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{hitung} lebih besar daripada t_{table} ($t_{hitung} 9.33 > t_{table} 2.04$). Jadi, hipotesis diterima. Hal ini berarti ada sebuah pengaruh yang signifikan dari strategi *index card match* terhadap pencapaian siswa pada materi *reported speech* di kelas sebelas SMA Negeri 5 Padangsidimpuan.

Kata kunci: strategi *index card match*, reported speech.

I. INTRODUCTION

Reported speech is one of the achievements that must be achieved by the students. It can be looked from their ability in mastering the rules in

reported speech, such as their understanding about the definition of reported speech, changing of tenses, changing of pronouns, changing of time signals, and changing of forms. Hartanto et al., (2009: 286) said that Reported Speech is the words which are delivered by someone who reports someone else's words. Reported Speech can be stated: a) repeat the exact words which is used by the speaker (Direct Speech) the sentence is not related by "that" but must be marked with "---", b) give the main idea of the speech (Indirect Speech).

According to Parmar (2014: 44), "There are two ways of Reported Speech; 1) Direct Speech, 2) Indirect Speech. Direct Speech is used when we say exactly what someone has said. In short we quote speaker's actual words. While, Indirect speech is used when we report someone else's speech without quotation or exact words. While, according to Tabiri (2016: 71), "The two ways of reporting direct speeches or statements are as follows: a) Direct Speech (in direct speech, the speaker's words are quoted verbatim, that is without altering them), b) Indirect Speech (in indirect speech we give the exact meaning of a remark or speech, without necessarily using the speaker's exact words)." However, Sargeant (2007: 134) states The exact words that someone says are called Direct Speech. Quotation marks "...." are used to set off direct speech. You can report what someone says without using their exact words. To do this, use a verb like say, ask, or tell, followed by that. This is called Indirect Speech. There are several differences between a sentence with direct speech and a sentence with indirect speech.

From the explanations previously, the researcher concludes that Reported Speech is the sentence that used to report what someone else's

speech. The way to report it divided into two ways, they are Direct Speech and Indirect Speech. The reported speech that will be discussed in this research is the way to change Direct Speech into Indirect Speech vice versa. Direct speech is the way to report someone else's words without changing anything, the words that are reported same with the words that are heard. While indirect speech is the way to report someone else's words by using different words but with the same meaning.

In SMA Negeri 5 Padangsidimpuan, Reported Speech becomes one of the materials that is taught to the students so that the students' achievement in learning English can be increased and the school has standard mark 75 (KKM of SMA Negeri 5 Padangsidimpuan Academic Year 2017/2018) that must be achieved by the students. But in real fact, when the researcher did pre-test in SMA Negeri 5 Padangsidimpuan, researcher found that 60% from 30 students in SMA Negeri 5 Padangsidimpuan are unable to understand Reported Speech. It could be proved by looking at the mark of students' pre-test 2017/2018 academic year on April 16th, 2018. The mean of the test was 54.3. It is categorized as the fail achievement. Though this score just for Reported Speech, it is also affected the students' achievement in English because it is part of English grammar.

It happened because there are so many factors that affect the students' understanding. They are internal factors and external factors. Internal factors are the factors that come from the students inside such as low vocabulary, feeling laziness to study, degree of cleverness, low motivation, physical, and psychological. Meanwhile, the external factors come from the students outside such as: 1) Family factors include background of the family, economy

condition of the family, ways of parents in educating their children. 2) School factors include curriculum, unsuitable techniques and strategies in teaching the material, the relationship between teachers and students, the facilities of the school, and state building.

To increase their achievement in reported speech, the researcher used index card match strategy. Afandi et al., (2013: 48) said that using Index Card Match strategy, students can be more active to study and stand alone. Although it is done with playing ways, but it can stimulate students to study with responsibility and discipline so the learning achievement can be achieved and increase. Meanwhile, Istarani (2011: 224) stated that Index Card Match is fun enough to use for reviewing learning material which has taught before and also to teach new material. Helmiati (2012: 98) said that Index Card Match is the fun way and activate students when teacher want to review the material that have been given before. While, Nasution et al., (2017: 68) said, "Index Card Match learning strategy can develop teamwork and mindset of the students. Students are given one card, it may be a question card or an answer card, and the must match his/her own card with the pair of card.

From the explanation above, the researcher concludes that Index Card Match is a teaching strategy that encourages students actively and aims for students to have an independent spirit and creativity in learning because this strategy is a fun strategy so that the students will not feel bored to study. It is also will increase their ability to work in team and by looking for the pair of a card. The researcher choose this strategy because it has some positive advantages such as: a) grow happiness in learning process, b) learning material which is explained can be more attract students' attention, c) can

create fun and active learning situation, d) can increase students' learning achievement, e) assessment can be done together with observer and students, f) discussion process is happened and it can reinforce topic that will be review or new topic (Afandi et al., 2013: 49).

In this research, the researcher used steps of index card match strategy on students' achievement in reported speech based on the statement of Istarani (2011: 224) as follows: 1) prepare all the kind and form of equipments to cut some paper in making some cards, 2) make the card as many as the total of students in the class, 3) divided the card into two same parts, 4) in a half parts, write the question about the material that has been studied. Each card is filled one question, 5) in the others card, write the answer of the question that have been made, 6) shake all of cards until they are mixed between question and answer cards, 7) every student is given one card. Explain that this activity is done in pair. A half of students get question card and the others get answer cards, 8) ask the students to find their pairs. If they have found their pairs, ask them to sit nearly. Explain that they may not tell their material to the other pairs, 9) after all the students find their pairs and sit nearly, ask every students by turns to read and explain their question card to the other students and then the question card is answer by their pairs, 10) finish the process by making clarifications and conclusions.

The objectivities of conducting this research are to know: 1) The application of using index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidempuan, 2) The students' achievement in reported speech before and after taught by index card match strategy at the eleventh grade students

of SMA Negeri 5 Padangsidempuan, 3) Whether there is a significant effect of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidempuan.

II. METHODOLOGY OF RESEARCH

SMA Negeri 5 Padangsidempuan is located on Jalan Melati No. 90, Ujung Padang, Kec. Padangsidempuan Selatan Prov. Sumatera Utara. The population of this research is all of the eleventh grade students which consist of 178 students and 30 of them become the sample of this research which is taken by using systematic simple sampling.

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measure the students' achievement in reported speech and the observation sheet is used to observe the researcher in applied index card match strategy. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' achievement, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of reported speech and observation sheet of index card match strategy. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of index card match strategy on students' achievement in reported speech.

III. RESULT

After conducting the research in SMA Negeri 5 Padangsidempuan by contributed observation sheet and test to the eleventh grade students to see the effect of index card match strategy on students' achievement in reported speech. Then, the researcher described the data which are calculated by using statistical analysis. First, the application score of index card match strategy is described in the table below.

Table 1. Result of Observation Sheet of Index Card Match Strategy on Students' Achievement in Reported Speech

No	Indicator	Mean
1	Exploration	3.3
2	Elaboration	3.3
3	Confirmation	3.5
Score Total		10.1
Score Mean		3.3

Based on the result obtained from the analysis of observation sheet about the application of index card match strategy on students' achievement in reported speech at the eleventh grade students which contains 20 statement about the steps and the mean of the score for each indicators are 3.3 for exploration, 3.3. for elaboration and 3.3 for confirmation. After all of the score are totaled, the mean of the score was 3.3. So that, the mean was included in the "Very Good" criterion.

Second, the differences of pre-test and post-test score of the students' achievement in reported speech can be seen on the table below.

Table 2. The students' achievement in reported speech before and after taught by index card match strategy

No	Test	Mean	N	Standard Deviation	Standard Error Mean
1	Pretest	54.3	30	7.37	1.36
2	Posttest	73.2	30	8.55	1.59

Based on the result on table 2, the mean of pretest was 54.3 and it was categorized as a “Less” achievement. The mean of posttest was 73.2 and it was as a “Good” achievement. The table showed that pretest score was higher than posttest score.

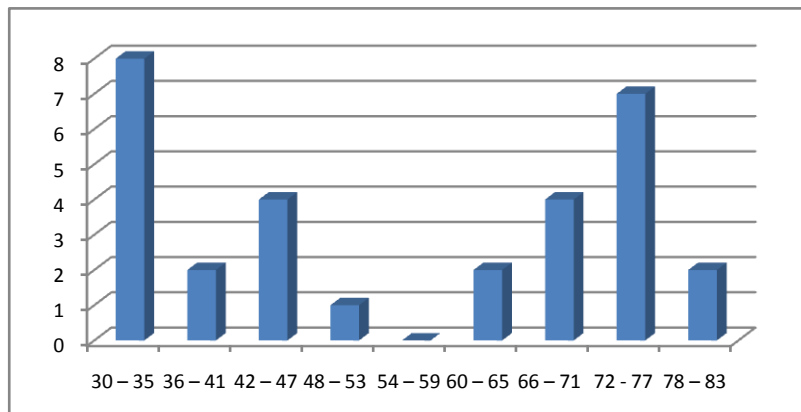


Figure 1. Students' Achievement in Reported Speech Before Using Index Card Match Strategy

From the figure above, it can be seen that the highest frequency consists of 8 students on interval score 30 – 35.

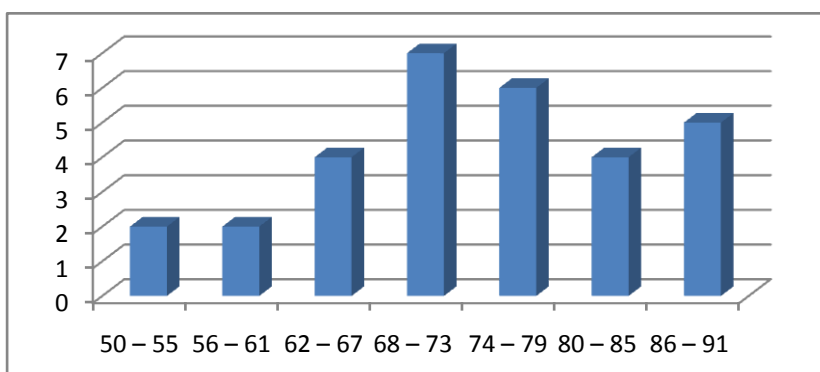


Figure 2. Students' Achievement in Reported Speech After Using Index Card Match Strategy

Based on the figure 2 above, it can be seen that the highest frequency consists of 7 students on interval score 68 – 73. In analyzing data to look for the effect of index card match strategy on students' achievement in reported speech, the researcher do the hypothesis testing by using t_{test} and the result can be seen on the calculation below.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{-18.86}{\sqrt{\frac{14252 - \frac{(-566)^2}{30}}{30(30-1)}}$$

$$t = \frac{-18.86}{\sqrt{\frac{14252 - \frac{320356}{30}}{30(29)}}$$

$$t = \frac{-18.86}{\sqrt{\frac{14252 - 10678}{870}}}$$

$$t = \frac{-18.86}{\sqrt{\frac{3574}{870}}}$$

$$t = \frac{-18.86}{\sqrt{4.1}}$$

$$t = \frac{-18.86}{2.02}$$

$$t = -9.33 = 9.33$$

$$df = n - 1$$

$$= 30 - 1$$

$$= 29 \rightarrow t_{\text{table } 5\%} = 2.04$$

So, the calculation above shows that t_{count} is higher than t_{table} .

$$t_{\text{count}} 9.33 > t_{\text{table}} 2.04$$

Based on that result, it can be seen that t_{count} is 9.33 and t_{table} is 2.04 at 5% significances level with degree of freedom (df) = $N - 1 = 30 - 1 = 29$. The researcher found that t_{count} is higher than t_{table} ($t_{\text{count}} 9.33 > t_{\text{table}} 2.04$). It means that there is a significant effect of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidempuan. The researcher can say that Alternative Hypothesis (H_a) is received.

IV. DISCUSSION

Based on the observation sheet result of index card match strategy on students' achievement in reported speech, the researcher found that the score was 3.3. The score is categorized as "Very Good" criterion. Furthermore, the result of students' achievement in reported speech before taught by using index card match strategy was 54.3 and it was included in "Less" criterion. While, the result of students' achievement in reported speech after taught by using index card match strategy was 73.2. It was included in "Good" criterion. It means that there is an improvement on students' achievement in reported speech after taught by using index card match strategy.

The improvement was happened because the application of index card match strategy in teaching reported speech was very good, so that the students were more active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students also can play and develop their ability in deliver their opinion. It means that index card match strategy had the big effect to make the students easier to understand and achieve reported speech. It also can help the students to understand the changing that happened in the reported speech.

So that index card match strategy had the implication for teacher, it can help the teacher to attract the students' attention and make the students easier to understand the material, the teacher also can make the learning situation more active and fun. For the students, they can get the material easier to understand because by using index card match strategy they can study and play and they aslo can deliver their explanation about the material, it also can

help the students to reinforce and increase their memories about the material. While, for the other researcher, this research give the implication as the data and the result which can back up their research which related with this research.

By looking the previous related researches which had been conducted by the other researchers (e.g., Akhsan and Soviyah, 2008; Padang et al., 2018; Balqis, 2014). All of the researcher had proved that the using of index card match strategy gave the positive effect on students in learning English. If the researcher compares them with result of this research. It could be concluded that the students achievement after taught by using index card match was higher than the students' achievement before taught by using index card match strategy. From the result t-test also proven that t_{count} was higher than t_{table} ($t_{\text{count}} 9.33 > t_{\text{table}} 2.04$), so that the hypothesis is received. The researcher concludes that there is a significant effect of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidempuan.

V. CONCLUSION

The researcher take some conclusion. First, the result of application of index card match strategy on students' achievement in reported speech at the eleventh grade students of SMA Negeri 5 Padangsidempuan was 3.3 and it was included "Very Good" category. It means that the researcher had applied index card match strategy on students' achievement in reported speech well.

Second, the students' achievement in reported speech before taught by using index card match strategy at the eleventh grade students of SMA Negeri 5 Padangsidempuan was 54.3 and it was included as "Less" category. While,

the students' achievement in reported speech after taught by using index card match strategy at the eleventh grade students of SMA Negeri 5 Padangsidempuan was 73.2 and it was included as "Good" category.

Third, The testing was done to measure the hypothesis which was made in chapter II showed that t_{count} was higher than t_{table} ($t_{\text{count}} 9.33 > t_{\text{table}} 2.04$). So the hypothesis of this research could be received. It means that there is a significant effect of index card match strategy on students' achievement in reported speech; changing of tenses, changing of pronouns, changing of time signals, changing of forms (yes/no question and question-word question) at the eleventh grade students of SMA Negeri 5 Padangsidempuan.

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