

# THE EFFECT OF INDEX CARD MATCH STRATEGY ON STUDENTS' VOCABULARY MASTERY (A Study at the Tenth Grade Students' of SMA Negeri 1 Sitahuis)

By:

**NOPERTO TULUS PARULIAN TOBING**

**NPM.14.080073**

**Program Study: Pendidikan Bahasa Inggris**

**Institut Pendidikan Tapanuli Selatan**

**Nopertoparulian@gmail.com**

## **Abstract**

*The purpose of this research is to find out: 1) the application of index card match. 2) the extent of the students' vocabulary mastery before and after using index card match. 3) whether there is any significant effect of index card match on students' vocabulary mastery at the tenth grade students of SMA Negeri 1 Sitahuis. Method of the ruler was the experimental. The population of this research was all of the tenth grade students of SMA Negeri 1 Sitahuis. It consist 100 students. Sistematic sampling technique was uses to get a sample it consist 33 students. The technique for collecting data by observation sheet and giving test. The result mean score of the application of index card match was 3,43 it was "very good". Value before using index card match was 58.69, it was categorized "enough". While the mean score of the students' vocabulary mastery after using index card match was 74.15, it was categorized "good". The result of  $t_{test}$  was 10.62 and  $t_{table}$  was 2.04 It means that there is a significant effect of using index card match on students' vocabulary mastery at the tenth grade students of SMA Negeri 1 Sitahuis.*

**Keyword: Index Card Match, Vocabulary Mastery**

**Abstrack :** Tujuan penelitian ini adalah untuk menemukan: 1) penerapan kecocokan kartu indeks. 2) tingkat penguasaan kosakata siswa sebelum dan sesudah menggunakan kartu indeks. 3) apakah ada pengaruh yang signifikan dari kartu indeks terhadap penguasaan kosakata siswa pada siswa kelas X SMA Negeri 1 Sitahuis. Metode yang digunakan adalah eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA Negeri 1 Sitahuis. Ini terdiri dari 100 siswa. Teknik sampling sistematis digunakan untuk mendapatkan sampel terdiri dari 33 siswa. Teknik pengumpulan data dengan lembar observasi dan tes. Hasil rata rata skor aplikasi kartu index 3,43 dikategorikan "sangat bagus". Nilai sebelum menggunakan pertandingan kartu indeks adalah 58,69, itu dikategorikan "cukup". Sementara skor rata-rata penguasaan kosakata siswa setelah menggunakan pertandingan kartu indeks adalah 74,15, itu dikategorikan "bagus". Hasil uji t adalah 10.62 dan ttabel adalah 2,04. Ini berarti ada pengaruh signifikan menggunakan kartu indeks pada penguasaan kosakata siswa pada siswa kelas X SMA Negeri 1 Sitahuis.

**Kata Kunci :Index Card Match, Vocabulary Mastery**

## I. INTRODUCTION

Vocabulary is a set of words that a person knows from a word structure in a sentence or part of a particular language. The wealth of a person's vocabulary is a description of the intelligence or a level of education that he/she has assumed while sitting in school where the addition of the vocabulary is essential to establish an interaction or communication with others, either from the learning process of a language or in the development of a person in a language already mastered.

In order to achieve those goals, the students must be able to master the vocabulary because it is one of the aspect in language component in the formal and informal speaking and writing. So teaching vocabulary must be improve to fixed the quality of students' nation so that they are be clever, and have skill to compete with students from the another countries.

For example students who study in SMA Negeri 1 Sitahuis. Many students still failed to translate each word and sentence, students still lack and do not have vocabulary, it can be prove by looking the mark of student. They are get average 60 while the researcher gives pre test to the students. Meanwhile based on senior high school N 1 Sitahuis Kriteria Ketuntasan Minimum (KKM) students are expected to get the average to 75. It means that students in the tenth grade of SMA Negeri 1 Sitahuis still less in vocabulary mastery.

For example students who study in SMA Negeri 1 Sitahuis. Still weak in English learning processespecially in vocabulary, it can be seen from the students in the class that cannont to comunication as well and they are difficult to understand a new word so that they are cannot answer the question from the teacher, sometimes in while comunication inthe students are not able to speak fluently due to their lack of vocabulary.

If the problem not solved, the students' cannot develop their vocabulary mastery. Finally they cannot understand about meaning of the sentence, function words, and difficult to translate the sentences.

Index card match is chooses as strategy teaching to improve intersting,happines, work team and actively to find out the answer of the question, the writer concludes that index card match can make the learners improve their vocabulary, when they answer the question, write and speaking in the classroom used english.

The strategy hopefully can make students more be able to comunication as well and have motivation in master the vocabulary. It is assumed that strategy can give positive effect of vocabulary mastery in social learning.

### 1. Definition of Vocabulary

Vocabulary is a list and collection of a words or of a words and phrases usually alphabetically arranged or explained and defined. So that by vocabulary students more easily to express his/ her feeling, ideas, emotion for someone in every condition. A person's vocabulary is defined as the set of all words the person understands or any words that the person might use to compose a new sentence. According to Marzano (2005:1) vocabulary is critical to understanding the concept being taught in class. Manik and

Christiani (2016:2) say vocabulary is a total number of word which with rules combining them make up a language. Then, Tambun (2013:417) said Vocabulary is one of the important elements in any language.

Based on explanation above, the writer concludes vocabulary as a tool to communication with the other have the pantry of words that should be up grade and developed by learning especially in practice.

#### **a. Noun Vocabulary**

Noun is the name of person, place or thing or its usually are refered to things. According to Adia ( 2011: 1) Noun is using to show the name of person, place, things, quality, and also idea.

According to Iran ( 2011: 3 ) Nouns can be divided into different groups according to the grammatical categories. They are divided into regular and irregular on the basis of their plural forms. Noun have so many kinds and types and it is using refers to the function and how to using them. According to Sihombing and Burton ( 2010:2) Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive.

Based on the explanation above, the writer concludes that noun is one of the important thing that should be learned students to be mastered vocabulary because noun is one of an aspect in vocabulary that its teaching about a word to show the names of animals, thing, person, ideas, action, feeling, that has a function as a subject and object depended the sentences.

#### **b. Adjective Vocabulary**

A word to express a feeling that show happy or sad its totally can to praise or insult an others person. According to Adia ( 2011: 11) Adjective is a word that used to added the meaning of the noun or to explained a noun. Sihombing and Burton ( 2010 : 26 ) say adjective is a class of word used to modify a noun or other substantive by qualifying, limiting, and specifying. Adjective is any of a form of class which distinguishes noun by one of suffixes, such as -able, -ous, -er, and -est.

Astuti ( 2010: 115) says adjective is a word that used to explain noun or pronoun and the writer in the first. Some of the example of adjective they are: smart, beautiful, clever, good, handsome, etc.

Based on explanation above, the writer concludes that adjective is the word that used to modify the noun or noun phrase. Adjective is one of important skill for students' mastery vocabulary because its the parts of vocabulary to communication.

#### **c. Verb Vocabulary**

Verb is a job or activity that have been done a subject by using an action to modify a noun. Verb are parts of speech that describe of someone or something was be done. According to Adia ( 2011 : 30 ) verb is all the words tells about an action and behaviora or meaning of dinamic. Such as : work (kerja), drive ( mengendarai), type ( mengetik), run ( berlari) and many others. There are three kinds of verb.

##### **a. Transitive verb ( kata kerja transitif)**

Kata kerja transitif adalah a word as a subject that needed an object as a complement to tell the meaning more complete.

##### **b. Intransitif verb ( kata kerja intransitif)**

Kata kerja intransitif adalah a word as a subject that doesn't needed an object as a complement to tell the meaning more complete.

c. Verb of incomplete predication

Verb of incomplete predication adalah verb which a needed complement to complete the meaning.

According to Sihombing and Burton ( 2010 : 9 ) verb is a word or a group of words which is used to express an action such as " run", to express the existence of a particular noun such as " is", " are", "am", to make a statement such as " will ", " shall", "can", and to link noun to noun or noun to adjective as such " smell", "seem", " look". According to Cyssco ( 2009 : 129 ) verb is a word described or tell an action or behavior to do as a subject.

Based on explanation above, the writer concludes that verb is a word that we used to express an action or activity that have been done by the subject which one its an important parts to be mastered a vocabulary in using a language to communication with everyone.

d. **Synonym vocabulary**

A word that has same meaning but how to say and write is different or a word or term that having exactly or very nearly the same meaning to another word or term is called synonym. . According to Wangru (2016:7) Synonyms are different phonological words which have the same or very similar meanings. In teaching learning, teachers may use synonyms to help students enlarge their vocabulary. For example, when the teacher tell the word "glimmer", he or she can also tell the synonyms of glimmer, such as beam, gleam, glow, glitter, shine, flash, dazzle, shimmer, etc. According to Muryati (2013:3) The emergence of synonymy is the result of overlap of meaning between words of one word with another. In addition, synonymy is accepted by the language user for practical purposes to accelerate the understanding of the meaning of a new word by associating it with a familiar old word.

Based on the explanation above, the writer concludes that synonym can help students' ability to increase their vocabulary. When they are interact with other by using a different word but has a same meaning otomatically their vocabulary will be increase.

## 2. Definition of Index card match

a. **Index card match**

Index card match is one of a cooperative learning that using the teacher to do teaching learning in the class that can improve the intersting of students and can make students happier and more easily to be understood of the study. study.

According to Istarani ( 2012 : 224 ), "index card match adalah metode mencari pasangan kartu cukup menyenangkan digunakan untuk mengulangi materi pembelajaran yang telah yang telah diberikan sebelumnya". Then, Helmiati ( 2012 : 98) says index card match is the best way that can make students more active to review the lesson that has given before.

from the explanation above, the writer concludes index card match is the best way that can make students more active and happy to review the lesson that has given before which make students team work in the class.

**b. Steps of index card match**

Istarani ( 2011 : 224) says steps of the index card match are:1). Prepare all types and forms of equipment for cutting paper in card making 2). Make a piece of papers as many students in the class 3).Devivde the papers into two equal parts 4).In half the students write the question about the material that will be study. Containts one question 5).In half the students write the answer from the question have been made 6).Shuffle all the papers so that it will be mixed between the question and the answer 7).Giveeach students one paper. Explain that this is the activity done in pairs.the students will get the question the others will get the answer 8).The activity done in pairs.the students will get the question the others will get the answer , ask students to find their partner. If someone has found, a partner, ask them to sit close together. Also explain that they do not tell the material that they get to others 9). After all students find a partner and sit close together, ask each pair in turn to read the hard earned question to his friends. Furthermore the question will be answer by his partner 10). And this process by making clarification and conclusions. From the quotation previously, the writer concludes that index card match is kind of teaching model that purpose to students are trained to think actively in seeking an answer to the problems presented.

**c. Advantages of Index card match**

This learning model is well used where it aims to complement or sharpen the knowledge of students who have previously owned. According to Istarani (2011:225) 1) pembelajaran akan menarik sebab menggunakan media kartu yang dibuat dari potongan kertas 2) meningkatkan kerja sama antara siswa melalui proses pembelajaran 3) dengan pernyataan yang diajukan akan mendorong siswa untuk mencari jawaban 4) menumbuhkan kreativitas belajar siswa dalam proses belajar mengajar.

Beside According to Afandi et al (2013 : 49) say the advantages of index card match:1).More happy while teaching learning process 2).The material will be deliver more pay attention and interesting 3). Able to create an active and fun learning atmosphere 4 ). Able to improve learning achievement and achieve learning mastery level 5).Assesment can be done with observers and learners 6).Discussion and presentation can rainforce topics/ concepts to be repeated as well as new topics.

Based on previous explanation, the writer concludes that the advantages of index card match are : a). Students more active and be happy to following the teaching learning process b). The material that will be study more interesting c). Can improve the performance of students while learning process in the classroom d). Students can collaborate with the others classmate.

**d. Disadvantages of Index card match**

According to Istarani ( 2011 : 225) disadvantages of index card match are :

1. A peaces of paper are not less well prepared
2. The writing on the card sometimes does not match the form of the card
3. Less support materials with students needs.



According to Afandi (2013 : 50) the disadvantages of indexcard match are: 1). Need a long time for students to finish all the tasks and presentation 2). Teachers should make mature preparation for longer periods of time 3). Demands the particular nature of learners to cooperate in solving problems 4). The classroom atmosphere is noisy so it disturbs other classes 5). Less effective if one class consists a lot of learners.

From the explanation above, the writer concludes disadvantages are needed a long time as long as teaching learning process in the classroom and can make students more noisy that can disturb another classmate. And teachers must be active in attention the student in doing the question or statement.

## II. METHODOLOGY

Methodology of the research means the way that should be chosen to solve the problem of the research. According to Sugiyono (2014: 24), "Metode penelitian merupakan cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu". In addition Bungin (2005:67) says method of the research is term of references of the study in designing the research instrument. Arikunto (2010: 64) says that experimental method is the way to find out the cause and effect relationship between two factors and it is happened by researcher by eliminating or unless or avoiding others factor that can be influenced.

The types of this research belong to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

Population is a part of the research that is very important in doing research. In a research, population can be mean as a group of unit or part that is made as an object of the research. Bungin (2005:109) says population is the whole (universum) of the object of research that can be human, animal, plant, air, gejala, values, events, attitudes, etc. so that this object can be a source of research data. So, the population of this research is the tenth grade of SMA Negeri 1 Sitahuis which consists of 3 classes and total of the population are 100 students.

Sugiyono (2014: 14) says sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut. It means that part of the number and characteristics possessed by that population. The writer will use systematic sampling because it is suitable technique to get the sample of this research. According to Sugiyono (2013: 123) "Systematic sampling is the technique of taking the sample according to the sequence from the population group that has given serial number. Population consists 100 students. All population has given serial number they are number 1 until 100. So, taken as a sample are number : 3,6,9,12,15,18,21,24,27,30,33,36,39,42,45,48,51,54,57,60,63,66,69,72,75,78,81,84,87,90,93,96,99. Therefore the total sampling of this research is 33 students.

The instrument means a tool that is used to test or to measure the both variable. Arikunto (2009: 101) says, "Instrument of the research is tool of activity used by researchers in collecting the data, so that the process becomes easier and better more careful, complete and systematic". The instrument was by observation sheet and multiple choice test.

A research of course needs data, without collecting the data it was impossible to do research. Data is one of the very important roles. Without collecting the data the

writer cannot conduct this research. The writer to collect the data by using observation sheet (index card match) and multiple choice (vocabulary mastery)

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

### III. RESULT

Based on the observation general view, it could be seen that the writer used index card match vocabulary mastery in class tenth of SMA Negeri 1 Sitahuis through 16 of the questions of observation, while the maximum value that may be achieved was 4 and the minimum value was 1. It was found the highest score was 4.00 and the lowest score was 3.00. It can be seen from students more serious and interesting in learning vocabulary taught by using index card match, in compare before using index card match. So the mean score of index card match was 3.43. From the calculation, it was known that the application of index card match on vocabulary mastery a study at the tenth grade students SMA Negeri 1 Sitahuis was categorized "Very good".

The score the students' vocabulary mastery before using index card match, it was found the highest score was 80 and the lowest score was 40, the mean score was 58,69 categorized "Enough"

And the score the students' vocabulary mastery after using index card match, it was found the highest score was 90 and the lowest score was 50, the mean score was 74.15 categorized "Good". After collecting the data. The researcher is going to test the hypothesis. However the testing hypothesis can be found after finding the score of each variable in mean, median, and mode. The data which is taken in accordance to the participants score on the instrument test responses were tabulated as the purpose of hypothesis testing that is mentioned previously, the data is analyzed by using  $t_{\text{test}}$  is 10,62 and  $t_{\text{table}}$  is known as number 2.04. After finding the score of  $t_{\text{test}}$  and  $t_{\text{table}}$ , both of the scores are compared. It was found that  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{test}} > t_{\text{table}} = 10,62 > 2.04$ )

From the result of the calculation above it was shown that there was a significant effect of Index Card Match on Students' Vocabulary Mastery at the tenth Grade of SMA Negeri 1 Sitahuis So, the hypothesis in this research can be accepted.

### IV. DISCUSSION

After given pre test and post test to the students, the writer found that the result of vocabulary mastery after using index card match was better than before using index card match it can be seen  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} > t_{\text{table}} = 10,62 > 2.04$ ). It meant that there was an improvement of students' mastery about vocabulary after using index card match.

By looking the relevant studies which had been discussed in chapter II. Lia Safitri (2012) study about "The Mastery of Reported Speech of the Eleventh Grade Students of SMK PGRI 1 Mejubo Kudus Taught By Using Index Card Match in Academic Year 2011/2012". The result of pre test is low (mean = 65,32 median = 63,94 mode = 62 and standar deviation = 14,18). And the result of post test is sufficient (mean = 76,39 median = 82,5 mode = 80,37 and standart deviation = 8,65). It shows that there is a significant between the mastery of this reported speech of the eleventh grade of SMK PGRI 1 Mejob Kudus before and after being taught by using index card match in academic year 2011/2012. The result of  $t_{\text{observer}}$  is higher than  $t_{\text{table}}$  ( $t_o = 8,48 > t_t = 2,03$ ). From those analyses it can be concluded that cooperative learning index card match was improve learning physics outcomes at the SMK PGRI 1 Mejobo Kudus.

Based on the theory which had been discussed in chapter II and it was also discussed in conceptual framework the writer thought that index card match, index card match was suitable and good strategy to make students' vocabulary mastery more better. From the previous explanation, the writer concluded that index card match has good effect in vocabulary mastery.

## V. CONCLUSION

Based on the result of the research in chapter IV, the writer concluded that 1) The application of index card match at the tenth grade students of SMA Negeri 1 Sitahuis was 3.43. it categorized "Very good". 2) The students' Vocabulary Mastery before using index card match at the Tenth Grade Students of SMA Negeri 1 Sitahuis was 58,69. It categorized "Enough", and the students' Vocabulary Mastery after using index card match at the Tenth Grade Students of SMA Negeri 1 Sitahuis was 74.15 It categorized "Good". 3) There is any significant effect of index card match on students' Vocabulary Mastery at the Tenth grade students of SMA Negeri 1 Sitahuis. Based on the calculation of t-test is greater than the value of t-table (calculation  $10,62 > 2.04$ ). So, hypothesis in this research can be accepted.

## REFERENCES

- Adia, Joanna. 2011. *Langsung Bisa Menguasai Grammar*. Jakarta: Agogos Publishing.
- Affandi, Muhammad, et al. 2013. *Model dan Metode Pembelajaran di Sekolah*. Semarang : Unissula Press.
- Arikunto, Suharsimi. 2009. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- \_\_\_\_\_. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Astuti, Trivia. 2010. *English Picture Grammar and Conversation*. Jakarta: Bintang Indonesia.
- Bungin, Burhan. 2005. *Metodologi Penelitian Kuantitatif Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu Ilmu Sosial Lainnya*. Jakarta : Kencana Prenada Media Group.
- Cyscco, R. 2009. *Comprehensive English Grammar Preparation for Toefl*. Jakarta . Kesaint Blanc
- Helmiati. 2012. *Model Pembelajaran*. Yogyakarta : Aswara Presindo.
- Iran. 2011. *Plural And Singular Form of Noun in Azerbaizani and English Language*. Islamic Azad University. Volume 1 Tahun 2011.
- Istarani. 2011. *Model Pembelajaran Inovative*. Medan : Media Persada.
- \_\_\_\_\_. 2012. *58 Model Pembelajaran Inovative*. Medan : Media Persada.
- Manik, Christaini. 2016. *Teaching Vocabulary Using Matching Word on Computer Assisted, Languge Learning*. European center. Volume 4 Tahun 2016.



- Marzano. 2005. *Six Steps in Effective Vocabulary Instruction*. Jurnal of Education Building Accademic Vocabulary. volume 1 tahun 2005.
- Muryati, Sri. 2013. Sinonim Bahasa Indonesia Dan Pembelajarannya: *Jurnal Pendidikan Dan Pembelajaran Bahasa Dan Sastra*. Volume 6 No 1 Tahun 2013; 1-8.
- Sihombing, Burton. 2010. *English Grammar Comprehension untuk Guru, Penulis dan Peminat Bahasa Inggris*. Jakarta :PT Grasindo.
- SMA Negeri 1 Sitahuis. 2017/2018. Kumpulan Daftar Nilai. Sitahuis : SMA Negeri 1 Sitahuis.
- Sugiyono. 2014. *Metode Penelitian Bisnis ( Pendekatan Kualitatif, Kuantitatif, dan R&D)*. Bandung: Alfabeta.
- Tambun, Ria Anggelia. 2014. The Second International Conference on Education and Language (2nd ICm EL) *Bandar Lampung University (UBL)*. Volume 2 Tahun 2014.
- Wangru, Cao. 2016. Vocabulary Teaching Based on Semantic-Field. *Journal of Education and Learning*. Vol. 5 No. 3.