

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY BY
USING INDEX CARD MATCH STRATEGY AT THE SEVENTH GRADE
STUDENTS OF SMP NASIONAL PLUS INDO TIONGHOA TARAKAN**

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ABSTRACT: The aimed of this research is to improve the student's vocabulary mastery in English by applying index card match strategy in teaching and learning process at the seventh grade students of SMP Nasional Plus Indo Tionghoa Tarakan. This research was use classroom action research (CAR). The research consist of two cycles and each cycle consist of three meetings. The research was conducted on February 05th until 21st, 2020 in SMP Nasional Plus Indo Tionghoa Tarakan. The researcher used all the seventh grade students as the research subject where there are only 32 students of seventh grade. The subject consisted of 16 females and 16 males. The technique of collecting the data used observation checklist to observe the teaching and learning process and vocabulary test to check the students' English vocabulary mastery. The research result showed that the percentage of success students in vocabulary test for the first cycle was 65.6% and the second cycle was 87.5%. Then the observation result showed that the percentage of first cycle was 91% for the teacher and 84.3% for the students and the percentage of the second cycle was 88% for the teacher and 87% for the students. Therefore, it prove that the index card match strategy can improve the students' English vocabulary mastery at the seventh grade students of SMP Nasional Plus Indo Tionghoa Tarakan.

Key words: Vocabulary Mastery, Index Card Match strategy

INTRODUCTION

Nowadays, English takes the most important role on people environment. Technological developments impact on the progress of globalization era makes almost everything require English, for instance job, education, especially to communicate. In other words, English has become world needs, it is used globally and effects to all the world then become one of international language or communication (Briguglio, 2005, p. 8). However, the data from English Proficiency Index (EPI) shows Indonesia is in the low proficiency level with the 51st rank of 88 countries (EPI, 2018, p. 7). It affirms that English competency in Indonesia needs more attention as education requirement, especially in the teaching and learning process. Therefore it must be improved as well as possible.

In learning English, there are four skills as the main foundation in build the English ability including reading, speaking, listening and writing. Moreover, in the learning process of the four English skills, there are also some aspect that plays the big role and supports the four skills namely vocabulary, spelling, pronunciation, and grammar. It is emphasize that to support the four language skills, then the most important aspect which needs to be improved first is vocabulary (Astriyanti & Anwar, 2016, p. 42). Vocabulary is the basic or the form of words contained meaning to speak up, create phrase, sentence, and etcetera. In this case, then as the basic component of learning English, then vocabulary is one of the first things that needs to be improved well. Indeed, proficient in vocabulary is one aspect or the key to be good in English and it is appropriate for three levels from elementary, intermediate, and also advance grade (Astriyanti & Anwar, 2016, p. 42). It means, vocabulary is required for all levels.

However, in general case, students still lack of vocabulary especially in junior high school. The most common problem in schools today is the learning process without strategy, method, model or the other components to make the learning process be interested and enjoyable.

Based on the researcher observation when conducted teaching practice in SMP Nasional Plus Indo Tionghoa, the researcher found that the teacher rarely use media in teaching English. The students focused on their work book and hand book for learning English.

In this case, they need the fun strategy or learning model to make them thinking quicker and enjoy the class. Therefore, the researcher found and offered the strategy in teaching English especially vocabulary by using index card match in order to make the class fun, active and the students will easy to memorize the word without further reading. The basic convention of index card match is increasing English vocabulary through searching and matching the cards, it easily to create a phrase or sentence using the words (Soviyah & Akhsan, 2016, p. 108). Through the explanation above, it can be said that index card match takes role to make the students work together to find their pair based on the card. Therefore, by considering the benefits of learning vocabulary using index card match and the relevant research finding, the researcher wants to conduct the research under the title Improving Students English Vocabulary Mastery by using Index Card Match.

According to Siberman (2005:246) index card match is an active and enjoyable way to review course material in which it allows participants to pair up and quiz the rest of the groups.

Moreover, some experts recognize that index card match can be applied also in the new material provided that, the teacher supposed to give the learners the material or task to be learned, which intended for let student collects knowledge before they go to class (Padang et al., 2018, p. 70). Index card match become fun and enjoyable way because it enables students to work together and move from their sit for finding their pair based on the card they have given.

In addition, Zaini (2008:67) states that Index Card Match is a fun strategy that is used to repeat material that has been given previously. It supports the statement by Siberman (2005:246) which talk about learning way which is fun and active for the learning process. It prove that, index card match is realiable and appropriate for applying in the class.

The procedures of index card match (Siberman, 2005, p. 246) elaborates as follows:

Write down on separate index cards the names of techniques and/or concepts examined in the training session

On separate cards, write clear definitions of each of the techniques or concepts you have chosen. Combine the two sets of cards and shuffle them several times so that they are well mixed. Give out one card to each participant. After giving the card, explain to students that it is a matching activity When a match is formed, ask each pair of participants to find seats together. When all the matching pairs have been seated, have pair members read aloud its definition or example.

- a. Based on all of the steps above , it can be concluded that the basic principle of index card match is to expand the learners' English vocabulary mastery and their motivation to learn, which create an active, fun, and enjoyable class starts by searching, matching, and then using the words in a phrase or sentence appropriately.
- b.

METHODOLOGY

This research was use classroom action research (CAR) collaboratively with an English teacher which aimed to improve the students' English vocabulary mastery. The researcher conducted the research cycle by using Kemmis and Mctaggart (1998) cyclical process in action research, in which the research procedure consist of 4 steps include planning, action, observing and reflecting.

The researcher used two instruments to conduct this research includes observation checklist and vocabulary test. The observation checklist handled by an English teacher as the researcher collaborator. The test used was written test. Written test was used to check the students' vocabulary wealth and to check students' memory of the vocabulary they have learned.

The researcher also used vocabulary test and observation checklist as the technique of collecting data. After collecting the data, the researcher used the scoring scale by Arikunto (2013) to classify the students' score.

FINDINGS AND DISCUSSION

This research was conducted in SMPNasional Plus Indo Tionghoa Tarakan at the seventh grade students. The subjects were consist of 32 students from all of seventh grader because the seventh grade students just consist of 32 students.

The activities of every cycle were elaborated cycle by cycle and step by step as follow:

1. Students' Observation Checklist

These are the result of observation checklist in both first cycle and second cycle.

Table 4.1 The Result of Students' Observation Checklist

| No | Activity | Cycle One | | | Cycle Two | | |
|-----------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | | 1 st Meeting | 2 nd Meeting | 3 rd Meeting | 1 st Meeting | 2 nd Meeting | 3 rd Meeting |
| 1. | Pre - Activity | | | | | | |
| | - Students respond to the teacher's greeting | 4 | 5 | 5 | 5 | 4 | 5 |
| | - A student leads the class to pray before starting the class | 5 | 5 | 5 | 5 | 4 | 5 |
| | - Students respond and ask back for the teacher condition | 4 | 4 | 4 | 5 | 3 | 4 |
| | - Students respond for the attendance list | 3 | 4 | 4 | 5 | 3 | 5 |
| | - Students prepare for the learning process | 3 | 5 | 5 | 4 | 4 | 5 |
| | - Students respond for the previous material | 4 | 5 | 5 | 4 | 5 | 4 |
| | - Students pay attention to the new material of the day | 5 | 4 | 4 | 4 | 5 | 5 |
| 2. | Main Activity | | | | | | |
| | - Students pay attention to the material | 4 | 5 | 4 | 4 | 4 | 5 |
| | - Students actively ask about the material discussed | 5 | 4 | 5 | 4 | 4 | 4 |
| | - Students do the task well | 5 | 4 | 5 | 4 | 5 | 5 |
| | - Students pay attention to the explanation about index card match | 4 | 4 | 4 | 4 | 4 | 5 |
| | - Students take the card that is already scrambled by teacher and read carefully | 5 | 4 | 4 | 4 | 5 | 5 |
| | - Students search the card pair by discussing with their friend then match the card | 4 | 3 | 4 | 4 | 5 | 5 |
| | - Students sit with their pair and read the content of the card loudly | 4 | 3 | 4 | 4 | 4 | 5 |
| | - Students do vocabulary test | - | - | 5 | | | 5 |
| 3. | Post Activity | | | | | | |
| | - Students conclude the material they learnt | 3 | 4 | 5 | 4 | 4 | 4 |
| | - A student leads the class to pray after the lesson and all students greet the teacher | 4 | 5 | 5 | 4 | 5 | 4 |
| | | 66 | 68 | 77 | 68 | 68 | 80 |
| | Total Score of Students' Observation Checklist | 82.5 | 85 | 90.6 | 85 | 85 | 94.1 |

Based on the table above, the students' activity was successful. It shows that the students' activity for the first and second cycle was significantly increased from first until third meeting and it was very good according to Arikunto (2013)

scoring classification. In the first cycle, the first meeting obtained 82.5 score, and it increased into 85 in the second meeting. Then, the score in last meeting of cycle one showed the better improvement namely 90.6. Fortunately, in the same way, the second cycle showed the better improvement than the cycle one namely, 85 for the first and second cycle and 94.1 for the last meeting. It prove that, both teacher and students can participated well in the learning process through index card match strategy.

2. Teacher Observation Checklist

The teacher activity during the teaching process is showed by the table below.

Table 4.2 Result of Teacher Observation Checklist

| No | Activity | Cycle One | | | Cycle Two | | |
|-----------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | | 1 st Meeting | 2 nd Meeting | 3 rd Meeting | 1 st Meeting | 2 nd Meeting | 3 rd Meeting |
| 1. | Pre - Activity | | | | | | |
| | - Teacher greets the students | 5 | 5 | 5 | 5 | 5 | 5 |
| | - Teacher directs one of student to lead the class for praying together | 5 | 5 | 5 | 5 | 5 | 5 |
| | - Teacher asking for students condition | 5 | 5 | 4 | 5 | 5 | 5 |
| | - Teacher checks the attendance list | 5 | 5 | 4 | 5 | 5 | 5 |
| | - Teacher checks the students' preparation to learn | 4 | 5 | 4 | 4 | 4 | 4 |
| | - Teacher asking for the previous material | 4 | 5 | 5 | 5 | 4 | 5 |
| | - Teacher tell about the material of the day | 4 | 5 | 5 | 5 | 5 | 4 |
| 2. | Main Activity | | | | | | |
| | - Teacher explains the material | 4 | 4 | 5 | 4 | 5 | 4 |
| | - Teacher allows students to ask question and discuss | 4 | 4 | 4 | 4 | 4 | 4 |
| | - Teacher gives task to the students | 3 | 5 | 4 | 5 | 5 | 4 |
| | - Teacher show the cards and explains the way to apply it | 4 | 5 | 4 | 4 | 4 | 4 |
| | - Teacher scrambles the cards and the shares it to the students | 4 | 5 | 4 | 4 | 4 | 4 |
| | - Teacher guides the students to search for the pair of the card based on its content | 4 | 5 | 5 | 4 | 5 | 4 |
| | - Teacher guides the students to match the card and sit in pair (based on the card pair) | 4 | 5 | 5 | 4 | 5 | 4 |
| | - Teacher guides all pair to read aloud the content of their card | 4 | 4 | 4 | 4 | 5 | 4 |
| | - Students do vocabulary test | - | - | 5 | - | - | 5 |
| 3. | Post Activity | | | | | | |
| | - Teacher guides the students to conclude the material of the day | 3 | 5 | 5 | 4 | 5 | 5 |
| | - Teacher gives feedback to the students' conclusion | 4 | 5 | 5 | 4 | 5 | 5 |
| | - Teacher guides one of students to lead the class to pray together | 4 | 5 | 5 | 4 | 5 | 5 |
| | - Teacher greets the students and leave the class | 3 | 5 | 5 | 5 | 5 | 5 |
| | | 77 | 92 | 92 | 84 | 90 | 90 |
| | Total Score of Teacher Observation Checklist | 81 | 96.84 | 92 | 88.4 | 94.74 | 90 |

The result of the teacher observation checklist from the table above proved that, the entire of teacher activities was good and showed the improvement in each meeting. Based on consideration of the success criteria, where the teacher activities must reach 75 to be categorized as successful activity, than the teacher activities in the second cycle was successful.

It proved that, the teacher was success in teaching and delivering the material. Therefore, it can be said that, both of teacher and students'

activities were successful on the first and second cycle.

The result of vocabulary test vocabulary test in first and second cycle is showed in the following description.

3. Result of Vocabulary Test of First Cycle

The result of students' vocabulary test in the first cycle was unsuccessful. The result was described by the following table:

Table 4.3 The Result of Students' Vocabulary Test in Cycle One

| No | Score | Category | Frequency | Percentage |
|-------|----------|-----------|-----------|------------|
| 1. | 91 – 100 | Very Good | 0 | 0% |
| 2. | 81 – 90 | Good | 12 | 38% |
| 3. | 70 – 80 | Fair | 9 | 28% |
| 4. | < 70 | Poor | 11 | 34% |
| TOTAL | | | 32 | 100 |

The description from the table above showed that, the students who categorized into 'good' with the scoring scale around 81 - 90 consist of 12 students. Then, the student who involved in 'fair' category with the scoring scale 70 – 80 consist of 9 students. Considering the score 70 as minimum score, than all students in fair category was successful. Next 'poor' category with the score < 70 consist of 11 students and all students in these category was unsuccessful considering the minimum score. Because the minimum score must be equal with or more than 70.

Based on the data above, than the students who successful which reach score equal with or more than 70 consist of 21 students. It was 12 students from 'good' category and 9 students from 'fair' category. And the students who were unsuccessful consist of 11 students 'poor' category.

4. Result of Vocabulary Test of the Second Cycle

The students' vocabulary test in this cycle was successful, in which the percentage of students who were passed the minimum passing grade was past 75% as the criteria of success. It showed by the following table:

Table 4.4 The Result of Vocabulary Test of the Second Cycle

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| No | Score | Category | Frequency | Percentage |
|-------|----------|-----------|-----------|------------|
| 1. | 91 – 100 | Very Good | 4 | 13% |
| 2. | 81 – 90 | Good | 15 | 47% |
| 3. | 70 – 80 | Fair | 9 | 28% |
| 4. | < 70 | Poor | 4 | 13% |
| TOTAL | | | 32 | 100% |

Based on the table above, the result of students' vocabulary test showed that; first, the students who involved in 'very good' category with the scoring scale around 91 - 100 consist of 4 students. Second, the students who involved in 'good' category with the scoring scale 81 - 90 consist of 15 students. In this category, all students was also successful because all of them reached and passed score of 70 as the minimum score. Third, the students in 'fair' category around 70 – 80 score consist of 9 students, and 'poor' category with the score < 70 consist of 4 students and all of them were unsuccessful.

Based on the data, successful students consist of 28 or 88% of 32 students which all students were come from 'very good', 'good' and fair category in which the students reach the score equal with or more than 70 score. And the unsuccessful students consist of 4 or 13% of 32 students and they all were come from 'poor' category or under 70 score.

Based on the description above and considering the success criteria (75%) than the result of the students' vocabulary test in the second cycle was successful. Therefore, the research was stopped in the second cycle.

DISCUSSION

In this part, the researcher want to discuss about the result of this research based on all findings from cycle one and cycle two, also the strength and weakness of index card match. Here are some activities which were finished as well in this research and the explanation is described as follows:

1. Students' Activity

Based on the result of students' observation checklist of the cycle one and two, the students' activity was reaching more than success criteria (75) from the first meeting until the third meeting. It means that, all score categorized into very good category based on Arikunto classification score (2013).

3. Vocabulary Test

The result of students' vocabulary test of the first cycle showed that, there were 21 students who were passing the minimum grade (70) or 65 % of 32 students.

Then there were 11 students or 34% of 32 students who were not passing the minimum grade.. The success criteria which have been determined is 75% or there must be 24 of 32 students or more who were passing the score 70 as minimum passing grade. Therefore, the researcher and the research collaborator conclude that the result of students' vocabulary test in the first cycle was unsuccessful.

Based on discussions above, it can be proved that the index card match strategy is running well beside the strength and weakness in the teaching and learning process such as for the teacher in teaching strategy, for the students in easy learning strategy and was be able to improve their vocabulary mastery. It also proved by Astriyanti & Anwar (2016) research result under the title improving students' ability in vocabulary mastery through index card match. They emphasize that the use of Index Card Match strategy improved the students vocabulary mastery and make the students become more active and motivated to improve their vocabulary by memorizing the words easier through card.

CONCLUSION

The result of this research proved that, implementing the index card match strategy in teaching and learning process was improving the students' vocabulary mastery and creating the active class, then encouraged the students to enjoy the learning process. It was proving by the result of teacher and students' observation checklist in cycle one and cycle two. The observation checklist showed the teacher and students' activities. The students' activities in the cycle one obtained 84.3% and the second cycle was 87.9%. Both of this cycle was showing that the students' activity were successful. The teacher activities in bot cycle one and two was also successful. It proved that the teacher can teach well through index card match strategy.

In the other hand, the result of students' vocabulary test in the first cycle was unsuccessful. It was showed by the percentage of success students and unsuccessful students. There were 21 students who pass the minimum score (70) or in percentage it was only 65%. Fortunately, the vocabulary test was successful in the second cycle with the percentage 87.5% (28 of 32 students).

From the discussion above, it can be said that, index card match strategy was significantly improving the students' vocabulary mastery and encouraged them to be active in the learning process. Therefore, index card match strategy was suitable for the seventh grade students of SMP Nasional Plus Indo Tionghoa Tarakan.

SUGGESTION

Beside the conclusion, the researcher also want to gives suggestions for the teacher, students, and the next researchers.

1. Teacher and Students

The teacher as the material facilitator in the teaching and learning process should to consider index card match strategy to encourage the students to be active and enjoy the class. It also makes them easy to memorize the material especially vocabulary related to the material. The teacher should create the interested card which is

appropriate for the students level. During the implementation, the teacher should pay attention to the time and classroom management. The task provided is also should appropriate to the index card match strategy and the material.

2. The Next Researchers

Index card match strategy was appropriate for junior and senior high school even college students, especially to teach vocabulary. It because the card design was appropriate for words and interested for students and make them easy to understand by discuss together. It also creates fun and active class.

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