



Implementation of Teaching English Students using the Index Card Match Method in Class VII MTS Ma'arif

¹Septiana Wandira, ²Salim Maulana

¹ Universitas Islam Annur Lampung, ² Universitas Ibrahimy

¹septianawandira29@gmail.com, ²salimmaulana1@gmail.com

Abstract

The index card match method is the delivery of material by using game cards to match cards that have been cut and contain a grid or short words according to the subject matter. Through Index Card Match, students are directed to understand and know the messages contained in the learning material. This study aims the use of application of the index card match method to improve the English vocabulary of seventh-grade students at MTs Ma'arif Karangasem. In this study, the researcher used qualitative research, there are primary and secondary data, primary data was obtained through interviews and field observations at the research site, while secondary data was obtained through file documents from MTs Ma'arif Karangasem. Based on data shows the improvement in students' language through the index card method used and their enthusiasm for learning, this can be seen through the language used by class VII students, namely 50% Indonesian and 50% English used.

Keywords : Teaching English Students, Index Card Match Method

Abstrak

Metode Index Card Match adalah penyampaian materi dengan menggunakan kartu permainan untuk mencocokkan kartu yang telah dipotong dan berisi kotak-kotak atau kata-kata pendek sesuai dengan pokok bahasannya. Melalui Index Card Match, siswa diarahkan untuk memahami dan mengetahui pesan-pesan yang terkandung dalam materi pembelajaran. Penelitian ini bertujuan penggunaan penerapan metode index card match untuk meningkatkan kosakata bahasa Inggris siswa kelas tujuh di MTs Ma'arif Karangasem. Dalam penelitian ini peneliti menggunakan penelitian kualitatif, terdapat data primer dan sekunder, data primer diperoleh melalui wawancara dan observasi lapangan di lokasi penelitian, sedangkan data sekunder diperoleh melalui dokumen berkas dari MTs Ma'arif Karangasem. Berdasarkan data menunjukkan peningkatan bahasa siswa melalui metode kartu indeks yang digunakan dan semangat belajar mereka, hal ini terlihat melalui bahasa yang digunakan siswa kelas VII yaitu 50% bahasa indonesia dan 50% bahasa inggris yang digunakan.

Kata Kunci : Pengajaran Bahasa Inggris Siswa, Metode Index Card Match

INTRODUCTION

Realizing that in reality, English in the future is very important, English lessons must be applied from elementary school so that in line with government policy, taking action to introduce linguistics from elementary school to college. Hilmy Hidayatullah also added, "In the 2013 curriculum, junior high school students are emphasized to master reading and writing skills, without compromising speaking skills".¹

This identifies that learning English is not only learning vocabulary and grammar in terms of knowledge but must try to use or apply this knowledge in communication activities.

¹M. Hidayatullah, "Improving Students' Writing Skill in Writing Narrative Text Through Picture And Picture Method". Journal of English Ibrahimy.

²However, English lessons have not been much in demand because the English learning that has been carried out so far at MTs Ma'arif Karangasem Bali has not been able to stimulate students to be active and enthusiastic about English lessons.

In learning English at MTs Ma'arif in general they assume that English lessons are very difficult subjects, several other factors also affect students' interest in learning English, namely low student motivation, lack of interest in reading and understanding English texts, and low independence of students in learning English. This causes the English learning carried out there to be less effective because the learning strategies applied are still focused on the teacher and the development of the methods used is less varied.

All of these factors occur due to their lack of vocabulary in the English vocabulary of students and the inappropriateness of the methods or strategies used when the English learning process takes place. While the learning strategy is a set of learning materials and procedures that are used together to produce better learning outcomes for students. In the learning process various methods can be used including Student teams-achievement divisions, *Think Pair Share*, *Number Head Together*, *Jigsaw*, *Make a Match* *Index Card Match*, *Word Square*, *Peer Tutor*, *Guess the Word*, etc. ³ And from the explanation above, the researcher limits the discussion under study only to the index card match method.

According to Hamruni, "Index Card Match is a fun and active way to review learning materials, this strategy provides opportunities for students to pair up and play quizzes with classmates". The index card match method is the delivery of material by using game cards to match cards that have been cut and contain a grid or short words according to the subject matter. This research is expected to add insight and expand knowledge related to teaching problems by using the index card match strategy in improving students' English learning outcomes

RESEARCH METHODS

In this study, the researcher used qualitative research because the purpose of qualitative data is to explore meaning, describe, explain meaning and place data in their respective contexts. The data collection is carried out in the form of sentences, not numbers or tables. This research, it can also produce data in the form of written and spoken words from the sources

²Nur SalamahHariati, " *Efforts to Improve English Achievement With Index Card Match Learning Strategies for Class VII Students of MTs NEGERI 2 Madiun*", Journal of Educational Media, Vol1.5(February2020),p.1

³Agus Suprijono, *Cooperative Learning Theory and Application of Paikem*, (Yogyakarta: Pustaka Pelajar, 2010).

and the actors observed. Sources of data needed in this study include humans consisting of the principal of the school, an English teacher, and ten students of class VII MTs Ma'arif Karangasem who were interviewed. In this case, the researcher uses techniques that are relevant to qualitative research. There are primary and secondary data, primary data was obtained through interviews and field observations at the research site, while secondary data was obtained through file documents from MTs Ma'arif Karangasem. In this study, researchers used the analysis of the Miles and Huberman model, with the following steps:

1. Data Collection

Conduct data collection when the researcher is in the field, through data from interviews, observations and documentation. Then the data obtained is changed in the form of files that are typed using Microsoft word so that the data that has been obtained can be fast and not easy to lose.

2. Data Reduction

The process of summarizing a lot of data into a few by taking the essence, so that the data obtained is easily understood by the reader.⁴ That way it can be easier to find the data needed and the discussion discussed is more focused.

3. Data Display

The process of presenting data in a language that is simple and easy to understand. The researcher presents the data that has been obtained through the results of interviews, observations and documentation.

4. Conclusion Drawing

This is the final stage in which the researcher concludes the theories related to the application of the index card method, thus finding clear data regarding the application of the index card math method to the vocabulary of the seventh-grade students of MTs Ma'arif Karangasem.

⁴Sugiono, *Qualitative, Quantitative, and R & D Research Methods* , 247

RESULTS AND DISCUSSIONS

In the learning process, of course, a very significant benchmark is the ability of the teaching staff, namely a teacher to master the class and manage the class, as well as the ability to master various methods and strategies in learning that are supported as supporters of success in the learning process. Teachers are required to be able to master various kinds of learning models and their use methods that are adapted to the conditions of students in class.

The activeness of students in class when learning takes place must be a barometer of a teacher in choosing a learning model that is appropriate to the conditions of students in the class. A teacher must also be able to guide students and motivate students so that the learning process runs following the learning objectives so that what is expected will be achieved, especially in learning about *vocabulary*. The statement from the results of interviews conducted by researchers was also strengthened through the results of observations made before asking for information from some of these students which were carried out: This is also evidenced by the results of observations made by researchers when learning takes place, that:

When he wanted to start the lesson, MrSahrullah.S.Pd opened with a prayer after which he started by motivating the students with stories of his experiences and his comrades who went on the path of success together despite the various limitations they had, which of course had a connection with the material to be given, namely about how to quickly remember vocabulary and how to understand the meaning of memorized vocabulary through the *Implementation of Index Card Match*.

Based on the statement above, the researcher can conclude that the use of the Index Card Match method is very suitable to be applied in class VII MTS Ma'arif because it can stimulate students' enthusiasm in understanding the learning material and remembering the vocabulary given by the teacher well. Students look very active in class because the method used with the system is to find the right and correct pair of cards after that students are required to present with their friends who get cards that match the questions or answers from the cards that students have then make sentences from the vocabulary obtained. This causes students to be active and responsive in class. The students' ability seems to increase in their understanding of English texts through a large number of vocabulary that can be remembered and they do not feel bored with the English learning material provided by the teacher. In addition to learning, students are also invited to play through the paired cards given so that the atmosphere in the

class is not saturated and becomes boring which causes students to find it difficult to learn English.

CONCLUSIONS

1. Conditions before the Index Card Match method was applied

Conditions that took place in the classroom before the implementation of the Index Card Match Method passive students still dominated the class, seemed less enthusiastic in participating in learning which caused the learning process not to run properly and enthusiasm and interest in learning were lacking, causing delays in the process of transferring knowledge in class, especially language lessons. English students.

2. Conditions after the application of the Index Card Match method

- a. Students look very active in class because the method used with the system is to find the right and correct pair of cards after that students are required to present with their friends who get cards that match the questions or answers from the cards that students have then make sentences from the vocabulary obtained. This causes students to be active and responsive in class.
- b. The students' ability seems to increase in their understanding of English texts through a large number of vocabulary that can be remembered and they do not feel bored with the English learning material provided by the teacher.
- c. In addition to learning, students are also invited to play through the paired cards given so that the atmosphere in the class is not saturated and becomes boring which causes students to find it difficult to learn English.

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