

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH INDEX CARD MATCH STRATEGY

Ayu Farida¹, Evie Kareviati²

^{1,2} IKIP Siliwangi

¹ ayufarida0897@student.ikipsiliwangi.ac.id, ² ekareviati@gmail.com

Abstract

English is one of the subjects studied by Indonesia students' ranging from Junior High School until University. One aspect that plays an important role in learning English is vocabulary mastery. For that reason, the purpose of this study is to know whether or not there is any improvement of vocabulary mastery by using an index card match strategy. This research was conducted at SMPN 4 Cikalongwetan using the classroom action research (CAR) method with 30 students as samples. Learning using the index card match itself is considered to be able to increase vocabulary mastery as an impact of interesting and exciting learning, it can be seen from the score of post-test which is higher than the pre-test score, with a pre-test score of 64.66, post-test score cycle 1 of 79.33 and post-test score cycle-2 of 83,66. This means the index card match strategy is effective to improve students' vocabulary mastery.

Keywords: Vocabulary, Index Card Match, CAR

INTRODUCTION

Vocabulary is one of the important aspects that must be learned in English. That because vocabulary is the foundation that can build and develop the four skills students must achieve. This is according to (Astriyanti & Anwar, 2016), vocabulary is needed to improve the four English skills; listening, speaking, reading, and writing. This means students will be difficult to understand the text, understanding what is conveyed by others, and not being able to express their own opinions both verbally and in writing if they lack sufficient vocabulary in mastering vocabulary.

Learning vocabulary is not just learning about words and meanings, by learning vocabulary students can know: (1) form of words so that know how the words are written, (2) position of words, so that students know grammatical pattern words, (3) function of words, students are able to know when they can use the word, (4) meaning, students are able to know what does the word mean (Ariani & Setianingsih, 2018). That means in addition to learning vocabulary, indirectly students also learn grammar, because learning vocabulary means learning about patterns and placement of words, and by learning patterns and placement of words, it means students are learning grammar to construct sentence patterns with good and correct word structure. But, even the correct sentence structure will not be formed if students do not master the vocabulary to support the skills they need. The learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, learners who just learn vocabulary or just read text or open dictionaries will be able to say something Harmer (2001) in (Astriyanti & Anwar, 2016).

As stated previously, vocabulary has a very important role in developing sentences. But unfortunately, the difficulty in remembering words that have been learned is still the main

reason for students in mastering vocabulary, thereby reducing students' interest in learning English.

Based on the problems and the needs that must be met, the researcher chose Index Card Match as a strategy for teaching vocabulary. Index card match itself is one model of cooperative learning that encourages students to play an active role during the learning process. According to (Istarani, 2012), index card match is a strategy of finding pairs of cards that is quite fun to use to recall learning material that has been given previously. That way, students are expected to be able to improve their ability to master vocabulary through this index card match strategy.

Based on the explanation above, this study is intended to find out how effective the index card match strategy can improve students' ability in mastering vocabulary.

Vocabulary

Vocabulary is used in every situation because vocabulary is generic defined as the knowledge of words and word meaning (Nurdiansyah et al., 2019). Meanwhile, according to (Burns, 2010) in (Astriyanti & Anwar, 2016) vocabulary means the stock of words used by people, class, or profession. Another expert like Lehr, Osborn, and Hiebert (2005) in (Faraj, 2015) defines vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive.

From the definition above, we can conclude that vocabulary is knowledge of words and meanings possessed by someone who is used either orally or in writing.

Index Card Match

Index Card Match strategy is a fun game because learners can learn by playing. it makes students enjoyable, so it can be interesting learning. Based on (Silberman, 2006) in (Astriyanti & Anwar, 2016), index card match strategy is an active and fun way to recall the material that is given. As the name implies, the activities carried out in the index card match strategy learning model are matching cards that contain questions and answers card. That way students can learn a lot to find out the meaning of a word. But besides the card matching activity, students also learn to read and learn to pronounce the word correctly.

Index Card Match strategy is designed so that students are more active and attractive in the learning process. According to (Alfred, 2010) in (Tobing, 2018), there are several steps in using the index card match as follows: (1) making cards containing vocabulary exercises based on the number of students where the half of the cards contain of the questions, and the rest contain of the answers; (2) explaining to students that they will have a matching exercise where the half students get questions cards and the rest get answer cards; (3) distributing the cards to all of the students and asking them to look for their pair of cards; (4) asking students to sit together with their pair of cards in the same table and not to show their cards to another pair; (5) asking students that have the question card to read their questions and challenge other pairs to answer the question; and (6) making conclusions based on the activity together with the students.

Besides the advantages, usually, there are be disadvantages. Likewise with the index card match strategy, Beside According to (Afandi et al., 2013) in (Hasibuan (2018), the advantages of the index card match: 1) happy while teaching learnings process 2) the material will be more pay attention and interesting 3) able to create an active and fun learning atmosphere 4) able to improve learning achievement and achieve mastery learning level 5). Assessment can be done

with observers and learners 6) discussion and presentation can reinforce topics/concepts to be repeated as well as new topics.

From the explanation above the researcher concludes that through an index card match, learning is more active and enjoyable, students can more easily accept the material because it is conveyed interestingly and students can learn to work well together. According to (Afandi, 2013) in (Tobing (2018), the disadvantages of index card matches are: 1) need a long time for students to finish all the tasks and presentations 2) teachers should make mature preparations 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) effective if one class consists of a lot of learners.

From the statement above, the researcher concludes that the lack of an index card match is it can take enough time for the teacher to prepare learning material, and students can become noisy and disturb their classmates if the learning process is not well controlled.

METHOD

In practice, this study was conducted at the VIII grade of SMPN 4 Cikalongwetan with 30 students as the sample. The type of research that will be carried out is Classroom Action Research (CAR). According to (Burns, 2005) action research is research carried out in the classroom by the teacher of the course, to solve a problem or improving the teaching or learning process. From the explanation above, the researcher takes the conclusion that classroom action research is research conducted to improve the quality of learning and solve learning problems. In this process, as explained by (Kemmis & Taggart, 1990) CAR itself consists of two cycles, which in each cycle consists of four stages, namely:

1. Planning, In this phase you identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context.
2. Action, Action is an effort to repair, an increase in or changes are carried out based on the plan of action.
3. Observation, Observation is an activity to observe the impact of the action implemented or worn against the students. Or it can be defined as a tool to collect information about what is happening.
4. Reflection, At this point, you reflect on, evaluate, and de-subscribe the effects of the action to make sense of what has happened and to understand the issue you have explored more clearly.

The data was collected by researchers by doing pretest before treatment and post-test after treatment. It is intended that researchers can find the mean score as a measure of success or failure of research conducted. The formula for finding mean score according to (Ngadiso, 2013) in (Parmawati, 2018) is as follows:

$$M = \frac{\sum x}{n}$$

M : Mean
 $\sum x$: Total score
 n : Total students

Research can be considered successful if the students' vocabulary mastery ability increases. This can be seen from the post-test score for each cycle which is higher than the pretest score.

RESULTS AND DISCUSSION

Results

The result of students' pre-test and post-test as follows :

Table 1. Students Score

Name	Pre-test	Post-test Cycle 1	Post-test Cycle 2
Student 1	70	80	80
Student 2	70	80	80
Student 3	60	70	80
Student 4	80	90	100
Student 5	50	70	70
Student 6	80	100	100
Student 7	80	100	100
Student 8	60	70	80
Student 9	50	80	90
Student 10	70	70	80
Student 11	70	70	70
Student 12	40	70	60
Student 13	60	80	80
Student 14	70	80	90
Student 15	60	80	80
Student 16	80	90	100
Student 17	50	70	70
Student 18	60	60	80
Student 19	80	90	90
Student 20	80	90	100
Student 21	70	90	80
Student 22	70	80	90
Student 23	50	70	80
Student 24	70	80	90
Student 25	70	70	80
Student 26	40	70	80
Student 27	60	80	80
Student 28	70	90	90
Student 29	60	70	80
Student 30	60	70	80
Total	1940	2380	2510

The Formula to find the main score :

$$M = \frac{\sum x}{n}$$

a. Pre-test Score : $M = \frac{1940}{30} = 64,66$

b. Post-test Score (cycle 1) : $M = \frac{2380}{30} = 79,33$

c. Post-test Score (cycle 2) : $M = \frac{2510}{30} = 83,66$

From the results, we can conclude that student scores have increased in each cycle. it can be seen from the post-test cycle-1 score which is 14.66 points higher than the pre-test score and post-test cycle-2 score which is higher than 4.3 points from the post-test cycle-1 score.

Discussion

As previously stated, that this research was conducted at the VIII grade of SMPN 4 Cikalongwetan with 30 students as the sample, and using the classroom action research (CAR) method. In the process, researchers used index card matching strategies to improve students' vocabulary mastery during 10 meetings which were divided into two cycles. The first cycle consisted of 1 meeting for pre-test, 4 meetings for treatment, and ending with 1 meeting for post-test conducted after treatment. while the second cycle continued with 3 meetings for treatment and ended with 1 meeting for the second post-test.

The results of the data above were obtained from pre-test and post-test scores with each question totaling 30 questions. Seeing the post-test cycle-1 score 14.66 points higher than the pre-test score and the post-test cycle-2 score was 4.3 points higher than the post-test cycle-1, the researchers concluded that the index card match strategy could improve students' vocabulary mastery.

CONCLUSION

From the research conducted, researchers make several conclusions. First, students' vocabulary mastery has increased after 7 meetings for treatment using an index card match strategy. This can be seen from the pre-test score of 64.66, post-test score cycle-1 of 79.33, and post-test score cycle-2 of 83.66.

Second, learning using index card match strategy can increase student participation during learning, that's because learning using Idex card match strategy is learning with a cooperative learning model that requires students to work well together.

Third, in addition to being considered pleasing, the use of index card match strategy also has several disadvantages, such as requiring a long time both in the process of preparing the media or in the application process, so it can lead to conditions that are less conducive if the teacher cannot control learning activities properly.

ACKNOWLEDGMENTS

Alhamdulillahirobbil 'alamin, Praise to Allah SWT for allowing the researcher to complete this research. This research is dedicated to parents, families, supervisors, and the parties involved who give endless suggestions and motivation, as well as moral and material support for the completion of this paper properly. Finally, the researchers hope that the research conducted at SMPN 4 Cikalongwetan can contribute to the readers, both as reference material or as material for developing students' vocabulary mastery using index card match strategy.

REFERENCES

- Ariani, S., & Setianingsih, T. (2018). the Effectiveness of Using Index Card Match in Teaching Vocabulary. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(2), 107. <https://doi.org/10.33394/jo-elt.v5i2.2309>
- Astriyanti, D., & Anwar, K. (2016). Improving Students ' Ability in Vocabulary Mastery Through Index Card Match. *Jurnal Edukasi*, 14(1), 40–52.
- Burns, A. (2005). Action Research: An Evolving Paradigm? *Language Teaching*, 38(2), 57–74.
- Faraj, A. K. A. (2015). Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context. *Journal of Education and Practice*, 6(27), 10–19. <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1077387&site=ehost-live>
- Hasibuan, S. W. (2018). *The Effect Of Index Card Match Strategy On Students' Vocabulary Mastery (A Study at the Tenth Grade Students' of SMA Negeri 1 Sitahuis)*. 22–34.
- Istarani, K. (2012). *Metode Pembelajaran*. Media Persada.
- Kemmis, S., & Taggart, M. (1990). *The Action Research Reader*. Deakin University.
- Nurdiansyah, D. M. R., Asyid, S. A., & Parmawati, A. (2019). Using Color Coding To Improve Students' English Vocabulary Ability. *PROJECT (Professional Journal of English Education)*, 2(3), 358. <https://doi.org/10.22460/project.v2i3.p358-363>
- Parmawati, A. (2018). Using Analytic Teams Technique to Improve Students' Speaking Skill. *Edulitics (Education, Literature, and Linguistics) Journal*, 3(2), 21–25.
- Tobing, N. T. P. (2018). the Effect of Index Card Match Strategy on Students ' Vocabulary Mastery. *Liner (Language Intelligence And Educational Research)*, 37–45.