

IMPROVING STUDENTS' ABILITY IN VOCABULARY MASTERY THROUGH INDEX CARD MATCH

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Abstract

The purpose of this research is to find out of how well Index Card Match strategy can Improve students' ability in vocabulary mastery in the first grade of MTs Hidayatus Shibyan students of P.Na'im Sui.Ambawang Kubu Raya. The method used in this research was a Classroom Action Research (CAR) which consisted of Planning, Acting, Observing, and Reflecting. This research was conducted in two cycles in order to get maximum result of the research. In cycle 1, the quantitative data showed that the students mean score was 65,20 and in cycle 2 the mean score was 75,30. Based on the minimum of standard achievement (KKM), that is 70, the mean score of the second cycle was showed improvement from the first cycle. It showed that the students got improvement and past the KKM. In The qualitative data describe that the students become more often in asking the question to the teacher, especially in cycle 2. The students seems to motivated to find more vocabulary related to the topic given. This is indicate that the use of Index Card Match improved the students vocabulary mastery and make the students become more active and motivated to improve their vocabulary. In conclusion, the students' problem in their vocabulary mastery could be successfully solved through Index Card Match Strategy.

Keywords: Vocabulary, Index card Match Strategy, Classroom Action Research

Abstrak

Penelitian ini tentang meningkatkan kemampuan siswa dalam penguasaan kosakata melalui Index Card Match. Tujuan dari penelitian ini adalah tentang bagaimanakah Index Card Match dapat meningkatkan kemampuan siswa dalam penguasaan kosakata pada siswa semester satu di MTs Hidayatus Shibyan di P. Na'im Sui. Ambawang Kubu Raya. Metode yang digunakan adalah Penelitian Tindakan Kelas yang terdiri dari perencanaan, tindakan, observasi, dan Refleksi. Penelitian ini dilaksanakan dalam dua siklus agar mendapatkan hasil penelitian yang maksimal. Pada siklus 1, data kuantitatif menunjukkan nilai rata-rata siswa adalah 65,20 dan pada siklus 2 nilai rata-rata siswa adalah 75,20. Berdasarkan standar minimum pencapaian (KKM), yaitu 70, maka nilai rata-rata pada siklus dua menunjukkan terjadinya peningkatan. Hal ini menunjukkan bahwa siswa mengalami peningkatan dan sudah mencapai KKM. Pada data kualitatif menggambarkan bahwa siswa menjadi lebih sering menanyakan pertanyaan kepada guru, terutama pada siklus ke2. Siswa terlihat lebih termotivasi untuk meningkatkan kosakata mereka. Maka dapat disimpulkan, permasalahan siswa dalam penguasaan kosakata dapat terselesaikan dengan sukses melalui strategi Index Card Match.

Kata kunci: Kosakata, Strategi Index Card Match, Penelitian Tindakan Kelas

INTRODUCTION

Vocabulary is one of aspects in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, learner who just learn vocabulary or just read text or open dictionary will be able to say something (Harmer, 2001; 13). Vocabulary is needed to improve the four English skills; listening, speaking, reading, and writing. This means that the vocabulary plays an important role for the study in their field of study. The students, who are lack in vocabulary, will be difficult in understanding the text, unable to speak English and difficult to write their own idea. In addition, students with a small vocabulary also read slowly because they do not understand many of words or have to stop and look them up in dictionary (Edwards, 2004).

Based on pre observation to the first grade of MTs Hidayatus Shibyan P.Na'im Sui.Ambawang Kubu Raya Academic Year 2014/2015. The researcher found some problems faced by students in their vocabulary mastery. The problems that the students' faced were related to spelling, meaning of some words, and use of words. In spelling the students had difficulties in arranging the words. They usually misplaced the letter to make the correct words. They also could not find the meaning of English words. It was because they did not have any picture meaning of the words they learnt. The last, the students also had difficulties in using the word, They were usually hard to create new sentences and connect one word to the other words that they had learnt before.

From those problems, it could be concluded that the students in the first grade of MTs Hidayatus Shibyan P.Na'im Sui. Ambawang Kubu Raya Academic Year 2014/2015 had problems with vocabulary.The students,therefore, need a new strategy in teaching learning english especially in vocabulary that can make them active and fun in learning vocabulary.

Related to the problems above the researcher found a strategy to solve the problem. The researcher chose Index Card Match as the strategy in teaching vocabulary. Index Card Match is one of active learning strategies, Active learning

engages with content in ways that develops competencies and builds skill rather than simply transfers knowledge. It means that Index Card Match is one of the simple strategies that can help the teacher teaching vocabulary easily and make students more active during the teaching learning process.

Based on the description above, this research was intended to investigate “How well Index Card Match strategy improve students’ ability in vocabulary mastery in the first grade of MTs Hidayatus Shibyan P.Na’im Sui.Ambawang Kubu Raya Academic Year 2014 /2015”.

Definition of Vocabulary

Burns (2010:295) says that vocabulary means the stock of words used by a person, class or profession. From the definition, we can infer that vocabulary is a stock or list of words with explanation of their meanings used to make up a language by a person, class or profession.

It can be said that vocabulary is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

From the definitions above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker's means. That is the reason why it is important to learn vocabulary.

The Aspects of Vocabulary

Ur (1996: 60-62) states that some aspects that the learners should be mastered and the teacher should be taught in order to help the learners in mastering the vocabulary. They are namely; (1) Spelling, Grammar, Meaning, and Word Use.

In Spelling the learner has to know what it looks (its spelling). These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that this aspect is accurately presented and learned.

The grammar of new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teacher may wish to present its plural form, if irregular (mouse, mice), or draw learners' attention to the noun having no plural at all (advise, information). In presenting verbs such as want and enjoy together with the verb form that follows them (want to, enjoy-ing), or adjectives or verbs together with their following preposition (responsible for, remind someone of

How the meaning of one item relates to the meaning of others can be also be useful in teaching. There are various such relationship (a) Synonyms: items that mean the same, or nearly the same; for example: right, clever, smart may serve as synonyms of intelligent. (b) Antonyms: items that mean the opposite: rich is an antonym of poor (c) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal (d) Co-Hyponyms or

co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates. (e) Super ordinates: general concepts that 'cover' specific item; animal is the super ordinate of dog, lion, mouse. (f) Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

Lado (1964: 117) states that vocabulary is taught in three stages. The first is teaching most of the function words that is, interrogatives, prepositions, auxiliaries, etc. One also teaches small number of content words of particular grammatical classes, for example, adjectives when teaching the modification pattern with adjectives, and noun when teaching number. The second is teaching vocabulary for communication goal. In this stage the students acquires the vocabulary items he needs to converse on contextual areas of wide currency. The third is esthetic and technical uses of vocabulary, which must not be confused with the first two.

In conclusion, knowing 'a word' means knowing: the word's form (both spoken and written), the word meaning (or meanings), any connotations the word might have, whether the word is specific to a certain register or style, the word's grammatical characteristic – e.g. part of speech, the word's common collocations, the word derivations and the word's relative frequency. Ideally, a vocabulary test measures the test-takers' knowledge about each word-knowledge. On the reasons of the amount of time and other operational elements, therefore, the researcher simplifies into three indicators, those are, spelling, meaning, and word usage.

Definition of Index Card Match

Index Card Match strategy is one of active learning instructional strategy to review material that has been learned. Based on Silberman (2006: 250), Index Card Match strategy is an active and fun way to recall the material that is given. This activity involves students to work in pairs and gives quiz question to the students. In this case, Index Card Match strategy is selected to master english vocabulary based on the consideration that this strategy was an effective and fun to teach vocabulary. The aspect of vocabulary that can be used in teaching vocabulary using Index Card Match are meaning, spelling and word using. Then, this strategy was focused on matching two cards. Index Card Match is strategy that invites students to learn actively and they have a independence soul in learning and foster their creatively. It was an active and fun way to review the material. Nevertheless, new material could also be taught using this strategy with a record that the students had to learn the new material first., so when they began they already had knowledge (Zaini,et al, 2008: 67). In short, this strategy can be used for the material that has been taught before.

According to Alfred (2010: 120), Index Card Match is strategy that cannot only can be used to review the previous material but also to provide enjoyable learning. In addition, Index Card Match is small card inserted by vocabulary. By using this card, students can see, read,spell and know the meaning of words. Index Card Match strategy is identical with cooperative learning for students.

Besides, Index Card Match strategy is also a fun games. Learners can learn by playing. It makes enjoyable learning. Learners can decrease their stress when they recieve materials. Moreover, it is used to chek or review the previous material (Silberman,2004:269). Teacher can chek the students comprehension through the card.

Based on the definition about Index Card Match strategy above, it can be concluded that Index Card Match strategy is fun, enjoy and good strategy that can make the students more active in learning process.

Procedure of Index Card Match

Using Index Card Match strategy can be modified with other ways. Teacher may decide to change the form, size or color of Index Card Match.

Teacher ought to be creative to create forms index card and give various colors as well. This purpose is to stimulate students to learn so they are interested in learning. Meanwhile to make learning more attractive, teacher should use the procedures and instruction of Index Card Match. According to Alfred (2010: 120-121) there are several steps in using Index Card Match as follows: (1) Making cards containing of vocabulary exercise 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 students and ask them to look for their pair cards; (4) Asking students to sit together with their pair cards in the same table and not to show their cards to another pair; (5) Asking the students that have the question card to read their question and challenge other pairs to answer the question; dan (6) Making conclusion based on the activity together with the students

METHODOLOGY

In this research the writer as the researcher used a classroom action research (CAR). Cohen, Manion, and Morrison (2000: 226) define that classroom action research may be used in any setting where a problem involving people, tasks, and procedures cries out for solution, or where some change of future result in a more desirable outcome. Cherry (2002:1) states that the process of classroom action research can be described as a continuous cycle of planning, action and review of the action. Classroom action research is study systematically conducted by the teacher or researcher in teaching and learning environment to solve educational problems or to change the things related to educational implementation to be better. As it explained by Coats (2005:4) that Classroom action research can be described as: any research into practice undertaken by those involved in that practice, with an aim to change and improve it.

Based on the definition above, it could be concluded that classroom action research is one way of research that try out an idea in practice of social situation and real to view and increase or change something.

According to the selected type of the research is action research, the researcher use the classroom action research of Cohen, Marion, and Morrison (2000: 232). Classroom action research is one of action research done by the practitioners-teachers as researchers. The ultimate goal of classroom action research is to improve the teaching learning process.

In this research, the researcher acts as a teacher. The researcher will apply the strategy that used in teaching vocabulary mastery through Index Card Match.

Zuber-Skerritt in Cohen, Marion, and Morrison (2000: 232) divide the action research into a cyclical process: (1) Strategic planning; (2) Action, implementing the plan; (3) Observation, evaluation and self evaluation; dan (4) Critical and self-critical reflection on the results.

In strategic planning, the researcher formulates the lesson plan and the material to teach vocabulary. Besides that, some media needed also prepared by the researcher in order to make the teaching and learning of vocabulary runs smoothly. The researcher also make some test items to assess the students ability after the Index Card Match strategy implemented. In preparing the instrument, the researcher asked the teacher opinion, judgment, and also suggestion to make the instruments become more valid and appropriate to use in the classroom.

After the researcher confirm about the instruments, then, the second process is about the implementation. Here the researcher will apply the strategy, while the collaborator will observe the activities by using observation checklist and field note. The researcher act as the teacher will implement the strategy according to the procedures of Index Card Match Strategy, and then continued by giving the assessment to the students.

After teaching the students by using the strategy, the researcher and the collaborator observed the field note and the observation checklist to describe the

data found during the acting process. The students' vocabulary test also check to add another information about the students' vocabulary mastery.

The last process is about the formulation of the next cycle. Here the researcher and the collaborator will determine the new plan to overcome the problems or obstacles found in the previous cycle. Here are the cyclical figure:

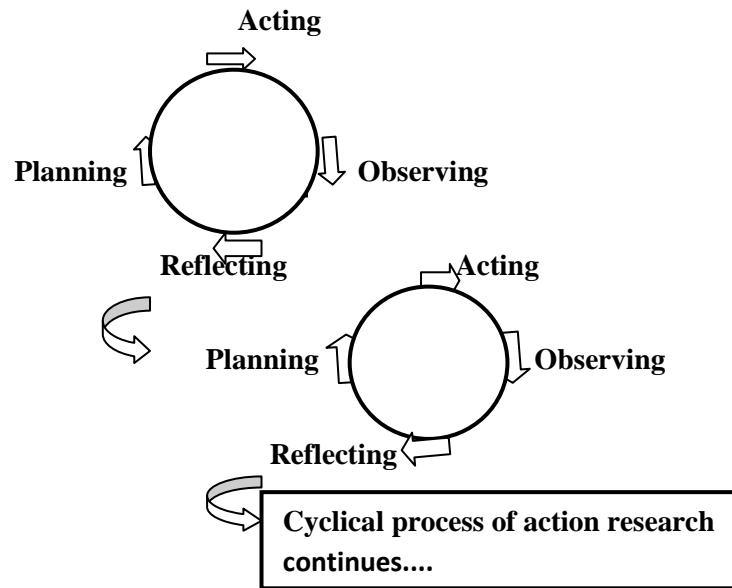


Figure 1. The Process of an Action Research (Adapted from Cohen, Manion, and Morrison (2000: 232))

Based on the explanation above, classroom action research is a systematic study and it is a form of self reflective inquiry undertaken or carried out by participants in educational situation rather than outside researches to solve the problems in order to improve the student's ability. In this study, classroom action research means an educational attempt, which would be done by the researcher to improve the lack of vocabulary mastery in the first grade of MTs. Hidayatus Shibyan P. Na'im Sui. Ambawang Kubu Raya Academic Year 2014/2015 by using Index Card Match strategy. In this research, both qualitative and quantitative methodologies were applied. The qualitative used to describe how the process of teaching and learning vocabulary ran and the quantitative methodology was used to identify whether or not the student's vocabulary mastery were better and higher than before implementing Index Card Match

strategy. The quantitative calculation for identifying the improvement of student's vocabulary mastery was based on the scores of the vocabulary test.

The subject of the research was the first grade of MTs Hidayatus Shibyan P. Na'im Sui. Ambawang Academic year 2014/2015. It was only one class with the total number of students are 20 (7 female and 13 male).

FINDING AND DISCUSSION

Qualiative Data

This phase was done by collaborator during teaching and learning process. The collaborator observed the activities that happened and filled observation checklist table and wrote the another information in field note. It would be used to make teaching and learnig process would be batter in the next cycle.

Based on observation cheklist table and filed note during teaching and learning process, the plan did not run well in this cycle. The result of observation and field note in the first cycle was shown below :

Observation Checklist

In the first cycle of Classroom Action Research which was conducted at the first grade of MTs Hidayatus Shibyan, the researcher had found unsatisfied result of the first observation checklist, the description related to the teacher and students performance in the class as follow :

From Observation Checklist, there are some major points that less be concerned by the teacher in the class while teaching and learning process, some of them are : teacher did not guide the students to their exercise. Besides This mojour is very important to help students in order to make understand the students. Next, the teacher did not interact with the students. Students did not active in answer teacher question. In this part, there was one main point will be described related students' attitude in the class. The students did not active to asked. They were some students still shy.

In field Note there were two main points which had been found in field note, those were students' performance and environment. The students were not active in learning in the class . some students did not know to match the word

correctly. The class was crowded because the students spoke loudly while matching the word.

Research discussion is established based on the data described in qualitative and quantitative data findings. The qualitative data was derived from observation checklist and field note that had been analyzed and described in research findings. According to the result of observation checklist and field note, the students gave good progress from first cycle until the last cycle.

In the first cycle, the students interested by implementing Index Card Match strategy. Based on observation checklist table and field note, in the first meeting of cycle 1, they did not active and shy to ask. They also had problem in spelling, meaning and using the word. But, in the last cycle or cycle 2 the students showed a good progress, all of students had improvements in their vocabulary. they were active and did not shy to ask.

In quantitative data also showed a good result. Beside the result showed in observation checklist and field note, it was also supported by students' vocabulary test. In first cycle, the mean score of students on vocabulary test was 65,2. Meanwhile, the students percentage which pass the standard competence (KKM) was 19,3%. Furthermore, the mean score in cycle 2 was 75,3. It means that the students percentage of this cycle was 76,3% or improved than in the first cycle. In this cycle there were 5 students classified as *excellent* where their scores started from 80-100. Besides that, there were 13 students classified as *good*, the scores were 70-79, and 2 students classified as *average* where their scores were 60-69. It means that the students percentage which pass the standard competence (KKM) was 90%. It indicated the satisfying result of students in vocabulary. from the description above Index Card Match strategy can improve students ability in vocabulary mastery. Index Card Match also made the students active and fun in learning vocabulary. According to Alfred (2010: 120), Index Card Match is a strategy that cannot only can be used to review the previous material but also to provide enjoyable learning. In addition, Index Card Match strategy is small card inserted by vocabulary. By using this card, students can spell, know the meaning of words and using the word.

Besides, this strategy makes students active in class. Index Card Match strategy is identical with cooperative learning for students. Index Card Match strategy is also a fun game. Learners can learn by playing. It makes enjoyable learning. Learners can decrease their stress when they receive materials. Moreover, it is used to check or review the previous material (Silberman, 2004: 269).

From the findings of this study, the result asserts that applying of Index Card Match had a good effect to improve students' ability in vocabulary mastery. By implementing Index Card Match strategy the students more active and enjoy in learning vocabulary in the class. It supported by An active learning strategy 'Index Card Match' is a strategy that invites students to be an active learner in order to make students independent and creative where students play to learn (Haryanto, 2002: 2).

Conclusion

Based on the research finding presented in chapter IV, the researcher concluded that the students achievement in vocabulary is significantly improved by Index Card Match strategy. The improvement of students' achievement in vocabulary by applying Index Card Match strategy was supported by the mean scores which were also increased test by test and it can also seen from the percentage of number of the students who can reach the Minimum Score Criteria (KKM). In first cycle, the mean score of students on vocabulary test was 65,2. Meanwhile, the mean score in cycle 2 was 75,3. It means that the students vocabulary mastery in cycle 2 improved than in the first cycle.

The finding showed that implementing Index Card Match strategy could make the students more active in teaching and learning process. Index Card Match strategy also could improve students' spelling, meaning and using the word. Index Card Match is a strategy that is easy to be implemented by the first grade of MTs Hidayatus Shibyan Sungai Ambawang Kubu Raya.

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