

**THE IMPLEMENTATION OF INDEX CARD MATCH (ICM) IN  
TEACHING ENGLISH TENSES  
(A True Experimental Research at SMP Negeri 4 Banda Aceh)**

**THESIS**



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THESIS

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Banda Aceh, 16<sup>th</sup> January 2018

Fitrianizar

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Menyatakan bahwa sesungguhnya Skripsi yang berjudul The Implementation of Index Card Match in Teaching English Tenses adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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## ABSTRACT

This study is about the implementation of Index Card Match to improve students' ability in teaching Simple Present Tense and Simple Past Tense to the Eighth grade students of SMP Negeri 4 Banda Aceh. The population of this study was all of the Eighth grade students of SMP Negeri 4 Banda Aceh. The sample was the students from class VIII-4 as the experimental class and class VIII-5 as the control class. In collecting the data, the researcher used test and questionnaire. The research done within 6 meetings for each classes through pre-test, experiment, post-test and questionnaire. After getting the data, the result of the tests were analyzed by using statistical procedures, the researcher calculated that the mean score of post-test of experimental class (78,30) was higher than the mean score of post-test of control class (55,5). It showed that the students of experimental class improved their mastery in learning Simple Present Tense and Simple Past Tense by using Index Card Match. Furthermore, it was also proved by examining the hypothesis that  $t_o$  was higher than  $t_{table}$  ( $16,05 > 1,681$ ). This meant that there was improvement in achievement of the students who were taught by using the Index Card Match. Additionally, the use Index Card Match strategy increased the students' ability in all extents of aspects and forms that were tested after teaching. It showed by the result that the students improved as each aspects and forms were at the predicate level of high improvement. It also supported the statement that the implementation of Index Card Match strategy can improve the students' ability in teaching English tenses. Lastly, based on the analysis of the questionnaire, the reseracher found that most of the students agreed that the use of Index card Match strategy was interesting and also all of the students agreed it could improve their ability in learning Simple Present Tense and Simple Past Tense.

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Grammar is partly the study of what forms (or structures) are possible in a language. In traditional, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus, grammar is description of the rules that govern how a language's sentences are formed (Thornbury, 1999). Grammar is also important to learn because it is one of basic elements of a language. It plays important roles for English language learners since it has been one of aspects to master English lesson. Thornbury (1999) added that grammar is the fundamental discourse machine generator in every language in general. Furthermore, with good understanding on grammatical concepts, learners can avoid the use of incorrect structures. A learner also can be considered as mastering a language (having competences) if he fulfils two main requirements, these are accuracy (correctness) which refers to the mastery of grammatical structures, and fluency, which indicates that the learners can use the target language (Widdowson, 1975).

Since grammar becomes one of the essential requirements in English lesson of Indonesian school institution, it is important for the learners to have a good comprehension and competence in using grammatical correct sentences. Cahyanti (2011) states that in learning English, the students meet a number of problems, one of them is grammar. Grammar is one of the most difficult to master in learning English subject for students. Some students perceive English class as a boring class.

Since the atmosphere created in the class is rather monotonous, they are often confused of the formula and their teacher's explanation. Thus, they think grammar is to understand. For instance, the students are more confused in learning tenses. They cannot fully understand or differentiate of what, when or how the differences among the verb changes are, either in present, past or future tense. Nordquist in ThoughtCo. (2017) states that in grammar, tense is the time of a verb's action such as present or past. It is a category that expresses time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs. Basic tenses found in many languages include the past, present, and future.

In English lesson, tenses part which are usually learnt most are simple present tense and simple past tense which some students are still confuse about the verb changes. Suppose like when she/he has to use present/ past form, how to classify both tenses depends on time, when and what happens at the time or when it is considered done. Besides, present and past tense are mostly talked by in daily life and both are the basic which the students have to comprehend in learning tenses. Thus, learning present tense and past tense are important for the students in order to understand its usage correctly. Therefore, to make grammar lesson effective, beneficial and interesting a teacher should encourage some well developed and like able techniques or strategy in the classroom.

The use of strategy is important in order to encourage students' capability in learning. In this research, Index Card Match is applied as a teaching strategy to improve students ability in learning simple present tense and simple past tense. Silberman, Simon and Schuster (1996) in their book explains more on the procedure

of the application of Index Card Match and this is an active and interesting way to review material class. It also allows students to pair up and quiz the groups or classmates.

The reason behind why the researcher chose the topic was because beside as it mentioned above that the present and past tense are part of courses that included in curriculum, also because the students usually have several problems in understanding grammar especially tenses lesson. Sometimes they feel bored as the monotonous atmosphere created in the classroom. By this reason, hopefully strategy of Index Card Match could increase or improve students' mastery in learning grammar especially in tenses lesson as the researcher took simple present tense and simple past tense in the research.

Therefore, an experimental study was conducted to improve students' ability on simple present tense and simple past tense by implementing Index Card Match strategy to the students at the Eight Grade students of SMP Negeri 4 Banda Aceh in academic year of 2017/2018.

## **B. Research Questions**

Based on the problem that has been stated above, there are some problems that need to be investigated through this study. They are:

1. To what extent does Index Card Match increase students' ability in learning simple present tense and simple past tense at the Eight Grade Students of SMP Negeri 4 Banda Aceh in Academic Year of 2017/2018?

2. What are the students' responses toward the use of Index Card Match in learning simple present tense and simple past tense at the Eight Grade Students of SMP Negeri 4 Banda Aceh in Academic Year of 2017/2018?

### **C. Research Aims**

1. To know to what extent does Index Card Match increase students' ability in learning simple present tense and simple past tense at the Eight Grade Students of SMP Negeri 4 Banda Aceh in Academic Year of 2017/2018?
2. To know the students' responses toward the use of Index Card Match in learning simple present tense and simple past tense at the Eight Grade Students of SMP Negeri 4 Banda Aceh in Academic Year of 2017/2018?

### **D. Hypothesis**

The hypothesis is "There is improvement after the implementation of Index Card Match in teaching English tenses" To get the answer, the researcher proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

- a. Null hypothesis (Ho): There is no improvement after the implementation of Index Card Match in teaching English Tenses
- b. Alternative hypothesis (Ha): There is improvement after the implementation of Index Card Match in teaching English Tenses

## **E. Significance of Research**

1. Theoretically, this research is expected to enrich the knowledge in using Index Card Match method in teaching English tenses.
2. Practically, this research is expected to encourage and improve students' engagement in activity of learning tenses.

## **F. Research Terminology**

### **1. Tense**

Seely, J (2007) said that some grammarians define **tense** as an inflection of the verb or a change of meaning achieved by altering the form of the verb. In broader use of the word, tense is defined as a form of the verb phrase which gives information about aspect and time. The common definition is defined by Nordquist, R (2017) that in grammar context, tense is the time of a verb's action or state of being, such as present or past. Cowan (2008) adds that tense expresses the time that an action occurs in relation to the moment of speaking. It means that tense is usually used to express the time being of a statement. For example when a person speaks a statement which the action happens repeatedly everyday, it means that the tense used is simple present tense. On the other hand, when a person says or speaks a statement that has completely been done in the past, it means that the tense used is simple past tense.

In this research, the researcher taught by using simple present tense and simple past tense. Simple present tense is the tense that we use when the action is general, the action happens all the time, or habitually in the past, present and future,

the action is not only happening now and the statement is always true. Simple past tense is the tense that we use when the event is in the past, the event is completely finished and we say (or understand) the time and/or place of the event.

For a concrete example in use of the simple present tense is such “My mother doesn’t work”. It means that somebody’s mother doesn’t work currently. Another example for simple past tense is such “My father taught me how to ride motorcycle”. It means that somebody’s father has completely done in teaching his child of how to ride motorcycle. It also could mean that at the time he/she speaks, she/he doesn’t do the same activity as what the activity has done.

## 2. Index Card Match

Index card match is a teaching strategy that is very interested, enjoyable and can be used by repetition of a material of lesson gave. Silberman (2009) said that Index Card Match is an enjoyable strategy to review the lesson given. It means, this strategy is used in a class that the students once learned a similar subject. Index Card Match (Seeking Couples) is a strategy that invites students to actively learn and aims at enabling students to have a life of independence in learning and nurture creativity. Suprijono (2013) states that Index Card Match (ICM) is an enjoyable strategy to be used for students knowledge encouragement. The method of “searching card couples” or index card match is pleased for students to review study items which have been given previously

In this research, Index Card Match is a strategy that was used in order to improve the students’ ability in English grammatical tenses of simple present and

simple past tense. It means that the teaching learning process was done through Index Card Match. The students review the materials that they have learned and test their knowledge and ability by the technique of looking for a pair of cards in an enjoyable and fun atmosphere. This strategy requires students to work together and being cooperative with the classmates to solve questions.

### **G. Previous Study**

The previous study of this research is the research from Diah Astriyanti and Khairul Anwar with the title of “Improving Students’ Ability in Vocabulary Mastery Through Index Card Match”. The research was done in 2016. The purpose of this research was 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 in sub-district of Kubu Raya, province of Kalimantan Barat. The methodology used was classroom action reserach (CAR) which it means that the research done into two cycles to get the maximum result of the research. After the research conducted, it showed that the students go improvement and pass the KKM (minimum standard achievement) from quantitative data. From the qulititative data it showed that the students become more motivated and active in their learning process especially in learning vocabulary which it means that their vocabulary mastery was succesfully solved through Index Card Match.

Based on the above previous research, the current researcher intended to apply Index Card Match as a strategy in teaching simple present tense and simple past tense and as hopefully to find improvements for students in learning process.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Grammar**

##### **a. Definition of Grammar**

Grammar is often defined as the rule system of a language. Bowen (1985) points out that grammar is the rules by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible. In grammar, there are three interrelated dimensions: form, meaning, and use. As Nunan (1999) says that grammar is the study of how syntax (form), semantics (meanings), and pragmatics (use) work together to enable individuals to communicate through language.

In language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), lack knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

From definitions above, it can be concluded that grammar is knowledge about the rules of language. It explains how to combine words or a little bit of words in order to make something understandable or meaningful sentences both written and spoken. For example in simple present tense, we are to explain about something happens today such as “Ratna buys a flower from the market”. It is acceptable because it shows form gramatically. But if we say “Ratna will bought a flower from a market”, it is unacceptable because it is not formed gramatically. The word ‘buy’ is used as form and meaning for present time or present tense but ‘bought’ is for past time or past tense.

#### **b. The Importance of Grammar**

By knowing the definiton of grammar, it is understood why grammar is important. “Grammar is important because it is the language that makes it possible for us to talk about language” (National Council of Teacher of English, accessed from ThoughtCo on October21th, 2017). Additionally, grammar names the types of words and word groups that build sentences not only in English but in any language. It is because we as human beings can make up sentences together even a child and also because we all do grammar. But to be able to talk about how sentences are built, we have to know grammar, because knowing grammar offers a way into the human mind and our complex mental capacity.

Nowadays, we know that learning a language needs to learn its grammar rules especially in school and language institution. The lack of grammatical capability can lead people to a scattered language somehow. As grammar has many

forms, it provides us to speak language in variatively words and pronunciation. By learning grammar, we found out that almost all languages and all dialects follow grammatical patterns. Long and Richards (1987) add that it can be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

Knowing about grammar also helps us understand what makes sentences and paragraphs clear and precise. Because people usually associate grammar with errors and correctness. Grammar can be part of of literature dicussion like when the students and the teacher are reading poetry and stories. In writing class or when people write, grammar allows the learners to put together their ideas into complete sentences so that they can succesfully communicate in written form. Using the correct grammar is important to avoid misunderstanding, and to make other person to understand easily. If our language is full of mistakes either from scattering rules or lack of vocabulary can slow down our communication, we tend to fear or less of confidence to express our idea and as a consequence we can not convey our idea in best way. In listening and speaking language skills, grammar plays part in grasping and expressing spoken language like expression since learning grammar is considered as necessary to acquire the capability of producing grammatically acceptable uttarances in the language (Corder, 1998; Widodo, 2004). For example in some condition when somebody is in the situation where it is best to say in passive form, but because he/she doesn't understand or doesn't remember the past participle of the verb then she/he could use the present tense, and it will lead other person to confusing and misunderstanding too. In reading, grammar enables

learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In vocabulary, grammar provides a pathway of how some lexical items should be combined into a good sentence so that meaningful and communicative statements and expressions can be formed. It means that by learning grammar students can express meanings in the form of phrases, clauses and sentences (Doff, 2000)

By understanding grammar, people can use right form and acceptable meaning of a language. The good understanding of grammar will allow people to be flexible when they talk or say something. Nunan (1991) adds that mastering grammar of target language is significantly important because an adequate knowledge of grammar will help students to improve their linguistic capability or communication. In other words, mastering grammar is needed as an essential tool to explore and deliver what is being taught to others in the concept of communication. Thus, the more we know grammar, it means the more we have opportunity to express ourselves better.

## **B. Tense**

### **a. The concept of tense**

Tense is related to time, and time refers to 'when' an action takes place. Cowan (2008) states that tense expresses the time that an action occurs in relation to the moment of speaking. He adds that tense has three dimensions that are present, past, and future. Azar (1992) agrees that the tense is defined as one of the elements of English grammar which is related to time.

In this research, there were two major tenses taught in the teaching-learning process. Those are simple present tense and simple past tense in case of only in form of verbal. As it follows below.

## **b. Two Major Tenses**

### **1. Simple present tense**

We use the simple present tense when the action is general, the action happens all the time, or habitually in the past, present and future, the action is not only happening now and the statement is always true (pdffactory.com, accessed 2017). The formula is as follows:

The structure for positive sentences in the simple present tense is:

Subject + main verb + object/complement

The structure for negative sentences in the simple present tense is:

Subject + auxiliary verb (do/does) + not + main verb +  
object/complement

The structure for question sentences in the simple present tense is:

Auxiliary verb (do/does) + subject + main verb +  
object/complement

There are three important exceptions:

1. For positive sentences, we do not normally use the auxiliary.
2. For the 3rd person singular (he, she, it), we add *s* to the main verb or *es* to the auxiliary.
3. For the verb *to be*, we do not use an auxiliary, even for questions and negatives.

Here are some examples;

According to Cyssco, D (2000), Simple Present tense is used to show a phenomenon which happens repeatedly, or is a habit.

For example:

1. I leave for office at 6 every morning
2. My father works five days a week
3. I get up at 5 a.m every day

The simple present tense is also used to show a fact or general truth.

For example:

1. The River Nile flows into Mediterranean
2. Jet engines make a lot of noise
3. The sun shines in the east and sets in the west

The present simple is also used to show something that will happen in the future, if we talk about a schedule, program, and etc.

For example:

1. The second train leaves at 10 a.m
2. The football match starts at 4 p.m tomorrow
3. The second film begins at 7 a.m

Interrogative statement is formed by placing “do” or “does” at the beginning of sentence.

For example:

1. Do you always go to the office by train?
2. Do they go swimming every Sunday?

3. Does she study english today?

Negative statement is formed by “do not/don’t” or does not/doesn’t” after the sentence subject.

For example:

1. You don’t go swimming on Monday
2. We don’t work on Saturday
3. John doesn’t work at the aircraft company

## **2. Simple past tense**

We use the simple past tense when the event is in the past, the event is completely finished and we say (or understand) the time and/or place of the event. Past tense has common definite time that indicate a clear break between the past and the present time like a year ago, two weeks ago, five minutes ago, last night, last week, last month last year or yesterday.

We use the simple past tense to talk about an action or a situation-an event- in the past. The event can be short or long. It doesn’t matter how long ago the event is; it can be a few minutes ago or seconds ago in the past, or millions of years in the past. Also it doesn’t matter how long the event is. It can be a few milliseconds or millions of years (pdfactory.com, accessed 2017).

To make the simple past tense, we use:

1. *Past form* only or,
2. *Auxiliary did + base form*

The structure for positive sentences in the simple past tense is:

Subject + main verb (past)

The structure for negative sentences in the simple past tense is:

Subject + auxiliary verb (did) + not + main verb (base verb)

The structure for question sentences in the simple past tense is:

Auxiliary verb (did) + subject + main verb (base verb)

For further understanding, we have to recognize how the verb form changes from the base form into the past tense form, which in English is known as regular and irregular verbs.

1. Regular verb, also known as weak verb, is a verb in which past tense and participle shapes are obtained by adding a suffix -ed to the base form, which are as following below:

| <b>Base Form</b> | <b>Past Tense</b> | <b>Past Participle</b> |
|------------------|-------------------|------------------------|
| study            | studied           | studied                |
| walk             | walked            | walked                 |
| clean            | cleaned           | cleaned                |

2. Irregular verb, also known as strong verb, is a verb that which both of past tense and participle obtained in various ways. There is a good verb past tense form and its participle is the same as base form. There is also a different between base form, past tense, and participle. Others are much the same between past tense and participle, which are as following below:

| <b>Kondisi Irregular Verb</b>                                | <b>Base Form</b> | <b>Past Tense</b> | <b>Past Participle</b> |
|--|------------------|-------------------|------------------------|
| <i>Base form, past tense, &amp; participle are similar</i>   | let              | Let               | let                    |
|  | put              | put               | put                    |
|  | read             | read              | read                   |
| <i>Base form, past tense, &amp; participle are different</i> | break            | broke             | broken                 |
|  | forget           | forgot            | forgotten              |
|  | go               | went              | gone                   |
| <i>Past tense &amp; participle are similar</i>               | have             | had               | had                    |
|  | leave            | left              | left                   |
|  | meet             | met               | met                    |
| <i>Base form &amp; participle are similar</i>                | come             | came              | come                   |
|  | run              | Ran               | run                    |

Specifically, the usage of simple past tense was mentioned as follows (Celce – Murcia, 1999):

1. A definite single completed event or action in the past.  
For example: I attended an ESA meeting last week
2. An event with duration that applied in the past with the implication that it no longer applies in the present.  
For example: Mr. Bambang worked in bank for 15 years.
3. States in the past  
For example: He owned me a lot of money.

Here are some other examples;

Simple past tense is used to show a phenomenon that happens in the past. It uses adverb of time of past activity.

For example:

1. The children enjoyed the party last night
2. We visited the National museum last week
3. I bought this English dictionary last week

Interrogative statement is formed by placing “did” at the beginning of sentence. In simple past tense, the verb is in infinitive form.

For example:

1. Did you send the letter last week?
2. Did he come here to see you?

Negative statement is formed by adding “not” of the helping verb “did” (did not/didn’t) and is placed after the sentence subject.

For example:

1. I didn’t see him at the party last night
2. You didn’t call me yesterday

## **C. The overview of Index Card Match**

### **a. The concept of Index Card Match**

Index Card Match is a strategy to solve learning problems by matching index cards. According to Suprijono (2013), Index Card Match (ICM) is an enjoyable strategy to be used for students knowledge encouragement. The method

of “searching card couples” or index card match is pleased for students to review study items which have been given previously. Kurniawati (2009) also said that the Index Card Match learning strategy is a pretty fun strategy used to repeat the material that has been given previously. Zaini (2008) agrees that Index Card Match model is an interesting strategy which is fun and exciting to repeat previously given materials.

In addition, Silberman (2006), states that Index Card Match (ICM) represents one of the pleasant strategy to invite students to be active in course of study. It is one of the instructional technique of active learning where it is a fun way to actively review the course material, allows learners to pair up and play quizzes with classmates. Index card match type relates to the way of learning which the students recall the materials studied and test their current knowledge and abilities by looking for a pair of cards that are the answer or question while learning about a concept or topic in a fun atmosphere. This strategy aims for students to have a soul of independence in learning and fostering creativity.

In teaching and learning activities, teachers usually provide a lot of information to the students so that the material or topic in the learning program can be completed on time, but teachers sometimes forget that the learning objectives are not only material that is completed on time but the extent to which the material has been submitted can be remembered and understood by the students. Therefore, in the learning activities need to be reviewed to find out whether the material presented can be understood by students. As Silberman additionally states that "One of the most convincing ways to make learning appropriate is to include time to

review what has been learned". So the material that has been discussed tends to be five times more embedded in mind. However, new materials can still be taught with this strategy with condition that the learners are given the task to read about the topics to be taught first, so that when they enter the class they already have knowledge.

Based on the above opinion, the strategy of index card match is an active teaching learning method where the students review the materials that they have learned and test their knowledge and ability by the technique of looking for a pair of cards in an enjoyable and fun atmosphere. This strategy requires students to work together and being cooperative with the classmates to solve questions with couples. This joint learning activity can boost the mood in the learning process and make it possible to gain understanding and mastery of the material.

#### **b. The Procedure of Using Index Card Match**

According to Suprijono (2013), the procedure are as following below:

- a. Make as many pieces of paper as the number of students in the class and divide the papers into two equal parts.
- b. In half of the sections, write questions about the material to be learned. Each paper contains one question.
- c. On the other half of the paper, write the answers to the questions that have been made. Then shake all the paper so that it will be mixed between the questions and answers.

- d. Each student will be given one paper. Explain them that this is a pair activity. Half of the students will get questions and the other half will get answers.
- e. Ask students to find their partner. If anyone has found a partner, ask them to sit close together. Explain also that they do not tell the material they get to another friend.
- f. After all the students find a partner and sit close together, ask each pair in turn to read loud the questions to other friends. Next, these questions will have to be answered by their partner.
- g. End the process by making clarifications and conclusion.

On the other hand, Silberman (2006) suggests the learning steps of Index Card Match which are as following below:

- a. On a separate index card, write questions about anything taught in the class. Make a question card with an amount equal to half of the number of students.
- b. On a separate card, write down the answer or each question.
- c. Gather the two bundles of cards and shake them several times to get really mixed up.
- d. Give one card for each student. Explain that this is a matching exercise. Some students get review questions and some get their answer cards.

- e. Instruct students to search for their partner's card. When a student has found his/her partner, instruct the paired students to find a place to sit together (tell them not to tell other couples what is on their card).
- f. When a suitable partner has been seated together, the teacher calls students randomly to read each pair's questions to give quizzes to other students by reading their questions and challenging other students to give their answers.

Based on the above steps, the researcher modified it as follows:

- a. Each cards have one question and an answer key separately.
- b. Each student is given one card (students get questions and some get answers).
- c. Students who get questions will walk and look for a suitable key answer pair, while the student who got the key answer sit on the bench and thinking about what kind of questions that fit with the key answers she/he has.
- d. Once the right pair of questions and key answers meet, ask them to sit together and make sure that it really fits.
- e. All students must be ready to perform because they are randomly selected by the teacher.
- f. After all the couples are seated then asked each partner in turns to present the questions on their cards to other couples or they can write down on the board.

- g. For students who could match the cards correctly will be given main point and if they could explain well and correct then they will be given additional points.

By those steps, indirectly they will try to remember well the material that has been taught by the teacher. This will lead students to learn actively and effectively. Due to time constraints then it is possible not all questions are displayed. Questions that are not displayed are made into homework and are collected at the next meeting. Then the final activity of this meeting is the teacher and the students make the conclusions of the material obtained. Therefore it can be concluded that the most important first step in implementing an active learning strategy type index card match is preparing several cards in accordance with the concept of the material to be studied. This learning strategy can also be varied like the steps that have been described earlier so that by applying the index card match learning strategy is expected to increase learning outcomes.

### **c. The Approach of Index Card Match Strategy**

Learning objectives don't only emphasize on the accumulation of knowledge of subject matter, but the priority is the ability of students to obtain their own knowledge (self regulated). Therefore, learning requires the mental involvement and work of the students themselves. What can produce self-regulated is active learning. Confucius (in Silberman, 2009: 1) states the importance of active learning

as it says as follows "What I hear, I forget. What I see, I remember. What I do, I understand"

According to Zaini (2008), active learning is learning that invites learners to learn actively. Active learning is intended to optimize the use of all the potential of the students, so that all students can achieve satisfactory learning outcomes according to their personal characteristics. In addition, active learning is also intended to keep the attention of students in order to stay focus on the learning process. In active learning, students have to do many tasks. They must use their brains, review ideas, solve problems, and apply what they learn. Active learning must be fun and enjoyable. Students often even leave their seats, move freely and think hard.

From some of the above opinion, it can be concluded that active learning basically seeks to strengthen and accelerate the stimulus and response of students in learning, so that the learning process becomes fun, not be a boring thing for them. By providing this strategy to the students it can help their rememberance (memory). In this strategy also, every subject matter must be linked with various knowledge and experience that existed before. There are many lesson strategies that can be used in applying active learning in school. Silberman (2009) suggests 101 forms of strategies that can be used in active learning. All can be applied in classroom learning according to the type of material and the desired objectives can be achieved by the students. One form of strategy is the Learning Strategy Index Card Match.

#### **d. The Advantages and Disadvantages of Index Card Match**

Strategy of learning index card match as one of the alternatives that can be used in the delivery of learning materials during the learning process also has several advantages and disadvantages. Handayani (2009) states that there are advantages and disadvantages of index card match learning strategies;

1. The advantages of active learning strategy index card matches are:
  - a) Build excitement in the activity of teaching and learning.
  - b) The material of the lesson delivered takes more attention on the students.
  - c) Able to create an active and fun learning atmosphere.
  - d) Able to improve students' learning outcomes to achieve learning completeness level.
  - e) Assessment is done with observers and players.
2. The disadvantages of active learning strategy index card match:
  - a) It takes a long time for students to complete the task and achievement.
  - b) Teachers will have to spend more time.
  - c) Long to of making preparations
  - d) Teachers should have a democratic spirit and adequate skills in classroom management
  - e) Demanding certain characteristics of students or the tendency to cooperate in solving problems
  - f) The classroom atmosphere becomes "noisy" so it can disturb other classes.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Polit and Hungler (1999) described the research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere the validity of the research results. The researcher did experimental research by using quantitative method. Quantitative method is intended to analyze the data as quantitative method purpose is the design and use the standardized reserach instruments (test, attitude scales, questionnaire, and observation schedules) to collect numerical data (Arikunto, 2006). In this research, the researcher took test and questionnaire as the instruments to collect the data. The experiment applied is true experimental design in form of pre-test and post-test of control and experimental group design.

The purpose of the test was to know the improvement of the students in two major tenses using Index Card Match. Arikunto (1995) said that test is a tool or procedure which is used to know or measure something in the situation, with method and rule that had determined. The purpose of questionnaire is to know the students responses upon Index Card Match.

The treatment referred to the teaching by using Index Card Match (ICM) strategy. Based on Johnson (2012), the design can be seen as follow:

|   |    |   |    |
|---|----|---|----|
| E | O1 | X | O2 |
| C | O3 | Y | O4 |

Note: E : Experimental group

C : Control Group

O1 : Pre-test of experiment group

O3 : Pre-test of control group

O2 : Post-test of experiment group

O4 : Post-test of control group

X : Treatment ( Teaching tenses using Index Card Match)

Y : Treatment (Teaching tenses without using Index Card Match)

## **B. Population and Sample**

There are population and sample that was investigated in this research. According to Arikunto (2006), population is the entire of research subject. In this case, the population was the entire students of second grade year of SMP Negeri 4 Banda Aceh. There are 15 classes at the total for teaching learning classes. Each level of classes are divided into 5 classes as more and each classes has about 25 students more and less. In this research, the researcher took class VIII as the population. Thus, the total of population was 125 students.

The researcher chose eight grade students of SMP Negeri 4 Banda Aceh in academic year of 2017/2018 as the sample because present and past tense are part

of courses that included in curriculum which have to be mastered by the students. This is also regarding to the students learning that usually taught by conventional method which the teaching learning process is mostly teacher oriented that could diminish the frequency of proficiency on the targetted lesson to be mastered at the time.

Sample, according to Sugiyono (2009), is part of population from whom the data of the study are obtained. In this research, the technique for choosing the sample was stratified sampling. Stratified sampling ensures that subgroups (strata) of a given population is each adequately represented within the whole population of a research study (crossman, 2017, in ThoughtCo., accessed on November 2nd, 2017). It is a type of sampling method in which the total population is divided into smaller groups or strata to complete the sampling process. The strata is formed based on some common characteristics in the population data. In this case, the sample were the students from class VIII 4 which was taken as experimental class and VIII 5 as the control class. Thus the total consisted of 58 students.

### **C. Instrument of Data Collection**

#### **1. Test**

In collecting the data, the researcher used test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2000). The test was used to measure students' improvement in learning three major tenses using Index Card Match. In this research, there were pre-test and post-test. Pre-test was given before the researcher gave the treatment, while the post-test was given at

the end of the last meeting. The test which was given in this study was the questions that used both the same in pre test and post test. The researcher intended to see the improvement after conducting the experimental treatment.

In account of teaching learning process of meetings, there were 6 meetings in the total. In the first meeting, the researcher gave the pre test. In the second meeting, the researcher started the treatment in the experimental class while the control class was taught by their English teacher for as the same amount of days that the researcher taught in the experimental class. In the third meeting, the researcher continued the treatment of teaching simple present tense and simple past tense using Index Card Match as the strategy in the experimental class. In the fourth and five meeting, the researcher kept continuing the treatment of teaching and at the end of class the researcher told the students that for the next meeting the students will get the post test. Lastly in the last meeting, the researcher gave the post test for both of experimental and control class.

## 2. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. As Babbie (2007) says that questionnaire is a document containing questions and other types of item designed to solicit information appropriate for analysis. Here the researcher gave 11 questions which there were 10 close ended questions and 1 semi close-ended question at the end of meeting for only experimental class to collect information of the students responses of the use of Index Card Match in learning English grammar especially in simple present tense and simple past tense. The

questionnaire was presented in Indonesian language to avoid the students' confuseness in understanding the questions.

#### **D. Procedure of Data Collection**

In collecting the data, there are some steps taken by the researcher, they are as follows:

##### **a. Pre-test**

In the first meeting, both classes (experiment and control) are given pre-test. First, the writer come to the class. Then, she explained to the students what they had to do. Finally, she distributed the pre-test paper and asks them to do the test individually.

##### **b. Experimental class teaching**

In experimental teaching, the writer taught simple present tense and simple past tense using Index Card Match strategy to the experimental class. It is conducted in two meetings, and time allocation for each meeting is 80 minutes.

##### **c. Control class teaching**

In control class, the students were taught the same material as in experimental class by their own English teacher. However, they were not taught by using Index Card Match strategy in learning process.

##### **d. Post-test**

Post-test was given to both classes after teaching and learning process has been conducted. The purpose of the post-test is to measure students' improvement after being taught.

e. Questionnaire

Questionnaire was distributed only to the experimental class after the post-test has been conducted. The purpose of the questionnaire was to know the students' responses about the use of Index Card Match in teaching English grammar especially simple present tense and simple past tense.

### E. Technique of Data Analysis

In technique of data analysis, statistical procedures was used to analyze the students' achievement.

1. Analysis of the Test

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5 %. According to Sudjana (2008), the formula is:

$$t_o = \frac{M_x - M_y}{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \frac{1}{N_x} + \frac{1}{N_y}}$$

The procedures of calculation are as follow:

a) Determining mean variable  $M_x$  with formula :

$$M_x = \frac{\sum X}{N_x}$$

b) Determining mean variable  $M_y$  with formula:

$$M_y = \frac{\sum Y}{N_y}$$

c) Determining variable  $SD_x$  with formula:

$$\sum SD_x = \sum X^2 - \frac{\sum X^2}{N_x}$$

d) Determining variable SDy with formula:

$$\sum SDy = \sum Y^2 - \frac{\sum Y^2}{N_y}$$

e) Determining t-table in significance level 5 % with df:

$$df = N_x + N_y - 2$$

Note: Mx = Mean of Post-test of the experimental class

My = Mean of Post-test of control class

SDx = Sum of deviation score in experimental class

SDy = Sum of deviation score in control class

Nx = Number of students of the experimental class

Ny = Number of students of the control class

## 2. Analysis of questionnaire

The researcher also used questionnaire to know the students responses of Index Card Match strategy. Based on Sudjana (2008), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Percentage

F = Frequency

N = Number of sample

100% = Constant of value

## F. The Brief Description of SMP Negeri 4 Banda Aceh

### a. The school

This research is conducted at SMP Negeri 4 Banda Aceh which is located at Street of HT. Daudsyah Number 24 at Peunayong Banda Aceh. It is one of junior

high school in Banda Aceh which is led by Arlis M, S.Pd., M.Pd. This school is established under the need to create the potential students who have capacities in education aspect.

To support the teaching learning process, the school has some facilities that can be seen as follow:

Table 3.1. The School facilities

| No. | Facility                  | Quantity |
|-----|---------------------------|----------|
| 1.  | Classroom                 | 15       |
| 2.  | Headmaster Room           | 1        |
| 3.  | Deputy of Headmaster Room | 1        |
| 4.  | Teacher Room              | 1        |
| 5.  | Main Library              | 1        |
| 6.  | Science Laboratory Room   | 1        |
| 7.  | Computer Room             | 1        |
| 8.  | Islamic Laboratory Room   | 1        |
| 9.  | Artistic Room             | 1        |
| 10. | Mushalla                  | 1        |
| 11. | Volleyball Court          | 1        |
| 12. | Administration Room       | 1        |
| 13. | Toilet                    | 17       |
| 14. | Counseling Room           | 1        |
| 15. | Students' Creativity Room | 2        |
| 16. | Canteen                   | 3        |

#### b. Teacher

Teachers are one of important factors in teaching learning process beside the students itself. The teachers have various ways to transfer knowledge to the students. In the school, they become a main source for students to gain knowledge.

Therefore, it needs to pay attention about the quality and the quantity of the teachers because a good teacher is able to produce good students.

In SMP Negeri 4 Banda Aceh, there are 23 teachers consisting of 22 permanent teachers, and 4 as administrative staffs. There are only 3 English teachers at this school.

Table 3.2. English Teachers in SMP Negeri 4 Banda Aceh

| No. | Name              | Teach in class | Graduated from            |
|-----|-------------------|----------------|---------------------------|
| 1.  | Safrida Harun,    | IX             | Syiah KualaUniversity     |
| 2.  | Nurlaili, S.Pd    | VIII           | Syiah KualaUniversity     |
| 3.  | Nurul Azizi, S.Pd | VII            | Serambi Mekkah University |

#### c. Student

There are 126 students of SMP Negeri 4 Banda Aceh in Academic year of 2017/2018, which consist of 64 females and 62 males. They are classified into three grades. The first grade stands for five classes (VII-1, VII-2, VII-3, VII-4, and VII-5), followed by the second grade that also has five classes (VIII-1, VIII-2, VIII-3, VIII-4 and VIII-5). Last, the third grade that also has five classes (IX-1, IX-2, IX-3, IX-4 and IX-5).

#### d. Curriculum

In teaching learning process, SMP Negeri 4 Banda Aceh applied curriculum year established of 2013 (K-13) as the curriculum. In this school, English subject is

taught twice a week. The time allocation for teaching is 4 hours lesson in a week which is an hour lesson takes 45 minutes. Thus in total, the english lesson is taught within 180 minutes for two meetings in a week.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSIONS**

This chapter discussed overall result of the research. It consisted of the procedure of obtaining the data, the test results of both experimental and control class, the results of questionnaire, and the discussion about the research result.

#### **A. Data Collecting Procedure**

In order to find out the data, the researcher conducted an experimental teaching in six meetings, including the meetings for pre-test and post-test. The researcher applied the Index Card Match strategy as a teaching technique in the experimental class (VIII-4). Whereas, the students of control class (VIII-5) were taught by their regular teacher not using the Index Card Match strategy.

##### **a. The Experimental Class Activity**

###### **a) First Meeting**

At the first meeting, the students were given pre-test. First, the researcher came to the class, greeted the students then explained to the students of what they had to do. Then she distributed the test instrument and asked them to do the test. After the test done by all students, finally the researcher told the students to study at home about simple present tense and simple past tense before they started the teaching-learning process at the next meeting.

## b) Second Meeting

At the second meeting, the researcher greeted the students and checked their attendance list. Next, the researcher warmed up students' minds by asking question related with the materials of simple present tense and simple past tense. For example, the researcher asked them with the question wether they have learnt about simple present tense and simple past tense and asking for some examples from the students. Then, the researcher started explaining about the definition and gave more examples about the tenses. Next, the researcher introduced and explained about learning with the strategy of Index Card Match to the students. The procedures of playing the game were as stated below:

### a. Elaboration

1. The teacher devided the students into 2 groups
2. The teacher gave cards to each students in first group which the cards contain of sentences of simple present tense and simple past tense in form of affirmative randomly
3. The teacher gave cards to each students in second group which contain of index "simple present tense" and "simple past tense" seperatedly
4. The teacher asked each students in the first group to take walk to seek for his/her matched card. Suppose if his/her card is categorized as simple present tense or simple past tense
5. When the each students from the first group had found their matched cards, each students from second group had to confirm wether it is correct and they can sit in pair

6. The teacher asked pair students in random to present and explain in the front class to all students from other pair groups.

b. Confirmation

1. The teacher asks the another students to confirm wether the presented pair students is correct.

2. The teacher adds and clarifies if necessary each answer that is explained by presented pair students.

After the teaching-learning process finished, the researcher gave them feedback by adding some necessary information which was related to the material and the strategy that has done.

c) Third Meeting

The procedure at the third meeting was similar to the second meeting. The researcher came to the classroom, checked the students' attendance list. Then the researcher directed the students to sit into two groups. Then the learning process started. As it has mentioned, the procedure was similar as in the second meeting but the material in learning process was sentences of simple present tense and simple past tense in form of negative. At the end of meeting, the researcher asked the students to give feedback of the learning process.

d) Fourth Meeting

At the fourth meeting, the researcher came into the class and taught the students as same as the second and the third meeting using Index Card Match strategy and tools, but with the material sentences of simple present tense and simple past tense in form of interrogative. After the learning process, the

researcher asked the students if there was any problem faced while learning in the class using this strategy.

e) Fifth Meeting

At the fifth meeting, the researcher came into the class and taught the students as same as the previous teaching class using Index Card Match strategy and tools, but with the mixed material sentences of simple present tense and simple past tense in form of positive, negative and interrogative. After the learning process, the researcher told the students that in the meeting they will have posttest.

f) Sixth Meeting

At this meeting, the researcher did not present the material anymore. This was because the meeting was held for administering post-test and questionnaire. Firstly, the students had to finish the post-test in 40 minutes. The purpose of the test to measure the students' improvement after learning by using Index Card Match strategy. Next, the questionnaire was distributed for each student to know their responses during learning process by using Index Card Match strategy. After finishing collecting the questionnaire, the researcher ended the class by saying thank to the students as their participation in this research.

**b. The Control Class Activity**

In control class, the students were taught the same material as in experimental class by their own English teacher. However, they were not taught by using Index Card Match strategy in their learning process. The researcher only came

in the control class to distribute pre-test questions at the first meeting and post-test at the last meeting.

## **B. The Result of The Tests**

As mentioned in the previous chapter, the techniques in collecting the data in this research were questionnaire and test. The researcher gave the students in two types of tests, pre-test and post-test. The data were collected from two classes of SMP Negeri 4 Banda Aceh. The number of the sample in this research was 56 students. However, there were only 45 students who participated in this research, the rest 11 students did not take the pre-test or post-test and or were absent during the experimental teaching. Eventually, the valid data were measured based on the number of the students who participated in the pre-test and post-test.

### **a. The Test Result of Control Class**

Table 4.1 Students scores in control class

| <b>No.</b> | <b>Initial</b> | <b>Pre-Test Score</b> | <b>Post-Test Score</b> |
|------------|----------------|-----------------------|------------------------|
| 1          | ARAD           | 33                    | 43                     |
| 2          | AMR            | 40                    | 40                     |
| 3          | APP            | 43                    | 53                     |
| 4          | ADR            | 49                    | 43                     |
| 5          | CM             | 23                    | 29                     |
| 6          | DS             | 43                    | 43                     |
| 7          | DRM            | 46                    | 33                     |
| 8          | FI             | 69                    | 53                     |
| 9          | AM             | 33                    | 43                     |
| 10         | HM             | 40                    | 46                     |
| 11         | IR             | 63                    | 86                     |
| 12         | IA             | 53                    | 43                     |

|    |      |    |    |
|----|------|----|----|
| 13 | KAS  | 39 | 46 |
| 14 | MRH  | 29 | 36 |
| 15 | MCT  | 49 | 40 |
| 16 | MZ   | 59 | 59 |
| 17 | MAB  | 46 | 56 |
| 18 | MHM  | 36 | 43 |
| 19 | RMR  | 56 | 39 |
| 20 | RA   | 66 | 66 |
| 21 | SIA  | 40 | 49 |
| 22 | TRAA | 30 | 30 |
| 23 | ZUK  | 56 | 66 |
| 24 | WM   | 53 | 49 |

### 1. The Analysis of Pre-Test in Control Class

To analyze the data of pre-test, the researcher calculated the data by using the following steps:

#### a. Range

The range (R) determined by using the formula below:

$$R = H - L$$

Where: R = range of the score

H = the highest score

L = the lowest score

The pre-test data in the table above can be listed from the higher to the lower score as follow :

23 30 30 33 33 36 40 40 40 40  
43 43 46 46 49 49 53 53 56 56  
59 63 66 69

The highest score of pre-test is 69 and the lowest score is 23. Thus, the range is:

$$\begin{aligned} R &= H - L \\ &= 69 - 23 = 46 \end{aligned}$$

### b. Interval

The number of interval Class is identified by using following formula:

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 24 \\ &= 1 + (3,3) (1,38) \\ &= 1 + 4,554 \\ &= 5,554 \quad 5 \end{aligned}$$

### c. Range of Interval Class

Then, the range of the interval class was found out by the formula:

$$\begin{aligned} P &= \frac{R}{I} \\ P &= \frac{46}{5} \\ P &= 9,2 \quad 9 \end{aligned}$$

### d. The Table of Frequency Distribution

Table 4.2. The Frequency of Pre-Test Scores of Control Class

| <b>Interval</b> | <b>fi</b> | <b>Xi</b> | <b>fixi</b> |
|-----------------|-----------|-----------|-------------|
| 23 - 31         | 3         | 27        | 81          |
| 32 - 40         | 7         | 36        | 252         |
| 41 - 49         | 6         | 45        | 270         |

|              |             |    |               |
|--------------|-------------|----|---------------|
| 50 – 58      | 4           | 54 | 216           |
| 59 – 67      | 3           | 63 | 189           |
| 68 - 76      | 1           | 72 | 72            |
| <b>Total</b> | <b>= 24</b> |    | <b>= 1080</b> |

**e. The Mean Score of the Pre-Test Table**

Based on the frequency table above, the researcher found out the mean score by using the following formula:

$$X = \frac{\sum f \cdot x_i}{\sum f \cdot i}$$

$$X = \frac{1080}{24}$$

$$X = 45$$

**2. The Analysis of Post-Test in Control Class**

The post-test data in the table 4. can be listed from the higher to the lower score as follow:

30    33    36    43    43    43    43    43    46    46  
46    49    49    49    49    56    63    66    66    66  
69    79    86    89

The highest score from post-test score is 96 and the lowest score is 47, therefore the range (R) is:

**a. Range**

$$R = H - L$$

$$= 89 - 30$$

$$= 59$$

**b. Interval Class**

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 24 \\ &= 1 + (3,3) (1,38) \\ &= 1 + 4,554 \\ &= 5,554 \quad 5 \end{aligned}$$

**c. The Range of Interval Class**

$$\begin{aligned} P &= \frac{R}{I} \\ P &= \frac{59}{5} \\ P &= 11,8 \quad 12 \end{aligned}$$

**d. The Table of Frequency Distribution**

Table 4.3. The Frequency of Post-Test Scores of Control Class

| <b>Interval</b> | <b>fi</b>   | <b>xi</b> | <b>fixi</b>   |
|-----------------|-------------|-----------|---------------|
| 30 – 41         | 3           | 35,5      | 106,5         |
| 42 – 53         | 12          | 47,5      | 570           |
| 54 – 65         | 2           | 59,5      | 119           |
| 66 – 77         | 4           | 71,5      | 286           |
| 78 – 89         | 3           | 83,5      | 250,5         |
| <b>Total</b>    | <b>= 24</b> |           | <b>= 1332</b> |

**e. The Mean Score of the Post-Test Table**

Based on the frequency table above, the mean score was calculated by using following formula:

$$X = \frac{\sum f \cdot x_i}{\sum f}$$

$$X = \frac{1332}{24} = 55,5$$

The result of the data above showed that the mean score of pre-test in control class is 45 and the score of post-test is 50. So, it can be concluded that the students of control class which was taught without the Index Card Match Strategy have increased 10,5 points (50,5 - 45).

#### **b. The Test Results of Experimental Class**

Table 4.4. Students scores in experimental class

| <b>No.</b> | <b>Initial</b> | <b>Pre-Test Score</b> | <b>Post-Test Score</b> |
|------------|----------------|-----------------------|------------------------|
| 1          | AKW            | 36                    | 76                     |
| 2          | AAN            | 30                    | 63                     |
| 3          | AK             | 23                    | 60                     |
| 4          | AZ             | 33                    | 79                     |
| 5          | FH             | 36                    | 89                     |
| 6          | FAF            | 20                    | 76                     |
| 7          | FA             | 26                    | 69                     |
| 8          | HR             | 33                    | 86                     |
| 9          | IAP            | 20                    | 79                     |
| 10         | II             | 36                    | 69                     |
| 11         | IAF            | 20                    | 73                     |
| 12         | MMA            | 36                    | 89                     |
| 13         | MS             | 36                    | 93                     |
| 14         | MT             | 33                    | 86                     |
| 15         | MRM            | 26                    | 89                     |
| 16         | NYRT           | 16                    | 53                     |
| 17         | RA             | 20                    | 73                     |
| 18         | RM             | 36                    | 83                     |
| 19         | SRS            | 33                    | 86                     |
| 20         | Z              | 13                    | 76                     |
| 21         | ABF            | 43                    | 96                     |

## 1. The Analysis of Pre-Test in Experimental Class

To analyze the data of pre-test, the researcher calculated the data by using the following steps:

### a. Range

The pre-test data in the table above can be listed from the higher to the lower score as follow:

13    16    20    20    20    20    23    26    26    30  
33    33    33    33    36    36    36    36    36    36  
43

The highest score of pre-test is 57 and the lowest score is 4. Thus, the range is:

$$\begin{aligned} R &= H - L \\ &= 43 - 13 \\ &= 30 \end{aligned}$$

### b. Interval

The number of interval Class was identified by using following formula:

$$\begin{aligned} I &= 1 + (3,3) \log n && (n= \text{Number of Students}) \\ &= 1 + (3,3) \log 24 \\ &= 1 + (3,3) (1,38) \\ &= 1 + 4,554 \\ &= 5,554 \quad 5 \end{aligned}$$

### c. Range of Interval Class

Then, the range of the interval class was found out by the formula:

$$P = \frac{R}{i}$$

$$P = \frac{30}{5}$$

$$P = 6$$

### d. The Table of Frequency Distribution

Table 4.5. The Frequency of Pre-Test Scores of Experimental Class

| <b>Interval</b> | <b>fi</b>   | <b>xi</b> | <b>Fixi</b>    |
|-----------------|-------------|-----------|----------------|
| 13 – 18         | 2           | 15,5      | 31             |
| 19 – 24         | 5           | 21,5      | 107,5          |
| 25 – 30         | 3           | 27,5      | 82,5           |
| 31 – 36         | 10          | 33,5      | 335            |
| 37 – 42         | 0           | 39,5      | 0              |
| 43 – 48         | 1           | 45,5      | 45,5           |
| <b>Total</b>    | <b>= 21</b> |           | <b>= 601,5</b> |
|                 |             |           |                |

### e. The Mean Score of the Pre-test Table

Based on the frequency table above, the researcher found out the mean score by using the following formula:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

$$X = \frac{601,5}{21}$$

$$= 28,64$$

## 2. The Analysis of Post-Test in Experimental

The post-test data in the table 4.4 can be listed from the lower to the higher score as follow:

53    59    63    69    69    73    73    76    76    76  
79    79    83    86    86    86    89    89    89    93  
96

The highest score from post-test score is 96 and the lowest score is 47, therefore the range (R) is:

### a. Range

$$\begin{aligned} R &= H - L \\ &= 96 - 53 = 43 \end{aligned}$$

### b. Interval Class

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 16 \\ &= 1 + (3,3) (1,38) \\ &= 1 + 4,554 \\ &= 5,554 \quad 5 \end{aligned}$$

### c. The Range of Interval Class

$$\begin{aligned} P &= \frac{R}{I} \\ P &= \frac{43}{5} \\ P &= 8,6 \quad 8 \end{aligned}$$

#### d. The Table of Frequency Distribution

Table 4.6. The Frequency of Post-Test Scores of Experimental Class

| Interval     | fi          | xi   | fixi            |
|--------------|-------------|------|-----------------|
| 53 - 60      | 2           | 56,5 | 113             |
| 61 - 68      | 1           | 64,5 | 64,5            |
| 69 - 76      | 7           | 72,5 | 501,5           |
| 77 - 84      | 3           | 80,5 | 241,5           |
| 85 - 92      | 6           | 88,5 | 531             |
| 93 - 100     | 2           | 96,5 | 193             |
| <b>Total</b> | <b>= 21</b> |      | <b>= 1644,5</b> |

#### e. The Mean Score of the Post-test table

Based on the frequency table above, the mean score was calculated by using following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1644,5}{21}$$

$$X = 78,30$$

The data results of experimental class showed that the mean scores of pre-test and post-test are distinctly different to the data of control class. In pre-test, the mean score of experimental class was 28,64. However, the mean score of post-test increased to 78,30 after conducting the treatment. From this results, it can be concluded that the implementation of index Card Match strategy has improved the students ability in learning simple present tense and simple past tense up to 49 points (78,30 - 28,64).

### C. Determining Hypothesis

In examining the hypothesis, the t-test is used to determine the significant of the students score (Sudjono, 2008). The t-test is designed to measure and examine the significant between two means of experimental and control groups. Then the results of calculation of the t-test value will be compared to t-value table. If t-test ( $t_0$ ) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experimental and control group. The t-test formula as follows:

$$t_0 = \frac{M_x - M_y}{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \frac{1}{N_x} + \frac{1}{N_y}}$$

Where:

- $M_x$  = Mean of Post-test of the experimental class
- $M_y$  = Mean of Post-test of control class
- $SD_x$  = Sum of Standard deviation score in experimental class
- $SD_y$  = Sum of Standard deviation score in control class
- $N_x$  = Number of students of the experimental class
- $N_y$  = Number of students of the control class

In analyzing the hypothesis, the researcher purposes some steps as follow:

1. Stating the Alternative hypothesis ( $H_a$ ) and Null hypothesis ( $H_0$ ), that is:
  - a. Null hypothesis ( $H_0$ ): There is no improvement of the implementation of Index Card Match (ICM) in teaching English Tenses
  - b. Alternative hypothesis ( $H_a$ ): There is improvement of the implementation of Index Card Match (ICM) in teaching English Tenses.

2. Listing the deviation score of experimental and control class.

The list of deviation score of Experimental class and Control class is as follows below:

Table 4.7. Deviation score of experimental and control class.

| No. | E        |           | C        |           | X                  | Y                    | X <sup>2</sup> | Y <sup>2</sup> |
|-----|----------|-----------|----------|-----------|--------------------|----------------------|----------------|----------------|
|     | Pre test | Post test | Pre test | Post test | Posttest - Pretest | Post test – Pre test |                |                |
| 1.  | 36       | 76        | 33       | 43        | 40                 | 10                   | 1600           | 100            |
| 2.  | 30       | 63        | 40       | 66        | 33                 | 26                   | 1089           | 676            |
| 3.  | 23       | 59        | 43       | 63        | 36                 | 20                   | 1296           | 400            |
| 4.  | 33       | 79        | 49       | 43        | 46                 | -6                   | 2116           | 36             |
| 5.  | 36       | 89        | 23       | 29        | 53                 | 6                    | 2809           | 36             |
| 6.  | 20       | 76        | 43       | 43        | 56                 | 0                    | 3136           | 0              |
| 7.  | 26       | 69        | 46       | 49        | 43                 | 3                    | 1849           | 9              |
| 8.  | 33       | 86        | 69       | 66        | 53                 | -3                   | 2809           | 9              |
| 9.  | 20       | 79        | 33       | 43        | 59                 | 10                   | 3481           | 100            |
| 10. | 36       | 69        | 40       | 46        | 33                 | 6                    | 1089           | 36             |
| 11. | 20       | 73        | 63       | 86        | 53                 | 23                   | 2809           | 529            |
| 12. | 36       | 89        | 53       | 43        | 53                 | -10                  | 2809           | 100            |
| 13. | 36       | 93        | 40       | 46        | 57                 | 6                    | 3249           | 36             |
| 14. | 33       | 86        | 30       | 36        | 53                 | 6                    | 2809           | 36             |
| 15. | 26       | 89        | 49       | 46        | 63                 | -3                   | 3969           | 9              |
| 16. | 16       | 53        | 59       | 79        | 37                 | 20                   | 1369           | 400            |
| 17. | 20       | 73        | 46       | 56        | 53                 | 10                   | 2809           | 100            |
| 18. | 36       | 83        | 36       | 49        | 47                 | 13                   | 2209           | 169            |
| 19. | 33       | 86        | 56       | 69        | 53                 | 13                   | 2809           | 169            |
| 20. | 13       | 76        | 66       | 89        | 63                 | 23                   | 3696           | 529            |
| 21. | 43       | 96        | 40       | 49        | 53                 | 9                    | 2809           | 81             |

|     |   |   |    |    |             |            |              |             |
|-----|---|---|----|----|-------------|------------|--------------|-------------|
| 22. | - | - | 30 | 33 |             | 3          | -            | 9           |
| 23. | - | - | 56 | 66 |             | 10         | -            | 100         |
| 24. | - | - | 53 | 49 |             | -4         | -            | 16          |
|     |   |   |    |    | <b>1037</b> | <b>191</b> | <b>52620</b> | <b>3685</b> |

3. Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable X (Experiment class):

$$Mx = \frac{\sum X}{N_x} = \frac{1037}{21} = 49,38$$

b. Mean of Variable Y (Control class):

$$My = \frac{\sum Y}{N_y} = \frac{191}{24} = 7,95$$

4. Finding sum of deviation standard score of variables X and Y by using following formula:

a. Variable X

$$\begin{aligned} \sum SDx &= \sum X^2 - \frac{\sum X^2}{N_x} \\ &= 52620 - \frac{1037^2}{21} \\ &= 52620 - \frac{1075369}{21} \\ &= 52620 - 51208 = 1421 \end{aligned}$$

b. Variable Y

$$\begin{aligned} \sum SDy &= \sum Y^2 - \frac{\sum Y^2}{N_y} \\ &= 3685 - \frac{191^2}{24} \\ &= 3685 - \frac{36481}{24} \end{aligned}$$

$$= 3685 - 1520$$

$$= 2165$$

5. Calculating the standards error of the mean difference between variable X and Y

$$S_{x-y} = \frac{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \frac{1}{N_x} + \frac{1}{N_y}}}$$

$$= \frac{\sqrt{\frac{1421 + 2165}{21 + 24 - 2} \cdot \frac{1}{21} + \frac{1}{24}}}$$

$$= \frac{\sqrt{3586}}{43} \cdot 0,04 + 0,04$$

$$= \sqrt{(83,39) \cdot 0,08}$$

$$= \sqrt{6,6712}$$

$$= 2,58$$

6. Calculating  $t_o$  score by following formula:

$$t_o = \frac{M_x - M_y}{\frac{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \frac{1}{N_x} + \frac{1}{N_y}}}}$$

$$t_o = \frac{49,38 - 7,95}{2,58}$$

$$= \frac{41,43}{2,58} = 16,05$$

7. Determining t-table in significance level 5 % with df:

$$df = N_x + N_y - 2$$

$$= 21 + 24 - 2$$

$$= 43$$

#### 8. Examining $t_o$ through $t_{table}$

In the significant level of 5% ( $\alpha=0.05$ ), the  $t_{table}$  showed that the critical score for differentiation score 43 is 1,681.

#### D. Improvement of The Tests

To know the improvement of the test, it was provided the criteria of successful learning as it showed below in the table:

*Table 4.8. Criteria of succesful learning level percentage*

| No.       | Succesful Level | Succesful Predicate |
|-----------|-----------------|---------------------|
| 1         | 86-100%         | Very High           |
| 2         | 71-85%          | High                |
| 3         | 56-70%          | Fair                |
| 4         | 41-55%          | Low                 |
| 5         | <40%            | Very Low            |
| Span: 15% |                 |                     |

*(Source: adapted from Agip dkk, 2009: 41)*

In calculating, the researcher calculated the students' correctness answers amount in each aspect and form of tenses to look clear of the improvement in each section by the following formula:

$$P = \frac{f}{n} \times 100\%$$

Which: P = Percentage

f = Frequency of students who answer correctly

n = Number of total students

100% = Constant value

In order to see the improvement score the researcher provided the table of both pre-test and post test. Each of them were listed below, start from the students' correct answer percentage for the aspect of Simple Present Tense and Simple Past Tense in form of Positive Sentence in Pre-test and Post-test, following by the students' correct answer percentage for the aspect of Simple Past Tense and Simple Past Tense in form of Negative Sentence in Pre-test and Post-test, and lastly the students' correct answer percentage for the aspect of Simple Present Tense and Simple Past Tense in form of Interrogative Sentence in Pre-test and Post-test. The explanation will be followed after each of the Post-test.

The result of students who answered correctly percentages will be elaborated in details in the following tables:

*Table 4.9. Students answer correctly percentage for the aspect of Simple Present Tense in form of Positive Sentence in Pre-test*

| <b>No.</b>   | <b>Question Number</b> | <b>Frequency of students's answer correctly (f)</b> | <b>Percentage (P)</b> |
|--------------|------------------------|---|-----------------------|
| 1            | 1                      | 13  | 61,90%                |
| 2            | 2                      | 0   | 0%                    |
| 3            | 3                      | 15  | 71,42%                |
| 4            | 4                      | 2   | 9,52%                 |
| 5            | 5                      | 1   | 4,76%                 |
| <b>Total</b> |                        |   | <b>= 147,6</b>        |
| <b>Mean</b>  |                        |   | <b>M= 29,52%</b>      |

*Table 4.10. Students answer correctly percentage for the aspect of Simple Present Tense in form of Positive Sentence in Post-test*

| <b>No.</b> | <b>Question Number</b> | <b>Frequency of students's answer correctly</b> | <b>Percentage</b> |
|------------|------------------------|---|-------------------|
| 1          | 1                      | 18  | 85,71%            |
| 2          | 2                      | 16  | 76,19%            |

|              |   |    |                  |
|--------------|---|----|------------------|
| 3            | 3 | 15 | 71,42%           |
| 4            | 4 | 14 | 66,67%           |
| 5            | 5 | 17 | 80,95%           |
| <b>Total</b> |   |    | <b>= 380,94</b>  |
| <b>Mean</b>  |   |    | <b>M= 76,18%</b> |

From the two above tables, it showed the result was 46,66 points increased from Pre-test to Post-test (76,18 - 29,52) in the aspect of Simple Present Tense in form of Positive Sentence. It can be concluded that the students got improvement with the mean of 76,18. Thus the predicate is at the level 'High' according to the table of criteria of successful learning.

*Table 4.11. Students answer correctly percentage for the aspect of Simple Past Tense in form of Positive Sentence in Pre-test*

| No.          | Question Number | Frequency of students's answer correctly | Percentage     |
|--------------|-----------------|--|----------------|
| 1            | 6               | 3  | 14,28%         |
| 2            | 7               | 1  | 4,76%          |
| 3            | 8               | 1  | 4,76%          |
| 4            | 9               | 1  | 4,76%          |
| 5            | 10              | 1  | 4,76%          |
| <b>Total</b> |                 |  | <b>= 33,32</b> |
| <b>Mean</b>  |                 |  | <b>M= 6,66</b> |

*Table 4.12. Students answer correctly percentage for the aspect of Simple Past Tense in form of Positive Sentence in Post-test*

| No. | Question Number | Frequency of students's answer correctly | Percentage |
|-----|-----------------|--|------------|
| 1   | 6               | 15                                       | 71,42%     |
| 2   | 7               | 19                                       | 90,47%     |
| 3   | 8               | 18                                       | 85,71%     |
| 4   | 9               | 16                                       | 76,19%     |
| 5   | 10              | 17                                       | 80,95%     |

|              |                 |
|--------------|-----------------|
| <b>Total</b> | <b>= 404,74</b> |
| <b>Mean</b>  | <b>M= 80,94</b> |

From the two above tables, it showed the result was 80,94% students answered correctly in aspect of Simple Past Tense in form of Positive Sentence and 74,28 points increased from Pre-test to Post-test (80,94 – 6,66). It can be concluded that the students got improvement with the percentage of 80,94 by the predicate of ‘High’ according to the table of criteria of succesful learning.

*Table 4.13. Students answer correctly percentage for the aspect of Simple Present Tense in form of Negative Sentence in Pre-test*

| <b>No.</b>   | <b>Question Number</b> | <b>Frequency of students' answer correctly</b> | <b>Percentage</b> |
|--------------|------------------------|--|-------------------|
| 1            | 11                     | 14   | 66,67%            |
| 2            | 12                     | 4  | 19,04%            |
| 3            | 13                     | 3  | 14,28%            |
| 4            | 14                     | 9  | 42,85%            |
| 5            | 15                     | 4  | 19,04%            |
| <b>Total</b> |                        |  | <b>= 161,88</b>   |
| <b>Mean</b>  |                        |  | <b>M= 32,37</b>   |

*Table 4.14. Students answer correctly percentage for the aspect of Simple Present Tense in form of Negative Sentence in Post-test*

| <b>No.</b>   | <b>Question Number</b> | <b>Frequency of students's answer correctly</b> | <b>Percentage</b> |
|--------------|------------------------|---|-------------------|
| 1            | 11                     | 21  | 100%              |
| 2            | 12                     | 12  | 57,14%            |
| 3            | 13                     | 10  | 47,61%            |
| 4            | 14                     | 20  | 95,23%            |
| 5            | 15                     | 17  | 80,95%            |
| <b>Total</b> |                        |   | <b>= 380,93</b>   |
| <b>Mean</b>  |                        |   | <b>M= 76,18</b>   |

From the two above tables, it showed the percentage was 76,18% students answered correctly in aspect of Simple Present Tense in form of Negative Sentence and 43,81 points increased from Pre-test to Post-test (76,18 – 32,37). It meant that the students got improvement result at the level of ‘High’ according to the table of criteria of succesful learning.

*Table 4.15. Students answer correctly percentage for the aspect of Simple Past Tense in form of Negative Sentence in Pre-test*

| No.          | Question Number | Frequency of students's answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 16              | 4  | 19,04%          |
| 2            | 17              | 1  | 4,76%           |
| 3            | 18              | 11                                       | 52,38%          |
| 4            | 19              | 4  | 19,04%          |
| 5            | 20              | 11                                       | 52,38%          |
| <b>Total</b> |                 |  | <b>= 147,60</b> |
| <b>Mean</b>  |                 |  | <b>M= 29,52</b> |

*Table 4.16. Students answer correctly percentage for the aspect of Simple Past Tense in form of Negative Sentence in Post-test*

| No.          | Question Number | Frequency of students's answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 16              | 20                                       | 95,23%          |
| 2            | 17              | 19                                       | 90,47%          |
| 3            | 18              | 15                                       | 71,42%          |
| 4            | 19              | 16                                       | 76,19%          |
| 5            | 20              | 17                                       | 80,95%          |
| <b>Total</b> |                 |  | <b>= 414,26</b> |
| <b>Mean</b>  |                 |  | <b>M= 82,85</b> |

From the two above tables, it showed the percentage was 82,85% students answered correctly in aspect of Simple Past Tense in form of Negative Sentence

and 53,33 points increased from Pre-test to Post-test (82,85 – 29,52). It meant that the students got improvement result at the level of ‘High’ according to the table of criteria of succesful learning.

*Table 4.17. Students answer correctly percentage for the aspect of Simple Present Tense in form of Interrogative Sentence in Pre-test*

| No.          | Question Number | Frequency of students’s answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 21              | 4  | 19,04%          |
| 2            | 22              | 2  | 9,52%           |
| 3            | 23              | 12                                       | 57,14%          |
| 4            | 24              | 13                                       | 61,90%          |
| 5            | 25              | 5  | 23,80%          |
| <b>Total</b> |                 |  | <b>= 171,40</b> |
| <b>Mean</b>  |                 |  | <b>M= 34,28</b> |

*Table 4.18. Students answer correctly percentage for the aspect of Simple Present Tense in form of Interrogative Sentence in Post-test*

| No.          | Question Number | Frequency of students’s answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 21              | 16                                       | 76,19%          |
| 2            | 22              | 17                                       | 80,95%          |
| 3            | 23              | 19                                       | 90,47%          |
| 4            | 24              | 12                                       | 57,14%          |
| 5            | 25              | 18                                       | 85,71%          |
| <b>Total</b> |                 |  | <b>= 390,46</b> |
| <b>Mean</b>  |                 |  | <b>M= 78,09</b> |

From the two above tables, it showed the percentage was 78,09% students answered correctly in aspect of Simple Present Tense in form of Interrogative Sentence and 43,81 points increased from Pre-test to Post-test (78,09 – 34,28). It

meant that the students got improvement result at the level of 'High' according to the table of criteria of succesful learning.

*Table 4.19. Students answer correctly percentage for the aspect of Simple Past Tense in form of Interrogative Sentence in Pre-test*

| No.          | Question Number | Frequency of students's answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 26              | 5  | 23,80%          |
| 2            | 27              | 12                                       | 57,14%          |
| 3            | 28              | 2  | 9,52%           |
| 4            | 29              | 11                                       | 52,38%          |
| 5            | 30              | 16                                       | 76,19%          |
| <b>Total</b> |                 |  | <b>= 219,03</b> |
| <b>Mean</b>  |                 |  | <b>M= 43,80</b> |

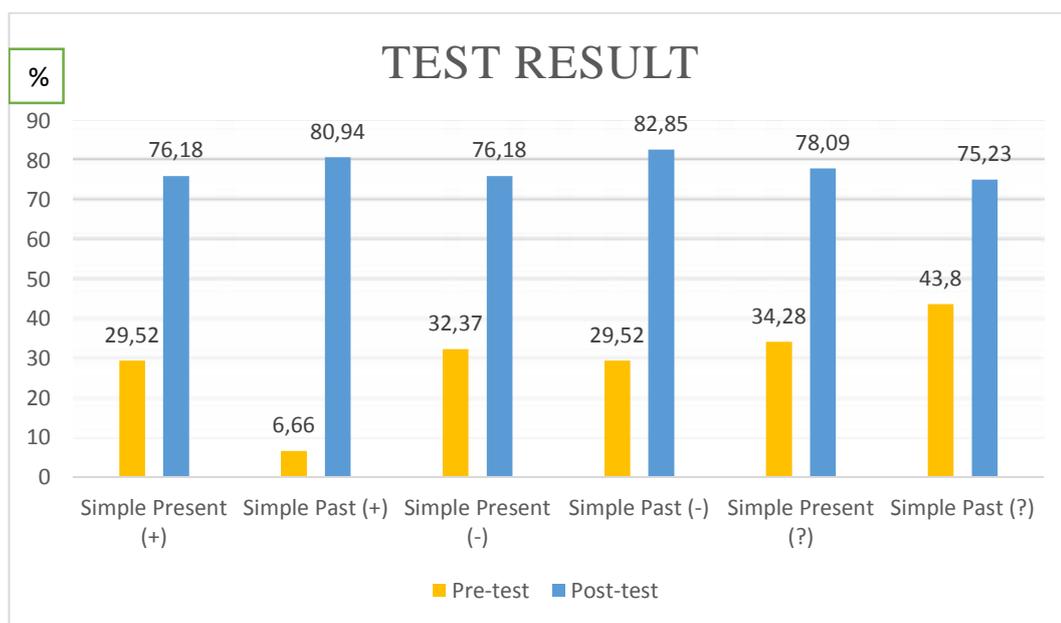
*Table 4.20. Students answer correctly percentage for the aspect of Simple Past Tense in form of Interrogative Sentence in Post-test*

| No.          | Question Number | Frequency of students's answer correctly | Percentage      |
|--------------|-----------------|--|-----------------|
| 1            | 26              | 15                                       | 71,42%          |
| 2            | 27              | 15                                       | 71,42%          |
| 3            | 28              | 13                                       | 61,90%          |
| 4            | 29              | 21                                       | 100%            |
| 5            | 30              | 15                                       | 71,42%          |
| <b>Total</b> |                 |  | <b>= 376,16</b> |
| <b>Mean</b>  |                 |  | <b>M= 75,23</b> |

From the two above tables, it showed the percentage was 75,23% students answered correctly in aspect of Simple Past Tense in form of Introgative Sentence

and 31,43 points increased from Pre-test to Post-test (75,23 – 43,80). It means that the students got improvement result at the level of ‘High’ according to the table of criteria of succesful learning.

The chart of the test result percentages is as the following below:



### E. Analysis of Questionnaire

Questionnaire is designed to know the students’ response toward the implementation of Index Card Match strategy experimental class. It consists of 11 questions which are 10 questions in form of close-ended questions and question in from close-ended questions. To analyze the questionnaire data, the writer used the following formula:

$$P = \frac{f}{n} \times 100\%$$

Which: P = Percentage

F = frequency

N = Number of sample

100% = Constant value

The result of questionnaire will be elaborated in details in the following tables:

*Table 4.21. The Students' interest in learning English tenses*

| <b>No.</b>   | <b>Options</b>     | <b>F</b>  | <b>%</b>     |
|--------------|--------------------|-----------|--------------|
| 1            | a. Very Interested | 0         | 0            |
|              | b. Interested      | 16        | 76,19        |
|              | c. Fair            | 5         | 23,80        |
|              | d. Not interested  | 0         | 0            |
| <b>Total</b> |                    | <b>21</b> | <b>100 %</b> |

The table above showed that dominantly the students were interested in learning English Grammar. Less students chose fair in response to interest. Besides, there is no students chose the option of very interested and not interested. It can be concluded that all of the students in experimental class were interested to learn English tenses.

*Table 4.22. The Students' opinion about English Tenses Learning, especially about simple present tense and simple past tense*

| <b>No.</b>   | <b>Options</b>    | <b>F</b>  | <b>%</b>     |
|--------------|-------------------|-----------|--------------|
| 2            | a. Very important | 4         | 19,04        |
|              | b. Important      | 17        | 80,95        |
|              | c. Less important | 0         | 0            |
|              | d. Not important  | 0         | 0            |
| <b>Total</b> |                   | <b>21</b> | <b>100 %</b> |

From the table above, it can be seen that dominantly students agreed that English Tenses, especially about simple present tense and simple past tense are important to be learned. Only few of the students thought that the English Tenses

was very important and no one of students answered that it was less important or not important.

*Table 4.23. The Students' opinion about Tenses learning methods applied by their English teacher so far*

| <b>No.</b>   | <b>Options</b>     | <b>F</b>  | <b>%</b>     |
|--------------|--------------------|-----------|--------------|
| 3            | a. Very interested | 0         | 0            |
|              | b. Interested      | 7         | 33,33        |
|              | c. Less interested | 14        | 66,67        |
|              | d. Not interested  | 0         | 0            |
| <b>Total</b> |                    | <b>21</b> | <b>100 %</b> |

The table above presented that about 33 % of students thought that method of learning applied by their English teacher so far was interested. But, the rest of students (66,67 %) chose the option less interested for learning method that applied by their English teacher. The researcher assumed that the method applied by their English teacher before was less interactive in teaching. It caused the students less interested in learning.

*Table 4.24. The students are familiar with the term of Index Card Match strategy in learning Tenses*

| <b>No.</b>   | <b>Options</b> | <b>F</b>  | <b>%</b>     |
|--------------|----------------|-----------|--------------|
| 4            | a. Yes         | 0         | 0            |
|              | b. No          | 21        | 100          |
| <b>Total</b> |                | <b>21</b> | <b>100 %</b> |

From the data above, it obviously showed that all of the students was not familiar with the term of Index Card Match strategy especially in learning tenses. The term was still strange for the students. So that, it meant that the Index Card

Match strategy was as a novelty technique in teaching English for the students in experimental class.

*Table 4.25. The English teacher did ever used Index Card Match strategy in teaching simple present tense and simple past tense*

| <b>No.</b>   | <b>Options</b> | <b>F</b>  | <b>%</b>     |
|--------------|----------------|-----------|--------------|
| 5            | a. Yes         | 0         | 0            |
|              | b. No          | 21        | 100          |
| <b>Total</b> |                | <b>21</b> | <b>100 %</b> |

The data above showed that all of the students stated that their English teacher never been used Index Card Match strategy in teaching tenses. This question was used to make sure that researcher's strategy was never applied by the English teacher.

*Table 4.26. The Students' interest in learning simple present and simple past tense by using Index Card Match as the strategy*

| <b>No.</b>   | <b>Options</b>     | <b>F</b>  | <b>%</b>     |
|--------------|--------------------|-----------|--------------|
| 6            | a. Very interested | 4         | 19,04        |
|              | b. Interested      | 15        | 71,42        |
|              | c. Less interested | 2         | 9,52         |
|              | d. Not interested  | 0         | 0            |
| <b>Total</b> |                    | <b>21</b> | <b>100 %</b> |

From the table above, it can be understood that there were 4 students (19,04 %) stated that they were very interested in learning simple present and simple past tense through Index Card Match strategy, 15 students (71,42%) indicated that they were interested. Then, there were 2 students (9,52%) chose less interested. The researcher assumed that the students who chose less interested might have reason that some students could be different in the learning style. Lastly there was no one of the students who were not interested. From the table, it can be concluded that

most of the students are interested in learning simple present and simple past tense through Index Card Match strategy.

*Table 4.27. The Students' opinion about Index Card Match strategy can motivate the students to learn, especially in learning Tenses*

| <b>No.</b>   | <b>Options</b>    | <b>F</b>  | <b>%</b>     |
|--------------|-------------------|-----------|--------------|
| 7            | a. Strongly agree | 9         | 42,85        |
|              | b. Agree          | 12        | 57,14        |
|              | c. Less agree     | 0         | 0            |
|              | d. Disagree       | 0         | 0            |
| <b>Total</b> |                   | <b>21</b> | <b>100 %</b> |

From the above table, it showed that 42,85% students were strongly agreed that the Index Card Match can motivate them in tenses learning. And 57,14% of the students were just fair agreed. There were no students who were less agreed or not agreed. It signified that the Index Card Match had positively impact to the students interest in learning, especially in learning English Tenses.

*Table 4.28. The Students' feel bored to learn simple present and simple past tense by using Index Card Match strategy*

| <b>No.</b>   | <b>Options</b>    | <b>F</b>  | <b>%</b>     |
|--------------|-------------------|-----------|--------------|
| 8            | a. Strongly agree | 0         | 0            |
|              | b. Agree          | 0         | 0            |
|              | c. Less agree     | 4         | 19,04        |
|              | d. Disagree       | 17        | 80,95        |
| <b>Total</b> |                   | <b>21</b> | <b>100 %</b> |

According to the table above, it pointed out that 80,95% of the students disagreed if the Index card Match could make them feel bored in learning. And the rest of the them (19,04 %) chose slightly agree that the Index Card Match made them feel bored while learning. The researcher assumed that some students who felt

bored when learning might be because the researcher had less when guided them to get involved totally. Somehow, most of students agreed that learning by using Index Card Match strategy was not boring activity when it was delivered in the classroom.

*Table 4.29. Students' opinion that Index Card Match can improve students' ability in learning simple present and simple past tense*

| No.          | Options           | F         | %            |
|--------------|-------------------|-----------|--------------|
| 9            | a. Strongly agree | 9         | 42,85        |
|              | b. Agree          | 12        | 57,14        |
|              | c. Less agree     | 0         | 0            |
|              | d. Disagree       | 0         | 0            |
| <b>Total</b> |                   | <b>21</b> | <b>100 %</b> |

The table indicated that all of the students agreed that the can improve their ability in learning simple present and simple past tense. Then, none of them stated their disagreement. The table showed that most of the students (57,14%) agreed that while 42,85% students were strongly agreed. There were no students chose less agree and disagree for this question. It means all of the students agreed that Index Card Match can help to gain improvement. In the activity, the strategy provided cards to the students where the students could get involved directly to see the structure, when they were pushingly to be ready by explaining, they were more longer remembering the material and it is easier to them instead of just hearing the teacher explaining as the learning style they had before applying Index Card Match strategy.

*Table 4.30. Students' opinion that Index Card Match can encourage the students to work in team, including in learning Tenses*

| No. | Options           | F  | %     |
|-----|-------------------|----|-------|
|     | a. Strongly agree | 14 | 66,67 |

|              |               |           |              |
|--------------|---------------|-----------|--------------|
| 10           | b. Agree      | 7         | 33,33        |
|              | c. Less agree | 0         | 0            |
|              | d. Disagree   | 0         | 0            |
| <b>Total</b> |               | <b>21</b> | <b>100 %</b> |

The table above pointed out that 18,75% of students were strongly agreed that Index Card Match can encourage them to work in team in learning process. Moreover, 7 students (33,33%) agreed with the statement. However, there were no students who stated their disagreement about the statement. As one of the advantages of the strategy is to encourage the students to work in team, so from the above data where all of the students were agreed then it proved that the Index Card Match can encourage the students to work in team.

*Table 4.31. The difficulty faced by the students in learning simple present tense and simple past tense*

| No. | Initial of The Students | The difficulty faced by the students |                       |   |        |    |
|-----|-------------------------|--------------------------------------|-----------------------|---|--------|----|
|     |                         | Yes                                  |                       |   |        | No |
|     |                         | Limited time                         | Unfamiliar vocabulary | The Complexity of the pattern/ word changes | Others |    |
| 1   | AKW                     | -                                    | -                     | -   | -      | ✓  |
| 2   | AAN                     | -                                    | -                     | -   | -      | ✓  |
| 3   | AK                      | -                                    | -                     | -   | -      | ✓  |
| 4   | AZ                      | -                                    | -                     | ✓   | -      | -  |
| 5   | FH                      | -                                    | -                     | -   | -      | ✓  |
| 6   | FAF                     | -                                    | -                     | -   | -      | ✓  |
| 7   | FA                      | -                                    | ✓                     | -   | -      | -  |
| 8   | HR                      | -                                    | -                     | -   | -      | ✓  |
| 9   | IAP                     | -                                    | -                     | -   | -      | ✓  |
| 10  | II                      | -                                    | -                     | -   | -      | ✓  |
| 11  | IAF                     | ✓                                    | ✓                     | -   | -      | -  |
| 12  | MMA                     | -                                    | -                     | -   | -      | ✓  |
| 13  | MS                      | -                                    | -                     | -   | -      | ✓  |
| 14  | MT                      | -                                    | -                     | -   | -      | ✓  |

|    |      |   |   |   |   |   |
|----|------|---|---|---|---|---|
| 15 | MRM  | - | - | - | - | ✓ |
| 16 | NYRT | ✓ | - | - | - | - |
| 17 | RA   | - | - | - | - | ✓ |
| 18 | RM   | - | - | - | - | ✓ |
| 19 | SRS  | - | - | ✓ | - | - |
| 20 | Z    | - | - | - | - | ✓ |
| 21 | ABF  | - | - | - | - | ✓ |

From the table, it can be seen that the question was in form of semi close-ended question, which gave the students opportunity to answer the question by using his/her own word or chose the answer provided by the researcher. The data showed that amount of 76,19% students said that they did not face any difficulties in learning simple present tense and simple past tense by using Index Card match, but about 23,80% student confirmed that they found some difficulties. As it showed above that two students (9,52%) got the problem in the complexity of pattern and word changes. Two other students chose the There was only one student (4,76%) chose both the unfamiliar vocabulaires and the limited time. There was one student (4,76%) chose only limited time and one other student (4,76%) chose only the unfamiliar vocabularies. The researcher assumed that the students who got difficulty in understanding pattern or word changes problems in learning simple present tense and simple past tense using Index Card Match strategy that they might didn't study so well before the class started. Then the rest remain students who got problem in unfamiliar words or limited time it is assumed that the students might didn't pay more attention to the researcher when she was explaining the rules or familiar words. It was assumed because most of other students didnt have problems in learning using Index Card Match.

## **F. Discussion**

Firstly, After analyzing the result of the tests the researcher found that the scores of the experimental class increased higher than those of the control class. It can be proved by the result of the test. In the pre-test, the mean score of the control class was 45 while the experimental class was 28,64. This data showed that the mean score for both classes are different. However, in the post-test, the mean score of the control class was 55,5 while the mean score of the experimental class was 78,30. It meant that although the pre-test showed that the score of the experimental class was lower than the score of the control class, the post-test showed that the experimental class students had a great improvement (from 28,64 to 78,30), while the control class students had improvement (from 45 to 55,5).

In addition, the result of data analysis showed that the t-score was 16,05 and t-table on the degree of significance 5% was 1.681, so it can be stated that  $t_o$  was higher than  $t_{table}$  ( $16,05 > 1,681$ ). It meant that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Thus, the data answered the alternative hypothesis ( $H_a$ ) that there was improvement after the implementation of Index Card Match (ICM) in teaching English Tenses.

Secondly, to answer the first research question the researcher distributed test result percentages table of students in experimental class in order to see to what extents does the Index Card Match increase the students' ability in learning Simple Present Tense and Simple Past Tense at the Eight Grade Students of SMP Negeri 4 Banda Aceh in Academic Year of 2017/2018. From the result, it showed that the percentages had been increasingly improved in all extents were tested. From the

chart presented in previous section, it showed that in both post-tested aspect of Simple Present Tense and Simple Past Tense in three forms of affirmative, negative and interrogative had increased in the result.

As in previous section showed, the percentage of Simple Present Tense aspect in form of Positive or Affirmative sentence had improved 46,66 points from 29,52 in pre-test to 76,18 in Post-test. Based on the successful learning level of percentage reference, 76,18 was predicated as 'High' improvement. The percentage of Simple Past Tense in form of Positive sentence had improved 74,28 points from 6,66 to 80,94 and predicated as 'High' improvement. The another improvement also occurred in Simple Present Tense in form of Negative sentence which it was increased 43,81 points from 32,37 to 76,18 and it was predicated as 'High' improvement too. It was also improved in Simple Past Tense of Negative form sentence which it showed 53,33 points increased from 29,52 to 82,85 and also predicated as 'High' improvement. Yet it was not finished, the improvement also happened in the Simple Present Tense in form of Interrogative sentence which it showed 43,81 points increased from 34,28 to 78,09 and it was also predicated as 'High' level of improvement. Lastly the improvement was also occurred in the Simple Past Tense in form of Interrogative sentence which it showed 31,43 points increased from 43,80 to 75,23 and it also called as 'High' improvement.

From the above explanation about the test result, it can be seen that the highest improvement occurred in Simple Past Tense in form of Negative sentence. And following by all another aspects and forms that was tested. In all aspects that were tested, the students had improved as all at the predicate level of high

improvement. It meant that the implementation of Index Card Match strategy can improve the students' ability in teaching English tenses.

Thirdly, to answer the second research question, the researcher distributed questionnaire for students in experimental class after post-test had been conducted. Through the questionnaire, the researcher asked the students' opinion whether the Index Card Match can improve their understanding in learning English Tenses especially in Simple Present Tense and Simple Past Tense or not. As a result, 57,14% of students said agree and the rest other students (42,85%) said they were strongly agree with the statement. It can be concluded that all students agreed that the Index Card Match can improve their ability in English Tenses.

From the analysis of the questionnaire, the researcher also found that most of the students are interested and motivated to learn English Tenses by using the Index Card Match strategy. The strategy could encourage the students to work in team and to share their ideas with friends. Most of students agreed that learning English Tenses by using Index Card Match was not boring. Then, from the last question of questionnaire, the researcher found that there were only five students faced some difficulties in learning English Tenses that was limited time, unfamiliar vocabulary and the complexity of the pattern or word changes. Each of the difficulty had two students who chose it.

Finally, after considering all results, it can be concluded that the implementation of Index Card Match strategy improved the students' ability in teaching Simple Present Tense and Simple Past Tense to the students at the second grade of SMP Negeri 4 Banda Aceh at the year of 2017/2018.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of research discussed in the previous chapter, the researcher draws some conclusions of teaching Simple Present Tense and Simple Past Tense by using Index Card Match strategy. There are:

- a. Teaching Simple Present Tense and Simple Past Tense by using Index Card Match strategy improved students' ability in mastery the English Tenses as it was taught and tested. It had been proved by average score of post-test of experimental class (78,30) which is higher than post-test of control class (55,5). This shows that the students of experimental class had improved their mastery in English Tenses. Then, it was also proved by examining the hypothesis that  $t_o$  is higher than  $t_{table}$  ( $16,05 > 1,681$ ). It means that the alternative hypothesis is accepted that there is improvement after the implementation of Index Card Match (ICM) in teaching English Tenses.
- b. Index Card Match strategy increased the students' ability in all extents of aspects and forms that were taught and tested, which they were both in Simple Present Tense and Simple Past Tense in all three forms that were positive, negative and interrogative sentences. It was proved by the chart and table presented that all aspects and forms that were tested were increased variatively as all they were all high improvement.

- c. The second year students of SMP Negeri 4 Banda Aceh were interested in learning Simple Present Tense and Simple Past Tense by using Index Card Match strategy. It can be seen from the result of questionnaires and the students' enthusiastic and positive responses giving of learning process. In addition, the result of questionnaire also showed that the Index Card Match can help students in learning English Tenses especially in Simple Present Tense and Simple Past Tense well and acceptably. Most of the students did not find any obstacles in learning, but there five students who confirmed that they found some obstacles.

## **B. SUGGESTION**

In order to improve the quality of English Tenses teaching, the researcher has some suggestion:

- a. For the English teacher

Teachers who want to teach English tenses need to give clear explanation when giving the instruction in doing the activity, in order to make the students can do it easily. Then, the teachers also have to be able to manage the time when implementing the strategy.

- b. For the students

In learning English Tenses, the students are suggested to be brave and confident to present the material they have gotten and learned. Then, they are also suggested to be more active during learning process.

- c. For the next researchers

the next researcher can make this study as the reference to conduct other researches on the same field to explore and find advanced and better solution to improve the students' ability. They also can conduct researches with the same strategy in different genres and subjects. The researcher hoped that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

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SURAT IZIN  
NOMOR: 074/A4/10904

IZIN PENGUMPULAN DATA

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor: B-10719/Un.08/TU-FTK/TL.00/11/2017 tanggal 13 November 2017, hal Mohon Izin untuk Mengumpulkan Data Menyusun Skripsi.

MEMBERI IZIN

Kepada :  
Nama : Fitrianiyar  
NIM : 231324369  
Program Studi : Pendidikan Bahasa Inggris (PBI)  
Semester : IX  
Untuk : Mengumpulkan data pada SMPN 4 Banda Aceh dalam rangka penyusunan Skripsi dengan judul :

**" THE IMPLEMENTATION OF INDEX CARD MATCH (ICM) IN TEACHING ENGLISH TENSES."**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 17 November s.d 9 Desember 2017.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan penelitian hanya untuk mahasiswa yang benar-benar melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 17 November 2017 M  
28 Shafar 1934 H

a.n. KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN KOTA BANDA ACEH,  
KABID PEMBINAAN SMP,



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3. Arsip.



PEMERINTAH KOTA BANDA ACEH  
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SURAT KETERANGAN

Nomor : 424 /018/ 2017

Yang bertanda tangan dibawah ini :

- a. Nama : ARLIS M, S.Pd, M.Pd  
b. Jabatan : Kepala Sekolah

Dengan menerangkan bahwa :

- a. N a m a : FITRIANIZAR  
b. N I M : 231324369  
c. Program Studi : Pendidikan Bahasa Inggris (PBI)  
d. Semester : IX

Benar yang namanya tersebut di atas telah melaksanakan pengumpulan data-data/ Penelitian Pada SMP Negeri 4 Banda Aceh untuk penyusunan Skripsi dengan judul " THE IMPLEMENTATION OF INDEX CARD MATCH (ICM) IN TEACHING ENGLISH TENSES. " .

Demikianlah Surat Keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Banda Aceh, 03 Januari 2018 4



01067030 199412 1 003

## **Lesson Plan**

|                  |  |
|------------------|--|
| School           | : SMP Negeri 4 Banda Aceh                    |
| Subject          | : English                                    |
| Class / Semester | : VIII/2                                     |
| Time Allocation  | : 2 X 40 Minutes for each meeting            |
| Sub-theme        | : Simple present tense and Simple past tense |

### **I. Standard Competency**

To express the meanings in simple short sentences to interact with the people surrounding.

### **II. Basic Competency**

To express the meanings of simple short functional speech acts accurately and fluently in sentences which are related to time (tenses) to interact with the people surrounding. The tenses used is simple present tense and simple past tense

### **III. Indicators**

1. Students are able to correctly distinguish the verbal verbs and auxiliary verb which are in the forms of simple present tense and simple past tense.
2. Students are able to distinguish simple present tense and simple past

tense sentences in the forms of affirmative/positive, negative and interrogative by using the provided and correct verbs.

#### **IV. Learning Objectives**

1. Students can establish the short sentences of simple present and simple past tense correctly
2. Students can distinguish the use of verbal verbs and auxiliary verbs correctly
3. Students can understand and distinguish the different of sentence form in affirmative/positive, negative and interrogative.
4. Students can understand the use of simple present and simple past tense correctly

#### **V. Materials**

##### **1. Simple present tense**

*a. The use of this tense:*

1. It expresses daily habits (usual activities)

For example:

- a. I leave for office at 6 every morning
  - b. My father works five days a week
  - c. I get up at 5 a.m every day
2. It expresses general statements of fact (true statements)
    - a. The ocean contains a lot of water

- b. Jet engines make a lot of noise
- c. The sun shines in the east and sets in the west

b. *The form of the Simple present tense*

1. Statement

He, She, It                                            (for example: Runs)

I, You, We, They                                      (for example: Run)

Note:

- a. When the subject is third person singular (e.g. he, she, it, Edo, My mother, The planet, The cat, and etc.), add a final -s or -es to the verb.
- b. Example for -s (runs, eats, goes, puts, Edo strikes, and etc.)
- c. Example for -es are if the verbs end in -sh, -ch, -ss, -x, -zz (wash-washes, catch-catches, fix-fixes, pass-passes, buzz-buzzes)
- d. If the verbs end in a consonant -y, change the -y to i and add -es (study-studies, try-tries, cry-cries, fry-fries,)
- e. If the verbs end in a vowel -y then simply add -s (pay-pays, buy-buys)

2. Negative

He, She, It (Does not/Doesn't + Infinitive)

I, You, We, They (Do not/Don't + infinitive)

Note:

Do not add a final -s or -es to the main verbs in negative

sentences (e.g. He doesn't run)

### 3. Interrogative

Does (he, she, it) + (Infinitive) .....?

Do (i, you, we, they) + (infinitive) .....?

Note:

Do not add a final -s to the main verbs in interrogative sentences.

(e.g. Does he run?)

### 4. Adverbs that are usually used in simple present tense:

- Always
- Seldom/rarely
- Usually/generally/commonly
- Often/frequently
- Once in a while/sometimes
- Never
- Early/each
- Every (everyday, every week, every month, every year, every night, and etc.)

The structure for *positive sentences* in the simple present tense is:

|   |
|---|
| Subject + main verb + object/complement |
|---|

For example:

1. I eat pizza and sandwich for the dinner
2. I study at the SMP Negeri 4 Banda Aceh

The structure for *negative sentences* in the simple present tense is:

Subject + auxiliary verb (do/does) + not + main verb +  
object/complement

For example:

3. I don't eat pizza and sandwich for the dinner
4. I don't study at the SMP Negery 4 Banda Aceh

The structure for *interrogative sentences* in the simple present tense is:

Auxiliary verb (do/does) + subject + main verb +  
object/complement

For example:

5. Do you eat pizza and sandwich for the dinner?
6. Do you study at the SMP Negery 4 Banda Aceh?

## 2. Simple past tense

a. *The use of this tense:*

1. The event is in the past (completely finished)

For example:

- a. Mr. Chandra worked in bank for 10 years
- b. My father told me how to use rice cooker

2. Usually has definite time

For example:

- a. Mr. Abimanyu worked in bank 15 years ago
- b. Your sister sent me a an email last night

b. *The form of simple past tense:*

The structure for *positive sentences* in the simple past tense is:

Subject + main verb (past) + Object/Complement

For example:

1. We went to the mountain for hiking last month
2. I reached home late last night

The structure for *negative sentences* in the simple past tense is:

Subject + auxiliary verb (did) + not + main verb (base verb) +  
Object / Complement

For example:

1. We didn't go to the mountain last month
2. I didn't reach home late last night

The structure for *interrogative sentences* in the simple past tense is:

Auxiliary verb (did) + subject + main verb (base verb) + Object /  
Complement

For example:

3. Did you go hiking last month?
4. Did you reach home late last night?

## VI. Teaching Methodology

### Method:

- Active Learning: Index Card Match strategy

## VII. Teaching Procedures

### ❖ 1<sup>st</sup> Meeting

The beginning activities (10 minutes)

- The teacher says salam and greets the students
- The teacher checks out the students' attendance
- The teacher asks the students' news and make sure the students are ready for teaching-learning process

Main activities (60 minutes)

Exploration

- The teacher explains about the definition of simple present tense and simple past tense
- The teacher gives examples of the tenses in affirmative form to the students.
- The students are asked to give another examples which are used in their daily life.
- The teacher and the students discuss the sentences that are proposed by the students

Elaboration

- The teacher explains the Index Card Match rules that the students will play soon.
- The teacher divides the students into 2 groups
- The teacher gives cards to each students in first group which the

cards contain of sentences of simple present tense and simple past tense in form of affirmative randomly

- The teacher gives cards to each students in second group which contain of index “simple present tense” and “simple past tense” separately
- The teacher asks each students in the first group to take walk to seek for his/her matched card. Suppose if his/her card is categorized as simple present tense or simple past tense
- When the each students from the first group has found their matched cards, each students from second group has to confirm wether it is correct and they can sit in pair
- The teacher asks pair students in random to present and explain in the front class to all students from other pair groups.

#### Confirmation

- The teacher asks the another students to confirm wether the presented pair students is correct
- The teacher adds and clarifies if necessary each answer that is explained by presented pair students.

#### Closing activities (10 Minutes)

- The teacher asks the difficulties that the students find regarding simple present and simple past in positive or affirmative form.

- The students are asked to give reflection about the lesson.
- The teacher and the student conclude the lesson together.
- The teacher says salam and leaves the classroom.

#### ❖ 2<sup>nd</sup> meeting

The beginning activities (10 minutes)

- The teacher says salam and greets the students
- The teacher checks out the students' attendance
- The teacher asks the students' news and make sure the students are ready for teaching-learning process

Main activities (60 minutes)

##### Exploration

- The teacher retell the definition of simple present tense and simple past tense and gives examples of the tenses in negative form to the students.
- The students are asked to give another examples which are used in their daily life.
- The teacher and the students discuss the sentences that are proposed by the students

##### Elaboration

- The teacher explains the Index Card Match rules that the students will play soon.

- The teacher divides the students into 2 groups
- The teacher gives cards to each students in first group which the cards contain of sentences of simple present tense and simple past tense in form of negative randomly
- The teacher gives cards to each students in second group which contain of index “simple present tense” and “simple past tense” separately
- The teacher asks each students in the first group to take walk to seek for his/her matched card. Suppose if his/her card is categorized as simple present tense or simple past tense
- When the each students from the first group has found their matched cards, each students from second group has to confirm wether it is correct and they can sit in pair
- The teacher asks pair students in random to present and explain in the front class to all students from other pair groups.

#### Confirmation

- The teacher asks the another students to confirm wether the presented pair students is correct
- The teacher adds and clarifies if necessary each answer that is explained by presented pair students.

#### Closing activities (10 Minutes)

- The teacher asks the difficulties that the students find regarding

simple present and simple past in positive or affirmative form.

- The students are asked to give reflection about the lesson.
- The teacher and the student conclude the lesson together.
- The teacher says salam and leaves the classroom.

#### ❖ 3<sup>rd</sup> meeting

The beginning activities (10 minutes)

- The teacher says salam and greets the students
- The teacher checks out the students' attendance
- The teacher asks the students' news and make sure the students are ready for teaching-learning process

Main activities (60 minutes)

Exploration

- The teacher retell the definition of simple present tense and simple past tense and gives examples of the tenses in interrogative form to the students.
- The students are asked to give another examples which are used in their daily life.
- The teacher and the students discuss the sentences that are proposed by the students

Elaboration

- The teacher explains the Index Card Match rules that the students

will play soon.

- The teacher divides the students into 2 groups
- The teacher gives cards to each students in first group which the cards contain of sentences of simple present tense and simple past tense in form of interrogative randomly
- The teacher gives cards to each students in second group which contain of index “simple present tense” and “simple past tense” separately
- The teacher asks each students in the first group to take walk to seek for his/her matched card. Suppose if his/her card is categorized as simple present tense or simple past tense
- When the each students from the first group has found their matched cards, each students from second group has to confirm wether it is correct and they can sit in pair
- The teacher asks pair students in random to present and explain in the front class to all students from other pair groups.

Confirmation

- The teacher asks the another students to confirm wether the presented pair students is correct
- The teacher adds and clarifies if necessary each answer that is explained by presented pair students.

#### Closing activities (10 Minutes)

- The teacher asks the difficulties that the students find regarding simple present and simple past in positive or affirmative form.
- The students are asked to give reflection about the lesson.
- The teacher and the student conclude the lesson together.
- The teacher says salam and leaves the classroom.

#### ❖ 4<sup>th</sup> meeting

##### The beginning activities (10 minutes)

- The teacher says salam and greets the students
- The teacher checks out the students' attendance
- The teacher asks the students' news and make sure the students are ready for teaching-learning process

##### Main activities (60 minutes)

###### Exploration

- The teacher retell the definition of simple present tense and simple past tense and gives examples of the tenses in affirmative, negative and interrogative form to the students.
- The students are asked to give another examples which are used in their daily life.
- The teacher and the students discuss the sentences that are proposed by the students

### Elaboration

- The teacher explains the Index Card Match rules that the students will play soon.
- The teacher divides the students into 2 groups
- The teacher gives cards to each students in first group which the cards contain of sentences of simple present tense and simple past tense in mix form which are affirmative, negative and interrogative randomly
- The teacher gives cards to each students in second group which contain of index “simple present tense” and “simple past tense” separately
- The teacher asks each students in the first group to take walk to seek for his/her matched card. Suppose if his/her card is categorized as simple present tense or simple past tense
- When the each students from the first group has found their matched cards, each students from second group has to confirm wether it is correct and they can sit in pair
- The teacher asks pair students in random to present and explain in the front class to all students from other pair groups.

### Confirmation

- The teacher asks the another students to confirm wether the presented pair students is correct
- The teacher adds and clarifies if necessary each answer that is

explained by presented pair students.

Closing activities (10 Minutes)

- The teacher asks the difficulties that the students find regarding simple present and simple past in positive or affirmative form.
- The students are asked to give reflection about the lesson.
- The teacher and the student conclude the lesson together.
- The teacher lets the students know that in next meeting they will have post test
- The teacher says salam and leaves the classroom.

Tool and Source of Material :

- Index Card Match Cards
- Depdiknas, (2006). *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional.
- Mukarto et. al. (2007). *English on Sky 2 for Junior High School Student*. Erlangga: PT Gelora Aksara Pratama.
- Azar, B. S. (1998). *Understanding and Using English Grammar*. (3rd Ed.). Prentice Hall Regents: United States of America

### **VIII. Assessment**

- Written test
- Instrument form : Multiple choice questions

○ Scoring guidance

• Multiple choice questions

- Number of items : 30 (100%)
- Score per item : 3.3 (3,33%)
- Aspect to be assessed : correctness of the answer
- Total score calculated by :

$$\text{Correct Percentage} = \frac{\text{Correct Answers}}{\text{Total Questions}} \times 100$$

## Test instruments

**Pilihlah salah satu jawaban yang benar dari pertanyaan-pertanyaan di bawah ini.**

1. Farah (.....) to the market with her mother everyday  
a. Goes      b. Gone      c. Go      d. Went
2. Diana (.....) up at 5.00 in the morning  
a. Wake      b. Waking      c. Wakes      d. Woke
3. Coconut leaves (.....) green color  
a. Shows      b. Show      c. Showed      d. Shown
4. My parents (.....) in the government office  
a. Works      b. Worked      c. Working      d. Work
5. My sister (.....) reading and writing novels  
a. Likes      b. Like      c. Liking      d. Liked
6. Dinda and dimas (.....) scary movie an hour ago  
a. Watching      b. Watches      c. Watch      d. Watched
7. A month ago, anggria (.....) me an email for my birthday  
a. Sent      b. Sends      c. Sending      d. Sended
8. Few days ago, me and my friends (.....) in a coffee shop to discuss our presentation  
a. Gathers      b. Gathered      c. Gathering      d. Gather
9. My brother (.....) me to do my homework last night  
a. Helps      b. Helping      c. Helped      d. Help

10. I (.....) a letter to my bestfriend two hours ago  
a. Wrote      b. Writes      c. Write      d. Writing
11. I don't (.....) to eat pizza  
a. Want      b. Wants      c. Wanting      d. Wanted
12. Ruri doesn't (.....) us a lie  
a. Tells      b. Telling      c. Told      d. Tell
13. My students don't (.....) my lecture class with dirty clothes  
a. Attending      b. Attends      c. Attend      d. Attended
14. Ayu and andra do not (.....) a guidance to draw a nice picture  
a. Need      c. Needs      c. Needed      d. Needing
15. Today, regina (.....) not come to help me cooking  
a. Done      b. Does      c. Did      d. Do
16. Hendra (.....) not wash his shoes yesterday morning  
a. Do      b. Done      c. Did      d. Does
17. We did not (.....) our note book in the last meeting  
a. Bring      b. Brought      c. Bringing      d. Brings
18. Evie did not (.....) anything when we sat for dinner a week ago  
a. Said      b. Say      c. Says      d. Saying
19. Andriana (.....) not want to help me when i asked for her help  
a. Do      b. Did      c. Does      d. Done
20. We (.....) as people said we did  
a. Didnt fought      b. Didn't fights      c. Didnt fighting      d. Didnt fight

21. Does she (.....) to class today?  
a. Come      b. Came      c. Comes      d. Coming
22. Do they (.....) football on Mondays?  
A. Plays      b. Played      c. Play      d. Playing
23. Do Rina and Ryan (.....) to eat burger?  
A. Liked      b. Like      c. Liking      d. Likes
24. Does your mother (.....) you money to go to school?  
A. Gives      b. Give      c. Giving      d. Given
25. Do you (.....) at home every night?  
A. Study      b. Studying      c. Studies      d. Studied
26. Did you (.....) me in the dinner club last night?  
A. Saw      b. Seen      c. Sees      d. See
27. (.....) they eat the food I served?  
A. Does      b. Doing      c. Did      d. Do
28. (.....) he hurt your foot when he struck the ball?  
A. Did      b. Does      c. Doing      d. Do
29. (.....) you forget when I told you this morning?  
A. Did      b. Does      c. Doing      d. Do
30. Did I (.....) you sad by telling the story of my father?  
A. Makes      b. Making      c. Make      d. Made

### **The Key Answer of Pre-test and Post-Test**

- |              |              |
|--------------|--------------|
| 1. <b>A</b>  | 16. <b>C</b> |
| 2. <b>C</b>  | 17. <b>A</b> |
| 3. <b>B</b>  | 18. <b>B</b> |
| 4. <b>D</b>  | 19. <b>B</b> |
| 5. <b>A</b>  | 20. <b>D</b> |
| 6. <b>D</b>  | 21. <b>A</b> |
| 7. <b>A</b>  | 22. <b>C</b> |
| 8. <b>B</b>  | 23. <b>B</b> |
| 9. <b>C</b>  | 24. <b>B</b> |
| 10. <b>A</b> | 25. <b>A</b> |
| 11. <b>A</b> | 26. <b>D</b> |
| 12. <b>D</b> | 27. <b>C</b> |
| 13. <b>C</b> | 28. <b>A</b> |
| 14. <b>A</b> | 29. <b>A</b> |
| 15. <b>B</b> | 30. <b>C</b> |

## QUESTIONNAIRE

Nama :

Kelas :

Petunjuk pengisian angket :

- a. Pilihlah salah satu jawaban yang kamu anggap benar dengan melingkari jawaban
- b. Jawablah pertanyaan dengan jujur

Pertanyaan :

1. Apakah kamu menyukai belajar tenses?
  - a. Sangat suka
  - b. Suka
  - c. Biasa saja
  - d. Tidak suka
2. Bagaimana pendapatmu tentang pembelajaran tenses, khususnya tentang simple present tense dan simple past tense?
  - a. Sangat penting
  - b. Penting
  - c. Kurang penting
  - d. Tidak penting
3. Bagaimana pendapatmu tentang metode belajar tenses yang diterapkan oleh guru bahasa inggris selama ini?
  - a. Menarik sekali
  - b. Menarik
  - c. Kurang menarik
  - d. Tidak menarik
4. Apakah sebelumnya kamu pernah mendengar istilah penggunaan Index Card Match dalam pembelajaran tenses?
  - a. Pernah
  - b. Tidak pernah
5. Apakah guru bahasa inggris kamu pernah menggunakan Index Card Match ketika mengajar tenses?

- a. Pernah                      b. Tidak pernah
6. Apakah kamu tertarik belajar simple present tense dan simple past tense dengan menggunakan Index Card Match?
- a. Sangat tertarik      b. Tertarik      c. Kurang menarik      d. Tidak tertarik
7. Apakah menurutmu Index Card Match dapat meningkatkan semangat kamu dalam belajar, khususnya tenses?
- a. Sangat setuju      b. Setuju      c. Kurang setuju      d. Tidak setuju
8. Apakah kamu merasa bosan belajar simple present tense dan simple past tense dengan menggunakan Index Card Match?
- a. Sangat bosan      b. Bosan      c. Sedikit bosan      d. Tidak bosan
9. Menurutmu, apakah metode pembelajaran menggunakan Index Card Matc hini meningkatkan kemampuanmu dalam belajar tenses, khususnya simple present tense dan simple past tense?
- a. Sangat setuju      b. Setuju      c. Kurang setuju      d. Tidak setuju
10. Menurutmu, apakah dengan menggunakan metode Index Card Match ini mendorong kamu untuk bekerjasama dengan teman dalam belajar, terutama tenses?
- a. Sangat setuju      b. Setuju      c. Kurang setuju      d. Tidak setuju
11. Apakah ada hambatan atau kesulitan yang kamu hadapi selama belajar dengan menggunakan Index Card Match ini dalam pembelajaran simple present tense dan simple past tense?
- a. Ada                              b. Tidak ada

Sebutkan jika ada

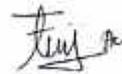
1. Waktu belajar yang terbatas
2. Kurang penguasaan kosa-kata yang umum dipakai
3. Kesulitan memahami pola/ perubahan kata
4. ....

## AUTOBIOGRAPHY

1. Name : Fitrianizar
2. Place / Date of Birth : Lampeuneurut/ 15 Maret 1995
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Gp. Rima Keuneurum, Peukan Bada, Aceh Besar
9. E-mail : NizarJIN12@gmail.com
10. Parents' Name
  - a. Father : Abd Rahman.AB
  - b. Occupation : Male Religious Teacher
  - c. Mother : Martini
  - d. Occupation :Housewife
11. Address :Gp. Rima Keuneurum, Peukan Bada, Aceh Besar
12. Education Background
  - a. Elementary School : SD Negeri 2 TanjongAceh Besar (2000-2006)
  - b. Junior High School : MTsN MEURAXA Banda Aceh (2006-2009)
  - c. Senior High School : MAN 2 Banda Aceh (2009-2012)
  - d. University : UIN Ar-Raniry (2013-2018)

Banda Aceh, January 16<sup>th</sup>, 2018

The Researcher,



Fitrianizar