A STUDY OF INDEX CARD MATCH (ICM) METHOD ON TEACHING DESCRIPTIVE TEXT TO THE STUDENT'S SPEAKING SKILL AT SEVENTH GRADE STUDENT'S OF MTS AS SAIFIYAH SYAFIIYAH

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Abstract

The problems of this study were how is the implementation of Index Card Match in teaching descriptive text to the seventh grade students of MTs As saifiyah Syafiiyah and what are the students' responses to Index Card Match in teaching descriptive text at the seventh graders of MTs As saifiyah Syafiiyah. The purposes of the study are to describe the implementation of Index Card Match in teaching descriptive text and to know the students' responses to Index Card Match in teaching descriptive text. The research design was used descriptive qualitative. The research was conducted in MTs As Saifiyah Syafiiyah around 34 students. The data collection techniques are observation and questionnaire. The observation was used to describe the implementation of Index Card Match in teaching descriptive text and questionnaire was used to know the students' responses to Index Card Match in teaching descriptive text. From the result, the Index Card Match made the students are active to try speaking English, although the first meeting more students are shy and fear to speak English. But, the second meeting the students more active, and enthusiasms. The students can speak English with fun, fluency, loudly without shy and fear. Students have been motivated to involve their speaking through Index Card Match. The students get way to apply speaking with their method.

Keywords : Index Card Match, Descriptive text, Speaking Skill

Background of the Study

English language teaching has focused on teaching English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners bur also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

Speaking is considered as a difficult skill in teaching English to young learners specially to students of Junior High School. Speaking skills is the ability to express their opinions or thoughts and feelings to a person or group verbally, either face or by distance. (Chaney, 1998, cited in Kayi, 2008:42). Speaking is a crucial part of second language learning and teaching.

Most students are not able to communicate and not active in English language although in a simple sentence. Many aspects induce the students not to be able to speak English fluently. They are as the followings. First of all, students feel

not confident to deliver or express their ideas or opinions, second the student has not been customary to speak in English, let alone there is nothing to encourage them to more actively discuss speaking English, these phenomena also happen to the seventh year students of MTs As-saifiyah Syafiiyah. In fact, the seventh year students of MTs As saifiyah-syafiiyah face difficulty in telling genres, such as descriptive, procedure, and narrative. Especially in descriptive text, the seventh year students of MTs As-saifiyah syafiiyah mostly have difficulties in retelling or make a descriptip.

Associated with the Index card method Match why researchers choose this method because teachers generally use the lecture method without interrupting active learning methods, causing students to become passive by only accepting explanatory material from the teacher without taking an active role in the learning process, and causing low student activity.

Based on previous research conducted by Eko Putriana Sri Supriyanti (2011) that use ICM method can improve student's writing competence. The student's write better in content. Then, student's writing achievement is also improve from pre-test to post-test. In 2015 research conducted by Rizkitta AuliyaThe student's should give more attention to the teacher's explanation and learn well the material that is delivered.

To solve this problem, the researcher uses the Index Card Match in descriptive text in order that student can be more active in studying specially in teaching speaking of descriptive text. Widiati and Cahyono

(2006 :279) state the developing EFL learners' speaking performance relates not only to their linguistics and personality factors, but also to types of classroom tasks provided by the teachers. By using this method, it is expected that students are more actively to communicate or to speak english language in English learning process.

Index Card Match is a learning method by using cards that is suitable with the subject that studied before. Practically, on this Index Card Match, the students should be pairs. In every card is writen a question and answer. Type of a pair that is to look for the answer of question on that card. And finally after students find their pair, they will read the question and the answer in front of class with their pair. So that, the method is very interesting and will make students be more motivated and not get bored during learning process,

In line with the background illustrated above the writer conducts a descriptive qualitative research under the title "A Study on Index Card Match (ICM) Method in Teaching Descriptive Text to the Students' Speaking Skill at the Seventh Grade Students of MTs As-saifiyah syafiiyah".

Based on the Background of the study above, writer could formulate the problem as follow :
1. How is the implementation of Index Card Match (ICM) Method in Teaching Descriptive Text for Students' Speaking Skill at the Seventh Grade Students of MTs As-saifiyah syafiiyah?
2. What are the Students' Responses to Index Card Match (ICM) Method in Teaching Descriptive Text at the Seventh

Grade Students of MTs As-saifiyah Syafiiyah?

RESEARCH METHOD

The writer used a descriptive qualitative design. It was designed to describe the observation phenomena with words rather than with numbers. Qualitative research has several characteristics. According to Bogdan and Biklen (in Sugiyono, 2009:21), the characteristics of qualitative research are, (1) Qualitative research has the natural setting as the direct source of data and researcher is the key instrument. (2) Qualitative research is descriptive. The data collect in the form of words of pictures rather than number, (3) Qualitative research is concerned with process rather than simply with outcomes or products. (4) Qualitative research tends to analyze their data inductively, (5) "Meaning" is of essential to the qualitative approach.

The subjects of the study were the seventh grade students of Junior High School in class 7 MTs As saifiyah Syafiiyah Tamberu Alif. There were 34 students in the class 7. the writer used several source of data. In this study, some sources of data were used to collect the data, in order to answer all of the statement of the problems which were mentioned in chapter one, such as observation checklist and questionnaire checklist.

Data collections techniques were used by the writer in this study were questionnaire and observation. The writer filled the observation checklist by giving a check mark in column yes or no and the writer write all the important things which happen during the class. Hadi states that, "the observation is a process complex, process that arranged from various biologist and psychologist process. Two among important are processes monitoring and memory" (Sugiono, 2009:203). Questionnaire checklist was used by the writer to know the students' opinion towards a method in descriptive text by using Index Card Match on teaching speaking. Sugiono (2009: 199) Questionnaire form technique of Data Collection that was done by way to give some questions or written question to respondent to answer.

After getting the data, the writer analyzed the data obtained from the observation qualitatively based on the design used in this study, descriptive qualitative analysis. The writer described the information concerning the classroom interaction the teacher and the students' activities during the teaching learning process based on the observation checklist.

The last, the writer analyzed the questionnaire which was given to the students by using percentage technique that was some of the students responses of one item (question) and it divided into a number of the students answer and multiplied 100%. In data analysis, Bodgan in Sugiono State that, "data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have" (Sugiono, 2009:334).

DISCUSSION OF RESEARCH
A. Observation and Questionnaire Result
Before going to the class, the writer asked permission to the headmaster, then writer asked the teacher whether

teacher had ever applied a Index Card Match (ICM) method or not. When the teacher said no, the writer could observe the class activity which was taught without using ICM method in teaching descriptive text for students' speaking skill. And then at second day or second meetings the teacher applied the Index Card Match Method in same material that is descriptive text for students' speaking skill, actually this method very suitable to the material that was studied previously. In order to know the students' responses towards the teaching descriptive text by using Index Card Match Method for the students' speaking skill, the writer use questionnaire. The questionnaire was given at the end of the learning Process of the Method.

B. The Implementation of Index Card Match Method in teaching Descriptive Text for Students' speaking skill

The implementation of this method was started by explaining how this method would be applied. She explained that to apply this technique, students had to work in a group that consists of two persons. And each member of the group had the same job. Their job was looking card's pair that has been in their classmate. The teacher gave two kinds of cards to the students, that is purple and pink color, in card of purple color is content the questions and in the card of pink color is content the answer.

In this kind of method the purpose was not only achieving a high score or understanding, but also practicing the students' interaction with others. According Agus (2009:54) Cooperative learning is a broader concept that includes all types of group work include more forms of teacher-led or directed by the teacher. Generally considered to be more cooperative learning is directed by teachers, where teachers assign tasks and questions and provide materials and information designed to help students solve the problem in question. After dividing the card to the students, the teacher explained the steps of Index Card Match method.

Teacher gave time to her students to discuss the question and answer after presentate in front of class. While the students were doing their work, the teacher came to each group in order to help them if they found difficulties in speaking of word and correct the students' pronounciation of English word. When the time given was up, the teacher gave evaluation to the students. She led the discussion in front of the class. She explained the purpose of Index Card match method were used in teaching descriptive text for students' speaking skill, and correct the students' voice or pronounciation in English word. When the teacher was explaining in front of the class, the students had to correct their pronouncing in English word, if it was wrong.

The purpose of the application of this Index Card Match Method, that is to accustomed the student in order to more accurate and strong his/her comprehension to a certain subject matter. With Index Card Match student will more spirit and enthusiastic to understanding and remember a certain subject matter easily.

In this method teacher just monitoring the class activity, teacher had done the right job as the leader of the class activities. There were twenty

two of students said that the teacher had helped them during their class activities. She was monitoring each group works, and helping the students when they found some difficulties.

C. The Students' Response to the Index Card Match Method in Teaching descriptive Text

From the questionnaire, it can be seen that twenty six students liked English subject but they still found many difficulties. They found difficulties in writing, grammar, speaking, listening, and the most difficult thing was speaking. Although there were many difficulties in learning this subject, but they felt satisfied with their English mark, because they study hard to get good mark in this subject.

When they were asked about learning in a group, twenty one of students said yes that they had ever done kind of learning in groups. Thirteen of them said no, they seldom did this type of learning and it gave an effect to their English mark. They felt interested in the learning style which was just implemented by the teacher. Although the teacher had explained that they had to help each other before implementing this Method, They felt uninterested when this situation happened. But, they found some advantages in learning together or learning in group. They said that there were unity and responsibility to make their teammates understand material given.

From the explanation above, it could be concluded that the students liked the Method which their teacher had just implemented since they were some advantages found during the implementation of Index Card Match such as their unity, responsibility and self-confident by helping each other in their own group, and more understand about descriptive text.

CONCLUSION AND SUGGESTION

Conclusion

The teacher and students' activities in the implementation of Index Card Match method can be said that the teacher activities in applying the ICM method successes. The teacher implemented the Index Card Match in the first time in that class, so, the students get new spirit to study, actually in practice speaking skill when they are in front of class.

From the result of the questionnaire, nineteen of students interest to the method which was used by their teacher since they could help their sense of unity, responsibility and self-confident by helping each other in their group. They could also solve their task or job easily when they worked in groups.

Suggestions

Because of some limitations, the writer realized that this thesis is not perfect. The researcher suggests conducting in any longer stretch of time in order to be more reliable and give profound result. Besides, the researcher also suggests other researcher to use Index Card Match method more effective.

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