

**THE EFFECT OF USING INDEX CARD MATCH TECHNIQUE TO THE  
STUDENTS ACHIEVEMENT IN LEARNING READING  
COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fulfillment of The Requirments  
for The Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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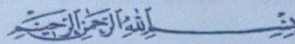
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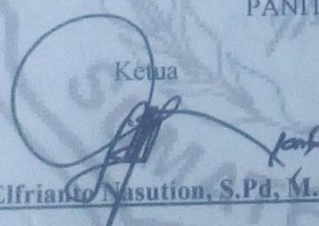
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## ABSTRACT

**Nelly Irmayani Pandia, 1402050366 “The Effect of Using Index Card Match Technique To The Students Achievement In Learning Reading Comprehension”. Skripsi English Education Program. Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara Medan, 2018.**

The objective of this research were to find out the effect of index card match technique to the students achievement in learning reading comprehension and to know the students difficulties in reading comprehension by using index card match technique. The population of this research was the X<sup>th</sup> grade the students of SMA NEGERI 1 KUALA, with the total population were 252 students. There were 72 students as the sample that were divided into two classes, for the experimental class X- mia 2 consisted of 36 students and for control class X-mia 3 consisted of 36 students. The sample used was random sampling. The instruments for collecting data in this research was compliment in collected data, pre-test and post-test conducted in both, experimental and control group. The students had been given the test which consist of 10 multiple choice. In this research, the researcher conducted a quantitative and qualitative research. The finding showed that the students who taught by using Index Card Match Technique got better score than those who taught by using conventional Method. from this research, it was found that by using Index Card Match Technique could cause positive effect of to the students achievement in learning reading comprehension, which was proven from the result of analysis showed that  $t_{test}$  was higher than  $t_{table}$ ,  $t_{test} > t_{table}$  or  $8.49 > 1.99$  at  $\alpha = 0.05$  and the degree freedom (df) 70 it’s means that  $H_a$  was accepted. The students nearly have no difficulties. it is fact that in attitude assessment maximum score **care** was **180** the students had **158**, **respect** was **180** the students had **155**, **team work** was **180** the students had **152**, **self-confident** was **180** the students had **154**, and **responsibility** was **180** the students had **149**. it’s means, The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension was evaluable.

**Keyword : Index Card Match, Reading Comprehension**



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Binjai, march 2018

The Researcher

Nelly Irmayani Pandia

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## **Chapter I**

### **Introduction**

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

Reading is one of the most important skills in language learning beside speaking, listening, and writing. reading provides some activities to help the reader comprehend the written expressions. The reader can get a lot of knowledge, information, enjoyment, or even problem solution.

Teaching reading comprehension is very important, because it can be used to develop the comprehension to read not only the textbook but also other reading materials. Therefore, reading comprehension is very important for the students of English as foreign language. Teacher should have good method to teach learners and make the learners understand the text well. Because when the students are taught using conventional method, the teaching process only focus on the teacher and the learner not pay attention to the teacher. Grabe and Stoller (2002:9) state that the reading as the ability to draw meaning from the printed page and interpret this information appropriately. Jain and Patel (2008:113) said that reading is an active process which consist of recognition and comprehension skill. Reading is important activity in live which one can update his/her knowledge.

Based on obeservation in SMA NEGERI 1 KUALA, especially for the tenth grade, researcher found that the student reading comprehension was poor. It is caused some problem in teaching learning activity. When the teacher asked the

students to read and find out the meaning of the text, there some students who got difficult to get the meaning of the text.

Therefore, the problem of understanding the text in reading can be caused by many factors. One of them is learning strategy in teaching and learning pprocess which is in effective in the classroom. Generally, the student only read the text but they don't understand the meaning. It is indicated that they don't get information from the text and they don't understand entification meaningful the text. Index card match one of the solution to solve the problem which consist of several separate information, and how to use the card, the student must comprehend with the first text, and look for other friend and match card in appropriate information. According to Silberman (2006:250) states that pass out index card and request anonymous answer to your questions. Use response card to save time or to provide anonymity for personally threatening self-disclosures. The need to state you concisely on a card is another advantage of this technique.

Based on the explanation above, itis essential to use a suitable and effective technique to help students solve their problem. This is study design and conduct to prove whether index card match technique improves students reading comprehension.

## **B. Identification of the Problem**

The problem of the research are identify as follow:

1. The students are less to provide and develop ideas.
2. Many students who get difficulties to comprehend the text.



### **C. The Scope and Limitation**

The scope of this study is focused on reading comprehension and the researcher limits the study focus on using Index Card Match Technique To The Students Achievement In Learning Reading Comprehension

### **D. The Formulation of the Problem**

The problem of this research will be formulated in the following questions:

1. Is there any significant effect of applying index card match technique to the students achievement in learning reading comprehension?
2. What are the students difficulties in reading comprehension by applying index card match?

### **E. The Objective of the Study**

1. To find out the Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension.
2. To know the students difficulties in Reading Comprehension by Using Index Card Match Technique.

### **F. The Significance of the Study**

Finding of the research are expected to contribute both the theories and practice:

#### **1. Theoretically**

Theoretically, the result of this study are expected to be able to enrich and enhance the theory of teaching reading by using Index Card Match

Technique. The result of this study can be used as a reference for those who want to conduct related researcher.

## **2. Practically**

- a. The students, to increase their ability in reading.
- b. English teacher, to improve their quality teaching, especially in teaching reading comprehension by applying Index Card Match Technique.
- c. The further researcher, this research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the students reading problems and also that have the similar problem with this researcher.

## **Chapter II**

### **The Review of Literature**

#### **A. Theoretical Framework**

In conducting a research, theories need to explain all the terms which are used in the study avoid mis-understanding between the researcher and readers. The researcher began to clarify the terms and concepts, so that the researcher and readers had the same perception to them. The theoretical framework is aimed at giving clear concept of the application of this study.

##### **1. The Nature of Reading**

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader (Tarigan, 2008).

According to Carrel (1988, p. 1), “reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning”. Moreover, Rahmatullah (2013) states that reading is the meaningful interpretation of printed or written verbal



symbols. This activity is not simply looking. It involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

Based on the definition, present researcher concludes that reading is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed media.

## **2. The Importance of Reading**

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success. Tarigan (2008) notes that by reading some information are given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking and writing.

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

Reading texts also provide good models for English writing (Harmer, 2001). If the students are familiar with texts' form, teacher will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2001).

In a nutshell, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the ability to use the appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to construct sentences, paragraph and text correctly.

### **3. Reading Comprehension**

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995, p.235), "comprehension is means and has excessive aimed in improving or testing one's understands of a language whether written or spoken". Comprehension is not only need in student's reading activities, but also to measure the ability of each student in classroom.

Carrel (1988) states that "reading comprehension in general viewed is the resulting from the four way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations. Moreover,

reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activities.

Considering this sentence whether it can be read and comprehended: “Apple banana blue walk tree happy sing”. Surely students are able to read each of the words in that sentence and understand what they meant independently. An apple is a fruit that is usually round and red, green or yellow. A banana is another fruit that is yellow. Blue is a color and so forth. However, when you look at the sentence as a whole, it does not make a sense. This nonsense sentence demonstrates the difference between being able to read words and comprehend text.

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge.

There are main ways in reading as follows:

#### 1. Skimming

Skimming consists of quickly meaning one's eyes across a whole text (an essay, article, etc) for exam to get the gist. Skimming gives readers the advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone developing or supporting ideas.

#### 2. Scanning

The second in the “most valuable” category is scanning or quickly thing for some particular piece or pieces of information in a text.

#### 3. Extensive reading

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

#### 4. Intensive reading

Reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

### **4. The Concept of Reading Comprehension**

Reading comprehension as the use strategies in reading in retrieving information and constructing meaning of thesis done by the readers. Strategies that are used by the readers may be different from another. It depends on the readers aim in reading. By understanding the concept of reading. Reading can

develop their own strategies to enhance their reading comprehension. It will automatically help the readers to achieve their goals in comprehending the reading text.

In addition, snow views reading comprehension as a meaning getting process so that it needs an understanding. The readers use the words extracted and constructed to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. From that point, it is clear that a readers get information through interaction and involvement with the written language.

There are four reason of reading:

1. Reading in language learning

Reading is a exercise dominated by the eyes and the brain. The eyes receive message and the brain than has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful sincve it interest students, created expected, and give them a purpose fo reading

2. Reading for language learning

in real life people generally read something because they want to and they have a purpose, which is more fundamental than involved In some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and purpose to achieve.

### 3. Reading for information

In most cases, reading for information is relevant to current the study of the reader. They read to find out information, to reduce their uncertainties.

### 4. Reading for pleasure

Reading for pleasure is ddone without other people's order but according to an individual readers wish and taste.

## **5. Teaching Reading in Senior High School**

Senior high school students or teenagers are categorized into adolescents. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in teaching reading if the teacher can engage them.

Teaching reading to adolescents is different from teaching reading to children because adolescents have wider knowledge than children. Therefore, in teaching reading in senior high school, a teacher must choose some methods which are related to the topic and curriculum.

A teacher should be able to choose effective methods of teaching reading to expose every particular material since all methods have their advantages and disadvantages. Harmer (2001, p. 5) states that "a teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model". Thus, a teacher should be able act in different ways, not only as a teacher, but also as a guide, controller, even as a model. The teacher lets the students do what they should to do. In this case, students are the central of the class.

Brown suggests that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The teacher as facilitator should give the facility to the learners in learning process. The teacher must select the teaching material related to the learners' need, and arrange them from the simple to the complex item. Therefore, in teaching reading process, the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background and experience.

There must be some varieties in classroom, such as variety of activity and variety of organization. Teacher should have good combination so that the teaching and process is not monotonous. As a result, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in groups.

From the elaboration, teaching English especially teaching reading needs relevant methods. A teacher can use one of the methods which can be applied basically in classroom repetition. Furthermore, making groups in teaching learning process can be enjoyable for students.

## **6. Definition of Index Card Match Technique**

Good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves. The reasons why students student need to learn strategic practices for learning is they contend that for learning occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary.

Index card match pass out index cards and request anonymous for to your questions. Use response cards to save time or to provide anonymity for personally threatening self-disclosures. Index card match is the active technique and enjoyable way to review course material. It means that index card match is the interesting technique and enjoyable in teaching process.

Index card match is a technique that can't only can be use to review the previous material but also to provide enjoyable learning. Besides, this media makes student active in the class. Student should find out their partners. Index card match is identical with cooperative learning for the students. Index card match need the student be an active and also honest.

From the definition of index card match technique above the writer conclude that index card match technique is the technique to matching two cards between question and answer of the question where this activity can make interesting and enjoyable for the students in teaching process.

Learning method bis one of component in creates active learning atmosphere, creative, innovative, and rejoicing. Interesting learning method and variety will get implication on teaching and learning process at class. Learning Index Card Match, is one of cooperative learning which involved the students into group.each group can identification text, the other group description picture and find their matching.

This technique is one of active learning instructional technique to review material that has been learned is how to make learning unforgettable this section contains ways to conclude a learning program so that the section reflectson what



he or she has learned and considers how it will be applied in the future. The focus is not on what you have told the students, but what they take away .in addition to being active, these asl strategies all make reviewing fun.

## **7. The Step of Index Card Match**

Index card match involved active activity because in this process the students must find and match the card and then when they have find and matching the card they seat together and they must reading aloud. Teaching procedures of index card match technique is describe as follows:

- a. Write down on separate index cards the names of technique and or concept examined in the learning session. Create enough cards to equal one-half number of students.
- b. On separate cards, write clear definiton of each of the technique or concepts you have chose and give a clear example of the technique or concept.
- c. Combine the two sets of cards and shuffle then several times so that they are well mixed.
- d. Give out one card to each students. Explain that, this is a matching activity some students have names of technique or concept examined in the learning sessions and others have definitions or example.
- e. Direct students to find their matching cards. When a match is formed, ask each pair of students to find seats together. (tell them not reveal to other students what is contained on their cards).

When all the matching pairs have been seated, have pair members quiz the rest of the group on their technique and concept by reading aloud its definition or example. In teaching learning process, the teacher asks students to find their partners. Then, the students must give clarification about the card they have. The student should read the text of the card to their friend. However, the other students listen to their friends. Finally, the teacher should give the conclusion about these activities.

## **8. The Advantages and Disadvantages of the Use Index Card Match**

### **1. The advantages of the use index card match:**

- a. Students more active because the teacher just as facilitator and the students more dominate to active teaching process
- b. When the students find and matching and the card, automatically it make their brain will do well so that the teaching process can run effectively.
- c. Make a relationship with the other students and recognize with the other students in the class.

### **2. The disadvantages of the use index card match:**

- a. It takes a long time for students to complete the task and achievement.
- b. Teachers should spend more time to make preparations.
- c. Teachers should have a democratic spirit and adequate skills in terms classroom management.
- d. Demanding a certain nature of the student or the tendency to cooperate in solving problem.
- e. The classroom becomes rowdy so it can disturb the class.

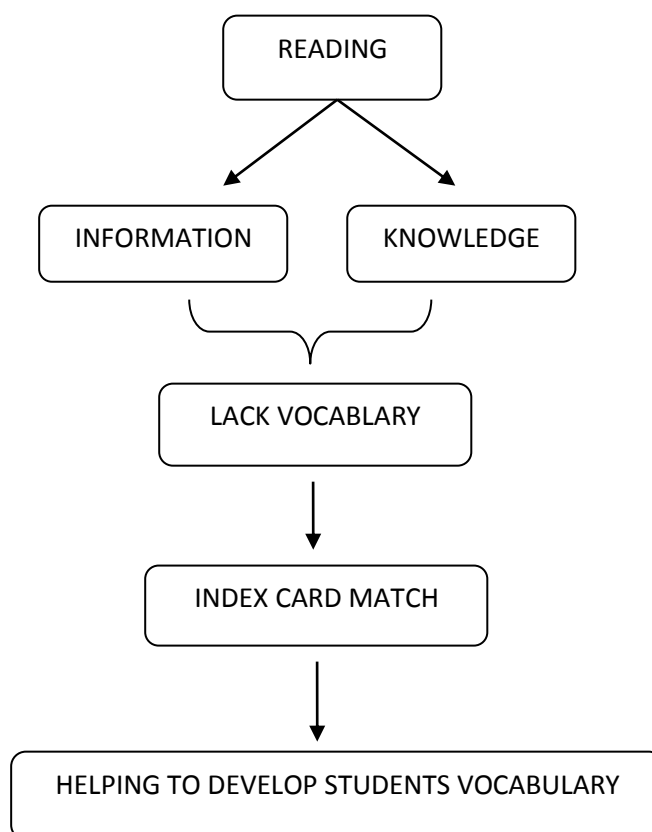
## **9. Relevant of the Study**

The researcher investigated the effect of using index card match technique to the students achievement in learning reading comprehension for the tenth grade of SMA NEGERI 1 KUALA. In this study, the researcher focused on the investigation of the effect of using index card match technique to the students achievement in learning reading comprehension for the tenth grade of SMA NEGERI 1 KUALA. The purpose of this study is to know the effect of using index card match technique to the students achievement in learning reading comprehension for the tenth grade of SMA NEGERI 1 KUALA and to know the extent of using Index Card Match Technique to the students achievement in learning Reading Comprehension for the tenth grade of SMA NEGERI 1 KUALA.

In this research, the previous researcher used several steps in collecting data. Firstly, the previous researcher conducted pre-test to the students by using written test to the experimental group. Secondly, the previous researcher gave materials to the students by using index card match technique. The last, the previous researcher gave post-test. The items in this test were same as the pre-test items. It consisted of 10 multiple-choice items. Furthermore, the previous researcher checked up and analyzed the obtain data by using statistic descriptive and hypothesis testing. The previous researcher analyzed the normality of data in the descriptive statistics, after that analyzed the hypothesis by using t-test. The result of this study showed that there was significant the effect of index card match technique to the students achievement in learning reading comprehension

for the tenth grade of SMA NEGERI 1 KUALA. There are similarity and differences between the previous researcher and present researcher. The previous researcher and present researcher research the students' reading comprehension. The previous researcher used index card match technique in reading comprehension. In addition, the previous researcher used media in teaching learning process, but the present research apply a technique in teaching learning process.

## **B. Conceptual Framework**



Reading is very important to the language learners because it is a language skill where the students understand and get information and knowledge as well. Moreover, reading is generally used to test the students achievement in English mostly depends on their ability in reading comprehension.

However, the fact happening in SMA NEGERI 1 KUALA shows that the students encountered some problems in comprehending the English texts. Their problems come from the lack of vocabulary as the main aspect in understanding the materials. Furthermore, they did not know about some learning strategies that can be implemented to improve their reading comprehension. The students did not realize it although sometime they have accidentally used to some strategies.

Based on the previous discussion, some research findings show that the implementation of index card match technique contributes in the significant improvement of students reading comprehension. As stated ealier, this technique can increase the student reading comprehension, create more varie talk, more relaxed atmosphere greater motivation, more negotiation of meaning, and increasing amount of comprehensible input. Furthermore, index card match technique is also helpful to develop students vocabulary. The technique can make the students more independent and raise their awareness toward reading. Moreover, student can also plan their own learning and explore their own problems and weakness. this technique can also promote students learning and academic achievement as well as motivate students to learn the materials.

After considering those advantages. The researcher believes that index card match technique can be used effectively to improve the reading comprehension of the students significantly. In this study, the researcher will conduct some of technique, it should be implemented well by referring to the need and proficiency of the students. Hopefully, some actions that will be implemented can represent and cover the index card match technique so that it can improve the reading comprehension at the tenth grade of SMA NEGERI 1 KUALA.

### **C. Hypothesis**

- a.  $H_a$ : There is a significant difference of reading comprehension between students taught by using Index Card Match Technique.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Location and Time**

Research would be conducted at SMA NEGERI 1 KUALA, Kabupaten Langkat in academic year 2017/2018. The reason for choosing this school because many problem of there, especially in reading comprehension.

#### **B. Population and Sample**

##### **1. Population**

Population is the generalization region consisting of : object/subject that have certain qualities and characteristics define the researcher to learn and then drawn conclusions. Populations is all of elements processing that will be investigated. Kothari said that “all items in any field of inquiry constitute a universe or population.

In SMA NEGERI 1 KUALA, has seven classes of the tenth grade, consisted of 36 students in the class X-mia 1 X-mia2, X-mia 3, X-mia 4, 36 students in the class X-iis 1, X-iis 2, and 36 students in the class X-bahasa 1. So the populations consist of 252 students.

**Table 3.1**

**Population**

<b>Class</b>	<b>Population</b>
X-mia 1	36
X-mia 2	36
X-mia 3	36
X-mia 4	36
X-iis 1	36
X-iis 2	36
X-bahasa 1	36
<b>Total</b>	<b>252</b>

**2. Sample**

The researcher takes two classes are X-mia2 and X-mia 3 and total students was 72. This sample was choosen by using random sampling technique.

The sample can be seen in table 3.2

**Table 3.2**

**Sample**

<b>No</b>	<b>Class</b>	<b>Number of Students</b>
1	X-mia2	36
2	X-mia3	36
<b>Total</b>		<b>72</b>



### **C. Research Design**

The researcher conducted a quantitative and qualitative research and takes two groups namely experimental class and control class. The X-mia 2 class as experimental class who consisted of 36 students was taught by using Index Card Match Technique and the X-mia 3 class as control class who consisted 36 students was taught by conventional method.

**Table 3.3**

#### **Research Design**

No	Class	Group	Pre-test	Treatment	Post-test
1	X-mia 2	Experimental Group	✓	Index Card Match	✓
2	X-mia 3	Control Group	✓	Conventional method	✓

X-mia 2 experimental group is taught by using Index Card Match Technique in Reading Comprehension and X-mia3 is control group is taught by using Translation Method in Reading Comprehension.

#### **1. Pre-test**

Both of groups, the experimental and control groups were given pre-test before treatment. The test of pre-test was multiple choice. The function of pre-test is to know the mean score of experimental groups.

## 2. Treatment

Treatment is gave the students after the pre-test administrated. The experimental group is taught by using Index Card Match Technique, while in the control group is taught by using Conventional Method. The steps treatment of experimental and control groups can be seen in the table 3.4:

**Table 3.4**

### **The Procedure of Research in Experimental Class**

<b>No</b>	<b>Teacher Activities</b>	<b>Students Activities</b>
1	The teacher greeted the students to open the class	The students gave attention to the teacher
2	Teacher explained about something description	Students gave attention to the teacher explanation
3	Teacher introduce and explains how to using Index Card Match Technique	Students gave attention to the teacher explanation about Index Card Match
4	The teacher gave a card in to the students	Students are ready to start the lesson

**Table 3.5**

**The Procedure of Research in Control Class**

<b>No</b>	<b>Teacher activities</b>	<b>Students Activities</b>
1	The teacher greeted the students to open the class	The students gave attention to the teacher
2	Teacher explain about reading comprehension	Students gave attention to the teacher explanation and write the explanation
3	Teacher explain about and give some example of animal description	Students gave attention to the teacher explanation and write it
4	The teacher ask the student to identify the main idea in the text	Students gave answer to the teacher about main idea of the text
5	Teacher give the multiple choice test which related the material	Students do their exercise

**3. Post-test**

After treatment, the post-test was given to the students. The post-test instrument were same as the pre-test. The post-test is administrated to measure the students competence after the treatment have complete. The achievement of each group would be compare and analyzed.

#### **D. The Instrument of Research**

This research was used multiple choice test which consisted of 10 items. The students are asked to answer the test. The correct answer is score 10 and incorrect answer is scored 0.

The test were conduct twice. The first is pre-test, pre-test is gave for two groups (experimental group and control group) before giving the treatment. Pre-test is conducted to know the ability of students in experimental group and control group. The second is post-test, post-test was gave for both of group after giving treatment. The test is prepared in such away in the attempt to know how the result of teaching Index Card Match Technique.

#### **E. Technique of Collecting Data**

in this process, to collecting data the researcher uses several techniques of data collecting in this research, as follows:

##### **1. Test**

test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is processed by individual or group to collect data. In this research, there were two kinds of tests, pre-test and post-test that are give to the students are participants, either the experimental or the control group before carrying of the teaching, the pre-test was gave to both groups in order to make sure that two groups have similar and equal level of proficiencies. The post-test is give to the experimental group after being

taught by index card match technique and the researcher use the test by multiple choices forms.

## **2. Observation**

Observation is a way to gather data by observing or observing an object research or event in the form of a human, inanimate objects, and natural. Data obtained is to determine the attitude and behavior humans, dead or natural phenomena. In this research, the researcher use observation to observe the teacher to applied the index card match technique on student reading comprehension.

## **F. Technique of Analysis Data**

The last aspect of the research methodology is data analysis. it is a way that used to find out the effect of using index card match technique to students achievement in learning reading comprehension. The technique of data analysis that the researcher used in this research is the t-test. The writer used observation t-test, then the data is analyzed by using statistic collection of the data t-test.

- a. The result of the pre-test and post-test in experimental class named variable (X)
- b. The result of the pre-test and post-test in control class named variable (Y)
- c. Qualification of data: multiple choice

The steps for statistic analyze are:

1. Investigating student worksheet give and describe score in the table.

2. Determining mean of variable X with formula:

$$Mx = \frac{\sum x}{N}$$

3. Determining mean of variable Y with formula:

$$My = \frac{\sum y}{N}$$

4. Determining derivation score variable X with formula:

$$X = x_2 - x_1$$

5. Determining derivation score variable Y with formula:

$$Y = y_2 - y_1$$

After all of data have been collected and than those data will be processed, analyzed, and least is concluded. The researcher uses observation t-test, then the data is analyzed by using statistic collection of the data t-test.

$$t = \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

T : Test

M : Means of each group from the deviation

$X^2$  : Squared Deviation

$Y^2$  : Squared Deviation

X : The Deviation of every  $X_1$  and  $X_2$

Y : The Deviation of every  $Y_1$  and  $Y_2$

N : Number of students

df : degree of freedom

df :  $N_x + N_y - 2$

6. The result of calculating t-test with t-table

7. Technique and assessment forms:

-Attitude (through rubric attitude observation during learning)

1. Instrument's shape:

An attitude assessment instrument

No.	Rated Aspects	Value
1	Care	
2	Respect	
3	Team work	
4	Self confident	
5	Responsibility	

**Care**

5 = Excellent

4= Very Good

3= Good

2= Fair

**Respect**

5= Excellent

4= Very Good

3= Good

2= Fair

1= Poor

**Team work**

5 = Excellent

4= Very Good

3= Good

2= Fair

1= Poor

***Responsibility***

5 = Excellent

4= Very Good

3= Good

2= Fair

1= Poor

1= Poor

**Self Confident**

5= Excellent

4= Very Good

3= Good

2= Fair

1= Poor

**G. Testing Hypothesis**

The following testing hypothesis criteria were used to reject or accept the null hypothesis:

If  $t\text{-test} > t\text{-table}$  =  $H_a$  is accepted and  $H_o$  is rejected

If  $t\text{-test} < t\text{-table}$  =  $H_o$  is accepted and  $H_a$  is rejected

$H_a$ : There is a significant different of reading comprehension between students taught by using Index Card Match Technique.

$H_o$ : There is no significant different of reading comprehension between students taught by using Index Card Match Technique.



## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

The data was collected by giving the students a test consisting of 10 multiple choice test. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The score of pre-test and post-test in each group can be seen in the table 4.1 and 4.2 below:

**Table 4.1**

**The score of the pre-test and post-test in experimental group**

No	Name of Students	Pre-test ( $x_1$ )	Post-test ( $x_2$ )
1	Meta Sari	60	80
2	Siti Anisyah	50	70
3	Herlinda Syahpitri	70	80
4	Fadhilah Ichwani Damanik	60	80
5	Tanti Windarti	50	70
6	Rahayu Utami	60	80
7	Nurdita Br. Sitepu	70	80
8	Cathrine Br. Sembiring	40	60
9	Halimah Br. PA	60	80
10	Sri Juwita	50	70
11	Dini Febriani	50	70

<b>12</b>	<b>Nova Pebrina</b>	<b>40</b>	<b>60</b>
<b>13</b>	<b>Nazla Salsabila</b>	<b>30</b>	<b>70</b>
<b>14</b>	<b>Khelsea Shakira</b>	<b>60</b>	<b>80</b>
<b>15</b>	<b>Abby Mayu Tarigan</b>	<b>50</b>	<b>80</b>
<b>16</b>	<b>Deny Candra B Tarigan</b>	<b>50</b>	<b>70</b>
<b>17</b>	<b>Rendi Atmaja Sitepu</b>	<b>50</b>	<b>70</b>
<b>18</b>	<b>Aji Hariadi</b>	<b>50</b>	<b>70</b>
<b>19</b>	<b>Candra Budianto</b>	<b>50</b>	<b>70</b>
<b>20</b>	<b>Nurholis Sahputra</b>	<b>60</b>	<b>80</b>
<b>21</b>	<b>Fery Suwendi</b>	<b>50</b>	<b>60</b>
<b>22</b>	<b>Yunita Andur</b>	<b>50</b>	<b>80</b>
<b>23</b>	<b>Agustina Br. Tarigan</b>	<b>60</b>	<b>60</b>
<b>24</b>	<b>Dania Amelia Br.Sitepu</b>	<b>60</b>	<b>80</b>
<b>25</b>	<b>Ika Purwaningsih</b>	<b>50</b>	<b>80</b>
<b>26</b>	<b>Siska Anggraini</b>	<b>60</b>	<b>70</b>
<b>27</b>	<b>Windi Silvani</b>	<b>60</b>	<b>80</b>
<b>28</b>	<b>Dwiky Andreansyah Tarigan</b>	<b>60</b>	<b>70</b>
<b>29</b>	<b>Tri Lian Hindi</b>	<b>50</b>	<b>70</b>
<b>30</b>	<b>Amanda</b>	<b>50</b>	<b>70</b>
<b>31</b>	<b>Dona Yolanda</b>	<b>50</b>	<b>70</b>
<b>32</b>	<b>Septrio Lasmana Ginting</b>	<b>50</b>	<b>60</b>
<b>33</b>	<b>Divana Ginting Suka</b>	<b>60</b>	<b>70</b>
<b>34</b>	<b>Cindi Violeta</b>	<b>60</b>	<b>70</b>
<b>35</b>	<b>Egia Karolina</b>	<b>60</b>	<b>70</b>

<b>36</b>	<b>Putri Amanda Sembiring</b>	<b>70</b>	<b>80</b>
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The data in table 4.1 showed the highest score of pre-test in experimental group was 70 and the lowest was 40. While the highest score of post-test test was 80 and the lowest was 60.

**Table 4.2**

**The score of the pre-test and post-test in control group**

<b>No</b>	<b>Name of Students</b>	<b>Pre-test ( <math>y_1</math> )</b>	<b>Post-test ( <math>y_2</math> )</b>
<b>1</b>	<b>Ayu Wulandari</b>	<b>50</b>	<b>60</b>
<b>2</b>	<b>Maharani Hariyanti</b>	<b>70</b>	<b>70</b>
<b>3</b>	<b>Ani Parawati</b>	<b>60</b>	<b>80</b>
<b>4</b>	<b>Cika Wulandari</b>	<b>60</b>	<b>60</b>
<b>5</b>	<b>Widya Natasya</b>	<b>60</b>	<b>60</b>
<b>6</b>	<b>Khairani Syahfitri</b>	<b>70</b>	<b>70</b>
<b>7</b>	<b>Tania Budiati</b>	<b>70</b>	<b>70</b>
<b>8</b>	<b>Amelia Dwi Oktavia Br. Sitepu</b>	<b>70</b>	<b>70</b>
<b>9</b>	<b>Tarisyia Alfadhilla</b>	<b>70</b>	<b>70</b>
<b>10</b>	<b>Feny Artha Melinda</b>	<b>60</b>	<b>70</b>
<b>11</b>	<b>Anisa Jesica Br. Sembiring</b>	<b>60</b>	<b>60</b>
<b>12</b>	<b>Aulia Fazriani</b>	<b>80</b>	<b>80</b>
<b>13</b>	<b>Iga Agusti Diah Regita</b>	<b>80</b>	<b>80</b>
<b>14</b>	<b>Fadhil Abdul Rasyid</b>	<b>60</b>	<b>60</b>
<b>15</b>	<b>Fahrul Azmi</b>	<b>70</b>	<b>70</b>

<b>16</b>	<b>Fikri Pazli</b>	<b>70</b>	<b>70</b>
<b>17</b>	<b>Anggi Lestari Br. Pelawi</b>	<b>70</b>	<b>70</b>
<b>18</b>	<b>Yutia Melani Br. Ginting</b>	<b>70</b>	<b>70</b>
<b>19</b>	<b>Emme Ninta Br. Namohaii</b>	<b>60</b>	<b>70</b>
<b>20</b>	<b>Nadya Afrianti</b>	<b>60</b>	<b>60</b>
<b>21</b>	<b>Rendra Ramadani</b>	<b>60</b>	<b>60</b>
<b>22</b>	<b>Yoan Chairul Yundiavy</b>	<b>70</b>	<b>70</b>
<b>23</b>	<b>Mhd. Irfan Syhaputra</b>	<b>60</b>	<b>70</b>
<b>24</b>	<b>Andre Ardiansyah</b>	<b>60</b>	<b>80</b>
<b>25</b>	<b>Reza Fitra Ansavi</b>	<b>60</b>	<b>60</b>
<b>26</b>	<b>Adella Shahrani</b>	<b>70</b>	<b>70</b>
<b>27</b>	<b>Nadia Anggraini</b>	<b>70</b>	<b>70</b>
<b>28</b>	<b>Junita Eka Sari Br. Ginting</b>	<b>60</b>	<b>70</b>
<b>29</b>	<b>Hesty Vitara</b>	<b>60</b>	<b>70</b>
<b>30</b>	<b>Endang Widiani</b>	<b>70</b>	<b>70</b>
<b>31</b>	<b>Annisa Lestari Br. Ginting</b>	<b>70</b>	<b>80</b>
<b>32</b>	<b>Mayang Sari</b>	<b>70</b>	<b>80</b>
<b>33</b>	<b>Eliza Syahfitri Br. Sembiring</b>	<b>70</b>	<b>80</b>
<b>34</b>	<b>Mhd. Rizky Hadinata</b>	<b>70</b>	<b>70</b>
<b>35</b>	<b>Dwi Setiawan</b>	<b>60</b>	<b>80</b>
<b>36</b>	<b>Danianti Miranda Br. Bangun</b>	<b>50</b>	<b>80</b>

From the table 4.2 above, it could be seen that the highest score of the pre-test in the control group was 80 and lowest was 50. The highest score of post-test was 80 and the lowest 60.

## **B. Data Analysis**

### **1. The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension**

After getting the result of the pre-test and post-test in experimental and control group, the next step was to find out the difference score between pre-test and post-test in each group. The calculation in each group can be seen on the table as sample:

**Table 4.3**

**The Different Score Between Pre-test and Post-test in Experimental Group**

<b>No</b>	<b>Students Initial</b>	<b>Pre-test (<math>x_1</math>)</b>	<b>Post-test (<math>x_2</math>)</b>	<b>Mean (<math>x_2 - x_1</math>)</b>	<b>Deviation (<math>x^2</math>)</b>
<b>1</b>	<b>MS</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>2</b>	<b>SA</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>3</b>	<b>HS</b>	<b>70</b>	<b>80</b>	<b>10</b>	<b>100</b>
<b>4</b>	<b>FID</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>5</b>	<b>TW</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>6</b>	<b>RU</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>7</b>	<b>NBS</b>	<b>70</b>	<b>80</b>	<b>10</b>	<b>100</b>
<b>8</b>	<b>CBS</b>	<b>40</b>	<b>60</b>	<b>20</b>	<b>400</b>

<b>9</b>	<b>HBP</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>10</b>	<b>SJ</b>	<b>50</b>	<b>70</b>	<b>30</b>	<b>900</b>
<b>11</b>	<b>DF</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>12</b>	<b>NP</b>	<b>40</b>	<b>60</b>	<b>20</b>	<b>400</b>
<b>13</b>	<b>NS</b>	<b>30</b>	<b>70</b>	<b>40</b>	<b>1600</b>
<b>14</b>	<b>KS</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>15</b>	<b>AMB</b>	<b>50</b>	<b>80</b>	<b>30</b>	<b>900</b>
<b>16</b>	<b>DCB</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>17</b>	<b>RAS</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>18</b>	<b>AH</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>19</b>	<b>CB</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>20</b>	<b>NS</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>21</b>	<b>FS</b>	<b>50</b>	<b>60</b>	<b>10</b>	<b>100</b>
<b>22</b>	<b>YA</b>	<b>50</b>	<b>80</b>	<b>30</b>	<b>900</b>
<b>23</b>	<b>ABT</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>
<b>24</b>	<b>DA</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>25</b>	<b>IP</b>	<b>50</b>	<b>80</b>	<b>30</b>	<b>900</b>
<b>26</b>	<b>SA</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>27</b>	<b>WS</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>28</b>	<b>DAT</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>29</b>	<b>TLH</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>30</b>	<b>A</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>31</b>	<b>DY</b>	<b>50</b>	<b>70</b>	<b>20</b>	<b>400</b>
<b>32</b>	<b>SLG</b>	<b>50</b>	<b>60</b>	<b>10</b>	<b>100</b>

<b>33</b>	<b>DGS</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>34</b>	<b>CV</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>35</b>	<b>EK</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>36</b>	<b>PAS</b>	<b>70</b>	<b>80</b>	<b>10</b>	<b>100</b>
<b>Total</b>		<b>1960</b>	<b>2790</b>	<b><math>\sum x = 670</math></b>	<b><math>\sum x^2 = 14700</math></b>

Table 4.3 above, showed the lowest and the highest score of pre-test and post-test in experimental group, it was based on the students total score there was 14700.

### The Calculating in Experimental Group

1. The mean score was calculated as the following:

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{670}{36} \\
 &= 18,61
 \end{aligned}$$

2. Deviation score was calculated as the following:

$$\begin{aligned}
 \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\
 &= 14700 - \frac{(670)^2}{36} \\
 &= 14700 - \frac{448900}{36}
 \end{aligned}$$

$$= 14700 - 12469$$

$$= 2231$$

**Table 4.4**

**The Different Score Between Pre-test and Post-test in Control Group**

<b>No</b>	<b>Students Initial</b>	<b>Pre-test (<math>y_1</math>)</b>	<b>Post-test (<math>y_2</math>)</b>	<b>Mean (<math>y_2 - y_1</math>)</b>	<b>Deviation (<math>y^2</math>)</b>
<b>1</b>	<b>AW</b>	<b>50</b>	<b>60</b>	<b>10</b>	<b>100</b>
<b>2</b>	<b>MH</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>3</b>	<b>AP</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>4</b>	<b>CW</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>
<b>5</b>	<b>WN</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>
<b>6</b>	<b>KS</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>7</b>	<b>TB</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>8</b>	<b>ABO</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>9</b>	<b>TA</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>10</b>	<b>FAM</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>11</b>	<b>AJ</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>
<b>12</b>	<b>AF</b>	<b>80</b>	<b>80</b>	<b>0</b>	<b>0</b>
<b>13</b>	<b>IADR</b>	<b>80</b>	<b>80</b>	<b>0</b>	<b>0</b>
<b>14</b>	<b>FAR</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>
<b>15</b>	<b>FA</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>16</b>	<b>FP</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>
<b>17</b>	<b>AL</b>	<b>70</b>	<b>70</b>	<b>0</b>	<b>0</b>



18	YM	70	70	0	0
19	AN	60	70	10	100
20	NA	60	60	0	0
21	RR	60	60	0	0
22	YCY	70	70	0	0
23	MIS	70	70	0	0
24	AA	60	80	10	100
25	RFA	60	60	0	0
26	AS	70	70	0	0
27	NA	70	70	0	0
28	JES	60	70	10	100
29	HV	60	70	10	100
30	EW	70	70	0	0
31	AL	70	80	10	100
32	MS	70	80	10	100
33	ES	70	80	10	100
34	MRH	70	70	0	0
35	DS	60	70	10	100
36	DM	50	80	30	900
<b>Total</b>		<b>2360</b>	<b>2520</b>	<b><math>\Sigma x = 150</math></b>	<b><math>\Sigma x^2 = 2300</math></b>

Table 4.4 above, showed the lowest and the highest score of pre-test and post-test in control group, it was based on the students total score there was 2300.

### The Calculating in control Group

3. The mean score was calculated as the following:

$$\begin{aligned} My &= \frac{\sum y}{N} \\ &= \frac{150}{36} \\ &= 4,17 \end{aligned}$$

4. Deviation score was calculated as the following:

$$\begin{aligned} \sum y^2 &= \sum x^2 - \frac{(\sum y)^2}{N} \\ &= 2300 - \frac{(150)^2}{36} \\ &= 2300 - \frac{22500}{36} \\ &= 2300 - 562 \\ &= 1675 \end{aligned}$$

### The Effectiveness of Index Card Match Technique

$$t = \frac{Mx - My}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{18,61 - 4,17}{\sqrt{\left( \frac{2231 + 1675}{36 + 36 - 2} \right) \left( \frac{1}{36} + \frac{1}{36} \right)}}$$

$$t = \frac{14,44}{\sqrt{\left(\frac{3906}{70}\right)\left(\frac{2}{36}\right)}}$$

$$t = \frac{14,44}{\sqrt{\left(\frac{7812}{2520}\right)}}$$

$$t = \frac{14,44}{\sqrt{3,1}}$$

$$t = \frac{14,44}{1,7}$$

$$t = 8,49$$

### C. Testing Hypothesis

From the statistical analysis, it was found that the t-score both of group was 8,49. the critical value of t-score for degree freedom =  $N_x + N_y - 2 = 70$  was 1,99, at the level of significance 0.05. it could be concluded  $t\text{-test} > t\text{-table}$  or  $8,49 > 1,99$ . So  $H_a$  is accepted or there was the effect of using Index card match technique to the students achievement in learning reading comprehension

**D. Students Difficulties in Learning Reading comprehension by Using Index  
Card Match Technique**

**Table 4.5**

**The students attitude assessment instrument:**

<b>No</b>	<b>Students initial</b>	<b>Care</b>	<b>Respect</b>	<b>Team Work</b>	<b>Self Confident</b>	<b>Responsibi lity</b>
<b>1</b>	<b>MS</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>2</b>	<b>SA</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>3</b>	<b>HS</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>4</b>	<b>FID</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>5</b>	<b>TW</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>6</b>	<b>RU</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>7</b>	<b>NBS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>8</b>	<b>CBS</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>9</b>	<b>HBP</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>10</b>	<b>SJ</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>11</b>	<b>DF</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>12</b>	<b>NP</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>13</b>	<b>NS</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>14</b>	<b>KS</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>15</b>	<b>AMB</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>

<b>16</b>	<b>DCB</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>17</b>	<b>RAS</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>18</b>	<b>AH</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>19</b>	<b>CB</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>20</b>	<b>NS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>21</b>	<b>FS</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>22</b>	<b>YA</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>23</b>	<b>ABT</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>24</b>	<b>DA</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>25</b>	<b>IP</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>26</b>	<b>SA</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>
<b>27</b>	<b>WS</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>28</b>	<b>DAT</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>4</b>
<b>29</b>	<b>TLH</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>30</b>	<b>A</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>31</b>	<b>DY</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>
<b>32</b>	<b>SLG</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>33</b>	<b>DGS</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>34</b>	<b>CV</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>35</b>	<b>EK</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

<b>36</b>	<b>PAS</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>
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Technique Assessment: 5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

Based on the attitude assessment, it can be conclude :

**Table 4.6**

**An attitude assessment:**

<b>Rated Aspect</b>	<b>excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Care</b>	<b>20 students</b>	<b>9 students</b>	<b>7 students</b>	-	-
<b>Respect</b>	<b>17 students</b>	<b>13 students</b>	<b>6 students</b>	-	-
<b>Team Work</b>	<b>17 students</b>	<b>8 students</b>	<b>11 students</b>	-	-
<b>Self Confident</b>	<b>16 students</b>	<b>16 students</b>	<b>3 students</b>	-	-
<b>Responsibility</b>	<b>13 students</b>	<b>18 students</b>	<b>5 students</b>	-	-

## **E. Research Finding**

Based on the data analysis above, the finding of this research were described that the students who were taught by using index card match technique got higher score than those who were taught by using conventional method. It was proved from the result of t-test which was 8.49 and t-table which was 1,99. It

means that Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension.

Based on the students answer, it is concluded they don't understand about the purpose of the text. most students still makes mistakes to understand the meaning and purpose of the text.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter, the researcher mainly present conclusion and suggestion based on the researcher finding and discussion presented in previous chapter.

#### **A. Conclusions**

1. Based on the data analysis it could be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students total score 14700 and the means score 18.61 while in the control group were 2300 and the mean score 4.17. The calculation of the data in the testing hypothesis showed that t-test 8.49 was higher than t-table 1.99. It means that there is a significant effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension.
2. The students nearly have no difficulties. It is a fact that in attitude assessment maximum score care was 180 the students had 158, respect was 180 the students had 155, team work was 180 the students had 152, self confident was 180 the students had 154, and responsibility was 180 the students had 149. It means, The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension was evaluable.
3. Index Card Match Technique gave a significant effect on students achievement in learning reading comprehension. Taught by Using Index Card Match Technique is more significant and evaluable



## **B. Suggestions**

The finding of the research score shows that there is significant difference on the students score before they were taught by Using Index Card Match Technique and after they were taught by Using Index Card Match Technique. Therefore, the researcher tries to give some suggestion ss follow:

1. The English Teacher, especially for the English teacher at SMA NEGERI 1 KUALA. They can try Index Card Match Technique in teaching English toincrease they knowledge and by using a good strategy the students are easier and motivated to learn English. The English should select a strategy that are not only interesting but also appropriate with the subject and the students needs. So, the teacher can use Index Card Match Technique as an active strategy to teach in the class.
2. The students, the students should be active in the classroom. By using Index Card Match Technique the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.
3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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## APPENDIX 1

### LESSON PLAN EXPERIMENTAL GROUP

School : SMAN 1 KUALA  
Subject : Bahasa Inggris  
Grade/Semester : X/2  
Topic : descriptive text  
Skill : Reading comprehension  
Time Allocation : 2 x 45 minute

#### A. CORE COMPETENCY (KI)

**KI 1:** Living and practicing the religious teachings it embraces.

**KI 2:** Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problem in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

**KI 3:** Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

**KI 4 :** Processing, reasoning, and recruiting in the realm of concrete and abstract realms related in the development of the self-study in the school independently, and able to use methods according to scientific rules.

#### B. BASIC COMPETENCE AND INDICATORS

##### BASIC COMPETENCE

1.1 Be grateful for the opportunity to learn English as a language introduction to international communication embodied in the spirit of language.

2.1 Demonstrated honest, discipline, confident, and responsible behavior in carrying out interpersonal communication with teacher and friend..

2.2 Demonstrate polite and caring behavior in carrying out transactional communication with teacher and friend.

2.3 Demonstrate responsibility, caring, cooperative and peace loving behavior, in carrying out functional communication

3.7 Analyze social functions, text structures, and linguistic elements to start and inquire about opinions and thoughts, according to the context of their use of opinions and thoughts, in the context of their use.

4.9 Prepare oral and written text to express and respond to expressions express opinions and thoughts, with due regard to social function, text structures, and linguistic elements that are true and contextual

#### INDICATORS

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Students are able to identify the communication purpose in the text
4. Students are able to identify the message contained in the text
5. Teacher tells the students that the topic of the lesson is Descriptive Text and revise their vocabulary related to the text
6. Make multiple choice to describe the purpose in the text

#### C. LEARNING OBJECTIVES

After the learning id complete the students are able to:

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Students are able to identify the communication purpose in the text
4. Students are able to identify the message contained in the text
5. Teacher tells the students that the topic of the lesson is Descriptive Text and revise their vocabulary related to the text
6. Make multiple choice to describe the purpose in the text

#### D. LEARNING MATERIAL

Fact :

Shown example of descriptive text and picture of someone



His name is Justin Drew Bieber. He is very famous singer nowadays. He begins to be a star after his voice was published at youtube.com. Justin was born



on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber dan his mother's name is Patricia (Pattie) Lynn Mallette.

Justin has red hair, sharp nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first single "One More Time" and his album in 2009 entitled "My World." "Baby, Somebody to Love, and Never Say Never" are very popular to everyone in the world.

#### **E. LEARNING METHOD**

- Index Card Match Technique

#### **F. MEDIA, TOOLS, AND LEARNING SOURCE**

**Media** : Card and Picture  
**Tools** : whiteboard, marker, laptop, infocus  
**Learning source** : English text book (kemendikbud) and [www.google.com](http://www.google.com)

#### **G. LEARNING ACTIVITIES STEPS**

- **Opening Activities**

##### **1. PREFACE (8minute)**

- a. The teacher greeting the students
- b. Pray together
- c. The teacher check attendances list
- d. Preparing students physically to follow the learning process
- e. outlines the scope of the material and the learning objectives of the activities to be undertaken by the students

##### **2. CORE ACTIVITIES (75 minute)**

- **Observe**

- a. The teacher introduce the class to the topic
- b. The teacher explore the topic with the class
- c. Explain the topic by using Index Card Match Technique
- d. The student will be listened the teachers explain

- **Questioning**

- a. Students create questions related to the images provided by the teacher
- b. Students ask the steps of preparing descriptive text
- c. Students ask how to make sentence phrases in descriptive text
- d. Teacher ask the student about the questions students have made

- **Exploring**

- The teacher give directions how to use Index Card Match Technique
- The teacher give a card containing the word questions and answers to find the partner
- The teacher give an example of how to match the card in accordance with the questions and answers
- Students practice matching cards with passion
- Students display the results of the discussion in pairs in front of the class

- **Associate**

- Students practice describing a person in pairs
- The teachers give an example of how to write the generic structure of descriptive text and explain briefly about descriptive text
- Students practice writing descriptive text with correct punctuation

- **Communicate**

- The teacher ask the students about their understanding how to use Index card match technique
- The students response the teacher about their understanding

### 3. CLOSING ACTIVITIES (7 minute)

- the teacher conclude the material
- the students listening the conclusion from the teacher
- the teacher greeting the students
- the students greeting the teacher

## H. ASSESSMENT

### 1. Technique and assessment forms:

- Attitude (through rubric attitude observation during learning)
- Knowledge: written test

### 2.Instrument's shape:

An attitude assessment instrument

No.	Rated Aspects	Value
1	Care	
2	Respect	
3	Team work	
4	Self confident	
5	Responsibility	

***Care***

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

**Team work**

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

***Responsibility***

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

***Respect***

5= Excellent  
4= Very Good  
3= Good  
2 = Fair  
1= Poor

**Self Confident**

5= Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor



## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old. (10 Point)
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old. (10 Point)
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
3. Which of the following statement is not true about Peter? (10 Point)
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - d. He plays football and tennis.
4. According to the passage, we know that Peter is .... (10 Point)
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that .... (10 Point)
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent.



6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - b. People is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.
7. What is the text mostly about?
- a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. D. peters' elder brother
8. He is fourteen years old . . . Than me.”  
The underlined word refers to ....
- a. Peter
  - b. The writer
  - c. The writer's brother
  - d. the writer's family
9. Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by ....
- a. Dislike sport
  - b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining
10. But he usually does what he is asked to do”  
The underlined phrase means ....
- a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

d. He is diligent.

Key answer

1. B
2. C
3. C
4. A
5. A
6. C
7. A
8. B
9. B
10. D

➤ Assessment

$$\text{Scoring} = \frac{\text{number of correct answer}}{\text{number of question}} \times 100$$

Kuala, February 2018

Approved by:  
English teacher



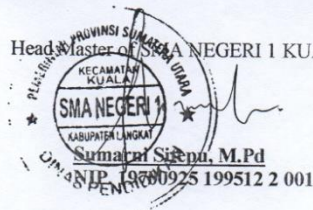
Dameria Ginting S.Pd  
NIP. 19800613 200903 2 006

Researcher



Nelly Irmayani Pandia  
NPM. 1402050366

Headmaster of SMA NEGERI 1 KUALA



Sumardi Sirepu, M.Pd  
NIP. 19780925 199512 2 001

## APPENDIX 2

### LESSON PLAN CONTROLGROUP

School : SMAN 1 KUALA  
Subject : Bahasa Inggris  
Grade/Semester : X/2  
Topic : descriptive text  
Skill : Reading comprehension  
Time Allocation : 2 x 45 minute

#### A. CORE COMPETENCY (KI)

**KI 1:** Living and practicing the religious teachings it embraces.

**KI 2:** Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problem in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

**KI 3:** Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

**KI 4:** Processing, reasoning, and recruiting in the realm of concrete and abstract realms related in the development of the self-study in the school independently, and able to use methods according to scientific rules.

#### B. BASIC COMPETENCE AND INDICATORS

##### BASIC COMPETENCE

1.1 Be grateful for the opportunity to learn English as a language introduction to international communication embodied in the spirit of language.

2.1 Demonstrated honest, discipline, confident, and responsible behavior in carrying out interpersonal communication with teacher and friend..



- 2.2 Demonstrate polite and caring behavior in carrying out transactional communication with teacher and friend.
- 2.3 Demonstrate responsibility, caring, cooperative and peace loving behavior, in carrying out functional communication
- 3.7 Analyze social functions, text structures, and linguistic elements to start and inquire about opinions and thoughts, according to the context of their use of opinions and thoughts, in the context of their use.
- 4.9 Prepare oral and written text to express and respond to expressions express opinions and thoughts, with due regard to social function, text structures, and linguistic elements that are true and contextual

#### **INDICATORS**

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Students are able to identify the communication purpose in the text
4. Students are able to identify the message contained in the text
5. Teacher tells the students to revise their vocabulary related to the text
6. Make multiple choice to describe the purpose in the text

#### **C. LEARNING OBJECTIVES**

After the learning is complete the students are able to:

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Students are able to identify the communication purpose in the text
4. Students are able to identify the message contained in the text
5. Teacher tells the students to revise their vocabulary related to the text
6. Make multiple choice to describe the purpose in the text

#### D. LEARNING MATERIAL

A descriptive text, titled "MY CAT"

##### My Cat



I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. That is maybe because it is a persian cat. Kitty looks very cute and sweet with her white soft fur. Moreover, it has bright blue eyes. When you look at its eyes, you will feel as if you see a sky or a blue ocean because it looks very bright blue. Kitty is a very beautiful cat. I really take care of its fur. I regularly take Kitty to the saloon for animals in my town twice a week to give a treatment for its fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. Moreover, Kitty is a little bit heavier now. It eats much now. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared. Kitty has a healthy body so that it becomes very attractive. I really like play with her. Kitty likes to play plastic ball or yarn ball in my house with me. I also sometimes give it a mouse in the form of a toy. It really likes to chase the mouse. I find it very cute when Kitty runs here and there trying to catch the mouse. Kitty is my lovely cat. I sometimes tell many things to it. Even though I know that it may not understand what I say, but at least it always hears

what I want to say. I like to play with it when I come home after having an exhausted day at school. I love my cat so much.

#### **E. LEARNING METHOD**

➤ Conventional Method

#### **F. MEDIA, TOOLS, AND LEARNING SOURCE**

**Media** : Picture

**Tools** : Whiteboard, and marker

**Learning source** : English text book (kemendikbud) and [www.google.com](http://www.google.com)

#### **G. LEARNING ACTIVITIES STEPS**

- **Opening Activities**

1. **Preface(8minute)**

- a. The teacher greeting the students
- b. Pray together
- c. The teacher check attendances list
- d. Preparing students physically to follow the learning process
- e. outlines the scope of the material and the learning objectives of the activities to be undertaken by the students

2. **CORE ACTIVITIES (75 minute)**

- **Observe**

- a. The teacher ask the students about the picture
- b. The teacher explains about the definition of descriptive text and it's generic structure
- c. The students observe the picture
- d. The listen the carefully to the teacher' explanation

- **Questioning**

- a. The teacher guides the students to asking the question about the descriptive text through the previous explanations
- b. Some of the students give question for the teacher

- **Exploring**

- a. The teacher ask the students to identify the text



- b. The teacher invite the students to read the text together
- c. The teacher ask the students to identify the main idea, general structure, and language feature and information about the text
- d. The students identify the text
- e. The students read the text together
- f. The students give the answer

- **Associate**

- a. the teacher ask the students to try the exercise
- b. the students try to answer the students

- **Communicate**

- a. The teacher ask the students about their understanding about the topic
- b. The students response the teacher about their understanding

### 3. Closing activities (7 minute)

- a. the teacher conclude the material
- b. the students listening the conclusion from the teacher
- c. the teacher greeting the students
- d. the students greeting the teacher

## H. Assessment

### 1. Technique and assessment forms:

- Attitude (through rubric attitude observation during learning)
- Knowledge: written test
- Skills : performance, project

### 2. Instrument's shape:

An attitude assessment instrument

No.	Rated Aspects	Value
1	Care	
2	Respect	
3	Team work	
4	Self confident	
5	Responsibility	

***Care***

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

**Team work**

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

***Responsibility***

5 = Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor

***Respect***

5= Excellent  
4= Very Good  
3= Good  
2 = Fair  
1= Poor

**Self Confident**

5= Excellent  
4= Very Good  
3= Good  
2= Fair  
1= Poor



## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old. (10 Point)
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - d. He plays football and tennis.
4. According to the passage, we know that Peter is ....
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that ....
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent.

6. From the text, we may conclude that.... (10 Point)

- a. Many people do not like Peter.
- b. People is older that the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

7. What is the text mostly about? (10 Point)

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. D. peters' elder brother

8. He is fourteen years old . . . Than me." (10 Point)

The underlined word refers to ....

- a. Peter
- b. The writer
- c. The writer's brother
- d. The writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by .... (10 Point)

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

10. But he usually does what he is asked to do"

The underlined phrase means ... (10 Point)

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.


Key answer

- 1. B
- 2. C
- 3. C
- 4. A
- 5. A
- 6. C
- 7. A
- 8. B
- 9. B
- 10. D

➤ Assessment


$$\text{Scoring} = \frac{\text{number of correct answer}}{\text{number of question}} \times 100$$

Approved by:  
English teacher

  
Dameria Ginting S.Pd  
NIP. 19800613 200903 2 006

Kuala, February 2018

Researcher

  
Nelly Irmayani Pandia  
NPM. 1402050366





### APPENDIX 3

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old. (10 Point)
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old. (10 Point)
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
3. Which of the following statement is not true about Peter? (10 Point)
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - d. He plays football and tennis.
4. According to the passage, we know that Peter is .... (10 Point)
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy

5. It is implied in the passage that .... (10 Point)

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

6. From the text, we may conclude that.... (10 Point)

- a. Many people do not like Peter.
- b. People is older that the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

7. What is the text mostly about? (10 Point)

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. D. peters' elder brother

8. He is fourteen years old . . . Than me." (10 Point)

The underlined word refers to ....

- a. Peter
- b. The writer
- c. The writer's brother
- d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by .... (10 Point)

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

10. But he usually does what he is asked to do"

The underlined phrase means ... (10 Point)

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

Key answer

1. B
2. C
3. C
4. A
5. D
6. C
7. A
8. B
9. B
10. D



Name : Siska Anggraini

### I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.  
a. Four  
☒ b. Fourteen  
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2. The writer is ... years old. (10 Point)  
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3. Which of the following statement is not true about Peter?  
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5. It is implied in the passage that ....  
☒ a. Peter is naughty.  
b. Peter is lazy.  
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6. From the text, we may conclude that...
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  - ☒ b. Peter is older than the writer.
  - ☐ c. Peter is a welcoming person.
  - ☐ d. Peter is not diligent at all.

7. What is the text mostly about?
- ☐ a. Peter
  - ☒ b. Peter's hobby
  - ☐ c. Peter's family
  - ☐ d. Peter's elder brother

8. He is fourteen years old... Than me."  
The underlined word refers to ....
- ☒ a. Peter
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  - ☐ d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."  
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  - ☐ c. Hates sport very much
  - ☐ d. Finds sport not really entertaining

10. But he usually does what he is asked to do"  
The underlined phrase means ....
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  - ☐ c. He is lazy.
  - ☐ d. He is diligent.

60



Nama: Septio Lasmana Ginting

### I. EVALUATION

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  - ☐ c. He is lazy.
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Nama : Dania Amelia br. Sirepu

### I. EVALUATION

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- c. Peter is unfriendly.
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  - d. D. peters' elder brother

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- a. He does anything he wants.
  - ☒ b. He always asks.
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  - d. He is diligent.

60

Name = Siti ANISTAH

### I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

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8. He is fourteen years old ... Than me."  
The underlined word refers to ....  
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b. The writer  
c. The writer's brother  
d. the writer's family

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d. Finds sport not really entertaining

10. But he usually does what he is asked to do"  
The underlined phrase means ....  
a. He does anything he wants.  
☒ b. He always asks.  
c. He is lazy.  
d. He is diligent.



NAME: AMATUDA

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

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☒ d. Peter is diligent.

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- a. Many people do not like Peter.
  - b. People is older that the writer.
  - c. Peter is a welcoming person.
  - ~~d. Peter is not diligent at all.~~

7. What is the text mostly about?
- ~~a. Peter~~
  - ~~b. Peter's hobby~~
  - c. Peter's family
  - d. D. peters' elder brother

8. He is fourteen years old . . . Than me.”  
The underlined word refers to ....
- a. Peter
  - ~~b. The writer~~
  - c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by ....
- ~~a. Dislike sport~~
  - b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do”  
The underlined phrase means ...
- ~~a. He does anything he wants.~~
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.



Nama : Siska Anggraini

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.  
☐ a. Four  
☒ b. Fourteen  
☐ c. Forty  
☐ d. Ten
2. The writer is ... years old. (10 Point)  
☒ a. Fourteen  
☐ b. Sixteen  
☒ c. Eighteen  
☐ d. Nineteen
3. Which of the following statement is not true about Peter?  
☐ a. He has long and straight hair.  
☐ b. He has bright eyes.  
☐ c. He is interested in sports.  
☐ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....  
☒ a. The writer's youngest brother  
☐ b. The writer's elder brother  
☐ c. A naughty boy  
☐ d. A friendly boy
5. It is implied in the passage that ....  
☒ a. Peter is naughty.  
☐ b. Peter is lazy.  
☐ c. Peter is unfriendly.  
☐ d. Peter is diligent.

Mr: Siska Anggraini

6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - b. People is older than the writer.
  - c. Peter is a welcoming person.
  - ☒ d. Peter is not diligent at all.

7. What is the text mostly about?
- a. Peter
  - ☒ b. Peter's hobby
  - c. Peter's family
  - d. D. Peters' elder brother

8. He is fourteen years old . . . Than me."
- The underlined word refers to ....
- a. Peter
  - ☒ b. The writer
  - c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."
- The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
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10. But he usually does what he is asked to do"
- The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

Name : Septio Ismana Ginting

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.  
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☒ b. Fourteen  
☐ c. Forty  
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☒ a. The writer's youngest brother  
☐ b. The writer's elder brother  
☐ c. A naughty boy  
☐ d. A friendly boy
5. It is implied in the passage that ....  
☐ a. Peter is naughty.  
☐ b. Peter is lazy.  
☐ c. Peter is unfriendly.  
☒ d. Peter is diligent.



6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - ☒ b. People is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

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- ☒ a. Peter
  - ☒ b. Peter's hobby
  - c. Peter's family
  - d. Peter's elder brother

8. He is fourteen years old . . . Than me."  
The underlined word refers to ....
- a. Peter
  - ☒ b. The writer
  - c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."  
The underlined phrase can be replaced by ....
- ☒ a. Dislike sport
  - b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do"  
The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

Nama : Dania Amelia Br. Sitepu  
Kelas : X Bahasa

### I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

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☒ b. Fourteen  
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☐ d. Ten
2. The writer is ... years old. (10 Point)  
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☐ a. He has long and straight hair.  
☒ b. He has bright eyes.  
☐ c. He is interested in sports.  
☐ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....  
☒ a. The writer's youngest brother  
☐ b. The writer's elder brother  
☐ c. A naughty boy  
☒ d. A friendly boy
5. It is implied in the passage that ....  
☒ a. Peter is naughty.  
☐ b. Peter is lazy.  
☐ c. Peter is unfriendly.  
☐ d. Peter is diligent.

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6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - b. People is older than the writer.
  - ☒ c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

7. What is the text mostly about?
- ☒ a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. D. Peter's elder brother

8. He is fourteen years old . . . Than me."  
The underlined word refers to ....
- a. Peter
  - b. The writer
  - c. The writer's brother
  - ☒ d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."  
The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do"  
The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

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Name: SITI ANIS/AAH

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.

- ☒ a. Four
- ☐ b. Fourteen
- ☐ c. Forty
- ☐ d. Ten

2. The writer is ... years old. (10 Point)

- ☒ a. Fourteen
- ☐ b. Sixteen
- ☐ c. Eighteen
- ☐ d. Nineteen

3. Which of the following statement is not true about Peter?

- ☒ a. He has long and straight hair.
- ☐ b. He has bright eyes.
- ☐ c. He is interested in sports.
- ☐ d. He plays football and tennis.

4. According to the passage, we know that Peter is ....

- ☒ a. The writer's youngest brother
- ☐ b. The writer's elder brother
- ☐ c. A naughty boy
- ☐ d. A friendly boy

5. It is implied in the passage that ....

- ☒ a. Peter is naughty.
- ☐ b. Peter is lazy.
- ☐ c. Peter is unfriendly.
- ☐ d. Peter is diligent.

Name : Siti Aniyah

6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - ☒ b. People is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

7. What is the text mostly about?
- ☒ a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. D. Peters' elder brother

8. He is fourteen years old ... Than me." The underlined word refers to ....
- a. Peter
  - ☒ b. The writer
  - c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do" The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.



NAME : AMATUDA

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - a. Four
  - ☒ b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old. (10 Point)
  - ☒ a. Fourteen
  - b. Sixteen
  - c. Eighteen
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3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - ☒ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....
  - ☒ a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that ....
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - ☒ d. Peter is diligent.

✓ 6. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. People is older than the writer.
- ✗ c. Peter is a welcoming person.
- d. Peter is not diligent at all.

✓ 7. What is the text mostly about?

- ✗ a. Peter
- b. Peter's hobby
- c. Peter's family
- d. D. Peter's elder brother

✓ 8. He is fourteen years old ... Than me."

The underlined word refers to ....

- a. Peter
- ✗ b. The writer
- c. The writer's brother
- d. the writer's family

✗ 9. Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by ....

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- ✗ d. Finds sport not really entertaining

✓ 10. But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- ✗ d. He is diligent.

Nama: UWI SETIAKHA  
Kelas : X MIA 3  
Study : ENGLISH

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - a. Four
  - ☒ b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old. (10 Point)
  - a. Fourteen
  - b. Sixteen
  - ☒ c. Eighteen
  - d. Nineteen
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - ☒ c. He is interested in sports.
  - d. He plays football and tennis.
4. According to the passage, we know that Peter is ....
  - ☒ a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that ....
  - ☒ a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent.



6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - ☒ b. Peter is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

7. What is the text mostly about?
- a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - ☒ d. Peter's elder brother

8. He is fourteen years old . . . Than me.”  
The underlined word refers to ....
- a. Peter
  - b. The writer
  - ☒ c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do”  
The underlined phrase means ...
- a. He does anything he wants.
  - ☒ b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

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## L. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - ☒ a. Four
  - ☐ b. Fourteen
  - ☐ c. Forty
  - ☐ d. Ten
2. The writer is ... years old. (10 Point)
  - ☒ a. Fourteen
  - ☐ b. Sixteen
  - ☐ c. Eighteen
  - ☐ d. Nineteen
3. Which of the following statement is not true about Peter?
  - ☒ a. He has long and straight hair.
  - ☐ b. He has bright eyes.
  - ☐ c. He is interested in sports.
  - ☐ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....
  - ☒ a. The writer's youngest brother
  - ☐ b. The writer's elder brother
  - ☐ c. A naughty boy
  - ☐ d. A friendly boy
5. It is implied in the passage that ....
  - ☒ a. Peter is naughty.
  - ☐ b. Peter is lazy.
  - ☐ c. Peter is unfriendly.
  - ☐ d. Peter is diligent.

- ☒ 6. From the text, we may conclude that....
- a. Many people do not like Peter.
  - ☒ b. Peter is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

- ☒ 7. What is the text mostly about?
- ☒ a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. Peter's elder brother

- ☒ 8. He is fourteen years old . . . Than me.”  
The underlined word refers to ....
- a. Peter
  - b. The writer
  - ☒ c. The writer's brother
  - d. the writer's family

- ☒ 9. Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

- ☒ 10. But he usually does what he is asked to do”  
The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

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Name : Khairani Syahputri

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer!!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.  
a. Four  
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2. The writer is ... years old. (10 Point)  
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3. Which of the following statement is not true about Peter?  
a. He has long and straight hair.  
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c. He is interested in sports.  
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4. According to the passage, we know that Peter is ....  
a. The writer's youngest brother  
☒ b. The writer's elder brother  
c. A naughty boy  
d. A friendly boy
5. It is implied in the passage that ....  
a. Peter is naughty.  
b. Peter is lazy.  
c. Peter is unfriendly.  
☒ d. Peter is diligent.

6. From the text, we may conclude that...
- a. Many people do not like Peter.
  - b. People is older than the writer.
  - ☒ c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

7. What is the text mostly about?

- ☒ a. Peter
- b. Peter's hobby
- c. Peter's family
- d. Peter's elder brother

8. He is fourteen years old ... Than me."  
The underlined word refers to ....

- a. Peter
- ☒ b. The writer
- c. The writer's brother
- d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."  
The underlined phrase can be replaced by ....

- a. Dislike sport
- ☒ b. Really likes sport
- c. Hates sport very much
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10. But he usually does what he is asked to do"  
The underlined phrase means ....

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- ☒ d. He is diligent.

70



## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.

- a. Four
- ☒ b. Fourteen
- c. Forty
- d. Ten

2. The writer is ... years old. (10 Point)

- ☒ a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

3. Which of the following statement is not true about Peter?

- ☒ a. He has long and straight hair.
- b. He has bright eyes.
- c. He is interested in sports.
- d. He plays football and tennis.

4. According to the passage, we know that Peter is ....

- ☒ a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

5. It is implied in the passage that ....

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- ☒ d. Peter is diligent.

- ☒ 6. From the text, we may conclude that...
- a. Many people do not like Peter.
  - ☒ b. Peter is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

- ☒ 7. What is the text mostly about?
- ☒ a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. Peter's elder brother

- ☒ 8. He is fourteen years old . . . Than me.”  
The underlined word refers to ....
- ☒ a. Peter
  - b. The writer
  - c. The writer's brother
  - d. the writer's family

- ☒ 9. Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

- ☒ 10. But he usually does what he is asked to do”  
The underlined phrase means ...
- a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - ☒ d. He is diligent.

60

Nama: Hesty Vitara.

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

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1. How old is Peter? He is ... years old.  
☐ a. Four  
☒ b. Fourteen ✓  
☐ c. Forty  
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2. The writer is ... years old. (10 Point)  
☐ a. Fourteen  
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☒ c. Eighteen ✓  
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3. Which of the following statement is not true about Peter?  
☐ a. He has long and straight hair.  
☒ b. He has bright eyes.  
☐ c. He is interested in sports.  
☐ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....  
☒ a. The writer's youngest brother ✓  
☐ b. The writer's elder brother  
☐ c. A naughty boy  
☐ d. A friendly boy
5. It is implied in the passage that ....  
☐ a. Peter is naughty.  
☐ b. Peter is lazy.  
☐ c. Peter is unfriendly.  
☒ d. Peter is diligent. ✓



6. From the text, we may conclude that...
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  - d. Peter is not diligent at all.

7. What is the text mostly about?
- ☒ a. Peter
  - ☒ b. Peter's hobby
  - c. Peter's family
  - d. D. Peters' elder brother

8. He is fourteen years old... Than me."  
The underlined word refers to ....
- ☒ a. Peter
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10. But he usually does what he is asked to do"  
The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

Name : Prati Setiawan

### I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.


1. How old is Peter? He is ... years old.  
☐ a. Four  
☒ b. Fourteen  
☐ c. Forty  
☐ d. Ten
2. The writer is ... years old. (10 Point)  
☐ a. Fourteen  
☐ b. Sixteen  
☒ c. Eighteen  
☐ d. Nineteen
3. Which of the following statement is not true about Peter?  
☐ a. He has long and straight hair.  
☐ b. He has bright eyes.  
☒ c. He is interested in sports.  
☐ d. He plays football and tennis.
4. According to the passage, we know that Peter is ....  
☒ a. The writer's youngest brother  
☐ b. The writer's elder brother  
☐ c. A naughty boy  
☐ d. A friendly boy
5. It is implied in the passage that ....  
☐ a. Peter is naughty.  
☐ b. Peter is lazy.  
☒ c. Peter is unfriendly.  
☐ d. Peter is diligent.

6. From the text, we may conclude that...
- ☒ a. Many people do not like Peter.
  - b. People is older than the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.

7. What is the text mostly about?
- ☒ a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. D. Peter's elder brother

8. He is fourteen years old... Than me."
- The underlined word refers to ....
- a. Peter
  - ☒ b. The writer
  - c. The writer's brother
  - d. the writer's family

9. Peter is interested in sports very much, and at school he plays football and tennis."
- The underlined phrase can be replaced by
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. But he usually does what he is asked to do"
- The underlined phrase means ...
- a. He does anything he wants.
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- 



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Read the text carefully and then answer the question by crossing the correct answer !!!

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Vocabularies: Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

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The underlined phrase means ...
- ☒ a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - d. He is diligent.

70

Name : Khairani Syahfitri

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

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  - ☒ a. Peter is naughty.
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  - c. Peter is unfriendly.
  - d. Peter is diligent.



ATIRANI SYAHFITRI

7. From the text, we may conclude that...
- a. Many people do not like Peter.
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  - d. Peter is not diligent at all.

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The underlined word refers to ....
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  - d. the writer's family

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The underlined phrase can be replaced by ....
- a. Dislike sport
  - ☒ b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

11. But he usually does what he is asked to do"  
The underlined phrase means ...
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  - b. He always asks.
  - c. He is lazy.
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70

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  - d. the writer's family

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  - d. Finds sport not really entertaining

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- a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - ~~d. He is diligent.~~

70



Nama: Hesty Vihara.

## I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

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- a. He does anything he wants.
  - b. He always asks.
  - c. He is lazy.
  - ☒ d. He is diligent.

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## APPENDIX 5

The score of the pre-test and post-test in experimental group

No	Name of Students	Pre-test ( $x_1$ )	Post-test ( $x_2$ )
1	Meta Sari	60	80
2	Siti Anisyah	50	70
3	Herlinda Syahpitri	70	80
4	Fadhilah Ichwani Damanik	60	80
5	Tanti Windarti	50	70
6	Rahayu Utami	60	80
7	Nurdita Br. Sitepu	70	80
8	Cathrine Br. Sembiring	40	60
9	Halimah Br. PA	60	80
10	Sri Juwita	50	70
11	Dini Febriani	50	70
12	Nova Pebrina	40	60
13	Nazla Salsabila	30	70
14	Khelsea Shakira	60	80
15	Abby Mayu Tarigan	50	80
16	Deny Candra B Tarigan	50	70
17	Rendi Atmaja Sitepu	50	70
18	Aji Hariadi	50	70



19	Candra Budianto	50	70
20	Nurholis Sahputra	60	80
21	Fery Suwendi	50	60
22	Yunita Andur	50	80
23	Agustina Br. Tarigan	60	60
24	Dania Amelia Br.Sitepu	60	80
25	IkaPurwaningsih	50	80
26	Siska Anggraini	60	70
27	Windi Silvani	60	80
28	DwikyAndreansyahTarigan	60	70
29	Tri Lian Hindi	50	70
30	Amanda	50	70
31	Dona Yolanda	50	70
32	Septrio Lasmana Ginting	50	60
33	Divana Ginting Suka	60	70
34	Cindi Violeta	60	70
35	Egia Karolina	60	70
36	Putri Amanda Sembiring	70	80













































































The score of the pre-test and post-test in control group

No	Name of Students	Pre-test ( $y_1$ )	Post-test ( $y_2$ )
1	Ayu Wulandari	50	60
2	Maharani Hariyanti	70	70
3	Ani Parawati	60	80
4	Cika Wulandari	60	60
5	Widya Natasya	60	60
6	Khairani Syahfitri	70	70
7	Tania Budiati	70	70
8	Amelia Dwi Oktavia Br. Sitepu	70	70
9	Tarisya Alfadhilla	70	70
10	Feny Artha Melinda	60	70
11	Anisa Jesica Br. Sembiring	60	60
12	Aulia Fazriani	80	80
13	IgaAgusti Diah Regita	80	80
14	Fadhil Abdul Rasyid	60	60
15	Fahrul Azmi	70	70
16	Fikri Pazli	70	70
17	Anggi Lestari Br. Pelawi	70	70
18	Yutia Melani Br. Ginting	70	70
19	Emme Ninta Br. Namohaii	60	70
20	Nadya Afrianti	60	60

21	Rendra Ramadan	60	60
22	Yoan Chairul Yundiavy	70	70
23	Mhd. Irfan Syhaputra	60	70
24	Andre Ardiansyah	60	80
25	Reza FitraAnsavi	60	60
26	Adella Shahrani	70	70
27	Nadia Anggraini	70	70
28	Junita Eka Sari Br. Ginting	60	70
29	Hesty Vitara	60	70
30	Endang Widian	70	70
31	Annisa Lestari Br. Ginting	70	80
32	Mayang Sari	70	80
33	Eliza Syahfitri Br. Sembiring	70	80
34	Mhd. RizkyHadinata	70	70
35	Dwi Setiawan	60	80
36	Danianti Miranda Br. Bangun	50	80











































































List Attendance of the Students  
SMA Negeri 1 Kuala

No	Name	Signature			
1.	Meta Pari				
2.	SITI ANSYAH				
3.	Hertinda Syapthi				
4.	Fadhiah Khwani Damanik				
5.	Tanti Windarti				
6.	Rahayu Utami				
7.	Nurdita Bt Sitoru				
8.	Catherine eudiza Br. sbr				
9.	HALIMAH BR PA				
10.	Sri Juwita				
11.	DINI FEBRIANI				
12.	Nova Pebriana				
13.	Nazla Salsabila				
14.	Khasea Shatira				
15.	ABBY MAYU TARIGAN				
16.	DENY CHANDRA B. SPR				
17.	RENDI ATMYA JNSTP				
18.	AJI HARIADI				
19.	canara budianto				

20.	NurHolis Sahputra	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
21	Fery Suwendi	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
22	Yuneta andur	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
23	Agustina br tarigan	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
24	Dania Andia B SIP	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
25	Ika purwaningsih	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
26	Siska anggraini	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
27.	Windi Silvani	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
28.	Dwika ANDREASTAH TPE	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
29	TRI LIAH NINDI	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
30	AMARUDA	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
31	DONA YOLANDA	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
32	SEPTRIO LASMARIA GINTING	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
33	DIVANA GINTING Suka	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
34.	RENDI ATMAHA STEPV	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
35	Cindi Violeta	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>
36	Endang Kurnia	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>	<del>Hum</del>



List Attendance of the Students  
SMA Negeri 1 Kuala

No	Name	Signature			
1.	Ayu WULANDARI				
2.	Moharani Hariganti				
3.	ANI PARAWATI				
4.	CIKA WULANDARI				
5.	Widya Natasya				
6.	Khairani Syahfitri				
7.	Tania Budiati				
8.	AMELIA DWI OKTAVIA BR. STP				
9.	TARISYA - ALFADHILLA				
10.	Feny arta melinda				
11.	Amisa Jessica br. sbr				
12.	AULIA FAZRIANI				
13.	IGA AYUSTI DIAH REGITA				
14.	Fadhil ABDUL Rasyid				
15.	FAHRUL AZMI				
16.	FIKRI PAZLI				
17.	ANGGI LESTARI BR. PELAWI				
18.	Yulia Melani Br giribay				

19.	EMME NINTA BR. NAMOHATI	<u>Zimul</u>	<u>Zimul</u>	<u>Zimul</u>	<u>Zimul</u>
20.	NADYA AFRIANTI	<u>Nyanti</u>	<u>Nyanti</u>	<u>Nyanti</u>	<u>Nyanti</u>
21.	RENDRA RAMADANI	<u>3ln.</u>	<u>3ln.</u>	<u>3ln.</u>	<u>3ln.</u>
22.	Yaan Chairul yundiary	<u>Cuy</u>	<u>Cuy</u>	<u>Cuy</u>	<u>Cuy</u>
23.	MHD IFAN SYANDUTRA	<u>IFAN</u>	<u>IFAN</u>	<u>IFAN</u>	<u>IFAN</u>
24.	ANDRE ARDIANSYAH	<u>AS</u>	<u>AS</u>	<u>AS</u>	<u>AS</u>
25.	REZA FITRA ANSARI	<u>REZA</u>	<u>REZA</u>	<u>REZA</u>	<u>REZA</u>
26.	Adella Shaharani	<u>Adella</u>	<u>Adella</u>	<u>Adella</u>	<u>Adella</u>
27.	Nadia Anagraini	<u>Nadia</u>	<u>Nadia</u>	<u>Nadia</u>	<u>Nadia</u>
28.	JUNITA EKA SARI BR CITU	<u>Fluor</u>	<u>Fluor</u>	<u>Fluor</u>	<u>Fluor</u>
29.	HESTY VITARA	<u>Hestia</u>	<u>Hestia</u>	<u>Hestia</u>	<u>Hestia</u>
30.	Endang Widiara	<u>Endang</u>	<u>Endang</u>	<u>Endang</u>	<u>Endang</u>
31.	Annisa lestari br. giting	<u>Annisa</u>	<u>Annisa</u>	<u>Annisa</u>	<u>Annisa</u>
32.	Mayang Sari	<u>Mayang</u>	<u>Mayang</u>	<u>Mayang</u>	<u>Mayang</u>
33.	Eliza syafitri br. sambarung	<u>Eliza</u>	<u>Eliza</u>	<u>Eliza</u>	<u>Eliza</u>
34.	MHD RIZKY HADINATA	<u>Rizky</u>	<u>Rizky</u>	<u>Rizky</u>	<u>Rizky</u>
35.	Dwi Setiawan	<u>Dwi</u>	<u>Dwi</u>	<u>Dwi</u>	<u>Dwi</u>
36.	Darivaty Miranda br. bangun	<u>Darivaty</u>	<u>Darivaty</u>	<u>Darivaty</u>	<u>Darivaty</u>



APPENDIX 7













MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nelly Irmayani Pandia  
NPM : 1402050366  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 131 SKS

IPK = 3,19

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
28 11-2017	The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension	
	The Effect of Student Achievement in Speaking through Time Token Strategy	
	Improving Students Speaking Achievement in Agreement and Disagreement Expression by Using Problem Solving Strategy	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 November 2017  
Hormat Pemohon,

Nelly Irmayani Pandia

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan






MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**


Dengan ini saya:

Nama Mahasiswa : Nelly Irmayani Pandia  
NPM : 1402050366  
Prog. Studi : Pendidikan Bahasa Inggris


Judul	Diterima
The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Dra. Hj. Yustini Amnah, M.Hum

Medan, 24 November 2017  
Hormat Pemohon,

  
Nelly Irmayani Pandia



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nelly Irmayani Pandia  
NPM : 1402050366  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Index Card Match Technique to the Students Achievement  
in Learning Reading Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dra. Hj. Yustini Amnah, M.Hum

Acc 28/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 28 November 2017  
Hormat Pemohon,

Nelly Irmayani Pandia

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 6330 /II.3-AU /UMSU-02/F/2017  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Nelly Irmayani pandia  
NPM : 1402050366  
Program Studi : Pend. Bahasa Inggris  
Judul Skripsi : The Effect of Using Index Card Match Technique to the Students' Achievement in Learning Reading Comprehension

Pembimbing : Dra. Hj. Yustini Amnah.,MHum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **04 Desember 2018**

Medan, 15 Rab. Awwal 1439 H  
04 Desember 2017 M

Wassalam  
Dekan

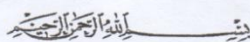


Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Nelly Irmayani Pandia  
N.P.M : 1402050366  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Index Card Match Technique to the Students  
Achievement in Learning Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
24/12-2017	Chapter I	
	Chapter II	
	Chapter III	
07/01-2018	Chapter I	
	Chapter III	
15/01-2018	Chapter III	
19/01-2018	Chapter III	
	ACC to Seminar	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Januari 2018

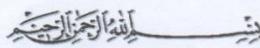
Dosen Pembimbing

(Dra. Hj. Yustini Amnah, M.Hum)





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nelly Irmayani Pandia

N.P.M : 1402050366

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Using Index Card Match Technique to the Stidents' Achievement in Learning Reading Comprehension

sudah layak diseminarkan.

Medan, 19 Januari 2018

Dosen Pembimbing,

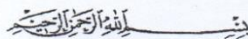
Dra. Hj. Yusti Ampah, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nelly Irmayani Pandia  
N.P.M : 1402050366  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Index Card Match Technique to the Students  
Achievement in Learning Reading Comprehension

Pada hari Sabtu tanggal 27 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

**Erlindawati, S.Pd, M.Pd**

Dosen Pembimbing

**Dra. Hj. Yustini Amnah, M.Hum**

Diketahui oleh  
Ketua Program Studi,

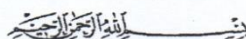
**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Nelly Irmayani Pandia  
N.P.M : 1402050366  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Index Card Match Technique to the Students  
Achievement in Learning Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 27, Bulan Januari,  
Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

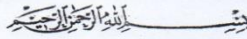
Medan, Januari 2018

Ketua,

**Mandra Saragih, S.Pd, M.Hum**



## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nelly Irmayani Pandia  
N.P.M : 1402050366  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018  
Hormat saya  
Yang membuat pernyataan,



Nelly Irmayani Pandia

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



*Unggul, Cerdas & Terpercaya*  
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkkip.umsu.ac.id> E-mail: [fkkip@umsu.ac.id](mailto:fkkip@umsu.ac.id)

Nomor  
Lamp  
Hal

957/IL.3/UMSU-02/F/2018  
Mohon Izin Riset

Medan, 15 Jum. Awal 1439 H  
01 Februari 2018 M

Kepada Yth, Bapak/ Ibu Kepala  
SMA Negeri 1 Kuala  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

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N P M : 1402050336  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



\*\* Pertinggal \*\*





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DINAS PENDIDIKAN

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Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Kuala Kabupaten Langkat, dengan ini menerangkan bahwa :

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Benar bahwa nama di atas telah melaksanakan penelitian di SMA Negeri 1 Kuala di mulai pada tanggal 21 Februari 2018 s.d 28 Februari 2018.

Surat keterangan ini di buat untuk melengkapi administrasi persetujuan judul Skripsi.

Demikian surat keterangan ini di berikan untuk dapat di gunakan sepenuhnya.





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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
16/03-2018	Chapter 1		
	Chapter 2		
	Chapter 3		
19/03-2018	Chapter 4		
	Chapter 5		
	Abstrak		
20/03-2018	ACC to green table		

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# THE EFFECT OF USING INDEX CARD MATCH TECHNIQUE TO THE STUDENTS ACHIEVEMENT IN LEARNING READING COMPREHENSION

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## ABSTRACT

**Nelly Irmayani Pandia, 1402050366 “The Effect of Using Index Card Match Technique To The Students Achievement In Learning Reading Comprehension”. Skripsi English Education Program. Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara Medan, 2018.**

The objective of this research were to find out the effect of index card match technique to the students achievement in learning reading comprehension and to know the students difficulties in reading comprehension by using index card match technique. The population of this research was the X<sup>th</sup> grade the students of SMA NEGERI 1 KUALA, with the total population were 252 students. There were 72 students as the sample that were divided into two classes, for the experimental class X- mia 2 consisted of 36 students and for control class X-mia 3 consisted of 36 students. The sample used was random sampling. The instruments for collecting data in this research was compliment in collected data, pre-test and post-test conducted in both, experimental and control group. The students had been given the test which consist of 10 multiple choice. In this research, the researcher conducted a quantitative and qualitative research. The finding showed that the students who taught by using Index Card Match Technique got better score than those who taught by using conventional Method. from this research, it was found that by using Index Card Match Technique could cause positive effect of to the students achievement in learning reading comprehension, which was proven from the result of analysis showed that  $t_{test}$  was higher than  $t_{table}$ ,  $t_{test} > t_{table}$  or  $8.49 > 1.99$  at  $\alpha = 0.05$  and the degree freedom (df) 70 it’s means that  $H_a$  was accepted. The students nearly have no difficulties. it is fact that in attitude assessment maximum score **care** was **180** the students had **158**, **respect** was **180** the students had **155**, **team work** was **180** the students had **152**, **self-confident** was **180** the students had **154**, and **responsibility** was **180** the students had **149**. it’s means, The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension was evaluable.

**Keyword : Index Card Match, Reading Comprehension**

## INTRODUCTION

Reading is one of the most important skills in language learning beside speaking, listening, and writing. Reading provides some activities to help the reader comprehend the written expressions. The reader can get a lot of knowledge, information, enjoyment, or even problem solution.

Teaching reading comprehension is very important, because it can be used to develop the comprehension to read not only the textbook but also other reading materials. Therefore, reading comprehension is very important for the students of English as foreign language. Teacher should have good method to teach learners and make the learners understand the text well. Because when the students are taught using conventional method, the teaching process only focus on the teacher and the learner not pay attention to the teacher. Grabe and Stoller (2002:9) state that the reading as the ability to draw meaning from the printed page and interpret this information appropriately. Jain and Patel (2008:113) said that reading is an active process which consist of recognition and comprehension skill. Reading is important activity in life which one can update his/her knowledge.

Based on observation in SMA NEGERI 1 KUALA, especially for the tenth grade, researcher found that the student reading comprehension was poor. It is caused some problem in teaching learning activity. When the teacher asked the students to read and find out the meaning of the text,

there some students who got difficult to get the meaning of the text.

Therefore, the problem of understanding the text in reading can be caused by many factors. One of them is learning strategy in teaching and learning process which is effective in the classroom. Generally, the student only read the text but they don't understand the meaning. It is indicated that they don't get information from the text and they don't understand the meaning of the text. Index card match one of the solution to solve the problem which consist of several separate information, and how to use the card, the student must comprehend with the first text, and look for other friend and match card in appropriate information. According to Silberman (2006:250) states that pass out index card and request anonymous answer to your questions. Use response card to save time or to provide anonymity for personally threatening self-disclosures. The need to state you concisely on a card is another advantage of this technique.

Based on the explanation above, it is essential to use a suitable and effective technique to help students solve their problem. This is study design and conduct to prove whether index card match technique improves students reading comprehension.

## RESEARCH QUESTION

1. Is there any significant effect of applying index card match technique to the students

achievement in learning reading comprehension?

2. What are the students difficulties in reading comprehension by applying index card match?

## **REVIEW OF LITERATURE**

### **1. The Nature of Reading**

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader (Tarigan, 2008).

### **2. The Importance of Reading**

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

### **3. Reading Comprehension**

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding,

experiences, language background, mind set and reasoning of reader.

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995, p.235), "comprehension is means and has excessive aimed in improving or testing one's understands of a language whether written or spoken". Comprehension is not only need in student's reading activities, but also to measure the ability of each student in classroom.

There are main ways in reading as follows:

#### **1. Skimming**

Skimming consists of quickly meaning one's eyes across a whole text (an essay, article, etc) for exam to get the gist. Skimming gives readers the advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone developing or supporting ideas.

#### **2. Scanning**

The second in the "most valuable" category is scanning or quickly thing for some particular piece or pieces of information in a text.

#### **3. Extensive reading**

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

#### 4. Intensive reading

Reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

#### **4. The Concept of Reading Comprehension**

Reading comprehension as the use strategies in reading in retrieving information and constructing meaning of thesis done by the readers. Strategies that are used by the readers may be different from another. It depends on the readers aim in reading. By understanding the concept of reading. Reading can develop their own strategies to enhance their reading comprehension. It will automatically help the readers to achieve their goals in comprehending the reading text.

#### **5. Teaching Reading in Senior High School**

Senior high school students or teenagers are categorized into adolescents. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in teaching reading if the teacher can engage them.

Teaching reading to adolescents is different from teaching reading to children because adolescents have wider knowledge than children. Therefore, in teaching reading in senior high school, a teacher must choose some methods which are related to the topic and curriculum.

A teacher should be able to choose effective methods of teaching reading to expose every particular material since all methods have their advantages and disadvantages.

Harmer (2001, p. 5) states that “a teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model”. Thus, a teacher should be able act in different ways, not only as a teacher, but also as a guide, controller, even as a model. The teacher lets the students do what they should to do. In this case, students are the central of the class.

#### **6. Definition of Index Card Match Technique**

Good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves. The reasons why students student need to learn strategic practices for learning is they contend that for learning occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary.

Index card match pass out index cards and request anonymous for to your questions. Use response cards to save time or to provide anonymity for personally threatening self-disclosures. Index card match is the active technique and enjoyable way to review course material. It means that index card match is the interesting technique and enjoyable in teaching process.

Index card match is a technique that can't only can be use to review the previous material but also to provide enjoyable learning. Besides, this media makes student active in the class. Student should find out their partners. Index card match is identical with cooperative learning for the students. Index card match need the student be an active and also honest.

## **7. The Step of Index Card match**

- a. Write down on separate index cards the names of technique and or concept examined in the learning session. Create enough cards to equal one-half number of students.
- b. On separate cards, write clear definition of each of the technique or concepts you have chose and give a clear example of the technique or concept.
- c. Combine the two sets of cards and shuffle then several times so that they are well mixed.
- d. Give out one card to each students. Explain that, this is a matching activity some students have names of technique or concept examined in the learning sessions and others have definitions or example.
- e. Direct students to find their matching cards. When a match is formed, ask each pair of students to find seats together. (tell them not reveal to other students what is contained on their cards).

## **8. The Advantages and Disadvantages of the Use Index Card Match**

### **2. The advantages of the use index card match:**

- d. Students more active because the teacher just as facilitator and the students more dominate to active teaching process
- e. When the students find and matching and the card, automatically it make their brain will do well so that the

teaching process can run effectively.

- f. Make a relationship with the other students and recognize with the other students in the class.

### **3. The disadvantages of the use index card match:**

- f. It takes a long time for students to complete the task and achievement.
- g. Teachers should spend more time to make preparations.
- h. Teachers should have a democratic spirit and adequate skills in terms classroom management.
- i. Demanding a certain nature of the student or the tendency to cooperate in solving problem.
- j. The classroom becomes rowdy so it can disturb the class.

## **METHODOLOGY**

The researcher conducted a quantitave and qualitative reaserch and takes two groups namely experimental class and control class. The X-mia 2 class as experimental class who consisted of 36 students was teach by using Index Card Match Technique and the X-mia 3 class as control class who consisted 36 students was teach by conventional method.

Both of groups, the experimental and control groups was gave pre-test before treatment. The test of pre-test was multiple choice. The function of pre-test is to know to mean score of experimental groups. Treatment is gave the students after the pre-test administrated. The experimental group is taught by using Index Card Match Technique, while in the



control group is taught by using Conventional Method. After treatment, the post-test was given to the students. The post-test instrument were same as the pre-test. The post-test is administrated to measure the students competence after the treatment have complete. The achievement of each group would be compare and analyzed.

## RESULT AND DISCUSSION

the highest score of pre-test in experimental group was 70 and the lowest was 40. While the highest score of post-test test was 80 and the lowest was 60. the highest score of the pre-test in the control group was 80 and lowest was 50. The highest score of post-test was 80 and the lowest 60. Table 4.3 above, showed the lowest and the highest score of pre-test and post-test in experimental group, it was based on the students total score there was 14700. Table 4.4 above, showed the lowest and the highest score of pre-test and post-test in control group, it was based on the students total score there was 2300.

From the ststistical analysis, it was found that the t-score both of group was 8,49.the critical value of t-score for degree freedom =  $N_x + N_y - 2 = 70$  was 1,99, at the level of significance 0.05. it could be concluded t-test > t-table or 8,49 > 1,99. So,  $H_a$  is accepted or there was the effect of using Index card match technique to the students achievement in learning reading comprehension.

## Research Finding

Based on the data analysis above, the finding of this research were described that the students who were taught by using index card match technique got higher score than those who were taught by using conventional method. It was proved from the result of t-test which was 8.49 and t-table which was 1,99. It means that Using Index Card Match Technique to the Students Achievementin Learning Reading Comprehension.

Based on the students answer, it is concluded they don't understand about the purpose of the text. most students still makes mistakes to understand the meaning and purpose of the text.

## Conclusion

4. Based on the data analysis it could be seen from the data which had obtained of pre-test and post-test in experimental group,it was based on the students total score 14700 and the means score 18.61 while in the control group were 2300 and the mean score 4.17. The calculation of the data in the testing hypothesis showedthat t-test 8.49 was higher than t-table 1.99. It means that there is a significant effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension.
5. The students nearly have no difficulties. it is fact that in attitude assessment maximum score care was 180 the students had 158, respect was 180 the

students had 155, team work was 180 the students had 152, self confident was 180 the students had 154, and responsibility was 180 the students had 149. it's means, The Effect of Using Index Card Match Technique to the Students Achievement in Learning Reading Comprehension was evaluable.

6. Index Card Match Technique gave a significant effect on students achievement in learning reading comprehension. Taught by Using Index Card Match Technique is more significant and evaluable.

### **Suggestion**

The finding of the research score shows that there is significant difference on the students score before they were taught by Using Index Card Match Technique and after they were taught by Using Index Card Match Technique. Therefore, the researcher tries to give some suggestion ss follow:

4. The English Teacher, especially for the English teacher at SMA NEGERI 1 KUALA. They can try Index Card Match Technique in teaching English toincrease they knowledge and by using a good strategy the students are easier and motivated to learn English. The English should select a strategy that are not only interesting but also appropriate with the subject and the students needs. So, the teacher can use Index Card Match Technique as an active strategy to teach in the class.
5. The students, the students should be active in the classroom. By using Index

Card Match Technique the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

6. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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