

**THE IMPLEMENTATION OF INDEX CARD MATCH (ICM) LEARNING
METHOD BY USING AQUARIUM QUENSER TO IMPROVE THE
STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
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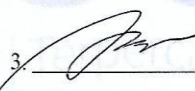
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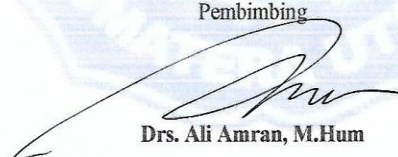
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ABSTRACT

Widya Arisca, 1502050011. "The Implementation of Index Card Match Learning Method by using Aquarium Quenser to Improve the Students' Speaking Achievement", Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

This study dealt with the implementation of Index Card Match learning method to improve students' achievement in speaking. It aimed 1) to investigate the improvement on the students' speaking achievement by applying Index Card Match learning method 2) to describe the students' activities in speaking through the implementation of Index Card Match learning method, and 3) to describe the teacher's performance in speaking by applying Index Card Match learning method. This study was conducted by using Classroom Action Research (CAR). Descriptive qualitative and quantitative design were applied to do the research. The subject of this research was all students in VIII-2 of SMP SWASTA BAKTI II Medan that consisted of 36 students. There were two kinds of data collected in this research, namely quantitative and qualitative data. The quantitative data were taken from the students' scores on speaking, while the qualitative ones obtained from the observation of students' activity and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research findings indicated that there was an improvement of students' scores after applying Index Card Match learning method; In Pre-test, the students' average score was 48.52 (no one got score more than 75), in Cycle I, the students' average score was 69.41 with the graduation score 47.22% (17 people got score more than 75) and in Cycle II the students' average score was 81.05 with the graduation score 83.33% (30 students got score more than 75). It meant that there was an improvement from Cycle I to Cycle II at 36.11%. It was also found that the students' activities and teacher's performance increased; the average percentage of students' activity in the learning process was 50.34% in the first cycle and increased to 79.85% in the second. While, the teacher's activity in learning had improved well with the average percentage of 57.69% in the first cycle and 76.44% in second cycle. Based on the results from quantitative and qualitative data analysis proved that Index Card Match learning method improved the students' achievement in speaking.

Keywords: *Index Card Match learning method, speaking, students' achievement.*

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Assalamua'laikum Warahmatullahi Wabaratu,

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In writing this study entitled “**The Implementation of Index Card Match Learning Method by Using Aquarium Quenser to Improve the Students’ Speaking Achievement.**” there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her research.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English teaching and learning have the goal of focusing students that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading and writing) are simultaneously performed.

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. Argues that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions (Gert and Hans, 2008). Speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say (Brown and Yule, 1999). Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact (Rebecca, 2006).

In this era of advanced globalization, the importance of speaking English is necessary, therefore, English education must be obtained to the education department from primary school to university in Indonesia. However, the mistakes in learning methods made students assume that speaking English is difficult. In case the researcher observed the students' speaking achievement in SMP BAKTI 2 MEDAN by interviewing the English teacher. The researcher detected that most of students in SMP BAKTI 2 MEDAN found difficulty in speaking English.

Most of the students in SMP BAKTI 2 MEDAN had problems in speaking. The problems did not only appear from the students but also from the teachers. For instance; the students had less motivation to learn English because they felt bored in teaching learning. The teacher did not use interesting method so that students were not interested with the lesson. There were still many students who were not confident to speak in front of the class, either asking or giving opinions. The students in that school were not attracted to study English because they thought that English was difficult. They were not brave to speak English because they were afraid to make mistakes. Many of them had less vocabulary so that they found difficulty to describe something. Sometimes some students did not pay attention to the teacher because they did not enjoy the lesson. To achieve the goal of learning, and to come solve those problems teacher must have or create an interesting strategy to make the class effective and well organized. Especially, in teaching descriptive text. Index Card Match (ICM) is a method of finding pairs of cards, it is a learning strategy that applies learning while playing which makes students not bored and can motivate students to play an active role in the learning

process. Argues that using Index Card Match (ICM) , students can be more active to study and stand alone (Afandi et al, 2013). Index Card Match (ICM) is fun enough to use for reviewing learning material which has taught before and also to teach new material (Istrani, 2011). Index Card Match (ICM) can develop teamwork and mindset of the students. Students are given one card, it may be a question card or an answer card, and they must match his/her own card with the pair of card (Nasution et al, 2017).

Index Card Match (ICM) uses cards as learning tools. In this study, the researcher used Aquarium Quenser as a learning media. Aquarium Quenser (question and answer) was an aquarium shaped container that was decorated colorful to attract students' attention. The aquarium was filled with questions cards and its's answers. The students chose the cards randomly.

Based on the explanation above, it was essential to use a suitable and effective method to help students solve their problem. This study was design and conducted to prove whether Index Card Match method on student's improvement in speaking.

B. The Identification of the Problems

The problems of the study were identified clearly as the followings:

1. The students had low motivation in speaking.
2. The students had less vocabulary.
3. The teacher still used conventional strategy to teach the students.

C. The Scope and Limitations

The scope of this study focused on speaking achievement, it was limited on Descriptive text in VIII class at SMP BAKTI 2 MEDAN.

D. The Formulation of the Problems

The problems of this study was formulated as the following: is there any improvement of students' achievement in speaking by using Index Card Match (ICM) Learning Method in SMP BAKTI 2 MEDAN?

E. The Objective of the Study

The objective of this study was formulated as the following: to find out the improvement of Index Card Match (ICM) Learning Method to improve students' achievement in speaking.

F. The Significance of the Study

The findings of the study expected to be usefull theoretically and practically.

1. Theoreticall

Theoretically the result of this research will be useful to increase the readers knowledge about speaking method especially the use of Index Card Match (ICM) Learning Method.

2. Practically

- a. For the students, to improved their interest and motivation in speaking.
- b. For the teachers, to help them in create the teaching process especially in teaching speaking.
- c. The researcher, can then apply this strategy when the researcher taugh speaking.
For other researchers, for its application the results of this research will later be further developed to other kinds of text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speaking

There are some definitions of speaking that have been proposed though some experts in language learning. When someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he stated that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers (Brown 2001). Speaking is a productives skill Nawshin (2009:5). There are two important aspects of speaking. They are accuracy and fluency. Accuracy is the extent to which students' speech matches what people say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, words searches, etc.

Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literacy skills are on the whole more prized. This relative neglect many perhaps also be due to the

fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate, 1997).

Speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And the social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participant); it is understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason (Burkart 1998).

Speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention (Gert and Hans in Efrizal, 2012). Speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others (Irawati 2014). Speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak (Khorashadyzadeh, 2014). Speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker (Bahadorfar and Omidvar, 2015).

It can be concluded that speaking skill basically is an activity having a conversation with others. It is important to pay attention to several things when speaking, such as accuracy, fluency and others successful oral communication factors.

1.1 Characteristics of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and view points. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication (Rivers, 1981).

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994 & El Menoufy, 1997). Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989).

Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional

skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987 & Brown, 2001). In addition, speaking requires that learners understand when, why, and in what ways to produce language (sociolinguistic competence) (Cohen, 1996 and Harmer, 2001). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Florez (1999) highlights the following skills underlying speaking:

- a. Using grammar structures accurately;
- b. Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives;
- c. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- d. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension;
- e. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

Bygate (1998: 23) defines that a careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system. It includes sub processes and involves distinct areas of planning. First the speaker has to retrieve words and phrases from memory and

assembles them into syntactically and propositionally appropriate sequence (Harmer, 2001). Speaking also happens in the context of limited processing capacities due to limitations of working memory, and thus a consequent need for routinization or automation in each area of production arises. This means that the speaker should process the information he listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of communication under a range of external pressures (Bygate, 1998). Taking into consideration the current view of speaking as a complex skill and a multi-facets cognitive process, it is important then to consider more closely the features of effective instruction that can facilitate the acquisition of these skills and processes by SL/FL learners. Oprandy (1994) and Nunan (1999) propose that effective instruction should be characterized by the following:

- a. The whole should be more important than the parts. This means that both synthetic and analytical procedures used to teach speaking should share a common concern with the whole rather than the parts.
- b. Instruction should enable learners to reflect on their own as well as on others' processes and strategies in an active way.
- c. There should be ample opportunities for interacting to expand the repertoire of experiences with the target language with its various ideational, interpersonal and textual functions for which speech is used.
- d. There should be opportunities for learners to practice both linguistic and communicative competencies.

1.2 Elements of speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Heaton, (1990: 70-71) defines either four or five components are generally recognized in analyzing the speech process:

- a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns).

As claims by Harmer (2007), if students want to be able to speak fluently in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.

- b. Grammar

Bygate (1997) claims that it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.

- c. Vocabulary

As we know, vocabulary is the basic element in a language. Folse (2004) comments that vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms

- d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001). Meanwhile, Gower, Diane, and Steve (1995) argues that fluency can be thought of as the ability to keep going when

speaking spontaneously.

1.3 Types of Speaking Performances

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at

the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

1.4 Classroom Speaking Activities

Teaching speaking should be taught through attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001) defines that six classrooms speaking activities. They acting from skript, communication game, discusion, prepare talks, questionnaires, simulations and role play.

1.5 Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as instruction. Teaching is an interactive activity between the teacher and students involving class room

Brown (2001:267) claim that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Nunan (2003) claim that there are some principles for teaching speaking. Some of which are explained as follows:

a. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

b. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other

students.

Based on Silberman (2006), Index Card Match strategy is an active and fun way to recall the material that is given. This activity involves students to work in pairs and gives quiz question to the students. In this case, Index Card Match strategy is selected to master English vocabulary based on the consideration that this strategy was an effective and fun to teach vocabulary. The aspect of vocabulary that can be used in teaching vocabulary using Index Card Match are meaning, spelling and word using. Then, this strategy was focused on matching two cards. Index Card Match is strategy that invites students to learn actively and they have an independence soul in learning and foster their creativity. It was an active and fun way to review the material. Nevertheless, new material could also be taught using this strategy with a record that the students had to learn the new material first, so when they began they already had knowledge (Zaini, et al, 2008: 67). In short, this strategy can be used for the material that has been taught before. Alfred (2010: 120) claim that Index Card Match is strategy that cannot only can be used to review the previous material but also to provide enjoyable learning. In addition, Index Card Match is small card inserted by vocabulary. By using this card, students can see, read, spell and know the meaning of words. Index Card Match strategy is identical with cooperative learning for students. Besides, Index Card Match strategy is also a fun game. Learners can learn by playing. It makes enjoyable learning. Learners can decrease their stress when they receive materials. Moreover, it is used to check or review the previous material (Silberman, 2004:269). Teacher can check the students comprehension through the card. Based

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

1.6 . Speaking Assesment

Giving the score to the students' answer based on the scoring speaking. There were five scoring components scales namely pronunciation, accent, grammar, vocabulary, and fluency. Each of speaking scoring component was elaborate in the following table by H. Douglas.

Table 2.1
Speaking Scoring Component by Douglas (2001)

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is askes to repeat
		0 – 4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no ttace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occational

		5 – 8	Poor	Mispronunciation that do not interface with understanding foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar as vocabulary
		0 – 4	Very Poor	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition
3.	Grammar	17 – 20	Very Good	Make few (in any noticeable) errors of grammar word order
		13 – 16	Good	Occasionally make grammatically and/or word order errors, which do not, however obscure meaning
		9 – 12	Fair	Makes frequent errors of grammar word order which occasionally obscure meaning
		5 – 8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and/or restrict him to basic pattern
		0 – 4	Very Poor	Errors in grammar and word order as severe as to make speech virtually intelligible
4.	Vocabulary	17 – 20	Very Good	Use of vocabulary and idioms is virtually that native speaker
		13–16	Good	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequate vocabulary
		9 – 12	Fair	Frequently uses the wrong word conversation some what limited because of in adequate vocabulary
		5–8	Poor	Misuse of word and limited vocabulary make
		0 – 4	Very Poor	Vocabulary limitation so extreme as to make

				conversation virtually impossible
5.	Fluency	17 – 20	Very Good	Speech as fluent and effort less as that of native speaker
		13 – 16	Good	Speed of speech seem to be slightly affected by language problem
		9 – 12	Fair	Speed and fluency are rather strongly by language problem
		5 – 8	Poor	Usually hesitant often forced into silence by language limitation
		0 – 4		Speech is a halting and fragmentary as make conversation virtually impossible

Based on these indicators then the students' speaking ability were classified in quantitative and qualitative system. These scales were shown as follows:

Table 2.2

The Scale of Speaking Ability

Qualitative Forms	Quantitative Forms
Very Good	80 – 100
Good	60 – 80
Fair	40 – 60
Poor	20 – 40
Very Poor	0 – 20

2. Index Card Match

Index Card Match strategy is an active and fun way to recall the material

that is given (Silberman, 2006). This activity involves students to work in pairs and gives quiz question to the students. In this case, Index Card Match strategy is selected to master english vocabulary based on the consideration that this strategy was an effective and fun to teach vocabulary. The aspect of vocabulary that can be used in teaching vocabulary using Index Card Match are meaning, spelling and word using. Then, this strategy was focused on matching two cards. Index Card Match is strategy that invites students to learn actively and they have a independence soul in learning and foster their creatively. It is an active and fun way to review the material. Nevertheless, new material could also be taught using this strategy with a record that the students had to learn the new material first., so when they began they already had knowledge (Zaini,et al, 2008: 67). In short, this strategy can be used for the material that has been taught before. Alfred (2010: 120) claim that Index Card Match is strategy that cannot only can be used to review the previous material but also to provide enjoyable learning. In addition, Index Card Match is small card inserted by vocabulary. By using this card, students can see, read,spell and know the meaning of words. Index Card Match strategy is identical with cooperative learning for students. Besides, Index Card Match strategy is also a fun games. Learners can learn by playing. It makes enjoyable learning. Learners can decrease their stress when they recieve materials. Moreover, it is used to chek or review the previous material. Teacher can chek the students comprehension through the card.

Based on the definition about Index Card Match strategy above, it can be concluded that Index Card Match strategy was fun, enjoy and good strategy that

can make the students more active in learning process.

2.1 Procedure of Index Card Match

Using Index Card Match method can be modified with other ways. Teacher may decide to change the form, size or color of Index Card Match. Teacher ought to be creative to create forms index card and give various colors as well. This purpose was to stimulate students to learn so they are interested in learning. Meanwhile to make learning more attractive, teacher should use the procedures and instruction of Index Card Match. Alfred (2010) claim that there are several steps in using Index Card Match as follows:

- a. Making cards containing of vocabulary exercise based on the number of students where the half of the cards contain of the questions, and the rest contain of the answers
- b. Explaining to students that they will have a matching exercise where the half students get questions cards and the rest get answer cards
- c. Distributing the cards to all of students and ask them to look for their pair cards
- d. Asking students to sit together with their pair cards in the same table and not to show their cards to another pair
- e. Asking the students that have the question card to read their question and challenge other pairs to answer the question
- f. Making conclusion based on the activity together with the students.

3. Aquarium Quenser

Aquarium Quenser (question and answer) was a new media which created as a method concise. It was an aquarium shaped container that was decorated colorful to attract students' attention. The aquarium was filled with questions cards and it's answers. students will choose the cards randomly. Then the researcher distributed the cards to all of students and asked them to look for their pair cards. Then the researcher asked the students to sit together with their pair cards in the same table and not to show their cards to another pair. Then asked the students that had the questions card to read their question and challenge other pairs to answer the questions.

B. Relavant Studies

Numerous studies that are related to this study had been conducted before. One of them is conducted by Diah Astriyanti (2016) with the research title is *Improving Students' Ability In Vocabulary Mastery Through Index Card Match*. The researcher found that there is significant influence of Index Card Match to improve students' ability in vocabulary mastery in the first grade of MTs Hidayatus Shibyan students of P.Na'im Sui.Ambawang Kubu Raya. The research was conducted in two cycles in order to get maximum result of the research. In cycle 1, the quantitative data showed that the students mean score was 65,20 and in cycle 2 the mean score was 75,30. Based on the minimum of standard achievement (KKM), that is 70, the mean score of the second cycle was showed

improvement from the first cycle. It showed that the students got improvement and past the KKM. In The qualitative data describe that the students become more often in asking the question to the teacher, especially in cycle 2. The students seems to motivated to find more vocabulary related to the topic given. That is indicate that the use of Index Card Match improved the students vocabulary mastery and make the students become more active and motivated to improve their vocabulary. In conclusion, the students' problem in their vocabulary mastery could be successfully solved through Index Card Match Strategy.

Another study is from Mustafa 2013 with the research title is The Use Of Index Card Match Collaborated With Group Discussion To Improve Students' Reading Comprehension Of Recount Text. The research finding showed that the student's reading comprehension improved from the first cycle to the last cycle. It is showed by the number of the students who passed the Standard of minimum score in the last cycle (87,10 % or 27 students). As the target of this research is to make 80 % of students passed the KKM (70). While, it is supported by the mean score of student's achievement improved from 62.42 to 81.45. As the result, the writer concludes that Index Card Match collaborated with Group Discussion improved student's reading comprehension of recount text very well.

Both of the researchers used classroom action research design. The purpose of the first research is to find out how well Index Card Match strategy can Improve students' ability in vocabulary mastery in the first grade of MTs Hidayatus Shibyan students of P.Na'im Sui.Ambawang Kubu Raya. While the

purpose of the second research is to solve the students' problem which was their difficulty in comprehending the recount text.

C. Conceptual Framework

It had been mentioned before that speaking was considered as the most difficult skill to be mastered by the students of grade VIII SMP BAKTI 2 MEDAN. In speaking, the students had to apply their knowledge of the language when they conversed with others. However, it was became a complicated and difficult process for the students because they had limited vocabularies and grammar knowledge. The researcher conducted a research related to the improving of students' speaking ability. Here, the researcher used Index Card Match (ICM) Learning Method to make students more active in speaking in descriptive material. By using this method also enabled the students to work together with other students. It enabled the students to practice their pronunciation to make the students more active in the class.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using Class Action Research (CAR) design. The design of the research was described in detail as the following chart.

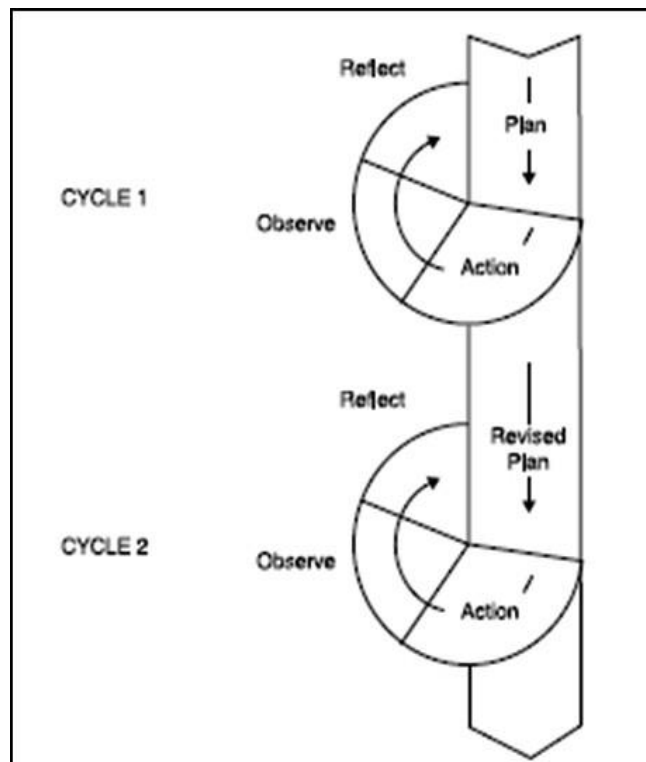


Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

This research was applied in two cycles. There were four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

1. Planning, the researcher and the teacher made the plans regarding to the implementation of the research related to this method.
2. Action, the teacher applied the method to the students in the classroom and the researcher observe.
3. Observation, the researcher observed the process of implementing learning in the classroom to get the data.
4. Reflection, the researcher along with the teachers collaborator reflect on the implementation of the learning process.

B. Subject of the Research

The subjects of this research were the teacher and the students of VIII-2 BAKTI II Medan located on Jalan keladi No.61 Kelurahan Tanjung Mulia Hilir Kecamatan Medan Deli Kota Medan of 2019/2020 academic year. It was amounted to 36 students, consisted of 22 males and 14 females. This subjects was chosen as a place of study because it was experienced by the researcher based on the consideration that the class was poor in speaking. The position of the researcher was as an observer while the implementation of learning process was done by the teacher. The researcher collaborated with the English teacher in applying the method.

C. Instrument of the Research

This research used two instruments, they were observation sheet and the test.

1. Observation Sheet

Observation was used to collect qualitative data. It was about teachers' performance and students activities in the learning process. The observation sheet was arranged and filled by the researcher by checklist during the learning.

2. Test

The researcher obtained the data by giving a test. There were pre-test and speaking test. The test was used to obtain the information about students' speaking performance. The researcher held pre-test and speaking test to see whether there was an improvement in the students' speaking or not.

D. Procedure of the Research

The procedures of the research were described as the followings:

1. Cycle I

a. Planning

The activities in the planning were:

1. Made the lesson plan about Descriptive Text.
2. Designed the steps in Index Card Match Learning Method.
3. Prepared the material, that is Descriptive Text.
4. Prepared teaching Index Card Match Learning Method .
5. Prepared a test, that was writing test.

b. Action**Teacher's activities:**

1. The teacher opened the class by greeting the students.
2. The teacher asked the students what topic they will learn, that was Descriptive Text.
3. The teacher told to the students about the advantages of Descriptive Text.
4. The teacher introduced Index Card Match Learning Method.
5. The teacher taught Descriptive Text by using Index Card Match Learning Method.
6. The teacher asked the student's opinion about Descriptive Text.
7. The teacher gave the definition of Descriptive Text.
8. The teacher showed the text of Descriptive with the generic structure.
9. The teacher explained about the Descriptive Text.
10. The teacher applied a Descriptive text and read aloud with the students.
11. The teacher asked the students' to read again by themselves to cover by their hand as much as they can. After that the students had to tell to their partner about what they had remembered about the text.
12. The teacher gave some questions based on the text.
13. The teacher and students made the conclusion based on the material.
14. The teacher end the class by closing.

The Students' Activities :

1. The students answered greeting from their teacher as response to the teacher
2. The students listened what material they learn
3. The students listened about the advantages of learning Descriptive Text
4. The students gave their opinion about the paper
5. The students listened to the explanation about Index Card Match (ICM)
6. The students listened to the explanation about Descriptive Text by Index Card Match (ICM)
7. The students identified some information in the paper
8. The students constructed the sentences to speak in front of the class
9. The students listened the conclusion of the material.

c. Observation

Observation was used to collect data namely, teacher and students activities during teaching and learning process. In this case the researcher observed them by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher was an observer for English teacher and the students.

d. Reflection

Reflection was a feedback process from the action that is done. Reflection was used to help teacher to make decision. The teacher and researcher analyzed all recording information in learning process.

2. Cycle II

Cycle 2 was almost simmliar with cycle 1. If there was not significant result in cycle 1, so the researcher made cycle 2 to obtained significant result. When the researcher found the significant result , it showed that Index Card Match (ICM) Learning Method was improve students' speaking achievement. The activities in cycle II were Planning, Designing, Preparing the material, Preparing sheets for classroom observation, Preparing a test that was speaking test.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test was to know the mean scores of students before applied the treatment.

2. Treatment

The treatment was applied to the students by using Index Card Match Learning Method. The treatment was applied in the cycles.

3. Post-Test

And after the treatment applied to the students, the researcher gave a test again to find out their score in descriptive text.

F. Technique for Data Analysis

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students' score.

The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} \times 100\% \quad (\text{Arikunto, 2013})$$

Where:

\bar{x} : The mean of the students' score

Σ : The total score of students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013})$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the student

The qualitative data was analyzed by applying a category as proposed by Arikunto (2007:299). The value of students' motivation in learning was analyzed by applying a formula as follow:

$$P = \frac{R}{SM} \times 100\%$$

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

After getting the percentage of the above analysis results, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Success Level Criteria of Students' Learning in Percent

Level of Success (%)	Categories
81 – 100 %	Very High
61 – 80 %	High
41 – 60 %	Moderate
21 – 40 %	Low
0 – 20 %	Very Low

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.2 Category of Teacher's Performance

Value Range	Categories
81 – 100 %	Very Good
61 – 80 %	Good
41 – 60 %	Enough
21 – 40 %	Less
0 – 20 %	Bad

F. Success Indicator

According to Arikunto (2013), this classroom action research was judged to succeed if $\geq 75\%$ of the total students reach the minimum grade score of 75 or with good criteria, as well as an increase on students' learning outcomes in each cycle. Then the students activities in learning activities was categorized good if the average percentage indicated that it reached 75% of the number of students.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data

This study was conducted of qualitative and quantitative study. The qualitative data were used to describe the situation during the teaching and learning process and the quantitative data were used to analyze the students' ability in speaking. Qualitative data were obtained from the students' activity in learning process as appendix 6 and 7, and teacher activity in teaching as illustrated in appendix 8 dan 9. While quantitative data were taken from the students' score of speaking tests in pretests, cycle I and cycle II as displayed in appendix 5.

B. Data Analysis

After conducting the pre-test to 36 students, the researcher obtained that the mean score of students speaking ability was 30.16 with the successful percentage 0% . It meant that no one of the students' achieved the minimum score of successful (75) . Thus the researcher conducted cycle I to improve students' speaking ability.

4.1 Cycle I

In this cycle I, there were some activities managed by the researcher. All activities were elaborated by the researcher as follows:

a. Planning

The researcher prepared the teaching learning design in the planing step, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, field note in order to know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in speaking skill. It consisted of one topic. There were 36 students joining in the class.

b. Action

Implementation of the first cycle was done into two sessions, each sessions took 80 minutes. Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. In early stage, the researcher explained the step applied to the learning method and learning objectives to be achieved.. The teacher explained briefly about the learning materials. Then, the students picked up a card from an aquarium quenser in accordance with the method of Index Card Match.

In applying this method, the researcher collaborated with the English teacher. The researcher helped the teacher to explain the students about the method. After all of the students had the card, the learning method begun .

In the implementation of the method, the students who got question cards read the question one by one. The students who got the answer cards should walk up to the the students who got the question cards. Then they elaborated the text with their own words in front of the class.

c. Observing and Evaluating

1. Students' Score in Speaking Ability

The students' achievement in speaking ability in cycle I had not reached. It meant that, the successful category had been not achieved. From the total students the means score was only 69.41% with the successful percentage at 47.22%. In detail, the students who obtained score more than 75 were seventeen students, while the rest had the score lower than 75.

2. Observation of students activity in learning process.

The activity of students in learning process was presented in the following table:

Table 4.1

The Percentage of Students' Activity in Cycle I

No	Aspect of Observation	Score
1	Interest	47.91%
2	Attention	50.69%
3	Participation	52.08%
4	Presentation	50.69%
Means		50.34%

The data above indicated that the students' activity in learning process with Index Card Match Learning Method was relatively low at average percentage 50.34%. The lowest percentage belonged to interest aspect at 47.91%. It was followed by attention and presentation at 50.69% then the highest aspect belonged to participants at 52.08%.

According to the Table 4.1, it was seen that the highest achievement in percentage was participation aspect because the students were excited about the new learning method, and enjoyed. The students were also happy because they were photographed so that they showed up more.

The students did not had many vocabulary so there was difficulty when they spoke up in front if the class. When the presentation occured they only explained a little of what they knew.

The result of observation of teacher's performance in teaching and learning process by using Index Card Match Learning Method was presented in the table below:

Table 4.2
The Precentage of Teacher's Performance in Cycle I

No	Activity	Score	Catagory
1	Aperception	64.58%	Good
2	Material Explanation	66.66%	Good
3	Explanation of Index Card Match Learning Method	63.19%	Good
4	The tehnicque part of group	59.02%	Enough
5	Management of Discussion	67.36%	Good
6	Away question or quiz	63.19%	Good
7	Ability to evaluate	56.25%	Enough
8	Rewarding individuals or group	44.44%	Enough
9	Determining scores	48.61%	Enough
10	Concluding learning materials	50.00%	Enough
11	Closing the learning	51.38%	Enough
Means		57.69%	Enough

The data above indicated that the teacher's performance in applying the way Index Card Match Learning Method in teaching speaking already looked relatively enough at average percentage 57.69% while the ideal score is 100%. The result of teachers activity , the highest score was managemet of discussion at 67.36%, and the lowest score was rewarding individual or group at 44,44%. It was concluded that the teacher's performance in learning process was categorized as quite good.

d. Reflection

Based on the data obtained from the observations and evaluations above, there were some points to reflect as follow:

1. The students were still unable in learning pair with Index Card Match learning method. The students still were affected with individual learning, so that learning in pair was not yet well developed. It was seen from the observation of students' activities in the teaching learning process by using Index Card Match learning method were still relatively low with average percentage was 50.34%.
2. The teacher was still unable to create an active learning using Index Card Match learning method. This was obtained from observation of teacher activities in Index Card Match learning method was still relative low, that only reached the average percentage at 57.69%.
3. The result of evaluation indicated that students' speaking ability was still inadequate. However, there was an increase. It was proven by the comparison of the average of learning achievement in pretest and cycle I, that was 49.52% in pretest and 69.41% in cycle I.

4.2 Cycle II

The Cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

a. Planing

Planning in the second cycle based on replanning cycle I, namely compiling learning design in accordance with the problems in the cycle I, to motivated the students to be more active in learning, reintroduce the steps of the learning method by using Index Card Match learning method. So that students were more understand and active in discussion with that learning method, providing learning media to assist increase students' motivation and attractiveness learning in speaking, helped direct students to discuss with Index Card Match learning method learning, and guided more intensive students who had difficulty understanding in learning the material.

b. Action

The implementation of the action in the cycle II was carried out because the learning in the cycle I action was less successful in overcoming students problems, so that achievement of values realized through scores was still relatively low. So that, the action carried out to sharpen the parts that were correct in cycle I, namely learning media. Proven from cycle I action, the ability of students' enchancement from the result of cycle I. Thus, the problems in cycle II can be resolved.

Generally, the ability of students to improve from the results of pre-action Cycle1. The learning process began with a technical explanation of about 30 minutes. In the second cycle action, at the beginning of the learning process in this cycle, a technical description of Index Card Match learning method learning in teaching speaking, still afforded to students in order to improve students' ability to take the advantage of the method. Then, the next learning process was not similar to previous meeting, but with the same learning material.

c. Observing and Evaluating

1. Results of observations of student activities in the teaching and learning process. Students' activities observed in the second cycle can be seen in the following table:

Table 4.3

Activity Score of Students' in Learning Process of Cycle II

No	Aspects of Observation	Score	Indicators
1	Interest	86.80%	Highest
2	Attention	72.91%	Lowest
3	Participation	81.94%	
4	Presentation	77.77%	
Means		79.85%	

From the data above indicated that the highest score of student activity in learning was at 86.80% interest aspect, and the lowest was attention aspect with 72.91%. And it was concluded that students' activities in learning teaching were improved. In other word, there was an increase in students activity in learning or

discussing between cycle I and cycleII, individually or in pair. This was indicated from the comparison of the average score of student activity between cycle I, 50.34% and cycle II 79.85%. This pointed that students activity in learning has improved from the first cycle.

2. The results of students' observations on the teacher's activities in teaching using the Index Card Match learning method was indicated clearly in the following table:

Table 4.4

The Precentage of Teacher's Performance in Cycle II

No	Activity	Score
1	Aperception	72.22%
2	Material Explanation	79.16%
3	Explanation of Index Card Match (ICM) Learning Method	80.55%
4	The tehnicque part of group	73.61%
5	Management of Discussion	74.30%
6	Away question or quiz	75.69%
7	Ability to evaluate	82.63%
8	Rewarding individuals or group	77.08%
9	Determining scores	76.38%
10	Concluding learning materials	73.61%
11	Closing the learning	75.69%

Means	76.44%
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From the data above, the teacher activities in teaching and learning process were good. This pointed that there was an increase or improvement of teacher activities in the teaching and learning process from cycle I and cycle II, that was from 57.69% became 76.44% or an increase of 18.75%.

3. Evaluation results about students' speaking ability in cycle II with the average score of acquisition was 83.33% of the ideal score 100%, with thirty students got score up to 75. From these data it can be concluded that students learning outcome in cycle II had improvements from cycle I, namely from 47.22% become 83.33% with comparison 36.11%. In other word students speaking skills had increased.

d. Reflection

Based on the data obtained from the results of observations and evaluations in the learning process in cycle II there was improvement or increase students' speaking skills. But there were still obstacles or problems that need solution. As for the succes gained during cycle II, this as follows:

1. The activity of students in the teaching and learning process with Index Card Match learning method had led to better. The students were understand the tasks that given by the teacher, and participate in activities. The students began be able to present their work well. This was indicated from the data

from observations on students activities increasing from 50.34% in cycle I become 79.85% in cycle II.

2. The increase in the results of student activities in the learning process of descriptive text, supported by the increasing activity of teachers in maintaining and improving the atmosphere of learning Index Card Match method. The teacher intensively guided the students especially when students had difficulties. This was indicated from the data from observations of teacher activities in teaching and learning descriptive text by using the Index Card Match method increasing , from 57.69% in cycle I became 76.44% in cycle II.
3. There was an increase on students' speaking ability. This was indicated from the average evaluation results, namely 47.22% in cycle I became 83.33% in cycle II.

C. Research Findings

Based on data analysis, the results of research were listed in the followings:

1. The students' ability increased after applying Index Card Match learning method. This was indicated from pre-test average score was 30.16 with the successful percentage 0% and it increased in the cycle I with the average of the students score test was 69.41 with the successful percentage 47.22% and in the cycle II the mean score was 81.05 with the percentage 83.33%.

2. From the result of students' activities observation pointed, there was increase in students' activities in teaching and learning process from the first cycle with average percentage 50.35% and in second cycle became 79.85%.
3. The teacher performance also pointed a significant improvement. This were indicated from the mean percentage 57.69% in the first cycle to 76.44% in the second cycle

D. Discussion

Based on the data analysis, it indicated that the students' achievement in speaking had been improved by applying Index Card Match learning method. At the first cycle, the method applied and supported by the application of descriptive text as the material. At this stage students graduation rate 47.22%. The result indicated that the level of learning achievement was still relatively less successful. However, an increased in the ability of students rather than pre-test. In this action, the students' activities in learning process was relatively quite active with the average percentage of 53.35%. Students did not accustom to the learning by using Index Card Match learning method as the medium of learning that needed to be improved on the second cycle.

The implementation of the second cycle starting from the problem at this stage I. Result measures the means score of the ability of students' speaking in cycle II was 81.05%, with the graduation rate of 83.33%. Meanwhile, the teachers' performance in the study also experienced improvements, with a

percentage of 76.44%. It meant that there was a significant increased in students' achievement and learning activities, and otherwise managed very well.

Based on the research findings above, it was seen that there was an improvement of students' achievement in speaking by implementing Index Card Match learning method. From the explanation, the researcher took a conclusion that the application of Index Card Match learning method in learning process can increase the achievement of students in the learning, especially the learning of speaking in material descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the conclusions were described as follows:

1. There was an improvement of students' achievement in speaking descriptive text through Index Card Match learning method. The improvement of students' achievement was indicated from the quantitative data. In cycle I and cycle II, the graduation score namely 47.22% was increased to 83.33%.
2. Learning using Index Card Match method can improve student motivation and participation in the learning process and was relevant to contextual learning.
3. Through the method of Index Card Match enhanced students' ability to build their own knowledge, found steps in finding solutions or solutions to discussion a material which must be mastered by students, in individually.
4. With the Index Card Match learning method in learning descriptive text, learning speaking was more enjoyable

B. Suggestion

Suggestions were given as follows:

1. It was better for English teacher to use this method to improve students' achievement in speaking.
2. It was good for students to use Index Card Match method in learning speaking.
3. It suggested for other researchers to use this research findings as the reference to investigate.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

CYCLE I

Satuan Pendidikan : SMP BAKTI 2 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-2

Jenis Teks : Teks Deskriptif

Alokasi Waktu : 2x40 menit

A. KOMPETENSIN INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,

teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret

(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
- 2.2.1 Mengakui ketika membuat kesalahan
- 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri
- 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
- 3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa diharapkan:

1. Aktif dalam kegiatan belajar dan pembelajaran di kelas terkait pembelajaran teks deskriptif
2. Mengidentifikasi teks deskriptif tentang mendeskripsikan

seseorang dengan memperhatikan beberapa aspek, yakni unsur bahasa dan langkah retorika pada sebuah teks deskriptif.

3. Menulis teks deskriptif sederhana tentang seseorang.

E. Materi Pembelajaran

- Model Teks monolog berbentuk deskriptif tentang berbagai orang.
- Langkah retorika terkait teks: identification, and description.
- Generic Structure of Descriptive Text
 - a. Identification
 - b. Description
- Language Features
 - a. Using simple present tense
 - b. Use adjectives
 - c. Use linking verbs
 - d. Use pronouns
- Teks monolog berbentuk descriptive :

My best friend

I have many friends in my school. They are Andy, Meta, Agus, Jani, and others. I also have a best friends. His name is Husni.

Husni is my deskmate. As the best friend, we are always together. Husni is very dilligent. He always

does exercise and homework. He also a kind boy. He always remind me to do my homework. I and Husni like playing football. Every Sunday we play football in field.

Husni likes making a joke. I always laugh whenever he makes a joke. I am happy being his best friend.

F. Metode Pembelajaran

Index Card Match (ICM)

G. Media, Alat dan Sumber Pembelajaran

1. Media : Buku Cetak
2. Alat : Aquarium Quenser, whiteboard, spidol

H. Langkah-langkah Kegiatan Pembelajaran

a) Pendahuluan (10m)

1. Guru menyapa siswa
2. Guru mengecek absensi siswa

3. Guru melakukan apersepsi dengan penjelasan pada pertemuan sebelumnya

b) Kegiatan Inti (60)

a. Eksplorasi

Dalam kegiatan ekplorasi, siswa:

1. Mendengarkan penjelasan materi tentang teks deskriptif dan generic structure yang ada pada teks deskriptif
2. Menanyakan dan mendiskusikan bersama guru mengenai deskriptif dalam bahasa inggris
3. Membuat teks deskriptif tentang mendeskripsikan dan mempresentasikan seseorang.

b. Elaborasi

Dalam kegiatan elaborasi, guru:

1. Menjelaskan kepada siswa tentang metode Index Card Match
2. Mengenalkan media Aquarium Quenser kepada siswa
3. Siswa memilih kartu question dan aswer yang sudah di acak sebelumnya
4. Memisahkan siswa sesuai kartu yang sudah dipilih
5. Memberi kesempatan siswa untuk mencari pasangan dari setiap kartu yang sudah dipilih

6. Memberikan kesempatan kepada siswa untuk mendeskripsikan isi dalam setiap kartu.

c. Konfirmasi

Dalam kegiatan konfirmasi, guru:

1. Memberikan umpan balik pada siswa yang telah dapat menyelesaikan tugasnya
2. Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa
3. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
4. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai teks deskriptif.

Kegiatan Penutup (10m)

1. Menyimpulkan hal-hal yang sudah dipelajari
2. Melakukan refleksi
3. Menyampaikan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

Speaking Scoring Component

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is asked to repeat
		0 – 4	Very Poor	Pronunciation problem so severe as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no trace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occasional
		5 – 8	Poor	Mispronunciation that do not interfere with understanding foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar as vocabulary
		0 – 4	Very Poor	Frequently gross errors and very heavy accent make

				understanding difficult requires frequent repetition
3.	Grammar	17 – 20	Very Good	Make few (in any noticeable) errors of grammar word order
		13 – 16	Good	Occasionally make grammatically and/or word order errors, which do not, however obscure meaning
		9 – 12	Fair	Makes frequent errors of grammar word order which occasionally obscure meaning
		5 – 8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and/or restrict him to basic pattern
		0 – 4	Very Poor	Errors in grammar and word order as severe as to make speech virtually intelligible
4.	Vocabulary	17 – 20	Very Good	Use of vocabulary and idioms is virtually that native speaker
		13–16	Good	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequate vocabulary
		9 – 12	Fair	Frequently uses the wrong word conversation some what limited because of in adequate vocabulary
		5–8	Poor	Misuese of word and limited vocabulary make
		0 – 4	Very Poor	Vocabulary limitation so extreme as to make conversation virtually impossible
5.	Fluency	17 – 20	Very Good	Speech as fluent and effort less as that of native speaker
		13 – 16	Good	Speed of speech seem to be slightly affected by language problem

		9 – 12	Fair	Speed and fluency are rather strongly by language problem
		5 – 8	Poor	Usually hesitant often forced into silence by language limitation
		0 – 4		Speech is a halting and fragmentary as make conversation virtually impossible

Medan, Agustus 2019

Mengetahui

Kepala Sekolah
SMP BAKTI II MEDAN

Guru Mata Pelajaran
Bahasa Inggris

LILI DEMIATI S.Pd

FAZAR MAHENDRA, SS

Researcher

WIDYA ARISCA

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE II

Satuan Pendidikan : SMP BAKTI 2 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-2

Jenis Teks : Teks Deskriptif

Alokasi Waktu : 2x40 menit

A. KOMPETENSIN INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung

jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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- 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri
- 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
- 3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

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5 – 8	Poor	Usually hesitant often forced into silence by language limitation
0 – 4		Speech is a halting and fragmentary as make conversation virtually impossible

Medan, Agustus 2019

Mengetahui

Kepala Sekolah
SMP BAKTI II MEDAN

Guru Mata Pelajaran
Bahasa Inggris

LILI DEMIATI S.Pd

FAZAR MAHENDRA, SS

Researcher

WIDYA ARISCA

Appendix 3

INSTRUMENT OF RESEARCH

Pre-test

Read the following text bellow :

My best friend

I have many friends in my school. They are Andy, Meta, Agus, Jani, and others. I also have a best friends. His name is Husni.

Husni is my deskmate. As the best friend, we are always together. Husni is very dilligent. He always does exercise and homework. He also a kind boy. He always reminds me to do my homework. I and Husni like playing football. Every Sunday we play football in field.

Husni likes making a joke. I always laugh whenever he makes a joke. I am happy being his best friend.

Make a descriptive text about your best friend by following the generic structures. Then memorized it to tell in front of the class.

Cycle I

Make a descriptive text about your favorite teacher by following the generic structures. Then memorized it to tell in front of the class.

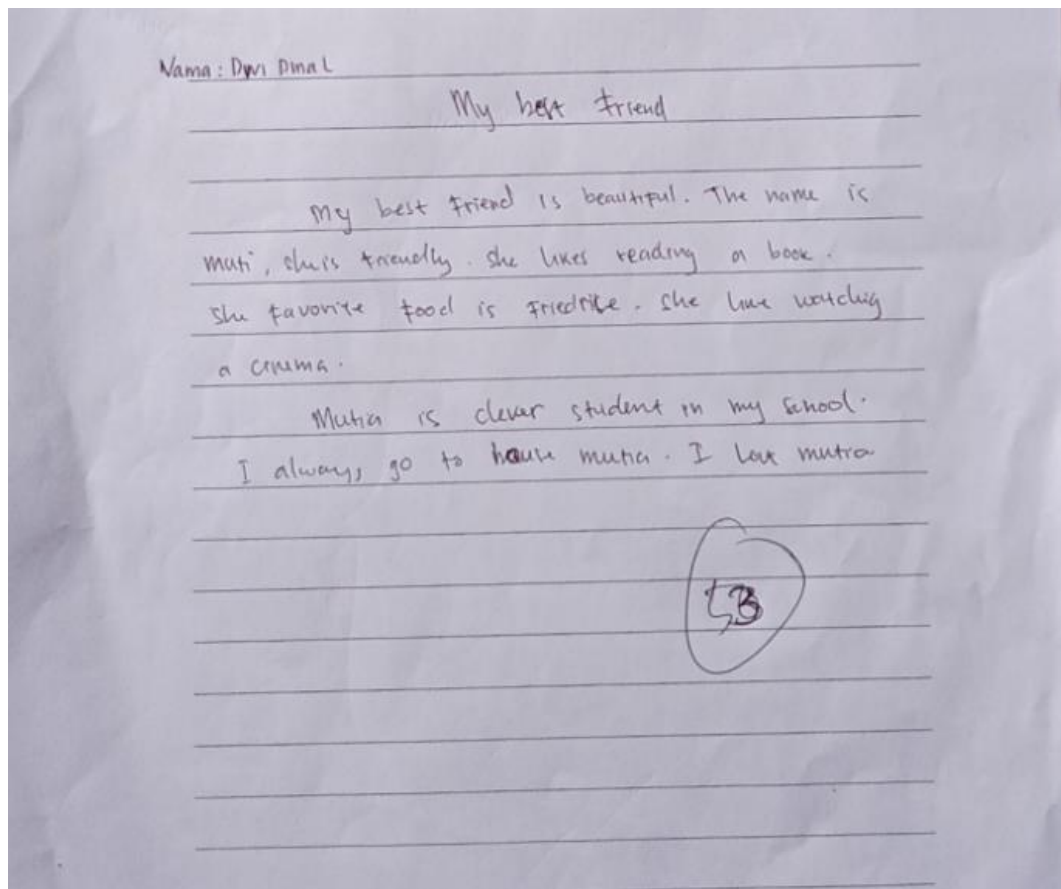
Cycle II

Make a descriptive text about your hobby by following the generic structures. Then memorized it to tell in front of the class.

Appendix 4

Students' answer sheets

Pre-test



Cycle I

Nama : Dwi Dina Lestari

Sir Fajar

I'm stud in smp Bakti 11 Medan . my favorite
teacher pak fajar . pak fajar handsome . and sweet .
pak fajar teach us good . we happy pak fajar enter
~~our~~ our clas room .
we love pak fajar .

78

Cycle II

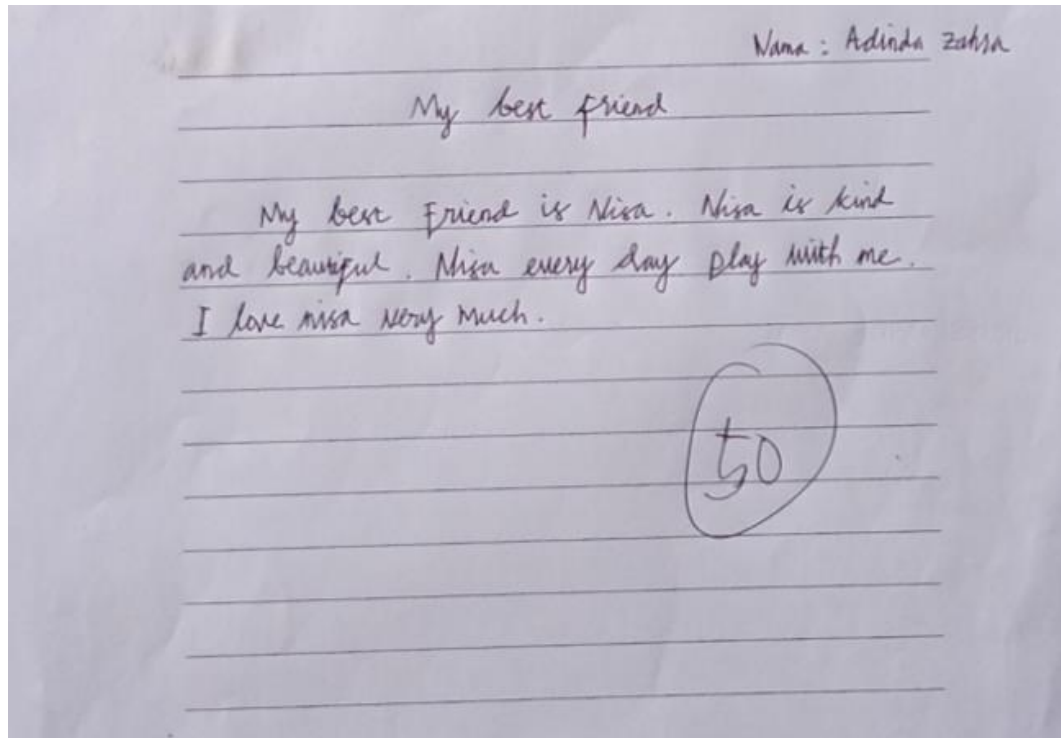
NAME: DWIDIAL

My hobby

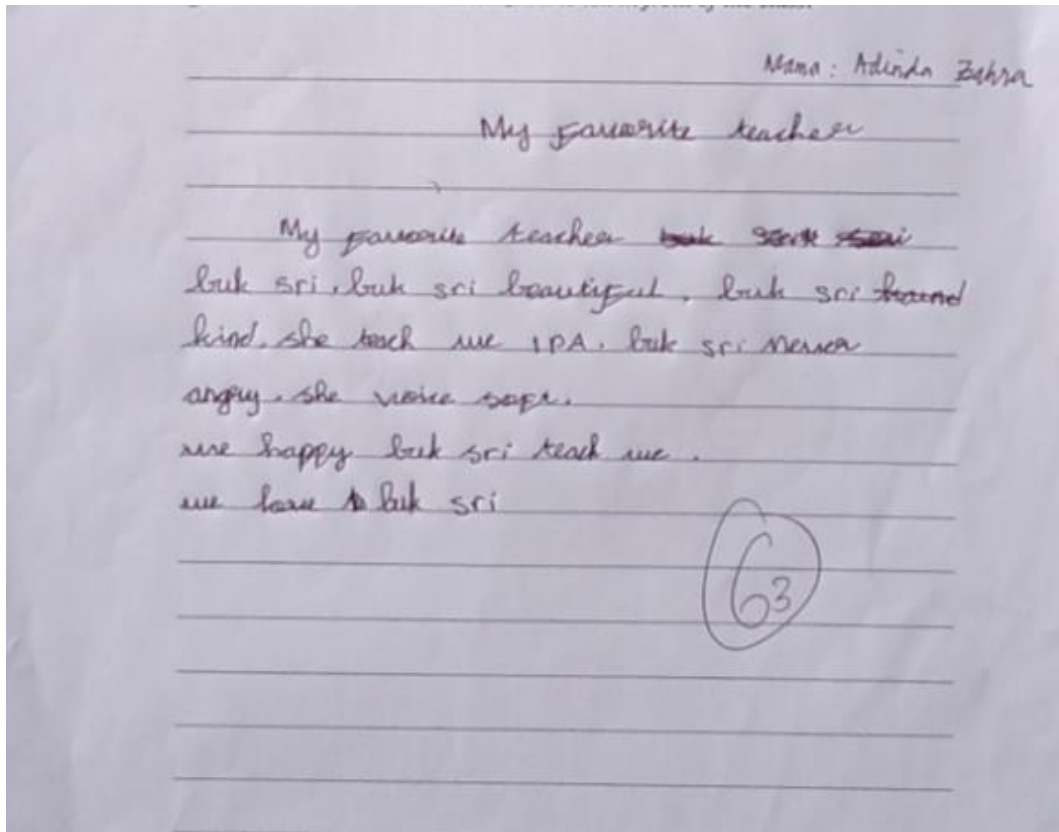
My hobby is singing. I like singing dangdut.
My father like singing to,
singing my favorite, dance to my favorite,
everyday I sing in my bedroom, my mother say
my voice good. I like singing very much.

85

Pre-test



Cycle I



Cycle II

Name = Adinda Zahra .

My hobby cooking

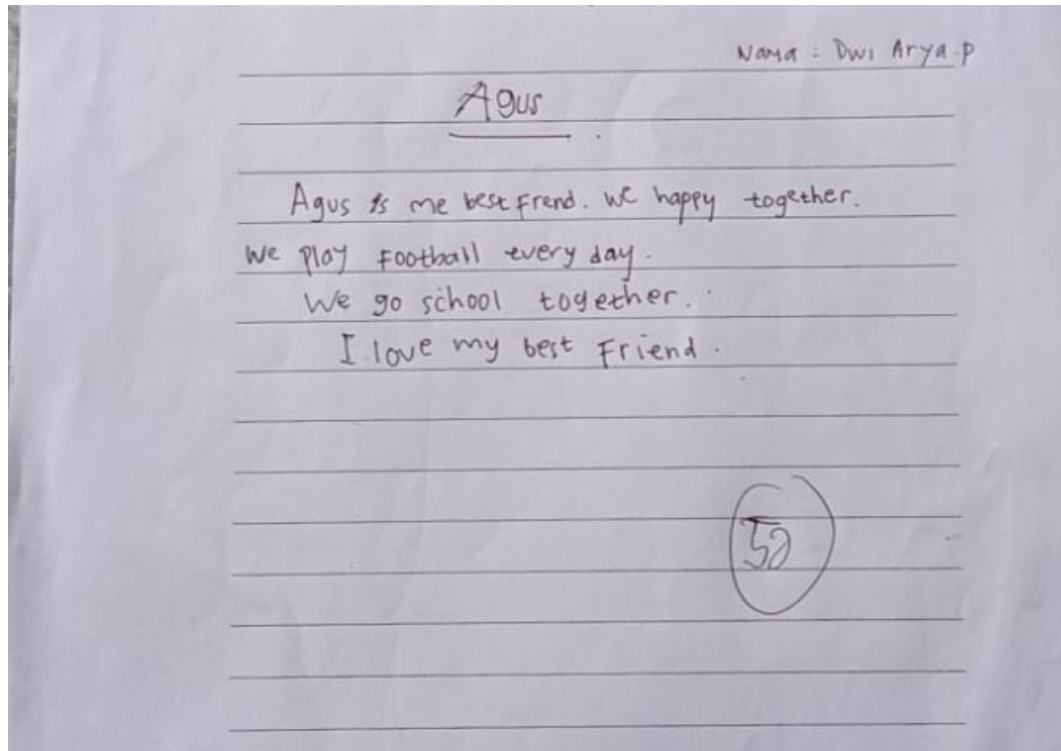
My hobby is cooking . I like cooking
cake with my mother . my mother like
to cooking too .

We cooking cake banana , laboch paper .
My mother have big oven too .

We cooking many cake . I'm happy cooking
with my mother .

73

Pre-test



Cycle I

Nama : Dwi Arya . P

My hobby Football

my hobby is Football . I Play Football on school .
me and my friend Play football every day .

I want like cristiano Ronaldo . I want play football
champion . I wish I be Cristiano Ronaldo . ~~he~~ he hebat
play football . I am fans he . I like football I like
ronaldo .

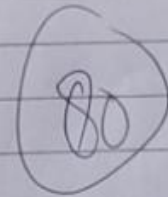
77

Cycle II

Nama : Andini Elisyana

My favorite teacher

Pak Fajar my favorite teacher. Pak Fajar very good. Pak Fajar handsome. He teach Bahasa Inggris. He teach monday and wednesday. I am happy. Pak Fajar teach we. Pak Fajar angry but ~~but~~ kind. He always apologize. We love pak fajar.



Appendix 5

The Result of Students' Score for Pre-Test, Cycle I, And Cycle II

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class : VIII-2

No.	Students' initial	Pre-test	Cycle I	Cycle II
1	AZ	50	63	73
2	AF	52	75	76
3	AHE	50	60	70
4	AE	55	75	80
5	AR	57	78	85
6	CA	50	76	80
7	AS	45	75	80
8	DP	48	75	78
9	DDL	53	78	85
10	DAP	52	77	80
11	EMR	42	75	77
12	FF	51	68	70
13	GRA	45	60	72
14	HS	40	59	70
15	JCN	50	65	80
16	K	45	55	70
17	K	50	65	75
18	MAS	42	75	78

19	MF	55	78	83
20	MA	55	75	85
21	MA	55	64	75
22	MA	43	68	78
23	NH	40	60	75
24	PS	56	75	80
25	PA	50	76	82
26	SD	55	78	85
27	SJ	47	60	75
28	SY	45	67	76
29	SNA	48	65	75
30	SMJ	50	68	76
31	TA	40	65	75
32	TDA	55	75	80
33	VW	50	65	75
34	YM	55	65	75
35	YA	55	76	80
36	ATS	52	65	77
Total ΣX		1.783	2.499	2.918
Means		49,52	69.41	81.05

From the table above, it could be seen from the mean of the student score during the reasearch, the researcher applied the following formula:

$$X = \frac{\Sigma X}{N} \times 100\%$$

Where:

X : The mean of the students

$\sum\chi$: The total score

N : The total number of students

From the table score above, it could be concluded that there was improvement students' speaking achievement in pre-test, cycle I and cycle II.

In pre-test, the total score of the students was 1.783 and the number of the students was 36, so the mean was:

$$X = \frac{1.783}{36} \times 100\% = 49,52\%$$

In cycle I, the total score of the students was 2499 and the number of the students was 36, so the mean was:

$$X = \frac{2499}{36} \times 100\% = 69,41\%$$

In cycle 2, the total score of the students was 2918 and the number of the students was 36, so the mean was:

$$X = \frac{2918}{36} \times 100\% = 81,05\%$$

The Students' Score From The First Until Last Meeting

Test	Students' score up to 75 points	Percentage
Pre-Test	-	0%
Cycle I	17	47.22%
Cycle II	30	83.33%

To categorize the number of master students the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_0 = \frac{0}{36} \times 100\% = 0\%$$

$$P_1 = \frac{17}{36} \times 100\% = 47.22\%$$

$$P_2 = \frac{30}{36} \times 100\% = 83.33\%$$

Where:

P : the percentage of the students getting score ≥ 75

R : the number of the students who getting point ≥ 75

T : the total number of the students who did the test

P₁ : the percentage of the students who get point 75 to 100 in cycle 1

P₂ : the percentage of the students who get point 75 to 100 in cycle 2

Medan, September 2019

Researcher

Widya Arisca

Appendix 6

Observation Sheet of Students' Activities in Learning Process

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : VIII-2

Subject : English

Cycle : I

No	Students' Initial	Aspect															
		Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	AZ	1					2				2				2		
2	AF		2			1					2			1			
3	AHE			3				3			2				2		
4	AE		2				2			1					2		
5	AR	1				1				1					2		
6	CA		2				2				2				2		
7	AS	1				1				1				1			
8	DP			3			2				2				2		
9	DDL		2				2			1					2		
10	DAP		2			1					2				2		
11	EMR	1					2				2				2		
12	FF		2				2				2				2		
13	GRA	1				1					2				2		
14	HS			3				3				3			2		

15	JCN		2			1				2				2			
16	K		2				2				3				3		
17	K		2					3		1				1			
18	MAS		2				2				3			2			
19	MA			3				3			2				3		
20	MA		2					3			3				3		
21	MA		2					3			3				3		
22	MA		2			1				2				2			
23	NH			3				3		2				2			
24	PS	1				1				1				1			
25	PA		2				2				2			2			
26	SD			3			2				3			2			
27	SJ		2					3			3				3		
28	SY	1				1				1				1			
29	SNA	1					2				2			2			
30	SMJ		2				2				2			2			
31	TA		2					3			2				3		
32	TDA	1				1				1				1			
33	VW		2					3			2			2			
34	YM		2				2			1				2			
35	YA		2				2				2			2			
36	ATS		2					3			2			2			
Total score		69				73				75				73			
Percentage		47,91%				50,69%				52,08%				50,69%			
Average Percentage		50,34%															

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

Appendix 7

Observation Sheet of Students' Activities in Learning Process

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : VIII-2

Subject : English

Cycle : II

No	Students' Initial	Students' Activities															
		Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	AZ				4			3					4				4
2	AF				4				4			3					3
3	AHE			3					4			3					3
4	AE				4				4			3					3
5	AR			3				3					4				3
6	CA				4			3				3					3
7	AS				4				4				4				3
8	DP				4			3				3					3
9	DDL			3					4				4				3
10	DAP			3				3					4				3
11	EMR				4			3				3					3
12	FF			3				3				3					3
13	GRA			3			2				2						3
14	HS				4			3				3					3
15	JCN			3			2					3			2		

16	K			3				4				4				4	
17	K				4			3				4				4	
18	MAS			3				3				3				3	
19	MA			3				4				4				4	
20	MA			3				3				3				3	
21	MA				4			3				3				3	
22	MA			3			2					3				4	
23	NH			3			2					3				3	
24	PS			3				3				4				3	
25	PA			3				3				3				3	
26	SD				4			3				3			2		
27	SJ				4			3				3				3	
28	SY			3				3				3				3	
29	SNA			3				3				3				3	
30	SMJ				4		2					3				4	
31	TA			3				4				4				3	
32	TDA			3				3				3				3	
33	VW				4		2					3				3	
34	YM			3				3				3				3	
35	YA			3			2					3				3	
36	ATS			3				4				4				3	
Total score		125				105				118				112			
Percentage		86,80%				72,91%				81,94%				77,77%			
Average Percentage		79,85%															

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

Appendix 8

OBSERVATION SHEET OF TEACHER' PERFORMANCE IN LEARNING PROCESS

CYCLE I

School : SMP BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : VIII-2

Subject : English (Descriptive Text)

Cycle : Cycle I

NO	Students' Name	A				B				C				D				E				F				G				H				I				J				K							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	AZ			3			2					3				4				3				3				4			2					3				4				4				4	
2.	AF			4			3				2					3				4	2							4			3					4				3				4					
3.	AHE		2					4			3					4				4	2							4			3					4				3				4					
4.	AE			3			2					4			3				2					3			2					4			3				2					2					
5.	AJ			3			2					4			3				2					4			3					3			3					3				3					
6.	AR		2					4			3				2					3				3				4			3				3				2					3					

7.	AS			3			4	2				3			4	2				4		3		2				4			4
8.	DP			4		3						4		3	2			3		3			3			3			3		3
9.	DAN			4		3		2				4	2		2		1		1			2					4			4	
10.	DAR		2				4		4		3	1			2		1			2		2		2		2		1			
11.	DDL			3			3		2			3		2		1			2			3			4			4		4	
12.	EM		2		1			2			2			3			3			3			3			3	2			3	
13.	GRA				4	2			3	2				3			4		3	2			2		2		2		2		
14.	HS			3		2		1		4		3		2			3		2		2			3			3		3		
15.	JN		2		1			3			4		3			4		3			3		3		3	2			4		
16.	K	1				3			3	2		1		4	2			2		2			3		2				3		
17.	K	1				2		2		1			3	2		1			2		2			2		1		1			
18.	MA		2			3			3			4		4		3	2		2			2				4			4		
19.	MA		2				4	2				3		2			3		2		1				3	2		2			
20.	MA	1				2			4			4		4			2		1			1					4	1			
21.	MAS		2			3			3	2				4		4		4		3		2				3			4		
22.	MF		2			2			3			4		3			3		3		2		2		2		2		3		
23.	NH			4		3		2				3		2			3			4	2				4	2			3		
24.	PF			3		2			4			4		4		3		2			2			2			3		3		

25.	PS	2			4			2			3	2		2		2		3			4	2					
26.	PA		3	1			3	2			3		3			4		3			2		3				
27.	SD	2			2			3	2			3	2			3		3			2		2				
28.	SJ			4		3			4	2			2			3		2			2		3				
29.	SY		3			3			3			3	3			3	1		4	4		4					
30.	SNA	2			2			2			4	2				3			4		3	1		3			
31.	SZ		3			3			4			4			3			2			3			3			
32.	TR	2				3			3			3	2			2					3			3			
33.	TA	2				3			3	2			2			2					3		3	2			
34.	VW		3			3		2				3				3					3		3	3			
35.	YM	2			2			2				2				3					2		2		3		4
36.	YA		3			3			3			3				3					3		3		3		
Total Score		93		96		91		85		97		91		81		64		70		72		74					
Percentage		64,58%		66,66%		63,19%		59,02%		67,36%		63,19%		56,25%		44,44%		48,61%		50%		51,38%					
Mean		57,69%																									

Note:

Scale Score

4 = Very Good

3 = Good

2 = Enough Good

1 = Bad

Note Activities:

A : Aperception

B : Material Explanation

Individual

C : Explanation of Learning method
score of Individual

D : Technique part of group

Material

E : Management of discuccion

Learning

F : Giving question or quiz

G : Ability to Evaluate

H : Giving reward to

I : Determining the

J : Concluding Learning

K : Closing The

Appendix 9

Observation sheet of Teachers' Performance in learning process

Cycle II

School : SMP BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : VIII-2

Subject : English (Descriptive Text)

Cycle : Cycle II

NO	Students' Initial	A				B				C				D				E				F				G				H				I				J				K			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	AZ			4				3				2				3				2				2				2				3				2				3					4
2.	AF			3				4				4				4				4				3				3				4				4				3					4
3.	AHE			2				3				3				2				2				2				3				2				2				2					
4.	AE				4			3				3				3				3				4				3				4				3				4	3				
5.	AJ			2				4				4				4				2				3				2				4				4	2				4				
6.	AR				3			4				3				3				4				3				3				2				3				4	3				

7.	AS			3				4	2			2			3		2			2			2			2			2			2									
8.	DP				4			4		3			3			3			3			3			3			2			3			2							
9.	DAN		2					3				3			4			3			3			2			2			4			3			3					
10.	DAR			3				3				4			3			3			3			3			3			3			3			3					
11.	DDL				4		2					3			3			4	2			2			2			4			3			4			2				
12.	EM		2					3				2			4	2					3			3			3			4		2				3					
13.	GRA		2					2				2			3					4			4			4			4		3		2			2					
14.	HS			3				4	1			4			4			4			4			4			4			4			4			4		4			
15.	JN		2					3				3			3					3			3			3			3			3			2			2			
16.	K		2					3				3			4					4			4			3			4		3			4			3		3		
17.	K			3				4				4			3					3			3			3			3			3		2			2			4	
18.	MA			3				3				3			3					3			3			3			4			4			4			3			4
19.	MA				4			3				3			2					2			2			3			2			2			2			2			
20.	MA		3					2				3			1					2			3			4			4			4			4			4			3
21.	MAS			2				3				3			2					2	2			2	2			4			3			3			4			4	
22.	MF			3				2				4			4					4	2			4	2			3			3			3			3			3	
23.	NH			2				3				3			3					3			3			3			3			2			3			2			1
24.	PF					4		2				3			2					2			2			3			2			4			3			1			2

25.	PS			4		3		3		3		2		2		2		2		2		2				
26.	PA		3		2		2		2		3		3		2		3		2			4		4		
27.	SD	2			3			4		4	2			4		3		3		2			4	3		
28.	SJ	2			3			4		3		3			4		3		3			3		3		
29.	SY	2			3			3		3		3			4		2		3		2			4		
30.	SNA		3		3		2		3		2		3		3		3		4		3			4		
31.	SZ		3			4		4		3		3			4			4		3		4		3		
32.	TR			4		4		4			4		4			4		4		4		4		3	4	
33.	TA		3			3			3			3			4		3			3		3		3	3	
34.	VW		3			4		4	2			3			4			4		4		4		3	2	
35.	YM	2				4		4		3			4		4	2			3			4		4	4	
36.	YA			4			4		4	2			3				4			3			3		4	4
Total Score		104		114		116		106		107		109		119		111		110		106		109				
Percentage		72,22%		79,16%		80,55%		73,61%		74,30%		75,69%		82,63%		77,08%		76,38		73,61%		75,69%				
Mean		76,44%																								

Note:
Scale Score

4 = Very Good
3 = Good

2 = Enough Good
1 = Bad

Note Activities:

A : Aperception

G : Ability to Evaluate

B : Material Explanation
Individual

H : Giving reward to

C : Explanation of Learning method
score of Individual

I : Determining the

D : Technique part of group
Material

J : Concluding Learning

E : Management of discuccion
Learning

K : Closing The

F : Giving question or quiz

APPENDIX 9

Students' Attendance List

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class : IX-I

No.	Students' Name	Signature	
1	Adinda Zahra	1	2
2	Afif Fahreza		
3	Aldi Hari E	3	4
4	Andini Elysiana		
5	Aufa ramadhan	5	6
6	Crisda Alvina		
7	Ayu Sayafitri	7	8
8	Dede Prabowo		
9	Dwi Dina Lestari	9	10
10	Dwi Arya P		
11	Elsa Miranda R	11	12
12	Feby Fitria		
13	Gilang Reza A	13	14
14	Hari Sadewa		
15	Jefri Capri N	15	16
16	Khairunnisa		
17	Krisna	17	18
18	M Ari Syahputra		
19	M Fauzi	19	20
20	M Afdillah		
21	M. Aldo	21	22
22	M. Alfalah		

23	Nabila Hitma	23	24
24	Putra Sutrisno	<i>Nabuli</i>	<i>P. H.</i>
25	Putri Awal	<i>Putri Awal</i>	<i>Sandi</i>
26	Saskia Deswinta	<i>A. Awal</i>	<i>Saskia</i>
27	Shandi Juliansyah	<i>Shandi</i>	<i>Shandi</i>
28	Serly Yusnita	<i>Serly</i>	<i>Serly</i>
29	Sri Nur Assyah	<i>Sri Nur</i>	<i>Sri Nur</i>
30	Sultan M Jiblal	<i>Sultan</i>	<i>Sultan</i>
31	Taufik Arrohim		
32	Tri Dea Ananda		
33	Viki Waldi		
34	Yulfi Manisah		
35	Yusuf Afandi		
36	Arnita Tiurma S		

Medan,

2019

Researcher



Widya Arisca

Appendix 10

DOCUMENTATION

Cycle I

Picture 1

The teacher explained the material
by using Index Card Match learning method



Pictures 2

The implementation of Index Card Match learning method



Pictures 3

The students presented their cards in front of the class



Pictures 4

Cycle II





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

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 : Widya Arisca
NPM : 1502050011
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disetujui oleh Dekan Fakultas
	The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement	
	Improving Students' Speaking Skill by Using CTL (Contextual Teaching Learning) Method With Booklet as the Media	
	The Implementation of Market Place Activity by Booklet to Achieve Student's Writing Skill	

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

Medan, 19 Maret 2019
Hormat Pemohon,

Widya Arisca

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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

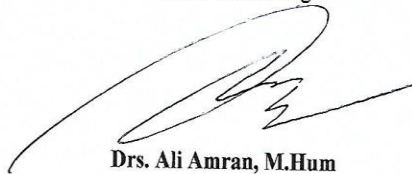
Dengan ini saya:

Nama Mahasiswa : Widya Arisca
NPM : 1502050011
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement	

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

Disetujui oleh
Dosen Pembimbing


Drs. Ali Amran, M.Hum

Medan, 19 Maret 2019
Hormat Pemohon,


Widya Arisca



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

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 : Widya Arisca
NPM : 1502050011
Prog. Studi : Pendidikan Bahasa Inggris

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

The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum *Acc*

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, 12 April 2019
Hormat Pemohon,

Widya Arisca

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. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2033 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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 : Widya Arisca
N P M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement.

Pembimbing : Drs. Ali Amran, M.Hum

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 selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 30 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Sya'ban 1440 H
30 April 2019 M
Dekan

Dr. H. Elrisanto Nst. S.Pd, M.Pd. A
NIDN : 0115057302

Di buat 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 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Widya Arisca
N.P.M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Index Card Match (ICM) Learning Method by
Using Aquarium Quenser to Improve the Students' Speaking
Achievement

Sudah layak diseminarkan.

Medan, Mei 2019

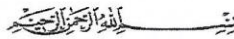
Disetujui oleh
Pembimbing

Drs. Ali Amran, 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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Widya Arisca
N.P.M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Index Card Match (ICM) Learning
Method by Using Aquarium Quenser tto Improve the Students'
Speaking Achievement

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Erlindawaty, S.Pd, M.Pd

Dosen Pembimbing

Drs. Ali Amran, M.Hum

Diketahui oleh
Ketua Program Studi,

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

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Widya Arisca
N.P.M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser tto Improve the Students' Speaking Achievement

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, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Widya Arisca

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 Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 5789 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 23 Dzulhijjah 1440 H
24 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Bakti II
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 :

Nama : Widya Arisca
N P M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



SMP SWASTA BAKTI-II

IZIN OPERASIONAL No : 420/128.Sapras/2017 Tanggal : 24 Mei 2017

NPSN : 69963629

Alamat : Jalan Keladi No.61 Tanjung Mulia Hilir Kecamatan Medan Deli, Kota Medan, Medan 20241

Medan, Rabu 25 September 2019

Nomor : 422 / / SK / B.II / IX / 2019
Lampiran : -
Perihal : Selesai Riset

Kepada Yth,
Ka. Biro Adm. Akademik dan Kemahasiswaan
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
di -
Medan

Dengan hormat,

Berdasarkan surat dari UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Nomor surat : 5289 /IL3/UMSU-02/F/2019 tentang permohonan Riset Skripsi.

Sehubungan dengan hal tersebut, dengan ini Kepala Sekolah SMP SWASTA BAKTI - II
Medan menyatakan bahwa, terhitung tanggal 26 Agustus 2019 s/d 25 September 2019 telah
menyelesaikan Riset Skripsi di SMP SWASTA BAKTI - II Medan Kepada yang tersebut yang di
bawah ini :

Nama : WIDYA ARISCA
N P M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of index Card Match (ICM) Learning Method by
Using Aquarium Quenser to Improve the Students' Speaking
Achievement

Demikian surat ini dibuat untuk dapat dipergunakan seperlunya



LILI DEMIATI, S.Pd



MAJELIS PENDIDIKAN TINGGI
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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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Widya Arisca
N.P.M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Index Card Match (ICM) Learning Method by Using Aquarium Quenser to Improve the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
	Bimbingan	
20/03 2019	Consult the research title	
30/03 2019	Chapter I - II	
05/05 2019	Chapter III	
12-05 2019	Table of contents, References	
17/05 2019	Acc to seminar	

Medan, Maret 2019

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)



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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

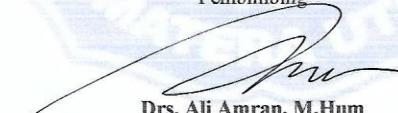
Nama Lengkap : Widya Arisca
N.P.M : 1502050011
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Index Card Match (ICM) Learning Method
by Using Aquarium Quenser to Improve the Students' Speaking
Achievement

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



Drs. Ali Amran, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


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

APPENDIX 18

CURRICULUM VITAE

Name : Widya Arisca
Registered : 1502050011
Place/ date of birth : Medan, 25 August 1997
Sex : Female
Religion : Moslem
Marital Status : Single
Nationally : Indonesia
Father's Name : Suhelmi Efendi
Mother's Name : Syarifah
Address : Jln. Perunggu LK V Kota Bangun
Mobile Phone : 081342867527
Gmail : widyaarisca7@gmail.com

Education

1. Elementary School at SD Surya Bakti(2003-2009)
2. Junior High School at SMPN 43 Medan (2009-20112)
3. Senior High School at SMAN Sinar Husni Medan (2012-2013)

Medan, Oktober 2019

Widya Arisca