THE EFFECT OF USING INDEX CARD MATCH STRATEGY ON THE STUDENTS' LISTENING COMPREHENSION

SKRIPSI

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ABSTRACT

Siti Hanimah, 1802050056. The Effect Of Using Index Card Match Strategy On The Students' Listening Comprehension. Skripsi, English Education Program of the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Sumatera Utara. Medan 2022

The aim of this research was to find out the significant effect of Using Index Card Match strategy on students' listening comprehension with assisted by youtube media and to find out the students responses toward the use of Index Card Match with assisted by youtube media. This study was conducted at SMP Swasta Al-Hikmah Jl. Marelan I Pasar IV Barat No 10 Rengaspulau, Medan Marelan in the academic year 2021/2022. This is a quantitative research with using true-experimental research design. The sample was taken by using Random Sampling Technique. The sample was taken two classes which Class VIII-1 consisted of 25 students as Experimental Class (using index card match) and Class VIII-2 consisted of 26 students as Control Class (using conventional method). The subject of research were consisted of 51 students of the second grade at SMP Swasta Al-Hikmah Marelan. The result showed that Asymp.Sig (2-tailed) value was 0.000 < 0.05 and the comparison between the post-test mean scores of control and experimental class was 70.54 < 86.56 and the result of the questionnaires that obtained from 25 responses got an average score of 77.36% which received a good response from students. The result of this study was indicated that there is significant increase on the students' listening comprehension by using index card match strategy at SMP Swasta Al-Hikmah and index card match strategy is more effective than conventional method and the use of index card match is suitable for use by teachers and students in the learning process.

Keywords : Index Card Match, Listening Comprehension, Youtube media

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For the researcher's beloved parents, Dawiyanto and Fifi Syafrida, the researcher is grateful for their never ending great love, prayer, motivation, advices and material supports before, during and after her academic years at UMSU and also support for finishing her study. No words can describe how much she love both of them. May Allah the most almighty always bless them, thank for their love.

In writing this study entitled *"The Effect of Using Index Card Match Strategy On The Students' Listening Comprehension".* This study is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education. During this study, the researcher faced so many difficulties and problems but she did not stop her efforts to make a better one and it is impossible to do it without much help from others Therefore, the writer would like to express her great thanks to those who have given guidance and supports during the completion of this study. The researcher would like to thank the following people :

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Medan, September 2022
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is a International language that has become a required subject in Indonesian schools. Government rules corroborate this. Secondary schools and institutions incorporate English as a required subject in their curriculum. A subject that is required, However, many individuals find English to be a challenging topic (Zulfikar et al., 2019, p. 1). In English Learning, There are four key skills: Speaking, Listening, Reading and Writing. As this ultimate purpose of this research is to help students to achieve communicative competence in the real word. Listening is the most typical kind of communication in everyday life (Amin & Sapitri, 2019, p. 170).

Listening is a skill that requires people not only to hear something through their ears, but also to understand, remember, and respond to it. In language learning terms, listening means that students can understand what the speakers are saying, they can express their understanding through written or oral expression (Samad, 2018, p. 22). Listening is a necessary ability that should be complemented with comprehension. Listening comprehension is a complex process that requires the listener to have an active role in dealing with the message (Nushi & Orouji, 2020, p. 3). The Teachers must teach listening with creative techniques. Teaching listening is generally associated with practice, which helps inspire students to improve their listening comprehension skills (Amin & Sapitri, 2019, p. 170).

This research focuses on solving the problem of listening comprehension in Students. According to Al-Batal in Al-Badawi et al., 2020 displays at the significance of the listening ability in the context of teaching and learning. Listening is important due to the fact teachers and students spend a lot of time speaking in the language. Listening not only encourages them to understand what others are saying to them, but also makes it easier for them to talk to others. In addition, it teaches students how to pronounce words correctly, how to apply intonation, and where to place stress in words and sentences (N.N. & T.C., 2018, p. 77).

Based on my previous experience with internships 2 and 3 in School SMP Al- Hikmah Medan. Many students have difficulties with the process of learning to listening. The student's interest in the learning process of listening is low, the technique or strategy used by the teacher is convensional, so that students are lack of interest and feel bored. This can have an impact on success in listening skill. So the teacher must use an interesting strategy. In process teaching English, Teachers must also improve their teaching capabilities by implementing appropriate strategies. It had to be done because teachers do not use more technique or strategies in teaching listening. Furthermore, the teaching and learning process at SMP Al-Hikmah Medan is in a passive class situation. The teacher just explains to the students and gives them a test. Students are bored as a result of their low grades, lack of creativity, and lack of motivation. By increasing teaching abilities, especially in the listening comprehension.

Thus, the researcher decided to use an Index Card Match Strategy in process learning of listening comprehension. Index Card Match is a fun and active way to review subject matter, the learning model includes game elements, so that students should not be bored while learning (Hanim Nafisah, 2017, p. 142). The researcher believes that by applying this strategy, the teaching learning process in the classroom could be effective, enjoyable, interesting and where the strategy supported by one media use in learning that it is needed to enhance students' comprehension is youtube videos to motivate students. Youtube videos can be utilized as a tool in this case. The role of Youtube media very helpful students easily understand the material presented by the teacher, so that the teaching and learning process is created better and more enjoyable. The content of the video features several English materials such as Asking and Giving Opinion, Asking and Giving Attention and Showing Appreciation. The material corresponds to the one in their module Book.

Based on the description above, the researcher decided by applying Youtube media in teaching listening skills using an index card match strategy. As the result, the researchers decided to take the initiative to do this research by title "THE EFFECT OF USING INDEX CARD MATCH STRATEGY ON THE STUDENTS' LISTENING COMPREHENSION" for the Eight Grade Students of SMP Al-Hikmah Medan in Academic Year of 2021/2022.

B. Identification of The Problem

The problems of this research can be identified as follows :

1. The Students Listening Comprehension is low
2. The Use of Media and Learning method in Teaching English is needed to be improved.
3. The Lack of Motivation and Creativity in Creating fun English Learning process activities.

C. The Scope and Limitation

The scope of this research was focused on Students' Listening Comprehension and the researcher limited in Short Conversations from the material Asking and Giving Opinion, Asking and Giving Attention and Showing Appreciation from youtube and then giving cards contain questions and answers using an Index Card Match Strategy.

D. The Formulation of the Problem

Based on the Identification and background of the problem above, the researcher will formulate the problems in this research as follows :

1. Is There any Significant Effect of Using Index Card Match Strategy On The Students Listening Comprehension at the Eight Grade Students of SMP Al-Hikmah Medan in Academic Year of 2021/2022?

2. What does the students responses toward the use of Index Card Match in Listening Comprehension at the Eight Grade Students of SMP Al-Hikmah Medan in Academic Year of 2021/2022?

E. The Objective of the Study

The Objectives of this research are follows :

1. To find out significant Effect of Using Index Card Match Strategy On The Students Listening Comprehension at the Eight Grade Students of SMP Al-Hikmah Medan in Academic Year of 2021/2022.

2. To find out the students responses toward the use of Index Card Match in Listening Comprehension at the Eight Grade Students of SMP Al-Hikmah Medan in Academic Year of 2021/2022.

F. The Significance of the Study

The findings of this study are useful in the following ways:

1. Theoretically

   Theoretically of this research can be used as knowledge, experience and insight in the use of English learning strategy and media, especially listening comprehension, so students are more interested and motivated because the learning process is fun.

2. Practically

   a. For the English Teacher

   For the English Teacher, this research can be used as knowledge and reference to determine learning strategy and media in classroom so that

students will be interested in learning especially for listening comprehension.

b. For the Students

The results for this study, students will be more motivated and active in the classroom by using fun learning strategies and media to understand listening. Students will not get bored easily if using a very interesting and fun strategy.

c. For the other Research

It is hoped that other researchers can increase their knowledge of learning strategies and fun media for students so that students are more motivated to learn and conduct further studies related to this research.

CHAPTER II
THE REVIEW OF LITERATURE

A. Theoritical Framework

The Theoretical framework is purpose to give concepts applied in this research. The researcher explanation about all of the theories that used to strengthen this research. So that, the readers understand the contents of this study well. This chapter discusses the theory of support in this research. It includes the concepts of descriptive listening and index card match. And the explanation of each sub-topic is as follows :

1. The concept of Descriptive Listening

a. Definition of Listening

One of the most important language skills is listening. Listening is an important part of communication because it allows us to share our ideas with others. Listening is the most commonly used language skill in daily life. According to Solak Ekrem (2016:30), Listening is an active and interactive process in which the listener receives the conversation and attempts to assign meaning to the spoken words. Listeners attempt to comprehend the intended message of the spoken text in order to respond effectively to verbal communication.

Listening as language teaching in that refers to the complex processes that permit us to comprehend spoken language. Listening the most general used language skill, sometimes given in combination with other abilities such

as speaking, reading, and writing. Listening is not only a skill in language performance; it is also an important for the means of learning a second language (Rost Michael, 2010, p. 7). Listening means when students listen, they are able to comprehend what the speakers are saying. Then students can express themselves verbally or in writing about what they've learned (Samad, 2018, p. 22).

In Addition, Listening and hearing are two distinct processes. While hearing is a physical, passive, and natural process, listening is a physical, mental, active, and learned process that is defined as a skill. Listening is an active process of constructing meaning from a stream of sounds not a passive skill or it can be said that listening means listens to a knowledge while hearing is only fleetingly not left in our memory. Listening is the foundational skill for speaking because learning can not begin unless the input is understood at the appropriate level (Solak Ekrem, 2016, p. 30).

Based on statements above it can be conclude that Listening is an active and interactive process that refers to a complex process that allows us to understand spoken language. Accept conversations and try to understand the meaning of spoken words in verbal communication. Then someone can express themselves orally or in writing what they have heard.

b. Definition of Listening Comprehension

Listening comprehension is essential for maintaining effective communication as well as for obtaining information. The importance of listening comprehension in oral communication as plays a key role in

determining the course of the conversation in the communication process. In this process, verbal or nonverbal reactions are given depending on the message spoken, so that communication can continue and progress as desired (Deregözü, 2021, p. 62). The process of understanding communication in a first or second language is referred to as listening comprehension. Listening comprehension as important language skill to learn. Listening comprehension is key to language teaching and learning, yet it is the most difficult to understand and the least researched skill (Vandergrift, 2007, p. 191).

In Addition, The traditional line of thinking about the nature of listening is as comprehension. Manual Listening and Listening Comprehension are in fact, synonymous in most methodology (Richards, 2008, p. 3). Futhermore, Listening comprehension skills may be difficult for students to learn, requiring teachers to modify their listening exercises to be more effective. The development of listening comprehension skills assists students in achieving success in language learning and increasing their comprehensible input, students are motivated to have access to spoken English, such as conversations with native speakers because their confidence in listening comprehension can be increased (Kurita, 2012).

Based on explanation above, the researcher conclude that Listening Comprehension is a skill in english language learning, yet it's the most difficult to understand and the least researched skill. The development of listening comprehension skills assists students in achieving success in language learning. Students are motivated to have access to spoken English.

Such as conversations with native speakers because their confidence in listening comprehension can be increased.

c. The Types of Listening

According to Cheri J et al., (2014:95) that Listening can be classified into four types: informative, appreciative, emphatic and critical. These categories however, are not mutually exclusive. In any provided communicative context, we may engage in all four. The below will be explained one by one as follows:

1. Informative Listening

Informative listening occurs when we are seeking to comprehend a message for a specific objective, such as gaining knowledge or completing a task. Informative listening necessitates the retention of knowledge for future use. As a result, whether you give directions for a job or explain how to prepare for an exam, students are looking for particular information and details. Conversely, while students respond to your questions, you may be listening to see if they understand the principles you have been teaching. This type of listening is obvious, especially in the classroom. Informative listening errors can have a major impact on classroom learning.

2. Appreciative Listening

When we listen for pleasure, we use appreciative listening. We may merely want to get a sensory impression of another person's one, mood or style. For example, we've all heard teachers or lecturers who we enjoy listening to because their voices are pleasant or they have a distinct style.

3. Dialogic/Emphatic Listening

When we listen to other people's feelings, we often just sound the board; people say, "Thanks for listening." I guess I just need someone to talk to. " So, in empathic listening, to understand or listen to what that person is saying And when we need someone to listen to us, we are grateful when that person gives us the full attention we seek. As we become more intimate with students, we find ourselves increasingly engaged in empathic listening.

4. Critical/Analitycal Listening

Making judgments about the messages we receive is part of critical listening. Is the offered information valuable, meaningful, clear, valid, or reliable? Is it in accordance with what you already know? Have all points of view been considered? You will engage in critical listening as a teacher in order to provide feedback to your students. The goal of feedback is to present the learner with a strategy for improvement. The learner will want to know what to repeat (what he or she did well) and what to modify. (Things he/she should do better next time).

According to Harmer Jeremy, 2007, p. 134 states there are two types of listening namely :

1. Extensive Listening

Extensive listening encourages children to watch English language film with subtitles; when they hear the English dialogue; the subtitles assist them comprehend the language they hear.

2. Intensive Listening

Intensive listening distinguishes from extensive listening in that students listen specifically to improve their listening skills and to study how english is spoken. It frequently occurs in classrooms or language laboratories, with teachers there to assist students through any listening issues and alert them to areas of interest.

d. Models of Listening Comprehension Process

(Richards, 2008, p. 4) states there are some processes for listeners to understand what they are listening to. The processes are bottom-up, top-down, and interactive processing as follows :

1. Bottom-up Processing

Bottom-up processing relates to using the incoming information to comprehend the message. Comprehension begins with the incoming material, which is examined at different levels of organization like sounds, words, phrases, sentences, texts until meaning is generated. Comprehension is regarded as a decoding process. The listener's lexical and grammatical proficiency in a language. This provides a model for buttom-up processing. The input is searched for known terms and grammatical knowledge is applied to determine the connection between elements of sentences.

2. Top-down Processing

Top-down processing, one on either hand, refers to the application of prior information to comprehend the meaning of a message. Top-down

processing goes from meaning to language, whereas bottom-up processing goes from language to meaning. Background knowledge for top-down processing may include prior information about the topic of conversation, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" — blueprints about the general structure of events and their links. Consider how we may respond to the following sentence. "I heard on the TV last night that there was a large earthquake in China."

When we hear the word earthquake, we immediately think of a series of questions to which we desire answers :

- Where did the earthquake occur?
- How big was it?
- Did it caused significant damage?
- How many persons were dead or injured?

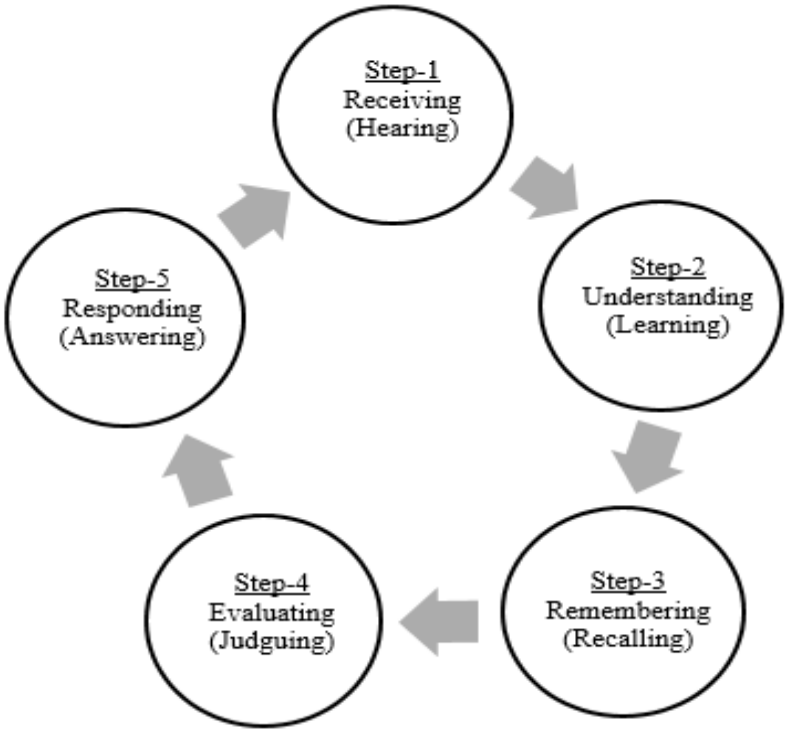
3. Interactive Processing

Bottom-up and top-down processing are both used in the interactive process. Listening comprehension is the consequence of the combination of both processes.

e. The Process of Listening

The listening process is divided into 5 steps namely hearing, understanding, remembering, evaluating and responding (Tyagi, 2013).

Figure 1
The process of listening



1. Receiving (Hearing)

It is a physical reaction induced by sound waves activating the sensory receptors of the ear; hearing is the experience of sound waves; you must hear to listen, but you do not have to listen to hear (perception necessary for listening depends on attention). The brain filters stimuli and allows just a few to come into focus—this selective perception is known as attention, and it is a fundamental necessity for efficient listening.

2. Understanding (Learning)

This stage aids in comprehending the symbols we've seen and heard. We must analyze the significance of the sensations we encounter. Symbolic stimuli include not just words but also noises such as clapping and visuals such as the blue uniform, all of which have symbolic value. The meaning we assign to these symbols is determined by our previous connections and the context in which they emerge. Listeners must comprehend the intended meaning as well as the context assumed by the sender in order to have a successful interpersonal conversation.

3. Remembering (Recalling)

Remembering is a crucial listening process because it indicates that an individual has not only received and comprehended a message, but has also saved it in his/her memory storage bank. When we listen, our attention is selective, as is our memory what we remember. It might be very different from what initially seen or heard.

4. Evaluating (Judguing)

Only engaged listeners participate at this level of listening. Criticism of the message provided constitutes evaluation. In this scenario, you may attempt to assess the speaker or communicator. During this stage, the engaged listener studies evidence, distinguishes facts from opinions, and determines whether a message contains bias or prejudice. A good listener makes certain that he or she does not begin speaking until the other person has completed speaking. This action began far too soon. It is

vital to begin this part of the procedure before the message has finished. As that result, we no longer hear or pay attention to incoming information while listening.

5. Responding (Answering)

The receiver must finish the process through verbal and nonverbal feedback at this step. Because the speaker has no other method of knowing if a message has been received, this step becomes the sender's only overt means of determining the degree of success in sending the message. The response in terms of listening occurs in two phases: (1) the response you make when the speaker or communicator speaks; and (2) the response you make after the speaker or communicator stops speaking.

f. The Phases of a Listening Lesson

According to Flowerdew John & Miller Lindsay, 2005, p. 189 states The phases of a listening lesson: A listening lesson may be divided into three phases, which is a sensible approach.

1. Pre-listening: Preparing students to get the most out of their listening.

The teacher's goal with pre-listening questions is generally to get students toready to begin the listening activity Both closed and open inquiries are addressed here. This can be used to prepare students schemata for the while-listening portion. The subject of the lesson The following categories of queries will be addressed here:

- Gathering background information that can be utilized to frame the situation listening.

- Determining whether or not visuals or diagrams are comprehended;
- Assessing if students understand the operation of the while- listening activity should be carried out.

2. While-listening : Challenging and directing students in coping with the content and attitudes of the speakers while they are listening.

The Students' attention is diverted toward the task during the while-listening phase of the class. The sorts of questions asked by the teacher here will help pupils improve either focused or broad listening abilities. A question is not required for all of the material in a listening exercise. Indeed, if a teacher tries to use all of the listening tasks in a textbook, there will be little time left in a language course for any other skill development.

Teachers frequently play a tape or video for students more than once. Various sorts of questions may be posed at each performance. For example, in our listening lesson about Virginia's trip to Spain, the instructor may play it once for the students to listen to and take notes on Virginia's trip, and then again for them to double-check their notes.

3. Post-listening : Reflecting on the language of listening (sounds, phrases, etc.), applying knowledge (grammar, vocabulary, inference, etc.) and applying knowledge.

The teacher strives to explore and extend the knowledge the pupils learned during the while-listening phase of the lecture during the postlistening section of the class. The questions in this section are often more

open or referential, with the goal of utilising the information in a more personalized manner.

g. Teaching Aid in Teaching Listening

Teachers utilize teaching aids to improve classroom instruction, draw students' attention, and motivate them to study. These teaching aids include equipment. (computers, DVDs), instructional aids (pictures, chalkboards, books) or items (globes, specimens, maps) that assist the teacher in carrying out the teaching-learning process with ease. Everyone is dependent on the teacher's creative ability. The use of teaching aids can help to make learning more exciting and less time-consuming. The use of teaching aids allows students to actively execute something while learning by using their hearing or vision talents (Bel-Ann Ordu, 2021, p. 211).

Types of Teaching aid in Teaching Listening

According to Pakpahan Andrew Fernando, 2020 there are 3 types of media in Listening such as :

1. Audio

Audio is a media that uses the sense of hearing as an intermediary in conveying content and relying on just sound in hearing. Examples such as radio, sound recording etc.

2. Visual

Visual is a media that uses the sense of sight as an intermediary or in conveying or describing an idea, data or event. Examples such as illustrations, textbooks, magazines etc.

3. Audio-visual

Audio-Visual is a media that combines between audio and visual as an intermediary in conveying a message. Examples such as videos, movies, television, DVD etc.

2. The Concept of Index Card Match Strategy

a. Definition of Index Card Match

Index Card Match as an alternative strategy that can provide a better comprehending about students characteristic. The characteristic means that students can enjoy learning while playing. In learning process, the teachers should be able to catch students' interest and motivation about the content delivered so that later learning objectives can be reached (Selvia Agusti & Indah Hasibuan, 2016). According to (Silberman Melvin L, 2006, p. 250) index cards match are an active and fun way to re-review the subject matter. This allows students to pair question cards and answers correctly. Index card match is also known as card sorting.

This collaborative learning approach can be used to teach concepts, characteristics, classifications, facts about things or to review knowledge. The main physical activity in the learning technique can aid a saturated and bored class dynamically (Zaini, 2008). To increase students activity in the classroom, teachers must use suitable learning strategies that can pique students' interest and enthusiasm to learn, as well as push them to solve challenges they may meet. One of these is to master this index card match, in

which students will move freely, allowing all of their senses to be employed and perhaps, making the lesson more dynamic.

b. Steps of Index Card Match Strategy

According to Zaini et al., 2008 there are steps in making an index card match are as follows:

1. Make pieces of paper for a number of students / students in the class.
2. Divide the number of papers into two equal parts.
3. Write a question about the material that has been given before on the half part of the paper that has been prepared. Each paper contains one question.
4. On another piece of paper, write the answers to the questions that were made.
5. End this process by making clarifications and conclusions.

c. The Advantages and Disadvantages of Using Index Card Match

The Advantages of Using Index Card Match :

Index Card Match as Cooperative Learning give so many benefits to students. Silberman states that There are some advantages of the use Index Card Match strategy as follows :

a) Students are more active because the teacher is only a facilitator and students are more empowered to actively participate in the teaching process,
b) When students find and match the card, so that the teaching process can be carried out effectively.

c) Make a connection with the other students and recognize with the other students in the class.

The Disadvantages of Using Index Card Match :

a) It takes a long time for students to complete tasks and presentations

b) The teacher must make careful preparations with a longer time

c) Demands a certain nature of the students to work together in solving problem.

d) The condition of the classroom becomes rowdy so that it can interfere with other classes.

e) It is less effective if one class of students is many. This learning model requires cooperation between two students, they must look for their partner carefully.

B. Previous Relevant Studies

The previous studies have been conducted by the researcher telling about on Students' listening comprehension and using Index Card Match Strategy in Teaching English. Some of the relevant studies with the research as following :

Ni Made Sinta (2021) In her research, she employed pre-experimental in one class, as well as pre-test and post-test. The population consisted of all students in class IX, while the sample consisted of 25 students from class IX-1. The data was gathered using a hearing test and questionnaires. The mean score increased from 52.80 in the pre-test to 84.40 in the post-test. Students' interest in listening to music via the Spotify application can be observed in the pre-test and post-test percentages; in the pre-test, 0% received 'great' and 0% received 'good,' indicating that students are uninterested in Spotify. Meanwhile, in the post-test, 16% received 'excellent,' while 72% received 'good.' As a result of the treatment, students were interested in Spotify. The researcher discovered that the p-value (probability value) was less than ($0.00 < 0.05$). So it indicates that the Spotify App can improve students' listening comprehension while learning English at SMPN 35 Makassar.

Wahyuni (2021) The Study aimed to find out the effectiveness of Miracle English Application as media to improve the students' listening skills and find out the students' perception in learning English by using Miracle English Application. Her study employed the pre-experimental design. The population consisted of 194 students. The population of the study consisting of second-year students at SMAN 6 Luwu Timur. The sample used Purposive Sampling from the Class of 11 MIPA-1, which consisted of 21 students. The results was taken of the test and

questionnaire. The result of the test was 73 was higher than the pre-test was 55,5. It showed that used miracle English Application is effective as media in the teaching process to improve students' listening skills at SMAN 6 Luwu Timur.

Fitria Cahya Ningtias, Entika Fani Prastikawati and Sri Wahyuni (2021). The research was conducted in SMA N 9 Semarang. This study employed a quasi-experimental design. This research involved two classes of 72 students each. There were 36 students in the control group and 36 students in the experimental group. To analyze the mean, standard deviation and t-test calculation used SPSS 23. The results indicated that British Council Podcast Application is an effective medium in improving students; listening comprehension.

Margareta and Romlah Ulfaika (2021). In their research, The study employed classroom action research (CAR). The researcher used all of the seventh grade students as the research subject, despite the fact that there are only 32 seventh grade students. The data collection approach included an observation checklist to observe the teaching and learning process, as well as a vocabulary test to assess the students' English vocabulary mastery. Based on the study results, the percentage of successful students in the first cycle was 65.6%, while the percentage of successful students in the second cycle was 87.5%. The observation results revealed that the percentage of the first cycle for the instructor was 91% and the percentage of the second cycle was 88% for the teacher and 87% for the students. As a result, it demonstrates that the index card match approach may increase students' English vocabulary mastery at SMP Nasional Plus Indo Tionghoa Tarakan's seventh grade students.

Feri Jayanti, Aunurrahman and Dian Shinta Sari (2020). The research employed a quantitative approach with an experimental design. The findings indicated that the SD of the pre-test (8.884) was greater than the SD of the post-test (7.863). It demonstrated that the therapy was properly implemented. Finally, the paired sample t-test result was greater than the t-table value (19.165 > 2.064), indicating that Ha was accepted. According to Cohen's impact, the effect of the employed Index Card Match Strategy was substantial. It was 1.05, indicating a significant influence on students' reading comprehension.

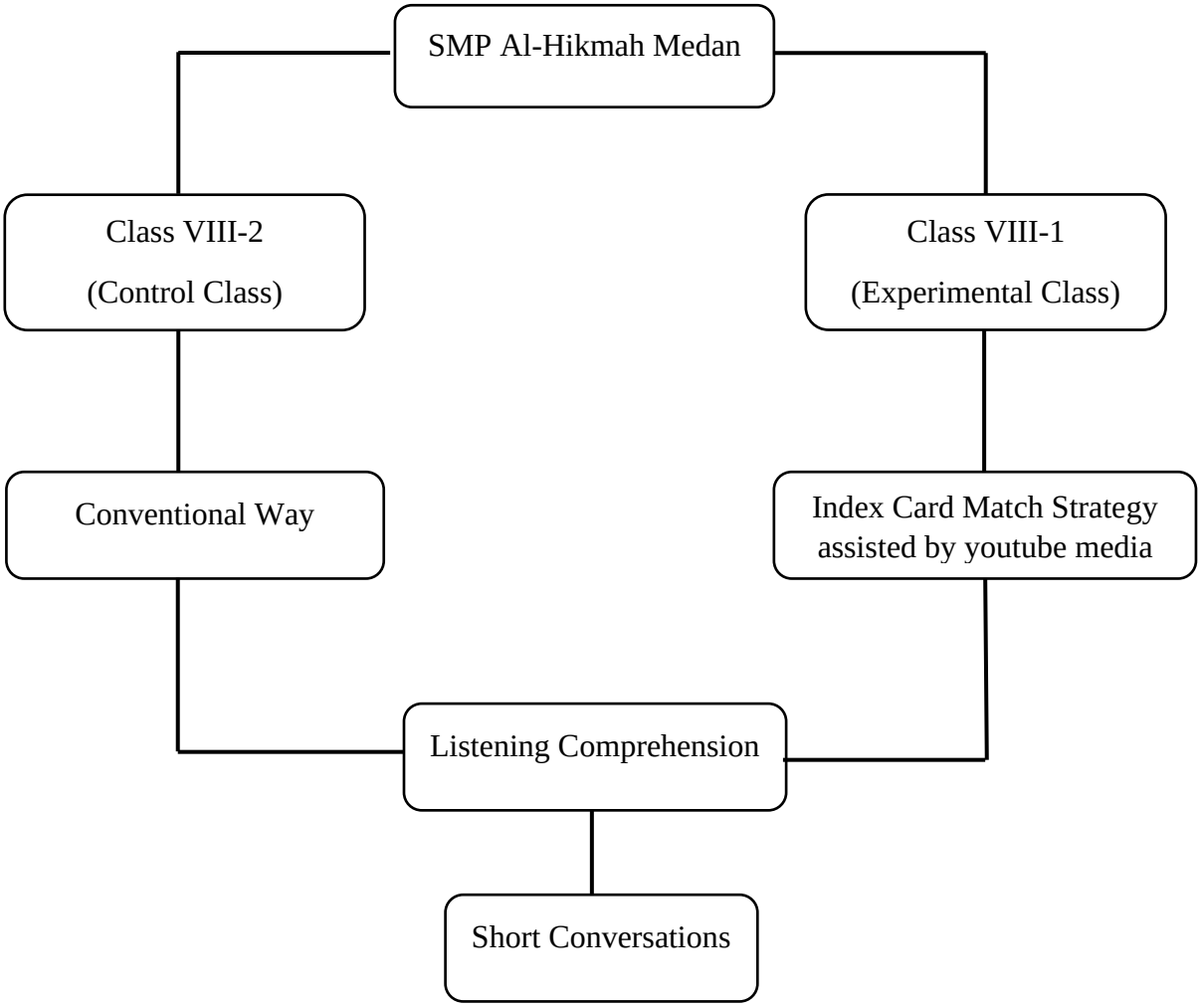
C. Conceptual Framework

In teaching English, listening is an important part of communication to share our ideas with others. Listening is the most commonly used language skill in daily life. Listening means a necessary ability that should be complemented with comprehension. Listening comprehension skills assists students in achieving success in language learning. Students are motivated to have access to spoken English. Listening occurs in a conversation involving 2 people. In the learning process, the relationship between Teacher and Student. With the role of the speaker and listener being carried out alternately.

Students' listening comprehension is decreased so that students become bored and decrease in attractiveness and motivation in the process of learning English because the Teacher still teaches in a conventional way, namely the Teacher only provides material on listening without using some strategies or methods and media. Teachers must have strategies or methods and use media for

English language learning. One of them is the index card match strategy where all students play an active role in the classroom. Students become interested and enthusiastic in learning English. In addition, the use of youtube media can also increase their motivation and their memory for a long time. By using these strategies and media, students will be more enthusiastic during the learning process in class.

Figure 2
Conceptual Framework



D. Hyphothesis

A hypothesis is a temporary prediction, a temporary thesis that must be confirmed via scientific study. The following is a statement of the study's hypothesis :

Ha: There is significant effect of using index card match strategy on the students' listening comprehension

Ho: There is no significant effect of using index card match strategy on the students' listening comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted at SMP Al-Hikmah Jl. Marelan I pasar IV Barat No 10 Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara, for the academic year 2021/2022. This school was chosen because researchers discovered several problems from students' listening comprehension such as lack of vocabulary mastery, loss of concentration and lack of curiosity towards English learning and the technique or strategy used by the teacher is still conventional. Teachers do not use more media or strategies so that students are lack of interest, feel bored and decreased attractiveness in process learning English. And for the index card match method has not been conducted in this school.

B. Population and Sample

1. Population

The population of this research was taken from eight grade of SMP Al-Hikmah Medan academic year 2021/2022, which is consisted of four classes. There are VIII-1 consisted of 25 students, VIII-2 consisted of 26 students, VIII-3 consisted of 26 students, VIII-4 consisted of 27 students. So the entire of the students consist 146 students. It could be seen in the table 3.1

Table 3.1
The Population

Class	Population
VIII-1	25
VIII-2	26
VIII-3	26
VIII-4	27
Total	**104**

2. Sample

The sample was taken by using simple random sampling where the sampling of members of the population is done randomly without regard to the strata that exist in the population (Sugiyono, 2018). In this research using random sampling where VIII-2 as control class and VIII-1 as experimental class. The total of sampling is 51 students that consist of 26 students in class VIII-2 for control class and 25 students in class VIII-1 for experimental class. The table of sample could be seen below in table 3.2

Table 3.2
The Sample

No	Class	Sample
1.	VIII-2	26
2.	VIII-1	25
Total		**51**

C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative has two different groups such as the experimental and control group. Experimental that consisted of 25 students and Control group that consisted of 26 students. In the experimental class, researcher was applied the Index Card Match strategy with assisted by using youtube media. This is required for students in order to make students interested and motivated in improving students' memory in the long term and foster students' interest in learning. In addition, this learning technique or strategy is an effective, interesting and fun method for students. While the control group was taught by applied the conventional way, namely starting the material. It can be seen in the table 3.3

Table 3.3

Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Index Card Match Strategy assisted by using youtube media	✓
Control Group	✓	Conventional Way	✓

VIII-1 is experimental group was applied Index Card Match Strategy assisted by using youtube media in Listening comprehension and VIII-2 is control group was applied conventional way in Listening comprehension.

D. Instrument of the Research

This research used a tests, questionnaires and documentation as the instruments in collecting data. The data of this research collected by :

1. Giving the test namely a pre-test and post-test.

Pre-test and post-test gave to the experimental and control group. The content of this test is that students asked to an index card match which contains a short conversations in the listening where students look for a pair of cards that are the answers or questions held. Students must be able to find the questions and answers correctly and Students are expected to be able to find their card pairs before the specified deadline. While, the source of this material test taken from Youtube videos which contains material of Expression Asking and Giving Opinion, Expression Asking and Giving Attention and Showing Appreciation. After that, the answers collected for futher evaluation.

2. Students' response questionnaire

A Student response questionnaire is a research instrument used to find out students' responses to learning using index card match strategies assisted by using Youtube media.

3. Documentation

Documentation is used to obtain an overview of the activities of students in class during the learning process. Documentation in the form of tools or media, students grades before and after research, photos and so on that are considered important.

E. Technique of Collecting Data

To find out the valid data, the researcher conducted some techniques of collected data, they are :

1. Test

a) Pre-Test

A Pre-Test conducted to find out the students' ability to listening before treatment. Both groups, the experimental and control group received a pre-test. The experimental group given a pre-test and the control group given the same test. The pre-test questions contain materials on Asking and Giving Opinion, Asking and Giving Attention and Showing Appreciation in the form of multiple choice. The purpose of the pre-test is to determine the mean score of the experimental and control group.

b) Treatment

A treatment gave to the students after the pre-test. The experimental group applied Index Card Match Strategy assisted by using youtube media. While the control group applied conventional way by Using English Module Book for Class VIII SMP/Mts.

c) Post Test

A Post-Test gave after the treatment. The post-test is different as the pre- test. The post-test is the final test in this research. The post-test will conduct to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. The questions from the post-test are different from the pre-test. The post-test is

in the form of an essay because it uses an index card match but the material given is the same as the pre-test. It also used to find out the students' listening comprehension after the treatment.

2. Questionnaire

Data collection techniques are bring out by providing a set of written statements to the respondent (students) to be answered. This technique is used to collect students response data.

3. Documentation

The collecting data this research, the researcher took the photos and video during the learning process and then results from student scores before and after applied learning strategies and media.

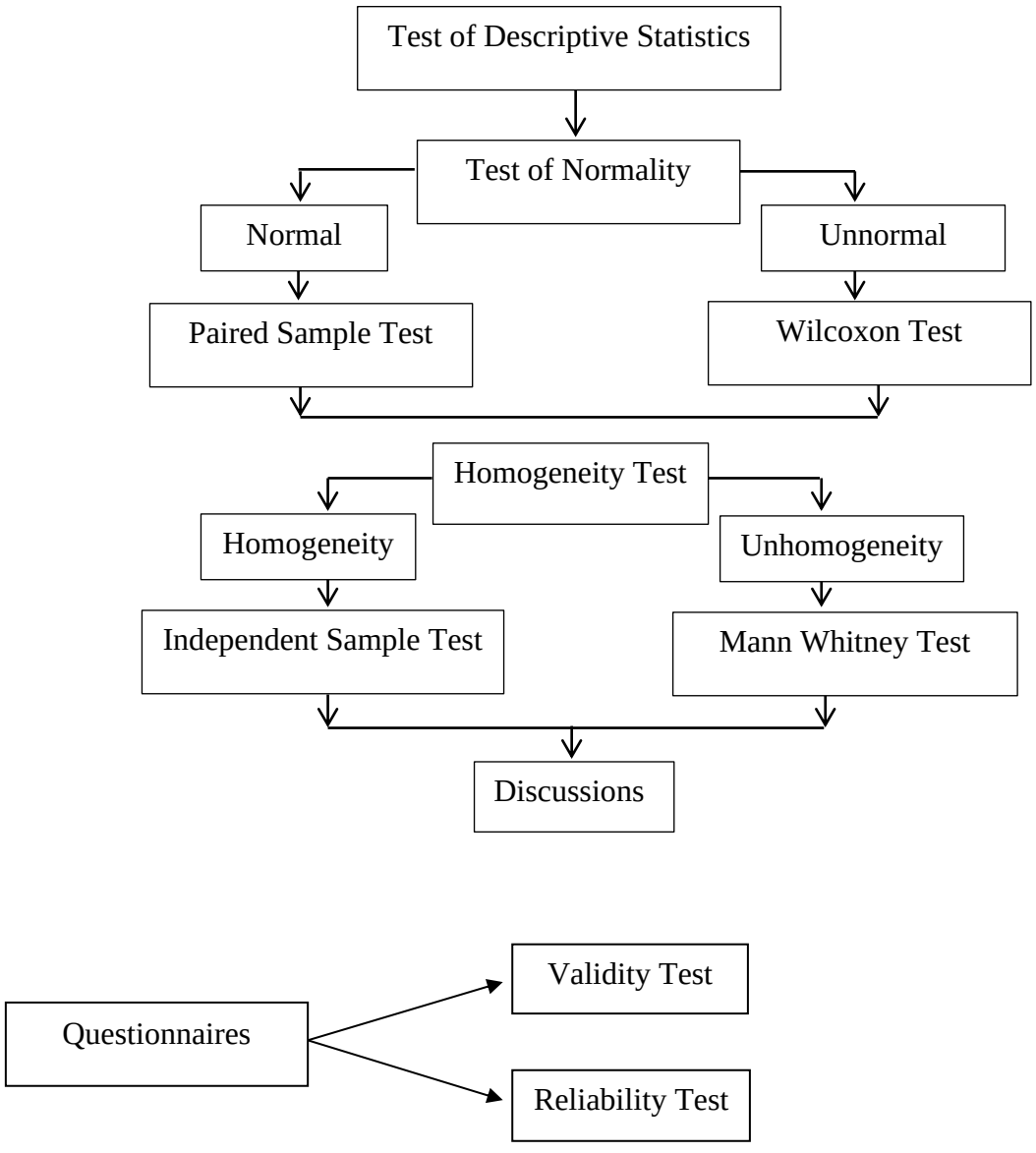
F. Technique of Analysis Data

To analyze data, researchers employed the data analysis approach given by Prof. Drs. Anas Sudijono in the Introduction to Educational Statistics (Anas Sudijono, 2017). SPSS 24.0 statistics were used to analyze the data. SPSS programs are used to create various statistics from quantitative data obtained by pretest and posttest, such as mean, median, total, and others. The hypothesis of this study was investigated using T-Test Non Parametric analysis to see if the Index Card Match Strategy improved students' listening comprehension significantly (Kurita, 2012). Researchers performed a Wilcoxon Test and a Mann-Whitney Test analysis to determine the improvement. To calculate the average value of the questionnaires data, researcher use excel application and to

prove whether this questionnaire question is valid or not, the researcher uses a validity and reliability test using the SPSS version 24.0. The purpose of testing validity and reliability is to convince that the questionnaires we compile will be really good at measuring symptoms and generating valid data.

Figure 3

Data analysis research flow



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions from research data. These findings include a brief description of the place and location of the study, differences in student score results in applying conventional methods and index card match methods assisted by youtube media as well as hypothesis and questionnaire testing to find out student responses in the use of the index card match method.

A. Findings

In this research, there were several data used by researcher including students score results from Pre-Test and Post-Test taken from two class sample, to find out whether students' comprehension abilities improved after utilizing the index card match approach and the last one was a questionnaire.

The data of research findings as follows :

1. Description of the School

Research Location

a. Brief History of SMP Swasta Al-Hikmah Marelan

This research was conducted at SMP Swasta Al-Hikmah Jl. Marelan I pasar IV Barat No 10 Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara, for the academic year 2021/2022. Al-Hikmah Marelan school was founded on March 22, 1995 and it has been renewed on June 21, 2011. This school already obtaining A accreditation based on the decision of the National

Accreditation Board School/Madrasah (BAN-SM) Number : 645 / BAP-SM / PROVSU / LL / X / 2015 on October 16, 2015.

b. The profile of SMP Swasta Al-Hikmah Marelan

School Identity

1. School Name : SMP Al-Hikmah (Swasta)
2. Foundation Name : Yayasan Perguruan Al-Hikmah
3. Establishment Permit/Year : 420/4018.PPD/2015
4. Land/Building Status : Milik Yayasan
5. School Address
   a. Road : Marelan I Pasar 4
   b. Kelurahan : Rengas Pulau
   c. City : Medan
   d. Telephone : 061-6841769
   e. Postal code : 20255
6. Foundation/Manager Address : Jl. Marelan 1 Pasar 4 Kel. Rengas Pulau
7. Vision and Mission of the School/Foundation

School Vision : Excel in achievement, Skilled in computers, Exemplary in worship

School Mission :

1. Providing the best service with quality learning programs.
2. Achieving achievements in academic and non-academic fields.
3. Train skilled students in computer.
4. Educating students to be people of faith and devout in carrying out worship.
5. Preparing students to pursue higher education.

c. The Development of Number of Students

As for the development of the total number of students from classes VII, VIII and IX at SMP Swasta Al-Hikmah Marelan is as follows:

Table 4.1

The Development of Number of Students

No.	School Year	Quantity		
		VII	VIII	IX
1	2020/2021	290	338	312
2	2021/2022	347	275	321
3	2022/2023	309	345	279

d. List of names of teachers and official employees and their positions and tenure at SMP Swasta Al-Hikmah Marelan

a. Vice/Assistant staff of the principal

Table 4.2

Vice/Assistant staff of the principal

NO.	JABATAN	NAMA	PENDIDIKAN	GOL	MASA KERJA	MASA JABAT-AN
1.	Wakil	NURIADI, S. Pd,I	S1	-	15 Tahun	6 Tahun

2.	Staf Urusan					
	a. Kurikulum	PURNAMAWATI, S. Pd. I	S1	-	19 Tahun	19 Tahun
	b. Kesiswaan	NURJAYA, S. Ag.	S1	-	19 Tahun	19 Tahun
	c. Sarana					
	d.Humas					
3.	Guru BK					
4.	Pustakawan	ABDUL GANI, ST	S1	-	4 Tahun	4 Tahun
5.	Laboran	IRWAN LESMONO, S. Kom	S1	-	15 Tahun	15 Tahun

b. Teacher

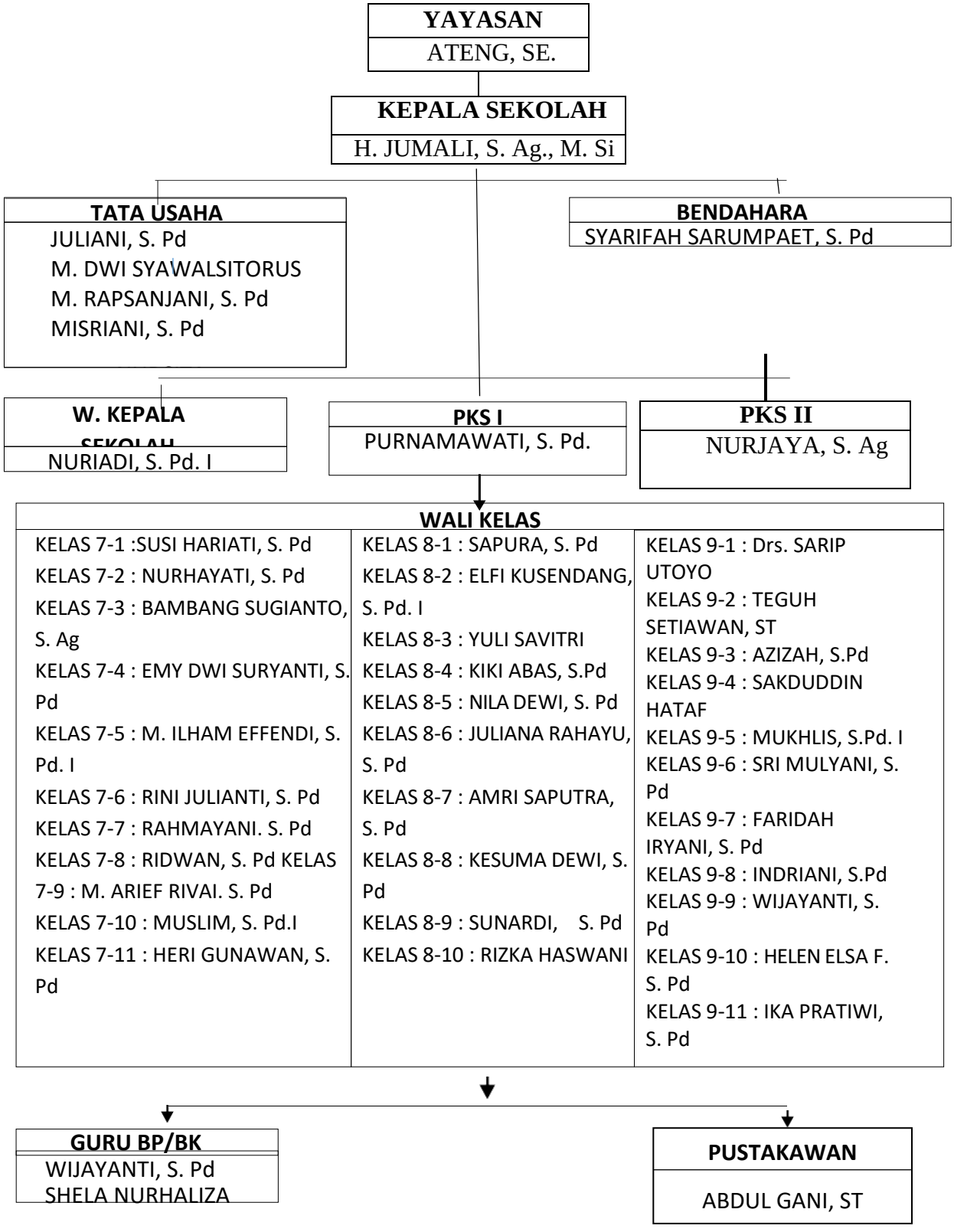
Table 4.3

Subject teachers with degrees and period of work at SMP Al-Hikmah

NO.	MATA PELAJARAN	JLH	JUMLAH							
			PENDIDIKAN SESUAI				GOLONGAN			MASA KERJA (TAHUN)
			D3	S1	S	TS	II	III	IV	
1.	Pendidikan Agama	2		2						19
2.	PKN	3		3						19
3.	Bahasa Indonesia	7		7						19
4.	Bahasa Inggris	5		5						19
5.	Matematika	8		8						19
6.	IPA	5		5						14
7.	IPS	6		6						9
8.	Penjaskes	2		2						19
9.	Seni Budaya	2		2						17
10.	Prakarya	1		1						12
11.	TIK	4		4						15

e. The Structural Organization of SMP Swasta Al-Hikmah Marelan

Figure 4
The Organization structure of SMP Al-Hikmah



GURU MATA PELAJARAN & PELATIH EKSKUL		
-H. JUMALI, S. Ag., M. Si -NURJAYA, S. Ag -PURNAMAWATI, S. Pd. I -KIKI ABAS, S. Pd -INDRIANI, S. Pd -JULIANA RAHAYU, S. Pd.I -FARIDAH IRYANI, S. Pd -NURHAYATI, S. Pd. I -BAMBANG S, S. Ag -EDDY KUNTORO, S. Pd -SAPURA, S. Pd -NILA DEWI, SH., S. Pd -SUGIANTO, S. Pd -NURIADI, S. Pd. I -AZIZAH, S. Pd	-IRWAN LESMONO, S. Kom -MUKHLIS, S. Pd. I -RINI JULIANTI,, S. Pd -SUNARDI, S. Pd -SUSI HARIATI, S. Pd -Drs. SURIP UTOYO -RIZKA HASWANI -SUPRIYANTO, S. Pd. I -AMRI SAPUTRA, S. Pd -M. RAFSANJANI, S. Pd -M. ILHAM EFFENDI, S.Pd. I -MUSLIM, S. Pd. I -TEGUH SETIAWAN, ST -SRI MULYANI, S. Pd -LEGIMAN, S. Pd	-WIJAYANTI, S. Pd -HELEN ELSA FITRI, S. Pd -M. KAMIL, S. Pd. I -EMY DWI SURYANTI, S. Pd -WAWAN MULYANA, S. Pd -KESUMA DEWI, S. Pd -SAKDUDDIN HATAF R, S. Pd - HERI GUNAWAN, S. Pd -M. ARIEF RIVAI, S. Pd -RAHMAYANI, S. Pd -ADI ARYA GUNAWAN -ABDUL RASYID -DELIANA PURNAMA SARI -NURMENTARI -RIDWAN -IKA PRATIWI, S. Pd

↓

SISWA

2. Descriptions of Data

The researcher used the Index Card Match learning method in this study. In listening comprehension there are several processes, namely : receiving, understanding, remembering, evaluating and responding. The word “Listening” is a boring thing for students, especially if the teacher explains the material, only a few percent focus on listening and understanding the material given by the teacher. By applying index card match method/strategy, all students in the class play an active and creative role. Students feel enjoy and able to remember the material well. They are also assisted by AudioVisual media namely Youtube Videos which make them more interested in learning English. to test students' listening comprehension, researchers provide questions about the material they have learned. To measure their ability to remember on that material. After the test, the researcher applies the learning methods and media used. The goal is to see the score before being given treatment and after being given treatment.

The collected data were analyzed using Quantitative Data which is it taken from the experimental quantitative research design. There were fifty one students who were taken as sample of this research. They were classified into two groups : Experimental and Control group. The students of experimental group were taught by using Index Card Match Strategy assisted by Audio-Visual Media and the students of control class were taught by using conventional way. The population of this research is the students of the eight grade of SMP Al-Hikmah Medan in Academic Year of 2021/2022. The experimental group is VIII-1 class with 25 students and control group is VIII-2 class with 26 students.

This research was conducted in two weeks with two different treatments which is include four meeting. The test was given still relevant to the topic that has been taught about material Asking and Giving Opinion, Attention and Showing Appreciation that's in their English module books. The experimental and control group gave multiple choices test on pre-test and essay questions on post-test. The result of the test score of students were showed in the table.

The following data are :

Table 4.4

Student Learning Outcomes

The Students' score of Control Group

No	Students' Initial Name	Pre-test	Post-test
1	AWR	56	63
2	JCB	42	77
3	MMA	28	56
4	AY	56	70
5	NW	42	63
6	QDF	56	91
7	NM	28	70
8	GA	28	42
9	HAP	56	63
10	AAP	56	77
11	FF	70	77
12	MI	84	91
13	PAS	56	63
14	NN	28	70
15	NH	70	84
16	IH	28	56
17	FAM	42	63
18	MRL	42	63
19	AAA	56	91
20	DP	84	91
21	NS	42	63
22	DMP	84	84
23	AC	84	91

24	ABF	42	49
25	MKN	28	63
26	IN	56	63

The Students' score of Experimental Group

No	Students' Initial Name	Pre-test	Post-test
1	MDK	70	85
2	AA	70	77
3	DAF	84	85
4	MRA	77	87
5	TR	77	87
6	AA	77	85
7	AS	70	89
8	MFA	84	96
9	K	70	86
10	A	84	96
11	DOS	63	79
12	AA	70	77
13	MNA	77	89
14	MRR	56	79
15	KTK	84	89
16	FA	70	86
17	MAN	77	77
18	MR	77	89
19	JA	84	85
20	KPR	84	90
21	F	84	86
22	A	70	89
23	NS	84	90
24	MAN	84	90
25	HH	84	96

According to the data table above that the pre-test results for the control class were as follows: 6 students scored below 30, 6 students scored below 50, 8 students scored below 60, 2 students scored below 75, and 4 students scored below 85. The post-test scores from the control class were as follows: 2 students scored

below 50, 14 students scored below 70, 5 students scored below 80, and 5 students scored below 95. According to the data, 26 students had a rise in their scores, 1 remained stable, and 0 decreased. In comparison, the Experimental Class had 1 student score below 60, 1 student score below 70, and 13 students score below 80 on the pre-test. 10 students scored below 85. Then the post-test scores, 5 students scored below 80, 14 students scored below 90 and 6 students scored below 98. From these data there were 25 students who experienced an increase in scores, 1 students were constant, and 0 students decreased.

3. Data of Analyzing

Data analysis is intended to determine whether the application of index card matches can affect/improve listening comprehension in students. The analysis was calculated using the wilcoxon test and the mann-whitney test to find the research hypothesis accepted or rejected. The study must first conduct a needs test using a normality test, to find out whether the sample taken is from a normal distribution or not. But before that, the researcher will present a Data descriptive statistics test to describe/summary data. Such as: mean value, median, mode, variance, standard deviation, quartile, range and the like. From the test questions, the researcher got two data, the first data is the pre-test result and the second is the post-test result.

1. Data Descriptive Statistics

Table 4.5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	25	56	84	76.44	7.805
Post-Tes Experimental	25	77	96	86.56	5.523
Pre-Tes Control	26	28	84	51.69	18.895
Post-Test Control	26	42	91	70.54	13.848
Valid N (listwise)	25				

There are a total of 25 students in the Experimental Class. Pre-Test mean scores for the Experimental Class was 76.44, with a minimum grade of 56 and a maximum grade of 84. The Experimental Class of Post-Test mean score was 86.56, with a minimum grade of 77 and a maximum grade of 96. with a difference between the average Pre-Test and Post-Test scores was 10.12. That means there is a great improvement in student learning outcomes by applied Index Card Match during the learning process in class VIII-1. Meanwhile in the Control Class with a total of 26 students, the Pre-Test mean score was 51,69 with a minimum grade of 28 and a maximum grade of 84. Post-Test mean score was 70.54 with a minimum grade of 42 and a maximun grade of 91. With an average score difference of 18.85. It shows that there is an improvement in the learning process of pretest and posttest using conventional way in class VIII-2. It was clear that students' learning outcomes were different between the two classes. The index card match strategy gets better results than the conventional way.

2. Test of Normality

The normality test is used to assess the normality of the variables studied whether the data is normally distributed or not. This is important because if the data of each variable is abnormal, then hypothesis testing cannot use parametric statistics. (Sugiyono, 2017). In this study, the researcher used the SPSS 24.0 tool and the Kolmogrov-Smirnov and Shapiro-Wilk tests to assess whether the data were normal:

Table 4.6
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.179	26	.031	.887	26	.008
Post-test control	.207	26	.006	.917	26	.038
Pre-test experimental	.234	25	.001	.839	25	.001
Post-test experimental	.189	25	.022	.914	25	.037

a. Lilliefors Significance Correction

Basic for taking a normality test

1. If the sig (signification) or probability value < 0.05 then the data is distributed abnormally
2. If the sig (signification) or probability value > 0.05 then the data is normally distributed

Based on the results of the output above, the sig (signification) values of Kolmogorov-simirnov and Shapiro-wilk for the control class and the experimental class are smaller than 0.05, it can be concluded that the data are not normally distributed.

Based on the flow of research in chapter 3, if the data is not normally distributed, the Wilcoxon Test will continue.

3. Wilcoxon Signed Rank Test

Wilcoxon Signed Rank Test or known as Wilcoxon Match Pair is a nonprametrical test to analyze the significance of differences between two data in pairs of ordinal scale but not distributed nomally (Sugiyono, 2017). The basis of decision making for accept or reject Ho on the Wilcoxon Signed Rank Test is if probability (Asymp.sig < 0.05 then Hypothesis is accepted. If probability (Asymp.sig > 0.05 then Hypothesis is rejected. With the aid of the SPSS 24.0 application, the test is conducted as follows :

Table 4.7

Wilcoxon Signed Rank Test

		N	Mean Rank	Sum of Ranks
Post-Test Experimental- Pre-Test Experimental	Negative Ranks	0[a]	.00	.00
	Positive Ranks	24[b]	12.50	300.00
	Ties	1[c]		
	Total	25		
Post-Test Control - Pre-Test Control	Negative Ranks	0[d]	.00	.00
	Positive Ranks	25[e]	13.00	325.00
	Ties	1[f]		
	Total	26		

a. Post-Test Experimental < Pre-Test Experimental

b. Post-Test Experimental> Pre-Test Experimental

c. Post-Test Experimental = Pre-Test Experimental

d. Post-Test Control < Pre-Test Control

e. Post-Test Control > Pre-Test Control

f. Post-Test Control = Pre-Test Control

For Experimental Class :

a. Negative Rank worth 0 means that out of a total of 25 respondents, there were 0 respondents who experienced a decrease in interest in learning after implementing the learning system with the index card method.
b. Positive Rank worth 24 means that out of a total of 25 respondents, there were 24 respondents who experienced an increase in interest in learning after the learning system was implemented using the index card method.
c. Ties worth 1 means that out of a total of 25 respondents, there was 1 respondent who did not experience a decrease or increase in grades after implementing the learning system with the index card method.

Control Class :

a. Negative Rank worth 0 means that out of a total of 26 respondents, there were 0 respondents who experienced a decrease in interest in learning after implementing the learning system with conventional method.
b. Positive Rank worth 25 means that out of a total of 26 respondents, there were 25 respondents who experienced an increase in interest in learning after the learning system was implemented using conventional method.
c. Ties worth 1 means that out of a total of 26 respondents, there was 1 respondent who did not experience a decrease or increase in grades after implementing the learning system with conventional method.

Table 4.8

Test Statistics

	Post-Test Eksperimen – Pre-Test Experimental	Post-Test Control – Pre-Test Control
Z	-4.404[b]	-4.379[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The results of the wilcoxon signed test obtained a Z value for the experimental class of -4,404 with an asymp value. (2-tailed) of 0.000 and control class of -4.379 with an asymp value. (2-tailed) by 0.000 as well. Because the value of 0.000 is smaller than the < 0.05, it can be concluded that the "Hypothesis is Accepted". This means that there is a difference between listening learning outcomes for pre-test and post-test, so it can also be concluded that "There is an influence on the use of index card match strategies in improving listening comprehension for students of grade VIII SMP Al-Hikmah Marelan".

4. Test of Homogeneity

The homogeneity test is to find out whether the sample data taken from that population varies homogeneously or not. In this study, we will use a homogeneity test of variances. To establish the experimental class and the control class, the researcher conducts a homogeneity test, so that through the homogeneity test, an experimental class and a control class that have the same material comprehension ability can be established. In this study to test the

homogeneity of researchers using SPSS Software version 24.0. (Sugiyono, 2017). The test is conducted as follows :

Table 4.9

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	19.538	1	49	.000
	Based on Median	14.621	1	49	.000
	Based on Median and with adjusted df	14.621	1	32.998	.001
	Based on trimmed mean	20.542	1	49	.000

The decision-making guidelines regarding homogeneity tests are as follows:

a) If the Sig. value of < 0.05 then H0 that the variance of both the experimental and control classes is equally rejected. This means that both the experimental and control classes on the pretest results have an not homogeneous variance.

b) If the Sig. Value > 0.05 then H0 is accepted. This means that both experimental and control classes on pretest results have homogeneous variances.

Based on the output results above the signification value or sig of 0.000 < 0.05, a decision can be made that the distribution data of the two classes is not homogeneous distribution data.

Based on the research flow in chapter 3, if the data is not homogeneous, the Mann Whitney Test will continue.

5. Mann-Whitney Test

If the analyzed data is not normally distributed, the Mann-Whitney test or also called the U test is used, according to Sugiyono, the U test serves as an alternative to the use of the t test if the parametric prerequisites are not met. This technique is used to test the significance of the difference between the two populations. Technique for the Mann-Whitney test with the help of SPSS version 24 for window. To analyze whether there are significant differences between the experimental class and the control class tested, the following criteria are used :

1. Hypothesis
   a. Ho : There is no significant difference between student learning outcomes and the use of index card match learning models and student learning outcomes with the use of conventional learning models in students listening comprehension.
   b. Ha : There is significant difference between student learning outcomes and the use of index card match learning models and student learning outcomes with the use of conventional learning models in students listening comprehension.
2. Test criteria

   a) If the probability value > 0.05 then Ho is accepted.

   b) If the probability value < 0.05 then Ho is rejected.

   The test is conducted as follows :

Table 4.10

Test Statistics

	Student learning outcomes
Mann-Whitney U	124.500
Wilcoxon W	475.500
Z	-3.797
Asymp. Sig. (2-tailed)	.000

Based on the results of the output above obtained asymp.sig (2-tailed) value of 0.000 < 0.05, it can be concluded that there is a significant difference in learning with the index card method. That means Ha is accepted and Ho is rejected.

For Questionnaires :

According Sugiyono, 2017, Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to be answered. Questionnaires are an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what can be expected from respondents. The questionnaire can be a closed or open question/statement, it can be given to the respondent directly or on the internet. Researchers used questionnaire techniques to find out students' responses to learning using index cards assisted by Youtube media. To test the questionnaire data researchers using the SPSS version 24.0 application, including the following tests :

1. Validitas Test

Validity is the degree of determination between the data that occurs in the object of study and the data that can be reported by the study. Thus, valid data is data that does not differ between the data reported by the researcher and the data that actually occurs in the object of study (Sugiyono, 2017).

The decision-making guidelines regarding Validitas Tests are as follows:

1. Comparison of Rhitung values with Rtabel
   a. Rhitung value > Rtabel = Valid
   b. Rhitung value < Rtabel = Invalid
2. How to find the value of Rtabel by sample (n) = 25 at a significance level of 5% on the statistical distribution of Rtabel values. Thus obtained Rtabel by 0.396.
3. View significance values (Sig)
   a. Significance value < 0.05 = Valid
   b. Significance value > 0.05 = Invalid

Table 4.11
Validitas Test SPSS 24

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	TOTAL
X1	Pearson Correlation	1	.511**	.418*	.304	.490*	.095	.168	.443*	-.027	.099	.632**
	Sig. (2-tailed)		.009	.037	.139	.013	.652	.422	.027	.897	.639	.001
	N	25	25	25	25	25	25	25	25	25	25	25
X2	Pearson Correlation	.511**	1	.574**	.716**	.411*	.227	-.043	.265	-.128	.059	.646**
	Sig. (2-tailed)	.009		.003	.000	.041	.276	.838	.201	.544	.780	.000
	N	25	25	25	25	25	25	25	25	25	25	25
X3	Pearson Correlation	.418*	.574**	1	.337	.460*	.510**	.258	.350	.120	.242	.731**
	Sig. (2-tailed)	.037	.003		.100	.021	.009	.213	.086	.567	.244	.000
	N	25	25	25	25	25	25	25	25	25	25	25
X4	Pearson Correlation	.304	.716**	.337	1	.334	.059	-.075	.076	.139	.080	.515**
	Sig. (2-tailed)	.139	.000	.100		.102	.780	.723	.717	.509	.705	.008
	N	25	25	25	25	25	25	25	25	25	25	25
X5	Pearson Correlation	.490*	.411*	.460*	.334	1	.470*	.119	.188	.011	.132	.637**
	Sig. (2-tailed)	.013	.041	.021	.102		.018	.572	.369	.959	.530	.001
	N	25	25	25	25	25	25	25	25	25	25	25
X6	Pearson Correlation	.095	.227	.510**	.059	.470*	1	.632**	.463*	.490*	.635**	.707**
	Sig. (2-tailed)	.652	.276	.009	.780	.018		.001	.020	.013	.001	.000
	N	25	25	25	25	25	25	25	25	25	25	25
X7	Pearson Correlation	.168	-.043	.258	-.075	.119	.632**	1	.542**	.703**	.642**	.569**
	Sig. (2-tailed)	.422	.838	.213	.723	.572	.001		.005	.000	.001	.003
	N	25	25	25	25	25	25	25	25	25	25	25
X8	Pearson Correlation	.443*	.265	.350	.076	.188	.463*	.542**	1	.415*	.308	.647**
	Sig. (2-tailed)	.027	.201	.086	.717	.369	.020	.005		.039	.134	.000
	N	25	25	25	25	25	25	25	25	25	25	25
X9	Pearson Correlation	-.027	-.128	.120	.139	.011	.490*	.703**	.415*	1	.649**	.460*
	Sig. (2-tailed)	.897	.544	.567	.509	.959	.013	.000	.039		.000	.021
	N	25	25	25	25	25	25	25	25	25	25	25
X10	Pearson Correlation	.099	.059	.242	.080	.132	.635**	.642**	.308	.649**	1	.557**
	Sig. (2-tailed)	.639	.780	.244	.705	.530	.001	.001	.134	.000		.004
	N	25	25	25	25	25	25	25	25	25	25	25
TOTAL	Pearson Correlation	.632**	.646**	.731**	.515**	.637**	.707**	.569**	.647**	.460*	.557**	1
	Sig. (2-tailed)	.001	.000	.000	.008	.001	.000	.003	.000	.021	.004	
	N	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.12

The Comparison of Rhitung values with Rtabel

	Rhitung	Rtabel	Description
1	0,632	0,396	Valid
2	0,646	0,396	Valid
3	0,731	0,396	Valid
4	0,515	0,396	Valid
5	0,637	0,396	Valid
6	0,707	0,396	Valid
7	0,569	0,396	Valid
8	0,647	0,396	Valid
9	0,460	0,396	Valid
10	0,557	0,396	Valid

2. Reliability Test

According to Ghozali, imam 2017, Reliability test is used to measure a questionnaire that is an indicator of a variable or construct. Questionnaires are said to be reliable if a person's answers to questions are consistent or stable over time. The reliability measurement in this study was carried out using a one-shot measurement technique". Furthermore, the results of the measurements were compared with other questions using the statistical test of Cronbach's Alpha (α).

The basis for making the Reability Test decision according to Wiratna Sujerni, 2014, the questionnaire is said to be reliable if the value of cronbach alpha hitung > cronbach alpha table which is 0.6. The test is conducted as follows :

Table 4.13

Test Statistics

Cronbach's Alpha	N of Items
.813	10

The acquired a Reability Test with a cronbach alpha value of 0.813 > 0.6 which means that if the questionnaire is tested twice or more get a fixed or consistent measurement. So it can be concluded that cronbach's alpha 0.813 > 0.6 which means that this data is reliable.

B. Discussion

The purpose of this research was to find out whether students' comprehension abilities improved after utilizing the index card match approach. According to study, the employment of index card match learning methodologies has a substantial impact on the learning outcomes of grade VIII students at SMP Swasta Al-Hikmah Marelan on the understanding of listening to a learning material and short dialogue. Based on the flow of the research chart in Chapter 3, researchers used the T-Test (Non Parametric) which is the first Wilcoxon Test instead of the T-Test (Parametric) because the normality test obtained is not normally distributed. This means that the Sig Value value < 0.05. and the last is the Mann-Whitney Test instead of the T Test (parametric) because of the homogeneous Test is not homogenous. That means the Sig value of 0.000 < 0.05, a decision can be made that the distribution data of the two classes is not homogenous distribution data. So researcher used the Wilcoxon Test and the

Mann-Whitney Test in analyzing the data of this study. By using SPSS application version 24.0.

Based on the management of data obtained from the Wilcoxon Test that the Z value for the experimental class is from -4,404 with an Asymp.Sig (2-tailed) value of 0.000 and a control class of -4,379 with an Asymp.Sig (2-tailed) value of 0.000. If the probability significance result (Asymp.Sig < 0.05 then the Hypothesis is accepted. If the probability (Asymp.Sig > 0.05 then the Hypothesis is rejected (Sugiyono, 2017). It can be concluded that the value of Asymp.Sig 0.000 < 0.05 is expressed hypothesis accepted. It means there is an influence on the use of index card match strategies in improving listening comprehension for students of grade VIII SMP Al-Hikmah Marelan. In The Mann-Whitney Test also obtained the same Asymp.Sig (2-tailed) value of 0.000. In the Mann-Whitney Test, there is a test criterion, namely if If the probability value > 0.05 then Ho is accepted and if the probability value < 0.05 then Ho is rejected. Then it can be concluded that Asymp.Sig (2-tailed) value of 0.000 < 0.05. It can be conclude that there is a significant difference in learning with Index Card Match Strategy. It means Ha is accepted and Ho is rejected. The difference between the pre- and post-test average scores of the experimental class shows that the pre- and post-test average scores of the experimental class increased from 76.44 to 86.56 In other words, it can be said that the index card match learning strategy significantly improves the listening comprehension of students. The alternative hypothesis is approved, while the null hypothesis is rejected. That is, there is an

increase in the use of index card match learning strategies on students' listening comprehension skills assisted by youtube videos.

In the Wilcoxon Test Table signed rank it is clear that the Z value in the experimental class (-4.404) and control class (-4.379). and has the same Asymp.Sig (2-tailed) value of 0.000. In the statistical descriptive test, these two groups had considerable differences. In the experimental class (Using Index Card Match) obtained an average score of 76.44 – 86.56 on the pre-test and post-test scores while the control class (Using Conventional Way) obtained an average score of 51.69 – 70.54 on the pre-test and post-test scores. When compared between the Post-test scores of the Control Class and the Experimental Class, the experimental class obtained a greater value. Therefore, it can be said that the index card match learning strategy is more successful than the Conventional Method.

In the questionnaire, researchers gave 10 questions/statements to 25 respondents to find out students' responses to index card match learning strategies assisted by Youtube videos. To prove whether this questionnaire question is valid or not, the researcher uses a validity and reliability test using the SPSS version 24.0. In the validity test, there are the results of Rhitung and Rtabel values. It is said to be valid data if Rhitung value > Rtabel dan if Rhitung value < Rtabel is invalid data. The Rhitung value from the results of the validity test table is as follows (0.632, 0.646, 0.731, 0.515, 0.637, 0.707, 0.569, 0.647, 0.460, 0.557) > Rtabel (0.396). For significance value is said to be valid if significance value < 0.05 and not valid if significance value > 0.05. The results of the Sig (2-tailed)

value from the validity test table are as follows (0.001, 0.000, 0.000, 0.008, 0.001, 0.000, 0.003, 0.000, 0.021, 0.004) < Significance value (0.05). Then it can be concluded that the Rhitung Value > Rtabel = Valid and the Significance value < 0.05 = Valid. That means this questionnaire is declared 100% valid in the validity test data. Whereas in Reliability Test, the acquired a Reability Test with a cronbach alpha value of 0.813 > 0.6 which means that this data is reliable. Based on the results of the questionnaire obtained from 25 responses, it got an average score of 77.36 which received a good response from students. Students are full of enthusiasm and understand the material well. It can be concluded that the applied of index card match and Youtube media is suitable for use by teachers and students in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and analyzing the data, so the researcher could make the conclusion as follows :

1. According to the study's goals, it can be stated that applying the index card match approach significantly improved students' listening comprehension. Researcher used the T-Test (Non Parametric). Previously, researchers tested T (Parametric) where there was data that was not normally distributed in the normality test and was not homogeneous in the homogeneity test. According to Sugiyono, if the analyzed data is not normally distributed, a Non-Parametric T-Test can be carried out. Non Parametric T-Test applied Wilcoxon Test and Mann-Whitney Test. The results of Wilcoxon Test and Mann-Whitney are Asymp.Sig (2-tailed) 0.000 < 0,05 is expressed hypothesis accepted. It means there is an influence on the use of index card match strategies in improving listening comprehension for students. The extent of this effect may be seen in the Experimental Class's mean Pre-Test and Post-Test score, which has increased from 76.44 to 86.56. As a result, employing the Index Card Match technique results in a considerable boost in student’s listening comprehension. The Alternative hypothesis is approved while the null hypothesis is rejected. It means there is an increase in the use of Index Card

Match learning strategies on students' listening comprehension skills assisted by youtube videos. When compared between the Post-Test scores of the Control Class and the Experimental Class can be concluded that the Experimental Class obtained greater value which means that the Index Card Match learning strategy is more successful than the Conventional Method.

2. According to the Results of the Questionnaires that obtained from 25 responses, got an average score of 77.36% which received a good response from students. Students are full of enthusiasm and understand the material well. It can be concluded that the application of index cards and Youtube media is suitable for use by teachers and students in the learning process and to strengthen the validity results of the Validity Test and the Reliability Test in this questionnaire is said to be valid and reliable.

B. Suggestion

After conducting the research, the researcher would like to give some suggestions to the teachers and students' as follows :

1. For Teachers

   Teachers sometimes in learning English seem bored because many of them only use conventional methods where the teacher only explains the material and then gives the questions. But few understand the material presented by master. In this era of technology, anything can be used for learning, any media can be used such as Youtube media, learning

applications and applying fun learning strategies / techniques for students. Teachers must be creative to manage strategies and media in English learning so that students are more interested and enjoy their learning. To build creative and fun learning for students to make students interested and not bored in listening, it must be developed using interesting strategies, one of which is by using the index card match strategy which is assisted by Youtube media where students all play an active role in the classroom and the material becomes easier to understand for them. Index card match learning strategies should be chosen as learning strategies for teachers in order to improve students' English learning.

2. For Students

Students should be more interested in learning English, they should change their mindset about English. Learning English is not a scary thing. English is not always boring let alone something difficult to understand, but it is fun and enjoyable. In addition, we need English because it is very useful in communicating internationally and is good for our future. Finally, future researchers should step up this kind of research and find other learning strategies and media that are more active, creative, and more enjoyable for students to learn English, especially in students' listening comprehension in English.

3. For other people

Since English is a very important language, it is hoped that this research will help in finding solutions to teaching and learning in English and be useful for all people. People need English because it is essential for communication around the world and is beneficial for our future.

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