THE EFFECT OF USING INDEX CARD MATCH IN TEACHING LEARNING ENGLISH GRAMMAR AT SMP ISLAM AL-AZHAR PEKANBARU

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Abstract: *This study aims to determine whether Index Card Match has an effect in teaching learning simple present tense and simple past tense among the second-grade students of SMP Islam Al-Azhar Pekanbaru, which is consist of 50 students from two classes, where 8A as Experimental Class and 8B as Control Class. This study is conducted by test and questionnaire. In order to determine the result of the test and questionnaire, the Quantitative experimental research is applied in this study. The result of the study shows that: (i) the students' knowledge of the simple present tense and simple past tense improved after applying the Index Card Match strategy; (ii) in the pre-test, the experimental class mean score was 81.1%, compared to 75.1% for the control class. In contrast, the experimental class mean score on the post-test was 94.5%, compared to the control class mean score was 84%; (iii) the results of the test proved that Index Card Match strategy was successful to dicovered the issue in this study.*

Keywords: *Effect, Index Card Match, Grammar, Teaching Learning Process*

PENGARUH PENGGUNAAN *INDEX CARD MATCH* TERHADAP PEMBELAJARAN TATA BAHASA INGGRIS DI SMP ISLAM AL-AZHAR PEKANBARU

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Abstrak : Kajian ini bertujuan untuk mengetahui apakah *Index Card Match* berpengaruh dalam pembelajaran *simple present tense dan simple past tense* pada siswa kelas II SMP Islam Al-Azhar Pekanbaru terdiri dari 50 siswa dari dua kelas, dimana 8A sebagai Kelas Eksperimen dan 8B sebagai Kelas Kontrol. Kajian tersebut dilakukan dengan tes dan angket. Guna menentukan hasil test dan angket, kajian ini menggunakan penelitian eksperimen kuantitatif. Hasil penelitian menunjukkan bahwa: (i) pengetahuan siswa tentang simple present tense dan simple past tense meningkat setelah menerapkan strategi *Index Card Match*; (ii) pada pre-test, nilai rata-rata kelas eksperimen adalah 81,1%, dibandingkan dengan 75,1% untuk kelas kontrol. Sebaliknya, nilai rata-rata kelas eksperimen pada post-test adalah 94,5%, dibandingkan dengan nilai rata-rata kelas kontrol 84%; (iii) hasil pengujian membuktikan bahwa strategi *Index Card Match* berhasil mengungkap permasalahan dalam kajian ini.

Kata Kunci: Pengaruh, Pencocokan Kartu, Tata Bahasa Inggris, Proses Belajar Mengajar

INTRODUCTION

Grammar is the way words are used such as how people choose the right words to communicate with others, classified as how to make the communicaton smooth and organized such as how to organize words into the correct sentence form gether to create coherence between written and spoken (Herring, 2006). In this case, grammar is essential to learners' ability to acquire the four basic skills of English.

To provide qualified outputs, the government of the Republic Indonesia has decided to include English as one of the subjects taught in schools in the educational Curriculum (Guilherme, *et al.,* 2007). In this study, Grammar is the simple present tense and simple past tense based on the Curriculum at SMP Islam Al-Azhar Pekanbaru because they used a Curriculum still K13.

Based on Richards and Renandya's (2002) statement, for teaching grammar, there are two good reasons: comprehensibility and acceptability. Comprehensibility is knowing how to create and apply particular structures that enable effective communication of common types of meaning. Acceptability in some social circumstances represents a significant deviation from native-speaker norms, which can hinder integration and give rise to prejudice. For example, someone who speaks badly may need to be taken more seriously or be considered uneducated or unintelligent.

Unfortunately, not at all students like grammar lesson. Based on the observation in SMP Islam Al-Azhar Pekanbaru, the writer found the students faced problems in learning grammar that came from their inability to distinguish between the use of verbs 1, 2, and 3. Then, some students only remember lessons in short terms, making it easy for them to forget what they have learned. Due to this issue, the writer used an interesting way to increase students' abilities. Index Card Match is used as a teaching strategy to help students learn. Silberman (2009) described Index Card Match as an engaging strategy to review the lesson given. This strategy is appropriate for students in a class to ensure that the environment and situation are conducive and active. Helmiati (2012) added Index Card Match is the best way that can make students more engaged to review the lesson that has been given before. From the explanation above, the writer concluded Index Card Match was the best way that can make students efficient and happy to review the lesson. Index Card Match allowed students to teamwork in class.

This strategy proved with these previous studies. First previous study was conducted by Emmi Hayati (2018), entitled "The Effect of Flash Card Game Technique on Present Tense Mastery at Grade VIII Students of SMP Negeri 4 Siabu Mandailing Natal." The research method is experimental research. The data was derived from pre-test and post-test. The results showed that Grade VIII students at SMP Negeri 4 Siabu Mandailing Natal benefited from the flashcard game technique for mastering the present tense. Second previous study was conducted by Widya Lestari (2018), entitled "The Effect of Index Card Match toward Grammar Mastery." The goal of the study was to determine whether there were differences between the conditions of the students before and after the treatment, as well as the impact of Index Card Match on grammar mastery. This study is an experiment. The outcome supports the finding that students who received instruction applying the Index Card Match Strategy outperformed those who did not. The last previous study was conducted by Anggi Pramudita (2012), entitled "Improving Students' Mastery through Index Card Match." This research aims to prove whether Index Card Match can improve students' grammar mastery. This research proved that

Index Card Match is an appropriate technique to improve students' grammar mastery. The results of this study implied the success of Index Card Match in improving students' grammar mastery.

Due this issue, the aim of this research is deserved such as how to determine whether Index Card Match has an effect in teaching learning simple present tense and simple past tense among the second-grade students of SMP Islam Al-Azhar Pekanbaru and to know the students' respond after applying the Index Card Match Strategy.

METHOD

Quantitative experimental research was used in this study. Arikunto (2006) claims that a quantitative approach will be used to assess the data. In order to collect numerical data, the quantitative method employs standardized research tools (tests, attitude scales, questionnaires, and observation schedules). Tests and questionnaires were used to collect data for this study.

The population in this study was the second-grade students at SMP Islam Al-Azhar Pekanbaru in the academic year 2022/20223. There are 2 classes. The sample in this study is 8A and 8B. Each class consists of 25 students. Both classes will be divided into 2 groups. Thus, the total sample is 50 students. According to Suharsimi and Arikunto in Jaya (2013) stated, if the entire population is less than 100, population research is conducted. Therefore, in this study, the whole population was used as a sample for this study. The sample in this case were the students from 8A as Experimental class and 8B as Control class of SMP Islam Al-Azhar Pekanbaru which was determined by lottery

FINDING AND DISCUSSION

a. The Results of the Test

The result of this study is presented by showing the percentage and frequency of the students' ability before and after giving the treatment. For analysis the data, preliminary data processing consists of normality tests, homogeneity and mean similarity tests. Before that to find out the validity of the test, the writer organized the tryout to 22 second-grade students of SMPN 5 Rimba Melintang with 50 test questions. Here are the results:

Table 1

The Result of Item Validity

No	RXY	R Table	Valid/Invalid
1	0,544	0,404	Valid
2	0,573	0,404	Valid
3	0,522	0,404	Valid
4	0,449	0,404	Valid
5	-0,017	0,404	Invalid
6	0,413	0,404	Valid
7	0,551	0,404	Valid
8	0,237	0,404	Invalid

9	0,515	0,404	Valid
10	0,501	0,404	Valid
11	-0,284	0,404	Invalid
12	0,764	0,404	Valid
13	0,563	0,404	Valid
14	0,443	0,404	Valid
15	0,471	0,404	Valid
16	0,414	0,404	Valid
17	0,464	0,404	Valid
18	0,447	0,404	Valid
19	0,13	0,404	Invalid
20	0,359	0,404	Invalid
21	0,507	0,404	Valid
22	0,501	0,404	Valid
23	0,471	0,404	Valid
24	0,685	0,404	Valid
25	0,701	0,404	Valid
26	0,446	0,404	Valid
27	0,572	0,404	Valid
28	0,419	0,404	Valid
29	0,437	0,404	Valid
30	0,535	0,404	Valid
31	0,275	0,404	Invalid
32	0,686	0,404	Valid
33	0,496	0,404	Valid
34	-0,065	0,404	Invalid
35	0,461	0,404	Valid
36	0,498	0,404	Valid
37	0,564	0,404	Valid
38	0,425	0,404	Valid
39	0,674	0,404	Valid
40	0,086	0,404	Invalid
41	0,485	0,404	Valid
42	0,338	0,404	Invalid
43	0,433	0,404	Valid
44	0,207	0,404	Invalid
45	0,545	0,404	Valid
46	0,482	0,404	Valid
47	0,613	0,404	Valid
48	0,67	0,404	Valid
49	0,452	0,404	Valid
50	0,429	0,404	Valid

The calculation results of r_{xy} obtained are compared with r_{xy} in the table by taking α = 5%, if r_{xy} count ≥ r_{xy} table, then the question is declared valid. Conversely, if r_{xy} count < r_{xy} table, then the question is declared invalid and the question must be revised or not used. The results concluded the r_{xy} calculations showed the question numbers 5,8,11,19,20,31,34,40,42 and 44 are invalid.

Then, reliability refers to the consistency of the results of data recording (measurement) if the instrument is used by the same or different person or group of people at different times. If the results are consistent, then the instrument is reliable or dependable (Sumardi, 2015). The results of r_{11} are compared with the value of the r product moment with a significant level of 5%. If $r_{11} > r_{table}$ then the question is said to be reliable. The reliability calculation results obtained $r_{11} = 0.714$ it means $0.714 = r_{11} > r_{table} = 0.432$ which indicates that the question is reliable.

Table 2

The Normality Pretest result

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Pre-test score	.117	38	.200[*]
a. Lilliefors Significance Correction			

The Kolmogorov-Smirnov test was used with SPSS 21.0 to perform the normality test. The data came from a regularly distributed population if the Kolmogorov-Smirnov test's significant value is > 0.05 or 5%, which indicates that H_0 is accepted and H_1 is rejected (Sukertiyarno, 2020). It is known from the results above, the sig level = 0.200 > 0.05 and the normality test table in the Kolmogorov-Smirnov column, H_0 is acceptable. It can be concluded that the data came from a normally distributed population.

The Normality Posttest Result

Test of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Post-test score	.188	44	.060[*]
a. Lilliefors Significance Correction			

The normality test was performed using the SPSS 21.0 Kolmogorov-Smirnov test. If the significant score in the Kolmogorov-Smirnov test is > 0.05 or 5%, it means that H_0 is accepted and H_1 is rejected, it means the data came from a normally distributed population (Sukertiyarno, 2020). Based on the test of normality table in the

Kolmogorov-Smirnov column, the level of sig = 0.60 > 0.05 is obtained, so H_0 is accepted. It can be concluded that the data came from a normally distributed population.

Table 3

The Homogeneity Pretest Result

Independent Samples Test			
		Levene's Test for Equality of Variances	
		F	Sig.
Pre-test score	Equal variances assumed	0.45	.834
	Equal variances not assumed		

Homogeneity test in this study using the Levene Statistic Test with the SPSS 21.0 application. According to the H_0 acceptance criteria, the data must come from a homogeneous population if the significant value is > 0.05 or 5% (Sukertiyarno, 2013). Based on the Test of Homogeneity of Variances table, sig = 0.834 is obtained, because 0.834 > 0.05 is acceptable as H_0. It can be concluded that the sample came from a homogeneous population.

The Homogeneity Posttest Result

Independent Samples Test			
		Levene's Test for Equality of Variances	
		F	Sig.
Post-test score	Equal variances assumed	.342	.563
	Equal variances not assumed		

The homogeneity test in this study used the Levene Statistical Test with the SPSS 21.0 with a significant traffic of 5%. The criterion for accepting H_0 if, the significance level is > 5% (Sukertiyarno, 2013). Based on the Test of Homogeneity of Variances table, sig homogeneity is obtained = 0.563. This score is greater than 0.05. Because 0.563 > 0.05 then, H_0 is accepted. Therefore, it can be seen that the sample data came from a homogeneous population.

Then for calculating mean of the test the writer used sig 2-tailed. The criterion for accepting H_0 is H_0 accepted if sig 2-tailed < 0.05. Based on the results of calculations using SPSS 21.0, a sig (2-tailed) value of 0.59 is obtained, then H_0 is rejected. So it can be concluded that the mean score of the experimental class is more than the control class.

Table 4

Statistic of Pretest Result in Experimental Class

Highest score	98
Lowest score	62
Average score	81,7

Based on the table above, the average score of the Pre-test results for VIIIA class was 81.7%. The highest score in this pretest was 98%. While the lowest score in this pretest was 62%.

Statistic of Posttest Result in Experimental Class

Highest Score	100
Lowest Score	86
Average Score	94,5

Based on the table above, the average score for the post-test result of VIIIA was 94.5%. The highest score in this post-test was 100%. While the lowest score in this post-test was 86%.

Table 5
Statistic of Pretest Result in Control Class

Highest score	90
Lowest score	56
Average score	75,1

Based on the table above, the average score of the Pre-test results for VIIIB class was 75.1%. The highest score in this pretest was 90%. While the lowest score in this pretest was 56%.

Statistic of Posttest Result in Control Class

Highest Score	94
Lowest Score	68
Average Score	84

Based on the table above, the average score for the post-test result of VIIIB was 84%. The highest score in this post-test was 94%. While the lowest score in this post-test was 68%.

Table 6
Percentage and Frequency Pretest Result
in Experimental Class

No	Score	Category	Frequency	Percentage
1	62	Enough	1	4,76%
2	66	Good	2	9,52%
3	68	Good	1	4,76%
4	70	Good	1	4,76%
5	74	Good	1	4,76%

6	78	Good	2	9,52%
7	80	Very good	1	4,76%
8	82	Very good	2	9,52%
9	86	Very good	2	9,52%
10	88	Very good	1	4,76%
11	90	Very good	2	9,52%
12	92	Very good	3	14,29%
13	96	Very good	1	4,76%
14	98	Very good	1	4,76%
Total		Very good	21	100%

Based on the table above, students' scores are included in the good and very good categories. There is 1 student who got the enough categories, 7 students got the good categories and 13 students got the very good categories.

Percentage and Frequency Posttest Result in Experimental Class

No	Score	Category	Frequency	Percentage
1	86	Very good	2	8,69%
2	90	Very good	3	13,04%
3	94	Very good	5	21,73%
4	96	Very good	9	39,13%
5	98	Very good	2	8,69%
6	100	Very good	2	8,695
Total		Very good	23	100%

Based on the table above, the students' scores are included in the good and very good categories. In this test, there were 6 students who got the frequency and percentage was 8.69%. While 9 students got the main score that was 96 with the percentage 39.13%. Then 5 students got the 94 score with the percentage 21.73% and the last 3 students got the 90 score with the percentage 13.04%. It can be concluded that all students got the very good categories.

Table 7
Percentage and Frequency Pretest Result
in Control Class

No	Score	Category	Frequency	Percentage
1	56	Enough	1	6%
2	60	Enough	1	6%
3	64	Enough	1	6%
4	66	Good	1	6%
5	68	Good	1	6%
6	70	Good	1	6%
7	72	Very good	2	12%
8	78	Very good	3	18%
9	80	Very good	1	6%

10	84	Very good	1	6%
11	86	Very good	2	12%
12	88	Very good	1	6%
13	90	Very good	1	6%
Total		Very good	17	100%

Based on the table above, students' scores are included in the enough, good and very good categories. There are 3 students who got the enough categories, 3 students got the very good categories and 11 students got the very good categories.

Percentage and Frequency Posttest Result in Control Class

No	Score	Category	Frequency	Percentage
1	68	Good	1	5%
2	72	Very good	1	5%
3	78	Very good	1	5%
4	82	Very good	6	29%
5	84	Very good	1	5%
6	86	Very good	5	24%
7	88	Very good	4	19%
8	94	Very good	2	10%
Total		Very good	21	100%

Based on the table above, the students' scores are included in the good and very good categories. In this test, there were 6 students who got the main score that was 82 with the percentage 29%. While 5 students got the score that was 86 with the percentage 24%. Then 4 students got the 88 score with the percentage 19% while 3 students got the same categories of very good with the , 2 students got the main score that was 94 with the percentage 10% and the last 1 student got the 68 score with the percentage 5%. It can be concluded that all students got the very good categories.

b. The Results of the Questionnaire

To know the students' responses of Index Card Match, the writer applied a questionnaire as one of the research instruments. There are 6 indicators that consist of 2 statements. Here are the results:

"Spirit at Work"

No	Option	Frequency	Total average score	%	Mean
5	Strongly agree	7	35	21%	
4	Agree	18	72	44%	
3	Neutral	17	51	31%	71%
2	Disagree	3	6	4%	
1	Strongly disagree	0	0	0%	
	Total	45	164	100%	

Based on the above table, the more option that was chosen by the students was "**agree**" with 44%. It showed the mean score was 71% in the aspect of "Spirit at Work". It can be concluded, this aspect of the predicate is at the level 'High' based on the list criteria of successful learning.

"Loyalty at Work"

No	Option	Frequency	Total average score	%	Mean
5	Strongly agree	13	65	37%	
4	Agree	18	72	40%	
3	Neutral	13	39	22%	77%
2	Disagree	1	2	1%	
1	Strongly disagree	0	0	0%	
	Total	45	178	100%	

Based on the above table, the more option that was chosen by the students was "**agree**" with the 40%. It showed the mean score was 77% in the aspect of "Loyalty at Work". It can be concluded, this aspect of the predicate is at the level 'High'.

"Have Fun the Work"

No	Option	Frequency	Total average score	%	Mean
5	Strongly agree	11	55	31%	
4	Agree	19	76	43%	
3	Neutral	13	39	22%	77%
2	Disagree	3	6	3%	
1	Strongly disagree	0	0	0%	
	Total	46	176	100%	

Based on the above table, the more option that was chosen by the students was "**agree**" with the 43%. It showed the mean score was 77% in the aspect of "Have Fun the Work". It can be concluded, this aspect of the predicate is at the level 'High'.

"Improve Mood at Work"

No	Option	Frequency	Total average score	%	Mean
5	Strongly agree	12	60	36%	
4	Agree	13	52	32%	
3	Neutral	15	45	27%	72%
2	Disagree	4	8	5%	
1	Strongly disagree	0	0	0%	
	Total	44	165	100%	

Based on the above table, the more option that was chosen by the students was "**strongly agree**" with the 36%. It showed the mean score was 72% in the aspect of "Improve Mood at Work". It can be concluded, this aspect of the predicate is at the level 'High'.

"Get Teamwork"

No	Option	Frequency	Total average score	%	Mean
5	Strongly agree	12	60	36%	
4	Agree	12	48	29%	
3	Neutral	18	54	33%	72%
2	Disagree	2	4	2%	
1	Strongly disagree	0	0	0%	
	Total	44	166	100%	

Based on the above table, the more option that was chosen by the students was "**strongly agree**" with 36%. It showed the mean score was 72% in the aspect of "Get Teamwork". It can be concluded, this aspect of the predicate is at the level 'High'

DISCUSSION

In this study, the writer stated the Index Card Match was effective in improving the simple present tense and simple past tense to the students at SMP Islam Al-Azhar Pekanbaru proved based on the result of the tests and questionnaires. Then, the writer examined the simple present tense and simple past tense scores before and after applying the Index Card Match strategy.

Before giving the instrument to the sample class, the writer applied a try out to the second grade students of SMPN 5 Rimba Melintang, Rokan Hilir to make a sense the instrument was valid. The trial result showed that 10 questions were invalid from 50 questions. The specification trial results can be seen on page 43.

After the try out, the writer continued the test with 40 questions. First, in the pre-test, the writer found the students' mistakes in matching and arranging the words of simple present tense and simple past tense.

During the post-test, the writer gave the same questions about matching and arranging simple present tense and simple past tense but used Index Card Match to the experimental class and while in the control class with a conventional way. Students were asked to find their partner by wandering around the class. As Handayani (2009) stated, one advantage of the index card match strategy is that it increases interest in the teaching and learning process.

Then, after the pre-test and post-test, the results of the test were counted. The results of the test were examined, and the writer found that the experimental class score improved more than that of the control class. The test results might prove it. The experimental class mean pre-test score was 81.1%, compared to the control class 75.1%. It showed that the means for the two classes are different. On the other hand, the experimental class scored 94.5% on the post-test while the control class mean score was 84%. The experimental class students proved a significant improvement from 81.1% to 94.5%, according to the post-test results so far. While the students in the control group improved from 75.1% to 84%.

In addition, the result of the T test in the post test, showed that a sig (2-tailed) value of 0.00 is obtained, then H_0 is rejected. So it can be concluded that the mean score of the experimental class is more than the control class.

On the other side, the result of the hypothesis showed that the test of normality table in the Kolmogorov-Smirnov column proved the level of sig = 0.60 > 0.05 is obtained, so H_0 is accepted. It can be concluded that the data came from a normally distributed population

Then, from the analysis of the questionnaire, the writer found that most of the students agreed with the statement that the writer gave. In the first indicator about "Spirit at Work" the mean score was 71% with the predicate 'high'. Next, in the second indicator about "Loyalty at Work" the mean score was 77% with the predicate 'high. Then, in the third indicator about "Have Fun the Work" the mean score was 77% with the predicate 'high'. After that, in the fourth indicator about "Improve Mood at Work" the mean score was 72% with the predicate 'high'. In the fifth indicator that about "Get Teamwork" the mean score was 72% with the predicate 'high', while in the last indicator that about "Easy to Understand" the mean score was "80% with the predicate 'high'.

Based on the results of T-test $T_0 > T_{table}$, it can be concluded that there is a significant effect after applying the Index Card Match strategy in teaching simple present tense and simple past tense at second grade students of SMP Islam Al-Azhar Pekanbaru.

After analyzing the test results and previous research, it can be concluded that applying the Index Card Match strategy has a positive impact on students' knowledge of simple present and simple past tenses.

CONCLUSION AND RECOMMENDATION

Conclusions

Briefly, the study's findings showed that after applying the Index Card Match strategy, students' knowledge of the simple present tense and simple past tense improved. In the pre-test, the experimental class mean score was 81.1%, compared to 75.1% for the control class. In contrast, the experimental class mean score on the post-test was 94.5%, compared to the control class mean score of 84. The findings covered the issue that was posed in this study, which is using Index Card Match as a way of teaching for the simple present tense and simple past tense was successful.

Recommendations

To enhance the quality of Grammar instruction, particularly in the simple present and simple past tenses, there are a lot of recommendations for English Teachers, Students, and Future Researchers regarding the use of the Index Card Match Strategy. First, for English Teachers are recommended should be provide the use of the Index Card Match with the new innovations and give the best time of management when using the Index Card Match strategy in teaching learning process. Second, for Students are recommended to present the material they have obtained and learned with brave and confident. Last, for Future Researchers are recommended prepare as well as possible for their studies and continue this research with the best version.

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