IMPROVING READING SKILL THROUGH INDEX CARD MATCH
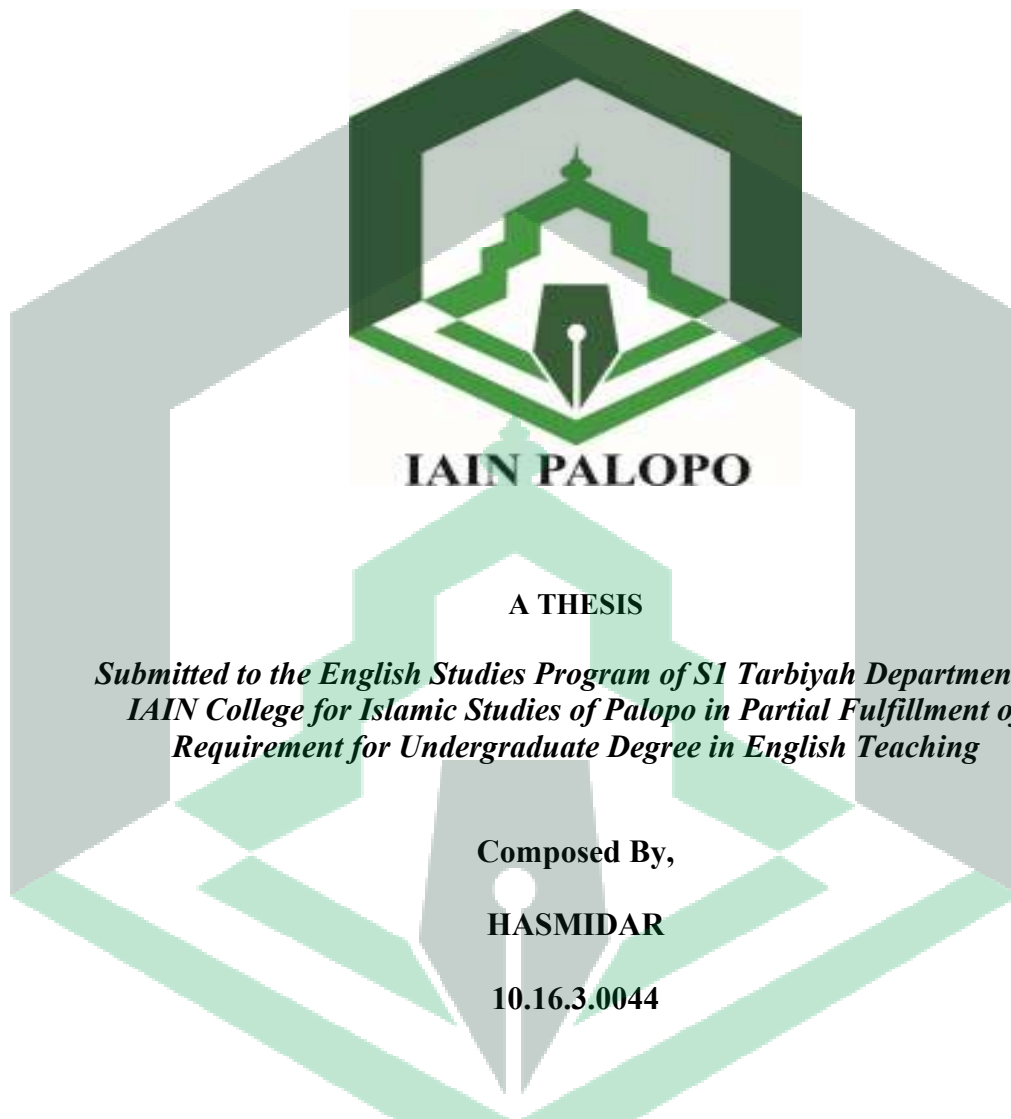## AT THE TENTH YEAR STUDENTS
OF SMAN 2 SABBANG

A THESIS

Submitted to the English Studies Program of S1 Tarbiyah Department of IAIN College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for Undergraduate Degree in English Teaching

Composed By,

HASMIDAR

10.16.3.0044

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING

FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN PALOPO)

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Under The Supervision :

1. **Amaliya Yahya, S.E., M.Hum**

2. **Jufriadi, S.S., M.Pd.**

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THESIS APPROVAL

This thesis, entitled **"Improving Reading Skill Through Index Card Match at the Tenth Year Students of SMAN 2 Sabbang"** written by Hasmidar, Reg. Number 10.16.3.0044, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, December 21th 2016 M**, coincided with Rabi'ul akhir 21th 1438 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in english language teaching.

Palopo,December <u>21th, 2016 M</u>
Rabi'ul Akhir 21th 1438 H

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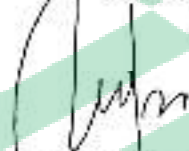
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Most Beneficent, the Most Merciful

Alhamdulillahi Robbal 'Alaamiin, the researcher expresses his higest gratitudeto Allah SWT, The most beneficent and the most merciful, who has given His love, blessing and mercy to finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo. To our beloved prophet, the chosen one Muhammasd SAW. Safety and peace be upon him.

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6. Special thanks for my beloved parents; Rudding and Jaedah (*I'll always do the best for you*) Who always pray to Allah S.W.T and who have always given the teacher help, support, blessing, strenght, provide countless material support and for my brothers and sisters who always pray for teacher to be successful so the teacher can finish this thesis and study at IAIN Palopo.

7. All people who have helped the researcher to finish her research who cannot mention one by one.

Finally, the teacher prays to the God, Allah SWT gives regard to all people who have helped the researcher and hopes this thesis can be useful and gives positive contribution for the readers and others.
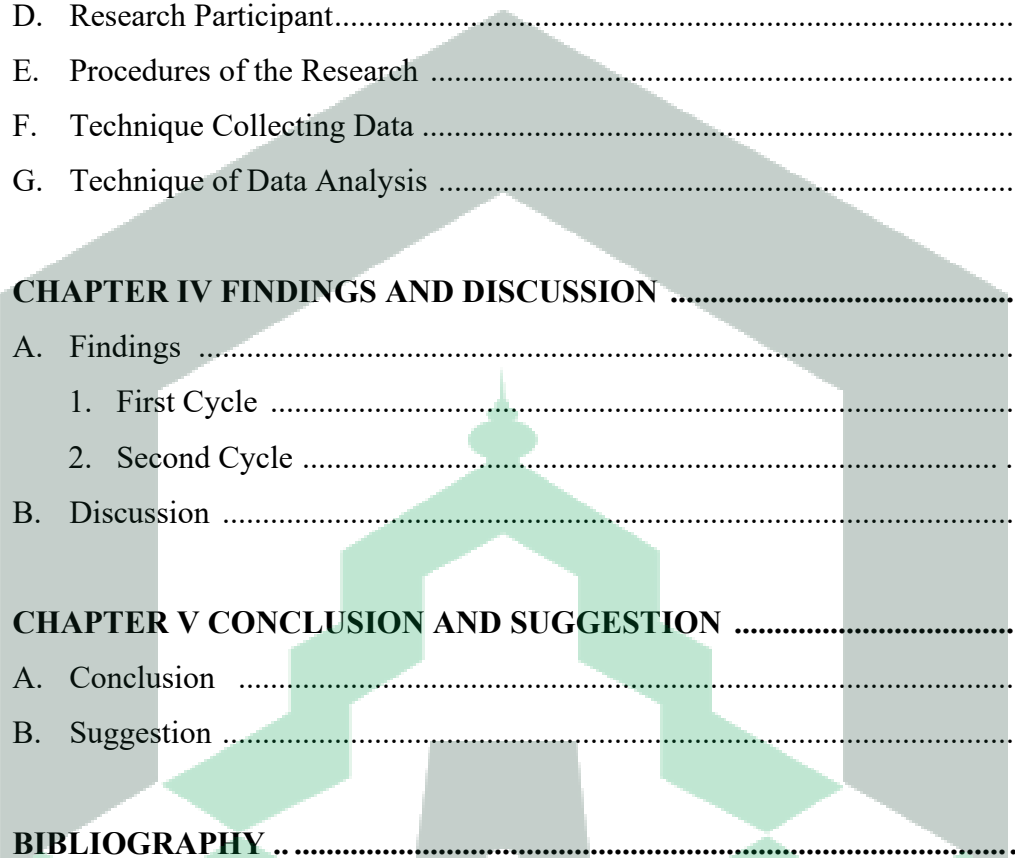
Palopo,December   2016

The Researcher

HASMIDAR
Reg.Num. 10.16.3.0044

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ABSTRACT

Hasmidar, 2015,"Improving Reading Skill Through Index Card Match at the Tenth Year Students of SMAN 2 Sabbang". Thesis, Faculty of Teacher Training and Education the State Institute for Islamic Studies (IAIN) Palopo. As the first consultant Amaliyah Yahya, S.E., M.Hum and the second consultant Jufriadi, S.S, M.Pd.

Key Words   : Reading Skill, Index Card Match

The problem statement of the research is what is the appropriate way of using index card match to improve reading skill at the tenth year students of SMAN 2 Sabbang. The objective of the research to find out appropriate way of using index card match to improve reading skill at the tenth year students of SMAN 2 Sabbang.

This thesis was used Classroom Action Research. The target populations of this research were the tenth year students of SMAN 2 Sabbang in 2015/2016 academic year. The sample was taken from population that consisted of 25 students. To research participation there were researcher, students, partner or collaborator. The procedure of the research used two cycles namely cycle 1 and cycle 2 with fourth steps namely; planning, action, observation and reflection to find out the improve of the students in reading skill.

To improve reading skill at the tenth years of SMAN 2 Sabbang the researcher was used Index Card Match (ICM) strategy. To apply Index Card Match strategy, researcher was divided students in some group 8-9 members. So in learning and teaching process the students find and read the questions and answers of text and than read aloud untill finished the test and the last result from implementation of this strategy the students got mean score 80,8 and the last result of observation list toward indicator of students activity there were students excellent active.

CHAPTER I

INTRODUCTION

A. *Background*

Reading is an important skill in learning beside listening, writing, and speaking skill. As a matter of fact, basically reading deals with ability of people in articulating a written text and undertanding meaning that is conveyed in it. Reading is complex cognitive process of decoding symbols for the intention of deriving meaning and contructing meaning.[1]

Reading is a mean of language acquisition of communication, and of sharing information and idea. Like all language, it is a complex interaction between the text, the reader and the purpose for reading which are shapes by the reader's prior knowladge, experiences, the reader's knowladge, about reading and writing language and the reader's language community which is culturally and social situated.[2]

Teaching reading skill is very important, because it can be used to develop the ability to read not only the textbook but also other reading materials. Therefore, reading ability is very important for the students of English as foreign language. Teacher should have good method to teach learners and make the learners understand

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[1] Lilis Suryani, *Improving Reading Skill By Using Fable At The Eight Year Students Of Mts AL-Muhajirin Margolembo Luwu Timur* (palopo : STAIN palopo,2014),p.3

[2] H. Murni Djamal, Dkk, *Improving Reading Skill In English, (For University Students, 2006), P. 40.*

the text well. Because when the students are taught using conventional method, the teaching process only focus on the teacher and the learner not pay attention to the teacher.

Based on preliminary observation found from English teacher that in SMAN 2 Sabbang reading has been though and technique that used. Usually there is teacher ask the students to read a whole of long text or long convercation make the students feel borred when study English in the class. The student face some difficulties in reading such as ; they still have difficulties in getting ideas from a long text or a long story, analyzing the text, answering the questions that given in the text, and the difficulties in describing the text. Sometimes the learners get problems in reading and usually lazy to read like a long convercation or long story.

From the problem above, to improve students ability in reading needs an appropriate strategy in helping them to solve their problems. Related to the problems there is actually a strategy that can help students to improve their reading ability through index card match. In this strategy make study English can happy and make the students interest to study. It this why the teacher would like to give solution of their problems.

There are many strategies and technique which can be used in teaching reading skill. But, teacher is trying to take index card match to teaching reading skill because index card match assists us in concentrating and understanding the information we are reading by helping us to reading to summary the ideas and

arguments in the text. Index card match is a great way of helping us identify important concepts in class, and it allows us to focus on the points relevant to our purpose and the students can spent a little time to understand the meaning of the text.

Based on reality above, the writer interested to do research "*Improving Reading Skill Through Index Card Match At The Tenth Years Students of SMAN 2 Sabbang*".

B.   ***Problem Statement***

Based on the background above the teacher tries to describe the implementation in teaching reading through index card match. So the problem formulated as follow :

What is the appropriate way of using index card match to improve reading skill at the tenth years students of SMAN 2 Sabbang?

C.   ***Objective of The Research***

According to the problem statement, the objective of the research is to find out appropriate way of using index card match to improve reading skill at the tenth years students of SMAN 2 Sabbang.

D.   ***Significance of The Research***

The result of this research is expected to give useful information to the research world and the other parts, such as :

1.	For educational world, it is expected to improve the method of teaching reading skill.

2.	For students, participating actively in the learning process and improve reading skills through index card match.

3.	For teachers, this research is expected to be an input of teaching method especially for reading skill through index card match.

## E.	*Scope of The Research*

The scope of the research can be restricted and focused on the use of recount text through "Index card match" in reading skill of the tenth years students of SMAN 2 Sabbang. The teacher focuses on classroom action research method to improving the student's reading skill by the tenth years of SMAN 2 Sabbang.

## F.	*Definition of Terms*

Based on the tittle is teaching reading skill through index card match at the tenth years students of SMAN 2 Sabbang, The writer gives definition as follow :

1.	index card match strategy is a fun strategy that is used to repeat material that has been previously.[3] This strategy is one of active learning intructional techniques to review material that has been learned "how to make training unforgetable". this section contains way to conclude a training program so that the participant reflects on what he or she has learned and considers how it will be applied in the future.

2.	Reading is a important keys for to understand what is the meaning of the text.

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[3] Hisyam Zaini, Dkk., *Srategi Pembelajaran Aktif* (2008)

Reading is likely to be an essential element. This is because reading is a means of discovering information of expanding your knowledge and understanding of a subject, and is often very enjoyable. Reading is a strategy process that takes in the readers mind. A goal of reading recovery is to help readers' develop a meaning orientation to print that includes the ability to enlist effective strategies in a flexible and integrated way.
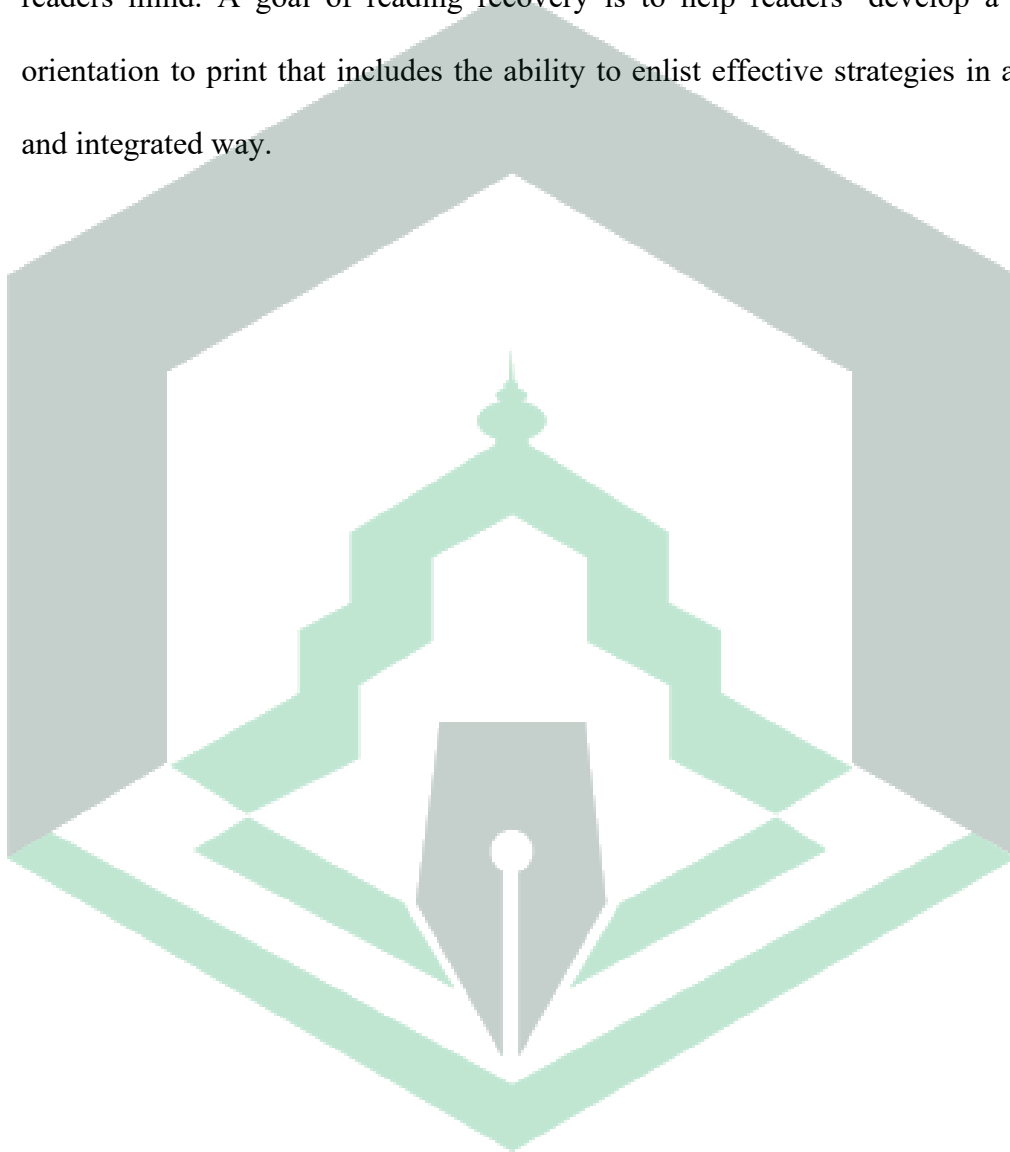
CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

There have been some researchers about the improving reading skill :

1. Nurdiana in her thesis entittled "Improving students reading skill through Pairs Works at the Second Years Students of SMP Negeri 1 Masamba". She concludes that the students' reading skill improved by pairs work technique to the tenth years students of SMP Negeri 1 Masamba in 2011/2012 academic year.[4]

2. Suparman AR in his thesis under the tittle of Improving Students' Reading Skill through Scanning and Skimming at the second year of MAN Palopo. He stated that teaching reading skill through scanning and skimming can stimulate the students' interest and improve students' achievement of the second year students of MAN Palopo, in academic 2007/2008.[5]

3. Musriana in her thesis entittled "Teaching Reading Skill through Anecdotes at the eleventh year of SMAN 4 Palopo (A Classroom Action Research)". She concludes that the effective way in teaching reading skill at the eleventh year

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[4] Nurdiana, *Improving Students' Reading Skill through Pairs Work at the Second Year Students of SMP Negeri 1 Masamba, (Palopo: Stain Palopo, 2011), p.67.*

[5] Suparman, *Improving Students' Reading Skill Through Scanning And Skimming At The Second Year Of Man Palopo,* (Thesis STAIN Palopo : Palopo, 2008), p. 58.

of SMAN 4 Palopo by using is recognize a core of words, and interpret word order patterns and their significance and recognize that a particular meaning may be expressed grammatical forms.[6]

Considering some points above, it is clear that success of English learning depends on the materials of reading where it must be suitable with the students' interest. So it is important to find out materials that can stimulate the students' interest to read and learn English.

B. *Definition of Reading*

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning[7]. Reading is a procces to understand fully what the message is implying. Reader need to analyze in order to extract the main point or topic of the message. Gallert confirm that :" reading is consonant process of question and what one finds in it.

Reading skill is a complex process in which the reader uses his ability to find information, it means that the reader must be able to skill the meaning of printed words. Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one way decoding process. Instead, it is an active two way process in which the reader and the text interactie. The reader tests clues from the text againts his knowledge to arrive at an

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[6] Musriana, *Teaching Reading Skill through Anecdotes at the Eleventh Year of SMAN 4 Palopo,* (palopo: stain palopo, 2013), p. 68.

understanding of the text acceptable to the reader. Wallace states that in hadiningsih: reading is interpreting means reacting to a written test, as a piece of communicative intent in the writer's part which the reader has some purpose in attempting to understand. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning".[8]

Based on the definition as given above, we can point out that the word reading has a number of common interpretations. It may mean reading aloud is a very complex skill, which involves understanding the black marks first and then the production of a right voice. Reading may also mean " silent reading" and this most likely for the term.

It becomes clear that the word reading commonly refers to silent reading. In silent reading activity the reader does not only read the message orally with sound but also the reader does not need to say each word. In silent reading, the reader attemps to understand the writer message.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains, a skill of paramount importance as we create assesment of general language ability.

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[8] Gustini Hadiningsih, *The Effectivenee Of Using Authentic Material In Improving Student's Reading Comprehension Of The Second Year Students Of Smp Pgri Marinding. (uki toraja : 2011)p.6.*

From the definition given above, we can conclude that reading actually refers to a reading and understanding activity.

C. *Kinds of Reading*

Geoffrey Broughton, et.al in asdini said that categorizes into same categories, which are :

1. Reading aloud

Reading aloud is important thing to do in reading process where the students who are known as readers are required to read aloud to practice their tongue about how to pronounce every word found in a passage. The main points of focus in reading aloud is not catching theirs ideas, but practicing how to sound every word in sentences. Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should pronounce every word properly, but should divide the meaning groups correctly, arrange the pause based on the content apply suitable stress, intonation and rhythm.[9]

Reading aloud involves understanding the black marks first and them production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to

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[9] Liangguang Huang., *Reading Aloud in the Foreign Language Teaching* English Department, Zhenjiang Watercraft College of PLA. (Zhenjiang :2003), *p.149*

read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues. aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students. The reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C.

It must be recognize that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to ;pronounciation' than it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly understood, detailed explication and practice of special pronounciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limitted. Few people are required to read aloud as a matter of daily routine, radio newscasters' clergymen, perhaps actors and that is all. To the huge majority its importance is minimal.

2. Silent reading

Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.

A reading room is silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (i) to survey materialwhich is to be student, to look through indexes, chapter

headings and outlines, (ii) to skim particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure of preparing to read aloud, (iv) to study the content of what is read is some detail, (v) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increases as we go through these ways of using reading. It is common for thir, fourth, and sometimes the fifth or these to be encouraged in schools, though the first and second are almost completely neglected.[10]

A reader who wants to comprehend the passage in reading comprehension process frequently practice silent reading. Silent reading means that reading by heart where there is not voice is expressed. This type of reading aims to find out the meaning given in the passege not to practice the pronounciation of the words and how to express the word as in reading aloud. Reading silently needs a reader much attention to what he is reading because to gain the meaning given in the passage, the reader should have a full concentration.

3. Intensive reading

The remaining to kinds of reading activity, content study reading and linguistic study reading are also after grouped together and called intensive reading.

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[10] H.Douglas Brown. *Language Assessment Principles* and *Classroom Practise,* (Logman: San Francisco State University: 2004),p. 185

Intensive reading will provide a basis to explaining difficulties of structure and for extending knowledge of vocabulary and idiom. [11]It with also provide materials for developing greater control of the language in speech and writing students will study short stories and extracts from novels, chosen for the standard of difficulty of the language and for the interest they hold of this particular group of students.

Intensive reading is a reading for recall oor total actually. It is in a class way in using reading. Intensive reading involves approaching of text under the close guidance of the teacher. The objective is to achieve full understanding of logical argument, te retorical arragement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

4. Extensive reading

Extensive reading is defined as a mean of giving students "the time encouragement and material to read pleasurably at their owl level as many books at they can without the pressures of testing or marks" (David 1995 p.329).[12] Extensive reading is carried out to achievement a general understanding of a usually somewhwt

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[11] *Ibid*. P. 185

[12] Samuel sheu., *Extensive Reading EFL Learners Beginning Level* (Taiwan :2003)

longer text (book, long article, or essay, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Extensive reading can be checked in various ways. The most important things about these ways are they do not take too much of the learners time away from reading, and that they do not ask for a detailed knowledge of the contents of the books.

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time.

A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as is the case for example with news paper reports. The label indicates that those who use it are not concerned with the actual skills in involved but with the effects which the employments of those skill produce, that is to say a familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in that language is native.

The advantages of extensive reading were discussed in the first section of the chapter. Extensive reading can sometimes help learners get way from their tendency to overanalyze or look up word they don't know, and read for understanding.

5. Speed Reading

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of reading skill. The good students will probably want to make premilinary survey of what he is going to study, this will lead him to formulate a series questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he was recorded the answer he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary for anyone who purpose venture on to any kind of higher education, it is

fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.[13]

According H. Doughlas Brown in his book said that in the case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed sbove) that from the variety of overt types of performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Perceptive

In keeping with the set categories specified for reading skill, similar specifications are offered here, expect with some different terminology to capture the uniqueness of reading. Perceptive reading text involve attending to the components of larger stretches of discourse ; letters, words, punctuation, and other graphemoc symbols.

b. Selective

This category is largely an artifact of assesments formats. In order to as certain one's reading recognition of lexical, grammatical,or discourse features of language within a very short stretch of language,certain typical are used : pictured-cued text, matching, true or false, multiple-choise, etc.

c. Interactive

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[13] Rostina, *the effectiveness of skimming technique in improving reading skill at the second year students of PMDS putri palopo,* (STAIN palopo: 2011).p.57

Include among interactive reading types are stretches of language of several paragraps to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is reading is a process of negotiating meaning ; the readers brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

d. Extensive

Extensive reading applies to the text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. [14]

D. *Types of Reading*

1. Reading behaviour skill: scamming, scanning, reading for through Achievement Division and critical reading. Skimming is a quick for general ideas when you skim you move your eyes. Skimmning is a technique suitable for scientific text as well as for general text when you are working scientific text applying this techique can be easier since this type of literature usually certain topic heading obstucts or summaries that might come in the hardy for the reader.

2. Scanning

According to Grelle that in scanning, we only try to locate specific information and we do not ever follow the linearity of passage to do. We simply have our eye wonder over the text until we are looking for whether it is a name, a date or less specific information. Scanning is also quick reading, but when you scan you are

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[14] H. Douglas Brown, *Language assessment Principle And Classroom Practice*. (Logman San Francisco State University: 2004).P.189

looking for information about a question you work to answer you are usually looking for a number or a word or the name of something. [15]

3. Reading through Achievement Division

Clark and Sandra say that " when you read for through achievement you try understand the total meaning of the reading. You want to know the details as well the general meaning of the selection'. When you have thoroughly achievement a text you have done the following thinks.

a. You have understood they main ideas and the authors point of view.

b. You have understood the relationship of in the text, including how they relate to the author is purpose.

4. Critical Reading

"When we read critically, we draw conclusion and make judgement about the reading we ask question such as " What can be drawn from this / do I agree with the point of view / we often do this when we read some cases it is more or when you're trying to make a decision.

5. Reading for Mastery

Reading to obtain detailed information and understanding of it , usually slow careful and repeated reading requiring intense achievement. This may be appropriate when reading directions for laboratory classes or instructions for working an exam paper. Mathematic and scientific texts almost always require this type of approach.

6. Search Reading

[15] Mark A.Clark,Choice Readng, (New york:The university of Miching press,t.th), p. 2

Reading to locate specific information or an answer to particular question. A trivial example of this technique is looking for phone number in telephone directory. You are not interested in reading all the names and number the phone book, just one all the other information is irrelevant and can be ignored.

7. Reading for Enjoyment

Light reading e.g. magazine, novel, requiring a minimum of effort a little concentration. This differs from study reading in that there is no intention to remember the material.

8. Revision Reading

Re-reading material why which you are already familiar. Revision reading is used mainly to test information recall.

E. *Some difficulties in Reading*

There are some difficulties in reading that frequently occur :

a) Sub-vocalization

One undersirable habit that commonly happens is that the readers unconsciously from word with the lips or the throat in reading. It is called 'sub vocalization'.[16]

b) Habit of regression

Another habit, when reading very difficult materials, the reader sometimes readers and return the passage, this habit is allowed however, in ordinary

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[16] Asdiani, *the use of story book in improving students reading comprehension at the fifth grade in SDN 442 Kambo (palopo : STAIN 2010), P.18*

reading, this habit should not be so frequent because it can block reading read and comprehension.[17]

c) Word by Word Reading

The reader who reads word by word may people herself a handicap or roadblock to understand meaning rapidly and to speed his reading. In this readers is getting her information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enterbtoo slowly. This thought wonder, other ideas came in. Before long, the readers is not concentaring on the meaning of what her eyes see because she is unable to keep her mind fully involved. Based on the statement above, this reading habit should be abandoned by the reader because this ways of reading makes the reader slow to understand and it makes then unable tospeed up their reading rate consequently, they comprehension skill will not developed.

d) Poor concentration

Concentration is very important in effective reading. But usually the reader can not submerge himself completely in the reading process. If she has poor or less concentration in reading. Consequently high reading speed and perfect comprehention. Based on the difficulties in reading, it ie clear that succesof english learning and reading.[18]

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[17] Rachma indriani., *some difficulties fased by the second year students of SMAN 4 Palopo in reading english text. (palopo :STAIN, 2008),p.6*

F. *The Purpose of Reading*

When we read a written text exactly we have a purpose where as to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

Wooding Keithn Johnson in Rachma, the purpose of reading is to obtain information presented in the text, but by nature of the information so obtained require more explicit definition. He further by refential, affective or emotional, so them :

1. *The activities of reading referential subjects in order to obtain factual information with operating on our envirument, e.g. a set of instruction or how to use a piece of equipment.*

2. *Reading of developing our own intellectual skill, someone who read effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of series of operations, e,g making proposal project.*

3. *We read for emotional gratificaton or spriual enlightnment,e.g. for pleasure environment.*

G. *Problem of Reading Skill*

For many learning-disabled students, reading skill is a major problem. There are mainly three causes for reading skill:

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[18] Farida middin, *difficulties of students in finding main idea and supporting detail text reading comprehension of second year students of english departement in STAIN palopo, (palopo: STAIN, 2008). P. 9*

1. The person has a language problem

Language plays a vital role in reading. Its role in reading can be compared to the role of running in the game of soccer or ice-skating in the game of ice hockey. One cannot play soccer if one cannot run, and one cannot play ice hockey if one cannot skate. One cannot read a book in a language unless one knows that particular language. If a child's knowledge of English is poor, then his reading will also be poor, and naturally also his reading skill

2. The foundational skills of reading have not been automatized

When a person attempts to speak a language in which he has not become automatic yet, he will necessarily have to divide his attention between the content of his message and the language itself. He will therefore speak haltingly and with great difficulty. As Yap and Van der Leij explained in the *Journal of Learning Disabilities*, "if the skill on the primary task is automatized, it will not be disrupted by concurrent processing on the secondary task because automatic processing does not take up attentional resources. If, on the contrary, the skill is not automatized, it will be disrupted by concurrent processing of a second skill because two skills are then competing for limited attentional resources."

This also applies to the act of reading. The person, in whom the foundational skills of reading have not yet become automatic, will read haltingly and with great difficulty. The poor reader is forced to apply all his

concentration to word recognition, and therefore has "no concentration left" to decode the written word, and as a result he will not be able to read with skill.

3. The reader is unable to decode the written word

The decoding of the written word is a very important aspect of the reading act. Without being able to decode the written word, reading skill is impossible. This explains why some children can "read" without understanding what they are reading.

To decode the written word the reader must be able to *integrate* what he is reading with his for knowledge. For knowledge can be defined as the range of one's existing knowledge and past experiences. If one reads something that cannot directly be connected to or tied in with knowledge that one already possesses, one cannot decode or decipher the contents of the message. As Harris et al. state in *Learning Disabilities: Nature, Theory, and Treatment*, "What a child gets from a book will often be determined by what the child brings to the book."

The Gestalt principle of *closure* means that the mind is able to derive meaning from objects or pictures that are not perceived in full. The mind is quite able to bridge the gaps that were left in the sentence. The idea of closure is, however, more than just seeing parts of a word and amplifying them. It also entails the amplification of the author's message. No author can put all his thoughts into words. This stresses the importance of for knowledge. If it were possible for an author to put everything related to the

subject he is dealing with on paper, the possession of for knowledge would not have been necessary.

Lastly, *imagination* plays a role in decoding. It is doubtful whether a person really understands something unless he is able to think about it in terms of pictures. When we read, the words and thoughts comprising the message call up images in our mind's eye. If this does not occur, the message will not make any sense. If you read or hear a sentence in an unfamiliar language, it will not make any sense to you, simply because none of the words will call up any pictures in your mind's eye. This ability plays a very important role in the decoding of the written word. Furthermore, by using one's imagination while reading, one's emotions can be addressed during the reading act.

H. *Index Card Match Strategy*

1. Definition of the index card match Strategy

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

According to Marwan Bona (2011), index card match strategy is the problem solving strategies used to improve the activity and student learning process. Index

card match strategy can foster students' cooperation in answering questions by matching the index cards in their hands .

As Zaini (2008:32) says that index card match strategy is a fun strategy that is used to repeat material that has been previously. Students remembered the English words and its meaning if they read it continuously. [19]

Index card match strategy (silberman 2006:250) pass out index card and request anonymous answers to your questions. Use response cards to save time or to provide anonymity for personally threatening self-disclosures the need to state you concisely on a card is another advantage of this strategy.

This strategy is one of active learning intructional techniques to review material that has been learned "how to make training unforgetable". this section contains way to conclude a training program so that the participant reflects on what he or she has learned and considers how it will be applied in the future. The focus is not on what you have told the participants, but what they take away. In addition to being active, this strategy make reviewing fun.

In this strategy the students have to do a lot of tasks. They have to use brain, assess ideas, problems solving and apply what they learn . Learning should also be fun, vibrant and passionate . Students often leave their seats , move freely and think hard. this strategy makes students accustomed to actively pursue that activity increased student learning.

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[19] Hisyam Zaini, *Strategi Pembelajaran Aktif*, (2008) p.69

Index card match strategy can train students mindset because with this strategy of thinking speed trained students in learning a concept or topic through a search card or card answer questions.

This shared learning activities can help stimulate active learning and the ability to teach through small group collaborative activities that allow to gain an understanding and mastery of the material. Index card match strategy is an active learning method to review the subject matter with the technique of finding a partner. The new material can still be taught with this strategy with notes , students are given the task of studying the topics that will be taught first. so when entering the classroom they already have sufficient knowledge .

2. Procedure of the index card match Strategy

In using the index card match strategy, there are procedures of them. They are:

a. The teacher make a some groups of the students,

b. In preparation make the cut pieces of paper that there are a number of students in the classroom,

c. For the amount of paper into two equal parts,

d. Write questions about the material that has been given earlier in the half part of the paper has been prepared . each paper contains one question,

e. On separate cards, write answers to each of these questions.

f. Mix the two sets of cards and suffle them several times so that they are well mixed.

g. Hand out one card to each student. Explain that this is a matching exercise. Some students have review questions and others have the answers.

h. When all the matching pairs have seated, have each pair quiz the rest of the class by reading aloud their questions and challenging classmates to tell them answer.

i. End of this process by making clarifications and make conclusions.[20]

I. ***Conceptual Framework***

The conceptual framework show the process of the research to develop the students' reading skill by using index card match strategy. Reading is an important activity in life with which one can update his/her knowledge and most useful and important skill for people. This skill is more important than speaking and writing, because reading is a source of joys. Many students can read the words in passage perfectly, but are unable to answer questions that call for making inferences of for identifying the main idea.

The teacher used index card match strategy because this strategy is a fun strategy that is used to repeat material that has been learned previously and the students learning how to make training unforgetable the material that has been learned.

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[20] Hisyam Zaini, Dkk*., Strategi Pembelajaran Aktif* (2008)

The conceptual framework of this research is shown in the program as follows :

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                    ┌─────────────────────────────┐
                    │  Student's of SMAN 2 Sabbang │
                    └─────────────────────────────┘
                                   │
                                   ▼
                        ┌──────────────────┐
                        │ Reading Material │
                        │  (Recount Text)  │
                        └──────────────────┘
                                   │
                                   ▼
                        ┌──────────────────┐
          ◄─────────────│   Index Card     │─────────────►
          │             │     Match        │             │
          ▼             └──────────────────┘             ▼
   ┌──────────────┐                            ┌──────────────────┐
   │     Team     │                            │  Reading Skill   │
   └──────────────┘                            └──────────────────┘
          │                                             │
          ▼                                             ▼
          ────────►  ┌──────────────────┐  ◄────────────
                     │ Skill Improvement│
                     └──────────────────┘
```
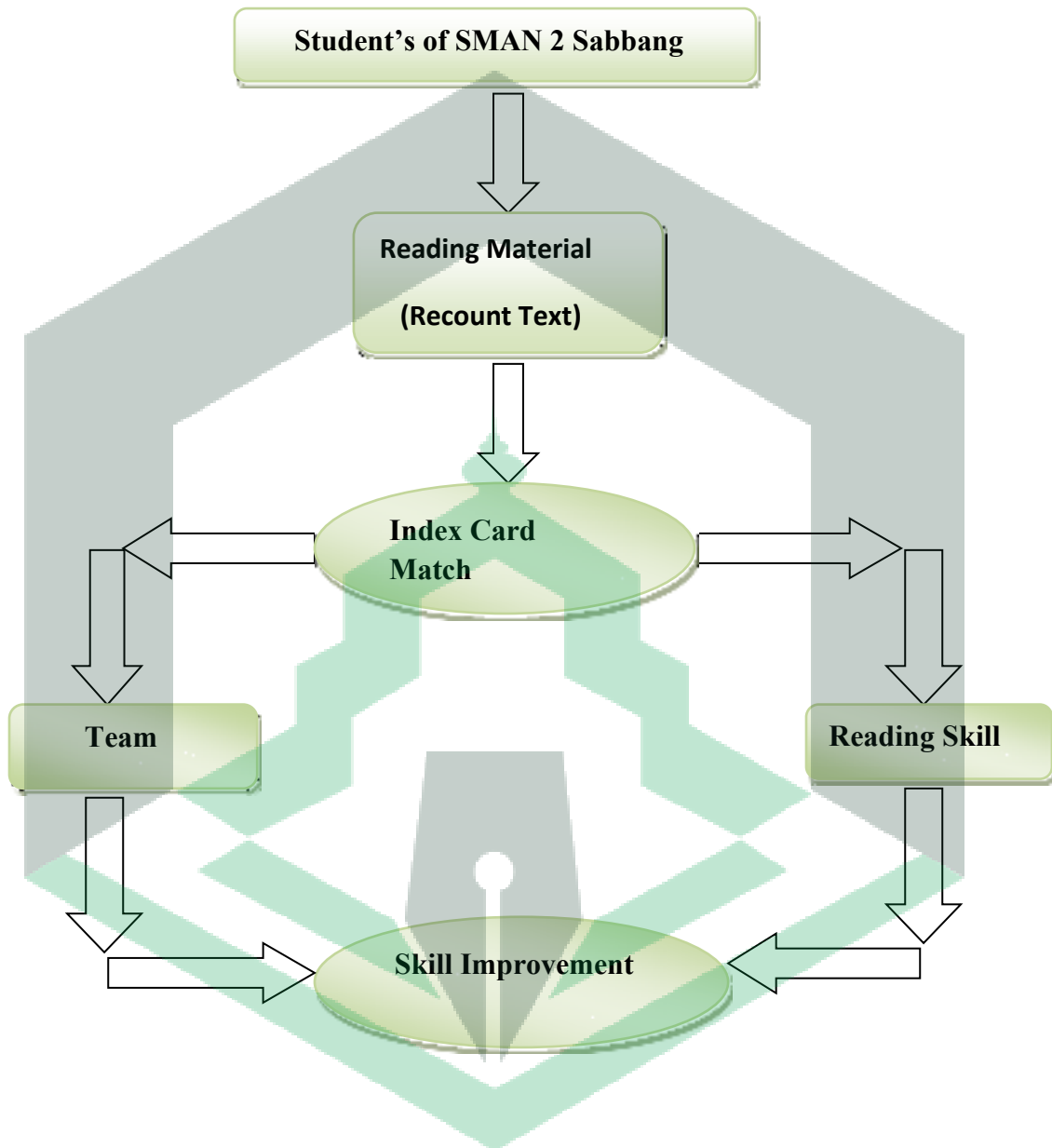
CHAPTER III

RESEARCH METHOD

A. *Classroom Action Research*

1. *Definition of Classroom Action Research (CAR)*

Classroom Action Research is an action research which does for mend quality of education practice in classroom. Classroom Action Research focus in classroom or teaching learning process which happen in classroom not yet in input classroom or output. Classroom action research concerns everything in classroom.

Classroom Action Research or action research has developed since the second World War, this time CAR is Growing with the pid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to Hopkins, action research has been described as an informal. Qualitative, formative, subjective, interpretive, reflection, and experimental model of inquiry which all individuals in the study know contributing participants. It has the primary intent of providing a frame work for qualitative investigations by the teachers and researcher in complex working classroom situations.[21]

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[21]Hopkins,ActionResearch.1993.online,http//www.Physicsed.Buffalostate.edu/danowner/actio nrsch. Html). Accessed on May 5 2012.

Briefly CAR is a form of assessment that is reflective of the perpetrators action, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices

implemented. To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:

| Planning | ⇨ | Action | ⇨ | Observation | ⇨ | Reflection |

In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observation, and reflection.[22]

2. *Characteristic of Classroom Action Research*

Characteristics of classroom action research, among others:

1) An inquiry on practice from within the first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven, in the sense of CAR goal to improve practical, direct-here, now often referred to as research or practical (practical inquiry). This means CAR focuses on specific issues contextual. The role of the lecturers CAR in the early stages is to be a sounding board (reflecting the idea) for teachers who deal with problems today execution of their duties.

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[22] Francest rus, How to do Research In Your Classroom. *(2003). P.3*

2) A collaborative effort of school between Teachers and teacher educators, because lectures not have direct access, then the CAR held collaborative with her class teacher who become the arena of CAR because who has a scene so that the lecturers are teachers who are interested in doing CAR not have access to the scene in the roles of practitioners. Therefore must be consistent feature of collaborative cooperation shown as in the all implementation of CAR stages,

ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report.

3) Reflective practice made public. Faculty involvement in CAR not as a center of education experts assumed the function as supervisors or middle school teachers as the developer of education (missionary approach), but as colleagues, as well as prospective teacher educators should have the need to learn in order to improve the quality of the field their own performance.

In this connection, teachers who collaborated in the CAR must assume multiple roles as practitioners in the implementation of daily management tasks at the same time also systematically examine the praxis itself. If this accomplished well then will educate researching culture among teachers, and is a strategic step in professionalism professorship. This professional harassment in the form of wholesale service providers' weeks to make a list of numbers in the process of promotion credit functionally implicated teachers lately may be terminated.

B. *Design of the Research*

This research applied Classroom Action Research method. Classroom Action Research is a form of investigation designed for used by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner researcher in reflection, decision making and the

development of more effective classroom strategies.[23] And the other definition, CAR is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. - A. Christine Miller (2007). In CAR there are four stages, such as; planning, implementation of action, observation, and reflection.

This research conduct in some of cycles. They are first and the next cycle. Each cycle comprises the series of activities which relates each other. The realization of the next cycle is continued and improved on the evaluation of the first cycle.

C. *Subject and object of the Research*

The subject of this research will be taken from the students of tenth year at SMAN 2 Sabbang. The subject in this study is the second semester in 2015/2016

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[23]Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai pengembangan Profesi Guru.* (PT Raja Grafindo Persana, Jakarta, Cet; ke-9: 2013). P. 42.

academic year that consist of 25 students. This research consist of what is the appropriate way of using index card match strategy in learning reading skill.

D. Research Participant

The participant of research is:

a. English teacher

English teacher is a teacher in this research, where the teacher will apply the index card match strategy (ICM) in teaching reading skill in the class.

b. Students

The position of students in this research as subject of the research, and the teacher expected after researching the students can improve their reading skill.

c. Partner and collaborator

The position of collaborator in this research as observer, the collaborator help the teacher to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.

E. Procedures of the Research

Cycle I

a. Planning

Before doing the action research, the teacher needs a preparation like :

a) Analyzing the curriculum especially the basic competence after doing the need analysis of the SMAN 2 Sabbang.

b) Make a lesson plan about the use of the index card match strategy in teaching reading skill :

1.   Prepare the test.

2.   Making the instruments which used in cycle of classroom action research.

b.   Acting

During the action, the teacher will give the students the material reading skill through the index card match strategy and make some groups of the students. Half of students will get the questions and answers. after all the students

to find a partner and sit close together, then the teacher ask each pair in turn to read out loud about that obtained with the other friends , the next question to be answered by the partner .

c.   Observation

In this step, a teacher will observe all events or activities during the research. During the learning process going on, the teacher observe about the situation of learning and teaching process, and also the students' participation and evaluation.

d.   Reflecting

This steep is conducted to know how far the students understand the materials which will be given. What the strength and the weakness of this cycle. This classroom action research will be success if some of the following requirement is fulfilled:

1). Most of the students have a good participation during the acting (70%).

3). Most of the students have a good score in evaluation (75%).

Cycle II

Like at the first cycle, in this second cycle also consist of planning, acting, observation, and reflection.

1. Planning

In this cycle, the researcher continues activities that have been done in cycle I. Repairs the weakness in cycle I and make planning again based on the result of reflection in the first cycle.

2. Acting

In this cycle, the teacher still teach the students like in the first cycle, but based on planning in the second cycle.

3. Observation

The observation in this cycle was same in the first cycle.

4. Reflecting

This classroom action research was success if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (70%).

b. Most of the students have a good score in evaluation (75%).

F. *Technique of Collecting Data*

The technique of collecting data in this classroom action research are :

1. Test: To find out the students' score.

2. Observation: To find out the students participation during the using index card match strategy in teaching reading skill.

3. Interview: To find out the level of successful in implementing the learning index card match strategy in teaching reading skill.

4. Discussion: Among the teacher as teachers with the collaborator, As a way to make reflection in each cycle.

G. *Technique of data analysis*

The data will be collected in every observation. In each cycle will be analyzed descriptively through percentage technique.

1) The index card match stategy result Student's score of reading text will be counted by using the formula, as follows:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

To measure quality of the student's reading score into classification as follow:

1. 81 to 100 is very good

2. 61 to 80 is classified as good

3. 41 to 60 is classified as fair

4. 21 to 40 is classified as poor

5. 1 to 20 is classified as very poor.[24]

2) Calculating the mean score of the student's reading test by using the following formula:

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[24] Piet A. Sahertian, "Konsep Dasar dan Teknik Supervisi Pendidikan," (RinekaCipta, 1st edition, 2000), p. 60.

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

Where:

X = The mean score

$\sum x$ = The total raw score

N = The number of students.[25]

a. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

b. Implementation of learning by using index card match in teaching reading skill by analyzing the successful level of implementation, then it categorized into success, less success and not success.
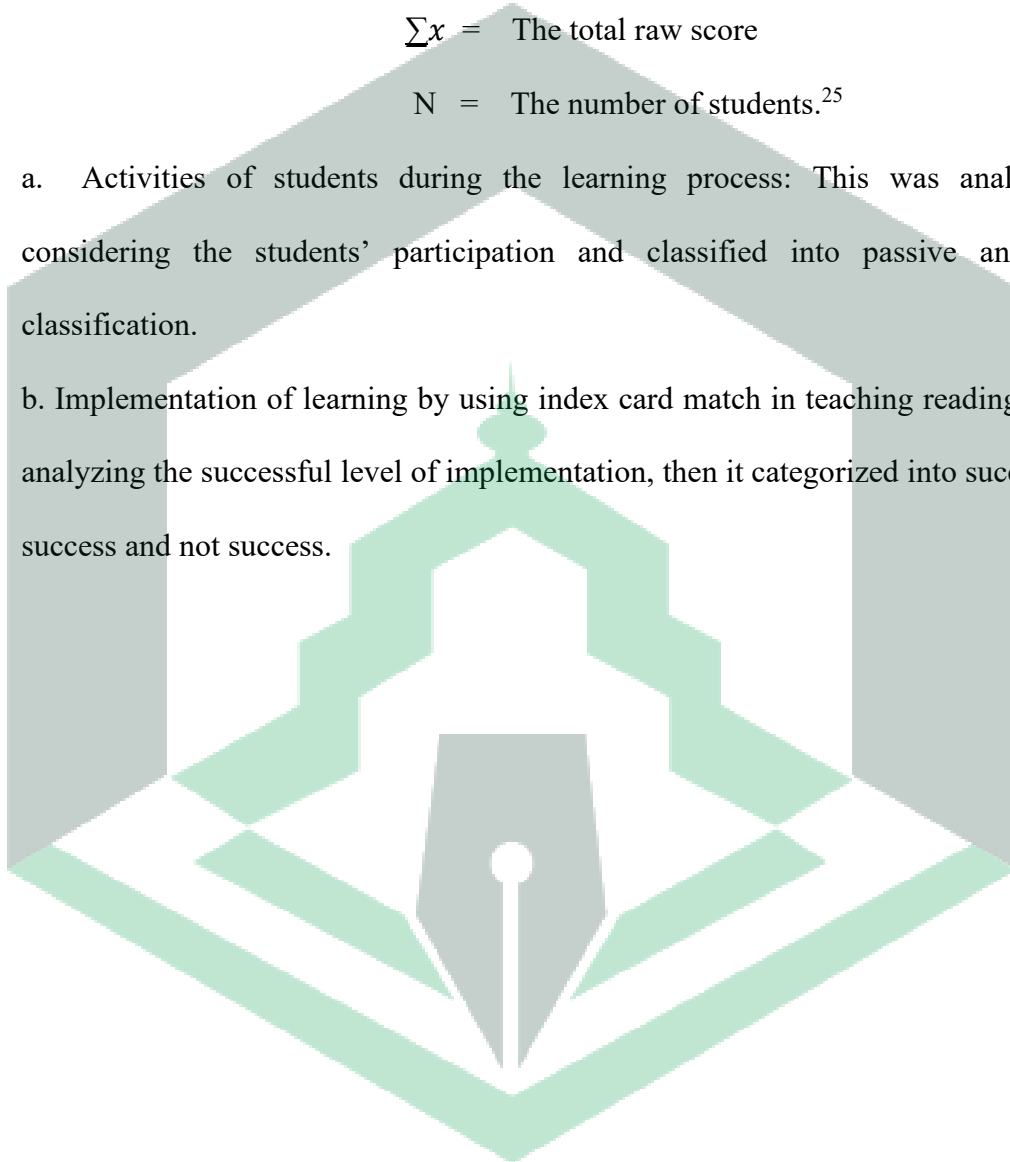
[25]Mangkuatmodjo, *Pengantar Statistik,* (cet.1, Jakarta: RinekaCipta 2003), p. 58.

BAB IV

FINDINGS AND DISCUSSION

This chapter presented two parts : the findings of the research and discussion related to the actions. The findings of the research covered the result of the data cycle I and cycle II about the students' reading and observation result.

A. *Findings*

The first step before research, the teacher did observation and got some data about the students condition in the class. The teacher got information which they are difficulties to be a good reader. Most of them had a good score in pronouncing the sentences but not all of them understand the text. It means that the students need new strategy how to be a good reader. The reseacher gave a strategy, namely Index Card Match (ICM) strategy which this strategy can help them to understand text or to be a good a reader and can improve the students reading skill.

The findings reveals the description of the result of data analaysis, the writer had found the real condition about students' reading in first and second cycle of students about Index Card Match Strategy in improving reading skill at the tenth year students of SMAN 2 Sabbang. Each cycle consists of planning, action, observation and reflection. For the whole steps of this research will be explained in the description as follows:

Cycle I

a. Planning

In this step, the teacher prepared to carry out the action research class that required different tools which had been created previously, namely: Lesson Plan (RPP) and also suporrting tools, they were observation sheets, camera and paper test. In this step, the teacher prepares what have to do in the action step. Paper work students and text reading namely recount text.

b. Action

The activity cycle 1, for the first meeting the teacher and collaborator entered to the English class. She said greeting to students asked who was absent that day. After that the Writer invited them to pray together to started lesson. The teacher wait for a minute up to the students were ready. The next the teacher prepared tools and matter should be used to learn.

The teacher organized class so that students were ready for the lesson. Students looked busy to prepare their lesson, after the teacher asked to the students to be quite. She asked several question to the students as a brainstorming. And then, makes some groups. The teacher explains the matter learning to the students, to give attention to the students and introduced the mode of presentation especially reading skill through Index Card Match (ICM) strategy. The first meeting in learning process the teacher explained to the students about index card match strategy. The teacher said to students if this meeting their group work to do the test and than the teacher give the text to every groups that make prepared before.

The teacher told the students the importants of learn reading skill and then introduce about Index Card Match strategy. There are procedures of index card match, they are :

a. The teacher make a some groups of the students,

b. In preparation make the cut pieces of paper that there are a number of students in the classroom,

c. For the amount of paper into two equal parts,

d. Write questions about the material that has been given earlier in the half part of the paper has been prepared . each paper contains one question,

e. On separate cards, write answers to each of these questions.

f. Mix the two sets of cards and suffle them several times so that they are well mixed.

g. Hand out one card to each student. Explain that this is a matching exercise. Some students have review questions and others have the answers.

h. When all the matching pairs have seated, have each pair quiz the rest of the class by reading aloud their questions and challenging classmates to tell them answer.

i. End of this process by making clarifications and make conclusions

In the first section, the students devided into 3 groups which consist of 8-9 students. The teacher guided the students to read the text about sunday the terrible day.

The condition picture 1 in appendixes when the teacher explained about index card match and guided the students brainstorming about recount text. The condition picture 2 at classroom the teacher made some group of the students which consist of 8-9 students. The teacher gave the students text Sunday the terrible day to every groups and the teacher guided the students to read the text in picture 3. The teacher gave every group a question and answers about Sunday the terrible day to every students in picture 4. after that the students read about the questions in their hands and the other students read the answers about the questions about the text in picture 5. When all of students finished their task, the teacher announcement the best team their group work and the teacher made conclude in picture 7.

The condition of the class was noisy when the students used index card match strategy because there are students not attention when the teacher explained about index card match.

. The situation class in learning process it can be seen:

1. The students confused when practice index card match strategy so the students were lack interesting in learning process because the students were not familiar with the using of index card match strategy and some students not focus in learning process.

2. There are students can answer the question that read by their friends they are respondent 004, respondent 016 and respondent 017 because they have a ranking in the class.

3. There are 5 students can answer of the questions and 14 students confused about index card match strategy.

4. There are students cannot answer the question because they do not understand procedures of index card match and do not understand the meaning about the text and sometimes go out to enter class they are respondent 008, respondent 022 and respondent 024.

    The next meeting in cycle 1 the teacher explained about index card match and gave the theme is "Birthday Party". There were little different in the next meeting because the teacher gave the different material and which was the students still discuss in form group and do the present but all of students do the test in form individual test. The condition classroom at the second meeting in learning process the students not to be discipline because some students late enter to the classroom, most of studentd did not understand text given by the teacher because the students not focus in learning process and there are students sleepy at the class when the teacher teach at the day. When the teacher gave individual test to students, there are some students cheat with their friend when answered the question of reading text individual.

c. Observation

    Based on observation activities, In this step about observation data which made by teacher and collabolator in the learning activity for the first cycle the data as follows:

1. In the first cycle of learning, half of students in learning activity was lack interesting because the students were not familiar with the using of index card match.

2. Most of students did not understand text given by the teacher.

3. The condition of the class noisy when the teacher gave explanation because there are students not attention.

4. The students seemed not to be discipline because they late enter the classroom.

5. There were some students cheat their friend when answer the question of reading text.

Evaluation to students showed that the students mastery on reading skill were mostly in low scores. The mean score was only 57 It shows up that highly percentage was only low score. It means that the students can not improved they reading skill through index card match strategy in learning reading.

a) The first meeting

Table 4.1

Score group test of the students' in the first meeting (1ˢᵗ cycle)

No.	Respondents	Score
1	001	50
2	002	50
3	003	60
4	004	65
5	005	50
6	006	60
7	007	50
8	008	50
9	009	50
10	010	60

11	011	50
12	012	50
13	013	65
14	014	65
15	015	50
16	016	70
17	017	70
18	018	65
19	019	50
20	020	50
21	021	65
22	022	50
23	023	70
24	024	50
25	025	60
26	**Total Score**	**1425**
27	**Mean Score**	**57**

The table above explained that the highest score is 70 and lowest score is 50. Three students who got score 70, five students who got score 65, four students who got score 60 and threeteen students who got score 50. The mean score the result of the students' group test in cycle I the percentage 57. It means that the score is lower than the score standard, so the students score of group test in cycle 1 must be increased.

Reading Test result: Students' score of reading test was counted by used the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test items}} \times 100$$

The mean score of students in the cycle 1 the teacher using the following formula :

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1425}{25} = 57$$

Table 4.2

The observation list toward indicator of students activity at the first meeting

No	Respondents	Indicator of students activity			
		Very Active	Active	Less Active	Not Active
1	001				■
2	002			■	
3	003			■	
4	004		■		
5	005				■
6	006			■	
7	007			■	
8	008				■
9	009			■	
10	010				■
11	011				■
12	012				■
13	013		■		
14	014			■	
15	015				■
16	016		■		
17	017		■		
18	018			■	
19	019				■
20	020				■
21	021			■	
22	022				■
23	023			■	
24	024				■
25	025			■	
26	**Total**		**4**	**10**	**11**

Table 4.3

Diagram of the students' activity in first meeting (1st cycle)
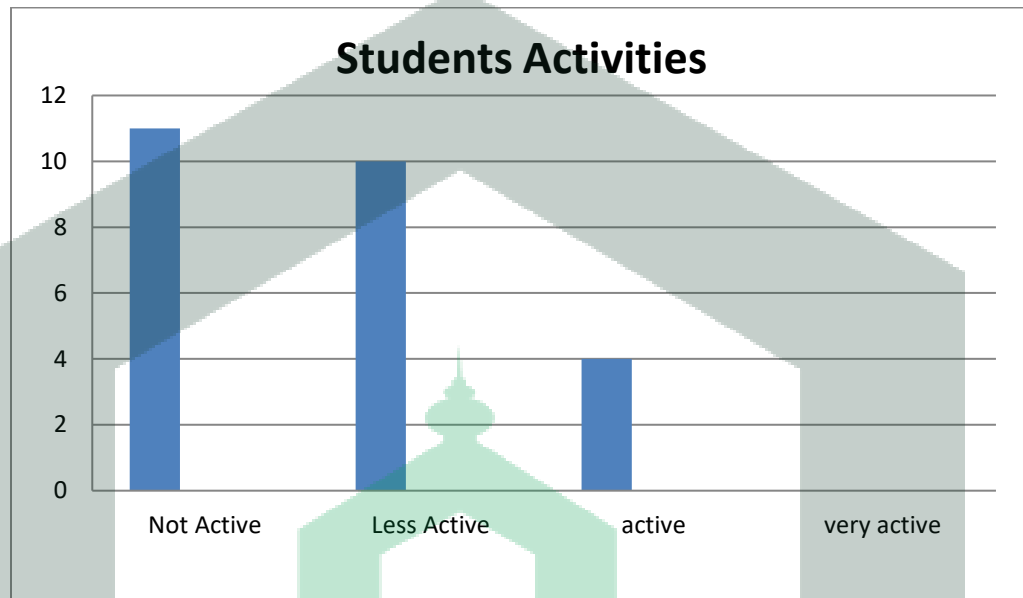
From the diagram toward the activity students at the classroom above showed that there are 11 students who "Not Active'' to study, 10 students who "Less Active" in learning process and 4 students who "Active". Its mean that to the first cycle in group test most of students confuse in learing process, the lack understand to the reading text.

There were five kinds of students activities, where :

1) Very active: the students responsive, participated in learning and teaching process.

2) Active: the students responses the material and interacting with teacher and his or her friends.

3) Less active: the students pay attention and given responses once in awhile.

4) Not active: the students was one response to the all of the topic at the learning process in group or individual activity.

Table 4.4

The percentage of students participation in first meeting (1st cycle)

Classification	Frequency	Percentage (%)
Not Active	11	44 %
Less Active	10	40 %
Active	4	16 %
Very Active	0	0
Total	**25**	**100 %**

$$P = \frac{F}{N} \times 100$$

Where : P = Percentage

F = Frequency

N = Total of students.

b) The second meeting

Table 4.5

Score individual test of the students' in the second meeting (1st cycle)

No.	Respondents	Score
1	001	50
2	002	50
3	003	75

4	004	75
5	005	50
6	006	75
7	007	50
8	008	50
9	009	50
10	010	50
11	011	50
12	012	50
13	013	75
14	014	75
15	015	50
16	016	75
17	017	75
18	018	75
19	019	50
20	020	50
21	021	75
22	022	50
23	023	75
24	024	50
25	025	50
26	**Total score**	**1500**
27	**Mean score**	**60**

The table above explained that the highest score is 75 and lowest score is 50. Ten students who got score 75 and fifteen students who got score 50. The mean score the result of the students' individual test in cycle I only 60. It means that the score is lower than the score standard, so the students score of individual test in cycle 1 must be increased.

Reading Test result: Students' score of reading test was counted by used the formula, as follow:

$$Score = \frac{Total\ Correct\ Answer}{Total\ Test\ items} \times 100$$

The mean score of students in the cycle 1 the researcher using the following formula :

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1500}{25} = 60$$

Table 4.6

The observation list toward indicator of students activity at the second meeting

No	Respondents	Indicator of students activeness			
		Very Active	Active	Less Active	Not Active
1	001				✓
2	002			✓	
3	003		✓		
4	004		✓		
5	005			✓	
6	006		✓		
7	007			✓	
8	008				✓
9	009			✓	
10	010				✓
11	011				✓
12	012			✓	
13	013		✓		
14	014		✓		
15	015				✓
16	016		✓		
17	017		✓		
18	018		✓		
19	019				✓

20	020			■	
21	021		■		
22	022			■	
23	023		■		
24	024				■
25	025			■	
26	**Total**		**10**	**8**	**7**

There were five kinds of students activities, where :

1) Very active: the students responsive, participated in learning and teaching process.

2) Active: the students responses the material and interacting with teacher and his or her friends.

3) Less active: the students pay attention and given responses once in awhile.

4) Not active: the students was one response to the all of the topic at the learning process in group or individual activity.

Table 4.7

Diagram of the students' activeness in second meeting (1st cycle)

Students Activities

	Not Active	Less Active	active	very active
12				
10			10	
8		8		
6	7			
4				
2				
0				
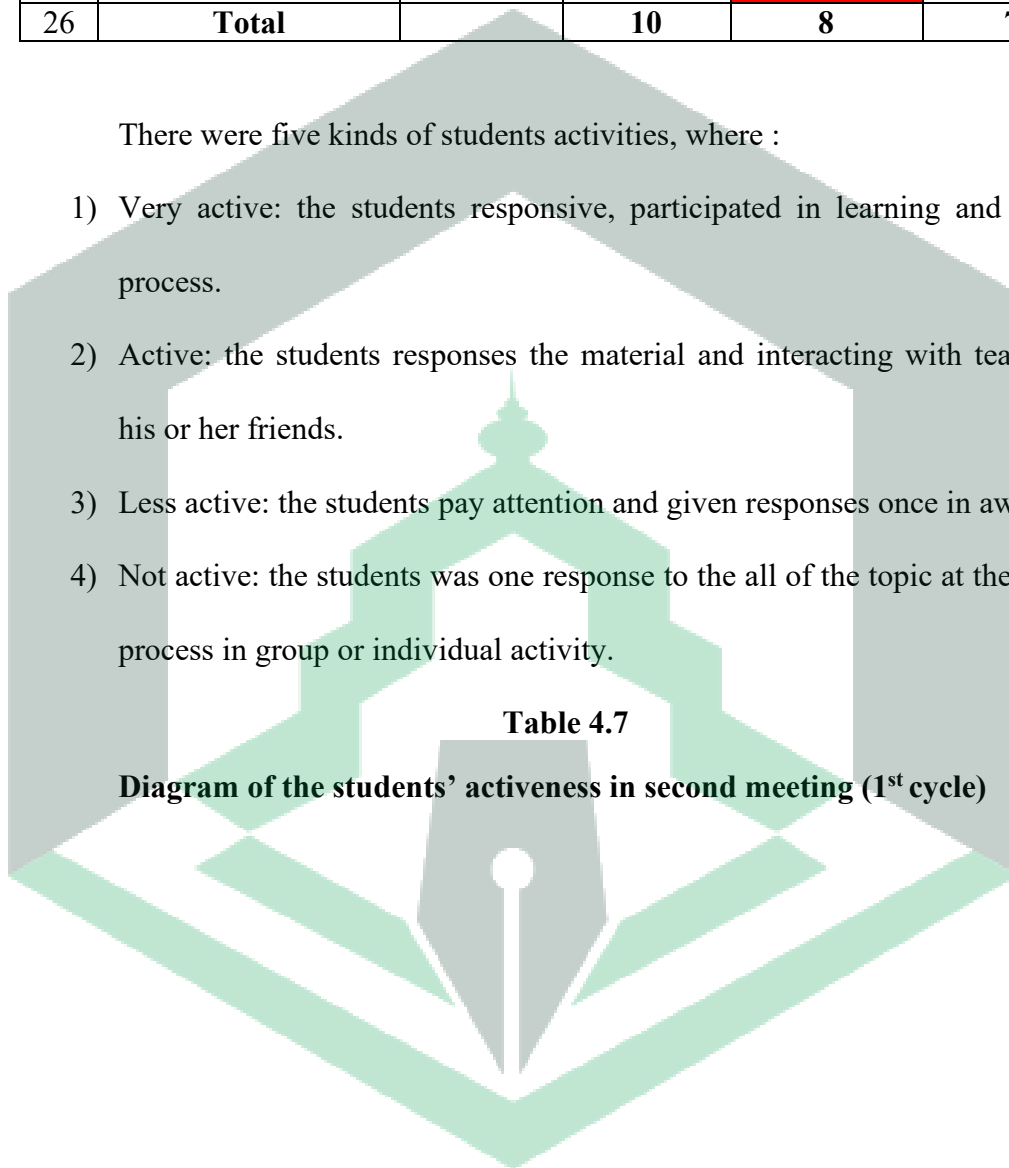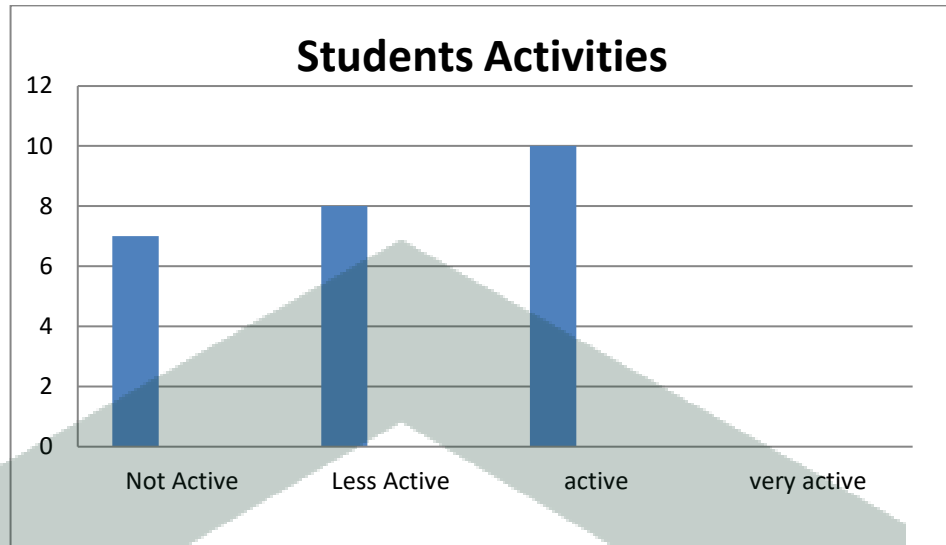
Table 4.8

The percentage of students participation in second meeting (1st cycle)

Classification	Frequency	Percentage (%)
Not Active	7	28 %
Less Active	8	32 %
Active	10	40 %
Very Active	0	0
Total	**25**	**100 %**

$P = \dfrac{F}{N} \times 100$

Where : P = Percentage

F = Frequency

N = Total of students

d. Reflection

There were some significant weaknesses in the first cycle:

1. The students were lack interesting in the first cycle of learning because the students were not familiar with the using of index card match strategy.

2. Most of students did not understand recount text given by teacher.

3. The condition of the class was noisy when the teacher gave explanation because there are students not attention.

4. The students seemed not to be discipline because they are late enter the classroom.

5. There were some students cheat their friend when answered the question of reading text.

6. The score and mean score still under standar to reading skill.

7. The students did not focus to the group.

Based on the weakness above and the problem substantial at the cycle I, the teacher and collaborator think that it is important to give students more exercise to analyze and understand about index card match. So, the teacher needed continue in the cycle II. To improve the weakness and to keep successful in the cycle I, then the cycle II.

Cycle II

a. Planning

The teacher were prepared; learning process can be intensive controlled by index card match and changed members every group or made the new group, the teacher give the different topics ""Holiday in Pasir Kencana Beach" as a material in reading text. The teacher give the way how to using index card match in reading text and give more motivation to the students to be active in learning process and focus in every groups to do the test.

The teacher hoped students more active and teacher effort the students got good value in this cycle. This plan like in the first cycle, but there was litle different from the first cycle such as : (a.) the teacher helped students to understand recount text, (b.) and then shared with students to understand the difficult word, (c.) the teacher give the different recount text more short and easy to understant than before, (d) the teacher give a game like total physical response when teach at the day so the students did not sleepy at the classroom.

b. Acting

The teacher gave a game to students before teach at the day so the students not sleepy in learning process used index card match.

1.) The first Meeting

The first meet were based on the revised plan. At the beginning of the meeting of this cycle, the teacher did apperception such as asking some questions related to the previous material then gave the students some motivational words be active in learning process. When the students were ready to study the teacher

repeated again about index card match strategy in learning reading skill. Then teacher help students to understand like give short text "Holiday in Pasir Kencana Beach"and then shared with students to understand the difficult word like the cycle I.

2.) The second meeting

This meeting same with the second meeting in first cycle. The teacher reexplanation about index card match and gave the students the different text "My Vacation in Lembah Hijau".

c. Observation

1. The students interested the short recount text better than in the cycle 1 because they know the meaning of difficult word.

2. The students more active in this cycle because they are interest in learning process.

3. The students were disciplined and focus in learning process used index card match.

This cycle II the condition and the result that most of students were ready to got the lesson, almost of students had not confused to reading the answer and questions text used index card match. There were significant improvement score and mean score. There were the different score from the cycle I to cycle II toward the students result in doing the test because mean score to the group work 73 and mean score to the individual work 80,8.

a) The first meeting

Table 4.9

Score group test of the students' in the first meeting (2nd cycle)

No.	Respondents	Score
1	001	70
2	002	75
3	003	75
4	004	80
5	005	75
6	006	65
7	007	80
8	008	70
9	009	65
10	010	70
11	011	70
12	012	70
13	013	85
14	014	75
15	015	65
16	016	85
17	017	85
18	018	70
19	019	65
20	020	70
21	021	75
22	022	70
23	023	75
24	024	65
25	025	75
26	**Total score**	**1825**
27	**Mean score**	**73**

From the table above , it can be seen that the highest score group test in cycle II is 85 and lowest score is 65. Three students who got score of 85, two students who got score of 80, seven students who got score of 75, eight students who got score of 70 and five students who got score of 65.

Reading Test result: Students' score of reading test was counted by used the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test items}} \times 100$$

The mean score of students in the cycle II the teacher using the following formula :

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1825}{25} = 73$$

Table 4.10

The observation list toward indicator of students activity at the first meeting

No	Respondents	Indicator of students activity			
		Very Active	Active	Less Active	Not Active
1	001		■		
2	002	■			
3	003		■		
4	004	■			
5	005		■		
6	006		■		
7	007	■			
8	008			■	
9	009			■	
10	010		■		

No	Code				
11	011		■		
12	012			■	
13	013	■			
14	014	■			
15	015		■		
16	016	■			
17	017	■			
18	018	■			
19	019			■	
20	020		■		
21	021	■			
22	022			■	
23	023	■			
24	024			■	
25	025		■		
26	**Total**	**10**	**9**	**6**	**0**

There were five kinds of students activities, where :

1) Very active: the students responsive, participated in learning and teaching process.

2) Active: the students responses the material and interacting with teacher and his or her friends.

3) Less active: the students pay attention and given responses once in awhile.

4) Not active: the students was one response to the all of the topic at the learning process in group or individual activity.

Table 4.11

Diagram of the students' activity in first meeting (2nd cycle)
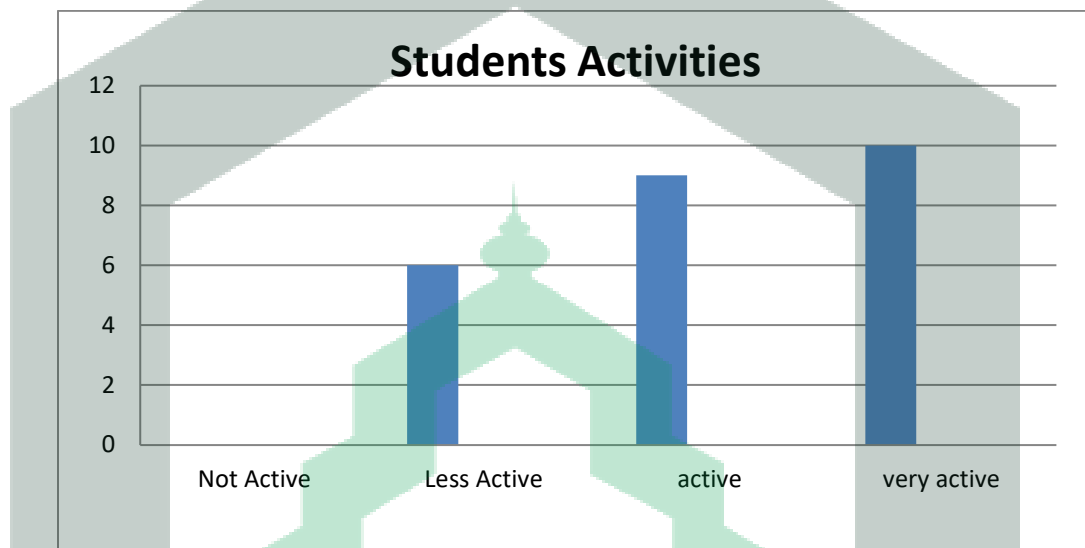
Table 4.12

The percentage of students participation in first meeting (2nd cycle)

Classification	Frequency	Percentage (%)
Not Active	0	0
Less Active	6	24 %
Active	9	36 %
Very Active	10	40 %
Total	**25**	**100 %**

$P = \dfrac{F}{N} \times 100$

Where : P = Percentage

F = Frequency

N = Total of students.

b) The second meeting

Table 4.13

Score individual test of the students' in the second meeting (2nd cycle)

No.	Respondents	Score
1	001	75
2	002	90
3	003	80
4	004	90
5	005	90
6	006	80
7	007	100
8	008	70
9	009	80
10	010	80
11	011	75
12	012	75
13	013	100
14	014	80
15	015	70
16	016	100
17	017	90
18	018	80
19	019	70
20	020	70
21	021	80
22	022	70
23	023	80

24	024	70
25	025	75
26	**Total score**	**2020**
27	**Mean score**	**80, 8**

The table above explained that the highest score is 100 and lowest score is 70. Three students who got score 100, four students who got score 90, eight students who got score 80, four students who got score 75 and six students who got score 70. Reading Test result: Students' score of reading test was counted by used the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test items}} \times 100$$

The mean score of students in the cycle II the teacher using the following formula :

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{2020}{25} = 80,8$$

Table 4.14

The observation list toward indicator of students activity at the second meeting

No	Respondents	Indicator of students activity			
		Very Active	Active	Less Active	Not Active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				

No	Student				
7	007	■			
8	008		■		
9	009		■		
10	010	■			
11	011		■		
12	012	■			
13	013	■			
14	014	■			
15	015		■		
16	016	■			
17	017	■			
18	018		■		
19	019		■		
20	020	■			
21	021	■			
22	022		■		
23	023	■			
24	024		■		
25	025		■		
26	**Total**	**15**	**10**	**0**	**0**

There were five kinds of students activities, where :

1) Very active: the students responsive, participated in learning and teaching process.

2) Active: the students responses the material and interacting with teacher and his or her friends.

3) Less active: the students pay attention and given responses once in awhile.

4) Not active: the students was one response to the all of the topic at the learning process in group or individual activity.

Table 4.15

Diagram of the students' activity in second meeting (2nd cycle)
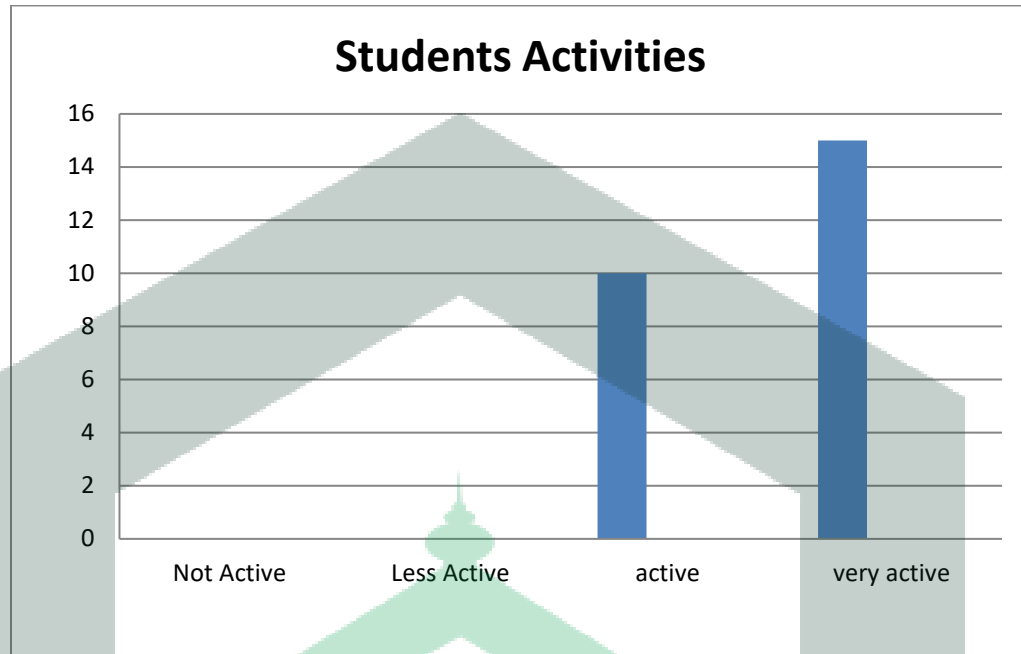
Table 4.16

The percentage of students participation in second meeting (2nd cycle)

Classification	Frequency	Percentage (%)
Not Active	0	0
Less Active	0	0
Active	10	40 %
Very Active	15	60 %
Total	**25**	**100 %**

$$P = \frac{F}{N} \text{ x } 100$$

Where : P = Percentage

F = Frequency

N = Total of students

d. Reflection

Based on the result of monitoring at the second cycle according to collaborator and writer that :

1. The students were interested because they understand about Index Card Match strategy.

2. Most of the students understand meaning of difficult word recount text.

3. The conditon of the class was not noisy.

4. The students still active.

5. The students can discipline

6. The students did test by themself because they had spirit and believe they knowladge. Most of students participated in reading text. Score and mean score had improvement. It's mean that the students really seriously to teach.

The ideal mean score have achieved, in the cycle I (first meeting) 57 and (second meeting) 60 then in the cycle II (first meeting) 73 and (second meeting) 80,8 this is showed that the students have improving reading skill through Index Card Match (ICM) strategy.

B. *Discussion*

Looking at the findings, the teacher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the improvement of students' reading skill through Index Card Match (ICM) strategy.

The improvement the students' reading skill through index card match, the teacher discusses the result of the data analysis in accordance with the scope of this research. The discussion is intended to know the students improvement in reading skill by index card match strategy.

Based on the analysis from the student's test first meeting (group test) in cycle 1 , the mean score in the first meting was only 57 and for the second meeting (individual test) in cycle 1, the mean score was only 60. Based on observation activities in first cycle, the teacher was found some weakness in teaching proccess by index card match strategy. They are : (a) The students were lack interesting in the first cycle of learning because the students were not familiar with the using of index card match strategy. (b) Most of students did not understand recount text given by teacher. (c) The condition of the class was noisy when the teacher gave explanation because there are students not attention. (d) The students seemed not to be discipline because they are late enter to the classroom. (e) There were some students cheat their friend when answered the question of reading text. (f) The score and mean score still under standar to reading skill. (g) The students did not focus to the group.

In this research, the teacher explained how to use index card match to improve their reading skill. The teacher would more explain about the material especially recount text, the teacher would give guidance to the students to understand how to use index card match in reading skill and the teacher would observer the students more intense.

The mean score in the first meeting cycle II group test increased to be 73 and the second meeting in cycle II individual test the mean score is 80,8 The result of the obsevation student's activities showed that students 40 % "Active" and 60 % "Very Active" in learning process. The students have familiar with Index Card Match strategy in reading that the teacher given. The teacher explain again about index card match, recount text, and give the game to the students when their bored in learning process.

By using Index Card Match strategy in reading skill, the teacher has knew that using Index Card Match (ICM) strategy can improving the student's reading skill.
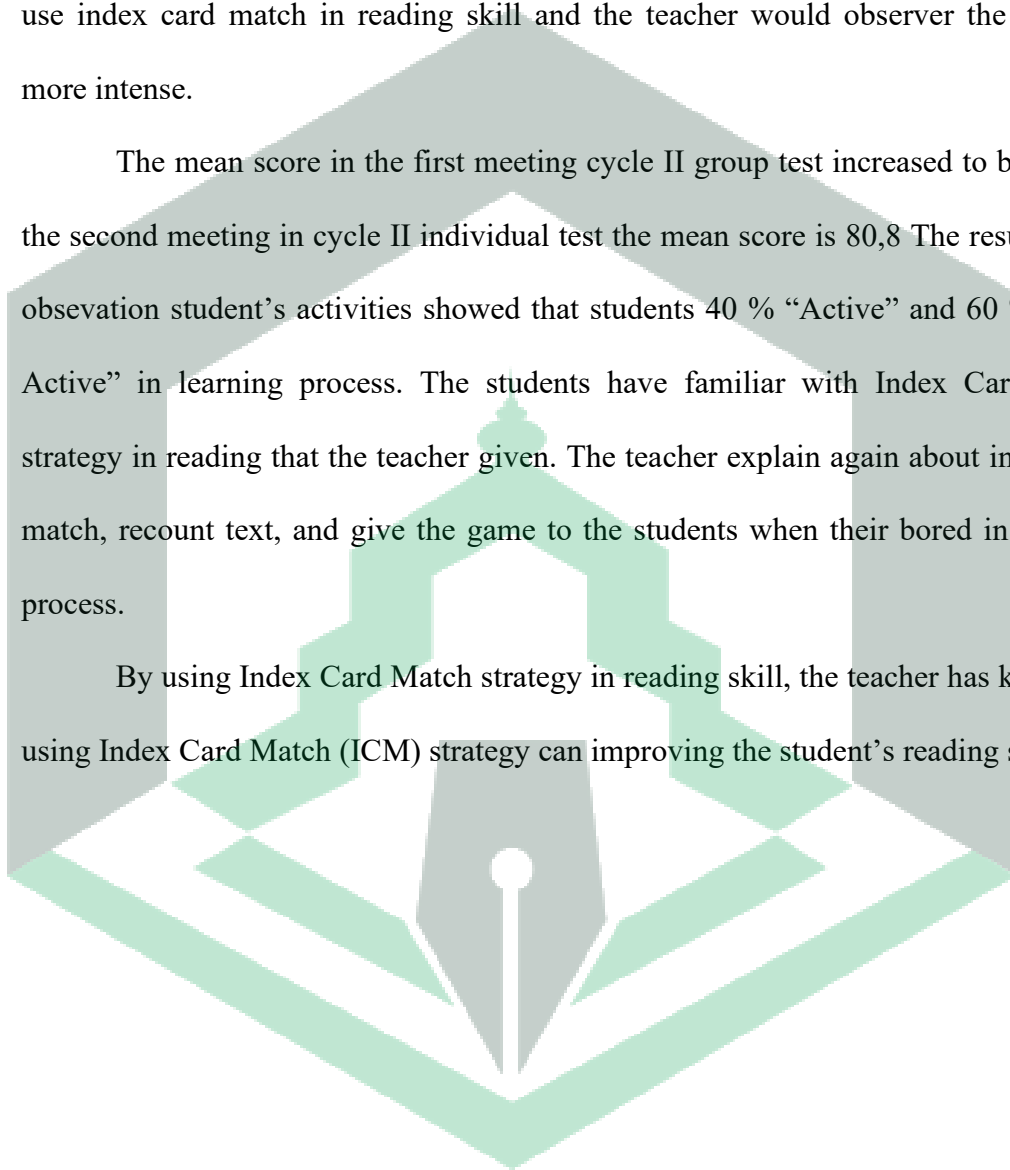
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion based on the data analysis.

A. Conclusion

Based on the finding and discussion of the study, the teacher concludes the students can improve their reading skill through index card match at the tenth year students of SMAN 2 Sabbang. It can be proven in mean score of students was 50 in cycle I (first meeting) and 60 in cycle I (second meeting) and the students has score 73 (first meeting) in cycle II and 80,8 (second meeting) in cycle II. Futhermore, teaching reading skill effective to improve students reading skill through index card match at the tenth year students of SMAN 2 Sabbang.

B. Suggesstion

Based on the result of the data analysis and conclusion, the teacher purposes some suggestion as follows:

1. The teacher should have a good strategy in teaching reading skill. Besides that, they should be more creative in giving the material of reading. The teacher should use index card match strategy for teaching recount text to improve students reading skill because this strategy make the students to be fun in learning. The teacher should monitor the activity of the groups and their members. The teacher may give a game before ready to study if the teacher teach students at the day so the students can refresh their brain to continue study.

2. The students should be active in the group discussion and must be discipline in learning. The students should ask the teacher if they could not solve the problem with their group about the learning material.

3. The next researcher can also use it as a reference for other studies in different field.

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APPENDIXES

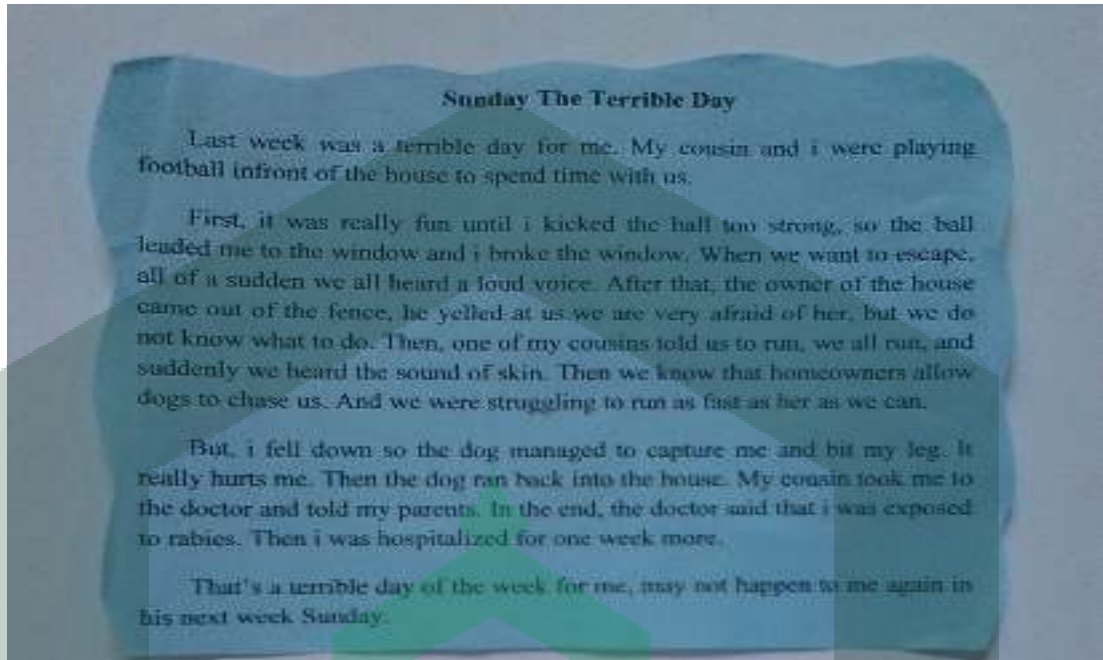**Picture 1**

The teacher explained about Index Card Match

Picture 2

The teacher made some group of the students

Picture 3

The teacher gave text of index card match strategy

Sunday The Terrible Day

Last week was a terrible day for me. My cousin and i were playing football infront of the house to spend time with us.

First, it was really fun until i kicked the ball too strong, so the ball leaded me to the window and i broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us we are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all run, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, i fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that i was exposed to rabies. Then i was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Picture 4

The teacher gave questions and answers to each group
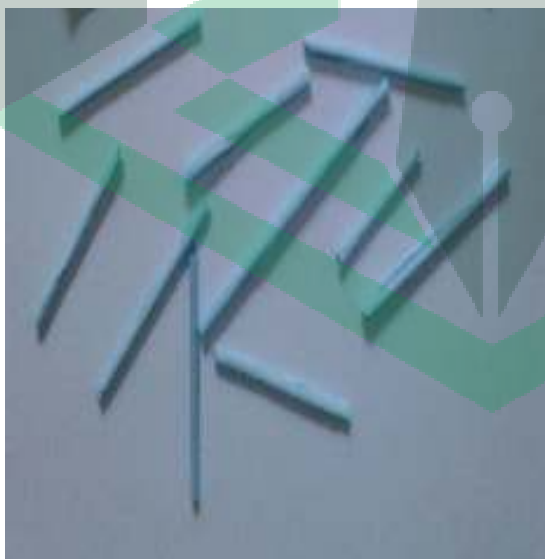
Picture 5

The students used index card match strategy

Picture 6

The   condition   when   teacher   made   conclusions

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   **: SMAN 2 Sabbang**
Mata Pelajaran **: Bahasa Inggris**
Kelas/Semester **: X/Genap**
Alokasi Waktu **: 2 Jam pelajaran**
Pertemuan   **: I**
Skill   **: Reading**

I. STANDAR KOMPETENSI

Memahami dan mengetahui isi teks bacaan fungsional pendek sangat sederhana dan untuk mengakses ilmu pengetahuan.

II. KOMPETENSI DASAR

Menganalisis dan merespon makna yang terdapat dalam teks bacaan sangat sederhana secara tim/kelompok, akurat, lancar dan berterima.

III. INDIKATOR

Mengidentifikasi isi teks bacaan yang diberikan dengan cara kerja tim/berkelompok, merespon makna dan membaca teks secara akurat, lancar dan berterima, mengidentifikasi general idea, mengidentifikasi main ideas, mengidentifikasi supporting details/gagasan pendukung, mengidentifikasi informasi rinci, mengidentifikasi informasi faktual, mengidentifikasi makna kata/frase, mengidentifikasi langkah-langkah retorika (*interpersonal meaning*) dalam teks.

IV. TUJUAN PEMBELAJARAN

1. Siswa dapat bertanya jawab tentang isi bacaan yang telah dibaca.
2. Siswa dapat menceritakan kembali bacaan yang telah dibaca kepada kelompoknya, secara runtut (memenuhi unsur-unsur teks bacaan secara berurutan).
3. Siswa dapat memberikan penilaian atau pendapat tentang isi cerita, sikap dan perilaku para tokoh dalam bacaan.
4. Siswa dapat membaca nyaring teks-teks bacaan pendek dengan sikap, ucapan, intonasi, dan tata bahasa yang benar.
5. Siswa dapat memahami isi cerita yang dibaca.
6. Siswa mampu bekerja dengan tim secara efektif
7. Siswa dapat menjawab pertanyaan berdasarkan teks.

Karakter siswa yang diharapkan : -   Rasa ingin tahu

- Jujur
- Keberanian
- Bertanggung jawab

V. Materi Pembelajaran

Pertemuan I

Sunday The Terrible Day

Last week was a terrible day for me. My cousin and i were playing football infront of the house to spend time with us.

First, it was really fun until i kicked the ball too strong, so the ball leaded me to the window and i broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us.we are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all run, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, i fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that i was exposed to rabies. Then i was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Answer the following questions based on the text above!
1. What is the tittle of the story above?
2. When was happening?
3. Why last week was a terrible day for the author?
4. What happens when a dog chasing a homeowner?
5. What the doctor said at author?

VI. Metode/Teknik Pembelajaran

Index Card Match (ICM)

VII. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- ➢ Guru memberi salam (*greeting*).
- ➢ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- ➢ Memberi motivasi belajar.
- ➢ Mengajukan pertanyaan-pertanyaan yang mengaitkan dengan materi yang akan dipelajari.
- ➢ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- ➢ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.

2. Kegiatan Inti

- ➢ Guru membuat potongan kertas sejumlah siswa yang ada dalam kelas.
- ➢ Guru membagi kertas tersebut menjadi dua bagian yang sama.
- ➢ Guru menulis pertanyaan tentang materi yang telah diberikan sebelumnya pada setengah bagian kertas yang telah disiapkan. Setiap kertas berisi satu pertanyaan.
- ➢ Pada separuh kertas yang lain, guru menulis jawaban dari pertanyaan-pertanyaan yang telah dibuat pada separuh kertas yang lain.
- ➢ Siswa dibagi menjadi beberapa kelompok.
- ➢ Guru menjelaskan bahwa aktifitas ini dilakukan secara berpasangan.
- ➢ Siswa diberi potongan kertas yang berisi soal dan jawaban.
- ➢ Siswa membacakan soal yang diperoleh dengan keras.
- ➢ Siswa membacakan jawaban yang diperoleh dengan keras.
- ➢ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.
- ➢ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Penutup

- ✓ Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- ✓ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- ✓ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- ✓ Memberikan kesimpulan materi kepada peserta didik.
- ✓ Peserta didik dan guru mengucapkkan salam penutup

VIII. Sumber Belajar

Buku cetak Look Ahead for Senior High School Students Year X Th. M. Sudarwati, LKS bahasa inggris, Internet dan buku-buku yang relevan dan dapat membantu proses pembelajaran.

X. Penilaian

❖ Penilaian dilakukan melalui pengamatan kerja kelompok siswa selama kegiatan pembelajaran berlangsung serta mengerjakan soal berdasarkan teks yang diberikan kepada siswa secara individu.
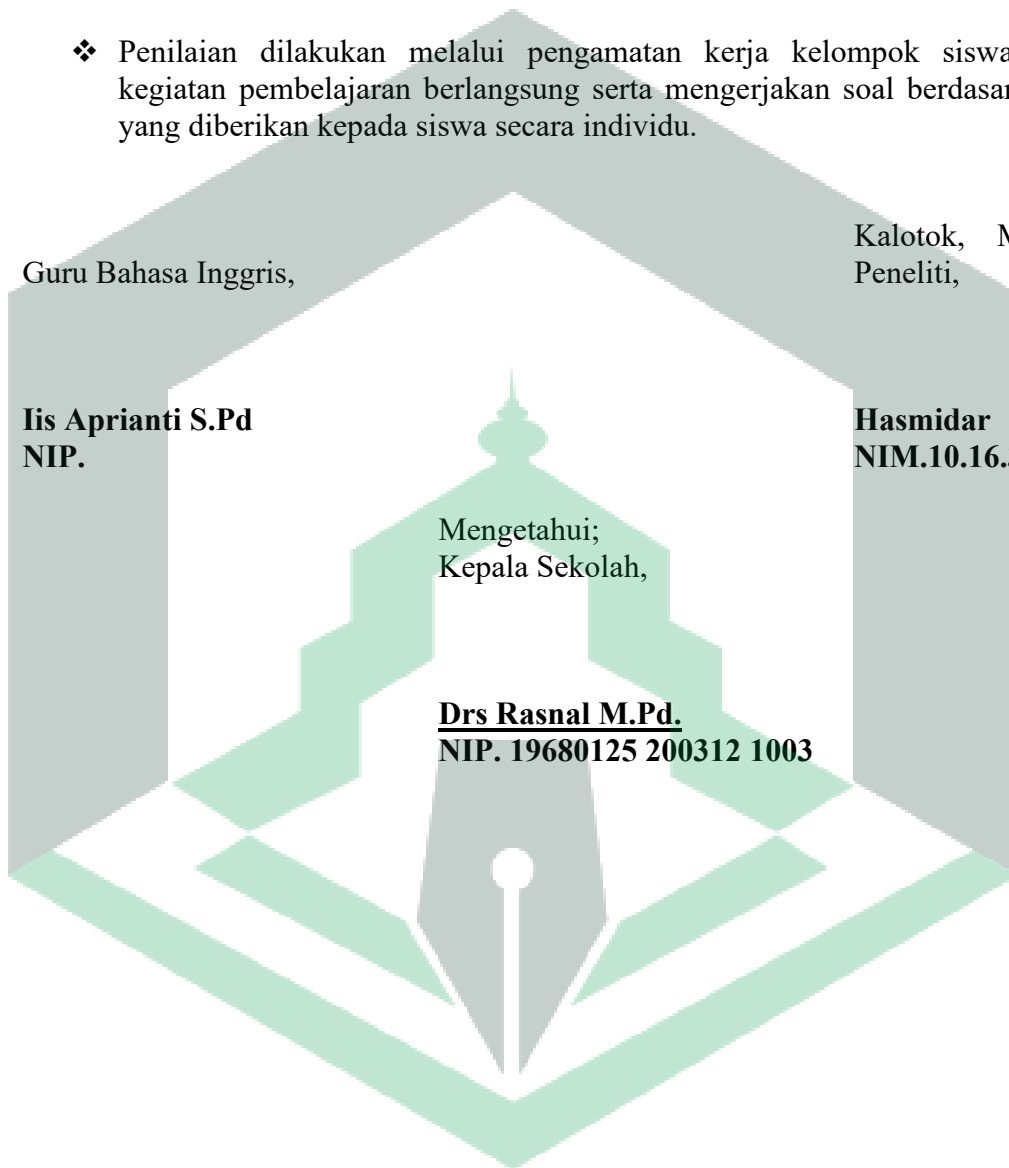
Kalotok,   Mei 2016

Guru Bahasa Inggris,   Peneliti,

Iis Aprianti S.Pd   **Hasmidar**
NIP.   **NIM.10.16.3.0044**

Mengetahui;
Kepala Sekolah,

Drs Rasnal M.Pd.
NIP. 19680125 200312 1003

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : **SMAN 2 Sabbang**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **X/Genap**
Alokasi Waktu   : **2 Jam pelajaran**
Pertemuan   : **II**
Skill   : **Reading**

I. STANDAR KOMPETENSI

Memahami dan mengetahui isi teks bacaan fungsional pendek sangat sederhana dan untuk mengakses ilmu pengetahuan.

II. KOMPETENSI DASAR

Menganalisis dan merespon makna yang terdapat dalam teks bacaan sangat sederhana secara tim/kelompok, akurat, lancar dan berterima.

III. INDIKATOR

Mengidentifikasi isi teks bacaan yang diberikan dengan cara kerja tim/berkelompok, merespon makna dan membaca teks secara akurat, lancar dan berterima, mengidentifikasi general idea, mengidentifikasi main ideas, mengidentifikasi supporting details/gagasan pendukung, mengidentifikasi informasi rinci, mengidentifikasi informasi faktual, mengidentifikasi makna kata/frase, mengidentifikasi langkah-langkah retorika (*interpersonal meaning*) dalam teks.

IV. TUJUAN PEMBELAJARAN

1. Siswa dapat bertanya jawab tentang isi bacaan yang telah dibaca.
2. Siswa dapat menceritakan kembali bacaan yang telah dibaca kepada kelompoknya, secara runtut (memenuhi unsur-unsur teks bacaan secara berurutan).
3. Siswa dapat memberikan penilaian atau pendapat tentang isi cerita, sikap dan perilaku para tokoh dalam bacaan.
4. Siswa dapat membaca nyaring teks-teks bacaan pendek dengan sikap, ucapan, intonasi, dan tata bahasa yang benar.
5. Siswa dapat memahami isi cerita yang dibaca.
6. Siswa mampu bekerja dengan tim secara efektif
7. Siswa dapat menjawab pertanyaan berdasarkan teks.

Karakter siswa yang diharapkan : -   Rasa ingin tahu

- Jujur
- Keberanian
- Bertanggung jawab

V. Materi Pembelajaran

Pertemuan II

Birthday Party

Last week i went to my bestfriend birthday party, i went there with my baby pink dress and wearing a flat baby pink shoes too. My mom drove me to get to her house.

I was the first person came there, she seems really happy when she saw me. She hugged me and took me to the birthday room. Not for a while our other friends came too. After the party ends, i called my mom to pick me up but she had to go to out of town for business and my mom won't let me alone at home. So i decided to sleepover at my bestfriend's house. Before we go to bed we opened the presents. After that we went too sleep because its almost midnight.

Answer the following questions based on the text above!

1. Who's the first person came to the party?
2. What does the writer wearing to the party?
3. Why the writer sleepover at her bestfriend's house?
4. When the writer and her bestfriend went sleep?

VI. Metode/Teknik Pembelajaran

Index Card Match (ICM)

VII. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

➢ Guru memberi salam (*greeting*).
➢ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
➢ Memberi motivasi belajar.

➤ Mengajukan pertanyaan-pertanyaan yang mengaitkan dengan materi yang akan dipelajari.
➤ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
➤ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.

2. Kegiatan Inti

➤ Guru membuat potongan kertas sejumlah siswa yang ada dalam kelas.
➤ Guru membagi kertas tersebut menjadi dua bagian yang sama.
➤ Guru menulis pertanyaan tentang materi yang telah diberikan sebelumnya pada setengah bagian kertas yang telah disiapkan. Setiap kertas berisi satu pertanyaan.
➤ Pada separuh kertas yang lain, guru menulis jawaban dari pertanyaan-pertanyaan yang telah dibuat pada separuh kertas yang lain.
➤ Siswa dibagi menjadi beberapa kelompok.
➤ Guru menjelaskan bahwa aktifitas ini dilakukan secara berpasangan.
➤ Siswa diberi potongan kertas yang berisi soal dan jawaban.
➤ Siswa membacakan soal yang diperoleh dengan keras.
➤ Siswa membacakan jawaban yang diperoleh dengan keras.
➤ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.
➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Penutup

✓ Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
✓ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
✓ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
✓ Memberikan kesimpulan materi kepada peserta didik.
✓ Peserta didik dan guru mengucapkkan salam penutup

VIII. Sumber Belajar

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