TEACHING DESCRIPTIVE TEXT READING THROUGH INDEX CARD MATCH (ICM) FOR THE SEVENTH GRADE STUDENTS SMP NEGERI 2 BARAT

Dida Yudi Satria

Department of English Teaching, Faculty of Letters and Arts Education IKIP PGRI Madiun

didalina19@gmail.com

Abstract

The objective this research are to know the application of teaching descriptive text reading through Index Card Match (ICM) and the advantages and disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat in the academic year 2014/2015.This research is conducted in SMP N 2 Barat by qualitative method. The sample is class VII A which consists of 22 students. The strategies of accumulating data are observation, interview, and documentation. The data analysis is carried out by the use of data reduction, data display, and conclusion drawing and verification. The result of this research indicates that the activities are divided into three activities. There are pre-activities, whilst-activities and post-activities. Pre-activities are greeting, asking condition, giving motivation and mentioning the materials. Whilst-activities are explaining materials, explaining the instruction of ICM, and giving exercise of ICM. Then, post-activities are asking the difficulties, summarizing materials and closing. From the result of the data observation cheek list, the researcher makes the class interesting and the students always pay attention in teaching reading. The advantages using ICM are that: 1)Index Card Match (ICM) the students are able to read descriptive text faster in limited time, 2) Index card match (ICM) makes teaching learning process exciting, 3)Index card match makes the subject matter presented be more attractive for students, 4)Index Card Match can make students have self confidence, enjoy, have good enthusiasm in the teaching and learning. But disadvantages using ICM thatare the situation becomes crowded classroom, because students interact with classmates and Teachersshouldspend some more time. Finally, the researcher suggests to the teacher to apply ICM method in teaching learning process as an alternative method. For further researcher they can develop this method to get a better result in teaching and learning process.

Keywords: Index Card Match, Teaching Reading, Teaching Descriptive Text.

INTRODUCTION

The process of language teaching usually has covered four skill components. They are listening, speaking, reading, and writing. Reading is one of the four skills that must be learned by the students in learning English beside speaking, listening, and writing. Based on Heinemann (2009) "Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it." So, reading is strongly influenced by mood or psychological reader. In the process teaching learning usually the teacher gives apperception and motivation about material before the lesson started.

The weaknesses of students in reading, there are less motivated in studying English. They feel that learning English is difficult. When they were given a text without any

illustration, they feel bored and usually stop to read the text. Automatically, it influences their reading comprehension. They also get difficulty in understanding the text because they still have limited vocabulary, spelling, and grammar.

Reading in teaching uses the method to simplify the teaching process. The learning method is one of the important components in learning activities that need to be controlled by the teacher. The term method is sometimes exchanged with the term learning techniques. Whereas, the method is a systematic way that is used to achieve the objectives to be achieved. One of the methods of teaching reading is   cooperative learning.

Index Card Match learning methods can foster cooperation in answering students' questions by matching the index cards in their hands. This learning process more interesting because the student find a partner while learning about concept or topic in pleasant atmosphere. In this method the students have to do a lot of tasks. They have to use their brain, assess ideas, solve problems, and apply what they learn. Learning must also be interesting, fun, vibrant and passionate. Students often leave their seats, move freely, and to think hard. The students need index card match method to understand more about text in reading comprehension. So, the students aren't confused about content of the text. Hopefully, this method will help students to understand and answer the questions.

Based on the background of the problem, the statements of the problem in this study are, How is the application and What are the advantages and disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat. This study aims to describe the implementation of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat. To describe the application and to find the advantages and disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat.

METHOD

Based on the background and problem state in the first chapter the research chooses qualitative research. Thomas (2003: i) argues that the qualitative research is multimethod in focus, involving an interpretative, naturalistics approach to its subjects matter. According to Tylor in Margono (1997: 36)*"Penelitian kualitatif adalah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan darim orang-orang dan perilaku yang dapat diamati".* It means that the qualitative research is based on observations of the behavior of the observed.

Based on the statement above, it can be infered that descriptive research is a research method that can be used to solve the problem based on the descriptive data, in written or oral forms which are investigated by describing the conditional of subject or research, base on the phenomena at time of study.

Qualitative research has seven types, in this research it used case study. Case study is study of issue. It is supported by Creswell (2007: 73), "Thus, case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)". It means, case study research is study of issue that analyze one or more cases within a bounded system. The source data in thi research are, the population is the seventh grade students of SMP N 2 Barat. Sample is part of population given a data. In this research, the samples are class E of the seventh grade students of SMP N 2 Barat. The researcher uses strategy to choose the sample. The researcher chooses the sample by any purposes and the criteria based on the research questions.

In this research, to analyze of documents are focused on the chosen documents, included data of the students: enlist of score, teachers' lesson plan, record of students' progress in learning English. The aim is to contribute the data observation and data interview. In collecting data, the researcher uses (1) observation, (2) interview, and (3) documentation. In the observation, the researcher focused on class observation research. In this research, the researcher used participant observation as passive observation because the researcher only observes the teacher in doing teaching and learning activity using ICM. The observation can be used to get data about the application of index card match (ICM) in teaching reading at the seventh grade students of SMP N 2 Barat. The interviewees in this research are English teacher and students of the seventh grade in SMP N 2 Barat. In this research, the researcher needs observation results in the class and lesson plan of the seventh grade students of SMP N 2 Barat. In the data validating technique, the researcher uses triangulation by method, because based on the technique collecting data, the researcher uses observation, interview, and documentation. In analyzing of data, the researcher uses data reduction, data display, and conclusion drawing and verification.

RESULT

The application of teaching reading using index card match to the seventh grade students of SMPN 2 Barat was divided into three steps; they are pre-activity, whilst- activity, and post- activity. At the pre- activity stage, the teacher started the teaching and learning

process by greeting, checking the students' attendance list and giving encouragement to the students by using brainstorming to build up and stimulate their understanding about the topic. At the whilst-activity stage, The teacher shows a text and discusses together with the students about generic structure, language features and purpose of descriptive text, And the teacher and the students discuss together to answer that questions. After explaining descriptive text, the teacher asks the method of index cards match to answer question in the text. The step of index card match is 1.Teacher explains the procedure index card match. 2. The teacher randoms all parts to become one. 3. The teacher gives each students one card. 4. The students find the two of them. They become one team. 5. After finding their group, the students present the card consisting question and answer. 6. The last of this process is by making clarification and conclusion about teaching using index card match.

In the post-activity, there were some activities were done by the teacher. The teacher evaluated the students' comprehension of descriptive text with simple explanation about descriptive text. Then teacher asked them to review the material that has been discussed. The teacher asked the students' difficulties and asked" is there any question?" but the student stated that they did not have any difficulties. Then in the closing, the teacher gave feedback toward the process and learning achievement, while the students listened to the teachers' conclusion. The teacher ended the teaching learning process and greeted to students. The students gave response to the teachers' greet. Advantages and disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat in the academic year 2014/2015. The advantages of application of teaching reading by using index card match to the seventh grade students of SMPN 2 Barat are as follow:

1. The students can understand descriptive text faster in limited time.
2. Index card match (ICM) makes teaching learning process exciting.
3. Index card match makes the subject matter presented be more attractive for students.
4. The students are confident, enjoy, have good enthusiasm in the teaching and learning.
5. The disadvantages of application of teaching reading by using index card match the seventh grade students of SMPN 2 Barat are as follow:
    1) Teachers should spend some more time.
    2) Index card match make Condition of class to be crowded.

DISCUSSION

There are steps in applying ICM in teaching descrtiptif teaxt reading, They are pre-activities, while-activities and post-activities. In these three activities, the researcher

described the teacher and students activities in application of teaching descriptive text reading through index card match (ICM) for the seventh grade students SMP N 2 Barat activity is explained as follows:

1. Preparation

   These activities include the preparation of material that will be taught, preparing lesson plan, Syllabus, worksheet, material book, media and note that will be used in the teaching learning process.

2. Teaching Learning Process

   The second main activities is teaching and learning process. in the teaching learning process there are pre-activities, while-activities and pos- activities. The activity are explained as follow

   a. Pre-activities

   The pre-activities teacher opened the lesson by greeting all of students, The teacher checks the students list. The teacher prepares the material and media that will be used. Before teaching learning process begin, the teacher gives some question related to the topic to stimulate the students about descriptive text. The aim of this activity is to build up their understanding about something happened in the past before going to the descriptive text itself.

   b. While-activity

   After pre-activities are done, the teacher explains about the materials. The teacher explains the definition of descriptive text, the purpose of descriptive text and the generic structures of descriptive text. Firstly, the teacher mentions the purpose of descriptive text. the teacher mentions the generic structure of descriptive text. The teacher explains the generic structure of descriptive text consisting of identification and description. *"* the teacher shows the text entitled " Makasar". The teacher explains the generic structure of descriptive text by using a text entitled "Makasar". The teacher explains the identification provides the setting and introduces participants.Explains by showing the first paragraph. The teacher also explains the description by showing the sequence of events text entitled "Makasar". Most of students listen carefully and they are active in teaching learning process. After the teacher explains the material, the teacher chose one by one student to read the text. The teacher asks the student to identify the generic

structure of descriptve text based on the text. The aim of this activity is to give to the students warming up and understanding about descriptive text.

After the students finish reading and identify the text, the teacher explains about ICM. The ICM is appropriate with text. In this research, the researcher uses descriptive text because it is the model of text. The teacher explains about the steps of ICM. The teacher explains that ICM has four steps. The teacher asks the students to read a few minutes. The teachers distributes the cards to the students, the card previously were randomized. Then the teacher explains the third step. The students look for a pair of each card. That class becomes crowded, because they interact with classmates. And then the teacher explained the last step. This is the last step the student must present their answers and questions which is owned.

c. Post-activity

The post-activity, there were some activities done by the teacher. The teacher evaluated the students' comprehension of descriptive text with simple explanation about descriptive text. Then teacher asked them to review the material that has been discussed. The teacher asked the students' difficulties. Then in the closing, the teacher gave feedback toward the process and learning achievement, teacher ended the teaching learning process and greeted to students.

The advantages and disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat.

The advantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat

1. Using Index Card Match (ICM) the students are able to read descriptive text faster in limited time.
2. Index card match (ICM) make teaching learning process exciting.
3. Using index card match makes the subject matter presented be more attractive for students.
4. Using Index Card Match can make students have self confidence, enjoy, have good enthusiasm in the teaching and learning.

The disadvantages of teaching descriptive text reading through Index Card Match (ICM) for the seventh grade students SMPN 2 Barat are:

1. Teachers should spend some more time.
2. Using Index card match (ICM) make Condition of class to be crowded.

CONCLUSION

Before the application of Index Card Match (ICM) in teaching process, the researcher must prepare the materials, RPP, syllabus and media of ICM which is used in teaching process. The application of Index Card Match (ICM) is divided into three activities. They are pre-activities, whilst-activities and post-activities. In pre-activities, the teacher gives the greeting and stimulus the students. In whilst-activities, the teacher explains the materials about descriptive text. and applies Index Card Match (ICM) in teaching learning process.

The advantages of teaching reading text reading through Index Card Match (ICM) for the seventh grade students SMP N 2 Barat are: (a) Using Index Card Match (ICM) the students are able to read descriptive text faster in limited time. (b) Index card match (ICM) make teaching learning process exciting. (c) Using index card match makes the subject matter prsented be more attractive for students. (d) Using Index Card Match can make students have self confidence, enjoy, have good enthusiasm in the teaching and learning.

The disadvantages of teaching Descriptive text reading through Index Card Match for the seventh grade students SMP N 2 Barat are: (a) Teachers should spend some more time. (b) Using Index card match (ICM) make Condition of class crowded.

REFERNCES

Anderson, Mark and Anderson, Kathy. 1998. *Text Types In English*. Australia: National Library of Australia.

Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. San Fransisco: San Fransisco State University.

Creswell, John W.2007. *Qualitatve Inquiry and Research Desing, Second Edition*. California: Sage Publication.

Grabe, William and Stoller, Fredricka. L. 2002. *Teaching and Researching Reading*. London: Copyright Licensing Agency Ltd.

Margono, S. 1997. *Metodologi Penelitian Pendidikan*. Jakarta – Indonesia: PT Rineka Cipta.

Miftahul huda. 2013. *Model-model pengajaran dan pembelajaran*. Yogyakarta: pustaka. Belajar.

Nunan,David , 2003. *Practical English Language Teaching*. Americans, New York: McGraw Hill Companies.

Suprijono, Agus, 2011. *Cooperatve Learnng*. Yogyakarta: Pustaka Pelajar

Slberman, Mel, 2009. *Active Learning 101 strategi Pembelajaran Aktif*. Yogyakarta: YAPPENDIS

Thomas, R. Murray. 2003. *Blending Qualitative & Quantitative Reseacrh Methods in Thesis and Dissertations*. United States: Corwin Press, Inc.