



**IMPROVING STUDENT'S VOCABULARY
MASTERY THROUGH INDEX CARD MATCH
AT GRADE VIII OF PONDOK PESANTREN
AL ANSHOR-MANUNGGANG JULU**

A THESIS

Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidempuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English

Written By:

ADELIA SUSANTI HASIBUAN

Reg. No. 17 203 00116

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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ADELIA SUSANTI HASIBUAN

Reg. Number : 1720300116



ENGLISH EDUCATION DEPARTMENT

ADVISOR I

ADVISOR II

Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

Zaijuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidempuan, 24 January 2022
a.n. **Adelia Susanti Hasibuan**
To: Dean
Tarbiyah and Teacher Training Faculty
In-
Padangsidempuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Adelia Susanti Hasibuan**, entitled "**Improving Student's Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al Anshor - Manunggang Julu**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

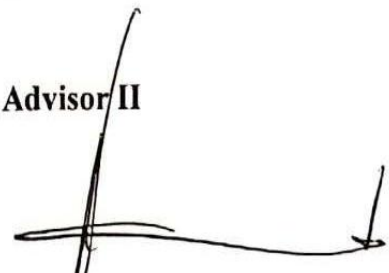
Wassalam 'alaikumwr.wb.

Advisor I



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 091

Advisor II



Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:


Name : Adelia Susanti Hasibuan
Reg. Number : 17 203 00116
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **Improving Student's Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al Anshor – Manunggang Julu**

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Handwritten signature of Adelia Susanti Hasibuan.

**Adelia Susanti Hasibuan
Reg. Num. 17 203 00116**

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : ADELIA SUSANTI HASIBUAN
Reg. Number : 17 203 00116
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Education Department
Thesis : **“IMPROVING STUDENTS’ VOCABULARY
MASTERY THROUGH INDEX CARD MATCH
AT GRADE VIII OF PONDOK PESANTREN AL
ANSHOR-MANUNGGANG JULU”**

Chief


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

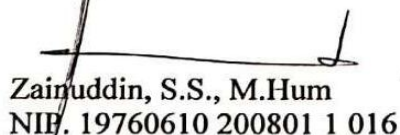
Secretary



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Members


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016


Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Proposed:

Place : Padangsidempuan
Date : March, 16th 2022
Time : 14.00 until 17.00
Result/Mark : 77,75 (B)
IPK : 3,42
Predicate : Sangat memuaskan



**RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

TARBIYAH AND TEACHER TRAINING FACULTY

**Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan**

LEGALIZATION

**Thesis : Improving Student's Vocabulary Mastery
Through Index Card Match at Grade VIII of
Pondok Pesantren Al Anshor – Manunggang
Julu**

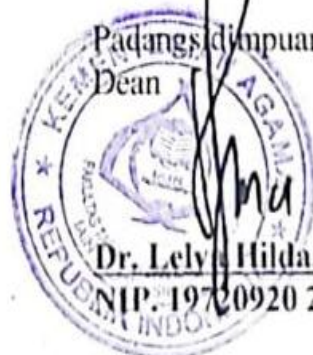
Written By : ADELIA SUSANTI HASIBUAN

Reg. No : 17 203 00116

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3

The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Ed.)

Padangsidimpuan, 17 January 2022
Dean



Dr. Lely Hilda., M.Si.

NIP. 19720920 200003 2 002

Name : Adelia Susanti Hasibuan
Reg No : 1720300116
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-3)
Title of Thesis : Improving Students' Vocabulary Mastery Through Index Card Match At Grade VIII Of Pondok Pesantren Al Anshor – Manunggang Julu Padangsidempuan

ABSTRAK

The objective of this research was to know how index card match strategy improve students vocabulary mastery and what students' vocabulary improvements through index card match strategy. Most of students do not have high motivation in learning, difficult to memorize new words, and passive in teaching and learning process.

This research applied by classroom action research. The technique of analyzing data of this study was applied by using quantitative and qualitative data. The instrument of collecting data was test, observation and interview.

Test was used to know the score of students' vocabulary mastery by using index card match strategy, mean score , percentage as formulation and to observe the quantitative data. Observation and interview was used to describe the situation inthe classroom during the learning vocabulary process by using index card match strtaegy.

Based on the result, showed the students vocabulary mastery was improved. The first test in the first cycle was 72 (46%) and the second test in the second cycle 87 (71%). It can be concluded that mean score and percentage of students inthe second cycle was higher than the first cycle. Finally students' vocabulary mastery could be improved by using index card match strategy.

Key Words : *Improving, Vocabulary, Index Card Match Strategy*

Name : Adelia Susanti Hasibuan
Reg No : 1720300116
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-3)
Title of Thesis : Meningkatkan Penguasaan Kosakata Siswa Melalui Strategi Pencocokkan Kartu Index di Kelas VIII Pondok Pesantren Al Anshor – Manunggang Julu

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana strategi index card match meningkatkan penguasaan kosakata siswa dan untuk mengetahui apa-saja kosakata siswa yang meningkat melalui strategi pencocokkan kartu index. Sebagian besar siswa tidak memiliki motivasi yang tinggi dalam belajar, sulit menghafal kosa kata baru, dan pasif dalam proses belajar mengajar.

Penelitian ini menggunakan metode penelitian tindakan kelas. Tindakan analisis data penelitian ini menggunakan data kuantitatif dan kualitatif. Instrument pengumpulan datanya adalah tes, observasi, dan wawancara.

Test digunakan untuk mengetahui skor penguasaan kosakata siswa dengan menggunakan strategi pencocokkan kartu index, skor rata-rata, persentase sebagai rumusan dan untuk mengamati data kuantitatif. Observasi dan wawancara digunakan untuk menggambarkan situasi di dalam kelas selama proses pembelajaran kosakata dengan menggunakan data strategi pencocokkan kartu index.

Berdasarkan hasil tersebut, menunjukkan penguasaan kosakata siswa meningkat. Test pertama pada siklus pertama adalah 72 (46%) dan tes kedua pada siklus kedua 87 (71%). Dapat disimpulkan bahwa rata-rata skor dan persentase siswa pada siklus II lebih tinggi dibandingkan siklus I. Akhirnya penguasaan kosakata siswa dapat ditingkatkan dengan menggunakan strategi pencocokkan kartu index.

Kata Kunci : Meningkatkan, Kosakata, Index Card Match Strategy

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Finally the writer realized that this skripsi still has many weakness and far from perfection. Therefore the writer would highly appreciate all constructive suggestion and criticisme. May the Almighty Allah Swt, always blesses us how and forever. Ammin.....

Padangsidempuan, November 15th 2021
Researcher

Adelia Susanti Hasibuan
Reg. No. 1720300116

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Vocabulary as a basic learning is one of very important aspect in learning language. It needs to know much vocabulary to produce a language. All skills in English need vocabulary to comprehend the language easier. Hence, vocabulary as the basic of language can form the formation of complete spoken and written texts in language aspect.

Vocabulary item plays a vital role in all language skills such as: listening, speaking, reading and writing in English as a second language (ESL) or Language as a foreign language (EFL). Without an extensive vocabulary, we will be unable to use the structures and function we may have learned for comprehensible communication.¹ So teaching vocabulary must be improve to fixed the quality of students's nation so that they are be clever and have skill to compete with students from the another countries.² So we have to learn vocabulary, because without vocabulary, we can not communicate well.

Studying English is not as easy as people assumed. Because lots of students feel hard to speak, and express this kind of language, lots of students are blank when asking to speak. Then, sometimes students also do not understand the meaning of the language so they may miss some information. The worst effect of such situations will create disconnection between the speakers and the listeners. Accumulation of these bitter facts may happen because their lacking in vocabulary.³ So

¹ Muhammad Ferdi Irvani, "An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar", (2020) : 1-118, <http://repository.uin-suska.ac.id/25083/>.

² Noperto Tulus Parulian Tobing, "The Effect of Index Card Match Strategy on Students Vocabulary Mastery (A Study at the Tenth Grade Students' of SMA Negeri 1 Sitahuis)," *Jurnal Liner (Language Intelligence And Educational Research)* 1, no. 2 (2018): 1-9, <https://journal.ipts.ac.id>.

³ Novalia Tanasy and Nuraliah Ali, "Improving The Vocabulary Mastery Through Word-Connection Game," *Jurnal Improving the Vocabulary Mastery* 5, no. 2 (2019): 1-18, <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/10054>.

people can not communicate and understand something well because lack of vocabulary.

Based on Harmer in Diah Astriyanti and Khairul Anwar states that vocabulary is the collection of word that people should known. He also said that when students could not master vocabulary well, the students will find difficulties in studying English. So that , the mastery of vocabulary determine the mastery of the language. It means that the word treasury is very important for students.

Having knowledge in vocabulary must be useful for students to communicate with each other. Vocabulary that belong to the aspect of the language. Someone who studying grammar without vocabulary will be difficult to express the meaning of the language.

Thornbury in Diah Astriyanti and Khairul Anwar said that without any understanding of the language, students will not know how to express the ideas. It is useful for learn vocabulary or just read text or open dictionary will be able to say something.⁴ Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school. The students need to master a lot of vocabulary list an educated native speaker will probably have vocabulary of around 20.000 words. This is the result of adding about a thousand words a year to the 5.000 he or she had acquired by the age of five.⁵ So if someone has a large vocabulary, then that person can understand the language and express ideas well.

Based on the explanation above, the researcher concludes that the vocabulary is a basic lesson that must be mastered because vocabulary

⁴ Diah Astriyanti and Khairul Anwar, "Improving Students' Ability in Vocabulary Mastery Through Index Card Match," *Jurnal Edukasi* 14, no. 1 (2016): 1-13, <https://journal.ikipgriptk.ac.id/index.php/edukasi/article/view/284>.

⁵Sri Ariani and Tri Setianingsih, "The Effectiveness of Using Index Card Match in Teaching Vocabulary," *Journal of English Language Teaching* 5, no. 2 (2018): 1-6, <http://ojs.ikipmataram.ac.id/index.php/joelt%0AVolume>.

is an element that connect speaking skills, listening, reading, and writing, someone who is lacking in vocabulary will experience problems in speaking and writing English because vocabulary is the basis of English lesson.

Based on the results of interviews between researcher and Ummi Intan as an English teacher at Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan, Ummi Emali said there were some problems, The first problem the students do not have high motivation in learning vocabulary and difficult to memorize new words, passive in teaching and learning process, do not have confident and afraid to make mistakes.⁶ So research try to solve problems that happen at Grade VIII of Pondok Pesantren Al Anshor Manunggang Julu

Based on the phenomena above, the researcher tries to find the solution from research on improving students' vocabulary by using Index Card Match Strategy in the teaching learning process. Index Card Match Strategy is one of active learning strategies, which is active in developing competencies and skills, not just transferring knowledge. That means Index Card Match Strategy is one of the simple strategy that can help the teachers teach vocabulary easily and make students active in the teaching and learning process. There are some reason why the researcher choose Index Card Match Strategy as the media to improve their vocabulary mastery. First, Index Card Match Strategy can attract students' attention and their can make students involved in teaching and learning process. Second, students can communicate with each other, so, that it can strengthen the sense of socialization. Third, Index Card Match Strategy can create a fun and learning environment.

Previous research related to the application of index card match strategy was research conducted by Noperto Tulus Parulian Tobing with

⁶ Ummi Intan, as English teacher of grade VIII, Private Interview, (Pondok Pesantren Al Anshor Manunggang - Julu Padangsidempuan, December 01th, (2020): on 14 pm) .

the title *The Effect of Index Card Match Strategy on Students' Vocabulary Mastery*, He has done research at the tenth grade students of SMA Negeri 1 Sitahuis with “very good” category, because the students' vocabulary mastery before using index card match at the tenth grade students of SMA Negeri 1 Sitahuis was 58,69. It categorized “enough” and the students' vocabulary mastery after using index card match strategy at the tenth grade students of SMA Negeri 1 Sitahuis was 74,15 it categorized “Good”.⁷ And research conducted by Ahmad Nur Fathoni with the title *Improving Vocabulary Mastery By Using Index Card Match Game for The First Students' at Mts Darul Hikmah Tawangsari Tulung Agung*, based on the research, from the result of analysis of the research, it was proven that the students' score of vocabulary taught by using index card match strategy is better than in preliminary study. The result of the study there was 85% of the students got 7 or above, while in preliminary study there were only 16% of the students who got 7.⁸ so research by Noperto Tulus Prulian Tobing with the title “*The Effect of Index Card Match Strategy on Students' Vocabulary Mastery*” with “very good” category and research by Ahmad Nur Fathoni with the title “*Improving Vocabulary Mastery By Using Tawangsari Tulung Agung* is better than in premiliminary study.

Based on the problems and the potentials of Index Card Match Strategy in improving students' vocabulary mastery, the researcher are motivated to do research on improving the students' vocabulary mastery through Index Card Match Strategy. Therefore, this study was important at Grade VIII of Pondok Pesantren Al Anshor Manunggang Julu

⁷ Noperto Tulus Parulian Tobing, “The Effect of Index Card Match Strategy on Students Vocabulary Mastery (A Study at the Tenth Grade Students' of SMA Negeri 1 Sitahuis),” *Jurnal Liner (Language Intelligence And Educational Research)* 1, no. 2 (2018): 1-9, <https://journal.ipts.ac.id>.

⁸ Ahmad Nur Fathoni, “Improving Vocabulary Mastery by Using Index Card Match Game for the First Students' at Mts Darul Hikmah Tawang Sari Tulung Agung”, (2011):, 1-131, <http://repo.iain-tulungagung.ac.id>.

Padangsidempuan in order to improve the students' vocabulary mastery in the teaching and learning process.

B. The Identification of the problem

After doing observation with the students, the researcher found some problems as follow :

1. The students do not have high motivation in learning vocabulary.
2. The students difficult to memorize new words and passive in teaching and learning process.
3. The students do not have confident and afraid to make mistakes.

C. The Focus of the Research

Based on the explanation above, this research only focus in improving students' vocabulary mastery especially about noun.

D. Research Problems

Based on the background of the problem and focus of the problem above, the researcher formulates the problem as follows :

1. How does Index Card Match Strategy improve students' vocabulary mastery at the VIII grade students of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidempuan?
2. What are students' vocabulary improvements through Index Card Match Strategy at the VIII grade students of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidempuan?

E. The purpose of the Research

Based on the formulation of the problem above, the purpose of the research are follows :

1. To know how Index Card Match Strategy improve students' vocabulary mastery at the VIII grade students of Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan.

2. To know what students' vocabulary improvements through Index Card Match Strategy at the VIII grade students of Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan.

F. Defenition of the Key Terms

To avoid vagueness and misunderstanding between the researcher and the reader, the researcher concludes these terms as follows:

1. Improving is process of becoming or making students vocabulary mastery better through several cycles which improves students vocabulary mastery by chosen technique in learning. So, improving means the process to increse something by giving treatment.
2. Students is someone who study at school, college and it include boy and girl without looking the age.⁹ Based on the defenition above, the researcher was concluded that students are an person at Grade VIII of Pondok Pesantren Al Anshor – Manunggang Julu Padangsidempuan.
3. Vocabulary is a package of words for a particular language or a that individual speaker of language might use.¹⁰ So, vocabulary a collection of words that speakers use to produce a language.
4. Mastery is the word that all teachers to express someone understand well about something.¹¹ So mastery is someone who understands something well.
5. Index card match is one of the strategy in teaching-learning process that requires students to match some cards given by

⁹ Mawar Seri, "Improving Student's Vocabulary Mastery Throught Words Square Modelling at Grade VII SMP Negeri 5 Padangsidempuan", (2015): 1-159, scholar.google.co.id/citation.

¹⁰ Lilik Yulawati, "The Effects of Grammar and Vocabulary Mastery on Students' Reading Comprehension," *Jurnal Bahasa Dan Sastra* 10, no. 1, (2018): 1-8, <https://doi.org/10.31294/w.v10i1.2710>.

¹¹ Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery," *Jurnal Educational Leadership* 71, no. 4, (2013): 1-23, https://uknowledge.uky.edu/edp_facpub Part.

educators.¹² So Index Card Match Strategy is strategy learning by matching the cards given by the teacher.

G. The significance of the Research

The significances of the research are :

1. For the students, can increase student motivation and vocabulary mastery about noun.
2. For teachers, the study gives input in enriching their teaching media to be implemented in the classroom.
3. For the school, can enrich learning media at school.
4. For the researcher, can make reference in increasing vocabulary.

H. Thesis Outline

The systematic of this were divided into three chapters. Each chapter consisted of many sub chapter with the following explanation :

The first chapter is introduction that consisted of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purpose of the research and significances of the research.

The second chapter consisted of theoretical description which explain about vocabulary, index card match strategy, conceptual framework, and hypothesis of action.

The third chapter consisted of research methodology, which explain about the place and time of the research, kinds of the research, the participants, procedure of the research, instrument of data collection, technique of data analysis.

The fourth chapter consisted of research result, which explain about data description, the comparative result of the action, discussion of the research findings, and the threats of the research.

¹² Khusnaini Fauzi, "Cooperative Learning Index Card Match Model to Improve the Result of Qur'an Hadith Learning," *Journal of Islamic Education* 9, no. 1, (2017) 1-21, <https://doi.org/10.18326/mdr.v9i1.53-73>.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Vocabulary

a. Defenition of Vocabulary

Vocabulary is the aspect of the language, it has some components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary mastery, it has become priority in education. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking, and writing.¹ Words are the key to a persons' success in reading, listening, writing, and speaking.

Hornby in Morafeh Alqahtani states that defines vocabulary as the total number of words in a language and vocabulary is a list of words with their meanings. Diamond and Gutlohn in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meaning. Burns defines vocabulary as the stock of words which is used by a person, class or profession.² Based on Hatch and Brown in Budi Setawan stated that the word vocabulary is a list or a package of word for particular language that Individual speaker and of language used.³ Christopher in Puji Hariati states that vocabulary

¹ Elda Martha Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang," *Jurnal Pendidikan* 1, no. 1 (2012:), 1-27, media.neliti.com.

² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3, (2015): 1-14, <https://doi.org/10.20472/TE.2015.3.3.002>.

³ Budi Setiawan, "Improving The Students' Vocabulary Mastery Through Direc Instruction", (2010): 1-153, eprints.uns.ac.id.

is language components which contain all of information about meaning and using of words in language which are possessed by a speaker, a writer or a listener.⁴ So, vocabulary is knowledge about a word or group of words in a language that has meaning and is used by someone, either speaker, writer or listener. This research took eighth grade students of Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan as the subject and English vocabulary as an object.

b. Kinds of Vocabulary

Researchers have discussed the definition of vocabulary, furthermore, discusses the kind of vocabulary. There are several experts who express their opinion about kinds of vocabulary. According to Khaisaeng et.al in Jean Yates said that kinds of vocabulary are one of the important components in studying any language and help students and learners to understand and use the target language more efficiently.

1) Noun

Noun are the words we use to name all the thing we know about have, see, hear , taste, smell, or feel.⁵ Noun is usually an essential part of any basic sentence. Noun is word describing who or what in a sentence it can be a person, place, idea, or thing.⁶ According to Charles in Anggun Trisnawati states that noun is the name of person, place or

⁴ Puji Hariati, "Improving Students ' Vocabulary Mastery through Teaching Real Objects," *Jurnal Budapest International Research and Critics in Linguistic and Education (BirLE)* 3, no. 2, (2020): 1- 9, <https://doi.org/https://doi.org/10.33258/birle.v3i2.905740>.

⁵ Jean Yates, "English Vocabulary for Beginning ESL Learners", New York (2006): 1-208, <https://id1lib.org/book/1097409/868402>.

⁶ Nelda, "The Effect of Word Square Model on Students ' Vocabulary Mastery (A Study at The Eleventh Grade Students of SMA Negeri 1 Saipar Dolok Hole)," *Jurnal Liner* 2, no. 1 (2019): 1-16, <https://journal.ipts.ac.id/index.php/LINER/article/view/725>.

thing.⁷ So, noun is a very important word in a sentence, a noun can be the name of a person, place and thing.

Example : Muhammad, Indonesia, Al-qur'an.

2) Pronoun

. According to Nelson in Nelda et al states that pronoun is very important to teach in order to make students to able to construct grammatical sentence.⁸ Pronouns are words that are used to replace a person or thing.⁹ The example:

- a) Muhammad gave the Qur'an to Aisyah. He gave the Qur'an to her. (Pronoun: he, her), (Antecedent: Aisyah, Muhammad).
- b) Aisyah took her checkbook. She then deposited additional funds. (Pronoun: She), (Antecedent: Aisyah).¹⁰

So, pronoun is a very important word in a sentence that is used to replace a noun.

3) Verb

According to Eastwood in Kurniawan et al in Nelda said verb is a basic sentence structure that should be mastered by the second language learners.¹¹ A verb is the word or words that describe the action or state of being of the subject. A

⁷ Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018" (2018): 1-186, repository.metrouniv.ac.id.

⁸ Nelda, "The Effect of Word Square Model on Students' Vocabulary Mastery (A Study at The Eleventh Grade Students of SMA Negeri 1 Saipar Dolok Hole)," *Jurnal Liner* 2, no. 1 (2019): 1-16, <https://journal.ipts.ac.id/index.php/LINER/article/view/725>.

⁹ Karimatul Aristya, "Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun" (2019): 1-131, <http://theses.iainponorogo.ac.id>.

¹⁰ Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018" (2018): 1-186, repository.metrouniv.ac.id.

¹¹ Nelda, "The Effect of Word Square Model on Students' Vocabulary Mastery (A Study at The Eleventh Grade Students of SMA Negeri 1 Saipar Dolok Hole)," *Jurnal Liner* 2, no. 1 (2019): 1-16, <https://journal.ipts.ac.id/index.php/LINER/article/view/725>.

subject is the person or thing that performs the action indicate by the verb or that is in the state of being described by the verb. The examples:

- a) Muhammad reads the quran. (The verb reads describes the action performed by the subject Muhammad).
- b) Muhammad has felt well recently. (The verb has felt describe the state of being of the subject Muhammad).¹²

So, verb is an explanation that describes the action taken by the subject.

4) Adverb

Adverb is a word used to explain the meaning of verbs, adjectives, and other adverbs.¹³ The examples:

- a) Muhammad walked quickly. (The adverb quickly modifies the verb walked).
- b) They were really unhappy. (The adverb really modifies the adjective unhappy).
- c) Muhammad reads the Qur'an very well. (The adverb very modifies the adverb well).¹⁴

So, adverb is a word that function to explain verbs, adjective, and other adverb.

¹² Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018" (2018): 1-186, repository.metrouniv.ac.id.

¹³ Drs Rudi Hariyono, "Complete English Grammar", Surabaya (2002): 1-286.

¹⁴ Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018" (2018): 1-186, repository.metrouniv.ac.id.

5) Adjective

Adjective is word that are use to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc.¹⁵ Word used to describe person, place, or thing.

6) Prepositions

According to Wishon and Burks in Nelda said prepositions are always followed by nouns or pronouns.¹⁶ Preposition has function to show time and place. The words that belong to preposition such above, below, outside, on, at, in, near, nearby, since, bottom, up, under, inside, out, etc. for example : the campaign will start at 10 a.m.¹⁷ So, Preposition is a word that is always followed by a noun or pronoun which serves to indicate the time and place.

According to Nation in Nur Fauzia and Yuri Lolita states that word knowledge or vocabulary learning have been divided into two kinds, they are receptive vocabulary and proceductive vocabulary. Receptive vocabulary is a words that appeared or produce from reading and listening activities so that the reader or the listener can receive, accept, and get the words whether the words that they have read or heard before and even the new words for them. Then, productive vocabulary is a words that they produce and make in written and oral form activities after

¹⁵ Laily Nurindah Sari, "Improving Students' Vocabulary Mastery Through Make A Match Technique" (2016): 1-134., <http://simki.unpkediri.ac.id>.

¹⁶ Nelda, "The Effect of Word Square Model on Students ' Vocabulary Mastery (A Study at The Eleventh Grade Students of SMA Negeri 1 Saipar Dolok Hole)," *Jurnal Liner* 2, no. 1 (2019): 1-16, <https://journal.ipts.ac.id/index.php/LINER/article/view/725>.

¹⁷ Aulia Husnanissa, "Measuring English Students' Vocabulary Size at The First Semester of The Eighth Grade of SMPN 5 Bandar Lampung", (2020): 1-45, <http://repository.radenintan.ac.id>.

they get receptive vocabulary before.¹⁸ So receptive vocabulary is words found from reading and listening and productive vocabulary is words produced by someone.

According to Harmer in Elfrieda H. Hiebert and Michael L. Kamil states that divides vocabulary into two types, they are:

- 1) Active vocabulary refers to vocabulary that students have learned.
- 2) Passive vocabulary refers to the words which students will recognize when they meet them but they will probably not be able to produce.¹⁹ So active vocabulary is we know the meaning of word, and passive vocabulary is we do not know the meaning of word.

According to Good in Hasan states that divides vocabulary into four kinds:

- 1) Oral vocabulary refers to words which a person employs them in expressing ideas orally and actively.
- 2) Writing vocabulary refers to words which commonly used in writing.
- 3) Listening vocabulary refers to words which a person can understand when they heard.
- 4) Reading vocabulary refers to words, which someone can recognize them when he finds them in written form.²⁰ So according to Good in Hasan kinds of vocabulary based on the function the word.

¹⁸ Nur Fauzia and Yuri Lolita "The Use of Drill, Vocabulary (Vocabulary Various) And Computer Assisted Language Learning (Call) in Learning Vocabulary," *Journal of English Teaching Adi Buana* 3, no. 1, (2018): 1-17, <http://jurnal.unipasby.ac.id/index.php/jet/article/download/1540/1366>.

¹⁹ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, London, (2005): 1-284, <https://id1lib.org/book/667521/c3dae0>.

²⁰ Hasan, "Improving Students English Vocabulary by Using Tic Tac Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang," *Jurnal Pendidikan* 2, no. 2, (2018): 1-9, <http://ummaspul.ejournal.id/maspuljr/article/download/12/10>.

In relation to kinds of vocabulary, Nation in Imas Febriyansyah states that there are four kinds of vocabulary in the text:

- 1) High frequency words. These words are almost 80% of the running words in the text.
- 2) Academic words. Typically, these words make up about 9% of the running words in the text.
- 3) Technical words. These words make up about 5% of the running words in the text.
- 4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.²¹ So according to nation kinds of vocabulary based on the total of word in the text.

From the explanation of all kinds of vocabulary above, the researcher focus only on vocabulary about noun, they are proper noun, common noun, collective noun, material noun, while the explanation of nouns is as follow :

- 1) Defenition of noun

The popular definition of a noun is that it describes a person, place or thing. According to Hornby in Siti Fadhilah said that noun is something exists in a form that can be touched, felt, seen, etc; real or solid.²² According to Yule in Zainal Arifin said that noun are words used to refer to people (boy), object (backpack), creatures (cat), places (school), qualities (roughness), phenomena (earth-quake), and

²¹ Imas Febriyansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015" (2015): 1-216, eprints.uny.ac.id.

²² Siti Fadhilah, "Teaching English Concrete Nouns Using Pictionary Game" (2011): 1-71, <http://library.walisongo.ac.id>.

abstract ideas (love) as if they were all “things”.²³ So, from the explanation above, it can be concluded that noun is word describing who or what in a sentence it can be a person, place, idea or thing.

2) Kinds of Noun

Kinds of noun divided into four those are:

a) Proper noun

According to Maurer in Zainal Arifin said that a name of a particular, individual person, place, or thing who/which is usually unique. It is written is a capital letter. It includes:

- (1) Personal names “Mr.Muhammad”.
- (2) Names of geographic units such as countries, cities, rivers, “ Indonesia, Medan ”.
- (3) Names of nationalities and religions “ an Indonesia, Islam”.
- (4) Names of holidays “Ramadan and Eid Al Fitr”.
- (5) Names of time units “Monday, June”.²⁴

So, the explanation it can be concluded that a proper noun is the name of a particular person or thing.

b) Common noun

According to Whern and Martin in Siti Fadhilah said that a name given in common to every person or thing the same class or kind. Different from proper nouns, this sort of nouns is not written in a capital letter or common noun is noun which states in general cognition. Example : Car, book, radio, man, woman, mountain, sea.²⁵ So, the

²³ Zaenal Arifin, “The Analysis of ‘ Noun Clauses ’ in Students’ Ability of Hortatory Text” (2017): 1-148, <http://erepository.perpus.iainsalatiga.ac.id>.

²⁴ Zaenal Arifin, “The Analysis of ‘ Noun Clauses ’ in Students’ Ability of Hortatory Text” (2017): 1-148, <http://erepository.perpus.iainsalatiga.ac.id>.

²⁵ Siti Fadhilah, “Teaching English Concrete Nouns Using Pictionary Game” (2011): 1-71, <http://library.walisongo.ac.id>.

explanation it can be concluded that a common noun is a name given in common to every person or thing of the same class or kind.

c) Collective noun

According to Whern and Martin in Frank said that a collective noun names a group, number, or collection of persons, objects, or things “Taken together and spoken as one whole”.²⁶ So, collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew and crowd.²⁷ So collective noun is a collection of things considered a unit.

d) Material noun

Material noun is noun which states matter or essence whatever something made. Example:

- 1) This table is made of wood.
- 2) That temple was built of marble.²⁸

So, material noun is name of the material or material from which the object is made.

c. The Important of Vocabulary

Vocabulary is the one of language system components that is important to be learned. According to Richard in Mohammad Reza said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. If people could be mastered vocabulary well, they can speak, listen, read and write.

²⁶ Wren and Martin, “ High School English Grammar and Composition”, New Delhi (2013): 1-.376.

²⁷ Frank, “ Modern English”, New York (2013): 1-457.

²⁸ Siti Fadhilah, “Teaching English Concrete Nouns Using Pictionary Game” (2011): 1-71, <http://library.walisongo.ac.id>.

Stahl states that in foreign language learning, there is a correlation between foreign language learning and vocabulary knowledge which also applies to English.²⁹ According to Caroline in Anggun Trisnawati said that vocabulary is one key to improve the English achievement.³⁰ Martin-Chang in Mohammad reza states that one of the most important factors that affect language learning is vocabulary knowledge and it is agreed that vocabulary knowledge helps language learning improvement. Nation in Mohammad reza states that elaborated that to have a successful learning a learner is required to systematically understand and decode vocabularies in a passage. Davis in Mohammad Reza states that discovered that the factor that has the highest correlation with learning is knowledge of word meaning.³¹ Rivers in Febriana Eka Setyaningsih also states that the acquisition of an adequate vocabulary is essential for successful language use. It is because without an extensive vocabulary, we cannot use structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language especially English.³² Thornburry in Nining Puspitasari states that vocabulary means large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depend on not only the size of vocabulary

²⁹ Mohammad Reza, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *Journal of Learning and Development* 2, no. 6, (2012): 1-16, <https://doi.org/10.5296/ijld.v2i6.2882>.

³⁰ Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018" (2018): 1-186, repository.metrouniv.ac.id.

³¹ Mohammad Reza, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *Journal of Learning and Development* 2, no. 6, (2012): 1-16, <https://doi.org/10.5296/ijld.v2i6.2882>.

³² Febriana Eka Setyaningsih, "The Use of Word Clap Game to Improve Students' Vocabulary Mastery" (2015): 1-149, lib.unnes.ac.id.

but also vocabulary building.³³ Based on the explanation above the research make a conclusion that vocabulary is very important to learn because people success in language based on people success in mastering words.

According to Kamil and Heibert in Isterya and Hasan Basri said that vocabulary can be generally defined as knowledge of words or word meaning.³⁴ According to Nagy, in Mohammad Reza states that it is impossible to recognize a passage without being familiar with any vocabulary.³⁵ We do not understand something without vocabulary.

To show how important vocabulary is, Bromley in Tri Daryanti states that vocabulary holds some important roles in the teaching-learning process. They are as follows:

- a) Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- b) Boosting comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- c) Improving achievement. A large vocabulary means a large fund of conceptual knowledge which makes

³³ Nining Puspitasari, "Enhancing Students' Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs MA ' Arif Al -Ishlah Bungkal Ponorogo" (2019): 1-97, etheses.iaiponorogo.ac.id.

³⁴ Isterya and Hasan Basri, "Improving Vocabulary Mastery Through Text Twist Game," *E-Journal of English Language Teaching Society [ELTS]* 2, no. 1, (2003): 1-9, Jurnal.untad.ac.id.

³⁵ Mohammad Reza, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *Journal of Learning and Development* 2, no. 6, (2012): 1-16, <https://doi.org/10.5296/ijld.v2i6.2882>.

academic learning easier. Students with large vocabularies score higher an achievement test than those with small vocabularies.

- d) Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.³⁶ There are some important in teaching and learning vocabulary based on Bromsley In Tri Daryanti is we must improve the fluency, comprehension, achievement, and communication.

From the explanation above the researcher concludes that vocabulary is very important for a person, because without vocabulary they will not able to speak, write, read and listen.

d. Vocabulary Mastery

In learning the four language skills (listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills, because vocabulary mastery is competence to know words and meaning.³⁷ This is evidenced by several expert opinions that is, according to John in Puji Hariati, vocabulary is

³⁶ Tri Daryanti, "The Contribution of Vocabulary Mastery Toward Reading Comprehension" (2015): 1-105, eprints.uny.ac.id.

³⁷ Ratih Sujayanti, "Improving Grade VIII Students' Vocabulary Mastery Through Concept Attainment Modelat MTs. Al-Washliyah Tembung in 2016/2017 Academic Year" (2017): 1-104, <http://repositary.uinsu.ac.id/2709/>.

knowledge involves knowing the meanings of words.³⁸ if we master vocabulary we can will be able to master four language language skill.

According to Marksheffel in Kana Rosiana, He thought that Vocabulary mastery is the ability to give meaning to word.³⁹ According to Gutlohn in Ten Nove Malfin Lase states that Vocabulary is the knowledge of words and word meanings.⁴⁰ Nunan in Tri Wulandary argues that the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication. It obviously informs that both structural and function word acquisition give valuable contribution to comprehensible communication.⁴¹ Without vocabulary we can not say something with well or what people can understand.

Nation in Norbert Schimitt states that proposes knowledge that one must master to know a word are:

- 1) The meaning of the word
- 2) The written form of the word
- 3) The spoken form of the word
- 4) The grammatical behaviour of the word
- 5) The collocations of the word

³⁸ Puji Hariati, "Improving Students' Vocabulary Mastery through Teaching Real Objects," *Jurnal Budapest International Research and Critics in Linguistic and Education (BirLE)* 3, no. 2, (2020): 1- 9, <https://doi.org/https://doi.org/10.33258/birle.v3i2.905740>.

³⁹ Kana Rosiana, "Improving Students' Vocabulary Mastery By Using Fan-N-Pick Game at Eight Grade of SMP Pelita Raya Jambi" (2020):1-40, http://repository.fkip.unja.ac.id/file?i=_X5xOgx5etYfakGTq53_9t4L34x4tRhKX1aKU4C1a8.

⁴⁰ Ten Nove Melfin Lase, "The Effect of Word Chain Game on Students' Vocabulary Mastery (An Experimental Study at Seventh Grade Students of SMP Negeri 1 Pandan 2017/2018 Academic Year)," *Jurnal Liner* 1, no. 3, (2018): 1-27, <http://jurna.ipts.ac.id/index.php/LINER/article/download/500/2521>.

⁴¹ Tri Wulandary, "Increasing Students' Vocabulary Matery by Using Word Walls Media at Seventh Grade of SMP N 01 Punggur in Academic Year 2017/2018" (2018): 1-184, <http://core.ac.uk>.

- 6) The register of the word
- 7) The associations of the word
- 8) The frequency of the word.⁴²

So, mastery of vocabulary is someone who has a lot of knowledge about words and the meaning of words.

e. The learning of Vocabulary

Vocabulary mastery is important in learning English. If we have much vocabulary, we can also have good English skills because vocabulary is the basic in learning English. We need vocabulary when we want to speak, read, listen, and also write something. Learning vocabulary is learning about number of words that make up a language. It is essential in language learning. It also can improve students' vocabulary mastery.⁴³ Alqahtani in Alpino Susanto stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁴⁴ The research make conclusion that learning vocabulary is learning the number of words that have grammar to form one language.

The purpose of learning vocabulary is to understand the meaning of word and use it in concrete sentence.⁴⁵ Because according to Heibert and Kamil in Mohammad Reza, vocabulary can be generically defined as knowledge of words or word

⁴² Norbert Schmitt, " Vocabulary in Language Teaching ", New york (2002): 1-121, <https://id1lib.org/book/875604/409ad1>.

⁴³ Febriana Eka Setyaningsih, "The Use of Word Clap Game to Improve Students' Vocabulary Mastery" (2015): 1-149, <http://lib.unnes.ac.id>.

⁴⁴ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal Kata* 1, no. 2, (2017): 1-192, <https://doi.org/10.22216/jk.v1i2.2136>.

⁴⁵ Indah Pravita Sari, "Teaching and Learning Vocabulary Through Video Clip", (2016): 1-125, repository.radenintan.ac.id.

meaning.⁴⁶ So, learning vocabulary is learning knowledge about words and word meaning, which are used in speaking, writing, reading and listening.

There is an explanation about planning vocabulary learning that is:

- 1) Choosing words, Learners should know what their vocabulary goals are and should choose what vocabulary to focus on in terms of these goals.
- 2) Choosing aspects of word knowledge to focus on, that is knowing the meaning of the word.
- 3) Choosing strategies, According to Gu and Johnson in I.S.P Nation stated that most successful groups of learners were those who actively drew on a wide range of vocabulary learning strategies.
- 4) Planning repetition.⁴⁷ Planning vocabulary learning is choosing word, aspect, strategy, and repetition.

There are five essential step in vocabulary learning, as follow:

- 1) Encountering new words
- 2) Getting the word form
- 3) Getting the word meaning
- 4) Consolidating word form and meaning in memory
- 5) Using the word⁴⁸ Step important in learning vocabulary is find new words, the form of words, the meaning of words, connect the meaning and form of words, and use of words.

f. The Teaching of Vocabulary

⁴⁶ Mohammad Reza, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *Journal of Learning and Development* 2, no. 6, (2012): 1-16, <https://doi.org/10.5296/ijld.v2i6.2882>.

⁴⁷ I. S. P. Nation, "*Learning Vocabulary in Another Language*", New Zeland (2000): 1-615, <https://id1lib.org/book/225142/a30d80>.

⁴⁸ Evelyn Hatch and Cherly brown, " Vocabulary Semantic, and Language Education", (New york (2000): 1-83.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skills-speaking, listening, writing, and reading.⁴⁹ Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher.⁵⁰ So, vocabulary teaching is a method used to teach vocabulary to students.

In teaching vocabulary the teacher must be attention principle to teaching vocabulary because teaching vocabulary is important to mastery in four skill. There are some principle to teaching vocabulary:

- 1) Focus on the most useful vocabulary firsts.
- 2) Focus on the vocabulary in the most appropriate way.
- 3) Give attention the high frequency word across the four strands of a course.
- 4) Encourage learners to reflect on and take responsibility for learning.

Moreover about principle to teaching vocabulary Tricia Hedge in Seri Mawar say some principle to teaching vocabulary, the teacher must be attent the principle there are:

- 1) Developing a variety of techniques for the teaching of meaning.
- 2) Encouraging the development of effective strategies.
- 3) Exposing learners to vocabulary through reading and training lexical inferencing.

⁴⁹ Arum Nisma Wulanjani, "The Use of of Vocabulary Games in Improving Children's Vocabulary in English Language Learning", *Jurnal Transformatika* 12, no 1, (2016): 1-83, <https://siap.untidar.ac.id>.

⁵⁰ Elda Martha Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang," *Jurnal Pendidikan* 1, no. 1 (2012:; 1-27, media.neliti.com).

- 4) Teaching the effective use of dictionaries.
- 5) Evaluating the vocabulary component of coursebooks.
- 6) Teaching vocabulary explicitly through a range of activity types.
- 7) Developing resources for vocabulary teaching.⁵¹ There are several principles of teaching vocabulary, namely focus on usability, strategy, frequency, and learning respon, while according to Tricia Hedge is develop technique and strategy, improve vocabulary with reading, teach the use of dictionary, evaluation of vocabulary, teach vocabulary with activity, and improve the teaching component vocabulary.

Moreover, there are some techniques in teaching vocabulary that can be applied in the class. Techniques of vocabulary teaching by Allen in Sektalonir Oscarini Wati Bhakti and Marwanto states that can be prepared and chosen. They can be seen as belows:

- 1) Demonstration

In this kind technique, it focuss on gesture and action performing. The teacher can use real objects and command. When use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc.

- 2) Visual aids

⁵¹ Seri Mawar, Eka Sustris Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Word Square Modeling At Grade VII SMP Negeri 5 Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2, (2017): 1-250, <https://doi.org/10.24952/tazkir.v3i2.1554>.

This technique means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Besides that, visualization may interest the students in their learning vocabulary.

3) Verbal Explanation

This technique can be carried out through definition and translation. Teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word, 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

4) Word List

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the students need and relate to their level.⁵² Tehnique learning vocabulary based on Allen is demonstration, visual aids, explanation verbal, and word list.

2. Index Card Match Strategy

a. Defenition of 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 to occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever

⁵² Sektalonir Oscarini Wati Bhakti and Marwanto, "Vocabulary Mastery by Using Storytelling," *Journal of Linguistic and English Teaching* 3, no. 1, (2018):1-13, <https://doi.org/10.24903/sj.v3i1.146>.

necessary.⁵³ In sum, Index Card Match strategy is choosed to master English vocabulary based on the conclusion that this strategy was effective and fun to teach vocabulary.

Index card match is learning model in which students are required to match some cards given by the teachers.⁵⁴ Index is points to or indicates. Meanwhile, card is one of a set pieces of card or cardboard printed with marks or figures, Then, match is to equal or be equal to.⁵⁵ Index card match strategy is learning strategy with card matching.

Suprijono , in Elissa Evawani Tambunan describe, The index card match (look for pairs of cards) is a strategy that is quite fun to use to consolidate students' knowledge.⁵⁶ Silberman in Munirul Umam states that Index Card Match Strategy allows the students to pair up and quiz the rest of the class.⁵⁷ So, Index Card Match Strategy is a very active and fun learning strategy, where students are assigned to match the cards given by the teacher. Moreover, this method is usually used in teaching vocabulary with a partner. For instance, the word with the meaning, the answer, and so on. Then, the example of Index Card Match Strategy can be seen as below:

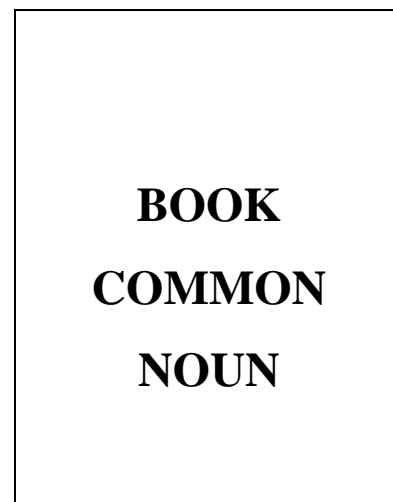
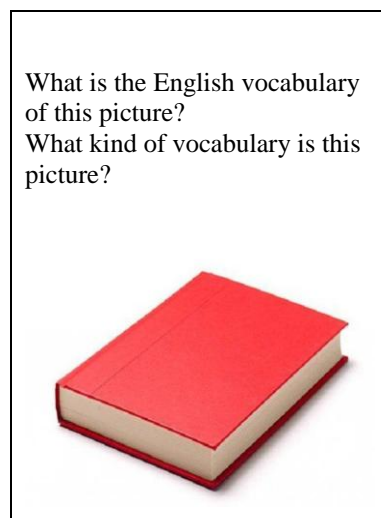
⁵³ Elissa Evawani Tambunan, "The Effect of Using Index Card Match (ICM) Model for Raising The Students' Skills in Writing Descriptive Text," *Journal EstuproUniversitas Graha Nusantara Padangsidempuan* 2, no.1 (2017): 1-.9, <https://jurnal.ugm.ac.id/index.php/ESTUPRO/article/view/324>.

⁵⁴ Khusnaini Fauzi, "Cooperative Learning Index Card Match Model to Improve the Result of Qur'an Hadith Learning ", *Jurnal of Islamic Education* 9, no.1, (2017): 1-21, medianeeliti.com.

⁵⁵ Munirul Umam, "State Institute of Islamic Studies of Metro 1440 H / 2019 M" (2019): 1-165, repository.metrouniv.ac.id.

⁵⁶ Elissa Evawani Tambunan, "The Effect of Using Index Card Match (ICM) Model for Raising The Students' Skills in Writing Descriptive Text," *Journal EstuproUniversitas Graha Nusantara Padangsidempuan* 2, no.1 (2017): 1-.9, <https://jurnal.ugm.ac.id/index.php/ESTUPRO/article/view/324>.

⁵⁷ Munirul Umam, " Using Index Card Match Strategy To Improve Descriptive Writing Ability Among Seventh Grade Students of Junior High School of Manba'ul Ulum Seputih Agung Central Lampung " (2019): 1-165, repository.metrouniv.ac.id.



b. The purpose of Index Card Match Strategy

There are three purpose of the Index Card Match Strategy, they are :

- 1) To train students to be more careful
- 2) Stonger understanding of a subject matter
- 3) With this Index Card Match Strategy students will be more enthusiastic in lerning more carefully and it is easier to understand and remember a subject matter.

Based the explanation above, the main purpose of Index Card Match Strategy is to train students' memory so that they can easily understand and remember vocabulary in an easy and fun way, it also make for the teacher easily in teaching vocabulary and make students more active during the teaching and learning process.

c. Procedure of Index Card Match Strategy

The using of Index Card Match strategy can be modified with other ways. Teacher may decide to change the form,

color or size of Index Card Match. In this case, For stimulating the students to learn so they are interested in learning, the teacher have to be creative to creat forms index card and can give more various colors well. Meanwhile to make learning more attractive, teacher should use the procedurs of Index Card Match Strategy.

There are some opinoin about procedure of using Index Card Match Strategy namely :

1) Wiley and Sons

According to Wiley and Sons in Eko Putriyana and Sri Supriyanti such as :

- a) Write questions on different colour of index cards.
- b) Write the answers from the questions on the other different index cards.
- c) Mix the two kinds of cards.
- d) Give a card for each students. Some students will get the questions and some of them will get the answer.
- e) When a match is formed, ask each pair of participants to make a group and They will discuss the result of the matching.
- f) When the matching is completed, the students are asked to write a text based on the result of their discussion.⁵⁸ So step for index card match based on Wiley and Son are six steps.

2) Alfred

According to Alfred in Diah Astriyanti and Khairul Anwar such as :

- a) Make cards obtaining of vocabulary exercise based on the number of students where the half of the cards

⁵⁸ Eko Putriyana Sri Supriyanti, "Improving the Students Writing Skill Using Index Card Match", (2011): 1-111, <https://digilib.uns.ac.id/dokumen/download/21931/pdf>.

contain of the questions, and the rest contain of the answers.

- b) Explain to students that they will have a matching exercise where the half students get questions cards and the rest get answer cards.
- c) Separate the cards to all of students and ask them to look for their pair cards.
- d) Ask students to sit together with their pair cards in the same table and not to show their cards to another pair.
- e) Ask the students that have the question card to read their question and challenge other pairs to answer the question.
- f) Make conclusion based on the activity together with the students.⁵⁹ So, steps for index card match strategy based on Alfred are six steps.

Based on the opinion about the steps in applying the Index Card Match Strategy above, the researcher used the steps based on Alfred's opinion.

3. Vocabulary Assesment

Someone needs to evaluate in finding the level of some knowledge of something. The idea of test validit needs to be taken into consideration. Content validity is the idea that we test what we teach, how we teach it. Students' vocabulary also must to test to know how far of students' vocabulary ability. Moreover, in selecting test formats, you should select only those that students have

⁵⁹ Diah Astriyanti and Khairul Anwar, "Improving Students' Ability in Vocabulary Mastery Through Index Card Match," *Jurnal Edukasi* 14, no. 1 (2016): 1-13, <https://journal.ikipgriptk.ac.id/index.php/edukasi/article/view/284>.

experience with. They are some techniques to make testing vocabulary :

- a. Multiple choice
- b. Word formation
- c. Cloze test
- d. Matching
- e. Odd one out
- f. Writing sentences
- g. Dictation
- h. Sentence completion
- i. Definition
- j. Translation
- k. Writing assess
- l. Reading
- m. Oral testing
- n. Associations
- o. Placing
- p. Synonyms and antonyms

Based on above explanation, it showed that there are many ways to testing vocabulary. It means the teacher must choose one of the appropriate testing for students material and it also have to be appropriate for age level and situation of the students. In this case, the researcher chooses to apply multiple choose because it is will be appropriate with students at grade Pondok Pesantren AI Ansor - Manunggang Julu Padangsidimpuan. The students will be easy to answer the question with multiple choices, and this techniques appropriate with their age level.⁶⁰ The students are testing them to

⁶⁰ Mawar Seri, "Improving Student's Vocabulary Mastery Throught Words Square Modelling at Grade VII SMP Negeri 5 Padangsidimpuan", (2015): 1-159, scholar.google.co.id/citation.

answer 25 question multiple choice, they are proper noun 7, common noun 6, collective noun 6, material noun 6, while the explanation of assesment for multiple choice is as following :

Table 1
Indicator of Vocabulary Matery for Multiple Choice

No	Indicator	Number Item	Score	Total Score
1.	Proper noun	2, 6, 10, 14, 18, 22, 25	1 items x 4	28
2.	Common noun	4, 8, 12, 16, 20, 24		24
3.	Collective noun	3, 7, 11, 15, 19, 23		24
4.	Material noun	1, 5, 9, 13, 17, 21		24
Total Items		25		100

B. Review or Related Finding

In considering this reseach, the researcher makes this research based on several related finding. The first, thesis of Diah Astriyanti and Khairul Anwar in Institute of Teacher Training and Education PGRI of Pontianak.⁶¹ The problem in this research was in this class grade of MTS Hidayatus Shibyan students of P.Na'im Sui Ambawang Kubu Raya was students are difficult in spelling, meaning of some words and words use, for that research wants improve vocabulary by using index card match strategy, based on result research succeed improving students vocabulary by using index card match strategy, this can be seen from the results of the students vocabulary test, the test results in the cycle of 1 vocabulary of students are 65,2 and in the cycle of 2 are 75,3.

⁶¹ Diah Astriyanti and Khairul Anwar, "Improving Students' Ability in Vocabulary Mastery Through Index Card Match," *Jurnal Edukasi* 14, no. 1 (2016): 1-13, <https://journal.ikipgriptk.ac.id/index.php/edukasi/article/view/284>.

Secondly, thesis of Sri Ariani and Tri Setianingsih in Institute of Teacher Training and Education of Mataram.⁶² The kinds of research used experimental research and divided students into two groups of experiments and control, aimed at knowing the difference between teaching vocabulary with traditional methods and by using index card match strategy.

The third, thesis of Noperto Tulus Parulian Tobing.⁶³ The level of mastery of the vocabulary of students before and after using index card match strategy was increased, because students score before using index card match strategy was 58,69 which is said to be “enough”, while after using index card match strategy was 74,15 which was said “very good”.

The fourth of Ahmad Nur Fathoni.⁶⁴ In this research, research succeeded in creasing students vocabulary and motivation in learning vocabulary in the classroom, because students were enthusiastic and relaxed in learning vocabulary by using index card match strategy.

The fifth of Ayu Farida and Evie Kareviati.⁶⁵ This research used Classroom Action Research which used ten meetings and was divided into two cycles, the result of this research was that students vocabulary increased by using index card match strategy, this can be seen from the score post test in the second cycle which was higher than the score in the first cycle, in the first cycle was 79,33 and in the second cycle was 83,66.

⁶² Sri Ariani and Tri Setianingsih, “The Effectiveness of Using Index Card Match in Teaching Vocabulary,” *Journal of English Language Teaching* 5, no. 2 (2018): 1-6, <http://ojs.ikipmataram.ac.id/index.php/joelt%0AVolume>.

⁶³ Noperto Tulus Parulian Tobing, “The Effect of Index Card Match Strategy on Students Vocabulary Mastery (A Study at the Tenth Grade Students’ of SMA Negeri 1 Sitahuis),” *Jurnal Liner (Language Intelligence And Educational Research)* 1, no. 2 (2018): 1-9, <https://journal.ipts.ac.id>.

⁶⁴ Ahmad Nur Fathoni, “ Improving Vocabulary Mastery by Using Index Card Match Game for the First Students’ at Mts Darul Hikmah Tawang Sari Tulung Agung ”, (2011):, 1-131, <http://repo.iain-tulungagung.ac.id>.

⁶⁵ Ayu Farida and Evie Kareviati, “Improving Students’ Vocabulary Mastery Through Index Card Match Stratey”, *Professional Journal of English Education* 4, no.5 (2021): 1-6, <http://journal.ikipsiliwangi.ac.id>.

Based on the explanation above, the researcher try to conduct a research in “Improving Students’ Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidempuan”.

C. Conceptual Framework

Vocabulary is very important to learn, because without vocabulary students can not speak and write, and also can not understand what will be heard and read, so the researcher try to conduct a research on eight grade students in Pondok Pesantren Al Anshor-Manunggang Julu Padangsidempuan, because eight grade students have vocabulary problems about noun, namely the students difficult to memorize new words, and the students also have problems in learning such as, the students do not have high motivation in learning vocabulary, passive in learning process, the students do not have confident and afraid to make mistakes. Therefore, researcher conducted research about improving students’ vocabulary mastery through index card match at MTS Al Anshor-Manunggang Julu Padangsidempuan.

In this study, the researcher used two cycles or four meetings, In each cycle the researcher did three activities namely, planning, action, reflection, while observation did by the researcher’s friend. So, the conceptual framework that will do by researcher as follow:

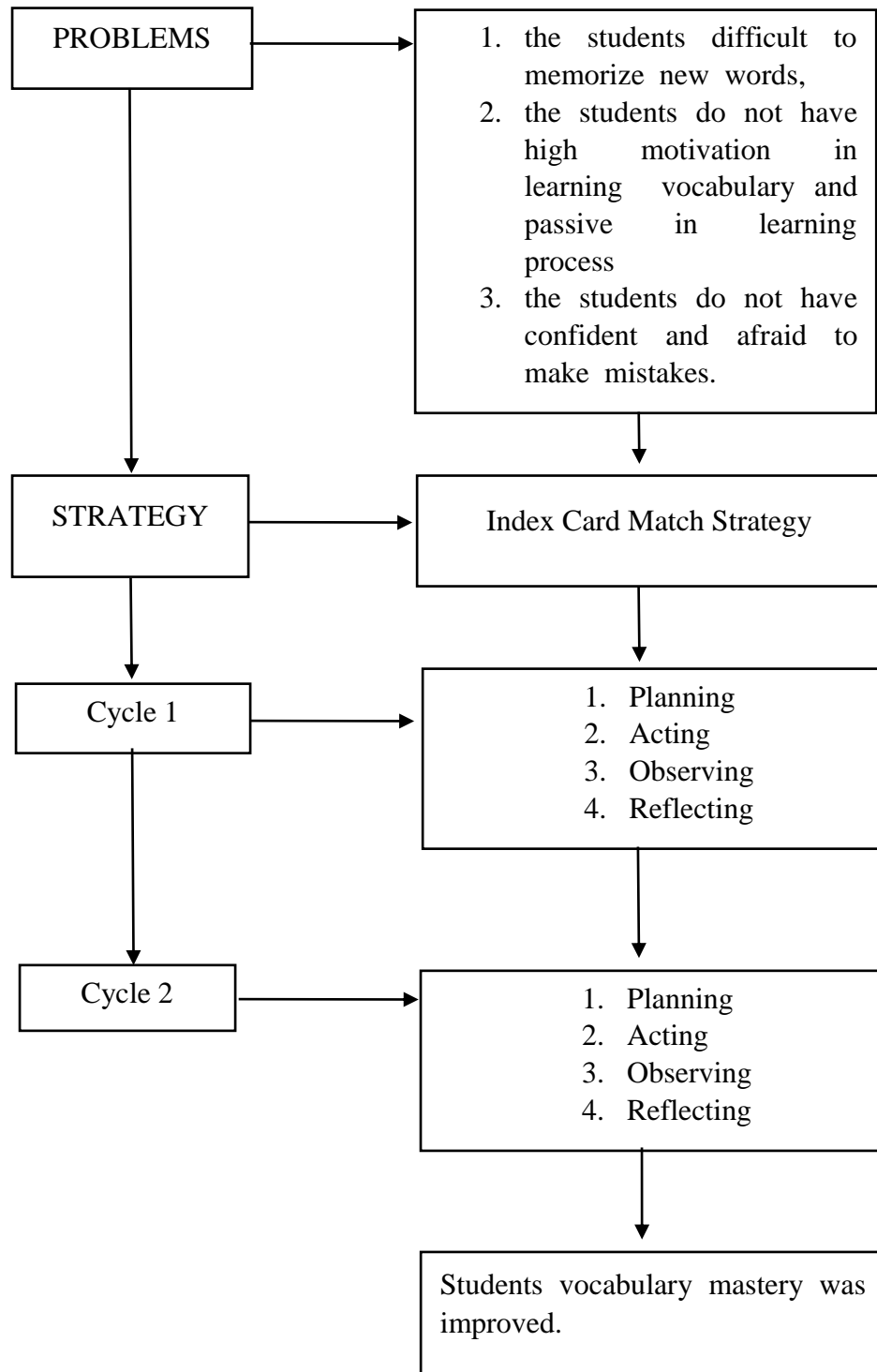


Figure 1 Coceptual Framework of Classroom Action Research

D. Hypothesis of Action

Based on above discussion, the hypothesis of this research state that index card match strategy can improve students vocabulary at grade VIII of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. The Place and Time of the research

The research conducted at Grade VIII of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan Jl. Mandailing km 8 No 3 Desa Manunggang Julu Kecamatan Padangsidimpuan Tenggara kota Padangsidimpuan. This research started in 04 October 2021 up to 25 October 2021.

B. Kinds of the research

In this study, the researcher used classroom action research. Action research is widely used in education especially by teachers who use it to improve their teaching. Classroom action research is a research of an action happens in a classroom educational situation to solve student problems during the teaching activities. It is related to the teacher as the subject of teaching process.

The researcher did classroom action research in Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan, and only one class that the researcher examined, namely the eight grade, the number of students in this class is twenty eight students.

C. The Participants of Research

Research participants in this study is students of class VIII of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan in academic 2020/2021. The number of students in the class 28 students. The researcher chose this class because the students in this class have problems in mastering vocabulary. In this class, the researcher taught about noun, by using the index card match strategy for class VIII students of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan Jl Mandailing km 8 No 3 Desa Manunggang Julu

kecamatan Padangsidempuan Tenggara kota Padangsidempuan in academic 2020/2021.

D. Instrumen for collecting data

A research must be having a good instrument because a good instrument can guarantee for taking the valid data. In this research there are three instruments that used. There are:

1. Test

In this research, the researcher used vocabulary test. The test are matching, this test consist of 25 matching. In the matching divided into four parts. So the there are seven options for indicator and six options for the others indicator. There is one indicator more than another indicator, because there are 25 question, but the indicator just four. The test gave for each students to find out the scores of each student's vocabulary. The researcher gave 1 score for each question. To make score 100, the true answer times 4. Thus, the maximum score of the test is 100.

Table 2
Indicator of Vocabulary Mastery for Multiple Choice

No	Indicator	Number Item	Score	Total Score
1.	Proper noun	2, 6, 10, 14, 18, 22, 25	1 items x 4	28
2.	Common noun	4, 8, 12, 16, 20, 24		24
3.	Collective noun	3, 7, 11, 15, 19, 23		24
4.	Material noun	1, 5, 9, 13, 17, 21		24
Total Items		25		100

2. Observation

In this research, the researcher used observation type field notes. This observation did by a friend of the researcher named Fitri. Fitri did observation during this research done.

3. Interview

The researcher used interview to know condition of the students and to contribute test as a qualitative data. In this research interview used to students in seventh grade of Pondok Pesantren Al Anshor - Manunggang Julu Padangsidempuan.

E. Procedure of the Research

In this research, there are three ways to collect the data; test, observation and interview. The test used to observe the quantitative data. This data also helped the researcher to know the score of students' vocabulary mastery by using index card match strategy can improve or not.

Observation and review, the instrument that used as the qualitative data. It used to describe data which not amenable to being counted or measured in an objectively and were therefore subjective. The data that used to describe the situation in the classroom during the learning vocabulary process by using index card match strategy.

This action research follows the model that is developed by Kemmis and Robin in Ortrun in Citra Dewi Purnama.¹ It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

¹ Citra Dewi Purnama, "Improving Students' Vocabulary Mastery Through Make A Match Model at Grade VII SMP Negeri 8 Padangsidempuan", (2015): 1-148, <http://etd.iain-padangsidempuan.ac.id>.

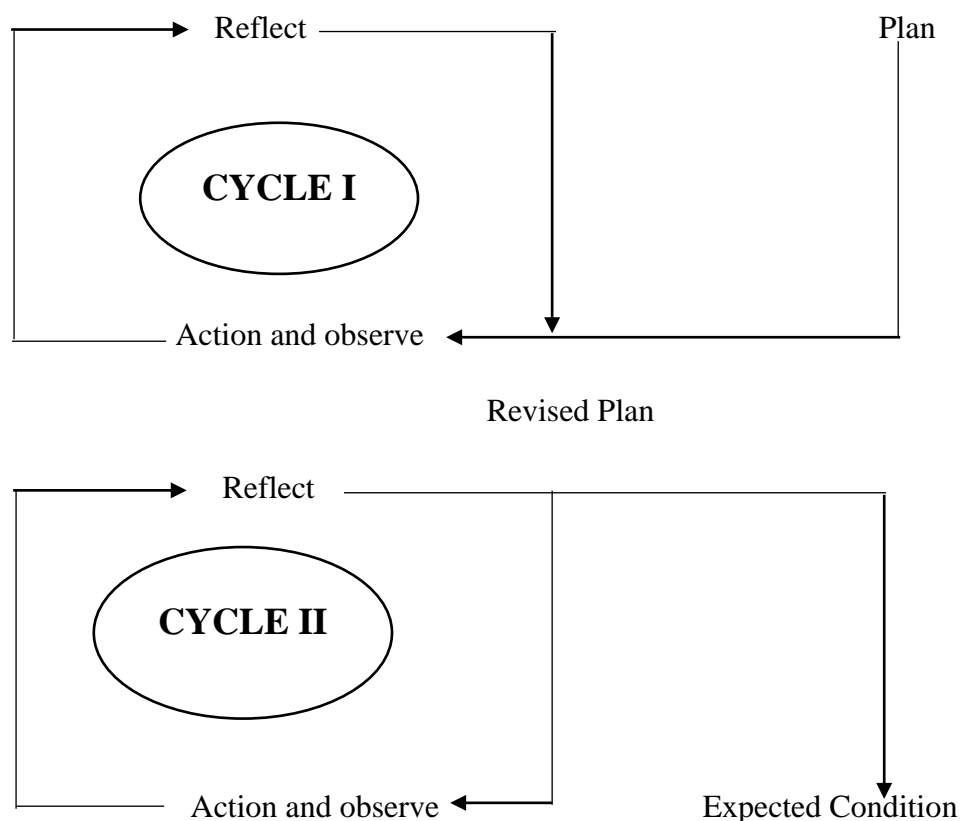


Figure 2 Action Research Spiral

Based on figure 1, this research applies two cycles which is consists of two meetings. Each meeting consists of 2 x 45 minute. In sum, there are four meeting during the process of research where each cycles consist of four steps: planning, action, observation, and reflection.

First Cycle

In first cycle, the researcher finished the reseach in two meetings. Every meeting did for ninety minutes. Next, the researcher observed all the activities in the classroom.

Planning

- a) Prepare a lesson plan consisting of action steps that have been arranged.
- b) Prepare lesson material about proper noun and common noun.

- c) Arrange vocabulary teaching procedure using index card match strategy.
- d) Prepare two cards that have two colours, pink for questions and white for answer.
- e) Prepare the test.

a. First Meeting

1) Action

- a) Greet students in the classroom.
- b) Ask the students to read the prayer before starting the lesson.
- c) Tell learning objectives to students in the classroom.
- d) Give orientation test.
- e) Explain the topic of the lesson to students in the classroom.
- f) Introduce procedures about index card match strategy to students in the classroom.
- g) Share cards to students in the classroom.
- h) Ask students to apply the technique.
- i) Conclude learning in the classroom.
- j) Give the first test to students in the classroom.
- k) Observing class.

2) Observation

- a) Observing implementation index card match strategy can improve students' vocabulary mastery in the classroom or not.
- b) Calculate the first test.

3) Reflection

- a) Analyze the data that has been found.
- b) Clarifying problems found in activities.
- c) Make a conclusion whether to continue to the next cycle or not.

Planning

- a) Reflection I.
- b) Prepare lesson plan.
- c) Prepare lesson material about collective noun and material noun.
- d) Arrange the steps of teaching vocabulary by using index card match strategy.
- e) Prepare cards for students in the classroom.
- f) Preparing research instruments.

b. Second Meeting

1) Action

- a) Greet students before starting the lesson.
- b) Ask students to read a prayer.
- c) Explain the purpose of the lesson.
- d) Explain the topic of the lesson.
- e) Explain the steps of index card match strategy
- f) Share cards
- g) Apply the technique
- h) Give the second test.
- i) Give a test cycle I
- j) Conclude the test
- k) Observing class.

2) Observation

- a) Observe whether the objective indicators in the observation are successful or not.
- b) Observing students' vocabulary whether it is better than before or not.
- c) Observing students' vocabulary with instrumen
- d) Calculate the second test and cycle I

3) Reflection

- a) Analyze whether students' vocabulary increases or not through index card match strategy.
- b) Reflect whether students' vocabulary increases or not through index card match strategy.
- c) Reflect the activities and results of using the index card match strategy.
- d) Evaluate the data that has been obtained and make a conclusion whether to continue the next cycle or not.

Second Cycle

In this cycle, the researcher evaluates all the activity and then repairing the problem. The second cycle Conducts two meeting which every meeting did in ninety minutes.

Planning

- a) Reflection II.
- b) Prepare the materials needed in the teaching and learning process used for lesson plan and media.
- c) Prepare test
- d) Coding problems inthe learning process.
- e) Arrange the third preparation steps at the first meeting and second meeting.

c. Third Meeting

- 1) Action
 - a) Give orientation test
 - b) Rearrange the layout of the room inthe classroom to make it more interesting.
 - c) Devide students into seven groups of four people inthe classroom.
 - d) Explain the topic about proper noun and common noun to students inthe classroom.

- e) Share cards to students in the classroom.
 - f) Ask students to find a partner in their group.
 - g) Separate each pair of cards with other pairs in the classroom.
 - h) Do question and answer between students in the classroom.
 - i) Give the third test to students in the classroom.
 - j) Make a conclusion from lesson in the classroom.
 - k) Monitoring the time of the lesson time in the classroom.
 - l) Collect the results of the students' task in the classroom.
 - m) Observing class.
- 2) Observation
- a) Observe whether the objective indicators in the observation are successful or not.
 - b) Clarifying problem found in activities.
 - c) Observing students' vocabulary whether it is better than before or not.
 - d) Observing students' vocabulary with instrument
 - e) Calculate the third test.
- 3) Reflection
- a) Analyze whether students' vocabulary increases or not through index card match strategy.
 - b) Reflect whether students' vocabulary increases or not through index card match strategy.
 - c) Reflect the activities and results of using the index card match strategy.
 - d) Evaluate the data that has been obtained and make a conclusion whether to continue the next cycle or not.

Planning

- a) Reflection III.

- b) Prepare the material needed in the teaching and learning process used for lesson plan and media.
- c) Prepare research instruments.
- d) Coding problem in the learning process.
- e) Arrange the third preparation steps at the first meeting and second meeting.

d. Fourt Meeting

1) Action

- a) Make the room more interesting.
- b) Devide students into several groups.
- c) Explain the topic about collective noun and material noun.
- d) Ask students to find partners in their groups.
- e) Share cards to students in the classroom.
- f) Separate each partnerr with a partner.
- g) To tell the students doing a question and answer.
- h) Give the fourth test.
- i) Give a test cycle II
- j) Make a conclusion.
- k) Monitor time allocation.
- l) Collect the task.
- m) Observing class.

2) Observation

- a) Observing the teaching learning process 4
- b) Calculating the fourth test and cycle II to see the improvement.

3) Reflection

- a) Evaluating teaching learning process 4
- b) Analyze the results if the results have been achieved this cycle is stopped.

F. Technique of Data Analysis

In this research, the researcher used quantitative and qualitative data. Qualitative describe situation during the teaching process while quantitative data analyze the score of students. Researcher calculated quantitative data by computing the score of vocabulary test. The formula can be seen in this below:

$$M = \frac{\sum FX}{N}$$

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

The percentages of students' vocabulary through index card match strategy calculated by applying the following formula:

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

Explanation:

P : the percentage of student

R : the number of students

T : the total number of students.²

² Citra Dewi Purnama, "Improving Students' Vocabulary Mastery Through Make A Match Model at Grade VII SMP Negeri 8 Padangsidempuan", (2015): 1-148, <http://etd.iain-padangsidempuan.ac.id>.

CHAPTER IV

RESULT OF THE RESEARCH

A. Data Description

In this chapter, the Researcher would like to analyze each data that has been gotten from interview, observation and vocabulary test (Multiple choice). The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of score of the students' score in taking vocabulary test, The qualitative data were taken from interview and observation.

In this research, analysis was started from cycle I up to cycle II, every cycle had four phases namely planning acting, observing and reflecting. The research was done only to one class of Pondok Pesantren Al-Anshor Manunggang Julu that class VIII with 28 students.

1. First cycle

In this cycle, the researcher conducted four step, they are planning, action, observation, and reflection. In this case conduct for two meetings and there are two lesson planes which have been done. Each meeting consisted of 2 x 45 minutes 90 minutes in this cycle. This activity was done on 04 October and 11 October 2021.

a. First meeting

The first meeting was done 04 October 2021. It was done in VIII grade of pondok pesantren Al-Anshor Manunggang Julu Padangsidempuan consisted 28 students. Researcher described the result as follow:

1). Planning

Before the researcher was conducted, the researcher, has done the planning. The planning is the first step in each activity and the process of thinking about the activities required to achieve a desired goal. The researcher prepared

lesson plan consisting of action steps that have been arranged, lesson material about proper noun and common noun, two cards that have two colours, pink for question and white for answer, orientation test and the first test. Orientation test used to introduce sample question, there are ten question, the researcher gave explanation about test, the researcher gave instruction about the test, how to answer the test and asked the students to write the name and class in the paper test, after that the researcher gave the first test, there are twenty test. The researcher arranged vocabulary teaching procedure using index card match strategy.

Before starting learning, researcher have conducted interviews with students , so the researchers found the condition of students in learning english and arranged learning plans that were suitable for students.

2) Action

The researcher gave greeting to students in the classroom, the researcher asked the students to read the prayer before starting the lesson, the researcher told learning objectives to students in the classroom, the researcher gave orientation test to students for introduce sample question and explained the topic of the lesson to students in the classroom. The learning topic is about proper noun and common noun, because the first material in indicator is proper noun and common noun.

The researcher explained about noun and kinds of noun is about proper noun and common noun, the researcher also gave explanation about the differences proper noun and common noun, and also gave some examples of proper noun and common noun.

After that the researcher gave explanation about the meaning and procedure about index card match strategy to

students in the classroom. The meaning of index card match strategy is very active and fun learning strategy, where students are assigned to match the cards given by the teacher and half of the students were given a question card and the other half were given an answer card. Procedure index card match strategy is:

- a) Ask students to look for their pair cards.
- b) Ask students to sit together with their pair cards in the same table and not to show their cards to another pair.
- c) Ask the students who have question card to read their question and ask another pairs to answer the question.
- d) Make conclusion based on the activity together with the their pairs.

After that, the researcher shared cards to students in the classroom and asked students to apply the technique that was, asking students to look for pair cards, asking students to sit together with their pair cards in the same table and not to show their cards to another pair, asking the students who question card to read their question and challenge other pairs to answer the question, and then the researcher make conclusion learning in the classroom, after that the researcher gave a test to students, there are twenty multiple choice question, ten question about proper noun and ten question about common noun.

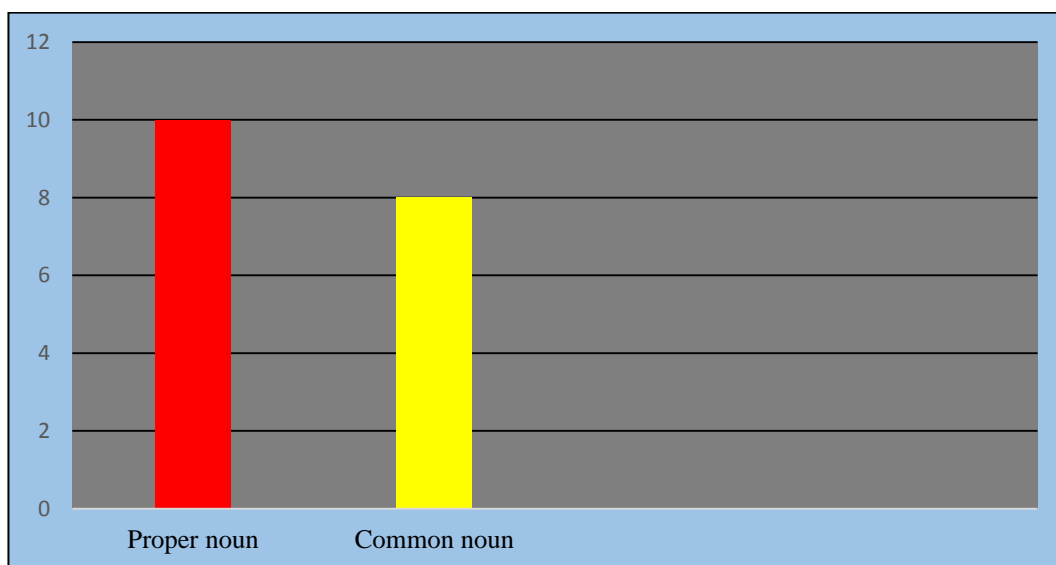
3) Observation

This meeting, based on the observation sheet, in class still had some problem such as most of students still lack motivation, because there are students become trouble maker, so it makes the other students hard to get concentration, and the other problem is students not enthusiastic when they learning vocabulary mastery.

The researcher used field note as observation sheet “ to know how does index card match strategy improve students’ vocabulary mastery at Grade VIII students of pondok pesantren Al Anshor-Manunggang Julu Padangsidimpuan.

Based the result from test about proper noun and common noun in the first meeting, the researcher concluded that there were 10 students get score above 25 in indicator proper noun and 8 students in indicator common noun. The researcher make a chart of the result for the first meeting, a s follow:

Chart 1. The Result of Students’ Test about Proper noun and Common noun in the First Meeting



So the researcher concluded that the first meeting of the vocabulay of students in low common noun indicator, it was based on the chart above.

Table 3.

The Mean Score and Percentage of Proper noun and Common noun

No	The First Meeting	Mean Score	Percentage
1.	Proper noun	24.82	35.71%
2.	Common noun	22.32	28.57%

So the researcher concluded that the mean score about proper noun was 24.82 and common noun was 22.32. It could be seen from percentage of proper noun was 35.71 % and common noun was 28.57% .

4) Reflection

Based on the result of the observation, most of students still lack motivation, students not enthusiastic when they learning vocabulary mastery, so the researcher made lesson plan for the other indicator.

b. Second meeting

The second meeting was done 11 October 2021. The researcher described the result as follow:

1) Planning

The researcher has done a reflection on the data that has been obtained from the results of the first meeting, the researcher prepared lesson plan, lesson material about collective noun and material noun. Some that have two colours cards for students in the classroom, research instruments, and arranged the steps of teaching vocabulary by using index card match strategy.

2) Action

The researcher gave greet to students before starting the lesson, the researcher asked students to read a prayer in the classroom before starting the lesson and remembering the students about material last meeting. The learning topic is about collective and material the differences collective noun and material noun, and the researcher gave some examples of collective noun and material noun.

After that the researcher gave explanation again about the steps of index card match strategy, but the first, the

researcher explained about the meaning index card match strategy. So, the meaning of index card match strategy is very active and fun learning strategy, where students are assigned to match the cards given by the teacher and half of the students were given a question card and the other half were given an answer card. Procedure index card match strategy is:

- a) Ask students to look for their pair cards.
- b) Ask students to sit together with their pair cards in the same table and not to show their cards to another pair.
- c) Ask the students that have question card to read their question and challenge other pairs to answer the question.

Then, the researcher shared cards to students in the classroom, and the card had two colours, pink colour for question and white for answer.

After that, the students applied the technique of the index card match strategy in the classroom, and the researcher made conclusion in the classroom., then, the researcher gave the second test to students, there are twenty multiple choice question, the researcher gave instruction about the test, how to answer test and asked the students to write the name and class in the paper test, then, the researcher the collected the test again from the students, after that, the researcher gave a test cycle I to students in the classroom, the researcher gave explanation again about test to students.

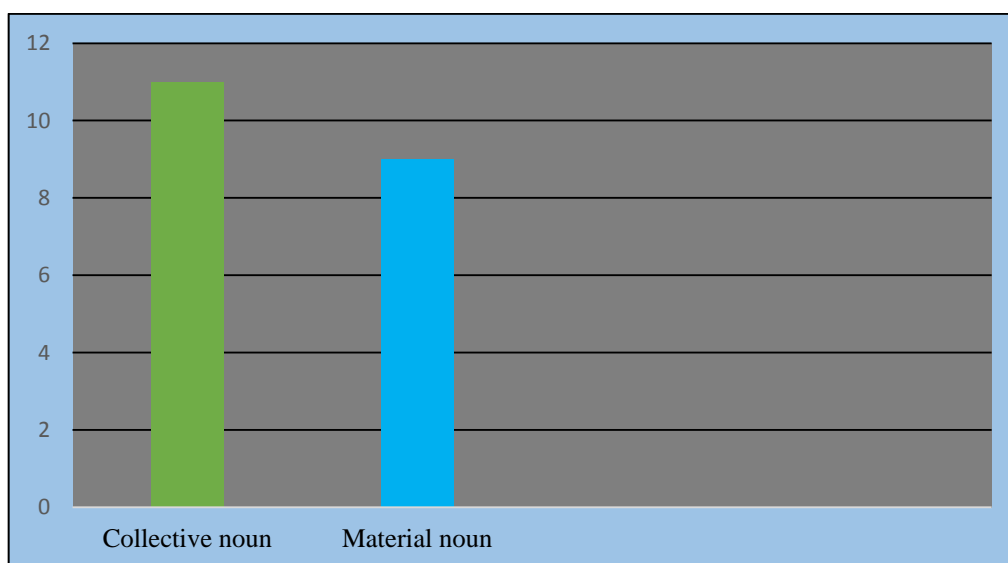
3) Observation

In this meeting, the researcher used observation sheet to know how does index card match strategy improve students' vocabulary mastery at Grade VIII students of pondok pesantren Al Anshor-Manunggang Julu Padangsidempuan.

This observation has been carried out when the teaching and learning process occurs in the classroom. Based on the observation sheet “ Students’ no increase or still low motivation and the vocabulary of students was still less.

From the result test about collective noun and material noun in the second meeting, the researcher concluded that there were 11 students get score above 25 in indicator collectaive noun and 9 students in indicator material noun. The researcher make a chart of the result for the first meeting, as follow:

Chart 2. The Result of Students’ Test about Collective noun and Material noun in the Second Meeting



So the researcher concluded that the second meeting of the second meeting of the vocabulary of students in low material noun indicator, it was based on the chart.

Table 4.

The Mean Score and Percentage of Collective noun and Material noun

No	The Second Meeting	Mean Score	Percentage
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1.	Collective noun	26.60	39.28%
2.	Material noun	25.89	35.71%

So the researcher concluded that the mean score about collective noun was 26.60 and material noun was 25.89. It could be seen from the percentage of collective noun was 39.28% and material noun was 35.71%.

In first test, students serious when they were answer the test, but still some students become trouble maker, they always annoy their other friends when correction.

Based on the result of the first test in cycle 1, there were 6 students got score up 40 – 50, 5 students got score up 51 – 60, 1 students got score up 61 - 70, 2 students got score up 71 – 80, 11 students got score 81 – 90, 3 students got score up 91 – 100.¹ So that, the average mean score of students' vocabulary in the first test was 72 with percentage of students got above score 85 was 46%. It could be seen that, most of students did'nt pass on the minimum mastery criterion of Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan with score 85. There were 54% of the students didn't pass the minimum mastery criterion or there were 15 students.

4) Reflection

In the second meeting, there were still many students who have not succeeded in matching cards, because there have been too many card choices. Based on the result of from interview and observation before action, still most of students low motivation. So, the researcher made a conclusion that the first cycle was not success for improve the students' vocabulary and then, the action in the lesson plan should be change, so, that students' vocabulary increases.

¹ See Appendix VI

In order to be easier, the researcher have evaluation the data that has been obtained, especially is the data that has been obtained in the teaching and learning process is done in the first cycle, so that the researcher can know the problems that exist in this cycle and can provide the solution of the next cycle, so researcher conclude that these researcher are countinued to the next cycle, and improved the lesson plan or atmosphere in the teaching and learning process.

There were some problem and resolution:

Table 5.

The First cycle problem and resolution

No	Problem	Solution
1.	Students did not succed in matching cards because of so many choices of cards	The researcher reduced the scope of the selection of cards, by dividing students into groups
2.	Most of students still low motivation	The researcher gave motivation by giving gifts to students who succesfully match the cards.
3.	Most of students become trouble maker, so it makes the other students hard to get concentration.	The researcher should be more pay attention and always asked them questions about the lesson.

2. The second cycle

In the second cycle there are two meeting and each meeting consist of 2 x 45 minutes 90 minutes. In this cycle there was also some step must do by researcher again, there were revised of cycle, action, observation, and reflecting. This activity was done on Monday 18 october and Monday 25 october 2021.

a. Third meeting

The third meeting was done on Monday 18 October 2021. There were some steps that must be done by the researcher, that was planning, action, observation and reflecting.

1) Planning

In the planning, the researcher has done a reflection on the data that has been obtained from the results of the second meeting, the researcher has improved RPP, based on the problem in the first cycle, there were still many students who had low motivation. Therefore the researcher has made changes to different conditions and atmosphere in this second cycle, such as dividing students into several groups, and giving gifts to students who successfully match the cards and then the researcher gave an orientation test to students, so that students' motivation could increase and give gifts to students who successfully match the cards.

2) Action

In the third meeting, the researcher as usual, the researcher greeted students before starting the lesson, and asked students to read a prayer, the researcher also rearranged the layout of the room in the classroom to make it more interesting. And then the researcher divided students into seven groups of four people in the classroom, because the students in VIII were 28.

The researcher gave an explanation about the topic that was, proper nouns and common nouns to students in the classroom, then, the researcher shared cards to students, after that the researcher asked students to find a partner in their group, and separated each pair of cards with other pairs, and then the researcher did a question and answer between students in the

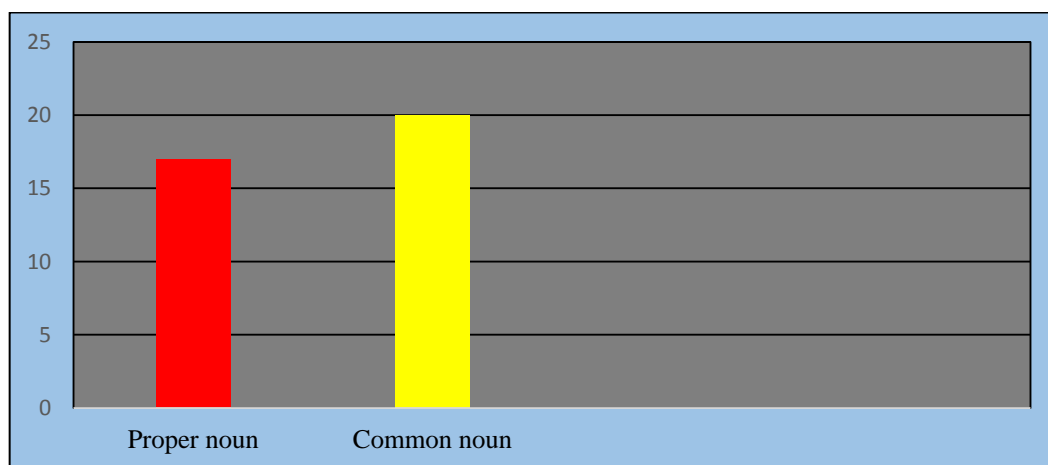
classroom , after that the researcher gave a test to students and make a conclusion in the classroom.

3) Observation

In this third meeting, based on the observation sheet, there were fewer troublemakers, so that the teaching and learning process that had been carried out went well, and the students in this class were very enthusiastic in matching the cards.

From the test results about proper noun and common noun in the third meeting, the researcher concluded that there were 17 students get score above 25 in indicator proper noun and 20 students in indicator common noun. The researcher make a chart of the result for the first meeting, as follow:

Chart 3. The Result of Students' Test about Proper noun and Common noun in the Third Meeting



So the researcher concluded that, students' vocabulary mastery about proper noun and common noun was improve from the first meeting, it was based on the chart.

Table 6.

**The Mean The Mean Score and Percentage of Proper noun and
Common noun**

No	The Third Meeting	Mean Score	Percentage
1.	Proper noun	32.85	60.71%
2.	Common noun	35.89	71.42%

So the researcher concluded that the mean score about proper noun was 32.85 and common noun was 35.89. It could be seen from the percentage of proper noun was 60.71% and common noun was 71.42%.

4) Reflection

In reflection, the researcher analyzing whether students' vocabulary increase or not through Index Card Match Strategy, then, evaluating the data has been obtained and made a conclusion whether to continue the next meeting or not.

b. Fourth meeting

The fourth meeting was done on Monday 25 October 2021. There were some step must do by reseracher, that was planning, action, observation, and reflecting.

1) Planning

The researcher has done a reflection on the data has been obtained from the results of the third meeting and the researcher prepared lesson plan about collective noun and material noun.

2) Action

As like as usually, the researcher opened the class, the researcher gave greeting and the reseracher gave motivation to students and also make the room more interesting.

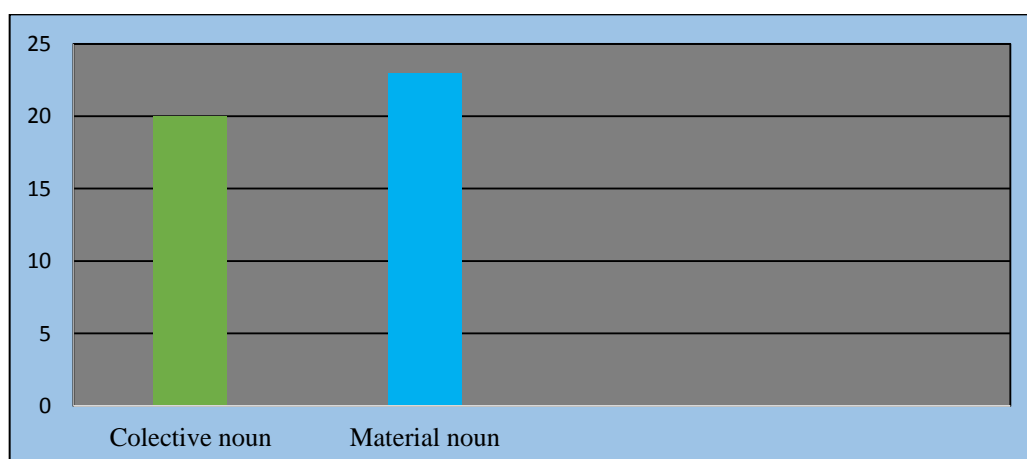
In this meeting the researcher also divided students into several groups, the group was the same as in the last meeting. The researcher gave 20 minutes to students to find a pair of cards, students looked more enthusiastic and happy when they were learning, because the researcher gave gifts to students who succeeded in matching the cards.

Finally, the researcher gave a test to students in the classroom, there were 20 items for the test. Before giving the test, the researcher gave instructions on how to do the test again.

3) Observation

From the test results about proper nouns and common nouns in the third meeting, the researcher concluded that there were 20 students who scored above 25 in the indicator of collective nouns and 23 students in the indicator of material nouns. The researcher made a chart of the results for the first meeting, as follows:

Chart 4. The Result of Students' Test about Collective noun and Material noun in the Fourth Meeting



So the researcher concluded that, students' vocabulary mastery about Collective noun and Material noun was improve from the second meeting, it was based on the chart.

Table 7.

The Mean Score and Percentage of Collective noun and Material noun

No	The Fourth Meeting	Mean Score	Percentage
1.	Collective noun	35.35	71.42%
2.	Material noun	37.5	82.14%

So the researcher concluded that the mean score about collective noun was 35.35 and material noun was 36.03. It could be seen from the percentage of Collective noun was 71.42% and material noun was 82.14%.

Based on the result of the second test in cycle 2, there were 6 students got score up 71 – 80, 13 students got score 81 – 90, 9 students got score up 91 – 100.² So that, the average mean score of students' vocabulary in the second test was 87 with percentage of students got above score 85 was 71%. It could be seen that, most of studentss did'nt pass on the minimum mastery criterion of Pondok Pesantren Al Anshor Manunggang Julu Padangsidimpuan with score 85. There were 29% of the students didn't pass the minimum mastery criterion or there were 8 students. It means that, the students' vocabulary could improve with percentage.

4) Reflection

At this fourth meeting, the researcher did not find serious problems, students experienced an increase and could understand the lesson well. It could be seen from their tests.

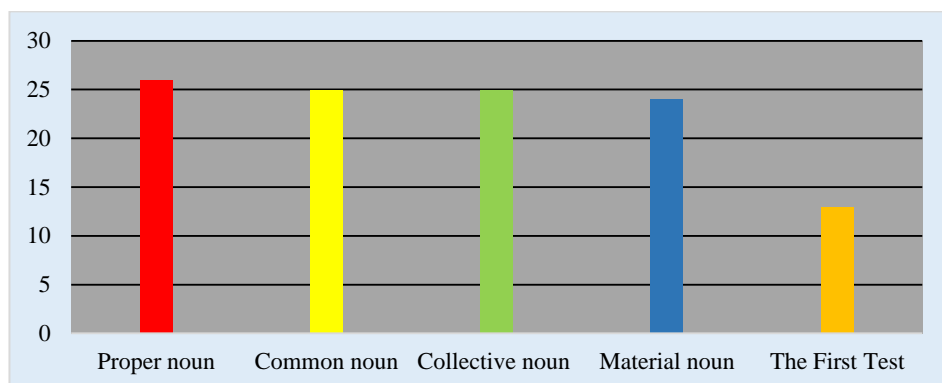
² See Appendix VII

B. The Comparative Result of the Action

Based on the result the first test and the second test, it can be conclude that students vocabulary mastery can be improved by using index card match strategy. It could be seen from the result of the test in the first test and the second test. These tests showed that, there was improvement. Based on avarage of mean score and percentage of the test in the first test and the second test can be seen as follow:

Chart 5. The Result of Students' Test in The First Test and The Second Test

1. The First Test



2. The Second Test

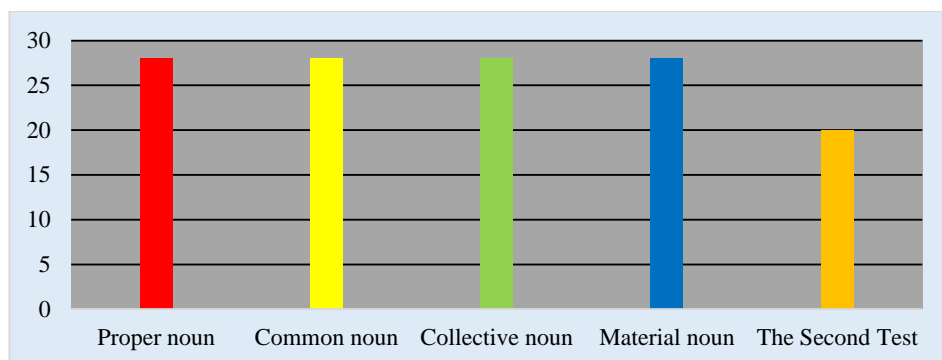


Table 8.
The Mean Score and Percentage of Students' Vocabulary
Mastery

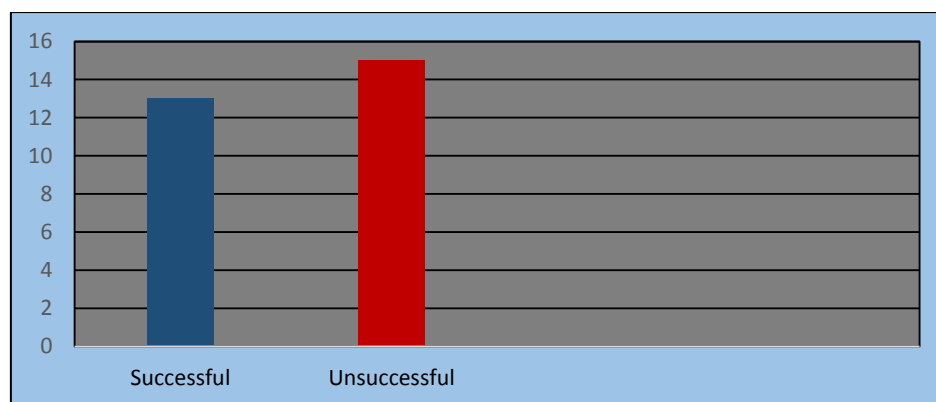
No	Cycle	Mean Score	Percentages
1.	Test in the First Cycle	72	46%
2.	Test in the Second Cycle	87	71%

Based on the data analysis, it can be concluded that mean score and percentages of students improve. It can be seen from the improvement of the first test mean score was 72 and percentages was 46%, in the second test mean score and percentages of students improved to 87 and 71%. The first test was done in the last meeting of the first cycle, and the second cycle was done in the last meeting. In the first test, there were 13 students that passed on minimum mastery criterion or KKM, and in the second test, there were 20 students that passed on minimum mastery criterion or KKM. So, the student's test scores have increased.

a. The First Test

The first test was done on Monday, October 04th, 2021. It was done in the last meeting in the first cycle. It was about proper noun, common noun, collective noun, and material noun, in this test, the students still fewer to get score the minimum mastery criterion or KKM, because just there were 13 students that passed the minimum mastery criterion or KKM, and 15 who did not passed the test.

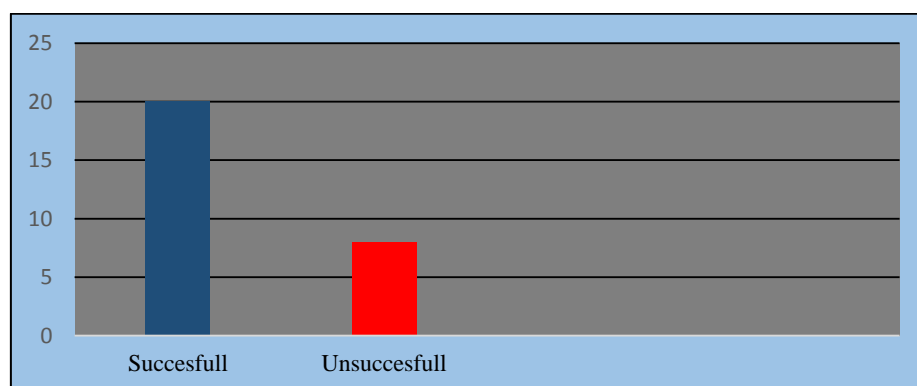
Chart 6. The Result of Students' Test in The First Test



Based on the result of the test, there were 3 students got score 44, there were 3 students got score 48, there were 2 students got score 52, there were 3 students got score 56, there were 1 students got score 68, there were 2 students got score 80, there were 1 students got score 84, there were 10 students got score 88, there were 3 students got score 92. In this test, the students that passed the minimum mastery criterion were 46% students from 28 students in class of VIII. Because They still confused about common noun and material noun. So, the researcher used other trick in teaching learning process through index card match strategy to improve students' vocabulary in the second cycle.

b. The Second Test

The first test was done on Monday, October 25th, 2021. It was done in the last meeting in the first cycle. It was about proper noun, common noun, collective noun, and material noun. The score of the students improved. Many students got score above minimum mastery criterion or KKM with score was 85. There were 20 students who passed the minimum mastery criterion or KKM and 8 students did not passed the minimum mastery criterion or KKM. It was improve to become 71% improvement. There was 25% improvement.

Chart 7. The Result of Students' Test in The Second Test

Based on the result of the test, there were 1 students got score 72, there were 2 students got score 76, there were 3 students got score 80, there were 1 students got score 82, there were 1 students got score 84, there were 1 students got score 86, there were 10 students got score 88, there were 3 students got score 92, there were 3 students got score 96, there were 3 students got score 100.

C. Discussion of The Research Findings

With index card match strategy, it made students more active and enthusiastic in learning, more carefully and it is easier to understand and remembered vocabulary in easy and fun way because index card match strategy is a very active and fun learning strategy, where students are assigned to match the cards given by the teacher. This method is usually used to teach the words or sentences with a partner.

Furthermore, based on related finding in this research, index card match strategy is a new model in teaching learning vocabulary, like related finding thesis of Margareta of SMP Nasional Plus Indo Tionghoa Tarakan.³ And thesis of Ayu Farida and Evie Kareviati of SMPN 4 Cikalongwaten.⁴ The similarity of this research was that both of these studies have the objective of increased students vocabulary by

³ Margareta, "Improving Students' English Vocabulary Mastery by Using Index Card Match Strategy at The Seventh Grade Students of SMP Nasional Plus Indo Tionghoa Tarakan," *Jurnal Borneo* 3, no. 2 (2021): 11, <http://jurnal.borneo.ac.id>.

⁴ Ayu Farida and Evie Kareviati, "Improving Students' Ability in Vocabulary Mastery Through Index Card Match," *Professional Journal of English Education* 4, no. 5 (2021): 6, <https://journal.ikipgriptk.ac.id/index.php/edukasi/article/view/284>.

using index card match strategy and used the classroom action research type of research, and the difference was in the data collecting technique, in Margaretas' cycle used was cycle by using Kemmis and Mc Taggart (1998) and used vocabulary test and observation checklist as the technique of collecting data, while Ayu Farida and Evie Kareviatis' cycle used Kemmis and Taggart (1990) and used pre test before treatment and post test after treatment as collecting data.

Finally, the research finding of this research was students vocabulary mastery through index card match can improve. It means that, students' vocabulary mastery through index card match strategy at grade VIII of Pondok Pesantren Al Anshor – Manunggang Julu Padangsidempuan is satisfactory. It can be seen from the result of data analyze was increase of cycle that has been gotten.

D. The Threats of The Research

There were some aspects that could threat for this research. The threatening came from the problem of students. The first based on the observation sheet in the first cycle, the researcher found that some of students still low in english learning motivation, because most of the students did not have full attention and looks confuse when the teaching learning process, so the researcher tired to give them high motivation like gave gift, and the researcher made something in amusing case, so that the students more interest, felt happy, and also enjoy in teaching learning process.

Then when the action research was done, there were some students become trouble maker, like disturbing his friend who was listening to the materisl explanation, so it made another students did not concentration and did not understand confused with material, so the solution about the problem was the researcher paid more attention to students who made problems.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From all discussion in this paper, the researcher like to conclude the result of the research. After analyzing the data in the previous chapter, it was found out that the students score increased from the first cycle to the second cycle. It means there was an improvement on the students' vocabulary mastery by using index card match strategy. It based on the students' vocabulary mastery mean score in the which was in the first cycle were 72 and the percentage score 46% improved to the second cycle, the mean of score were 87 and the percentage score 71% , there was 25% improvement.

B. Suggestion

The result of this study showed that using of index card match strategy improved students' vocabulary mastery. The suggestion are special to the teacher students and other researcher. Therefore, the following suggestion are as follow:

1. For the teacher as English teacher can use index card match strategy to improve students vocabulary.
2. For the students, it is hoped that by index card match strategy the students more interested in studying vocabulary, becaause index card match strategy can make there enjoy in learning.
3. For the researcher, the researcher hoped that other researchers had to find a more effective strategy for making motivation of students increased.

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CURRICULUM VITAE

A. Identify

Name : Adelia Susanti Hasibuan
Reg. Students Number : 1720300116
Place/Birthday : Pijorkoling/October 25th , 1997
Sex : Female
Address : Batu Nadua Jln. Raja Inal Siregar, Gg
Sihar IV

B. Parents Data

Father's Name : Amril Hasibuan
Mother's Name : Devi Anna Sari Harahap

C. Educational Background

Elementary School : SDN 200507 Padangsidimpuan (2010)
Junior High School : MTS Negeri 2 Padangsidimpuan (2013)
Senior High School : MA Swasta Nururroddhiyah (2016)
Institute : IAIN Padangsidimpuan (2021)

Appendix I

LESSON PLAN IN CYCLE I RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan
Kelas/Semester	: VIII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: 1 (Pertama)
1. Standar kompetensi	: 1.1 Siswa mendapatkan kosa kata baru dan jenis kosa kata.
2. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk proper noun and common noun.
3. Indikator	: 3.1 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk proper noun. 3.2 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk common noun.

3.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice.

3.4 Siswa dapat merespon pertanyaan

4. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam proper noun and common noun.

4.2 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.

5. Materi pembelajaran : Proper noun and common noun.

Index Card Match Strategy is a strategy in the teaching and learning process that can improve vocabulary. The advantages of this strategy is that students can learn while playing by looking for a partner.

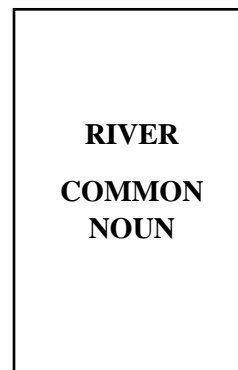
Kartu pertanyaan

a.



Kartu jawaban

a.



b.

What is the english
vocabulary of this
picture?

What kind of
vocabulary is this
picture?



b.

TREE
COMMON
NOUN

c.

What is the english
vocabulary of this
picture?

What kind of vocabulary
is this picture?



c.

MOUNT
SINABUNG
PROPER
NOUN

d.

What is the english
vocabulary of this
picture?

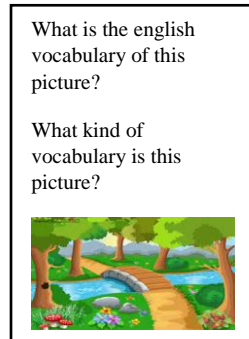
What kind of
vocabulary is this
picture?



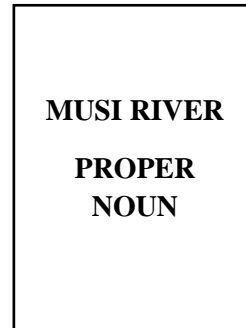
d.

BEACH
COMMON
NOUN

e.



e.



6. Learning strategy : Index Card Match Strategy

7. Langkah-langkah kegiatan :

a. Pertemuan pertama

1). Kegiatan pendahuluan

- ❖ Greeting.
- ❖ Berdoa sebelum memulai pelajaran.
- ❖ Mengabsen kehadiran siswa dikelas.
- ❖ Menjelaskan tujuan pembelajaran kepada siswa dikelas.
- ❖ Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.

2). Kegiatan inti

- ❖ Guru menjelaskan materi mengenai proper noun dan common noun dengan menggunakan object gambar yang ada didalam buku ataupun object gambar yang ada diruang kelas.
- ❖ Guru membagikan kartu yang berisi kartu soal dan kartu jawaban kepada siswa didalam kelas, dan guru meminta siswa untuk mencari pasangan kartu mereka.

- ❖ Guru meminta siswa untuk duduk bersama dengan pasangan kartunya dimeja yang sama dan meminta kepada siswa agar tidak menunjukkan kartunya kepada pasangan lain.
- ❖ Guru meminta siswa yang memiliki kartu soal untuk membaca pertanyaan yang ada didalam kartu tersebut, dan meminta siswa lain untuk menjawab pertanyaan tersebut.

3). Kegiatan penutup

- ❖ Guru dan siswa bersama- sama membuat rangkuman pembelajaran.
- ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ❖ Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

8. Sumber belajar :

1. Dra.Grade Widjaja. Complete English Grammar and the Exercises. Jawa Tengah: Salatiga, 2002.
2. Windy Novia S.Pd. Essential English Grammar.2009.
3. Picture, objek yang relevan.

9. Penilaian

- a. Tekhnik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis
- c. Instrumen

10. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimum}} \times 100$

e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question :

PILIHAN GANDA

I. Choose the correct answer of A, B, or C.

1. Musi river is a....?
 - a. Common noun.
 - b. Proper noun.
 - c. Common noun and proper noun.
 - d. a, b and c are wrong.
2. Tree is a ...?
 - a. Proper noun.
 - b. Common noun.
 - c. Proper noun and common noun.
 - d. a, b and c are wrong.
3. Lake is a ...?
 - a. Common noun and proper noun.
 - b. Proper noun.
 - c. Common noun.
 - d. a, b and c are wrong.
4. Borobudur temple building is a ...?
 - a. Common noun and proper noun.
 - b. Common noun.
 - c. Proper noun.
 - d. a, b and c are wrong.
5. Toba lake is a ...?
 - a. Common noun.
 - b. Proper noun.
 - c. Common noun and proper noun.
 - d. a, b and c are wrong.
6. Mountain is a ...?
 - a. Proper noun.
 - b. Proper noun and Common noun.
 - c. Common noun.
 - d. a, b and c are wrong.
7. Cherry tree is a ...?
 - a. Proper noun.
 - b. Common noun.
 - c. Proper noun and common noun.
 - d. a, b and c are wrong.
8. Bird is a ...?
 - a. Proper noun.
 - b. Proper noun and common noun.
 - c. Common noun
 - d. a, b and c are wrong.

9. River is a ...?

- a. Proper noun.
- b. Proper noun and common noun.
- c. Common noun
- d. a, b and c are wrong.

10. Pigeons is a ...?

- a. Proper noun.
- b. Common noun.
- c. Proper noun and common noun
- d. a, b and c are wrong.

11.



Is a ?

- a. Common noun.
- b. Proper noun.
- c. Proper noun and common noun.
- d. a, b and c are wrong.

12.



Is a ?

- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun.
- d. a, b and c are wrong.

13.



Is a ... ?

- a. Common noun.
- c. Common noun and proper noun

b. Proper noun.

d. a, b and c are wrong.

14.



is a ... ?

a. Common noun and proper noun.

c. Proper noun

b. Common noun.

d. a, b and c are wrong.

15.



Is a ...?

a. Proper noun.

c. Common noun.

b. Common noun and proper noun.

d. a, b and c are wrong.

16.



Is a ... ?

a. Common noun and proper noun.

c. Proper noun

b. Common noun.

d. a, b and c are wrong.

17.



Is a ... ?

- a. Common noun and proper noun.
- b. Proper noun.
- c. Common noun
- d. a, b and c are wrong.

18.



Is a ... ?

- a. Common noun.
- b. Proper noun
- c. Common noun and proper noun
- d. a, b and c are wrong.

19.



Is a ... ?

- a. Common noun and proper noun.
- b. Proper noun.
- c. Common noun.
- d. a, b and c are wrong.

20.



Is a ...?

- a. Proper noun.
- b. Common noun.
- c. Proper noun and common noun
- d. a, b and c are wrong.

The indicator of value (Vocabulary Mastery)

No	Indicators	Items	Number item	Score	Total score
1.	Proper noun	10	1, 4, 5, 7, 10, 12, 13, 14, 16, 17	10 item x 5	50
2.	Common noun	10	2, 3, 6, 8, 9, 11, 15, 18, 19, 20	score	50
					100

Padangsidempuan, 4 Oktober 2021

Mengetahui :

Guru Bahasa Inggris Kelas VIII

Peneliti

**Dis Emali, S.Pd.
Nip. -**

**Adelia Susanti Hasibuan
Nim. 1720300116**

Appendix II

LESSON PLAN IN CYCLE II RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan
Kelas/Semester	: VIII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: II (Kedua)
1. Standar kompetensi	: 1.1 Siswa mendapatkan kosa kata baru dan jenis kosa kata.
12. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk collective noun and material noun.
13. Indikator	: 3.1 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk collective noun. 13.2 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk dalam material noun.

13.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice.

13.4 Siswa dapat merespon pertanyaan

14. Tujuan pembelajaran

: 4.1 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam collective noun and material noun.

4.2 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.

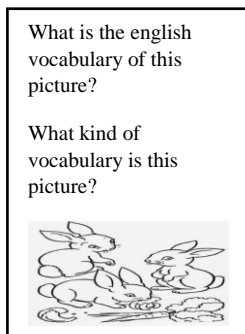
15. Materi pembelajaran

: Collective noun and material noun.

Index Card Match Strategy is a strategy in the teaching and learning process that can improve vocabulary. The advantages of this strategy is that students can learn while playing by looking for a partner.

Kartu pertanyaan

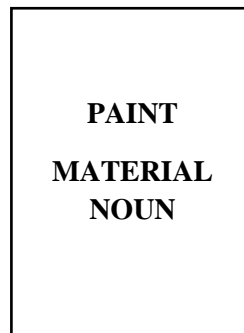
a.



b.

Kartu jawaban

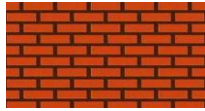
a.



b.

What is the english vocabulary of this picture?

What kind of vocabulary is this picture?



**A
PARLIAMENT
OF OWLS
COLLECTIVE
NOUN**

c.

What is the english vocabulary of this picture?

What kind of vocabulary is this picture?



**BRICK
MATERIAL
NOUN**

c.

d.

What is the english vocabulary of this picture?

What kind of vocabulary is this picture?



**A BUNCH OF
KEYS
COLLECTIVE
NOUN**

d.

e.

What is the english vocabulary of this picture?

What kind of vocabulary is this picture?



**A COLONY
OF RABBITS
COLLECTIVE
NOUN**

e.

16. Learning strategy : Index Card Match Strategy.

17. Langkah – langkah kegiatan :

b. Pertemuan pertama

4). Kegiatan pendahuluan

- ❖ Greeting.
- ❖ Berdoa sebelum memulai pelajaran.
- ❖ Mengabsen kehadiran siswa dikelas.
- ❖ Menjelaskan tujuan pembelajaran kepada siswa dikelas.
- ❖ Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.

5). Kegiatan inti

- ❖ Guru menjelaskan materi mengenai proper noun dan common noun dengan menggunakan object gambar yang ada didalam buku ataupun object gambar yang ada diruang kelas.
- ❖ Guru membagikan kartu yang berisi kartu soal dan kartu jawaban kepada siswa didalam kelas, dan guru meminta siswa untuk mencari pasangan kartu mereka.
- ❖ Guru meminta siswa untuk duduk bersama dengan pasangan kartunya dimeja yang sama dan meminta kepada siswa agar tidak menunjukkan kartunya kepada pasangan lain.
- ❖ Guru meminta siswa yang memiliki kartu soal untuk membaca pertanyaan yang ada didalam kartu tersebut, dan meminta siswa lain untuk menjawab pertanyaan tersebut.

6). Kegiatan penutup

- ❖ Guru dan siswa bersama- sama membuat rangkuman pembelajaran.
- ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

❖ Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

18. Sumber belajar :

4. Dra. Grade Widjaja. Complete English Grammar and the Exercises.
Jawa Tengah: Salatiga, 2002.
5. Windy Novia S.Pd. Essential English Grammar. 2009.
6. Picture, objek yang relevan.

19. Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tertulis
- c. Instrumen

20. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question :

PILIHAN GANDA

II. Choose the correct answer of A, B, or C.

1. A bunch of grapes is a...?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun
 - d. a, b and c are wrong.
2. A band of robbers is a ...?
 - a. Material noun.
 - b. Collective noun.
 - c. Collective noun and material noun
 - d. a, b and c are wrong.
3. Plywood is a ...?
 - a. Material noun.
 - b. Collective noun.
 - c. Collective noun.
 - d. a, b and c are wrong.
4. A host of sparrows is a ...?
 - a. Collective noun and material noun.
 - b. Material noun.
 - c. Collective noun.
 - d. a, b and c are wrong.
5. Metal is a ...?
 - a. Collective noun
 - b. Collective noun and material noun.
 - c. a, b and c are wrong.
 - d. Material noun
6. Rubber is a ... ?
 - a. Collective noun.
 - b. Material noun and collective noun.
 - c. Material noun
 - d. a, b and c are wrong.
7. Brick is a ...?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun.
 - d. a, b and c are wrong.
8. A flock of sheep ... ?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun.
 - d. a, b and c are wrong.

9. Iron is a ...?

- a. Collective noun and material noun.
- b. Collective noun.
- c. a, b and c are wrong.
- d. Material noun.

10. A colony of rabbits ... ?

- a. Material noun
- b. Material noun and collective noun.
- c. Collective noun
- d. a, b and c are wrong.

11. Paint is a ...?

- a. Collective noun.
- b. Material noun and collective noun.
- c. Material noun.
- d. a, b and c are wrong.

12. A bunch of keys is a ... ?

- a. Collective noun and material noun.
- b. Material noun.
- c. a, b and c are wrong.
- d. Collective noun

13. Paper is a ...?

- a. Collective noun.
- b. Collective noun and material noun.
- c. Material noun.
- d. a, b and c are wrong.

14. A parliament of owls...?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun.
- d. a, b and c are wrong.

15.



Is a

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

16.



Is a ...?

- a. Collective noun and Material noun.
- b. Material noun.
- c. Collective noun.
- d. a, b and c are wrong.

17.



Is a ... ?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun
- d. a, b and c are wrong.

18.



Is a ...?

- a. Collective noun.
- b. Collective noun and material noun.
- c. d. a, b and c are wrong.
- d. Material noun

19.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Collective noun and material noun.
- d. a, b and c are wrong.

20.



Is a ... ?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun.
- d. a, b and c are wrong.

Padangsidempuan, 11 Oktober 2021

Mengetahui :

Guru Bahasa Inggris Kelas VIII

Peneliti

Dis Emali, S.Pd.
Nip. -

Adelia Susanti Hasibuan
Nim. 1720300116

Appendix III

LESSON PLAN IN CYCLE II RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan
Kelas/Semester	: VIII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: III (Ketiga)
21. Standar kompetensi	: 1.1 Siswa mendapatkan kosa kata baru dan jenis kosa kata.
22. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk proper noun dan common noun,
23. Indikator	: 3.1 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk proper noun. 23.2 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk dalam common noun.

- 23.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice.
- 23.4 Siswa dapat merespon pertanyaan
24. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam proper noun and common noun.
- 4.2 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.
25. Materi pembelajaran : Proper noun and common noun.
26. Learning strategy : Index Card Match Strategy.
27. Langkah – langkah kegiatan :
- c. Pertemuan pertama
- 6). Kegiatan pendahuluan
- ❖ Greeting.
 - ❖ Berdoa sebelum memulai pelajaran.
 - ❖ Mengabsen kehadiran siswa dikelas.
 - ❖ Menjelaskan tujuan pembelajaran kepada siswa dikelas.
 - ❖ Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.
- 7). Kegiatan inti
- ❖ Guru menata ulang ruangan susunan kursi berbentuk kelompok.

- ❖ Guru membagi siswa menjadi tujuh kelompok, setiap kelompok terdiri dari empat orang didalam kelas.
- ❖ Guru menjelaskan materi mengenai proper noun dan common noun dengan menggunakan object gambar yang ada didalam buku ataupun object gambar yang ada diruang kelas.
- ❖ Guru membagikan kartu yang berisi kartu soal dan kartu jawaban kepada siswa didalam kelas.
- ❖ Guru meminta siswa untuk mencari pasangan kartu mereka didalam kelompok mereka masing-masing.
- ❖ Guru memisahkan meja setiap pasangan kartu dengan pasangan kartu lainnya.
- ❖ Guru meminta siswa yang memiliki kartu soal untuk membaca pertanyaan yang ada didalam kartu tersebut, dan meminta siswa lain untuk menjawab pertanyaan tersebut.

8). Kegiatan penutup

- ❖ Guru dan siswa bersama- sama membuat rangkuman pembelajaran.
- ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ❖ Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

28. Sumber belajar:

7. Dra.Grade Widjaja. Complete English Grammar and the Exercises. Jawa Tengah: Salatiga, 2002.
8. Windy Novia S.Pd. Essential English Grammar.2009.
9. Picture, objek yang relevan.

The indicator of value (Vocabulary Mastery)

No	Indicators	Items	Number item	Score	Total score
1.	Proper noun	10	1, 3, 6, 8, 9, 13, 15, 16, 17, 20	10 item x 5	50
2.	Common noun	10	2, 4, 5, 7, 10, 11, 12, 14, 18, 19	score	50
					100

Question :

PILIHAN GANDA

III. Choose the correct answer of A, B, or C.

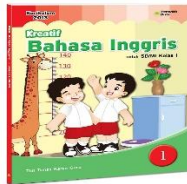
1. Mr. Maher Zain is a ...?
 - a. Common noun.
 - b. Proper noun.
 - c. Proper noun and common noun.
 - d. a, b and c are wrong.
2. Singer is a ... ?
 - a. Common noun.
 - b. Proper noun.
 - c. Common noun and proper noun
 - d. a, b and c are wrong.
3. Paris is a ...?
 - a. Common noun and proper noun.
 - b. Common noun.
 - c. Proper noun
 - d. a, b and c are wrong.
4. City is a ...?
 - a. Common noun and proper noun.
 - b. Common noun.
 - c. a, b and c are wrong.
 - d. Proper noun
5. Book is a ...?
 - a. Proper noun.
 - c. Proper noun and common noun



Is a ...?

- a. Proper noun and common noun.
- b. Proper noun.
- c. Common noun
- d. a, b and c are wrong.

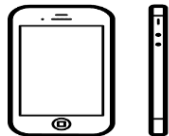
13.



Is a ... ?

- a. Common noun.
- b. Common noun and proper noun.
- c. a, b and c are wrong.
- d. Proper noun

14.



Is a ... ?

- a. Common noun and proper noun.
- b. Proper noun.
- c. Common noun
- d. a, b and c are wrong.

15.



Is a ...?

- a. Common noun.
- c. Common noun and proper noun

b. Proper noun.

d. a, b and c are wrong.

16.



Is a ...?

a. Common noun.

c. a, b and c are wrong.

b. Common noun and proper noun.

d. Proper noun

17.



Is a ...?

a. Proper noun.

c. Common noun and proper noun

b. Common noun.

d. a, b and c are wrong.

18.



Is a ...?

a. Proper noun.

c. Common noun

b. Proper noun and common noun.

d. a, b and c are wrong.

19.



Is a ...?

- a. Proper noun.
- b. Proper noun and common noun.
- c. a, b and c are wrong.
- d. Common noun

20.



Is a ...?

- a. Proper noun.
- b. Common noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

Padangsidimpuan, 18 Oktober 2021

Mengetahui :

Guru Bahasa Inggris Kelas VIII

Peneliti

**Dis Emali, S.Pd.
Nip. -**

**Adelia Susanti Hasibuan
Nim. 1720300116**

Appendix IV

LESSON PLAN IN CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan
Kelas/Semester	: VIII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: IV (Keempat)
29. Standar kompetensi	: 1.1 Siswa mendapatkan kosa kata baru dan jenis kosa kata.
30. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk collective noun dan material noun,
31. Indikator	: 3.1 Siswa dapat menemukan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk collective noun.

31.2 Siswa dapat menemukan pasangan kosa kata bahasa Inggris baru dan jenis kosa kata yang berbentuk dalam material noun.

31.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice.

31.4 Siswa dapat merespon pertanyaan

32. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam collective noun and material noun.

4.2 Melalui kegiatan mencari pasangan dengan menggunakan Index Card Match dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.

33. Materi pembelajaran : Collective noun and material noun.

34. Learning strategy : Index Card Match Strategy.

35. Langkah – langkah kegiatan :

d. Pertemuan pertama

9). Kegiatan pendahuluan

- ❖ Greeting.
- ❖ Berdoa sebelum memulai pelajaran.
- ❖ Mengabsen kehadiran siswa dikelas.
- ❖ Menjelaskan tujuan pembelajaran kepada siswa dikelas.

- ❖ Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.

10). Kegiatan inti

- ❖ Guru menata ulang ruangan susunan kursi berbentuk kelompok.
- ❖ Guru membagi siswa menjadi tujuh kelompok, setiap kelompok terdiri dari empat orang didalam kelas.
- ❖ Guru menjelaskan materi mengenai collective noun dan material noun dengan menggunakan object gambar yang ada didalam buku ataupun object gambar yang ada diruang kelas.
- ❖ Guru membagikan kartu yang berisi kartu soal dan kartu jawaban kepada siswa didalam kelas.
- ❖ Guru meminta siswa untuk mencari pasangan kartu mereka didalam kelompok mereka masing-masing.
- ❖ Guru memisahkan meja setiap pasangan kartu dengan pasangan kartu lainnya.
- ❖ Guru meminta siswa yang memiliki kartu soal untuk membaca pertanyaan yang ada didalam kartu tersebut, dan meminta siswa lain untuk menjawab pertanyaan tersebut.
- ❖ Guru akan memberikan hadiah kepada pasangan pemenang.

11). Kegiatan penutup

- ❖ Guru dan siswa bersama- sama membuat rangkuman pembelajaran.
- ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ❖ Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

36. Penilaian:

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis

Question :

PILIHAN GANDA

VI. Choose the correct answer of a, b, c or d.

1. A stock of chairs is a ... ?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun
 - d. a, b and c are wrong.
2. A team of football players is a ...?
 - a. Material noun.
 - b. Material and collective noun.
 - c. Collective noun.
 - d. a, b and c are wrong.
3. Oil is a ...?
 - a. Collective noun.
 - b. Collective noun and material noun.
 - c. a, b and c are wrong.
 - d. Material noun
4. A peep of chickens is a ...?
 - a. Material noun.
 - b. Collective noun
 - c. Collective noun and material noun
 - d. a, b and c are wrong.
5. Gold is a ...?
 - a. Material noun.
 - b. Collective noun.
 - c. Material noun and collective noun.
 - d. a, b and c are wrong.
6. Stone is a ...?
 - a. Collective noun.
 - b. Material noun and collective noun.
 - c. Material noun
 - d. a, b and c are wrong.
7. Wood is a ...?
 - a. Collective noun and material noun.
 - b. Collective noun.
 - c. a, b and c are wrong.
 - d. Material noun
8. A pile of pencils ... ?
 - a. Material noun.
 - b. Collective noun and material noun.
 - c. Collective noun
 - d. a, b and c are wrong.

9. Sand is a ...?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

10. A group of tahfidz is a ...?

- a. Collective noun.
- b. Material noun.
- c. Collective noun and material noun
- d. a, b and c are wrong.

11. Diamond is a ...?

- a. Collective noun.
- b. Material noun and collective noun.
- c. a, b and c are wrong.
- d. Material noun

12. A troop of lions ...?

- a. Collective noun.
- b. Material noun.
- c. Collective noun and material noun
- d. a, b and c are wrong.

13. Water is a ...?

- a. Collective noun and material noun.
- b. Collective noun
- c. Material noun
- d. a, b and c are wrong.

14. A bunch of bananas is a ...?

- a. Material noun.
- b. Collective noun and material noun.
- c. a, b and c are wrong.
- d. Collective noun

15.



Is a ...?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

16.



Is a ...?

- a. Collective noun and material noun.
- b. Collective noun.
- c. Material noun
- d. a, b and c are wrong.

17.



Is a ... ?

- a. Collective noun.
- b. Material noun.
- c. Collective noun and material noun
- d. a, b and c are wrong.

18.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

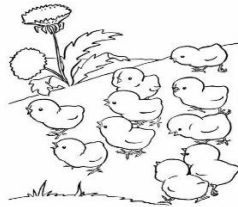
19.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

20.



Is a ...?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun
- d. a, b and c are wrong.

Padangsidempuan, 25 Oktober 2021

Mengetahui :

Guru Bahasa Inggris Kelas VIII

Peneliti

**Dis Emali, S.Pd.
Nip. -**

**Adelia Susanti Hasibuan
Nim. 1720300116**

Appendix V

Test In cycle I

Saying Basmallah before doing the test.

Question:

PILIHAN GANDA (Proper noun, common noun, collective noun and material noun)

Choose the correct answer of a, b, c or d.

1. Rubber is a ... ?
 - a. Collective noun.
 - b. Material noun and collective noun.
 - c. Material noun
 - d. a, b and c are wrong.
2. Pigeons is a ...?
 - a. Proper noun.
 - b. Common noun.
 - c. Proper noun and common noun
 - d. a, b and c are wrong.
3. A band of robbers is a ...?
 - a. Material noun.
 - b. Collective noun.
 - c. Collective noun and material noun
 - d. a, b and c are wrong
4. River is a ...?
 - a. Proper noun.
 - b. Proper noun and common noun.
 - c. Common noun
 - d. a, b and c are wrong.
5. Brick is a ...?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun.
 - d. a, b and c are wrong.
6. Musi river is a....?
 - a. Common noun.
 - b. Proper noun.
 - c. Common noun and proper noun.
 - d. a, b and c are wrong.
7. A flock of sheep ... ?
 - a. Material noun.
 - c. Collective noun

- b. Material noun and collective noun d. a, b and c are wrong.
8. Lake is a ...?
- a. Common noun and proper noun. c. Common noun.
b. Proper noun. d. a, b and c are wrong.
9. Paper is a ...?
- a. Collective noun. c. Material noun.
b. Collective noun and material noun. d. a, b and c are wrong.
10. Borobudur temple building is a ...?
- a. Common noun and proper noun. c. Proper noun.
b. Common noun. d. a, b and c are wrong.
11. A parliament of owls...?
- a. Material noun. c. Collective noun.
b. Material noun and collective noun. d. a, b and c are wrong.
12. Bird is a ...?
- a. Proper noun. c. Common noun
b. Proper noun and common noun. d. a, b and c are wrong.
- 13.



Is a

- a. Material noun. c. Material noun and collective noun
b. Collective noun. d. a, b and c are wrong.
- 14.



Is a ... ?

- a. Common noun and proper noun.
- b. Proper noun.
- c. Common noun
- d. a, b and c are wrong.

15.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Collective noun and material noun.
- d. a, b and c are wrong.

16.



Is a ...?

- a. Proper noun.
- b. Common noun and proper noun.
- c. Common noun.
- d. a, b and c are wrong

17.



Is a ...?

- a. Collective noun.
- b. Collective noun and material noun.
- c. a, b and c are wrong.
- d. Material noun

18.



Is a ...?

- a. Proper noun.
- b. Common noun.
- c. Proper noun and common noun
- d. a, b and c are wrong.

19.



Is a ... ?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun.
- d. a, b and c are wrong.

20.



Is a ?

- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun.
- d. a, b and c are wrong.

21.



Is a ...?

- a. Collective noun and Material noun.
- b. Material noun.
- c. Collective noun.
- d. a, b and c are wrong.

22.



Is a ... ?

- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

23.



Is a ... ?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun
- d. a, b and c are wrong.

24.



- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun.
- d. a, b and c are wrong.

25.



is a ... ?

- a. Common noun and proper noun.
- b. Common noun.
- c. Proper noun
- d. a, b and c are wrong.

Test In Cycle II

Saying Basmallah before doing the test

Question

PILIHAN GANDA (Proper noun, common noun, collective noun, and material noun)

Choose the correct answer of a, b, c or d.

1. Diamond is a ...?
 - a. Collective noun.
 - b. Material noun and collective noun.
 - c. a, b and c are wrong.
 - d. Material noun
2. Mr. Maher Zain is a ...?
 - a. Common noun.
 - b. Proper noun.
 - c. Proper noun and common noun.
 - d. a, b and c are wrong.
3. A team of football players is a ...?
 - a. Material noun.
 - b. Material and collective noun.
 - c. Collective noun.
 - d. a, b and c are wrong.
4. City is a ...?
 - a. Common noun and proper noun.
 - b. Common noun.
 - c. a, b and c are wrong.
 - d. Proper noun
5. Oil is a ...?
 - a. Collective noun.
 - b. Collective noun and material noun.
 - c. a, b and c are wrong.
 - d. Material noun
6. Asus laptop is a ...?
 - a. Common noun.
 - b. Proper noun and common noun.
 - c. a, b and c are wrong.
 - d. Proper noun
7. A stock of chairs is a ... ?
 - a. Collective noun.
 - b. Material noun.
 - c. Collective noun and material noun
 - d. a, b and c are wrong.

8. Mosque is a ...?

- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

9. Sand is a ...?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

10.



Is a ...?

- a. Proper noun.
- b. Common noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

11. A pile of pencils ... ?

- a. Material noun.
- b. Collective noun and material noun.
- c. Collective noun
- d. a, b and c are wrong.

12. Book is a ...?

- a. Proper noun.
- b. Common noun.
- c. Proper noun and common noun
- d. a, b and c are wrong.

13.



Is a ...?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

14.



Is a ...?

- a. Common noun.
- b. Proper noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

15.



Is a ... ?

- a. Collective noun.
- b. Material noun.
- c. Collective noun and material noun
- d. a, b and c are wrong.

16.



Is a ... ?

- a. Common noun and proper noun.
- b. Proper noun.
- c. Common noun
- d. a, b and c are wrong.

17.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

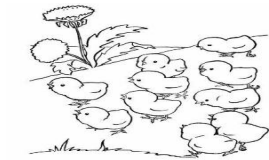
18.



Is a ...?

- a. Common noun.
- b. Common noun and proper noun.
- c. a, b and c are wrong.
- d. Proper noun

19.



Is a ...?

- a. Material noun.
- b. Material noun and collective noun.
- c. Collective noun
- d. a, b and c are wrong.

20.



Is a ...?

- a. Proper noun.
- b. Proper noun and common noun.
- c. Common noun
- d. a, b and c are wrong.

21.



Is a ...?

- a. Collective noun and material noun.
- b. Collective noun.
- c. Material noun
- d. a, b and c are wrong.

22.



Is a ...?

- a. Proper noun.
- b. Common noun.
- c. Common noun and proper noun
- d. a, b and c are wrong.

23.



Is a ... ?

- a. Material noun.
- b. Collective noun.
- c. Material noun and collective noun
- d. a, b and c are wrong.

24.



Is a ...?

c. Proper noun.

c. Common noun

d. Proper noun and common noun.

d. a, b and c are wrong.

25.



Is a ... ?

a. Common noun.

c. a, b and c are wrong.

b. Common noun and proper noun.

d. Proper noun

Appendix VI

Students' Vocabulary of The First Test

No	The Name of Students	Proper Noun (4)	Common Noun (4)	Collective Noun (4)	Material Noun (4)	Test Score (4)
1.	VV	2	2	3	4	44
2.	RAL	4	5	5	6	80
3.	DMS	4	6	6	6	88*
4.	IAH	6	6	5	5	88*
5.	FAS	4	2	3	3	48
6.	APS	6	6	6	4	88*
7.	AAR	6	5	6	6	92*
8.	AS	3	5	4	2	56
9.	DK	5	2	2	3	48
10.	ARW	7	6	3	6	88*
11.	RA	7	3	6	6	88*
12.	FA	7	6	6	3	88*
13.	ZAL	4	6	4	3	52
14.	PN	3	4	2	4	44
15.	AIS	4	4	4	2	56
16.	AYZS	6	6	6	5	92*
17.	AFN	4	6	6	6	88*
18.	ADH	6	6	4	6	88*
19.	AA	2	3	4	3	44
20.	RHA	4	4	2	2	48
21.	IS	3	4	4	4	52
22.	AS	6	4	6	6	88*

23.	FR	5	6	4	5	80
24.	AN	5	6	5	5	84
25.	AP	7	6	5	5	92*
26.	MHF	6	6	5	5	88*
27.	RA	5	4	3	4	56
28.	BAH	4	5	6	2	68
Total	N = 28	Sum				2016
Mean Score					72	
Percentage					46%	

The Students who passed the Minimum Mastery Criteria (KKM) = 85

The Researcher calculated the score by using the following formula:

a. The mean score

The formula is in the following :

$$M = \frac{\sum FX}{N}$$

Where :

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

So, the mean score of the first test was:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{2016}{28}$$

$$M = 72$$

b. Percentage of students got score above 85:

The formula is in the following :

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

Where

P : the percentage of student

R : the number of students

T : the total number of students.

So, percentage of students got score above 85 :

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

$$P = \frac{13}{28} \times 100 \%$$

$$P = 46\%$$

Appendix VII

Students' Vocabulary of The Second Test

No	The Name of Students	Proper Noun (4)	Common Noun (4)	Collective Noun (4)	Material Noun (4)	Test Score (4)
1.	VV	4	5	5	6	80
2.	RAL	5	4	4	6	76
3.	DMS	7	6	5	4	88*
4.	IAH	6	6	5	6	92*
5.	FAS	7	4	5	6	88*
6.	APS	7	6	6	5	96*
7.	AAR	7	6	6	6	100*
8.	AS	7	5	5	5	88*
9.	DK	7	6	4	5	88*
10.	ARW	5	6	6	5	88*
11.	RA	7	5	5	6	82
12.	FA	7	6	5	6	96*
13.	ZAL	7	5	5	6	92*
14.	PN	4	5	4	6	76
15.	AIS	5	6	5	4	80
16.	AYZS	7	6	6	6	100*
17.	AFN	7	5	6	6	96*
18.	ADH	7	5	5	6	92*
19.	AAA	6	6	5	5	88*
20.	RHA	4	6	5	6	86*
21.	IS	5	5	5	6	84
22.	AS	6	5	5	6	88*

23.	FR	4	6	6	6	88*
24.	AN	7	6	3	6	88*
25.	AP	7	6	6	6	100*
26.	MHF	6	6	4	4	80
27.	RA	5	4	6	3	72
28.	BAH	5	6	6	5	88*
Total	N = 28	Sum				2460
Mean Score					87	
Percentage					71%	

The Students who passed the Minimum Mastery Criteria (KKM) = 85

The Researcher calculated the score by using the following formula:

a. The mean score

The formula is in the following :

$$M = \frac{\sum FX}{N}$$

Where :

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

So, the mean score of the first test was:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{2460}{28}$$

$$M = 87$$

b. Percentage of students got score above 85:

The formula is in the following :

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

Where

P : the percentage of student

R : the number of students

T : the total number of students.

So, percentage of students got score above 85 :

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

$$P = \frac{20}{28} \times 100 \%$$

$$P = 71\%$$

Appendix VIII

Name : Zulham Azhari Lubis

Class : VIII

LIST OF INTERVIEW

A. Interview to the students before action

1. Mention vocabulary items that include to proper noun?

Answer: Book

2. Mention vocabulary items that include to common noun?

Answer: Pencil

3. Mention vocabulary items that include to collective noun?

Answer: Table

4. Mention vocabulary items that include to material noun?

Answer: Bag

5. Is “ English Book ” a proper noun?

Answer: No

6. Is “ Book ” a common noun?

Answer: Yes

7. Is “ A Bunch of Bananas ” a collective noun?

Answer: No

8. Is “ Gold ” a material noun?

Answer: No

9. Is “ Mosque ” a common noun and “ Al-aqsa Mosque ” a proper noun?

Answer: No

10. Is “ A Team Football Players ” a collective noun and “ Sand ” a material noun?

Answer: No

Name : Zulham Azhari Lubis

Class : VIII

LIST OF INTERVIEW

B. Interview to the students after action

2. Mention vocabulary items that include to proper noun?

Answer: English book

3. Mention vocabulary items that include to common noun?

Answer: Book

4. Mention vocabulary items that include to collective noun?

Answer: A team football players

5. Mention vocabulary items that include to material noun?

Answer: Gold

6. Is “ English Book ” a proper noun?

Answer: Yes

7. Is “ Book ” a common noun?

Answer: Yes

8. Is “ A Bunch of Bananas ” a collective noun?

Answer: Yes

9. Is “ Gold ” a material noun?

Answer: Yes

10. Is “ Mosque ” a common noun and “ Al-aqsa Mosque ” a proper noun?

Answer: Yes

11. Is “ A Team Football Players ” a collective noun and “ Sand ” a material noun?

Answer: Yes

Name : Adi Yaksa Zona Siregar

Class : VIII

LIST OF INTERVIEW

A. Interview to the students before action

1. Mention vocabulary items that include to proper noun?

Answer: Pen

2. Mention vocabulary items that include to common noun?

Answer: Ruller

3. Mention vocabulary items hat include to collective noun?

Answer: Bag

4. Mention vocabulary items that include to material noun?

Answer: Lamp

5. Is “ English Book ” a proper noun?

Answer: Yes

6. Is “ Book ” a common noun?

Answer: No

7. Is “ A Bunch of Bananas” a collective noun?

Answer: No

8. Is “ Gold ” a material noun?

Answer: Yes

9. Is “ Mosque ” a common noun and “ Al-aqsa Mosque ” a proper noun?

Answer: No

10. Is “ A Team Football Players ” a collective noun and “ Sand ” a material noun?

Answer: No

Name : Adi Yaksa Zona Siregar

Class : VIII

LIST OF INTERVIEW

B. Interview to the students after action

1. Mention vocabulary items that include to proper noun?

Answer: Prambanan temple

2. Mention vocabulary items that include to common noun?

Answer: Shop

3. Mention vocabulary items that include to collective noun?

Answer: A bunch of grapes

4. Mention vocabulary items that include to material noun?

Answer: Gem

5. Is “ English Book ” a proper noun?

Answer: Yes

6. Is “ Book ” a common noun?

Answer: Yes

7. Is “ A Bunch of Bananas” a collective noun?

Answer: Yes

8. Is “ Gold ” a material noun?

Answer: Yes

9. Is “ Mosque ” a common noun and “ Al-aqsa Mosque ” a proper noun?

Answer: Yes

10. Is “ A Team Football Players ” a collective noun and “ Sand ” a material noun?

Answer: Yes

8.	Students doing task as like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
9.	Students are noisy	√	-	√	√	√	√	√	-	√	√	√	√	√	-	√	-	√	√	√	√	-	√	√	√	√	√	√	√	√	23

8.	Students doing task as like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
9.	Students are noisy	√	-	√	-	√	√	√	√	-	√	√	√	√	√	√	√	√	-	√	-	-	√	-	-	√	√	√	√	20

8.	Students doing task as like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
9.	Students are noisy	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	26

OBSERVATION SHEET
STUDENTS ACTIVE IN TEACHING LEARNING PROCESS
CLASS ACTION RESEARCH

Subject Matter : Collective noun and Material noun

Class/Semester : VIII / I (Satu)

Day/Data of : Monday, 25 October 2021

Cycle/Meeting : Cycle 2 / The Second Meeting

No	Activities	Students																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1.	Students active to write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
2.	Students have motivation when learning vocabulary by using index card match strategy	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	26

8.	Students doing task as like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
9.	Students are noisy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	26	

Appendix X

The First Cycle



The teacher explained the material



Teacher shared cards to students



Students searched their partner based on their card



Students done question and answer

The Second Cycle



Teacher divided students into groups



Students searched their partner of cards in group



The teacher separates each table



Students done a question and answer



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - *1372* /In.14/E/TL.00/09/2021
Hal : Izin Penelitian
Penyelesaian Skripsi.

14 September 2021

Yth. Kepala Pondok Pesantren Al Anshor-Manunggang Julu
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Adelia Susanti Hasibuan
NIM : 1720300116
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Student's Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al Anshor-Manunggang Julu"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



YAYASAN PONDOK PESANTREN AL-ANSOR
MADRASAH TSANAWIYAH SWASTA AL-ANSOR

Jl. H. Tengku Rizal Nurdin, Km. 8 No. 3 Desa Manunggang Julu, Kecamatan Padangsidimpuan Tenggara Kota Padangsidimpuan
Provinsi Sumatera Utara Telp. (0634) 24273, NPSN : 10264612, NSM : 121212770008, Email : mtsalansor@gmail.com

Nomor : 036/MTs.A/10/2021
Lamp : -
Hal : **Surat Keterangan Selesai Riset**

Padangsidimpuan, 28 Oktober 2021

Kepada Yth:
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Padangsidimpuan
Di
Tempat

Dengan Hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan Nomor: B-1372/In.14/E.1/TL.00/09/2021 Tanggal 14 September 2021, tentang Mohon Izin Penelitian Penyelesaian Skripsi mahasiswa IAIN Padangsidimpuan di MTs. Al-Ansor, atas nama:

N a m a : Adelia Susanti Hasibuan
NIM : 1720300116
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Penelitian : **"Improving Student's Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al-Ansor Manunggang Julu"**

Dengan ini kami sampaikan bahwa nama yang tersebut diatas benar telah melakukan penelitian di MTs. Al-Ansor.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala

AMMA JAHRONA PASARIBU, S.Sos



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Oktober 2020

Nomor : 163 /In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Rayendriani Fahmei Lubis, M.Ag.**
2. **Zainuddin, S.S., M.Hum.**

(Pembimbing I)
(Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Adelia Susanti Hasibuan
NIM : 17 203 00116
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Improving Student's Vocabulary Mastery Through Index Card Match at Grade VIII of Pondok Pesantren Al Anshor – Manunggang Julu.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

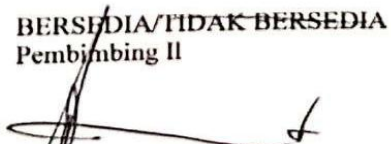

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016004