THE IMPLEMENTATION OF INDEX CARD MATCH (ICM) MODEL IN DESCRIPTIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF SMPN 7 JEMBER IN ACADEMIC YEAR 2022/2023

UNDERGRADUATE THESIS

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By:

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STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DECEMBER 2022

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UNDERGRADUATE THESIS

Presented to
Kiai Haji Achmad Siddiq State Islamic University of Jember
In partial fulfillment of the requirements
for Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

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UNDERGRADUATE THESIS

Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd.)
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Day : Monday
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MOTTO

اِنَّ رَبَّكَ هُوَاَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ ۚ وَهُوَاَعْلَمُ بِلْمُهْتَدِيْنَ

Meaning:*" Really, it is your Lord who knows best who has gone astray from his way and it is he who knows best who is the one who is guided".*[1]

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[1] Departement Agama RI, *Al-Aliyy: Al-Quran dan terjemah*, (Bandung: CV Penerbit Diponegoro, 2005), 451.

DEDICATION

This thesis is dedicated for everyone who cares and loves me. I proudly dedicate This thesis to:

1. My beloved parents, my father Suprayitno and my mother Yatiyani who always give me endless love, the best prayers and haven given me the opportunity to receive education up to Bachelor Degree
2. My beloved teacher of Nurul Hidayah Islamic Boarding School, Dr. KH. Pujiono Abdul Hamid and Nyai Hj. Hidayatun Nuriyah who always give me the best prayers
3. My beloved brothers and sister, the older brother Sumadi and Suntono, young brother Riyanto and little sister Lehati who always support me
4. My best mate Zahrotul Elmi who accompanied me in the process of becoming a better person

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بِسْمِ اللهِ الرَّحْمَنِالرَّحِيْم

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This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students’ Reading Comprehension at the Seventh Grade Students od SMPN 7 Jember in Academic Year 2022/2023”.

I also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer expresses thankfully to honorable:

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8. My beloved students VII A class of SMPN 7 Jember who helped me to accomplish the process of research

I hope Allah SWT give His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 12th December 2022
The Researcher,

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ABSTRACT

Husnia, 2022. *The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at the Seventh Grade Students of Smpn 7 Jember in Academic Year 2022/2023*

Key Words: Reading Skill, Index Card Match (ICM)

Reading is one of the skills that students should be mastered in English learning. This research focuses on reading skill. It is related to the problem identification that students felt difficult in understanding reading such as finding the meaning of vocabulary, finding the main idea of paragraph, finding the specific information, and giving conclusion. The aim of this research was to improve students' reading comprehension in descriptive text by using Index Card Match (ICM).

This research was conducted at class VII A of SMPN 7 Jember. This research is Classroom Action Research (CAR) using Kemmish and Mc Taggart which consisted of four steps, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. Each cycle consisted of three meetings, two meetings to implement the action and one meeting for students' reading test or post-test. In planning the action, the researcher and collaborator prepared lesson plan based on the data from preliminary study, which refers to the problem found. Furthermore, in implementing the action, the researcher taught the students by using Index Card Match (ICM). Next, observing was the process of the collecting the data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation of the action. The last was reflecting, in this process the researcher and collaborator analyzed the data from observing the action and compared with the criteria of success, which 80% of students have to reach the target score that was 75. The subject of this research was the class VII A of SMPN 7 Jember that consisted of thirty-two students.

The result of this research showed that there was an improvement of the students' reading comprehension. It could be seen the result of the post-test I and II that been improved. From 37,5% students who achieved the minimum score in pre-test become 56,25% in post-test I then 87,5% in post-test II. It can be concluded that Index Card Match (ICM) can make students' reading comprehension better than before.

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CHAPTER 1

INTRODUCTION

A. Research Background

English was the world's first international language. People often talked about English as a global language. Nevertheless, in Indonesia, English is considered as second language after Indonesian. Therefore, English is taught as compulsory subject. In English, there were four abilities, such as speaking, reading, listening, and writing that must be learnt to the students. Reading is which one of the abilities that should be mastered by students in English learning. In Islamic religion, reading had been taught for a long time even during the time of Prophet Muhammad SAW. Therefore, Allah SWT commands us to do reading for interesting knowledge and it explained clearly in the Qur'an, (Al-Alaq: 1 and 3).

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقْ (١) اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ (٣)

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The meaning: *"1) Recite in the name of your God who created", 3) Read! And your God is most gracious."*[2]

The surah above contained about a command by God to read. The first and third verses were explained about reading. Researcher assumed that reading is the skill that must be implemented to find out the available

[2] Departemen Agama Republik Indonesia, *Al-Quran dan Terjemah Special for Woman* (Bandung: PT Sygma Examedia Arkanleema, 2009), 597.

information or knowledge. Through reading, we could find much knowledge in this world.

> In (Peter Westwood, 2008: 2) Moats states, "Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life".[3]

From the statement above, it was meant that reading is basic skill on which all formal education depends. In this era, the research was revealing that a child who did not learn the reading basic early and well would not easily master other knowledge and skills. They were unlikely to thrive in school or life.

Nunan stated that reading is a fluent process of readers with combining information from a text and their own background knowledge to build their meaning.[4] Then, Nurdiana stated, that Reading is one of ways for students to enhance their knowledge and skill. It is very important for the teacher to have a vision for how their students used reading in their activity.[5] Therefore, Reading was very important. It was a way to get information, knowledge, and comprehension of the text.

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The problem often happens to the students. For the students, reading was used as the technique of understand a language. No student could learn some language easily without reading. They were still found

[3] Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Australia: Acer Press, 2008), 2.
[4] Hayyu Nafi'atul auziyah, "Improving Students' Reading Comprehension of Descriptive Text through Index Card Match (ICM) Strategy." (Thesis, IAIN Salatiga, 2018), 2
[5] Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), 1.

difficulties in comprehending of a text. It caused by some factors, as lack in vocabulary mastery and lack of interest in reading activities. Students' reading ability must be developed. Teachers had roles to develop their ability.[6]

The ability of reading comprehension is not always possessed by every student. The majority of classes 7A of SMPN 7 Jember were less interested in reading because reading is difficult to be understood. It could be proven the result of preliminary study done in the research when the researcher interviewed the students of class 7A of SMPN 7 Jember on 18th July 2022. Most of the students said that reading was difficult. Their English teacher also explained that 7A students of SMPN 7 Jember needed guidance in understanding the text. It was also proven from the result of preliminary study that there were some students who could pass the minimum mastery level criterion (KKM) that is 75, the result showed that only 37,5% of 32 students reached minimum mastery level criterion (KKM=75).[7] It meant that 20 of 32 students who achieved the minimum mastery level criterion (KKM). Meanwhile, 90 % of students got grades under the minimum mastery level criterion (KKM), it meant that 12 of 32 students who could not achieve the minimum mastery level criterion (KKM). From that number, it proved that 7A grade students of SMPN 7 Jember had difficult in reading comprehension.

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[6] Dyah Arum Larasati, "The Effectiveness of Using Index Card Match to Improve Students' Reading Comprehension Ability in Narrative Text of Eight Grade Students of Mts Maarif Kaligowong In The Academic Year of 2013/2014" (Thesis, University Muhammadiyah of Purworejo, 2014), 3.

[7] The data of preliminary study, 18th July 2022

The researcher did the observation and found that the students were difficult in understanding the text. The researcher found that there were some difficulties face by the students while understanding reading such as, finding the meaning of the word or vocabulary, finding the main idea of paragraph, finding specific information and giving inference.

The first, the students had difficulty to find the words and they did not know the meaning. It meant, to mastery vocabulary the student was still low. Vocabulary can define as the total number of words in language. It is a list of words with their meaning.[8] Therefore, lack of vocabularies makes students difficulty to translate each sentence and they were difficult to understand the meaning of the text. Moreover, to understand a text should be started from word by word.

The second, the students had difficult to find the main idea of paragraphs. Each text consists of several paragraph that each paragraph has a main idea. Main idea is a central of paragraph and it is most important should be written in a paragraph or text.[9] By knowing the main idea, students could predict the supporting sentences. However, the students said that they had difficulty in identifying the main idea of the paragraph or text.

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[8] Mofareh Alqahtani, "The Important o Vocabulary in language Learning and How to be Taught," *International Journal of Teaching and Education*, III. No.3 (2015): 24-25, https://doi.10.20472/TE.2015.3.3.002

[9] Ika olviyanti, Rismaya Marbun and Zainal Arifin, "An Analysis on the Ability Comprehending a Reading Text by the Sixth Year Students," FKIP Untan Pontianak : 3-4, https://www.netliti.com/publications/214468/an-analysis-on-the-ability-comprehending-a-reading-text-by-the-sixth-year-student

From the result of interview and observation in preliminary study mentioned above, the researcher concluded that the students' problem was difficulty in concluding the content of reading. The conclusion itself could be the final message or the opinion of the researcher.

Knowing some problems face by the students in reading comprehension above, there some factors that made the students less interested in reading activities, such as they were bored when they learnt and they needed new method to created a new condition in classs. Based on the problems and the factor above, so the researcher tried to implement a new strategy and created a new situation for the students.

ICM (Index Card Match) is a one way that used to teach reading skill. According to Maryati, there were several aspects of index card match such as; the goal was to review or repeat the material that was done to learn, learning media: card, topic or concept, result of presentation, partners (questioner or answerer), participants, rating and closing.[10] According to Nugraha in Firda Halawati, he stated if index card match is method that requires students to cooperate and enhance the sense of responbility on what is learned actively, mutually working together and helping each other to resolve questions also throw the question to the other couple.[11] The researcher and teacher decided to use an index card match (ICM) model in overcoming the student problems and improve students'

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[10]Muhammad Afandi, Evi Chamalah, Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, (Semarang: Unissula Press, 2013), 48-49.

[11] Firda Hilawati, "The Effect of Index Card Match to the Math Critically Thinking Skill-Oriented to Higher Order Thinking Skills (HOTS)" *Indonesia Journal of Mathematics Education*, Vol. 2, No. 2, (October, 2019).

reading comprehension, because this method had not ever used by the teacher. Nevertheless, this method could improve students' skill especially in reading comprehension. As stated by Habib Mustofa, in her research showed that the improvement of students reading comprehension using index card match (ICM). In line with that, Munirul Umam also confirmed that the used of Index Card Match (ICM) could enhance students' writing descriptive text.

Based on the background study above, the researcher interested to conduct a Classroom Action Research with the title, "The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at the Seventh Grade Students of SMPN 7 Jember in Academic Year 2022/2023"

B. Research Question

Based on the background described above, the research problem discussed in the research was:

"How can the Implementation of Index Card Match (ICM) in Descriptive Text to Improve Students' Reading Comprehension at the Seventh Grade Students of SMPN 7 Jember in Academic Year 2022/2023?"

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C. Research Objective

Based on the research background, the objective of this Classroom Action Research was intended to improve students' reading comprehension in descriptive text by using Index Card Match (ICM) at the

Seventh Grade Students of SMPN 7 JEMBER in Academic Year 2022/2023.

D. Significance of the Research

This research was expected to give contributions to the language teaching learning process as follow:

1. For English Teacher

   The results of the research give the information for English teachers about students' reading comprehension by using index card match (ICM) model. The results of the research were intended to increase the variety of method for English teacher in teaching reading.

2. For Student

   This research gave enthusiasm and new experience for students in learning English with using index card match (ICM) model that could improve their reading comprehension.

3. For Future Researchers

   Hopefully this research can be used as a reference for the other researchers who interested to conduct further research with similar topic by different research area, research design, and media.

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E. Definition of key term

1. Reading Comprehension

   Reading comprehension is one of skill that should be had by each student. Reading comprehension means that the student must know what they read. Reading comprehension consists of some indicators

such as: specific information, main idea, referent, vocabulary and inference.

2. Index Card Match

Index card match is a way or strategy that is used to measure a skill, likes a reading comprehension. This strategy used card with long 15 cm and wide 10 cm and the cards consists of question and answer. The question and answer included some indicator of reading such as: specific information, main idea, inference and vocabulary. The implementation of the cards is done in pair by matching the question and answer on each card, at the end activity, a discussion was held.

3. Descriptive Text

Descriptive Text is text that describes particular person, place, animals, and situations. Descriptive text consists of components such as: Social function, Generic structure to indentifies and describes something, Language features that focus on specific participants.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher chose four previous studies that relevant with this study. It can help the researcher look for some references. They are:

The first research is journal written by Habib Mustofa, Tanjungpura Univercity, Pontianak, 2013.[12] The title was "The Used Index Card Match Collaborated with Group Discussion to Improve Students' Reading Comprehension of Recount Text a Classroom Action Research at the Eighth Grade Students of SMPN 13 Pontianak in Academic Year 2012/2013". The research aimed to solve the students' problem in comprehending the recount text by using Index Card Match Collaborated with Group Discussion. The research used classroom action research that was conducted in three cycles. The researcher took as many as 31 students as the subject. To collect the data, this research used test, observation checklist table, and field notes. Based on the result of the research, students' reading comprehension through index card match collaborated with group discussion in recount text can be improved in test cycle II.

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[12] Habib Mustofa, "The Used Index Card Match Collaborated with Group Discussion to Improve Students' Reading Comprehension of Recount Text A Classroom Action Research at the Eighth Grade Students of SMPN 13 Pontianak in Academic Year 2012/2013" (Thesis, Tanjungpura Univercity, Pontianak, 2013).

The Second study is thesis written by, Dyah Arum Larasati, Muhammadiyah University of Purworejo, 2014.[13] The title was "The effectiveness of Using Index Card Match to Improve Students' Reading Comprehension Ability in Narrative Text of Eighth Grade Students of Mts Maarif Kaligowong in the Academic Year of 2013/2014". The research aimed to get the data about students' reading skill of Mts Maarif Kaligowong in academic year of 2013/2014. The research used experimental research method and used reading test to get the data with participants that consists of 21 students as a subject. The research used descriptive and inferential analysis to analyze the data. Based on the result of the research, there was significant effect of improving students' reading ability in Narrative text by using index card match.

The third is Journal written by Arik Umi Pujiastuti, Univercity of PGRI Ronggolawe, Indonesia, 2020.[14] The title was "Analysis Penerapan Metode Index Card Match dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar". The research aimed to describe the result of the productive language literacy of grade 1 primary school students by using Index Card Match (ICM) and to know the students' responses. The research used classroom action research and the subject was the students of class VI elementary school. The researcher collected the data by using

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[13] Diyah Arum Larasati, "The Effectiveness of Using Index Card Match to Improve Students' Reading Comprehension Ability in Narrative Text of Eighth Grade Students of Mts Maarif Kaligowong in the Academic Year of 2013/2014" (Thesis, Muhammadiyah University of Purworejo, 2014).

[14] Arik Umi Pujiastuti, "Analysis Penerapan Metode Index Card Match dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar", *Refleksi Edutika: Jurnal Ilmiah Pendidikan*, Vol.11, No. 1(December,2020). http://jurnal.umk.ac.id/index.php/RE

test techniques, questionnaires, and documentation. This research used descriptive quantitative to analyzed the data. The action research was done in two cycles. Based on the result of the research, the productive language skill of students in the first cycle were 67.26 % and 87.2 % in the second cycle, and the students' responses gave at the end of the cycle of 98.56% were classically. It meant that there the improvement of students' productive language skill by using Index Card Match.

The last is Journal written by Gufron Usman and Muhammad Refki Yusuf, University Hein Namotemo, 2020.[15] The title was "Penerapan Model Pembelajaran Index Card Match Untuk Meningkatkan Hasil Belajar IPA pada Siswa Kelas IV MIS AT-TAQWA MALIFUT". The research aimed to determine the improvement of the science learning outcomes in 4th grade students of MIS AT-TAQWA MALIFUT. The research used classroom action research and the subject was the students of class IV elementary school. The researcher collected the data by using observation and test. Then, to analyze the data used analysis descriptive. The research was conducted in two cycles. Based on the result the research, there were the improvements in learning outcomes of 4th grade students in science subject by using Index Card Match learning model.

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[15] Gufron Usman and Muhammad Refki Yusuf, "Penerapan Model Pembelajaran Index Card Match Untuk Meningkatkan Hasil Belajar IPA pada Siswa Kelas IV MIS AT-TAQWA MALIFUT", Jurnal Taman Cendekia, vol.01, No. 02 (Desember 2020).

Table 2.1

Similarities and Differences of Previous Study

No	Research Title	The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at the Seventh Grade Students of Smpn 7 Jember in Academic Year 2022/2023	
		Similarities	**Differences**
1	**2**	**3**	**4**
1	Journal by Habib Mustofa, entitled "The Used Index Card Match Collaborated with Group Discussion to Improve Students' Reading Comprehension of Recount Text A Classroom Action Research at the Eighth Grade Students of SMPN 13 Pontianak in Academic Year 2012/2013"	a. The researcher and previous research implement index card match to teach reading. b. The researcher and previous research focus on reading comprehension c. The researcher and previous research used classroom action research design d. The researcher and previous research using the procedure of ICM	a. The previous research used recount text as the learning material, while this research will use descriptive text as the learning material b. The previous research conducted at eighth grade of Junior High School, while this research will conduct at the seventh grade of Junior High School. c. The previous research used shorts answer test, observation checklist table, and field notes to collect the data, while in this research will use reading test to collect the data.

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1	2	3	4
2	Thesis by Dyah Arum Larasati, "The effectiveness of Using Index Card Match to Improve Students' Reading Comprehension Ability in Narrative Text of Eighth Grade Students of Mts Maarif Kaligowong in the Academic Year of 2013/2014".	a. The researcher and previous research implement index card match to teach reading b. The researcher and previous research focus on reading comprehension c. The researcher and previous research conducted they research at the seventh grade of Junior High School.	a. The previous research used Narrative text as the learning material, while this research will use descriptive text as the learning material b. Previous research used experimental research design as a method, used a reading test to collect the data and used descriptive and inferential analysis to analyze a data, while this research uses classroom action research as a design, qualitative approach, then uses reading test to collect the data.

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1	2	3	4
3	Article in Journal by Arik Umi Pujiastuti entitled "Analysis Penerapan Metode Index Card Match dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar".	a. The researcher and previous research implement index card match b. The researcher and previous research using Classroom action research design	○ Previous research used test, questionnaires, and documentation to collect the data, while this research used reading test to collect the data.
4	Journal by Gufron Usman and Muhammad Refki Yusuf entitled "Penerapan Model Pembelajaran Index Card Match Untuk Meningkatkan Hasil Belajar IPA pada Siswa Kelas IV MIS AT-TAQWA MALIFUT"	a. The researcher and previous research implement index card match b. The researcher and previous research using Classroom action research design	a. Previous applied the index card match in natural sciences, while in this research the index card match will apply in descriptive text. b. The previous research conducted at elementary school, while this research conducts at junior high school.

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The position of this research was to explore the advantage and distvandtage of the previous research but to develop previous research. The previous researcher used the steps of index card match, but the researchers were not explained the detail procedures of the implementation of index card

match. Then, in this case, the researcher also used the steps of Index Card Match (ICM), but she tried to explain more the details of the implementation of index card match. She also used picture that related with the text in cycle 2 to help students understand the text easily and improved their reading skills. The researcher also focused on indicators of reading that she would be increase. The researcher used descriptive text as the material to implement of Index Card Match (ICM).

B. Theoretical Framework

1. Teaching and Learning Model

a. The Definition of Teaching and Learning Model

The learning model is a systematic procedure or pattern that is used as a guide to achieving learning objectives in which there are strategies, techniques, methods, material, media and learning assessment tools.[16] From the explanation about the teaching and learning model, can conclude that the learning model is a framework that provides a systematic description for carrying out learning in order to help students learn in a certain way to achieve.

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b. The Kind of Teaching Learning Model

There were some kinds of teaching and learning model as follows:

(a) PBLM (Problem Based Learning Model)

1) The Definition of Problem Based Learning

[16] Muhammad Afandi, Evi Chamalah, Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah,* (Semarang: Unissula Press, 2013), 16.

According to Arends in Trianto in Muhammad Afandi's book, the problem-based learning model is a learning approach in which students work on authentic problems with the intention of constructing their own knowledge, developing inquiry and higher-order thinking skills, developing independence and self-confidence.[17]

From the definition above, the problem-based learning model can also be defined as an innovation in learning to optimize students' thinking through group work, so that students can examine and develop their way of thinking on an ongoing basis.

2) The Advantages and Disadvantages of Problem Based Learning

Trianto in Muhammad Afandi's book stated that there were some advantages of problem-based learning as follows:[18]

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1. Be realistic with student life
2. The concept according to the needs of students
3. Foster the nature of student inquiry
4. Cultivate problem solving abilities

Then the disadvantages as follows:

[17] Muhammad Afandi, *Model dan Metode Pembelajaran di Sekolah,* 25
[18] Muhammad Afandi, *Model dan Metode Pembelajaran di Sekolah,*

1. Complex learning preparation (tools, problems, concepts).
2. The difficulty of finding relevant problems
3. Frequent miss-conception
4. Requires a lot of time

(b) CTL (Contextual Teaching and Learning)

1) The Definition of Contextual Teaching and Learning

The Contextual Teaching and Learning Model is a learning model that offers a design learning with giving students the opportunity to play an active role in learning, so that the learning carried out becomes more interesting and also meaningful.[19] So, it can be concluded that contextual learning is a learning model that makes students active because of the opportunities given to students to play an active role in the learning process.

2) The Advantages and Disadvantages of Contextual Teaching and Learning

Some of the advantages of learning Contextual Teaching and Learning (CTL) is:[20]

1. Learning becomes more meaningful and real

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[19] Sri utaminingsih dan Naela khusna Faela Shufa, *Model Panduan: Model Contextual Teaching and Learning Berbasis Kearifan Lokal Kudus*, (Kudus, 2019), 2.

[20] Nurhidayah, Ahmad Yani, Nurlina, "Penerapan Model Contextual Teaching Learning (CTL) terhadap Hasil Belajar Fisika pada Siswa Kelas XI SMA Handayani Sungguminasa Kabupaten Gowa", *Jurnal Pendidikan Fisika Universitas Muhammadiyah Makassar*, Vol. 4, No. 2.

2. Learning is more productive and capable cultivate the strengthening of the concept to student
3. Subject matter can be found alone by students, not the result of gifts from teacher.

While the weakness of contextual learning is as following:

1. It takes a long time Contextual learning process going on
2. If the teacher cannot control class, then can create a situation unfavourable class
3. The teacher is more intensive in guiding

(c) Index Card Match

1) The Definition of Index Card Match

Learning strategy is teaching students with unique and variety ways, so students can avoid boredom and create a comfortable and fun learning situation. In teaching learning, teachers must have a fun strategy to teach students. Index card match is one of the strategies that are fun enough to repeat learning material that has been given previously. This state supports by Rambe, index card match is a strategy "finds a pair of cards" is fun enough to repeat learning material that has been given previously. New material can teach with this strategy with notes, students are given tasks

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learning the topics to be taught first, so that when they enter their class already has a stock of knowledge.[21]

Index card match is strategy to review students' learning material that has been given previously. Index card match is a fun way and activate students when they want to review the learning material that has been given previously.[22] According to Zaini in Muhammad Afandi stated that, Index card match (find a pair) is learning model that is fun enough, it is used to review the material that has been given or to review a new material. Through Index card match model, the students will learn to be active and independent.[23] Although it is done by playing, index card match learning model can stimulate students to carry out learning activities responsibly and discipline so that learning objectives can be achieved and learning achievement can be increased.

2) The Procedure of Index Card Match

Index card match also has several procedures, according to Zaini in Muhammad Afandi stated that, steps of index card match as follow:[24]

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[21] Nikmalia Maulina, "Penerapan Strategi Index Card Match Kolaborasi Team Quiz untuk Meningkatkan Pemahaman Nilai-Nilai Demokrasi Indonesia pada Siswa Kelas IX B SMP Muhammadiyah 7 Banyudono Kabupaten Boyolali Tahun Pelajaran 2020/2021" (Thesis, University of Muhammadiyah Surakarta, 2021), 3.

[22] Helmiati, *Model pembelajaran* (Yogyakarta: Aswaja Pressindo, 2012), 98.

[23] Muhammad Afandi, Evi Chamalah and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 48.

[24] Muhammad Afandi, Evi Chamalah and Oktarina Puspita Wardani, *Model dan Metode*, 50.

a. Teacher make scraps of paper based on the number of students in the class
b. Then, the teacher divides the papers into two equal parts
c. Write a question about the material that has been given previously in the middle of the part of the paper that has been prepared. Each paper contains one question.
d. Next, on the other half of the paper write the answers to the questions that have been made.
e. Next, shuffle all the paper so that there will be a mix of questions and answers.
f. Then, give each student one paper. Explain that this is an activity done in pairs. Half of the students will get the answer.
g. Then, ask students to find their partners. If anyone has found a partner, ask him or her to sit close together. Also explain so that they do not tell the material they get to other friends.
h. Next, after students determine pairs and sit close together, ask each pair in turn to read the questions obtained aloud to other friends. Then the other pairs answered the question.
i. Finally, end this process by making clarifications and inferences

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Then, steps of index card match according to Helmiati as follow:[25]

a) First, make scraps of paper based on the number of students in the class
b) Second, divide the papers into two equal parts
c) Third, write a question about the material that has been given previously in the middle of the part of the paper that has been prepared. Each paper contains one question.
d) Fourth, on the other half of the paper write the answers to the questions that have been made.
e) Fifth, shuffle all the paper so that there will be a mix of questions and answers.
f) Sixth, give each student one paper. Explain that this is an activity done in pairs. Half of the students will get the answer.
g) Seventh, ask students to find their partners. If anyone has found a partner, ask him or her to sit close together. Also explain so that they do not tell the material they get to other friends.
h) Eighth, after students determine pairs and sit close together, ask each pair in turn to read the questions

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[25] Helmiati, *Model pembelajaran* ,98-99.

obtained aloud to other friends. Then the other pairs answered the question.

i) Finally, end this process by making clarifications and inferences.

3) The Advantages and Disadvantage of Index Card Match

Every learning model has advantages and disadvantage. Index card match also has advantages and disadvantage, as follows: according to Afandi, there are several advantages as follow:[26]

a. Growing joy in the learning process
b. The learning material delivered can be more attract students' attention
c. Able to create an active learning atmosphere and pleasant
d. Able to improve students learning achievement reaches the level of mastery learning
e. Assessment can be carried out together with observers and players (students).
f. There is a process of discussion and presentation that can strengthen topics/concepts to be repeated as well as topics that new

Besides, Index card match (ICM) also have the disadvantages, they are:

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[26] Muhammad Afandi, Evi Chamalah and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah,* 48-49.

a) It takes a long time for students to complete assignments and presentations
b) Teachers must make careful preparations with time the longer one
c) Demand certain characteristics of students to work some problem solving
d) The atmosphere of the class becomes noisy so that it can interfere with other classes
e) Less effective if, one class has many students (fat).

2. Reading

a. The Definition of Reading

Reading is a complex cognitive process of decoding symbols, and one of the skills to get information and knowledge about everything readers need. This statement also supported by Baker and Brown in Dorn and Soffos, they said that reading is a totally process involving a network of cognitive actions that work together to construct the meaning of something.[27] It means that, reading is a process that consist other skills.

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Reading is one way to get information or knowledge from a written text, and reading is very important in the development of science because to transfer knowledge is mostly by reading. Through the reading, the writer can build interaction with the

[27] Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), 1.

readers. Therefore, every student who wants to comprehend an English textbook, especially in reading book, must master reading skill. In other hand, reading is continual process of guessing.[28]

Reading is one of the important ways to improve our general language skills in English. Reading can help we learn to think about specific information about something, we can enlarge our English vocabularies, we can improve our writing, and reading is a good way to find out about new ideas, facts, and experiences.[29]

Based on the explanation above, can conclude that reading is a skill to get detail information or knowledge, reading is way to build interaction the writer between the readers. Reading can help learn to understand a text. Besides, reading can help the reader learn to think about the content of the reading itself, such as; specific information, main idea, and learn to get the meaning of vocabularies.

b. The Purpose of Reading

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How we will read was determined from our goals when reading. In this case, there were purposes of reading such as; reading for quick comprehension, to find information, reading to learn, and reading for general comprehension. Grabe, wiliam stated that there some of the purpose of reading, they were:

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[28] Francoise Grellet, *Developing Reading skills: A practical guide to reading comprehension exercise* (New York: Cambridge University Press, 1981), 7.

[29] Beatrices S. Mikulecky and Linda Jeffries, *More Reading Power: Reading Faster-Thinking Skills and Reading for Pleasure-Comprehension Skills* (The United States of America: The World Language Division, cp. 1996), 1.

1) Reading use to get information (specific information, main idea)
2) Reading for quick comprehending (get the meaning of new vocabularies)
3) Reading to learn
4) Reading to integrate information
5) Reading to evaluate
6) Critique
7) Reading for general comprehension[30]

In other words, to make information can be understood, the readers had to able to comprehend the content of reading.

c. The Major Types of Reading

There are two major of reading that can be placed into two main categories:

1) Extensive Reading

Extensive reading is an approach or technique to second language reading. Extensive Reading (ER) is to read widely and in large quantities, with the main aim to enjoy reading activities.[31] Palmer gave the definition if extensive reading is considered as way of reading rapidly, and the readers read books after books itself. The reader paid attention to the meaning of the text itself not

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[30] Rizkitta Auliya," The Effectiveness of Index Card Match (ICM) to Reading Comprehension Students at the Eighth Grade of SMP NEGERI 6 Kediri in Academic Year 2015/2016", (Thesis, Universitas Nusantara PGRI Kediri, 2015), 5.

[31] Naely Mucthar," Intensive and Extensive Reading in Improving Teaching Reading Comprehension", *Journal of English Teaching Studies*, Vol.1, No.2, (September 2019), 3.

the language. Therefore, the purpose of the extensive reading is to get pleasure and information. The extensive reading is also termed as supplementary of reading skills.[32]

Some of experts in Beatrices stated that:[33] Prof Mary Lee Field, Wayne State University, Michigan stated that, Extensive reading is the most efficient way to help students change old habits and become confident second language readers. Prof. Richard R. Day, University of Hawai and Prof. Julian Bamford, Bunkyo University, Japan stated that, Extensive reading might play a role in developing the capacity for critical thinking so important for success in higher education.

From the explanation of some expert above, can conclude that extensive reading is one of techniques to help students change old habits efficiently and become confident. Besides, it also as the major source of our reading competence.

2) Intensive Reading

Intensive Reading is used to introduce new language. It is also used on shorter text in order to extract specific information. In this intensive reading, we will learn a text step-by-step (study it line by line). Nunan also supports the explanation above, he stated that

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[32] Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), 5.

[33] Beatrices S. Mikulecky and Linda Jeffries, *More Reading Power: Reading Faster-Thinking Skills and Reading for Pleasure-Comprehension Skills* (The United States of America: The World Language Division, cp. 1996), 3

Intensive reading is one of the class focuses in the bottom-up approach to reading, it involves a shorts reading passage followed by textbook activities to develop comprehension or a particular reading skill. Then, most textbooks used to teach first and second language reading using intensive reading approach.[34]

Intensive reading also is generally at a slower speed that needed a higher degree of comprehending to develop and distill word study skills, enlarge passive vocabulary, affirm skills relate to sentence structure, increase active vocabulary, distinguish details, and provide socio cultural insights.[35]

So, from the explanation above, can conclude that Intensive reading relate with how to develop the general reading skill, as affirm skills relate to sentence structure, increase active vocabulary, etc.

3. Reading Comprehension

a. The Definition of Reading Comprehension

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The reading usually related with understanding written text and consisted of two related processes. Reading is about comprehending written texts where it is a complex activity that

[34] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Education (Asia), 2003), 71

[35] Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), 6.

involves both perception and thought, reading consisted of two related processes as follows:[36]

a. Word recognition

In this case, this process refers to how the students learn to identify words. Usually, it begins with comprehending that letter symbol the sounds in words and progress to the ability to comprehend complex word parts.

b. Comprehension

In this case, this process refers to the process of making sense of words, sentences and connected text.

This statement above supported by Edinburgh literacy hub that stated if word recognition and language comprehension is process of reading, both skills are equally important in order to be a successful, competence reader. Word recognition involves the ability to hear sounds in words and then comprehension is the understanding of words and ideas, it is beginning with literal comprehension and recall until moving on to more complex understanding, using inference and deduction.[37]

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Based on the statement above, can conclude that comprehension is a part of reading skill that refers to understand information about a topic and an important comprehend of the

[36] Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhartdt, Michael L. Kamil, *Teaching Reading* (Chicago: IAE Educational Practices Series), 6.
[37] Edinburgh Literacy Hub, *Teachers' Guide to Reading Comprehension Strategies P5-S3* (Edinburgh Council, 77.

curriculum. It is also the process of making sense words, sentences, and connected text.

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[38] Reading comprehension includes the following:

a. Implement one's knowledge and experiences to a text
b. Determining the goals for reading
c. Using strategies and skills to construct meaning during and after reading
d. Adjust a strategy that match with the reader's text and goals,
e. Recognizing the author's purpose
f. Distinguishing between facts and opinions, and
g. Drawing logical conclusions[39]

b. The Component of Reading Comprehension

As another skill, reading has component that should be mastered by the students. King and Stanley in Nurdiana Rizki Amelia stated that, there are five components of reading comprehension that should be mastered by readers to comprehend

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[38] Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), 7.
[39] Nurdiana Rizki Amelia, *Interpretive Reading, 8*

the text deadly. These five components are; specific information, main idea, vocabulary, reference, and inference. [40]

a) specific Information

When we want to comprehend a text, we should be found the specific information before. Usually, the specific information is the answer of 5W 1H questions. Through the specific information, the readers can be selected to achieve very specific the goals of reading, such as person, place, event, and time.

b) Main Idea

Main idea is central idea of the text. It tells the content of the paragraph. Comprehending main idea can help the readers to find what the reading is telling about in general. According Oryza Eka Satifa, main idea is the important thing in some text. Without main idea, the reader will be confused to comprehend each paragraph.[41]

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c) Vocabulary

Vocabulary is a word used to construct a sentence. It consists of noun, adjective, verb, adverb, pronoun, preposition, and conjunction.

d) Reference

[40] Nurdiana Rizki Amelia, *Interpretive Reading, 9*

[41] Oryza Eka Satifa, "Improving Students Reading Comprehension through Descriptive Text by Using Collaborative Strategy Reading (CSR) at Eighth Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021". (Thesis, State Islamic University Kiai Haji Achmad Siddiq of Jember, 2021). 22.

Reference is a reference where we as readers are required to know who owns the pronoun or pronoun contained in the reading after it has been used such as; they, he, she, it, and him/her. Students can refer to it rather than repeat it. When the students can understand the use of reference and know in the reading text, it can help they to comprehend the complete content of the text.

e) Inference

The last component of the reading comprehension is making an inference. After students know and understand about the significant information, main idea, vocabulary and referent, then we must know to make an inference. We need making an inference to measure the entire component of reading comprehension that students comprehend before.

4. The Kind of Text Genre

a. Narrative Text

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1) The Definition of Narrative Text

Narrative text is which one of types of the text that talk about stories. According to Anderson in journal by Agung Hariyadi, he said that narrative text is a text that tells a story and is doing so, entertains the audiences.[42]

[42] Agung Hariyadi, "Authenticity of Narrative Text Models Used in Junior High School Textbooks", *Tell Journal*, Vol. 6, No. 2 (September, 2018), 65.

Genor and wignell in thesis by Diah Arum Larasati also give a definition if narrative text is a text which amuse, entertain and to deal with actual or vicarious experience in diferent ways. Narrative deal with problematic event which lead a crisis or turning point of some kind, which in turn finds a resolution.[43]

From the explanation abouve, can conclude that narrative text is is the kind of text to tell stories. The aim is to amuse the reader. There some kinds of narrative text are fairy tale, fable, legend and myth. The example of narrative text is Cinde Laras, Snow white.

2) The Generic Structure of Narrative Text

Narrative text had generic structure as belows:

1. Orientation: This phase introduced the participants
2. Evaluation: a stepping back to evaluate the plight
3. Complication: a crisis arises
4. Resolution: the crisis is resolved, for better or for worse
5. Re-orientation: optional

3) The Language Feature of Narrative Text

There some of language feature of narrative text as belows:

[43] Diah Arum Larasati," The Effectiveness of Using Index Card Match to Improve Students' Reading Comprehension Ability in Narrative Text of Eight Grade Students of Mts Maarif Kaligowong in The Academic Year Of 2013/2014" (Thesis, Muhammadiyah University of Purworejo, 2014).

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1. Focus on specific and usually individualized participant
2. Use of material processes (and in this text, behavioural, and Verbal Processes)
3. Use of Relational Processes and mental processes
4. Use of temporal conjunction and temporal circumstance
5. Use of past tense

b. Recount Text

1) The Definition of Recount Text

Recount text is kind of text that is to retell a past event. According to stubbs in Mac Aditiawarman, he said that narrative text is a text which recountstructs event, experience and achievement from the past in the logical sequence.[44] so, it also can conclude that narrative text is text to retell a past event or something which happened in the past and the aim is to inform or entertain to the reader.

2) The Generic Structure of Recount Text

There are some of generic structure of recount text as belows:

1. Orientation: this is a part to introduce the participants, place or time

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[44] Aditiawarman, Mac., Raflis Boestanuddin, and Yessy Marzona, *Recount Text Trhough Toontwon Game at Senior High School Ekasakti: Writing is One of the Most Important Components in English* (Beau Bassin: LAP Lambert Academic Publishing, 2018), 8.

2. Events: this is a part to describes series of event that happened in the past
3. Re-orientation: this is a part where the writer re-states her/his experience.

3) The Language Feature of Recount Text

There some of language feature of recount text as belows:

1) Usually use simple past tense
2) The vocabularies that show the order of events such as: then, next, first, before or at the last.

c. Descriptive Text

1) Definition of Descriptive Text

To teach reading skill, we can use many texts, one of the texts is descriptive text. This text has a purpose to give information. Descriptive text is which one type of text with a purpose to give information. The content of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.[45] While, this stated also support by Mc Clelland in Fajar Nurjaman, description has a function to describe a particular person, place or thing. This genre shows the illustration about some place, objective (living or non-living things). a) social function: to describe a particular person, animal, place or thing, b) generic structure: to identifies

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[45]. M Mursyid PW, *English Learning Handout for Grade VIII: Learning Descriptive Text* (Modul, SMPN 1 Karandadap), 4.

and describes, c) significant features: focus on specific participants, d) use of attribute and identifying process, e) frequent use of adjectives and classifies in nominal groups, e) using simple present tense.[46]

Descriptive text is a text used to give detailed information (description) about a particular object. It describes particular object like things, animals, persons or place, for instance: pets or persons we know well.[47]

Based on statement above, we can make a conclusion that descriptive text is one of the kinds of text to give information that related with particular places, animals, things, events or persons.

2) Generic Structure of Descriptive Text

The generic structure of descriptive text consisted of two main parts that had function themselves. The generic structure of descriptive text consisted of two main parts, as follows:[48]

a) Identification

In this case, it identifies introduce and identifies specific objects (person, animal, place, thing, or event) intended to be described. Usually, the general statement is

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[46] Paitoon M. Chaiyanara, *Language, Translation and Language Teaching* (Singapore: Singapore International Press, 2014), 214.
[47] Fajar Nurjaman, *Module Descriptive Text: Describing Famous Tourism Place in the Word* (SMP Negeri 6 Kuningan, 2020), 4.
[48] Fajar Nurjaman, *Module Descriptive Text,4.*

used to give a general idea about the object that we want to describe.

b) Description

It used to describe specifically parts, appearances, habits, qualities or characteristics of the objects using descriptive details.

3) The Language Features of Descriptive Text

Jenny Hammond in M Mursyid stated that descriptive text often used "be" and "have", and usually used simple present tense or simple past tense.[49] There were several Significant Grammatical Features such as:

1. Use of simple present tense (S + V1 (s/es) + O) and use of simple past tense (S + V2 + O) if extinct
2. Focus on specific participants
3. Use verbs of "being" and "having" (relational processes)
4. Use of adjectives (kata sifat)
5. Use of action verbs Material Processes
6. Use of figurative language
7. Use of adverbials to give additional information about behavior

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[49] M Mursyid PW, *English Learning Handout for Grade VIII: Learning Descriptive Text* (Modul, SMPN 1 Karandadap), 4.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used classroom action research (CAR) for design of the research. According to Asrori Rusman, Classroom action research is an activity carried out to observe events in the classes are framed in time or cycles with contextual method means the variables to be understanding is always related to the condition of the class itself.[50] It meant that the teacher as an observer for monitoring events or variables that related to the condition of her/his class. The researcher collected the data by using observation checklist, interview and reading test with the English teacher and the specific class.

Classroom action research is a classroom research procedure designed to address real problems experienced by teachers relating to students in the class.[51] Hopskins in Asrori Rusman stated that Classroom action research (CAR) is research that combines research procedures with a substantive action, an action performed in the discipline of ingury or a person's enderavor to understand what is happening, while engaging in a process repairs and changes.[52] Classroom action research (CAR) design used in this research was a collaborative classroom action research. It

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[50] Asrori Rusman, *Classroom Action Research Pengembangan Kompetensi Guru* (Purwokerto: Pena Persada, 2020), 5.
[51] Sukarsono et al., *Modul Pengantar Penulisan Penelitian Tindakan Kelas (PTK)* (Malang: 2014).7
[52] Asrori Rusman, *Classroom Action Research Pengembangan Kompetensi Guru*,2.

meant that the researcher did collaboration with English teacher of SMPN 7 Jember as the teacher and collaborator. Then, in conducting this research, the researcher's role was as a teacher who taught English especially in reading, while the real English teacher's role was as a collaborator who observed the action of the research while teaching and learning activities happened in the classroom. In addition, the real English teacher acted as collaborator to help the researcher in designing lesson plan and carrying out the reflection together with the researcher such as she gave suggestion to the researcher about condition or problems in the class when teaching and learning activities on going.

The researcher used four steps in this research. They were planning, acting, observing and then reflecting. Then, to make sure the explanation of CAR and the stages, the researcher adopted the procedure from Kemmis and Mc Taggart model that used fourn steps such as: Planning the action, implementing the action, observing the action and then reflecting or evaluating.[53]

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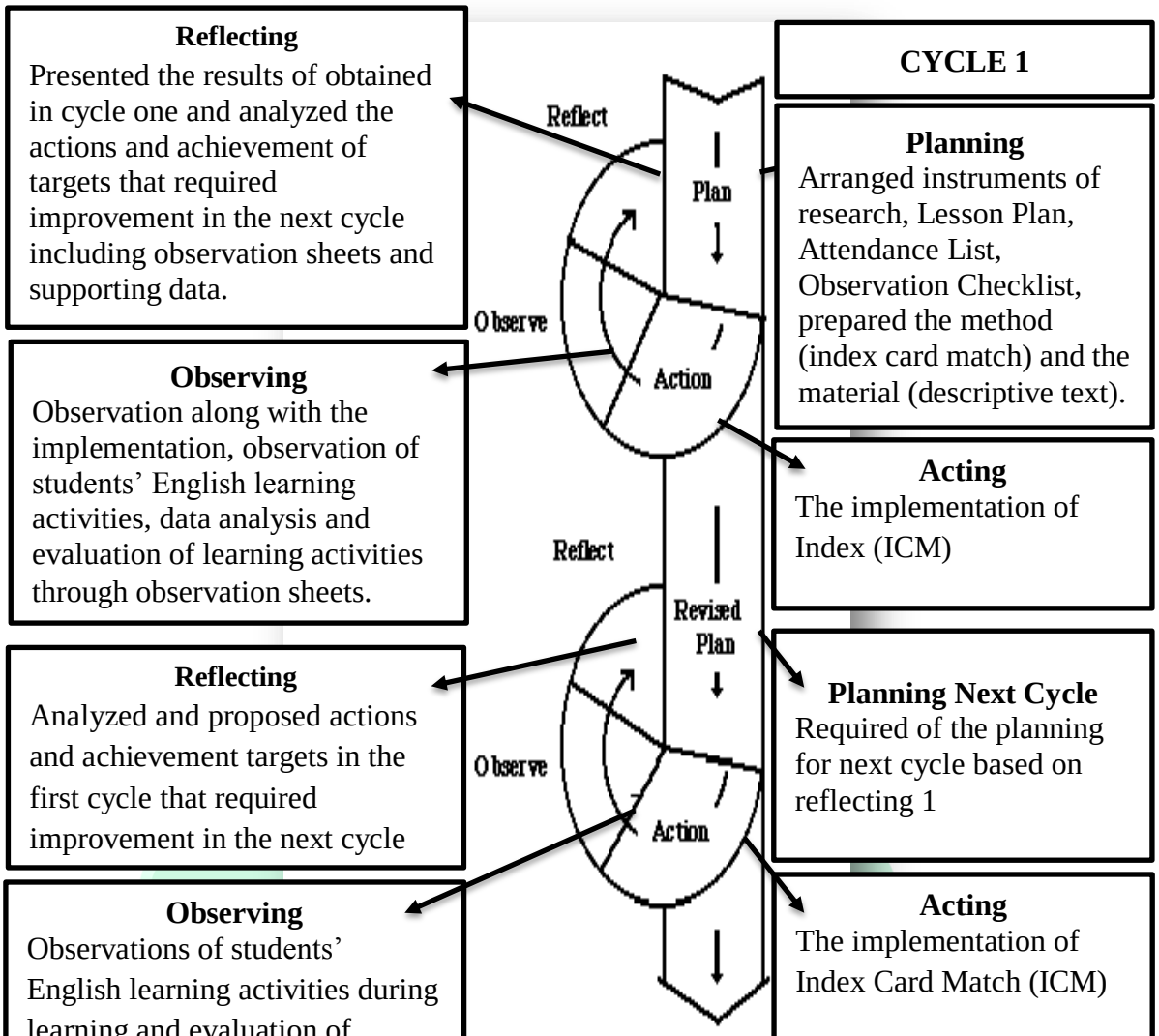
[53] Husna Farhana, Awiria, and Nurul Muttaqien, *Penelitian Tindakan Kelas.* IO Publisher. 29

Figure 3.1

The model of actions research adopted from Kemmis and Mc. Taggart



The explanation about the steps of follow:

a. Planning

Planning did the researcher after identifying the students' reading problems occurred in the class that was proven by the result of observing with the English teacher. In this phase, the researcher prepared a lesson plan to teach the students. The aimed of this lesson plan can provide the teacher with the guideline of teaching. Then, the researcher arranged instruments and prepared an attendance list, observation checklist, also the method (index card match) and the material (descriptive text).

b. Acting

Action can conclude as an acted of the plan. It is the realization of the planning that the researcher made. Action is an implementation of the planning that is prepared by the researcher. In this phase, the researcher tried to implement index card match (ICM) strategy in the teaching learning process. The students applied a strategy (Index Card Match) after the teacher explained descriptive text that consisted of the definition of descriptive text, the generic structure, the function and language feature as the material.

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c. Observing

In this phase was the time gathering data about the implementation of the Index Card match as a strategy, then the researcher and the collaborator observed the class situation and also

control the students' activities in teaching reading comprehension through Index Card Match during teaching and learning activity. Next, the researcher and the collaborator observed the students' interaction, students' response to the material that was explained by the researcher, also enthusiastic participation in discussion. Besides, the researcher and the collaborator also made some notes about all of the students' activities in classroom, especially in class condition such as: students' attitude, students' attention and students' happier.

d. Reflecting

In this phase, a reflecting aimed to reflect from the phase before that was already done. The reflecting done after looking the data was collected. After that, the researcher looked the advantage or disadvantage of the action to repaire the next action and analyzed the result of students' reading comprehension test score based on the formula about average score and the class percentage, which pass the minimal mastery level criterion (KKM) in part of data analysis and based on criterion of success. The researcher also evaluated the process and the result of the implementation of the index card match (ICM) in the class through the results of observation checklist that was conducted during learning activities. If the result had reached the target, then the cycle is considered complete. If the result has not reached the target yet, the researchers had to conduct the next cycle by revising the strategy.

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B. Research Setting

1. Place of the research

This research was conducted in SMPN 7 Jember, it was located at Jln Slawu Patrang, Jember. The reason why the researcher had chosen this school was that Index Card Match (ICM) never been applied by English teacher in teaching reading. Besides, the headmaster of SMPN 7 Jember had given permission to conduct this research. Then, the researcher decided to take research in SMPN 7 Jember to implement Index Card Match model.

2. Time of the research

This research was applied to improve students' reading comprehension through index card match (ICM) as strategy. The students would implement the teaching and learning activity through index card match in three meeting in one cycle. The three meetings consisted of two meetings to do the treatment and one meeting to conduct post-test if the researcher was failed in cycle one, the next cycle will be applied to required the last cycle. The research started from July up to September in academic year 2022/2023.

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C. Research Subject

The subject of this research was the students at seventh grade of SMPN 7 Jember in academic year 2022/2023 in class VII A first semester. Based on the interview with English teacher, the number of the student in this class consisted of 32 (thirty-two) students.

D. Technique of Collecting Data

In this classroom action research, the data collected by using some techniques of collecting data as follows:

a. Reading Test

The researcher applied the reading test because she wanted to know and measure the students' reading comprehension. The reading test constructed by the researcher based on reading comprehension passage. The design of the test given was multiple choices. Notice that design convers the comprehension consisted of the features, such as main idea, vocabulary in context inference, detail information, and phrase in context.

Students reading test was in the form of multiple choices, which was consisted of 20 questions. The expect answers are A, B, C, and D. Each correct answer has 5 points and incorrect answer get 0 points. In this test, the aspects of reading comprehension that was evaluated were; main idea, vocabulary, specific information, and inference. The four aspects of the reading comprehension divided into 20 questions were, 6 questions for specific information, by knowing the specific information the students were easy to understand the sentence, since the problem of the students was to find out the specific information as well. 7 questions for vocabulary, with the reason most of the students were still low in understanding the word. 5 questions for finding main idea, the students must know

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the main idea as one of reading comprehension aspects. It will make the students easier to predict the content of each paragraph of text. The last, 2 question for inference, in this section the students must package all the content of the text in a short, so the student did not need to reread the whole text to know the content of the text. The teacher said that the students had more difficulties in understanding vocabulary and finding specific information. Therefore, in deciding the amount of each question, understanding vocabulary and specific information had more amount than finding main idea and inference. The goal of the test conducted was to know the effectiveness of index card match (ICM) to improve students' reading comprehension.

Table 3.1
Blue Print of Reading Test

No	Criteria	Amount of the question	Questions
1	**2**	**3**	**4**
1.	Understanding the significant information in the text	6	**Who is full name of ki hajar dewantara?** a. Raden Mas Soewardi Soeryaningrat b. Sultan hasanuddin c. Muhammad Yamin d. Tirto Adi Soerjo **When Ki hajar dewantara was born?** a. On April 15th 1988 b. On May 20th 1922 c. On May 2nd 1889 d. On August 1989

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1	2	3	4
			When he changed, his name became ki hajar dewantara? a. When he was born in 1889 b. When he was 40 years old, in 1922 c. When he studied at Europeesche Lagere School (ELS) d. When he is graduating from ELS **After graduating from ELS, then he went to…** a. STOVIA (Bumiputera Medical School) b. Europeesche Lagere School (ELS) c. In a family of Yogyakarta Kingdom d. In elementary school in Indonesia **Where Jonny Depp was born?** a. In Owensboro, Kentucky, United State b. In Birmingham, West Midlands c. In Barnet, Greater London d. In Cambridge, Massachusetts **What is the first genre that Jonny Depp played?** a. Solo Music b. Sad Music c. Rock music d. Group music

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1	2	3	4
2.	Understanding the main idea	5	**What is the goal of the text above?** a. To tell the reader about an announcement b. To promote the reader about a text c. To give information to readers d. To tell the reader about Ki Hajar Dewantara **In the last paragraph, we know that ki Hajar Dewantara did not could not complete his education because…** a. He must go to London b. He must work as teacher c. Illness d. He must go to Yogyakarta **In the first paragraph, we know that Jonny Depp started his career on movie in…** a. 1965 b. 1983 c. 1984 d. 1985 **What is the main idea of third paragraph?** a. Jonny Depp had been an actor in 48 movies in a long his life **b.** Before Jonny Depp became a famous actor, he was a musician c. Jonny Depp was born in Owensboro, Kentucky, United State and he Owensboro, Kentucky, United State d. Jonny Depp is playing in a nightmare on Elm Street for the first movie

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1	2	3	4
3.	Understanding new vocabulary based on the text	7	**"<u>He</u> went to STOVIA (Bumiputera Medical School) is…". (Third paragraph). The underline word refers to….** a. Grandson Soeryaningrat b. Europeesche Lagere School (ELS) c. Yogyakarta Kingdom d. Ki hajar dewantara **"Although he did not could not <u>complete</u> his education...". (Fourth paragraph)** The synonym of the underline word is… a. Perfect b. Partial c. Absolute d. Real **What is the adjective (kata sifat) that find in the last paragraph?** a. Complete b. Came c. Went d. Change **"<u>His</u> first movie is a nightmare on Elm Street…". (Second paragraph). the underline word refers to…** a. Jonny Depp b. William M c. Michael Zander d. Rosalinde Brooke

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1	2	3	4
			The adjective (kata sifat) that is found in the second paragraph is… a. Nightmare b. Movie c. Fantastic d. Street **The adjective (kata sifat) that is found in the second paragraph is…** a. Long b. Life c. Actor d. Best **"…he is <u>proper</u> to be the winner of the Golden..." (third paragraph). the synonym of the underline word is…** a. Bad b. Suitable c. Wrong d. Inappropriate

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1	2	3	4
4.	Understanding the inference of the text	2	**Can you explain, why the writers said that Jonny Depp is proper to be the winner of the Golden Globe Award and Screen Actors Guild Award for the best actor?** a. Because in his long life he had been an actor in 48 movies b. Because Jonny Depp was a musician before he became a famous actor c. Because Jonny Depp is good in playing guitar and writing songs d. Because Jonny Depp wrote so many songs for bands, solo vocalist or for movie

b. Observation

In this phase, the researcher did observation sheet to identify and find the problems faced by the students related to their reading comprehension. It was used to record everything events and activities that occurred and measure the activities of the students and teachers at the time teaching and learning activities take place.

c. Interview

Interview used to collect the data or information that could not obtain through observation. The researcher interviewed the teacher about the problems faced by the students and the teacher

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while teaching and learning process. Like as the problem of students on reading comprehension. Besides that, the researcher would ask to the students related to the method or strategy applied in teaching learning reading.

d. Document review

The researcher used document review to collect data, such as students' score in pre-test, post-test 1 until post-test 2, the number of the students, lesson plan, exercise of reading comprehension.

E. Technique of Analyzing data

In this phase, the researcher used qualitative data and quantitative data. The qualitative data consisted of field-note and observation checklists were obtained from observation during teaching and learning process from planning, acting, observing, and reflecting. The quantitative data consisted of reading comprehension score (obtained from pre-test and post-test).

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In analyzing the data, first the researcher tried to get the average score of the students' reading comprehension score. It was to how well the students' score in reading comprehension.

It uses the formula:[54]

$$X = \frac{\sum X}{n}$$

[54] Rahayu Kariadinata & Maman Abdurrahman, *Dasar-Dasar Statistika Pendidikan* (Bandung: CV Pustaka Setia, 2015), 65.

Notes:

X = means of the students before use the strategy

∑x = total score of students before use the strategy

n = number of the students

The last, the researcher tries to get the class percentages that pass the target score and the score must be attained considering reading subject was 75 which is adapted from the school agreement at SMP 7 Jember.

It is the formula:

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

Notes:

P = the class percentage

F = total percentage score (the student who pass the score)

N= number of students

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F. Validity of the data

Validity is the measure that shows the variable being measured is really the variable that the researcher wants to study. According to Arthur Huges stated that a test will be said valid if it accurately what it is intend to measure.[55] It means that a test will be talk valid if the test measures what it will measure. Validity should be

[55] Arthur Hughes, *Testing for Language Teachers Second Edition* (Cambidge: Cambridge University Press, 2003), 26.

determined by the goal will be raced by using test. Therefore, validity refers to the result of an evaluation procedure that uses for which they are intended.

In this research, the researcher used content validity. Hughes stated that a test is said to have content validity if it is content validity constitutes a representative sample of the language, structure, etc. with which it is meant to be concerned. [56] Simply, content validity is the first form of validity data of evidence relates to the content of the test. The test that would be given to the students by people who expert or understand about the test. Moreover, the test should be suitable with the curriculum and the material that would be taught.

G. Research Procedure

The procedure of action research as follow:

1. Planning the action

   The researcher prepared everything that related with research as follow:

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[56] Arthur Hughes, *Testing for Language Teachers Second Edition*, 26.

a. Establishing research schedule

Table 3.2
Research Schedule

No	Activity	July				August				September			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Treatment 1 (cycle 1)												
2	Treatment 2 (cycle 1)												
3	Treatment 3 (cycle 1)												
4	Post-Test 1 (cycle 1)												
5	Treatment 1 (cycle 2)												
6	Treatment 2 (cycle 2)												
7	Treatment 3 (cycle 2)												
8	Post-Test 2 (cycle 2)												
7	Ect												

b. Preparing lesson plan

c. Preparing the material that is used descriptive text

d. Preparing the guidance of observation

e. Establishing criteria of success

In this research, the researcher would succeed when there is 80% of students could pass the test score that is 75 based on the agreement of the researcher and the teacher and mastery level criterion (KKM) is 75.

f. Establishing research instruments

g. Establishing analytical scoring rubrics

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The students test would be scored by 16 questions with reading comprehension passage by written text format. The scoring rubrics as follow:

Table 3.3
Scoring rubrics of Reading test

Rated qualities	Number of questions	Point	Behavior statement
Significant information		5	True
		0	False
Main Idea		5	True
		0	False
Vocabulary		5	True
		0	False
Inference		5	True
		0	False

2. Implementation the action

The first step was preparing the material. Then, the second made scraps of paper a number of students were in the class, the third divided the number of papers into two equal parts, fourth wrote a question about the material that had been given previously in the middle of the part of the paper that had been prepared. Each paper contained one question and one answer. Fifth, on the other half of the paper wrote the answers to the questions that had been made. Sixth, shuffle all the paper so that there would be a mix of questions and answers. Seventh, gave each student one paper and text, then explained

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this was an activity done in pairs. Half of the students got the answer. Eighth, asked students to find their partners. If anyone had found a partner, asked him or her to sit close together. Also explained so that they did not tell the material they got to other friends. Ninth, after students determined pairs and sit close together, asked each pair in turn to read the questions obtained aloud to other friends. Then, the other pairs answered the question. Then, the last step was processes by making clarifications and inferences.

3. Observing the action

In this step, the researcher and the teacher collaborate to write all events that was happened in the class, and also carried out observation toward implementation of the actions using checklist. When they observed the students, they should notice and note all of activities in the teaching learning process.

4. Reflecting the action

This action aimed to evaluate from phase before. The researcher and the teacher discussed about the learning process. Whether, the device successful or not, it was done to find the weakness and the advantages of the device then find out the appropriate solution. If there still found some problems, it needed to move to the next cycle until it solved. In this step, the researcher and the collaborator gave evaluation and reflection in every meeting.

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I. The criterion of Success

This researcher considered successful if the researcher objective indicator is reached. The researcher and English teacher held collaboration for determining the criteria used in the success of learning. The achievement indicator in this research was when the students reach the minimum score 75 were equal to higher than 80% of total student in the research.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at SMPN 7 Jember in academic year 2022/2023 July, August and September 2022. The implementation of this action research was conducted in two cycles; each cycle consisted of two meetings and one post-test. It was conducted to find out the improvement of students' reading comprehension by using Index Card Match (ICM). The explanation could be seen below:

The implementation of Index Card Match

The research consisted of two cycles. It was done in July and August 2022. After finishing the cycle, the researcher conducted post-test to know the improvement of the students' reading comprehension. The description of implementation was explained as follows:

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1. The first cycle

a. Planning in cycle 1

After knowing the condition of the students based on the discussion with the English teacher as the collaborator, the researcher and the English teacher prepared some instruments that they needed to teach reading by using index card match (ICM) such as; Observation checklist, it was made to know the students

and teachers' activities during the teaching and learning process. Then, lesson plan, the researcher prepared the lesson plan that had been arranged with the collaborator. The researcher also arranged the lesson plan that included appropriate material that was descriptive text. The lesson plan was focused on suitable to found the pair between question card and answer card based on the text using Index Card Match (ICM) as the strategy. While the material was descriptive text about particular person entitled "Mr. Ben". The lesson plan was made to control the teaching and learning process. Besides, it was used it as a guide to manage time during the teaching and learning activities in the class. Media and teaching aid, the researcher used card paper as the design of Index card match strategy, handout for students (descriptive text), and board marker, then the researcher provided the material and tools to success the action). As the test, the researcher used a reading test, this is kind of test that aimed to know the improvement of students' reading comprehension after the researcher implemented Index Card Match (ICM) as strategy in learning process. The researcher made 16 questions for exercise and 20 questions for pre-test and post-test.

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b. Acting in cycle 1

The researcher did teaching and learning process using Index Card Match (ICM) as the strategy to improve students'

reading comprehension. The researcher acted as the teacher who did the action by teaching students at the seventh grade of SMPN 7 Jember used Index Card Match (ICM) as the strategy. The researcher carried out the activities based on the lesson plan for implementing Index Card Match (ICM) in teaching reading. The activities in the class consisted of three activities they were pre-activity, main activity, and post activity. The activities in cycle one consisted of three meetings. The first and the second meetings were for teaching descriptive text as the material, the third meeting was post-test. It was conducted on Tuesday, July 27th 2022 and Monday, August 1st 2022 for meeting. Whereas, the third meeting for post-test that was conducted on Tuesday, August 8th 2022. Each meeting was described as follows:

1. First meeting in cycle 1

It was held on Wednesday, 27 July 2022 at 12.10 p.m-13.30 p.m, in the 7A class of SMPN 7 Jember academic year 2022/2023. The lesson started at 12.10 p.m. The researcher and the teacher came into the class, in this research the teacher acted as the observer and the researcher acted as the teacher. Before explaining the activities, the teacher started the class by greeting the students. The teacher introduced the researcher to the students and told them that the researcher would teach the students. The purpose of the teacher was to build a good

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relationship among the researcher and the students. Then, the teacher sat on the last row of the class. The teacher was an observer who observed the teaching and learning process by filling up the observation checklist in order to get any information to what was going on in the class.

Before the researcher did the teaching and learning process, she prepared the media card as the design of Index card match strategy to teach reading that was appropriate with the number of students in the class. The card contains questions and answers related to descriptive text.

At 12.15 p.m., the researcher began the class after the teacher letting her to start the class. The researcher greeted the students, led the prayer and checked the students' attendance list. In that day, three students were absent because they were sick. After checked the students' attendance list, the researcher asked the students about the previous material that related with the next material. Before the researcher taught the students, she explained to all students about the aims of the lesson, the material that was going to be taught and about the strategy that was going to used (Index Card Match). The researcher asked the students "have you ever heard about Index Card Match? Mostly the students answered *"belum"*. So, the researcher

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explained the strategy more detail to the students, each step of the strategy, and how to apply the strategy in reading.

After explaining the strategy to the students, the researcher and the students went to the material that would be used during the research. The material was about descriptive text especially describing particular person that was chosen based on the curriculum.

At 12. 30 p.m, in the main activity, the researcher gave a text to the students entitled "Mr. Ben". Some students were confused with the paper that given by researcher. Then, some students asked the researcher *"teks apa ini miss?" "Buat tugas ya miss?".* After that, the researcher explained what descriptive text is, the definition, the generic structure, the language features such as explained about the adjective: happy, fresh etc., and another example of the descriptive text. The researcher asked the students to read the text, besides she asked to the students, *"students do you know about main idea?"* Students answered, "*ndak tau miss*". Then, the researcher explained about the indicator of reading such as; main idea, significant information, vocabulary and inference to students. Next, the researcher asked the students to mention the vocabularies that they did not understand the meaning and the researcher wrote the vocabularies in the whiteboard. Then, the

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researcher asked to the students meaning of difficult words written in the whiteboard, she asked, *"who know the meaning of the word "livestock"?* Then some students answered, *"ndak tau miss".* Because none of the students knew the meaning of the words, so the researcher explained the meaning of the vocabularies. Then, to provide an understanding of significant information and inference in the text, the researcher gave an example of question about it. Such as, the researcher asked to the students,*" who is Mr. Ben in the text* above *students?".* The students answered, *"a farmer miss?".*

After the researcher explained the meaning of words that students could not understand, then the researcher told the students that she will be implemented the procedure of Index Card Match. Next, as the first step, the researcher prepared cards based on number of the students in the class. In the seventh A class there were 32 students, so the researcher divided the cards into two groups, the first cards consisted of 16 questions and the second cards consisted of 16 answers about descriptive text. Then, each sixteen questions and sixteen answers consisted of: 5 questions and answers about significant information, 4 questions and answers about main idea, 5 questions and answers about vocabularies, 2 questions and answers about inference. In the second step, the researcher

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gave cards randomly to all students. Each student got one card only. Besides that, the researcher also explained to students that this activity done in pair. Next step, the researcher gave instruction to all students that got a question card or answer card must understand the content of card that was given by the researcher. The researcher also told to students that they did not reveal to other students what is written on the in cards. Then, the researcher appointed one of 32 students that got question card to read the content of the card to all students, and then other students that got answer card related the question would be answer. Then, the researcher checked the question card and answer card of the student to know the suitability of the contents of cards each student. Then, one by one of students were appointed until the students got their pair. Finally, after the students had found their pair (match), then the researcher asked them to sit close together for discussion about the content of card that they got include about specific information or main idea or vocabulary or about inference.

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After the researcher finished to implement the strategy, the researcher did evaluation about the material that students already learned before to know the students' reading comprehension of the text. The researcher asked to the students *"students can you mention what the main idea of*

second paragraph?". The all students answered, *"the second paragraph told about the job of Mr. Ben miss"*. Then, the researcher asked again to students about the specific information *"can you see the last paragraph students? Can you mention what Mr. Ben did before having breakfast?".* The students answered, *"Milking the cows miss".* Then some students also answered, *"Cleaning the barns".* Next, the researcher gave clarification of the students' answer by giving a justification statement such as *"yes, that's true".*

At 13.25 p.m, the researcher and the students concluded and reviewed the material of the day. This step was very important to know that the students could understand the material and method or not. The researcher asked to the students about the implementation of the method used in the learning process, it turned out that there was a pair group still confused about the strategy, because they still needed more explanation about the strategy. Then the researcher explained to the group about the method. Finally, the researcher closed the lesson by reciting hamdalah together and salam after the student submit the task.

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2. Second meeting in cycle 1

The second meeting was conducted on Monday, August 1st 2022 at 10.20 a. m until 11.40 a. m. In this second meeting,

similar with the previous, before the researcher did the teaching and learning process, she prepared the media card as the design of Index card match strategy to teach reading that was appropriate with the number of students in the class. The cards contained of questions and answers related to descriptive text. Then, the researcher and the English teacher entered the classroom and the English teacher was sat on the backside to observe the teaching and learning process by filling up the observation checklist in order to get any information to what was going on in the class. The researcher opened the class by greeting, asked the leader to lead praying together, and checked the attendance list. In that day, three students were absent, two permissions and one sick.

After checking the attendance list, at 10.25 a.m., the researcher gave some questions orally to the students about the previous material to remind the students about the material that had been learned. *"Okay students, last week we learned about descriptive text, right?" who can explain what the definition of Descriptive text?"* one student raise hand and answered the question,*" saya miss, teks deskriptif itu adalah teks yang bertujuan untuk menjelaskan objek, seperti hewan, tempat atau orang miss"*. Then, the researcher asked again to the students, *"do you still remember about the language features of*

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Descriptive text?" The students answered, *"Yes miss".* After giving question about previous the material, the researcher prepared the new text about descriptive text.

At 10.30 a.m, in the main activity, the researcher gave a text to the students entitled "Cristiano Ronaldo". Then, some students asked the researcher *"miss, ini teks nya sama seperti yang kemarin ya miss?", "nanti belajarnya pakai kartu seperti kemarin miss?".* Then, the researcher explained about the text that was given to the students, and then the researcher gave instruction the students to read the text and noted the vocabularies that students could not understand.

After the students noted the vocabularies, they could not understand, the researcher asked to the students to mention the words and the researcher wrote the word in whiteboard. Then, the researcher asked to the students meaning of difficult words written in the whiteboard, she asked, *"who know the meaning of the word "abbreviation"?* Then some students answered, *"artinya singkatan ya miss?". How about the country, any students do you know the meaning of this word?"*, one student answered, *"Negara miss".* Then the researcher explained the meaning of difficult words to clarification the answer by the students.

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Same with the previous meeting, after the researcher explained the meaning of words that students could not understand, and then the researcher told the students that she will be implemented the procedure of Index Card Match. Next, as the first step, the researcher prepared cards based on number of the students in the class. In the seventh A class there were 32 students, so the researcher prepared 32 cards and then divided the cards into two groups, the first cards consisted of 16 questions and the second cards consisted of 16 answers about descriptive text. Then, each sixteen questions and sixteen answers consisted of: 5 questions and answers about significant information, 4 questions and answers about main idea, 5 questions and answers about vocabularies, 2 questions and answers about inference. In the second step, the researcher gave cards randomly to all students. Each student got one card only. Besides that, the researcher also explained to the students that this activity done in pair. Next step, the researcher gave instruction to all students that got a question card or answer card must understand the content of card that was given by the researcher. The researcher also told to the students that they did not reveal to other students what is written on the in cards. Then, the researcher appointed one of 32 students that got question card to read the content of the card to all students, and

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then other students that got answer card related the question would be answer. Then, the researcher checked the question card and answer card of the student to know the suitability of the contents of cards each student. Then, one by one of students were appointed until the students got their pair. Finally, after the students had found their pair (match), then the researcher asked them to sit close together for discussion about the content of card that they got include about specific information or main idea or vocabulary or about inference.

After the researcher finished to implement the strategy, the researcher did evaluation about the material that students already learned before to know the students' reading comprehension about of the text. The researcher asked to the students *"students can you mention what is the main idea of second paragraph?".* The students answered based on their text, *"Miss di paragraph kedua itu tentang biografi Cristiano Ronaldo miss".* Then, the researcher asked again to students about the significant information *"can you see the first paragraph students? Can you mention what is the name of fans group of Cristiano Ronaldo?".* The students answered based on their text, *"Madridista (Real Madrid's fans)" miss".* Next, the researcher gave clarification of the students' answer by giving a justification statement such as *"good student".*

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At 11.25 p.m, the researcher and the students concluded and reviewed the material of the day. This step was very important to know that the students could understand the material and method or not. The researcher asked the students about the implementation of the method used in the learning process, it turned out that the one group still felt difficult in finding the card match (the pair). Especially, when they got question about inference. They had difficult to find the pair. Then, the researcher explained to the group about the method one more until they understood. Finally, the researcher closed the lesson by reciting hamdalah together and salam after the student submit the task.

c. Observing the Action

In observing, the researcher and the collaborator observed the situation of the class while the teaching learning process, students' participation, and the students' enthusiastic during the learning process and their courage in reading the lesson. The data were described as follows:

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Table 4.1

Observation Checklist

No	Students' activities	Grade					Score
		1	2	3	4	5	
1.	Students paid attention to the researcher as a teacher when they taught by using Index Card Match			√			3
2.	Students interested in index card match when the teacher asked related to difficult vocabularies			√			3
3.	Students answer teacher's question about adjective correctly?				√		4
4.	Students asked questions to clarify understanding				√		4
5.	Students' enthusiasm in doing the task			√			3
Total							17

Note:

1= Very bad (no attention or respond from the students)

2= Bad (only few attentions and respond from the students)

3= Fair/enough (some of students / half of students gave attention and respond)

4= Good (more than half of students gave attention and respond)

5= Very good (almost all of students gave attention and respond)

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The score of the observation as follows:

$$P = \frac{S}{N} \; x \; 100\%$$

$$= \frac{17}{25} \; x \; 100\%$$

= 68 %

According to the observation checklist above, it was concluded that the students were paid attention to the researcher as the teacher. Only half of them were done the task well. Some of them still had a talk with others while the researcher was giving explanation. When the researcher gave the text to the students, some of them asked to the researcher some question such as: *"Miss ini artinya apa miss? "Miss artinya planting itu apa miss?". Kalau artinya ploughs itu apa miss?". "Miss artinya livestock itu apa miss?". "Miss artinya fresh itu segar ya miss?". "Abbreviation itu artinya apa miss?". Miss famous artinya apa miss?".* It means that they were still confused with some new vocabularies and felt difficult to increase their background knowledge for comprehending the text only used the title of the text.

All students were interested when the researcher explained and applied the index card match as strategy because that was the first for them. However, when the researcher applied the strategy, in the first implementation of the strategy, some students were shy because they got a female pair or contrary. But, in the second implementation of the strategy, the students were not shy again because they already accustomed with their pair. Although, there were students walked to another table, they asked

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to another group what they wanted to know, but they still pay attention what was the researcher explained to them and were active to ask about the material.

When the researcher asked to students about adjective that she explained before, the students could answer correctly. For example, when the researcher asked, *"Students, are you still remember about the adjective that miss explained to you before? Can you mention the adjective word that you find?".* The students answered, *"Yes miss, di teks ini ada kata sifat famous dan good miss".*

When the researcher explained the material, sometimes some students asked questions to the researcher to clarify their understanding about vocabularies. For example, some student asked*," footballer itu artinya pemain sepak bola ya miss?". Kalau running itu artinya berlari ya miss?"*

The students enthusiastically to do the task as the exercise at home that was given by the researcher. Sometimes, they asked about new words that they did not understand the meaning of the text.

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d. Evaluating and Reflecting

In this phase, the researcher and the teacher evaluated and reflected the action in cycle one. Based on the observation note that had been taken by the English teacher as the observer, the

researcher was given suggestions by the observer bellows: the researcher had to control the class because there were students who disturbed the other students while the teaching learning process, so the other students could not be focus. The observer also gave suggestion to the researcher for giving a picture in descriptive text that was given to students.

After giving the treatment in cycle one, the researcher did post-test one. It was held on August 8th 2022 at 12.10 p.m-13.30 p.m in VII A class of Junior high school 7 Jember. The test was done in order to know the improvement of the students' reading comprehension. The post-test was consisted of twenty multiple-choice questions with two descriptive texts that each text consisted of 10 questions. Each true number had point 5; and each false number had point 0. Moreover, the post-test was consisted of 7 questions about Vocabularies, 6 questions about specific information, 5 questions about main idea and 2 question about inference.

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The data of students' reading comprehension of post-test one could be seen as follows:

Table 4.2

The Students' Reading Comprehension in Post-Test 1

No	Students' Initial Name	Students' Reading Score				Total score	Criterion of Success	Fail/Pass
		V	S I	M I	I			
1	ALG	30	20	15	5	70	75	Fail
2	ABN	25	25	15	5	70	75	Fail
3	AFYS	30	30	15	0	75	75	Pass
4	ASR	25	30	10	10	75	75	Pass
5	AFR	20	30	20	5	75	75	Pass
6	AK	20	25	15	0	60	75	Fail
7	AI	25	25	15	5	70	75	Fail
8	CN	30	30	15	5	80	75	Pass
9	DQF	20	25	20	10	75	75	Pass
10	DI	20	15	15	5	55	75	Fail
11	EPS	25	30	10	10	75	75	Pass
12	FAA	20	25	15	5	65	75	Fail
13	FA	25	30	10	10	75	75	Pass
14	HNDA	25	30	25	0	80	75	Pass
15	JP	30	30	15	0	75	75	Pass
16	KCFP	30	30	15	5	80	75	Pass
17	MMBR	25	20	15	5	65	75	Fail
18	MN	20	25	20	10	75	75	Pass
19	MDS	25	30	10	0	65	75	Fail
20	MFA	20	25	10	5	60	75	Fail
21	MTI	20	30	20	5	75	75	Pass
22	MAAR	20	25	15	5	65	75	Fail
23	MIR	20	15	15	5	55	75	Fail
24	NAMF	30	30	15	5	80	75	Pass

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25	NTT	20	25	15	5	65	75	Fail
26	NPK	25	30	10	10	75	75	Pass
27	RM	20	30	20	5	75	75	Pass
28	RN	30	20	15	5	70	75	Fail
29	RAA	25	30	10	10	75	75	Pass
30	SF	25	30	25	0	80	75	Pass
31	VSA	30	30	15	0	75	75	Pass
32	YASW	25	25	15	5	70	75	Fail
Total		780	850	490	160	2280		
Mean		24,3	26,5	15,3	5	71,25		
Percentage						56,26%		

Note:

V : Vocabulary

SI : Significant Information

MI : Main Idea

I : Inference

In the post-test one, the total of the students' score was 2280 and the total of the students who did the test was 32, so mean of the students' score was:

$$X = \frac{x}{n}$$

$$X = \frac{2280}{32}$$

$$= 71{,}25$$

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After knowing the students' average score, the researcher tried to know the students' percentage at post-test one that was:

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

P = $\frac{18}{32}$ x 100%

P = 56,25%

The result of the post-test 1 of cycle 1 showed the average score were 71, 25, it showed that the students was still had low average score in reading comprehension. Only 18 of 32 students who passed the target score, that was 75 and the percentage of students who passed Standard Minimum Score (KKM) just only 56,25% under 80% of criterion of success.

From the result of the observation and the score of the post-test one, it was known that the students had not achieved the criterion of success yet. From the first cycle, it could be seen the students still had difficulties in mastering vocabularies and inference. It seemed that they needed more explanation deeply about the material especially about new words and determined an inference in the text.

In the other hand, the observer suggested to the researcher as the teacher to give more attention to all students, and motivated the students to be more active in class. The observer also suggested to the researcher to give more explanations and guidance to the

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students, especially in understanding some new vocabularies when they were comprehending the text. It has also better to add more questions that focused in vocabularies and inference to help the students to raise their background knowledge for made them easily to understand the text. In addition, the observer also suggested to the researcher for giving picture in the descriptive text that would be given to students. It was concluded that, the researcher and the collaborator still needed more cycle to make the students' reading ability better that before.

2) The Second Cycle

a. Planning in cycle 2

In this second cycle, the researcher and the collaborator rearranged the lesson plan based on the reflecting phase in first cycle. The researcher and the collaborator were sharing ideas about the lesson plan, the materials, and the students' worksheet. To get the maximum result in this research, the researcher and the collaborator solved the problems that found in the first cycle by adding the lesson plan a picture that was related with the descriptive text and questions that more focused on vocabularies and inference. The researcher as the teacher would give more attention to the students, and the researcher would give motivation to the students to be more active in class. For this planning, the picture and the questions that more focused on vocabularies and

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inference were served in the text and the teacher gave the title before giving the text to the students. Besides, the researcher and the collaborator also prepared observation checklist to get a note according to classroom activities.

b. Acting in cycle 2

This second cycle was divided into three meetings. The first meeting and the second meeting were for teaching descriptive text as the material, and the third meeting was used to conduct a post-test two. The action of the second cycle was conducted on Wednesday, 10th August 2022 and Monday, 22th August 2022. The researcher would teach the students with the same strategy that was Index Card Match. The activity in the teaching and learning process was still same with the previous activities they were pre-activity, main activity, and post-test activity. The acting in this cycle was described as follows:

1) First meeting in cycle 2

This meeting was held on Wednesday, August 10th 2022. The class was started at 12.10 p.m-13.30 p.m, in the 7A class of SMPN 7 Jember academic year 2022/2023. In this first meeting in cycle 2, the researcher and the collaborator solved the problems that found in the first cycle by adding the lesson plan a picture that was related with the descriptive text and questions that more focused on vocabularies and

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inference. The researcher as the teacher gave more attention to the students, and the researcher gave motivation to the students to be more active in class. The picture and the questions that more focused on vocabularies and inference were served in the text and the teacher gave the title before giving the text to the students. Besides, the researcher and the collaborator also prepared observation checklist to get a note according to classroom activities.

In opening the class, the researcher and the collaborator entered the class, greeting and asked one of the students to lead prayer. Before that, the researcher made sure that the students could sit well. Then, the collaborator was sitting on the backside of the class. After that, the researcher checked the students' attendance in that day. There were two students that absent because they getting sick. The researcher reviewed the students' memorization about the previous material that the students had learned by giving some questions orally. The researcher reviewed the strategy that was Index Card Match.

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At 12. 15 p.m, in the main activity, the researcher gave a text to the students entitled "C**o**median Sule Prikitiw". Then, some students asked the researcher, *"miss nanti belajarnya pakai kartu seperti kemarin miss?". "Miss teksnya yang ini kok ada gambarnya? Yang kemarin-kemarin kok tidak ada*

miss?" Then, the researcher explained about the text that was given and she explained to the students why she included pictures in the descriptive text, namely to made it easier for students to understand the title and the content of the text. Next, the researcher asked to all students to know understanding of the students, *"okay students, can you mention, what the picture in the text is about?".* All students answered, *"Sule miss"*. After gave a explaining about the text and gave a question orally about the picture, the researcher gave instruction the students to read the text and noted the vocabularies that students could not understand.

Same with the previous meeting, after the students noted the vocabularies, they could not understand, then the researcher asked to students to mention the words and the researcher wrote the word in whiteboard. Then, the researcher asked to the students the meaning of difficulty words written in the whiteboard, she asked*, "who know the meaning of the word "Fluently"?* All students answered, *"ndak tau miss?". How about "slanting", do you know the meaning of the word?"*, all students answered, *"ndak tau juga miss".* Then the researcher explained the meaning of difficulty words to the students.

After the researcher explained the meaning of words that students could not understand, then the researcher told to

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the students that she will be implemented the procedure of Index Card Match. Next, as the first step, the researcher prepared cards based on number of the students in the class. In the seventh A class there were 32 students, so the researcher prepared 32 cards and then divided the cards into two groups, the first cards consisted of 16 questions and the second cards consisted of 16 answers text. about descriptive Then, each sixteen questions and sixteen answers consisted of: 3 questions and answers about significant information, 2 questions and answers about main idea, 7 questions and answers about vocabularies, 4 questions and answers about inference. In the second step, the researcher gave cards randomly to all students. Each student got one card only. Besides that, the researcher also explained to students that this activity done in pair. Next step, the researcher gave instruction to all students that got a question card or answer card must understand the content of card that was given by the researcher. The researcher also told to the students that they did not reveal to other students what is written on the in cards. Then, the researcher appointed one of 32 students that got question card to read the content of the card to all students, and then other students that got answer card related the question will be answered. Then, the researcher checked the question card and answer card of the

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student to know the suitability of the contents of cards each student. Then, one by one of students were appointed until the students got their pair. Finally, after the students had found their pair (match), then the researcher asked them to sit close together for discussion about the content of card that they got include about specific information or main idea or vocabulary or about inference.

After the researcher finished to implement the strategy, the researcher did evaluation about the material that students already learned before to know the students' reading comprehension about of the text. The researcher asked some question to the students orally, and then the students answered based on the text that they read. For example, *"students can you mention who is sule?"*. The all students answered, *"Sule is comedian miss"*. Then, the researcher asked again to the students, *"can you mention the adjective word in text before?"*. The students answered, *"Unique miss"*. *"Itu miss, kata "long "*. *Yellow and brown miss"*. Then, the researcher gave clarification of students' answer by giving an appreciation statement to the students, *"good students"*.

At 13.25 p.m, the researcher and the students concluded and reviewed the material of the day. This step was very important to know that the students could understand the

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material and method or not. The researcher asked to the students about the implementation of the method used in the learning process. If did not question by students, then researcher closed the lesson by reciting hamdalah together and salam after the student submit the task.

2) Second meeting in cycle 2

The second meeting in cycle two was conducted on Monday, August 22nd 2022 at 10.20-11.40 a.m., In this second meeting similar with the previous. The researcher and the collaborator solved the problems that found in the first cycle by adding the lesson plan a picture that was related with the descriptive text and questions that more focused on vocabularies and inferences. The researcher as the teacher gave more attention to the students, and the researcher gave motivation to the students to be more active in class. The picture and the questions that more focused on vocabularies and inference were served in the text and the teacher gave the title before giving the text to the students. Then, the researcher and the collaborator also prepared observation checklist to get a note according to classroom activities. Then, the researcher and the collaborator entered the classroom and the collaborator was sat on the backside to observe the teaching and learning process by filling up the

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observation checklist in order to get any information to what was going on in the class. The researcher opened the class by greeting, asked the leader to lead praying together, and checked the attendance list. In that day, all of students were present.

After checking the attendance list, at 10.25 a.m., the researcher gave some questions orally to the students about the previous material to remind the students about the material that had been learned*," students are you still remember what is the language features of descriptive text?",* all students answered, *"yes miss"*. "*How about the main idea, specific information and inference*?" All students answered, *"iya miss masih ingat"*. Then, the researcher appointed one of students to explain the meaning of main idea, and significant information, *"Firman can you explain the meaning of main idea and specific information?"* the student answered, *"yes miss, main idea adalah ide pokok dalam paragraph miss, kalau specifik informasi adalah informasi penting yang berkaitan dengan teks miss"*. Then, the researcher gave clarification of the students' answer by giving appreciation statement such as: *"good job firman, thank you for your answer"*.

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At 10.30 a.m, in the main activity, the researcher gave a text to the students entitled “My mother is business woman”. Then, one student asked the researcher *“miss, ini teks deskripsi sama seperti yang kemarin ya miss?”.* Then, the researcher explained about the text that was given to the students, and then the researcher gave instruction the students to read the text and noted the vocabularies that students could not understand.

After the students noted the vocabularies, they could not understand, then the researcher asked to the students to mention the words and the researcher wrote the word in whiteboard. Then, the researcher asked to the students the meaning of difficult word written in the whiteboard, she asked, *“who know the meaning of the word “company”?* Some the students answered, *“tidak tahu miss?”. How about the accompany, do you know the meaning of the word?”*, some students answered, *“menemani miss”.* Then the researcher explained the meaning of difficult words and then gave clarification the answer by the students.

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After the researcher explained the meaning of words that students could not understand, then the researcher told to the students that she will be implemented the procedure of Index Card Match. Next, as the first step, the researcher

prepared cards based on number of the students in the class. In the seventh A class there were 32 students, so the researcher prepared 32 cards and then divided the cards into two groups, the first cards consisted of 16 questions and the second cards consisted of 16 answers about descriptive text. Then, each sixteen questions and sixteen answers consisted of: 4 questions and answers about significant information, 2 questions and answers about main idea, 6 questions and answers about vocabularies, 4 questions and answers about inference. In the second step, the researcher gave cards to all students. Each student got one card only. Besides that, the researcher also explained to the students that this activity done in pair. Next step, the researcher gave instruction to all students that got a question card or answer card must understand the content of card that was given by the researcher. The researcher also told to the students that they did not reveal to other students what is written on the in cards. Then, the researcher appointed one of 32 students that got question card to read the content of the card to all students, and then other students that got answer card related the question will be answered. Then, the researcher checked the question card and answer card of the student to know the suitability of the contents of cards each student. Then, one by one of students were appointed until the

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students got their pair. Finally, after the students had found their pair (match), then the researcher asked them to sit close together for discussion about the content of card that they got include about specific information or main idea or vocabulary or about inference.

After the researcher finished to implementation the strategy, the researcher did evaluate about the material that students already learned to remind the material before to know students' reading comprehension about the content of the text. The researcher asked to the students orally," okay students, from the text can you concluded what is the point of the text?", the student answered," *itu miss ibunya penulis adalah seorang pengusaha dan sangat menyayangi anaknya miss"*. Then the researcher gave clarification of the student's answer by giving appreciation such as *"good, thank you"*.

At 11.25 p.m, the researcher and the students concluded the material of the day. This step was very important to know that the students could understand the material and method or not. The researcher asked to the students about the implementation of the method used in the learning process. Finally, the researcher closed the lesson by reciting hamdalah together and salam after the student submit the task.

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c. Observing the Action

In observing phase, the researcher and the collaborator observed the situation of the class while the teaching learning process, students' participation, and the students' enthusiastic during the learning process and their courage in reading the lesson. The data were described as follows:

Table 4.3

Observation Checklist

No	Students' activities	Grade					Score
		1	2	3	4	5	
1.	Students paid attention to the researcher as a teacher when they taught by using Index Card Match					√	5
2.	Students interested in index card match when the teacher asked to difficult vocabularies				√		4
3.	Students answer teacher's question about adjective correctly					√	5
4.	Students asked questions to clarify understanding				√		4
5.	Students' enthusiasm in doing the task				√		4
Total							22

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Note:

1= Very bad (no attention or respond from the students)

2= Bad (only few attentions and respond from the students)

3= Fair/enough (some of students / half of students gave attention and respond)

4= Good (more than half of students gave attention and respond)

5= Very good (almost all of students gave attention and respond)

The score of the observation as follows:

$$P = \frac{S}{N} \; x \; 100\%$$

$$= \frac{22}{25} \; x \; 100\%$$

$$= 88\%$$

According to the result of the observation checklist above, it was concluded that the students paid attention to the researcher as the teacher better when they taught by using Index Card Match. It can be proven with the result of the observation checklist above that showed there was improvement score of the students' paid attention to the researcher as the teacher when they taught by using index card match (ICM).

All students very interested when the researcher applied the index card match as strategy because that was fun for them. It can be proven with the result of the observation checklist above that showed there was improvement score of the students interested. In fact, when the researcher applied the strategy, in the first and second implementation of the strategy, the students were not shy again because they have already accustomed with their

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pair. Although, there were student walked to another table, but they still attention what is the researcher explained to them and they active to ask about the material to the researcher. For example, the student asked to the researcher about the difficult of vocabularies that they found in the text, *"Miss artinya lullaby itu nina bobok miss?". "Miss lunch itu artinya makan siang miss?". "Miss dinner itu artinya makan malam ya miss?".*

When the researcher asked to the students about the adjective that she explained before, the students could answer nicely. In fact, they can understand better what the adjective is?. It can be proven with the result of the observation checklist above that showed there was improvement score of the students how they can answer teacher's question about adjective correctly. For example, when the researcher asked to all students orally, *"Students, are you still remember about the adjective that miss explained to you before? Can you explain what is the meaning of adjective word?".* The students answered, *"Yes miss adjective adalah kata sifat miss".*

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When the researcher explained the material, sometimes, some of the students asked to the researcher to clarify their understanding about vocabularies. It showed that, the students had already understood about some new vocabularies that they found in the text. For example, the student asked*," miss busy itu artinya*

sibuk ya?". Miss di kamus financial itu artinya memang tetap financial ya miss?".

When the students were given task by the researcher, the students enthusiastic in doing the task correctly. It showed that, there were improvement of the students how they answered the task better. It can be proven with the result of the observation checklist above that showed there was improvement score of the students.

d. Evaluating and Reflecting

In this phase, the researcher and the collaborator evaluated and reflected the action and the result of observation. Based on the observation note that had been taken by the collaborator as the observer, the researcher implemented Index Card Match as a strategy better than previous performance in cycle 1. The students were active in the classroom and they were enthusiastic in doing the task. It could be seen on the score of the observation that was 88%. It showed better improvement for the students' activities related to the reading by implementation of Index Card Match as strategy than the cycle 1. After giving the treatment in cycle two, the researcher did post-test two. It was held on Wednesday, August 31st 2022 at 12.10 p.m-13.30 p.m in VII A class of Junior high school 7 Jember. The test was done in order to know improvement of students' reading comprehension. The post-test was consisted of twenty multiple-choice questions with two

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descriptive texts each text consisted of 10 questions. Each true number had point 5; and each false number had point 0. Moreover, the post-test was consisted of 7 questions about Vocabularies, 6 questions about specific information, 5 questions about main idea and 2 question about inference.

The data of students' reading comprehension in post-test two could be seen as follows:

Table 4.4

The Students' Reading Comprehension in Post-Test 2

No	Students' Initial Name	Students' Reading Score				Total score	Criterion of success	Fail/Pass
		V	S I	M I	I			
1	ALG	25	30	25	10	90	75	Pass
2	ABN	25	25	15	5	70	75	Fail
3	AFYS	30	25	25	10	90	75	Pass
4	ASR	25	20	25	10	80	75	Pass
5	AFR	20	30	30	5	85	75	Pass
6	AK	30	30	25	5	90	75	Pass
7	AI	20	25	20	5	70	75	Fail
8	CN	25	20	15	10	70	75	Fail
9	DQF	25	30	25	10	90	75	Pass
10	DI	25	20	20	10	75	75	Pass
11	EPS	25	30	25	10	90	75	Pass
12	FAA	25	25	20	5	75	75	Pass
13	FA	30	20	25	5	80	75	Pass
14	HNDA	25	30	25	10	90	75	Pass

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15	JP	25	30	25	10	90	75	Pass
16	KCFP	30	30	20	5	85	75	Pass
17	MMBR	30	30	25	5	90	75	Pass
18	MN	30	30	20	5	85	75	Pass
19	MDS	30	25	20	5	80	75	Pass
20	MFA	25	25	10	5	65	75	Fail
21	MTI	20	30	25	5	80	75	Pass
22	MAAR	25	30	25	5	85	75	Pass
23	MIR	30	20	20	5	75	75	Pass
24	NAMF	25	30	25	5	85	75	Pass
25	NTT	25	30	25	10	90	75	Pass
26	NPK	30	30	25	10	95	75	Pass
27	RM	30	30	25	10	95	75	Pass
28	RN	30	30	25	0	85	75	Pass
29	RAA	30	30	25	5	90	75	Pass
30	SF	30	30	20	5	85	75	Pass
31	VSA	30	30	25	10	95	75	Pass
32	YASW	30	30	25	10	95	75	Pass
Total		860	880	730	225	2695		
Mean		26,9	27,5	22,8	7,0	84,21		
Percentage						87,5%		

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Note:

V : Vocabulary

SI : Significant Information

MI : Main Idea

I : Inference

In the post-test one, the total of the students' score was 2695 and the total of the students who did the test was 32, so mean of the students' score was:

$$X = \frac{x}{n}$$

$$X = \frac{2695}{32}$$

$$= 84{,}21$$

After knowing the students' average score, the researcher tried to know the students' percentage at post-test one that was:

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

$$P = \frac{28}{32} \text{ x } 100\%$$

$$P = 87{,}5\%$$

The result of the post-test 2 of cycle 2 showed the average score were 84,21, it showed that the students already had better average score in reading comprehension. There were 28 of 32 students who passed the target score, that was 75 and the percentage of students who passed Standard Minimum Score (KKM) become 87,5% better than of 80% of criterion of success.

The researcher concluded that using index card match could make the students' reading comprehension better than before. In the cycle two, the researcher and the collaborator were satisfied because of their hard work to improve the students' reading comprehension in this case descriptive text using index

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card match had been reached. There were many improvements after implementation of the second cycle such as, the result of the students' participation in the learning reading descriptive text was better than the first cycle. It also could be seen that the students' activities while the researcher was explaining the strategy and discussing the text were changed, they followed the teacher instruction well, answered teacher questions correctly, and asked some question actively. Then in the classroom, the students felt easy to comprehend the text and felt enthusiastic in learning reading for instance the identification descriptive text made by the researcher. As the result, they can answer correctly.

Table 4.5

Students' score from pretest to post-test 2

No	Student's Initial Name	Pretest	Post-test 1	Post-test 2
1	ALG	60	70	90
2	ABN	60	70	70
3	AFYS	80	75	90
4	ASR	75	75	80
5	AFR	75	75	85
6	AK	60	60	90
7	AI	80	70	70
8	CN	65	80	70
9	DQF	70	75	90
10	DI	45	55	75

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11	EPS	70	75	90
12	FAA	65	65	75
13	FA	75	75	80
14	HNDA	80	80	90
15	JP	75	75	90
16	KCFP	80	80	85
17	MMBR	65	65	90
18	MN	70	75	85
19	MDS	65	65	80
20	MFA	55	60	65
21	MTI	65	75	80
22	MAAR	65	65	85
23	MIR	45	55	75
24	NAMF	60	80	85
25	NTT	60	65	90
26	NPK	65	75	95
27	RM	60	75	95
28	RN	75	70	85
29	RAA	75	75	90
30	SF	80	80	85
31	VSA	75	75	95
32	YASW	65	70	95
Total		2160	2280	2695
Mean		67,5	71,25	84,21
Percentage		37,5%	56,25%	87,5%

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There was an improvement of the students' score in reading comprehension by using index card match. It also could be seen after comparing the result of the pretest, the post-test 1, and post-test 2. From the table above, in the pretest, the students' average score was 67,5 and the percentage of the students who passed the pretest was 37,5%, it meant that there were 12 students who passed the pretest and 20 students did not pass the pretest. After the researcher conducted action research by implementation index card match, the researcher gained the score of the post-test 1 from the cycle 1. In the post-test 1, the students' average score was 71,25, the percentage of the students who passed the post-test 1 was 56,25 %, it meant that there were 18 students who passed the post-test 1 and 14 students did not pass the post-test 1. From that calculation, it meant that in first cycle of Classroom Action Research (CAR) there were some students who still low or under criteria of success. Furthermore, in the post-test 2, the students' average score was 84,21 and the percentage of students who passed the post-test 2 was 87,5 %. It meant that, there were 28 students who passed the post-test 2 and 4 students did not pass the post-test 2. The percentage of the result of post-test 2 showed an improvement from the previous test.

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The researcher analyzed the improvement of students' reading comprehension score from pre-test up to post-test 2 used this formula:

$$P = \frac{y1-y}{y} \times 100\ \%$$

Note:

P = Percentage of students' improvement

y^1 = Post-test 2 result

y = Pre-test]

The improvement of reading comprehension score from pre-test to post-test 2 and the aspect of reading comprehension can be seen as follow:

The improvement of reading comprehension score

$$P = \frac{y1-y}{y} \times 100\ \%$$

$$P = \frac{84{,}21-67{,}5}{67{,}5} \times 100\ \%$$

$$P = 0{,}247555 \times 100\%$$

$$P = 24{,}75\ \%$$

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Based on the analyzed above, the students' reading comprehension score from pre-test up to post-test 2 by using the formula showed that the improvement of the students' reading comprehension score from pre-test up to post-test was 24,75 %. Finally, it was clear that the students' reading comprehension

improved optimally in the end of second cycle. In the other word, the implementation of index card match had improved students' reading comprehension that covered four indicators such as vocabulary, main idea, specific information, and inference.

B. Discussion

This section presented the discussion of the research finding which related to the theories. Improving students reading comprehension by using index card match as the strategy could help the students identified their difficulties in reading. It could be seen from the students' score, that was gradually improved. From the data preliminary study, the students average score was 67,5 and the percentage of the students who reached the standard minimum score was 37,5%. It proved that the students' reading comprehension was still low. The researcher needed an appropriate strategy to solve the students' difficulty in reading comprehension. The researcher found a strategy that could solve the students' difficulty in reading skill and make students active in teaching and learning activities that was index card match. Index card match is a fun way and activate students when they wanted to review the learning material that had been given previously.[57]

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Index Card Match (ICM) had gained good response from the students. It could improve the student's reading comprehension. Index

[57] Nikmalia Maulina, "Penerapan Strategi Index Card Match Kolaborasi Team Quiz Untuk Meningkatnkan Pemahaman Nilai-Nilai Demokrasi Indonesia pada Siswa Kelas IX B Smp Muhammadiyah 7 Banyudono Kabupaten Boyolali Tahun Pelajaran 2020/2021" (Thesis, Universitas of Muhammadiyah Surakarta, 2021),3.

card match strategy created the different situation in the class because it could make the students more active in learning process. Besides, the students' response when the researcher implemented the Index Card Match (ICM) strategy indicated that students were interactive in the class. This is in line with Zaini in Muhammad Afandi, he said that through index card match, the students would learn to be active in the classroom and can stimulate students to carry outlearning activities responsibly so that learning objectives can be achieved and learning achievement can be increased.[58] It also can be seen from the students' score after the researcher implemented Index Card Match (ICM) strategy. The students average score in pre-test was 67,5 and the percentage who achieved the minimum score was 37,5% (12 of 32 students). After the researcher implemented Index Card Match, the average score of the post-test 2 was 84,21 and the percentage who achieved the minimum score was 87,5% (28 of 32 students). It proved that there was improvement of the students reading comprehension. The improvements after implementing the second cycle such as, the result of the students' participation in the learning reading descriptive text was better than the first cycle. It also could be seen from the students' activities changing while the researcher was explaining the strategy and discussing text. They followed the teacher instruction well, answered teacher questions correctly, and asked some question actively.

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[58] Muhammad Afandi, Evi Chamala and Oktarina Puspita Wardani, *Model Dan Metode Pembelajaran Di Sekolah* (Semarang: Unissula Press,2013), 48.

The researcher decided to stop the action since the result of the second cycle had shown a good improvement in students' reading comprehension and reached the target of criterion of success. It could be seen from the research finding above. The result of the observation showed that the students were easy to catch the text by reading. The students were active in the classroom and they were enthusiastic in doing the task. It could be seen on the score of the observation that was 88%. It showed better improvement for the students, activities related to the reading by implementation of ICM than the cycle 1.

Concerning to the students' ability in reading, their reading comprehension was better. They could master vocabulary better than before implementation the strategy. They knew what main idea and specific information were. They also knew to determine the general information such as, identification and descriptions. In the end, they could give conclusion from the text. The students began to know about comprehending the text because they could read the text gradually. When the students were divided in a pair group, the students were confidence to share their opinion or answer the question in the whole class.

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Teaching reading by using Index Card match (ICM) model in the class had advantage for the students and researcher. The advantages by implementing Index Card match (ICM) model, for the students, the learning material delivered can be more attract students' attention, able to create an active learning atmosphere and pleasant, and able to improve

students leaning achievement reaches the level of mastery learning. For the researcher, Index Card Match helped the researcher can grow joy in the learning process for the students through implementing the index card match, can create a process of discussion and presentation that can strengthen topics/concepts to repeated as well as topics that new.[59]

Concerning to the disadvantage of using Index Card match (ICM) model to teaching reading comprehension in the class, the researcher must prepare many materials that would be used in the class. Besides, the students who had more difficulty in reading cannot learn quickly as the other. The researcher demanded to certain characteristics of students to work some problem solving.[60]

So, from those explanation, it can make the student's reading ability better than before and then index card match also could use as an alternative strategy in teaching reading.

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[59] Muhammad Afandi, Evi Chamala and Oktarina Puspita Wardani, *Model Dan Metode*..48-49.
[60] Muhammad Afandi, Evi Chamala and Oktarina Puspita Wardani, *Model Dan Metode*.. 48-49

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing the index card match (ICM), the researcher concluded that the implementation of Index Card Match (ICM) could improved students' reading comprehension. There were 87,5% students who achieved the minimum score (KKM) in post-test II that was increased from only 37,5% who achieved KKM in pre-test. The improvement of students' reading comprehension was supported by the result of their test score. The data showed that the average score of pre-tests was 67,5 and it improved in to 71,25 in the post-test 1 and it also improved into 84,21 in the final post-test (post-test 2).

In conclusion, it can be concluded that index card match (ICM) could improve students' reading comprehension. Therefore, it can be an alternative effective strategy for teacher to teach reading comprehension in the class. The implement could be seen from the result of post-test. There were only 37,5% students who could achieve KKM in pre-test then improved become 87,5% in post-test II.

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B. Suggestion

After implementing this strategy and making conclusion, the researcher would like to give suggestion to another English teacher, and the next researcher in this chapter as follow:

1. For another English Teacher

   The researcher hopes that another English teacher will applies Index Card Match (ICM) strategy as an alternative strategy in teaching reading as it made students' reading comprehension better than before, made the students more active, and enjoy the lesson.

2. For the next researcher

   The researcher hopes this research could use as a reference for the next researcher in order to have better strategy in teaching learning process.

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State that thesis entitled "The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at the Seventh Grade Students of SMPN 7 Jember in Academic year 2022/2023" in truly my original work. It does not incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 12th Desember 2022

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Appendix 2

RESEARCH MATRIX

Title	Variable	Sub Variable	Indicator	Data Resources	Research Design	Research Problem
THE IMPLEMENTATION INDEX CARD MATCH (ICM) MODEL IN DESCRIPTIVE TEXT TO IMPROVE READING COMPREHENSION AT THE SEVENTH GRADE STUDENT OF SMPN 7 JEMBER	INDEX CARD MATCH	Question card & Answer card	1. The procedure of Index Card Match as a strategy 2. the advantages of Index Card Match as a strategy	Students' reading comprehension score (pre-test and post-test)	1. Research Design Class Action Research 2. Data Collection Method**:** a. Observation b. Test (Reading test) c. Documentation d. Document review 3. Data Analysis technique: a. Qualitative Stage of CAR: 1. Planning 2. Acting 3. Observing 4. Reflecting b. Quantitative Get the average of students'	How can Index Card Match (ICM) Model in Descriptive text to improve students' reading comprehension at Seventh Grade Student of SMPN 7 Jember?
	READING SKILL	Comprehension	1. Specific information 2. Main idea 3.Vocabulary 4. Inference			
	DESCRIPTIVE TEXT	Particular persons, animal, place, thing	1.The generic structure on descriptive text 2. Social function			

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			3.Language Feature		reading comprehension score within before and after the action. The mean of pre-test and post-test are calculated with the formula as follows: $X = \frac{\sum X}{N}$ X= means of the students before use the strategy ∑x= total score of students before use the strategy N= number of the students Then try to get the class percentages that pass the target score of the	

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					minimal mastery level criterion (KKM). $P = \frac{F}{N}$ P=the class percentage F=total percentage score (the student who pass the score) N= number of students The last, try to analyzes the student's percentage reading comprehension score from pre-test up to post-test. it uses to know whether students	

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					improve their score or not. P= $\frac{y1-y}{y}$ x 100% P= Percentage of students' improvement Y = Pre-test result Y_1= Post-test 1 4. Criteria of Success: 80%	

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Appendix 3

THE RESULT OF INTERVIEW
(Field note)

Time and Place of Interview
Day : Monday
Date : 7th July 2022
Time : 11.00-finish

Respondent

1. English Teacher
2. Students of class VII A

Note
R : Researcher
ET : English Teacher
SS : Students

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Bagaimana perkembangan Bahasa Inggris siswa kelas VII A bu?

ET : Perkembangannya biasa saja mbak, tapi ada beberapa murid yang sudah bisa memahami bahasa Inggris baik reading maupun speaking, namun itu masih bisa dihitung mbak, lebih banyak yang belum bisa memahami bahasa inggris di kelas VII A itu.

R : Apakah kemampuan kelas VII A rata-rata rendah di kemampuan membacanya bu?

ET : iya mbk, sekitar 75% siswa rendah di skill readingnya mbak

R : apa kesulitan ibu dalam mengajar bahasa inggris khususnya dalam mengajar reading?

ET : kesulitannya itu, siswa malas mengartikan. Sebagian dari mereka malas membawa kamus. Sedangkan kosa kata yang mereka kuasai masih rendah.

R : apakah pernah membuat kelompok dan dengan cara berpasangan dalam pembelajaran reading, seperti Index Card Match (ICM) misalnya, supaya siswa lebih aktif?

ET : belum mbak, saya belum pernah memakai strategy itu ataupun membuat kelompok ketika mengajar reading.

R : lalu strategy seperti apa yang biasanya ibu gunakan untuk mengajar reading?

ET : biasanya saya memberi mereka teks, lalu saya membacakan terlebih dahulu lalu siswa menirukan, itu untuk melatih pronunciation mbak. Saya terkadang juga meminta mereka untuk mengartikan teks tersebut mbk.

R : bagaimana cara ibu untuk mengetahui benar atau salahnya pronunciation mereka soal membaca? Apakah ibu meminta siswa satu persatu membaca teks nya?

ET : tidak mbak, saya biasanya hanya menunjuk salah satu siswa untuk

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membaca dan yang lainnya hanya menyimak. Jika ada pronunciation yang salah saya benarkan. Jika siswa saya mint abaca satu persatu waktunya tidak cukup mbak.

R : Ooo begitu inggeh bu, lalu setelah itu apakah mereka diberi exercise bu?

ET : iya mbak, setiap selesai penjelasan materi saya selalu memberi mereka exercise. Setelah membaca teks mereka akan mentranslate teksnya kemudian baru menjawab soal tersebut.

R : apa mereka mentranslatenya secara individu bu? Lalu bagaimana saat mereka menemukan kata yang sulit namun tidak dapat menemukan artinya di dalam kamus kareka kamusnya kurang lengkap?

ET : iya mbak, dikerjakan secara individu, kalau ada kata-kata yang tidak dimengerti nanti saya tulis di papan tulis dan juga memberitahu artinya.

R : di sekolah ini, berapa KKM untuk reading sendiri bu?

ET : 75 mbak

R : lalu berapa nilai rata-rata siswa untuk reading bu? Apakah nilai mereka sudah memenuhi atau di atas KKM bu?

ET : belum mbak, dari 32 siswa yang ada di kelas tersebut, hanya beberapa saja yang nilai nya memenuhi atau di atas KKM mbak.

R : Rencananya saya akan mengaplikasikan salah satu strategy pembelajaran bu, yaitu Index Card Match (ICM) untuk mengajar reading bu, bagaimana jika saya menggunakan Index Card Match (ICM) ini di kelas VII A bu?

ET : iya mbak boleh saja, asalkan strategy yang mbak aplikasikan ini bisa meningkatkan reading siswa dan memudahlan saya juga nantinya.

R : baik bu, untuk jadwal mengajar dikelas VII A sendiri dilakukan di hari apa saja bu? Dan waktunya berapa kali dalam seminggu bu?

ET : untuk pelajaran bahasa inggris di kelas VII A dilaksanakan setiap hari senin jam 10.20-11.40 dan hari rabu jam 12.10-13.30, jadi dalam seminggu ada dua kali pertemuan mbak, masing-masing 2 jam pelaaran.

R : terima kasih bu atas waktunya, maaf sudah mengganggu waktunya, jika ada yang masih saya ingin tanyakan, saya akan menghubungi njenengan kembali inggeh bu.

ET : Iya mbak, sama-sama. Smean bisa langsung WA saya saja nanti. Tidak perlu sungkan ya mbk. Selagi saya tidak sibuk pasti saya balas.

R : baik bu, sekali lagi terima kasih.

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THE SCRIPT OF INTERVIEW WITH STUDENTS

R : assalamualaikum adik-adik semua, kakak mau tanya bagaimana menurut kalian pelajaran bahasa inggris itu? Kalian suka atau tidak dengan pelajaran bahasa inggris?

S1 : biasa saja miss

S2 : gak suka miss, soalnya nggak ngerti artinya.

R :kalau belajar reading atau membaca dan mengerjakan soal yang berkaitan dengan bacaan bagaimana?

S : apalagi itu miss, sulit miss, bikin pusing, jadi pas ngerjain soalnya bingung miss.

R : biasanya kalau dikelas bagaimana belajar readingnya sama bu guru?

S1 : bisanya sih disuruh membaca teks miss, sama mengartikan teks nya.

S2 : iya miss, biasanya disuruh ngerjakan soal miss.

S3 : iya miss, biasanya bu guru mengajak membacanya bersama dulu, terus bu guru nunjuk salah satu siswa untuk melanjutkan membaca sendiri.

S4 : iya miss, setelah itu baru disuruh ngerjakan soalnya sendiri-sendiri miss.

R : menurut kalian, apa sih yang membuat pelajaran reading itu sulit?

S2 : kalau saya kesulitan ketika mengartikan kata-kata miss

S4 : iya miss, kalau nggak tau artinya jadi bingung untuk mengerjakan soalnya miss.

S3 : iya miss, soalnya ada juga kata yang tidak ada dikamus miss, jadi bingung nggak tau artinya.

R : Ooo begitu, apakah ketika pelajaran reading kalian tidak pernah berkelompok , seperti berpasangan dengan teman yang lain untuk memahami materi dan mengerakan soal?

S : belum pernah sih miss.

R : nah, kalau miss Nia kasih kalian cara untuk lebih mudah dalam pelajaran reading bagaimana? Apa kalian mau?

S : mau dong miss

R : Oke, nanti kita coba ya, tapi sebelumnya miss Nia ucapkan terimakasih karena kalian mau menjawab pertanyaan dari miss Nia, dan juga miss minta kerjasamanya ya untuk penelitian saya ini supaya penelitiannya beralan lancar.

S : iya miss.

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Appendix 4

PEMERINT AH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. (0331) 486475 Jember
Email : smp7jember@gmail.com

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 7 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ 1
Materi Pokok : Describing Particular Person
Alokasi Waktu : 2 x 40 menit

PERTEMUAN PERTAMA

A. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

KD	IPK
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskripsi tulis terkait orang 3.4.2 Menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait orang
4.4.2 Menyusun teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menyusun kesimpulan isi teks deskripsi tertulis, sangat pendek dan sederhana, terkait orang 4.4.2.2 Membuat buku kartu berisi teks deskripsi terkait orang

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B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan model *Problem-Based Learning*, siswa dapat:

1. Membandingkan fungsi sosial teks deskripsi
2. Menelaah struktur dan unsur kebahasaan teks deskripsi

3. Menyusun kesimpulan isi teks deskripsi secara tertulis, sangat pendek dan sederhana
4. Membuat buku kartu berisi kesimpulan teks deskripsi secara sederhana

C. Strategi, Bahan, dan Sumber Belajar

1. Strategi : Index Card Match
2. Bahan : Kertas Karton, Papan Tulis, Spidol
3. Sumber Ajar : E-book

D. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1.Kegiatan Pendahuluan untuk pertemuan 1 (Pengetahuan)	• Guru membuka pembelajaran dengan mengucapkan **salam**, mengajak siswa untuk **berdoa** bersama **(religius)**, memeriksa kehadiran siswa, dan menyampaikan tujuan pembelajaran, cakupan materi, serta teknik penilaian.	5 menit
	• Guru memberi semangat dan stimulus kepada siswa untuk dapat mencapai tujuan pembelajaran di akhir pembelajaran **(motivasi)**	
	• Siswa diarahkan untuk mengingat kembali *(Brainstorming)* materi pada pembelajaran sebelumnya sebagai bekal untuk pembelajaran hari ini **(Apersepsi)**	
2. Kegiatan Inti		70 menit
Pertemuan 1 (Pengetahuan)		
Orientasi siswa pada masalah	Guru menyiapkan test deskripsi tentang orang dan membagikannya kepada siswa. Kemudian siswa membaca dan mengamati lembar teks deskriptif tentang orang. Guru mengarahkan siswa untuk dapat menemukan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi, selain itu menginstruksi siswa untuk mencatat kosa-kata sulit yang pada teks.	***Literasi Media (teks)***

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	Siswa mengamati dan memahami permasalahan yang disampaikan guru, kemudian guru dan siswa bertanya jawab tentang pendapat siswa yang berkaitan dengan masalah yang ditemukan pada lembaran teks deskriptif.	***Communication***
Mengorganisasikan siswa untuk belajar	• Guru menyiapkan kartu kecil dari potongan karton yang sudah dimodifikasi berdasarkan jumlah murid di dalam kelas. Membagi kartu menjadi dua bagian. kartu pertama berisi *pertanyaan*, dan kartu kedua berisi *jawaban* dan isi keduanya masih berkaitan dengan teks bacaan *(descriptive text)* • Guru membagikan kartu berisi *pertanyaan* dan *jawaban* secara acak, setiap siswa mendapatkan masing-masing satu kartu. Dan setiap siswa diinstruksi untuk tidak memberitahu isi dari kartunya masing-masing ke siswa lain. • Guru menginstruksi siswa yang mendapat kartu pertanyaan dan jawaban harus memahami isi dari kartu yang diperoleh. Kemudian guru menunjuk satu persatu siswa yang mendapatkan kartu pertanyaan untuk membacakan isi kartunya masing-masing. Dan siswa yang mendapat kartu jawaban yang sesuai dengan pertanyaan tersebut menjawabnya. • Kemudian guru mengecek kartu dari siswa untuk mengetahui kesesuaian kartu yang dicocokkan. Setelah kartu saling cocok, guru mengarahkan siswa untuk duduk secara berpasangan untuk mendiskusikan isi kartu mereka untuk dikaitkan dengan indicator reading yang harus	***Literasi Media (kartu)***

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	mereka pahami. • Setelah penerapan media kartu, guru melakukan evaluasi kepada pemahaman murid mengenai pelaksaan strategy dan pemahamannya terhadap teks dengan memberikan pertanyaan secara oral.	
	• Guru membagikan Lembar Kerja Peserta Didik (LKPD) untuk latihan disekolah atau di rumah • Siswa menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait pada LKPD. • Siswa mencari data yang diperlukan untuk menyelesaikan masalah dengan menggunakan *textbook*, buku catatan, atau pun kamus**. (mandiri)**	***Critical thinking***
3. **Kegiatan Penutup**		5 menit
Pertemuan 1	• Siswa dan guru menyimpulkan hasil pembelajaran dan kebermanfaatan pembelajaran tentang teks deskripsi terkait orang dan melakukan evaluasi terkait ketidakpahaman siswa terhadap materi atau strategi yang digunakan. • Siswa bersama guru menutup pembelajaran dengan mengucap **rasa syukur, berdoa**, dan mengucap **salam. (religius)**	

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D. Penilaian

1. Penilaian Sikap:
   Observasi saat pembelajaran terhadap sikap religious, mandiri, kerjasama, dan integritas yang ditunjukkan oleh siswa.
2. Penilaian Pengetahuan:
   Tes tulis berbentuk isian pendek sebanyak 16 soal untuk mencapai IPK 3.4.1 dan 3.4.2

Mengetahui,
Guru Pamong

Jember, 27 Juli 2022
Guru Mata Pelajaran

Kartika Sari Dewi, M. TESOL
NIP. 19870426 201101 2 017

HUSNIA
NIM. T20186026

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Lampiran 1: Materi tentang teks deskripsi terkait orang

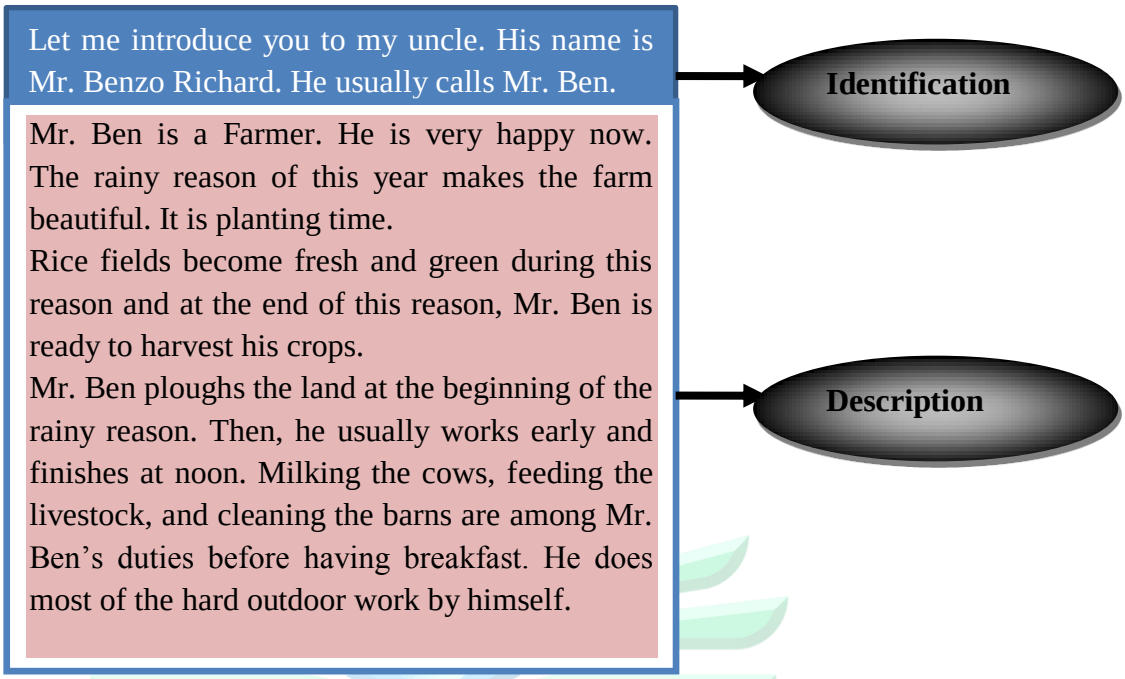
a. Definition

Descriptive text is text that describes particular person, animals, things and event. However, this lesson plan focuses on describing particular person that can be surrounded by students in internet.

b. Social function (Fungsi sosial)

- To mention and describe the existence of person

c. Generic structure (Struktur teks)



d. Language features (Unsur kebahasaan)

- Using simple present tense or simple past tense
- Using adjectives to describe, classifying, numbering. Example: very happy, beautiful
- Using nouns and noun phrases to give information about the subject, examples: a farmer, a cow
- Using adverbials to give additional information about behavior, example: early, noon

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Lampiran 2: Contoh teks deskripsi terkait orang

My Classmate Lusia

Lusia is my classmate. She is very beautiful and friendly. Her hair is aslong as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

Mr. Ben

Let me introduce you to my uncle. His name is Mr. Benzo Richard. He usually calls Mr. Ben.

Mr. Ben is a Farmer. He is very happy now. The rainy reason of this year makes the farm beautiful. It is planting time.

Rice fields become fresh and green during this reason and at the end of this reason, Mr. Ben is ready to harvest his crops.

Mr. Ben ploughs the land at the beginning of the rainy reason. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Ben's duties before having breakfast. He does most of the hard outdoor work by himself.

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Lampiran 3: Instrumen Penilaian Sikap

Petunjuk:

a. Amati perkembangan sikap siswa menggunakan instrumen lembar pengamatan pada setiap pertemuan.
b. Isi lembar pengamatan dengan deskripsi singkat tentang sikap siswa, misalnya, kurang, cukup, baik atau baik sekali. Dikolom catatan, guru dapat menuliskan sikap siswa yang menonjol, baik yang positif maupun yang negative. Untuk siswa yang pernah memiliki catatan perilaku kurang baik, apabila menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut juga dapat dituliskan dalam kolom catatan.

Teknik: Observasi

Bentuk Instrumen: Lembar Pengamatan

No	Nama siswa	Religius	Kerjasama	Mandiri	Integritas	Catatan
1						
2						
3						

Keterangan:
K = Kurang
C = Cukup
B = Baik
SB = Sangat Baik

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Lampiran 4: Instrumen Penilaian Pengetahuan (KD 3.4 IPK 3.4.1 dan 3.4.2)
Bentuk Instrumen : Tes tulis berupa 16 soal pilihan ganda
Kisi – kisi soal

Kompetensi Dasar	Materi Pokok	Indikator soal	Level Kognitif	Nomor soal
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	Fungsi sosial teks deskripsi	Disajikan teks deskripsi tentang orang, siswa dapat menentukan fungsi sosial dari teks tersebut.	C3 (Mengaplikasikan)	1
	Unsur kebahasaan (*uses adjective)*	Disajikan teks deskripsi tentang orang, siswa dapat menentukan kata yang menunjukkan kata keterangan (*adjective*).	C3 (Mengaplikasikan)	3
	Unsur kebahasaan (*uses adverb)*	Disajikan teks deskripsi tentang orang, siswa dapat menentukan kata yang menunjukkan kata keterangan (*adverb*).	C3 (Mengaplikasikan)	4,13
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menganalisis informasi tersirat dalam teks.	C4 (Menganalisis)	2, 5,8,10,12 ,14
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan antonim dari kosakata dalam teks	C4 (Menganalisis)	6
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan sinonim dari kosakata dalam teks	C4 (Menganalisis)	7
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menafsirkan kosakata yang dimaksud dalam kalimat	C5 (Mengevaluasi)	9,15
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat memprediksi dan merencanakan sebuah kejadian.	C6 (Mencipta)	11

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	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat membuat kesimpulan berdasarkan teks	C6 (Mencipta)	16
Jumlah Soal				16

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Instrumen Penilaian Pengetahuan

Choose the correct answer by crossing A, B, C or D.

The text below is for question number 1-16

Mr. Ben

Let me introduce you to my uncle. His name is Mr. Benzo Richard. He usually calls Mr. Ben.

Mr. Ben is a Farmer. He is very happy now. The rainy reason of this year makes the farm beautiful. It is planting time.

Rice fields become fresh and green during this reason and at the end of this reason, Mr. Ben is ready to harvest his crops.

Mr. Ben ploughs the land at the beginning of the rainy reason. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Ben's duties before having breakfast. He does most of the hard outdoor work by himself.

1. Who is Mr. Ben?
   a. A Fisherman
   b. A Breeder
   c. A Farmer
   d. A Gardener

2. Why Mr. Ben is happy when the rainy season comes? (paragraph two)
   a. Because his farm is beautiful and that is planting time for he when the rainy season comes.
   b. His rice fields become fresh and green during the rainy reason.
   c. Because Mr. Ben can harvest his crops
   d. Mr. Ben ploughs the land at beginning of the rainy reason.

3. The <u>adjective</u> (kata sifat) found in paragraph two is……..
   a. Farmer
   b. Happy
   c. Makes
   d. Farm

4. The <u>adverbial</u> (kata keterangan) found in paragraph two is……
   a. Makes
   b. Beautiful
   c. Planting
   d. Now

5. Which of the <u>following statement is true</u> about rice fields when the rainy season comes in paragraph three……?
   a. Rice fields become fresh and green.
   b. Rice fields is ready to harvest
   c. Rice fields become dry and bad
   d. Rice fields become thrive

6. He is very <u>happy</u> now. The antonym of underline word is... (Paragraph 2)

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a. Lazy
b. Lucky
c. Sad
d. Blissful

7. "…become <u>fresh</u> and green during...". The synonym of underline word is… (Paragraph 3)
a. Cool
b. Warm
c. Dry
d. Wet

8. When does Mr. Ben is workday end?
a. In the morning
b. At noon
c. In the afternoon
d. At night

9. "<u>He</u> usually works early…". The underline word is refers to… (Paragraph 4)
a. Mr. Ben
b. The rainy reason
c. The land
d. Rice Fields

10. When does Mr. Ben ploughs the land?
a. At the beginning of the summer reason
b. At the beginning of the rainy reason
c. At the middle of the rainy reason
d. At the end of the rainy reason

11. Can you explain why does the writer think that a farmer very happy when the rainy season comes?
a. Because his farm is beautiful and that is planting time for he when the rainy season comes.
b. His rice fields become fresh and green during the rainy reason.
c. Because Mr. Ben can harvest his crops
d. Mr. Ben ploughs the land at beginning of the rainy reason.

12. When does Mr. Ben ploughs the land?
a. At the end of the rainy reason
b. At the early at noon
c. At the end at noon
d. At the beginning of the rainy reason

13. The <u>adverbial</u> (kata keterangan) found in paragraph 4 is…….
a. Early
b. Ploughs
c. Barn
d. Breakfast

14. What does not Mr. Ben before having breakfast?
a. Milking the cows
b. Feeding the livestock

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c. cleaning the barns are among Mr. Ben's duties
d. Ploughs the land

15. "He does most of the hard outdoor work….." The underline word is refers to… (Paragraph 4)
    a. Barn
    b. Cow
    c. Mr. Ben
    d. Land
16. From the text about, we know that….
    a. Mr. Ben is hard worker
    b. Mr. Ben is lazy worker
    c. Mr. Ben is bad worker
    d. Mr. Ben is crazy worker

KEY ANSWER TREATMENT 1

1.	**A**	**11.**	**A**
2.	**A**	**12.**	**D**
3.	**B**	**13.**	**A**
4.	**D**	**14.**	**D**
5.	**A**	**15.**	**C**
6.	**C**	**16.**	**A**
7.	**A**		
8.	**B**		
9.	**A**		
10.	**B**		

Pedoman Penskoran untuk Penilaian Pengetahuan

Jumlah Skor = $\frac{jumlah\ benar}{jumlah\ soal}$ X **100**

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PEMERINT AH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. (0331) 486475 Jember
Email : smp7jember@gmail.com

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 7 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ 1
Materi Pokok : Describing Particular Person
Alokasi Waktu : 2 x 40 menit

PERTEMUAN KEDUA

A. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

KD	IPK
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskripsi tulis terkait orang 3.4.2 Menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait orang
4.4.2 Menyusun teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menyusun kesimpulan isi teks deskripsi tertulis, sangat pendek dan sederhana, terkait orang 4.4.2.2 Membuat buku kartu berisi teks deskripsi terkait orang

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B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan model *Problem-Based Learning*, siswa dapat:

1. Membandingkan fungsi sosial teks deskripsi
2. Menelaah struktur dan unsur kebahasaan teks deskripsi
3. Menyusun kesimpulan isi teks deskripsi secara tertulis, sangat pendek dan sederhana.

4. Membuat buku kartu berisi kesimpulan teks deskripsi secara sederhana

C. Strategi, Bahan, dan Sumber Belajar

1. Strategi : Index Card Match
2. Bahan : Kertas Karton, Papan Tulis, Spidol
3. Sumber Ajar : E-book

D. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
4.Kegiatan Pendahuluan untuk pertemuan 1 (Pengetahuan)	• Guru membuka pembelajaran dengan mengucapkan **salam**, mengajak siswa untuk **berdoa** bersama **(religius)**, memeriksa kehadiran siswa, dan menyampaikan tujuan pembelajaran, cakupan materi, serta teknik penilaian. • Guru memberi semangat dan stimulus kepada siswa untuk dapat mencapai tujuan pembelajaran di akhir pembelajaran **(motivasi)** • Siswa diarahkan untuk mengingat kembali *(Brainstorming)* materi pada pembelajaran sebelumnya sebagai bekal untuk pembelajaran hari ini **(Apersepsi)**	5 menit
5. Kegiatan Inti		70 menit
Pertemuan 1 (Pengetahuan)		
Orientasi siswa pada masalah	Guru menyiapkan test deskripsi tentang orang dan membagikannya kepada siswa. Kemudian siswa membaca dan mengamati lembar teks deskriptif tentang orang. Guru mengarahkan siswa untuk dapat menemukan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi, selain itu menginstruksi siswa untuk mencatat kosa-kata sulit yang pada teks.	***Literasi Media (teks)***

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	Siswa mengamati dan memahami permasalahan yang disampaikan guru, kemudian guru dan siswa bertanya jawab tentang pendapat siswa yang berkaitan dengan masalah yang ditemukan pada lembaran teks deskriptif.	***Communication***
Mengorganisasikan siswa untuk belajar	• Guru menyiapkan kartu kecil dari potongan karton yang sudah dimodifikasi berdasarkan jumlah murid di dalam kelas. Membagi kartu menjadi dua bagian. kartu pertama berisi *pertanyaan*, dan kartu kedua berisi *jawaban* dan isi keduanya masih berkaitan dengan teks bacaan *(descriptive text)* • Guru membagikan kartu berisi *pertanyaan* dan *jawaban* secara acak, setiap siswa mendapatkan masing-masing satu kartu. Dan setiap siswa diinstruksi untuk tidak memberitahu isi dari kartunya masing-masing ke siswa lain. • Guru menginstruksi siswa yang mendapat kartu pertanyaan dan jawaban harus memahami isi dari kartu yang diperoleh. Kemudian guru menunjuk satu persatu siswa yang mendapatkan kartu pertanyaan untuk membacakan isi kartunya masing-masing. Dan siswa yang mendapat kartu jawaban yang sesuai dengan pertanyaan tersebut menjawabnya. • Kemudian guru mengecek kartu dari siswa untuk mengetahui kesesuaian kartu yang dicocokkan. Setelah kartu saling cocok, guru mengarahkan siswa untuk duduk secara berpasangan untuk mendiskusikan isi kartu mereka untuk dikaitkan dengan indicator reading yang harus	***Literasi Media (kartu)***

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	mereka pahami. • Setelah penerapan media kartu, guru melakukan evaluasi kepada pemahaman murid mengenai pelaksaan strategy dan pemahamannya terhadap teks dengan memberikan pertanyaan secara oral.	
	• Guru membagikan Lembar Kerja Peserta Didik (LKPD) untuk latihan disekolah atau di rumah • Siswa menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait pada LKPD. • Siswa mencari data yang diperlukan untuk menyelesaikan masalah dengan menggunakan *textbook*, buku catatan, atau pun kamus**. (mandiri)**	***Critical thinking***
6. **Kegiatan Penutup**		5 menit
Pertemuan 1	• Siswa dan guru menyimpulkan hasil pembelajaran dan kebermanfaatan pembelajaran tentang teks deskripsi terkait orang dan melakukan evaluasi terkait ketidakpahaman siswa terhadap materi atau strategi yang digunakan. • Siswa bersama guru menutup pembelajaran dengan mengucap **rasa syukur, berdoa**, dan mengucap **salam. (religius)**	

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D. Penilaian

1. Penilaian Sikap:
   Observasi saat pembelajaran terhadap sikap religious, mandiri, kerjasama, dan integritas yang ditunjukkan oleh siswa.
2. Penilaian Pengetahuan:
   Tes tulis berbentuk isian pendek sebanyak 16 soal untuk mencapai IPK 3.4.1 dan 3.4.2

Mengetahui,
Guru Pamong

Jember, 1 Agustus 2022
Guru Mata Pelajaran

Kartika Sari Dewi, M. TESOL
NIP. 19870426 201101 2 017

HUSNIA
NIM. T20186026

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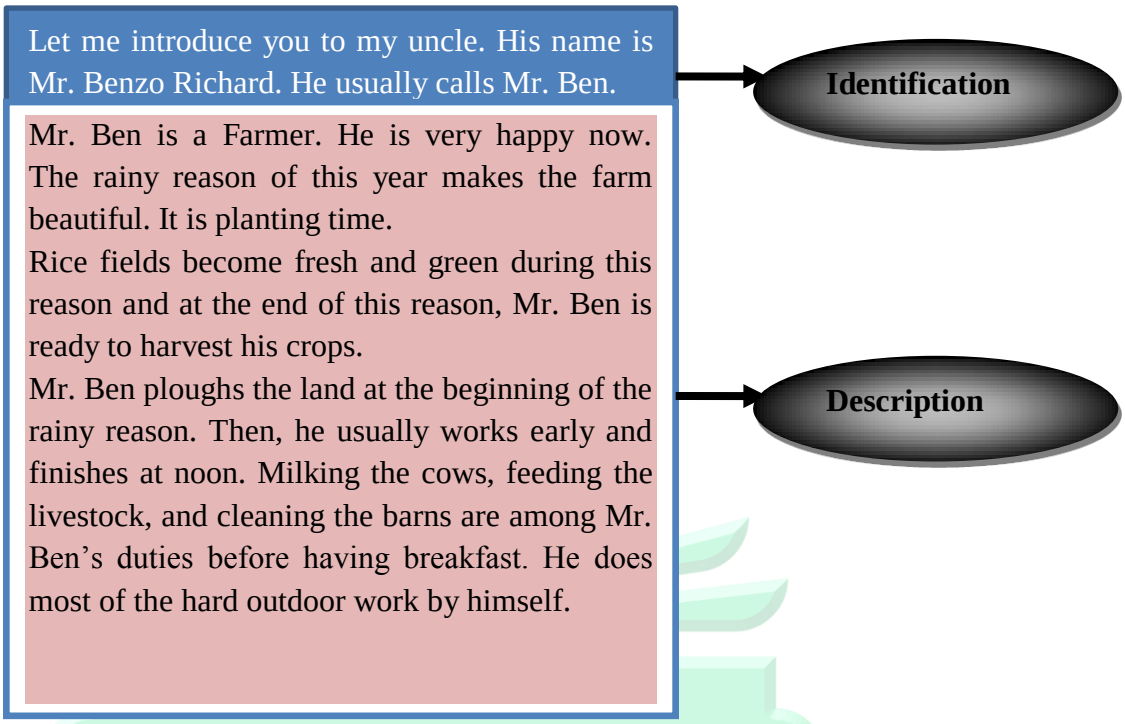
Lampiran 1: Materi tentang teks deskripsi terkait orang

a. Definition
Descriptive text is text that describes particular person, animals, things and event. However, this lesson plan focuses on describing particular person that can be surrounded by students in internet.

b. Social function (Fungsi sosial)
- To mention and describe the existence of person

c. Generic structure (Struktur teks)



d. Language features (Unsur kebahasaan)
- Using simple present tense or simple past tense
- Using adjectives to describe, classifying, numbering. Example: very happy, beautiful
- Using nouns and noun phrases to give information about the subject, examples: a farmer, a cow
- Using adverbials to give additional information about behavior, example: early, noon

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Lampiran 2: Contoh teks deskripsi terkait orang

My Classmate Lusia

Lusia is my classmate. She is very beautiful and friendly. Her hair is aslong as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

CRISTIANO RONALDO

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, his fans, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

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Lampiran 3: Instrumen Penilaian Sikap

Petunjuk:

a. Amati perkembangan sikap siswa menggunakan instrumen lembar pengamatan pada setiap pertemuan.
b. Isi lembar pengamatan dengan deskripsi singkat tentang sikap siswa, misalnya, kurang, cukup, baik atau baik sekali. Dikolom catatan, guru dapat menuliskan sikap siswa yang menonjol, baik yang positif maupun yang negative. Untuk siswa yang pernah memiliki catatan perilaku kurang baik, apabila menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut juga dapat dituliskan dalam kolom catatan.

Teknik: Observasi

Bentuk Instrumen: Lembar Pengamatan

No	Nama siswa	Religius	Kerjasama	Mandiri	Integritas	Catatan
1						
2						
3						

Keterangan:
K = Kurang
C = Cukup
B = Baik
SB = Sangat Baik

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Lampiran 4: Instrumen Penilaian Pengetahuan (KD 3.4 IPK 3.4.1 dan 3.4.2)
Bentuk Instrumen : Tes tulis berupa 16 soal pilihan ganda
Kisi – kisi soal

Kompetensi Dasar	Materi Pokok	Indikator soal	Level Kognitif	Nomor soal
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	Fungsi sosial teks deskripsi	Disajikan teks deskripsi tentang orang, siswa dapat menentukan fungsi sosial dari teks tersebut.	C3 (Mengaplikasikan)	1,4,5,6, 7
	Unsur kebahasaan (*uses adjective)*	Disajikan teks deskripsi tentang orang, siswa dapat menentukan kata yang menunjukkan kata keterangan (*adjective*).	C3 (Mengaplikasikan)	3, 13,15
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menganalisis informasi tersirat dalam teks.	C4 (Menganalisis)	9,14
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan antonim dari kosakata dalam teks	C4 (Menganalisis)	11
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan sinonim dari kosakata dalam teks	C4 (Menganalisis)	10
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menafsirkan kosakata yang dimaksud dalam kalimat	C5 (Mengevaluasi)	2
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat memprediksi dan merencanakan sebuah kejadian.	C6 (Mencipta)	12
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat membuat kesimpulan berdasarkan teks	C6 (Mencipta)	8,16
Jumlah Soal				16

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J E M B E R

Instrumen Penilaian Pengetahuan

Choose the correct answers by crossing A, B, C or D. the text below is for question number 1-16

CRISTIANO RONALDO

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, his fans, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

1. What is the title of text above?
   a. Cristiano Ronald
   b. Manchester United
   c. Madridista
   d. Jose Dinis Aveiro
2. "**We** can call him"? the underline word refers to …
   a. Manchester United
   b. Madridista
   c. Cristiano Ronald
   d. Jose Dinis Aveiro
3. What is the adjective word in last paragraph?
   a. More
   b. Fans
   c. Every
   d. Ronaldo
4. What is the abbreviation of Cristiano Ronaldo?
   a. RC
   b. CR
   c. RM
   d. AR
5. Ronaldo was born in…
   a. New york on 5 February 1985
   b. Funchal, Madeira, Portugal on 5 February 1985
   c. Inggris, London 10 May 1985
   d. Dubai 6 September 1988
6. In second paragraph, the writer explains about?
   a. Biography of Cristiano Ronaldo
   b. The hobby of Cristiano Ronaldo

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c. The job of Cristiano Ronaldo
d. The family of Cristiano Ronaldo

7. Who is name of Ronaldo's father?
   a. Maxi alexander
   b. Zack Andreaz
   c. Jose Dinis Aveiro
   d. John William laurent
8. From the third paragraph above, we know that?
   a. Cristiano Ronaldo is famous footballer
   b. Cristiano Ronaldo is famous badminton player
   c. Cristiano Ronaldo is famous archer
   d. Cristiano Ronaldo is famous policeman
9. In second paragraph, before Cristiano Ronaldo playing for Real Madrid, he has played for…?
   a. Arema Club
   b. PSSI (Association of Football)
   c. PBSI (Association of Basketball)
   d. Sporting Lisbon and Manchester United.
10. "Cristiano Ronaldo is a **famous** footballer". The synonym of the underline word is…?
    a. Bad
    b. Notable
    c. Good attitude
    d. Lazy
11. "He can run **fast** and dribble well". The Antonym of the underline word is…?
    a. Quick
    b. Speedy
    c. Hard
    d. slowly
12. Can you explain why does the writer think that Cristiano Ronaldo can become a famous?
    a. Because he is a good football player
    b. Because he is a good badminton player
    c. Because he is a good archer player
    d. Because he is a good policeman
13. The adjective (kata sifat) that is found in third paragraph is…?
    a. Famous
    b. Fast
    c. Run
    d. Play
14. In the third paragraph, what is the role of Cristiano Ronaldo in playing football?
    a. Wing back
    b. Striker
    c. Goal keeper

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d. Arbiter

15. The adjective (kata sifat) that is found in fourth paragraph is…?
    a. Happy
    b. Sad
    c. Slowly
    d. Fast
16. From the text above, we can know that….?
    a. Cristiano Ronaldo is a good football player
    b. Cristiano Ronaldo is a bad football player
    c. Cristiano Ronaldo is a good basketball player
    d. Cristiano Ronaldo is a good archer player

KEY ANSWER TREATMENT 2

1.	**A**	**11.**	**D**
2.	**C**	**12.**	**A**
3.	**A/C**	**13.**	**A**
4.	**B**	**14.**	**B**
5.	**B**	**15.**	**D**
6.	**A**	**16.**	**A**
7.	**C**		
8.	**A**		
9.	**D**		
10.	**C**		

Pedoman Penskoran untuk Penilaian Pengetahuan

Jumlah Skor = $\frac{jumlah\ benar}{jumlah\ soal}$ X **100**

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 7 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ 1
Materi Pokok : Describing Particular Person
Alokasi Waktu : 2 x 40 menit

PERTEMUAN KETIGA

A. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

KD	IPK
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskripsi tulis terkait orang 3.4.2 Menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait orang
4.4.2 Menyusun teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menyusun kesimpulan isi teks deskripsi tertulis, sangat pendek dan sederhana, terkait orang 4.4.2.2 Membuat buku kartu berisi teks deskripsi terkait orang

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B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan model *Problem-Based Learning*, siswa dapat:

1. Membandingkan fungsi sosial teks deskripsi
2. Menelaah struktur dan unsur kebahasaan teks deskripsi

3. Menyusun kesimpulan isi teks deskripsi secara tertulis, sangat pendek dan sederhana
4. Membuat buku kartu berisi kesimpulan teks deskripsi secara sederhana

C. Strategi, Bahan, dan Sumber Belajar

1. Strategi : Index Card Match
2. Bahan : Kertas Karton, Papan Tulis, Spidol
3. Sumber Ajar : E-book

D. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
7.Kegiatan Pendahuluan untuk pertemuan 1 (Pengetahuan)	• Guru membuka pembelajaran dengan mengucapkan **salam**, mengajak siswa untuk **berdoa** bersama **(religius)**, memeriksa kehadiran siswa, dan menyampaikan tujuan pembelajaran, cakupan materi, serta teknik penilaian.	5 menit
	• Guru memberi semangat dan stimulus kepada siswa untuk dapat mencapai tujuan pembelajaran di akhir pembelajaran **(motivasi)**	
	• Siswa diarahkan untuk mengingat kembali *(Brainstorming)* materi pada pembelajaran sebelumnya sebagai bekal untuk pembelajaran hari ini **(Apersepsi)**	
8. Kegiatan Inti		70 menit
Pertemuan 1 (Pengetahuan)		
Orientasi siswa pada masalah	Guru menyiapkan test deskripsi serta gambar tentang orang dan membagikannya kepada siswa. Kemudian siswa membaca dan mengamati lembar teks deskriptif tentang orang. Guru mengarahkan siswa untuk dapat menemukan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi, selain itu menginstruksi siswa untuk mencatat kosa-kata sulit yang pada teks.	***Literasi Media (teks)***

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	Siswa mengamati dan memahami permasalahan yang disampaikan guru, kemudian guru dan siswa bertanya jawab tentang pendapat siswa yang berkaitan dengan masalah yang ditemukan pada lembaran teks deskriptif.	***Communication***
Mengorganisasikan siswa untuk belajar	• Guru menyiapkan kartu kecil dari potongan karton yang sudah dimodifikasi berdasarkan jumlah murid di dalam kelas. Membagi kartu menjadi dua bagian. kartu pertama berisi *pertanyaan*, dan kartu kedua berisi *jawaban* dan isi keduanya masih berkaitan dengan teks bacaan *(descriptive text)* • Guru membagikan kartu berisi *pertanyaan* dan *jawaban* secara acak, setiap siswa mendapatkan masing-masing satu kartu. Dan setiap siswa diinstruksi untuk tidak memberitahu isi dari kartunya masing-masing ke siswa lain. • Guru menginstruksi siswa yang mendapat kartu pertanyaan dan jawaban harus memahami isi dari kartu yang diperoleh. Kemudian guru menunjuk satu persatu siswa yang mendapatkan kartu pertanyaan untuk membacakan isi kartunya masing-masing. Dan siswa yang mendapat kartu jawaban yang sesuai dengan pertanyaan tersebut menjawabnya. • Kemudian guru mengecek kartu dari siswa untuk mengetahui kesesuaian kartu yang dicocokkan. Setelah kartu saling cocok, guru mengarahkan siswa untuk duduk secara berpasangan untuk mendiskusikan isi kartu mereka untuk dikaitkan dengan indicator reading yang harus	***Literasi Media (kartu0***

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	mereka pahami. • Setelah penerapan media kartu, guru melakukan evaluasi kepada pemahaman murid mengenai pelaksaan strategy dan pemahamannya terhadap teks dengan memberikan pertanyaan secara oral.	
	• Guru membagikan Lembar Kerja Peserta Didik (LKPD) untuk latihan disekolah atau di rumah • Siswa menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait pada LKPD. • Siswa mencari data yang diperlukan untuk menyelesaikan masalah dengan menggunakan *textbook*, buku catatan, atau pun kamus**. (mandiri)**	***Critical thinking***
9. **Kegiatan Penutup**		5 menit
Pertemuan 1	• Siswa dan guru menyimpulkan hasil pembelajaran dan kebermanfaatan pembelajaran tentang teks deskripsi terkait orang dan melakukan evaluasi terkait ketidakpahaman siswa terhadap materi atau strategi yang digunakan. • Siswa bersama guru menutup pembelajaran dengan mengucap **rasa syukur, berdoa**, dan mengucap **salam. (religius)**	

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D. Penilaian

1. Penilaian Sikap:
   Observasi saat pembelajaran terhadap sikap religious, mandiri, kerjasama, dan integritas yang ditunjukkan oleh siswa.
2. Penilaian Pengetahuan:
   Tes tulis berbentuk isian pendek sebanyak 16 soal untuk mencapai IPK 3.4.1 dan 3.4.2

Mengetahui,
Guru Pamong

Jember, 10 Augustus 2022
Guru Mata Pelajaran

Kartika Sari Dewi, M. TESOL
NIP. 19870426 201101 2 017

HUSNIA
NIM. T20186026

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 1: Materi tentang teks deskripsi terkait orang

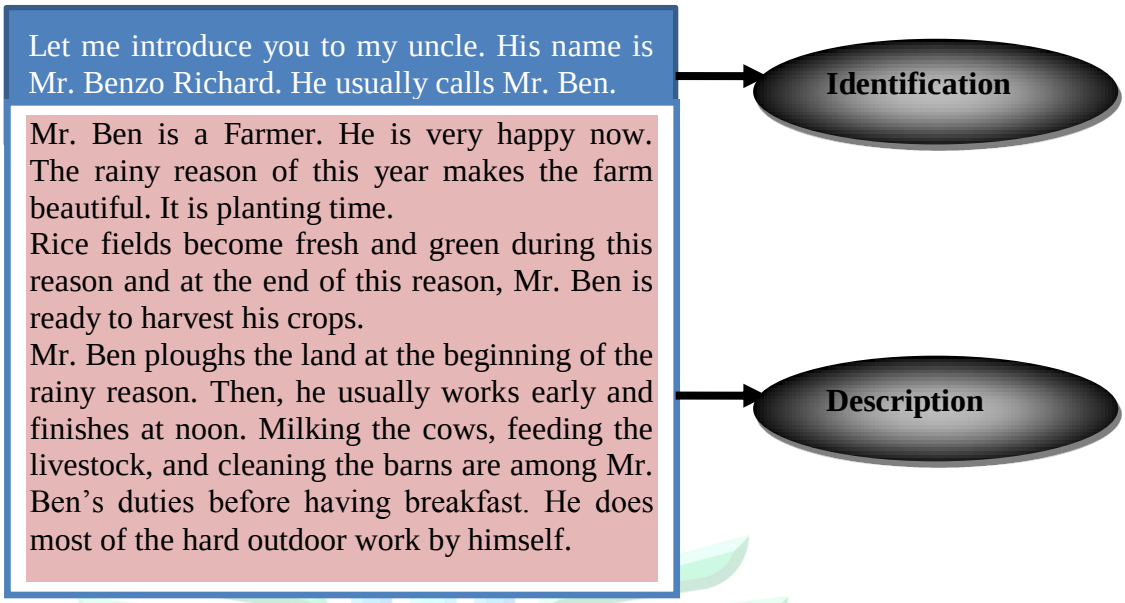
a. Definition

Descriptive text is text that describes particular person, animals, things and event. However, this lesson plan focuses on describing particular person that can be surrounded by students in internet.

b. Social function (Fungsi sosial)

- To mention and describe the existence of person

c. Generic structure (Struktur teks)



d. Language features (Unsur kebahasaan)

- Using simple present tense or simple past tense
- Using adjectives to describe, classifying, numbering. Example: very happy, beautiful
- Using nouns and noun phrases to give information about the subject, examples: a farmer, a cow
- Using adverbials to give additional information about behavior, example: early, noon

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J E M B E R

Lampiran 2: Contoh teks deskripsi terkait orang

My Classmate Lusia

Lusia is my classmate. She is very beautiful and friendly. Her hair is aslong as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

COMEDIAN SULE PRIKITIW

His full name is Entis Sutisna. Usually, people call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1975 in Bandung, West Java. He speaks Sundanese fluently. He also learns javanese.

Sule is unique. His hair is long with brown and yellow color. He has an oval face, a flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His jokes make everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, Pas Mantab, and Saung Sule. Know he also plays in talk show. He can also sing very well. He has a very famous song entiled Susis (Suami Sieun Istri).

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Lampiran 3: Instrumen Penilaian Sikap

Petunjuk:

a. Amati perkembangan sikap siswa menggunakan instrumen lembar pengamatan pada setiap pertemuan.
b. Isi lembar pengamatan dengan deskripsi singkat tentang sikap siswa, misalnya, kurang, cukup, baik atau baik sekali. Dikolom catatan, guru dapat menuliskan sikap siswa yang menonjol, baik yang positif maupun yang negative. Untuk siswa yang pernah memiliki catatan perilaku kurang baik, apabila menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut juga dapat dituliskan dalam kolom catatan.

Teknik: Observasi

Bentuk Instrumen: Lembar Pengamatan

No	Nama siswa	Religius	Kerjasama	Mandiri	Integritas	Catatan
1						
2						
3						

Keterangan:

K = Kurang

C = Cukup

B = Baik

SB = Sangat Baik

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Lampiran 4: Instrumen Penilaian Pengetahuan (KD 3.4 IPK 3.4.1 dan 3.4.2)
Bentuk Instrumen : Tes tulis berupa 16 soal pilihan ganda
Kisi – kisi soal

Kompetensi Dasar	Materi Pokok	Indikator soal	Level Kognitif	Nomor soal
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	Fungsi sosial teks deskripsi	Disajikan teks deskripsi tentang orang, siswa dapat menentukan fungsi sosial dari teks tersebut.	C3 (Mengaplikasikan)	1,2,3,7
	Unsur kebahasaan (*uses adjective)*	Disajikan teks deskripsi tentang orang, siswa dapat menentukan kata yang menunjukkan kata keterangan (*adjective*).	C3 (Mengaplikasikan)	9
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menganalisis informasi tersirat dalam teks.	C4 (Menganalisis)	12,8
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan antonim dari kosakata dalam teks	C4 (Menganalisis)	11
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan sinonim dari kosakata dalam teks	C4 (Menganalisis)	6,13
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menafsirkan kosakata yang dimaksud dalam kalimat	C5 (Mengevaluasi)	4

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	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat memprediksi dan merencanakan sebuah kejadian.	C6 (Mencipta)	15
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat membuat kesimpulan berdasarkan teks	C6 (Mencipta)	5,10,14,16
Jumlah Soal				16

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Instrumen Penilaian Pengetahuan

Choose the correct answer by crossing A, B, C or D.

The text below is for question number 1-16

COMEDIAN SULE PRIKITIW

His full name is Entis Sutisna. Usually, people call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1975 in Bandung, West Java. He speaks Sundanese fluently. He also learns javanese.

Sule is unique. His hair is long with brown and yellow color. He has an oval face, a flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His jokes make everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, Pas Mantab, and Saung Sule. Know he also plays in talk show. He can also sing very well. He has a very famous song entiled Susis (Suami Sieun Istri).

1. What is the color of sules' hair?
   a. Brown and yellow
   b. Black
   c. White
   d. Brown and black
2. What is the shape of sule's face?
   a. Heart face
   b. Oval face
   c. Square face
   d. Round ace
3. Who is the name full of Sule?
   a. Leo sutisna
   b. Bramantyo prasetyo
   c. Entis sutisna
   d. Mario graharja
4. "**He** is a famous comedian…". The underline word refers to…? (First Paragraph)
   a. Sule
   b. Sulis
   c. Andre
   d. Parto
5. From the first paragraph, we can conclude that sule was born on...
   a. On 10 Juli 1977 in Solo
   b. On 15 November 1975 in Bandung
   c. On 15 Desember 1778 in Bandung
   d. On 9 November 1975 in Bogor
6. "He is a famous **comedian** in Indonesia". The Synonym of the underline word is…?

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a. Clown
b. Figure
c. Artist
d. Joker

7. What the language does sule usually use?
   a. Chinese
   b. Melayu
   c. Sundanese
   d. Javanese
8. Why sule is very funny man?
   a. Because he is like singing
   b. Because his jokes make everyone smiling even belly laughing.
   c. Because he can amuse everyone that he finds
   d. Because he has several music
9. The adjective (kata sifat) that is found in first paragraph is…?
   a. Fun
   b. Joke
   c. Famous
   d. Happy
10. In the second paragraph, the writer explains about?
    a. The biography of sule
    b. The characteristic of sule
    c. The hair color of sule
    d. The skin of sule
11. "…Sule as a ridiculous man and **full** of jokes". The Antonym of the underline word is…?
    a. Less
    b. Heavy
    c. Cram-full
    d. Complete
12. What is the main idea in the second paragraph?
    a. Sule is a ridiculous man and full of jokes
    b. Sule is a peevish person
    c. Sule is a good person
    d. Sule is a bad person
13. "…He is very **funny**". The synonym of the underline word is?
    a. Bizarre
    b. Strange
    c. Cute
    d. Ugly
14. Which of the following statements is not true based on the third paragraph?
    a. Sule plays in Opera Van Java
    b. Sule plays in Awas ada Sule
    c. Sule plays in Saung sule
    d. Sule plays in Pesbukers
15. Can you explain why do people think that Sule as a ridiculous man?
    a. Because sule is popular artist
    b. Because sule is famous singer
    c. Because sule is funny and his jokes make everyone smiling even belly laughing.
    d. Because sule is play director

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16. From the text above, we can conclude that…?
    a. Sule is famous comedian that is very funny and his jokes makes everyone smiling even belly laughing
    b. Sule is bad artists
    c. Sule is bad comedian of Indonesia
    d. Sule is good singer of indonesian

KEY ANSWER TREATMENT 1

1.	**A**	**11.**	**A**
2.	**B**	**12.**	**A**
3.	**C**	**13.**	**C**
4.	**A**	**14.**	**D**
5.	**B**	**15.**	**C**
6.	**A/D**	**16.**	**A**
7.	**C**		
8.	**B**		
9.	**C**		
10.	**B**		

Pedoman Penskoran untuk Penilaian Pengetahuan

Jumlah Skor = $\frac{jumlah\ benar}{jumlah\ soal}$ X **100**

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J E M B E R

PEMERINT AH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. (0331) 486475 Jember
Email : smp7jember@gmail.com

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 7 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ 1
Materi Pokok : Describing Particular Person
Alokasi Waktu : 2 x 40 menit

PERTEMUAN KEEMPAT

A. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

KD	IPK
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskripsi tulis terkait orang 3.4.2 Menelaah struktur dan unsur kebahasaan teks deskripsi tulis terkait orang
4.4.2 Menyusun teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menyusun kesimpulan isi teks deskripsi tertulis, sangat pendek dan sederhana, terkait orang 4.4.2.2 Membuat buku kartu berisi teks deskripsi terkait orang

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B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan model *Problem-Based Learning*, siswa dapat:

1. Membandingkan fungsi sosial teks deskripsi
2. Menelaah struktur dan unsur kebahasaan teks deskripsi

3. Menyusun kesimpulan isi teks deskripsi secara tertulis, sangat pendek dan sederhana
4. Membuat buku kartu berisi kesimpulan teks deskripsi secara sederhana

C. Strategi, Bahan, dan Sumber Belajar

1. Strategi : Index Card Match
2. Bahan : Kertas Karton, Papan Tulis, Spidol
3. Sumber Ajar : E-book

D. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
10. Kegiatan Pendahuluan untuk pertemuan 1 (Pengetahuan)	• Guru membuka pembelajaran dengan mengucapkan **salam**, mengajak siswa untuk **berdoa** bersama **(religius)**, memeriksa kehadiran siswa, dan menyampaikan tujuan pembelajaran, cakupan materi, serta teknik penilaian.	5 menit
	• Guru memberi semangat dan stimulus kepada siswa untuk dapat mencapai tujuan pembelajaran di akhir pembelajaran **(motivasi)**	
	• Siswa diarahkan untuk mengingat kembali *(Brainstorming)* materi pada pembelajaran sebelumnya sebagai bekal untuk pembelajaran hari ini **(Apersepsi)**	
11. Kegiatan Inti		70 menit
Pertemuan 1 (Pengetahuan)		
Orientasi siswa pada masalah	Guru menyiapkan test deskripsi serta gambar tentang orang dan membagikannya kepada siswa. Kemudian siswa membaca dan mengamati lembar teks deskriptif tentang orang. Guru mengarahkan siswa untuk dapat menemukan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi, selain itu menginstruksi siswa untuk mencatat kosa-kata sulit yang pada teks.	***Literasi Media (teks)***

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	Siswa mengamati dan memahami permasalahan yang disampaikan guru, kemudian guru dan siswa bertanya jawab tentang pendapat siswa yang berkaitan dengan masalah yang ditemukan pada lembaran teks deskriptif.	***Communication***
Mengorganisasikan siswa untuk belajar	• Guru menyiapkan kartu kecil dari potongan karton yang sudah dimodifikasi berdasarkan jumlah murid di dalam kelas. Membagi kartu menjadi dua bagian. kartu pertama berisi *pertanyaan*, dan kartu kedua berisi *jawaban* dan isi keduanya masih berkaitan dengan teks bacaan *(descriptive text)* • Guru membagikan kartu berisi *pertanyaan* dan *jawaban* secara acak, setiap siswa mendapatkan masing-masing satu kartu. Dan setiap siswa diinstruksi untuk tidak memberitahu isi dari kartunya masing-masing ke siswa lain. • Guru menginstruksi siswa yang mendapat kartu pertanyaan dan jawaban harus memahami isi dari kartu yang diperoleh. Kemudian guru menunjuk satu persatu siswa yang mendapatkan kartu pertanyaan untuk membacakan isi kartunya masing-masing. Dan siswa yang mendapat kartu jawaban yang sesuai dengan pertanyaan tersebut menjawabnya. • Kemudian guru mengecek kartu dari siswa untuk mengetahui kesesuaian kartu yang dicocokkan. Setelah kartu saling cocok, guru mengarahkan siswa untuk duduk secara berpasangan untuk mendiskusikan isi kartu mereka untuk dikaitkan dengan indicator reading yang harus	***Literasi Media (kartu)***

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	mereka pahami. • Setelah penerapan media kartu, guru melakukan evaluasi kepada pemahaman murid mengenai pelaksaan strategy dan pemahamannya terhadap teks dengan memberikan pertanyaan secara oral.	
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12. **Kegiatan Penutup**		5 menit
Pertemuan 1	• Siswa dan guru menyimpulkan hasil pembelajaran dan kebermanfaatan pembelajaran tentang teks deskripsi terkait orang dan melakukan evaluasi terkait ketidakpahaman siswa terhadap materi atau strategi yang digunakan. • Siswa bersama guru menutup pembelajaran dengan mengucap **rasa syukur, berdoa**, dan mengucap **salam**. **(religius)**	

D. Penilaian

1. Penilaian Sikap:

Observasi saat pembelajaran terhadap sikap religious, mandiri, kerjasama, dan integritas yang ditunjukkan oleh siswa.

2. Penilaian Pengetahuan:

Tes tulis berbentuk isian pendek sebanyak 16 soal untuk mencapai IPK 3.4.1 dan 3.4.2

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mengetahui,
Guru Pamong

Jember, 22 Augustus 2022
Guru Mata Pelajaran

Kartika Sari Dewi, M. TESOL
NIP. 19870426 201101 2 017

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 1: Materi tentang teks deskripsi terkait orang

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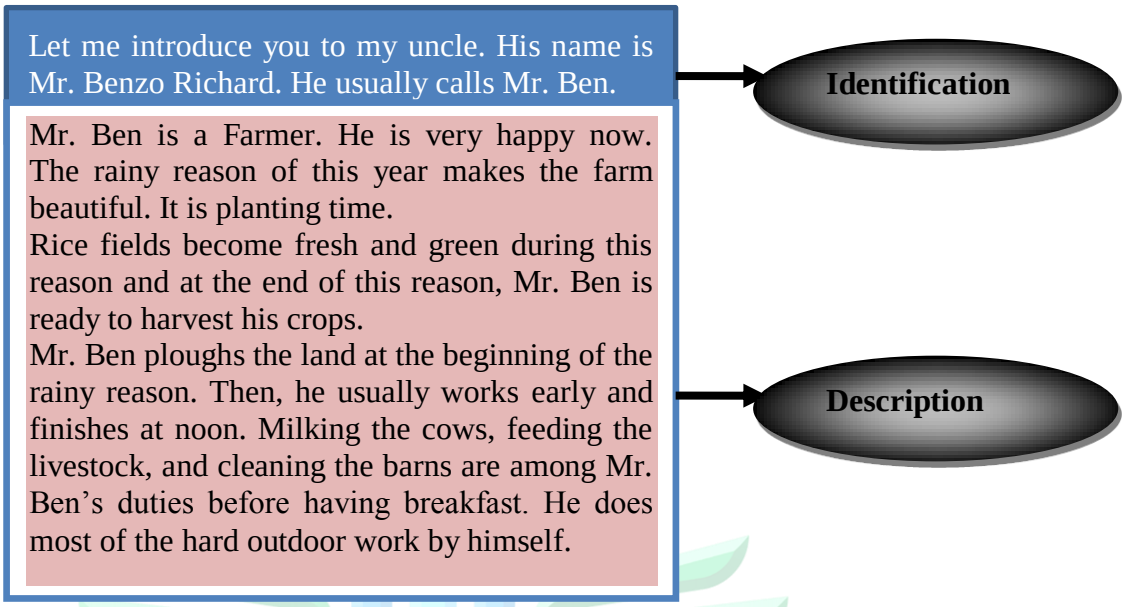

d. Language features (Unsur kebahasaan)

- Using simple present tense or simple past tense
- Using adjectives to describe, classifying, numbering. Example: very happy, beautiful
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J E M B E R

Lampiran 2: Contoh teks deskripsi terkait orang

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Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

MOTHER (IBU**)**

Today, I want to tell you about my mother. Her name is Humairah, she works as a business woman in a financial company in Surabaya.

She is a very good mother. Even though she is busy, she never forgets to wake me up for the Fajr prayer. In the morning, mother always cooks breakfast and prepares lunch for me. In the afternoon, my mother always asks permission from the office to take me home.

In the evening, mother will cook my favorite food. After dinner, mother will accompany me to study. Before going to bed, she makes milk for me and sings lullaby until I sleep.

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J E M B E R

Lampiran 3: Instrumen Penilaian Sikap

Petunjuk:

e. Amati perkembangan sikap siswa menggunakan instrumen lembar pengamatan pada setiap pertemuan.
f. Isi lembar pengamatan dengan deskripsi singkat tentang sikap siswa, misalnya, kurang, cukup, baik atau baik sekali. Dikolom catatan, guru dapat menuliskan sikap siswa yang menonjol, baik yang positif maupun yang negative. Untuk siswa yang pernah memiliki catatan perilaku kurang baik, apabila menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut juga dapat dituliskan dalam kolom catatan.

Teknik: Observasi

Bentuk Instrumen: Lembar Pengamatan

No	Nama siswa	Religius	Kerjasama	Mandiri	Integritas	Catatan
1						
2						
3						

Keterangan:
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C = Cukup
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SB = Sangat Baik

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J E M B E R

Lampiran 4: Instrumen Penilaian Pengetahuan (KD 3.4 IPK 3.4.1 dan 3.4.2)
Bentuk Instrumen : Tes tulis berupa 16 soal pilihan ganda
Kisi – kisi soal

Kompetensi Dasar	Materi Pokok	Indikator soal	Level Kognitif	Nomor soal
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	Fungsi sosial teks deskripsi	Disajikan teks deskripsi tentang orang, siswa dapat menentukan fungsi sosial dari teks tersebut.	C3 (Mengaplikasikan)	1,2,14
	Unsur kebahasaan (*uses adjective)*	Disajikan teks deskripsi tentang orang, siswa dapat menentukan kata yang menunjukkan kata keterangan (*adjective*).	C3 (Mengaplikasikan)	8
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menganalisis informasi tersirat dalam teks.	C4 (Menganalisis)	6,12
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan antonim dari kosakata dalam teks	C4 (Menganalisis)	7,
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menentukan sinonim dari kosakata dalam teks	C4 (Menganalisis)	3,10
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat menafsirkan kosakata yang dimaksud dalam kalimat	C5 (Mengevaluasi)	5,13
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat memprediksi dan merencanakan sebuah	C6 (Mencipta)	15

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		kejadian.		
	Teks deskripsi tulis tentang orang	Disajikan teks deskripsi tentang orang, siswa dapat membuat kesimpulan berdasarkan teks	C6 (Mencipta)	4,9,11, 16
Jumlah Soal				16

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Instrumen Penilaian Pengetahuan

Choose the correct answer by crossing A, B, C or D.
The text below is for question number 1-16

MOTHER (IBU**)**

Today, I want to tell you about my mother. Her name is Humairah, she works as a business woman in a financial company in Surabaya.

She is a very good mother. Even though she is busy, she never forgets to wake me up for the Fajr prayer. In the morning, mother always cooks breakfast and prepares lunch for me. In the afternoon, my mother always asks permission from the office to take me home.

In the evening, mother will cook my favorite food. After dinner, mother will accompany me to study. Before going to bed, she makes milk for me and sings lullaby until I sleep.

1. What is the job of the writer's mother?
   a. Teacher
   b. Business woman
   c. Farmer
   d. Model
2. Who is Humaira?
   a. The writer's aunt
   b. The writer's grandmother
   c. The writer's mother
   d. The writer's neighborhood
3. "…mother will cook my favorite food". The synonym of the underline word is…
   a. Lovely
   b. Bad
   c. Better
   d. Heat
4. From the first paragraph, we know that the writer's mother is…?
   a. A business woman of financial company in Surabaya
   b. A dentist of hospital in Surabaya
   c. A graphic artist of collage in Surabaya
   d. A architect of a state owned enterprise
5. "**She** works as a business woman….". The underline of word refers to….
   a. Neighborhood
   b. Cantika
   c. Aliana

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d. Humaira

6. In the second paragraph, what the writer's mother does in the morning?
   a. The mother cooks breakfast and prepares lunch for him.
   b. The mother busy with her business
   c. The mother asks permission from the office to take him home
   d. The mother will cook his favorite food
7. "She is a very **good** mother". The Antonym of the underline word is…?
   a. Better
   b. Bad
   c. Happy
   d. Cute
8. The adjective (kata sifat) that is found in first paragraph is?
   a. Busy
   b. Happy
   c. Sad
   d. Good
9. From the second paragraph, we can conclude that…?
   a. The mother is a bad person
   b. The mother is a busy person
   c. The mother is lazy person
   d. The mother is a care person
10. "…though she is **busy**". The synonym of the underline word is?
    a. Hard
    b. Care
    c. Active
    d. Bad
11. In third paragraph, what the writer's mother does in the evening?
    a. Wake up to farj prayer
    b. Prepare breakfast
    c. Cook to lunch
    d. Cook the writer's favorite food
12. When the mother will accompany the writer study?
    a. After cooking
    b. After dinner
    c. After breakfast
    d. After sleep
13. "After **dinner**, mother will accompany…". The translate of the underline word is?
    a. Makan malam
    b. Memasak
    c. Sarapan
    d. Makan siang
14. In the third paragraph, what the writer does after go to bed?

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a. He has dinner
b. He sing until sleeping
c. He study with his mother
d. He drink milks

15. Can you explain why does writer said that his mother is very good person?
    a. Because his mother is a artist
    b. Because his mother is a lazy person
    c. Because his mother is business
    d. Because his mother is a care person
16. From the text about, we can know that…?
    a. The mother is bad parent
    b. The mother is diligent person for her child
    c. The mother is happy parent
    d. The mother is strong person

KEY ANSWERS

1.	**B**	**11.**	**D**
2.	**C**	**12.**	**B**
3.	**A**	**13.**	**A**
4.	**A**	**14.**	**D**
5.	**D**	**15.**	**D**
6.	**C**	**16.**	**B**
7.	**B**		
8.	**A/D**		
9.	**D**		
10.	**B**		

Pedoman Penskoran untuk Penilaian Pengetahuan

Jumlah Skor = $\frac{jumlah\ benar}{jumlah\ soal}$ X **100**

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Appendix 5

RESEARCH AND JURNAL ACTIVITIES

RESEARCH AND JURNAL ACTIVITIES

Name : HUSNIA

NIM : T20186026

Title : The Implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at seventh grade students of SMPN 7 Jember in Academic Year 2022/2023

Location : SMPN 7 Jember

No	Day/ Date	Activity	Initial
1.	Tuesday, 19th July 2022	The researcher give a " surat permohonan penelitian" to the school and discuss with English teacher	
2.	Wednesday, 27th July 2022	The researcher implement the action (first meeting) in cycle one	
3.	Monday, 1st August 2022	The researcher implement the action (second meeting) in cycle one	
4.	Monday, 8th August 2022	The researcher implement the action (third meeting) in cycle one to take the data of Post-Test 1	
5.	Wednesday,10th August 2022	The researcher implement the action (first meeting) in cycle two	
6.	Monday, 22th August 2022	The researcher implement the action (second meeting)	

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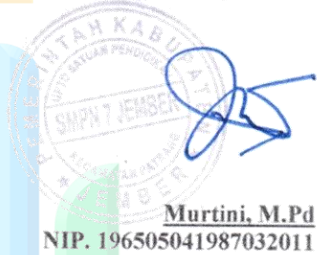
		in cycle two	
7.	Wednesday,31th August 2022	The researcher implement the action (third meeting) in cycle two to take the data of Post-Test 2	
8.	Thursday,22th September 2022	The researcher asked for a letter of research finishing	

Jember, 22th September 2022

Headmaster of Senior High School



Murtini, M.Pd

NIP. 196505041987032011

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Appendix 6

THE PRESENT LIST OF VII A CLASS

No	Name
1	ALFARENSYA DIANDANASTA. R
2	ALIAN NAZAL PRADANA
3	ANGGI WAHYUNING AGUSTIN
4	BELGIS TALITA DEWI
5.	DAFFA MAULANA DZAKIR
6.	DESTA NUR RISKIAWAN
7	DESTANTRI PUSPA NINDRA. M
8	DEWI SEKARDADU
9	DINDA LEVIANA. M
10	FATIMATUS ZAHRO
11	FILDZAH NURLAILI
12	KHEONY CANDRA REIHANDIANSYAH
13	KHOLIFA
14	KIKI DWI OKTAVIO
15	M. DAFFA NUR ALFIANSYAH
16	M. DAVIN ADITIA
17	M. FADLILAH
18	MOCH. WILDAN SATRIA KURNIAWAN
19	MOHAMMAD FERDI FIRMANSYAH
20	MOCHAMMAD FU'ADITO AFRILIO KHOIRUL HAQQI
21	MUHAMMAD FACHMY ACHKAM
22	MUHAMMAD FIRMANSYAH
23	NADIA AFIFAH PUTRI. F
24	NAILAH CAHAYA KAMILAH
25	NAMIRA SHINDY KLAUDYA
26	NATASYA PUTRI AZALIA
27	PRITA ANGELIA PUTRI
28	RADITYA PUTRA RIEJIE BASKORO
29	REVAN DWI SASTRA WIJAYA
30	RICO SAPUTRA
31	RISKI TITIAN PRATAMA
32	SALSABILLA ANANTA PUTRI

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Appendix 8

BLUE PRINT OF READING TEST

School : SMPN 7 Jember
Subject : English
Class : VII A
Form of test : Multiple Choices

These tests are aimed to:

1. Measure the ability of students in mastering vocabularies of the descriptive text
2. Measure the ability of students in identifying the main idea of the descriptive text
3. Measure the ability of students in identifying specific information of the descriptive text
4. Measure the ability of students in understanding inference of the descriptive text

Reading test is used to measure the students' understanding about descriptive text, in reading test the students will be given some questions based on,

No	Criteria	Amount of the question	Questions
1	**2**	**3**	**4**
1.	Understanding the significant information in the text	6	**Who is full name of ki hajar dewantara?** a. Raden Mas Soewardi Soeryaningrat b. Sultan hasanuddin c. Muhammad Yamin d. Tirto Adi Soerjo **When Ki hajar dewantara was born?** a. On April 15th 1988 b. On May 20th 1922 c. On May 2nd 1889 d. On August 1989

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1	2	3	4
			When he changed, his name became ki hajar dewantara? a. When he was born in 1889 b. When he was 40 years old, in 1922 c. When he studied at Europeesche Lagere School (ELS) d. When he is graduating from ELS **After graduating from ELS, then he went to…** a. STOVIA (Bumiputera Medical School) b. Europeesche Lagere School (ELS) c. In a family of Yogyakarta Kingdom d. In elementary school in Indonesia **Where Jonny Depp was born?** a. In Owensboro, Kentucky, United State b. In Birmingham, West Midlands c. In Barnet, Greater London d. In Cambridge, Massachusetts **What is the first genre that Jonny Depp played?** a. Solo Music b. Sad Music c. Rock music d. Group music
2.	Understanding the main idea	5	**What is the goal of the text above?** a. To tell the reader about an announcement b. To tell the reader about an announcement c. To promote the reader about a text d. To give information to readers e. To tell the reader about Ki Hajar Dewantara **In the last paragraph, we know that ki Hajar Dewantara did not could not complete his education because…** a. He must go to London b. He must work as teacher c. Illness d. He must go to Yogyakarta

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1	2	3	4
			In the first paragraph, we know that Jonny Depp started his career on movie in… a. 1965 b. 1983 c. 1984 d. 1985 **What is the main idea of third paragraph?** a. Jonny Depp had been an actors in 48 movies in a long his life b. Before Jonny Depp became a famous actor, he was a musician c. Jonny Depp was born in Owensboro, Kentucky, United State and he Owensboro, Kentucky, United State d. Jonny Depp is playing in a nightmare on Elm Street for the first movie
3.	Understanding new vocabulary based on the text	7	**"<u>He</u> went to STOVIA (Bumiputera Medical School) is...". (Third paragraph). The underline word refers to….** a. Grandson Soeryaningrat b. Europeesche Lagere School (ELS) c. Yogyakarta Kingdom d. Ki hajar dewantara **"Although he did not could not <u>complete</u> his education...". (Fourth paragraph)** The synonym of the underline word is… a. Perfect b. Partial c. Absolute d. Real **What is the adjective (kata sifat) that find in the last paragraph?** a. Complete b. Came c. Went d. Change

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1	2	3	4
			"<u>His</u> first movie is a nightmare on Elm Street…". (Second paragraph). the underline word refers to… a. Jonny Depp b. William M c. Michael Zander d. Rosalinde Brooke **The adjective (kata sifat) that is found in the second paragraph is…** a. Nightmare b. Movie c. Fantastic d. Street **The adjective (kata sifat) that is found in the second paragraph is…** a. Long b. Life c. Actor d. Best **"…he is <u>proper</u> to be the winner of the Golden..." (third paragraph). the synonym of the underline word is…** a. Bad b. Suitable c. Wrong d. Inappropriate

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1	2	3	4
4.	Understanding the inference of the text	2	**From the first paragraph, we can conclude that…** a. Ki hajar dewantara was born in Yogyakarta that came from Pakualaman family b. Ki hajar dewantara was born in Solo that came from Pakualaman family c. Ki hajar dewantara was born Bandung that came from Pakualaman family d. Ki hajar dewantara was born in DKI Jakarta that came from Pakualaman family **Can you explain, why the writers said that Jonny Depp is proper to be the winner of the Golden Globe Award and Screen Actors Guild Award for the best actor?** a. Because in his long life he had been an actor in 48 movies b. Because Jonny Depp was a musician before he became a famous actor c. Because Jonny Depp is good in playing guitar and writing songs d. Because Jonny Depp wrote so many songs for bands, solo vocalist or for movie

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Appendix 9

The Students' Reading Comprehension in Pre-Test

No	Students' Initial Name	Students' Reading Score				Total Score	Criterion of Success	Fail/Pass
		V	SI	MI	I			
1	ALG	30	25	5	0	60	75	Fail
2	ABN	25	30	5	0	60	75	Fail
3	AFYS	35	30	5	10	80	75	Pass
4	ASR	25	30	15	5	75	75	Pass
5	AFR	25	30	15	5	75	75	Pass
6	AK	25	25	10	0	60	75	Fail
7	AI	25	30	10	15	80	75	Pass
8	CN	25	30	5	5	65	75	Fail
9	DQF	20	30	10	10	70	75	Fail
10	DI	15	30	0	0	45	75	Fail
11	EPS	25	25	15	5	70	75	Fail
12	FAA	20	30	10	5	65	75	Fail
13	FA	25	30	20	0	75	75	Pass
14	HNDA	30	30	10	10	80	75	Pass
15	JP	20	30	15	10	75	75	Pass
16	KCFP	30	30	15	5	80	75	Pass
17	MMBR	25	25	10	5	65	75	Fail
18	MN	30	30	5	5	70	75	Fail
19	MDS	20	30	10	5	65	75	Fail
20	MFA	20	25	5	5	55	75	Fail
21	MTI	20	30	5	10	65	75	Fail
22	MAAR	20	25	15	5	65	75	Fail
23	MR	10	25	5	5	45	75	Fail
24	NAMF	20	30	5	5	60	75	Fail
25	NTT	20	30	10	0	60	75	Fail
26	NPK	25	25	5	10	65	75	Fail
27	RM	15	30	10	5	60	75	Fail
28	RN	20	30	15	10	75	75	Pass
29	RAA	20	30	20	5	75	75	Pass
30	SF	30	30	15	5	80	75	Pass
31	VSA	30	30	15	0	75	75	Pass
32	YASW	20	30	10	5	65	75	Fail
Total		745	920	325	170	2160		
Mean		23,2	28,8	10,2	5,3	67,5		
Percentage						37,5%		

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Appendix 10

Name	
Class/ Attendance	

POST-TEST 1

Choose the correct answer by crossing A, B, C and D, the text below is for question number 1-10.

KI HAJAR DEWANTARA

Raden Mas Soewardi Soeryaningrat was born in Yogyakarta on May 2nd 1889. He came from Pakualaman family, the son of GPH Soerjaningrat, grandson of Pakualam III and grew up in a family of Yogyakarta Kingdom.

Then, in 1922 when he was 40 years old, Raden Mas Soewardi Soeryaningrat changed his name to Ki Hadjar Dewantara.

Ki Hajar Dewantara ever studied at Europeesche Lagere School (ELS) at the Dutch colonial era it is an elementary school in Indonesia. After graduating from ELS, then he went to STOVIA (Bumiputera Medical School) is a school for the education of indigenous doctors in Batavia in the Dutch colonial era. This time it became the Faculty of Medicine, University of Indonesia. Although he did not could not complete his education because of illness.

1. What is the goal of the text above?
   a. To tell the reader about an announcement
   b. To promote the reader about a text
   c. To give information to readers
   d. To tell the reader about Ki Hajar Dewantara
2. Who is full name of ki hajar dewantara?
   a. Raden Mas Soewardi Soeryaningrat
   b. Sultan hasanuddin
   c. Muhammad Yamin
   d. Tirto Adi Soerjo
3. When Ki hajar dewantara was born?
   a. On April 15th 1988
   b. On May 20th 1922
   c. On May 2nd 1889
   d. On August 1989
4. From the first paragraph, we can conclude that…
   a. Ki hajar dewantara was born in Yogyakarta that came from Pakualaman family
   b. Ki hajar dewantara was born in Solo that came from Pakualaman family
   c. Ki hajar dewantara was born Bandung that came from Pakualaman family
   d. Ki hajar dewantara was born in DKI Jakarta that came from Pakualaman family
5. When he changed, his name became ki hajar dewantara?
   a. When he was born in 1889
   b. When he was 40 years old, in 1922
   c. When he studied at Europeesche Lagere School (ELS)
   d. When he is graduating from ELS
6. "**He** went to STOVIA (Bumiputera Medical School) is..". (Third paragraph). The underline word refers to….

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a. Grandson Soeryaningrat
b. Europeesche Lagere School (ELS)
c. Yogyakarta Kingdom
d. Ki hajar dewantara

7. After graduating from ELS, then he went to…
   a. STOVIA (Bumiputera Medical School)
   b. Europeesche Lagere School (ELS)
   c. In a family of Yogyakarta Kingdom
   d. In elementary school in Indonesia
8. "Although he did not could not **complete** his education.". (Fourth paragraph)
   The synonym of the underline word is…
   a. Perfect
   b. Partial
   c. Absolute
   d. Real
9. In the last paragraph, we know that ki Hajar Dewantara did not could not complete his education because…
   a. He must go to London
   b. He must work as teacher
   c. Illness
   d. He must go to Yogyakarta
10. What is the adjective (kata sifat) that find in the last paragraph?
    a. Complete
    b. Came
    c. Went
    d. Change

Choose the correct answer by crossing A, B, C and D, the text below is for question number 11-20.

JONNY DEPP

Jonny depp was born on June 9, 1963 in Owensboro, Kentucky, United State. He is now 54 years old. He started his career on movie in 1984.

His first movie is a nightmare on Elm Street and his last movie is Untitled Fantastic Beast Sequel that would be released in 2018.

A long his life, he had been an actor in 48 movies. It means that he had been playing more than 40 characters during his life. Thus, seeing his achievement, he is proper to be the winner of the Golden Globe Award and Screen Actors Guild Award for the best actor.

Before he became a famous actor, Depp was a musician. The first genre he played was rock music. He is good in playing guitar and writing songs. And a long his life, he wrote so many songs for bands, solo vocalist or for movie such as Sweeney todd.

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11. What is the goal of the text above?
    a. To tell the reader about an announcement
    b. To promote the reader about a text
    c. To give information to readers
    d. To tell the reader about Jonny Depp
12. Where Jonny Depp was born?
    a. In Owensboro, Kentucky, United State
    b. In Birmingham, West Midlands
    c. In Barnet, Greater London
    d. In Cambridge, Massachusetts
13. In the first paragraph, we know that Jonny Depp started his career on movie in…

a. 1965
b. 1983
c. 1984
d. 1985

14. "**His** first movie is a nightmare on Elm Street…". (Second paragraph). the underline word refers to…
    a. Jonny Depp
    b. William M
    c. Michael Zander
    d. Rosalinde Brooke
15. The adjective (kata sifat) that is found in the second paragraph is…
    a. Nightmare
    b. Movie
    c. Fantastic
    d. Street
16. What is the main idea of third paragraph?
    a. Jonny Depp had been an actors in 48 movies in a long his life
    b. Before Jonny Depp became a famous actor, he was a musicial
    c. Jonny Depp was born in Owensboro, Kentucky, United State and he Owensboro, Kentucky, United State
    d. Jonny Depp is playing in a nightmare on Elm Street for the first movie
17. The adjective (kata sifat) that is found in the second paragraph is…
    a. Long
    b. Life
    c. Actor
    d. Best
18. "…he is **proper** to be the winner of the Golden..." (third paragraph). the synonym of the underline word is…
    a. Bad
    b. Suitable
    c. Wrong
    d. Inappropriate
19. What is the first genre that Jonny Depp played?
    a. Solo Music
    b. Sad Music
    c. Rock music
    d. Group music
20. Can you explain, why the writers said that Jonny Depp is proper to be the winner of the Golden Globe Award and Screen Actors Guild Award for the best actor
    a. Because in his long life he had been an actor in 48 movies
    b. Because Jonny Depp was a musician before he became a famous actor
    c. Because Jonny Depp is good in playing guitar and writing songs
    d. Because Jonny Depp wrote so many songs for bands, solo vocalist or for movie

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POST-TEST 2

Name	
Class	
Attendance	

Choose the correct answer by crossing A, B, C or D. The text below is for question number 1-8

JOKO WIDODO

IR. H. Joko Widodo or usually we call Mr. Jokowi is a president of Indonesia. He was born on 21 June 1961 in Surakarta, Central Java. He is the seventh president of Indonesia. He is also a politician. Besides, he is a businessperson.

Mr. Jokowi was a mayor of Surakarta (Indonesia) from 2005 to 2012 and the Governor of Jakarta from 2012 to 2014. Some people like his work so he is nominating for Indonesia Presidential Election in 2014 and 2019.

Mr. Jokowi has brown skin and black short hair. He has small eyes. His face is inverted triangle shape. Usually, he likes to wear simple clothes in white shirt and black pants. Children like to ask him a bicycle when they meet him.

1. What is the type of text above?
   a. Report text
   b. Procedure text
   c. Narrative text
   d. Descriptive text
2. Who is the abbreviation of Mr. Jokowi?
   a. Joko widodo
   b. Jaka Wardhana
   c. John Wijaksana
   d. Johan Wiraguna
3. When Mr. Jowoki was born?
   a. On 21 June 1961 in Surakarta
   b. On 21 July 1961 in Surakarta
   c. On 21 May 1961 in Surakarta
   d. On 21 September 1961 in Surakarta
4. "**He** is also a politician". The underline word refers to…? (First Paragraph)
   a. Mr. Jowoki
   b. Mr. Yusuf
   c. Mr. Ridwan
   d. A President
5. From the first paragraph, we can conclude that….
   a. Mr. Jokowi is politician and businessman besides he is a presidents
   b. Mr Jokowi is Governor of Indonesia
   c. Mr Jokowi is a mayor of Surakarta (Indonesia)
   d. Mr Jokowi is comedian of Indonesia
6. "…brown skin and black **short** hair". The antonym of the underline word is…? (Third Paragraph)
   a. Small
   b. Dumpy
   c. Curt
   d. Long
7. In the third paragraph, the writer explains about?
   a. The characteristic of Mr. Jokowi
   b. The identity of Mr.Jokowi
   c. The Job of Mr. Jokowi
   d. The Hobby of Mr. Jokowi

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8. “He has small eyes”. The synonym of the underline word is?
   a. Tall
   b. Short
   c. Big
   d. Tiny

MY ENGLISH TEACHER

I have a teacher at my school who I respect. She is Mrs. Susi, an English teacher. Mrs. Susi is still young so she is popular among students; she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although firm, Mrs.

Susi is actually very kind to each of her students. Mrs. Susi has short hair and always looks neat at school. She wears glasses because she has an eye problem. Many male students really like her. According to many male students, Mrs. Susi is an authoritative and cool woman with a sharp nose. Mrs. Susi’s skin is also white which makes it more attractive to many students.

Mrs. Susi is very concerned about all her students at school. She always tries to give proper and positive advice to the students. Mrs. Susi also succeeded in making all her students like English as a compulsory subject. She is very good at explaining difficult material and can create a comfortable atmosphere.

9. What is the type of text above?
   a. Narrative text
   b. Descriptive text
   c. Anecdote text
   d. Procedure text
10. Who is Mrs. Susi?
   a. Lecture
   b. English teacher
   c. Staff
   d. Headmaster
11. Mrs. Susi is still **young** so she is popular among students. The synonym of the underworld is…….
   a. teen
   b. old
   c. mature
   d. aged
12. How long the age of Mrs. Susi?
   a. 27 years
   b. 32 years
   c. 25 years
   d. 30 years
13. In the first paragraph, we can conclude that…..
   a. Mrs. Susi is a disciplined people
   b. Mrs. Susi is a negligent people
   c. Mrs. Susi is a diligent people
   d. Mrs. Susi is a lazy people
14. How do you think about Mrs. Susi to each her students?
   a. she is killer to each of her students
   b. she is discipline to each of her students
   c. she is very dislike to each of her students
   d. she is very kind to each of her students
15. “Mrs. Susi has **short** hair and always…” the Antonym of the underline word is…
   a. tall
   b. near
   c long
   b. Wide
16. Why are many male students really like Mrs. Susi?
   a. Because Mrs. Susi is an authoritative and cool woman with a sharp nose
   b. Because Mrs. Susi is discipline woman
   c. Because Mrs. Susi is diligent woman
   d. Because Mrs. Susi is hard worker
17. In the second paragraph, the writer tells about?
   a. The hobby of Mrs. Susi
   b. The behavior of Mrs. Susi
   c. The activities of Mrs. Susi
   d. The characteristics of Mrs. Susi

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18. "**She** always tries to give proper…". The underline word refers to…
    a. Mrs. Maria
    b. Mr. Bram
    c. Mrs. Julia
    d. Mrs. Susi
19. In the third paragraph, you can found the adjective word. What is the word?
    a. Happy
    b. Good
    c. Bad
    d. Beautiful
20. How Mrs. Susi explain the material for students?
    a. She is very bad to explain the material
    b. She is very good at explaining difficult material and can create a comfortable atmosphere.
    c. She is very lazy to explain the material
    d. She cannot explain the material

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Appendix 11

RESEARCH LICENSE LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3829/In.20/3.a/PP.009/06/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 7 Jember
Jl. Cendrawasih No. 22 Puring, Slawu, Kec. Patrang, Kabupaten Jember. Telp. (0331) 486475

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186026
Nama	:	HUSNIA
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of Index Card Match (ICM) Model in Descriptive Text to Improve Students` Reading Comprehension at seventh grade students of SMPN 7 Jember " selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Murtini, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 08 Juni 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

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Appendix 12

RESEARCH FINISHED LETTER

PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Jember

SURAT KETERANGAN
No : 422/148 /310.01/205.23892/2022

Yang bertanda tangan di bawah ini :

N a m a	: **MURTINI, M.Pd**
N I P	: 19650504 198703 2 011
Pangkat/Golongan	: Pembina Tk I/IVb
Jabatan	: Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

N a m a	: HUSNIA
NIM	: T20186026
Prodi	: TADRIS BAHASA INGGRIS
Fakultas	: Tarbiyah dan Ilmu Keguruan
Institusi	: UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Judul : **"The Implementation of Indeks Card Match (ICM) Model in Descriptive Text to Improve Students' Reading Comprehension at Seventh Grade Students of SMPN 07 Jember in Academic Year 2022/2023 "**

Yang bersangkutan benar-benar telah melaksanakan penelitian pertama pada tanggal 19 Juli 2022 s.d 21 September 2022 di SMP Negeri 7 Jember.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 22 September 2022
Kepala Sekolah

MURTINI, MPd.
NIP. 19650504 198703 2 011

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Appendix 13

BIODATA

Name : HUSNIA

Place, data of birth : Banyuwangi, 10 August 1999

Address : Songgon, Banyuwangi

Gmail Address : husniasoba@gmail.com

Educational Background

1. TK Pertiwi Sragi (2005-2007)
2. SD Negeri 1 Sragi (2007-2012)
3. SMP Negeri 1 Songgon (2012-2015)
4. SMA Negeri Darussholah Singojuruh (2015-2018)
5. UIN Kiai Haji Achmad Siddiq Jember (2018-2022)

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