



**THE IMPLEMENTATION OF INDEX CARD MATCH STRATEGY IN
IMPROVING STUDENTS ABILITY IN COMPREHENDING ACTIVE-
PASSIVE VOICE AT MAS PAB-1 HELVETIA**

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*Submitted to Tarbiyah Faculty UIN-SU Medan as Partial Fulfillment of
Requirement for the S-1 Program*

BY

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STATE UNIVERSITY FOR ISLAMIC STUDIES NORTH SUMATRA**

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Every student who has finished his/her studies at the Faculty of Tarbiyah is required to write and submit a mini thesis. The writer chose a topic, “THE IMPLEMENTATION OF INDEX CARD MATCH STRATEGY IN IMPROVING STUDENTS ABILITY IN COMPREHENDING ACTIVE-PASSIVE VOICE AT MAS PAB-1 HELVETIA”. I realize that I would never finishing writing this mini thesis without the help from some people around me. Dealing with the completion of this mini thesis, I would like to give special thanks to:

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I would be please to accept some critics and correction to this writing. I believe in it is still far from perfect. Finally I hope this proposal will be beneficial for those who read and experience in the field of education. May Allah SWT bless us in order to get His mercy in carrying of our activities in this world.

Medan, Agustus 2016

The Writer

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SUCI SUPRIANTI LIANA, THE IMPLEMENTATION OF INDEX CARD MATCH STRATEGY IN IMPROVING STUDENTS' ABILITY IN COMPREHENDING ACTIVE – PASSIVE VOICE AT MAS P.A.B –I HELVETIA. (2015)

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ABSTRACT

This research conducted to know the increase of students' ability in comprehending active-passive voice by Index Card Match Strategy at MAS P.A.B –I Helvetia. The population of this study is the XI grades of MAS P.A.B –I Helvetia academic year 2015/2016, from the population above the researcher chose XI-IPA¹. As a random sampling that class consists of with 33 students. The researcher conducted using classroom action research. The technique of analyzing data applied in this research was quantitative and qualitative data, the qualitative took from interview, observation sheet, diary note and document. The quantitative data took from the test which use teamwork test in pairing question and answer forms in note was item question and items answer. Data took from the test result, which carried out in two cycles or more if need to do, in every cycle two meeting conducted. Each cycle have four stages, namely: planning, action, observation and reflection. Based on the data analysis there was improvement of students' ability in comprehending active – passive voice by implementing index card match strategy. The mean of the post-test of first cycle was 55.51. it was very low because the score wasn't standard score which has to touch above 65. The mean of post test in the second cycle was 83.94. It indicated that the scores and the mean in the second cycle were better than the first cycle. In the pre-test of first cycle, there were no students who got point up 65 (0%). In the post-test of first cycle, students who got up 65 were 8 of 33 students (24,24%). It mean that there was improvement around 24.24%. In the pre-test of second cycle, students who got point up 65 were 22 of 33 students (60.60%) in the post-test of second cycle, students who got point up 65 were 28 of 33 students (84.84%). The improvement was about 84.84%. It indicated that the implementation of index card match strategy was effective to increase students' ability in comprehending active-passive voice.

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CHAPTER I

INTRODUCTION

A. The Background Of The Study

Grammar is the base foundation in English, like a framework in a sentence of English. Cause of it before we learn English more, in the first of all we must be introduced by Grammar. Like explanation from Allah in His holy Qur'an surah Al-Qiyamah verse 16:

١٦ بِهِ جَلَّلْتَ لِسَانَكَ بِهِ تَحَرَّكَ لَا

The mean:

“Move not thy tongue concerning the (Qur'an), to make haste therewith.”

Based on the verse above, Allah remembered us, like to master in Al-Quran we must learn it from the basic, same with English learning before we learn further about that we must learn the Grammar as the basic of English learning. It is a reason of us to study grammar before study English further. There are so many items of grammar, which one of them is active-passive voice.

Active-passive voice is which one grammar items that looked hard for students. To arrange active-passive voice, students have to master some elements like: Tenses, adverb of place, adverb of time and modals, cause they are so influence in changing from active to passive voice and like the opponent. It made student think that active-passive voice is the hard subject to understand.

Therefore, the teachers must be able creative to make fun condition in teaching this subject, so that this subject can receive by student easily.

The strategy is designed to facilitate students in comprehending the subject that hard to understand and make it to be fun in learning process. There are so many strategy is used to help student to understand the hard subject as well and effectively. The students can comprehend the subject easier.

For this subject the writer chose Index card Match strategy to facilitate the students in comprehending active-passive voice are easier than usual. Index card match strategy designed to help students' in comprehending active-passive voice become more fun, active and get information more easily. If the students can discipline themselves to use this strategy, the students felt better prepared for class, have a better grasp of the material and perform better on exam as well.

Index card match strategy is education strategy that designed to help student to get knowledge, skills, active and inside this subject in long-term memory's students.

Based on the explanation above, the writer conducted a research under the title:

“THE IMPLEMENTATION OF INDEX CARD MATCH STRATEGY IN IMPROVING STUDENTS ABILITY IN COMPREHENDING ACTIVE-PASSIVE VOICE AT MAS PAB-1 HELVETIA”

B. The Identification Of Study

- a. The students had less interest in studying English especially grammar and structure.
- b. The students were unable to use active-passive voice correctly.
- c. The students looked difficulties to comprehend active-passive voice.
- d. The students' mastery of active-passive voice was very weak.
- e. The teacher had less creativity to design learning scenario.
- f. The teacher had less strategy to teach grammar and structure especially in active-passive voice.

C. Indicator of Implementation

This research was limited to see the improving of students' ability in comprehending active-passive voice through Index Card Match Strategy. The research conducted by classroom action research.

D. The Formulation Of Study

The problems that came in learning English the students' difficulty to participate in learning activities actively, especially in Grammar achievement of English. The formulation problem is:

1. How was the students' ability in comprehending active-passive voice before the implementation of Index Card Match strategy?
2. How was the process of implementation of Index Card Match strategy in improving students' ability in active-passive voice?
3. How was the improving of students' ability in comprehending active-passive after the implementation of Index Card Match Strategy?

E. The Objectives Of Study

In relation to the research problems, the objectives are aimed:

- a. To know the students' achievement or students' ability in comprehending active-passive voice before the implementation of Index Card Match Strategy.
- b. To know the process of the implementation of Index Card Match strategy in improving students' ability in comprehending active-passive voice.
- c. To know the improvement of students' ability in comprehending active-passive voice after the implementation of Index card Match strategy.

F. The Significance Of Study

The found of the research was expected to be useful for the teachers, students and readers or the other researchers. It is expected that the result of the study gave some contribution in teaching English especially in active-passive voice subject.

The significances of the study are elaborate as below:

- Teachers, paying more attention to the strategy of comprehending active-passive voice as one of the alternative ways to teach active-passive voice subject.
- Students, in order to improve their ability in comprehending active-passive voices or researched, providing information for those who are interested conducting in depth research related to this study.

CHAPTER II

THEORETICAL REVIEW

A. The Theoretical Framework

In conducting a research's theories was needed to explain some concepts or terms applied in the research concerned. Some terms used this study and they needed to be theoretical explained.

1. Active – Passive Voice

Active – Passive are grammar that consist of two element active voice and passive voice. Each voice has a form. The using of active – passive voice to exchanged form base sentence (active voice) into another sentence (passive voice).

Active voice is something does by subject and the subject is responsible for what happens. It is proper with Micheal Swan theory in this book *Practical English Usage* that said “the subject of an active verb is usually the person or thing that does the action, or that is responsible for what happens.”¹ From the theory we also know that the subject isn't limited by Human, it can be also Animal, Plant or Thing. It is reinforced by Drs. John S. Hartanto, Drs. Koentjoso and Drs. Manaf Asmoro Seputro in their book *Accurate, Brief and Clear English grammar* wrote “active voice in here Human, Animal, and Thing are showed by subject called doing at another”.

¹ Michael Swan, *Practical English Usage*, New York: Oxford University Press, 2005, p. xvii

“Active voice (bentuk aktif) disini orang, binatang, atau benda yang ditunjukkan oleh subjek yang dikatakan melakukan sesuatu pada sesuatu yang lain”.²

Another is mean of writers is object. So, we can get the conclusion active voice explained the subject that is doing something at the object. From here we know that active voice must have one or some objects. So, following is the main form of active voice.

S + V + O

S = Subject

V= Verb

O = Object

This can change agree with tenses that is required by sentences. As like that:

Simple present tense → S + V_(s/es) + O...

Present continuous → S + to be (is, am, are) + V ing + O...

Present perfect → S + ^{have}/_{has} + V₃ + O...

Present perfect cont. → S + ^{have}/_{has} + been + V ing + O...

Simple past → S + V₂ + O...

Past Continuous → S + ^{was}/_{were} + V ing + O...

Past perfect → S + had + V₃ + O...

Past perfect cont → S + had + been + V ing + O...

Simple future tense → S + will + V₁ + O

² Drs. John S. Hartanto, Drs. S. Koentjoro, Drs. Manaf Asmoro Seputro, *English Grammar*, Surabaya: Indah, 2003, p. 278.

Future continuous → S + will + be + V ing + O...

Future perfect → S + would + have + been + O...

Future perfect tense → S + would + have + been + V ing + O...

Passive voice is inversely from active voice, if in active voice explain the subject that is doing something at the object. So, passive voice is explained the object that change be subject as sufferer of something is done by subject. In other definition Micheal Swan said that the subject of passive verb from is usually the person or thing that is affected by the action of the verb. In the other grammar books is written by Wren & Martin.

The person or thing denoted by the subject not active got passive, that is suffers or receives some action.³

From the definitions above explained with clear that the subject in passive voice is the object or suffers from active voice.

Some like active voice, subject in passive voice not limited just human, but can also thing, animal, and plant. It is proper with definition of passive according Drs. John S. Hartanto, Drs. S. Koentjoro, and Drs manaf Asmoro Seputro that passive voice. In here human, animal or thing is called suffers from another.

(Disini orang, binatang atau benda dikatakan menderita sesuatu dari sesuatu yang lain.)⁴

³ Wren & Martin, *High School English Grammar & Composition*, New Delhi: S, Chand and Company LTD, 2005, p. 62

⁴ Drs. John S. Hartanto, Drs. S. Koentjoro, Drs. Manaf Asmoro Seputro, *Loc.cit.*

From some definition above, can we know that have been exchanged between active voice and passive voice. The exchanged is problem grammar of this subject. For further look the following examples:

Active voice → I eat a banana
 S V O

Passive → A banana is eaten by me
 S to be + V₃ O

In here we can understand with clear “ A Banana” actually as an object of active voice but in the passive voice it is replace be a subject, And “I” who be subject changed be “me” because the function change been object, beside of them, we also can look changing of tenses between (eat) V₁ replace be is (eaten) V₃.

The main formulation of passive voice is,

$S + \begin{matrix} \text{to be} \\ /modal/have/has/had + \end{matrix} \begin{matrix} \text{Verb3} \\ /been + \end{matrix} \text{by} + O$

Example: A banana is eaten by me

S to be + V₃ O

The difficult of this subject haven't just been in the exchange of the structure or pattern of the sentence but also exchange the tenses that as automatically change the formulation of the voice look the following table to know formulation that changing.

NO	TENSES	ACTIVE VOICE	PASSIVE VOICE
1	Simple present	S + V ₁ + O	S + to be (is, am, are) + V ₃ + by + O
2	Present continuous	S + to be + V ing + O	S + to be + being + V ₃ + by + O
3	Present perfect	S + ^{have} / _{has} + V ₃ + O	S + ^{have} / _{has} + been + V ₃ + by + O
4	Present perfect cont	S + ^{have} / _{has} + being + V ₂ + O	S + ^{have} / _{has} + been + V ₃ + by + O
5	S. Past tenses	S + V ₂ + O	S + to be + V ₃ + by + O
6	Past cont. tense	S + to be + V ing + O	S + to be + being + V ₃ + by + O
7	Past perfect tense	S + had + V ₃ + O	S + had + been + V ₃ + by + O
8	Past perfect cont. tense	S + had + being + V ₃ + O	S + had + been + V ₃ + O
9	S. future tense	S + will + be + V ing + O	S + will + be + V ₃ + by + O
10	Future cont. tense	S + will + be + V ing + O	S + will + be + being + by + O
11	Future cont. tense	S + would + have + V ₃ + O	S + would + have + been + V ₃ + by + O
12	Future perfect cont. tense	S + would + have + being + V ₃ + O	S + would + have + been + V ₃ + by + O
13	Modal	S + modal + V ₁ + O	S + modal + be + V ₃ + by + O

Because too many formulation that must remember by student made this subject took boring and very difficult. Therefore, we must find the proper strategy which can change condition or situation class being active class and change this subject be more interesting to easier student improve their ability to build up active – passive voice and automatically as unconsciously the students can memorize a lot of formulation without force.

2. Strategy

A strategy is a something that helps you do that skill. The term of strategy can have manipulative, even devious, overtones. It conjures up image of football coaches developing their game plan devising strategies for coming up campaign. Despite these connotations, the planning processes that coaches, politicians, and teacher follow are often marked similar in teaching, the purpose is so clear: to accomplish this, most teachers employ the planning procedure. The teacher's unit plan his/her overall strategy is roughly equivalent to a coach's game plan.

In general, the word “strategy” means good planning pertaining activities to reach special goal.⁵

According to Oxford Dictionary, strategy is forming part of a plan or an aim to achieve a specific purpose or to gain an advantage.⁶

⁵ KBBI in Henry Guntur Tarigan, *Strategy Pengajaran dan Pembelajaran Bahasa*, Bandung: Angkasa, 1993, p. 2.

⁶ Hornby, *Oxford Advance learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 1179

According to welton and mallan, a teaching strategy refers to a teachers overall plan of organization.⁷

Meanwhile, JJ Hasibuan and Moedijono stated that “strategi belajar mengajar adalah pola umum perbuatan guru murid di dalam perwujudan kegiatan belajar mengajar” (learning-teaching strategy is a general pattern of teacher-student’s action in learning-teaching activity).⁸

Next, Nana Sudjana states that “strategi mengajar adalah tindakan guru melaksanakan rencana mengajar, artinya usaha guru dalam menggunakan beberapa variable pengajaran (tujuan, bahan, metode, dan alat,serta evaluasi agar dapat mempengaruhi siswa mencapai tujuan yg telah ditetapkan” (teaching strategy is teacher ‘s action in performing teachin planning, it is a teacher’s effort in using some teaching variables (aims, material, method, and tool, and evalution) in order to influence students to achieve the determined purpose.⁹

Then, Syaiful Bahri and Aswan Zain defined strategy is “suatu garis-garis besar haluan untuk bertindak dalam usaha mencapai sasaran yang telah ditentukan dalam proses pengajaran dan pembelajaran”¹⁰(strategy is the standart action in afford to achieve the determined goal in teaching and learning process. Strategy is general patterns teacher-students action in teaching and learning activity to achieve a certain purpose)

⁷ Welton and Mallan, *Children and their world: Strategy to Teach Social Studies*, USA: Houghton Mifflin, 1998, p. 265

⁸ JJ. Hasibuan and Moedijono, *Proses Belajar Mengajar*, Bandung: Sinar Baru, 1989, p. 147

⁹ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, Bandung: Remaja Rosdakarya, 1995, p. 21

¹⁰ Syaiful Bahri Djaman and Aswan Zain, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 1977, p. 5

Later, Marto makes limitation of teaching language strategy as a pedagogic procedure which is arranged to determined a certain learning strategy for learner directly toward to competition development in the target language.¹¹

Strategy According to **B. H. Liddell Hart** definition of strategy: "the art of distributing and applying military means to fulfil the ends of policy."¹²

Some of the definitions in use to which Steiner pointed include the following:

- Strategy is that which top management does that is of great importance to the organization.
- Strategy refers to basic directional decisions, that is, to purposes and missions.
- Strategy consists of the important actions necessary to realize these directions.
- Strategy answers the question: What should the organization be doing?
- Strategy answers the question: What are the ends we seek and how should we achieve them?¹³

¹¹ Waldemar Marton in Henry Guntur Tarigan, *Strategi Pembelajaran dan Pengajaran Bahasa*, Bandung: Angkasa, 1993, p. 9

¹² B. H. Liddell Hart, *Strategy*, Basic Books, (1967), p.1

¹³ George Steiner, *Strategic Planning*, Free Press, (1979),p.12

Henry Mintzberg, in his 1994 book, *The Rise and Fall of Strategic Planning*, points out that people use "strategy" in several different ways, the most common being these four:

1. Strategy is a plan, a "how," a means of getting from here to there.
2. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.
4. Strategy is perspective, that is, vision and direction.¹⁴

3. Index Card Match Strategy

Index card match strategy is the pleasant strategy that used for remind the old subject that has learned before. But the new subject can teach with this strategy denoted, the students give explanation on and task to learn the subject before. So that, when start to apply the subject the student had provision of the subject.

¹⁴ Henry Mintzberg, *The Rise and Fall of Strategic Planning*, Basic Books, (1994), p.28

a) The Procedure of Index Card Match Strategy

The direction to use this strategy is:

1. The teacher make cutting of paper a number of students in the class.
2. Divide the cutting of papers in two parts.
3. Write down the question of subject that have taught in a half of cutting papers, in each papers fill of one question.
4. And another half, write down the answer from the question before.
5. Shuffle paper until mix with question with answer.
6. Give each the students one card.
7. Command students to search their pair.
8. If they have found their pair, and command then to sit adjoined one and others.

b) The Advantages of Index Card Match Strategy

- a.** Index card match strategy is a pleasant strategy that can change situation in studying grammar especially active-passive voice.
- b.** Build process discussion and presentation that make the subject can achieve with student.
- c.** Then a contraction of the students will be enhancing by using Index Card Match Strategy.
- d.** It helps students to create a good mental frame work of a subject into which you fit facts correctly.

c) The Disadvantage of Index Card Match Strategy

- a. This strategy just can use once, make it less monotonous.
- b. Index Card Match Strategy can't use in the other subject outside of grammar.

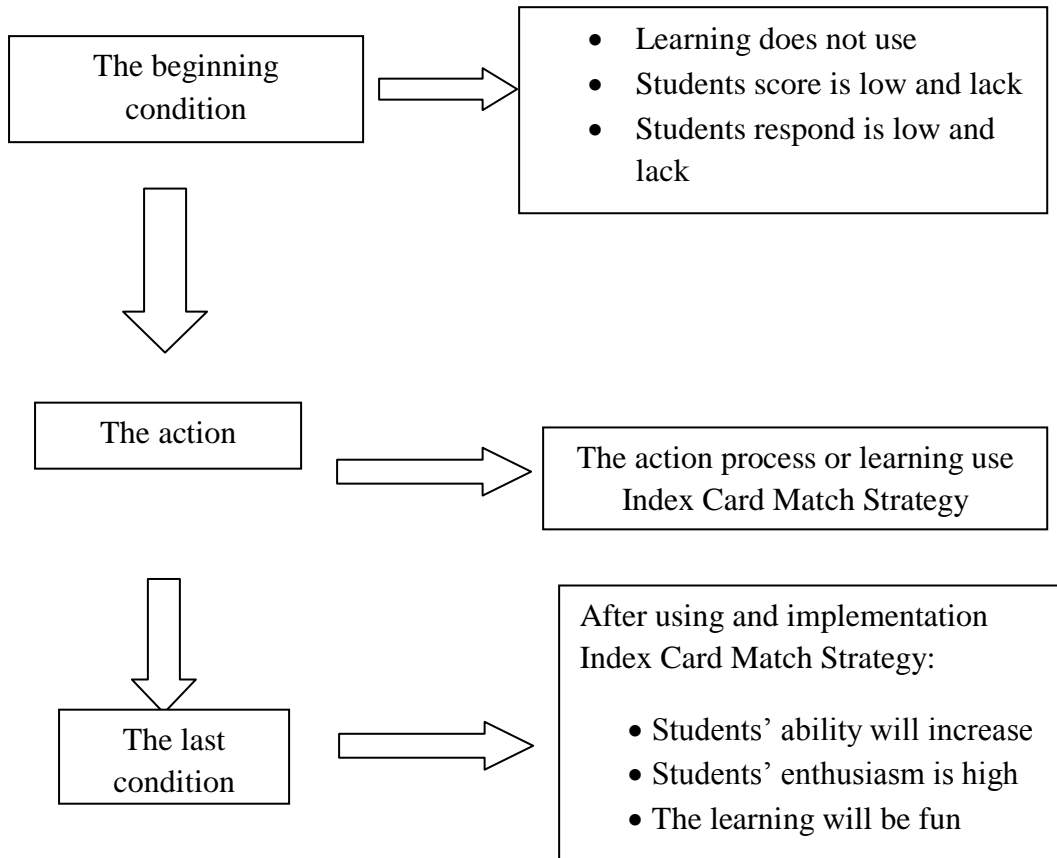
B. Conceptual Framework

Grammar is the regulation that showing how words are combined, arranged or changed to show certain kinds of meanings. In other words, grammar is base element of language, so, too impossible to learn English without learn the grammar in the firstly. Grammar is really crucial knowledge especially active – passive voice .So that, we can operate the language correctly and well.

Index card match strategy was a useful for absorbing learned. It helps students to create a good mental framework of a subject, into which you can fit facts correctly. It helps students to set study goals. It also prompts student to communicative and active in teamwork by using index card match strategy in active – passive voice. So, it made learning be having fun and easier.

The improving effort of students' learning result to teacher was an obligation and the existence of teacher professionalism. So, teacher should be creative to design and present innovative learning strategy which can respond students ability for communication in school and environment, so that students is more active. In mostly students thought that grammar was difficult and boring study. Of course, the strategy supports learning process for this subject. Index Card Match Strategy was part of learning strategy in teaching grammar. If the

teacher could use and implement this strategy, absolutely there was changing in students, especially in learning active – passive voice, based on this conceptual framework Index Card Match was able to solve the problem about the low achievement in learning grammar especially active – passive voice for eleventh grader of natural (Science MAS P.A.B 2 Helvetia), The step of problem solving.



C. Related Studies

1. **Juniasih, Dwi Kurnia. 2011. Implementasi Strategi Pembelajaran Poster Comment dan Index Card Match dalam Meningkatkan Prestasi Belajar Pendidikan Agama Islam (PAI) Kelas VII A di SMPN 2 Nguling Pasuruan, Thesis** ¹⁵. Islamic Religious Education Programs, Fakultas Tarbiyah, State Islamic University (UIN) Maulana Malik Ibrahim of Malang. Marno, M.Ag. In a process of learning, a teacher has very important roles. Teachers should try to use a variety of ways for a student in the learning process is always motivated to learn. Because motivations are the factors that influence the success of student learning in improving learning achievement. Students' motivation can be fostered by use of methods or appropriate learning strategies. The use of learning strategies that are tedious and boring to students' motivation decreased and the impact on the academic achievement. A fact in SMP 2 Nguling Pasuruan class PAI VIIa that in learning to use traditional methods or learning strategies and conventional, i.e. lectures, assignment worksheets, demonstrations, and question and answer. With these methods, student achievement is less likely to meet the class KKM VIIa. To that students feel need the presence of a renewal in learning methods or learning strategies that make learning fun and enjoy. One alternative strategy is a strategy that can be used and Index Comment Poster Card Match. Both strategies are used in hopes of creating an atmosphere of active learning, innovative, creative, effective and fun. The formulation and

¹⁵ Juniasih, Dwi Kurnia. *Implementasi Strategi Pembelajaran Poster Comment dan Index Card Match dalam Meningkatkan Prestasi Belajar Pendidikan Agama Islam (PAI) Kelas VII A di SMPN 2 Nguling Pasuruan, Thesis*, Malang: Perpustakaan UIN Malang, 2011, t.d

the purpose of this study were to determine how the planning and implementation of action on the application of learning strategies and Index Comment Poster Card Match in improving student achievement in class VIIa SMPN 2 Nguling Pasuruan. This research approach is qualitative descriptive, and the type of research that is Classroom Action Research (PTK) collaborative between researchers with Master PAI. Implementation research for 2 cycles by using the design model Kurt Lewin PTK consisting of planning, implementation, observation and reflection. The collection of data obtained using observation techniques, interviews, tests measuring learning outcomes and documentation. The results of this study indicate that the application of learning strategies and Comment Poster Card Match Index can improve student achievement in subjects VIIa class PAI SMPN 2 Nguling Pasuruan. From the results of the evaluation value can also be viewed on improving learning achievement from pre test to cycle 2 with details of the class average pre-test value of 64.0; cycle I 66.4, xxii and 78.2 second cycle. Improved learning achievement on the observation sheet I cycle by 44%, and the second cycle of 54%.

2. **Suhayani. 2006. Students' Ability in Constructing Passive Sentence for the Second Year Students of SMA Muhammadiyah Masbagik.** Thesis¹⁶. English Language Program, Departments of Language and Art in Education, STKIP HAMZANWADI of Selong. English is much different from Indonesian, for example in functional skills, especially in passive sentence. Students should master some elements of language, like tenses. In constructing passive sentences, students should know the tenses, because passive sentences depend on each of the tenses. On this matter, students often get confused and make mistakes in constructing passive sentences. They often confuse in using Simple Present Tense in the sentences and also often do not put to be. In this study, there were two problems stated: To what extent is students' ability in constructing passive sentence for the second year students of SMA Muhammadiyah Masbagik in the school year 2005/2006? And to what extent is the percentage of successful in constructing passive sentence for the second year of SMA Muhammadiyah Masbagik in the school year 2005/2006? The writer took 28 students of the second year students of SMA Muhammadiyah Masbagik as the sample. In collecting data, the writer used a subjective test which consisted of 15 items. The students asked to change active sentence into passive sentence. This study is descriptive quantitative research; it's consisted of one variable. Based on the data analysis, the highest score obtained by the students was 12 and the lowest was 1. The standard deviation of score was 2.9 and the mean score was 7.39. Referring to the

¹⁶ Suhayani, "*Students' Ability in Constructing Passive Sentence for the Second Year Students of SMA Muhammadiyah Masbagik*" Undergraduated Thesis, Selong: Perpustakaan STKIP HAMZANWADI, 2006,t.d

statistic categories, the measure of students' ability in constructing passive sentences was on average level, it can be seen from the mean score of the students' ability. The mean score was on 5 - 10 and the percentage of successful is 49%. It is concluded that the ability of the second year students of SMA Muhammadiyah Masbagik in constructing passive sentence belong to Average.

D. Hypothesis of Implementation

Based on the theory review, the empiric evidenced that discovered by data which I had, by implementing Index Card Match Strategy, students' ability in active – passive voice on eleventh grader of natural science (XI IPA) MAS P.A.B 2 Helvetia could increase.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Approach and Method

The study conducted at Madrasah Aliyah Swasta Perguruan Amal Bakti-1 at Helvetia Medan. The reasons why the writer chose this place because:

1. The school's location near the researcher's house.
2. The writer found the problems of this research in that location.
3. The location of the school is suitable for the ability, limited time and finance.

B. Research Design

The research design used in this study was Classroom Action Research. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

Classroom action research as explained by Stephen Kemmis can be defined as a form of assessment that is reflective of the perpetrators action (teacher), which is done to improve the stability of rational from their actions in carrying their tasks, to deepen understanding of the action done that, and repaired conditions where learning practices is conducted¹⁷. To achieve these goals, classroom action research was performed in the form of the review process of cycling, which consists of 4 stages of planning, action, observation and reflection.

¹⁷ Stephen Kemmis in Ghony Djunaidy, *Penelitian Tindakan Kelas*, Malang: UIN Press, 2008, p.27

Classroom action research, including qualitative research, although data collected may be quantitative. Action research is different from the formal research, which aims to improve performed, contextual nature and the result are not to be generalized. However, the result of action research can be applied by others who have a background similar to that owned by researcher.

The aim of classroom action research is to correct and improve the quality of learning practice continually, so that can increase the instruction result quality. Develop the teacher's skill. Increase the relevance, research culture at teachers¹⁸. Besides, classroom action research at educating teachers by the process of becoming self-conscious about their work is grow up research behavior.

C. Setting and Subject of The Research

The subject of the research was the eleventh grader of natural science program (XI-IPA¹, XI-IPA²) and social program (XI-IPS¹, XI-IPS²) MAS PAB-1 Helvetia. In this research, the writer chose XI-IPA¹ as the subject of my research. XI-IPA¹ consists of 33 students.

D. Technique of Data Collection

In collecting data, the researcher used some instrument, namely:

a. Observation

Observation was the action of watching somebody or something carefully so as use to things or a spoken or written remark or commend based on something. One has seen and heard. It is use to get some information directly.

¹⁸ *Ibid*, p. 28

b. Interview

Interview used in order to acquire important information relate to the main research. Interview is a dialogue which has done by an interview to get information from respondent with asks them some question. According to Bodgen and Biklen in Sahrum's book said that interview is conversation aimed to get information, usually it consisted of two persons or more. Interview is conducted to get information about student's ability to comprehend reading text comprehensively and correctly.

c. Test

Test was a list of write question that is used to measure the respondents' ability in studying. Test has a number of question that given to students to examine their ability in comprehending reading text. I used written test has to measure and know the ability of eleventh grades of natural science program in comprehending reading text made essay form.

d. Diary Notes

Diary note was one of instrument of research that used to record everything that happening during the research and observation going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination, and explaining¹⁹. Diary notes conducted to get information or data about the condition and situation of students' activity during learning process. It described everything that happened in classroom. Beside students' activity, diary note gave everything that happened in classroom. Beside

¹⁹ Kunandar, *Langkah-langkah Mudah Penelitian Tindakan Kelas*, Jakarta: PT. Raja Grafindo Persada, 2008, p. 195

students' activity, diary note gave the description about students' attitude, behavior, and annoying.

e. Documents

Documents are anything written that contains information serving as proof. According to goetz and LeCompre in kunandar's book, the documents which include all research participants will have a frame for the basic data.²⁰ Documents will conduct to get information about students' improvement. It helped the researcher to find data about students. It includes students' attendance list, students' score, and students' evaluation.

E. Technique of Data Analysis

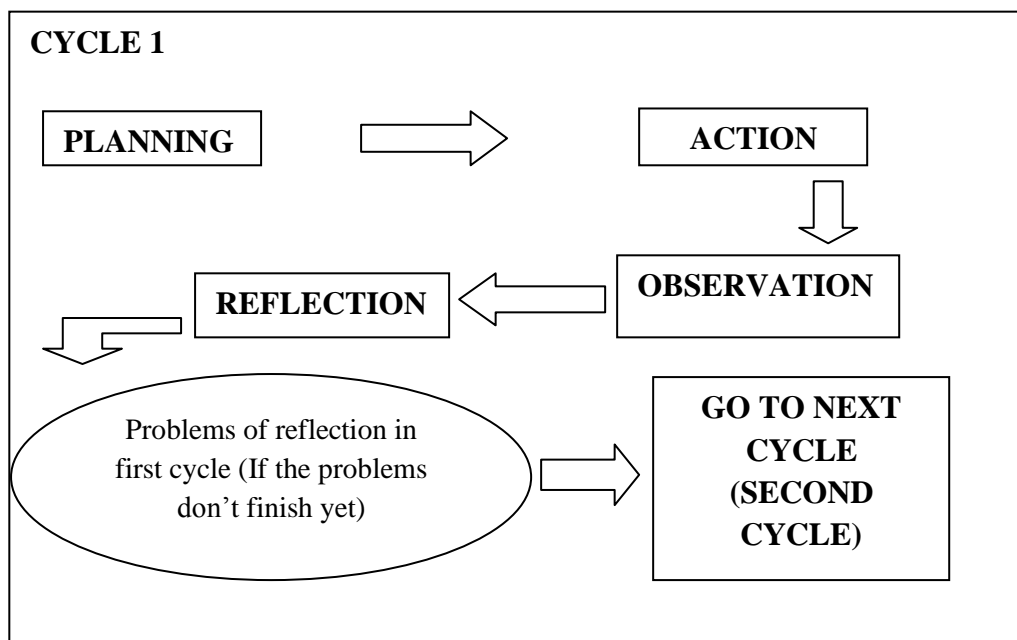
This research approaches to the classroom action research with the center pressure to effort of progressing and improving of quality and learning practice. The research more focus on the implementation of Index Card Match strategy as an effort improve result of reading comprehension subject to eleventh grader natural science program of MAS PAB 1 Helvetia academic year 2015-2016.

This research had cycle that based on the model adapted from Suharsimi Arikunto. He says that "*Penelitian Tindakan Kelas secara garis besar terdapat empat tindakan yang lazim dilalui, yaitu (1) perencanaan, (2) pelaksanaan, (3) pengamatan, dan (4) Refleksi*" dan selanjutnya dikatakannya juga " *Penelitian tindakan harus sekurang kurangnya dalam dua siklus tindakan yang berurutan.*

²⁰ *Ibid*, p. 195

Informasi dari siklus terdahulu menentukan bentuk siklus berikutnya²¹ (classroom action research commonly consist of four steps, namely (1) Planning (2) Action, (3) Observation, (4) Reflection and then he also said that action research should has at least two order cycles, the information from last cycle determine from of next cycle) “.

The procedures of data collection for this classroom action research involved four meeting in two cycles. Each cycle consisted of two meetings. Each cycle had done based on the change that has been achieved which has designed in factors that have observed before. The procedures of classroom action research included planning, action, observation, and reflection. The four steps could be seen in the following figure:



²¹ Suharsimi arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2008 p. 16.

I. First cycle

a. Planning

Planning is arrangement for doing something. It also is an essential element in the development of any strategy. In this phase, there are some activities done by me, they are:

- Doing first observation to identify the problems that need to be solved.
In this step, the researcher did observation on learning process and interview to eleventh grader for natural science program and teacher of English when the research did teaching practice.
- Making observation sheet for teacher and students to look the learning of reading understanding / comprehending by using index card match strategy, observation sheet about their impression during learning process.
- Making evaluation tool to look progressing of student learning after implementation of index card match strategy.
- Designing evaluation media that support learning process.
- Compiling teaching planning program that will be implemented in learning activity.
- Deciding the material that suitable with the study.

b. Action

Action is the process of doing something. It is implementation of planning. In this phase there are some actions, namely:

- Preferring section.
 - Designing teaching planning program.

- Preferring learning material.
- Preferring sources.
- Preferring learning media.
- Preferring instrument of collecting data.

➤ Introduction

- Explaining the objectives, advantages, and learning produces.
- Doing apperception by asking students about the grammar of active – passive voice.

➤ Core activity.

- Teacher explained active – passive voice.
- Students memorized the formulation of active – passive voice in all tenses and modals.
- Students made question about active – passive voice.
- Students tried to make sentences with active – passive voice as an example
- The teacher gave red card to the student and blue card for another
- The student searched the pair of red and blue card that filled by active – passive voice sentences at the determined time.
- Students checked with teacher if they had found their pair to check the validity of each their pair.
- The students that had found their pair sit adjoined.

- The teacher gave the script test and answer the question in changing active-passive voice

➤ Closing.

- Calculating the material.
- Giving homework.
- Closing learning.

c. Observation.

Observation proposed to find out information action by observer in the classroom during the teaching learning process. The observation was done during the action going on. In this section the researcher did the observation format and evaluated result of action using format of learning activities sheet.

d. Reflection

Reflection is a feedback process from the action that has been done before. Reflection used to help the teacher made decision. The researcher analyzed all recording information in learning process by using observation sheet and the result that had done. Then, repairing the learning process that has done compile the next action will have done in second cycle or third cycle if need it.

II. Second Cycle

a. Planning

The researcher and teacher discussed about the implementation of teaching planning program that related to first cycle that have evaluated and developing of action program in second cycle.

b. Action

On this section, the researcher and teacher did the action that looking on reflection that has evaluated and perfected.

c. Observation

The researcher and teacher observed the influence of action collect the data of second action.

d. Reflection

The teacher discussed with the researcher about the application of classroom action researcher. Have the implementation of **Index Card Match Strategy** brought progressing of students' motivation in eleventh grader natural science program at **MAS PAB 1**? And is there the weakness from this cycle? If no more weakness and result of the strategy has fulfillment the limitation of passing grade, so the action is over. But if there was the weakness anymore in implementing of learning and do not come the improvement of studying yet, so it should be continued to the next cycle that the step follows last step.

F. Technique of data collecting.

a. Observation

Observation had done to measure the result of study, the teacher attitude when taught and the students' activity and using tool of study. Actually, there are three kinds of observation, namely: direct, indirect and participation observation. So, in this research the researcher used the first and the third kind.

b. Interview

The researcher interviewed some students and the teacher of English who was related to the study at the place of research two times. First time, I interview them before implementing index card match strategy and second one after implementation index card match strategy. The materials of interview talk about grammar subject and learning process, especially in comprehending active – passive voice.

c. Test

To acquire the data, a set of test has been administered test was grammar subject. The writer used one type of objective test, which was pairing the suitable sentence was divide into two parts that is active and passive voice in different column. In this research, the test consisted of 40 items with one pairing answer, 20 items for first cycle (pre-test I and post test I) and 20 items for second cycle (pre-test II and post test II). Each correct answer are scored one (1) and the incorrect are scored zer (0).

d. Diary notes

Diary notes did to write and report the moments or events and daily activity, however to express the feeling participate in classroom action research that come out before that probably it isn't planned on observation guidance.

e. Documents

Documents took as instrument of data to analyze about students' achievement, activity, behavior, expressing, etc. It includes attendance list, students' score book and documentation (photograph).

G. Technique of Validity

The data analysis applied by using qualitative and teaching – learning process. The qualitative data was taken by test. The quantitative data used to analyze students' score to know the mean of students' score in each cycle, the researcher apply the formula below.

Next, to categories the number of students who pass the test successfully, the researcher will apply the formula below:

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

Where:

M_x : The Mean

$\sum x$: The number of Score

N : The number of student.

Next, to categories the number of students who pass the test successfully, the researcher applied the formula below:

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

Where:

P: The percentage of students who got point 65.

R: The percentage of students who got points more than 65.

N: The number of students.

Then, to see the different of the test successfully after using strategy, the researcher applied the following t - test formula:

$$\bar{t} = \bar{x}_1 - x_2$$

$$s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

Where:

X_1 = the mean of the data of the students' ability I comprehending active passive voice at the first cycle.

X_2 = the mean of the data of the students' ability in comprehending active – passive voice at the second cycle.

n_1 = the sample group of students' at the first cycle.

n_2 = the sample group of students' at the next cycle.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

This research analyzed two kinds of data namely quantitative and qualitative data. The quantitative data was taken from the test score. The qualitative data involved observation sheet, interview, diary notes and documents. This research was conducted in one class XI IPA¹, which consist of 33 students. It was accomplished in two cycles. Each cycle consists of four steps of action research (planning, action, observation and reflection).

1. The Quantitative Data

The quantitative data was taken from the result of pre-test and post-test, which was carried out in two cycles, there were four meeting. Cycle I, I was conducted in two meeting and so was cycle II. The test was given to the students in form of pre-test and post-test in cycle I and cycle II. The result of students' score could be seen in the following table.

TABLE I**The Score of Students on Pre-Test and Post-Test Cycle I and Cycle II**

NO	Name of XI IPA¹ GRADERS	VALUE			
		CYCLE I		CYCLE II	
		Pre-test	Post-test	Pre-test	Post-test
1.	A N C	50	70	80	90
2.	A L	50	80	90	100
3	A C D S L	40	50	70	90
4	C A E	50	50	60	100
5	D P S	50	60	70	100
6	D I M	40	60	70	90
7	D A	50	50	60	60
8	D S	20	50	60	70
9	E A W	50	80	90	100
10	E M R	30	50	70	80
11	G R	30	60	60	60
12	H P	50	70	90	90
13	H A Z	30	40	50	70
14	I P	40	40	40	60
15	I A	50	50	60	80
16	I F	50	70	80	90
17	K P W	50	60	70	100
18	L A	30	50	60	80

19	L P	30	50	50	60
20	M H S	20	40	60	90
21	M H	40	60	70	90
22	M F H	50	50	60	80
23	M F H	30	40	50	70
24	M F	30	50	70	90
25	N Z	20	40	70	80
26	N F	50	50	80	90
27	N K	10	40	60	60
28	P H R	50	70	70	100
29	R P K	30	70	70	100
30	R W	50	50	60	80
31	R D	30	50	70	80
32	S K	30	50	70	90
33	S M	30	70	90	100
TOTAL		$\Sigma = 1260$	$\Sigma = 1820$	$\Sigma = 2230$	$\Sigma = 2770$
		$X = 38.18$	$X = 55.15$	$X = 67.57$	$X = 83.94$

2. The Data Qualitative

The data qualitative was taken from observation sheet, interview, diary notes and documents.

a. Data Analysis

First Meeting this was my first time research about students' condition in the classroom. I and English teacher went into classroom around at 07:15 a.m O'clock. Firstly, the teacher introduces me to the students. She talked about my purpose entered their class. After introducing me to students, the learning began. I moved to the back. I choose a chair behind the students. I started observing students' activity and condition. Before teacher started teaching, she gave students piece of paper that contain pre-test in 1st cycle. It means that the first cycle just began. After accepting the test, students answer the task carefully. Teacher had said to students before did the test about regulation point of each question. So, if student didn't do the test, automatically, they didn't get score final exam next. It made students enthusiastic to do the test. The condition of classroom was so calm. When they were doing their test, I took some picture to complete the data as documentation. Sometimes, the teacher walks around to control students' activity. He gave a few explanation and instruction about the test to students'. I asked permission to teacher for walking around the classroom to observe and look the students' expression and attention to test. I looked them one by one. Most of them looked unfamiliar and uncomfortable with the test. Their face showed that their confused and felt difficult. Besides that, I looked how their way to find out the answer. After that I found that their method used conventional way. It liked general way. They found the meaning of the sentence in Bahasa Indonesia and matched the right word without gave attention with the tense and change of the correct word. And it was way their answer the task. Finally, the students submitted the test 07:45 a.m they had done the test for thirty minutes. The classroom began crowded. Some of students make noisy. The teacher asked them to kepp silent as soon as possible. After that, the teacher was explaining the material, when the teacher finished the material, the bell rang. It means the time was over. In other word, the first meeting was up. I said thank you to the students. I went out with teacher.

Second Meeting in the middle, I and teacher entered the classroom again at 12:00 p.m. I moved to my place in the book directly and started preparing myself to observe. Then, teacher opened the class and reviewed the last material. After that, teacher continued the postponed material. Teacher asked students to take their lesson book and worksheet out. Next, teacher chooses material. At the time, the material which teacher chooses was “Active-Passive Voice and The Change According the Tenses”. Teacher explained the material shortly. After that, asked students’ responses. Then, suddenly, before went to exercise to find out main idea, teacher called me to move in front of the class, teacher asked me to tell about regulation of Index Card Match Strategy as clear as I could. I told about definition, function, and steps of the Index Card Match procedure. After that, I asked students to give their respond. Just some of them that gave the response, I gave the feedback to them. While I was explaining the strategy, I looked and observed them. I found that some students paid their attention to me. And the other one did another work there are chatting, listening music, writing something and many more. Honestly, I was ill feel. But I woke. After I explained strategy, the class I returned to the teacher. Then, teacher asked students to do exercise in their worksheet. The teacher instructed them to play the strategy. The teacher asked to students to share the card as a random. And she gave instruction in countdown to find out their card pairs. The class so crowed and looked some students still confused to determine their card, and how to match the card they had with their friend’s cards. And just be crowed class until which one of them found her pair cards from her friend. And the first couple that right card matched. And the other said failed cause overtime they didn’t find their cards pair. After that, teacher share a piece of post-test to each students. It means the first cycle was end. Unfortunately, the students who got good mark was still less. Suddenly, bell rang. The meeting finished. Second cycle planned.

Third Meeting the second cycle was coming. So, I need to find the improvement from students. If there were not good progress on students, the research would get fault. I and teacher entered the class anymore. Line usual, teacher greets students, checked attendant list and did the apperception. I looked when I when into class the students gave many good smiling. After that, without

wasting time. Teacher gave them pre-test of second cycle. Before doing it, teacher motivated students before in order doing the test seriously, carefully, and correctly. Didn't forget, teacher gave a clear instruction about the test. So that, there was no misunderstanding anymore. Students began doing the test. I began observing their activity and expression. I asked permission to teacher for walking around, I looked them one by one. Some of students still looked confuse and got difficulties. Then teacher asked them to submit their work. Suddenly, the class became crowded. After that, teacher discussed the test with students and checks their answer together. So that, students had know their mistake and how many score them got pre-test in the second cycle. After discussion, teacher asked students about their impression and feeling about the test and strategy yesterday. Some students more enthusiastic and excited to apply the strategy again and we deal to apply the strategy to the next meeting. In this meeting still too many students that got low score.

Fourth meeting that middle day was the determined day, what did success or not the strategy that I choose. I and teacher entered the class anymore. Like usual, teacher opened the class before entered the material. Still in the some material like yesterday, But for this time teacher explained more detail about the material. After the teacher finished explaining the material more detail than the meeting before. For second time, she asked me to explain the index card matched procedure correctly and keyword how they could find out their pairs as correctly. After, I explained as clear as I could. I returned class to the teacher. And again, she asked two of students to share the card as random. After that, she conducted the students with count down 3 till 1 and the students started to find out their pairs. For this time the condition more conducive and active learning create in here, some of students was faster to find out their pairs and almost no one couple that found their in overtime. Finally, students looked comfort and understood about the material and strategy, they were also looked have fun to received the material. After all students found their pairs, teacher asked them to back to their each place. When they had prepared on their understood and know the post-test soon. In middle do the task I could how they understood and know the answer of the test, although some of them still confused too but they just less. In the ending

time, teacher asked them to submit their test. To close the class I say thanking to the students and said to see you again. And take permission to the English teacher and principle of school that had helped me a long of researched, when I and teacher correction the post-test had a significant improvement of the score that students got.

The result of observation during the research can be seen in the following table:

TABLE II
The Result of Observation Sheet

Focus	Observed Point	Meeting				Average	Notes
		1	2	3	4		
The Teacher	• Teacher comes on time	4	4	4	4	4	Very Good
	• Teacher greet students	4	4	4	4	4	Very Good
	• Teacher check students' attendance	3	3	3	3	3	Good
	• Teacher attract the students attention	3	3	3	3	3	Good
	• Teacher motivate the students	3	3	3	4	3	Good
	• Teacher explain learning's objective	3	2	4	4	3	Good
	• Teacher prepares teaching material systematically	2	2	3	3	3	Good
	• Teacher explain the	2	2	3	4	3	Good

	material clearly						
	• Teacher explain about index card match strategy procedure	2	2	3	3	3	Good
	• Teacher gives opportunities or students	3	3	4	4	4	Very Good
	• Teacher manage class effectively	2	3	4	4	3	Good
	• Teacher manage times effectively	2	3	3	3	3	Good
	• Teacher tries to solve the students' problem	3	3	3	3	3	Good
	• Teacher walk around to control the students' activities	3	4	4	4	4	Very Good
	• Teacher pay attention to all of students	3	4	3	4	4	Very Good
	• Teacher gives feedback to students' question	3	3	3	3	3	Good
The students	• All of students come on time	3	3	4	4	4	Very Good

<ul style="list-style-type: none"> • The students pay attention to the teacher's explanation 	2	3	3	3	3	Good
<ul style="list-style-type: none"> • The students ask question to the teacher if there is something unclear 	2	3	4	4	3	Good
<ul style="list-style-type: none"> • The students answer the question that are given by the teacher 	2	2	3	3	3	Good
<ul style="list-style-type: none"> • The students give good responses to the topic are given 	1	3	3	3	3	Good
<ul style="list-style-type: none"> • The students learn the material actively and seriously 	1	3	4	4	3	Good
<ul style="list-style-type: none"> • The students set and arrange the sentence of active/passive voice 	2	3	4	3	3	Good
<ul style="list-style-type: none"> • The students present their opinion to another 	2	2	3	3	3	Good
<ul style="list-style-type: none"> • The students discuss 	2	2	4	4	3	Good
<ul style="list-style-type: none"> • The students discuss 	3	3	4	4	4	Very Good

	<p>this the topic</p> <ul style="list-style-type: none"> The students feel interested and spirit in teaching and learning process the students participate in learning the process All the students do their assignment and evaluation 	2	3	4	3	3	Good
Contex	<ul style="list-style-type: none"> The classroom is safe from crowded. The classroom is so comfortable, clean, calm The classroom equipments (chalk, blackboard, duster) 	3	3	4	4	4	Very Good
		3	3	3	3	3	Good
		3	3	4	4	4	Very Good

The observation sheet result above showed that the mean of students' and teacher's activities was increasing. The teacher did the change in teaching and corrected the fault activities. The conditions of

classroom were more interest slowly. Then, the researcher noted that the students were active and enthusiastic in learning by using index card match strategy, even though some of them still hard and difficult to comprehend active passive voice. Index card match strategy made an active environment. Therefore, it was part of active learning strategy.

b. Interview

The interview was done before conducting first cycle. It found out that the teacher's problem in teaching grammar were poor in applying strategy. The interview was also done after implemented the strategy to the teacher of English and the three students who got the low score and high score during learning process. From the students and the teacher in interview, it showed that the teacher felt the learning process more active and interesting, the students' ability were increasing too. Next, point of view from the students stated that they felt better and easier to comprehend reading text by using index card match strategy than traditional way. Their statement was supported by their score or progress. This interview can look in the appendix VIII – XI.

c. Diary Notes

From the diary notes, it was found that the students were active and enthusiastic during teaching learning process after implementation of Index card match strategy. However, there were some lazy and disrespect students. They were still lazy to study Grammar. But after they formed in

active learning by Index Card Match strategy, they were active, focused, serious and interested in studying active passive voice. So, this research student showed good improvement. The dairy notes can check in appendix XII.

d. Documentation

From some documentation, it was found that the students were active and focus during teaching planning processes after the teacher implemented index card match strategy. It can be seen with the contrast of students' activities at first cycle and second cycle. The documentation can check in appendix XXII.

B. Data Analysis

1. The Quantitative Data

The researcher gave object test in multiple choice forms to the students in the beginning and the end of each cycle. It was found that the mean of students score was kept improving or increasing from the pre-test in cycle I and post-test in cycle II. In pre-test in cycle I, the total of students' score was 1260 and the number of student score who took the test was 33. So, the mean of students' score was:

$$\begin{aligned} M_x &= \frac{1260}{33} \\ &= 38.18 \end{aligned}$$

In the post test of first cycle, the total of students' score was 1820. And the number of students who took the test was 33. So, the mean of the students was:

$$\begin{aligned}M_x &= \frac{1820}{33} \\ &= 55.15\end{aligned}$$

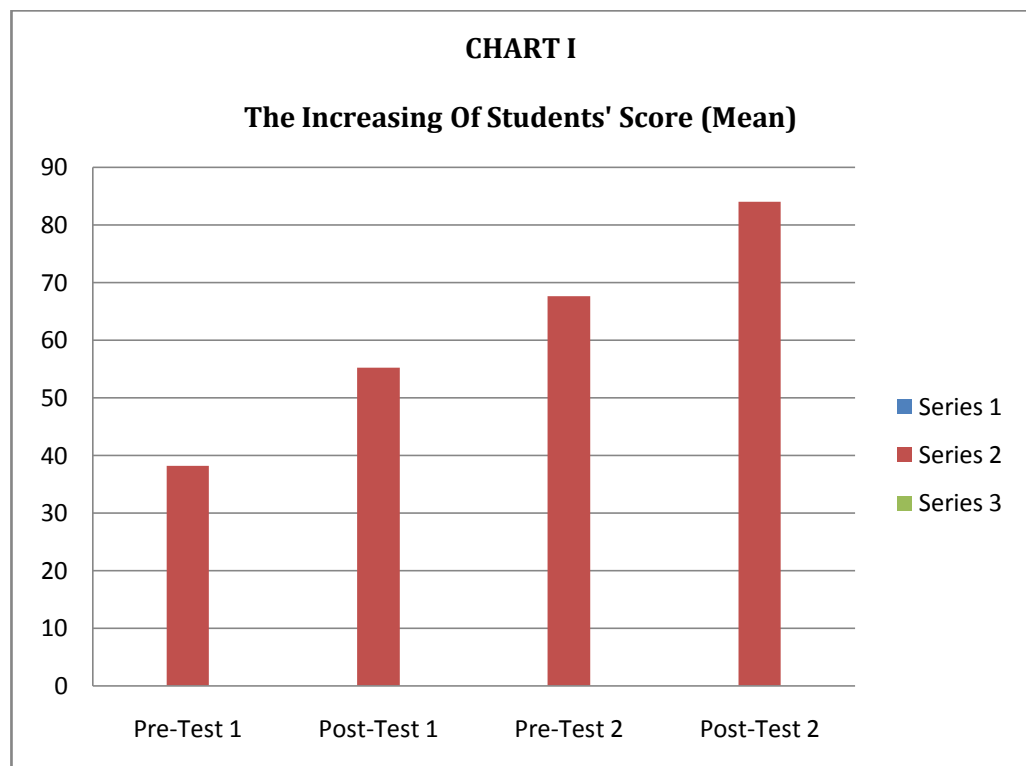
In the pre-test of second cycle, the total of students' score was 2230. And the number of the students who took test was 33. So, the mean of the students was:

$$\begin{aligned}M_x &= \frac{2230}{33} \\ &= 67.57\end{aligned}$$

In the post-test of second cycle, the total of students' score was 2770. And the number of students who took the test was 33. So, the mean of the students was:

$$\begin{aligned}M_x &= \frac{2770}{33} \\ &= 83.94\end{aligned}$$

The mean of students' score from pre-test cycle I until post-test cycle II could be looked in the following chart.



Next, to recognize the number of students who passed the test successfully the number of the master was calculated as follow:

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

The percentage of students' ability in pre-test of the cycle

$$P = \frac{0}{33} \times 100\%$$

$$= 0\%$$

The percentage of students' ability in post-test of the first cycle

$$P = \frac{8}{33} \times 100\%$$

$$= 24.24\%$$

The percentage of students' ability in the pre-test of the second cycle

$$P = \frac{20}{33} \times 100\%$$

$$= 60.60$$

The percentage of students' ability in the post- test of the second cycle

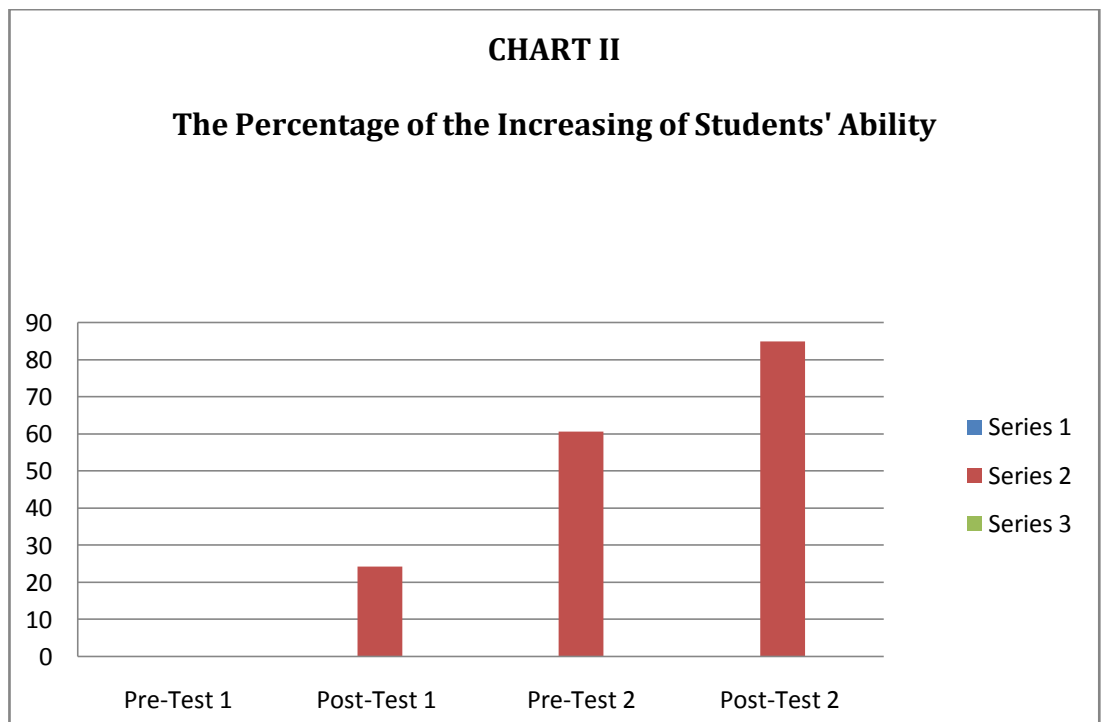
$$P = \frac{28}{33} \times 100\%$$

$$= 84.84\%$$

TABLE III

MEETING			Total of students who got up to 65	Percentage
Cycle I	1	Pre-test	0	0%
	2	Post-test	8	24.24%
Cycle II	1	Pre- test	20	60.60%
	2	Post-test	28	84.84%

The Percentage of Students' in increase in comprehending reading text could be seen in the following chart:



Based on the table and chart above, the result showed the improvement of students' score from the pre test of cycle I to post test of cycle II. In the pre-test of cycle I, there were no students who got up 65 (0%). In the post test of cycle I, students who got up 65 were 8 of 33 students (24.24%). It meant that there was an improvement about 24.24% in the first cycle. Next, in the pre-test of cycle II students who got up 65 were 20 of 33 students (60.60%). In post-test II students who got up to 65 were 28 of 33 (84.84%). It signed that the increase of students' percentage from post-test of cycle I to pre-test of cycle II was up around 36.36%. Then , the total improvement from pre-test II to post-test II was 24.24%. So, the total improvement total of the students' score from pre-test cycle I to post-test cycle II was 84.84%

TABLE IV

The Frequency Distribution of Implementation of Index Card Match Strategy on The Students' Ability in Comprehending Active-Passive

x_i	f_i	$f_i x_i$	$f_i x_i^2$
40	6	240	57600
50	14	700	490000
60	5	300	90000
70	6	420	176400
80	2	160	25600
	33	1820	839600

Based on the table above, it could be calculated

- Mean (\bar{x})

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1820}{33} \\ &= 55.15 \end{aligned}$$

- Varians (S^2)

$$\begin{aligned} S_1 &= \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} \\ &= \sqrt{\frac{33 \times 839600 - (1820)^2}{33(33-1)}} \\ &= \sqrt{\frac{27706800 - 3312400}{33 \times 32}} = \sqrt{\frac{24394400}{1056}} = \sqrt{231100.75} = 480.73 \end{aligned}$$

TABLE V

The Frequency Distribution of Implementation of Index Card Match Strategy on the Students' Ability in Comprehending Index Card Match Text on the Cycle II

x_i	f_i	$f_i x_i$	$f_i x_i^2$
60	5	300	90000
70	3	210	44100
80	7	560	313600
90	10	900	270000
100	8	800	640000
	33	2770	1357700

Based on the table above, it could be calculated

- Mean (\bar{x})

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f} \\ &= \frac{2770}{33} \\ &= 83.93\end{aligned}$$

- Varians (S^2)

$$\begin{aligned}S_1 &= \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} \\ &= \sqrt{\frac{33 \times 1357700 - (2770)^2}{33(33-1)}}\end{aligned}$$

$$= \sqrt{\frac{44804100-7672900}{33 \times 32}} = \sqrt{\frac{37131200}{1056}} = \sqrt{35162.12} = 187.51$$

$$\begin{aligned} S^2 &= \frac{(n1-1)S1^2 + (n2-1)s2^2}{(n1+n2)-2} \\ &= \frac{(33-1) \times 480.73 + (33-1) \times 187.51^2}{(33+33)-2} \\ &= \frac{15383.36 + 6000.32}{64} \end{aligned}$$

$$\begin{aligned} S &= \sqrt{334.12} \\ &= 18.28 \end{aligned}$$

For testing the hypothesis, the writer used t-test formula, in this case it was done by taking data of the students' ability in comprehending Active-Passive voice by Index Card Match strategy.

The formula used in this case was as follow:

$$\begin{aligned} t &= \frac{x2-x1}{s \sqrt{\frac{1}{n1} + \frac{1}{n2}}} \\ &= \frac{83.93-55.15}{18.28 \sqrt{\frac{1}{33} + \frac{1}{33}}} \\ &= \frac{28.78}{18.28 \sqrt{0.06}} \\ &= \frac{28.78}{18.28 \times 0.245} \\ &= \frac{28.78}{4.48} = 6.42 \end{aligned}$$

Next is the found out value level of freedom (df). The formula that was used to find out degree freedom was $df= 33 - 2 = 31$. The value of 31 if we looked in the list of critic value was 2.04.

From the calculation above, it could be seen that the coefficient of t_{count} was 6.42 with the significant level $\alpha = 2.04$. So the result of calculating stated that $t_{\text{count}} (6.42) > t_{\text{table}} (2.04)$. Thus, alternative hypothesis (H_a) could be accepted. Based on the finding, the alternative (H_a) stated that Index Card Match strategy could increasing students' ability in comprehending Active-Passive was accepted.

2. The Qualitative Data

Result of the research was described in some procedure that implemented in learning cycle that been done in learning process in the classroom. The research was conducted in two cycles consisting of two meetings.

a. First cycle

The first cycle consisted of four steps, namely planning, action, observation, and reflection including re-planning. Here the description of first cycle.

1) Planning

Planning is an essential element in the development of any activity or strategy. It was managed before doing the research. All the preparation which was needed for research process was arranged and prepared well. In this research, I was an observer and English teacher was a teacher. We worked together to plan everything needed in order to solve the students' problem in comprehending reading text. So, I prepared everything related to the teaching-learning process.

In this phase, there were some activities had done by the research, such as:

- Doing first observation to identify the problems that need to be solved. In this step, the research did observation on learning process and interviewed to some eleventh grader for natural science program and English teacher when the researcher practiced.
- Making observation sheet for teacher and student to observe the learning of reading understanding/comprehending by using Index Card Match strategy, observation sheet about teacher and students activity during learning process. In addition, the researcher made interview guidance to students about their opinion before and after implementing the strategy.
- Making evaluation tool to look progressing of students learning after implementation of Index Card Match strategy.
- Designing learning media that supports learning process. The researcher used their handbook, worksheet book, paper of card, and classroom facilities.
- Compiling teaching planning program the researcher implemented in learning activity. I made the concept of teaching planning program for two meeting. It had been done for eighty minutes for each meeting.

2) ACTION

In the beginning of first cycle, the action had not applied based on the planning yet. It was caused by:

- Some of students still thought that the Index Card Match was a strange strategy
- Some students didn't understand the procedure of Index Card Match strategy in active learning well and completely
- The time of learning was not suitable for material. It happened because the schedule of English subject was in the end of time table. It was around 12 P.M o'clock. So, it made students couldn't focus and concentrate to the material. They felt tired and bored

Finally, to solve the problem above, some efforts were done as following:

- The teacher gave some explanation and motivation to students intensively in order they didn't bored anymore
- The teacher helped students who have understood about the strategy yet

In the end of first cycle, it could be concluded from the researcher's observation that:

- Most of students began adapted and habit on condition of active learning
- Most of students began understood about the procedure of Index Card Match strategy
- Most of students could concluded from that Index Card Match strategy had the steps itself

In this phase, there were some activities done, they were:

- Explaining the objectives, advantages, and learning procedure
- Doing apperception by asking students about the active-passive voice that ever read
- The teacher share the cards as random to the students
- Each student opened the card that they have
- The student found their Pair from the sentence of the card
- Doing final test individually
- Doing score calculation
- Concluding the material
- Giving home work
- Closing the learning activities

3) Observation

Observation proposed to find out information action by the observer in the classroom during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which was used as a basic reflection. In observation section, the researcher found that the students still got difficulty to indentify active-passive voice. They still confused to distinguish of part of reading text structure and how to find active or passive voice. Most of them also confused about procedure of Index Card Match strategy. Some students were serious and the other were not focus and serious. For further information about the students' activity and condition could read diary note at appendix.

4) Reflection

The researcher evaluated teaching learning in the end of meeting of first cycle. The researcher asked the students about their difficulties and problem in understanding and comprehending the active or passive voice. The evaluation of two meetings became the reflection to researcher and teacher in making second cycle. The second cycle was held to achieve the increasing score of the students. The evaluation was able to take from students' test, observation sheet, and diary notes. There were some points that should be considered, namely about the successful point and the fault point that was going on first cycle. They were:

- Many students were still confused about procedure of Index Card Match strategy
- Many students were not active in doing task
- Many students still kept silent and shy in asking and answer question
- There are students who could not finish their exercise on time. It was caused they were not serious and focus to the learning
- The teacher did not walk around the classroom during the ask and control students optimally
- There were no students who had point up to 65 in pre-test and only eight students who got point up 65
- Some students cheated
- It spent much time

To solve the above weakness and cases and defend the success that had achieved in first cycle, so the action of second cycle could be arranged the planning as the following:

- The teacher gave more motivation and suggestion to students in order be more active in learning than before
- The teacher guided the students who got difficulties more intensively
- The teacher gave reward , score, and acknowledgement
- The teacher gave punishment to the naughty and noisy students
- The students promised to increasing their discipline and changed their bad habit
- The teacher controlled the classroom by walking round optimally

All the weakness and cases discussed when reflected. To make be batter result to next cycle, the reflection was done by all students, teacher, and researcher.

b. Second cycle

As in the first cycle, the second cycle included planning, action, observation, and reflection. It was expected that the result was better than the first cycle.

1) Planning

In this cycle, Index Card Match strategy applied in the reading text material. The topic was continued from the first cycle and added with addition material made various pattern in reading text discussion.

In this phase, there were some activities done, namely:

- Designing teaching planning program for two meeting
- Giving motivation to students to be more active in learning
- Helping and guided students who got difficulties and confused intensively
- Making easier a set equipment for Index Card Match strategy understood by students
- Preparing the test to measure the result of the study

2) Action

The teacher gave best in teaching the students and motivated them to increase their ability in comprehending Active-Passive voice by following the steps of Index Card Match strategy.

In this phase, there were some point appeared in action section, namely:

- The situation of learning have directed to active learning Index Card Match strategy.
- Most of student felt motivation to deliver their opinion and showed up their ability
- The effective and comfortable learning situation already created

3) Observation

The observation had been done for the second cycle. The teacher was very careful in this procedure because of the students were more active and serious the first cycle. Most of students looked very enthusiasm to follow the teacher's

instruction. The researcher also that the students did not have any problem in doing their exercise even there increased in students score.

4) Reflection

In this phase, the feedback of teaching-learning was taken from the result of observation, test, documentation, and diary notes. The researcher could conclude as follow:

- The students' activity in teaching-learning process had directed to active learning Index card Match well. They could do and understand the task correctly. They could participate in learning and do the task on time. It could be proofed by the result of their test and observation.
- The increasing of students' activity was supported the increasing of teacher's activity in defending an improving the learning situation. Teacher guided the students more intensively, especially when students got difficulties in teaching learning could be looked from observation sheet for teacher 's activities
- The students' who got point up to 65 were increasing. There were 20 students in pre-test II and in post-test II
- The students' score had improvement too. It based on the students' percentage and mean

In this cycle, the teacher controlled the class well. The teacher motivated the students' interest. Give the best, asked the students to give question if they did not understand about the topic or about the procedures of Index Card Match strategy. All the cases and problems were discussed about all of data (qualitative and quantitative) and after it was taken conclusion the cycle could be stopped because the students could understand and comprehend active-passive voice well.

C. Research Finding

The result indicated that there was an improvement on the students' ability in comprehending reading text by implementation of Index Card Match Strategy. It was supported by the fact of the mean of the score in every meeting increased.

The mean of the post-test of first cycle was 55.15. It was very low because the students still had difficulties in comprehending reading text. It was caused their score didn't standard score which had to touch above 65 too. The mean of post-test of second cycle was 83.94. It indicated that the scores and the mean in second cycle were better than the first cycle. Next, the percentage of students who got point up to 65 also grew up. In pre-test of first cycle, there was no students got point up to 65(0%). In the post-test of first cycle, there were 8-33 students (24.24%). It meant that there was the improvement about 24.24%. Then, in pre-test of second cycle, there were 28 students who got the point (84.84%). It showed that there was improvement about 24.24%. The total improvement of the students' score from the pre-test of first cycle to the post-test of second cycle was about 84.84%. In another words, the students became better for meeting to meeting.

It indicated that the implementation of Index Card Match Strategy was effective as it could increase students' ability in comprehending reading text.

The researcher also analyzed the qualitative data to support the support the researcher finding besides the quantitative data. The qualitative data was organized from diary notes, interview, and observation sheet. All these data indicated that the students gave their good attitude and response during the teaching learning process. Based on the result of quantitative and qualitative data it was indicated that the action and the implication of Index Card Match Strategy was kept moving.

D. Discussion

There were three findings in the research, namely:

1. The students' achievement or students' ability in comprehending reading text before the implementation of Index Card Match Strategy was low. It could be observed by students' score in the pre-test of the cycle I. There were no students' who got standard score (sixty five). The percentage of the students who got point up sixty five was zero percent.
2. In Index Card Match Strategy process, there were five steps or procedures that should be implemented by teacher, namely: survey, question, read, recite, and review. In process of implementing, conducted classroom action research that had two cycles. Every cycle had four stages namely planning, action, observation, and reflection. The procedures or steps of Index Card Match Strategy made students to be active, because each of steps guided students to the active learning.

3. The students' ability in comprehending reading text after implementing Index Card Match Strategy was better than before implementing Index Card Match Strategy. It could be observed by students' score in the post-test of the cycle I and pre-test and post-test cycle II. There were improvements of students' ability. The percentage of the students who got point up sixty five increased meeting to meeting. There were twenty eight students who got point up sixty five.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that:

1. The students' achievement or students' ability in comprehending active-passive voice before implementing Index Card Match strategy was low. It could be observed with the mean of students' score in pre-test of cycle I was 38.18. The percentage of student score in pre-test of cycle I was 0%. It showed that there were no students who got point up to 65.
2. The process of implementing Index Card Match strategy consisted of two cycles. Each cycle had four stage namely planning, action, observing and reflection. In cycle I, the students still got difficulties to implementing Index Card Match strategy because they were not familiar with this strategy yet. In cycle two, there was students' ability improvement. Students and teacher could implement Index Card Match strategy with well and learnt actively. By Index Card Match strategy, Active-passive voice material was more interesting, enjoyable and fun for students.
3. The students' ability in comprehending active-passive voice increased significantly after implementing of Index Card Match strategy. It could be seen on the mean of student's score in post-test of cycle II was 83.94. The percentage of student's score in post test of cycle II was 84.84%. It showed that there were 28 students who got point up to 65.

B. Suggestion

Based on the research result, there are some points to be suggested

1. In learning-teaching activity, teacher should use the alternatives strategies especially Index Card Match Strategy in teaching grammar subject to improve students' activity and achievement.
2. The research should be developed further so that it will provide greater innovation and for further research, weakness of the previous research should be pointed out so that the learning process could be more effectively.

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APPENDIX I

TEACHING PLANNING PROGRAMME

CYCLE 1

School's name : MAS PAB 2 HELVETIA
Subject : ENGLISH
Class/Semester : XI / I
Time Allocation : 1 x 45 Minutes (2 meeting)

I. Standard competency

To understand how to use active – passive voice to build the correct sentence.

II. Base Competency

To arrange the correct sentences in using active – passive voice in all kinds of tenses and modals.

III. Indicator.

- To understand active – passive voice form.
- To understand the changing form in using active – passive voice in all variations of tenses and modal.
- To build up the correct sentences in active – passive voice.

IV. The Objective of Teaching.

- Students are able to understand active – passive voice.
- Students are able to proper change of active – passive voice form with each tenses and modals.
- Students are able to build up active passive voice sentences correctly.

V. Material of Teaching.

Choose the correct one from following sentences.

- 1) A cup of coffee is drunk by someone in that café.
 - a. Be
 - b. Been
 - c. Being
 - d. Bought
- 2) The ball was by Deni yesterday.
 - a. Kick
 - b. Kicks
 - c. Kicking
 - d. Kicked
- 3) The gift has been by Ridwan to Rida's house
 - a. Send
 - b. Sent
 - c. Sending
 - d. Sends
- 4) Nina's pen has been by samsul
 - a. Steal
 - b. Stold
 - c. Stealing
 - d. Stolen
- 5) Her hair was by her mother
 - a. Combs
 - b. Combing
 - c. Combed
 - d. Comb

VI. Strategy of Teaching.

Index Card Match Strategy.

VII. Method of Teaching.

Direct method, discussion, games, and test.

VIII. Procedures of Teaching.

- Introduction
- Praying.
- Teacher explained the subject, advantages and learning procedure.
- The teacher does apperception by asking students about active – passive voice that ever learned.
- Teacher makes pre-test.

- Core Activity
 - Teacher explained active – passive voice.
 - Students memorize the formulation of active – passive voice in all tenses and modals.
 - Students make question about active – passive voice.
 - Students try to make sentences with active – passive voice as an example.
 - The teacher gives the student one to each student.
 - The student search the pair of red and blue card that filled by active – passive voice sentences at the determined time.
 - Students check with teacher if they have found their pair to check the validity of each their pair.
 - The students that have found their pair sit adjoined.
 - The teacher gives the script test that must answer by the student in changing active-passive voice.

- Closing
 1. Teacher concludes the material.
 2. Teacher gives homework.
 3. Teacher closes the learning.

IX. Source/ Tool/ Media.

- The relevant book (student’s worksheet for XI grader).
- Cards.
- Board maker.
- Eraser.
- Whiteboard.

X. Evaluation assessment.

- Assessment Technique = objective
- Assessment instrument = multiple choice
- Assessment guidance = For each correct answer have score ten (10), wrong answer is Zero (0)

APPENDIX II

TEACHING PLANNING PROGRAMME

CYCLE II

School's name : MAS PAB 2 HELVETIA
Subject : ENGLISH
Class/Semester : XI / I
Time Allocation : 1 x 45 Minutes (2 meeting)

I. Standard competency

To understand how to use active – passive voice to build the correct sentence.

II. Base Competency

To arrange the correct sentences in using active – passive voice in all kinds of tenses and modals.

III. Indicator.

- To understand active – passive voice form.
- To understand the changing form in using active – passive voice in all variations of tenses and modal.
- To build up the correct sentences in active – passive voice.

IV. The Objective of Teaching.

- Students are able to understand active – passive voice.
- Students are able to proper change of active – passive voice form with each tenses and modals.
- Students are able to build up active passive voice sentences correctly.

V. Material of Teaching.

Choose the correct one from following sentences.

- 1) Nadia's house has been being by Arif.
 - a. Visited
 - b. Visits
 - c. Visit
 - d. Visiting

- 2) A bottle of milk will be by Dea tomorrow.
 - a. Brought
 - b. Brings
 - c. Bring
 - d. Bringing

- 3) LEGO will be being by Rahman next.
 - a. Plays
 - b. Played
 - c. Playing
 - d. Play

- 4) A bowl of soup had been by Chef on the table.
 - a. Serves
 - b. Service
 - c. Servant
 - d. Served

- 5) The newspaper had just been by Daddy
 - a. Reads
 - b. Red
 - c. Read
 - d. Reading

VI. Strategy of Teaching.

Index Card Match Strategy.

VII. Method of Teaching.

Direct method, discussion, games, and test.

VIII. Procedures of Teaching.

- Introduction
 - Praying.
 - Teacher explained the subject, advantages and learning procedure.
 - The teacher does apperception by asking students about active – passive voice that ever learned.

- Teacher makes pre-test.
- Core Activity
 - Teacher explained active – passive voice.
 - Students memorize the formulation of active – passive voice in all tenses and modals.
 - Students make question about active – passive voice.
 - Students try to make sentences with active – passive voice as an example. The teacher gives the student one to each student.
 - The student search the pair of red and blue card that filled by active – passive voice sentences at the determined time.
 - Students check with teacher if they have found their pair to check the validity of each their pair.
 - The students that have found their pair sit adjoined.
 - The teacher gives the script test that must answer by the student in changing active-passive voice.
- Closing
 1. Teacher concludes the material.
 2. Teacher gives homework.
 3. Teacher closes the learning.

XI. Source/ Tool/ Media.

- The relevant book (student’s worksheet for XI grader).
- Cards.
- Board maker.
- Eraser.
- Whiteboard.

XII. Evaluation assessment.

- Assessment Technique = objective
- Assessment instrument = multiple choice
- Assessment guidance = For each correct answer have score ten (10), wrong answer is Zero (0)

APPENDIX III

PRE-TEST I

Choose The Correct Answer from Following Question!

- 1) She is bitted by Cindy in the class.

What is active form of the following sentence?

- a. Cindy bites her in the class
- b. Cindy is bites her in the class
- c. Cindy bitted her in the class
- d. Cindy bitten her in the class

- 2) The rice was By Mother in the kitchen.

- a. Cooks
- b. Cooked
- c. Cooking
- d. Cook

- 3) Shita is buying a mobile phone in Pasar Hp.

What is passive form of the following sentence?

- a. A mobile phone is buying by Shinta in Pasar Hp
- b. A mobile phone is bought by Shinta in Pasar Hp
- c. A mobile phone is being bought by Shinta in Pasar Hp
- d. A mobile phone was being bought in Pasar Hp

- 4) A man rides motorcycle every morning.

What is passive form of the following sentence?

- a. Motorcycle is ridden by a man every morning
- b. Motorcycle is riding by a man every morning
- c. Motorcycle is rode by man every morning
- d. Motorcycle is being been ridden by man every morning

- 5) A cup of coffee is..... drunk by someone in the Café.

- a. Be
- b. Been
- c. Being
- d. Bought

6) The ball was by Denny yesterday.

- a. Kick
- b. Kicks
- c. Kicking
- d. Kicked

7) The gift has been by Ridwan to Rida's house.

- a. Send
- b. Sent
- c. sending
- d. Sends

8) Nina's pen has been by Samsul.

- a. Lend
- b. Lent
- c. Lending
- d. Lends

9) Her dresses were By designer yesterday.

- a. designs
- b. designing
- c. designed
- d. design

10) The cakes were being By Devi.

- a. Bakes
- b. Baking
- c. Baked
- d. Bake

APPENDIX IV

POST-TEST I

Choose The Correct Answer from Following Question!

- 1) She is bitted by Cindy in the class.

What is active form of the following sentence?

- a. Cindy bites her in the class
- b. Cindy is bites her in the class
- c. Cindy bitted her in the class
- d. Cindy bitten her in the class

- 2) The rice was By Mother in the kitchen.

- a. Cooks
- b. Cooked
- c. Cooking
- d. Cook

- 3) Shita is buying a mobile phone in Pasar Hp.

What is passive form of the following sentence?

- a. A mobile phone is buying by Shinta in Pasar Hp
- b. A mobile phone is bought by Shinta in Pasar Hp
- c. A mobile phone is being bought by Shinta in Pasar Hp
- d. A mobile phone was being bought in Pasar Hp

- 4) A man rides motorcycle every morning.

What is passive form of the following sentence?

- a. Motorcycle is ridden by a man every morning
- b. Motorcycle is riding by a man every morning
- c. Motorcycle is rode by man every morning
- d. Motorcycle is being been ridden by man every morning

- 5) A cup of coffee is..... drunk by someone in the Café.

- a. Be
- b. Been
- c. Being
- d. Bought

- 6) The ball was by Denny yesterday.
- a. Kick
 - b. Kicks
 - c. Kicking
 - d. Kicked
- 7) The gift has been by Ridwan to Rida's house.
- a. Send
 - b. Sent
 - c. sending
 - d. Sends
- 8) Nina's pen has been by Samsul.
- a. Lend
 - b. Lent
 - c. Lending
 - d. Lends
- 9) Her dresses were By designer yesterday.
- a. designs
 - b. designing
 - c. designed
 - d. design
- 10) The cakes were being By Devi.
- a. Bakes
 - b. Baking
 - c. Baked
 - d. Bake

APPENDIX V

PRE-TEST II

1. She cooks some dessert in the kitchen
What's the passive form of the following sentences?
 - a. Some desserts had cooked by her in the kitchen
 - b. Some desserts is cooked by her in the kitchen
 - c. Some desserts was cooked by her
 - d. Some desserts is being cooked by her
2. The policeman catches a thief in 13th district
What the passive form of following sentences!
 - a. A thief was caught by the policeman in 13th district
 - b. A thief is caught by the policeman in 13th district
 - c. A thief had been caught by the policeman in 13th district
 - d. A thief has been caught by the policeman in 13th district
3. The fisherman repaired his ship in the harbor
What the passive form of following sentences!
 - a. His ship is repaired by the fisherman in the harbor
 - b. His ship were repaired by the fisherman in the harbor
 - c. His ship was repaired by the fisherman in the harbor
 - d. His ship has been repaired by the fisherman in the harbor
4. Wiko has been bought by Raja in Pasar HP
What the passive form of following sentences!
 - a. Raja had bought wiko in pasar HP
 - b. Raja have bought wiko in pasar HP
 - c. Raja buy wiko in pasar HP
 - d. Raja has bought wiko in pasar HP
5. My mother lends my money in this month
What the passive form of following sentences!
 - a. My money was lent by my mother in this month
 - b. My money has been lent by my mother in this month
 - c. My money is lent by my mother in this month
 - d. My money are lent by my mother in this month

6. A cup of coffee is..... drunk by someone in the Café.

- a. Be
- b. Been
- c. Being
- d. Bought

7. The ball was by Denny yesterday.

- a. Kick
- b. Kicks
- c. Kicking
- d. Kicked

8. The gift has been by Ridwan to Rida's house.

- a. Send
- b. Sent
- c. sending
- d. Sends

9. Nina's pen has been by Samsul.

- a. Lend
- b. Lent
- c. Lending
- d. Lends

10. Her dresses were by designer yesterday.

- a. designs
- b. designing
- c. designed
- d. design

APPENDIX VI

POST-TEST II

Choose The Correct Answer from Following Question!

- 1) The ball was by Denny yesterday.
 - a. Kick
 - b. Kicks
 - c. Kicking
 - d. Kicked

- 2) The gift has been by Ridwan to Rida's house.
 - a. Send
 - b. Sent
 - c. sending
 - d. Sends

- 3) Nina's pen has been by Samsul.
 - a. Lend
 - b. Lent
 - c. Lending
 - d. Lends

- 4) Her dresses were By designer yesterday.
 - a. designs
 - b. designing
 - c. designed
 - d. design

- 5) The cakes were being By Devi.
 - a. Bakes
 - b. Baking
 - c. Baked
 - d. Bake

- 6) She was bitted by Cindy in the class.
What is active form of the following sentence?
 - a. Cindy bites her in the class
 - b. Cindy is bites her in the class
 - c. Cindy bitted her in the class
 - d. Cindy bitten her in the class

7) The rice was By Mother in the kitchen.

- a. Cooks
- b. Cooked
- c. Cooking
- d. Cook

8) Shita is buying a mobile phone in Pasar Hp.

What is passive form of the following sentence?

- a. A mobile phone is buying by Shinta in Pasar Hp
- b. A mobile phone is bought by Shinta in Pasar Hp
- c. A mobile phone is being bought by Shinta in Pasar Hp
- d. A mobile phone was being bought in Pasar Hp

9) A man rides motorcycle every morning.

What is passive form of the following sentence?

- a. Motorcycle is ridden by a man every morning
- b. Motorcycle is riding by a man every morning
- c. Motorcycle is rode by man every morning
- d. Motorcycle is being been ridden by man every morning

10) A cup of coffee has..... drunk by someone in the Café.

- a. Be
- b. Been
- c. Being
- d. Bought

APPENDIX VII**ANSWER KEY**

NO	Pre-Test I	Post Test I	Pre-Test II	Post Test II
1	A	A	B	D
2	B	B	B	B
3	C	B	C	B
4	A	A	D	C
5	C	C	C	C
6	D	D	C	C
7	B	B	D	B
8	B	B	B	C
9	C	C	B	A
10	C	C	C	B

APPENDIX VIII

Interview with student in the first time

1. **Researcher** : Menurut kamu belajar Bahasa Grammar itu susah atau tidak?

Student I : kalau menurut saya kadang susah, kadang bisa mudah juga kak, tergantung cara gurunya menjelaskan lah kak.

Student II : Kalau bagi saya kak Grammar itu sulit kak liat rumusnya saja, sudah cukup memusingkan saya kak.

Student III : Kalau saya kak Grammar itu tidak terlalu sulit kak. Karna Grammar itu memang kegemaran saya kak.

2. **Researcher** : Apakah kamu ada mengikuti kursus Bahasa Inggris di luar sekolah?

Student I : Gak ada kak, tapi saya ada ikut club Bahasa Inggris di sekolah kak.

Student II : Gak ada kak.

Student III : Ada kak karena kata orang tua saya gak cukup kalau cuma ngikuti kurikulum di Sekolah aja kak.

3. **Researcher** : Menurut kamu materi Active-Passive Voice itu mudah gak?

Student I : Sikit-sikit mudah sih kak. Asal tahu *keyword* nya aja.

Student II : Bagi saya Grammar itu memusingkan kak, apapun jenisnya kalau Grammar pasti memusingkan jadi malas kak.

Student III : Mudah kak, cuma sedikit ribet aja kak.

4. **Researcher** : Bagaimana biasanya cara guru menjelaskan tentang Active-Passive voice kepada kamu?

Student I : Biasanya sih dijelaskan, dikasih rumus dan contohnya di papan tulis, terus kerjakan latihan di LKS.

- Student II** : Biasanya guru menjelaskan materinya lalu memberikan rumus lalu memberikan contoh setelah itu kami di uji satu per satu ke depan kelas terakhir mengerjakan latihan di LKS kak.
- Student III** : Biasanya guru menjelaskan di depan secara rinci, lalu kita dikasih *Quiz* satu per satu ke depan dan terakhir mengerjakan LKS.
5. **Researcher** : Biasanya kalau belajar Grammar pernah dikasih games gak sih, contohnya seperti di materi Active-Passive Voice?
- Student I** : Belum pernah
- Student II** : Tidak pernah.
- Student III** : Belum pernah kak.

APPENDIX IX

Interview with student in the last time

- 1. Researcher** : Menurut kamu apakah masih sulit untuk memahami Active-Passive Voice setelah menggunakan strategi Index Card Match?

Student I : Lebih mudah difahami kak, lebih semangat lagi belajarnya kak.

Student II : Lumayan lebih mudah difahami kalau belajarnya seperti ini kak.

Student III : Lebih menyenangkan, lebih mudah difahami dan lebih seru belajarnya kalau seperti ini kak.

- 2. Researcher** : Kamu lebih suka cara belajar yang biasa diterapkan guru kamu atau dengan menggunakan strategi Index Card Match?

Student I : Index card match kak, lebih seru!

Student II : Saya jauh lebih suka Index Card Match kak.

Student III : Dua-duanya kak.

- 3. Researcher** : Apakah Kamu puas dengan nilai yang kamu dapat setelah menggunakan strategi Index Card Match?

Student I : Puas kak.

Student II : Puas sekali kak.

Student III : Alhamdulillah puas kak.

APPENDIX X

Interview with teacher in the first time

- 1. Researcher** : Miss, kalau saya boleh tahu sudah berapa lama Miss mengajar Bahasa Inggris?

Teacher : Sudah lama juga saya mengajar dari mulai kuliah sampai sekarang ini di kursus-kursus, private dan sekolah formal.
- 2. Researcher** : Bagaimana menurut Miss pengaruh strategi pembelajaran dalam meningkatkan kemampuan siswa-siswi dalam belajar?

Teacher : Sangat penting, karena menurut saya strategi pembelajaran itu ada ruh dari berjalannya system belajar-mengajar di kelas, dia yang menentukan apakah proses tersebut lancar atau tidaknya, serta sampai atau tidaknya tujuan pembelajaran ke siswa.
- 3. Researcher** : Miss apakah Miss pernah mendengar strategi Index Card Match?

Teacher : Saya sudah pernah dengar tentang strategi tersebut seperti mencocokkan dua kartu dengan teman secara acak.
- 4. Researcher** : Apakah Miss pernah menerapkannya dalam pembelajaran?

Teacher : Belum sih.
- 5. Researcher** : Bagaimana dengan kemampuan siswa dalam memahami pembelajaran Bahasa Inggris Miss?

Teacher : Sebagian sih baik yah dalam pemahamannya, walaupun memang ada yang masih lamban dalam menerima pembelajaran.
- 6. Researcher** : Maaf Miss mengapa demikian?

Teacher : yah... masih ada beberapa yang mindset nya sudah tertanam kalau Bahasa Inggris itu pelajaran yang sulit, sehingga mereka takut untuk mencoba. Mungkin karna itu juga mereka sulit memahaminya, apalagi kalau tentang Grammar masih banyak yang tidak tepat, walau sudah diterangkan dengan rinci.

APPENDIX XI

Interview with the teacher in the last time

1. Researcher : Miss bagaimana menurut Miss dengan strategi Index Card Match terhadap pembelajaran di kelas?

Teacher : Menurut saya bagus juga diterapkan dalam pembelajaran, saya lihat juga para siswa lebih semangat, aktif dan antusias sekali.

2. Researcher : Menurut Miss, apakah kelebihan dan kekurangan dari strateg Index Card Match?

Teacher : kelebihannya yg saya lihat strategi ini bisa memompa semangat siswa dalam belajar, karna penerapannya yang seperti game tapi, yah... itu kekurangannya itu, kelas jadi kurang kondusif dan takutnya mengganggu kelas yang lain.

3. Researcher : Menurut Miss bagaimana minat dan kemampuan siswa setelah menerima penerapan Index Card Match ini?

Teacher : Seperti yang kita lihat bersama, hasilnya menjadi lebih baik lagi.

4. Researcher : Setelah ini, apakah Miss berminat menerapkannya pada materi yang lain dalam pembelajaran sehari-hari?

Teacher : Kalau hasilnya membaik kenapa enggak dicoba yah kan.

APPENDIX XII

DIARY NOTE

First Meeting (Thursday, March, 31st, 2016.)

This was my first time research about students' condition in the classroom. I and English teacher went into classroom around at 07:15 a.m O'clock. Firstly, The teacher introduce myself to the students. She talked about my purpose entered their class. After introducing me to students, the learning began. I moved to the back. I choose a chair behind the students. I started observing students' activity and condition. Before teacher started teaching, she gave students piece of paper that contain pre-test in 1st cycle. It means that the first cycle just began. After accepting the test, students answer the task carefully. Teacher had said to students before did the test about regulation point of each question. So, if student didn't do the test, automatically, they didn't get score final exam next. It made students enthusiastic to do the test.

The condition of classroom was so calm. When they were doing their test, I took some picture to complete the data as documentation. Sometimes, the teacher walks around to control students' activity. He gave a few explanation and instruction about the test to students'. I asked permission to teacher for walking around the classroom to observe and look the students' expression and attention to test. I looked them one by one. Most of them looked unfamiliar and uncomfortable with the test. Their face showed that their confused and felt difficult. Besides that, I looked how their way to find out the answer. After that I found that their method used conventional way. It liked general way. They found the meaning of the sentence in Bahasa Indonesia and matched the right word without gave attention with the tense and change of the correct word. And it was way their answer the task.

Finally, the students submitted the test 07:45 a.m they had done the test for thirty minutes. The classroom began crowed. Some of students make noisy. The teacher asked them to kepp silent as soon as possible. After that, the teacher was explaining the material, when the teacher finished the material, the bell rang. It

means the time was over. In other word, the first meeting was up. I said thank you to the students. I went out with teacher.

Second Meeting (Tuesday, April 5th, 2016).

In the middle, I and teacher entered the classroom again at 12:00 p.m. I moved to my place in the book directly and started preparing myself to observe. Then, teacher opened the class and reviewed the last material. After that, teacher continued the postponed material. Teacher asked students to take their lesson book and worksheet out. Next, teacher chooses material. At the time, the material which teacher chooses was “Active-Passive Voice and The Change According the Tenses”. Teacher explained the material shortly. After that, asked students’ responses. Then, suddenly, before went to exercise to find out main idea, teacher called me to move in front of the class, teacher asked me to tell about regulation of Index Card Match Strategy as clear as I could. I told about definition, function, and steps of the Index Card Match procedure. After that, I asked students to give their respond. Just some of them that gave the response. I gave the feedback to them.

While I was explaining the strategy, I looked and observed them. I found that some students paid their attention to me. And the other one did another work there are chatting, listening music, writing something and many more. Honestly, I was ill feel. But I woke.

After I explained strategy, the class I returned to the teacher. Then, teacher asked students to do exercise in their worksheet. The teacher instructed them to play the strategy. The teacher asked to students to share the card as a random. And she gave instruction in countdown to find out their card pairs. The class so crowed and looked some students still confused to determine their card, and how to match the card they had with their friend’s cards. And just be crowed class until which one of them found her pair cards from her friend. And the first couple that right card matched. And the other said failed cause overtime they didn’t find their cards pair.

After that, teacher share a piece of post-test to each students. It means the first cycle was end. Unfortunately, the students who got good mark was still less. Suddenly, bell rang. The meeting finished. Second cycle planned.

Third Meeting (Thursday, April 14th, 2016)

The second cycle was coming. So, I need to find the improvement from students. If there were not good progress on students, the research would get fault.

I and teacher entered the class anymore. Line usual, teacher greets students, checked attendant list and did the apperception. I looked when I when into class the students gave many good smiling. After that, without wasting time. Teacher gave them pre-test of second cycle. Before doing it, teacher motivated students before in order doing the test seriously, carefully, and correctly. Didn't forget, teacher gave a clear instruction about the test. So that, there was no misunderstanding anymore.

Students began doing the test. I began observing their activity and expression. I asked permission to teacher for walking around, I looked them one by one. Some of students still looked confuse and got difficulties. Then teacher asked them to submit their work. Suddenly, the class became crowed.

After that, teacher discussed the test with students and checks their answer together. So that, students know their mistake and how many score their got pre-test in the second cycle. After discussion, teacher asked students about their impression and feeling about the test and strategy yesterday. Some students more enthusiastic and excited to apply the strategy again and we deal to apply the strategy to the next meeting.

In this meeting still to many students that got low score.

Fourth meeting (Tuesday, April 19th, 2016)

That middle day was the determined day, what did success or not the strategy that I choose. I and teacher entered the class anymore. Like usual, teacher opened the class before entered the material.

Still in the some material like yesterday, But for this time teacher explained more detail about the material. After the teacher finished explaining the material

more detail than the meeting before. For second time, she asked me to explain the index card matched procedure correctly and keyword how they could find out their pairs as correctly. After, I explained as clear as I could. I returned class to the teacher. And again, she asked two of students to share the card as random. After that, she conducted the students with count down 3 till 1 and the students started to find out their pairs.

For this time the condition more conducive and active learning create in here, some of students was faster to find out their pairs and almost no one couple that found their in overtime. Finally, students looked comfort and understood about the material and strategy, they were also looked have fun to received the material.

After all students found their pairs, teacher asked them to back to their each place. When they had prepared on their understood and know the post-test soon. In middle do the task I could how they understood and know the answer of the test, although some of them still confused too but they just less.

In the ending time, teacher asked them to submit their test. To close the class I say thanking to the students and said to see you again. And take permission to the English teacher and principle of school that had helped me a long of researched, when I and teacher correction the post-test had a significant improvement of the score that students got.

APPENDIX XIII
OBSERVATION SHEET

Date : Thursday, March 31st, 2016

Number of Students :

Meeting :

Direction :

Put a check list (√) in column 1, 2, 3 and 4 based on your observation.

Focus	Observed Point	1	2	3	4
The Teacher	<ul style="list-style-type: none"> • Teacher comes on time • Teacher greet students • Teacher check students' attendance • Teacher attract the students attention • Teacher motivate the students • Teacher explain learning's objective • Teacher prepares teaching material systematically • Teacher explain the material clearly • Teacher explain about index card match strategy procedure • Teacher gives opportunities or students • Teacher manage class effectively • Teacher manage times effectively • Teacher tries to solve the students' problem • Teacher walk around to control the students' activities • Teacher pay attention to all of students • Teacher gives feedback to students' question 				
The students	<ul style="list-style-type: none"> • All of students come on time • The students pay attention to the teacher's explanation • The students ask question to the teacher if there is something unclear • The students answer the question that are given by the teacher • The students give good responses to the topic are given • The students learn the material actively and seriously • The students set and arrange the sentence of active/passive voice • The students reason their opinion to another • The students discuss this the topic 				

	<ul style="list-style-type: none"> • The students feel interested and spirit in teaching and learning process the students participate in learning the process • All the students do their assignment and evaluation 				
Contex	<ul style="list-style-type: none"> • The classroom is safe from crowded. • The classroom is so comfortable, clean, calm • The classroom equipments (chalk, blackboard, duster) 				

Note:

1=Poor,

2=Fair,

3=Good,

4=Very Good

APPENDIX XIV
OBSERVATION SHEET

Date : Tuesday, April 5th, 2016

Number of Students :

Meeting :

Direction :

Put a check list (√) in column 1, 2, 3 and 4 based on your observation.

Focus	Observed Point	1	2	3	4
The Teacher	<ul style="list-style-type: none"> • Teacher comes on time • Teacher greet students • Teacher check students' attendance • Teacher attract the students attention • Teacher motivate the students • Teacher explain learning's objective • Teacher prepares teaching material systematically • Teacher explain the material clearly • Teacher explain about index card match strategy procedure • Teacher gives opportunities or students • Teacher manage class effectively • Teacher manage times effectively • Teacher tries to solve the students' problem • Teacher walk around to control the students' activities • Teacher pay attention to all of students • Teacher gives feedback to students' question 				
The students	<ul style="list-style-type: none"> • All of students come on time • The students pay attention to the teacher's explanation • The students ask question to the teacher if there is something unclear • The students answer the question that are given by the teacher • The students give good responses to the topic are given • The students learn the material actively and seriously • The students set and arrange the sentence of active/passive voice • The students reason their opinion to another • The students discuss this the topic 				

	<ul style="list-style-type: none"> • The students feel interested and spirit in teaching and learning process the students participate in learning the process • All the students do their assignment and evaluation 				
Contex	<ul style="list-style-type: none"> • The classroom is safe from crowded. • The classroom is so comfortable, clean, calm • The classroom equipments (chalk, blackboard, duster) 				

Note:

1=Poor,

2=Fair,

3=Good,

4=Very Good

APPENDIX XV
OBSERVATION SHEET

Date : Thursday, April 14st, 2016

Number of Students :

Meeting :

Direction :

Put a check list (√) in column 1, 2, 3 and 4 based on your observation.

Focus	Observed Point	1	2	3	4
The Teacher	<ul style="list-style-type: none"> • Teacher comes on time • Teacher greet students • Teacher check students' attendance • Teacher attract the students attention • Teacher motivate the students • Teacher explain learning's objective • Teacher prepares teaching material systematically • Teacher explain the material clearly • Teacher explain about index card match strategy procedure • Teacher gives opportunities or students • Teacher manage class effectively • Teacher manage times effectively • Teacher tries to solve the students' problem • Teacher walk around to control the students' activities • Teacher pay attention to all of students • Teacher gives feedback to students' question 				
The students	<ul style="list-style-type: none"> • All of students come on time • The students pay attention to the teacher's explanation • The students ask question to the teacher if there is something unclear • The students answer the question that are given by the teacher • The students give good responses to the topic are given • The students learn the material actively and seriously • The students set and arrange the sentence of active/passive voice • The students reason their opinion to another • The students discuss this the topic 				

	<ul style="list-style-type: none"> • The students feel interested and spirit in teaching and learning process the students participate in learning the process • All the students do their assignment and evaluation 				
Contex	<ul style="list-style-type: none"> • The classroom is safe from crowded. • The classroom is so comfortable, clean, calm • The classroom equipments (chalk, blackboard, duster) 				

Note:

1=Poor,

2=Fair,

3=Good,

4=Very Good

APPENDIX XVI
OBSERVATION SHEET

Date : Tuesday, April 19th, 2016

Number of Students :

Meeting :

Direction :

Put a check list (√) in column 1, 2, 3 and 4 based on your observation.

Focus	Observed Point	1	2	3	4
The Teacher	<ul style="list-style-type: none"> • Teacher comes on time • Teacher greet students • Teacher check students' attendance • Teacher attract the students attention • Teacher motivate the students • Teacher explain learning's objective • Teacher prepares teaching material systematically • Teacher explain the material clearly • Teacher explain about index card match strategy procedure • Teacher gives opportunities or students • Teacher manage class effectively • Teacher manage times effectively • Teacher tries to solve the students' problem • Teacher walk around to control the students' activities • Teacher pay attention to all of students • Teacher gives feedback to students' question 				
The students	<ul style="list-style-type: none"> • All of students come on time • The students pay attention to the teacher's explanation • The students ask question to the teacher if there is something unclear • The students answer the question that are given by the teacher • The students give good responses to the topic are given • The students learn the material actively and seriously • The students set and arrange the sentence of active/passive voice • The students reason their opinion to another • The students discuss this the topic 				

	<ul style="list-style-type: none"> • The students feel interested and spirit in teaching and learning process the students participate in learning the process • All the students do their assignment and evaluation 				
Contex	<ul style="list-style-type: none"> • The classroom is safe from crowded. • The classroom is so comfortable, clean, calm • The classroom equipments (chalk, blackboard, duster) 				

Note:

1=Poor,

2=Fair,

3=Good,

4=Very Good

APPENDIX XVII

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES IN LEARNING PROCESS

Cycle : First (1st)
Date : Thursday, March 31st, 2016
Meeting : First (1st)
Direction :

Put checklist (√) in column 1,2,3,4,5,6,7,8,9,and 10 based on your observation

No	Student's name	Activity										Note
		1	2	3	4	5	6	7	8	9	10	
1	Anggi Nur Cahaya		√				√		√			
2	Anisa Iliani											
3	April Cani Dwi Sahara Lbs						√					
4	Cindi Audia Efendi				√		√					
5	Desi Permata Sari		√				√					
6	Dian Indah Mulatajam	√										
7	Dickiy Akbar											
8	Dio Saptino											
9	Eka Agus Widiastuti											
10	Elbmi Mayu Ramadhan			√								
11	Gita Ramadhani											
12	Heni Pratiwi											
13	Husnul Aulia Azmi											
14	Icha Pratiwi					√	√					
15	Iis Asrory											
16	Intan Fadillah	√				√						
17	Kanaya Putra Wijaya											
18	Lia Anggraini						√					
19	Linda Pilliang											
20	M. Hanafi Siregar											
21	Mahmud Hadiansyah											
22	Mhd. Fadli Hidayah			√								
23	Muhammad fadhil Hasan			√								
24	Muhammad Fauzi	√		√								
25	Nilam Zahara	√		√								
26	Nurul Fadillah											
27	Nurul Khoiriyah											
28	Putri Heyna Rizkia											
29	Raghilya Pramuning Kusuma						√					
30	Rika Wulandari											
31	Risma Dinda						√		√			
32	Sabik Khair											
33	Sahadatul Munawarah			√		√	√					

Notes :

1= Sleepy

2= Do other job

3= Whisper

4= Come in-out class

5= Imagine

6= Chatting

7= Scratch paper

8= Annoying

9= Moving

10= Cutting class

APPENDIX XIII

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES IN LEARNING PROCESS

Cycle : First (1st)
Date : Tuesday, April 5th, 2016
Meeting : Second (2nd)
Direction :

Put checklist (√) in column 1,2,3,4,5,6,7,8,9,and 10 based on your observation

No	Student's name	Activity										Note
		1	2	3	4	5	6	7	8	9	10	
1	Anggi Nur Cahaya	√				√					√	
2	Anisa Iliani											
3	April Cani Dwi Sahara Lbs		√									
4	Cindi Audia Efendi						√					
5	Desi Permata Sari			√			√					
6	Dian Indah Mulatajam											
7	Dickiy Akbar											
8	Dio Saptino											
9	Eka Agus Widiastuti	√										
10	Elbmi Mayu Ramadhan	√										
11	Gita Ramadhani		√									
12	Heni Pratiwi						√					
13	Husnul Aulia Azmi						√					
14	Icha Pratiwi		√									
15	Iis Asrory											
16	Intan Fadillah				√				√			
17	Kanaya Putra Wijaya				√				√			
18	Lia Anggraini											
19	Linda Pilliang											
20	M. Hanafi Siregar											
21	Mahmud Hadiansyah											
22	Mhd. Fadli Hidayah											
23	Muhammad fadhil Hasan								√			
24	Muhammad Fauzi								√			
25	Nilam Zahara											
26	Nurul Fadillah											
27	Nurul Khoiriyyah											
28	Putri Heyna Rizkia											
29	Raghilya Pramuning Kusuma			√								
30	Rika Wulandari											
31	Risma Dinda											
32	Sabik Khair											
33	Sahadatul Munawarah	√										

Notes:

1= Sleepy

2= Do other job

3= Whisper

4= Come in-out class

5= Imagine

6= Chatting

7= Scratch paper

8= Annoying

9= Moving

10= Cutting class

APPENDIX XIX

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES IN LEARNING PROCESS

Cycle : First (1st)
Date : Thursday, April 14th, 2016
Meeting : Third (3rd)
Direction :

Put checklist (√) in column 1,2,3,4,5,6,7,8,9,and 10 based on your observation

No	Student's name	Activity										Note
		1	2	3	4	5	6	7	8	9	10	
1	Anggi Nur Cahaya	√				√						
2	Anisa Iliani											
3	April Cani Dwi Sahara Lbs						√					
4	Cindi Audia Efendi											
5	Desi Permata Sari						√					
6	Dian Indah Mulatajam											
7	Dickiy Akbar	√										
8	Dio Saptino											
9	Eka Agus Widiastuti											
10	Elbmi Mayu Ramadhan								√			
11	Gita Ramadhani								√			
12	Heni Pratiwi											
13	Husnul Aulia Azmi											
14	Icha Pratiwi											
15	Iis Asrory											
16	Intan Fadillah		√									
17	Kanaya Putra Wijaya		√									
18	Lia Anggraini											
19	Linda Pilliang						√					
20	M. Hanafi Siregar						√					
21	Mahmud Hadiansyah											
22	Mhd. Fadli Hidayah											
23	Muhammad fadhil Hasan											
24	Muhammad Fauzi											
25	Nilam Zahara			√				√				
26	Nurul Fadillah			√				√				
27	Nurul Khoiriyyah											
28	Putri Heyna Rizkia											
29	Raghilya Pramuning Kusuma						√					
30	Rika Wulandari											
31	Risma Dinda											
32	Sabik Khair	√										
33	Sahadatul Munawarah	√										

Notes:

1= Sleepy
2= Do other job
3= Whisper
4= Come in-out class
5= Imagine

6= Chatting
7= Scratch paper
8= Annoying
9= Moving
10= Cutting class

APPENDIX XX

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES IN LEARNING PROCESS

Cycle : First (1st)
Date : Tuesday, April 19th, 2016
Meeting : Fourth (4th)
Direction :

Put checklist (√) in column 1,2,3,4,5,6,7,8,9,and 10 based on your observation

No	Student's name	Activity										Note	
		1	2	3	4	5	6	7	8	9	10		
1	Anggi Nur Cahaya	√											
2	Anisa Iliani												
3	April Cani Dwi Sahara Lbs												
4	Cindi Audia Efendi												
5	Desi Permata Sari			√									
6	Dian Indah Mulatajam												
7	Dickiy Akbar												
8	Dio Saptino												
9	Eka Agus Widiastuti												
10	Elbmi Mayu Ramadhan						√						
11	Gita Ramadhani						√						
12	Heni Pratiwi												
13	Husnul Aulia Azmi												
14	Icha Pratiwi												
15	Iis Asrory												
16	Intan Fadillah			√									
17	Kanaya Putra Wijaya			√									
18	Lia Anggraini												
19	Linda Pilliang												
20	M. Hanafi Siregar												
21	Mahmud Hadiansyah												
22	Mhd. Fadli Hidayah												
23	Muhammad fadhil Hasan												
24	Muhammad Fauzi												
25	Nilam Zahara												
26	Nurul Fadillah												
27	Nurul Khoiriyyah						√						
28	Putri Heyna Rizkia												
29	Raghilya Pramuning Kusuma			√									
30	Rika Wulandari												
31	Risma Dinda												
32	Sabik Khair												
33	Sahadatul Munawarah												

Notes:

1= Sleepy
2= Do other job
3= Whisper
4= Come in-out class
5= Imagine

6= Chatting
7= Scratch paper
8= Annoying
9= Moving
10= Cutting class

APPENDIX XXI**STUDENTS' ATTENDANCE LIST DURING RESEARCHER
(DATE-DATE)
MADRASAH ALIYAH SWASTA PAB 1 HELVETIA
XI IPA1 GRADER**

NO	STUDENTS' NAME	MEETING			
		1	2	3	4
1	Anggi Nur Cahaya	√	√	√	√
2	Anisa Iliani	√	√	√	√
3	April Cani Dwi Sahara Lbs	√	√	√	√
4	Cindi Audia Efendi	√	√	√	√
5	Desi Permata Sari	√	√	√	√
6	Dian Indah Mulatajam	√	√	√	√
7	Dickiy Akbar	√	√	√	√
8	Dio Saptino	√	√	√	√
9	Eka Agus Widiastuti	√	√	√	√
10	Elbmi Mayu Ramadhan	√	√	√	√
11	Gita Ramadhani	√	√	√	√
12	Heni Pratiwi	√	√	√	√
13	Husnul Aulia Azmi	√	√	√	√
14	Icha Pratiwi	√	√	√	√
15	Iis Asrory	√	√	√	√
16	Intan Fadillah	√	√	√	√
17	Kanaya Putra Wijaya	√	√	√	√
18	Lia Anggraini	√	√	√	√
19	Linda Pilliang	√	√	√	√
20	M. Hanafi Siregar	√	√	√	√
21	Mahmud Hadiansyah	√	√	√	√
22	Mhd. Fadli Hidayah	√	√	√	√

23	Muhammad fadhil Hasan	√	√	√	√
24	Muhammad Fauzi	√	√	√	√
25	Nilam Zahara	√	√	√	√
26	Nurul Fadillah	√	√	√	√
27	Nurul Khoiriyah	√	√	√	√
28	Putri Heyna Rizkia	√	√	√	√
29	Raghilya Pramuning Kusuma	√	√	√	√
30	Rika Wulandari	√	√	√	√
31	Risma Dinda	√	√	√	√
32	Sabik Khair	√	√	√	√
33	Sahadatul Munawarah	√	√	√	√