



**THE INFLUENCE OF INDEX CARD MATCH METHOD
ON STUDENTS ENGLISH SPEAKING ABILITY AT
MTS DARUL HIKMAH LENGGO-LENGGO
CLASS OF VII**



THESIS

Submitted as a Fulfillment of the Requirement to Obtain
a Bachelor's Degree in Education (S.Pd.)

By:

AINUL WAFIAH

Reg. 190110002

Advisors:

1. Harmilawati, S.S., S.Pd., M.Pd
2. Dr. Atmaranie Dewi Purnama, M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
AHMAD DAHLAN ISLAMIC UNIVERSITY SINJAI
YEAR 2023**

STATEMENT OF AUTHENTICITY

I am student with following identity:

Name : Ainul Wafiah
Student Number : 190110002
Study Program : English Education

Truly state that:

1. This thesis is really the result of my own work, not plagiarism or duplication of the writings/works of other people which I admit to be the result of my own writing or thoughts.
2. All parts of this thesis are my own work other than the quotation indicated the source. Any errors in it are my responsibility.

Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

Sinjai, 25th July 2023

The Researcher,



Ainul Wafiah
REG. 190110011

PENGESAHAN SKRIPSI

Skrripsi berjudul, *The Influence of Index Card Match Method on Students English Speaking Ability at MTs Darul Hikmah Lenggo-Lenggo Class of VII*, yang ditulis oleh Ainul Wafiah Nomor Induk Mahasiswa (NIM) 190110002, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Rabu, tanggal 1 Agustus 2023 M bertepatan dengan 14 Muharram 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd).

Dewan Penguji

Dr. Firdaus, M.Ag.	Ketua	(.....)
Dr. Suriati, M.Sos.I.	Sekretaris	(.....)
Dr. Ismail, M.Pd.	Penguji I	(.....)
Dr. Syarifuddin, M.Pd	Penguji II	(.....)
Harmilawati, S.S., S.Pd., M.Pd.	Pembimbing I	(.....)
Dr. Atmaranie Dewi Purnama, M.Pd.	Pembimbing II	(.....)



ABSTRAK

Ainul Wafiah. *The Influence Of Index Card Match Method On Students English Speaking Ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII. Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan UIAD Sinjai, 2023.*

Penelitian ini bertujuan untuk mengetahui apakah Index Card Match Method memiliki pengaruh terhadap kemampuan berbicara bahasa Inggris siswa di MTs. Darul Hikmah Lenggo-Lenggo kelas VII.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen One-Group Pretest and Posttest Design. Subjek penelitian ini adalah siswa kelas VII di MTs. Darul Hikmah Lenggo-Lenggo. Objek dalam penelitian ini adalah penggunaan Index Card Match Method terhadap kemampuan berbicara bahasa Inggris siswa kelas VII di MTs. Darul Hikmah Lenggo-Lenggo. Adapun tehnik pengumpulan data yaitu angket, oral tes dan dokumentasi. Tehnik analisis data menggunakan uji validitas dan uji reliabilitas. Uji prasyarat yang mencakup uji normalitas dan uji linearitas. Serta uji hipotesis menggunakan uji regresi.

Hasil penelitian menunjukkan bahwa Index Card Match Method berpengaruh signifikan terhadap kemampuan berbicara bahasa Inggris siswa di MTs. Darul Hikmah Lenggo-Lenggo kelas VII. Pernyataan ini didukung dan dibuktikan dari hasil analisis data menggunakan SPSS 25. Pada tabel coefficients diketahui nilai signifikansi $0,001 < 0,05$. Hal ini menunjukkan bahwa H_1 diterima dan H_0 ditolak yang berarti terdapat pengaruh signifikan antara variabel X dan variabel Y.

Kata Kunci: *Index Card Match Method, Kemampuan Berbicara, Bahasa Inggris*

ABSTRACT

Ainul Wafiah. The Influence of Index Card Match Method on Students Speaking Ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII. Thesis. Sinjai, English Education, Faculty of Tarbiyah and Teacher Training UIAD Sinjai, 2023.

This study aims to determine whether the Index Card Match Method has an influence on the English speaking ability of students in MTs. Darul Hikmah Lenggo-Lenggo class VII.

This study used a quantitative approach with the type of experimental research One-Group Pretest and Posttest Design. The subject of this study was a grade VII student at MTs. Darul Hikmah Lenggo-Lenggo. The object of this study is the use of Index Card Match Method on the English speaking ability of grade VII students in MTs. Darul Hikmah Lenggo-Lenggo. The data collection techniques are questionnaires, oral tests and documentation. Data analysis techniques use validity tests and reliability tests. Prerequisite tests that include normality tests and linearity tests. As well as testing hypotheses using regression tests.

The results showed that the Index Card Match Method had a significant effect on the English speaking ability of students in MTs. Darul Hikmah Lenggo-Lenggo class VII. This statement is supported and proven from the results of data analysis using SPSS 25. In the coefficients table, it is known that the significance value is $0.001 < 0.05$. This showed that H1 is accepted and H0 is rejected, which means that there is a significant influence between variable X and variable Y.

Keywords: Index Card Match Method, Speaking Ability, English

مستخلص البحث

عين الوافية. تأثير طريقة مطابقة بطاقة الفهرسة على قدرة الطلاب على التحدث باللغة الإنجليزية في المدارس المتوسطة. دار الحكمة لينغو لينغو الصف السابع. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية و تدريب المعلمين جامعة أحمد دهلان الإسلامية سنجائي، ٢٠٢٣.

يهدف هذا البحث إلى معرفة ما إذا كان أسلوب مطابقة بطاقة الفهرسة له تأثير على قدرات الطلاب في التحدث باللغة الإنجليزية في المدارس المتوسطة. دار الحكمة لينغو الصف السابع. يستخدم هذا البحث المنهج الكمي مع نوع البحث التجريبي تصميم الاختبار القبلي والاختبار البعدي للمجموعة الواحدة. كان موضوع هذا البحث طلاب الصف السابع في المدرسة المتوسطة. دار الحكمة لينغو لينغو. الهدف من هذا البحث هو استخدام طريقة مطابقة بطاقة الفهرس في قدرات التحدث باللغة الإنجليزية لدى طلاب الصف السابع في المدارس المتوسطة. دار الحكمة لينغو لينغو. تقنيات جمع البيانات هي الاستبيانات والاختبارات الشفهية والوثائق. تستخدم تقنيات تحليل البيانات اختبارات الصلاحية واختبارات الموثوقية. تشمل الاختبارات الأساسية اختبارات الحالة الطبيعية واختبارات الخطية. واختبار الفرضية باستخدام اختبار الانحدار.

تظهر نتائج البحث أن طريقة مطابقة بطاقة الفهرسة لها تأثير كبير على قدرات الطلاب في التحدث باللغة الإنجليزية في المدارس المتوسطة. دار الحكمة لينغو الصف السابع. تم دعم هذا البيان وإثباته من خلال نتائج تحليل البيانات باستخدام سبب ٢٥. ومن المعروف في جدول المعاملات أن قيمة الدلالة هي $0.001 > 0.005$. وهذا يدل على قبول H_1 ورفض H_0 ، مما يعني أن هناك تأثير كبير بين المتغير X والمتغير Y.

الكلمات الأساسية: طريقة مطابقة بطاقة الفهرسة، القدرة على التحدث، اللغة الإنجليزية

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدًا
وَعَلَى آلِهِ وَاصْحَابِهِ أَخْمَعِينَ أَمَّا بَعْدُ.

In this occasion the researcher would like to express the deepest gratitude to all parties who have provided assistance in the form of guidance and encouragement during the writing of this research. Therefore, the researcher expresses thanks and appreciation to:

1. My beloved family, especially for my parents (Mr. Mudatsir and Mrs. Sukaenah), my brother, my sister and my big family who always gives me support;
2. Dr. Firdaus, M.Ag. as a chairman of Ahmad Dahlan Islamic University Sinjai;
3. Dr. Ismail, M.Pd., Vice rektor I, Dr. Rahmatullah, M.A. Vice rektor II and Dr. Muh. Anis, M.Hum. Vice rektor III as the leadership elements of Ahmad Dahlan Islamic University Sinjai;
4. Dr. Takdir, M.Pd.I, Dean of the Faculty of Tarbiyah and Teacher Training;

5. Harmilawati, S.S.,S.Pd.,M.Pd. as the Head of English Education Study Program;
6. Harmilawati, S.S.,S.Pd.,M.Pd. as advisor I and Dr. Atmaranie Dewi Purnama, M.Pd. as advisor II;
7. All lecture who have guided and taught during studies at Ahmad Dahlan Islamic Univercity Sinjai;
8. All employes and ranks of ahmad dahlan islamic univercity sinjai who have helped the smooth running academics;
9. Head and library staff of Ahmad Dahlan Islamic Univercity Sinjai;
10. The chancellor, Dean, Head of Study Program, Staff and Students of English Education Study Program, who have helped the smooth running the research;
11. Students friends of Ahmad Dahlan Islamic Univercity Sinjaiand various parties who cannot be mentioned one by one, who have provided moral support so that the reseacher can complete the study.

With prayers,hopefully the good deeds from various parties will receive multiple reward from Allah SWT, and hopefully this thesis will be useful for anyone eho reads it. Aamiin

Sinjai, July 20, 2023

The Researcher,

A handwritten signature in black ink, featuring a large, stylized initial 'A' followed by several vertical strokes and a small flourish at the end.

Ainul Wafiah

Reg.No.190110002

TABLE OF CONTENTS

COVER	i
STATEMENT OF AUTHENTICITY	ii
APPROVAL SHEET	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	x
LIST OF TABLE	xii
LIST OF APPENDIX	xiii
CHAPTER 1 INTRODUCTION	1
A. Background of the Research	1
B. Problem Formulation	13
C. Objective of the Research	13
D. Significant of the Research	13
CHAPTER II THEORITICAL REVIEW.....	15
A. Literature Review.....	15
B. Some pertinent ideas	28
C. Hypothesis.....	33
CHAPTER III RESEARCH METHODOLOGY	34
A. Type and Approach of the Research.....	34
B. Definition of Research Variables.....	36
C. Place and Time of the Research.....	36
D. Population and Sample.....	37

E. Technique of Collecting Data	38
F. Research Instrument.....	40
G. Instrument Validity	44
H. Technique of Data Analysis	48
CHAPTER IV RESULT OF THE RESEARCH	51
A. General Description of the Research Location	51
B. The Result and Discussion of the Research	53
CHAPTER V CONCLUSION	66
A. Conclusion	66
B. Suggestion.....	66
REFERENCES.....	69
APPENDIX	77

LIST OF TABLES

Table 2.1 Rating Points for Speaking	28
Table 3.1 One-Group Pretest and Posttest Design	35
Table 3.2 Likert Scale	44
Table 3.3 Result of Validity Test	45
Table 3.4 Result of Reability Test	47
Table 4.1 Value of Pre-Test, Post-Test and QUestionnair....	54
Table 4.2 Descriptive Statistic	55
Table 4.3 Normality Test	57
Table 4.4 Linearity Test	59
Table 4.5 Coefficient Determination Test.....	60
Table 4.6 Test Category	61
Table 4.7 Simple Regression Test.....	62

LIST OF APPENDIX

Appendix 1 Research Instrument Grid.....	78
Appendix 2 Questionnaire Sheet Grid	79
Appendix 3 Speaking Instrument.....	80
Appendix 4 Questionnaire Sheet Student	84
Appendix 5 Oral Test Speaking	114
Appendix 6 Data Oral Test	116
Appendix 7 Respondents	117
Appendix 8 Result of Questionnaire	118
Appendix 9 Students Oral Test Results	119
Appendix 10 Supervisor's Decree	120
Appendix 11 Research Permit Application.....	122
Appendix 12 Research Certificate	123
Appendix 13 Documentation	124
Appendix 14 Similarity Report	125
Appendix 15 Biography	126

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is means of communication used by convey people intentions, ideas, though and feeling to other. Interaction can be easily done with other people with language. (Devianty, 2017) state that certainly difficult for a people to convey what their wish or hope. So, it is important for a people to master and constantly improve language ability. Language which is the root of communication in human life, so Harold Laswell in Sari suggest that the function of communication includes: (1) humans can control their environment; (2) adapt to the environment they are in, and: (3) transform social heritage to the next generation (Sari et al., 2018). Language into an expression that contains the intention to convey something to others. Something meant by speaker can be understood by listeners or interlocutor's through spoken language. Various language ability also needs to be considered for communication interest. Taking into account language ability, communication will run better with basic component namely; listening, Speaking, reading and

writing (Saputri, 2016). So, by integrating the four components of the language well, process communication will run optimally.

Communication occurs in various contexts, one of them is education. So that language and education are two things that are closely related. Education comes from the Greek word *educare* which means bringing out what is stored, to be prosecuted to grow and develop and in Arabic known as the term *tarbiyah*, comes from the word *raba-yarbu* which means expand and grow (Fardiansyah et al., 2022). Education is the most important thing in human life, this means that every human being deserves it and is expected to always it education will not be endless, education in general has the meaning to be able to live and carry out life (Alpian et al., 2019). Education contributed it is invaluable share to developing and fostering languages. Both are important things that develop and improve each other in every aspect of people's lives.

Education is also discussed in several verses in the Qur'an, one of which is Qur'an surah Al-Mujadalaah:11

فَافْسَحُوا لِّلْمَجْلِسِ فِي تَفْسِّحِهِ لَكُمْ قِيلَ إِذَا آمَنُوا الَّذِينَ أَيُّهَا
 آمَنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَنَشْرُوا انْشَرُوا قِيلَ وَإِذَا لَكُمْ اللَّهُ يَفْسَحُ
 تَعْمَلُونَ خَيْرًا بِمَا وَاللَّهُ دَرَجَاتُ الْعِلْمِ أَوْتُوا وَالَّذِينَ مِنْكُمْ

Translation: “O you who believe, when you are told to make room in your gatherings then make room; Allah will give you abundance. And when you are told to rise, then rise; Allah will raise in ranks those who believed from among you and those who are given knowledge. And Allah is all aware of what you do” (Al-Qur’an, n.d.).

Reflecting on the surah, illustration of the command for every human being to maintain good manners in a meeting and polite manners toward the prophet Muhammad. Surah Al-Mujadalah also taught a lot of manners in studying to educate the believing servants of Allah and while commanding them to be kind to one another in the assembly. With studying science including, humans will increasingly know about nature, along with the power and greatness of Allah. So, it cannot deny that learning language is one of the disciplines that is influential and has an important role in the development of science,

technology and advance human thinking ability, one of which is English.

Keeping up with the flow of globalization which continues to demand everyone to prepare the most important provisions in the field of communication. In this case the role of English is needed both in understanding communication technology or in interacting directly. As a means of global communication, English must be actively understood both orally and in writing. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at the system of structure, pronunciation and vocabulary. As the result, the government always made effort to improve the quality of English teaching (Harmilawati, 2020). Various efforts continue to be made so that the quality of teaching English can continue to improve, various innovation and ideas continue to be developed by the government, teachers and students to answer the challenges of the times.

One of the most important factors in educational succeed is the teacher. A teacher must

managing learning, the teacher as a manager implements various activities ranging from planning, organizing, apply and evaluate learning (Saifulloh & Darwis, 2020). A teacher not only becomes a channeler of knowledge but also to developing the characteristics of students and instill values. Thus, the achieve educational goals a professional teacher is needed (Nisa, 2019). As a professional it is not just material, but also creativity and innovation in specializing learning material to attract student's attention and make students motivated during the learning process so that learning effectiveness is achieved.

The effectiveness of learning is one of the quality standards of education and is often interpreted by achieving goals, or it can also be interpreted as accuracy in managing a situation. Sadiman in Abidin state the effectiveness of learning that provides an opportunity for self-study or conducting the widest possible activity for student to learn (Z. Abidin et al., 2020). The success of teacher is managing learning measure by how well students learn.

Based on observation using preliminary at MTs. Darul Hikmah Lenggo-Lenggo class of VII, researcher found that first obstacle experience by students was that they tended to felt insecure, tended to repeat sentences that had been delivered because it is difficult to compose words when Speaking in English. Aspects of Speaking such as intonation, body gesture and facial expressions are also missing seen. Another thing that was also found by the researcher was that the teacher was less active in teaching learning in class, using more lecture method from beginning to end of the lesson so that students tended to get bored and forgot the material at the previous meeting. These obstacles are caused by a lack knowledge, interest and various learning method, especially in Speaking learning. This is a strong reason to conduct research in Speaking English students (Documentation of MTs. Darul Hikmah Lenggo-Lenggo).

Preliminary observations made are in line with research conducted by Asmianta entitle “The Difficulties Encountered By Non-English Department Students In Speaking English” state that difficulties

faced by English Speaking students namely students grammatical deficiencies mastery, limited amount of vocabulary, incompetence in say the world and internal incompetence understand the topic about communication, students are lacking confident, do not like English subject, less motivation in learning English and less understanding about the importance of the English language for learn (Asmianta et al., 2021). Some of the obstacles experienced by students in learning to speak English do not mean they cannot be overcome.

The suitable technique can grow up the student's interest and motivation especially in reaching English as foreign language. High motivation will help students to follow the whole of teaching and learning process (Purnama, 2020). Various serious exercises, strong learning motivation, surely this ability can slowly increase. In addition, teacher creativity is also needed to use appropriate methods and media as an effort to improve students English Speaking ability. Many students find it difficult to speak English due to several factors such as lack of vocabulary and lack of practice. However this condition could be different if

the teacher could be more creative in using teaching methods and techniques (Bahrun, 2020). Therefore, the teacher must provide many opportunities to speak to students develop Speaking ability.

Learning is considered successful and high quality it all at least some students are involved physically, mentally and socially in the learning process and show high enthusiasm because the learning successfully occurs actively and produces maximum result (Wibowo, 2016). In learning to Speaking English, the teacher should not only provide material on how to Speaking English well, but the teacher can also provide various kind of ability that can attract students interest. In this case, teacher is required to present creative and learning method innovative so that students can speak according to aspects of ability assessment Speaking.

Besides aiming the encourage students' activity in learning class, learning method in government regulations No. 32 of 2013 article 19 verse 1 regarding nation education standards it is stated that "the learning process in educational units is organized in a manner interactive, inspiring, fun,

challenging, motivation participant students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with talents, interest, the physical and psychological development of student” (Peraturan Pemerintah Republik Indonesia, 2015). In according with these goverment regulations, learning that must be creative and innovative. Therefore, the learning method used by the teacher is a capable learning method improve students learning abilities with a learning atmosphere creative and innovative. The regulations also explain that a good learning is learning actualizes students’ abilities according to the condition’s pf the students. To achieve this learning goal, teacher required to be serious and focused so that learning plans can be arranged well. In addition, teacher must be able to understand the approach learning to be used, choosing the right learning strategy, learning methods and techniques that are appropriate to the topic and discussion (A. M. Abidin, 2017).

Teacher should be able to plan learning activities that are either by choosing a learning method that is appropriate to the material to be taught

delivered to students. In choosing a method, the teacher must examine the suitability between expected behavior with the aim of learning methods. The method is used accordingly purpose, condition, type and function, time and place as well various students' level of maturity at the time of activity was carried out. Appropriate learning methods will make it easier for students to accept and understand the material to be presented (Nasution, 2017). Even with the right method, it is difficult for the teacher in conveying the material can be minimized. Effective learning method has a relationship with the level of teacher understanding of the development of conditions students in the class, for that a teacher is expected to be able to develop teacher creativity to apply and develop various forms of learning methods, so that it can improv thinking skills, analytical power and student learning outcomes in school.

The use of appropriate learning methods and in accordance with the needs of students in school in the learning process can provide the ability to understand the concept both on students, as well as on learning material, so that it will be able to train

students and can develop students learning skills at school, as well as the scientific attitude of students. It can be said that the increase in students learning outcomes in schools, provides concrete evidence the teacher ability to manage the learning process can be seen from teacher ability to apply the learning methods used during the process learning, as well the teacher understanding and skills in applying the method appropriate learning and in accordance with the desired need in each activity learning at school. This situation certainly leads to its application in the learning process teaching with the situations and conditions encountered will have an impact on the level mastery and students learning achievement. In line with this, the research using Index Card Match Method to determine the influence on students English Speaking abilities.

The Index Card Match Method is a method of looking for pairs of cards quite pleasant to use and repeat the learning materials has been given before however even new matter can be taught with method with a note, student are given the task of studying the topic to be taught first, so that when they enter the

classroom they already have a provision of knowledge (Rambe, 2018). In this Index Card Match Method, there are activities of paying attention, asking question, listening to descriptions, moving around looking card pairs, solve problem and get excited about what students will do. Index Card Match Method allows students to participate actively (Hadrann & Yulia, 2019). By using this learning method, the interaction between the teacher and the students is expected to show cohesiveness, respect to each other, create joy, form dynamics and good cooperation.

Research conducted by Rindayani and Fadhillah entitled “*Perbandingan Model Index Card Match dengan Time Token Arends Terhadap Kemampuan Berbicara Siswa Kelas V di SDN Caringin III Kabupaten Tangerang*” resulted in the use of index card match better when compared to time token around on students Speaking skills (Rindayani & Fadhillah, 2019). In line with this research, Haslindah in research entitled “A Study Of Index Card Match (ICM) Method on Teaching Descriptive Text to the Students Speaking Skill at Seventh Grade Students Of

MTs. As Safiyah Syafiiyah” result that index card match makes students active to try speak English, though in the first meeting more students were shy and afraid to speak English. However, at the second meeting the students were more active and enthusiastic. The students can speak the language English pleasantly, fluently, loudly without any embarrassment or fear. Students have been motivated to engage their conversation through index card match (Haslindah, 2020). Based on this background, it motivated the researcher to will use as material for research analysis entitled “The Influence of Index Card Match Method on Students English Speaking Ability at MTs. Darul Hikmah Lenggong-Lenggong Class of VII”.

B. Problem Statement

Based on the background of the research above, the problem will be formulated as namely “Does the Index card Match Has A Significant Influence on Students English Speaking Ability at MTs. Darul Hikmah Lenggong-Lenggong Class of VII?”

C. The Objective of Research

Based on the problem statement, the objective of research can be stand to find out the Influence of Index Card Match on Students English Speaking Ability at MTs. Darul Hikmah Lenggolenggo Class of VII.

D. The Significant of Research

Some of the benefit that can be obtained from the results of this research are as follows:

a. Theoretically

This research is expected to provide additional information, insights and references in the academic environment and is beneficial for the development of knowledge. The result of this research can be especially useful as enrichment in learning English which provides scientific evidence about the effect of the Index Card Match Method in the learning process.

b. Practically

1) For educators, this research is expected to be useful for increasing knowledge and providing

inspiration about the use of Index Card Match Method especially in learning English;

- 2) For students, the result of this research can be to encourage students to be actively involved in the learning process, have good communication skills, self-confidence and the ability to Speaking English;
- 3) For schools, it is hoped this research can be used to improve the quality of learning English and improve the quality of education by applying various interesting learning methods.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Index Card Match Method

a. Definition of Index Card Match Method

In learning activities, teacher use methods to support learning activities. In using the method, it is hoped that the desired learning activities can be created so that can help achieve learning objectives. Definition the learning method can be studied from the two words that from it namely method and learning. In terms of etymology, method comes from the Greek namely *Methodos*. Which means the way to go (Sunarti, 2018). In the other words, the method is the way to apply the concepts of an approach that has been designed to achieve the goal.

The existence of appropriate learning methods basically aims to create learning conditions so that students can learn actively and have fun having a positive impact on learning outcomes and optimal achievement (M. K. Nasution, 2017). In line with this, Wina Sanjaya in Arieep argues that the

method is how used to implement plans that have been prepared in real actives so that the goals have been prepared are optimally achieved. Step that helps create a maximal, effective and efficient process of activity (Ariep et al., 2020). The successful implementation of learning is very dependent on the way the teacher uses learning methods (Utami, 2016). So, the method is a tool or method depends on what wants to be taught (content), who is being taught and the level of ability expected.

The use of learning methods is very useful for teacher to design learning method that are appropriate to the material they want to teach. Meanwhile is useful for students to more easily understand the material taught by the teacher, because the learning method trains students. Students interaction to actively participate in the learning process. Application of the learning method must be adapted to the need of teaching materials. In this research, researcher will use the Index Card Match Method.

The Index Card Match Method was developed by Lorna Curran in 1994. Index Card

Match Method is a group learning method (learning community) with the aim of arousing students enthusiasm by involving students in participating in the learning process (Amelia, 2021). Index Card Match Method is form of learning that is used to solve learning problems by matching or looking for pairs of cards that contains pairs with answers. With this method, students are asked and be active to find out the pair of cards received. The Index Card Match Method can improve learning outcomes and educate students to learn to express their though or opinion, train students to discuss and develop creative attitudes toward the material obtained (Hadrann & Yulia, 2019). Index Card Match Method is more active fun way to review the subject matter. It allows students to pair up and play a quiz with classmate. So that the students are paying attention and better enjoy the learning process because of this way with notes, learners are given the task of studying the topics that will be taught in advance, so that when they enter the classroom already has stock knowledge. This method is usually used to teach the words or sentences with a partner. For example, the word with the meaning or

about the answer and so on. Methods can be said to be an exciting game because the students are challenged to find suitable partner with (question and answer) involving physical (Ariani & Setianingsih, 2018).

The Index Card Match Method is applied in the teaching and learning process so that students can think critically, express their opinion freely, can contribute their thought to solve problem together and take one on careful consideration and designed learning. Can help students understand theory in depth trough learning experiences (Subagyo, 2018). So, the Index Card Match Method can be used as a learning innovation stages of learning. From the understanding above, it can be concluded that the Index Card Match Method is the method used by the teacher to repeat the material that has been given by looking for cards partner. However, new material can still be taught using this method with note, participants are given assignments learn the topics to be taught first, so when entering class students already have the provision of knowledge.

b. The steps of Index Card Match Method

Suprijono in Rambe state the procedure for implementing Index Card Match Method to encourages students to contribute more in learning activities, the following are the implementation steps:

- 1) Prepare all the types and forms of equipment to cut Papen in card making;
- 2) Make as many pieces of paper as there are students in the class;
- 3) Divide the paper into two equal parts;
- 4) In half of the section, write down the answers to the questions about the material to be taught;
- 5) On the other half of the paper, write down the answer to the questions that has been made;
- 6) Shake all the papers so that the questions and answer will be mixed;
- 7) Each student is given one piece of paper. Make it clear that is ongoing activity;
- 8) Ask students to find their partners, ask them to sit close together. Explain also so that they do not tell the material they get to another friend;
- 9) After students find a partner and sit close together, ask them each pair takes turns to read the

questions obtained with hard on his friends.

Furthermore, the question is answered by partners;

10) At the end process is making conclusions (Rambe, 2018).

Based on these steps, the Index Card Match Method is one of active learning because it involves all students in the learning process. Therefore, the teacher must plan optimally in order to achieve learning objectives.

c. The Advantages and Disadvantages of Index Card Match Method

Each method has advantages to use in learning. The advantages of Index Card Match Method are:

- 1) Growing joy in teaching and learning activities;
- 2) The material presented is more attractive to students;
- 3) Able to create an active and fun atmosphere;
- 4) Able to improve students learning outcomes achieve completeness.

While the disadvantages of Index Card Match Method are:

- 1) Teachers should spend more time;

- 2) Long time in preparation;
- 3) Teachers must have a democratic spirit and ability in management class (Patriah, 2022).

With the advantage possessed by this method, students can get motivated to participate in the learning process with enthusiasm and can train students to think critically. So, it can be concluded that the Index Card Match Method is a method that can help students can happily participate actively in learning activities.

2. Speaking

a. Definition of Speaking

English is one of international languages most studied, used in interpersonal communication nation and very existence needed in all fields work environment to governance. It fits the role English as a global language as stated by crystal in Shofiyuddin that English acts as a global or world language because of English studied and used as a means of communication in various countries both as a language first, second, or as a foreign language. In Indonesia, English as the first foreign language to be studied as a compulsory subject (Shofiyuddin

& Andriyani, 2019). Speaking skills will form a generation that has enormous potential in various aspects of life because it is ability to express ideas, and emotions well. And speaking skill helpfully to communicate with other people in another country (Irdamayanti, 2022). English plays a role important in all aspects of society including aspects of communication, technology, politics, education, commerce, media and many aspects other. English is required to be taught in schools starting at the secondary future more to college. There is basic component in English. The basic component is listening, Speaking, reading and writing. With the aim of building students' communication properly and correctly (Krisnawati, 2019). Based on this description, a breakthrough is needed that is right on target in order to achieve the desired targets and goals.

In learning English, Speaking very important in comparison with other ability (Haryadi, 2020). The definition of Speaking is presented by Brown and Yule in Khairoes and Taufina, Speaking is the ability to pronounce the

sound of language to express or convey thoughts, ideas or verbally (Khairoes & Taufina, 2019). In another definition Speaking, according to Slamet in Nurwida is a productive language ability involves aspects of language (pronunciation, vocabulary and structure) and aspects non-linguistic like who is the interlocutor, the background, the event and the purpose (Nurwida, 2016). Based on the above understanding, it can be concluded that Speaking in general is an activity for convey ideas, thoughts, opinion, expression, feelings conveyed through the intermediary of language in verbal communication.

As already mentioned by Haryadi above the ability to speak is more important than other abilities, therefore an increase in Speaking ability needs to be developed. Robbins and Judge in Angraeni state that ability is an individual's current capacity to perform various responsibilities in a job (Angraeni et al., 2019). According to Soelaiman in Prasetyo that ability is a trait born or learned to allow someone who can get the job done, either mentally or physically (Prasetyo et al., 2015). The definition of ability is also explained by Kertajaya

in Syahputri and Harahap ability is everything related to one's performance. In other words, people who can finish error-free tasks within a predetermined time limit (Syahputri & Harahap, 2022). Through good Speaking ability students can communicate their ideas both at school and in the environment and can maintain good relations with the people around. It can be concluded that the Speaking ability is expertise, a person's ability in conveying messages, main thoughts and ideas to achieve a goal or desire to the recipient of the message. The ability to speak students can improve students learning activities.

b. The purpose of Speaking

Basically, the main purpose of Speaking is a communicate. Communication is a sending and receiving of messages or news between two or more people more so that the intended message can be understood. Therefore, in order to be able to convey the message effectively, the speaker must understand what will be conveyed or communicated (Lute, 2020). It can be specified that the purpose of Speaking is a following:

- 1) Able to fulfill and organize an idea with logical or reasonable reasoning is also systematic;
- 2) Able to put ideas into forms clear narrative and in accordance with the rules of language;
- 3) Able to pronounce fluently and clearly;
- 4) Able to choose a variety of languages and various vocabularies (Nawawi et al., 2019). In Speaking learning activities, students can be stimulated by intensive practice and training to improve their ability to Speaking.

c. Types of Speaking

Types of Speaking according to Keraf in Kuncoro are divided into three types, namely persuasive, instructive and recreative. This type of persuasive Speaking is usually able to encourage, convince and get his listeners to act. Want a reaction from the listeners to get inspiration or evoke emotions to get conformity opinion, intellectual, even the actions of the listeners. Kind of talk instructive of informing wants a reaction from listeners in the form of understanding appropriate. This type of recreational Speaking is

fun and wants a reaction from listeners in the form of interest and excitement (Kuncoro, 2017).

d. Supporting Factors of Speaking

There are several factors that can be used the ability to speak a people consisting of linguistic and non-linguistic aspects according to Arsjad and Mukti in Kumalasari that supporting factors in Speaking ability are divided into two, namely linguistic factors and non-linguistic factors.

Linguistic factors, including:

- 1) Accuracy of speech;
- 2) Placement tone pressure, joint or appropriate duration;
- 3) Choice of words;
- 4) Accuracy of sentence use and grammar;
- 5) The accuracy of the target of speech.

Non-linguistic factors include:

- 1) A reasonable attitude, calm and not stiff;
- 2) The view must be directed to the other people;
- 3) Willingness to respect others;
- 4) Appropriate gesture and expressions;
- 5) Voice clarity;

- 6) Fluency;
- 7) Relevance;
- 8) Reasoning;
- 9) Topic mastery (Kumalasari & Roesminingsih, 2019).

It can conclude that Speaking ability can be measured by two supporting factors of which are aspects of language with how a person choosing words, accuracy in Speaking, intonation and accuracy of language with the interlocuter. In the second aspects where the non-linguistic aspect in includes gestures or body language, reasoning on the topic of conversation as well fluency in Speaking. A person can be said to be able to speak if already have both aspects.

e. Indicators of Speaking

The indicators of Speaking ability by Heaton in mufidah focused on components of:

- 1) Fluency;
- 2) Vocabulary;
- 3) Grammar;
- 4) Pronunciation;
- 5) Comprehension (Mufidah, 2017).

The components of the assessment of Speaking ability were also put forward by Brown and Nurgiantoro in Wahyono. Assessments of Speaking ability includes five components. Every component, Brown divides on a score scale of 1-5. The five components in question, namely:

- 1) Pronunciation;
- 2) Grammar;
- 3) Vocabulary;
- 4) Comprehension;
- 5) Fluency (Wahyono, 2017).

Table 2.1
Rating points

Initial	Criteria	Score
A	Always	5 points
O	Often	4 points
S	Sometimes	3 points
AN	Almost never	2 points
N	never	1 point

(Sugiyono, 2018).

B. Some pertinent ideas

1. Sagita and Purwaningsih, 2018 “*Pengaruh Metode Kooperatif Index Card Match Pada Pembelajaran*

Sejarah Terhadap Hasil Belajar Siswa Kelas X-IIS SMA Negeri 6 Surabaya”. Based on research result obtained from the Index Card Match Method influences students learning outcomes. Influence in the form of changes in students learning outcomes. Changes in the aspect of knowledge have good impact because students have extensive material knowledge delivered by the teacher (Sagita & Purwaningsih, 2018).

The similarities between this research and the research that will be carried out by researcher are examining the Index Card Match Method as variable X, the type of experimental research and the approach used is a quantitative approach. The different lies on variable Y in this research. Variable Y in Sagita and Purwaningsih research is learning outcomes, while in this research variable Y is Speaking ability.

2. Arik Umi Pujiastuti, 2020 “*Analisis Penerapan Metode Index card Match Dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar*”. Based on the research result obtained from the Index Card Match Method, it influences improving literacy students. Improvement of writing and Speaking ability in pre-cycle, cycle I and cycle II. It states than upgrade this happens because of

the use of Index Card Match Method. Application of index card match in cycle I increase compared to pe-cycle, but the percentage obtained still not meet that indicator set. After research cycle II there is an improvement back that is, writing 84,45% high criteria, Speaking 89,88% criteria very high. The data shows that in cycle II the achievements obtained have been in accordance with the indicator provisions and index card match can improve literacy habituation productive language in elementary school students (Pujiastuti, 2020).

The similarity of this research with the research that will be conducted by the researcher is to examine the Index Card Match Method as variable X. the difference lies on variable Y and the type of approach used in this research. Variable Y in Arik Umi Pujiastuti research is literacy, while in this research variable Y is Speaking ability. The type of approach used is classroom action research (CAR) whereas in this research the type of approach will quantitative.

3. Siti Lanna Nadya Trikassa, Maharani Oktavia and Arief Kuswidyanarko, 2022 *“Pengaruh Metode Pembelajaran Index Card Match Terhadap Pemahaman IPA Siswa*

kelas IV”. Based on the research result obtained from the use of the Index Card Match Method, it influences the understanding of science in grade IV students at SD Negeri 233 Palembang. This can be proven from the average value of the experimental class pretest result which is 67.30 and after being treated using the Index Card Match Method the average value of the posttest result increase to 84.44 (Triakassa et al., 2022).

The similarity of this research with the research that will be conducted by the researcher is to examine the Index Card Match Method as variable X, the type of experimental research and the approach used is a quantitative approach. The difference lies in the title and variable Y in this research. Variable Y in the research of Triakassa is understanding of science while in this research variable Y is Speaking ability.

4. Haryanti, 2019 “*pengaruh media pembelajaran dan penguasaan kosakata terhadap kemampuan berbicara bahasa Inggris siswa*”. This research aims to determine the effect of vocabulary mastery learning media on Speaking ability. The result of the research show that there is a significant influence of instructional media on the English Speaking ability of private vocational

school students in East Jakarta. This is evidences but the acquisition of sig. $0,000 < 0,05$ dan $F_{\text{count}} = 85,435$ (Haryanti, 2019).

The similarity between the two is that they both about Speaking ability as a Y variable. The different is the X variable in the research. There are two X variables in Haryanti research, namely learning media X1 and vocabulary mastery X2, while the X variable in this research is the index card match method.

5. Nurteteng and Winarsih, 2020 “*Penerapan Metode Find Someone who Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa*”. The purpose of this research is to improve students Speaking ability in English using the find someone who method. The result of the research show that the application of find someone who method in deep English learning improve students Speaking ability. This is evidenced by an increase in the average score of students in the pretest which was only 41.4 and include in the very bad category while the average score of students in cycle I experienced an increase of 64.8 which was included in the enough category. In the end, in cycle II the average score of students was 80.7 which was in the good

category and reached the KKM (Nurteteng & Winarsih, 2020).

The similarity between the two is that they both discuss Speaking ability as a Y variable. What differs is the X variable in the research. Variable X in Nurteteng and Winarsih's research, namely the find someone who method. While the X variable in this research is the Index Card Match Method.

C. Hypothesis

- H0: There is no significant influence of Index Card Match Method on students Speaking ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII.
- H1: There is significant influence of Index Card Match Method on students Speaking ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Types and Approach

1. Type of Research

The type of the research used in this research was experimental method. Experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2018). According to Hadi in Payadnya and Jayantika, experimental research can be defined as a systematic method to build relationships that contain causal phenomena (Payadnya & Jayantika, 2018). The research design uses a one-group pretest and posttest method. In this method there is a pretest before being given treatment. The result of the treatment can know more accurately, because it can be compared with the conditions before the treatment. By using this method, researcher was find out the influence of Index Card Match Method on students English Speaking Ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII. This method can be described as follows:

Table 3.1
One-Group Pretest and Posttest Design

Pretest	Treatment	Posttest
O₁	X	O₂

Information:

O₁: Pretest value before being given treatment

X: Treatment

O₂: posttest value after being given treatment

2. Research Approach

The type of approach was used in this research is a quantitative approach. The researcher method which is based on the philosophy of positivism, is used as a method for researching certain population or sample, that form of data collection is in the form of research instrument, is a quantitative (statistic) in conducting data analysis with the intention of evaluating predetermined hypothesis referred to as a quantitative approach (Sugiyono, 2018). This research aim to determine the effect of Index Card Match Method on English students Speaking ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII based on Rambe's theory. In a quantitative approach, research data is in the

form of numbers which are analyzed using statistics so that this method is suitable for use by researcher.

B. Definition of Research Variable

As for the variables in this research are:

1. Independent variable (X) namely Index Card Match Method

The Index Card Match Method is a method of looking for pairs of cards quote pleasant to use and repeat the learning materials has been given before however even new matter can be taught with method with a note, students are given the task of studying the topic to be taught first, so that when students enter the classroom they already have a provision of knowledge.

2. Dependent Variable (Y) namely speaking

Speaking is the ability to pronounce the sound of language to express or convey thoughts, ideas and feeling about something in verbal or nonverbal situations.

C. Place and Time Schedule of Research

1. Place of the Research

The location or place where the researcher was conducted the research at MTs. Darul Hikmah

Lenggo-lenggo, Sinjai Kajang Street, East Sinjai, South Sulawesi province.

2. Time of the Research

The research was held from March to June 2023.

D. Population and Sample

1. Population

The population is a generalization area that includes object or subject that have certain advantages and characteristics determined by the researcher to be studied and then made in conclusion. So that includes the population not only people, but also objects and other natural substances (Sugiyono, 2018). The populations in this research are the students of MTs. Darul Hikmah Lenggo-lenggo class of VII. The total number of students were 26, consist of 14 female students and 12 male students (Documentation of MTs. Darul Hikmah Lenggo-Lenggo).

2. Sample

The sample is part of the number and characteristics owned by this population (Garaika & Darmanah, 2019). The sample is part of quantity and characteristics contained in the population. If the

population is large, for example due to lack of money, effort and time, the researcher can use samples taken from that population. Sampling in this research will be use purposive sampling technique. Purposive sampling is a non-random sampling method where researcher ensure citing illustrations through method of determining the matching special identity with research purposes so that it is expected to be able to respond to research cases. The number of samples in this research were 26 students, 14 female and 12 male students (Documentation of MTs. Darul Hikmah Lenggo-lenggo).

E. Technique of Collecting Data

Data collection technique used to obtain the data needed in research, researcher used the following methods:

1. Questionnaire

Questionnaire is a technique data collection is done by giving a set of questions or a written statement to the respondent to be answered (Sugiyono, 2018). The questionnaire used in this study was a closed direct questionnaire because the respondent only needs to mark one of the answers that is considered correct. The intended questionnaire is a questionnaire about the

influence of index card match method on students English speaking ability at MTs. Darul Hikmah Lenggo-lenggo class of VII.

2. Test

The test technique was used in this research to obtain data measurement results, both before treatment and after treatment of students in English speaking learning activities. This test technique is used because the main data needed is about the students English speaking ability. The data can be obtained through a measurement using a test technique. The procedure for administering the test is carried out before the learning process teaching (preliminary test) and after the teaching and learning process (final test) on during experimental research. In this research, the researcher was used oral test. The oral test used to measure the speaking ability of the students that became the object of this research, namely students English speaking ability at MTs. Darul Hikmah Lenggo-lenggo class of VII.

3. Documentation

According to Cooper in Suardi that data collection in the form of documentation consist of two

kinds, namely documentation guidelines that contain outlines or categories for which data will be searched and check-lists that contain list of variables to be collected data. The difference between the two forms of this instruments lies in the intensity of the symptoms studied. In the documentation guideline, the researcher simply writes a check mark in the symptom column, while in the check-list, the researcher gives a tally for each symptom appearance (Suardi, 2019). In this research, researcher used documentation in the form of photos, data value and absences in collecting data regarding the Influence of Index Card Match on Students English Speaking Ability at MTs. Darul Hikmah Lenggo-Lenggo Class of VII.

F. Research Instrument

Wina Sanjaya in Nasution, to produce accurate data there are several things that must be considered in preparing research instruments, namely:

1. The research problem must be clear and specific;
2. The source of data or information must be clearly known;
3. The instrument must have a level of objectivity and validity good data;

4. The type of data must be clear and the instrument must be easy to use (Nasution, 2016).

According Arikunto in Suardi that instruments are tools or facilities used in research to collect data so that the work is easier and the result are better, so it's easy processed (Suardi, 2019). The instruments was used in this research are:

1. Questionnaire sheet

This questionnaire sheet contains a list of questions that can be submitted to a number of respondents by the answer that was selected and filled in according to the answer from the respondents that have been prepared by the researcher, so that the researcher could obtain information about the influence of index card match method on students English speaking ability at MTs. Darul Hikmah Lenggo-lenggo class of VII.

2. Oral test

In this research, an oral test was used in the form of certain materials to test English students speaking by asking students to speak in English. Through an oral test, the students speaking ability at MTs. Darul Hikmah Lenggo-lenggo class of VII.

Oral test to assist students in developing their English speaking ability. This strategy recognizes that writing is only a representation of spoken language, while language is what is heard and spoken.

3. Document

Documentation that was used by researcher are in the form of stationery to write important things and cellphones to record or take pictures or collect all data. This documentation tool is important for researcher to collect student data that was become the object of research related to the influence of the index card match method on students English speaking ability at MTs. Darul Hikmah Lenggo-lenggo class of VII. The document can be in the form of a documentation guide that contains the main issues or parts to be reached for data and the second is in the form of a check list, which is a record of the variables for which the data will be collected (Suardi, 2019). In this case, it is enough for the researcher to provide an attribute or tally for each appearance of the problem in question. In the book

by Sugiyono, it is also explained related measurement scale as a model or reference to ensure the size of the interval on the measuring instrument, researcher use a Likert scale. The Likert scale is used as a benchmark for assessing attitudes, opinions or responses of individuals or groups about social phenomena. On the Likert scale, the variables whose size was be calculated are describe as variable indicators. Then these indicators are used as benchmarks in compiling instrument item in the form of statements or questions (Sugiyono, 2018).

The response from each instruments item that use a Likert scale has a level from the most positive to the most negative, can be in the form of the following words (Sukendra & Atmaja, 2020):

- | | |
|----------------------|--------------|
| a. Totally agree | a. Always |
| b. Agreed | b. Often |
| c. Doubtful | c. Sometimes |
| d. Disagree | d. Never |
| e. Strongly disagree | |

For the purposes of quantitative analysis, these responses can be given points, for example (Sugiyono, 2018):

- a. Agree/always/very positive are awarded point 5
- b. Agree/often/positive are awarded point 4
- c. Doubtful/sometimes/neutral are awarded point 3
- d. Disagree/almost never/negative are awarded 2 point
- e. Strongly disagree/never are awarded point 1

Table 3.2
Likert Scale

Positive statements		Negative statements	
Totally agree (TA)	4	Totally agree (TA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Very Disagree (VD)	1	Very disagree	4

G. Instrument validity

The research result is said it be valid if there is a similarity between the data collected and the data that occurs un the object under research. A valid instrument means that the tool used to measure or obtain data is valid. Valid means that the instrument can be used to calculate what should be calculated (Sugiyono, 2018). Very important validity test results and test the reliability of a research questionnaire can affect the data to be obtained by

researcher when doing a research. The greater the validity value and reliability of an instrument, it was be the more valid the data would obtained from a research. Validity and reliability tests were used to determine the extent measuring instruments used to collect information needed by researcher to measure something.

1. Research Instrument Test

a. Validity Test

Instrument validity matter how far precise measurement of what to measure to be measured. The instrument to be valid when it can uncover data from variables accurately does not deviate from the actual situation (Yusup, 2018). Statistical validity testing refers to the criteria if $\text{sig.}(2\text{-tailed}) < 0,05$ then it is declared valid. In this research that was test the validity of the questionnaire.

Table 3.3

Result of Validity Test

Items	Sig (2-tailed)	criterion
1	0,009	Valid
2	0,005	Valid
3	0,000	Valid
4	0,001	Valid

5	0,004	Valid
6	0,000	Valid
7	0,007	Valid
8	0,004	Valid
9	0,000	Valid
10	0,001	Valid

Source: Result of data analysis with SPSS 25

Based on the table, the validity test of the questionnaire was carried out on 26 respondents consisting of 10 statements items. Based on the table it is known that all statement of variable X declared valid.

b. Reliability Test

According Arikunto in Yusup said reliability concern the extent to which a measurement can be trusted because of its constancy. The instrument to be valid when it can reveal the data from the variables correctly and do not deviate from the actual situation. The instrument to be reliable when get disclose reliable data (Febrianawati Yusup, 2018). Most of the techniques for determining the result of the reliability test use a limit of 0,6. According to Ghozali, if reliability $< 0,6$ then it is not good. While 0,7 is accepted, and $> 0,8$

means good. If the Cronbach's Alpha value is more prominent than the critical value then the item to be reliable. According to Sugiyono the determination of the critical r value is between 0,6 and 0,7. In this research that was test the reliability of the questionnaire.

The reliability test was carried out on the questionnaire. Realibility test in this research used maintained level of stability of the research instrument used in this research. The results of reability test are as follows:

Table 3.4
Result of Reability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.797	10

Source: Result of data analysis with SPSS 25

Based on the result of the realibility test above, the Cronbach's Alpha value is 0,797, where the decision is made wheter or not a data is relliable, namely if the Cronbach Alpha value is $> 0,60$. So, it can be said the result of reliability test in this

showing that all statement items of in the questionnaire of variable X declare reliable.

H. Technique of Data Analysis

Data analysis technique is a method or way to process data into information so that the characteristic of the data are easy to understand and also useful for finding solutions to problem, which are primarily research problems(Kurniawan et al., 2022).

1. Prerequisite Test

a. Normality Test

The normality test is attesting that must be done before carry out hypothesis testing which aims to data that has been collected is normally distributed or taken from the normal population. In this research to test normality using Kolmogorov Smirnov testing, namely the normality testing method effective and valid to use for small samples. In this research, the

research sample consisted of 26 people. So, testing normality using Kolmogorov Smirnov, to facilitate testing researcher used assistance IBM SPSS Statistics 25 application to perform this instrument normality analysis.

The basis for decision making in the normality test is:

If sig. (significance) $< 0,05$, then the data is not normally distributed.

If sig. (significance) $> 0,05$, then the data is normally distributed (Ningsih & Dukalang, 2019).

b. Linearity Test

The linearity test aims to find out wheatear two or more variables tested has a linear relationship or not significantly. Test this normally use as a condition in the analysis correlation or linear regression. Base decision making in the linearity test is:

If the probability value is $> 0,05$ then the relationship between variable (X) with (Y) is linear.

If the probability value $< 0,05$ then the relationship between variable (X) with (Y) is not linear (Setiawan & Yosepha, 2020).

2. Hypothesis Test

a. Regression

Simple linear regression analysis is an approach for modeling the relationship between one dependent variable and one independent variable. A simple linear regression analysis used to test the hypothesis. In this research that was test the regression analysis of the Index card match method and speaking ability. The SPSS tool was used to test this hypothesis proposed. Based decision making in a simple regression test is:

If the significance value of deviation from linearity $> 0,05$ then the value is linear (Muhartini et al., 2021).

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

1. School Profile

Name of school : MTs. Darul Hikmah Lenggolenggo

Address : Sinjai kajang KM.5 Street

Village : Tongke-tongke

Subdistrict : East Sinjai

Regency : Sinjai

Province : South Sulawesi

E-mail :
MTsDarulHikmahLenggolenggo@gmail.com

Head Master : Hj. Asriati, S.Ag.

NIP : 197408062007012031

Accreditation level : B Year of 2018

Foundation of name : Darul Hikmah Lenggolenggo

NPSN : 40320010

NSM : 12127300006

Surface area : 4.488 M²

Building area : 260 M²

Types of self-development or extracurricular activities:

- a. OSIM
- b. Scout
- c. UKS

There is another school at this location:

- a. RA Darul Hikmah Lengggo-Lengggo
- b. MA Darul Hikmah Lengggo-Lengggo
- c. SMK Darul Hikmah Lengggo-Lengggo

2. The Vision and Mission of Darul Hikmah Lengggo-Lengggo

a. Vision

Vision is a picture to be achieved in the future or a form of the future as an identity that becomes the direction of development. Therefore, the vision of MTs. Darul Hikmah Lengggo-Lengggo is realization of quality Islamic education.

b. Mission

The mission is a role that is a mandate that must be carried out, while the mission of MTs. Darul Hikmah Lengggo-Lengggo is as follows:

- 1) Increase knowledge and professionalism and exemplary educators according to Islamic

teachings and the development of the world of education

- 2) Developing faith piety and science and technology based on Islamic teachings
- 3) Developing the information of students who have good character and can actualize themselves in society
- 4) Producing graduates who excel in faith and piety, knowledge, skills and a strong personality (Documentation MTs. Darul Hikmah Lenggo-Lenggo).

B. Research results and discussion

1. Research results

The result of this research were the answer to the problem formulation that has been set previously which can strengthen a hypothesis or temporary answer. This research was conducted to prove “The Influence of Index Card Match Method on Students English Speaking Ability at MTs. Darul Hikmah Lenggo-Lenggo”. The data analyzed decriptively are the results of the Index Card Match Method and the results of the Speaking ability test.

Table 4.1
Value Pre-Test, Post-Test and Questionnaire

No.	Name	Pre-Test	Post-Test	Questionnaire
1	R1	16	21	42
2	R2	17	25	36
3	R3	11	17	26
4	R4	17	25	32
5	R5	13	23	16
6	R6	12	24	42
7	R7	15	19	39
8	R8	13	25	40
9	R9	14	19	29
10	R10	11	19	38
11	R11	17	25	50
12	R12	13	24	34
13	R13	12	20	34
14	R14	13	15	41
15	R15	16	25	25
16	R16	14	19	50
17	R17	16	24	45
18	R18	10	13	37
19	R19	9	13	39
20	R20	13	17	50
21	R21	8	10	30
22	R22	12	20	32
23	R23	13	18	44
24	R24	11	18	37

25	R25	14	24	37
26	R26	13	20	36

After carried out the pre-test, post-test and filling out the questionnaire on students, the data collected was analyzed according to the hypothesis that has been proposed, to determine the Influence of index card match method on students english speaking ability at mts darul hikmah lenggo-lenggo class of VII.

a. Descriptive statistics

Descriptive statistics are analyzing that are carried out to provide an overview or description of a data that has been collected. The data analyzes descriptively were the results of the index card match method questionnaire and the results of the speaking ability test.

Table 4.2
Descriptive Statistic

Descriptive Statistics						
	N	Rang e	Minimu m	Maximu m	Mea n	Std. Deviation
Index card match	26	24	25	49	35.27	5.970
Speakin g	26	12	11	23	19.00	3.394

Valid N	26					
---------	----	--	--	--	--	--

Source: Result of data analysis with SPSS 25

Based on the table it is known that:

- 1) Range is the distance of the data. Where are range value is obtained from the maximum value minum the minimum value. The range value in variable X is 24 while in variable Y is 12.
- 2) The minimum is the lowest value. The minimum value in variable X is 25 and variable Y is 11.
- 3) The maximum is the highest value. The highest value of variable X is 49 and variable Y is 23.
- 4) Mean is the average value. The average of variable X is 35,2 while variable Y is 19,00.
- 5) Standart deviation measures the range of data around the mean value. Variable X has a standart deviation of 5,90 while variable Y has a value of 3,394.

b. Inferential Statistic

1) Prerequisite Test

a) Normality Test

The normality test is testing thet asses the distribution of data on normally distribution.

The normality test aims to determine that the data obtained by researcher is normally distributed. The decision making criterion is if the significance value $> 0,05$ it can be said the data is normally distributed. The normality test used in this research is the *Kolmogorov-Smirnov Test*. The result of the normality test are as follows:

Table 4.3
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		26
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.34935457
Most Extreme Differences	Absolute	.105
	Positive	.084
	Negative	-.105
Test Statistic		.105
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Result of data analysis with SPSS 25

Based on the results of the normality test above, it is known that the significance value is $0,200 > 0,05$. Based on the table above, it could be concluded that the residual value of the results of the questionnaire of the variable Index Card Match Method is normally distributed.

b) Linearity Test

The linearity test is test to carry out whether there is a linear relationship between the independent variable and the dependent variable. The basis for decision making is if the significance value $> 0,05$. Then between variable X and Y has a linear relationship. Meanwhile, if the significance value $< 0,05$ the value is not linear.

Table 4.4
Linearity Test

ANOVA Table					
	Sum of Squar es	d f	Mea n Squa re	F	Si g.

speaking * Index card match	Between Groups	(Combined)	301.0 13	1 6	18.8 13	1.1 23	.4 46
		Linearity	.249	1	.249	.01 5	.9 06
		Deviation from Linearity	300.7 64	1 5	20.0 51	1.1 96	.4 04
	Within Groups		150.8 33	9	16.7 59		
	Total		451.8 46	2 5			

Source: Result data analysis with SPSS 25

From the result of the linearity test above, the significance value of the deviation from linearity is $0,404 > 0,05$ it was concluded that there was a linear relationship between Index Card Match Method and Speaking ability.

2) Hypothesis Test

The hypothesis test in this research used a simple linear regression test to determine whether there is influence of variable X on variable Y. The basis for decision making in hypothesis testing to determine the influence of variable Y is if the significance value is $< 0,05$, it means the variable X has significant effect on variable Y, whereas if the

significance value is $> 0,05$ then the variable X has no significant effect on variable Y.

a) Coefficient Determination Test

Table 4.5
Coefficient determination test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.360	.333	1.208
a. Predictors: (Constant), index card match				

Source: Results data analysis with SPSS 25

Table 4.6
Test Category

Coefficient Intervals	Influence Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Enough
0.60 – 0.799	High
0.80 – 1.00	Very High

(Della, 2018)

Based on the table 4.4 it can be known the influence of variable X on variable Y, namely R is 0,600 and R Square is 0,360 so it

can be known that Index Card Match Method has an influence of speaking ability, which is 36% and the remaining 64% is influence by other factors or variables. Based on the table 4.5 (Test category), the influence of variable X on variable Y included in the low category within range 0,20-0,399.

b) Coefficient

Table 4.7
Simple Regression Test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.063	1.398		17.214	.000
	index card mtch	-.144	.039	-.600	-3.675	.001
a. Dependent Variable: speaking						

Source: Results data analysis with SPSS 25

Based on the table 4.7, the result of simple regression test yield a significant value of 0,001. So that the hypothesis H1 is accepted namely there is significant influence of Index Card Match Method on students Speaking ability at MTs. Darul Hikmah Lengg-Lenggo class of VII because variable X affects variable Y with sig. $0,001 < 0,005$.

2. Discussion

The result showed that the analysis of the simple regression test in the experimental class using the Index Card Match Method obtained a significant value of 0,001. Based on the condition of the hypothesis, if the variable X on variable Y is if the significant value is $< 0,05$, it means the variable X has significant effect on variable Y, whereas if the significant value 0,05 then the variable X has no significant effect on variable Y. then the decision is that H1 is accepted and H0 is rejected because it is significant $0,001 < 0,005$.

Learning using the index card match method in experimental class, especially in terms of speaking skills, encourages students to participate more actively

and dare to speak in class. The problem faced by educators in the learning process is choosing the right material and methods to improve the competence of students.

The index card match method is one of the right ways or methods used in learning English, especially beginner students to attract interest in learning. As it is today, generally students are saturated with conventional learning methods. Therefore, learning using the Index Card Match Method can increase student activity. In line with the opinion of Melvin L. Silberman in Jumaedin La Fua, Zuhari, Arifin that the Index Card Match learning model is a fairly fun learning strategy used to repeat material that has been taught before (Fua et al., 2017).

The result of this study are supported by previous research conducted by Tugiman, Ade Hidayat, Desti Ariani and Silvia Syeptiani in their research entitled “*Meningkatkan Partisipasi Berbicara Siswa dengan Teknik Index Card Match*” showing that the index card match method is proven to increase student speaking participation which is part of efforts to improve the English learning outcomes of junior high

school students (Tugiman et al., 2022). Similarly, Ewis Munzirni in his research "*Penerapan Metode Index Card Match untuk Meningkatkan Hasil Belajar bahasa Inggris Siswa Sekolah Menengah Pertama*" also stated that the application of the index card match method could change the monotonous learning atmosphere into a full more lively and fun. If the learning atmosphere created is full of enthusiasm, students automatically become motivated in learning. Increasing students motivation in learning will improve students learning outcomes (Munzirni, 2018).

Based on the theory of literature review and previous research, it is known that the index card match method has advantages and effectiveness in learning English. This research shows that the Index Card Match Method is one solution to various problems of difficulty for students to participate in English language learning. Material that is packaged in a fun, creative and light way to be accepted by students as motivation to improve speaking skills and active participation in English class.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of data processing that has been describe in Chapter IV, it can be concluded based on the results of the analysis simple regression test in the experimental class using the Index Card Match Method obtained a significant value of 0,001. Based on the condition of the hypothesis, if the variable X on variable Y is if the significant value is $< 0,005$, it means the variable X has significant effect on variable Y, whereas if the significant value is $> 0,05$. The strength of the influence of Index Card Match Method on students speaking ability included in the low category.

B. Suggestion

Based on the above conclusions, the following are some suggestions for improving the quality of education.

1. For students can continue to explore English language skills. The presence of various learning methods is certainly an alternative in learning the language. As well as Index Card Match Method which can be done

while playing, honing creativity and fun, especially for beginner.

2. For educators must always develop their abilities and skills. Educators must keep up with the times and advances in science and technology to create quality learning. Also the Index Card Match Method can be used as an alternative for educators in the learning process.
3. For future researchers would like to suggest to other researcher to conduct further research on this topic. It is hoped that can find other variables that are thought to have an effect on English speaking ability that have not been discussed in this research. This research is only limited to one independent variable and dependent variable, so future researchers can investigate the Index Card Match Method but different samples.

REFERENCES

- Abidin, A. M. (2017). Kreativitas Guru Menggunakan Model Pembelajaran Dalam Meningkatkan Hasil Belajar Siswa. *Didaktika Jurnal Kependidikan*, 225–238.
- Abidin, Z., Hudaya, A., & Anjani, D. (2020). Efektivitas Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19. *Research and Development Journal of Education*, 1(1), 131. <https://doi.org/10.30998/rdje.v1i1.7659>
- Al-Qur'an*. (n.d.).
- Alpian, Y., Anggraeni, S. W., Wiharti, U., & Soleha .S, Maratos. N. (2019). *Pentingnya Pendidikan Bagi Manusia*. 1(1), 66–72.
- Amelia, D. (2021). *Penerapan Metode Belajar Aktif Tipe Index Card Match (ICM) untuk Meningkatkan Kemampuan Pemahaman Konsep pada Pembelajaran Matematika Kelas VIII. Icm*.
- Angraeni, A., Dammar, B., & Mattalatta ,M. (2019). Pengaruh Kemampuan, Motivasi dan Fasilitas Kerja terhadap Kinerja Pegawai pada Dinas Komunikasi, Informatika, Statistik dan Persandian Kabupaten Bantaeng. *Jurnal Mirai Managemnt*, 4(2), 122–136. <https://journal.stieamkop.ac.id/index.php/mirai>
- Ariani, S., & Setianingsih, T. (2018). The Effectiveness of Using Index Card Match in Teaching Vocabulary. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(2), 107. <https://doi.org/10.33394/jo-elt.v5i2.2309>
- Ariep, H., Sa'diyah, M., & Lisnawati, S. (2020). Metode

Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliah Di Kota Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(01), 71–86.

Asmianta, N., Ratna, R., & Hengki. H., (2021). The Difficulties Encountered by Non-English Department Students in Speaking English. *Desember*, 7(2), 18–29.

Bahrin, S. R. (2020). Improving Speaking Ability of the Second Year Students of Smk Negeri 1 Sinjai Through Small Group Discussion. *JLE: Journal of Literate of English Education Study Program*, 1(01), 15–25. <https://doi.org/10.47435/jle.v1i01.381>

Della, D. (2018). The Influences of Self-Efficacy on Students' Speaking Ability in the Classroom. *Core.Ac.Uk*. <https://core.ac.uk/download/pdf/293472171.pdf>

Devianty, R. (2017). Bahasa Sebagai Cermin Kebudayaan. *Jurnal Tarbiyah*, 24(2), 226–245.

Fardiansyah, H., Octavianus, S., Abdulloh, S. Y., Ahyani, H., Hutagalung, H., Sianturi, B. J., Simatueang, D., Nuriyati, T., Arifuddin, O., Morad, A. M, Ahmad, D., Putri, D. M., Lasmono, S., & Rini, P. P. (2022). *Manajemen Pendidikan*.

Yusup, F. (2018). Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif. *Jurnal Tarbiyah; Jurnal Ilmiah Kependidikan*, 7(1), 19.

Fua, F., La, J., Zuhari, Z., & Arifin, A. (2017). Vol. 3 No. 1, Juli 2017 Jurnal Pemikiran Islam. *Zawiyah Jurnal Pemikiran Islam*, 3(1), 36–54.

Garaika, G., & Darmanah, D.(2019). *Metodologi Penelitian* (Issue September). Cv. Hira Tech.

- Hadrann, Z., & Yulia, D. (2019). Upaya Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sejarah Melalui Strategi Index Card Match Upaya Meningkatkan Hasil Belajar Sejarah Melalui Strategi Index Card Match. *Cahaya Pendidikan*, 5(1), 65–73. <https://doi.org/10.33373/chypend.v5i1.1876>
- Harmilawati, H. (2020). *The Use of Mind Map in Mastering Vocabulary Through Picture at the Seventh Grade of Smp Negeri 4 Libureng*. 01(01), 37–52.
- Haryadi, R. N. (2020). Pengaruh Kebiasaan Membaca Terhadap Kemampuan Berbicara Bahasa Inggris Sma Negeri 99 Jakarta. *Jurnal Manajemen Bisnis Dan Keuangan*, 1(2), 14–30. <https://doi.org/10.51805/jmbk.v1i2.15>
- Haryanti, H. (2019). Pengaruh Media Pembelajaran dan Berbicara Bahasa Inggris Siswa. *IJournal of English Language Teaching*, 2(1), 99–108.
- Haslindah, H. (2020). A Study of Index Card Match (ICM) Method on Teaching Descriptive Text to The Student's Speaking Skill at Seventh Grade Student's of Mts As Saifiyah Syafiiyah. *The Ellite Of Unira*, 3(Icm), 1–6.
- Irdamayanti, I. (2022). The Influence of Extrovert and Introvert Personality on Students Speaking Ability at XI IPA 2 of SMA Negeri 12 Sinjai. *English Study Program (Tbi) Faculty of Tarbiyah and Teacher Training (Ftik) Islamic Institute (Iai) of Muhammadiyah Sinjai Year*.
- Khairoes, D., & Taufina, T. (2019). Penerapan Storytelling Untuk Meningkatkan Keterampilan Berbicara Di Sekolah Dasar. *Jurnal Basicedu*, 3(4), 1038–1046. <https://doi.org/10.31004/basicedu.v3i4.220>

- Krisnawati, N. L. P. (2019). Meningkatkan Skill Bahasa Inggris Mahasiswa Program Studi Sastra Inggris Fakultas Ilmu Budaya melalui Pembelajaran Debat Bahasa Inggris. *AKSARA: Jurnal Bahasa Dan Sastra*, 20(1), 44–54. <https://doi.org/10.23960/aksara/v20i1.pp44-54>
- Kumalasari, L., & Roesminingsih, E. (2019). Kemampuan Berbicara Anak Dengan Metode Bercerita Pada Anak Kelompok Melati Di Pg Asa Cendekia 2 Buduran Sidoarjo. *UNESA*.
- Kuncoro, A. (2017). Korelasi Penguasaan Kosakata dengan Keterampilan Berbicara Siswa dalam Bahasa Inggris. *SAP (Susunan Artikel Pendidikan)*, 1(3), 302–311. <https://doi.org/10.30998/sap.v1i3.1547>
- Kurniawan, R., Nelson, A., Jofia, N., & Utami, V. F. (2022). *Membangun Dan Mendidik Generasi Anti Korupsi Bersama SMP Yos Sudarso*. 4, 269–275.
- Lute, A. (2020). Jurnal Ilmu Pendidikan. *Jurnal Ilmu Pendidikan*, 4(2), 318–333. <https://online-journal.unja.ac.id/pena/article/view/1451>
- Mufidah, N. (2017). Strategi belajar berbicara bahasa inggris. In *IAIN Antarasari Press* (pp. 1–131). <https://idr.uin-antasari.ac.id>
- Muhartini, A. A., Sahroni, O., Rahmawati, S. D., Febrianti, T., & Mahuda, I. (2021). Analisis Peramalan Jumlah Penerimaan Mahasiswa Baru Dengan Menggunakan Metode Regresi Linear Sederhana. *Jurnal Bayesian: Jurnal Ilmiah Statistika Dan Ekonometrika*, 1(1), 17–23. <https://bayesian.lppmbinabangsa.id/index.php/home/article/view/2>

- Munzirni, E. (2018). Penerapan Metode Index Card Match Untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa Sekolah Menengah Pertama. *Suara Guru : Jurnal Ilmu Pendidikan Sosial, Sains, Dan Humaniora*, 4(2), 575–580.
- Nasution, H. F. (2016). Instrumen Penelitian Dan Urgensinya Dalam Penelitian Kuantitatif. *Padangsidimpuan*, 4(1), 88–100.
- Nasution, M. K. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9–16.
- Nawawi, N. Qura, U., & Rahmayanti, I. (2019). *Keterampilan Berbicara Sebagai suatu keterampilan berbahasa*.
- Ningsih, S., & Dukalang, H. H. (2019). Penerapan Metode Suksesif Interval pada Analsis Regresi Linier Berganda. *Jambura Journal of Mathematics*, 1(1), 43–53. <https://doi.org/10.34312/jjom.v1i1.1742>
- Nisa, A. K. (2019). *Peran Guru Dalam Pendidikan Karakter Peserta Didik Di SDIT The Role Of Teachers In Character Education Of Students In SDIT Ulul Albab 01 Purworejo*. 13–22.
- Nurteteng, N & Winarsih, W. (2020). Penerapan Metode Find Someone Who Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa. *Jurnal Pendidikan*, 8(2), 91–99.
- Nurwida, M. (2016). Peningkatan Keterampilan Berbicara Melalui Metode Story Telling Untuk Siswa Sekolah Dasar. *Jurnal Ilmiah Guru*, 5(1), 1. <https://doi.org/10.30738/wa.v5i1.8444>
- Patriah, S. (2022). Hubungan Model Pembelajaran Cooperative

Learning Tipe Index Card Match Terhadap Motivasi Belajar Qur ' an Hadist Siswa Kelas VII di MTs Al-Fathimiyah Karawang Siti Patriah Pendahuluan Pendidikan memiliki peranan penting dalam perjalanan kehidupan manusia. *Jurnal Ilmiah Iqra'*, 16, 1–17.

Payadnya, I. P. A. A., & Jayantika, I. G. A. N. T. (2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS* (Cet. I). CV Budi Utama.

Prasetyo, A. E., Toenliou, A. J. E., & Ulfa, S. (2015). Pengembangan Multimedia Pembelajaran Berbasis Interactive Whiteboard Mata Pelajaran Transmisi Manual Motor. *Inovasi Dan Teknologi Pembelajaran*, 2(1), 205–211.

Pujiastuti, A. U. (2020). Analisis Penerapan Metode Index Card Match Dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 11(1), 96–101. <https://doi.org/10.24176/re.v11i1.4879>

Purnama, A. D. (2020). Improving Reading Comprehension At the Tenth Grade Students of Sman 2 Parepare Trought Application Numbered Head Together (Nht) Learningmodel. *JLE: Journal of Literate of English Education Study Program*, 1(01), 1–14. <https://doi.org/10.47435/jle.v1i01.380>

Rambe, R. N. K. (2018). Penerapan Strategi Index Card Match Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Tarbiyah*, 25(1). <https://doi.org/10.30829/tar.v25i1.237>

Rindayani, R., & Fadhilah, D. (2019). Perbandingan Model Index Card Match Dengan Time Token Arends Terhadap

Keterampilan Berbicara Siswa Kelas V Sdn Caringin Iii Kabupaten Tangerang. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 1. <https://doi.org/10.31000/lgrm.v8i1.1257>

Sagita, I. I., & Purwaningsih, S. M. (2018). Pengaruh Metode Kooperatif Index Card Match Dalam Pembelajaran Sejarah Terhadap Hasil Belajar Siswa Kelas X-IIS di SMANegeri 16 Surabaya. *E-Journal Pendidikan Sejarah*, 6(1).

Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi Covid-19. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 3(2), 285. <https://doi.org/10.36835/bidayatuna.v3i2.638>

Saputri, A. R. (2016). *Pengaruh Metode Index Card Match Terhadap Paling Mengesankan Pada Siswa Kelas VII SMP Negeri 29 Jakarta*.

Sari, A. C., Hartina, R., Awalia, R., Irianti, H., & Ainun, N. (2018). Komunikasi dan Media Sosial. *Jurnal The Messenger*, 3(2), 69.

Setiawan, C. K., & Yosepha, S. Y. (2020). Pengaruh Green Marketing Dan Brand Image Terhadap Keputusan Pembelian Produk The Body Shop Indonesia. *Jurnal Ilmiah M-Progress*, 10(1), 1–9. <https://doi.org/10.35968/m-pu.v10i1.371>

Shofiyuddin, M., & Andriyani, S. (2019). Model Pembelajaran Tenses Menggunakan Rumus Mathematic English (MatEng). *Jurnal Bahasa (e-Journal) IAIN Sultan Amai Gorontalo*, 5, 212–222.

- Suardi, W. I. (2019). Metode Penelitian Ekonomi Syariah. In *Gawe Buku* (Issue September).
- Subagyo, H. (2018). Metode Index Card Match Meningkatkan Prestasi Belajar PKn. *Jurnal Pendidikan : Riset Dan Konseptual*, 2(2), 115. https://doi.org/10.28926/riset_konseptual.v2i2.36
- Sugiyono, S. (2018). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan RAD* (Cet. XXVII). Alfabeta.
- Sukendra, I. K., & Atmaja, I. K. S. (2020). Instrumen Penelitian. In *Journal Academia*.
- Sunarti, S. (2018). Peningkatan Prestasi Belajar Pendidikan Agama Islam. *Istiqra'*, VI(1), 25–32.
- Syahputri, N. M., & Harahap, M. I. (2022). Pengaruh Kemampuan Dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Bank Sumut Cabang Medan Sukaramai. *Jurnal Manajemen Akuntansi (Jumsi)*, 2(8.5.2017), 2003–2005.
- Trikassa, S. L. N., Oktavia, M., & Kuswidyanarko, A. (2022). Pengaruh Metode Pembelajaran Index Card Match terhadap Pemahaman IPA Siswa Kelas IV. *Jurnal Pendidikan Tambusai*, 6(2), 3192–3202. <https://doi.org/10.31004/cendekia.v6i3.1543>
- Tugiman, T., Hidayat, A., Ariani, D., & Syeptiani, S. (2022). Meningkatkan Partisipasi Berbicara Siswa dengan Teknik Index Card Match. *Jurnal Pendidikan Vokasi Reflesia*, 2(2), 44–47.
- Utami, P. S. (2016). Pengaruh Gayabelajar Dan Metode Pembelajaran Terhadap Hasil Belajar Ips Siswa Smp.

Jurnal Dimensi Pendidikan Dan Pembelajaran, 4(1), 9–16. <https://doi.org/10.24269/dpp.v4i1.54>

Wahyono, H. (2017). Penilaian Kemampuan Berbicara Di Perguruan Tinggi. *Transformatika*, 1, 19–34.

Wibowo, N. (2016). Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di Smk Negeri 1 Saptosari. *Elinvo (Electronics, Informatics, and Vocational Education)*, 1(2), 128–139. <https://doi.org/10.21831/elinvo.v1i2.10621>

Yusup, F. (2018). Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(1), 53–59. <https://doi.org/10.21831/jorpres.v13i1.12884>

APPENDICES

Appendix 1: Research Instrument Grid

No .	Variable	Indicators	Instruments	Resource Record
1.	Speaking	a. Pronunciation	Questionnaire sheet and Oral test.	Students
		b. Grammar	Questionnaire sheet and Oral test.	Students
		c. Vocabulary	Questionnaire and Oral test.	Students
		d. Fluency	Questionnaire and Oral test.	Students
		e. Comprehension	Questionnaire and Oral test.	Students

Appendix 2: Questionnaire sheet Grid

No.	Variables	Indicators	No Items	Total
1.	Speaking	a. Pronunciation	4, 8	2
		b. Grammar	3, 9	2
		c. Vocabulary	2, 10	2
		d. Fluency	1, 7	2
		e. Comprehension	5, 6	2

Appendix 3 : Speaking Instruments

components	indicators	points
Pronunciation	a. Students have few traces of foreign accent	5
	b. Students are always intelligible, though one is conscious of define accent	4
	c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to understanding	3
	d. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat	2
	e. Students have pronunciation problem sever as to make speech virtually unintelligible	1
	a. Students make a few noticeable errors in grammar and word	5

Grammar	order	
	b. Students make grammatical or word errors on occasion, whether intentional or not, which obscure the meaning	4
	c. Students make frequent errors of grammar and word order, which occasionally obscure meaning	3
	d. Students have grammar and word errors making difficult to understanding	2
	e. Students have errors in grammar and word order is severe as to make speech virtually unintelligible	1
	a. Students use of vocabulary and idioms is virtually that of a native speaker	5
	b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical	4

vocabulary	inadequacies	
	c. Students frequently use the incorrect words, so that students' conversations are limited due to lack of vocabulary	3
	d. Students misuse of words and very limited vocabulary are so extreme as to make comprehension quite difficult	2
	e. Students have such a limited vocabulary that conversing is nearly impossible	1
Fluency	a. Students have speech as fluent and effortless as that native speaker	5
	b. Students speed of speech seems to be affected by language problems	4
	c. Students have rather strong speed and fluency	3

	d. Students are usually hesitant and often forced into silence by language limitations	2
	e. Students speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	a. Students appear to understand everything without difficulty	5
	b. Students understand nearly everything at normal speed, although repetition may be necessary	4
	c. Students understand most of what is said at a slower than normal speed with repetition	3
	d. Students have great difficulty following that is said, can comprehend only social conversation spoken slowly	2
	e. Students cannot say to understand even simple conversation English	1

Appendix 4: Questionnaire Sheet Students

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lenggong- Lenggong Class Of VII

A. Personal Data

Name:

Reg No .:

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agreed (setuju)
 - c. Doubtfull (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english					
I find it difficult to speak english fluently and for a long time because of my limited vocabulary					
It is difficult for me to speak english in the correct order because of my limited grammar ability					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words					
I do not understand the english instructions given by the teacher					
When grammar mistakes occurs, i do not fix it					
It is better to use indonesian in class when learning english so that students undrstand quickly					
Understand most of what is said if					

speech is somewhat slowed down even if there are repetitions					
Often hesitates and stops because of grammar limitations					
It is difficult for me to put words together into a sentence because of a lack of known vocabulary					

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal DataName: *Ardi Kharidil Jalmis*Reg No: *1***B. Charging Instructions**

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosa kata saya yang terbatas)		✓			
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Sakit bagi saya untuk berbicara bahasa inggris dengan lancar yang benar karena kemampuan saya bahasa saya yang terbatas)		✓			
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)		✓			
I do not understand the english instructions given by the teacher (Saya tidak mengerti perintah bahasa inggris yang diberikan oleh guru)		✓			
When grammar mistakes occurs, I do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)		✓			
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)		✓			
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Pahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)		✓			
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)		✓			
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kemampuan kosa kata yang terbatas)		✓			

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Muthoq B P R

Reg No

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Suli bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)					✓
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)					✓
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)					✓
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)					✓
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)					✓
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)					✓

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Ms Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Asyiah SababalaReg No : 2

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreeed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Sulit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti perintah bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)			✓		
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)			✓		

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Language Learning Class Of VII

A. Personal Data

Name: Siti Azyah Nur Adila

Reg No

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agreeed (setuju)
 - c. Doubtful (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)		✓			
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Sakit bagi saya untuk berbicara bahasa inggris dengan lancar yang berarti karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)		✓			
I do not understand the english instructions given by the teacher (Saya tidak mengerti perintah bahasa inggris yang diberikan oleh guru)		✓			
When grammar mistakes occur, I do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use Indonesian in class when learning english so that students understand quickly (lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)		✓			
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)		✓			
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)		✓			
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)		✓			

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Safira Tasya KhamilaReg No 1

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (saya merasa suli untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosak kata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Suli bagi saya untuk berbicara bahasa inggris dengan terdengar yang lancar karena kemampuan saya yang terbatas)					✓			
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapakan kata-kata)					✓			
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)					✓			
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)					✓			
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)					✓			
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)					✓			
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)					✓			
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosak kata yang diketahui)					✓			

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking

Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: AmirReg No. :

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agree (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sudi untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)					✓
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)					✓
It is difficult for me to speak english in the correct order because of my limited grammar ability					✓

(Sudi bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)						✓
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sudi bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)						✓
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)						✓
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)						✓
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)						✓
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)						✓
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)						✓
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sudi bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kata-kata yang diketahui)						✓

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card March Method On Students English Speaking Ability at Mrs Darul Hikmah Lengo-Lengo Class Of VII

A. Personal Data

Name: Nurul Firdha
Reg No:

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agree (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosa kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Suli bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)			✓		
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use Indonesian in class when learning english so that students understand quickly (lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (pahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)			✓		
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of know vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosa kata yang diketahui)			✓		

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Nurul Fiqah

Reg No

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreeed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Sakit bagi saya untuk berbicara bahasa inggris dengan lancar yang benar karena kemampuan saya bahasa inggris yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)				✓	
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mrs Darul Hikmah Lengo Lengo Class Of VII

A. Personal DataName: Mukhlis - RizkiReg No : **B. Charging Instructions**

1. Fill in the following statements in the column provided by, placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)					✓
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Sakit bagi saya untuk berbicara bahasa inggris dengan lancar yang benar karena kemampuan tata bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)					✓
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)					✓
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)					✓
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)					✓
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)					✓
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)					✓

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card March Method On Students English Speaking Ability at Mts Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Wella Burgha Wihar Padolhoi
 Reg No: _____

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agree (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)		✓			
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)		✓			
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Suli bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)		✓			
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)		✓			
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)		✓			
When grammar mistakes occurs, I do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)		✓			
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)		✓			
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)		✓			
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)		✓			
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)		✓			

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Ikhmah Lingsar-Lingsar Class OT VII

A. Personal Data

Name:

Reg No

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)					✓
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Sakit bagi saya untuk berbicara bahasa inggris dengan verbal) yang benar karena kemampuan tata bahasa saya yang terbatas)					✓
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)					✓
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)					✓
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)					✓
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang diucapkan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)					✓
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)					✓

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lenggo- Lenggo Class Of VII

A. Personal Data

Name: Muhammad
Reg No:

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agreed (setuju)
 - c. Doubtful (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosa kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability					

(Sakit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)			✓		
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal DataName: Izzah Azahra

Reg No : ..

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agreed (setuju)
 - c. Doubtful (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Suli bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa inggris yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (lebih baik menggunakan bahasa indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)					✓
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)			✓		

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Ms Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: *Istikom Armanahay*
Reg No. :

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)					✓
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)					✓
It is difficult for me to speak english in the correct order because of my limited grammar ability					✓

(Sakit bagi saya untuk berbicara bahasa inggris dengan lisan) yang berarti karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)					✓
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)					✓
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)					✓
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)					✓
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)					✓
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)					✓
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)					✓

QUESTIONNAIRE SHEET 1 STUDENTS

The Influence Of Index Card Match Method On Students English Speaking

Ability at Mits Darul Hikmah Lango-Lango Class Of VII

A. Personal Data

Name: Inaydh Tomsa
Reg No. :

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agree (setuju)
 - c. Doubtful (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (Sulit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa Inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa Inggris dengan lancar dan dalam waktu yang lama karena kosa kata saya yang terbatas)			✓	✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Sulit bagi saya untuk berbicara bahasa Inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)				✓	
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa Inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa Inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar imitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosa kata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mis Darul Hikmah Lenggong-Lenggong Class OF VII

A. Personal Data

Name: *Halbur Rahman*
Reg No: *:*

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Sakit bagi saya untuk berbicara bahasa inggris dengan lancar yang benar karena kemampuan kata-kata saya yang terbatas)			✓		
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Pahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)					
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)			✓		

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking

Ability at Mts Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: Fathima Isyrenal HaqReg No: 9

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
1. I find it difficult to express ideas verbally, so I'm confused about speaking English (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa Inggris)				✓	
1. I find it difficult to speak English fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa Inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)				✓	
It is difficult for me to speak English in the correct order because of my limited grammar ability					

(Sakit bagi saya untuk berbicara bahasa Inggris dengan lancar karena kemampuan saya yang terbatas)				✓	
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)				✓	
I do not understand the English instructions given by the teacher (Saya tidak mengerti instruksi bahasa Inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, I do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use Indonesian in class when learning English so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa Inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Pahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menata kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name:

Aywan Setiawantha Arsyah Al-Muhammad

Reg No

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agree (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
1 find it difficult to express ideas verbally, so i'm confused about speaking english (saya merasa bingung untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
1 find it difficult to speak english fluently and for a long time because of my limited vocabulary (saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena saya hanya memiliki sedikit kosakata)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(saya juga sulit untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (saya juga sulit untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
I understand most of what is said if speech is sometimes slowed down even if there are repetitions (Saya memahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (saya juga sulit untuk menyusun kata-kata menjadi kalimat karena kurangnya kosakata yang diketahui)					✓

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name:

Reg No

:

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (sejatu)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (sulit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa Inggris)		✓			
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa Inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Sulit bagi saya untuk berbicara bahasa Inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)	✓				
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa Inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)			✓		
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa Inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meski/pun ada pengulangan)			✓		
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)			✓		
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)			✓		

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mits Darul Hikmah Lenggeng-Lenggeng Class Of VII

A. Personal Data

Name: al Makiyati Viki

Reg No:

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (sakit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)	✓				
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)		✓			
It is difficult for me to speak english in the correct order because of my limited grammar ability	✓		✗		

(Sakit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa inggris yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sakit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)	✓				
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)	✓				
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)	✓				
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)		✓			
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)			✓		
Often hesitate and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)	✓				
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sakit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)	✓				

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Ms Darul Ihsanah Lenggo-Lenggo Class Of VII

A. Personal Data

Name: _____

Reg No: _____

Alhamdulillah

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- Totally Agree (sangat setuju)
- Agreed (setuju)
- Doubtful (ragu-ragu)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)			✓		
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)				✓	
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Sulit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)			✓		
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)			✓		
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use Indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)			✓		
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)			✓		
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking

Ability at Mrs Darul Hikmah Lengo-Lengo Class 01 VII

A. Personal Data

Name:

Fit Nurvi

Reg No

:

B. Changing Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confined about speaking english (sulit untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)		✓			
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Sulit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan tata bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)	✓				
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)	✓				
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)	✓				
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa Indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)	✓				
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)	✓				
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)	✓				
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)	✓				

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lengggo Lengggo Class Of VII

A. Personal Data

Name: A. Asyifa Asyifa

Reg No : 2.

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)

2. Description of the answer options:

- a. Totally Agree (sangat setuju)
- b. Agreed (setuju)
- c. Doubtful (ragu-ragu)
- d. Disagree (tidak setuju)
- e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	TA	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so i'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kosakata saya yang terbatas)			✓		
It is difficult for me to speak english in the correct order because of my limited grammar ability				✓	

(Suli bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Suli bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)				✓	
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Pahami sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitates and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Suli bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kosakata yang diketahui)				✓	

QUESTIONNAIRE SHEET STUDENTS

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lenggong-Lenggong Class Of VII

A. Personal Data

Name: A. Anwar - Ghufron Lutfan
Reg No

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Totally Agree (sangat setuju)
 - b. Agreed (setuju)
 - c. Doubtful (ragu-ragu)
 - d. Disagree (tidak setuju)
 - e. Strongly Disagree (sangat tidak setuju)

Questionnaire Statement Items

Items	T/A	A	D	DI	SD
Speaking					
I find it difficult to express ideas verbally, so I'm confused about speaking english (suli untuk mengungkapkan ide secara lisan, jadi saya bingung untuk berbicara bahasa inggris)				✓	
I find it difficult to speak english fluently and for a long time because of my limited vocabulary (Saya merasa sulit untuk berbicara bahasa inggris dengan lancar dan dalam waktu yang lama karena kos kata saya yang terbatas)					✓
It is difficult for me to speak english in the correct order because of my limited grammar ability			✓		

(Sulit bagi saya untuk berbicara bahasa inggris dengan urutan yang benar karena kemampuan saya bahasa saya yang terbatas)					
It is difficult for me to pronounce words correctly because of my limited ability to pronounce words (Sulit bagi saya untuk mengucapkan kata-kata dengan benar karena kemampuan saya yang terbatas untuk mengucapkan kata-kata)				✓	
I do not understand the english instructions given by the teacher (Saya tidak mengerti instruksi bahasa inggris yang diberikan oleh guru)				✓	
When grammar mistakes occurs, i do not fix it (Ketika kesalahan tata bahasa terjadi, saya tidak memperbaikinya)				✓	
It is better to use indonesian in class when learning english so that students understand quickly (Lebih baik menggunakan bahasa indonesia di kelas saat belajar bahasa inggris agar siswa cepat mengerti)				✓	
Understand most of what is said if speech is somewhat slowed down even if there are repetitions (Paham sebagian besar dari apa yang dikatakan jika ucapan agak melambat meskipun ada pengulangan)				✓	
Often hesitate and stops because of grammar limitations (Sering ragu-ragu dan berhenti karena keterbatasan bahasa)				✓	
It is difficult for me to put words together into a sentence because of a lack of known vocabulary (Sulit bagi saya untuk menyusun kata-kata menjadi sebuah kalimat karena kurangnya kos kata yang diketahui)				✓	

Appendix 5: Oral Test for Speaking

ORAL TEST GRID

The Influence Of Index Card Match Method On Students English Speaking Ability at Mts Darul Hikmah Lenggong- Lenggong Class Of VII

A. Personal Data

Name:

Reg No .:

B. Charging Instructions

choosing one of the topic below and describe it.

1. Tiger
2. Book
3. School
4. Car
5. Your Friends
6. Yourself
7. Games
8. Teacher
9. Police
10. Phone
11. Table

12. Animal
13. Grape
14. Shoes
15. Eye
16. Nose
17. Door
18. Window
19. People
20. Sky
21. Lamp
22. Pen
23. Eraser
24. Orange
25. Home
26. Bag
27. whiteboard

Appendix 6 : Oral Test

ORAL TEST

The Influence of Index Card Match on Students English Speaking Ability at
MTs Darul Hikmah Lenggo-Lenggo

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1.	A. Annisa Citra Lestari	4	5	4	4	4
2.	A. Asyifa Azzahrah	5	5	5	5	5
3.	Afif Ma'ruf	4	2	4	3	4
4.	Ahmad Faiz Sahlan	5	5	5	5	5
5.	Al Muhtadin Billah	5	5	5	3	5
6.	Andi Muhammad Yusran	5	4	5	5	5
7.	Ayumi Salzanabila Army	4	4	4	3	4
8.	Fahim Isyraqul Haq	5	5	5	5	5
9.	Habiburrahman M Hatta	4	4	2	5	4
10.	Inayah Tunnisa	1	5	5	3	5
11.	Istoria Asmaradana	5	5	5	5	5
12.	Izza Azzahra	5	4	5	5	5
13.	Jumani	5	5	5	4	1
14.	Ceisyah Almahyrah Ramadhani	3	4	3	2	3
15.	Meli Budiyah Luhur Patomboni	5	5	5	5	5
16.	Muh Hisyamsah	4	3	4	4	4
17.	Muh Raihan	5	5	4	5	5
18.	Nurul Faima	2	2	5	2	2
19.	Nurul Izzah	3	3	2	3	2
20.	Qhalil Al Khatib	3	3	3	5	3
21.	Shafa Tasya Kamila	2	2	2	3	1
22.	St Aliyah Nurqalbi	4	4	4	4	4
23.	Syarif Hidayatullah	3	5	3	5	2
24.	Yulhaq	2	4	4	4	4
25.	Asilah Salsabilah	5	5	4	5	5
26.	A Khaidir Jailani S	4	4	4	4	4

Appendix 7: Respondents

NO	RESPONDENT	GENDER	CLASS
1	AACL	F	VII
2	AAA	F	VII
3	AM	F	VII
4	AAA	F	VII
5	AFS	M	VII
6	AMB	M	VII
7	AMI	M	VII
8	ASA	F	VII
9	FIH	M	VII
10	HMH	M	VII
11	IT	F	VII
12	IA	F	VII
13	IA	F	VII
14	J	F	VII
15	CAR	F	VII
16	MBLP	F	VII
17	MH	M	VII
18	MR	M	VII
19	NF	F	VII
20	NI	F	VII
21	QAK	M	VII
22	STK	F	VII
23	SAN	F	VII
24	SH	M	VII
25	Y	M	VII
26	AS	F	VII

Appendix 8: Results of the Questionnaire

R1	4	5	3	4	4	4	5	5	4	4
R2	4	2	4	4	4	4	4	2	4	4
R3	2	4	4	2	2	2	3	3	2	2
R4	3	4	4	3	3	4	2	3	3	3
R5	1	2	1	1	1	2	3	3	1	1
R6	2	4	4	2	5	5	5	5	5	5
R7	4	4	4	4	4	3	3	5	4	4
R8	4	4	3	4	4	4	4	5	4	4
R9	3	4	3	3	2	4	4	2	2	2
R10	4	3	4	4	4	3	4	4	4	4
R11	5	5	5	5	5	5	5	5	5	5
R12	3	4	4	3	3	3	3	5	3	3
R13	3	4	4	3	3	3	4	4	3	3
R14	4	5	4	4	4	3	5	4	4	4
R15	2	2	3	2	3	2	2	3	3	3
R16	5	5	5	5	5	5	5	5	5	5
R17	5	3	3	5	5	4	5	5	5	5
R18	4	4	4	4	2	5	5	5	2	2
R19	4	4	4	4	4	4	3	4	4	4
R20	5	5	5	5	5	5	5	5	5	5
R21	3	3	3	3	3	3	3	3	3	3
R22	3	4	3	3	3	5	3	2	3	3
R23	5	5	4	5	4	4	4	5	4	4
R24	4	4	4	4	4	2	4	3	4	4
R25	4	4	3	4	4	3	3	4	4	4
R26	4	2	3	4	4	4	5	2	4	4

Appendix 9: Students Oral Test Results

P	G	V	F	C
4	5	4	4	4
5	5	5	5	5
4	2	4	3	4
5	5	5	5	5
5	5	5	3	5
5	4	5	5	5
4	4	4	3	4
5	5	5	5	5
4	4	2	5	4
1	5	5	3	5
5	5	5	5	5
5	4	5	5	5
5	5	5	4	1
3	4	3	2	3
5	5	5	5	5
4	3	4	4	4
5	5	4	5	5
2	2	5	2	2
3	3	2	3	2
3	3	3	5	3
2	2	2	3	1
4	4	4	4	4
3	5	3	5	2
2	4	4	4	4
5	5	4	5	5
4	4	4	4	4

Appendix 10: Supervisor's Decree



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Kampus : Jl. Sultan Hassanudin No. 20 Kota Sinjai, Tlo. 082201935601, Kode Pos 92642
 Email : iaim.sj@gmail.com Website : <http://www.iaimsinjai.ac.id>
 TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 109/RSK-BAN-PT/akred/PT/II/2020

SURAT KEPUTUSAN
NOMOR: 1076.D1/III.3.AU/F/KEP/2022

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN T.A. 2022/2023

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PPD/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

Memperhatikan :

1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023.
2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 305.R/III.3.AU/F/KEP/2022 tanggal 15 Oktober 2022 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Institut Agama Islam Muhammadiyah Sinjai tahun akademik 2022/2023.

MEMUTUSKAN

Menetapkan :

Pertama :

Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Harmilawati, S.S., S.Pd., M.Pd.	Atmaranie Dewi Purnama, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Ainul Wafiah
 NIM : 190110002
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Effectiveness of Using Index Card Match on Students' English Academic Performance at English Education Study Program Class of 2022

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus : Jl. Sultan Hassanudin No. 20 Kota Sinjai, Tlo 09220100870 Kode Pos 92013

Email : ibk@iaimsg.com

Website : <http://www.iaimsg.com>

TERAKREDITASI UNIVERSITAS PT SK NOMOR : BMS/SK-BAN-PT-AkrePT/NI/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.
- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai
 Pada Tanggal : 25 Oktober 2022 M
 : 29 Rabiul Awal 1444 H

Dekan,


Takdir S. Pd.L., M.Pd.L.
 NBM 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. BPH IAIM Sinjai
2. Rektor IAIM Sinjai
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM IAIM Sinjai

Appendix 11: Research Permit Application



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 061.D1/III.3.AU/F/2023
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 29 Syawal 1444 H
19 Mei 2023 M

Kepada Yang Terhormat

Kepala Sekolah MTs Darul Hikmah Lenggo- Lenggo

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Ainul Wafiah
NIM : 190110002
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akun melaksanakan penelitian dengan judul:

"The Influence Of Index Card Match Method On Students English Speaking Ability At MTs Darul Hikmah Lenggo- Lenggo Class Of VII".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di Sekolah MTs Darul Hikmah Lenggo- Lenggo Sinjai.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
2. Kepala Kementerian Agama Kab.Sinjai

Appendix 12: Research Certificate



YAYASAN PESANTREN DARUL HIKMAH LENGGO-LENGGO
MADRASAH TSANAWIYAH DARUL HIKMAH LENGGO-LENGGO
 Alamat : Jalan Raya Sinjai – Kajang Km. 5 Sinjai Timur Tlp. 0482 2426874

SURAT KETERANGAN PENELITIAN

Nomor: B-108/MTS-YPDHL/21.19.9/PP.00.5/07/2023

Bertanda tangan di bawah ini :

Nama : ILL. ASRIATI, S.Ag
 NIP : 197408062007012031
 Jabatan : Kepala MTs Darul Hikmah Lenggo-Lenggo

Dengan ini menerangkan bahwa :

Nama : Ainul Wafiah
 NIM : 190110002
 Prodi : Tadris Bahasa Inggris (TBI)
 Pekerjaan/Lembaga : Mahasiswa (SI)
 Nama Perguruan Tinggi : Universitas Islam Ahmad Dahlan (UIAD) Sinjai

Telah melaksanakan penelitian pada MTs Darul Hikmah Lenggo-Lenggo, mulai Tanggal 19 Mei – 29 Juli 2023 dengan Judul Skripsi:

“THE INFLUENCE OF INDEX CARD MATCH METHOD ON STUDENTS ENGLISH SPEAKING ABILITY AT MTs DARUL HIKMAH LENGGO-LENGGO CLASS OF VII”

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Sinjai, 29 Juli 2023
 Kepala Madrasah,

ILL. ASRIATI, S.Ag
 NIP. 197408062007012031

Appendix 13: Documentation



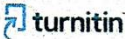
Appendix 14: Biography

BIOGRAPHY

Name : Ainul Wafiah
 Reg : 190110002
 Place of birth : Sinjai, 12th March 2001
 datePlace of birth
 date
 Address : Dusun Baccara, Desa Tongke-Tongke,
 Kecamatan Sinjai Timur, Kabupaten
 Sinjai
 Experience : 1. Islamic Spiritual SMAN 1 Sinjai
 organization 4
 2. Board of English student
 association (ESA) 2020-2022
 3. PK IMM FTIK IAI
 Muhammadiyah Sinjai 2020-2022
 4. PC IMM Sinjai 2022-202
 Educational :
 History
 SD : SDN 29 Maroanging
 SMP : SMPN 6 Sinjai
 SMA : SMAN 1 Sinjai

Handphone : 082348316396pp
Email : ainulwafiah@gmail.com
Parents' names : Mudatsir (Father)
Sukaenah (Mother)

Appendix 15: Similarity Report


Similarity Report ID: 01d3906755609301

PAPER NAME
190110002 AINUL WAFIAH

WORD COUNT
9106 Words

PAGE COUNT
42 Pages

SUBMISSION DATE
Apr 3, 2024 9:02 AM GMT+7



CHARACTER COUNT
47582 Characters

FILE SIZE
186.8KB

REPORT DATE
Apr 3, 2024 9:03 AM GMT+7

● **30% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 27% Internet database
- 15% Publications database
- Crossref database
- Crossref Posted Content database
- 21% Submitted Works database

● **Excluded from Similarity Report**

- Manually excluded sources



PERPUSTAKA RI / I.D
3/04/2024
Wahyuni

Summary