

THE APPLICATION OF THE INDEX CARD MATCH LEARNING METHOD IN IMPROVING READING COMPREHENSION SKILLS IN SLOW LEARNER STUDENTS AT SMP NEGERI 7 SALATIGA

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ABSTRACT

Slow learner students tend to have a difficult grasping power, especially towards reading comprehension so instruments are needed to help them in reading comprehension such as the use of Index Card Match. The Index Card Match learning method is a fun designed learning method that is based on matching cards that are usually used by teachers with notes. The purpose of this study was to determine the effect of the application of the Index Card Match learning method in improving the reading comprehension skills of slow learner students at SMPN 7 Salatiga. This research uses the Quasi Experiment method with the experimental design used in this research is One Group Pre-test Post-test Design. Validity measurement in pre-test and post-test questions as a benchmark to determine the effect of treatment is done by conducting expert judgment. This research was conducted in 3 stages, namely Pre-research (preparation and pre-test, Treatment (Treatment) and End of research. The results showed a significance value of 0.012 ($p < 0.05$) and a t-count of -2.197, in other words the use of Index Card Match had a significant effect on the learning process.

Keywords: *Slow Learner; Index Card Match; Reading Comprehension Skill*

ABSTRAK

Siswa *slow learner* cenderung memiliki daya tangkap yang sulit terutama terhadap pemahaman bacaan sehingga diperlukan instrumen untuk membantu mereka dalam pemahaman bacaan seperti penggunaan *Index Card Match*. Metode pembelajaran *Index Card Match* adalah metode pembelajaran yang didesain menyenangkan yang berprinsip pada pencocokan kartu yang biasanya digunakan oleh pengajar dengan catatan. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penerapan metode pembelajaran *Index Card Match* dalam meningkatkan kemampuan membaca pemahaman siswa *slow learner* di SMPN 7 Salatiga. Penelitian ini menggunakan metode *Quasi Experiment* dengan desain eksperimen yang digunakan dalam penelitian ini adalah *One Group Pre-test Post-test Design*. Pengukuran Validitas dalam soal *pre-test* dan *post-test* sebagai tolak ukur untuk mengetahui pengaruh *treatment* dilakukan dengan melakukan *expert judgement*. Penelitian ini dilakukan dalam 3 tahap yaitu Pra-penelitian (persiapan dan *pre-test*, *Treatment* (Perlakuan) dan Akhir penelitian (*post test*). Hasil Penelitian menunjukkan nilai signifikansi sebesar 0,012 ($p < 0,05$) dan t hitung sebesar -2,197, dengan kata lain bahwa penggunaan *Index Card Match* memberikan pengaruh yang signifikan.

Kata Kunci: *Slow Learner; Index Card Match; Membaca pemahaman.*

INTRODUCTION

Problems in learning are one of the problems that often occur in the world of education. Various problems that occur in terms of learning include learning disorders, learning disability, learning dysfunction, underachievers, and slow learners. Among these children's learning problems, one of the problems that is often encountered is slow learning or slow learners. A slow learner according to (Cahyani, 2019; Nengsi et al., 2021) is defined as a child whose intellectual potential is slightly below average but not yet included as *tunagrahita*. Slow learners are not included in *tunagrahita* because they still can follow classroom learning even though it is slower. Slow learner according to Nengsi et al., (2021) has an IQ score between 70 to 90. The abilities possessed by slow learner children are often limited, especially in understanding abstract things and have difficulty understanding new materials. Therefore, slow learners generally have difficulty understanding explanations from teachers and working on questions related to reading comprehension.

Reading comprehension according to Djihatampu (in Cahyani, 2019) is a reading process to obtain the meaning of reading that is directed by one's knowledge that has

been owned in long-term memory beforehand as well as information obtained from reading. Jayanti et al.,(2020); Nengsi et al., (2021) explains that reading is an activity that has a fairly complex process because it involves physical and psychological processes. The physical process is how the eyes must capture the letters to be read while the psychological process is that the reader needs to pay attention associate then remember and also analyze the contents of the reading. The process of understanding a reading according to Mayer (in Herliyanto, 2015) involves three processes, namely the process of selecting the information needed, then building a correlation of ideas in the reading and finally correlating the information in the reading with the information that the reader already has.

Reading comprehension will certainly be difficult if done by slow learner children who have difficulty understanding something abstract. Cahyani (2019) suggests that this lack of reading comprehension ability is due to a lack of abstraction power. Barus (2010) says that reading comprehension can be improved using appropriate and fun strategies or methods so that children's interest in reading can increase first and then the child's reading comprehension level can

also increase. One method that can be used to improve reading comprehension skills is by providing special training or treatment. One of them is by using a learning method that is easy enough for slow learner children to help increase their abstraction power, namely by using the Index Card Match learning method.

Index Card Match according to Asnimar (2017) can also be called a learning method that matches index cards in a quite fun way which is generally used with the aim of repeating lessons that have been given but does not rule out the possibility of teaching new material. As the name implies, this Index Card Match learning method has a form of cards made according to student needs. Generally, this learning method has two types of cards that contain questions and other cards are answers to questions that have been made. The process of applying this method is by matching the question card with the answer card. This method is considered suitable for slow learners children because it is in the form of concrete cards so it helps students to have a model for their abstraction power which tends to be lacking. The use of this learning method according to Nurda'Ali & Siswanto (2018) can help students because students will be given the opportunity to think independently but can also be done by

interacting with other students. This learning method will help slow learner students to increase their abstraction power by choosing the right answer through the cards that have been provided so that their understanding can increase. In addition, this method also helps them to be more active because the process requires cooperation between students in groups that have been divided beforehand.

The application of the Index Card Match method can be seen in research conducted by Asnimar (2017) which found that the Index Card Match method can improve student understanding in subjects in certain materials. Meanwhile, research conducted by Ariyanto (2015) which examines the effect of Index Card Match on increasing understanding in Civics learning found that Index Card match has a good effect, namely it can help students improve their understanding compared to learning without using this method. Feri, Aunurrahman, & Sari (2020) on SMP Negeri 3 Sanggau children who applied the Index Card Match learning method in understanding the content of reading or reading comprehension found that their abilities increased, namely they could understand the reading they had just read much better than without using this learning method.

Other Index Card Match research Cahyani (2019) in research conducted at SD Taman Muda Ibu Pawiyatan found that students became more interested in reading when using this learning method so that students were much easier to understand the contents of the reading. Research conducted by Handayani (2021) found that the Index Card Match Method was also found to make it easier for students to understand concepts in a reading. However, research specifically regarding the effect of the application of the Index Card Match learning method on slow learner children has not been conducted to date.

The application of the Index Card Match learning method is suitable for schools in Salatiga city. This is based on pre-research data that has been taken that in these inclusive schools, slow learner students tend to have weaknesses in reading comprehension so they often need to be given special assistance or guidance by the teacher who guides them in the classroom. This of course hampers their learning because reading comprehension material is almost in all subjects contained in the classroom so when these slow learner students are slow in understanding, learning in the classroom is also hampered and the material that must be taught is left behind. Therefore, the researcher wants to know the

effect of the application of the Index Card Match learning method in improving the reading comprehension skills of slow learner students at the junior high school level in Salatiga City.

RESEARCH METHOD

This study applied One-Group Pre-test Post-test design in an experiment to assess the effect of the Index Card Match method on reading comprehension ability. The Index Card Match method is a learning strategy that involves matching question and answer cards, which is used on previously taught material. The study population was SMPN 7 Salatiga students, with a sample of 14 students selected using purposive sampling based on the following criteria:

1. Students from SMPN 7 Salatiga.
2. Have an IQ between 70-90.
3. Identified as a slow learner through school assessment.

Data was collected through a multiple-choice test that measured reading comprehension skills from material that had been taught in class.

RESULT AND DISCUSSION

The results obtained in the study are based on the results of the pre-test and post-

test assessments, namely the assessment before and after being given treatment to the subject.

Table 1 Results and differences in Pre-test and Post-test scores

Participant	Post-Test	Pre-Test	Differences
P 1	70	70	0
P 2	60	70	-10
P 3	90	80	10
P 4	80	60	20
P 5	50	60	-10
P 6	70	50	20
P 7	90	70	20
P 8	80	80	0
P 9	90	70	20
P 10	60	60	0
P 11	60	50	10
P 12	70	60	10
P 13	90	70	20
P 14	60	50	10
Mean	72,86	64,29	

Based on the results of the difference in pre-test and post-test scores on each subject, some subjects did not experience an increase in scores, namely as many as 3 people, while as many as 2 people experienced a decrease in scores before and after treatment. So as a whole in the table, the mean, maximum value and minimum value can be found based on the table below.

Table 2 Results of Mean, Maximum and Minimum Pre-test Post-test values

N	Pre-test	Post-test
Mean	64,29	72,86
Maximum	80	90
Minimum	50	50

Based on this table, it can be seen the difference or increase in scores from the

pre-test and post-test by reducing the mean or average. The results of the difference in Pre-test Post test scores as below.

Score Difference = (Post-test score) - (Pre-test score)

Grade Difference = 72.86 - 64.29

Grade Difference = 8.57

Based on the results of the paired sample t-test, it is known that the significance value is 0.012 ($p < 0.05$) and the t-count is -2.197, it can be concluded that there is a difference in reading comprehension scores of slow learner students at SMPN 7 Salatiga before and after treatment. In other words, this research hypothesis is accepted or there is an effect of using Index Card Match in improving reading comprehension of slow learner students. These results support the research conducted by Ruspa et al (2023) who wrote that the Index Card Match learning method influences improving reading comprehension for students.

These results are reinforced by the average results of the pre-test and post-test scores that have been carried out by the sample. Table 9 shows that there is a difference in the average score (difference) of the pre-test and post-test scores, namely previously the average was 64.29 then increased to 72.86. The data shows an increase in the average score where the post-test score is higher than the pre-test.

Furthermore, Table 9 shows that almost most participants experienced an increase in reading comprehension scores using Index Card Match. Even so, there were still 3 participants who did not change their scores, namely participants 1, 8 and 10. Meanwhile, the other 2 participants actually experienced a decrease in scores after using the Index Card Match method, namely participants 2 and 5. The non-change and decrease in scores that occurred was possible because the participants were in a less focused condition during the pre-test and post-test. During the test there was one subject who was in a less fit condition, namely having a fever so that this apparently affected the post-test, namely the results were less good compared to the results of the assessment of other subjects.

The application of learning method through Index Card Match is applied in questions consisting of the characteristics of good reading comprehension conveyed by that 3 main things must be fulfilled, namely understanding the meaning of words and expressions, understanding the explicit and implied meaning and being able to make conclusions. In these 3 main things, slow learner students have the most errors in answering the second and third points, namely the process of obtaining explicit and implied meanings based on

their views and in the conclusion section of the reading that has been provided. It can be seen that in the pre-test as many as 9 out of 14 children were wrong in answering this question while as many as 3 children answered correctly. While in the post-test there were 6 children who still incorrectly answered the questions given in the conclusion section and 8 children answered correctly. This also applies to questions related to the meaning of reading with a total of 7 children answering correctly and 7 others answering incorrectly at the time of the pre-test. Then at the post-test, there was an increase of 10 children who answered correctly.

The large number of errors in questions related to the conclusion and meaning of this reading is none other than because the abstraction power of slow learner children is quite low so it is difficult for them to make a picture of something related to the story that not realized in the picture in front of the eyes. This is in line with the theory conveyed by Cahyani (2019) that low abstraction power in reading comprehension can be one of the obstacles for children to draw conclusions and even provide answers related to certain questions from a reading. In addition, slow learner children tend to have difficulty in taking meaning from a sentence or word

that is not straightforwardly written or conveyed in the question. This is by what is conveyed by Sukma (2021) that everything straightforward and also real helps slow learner students understand something because of the limitations in making images in their thinking.

This increase in pre-test and post-test results occurs because slow learner students already have a picture of the reading they read, namely through Index Card Match which has been given a picture as a tool to help them understand the reading in question. If previously the questions obtained by slow learner children were only in the form of words without any pictures, then with the cards that can be seen the subject has a picture of the events in the story. This is in line with the statement written by Arsyad (2015) that the use of media can help slow-learner students because the media provided in the form of cards can help students improve their understanding, and presentation of data and also in obtaining information. In addition, the card colour is quite interesting, making them not bored and also have a feeling of interest in continuing to answer the questions that have been given. This is because children who are slow to learn in areas that require symbols and abstraction require learning models with more concrete

media or learning resources (Mumpuniarti, 2014: 3).



Figure 1. Example of Index Card Match

Slow learners children improve their ability to read comprehension by preparing props and varied media and delivering material using charts and pictures. This is by Borah (in Ridha, 2021) which means that slow learner children in providing learning cannot be done using only ordinary methods like other children in general but there must be innovation so that the use of the Index Card Match method becomes appropriate based on the needs of slow learner children's learning methods. The learning method using Index Card Match in the form of a game given in the implementation of this treatment is also not boring because the learning method system

is carried out in the form of groups and there is an element of the game. During the treatment given students are very interactive and also look enthusiastic to compete for the highest score. This statement is in line with research conducted by Maulidah, et al (2021) which states that the ability to understand reading in children can be caused by the learning media provided that is less varied, resulting in children feeling bored when learning. In addition, during the learning process, students will think critically to be able to find pairs of cards that have been given. This can be seen based on A Maskuroh's statement (2017) that Index Card Match can help students improve critical thinking skills, namely by matching the right pair of cards.

So it can be seen that the use of the Index Card Match learning method can improve the ability of slow learner students in reading comprehension. This is in line with Marwan's statement (in Sanjaya, 2008) that the improvement of learning outcomes states that the advantages of the index card match the learning model, which can improve student learning outcomes and reach the level of learning completeness. However, this research still has many limitations that need to be improved in further research.

CONCLUSION

Based on the results of the research that has been done, namely that there is an increase in pre-test and post-test scores of 8.57 from a score of 64.29 to 72.86, it can be concluded that the use of the Index Card Match learning method for slow learner students in improving reading comprehension is effective to do. This is because the Index Card Match learning method is suitable for use by slow learner students who have low abstraction power, so cards that have images help slow learner students have an overview of the reading they are reading.

This study has limitations in the subjects used during the study. The subjects used in this study were only 14 children, which of course is still insufficient in number to find out how much the effectiveness of the learning method using Index Card Match. As a result, this research becomes non-parametric research, not parametric research. This is a limitation as well as a suggestion for further research to use a large enough number of subjects, namely at least 30 subjects to get a higher and more valid level of accuracy. In addition, this study has the same pre-test and post-test questions with a small number of questions, namely only 10 items, so there

is a risk that the subject has remembered the answers that have been given before.

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