

IMPROVING ENGLISH LEARNING OUTCOMES THROUGH COOPERATIVE LEARNING THE INDEX CARD MATCH MODEL (FINDING A PARTNER) IN STUDENTS DURING THE COVID-19 PANDEMIC

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Abstract

During the Covid-19 pandemic, the English language learning outcomes of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year were still low. In every assessment carried out, whether in practice or daily tests, the majority of Class VII students are still relatively low. The purpose of this research is to find out whether cooperative learning with the Index Card Match Model can improve English learning outcomes in Procedure Text material for Class VII students at SMP Negeri 3 Labuhan Haji during the Covid-19 Pandemic, Odd Semester of the 2021/2022 Academic Year. The type of research carried out is classroom action research (CAR) and is carried out in the odd semester of the 2021/2022 academic year. This classroom action research was carried out at SMP Negeri 3 Labuhan Haji, which is the researcher's assignment location. This research was carried out using two cycles, with each cycle carrying out a learning process at least 3 meetings including evaluation activities. This research was carried out for approximately three months, namely from September to November 2021. The research subjects were Class VII students of SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year, totaling 27 students. Based on the results of the analysis and, it can be concluded that the application of learning with Index Card Match Cooperative Learning Model can improve the learning outcomes of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year. This can be seen from the average score obtained by students in cycle I of 68.14 and the average score of students in cycle II of 73.70, which means there is an increase in the learning mastery obtained by students in cycle I of 74.07% to 85.18% in cycle II.

Keywords: *English Learning, Procedure Text Material & Cooperative Learning Index Card Match Model*

INTRODUCTION

In the current era of growing globalization, the role of communication is becoming increasingly important as the key to the successful delivery of accurate information. The main means of communication throughout the world is language. Language is a system of symbols in the form of sounds, arbitrary in nature, used by people to speak, work together, and communicate and to identify themselves (Keraf, 2006; Caher, 2014)

Crystal et al (2000) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with other nations throughout the world. So, English is an international language as well as a global language. Learning and understanding English is an unavoidable necessity. By learning English, a person will

open up their insight and knowledge internationally.

Johann Wolfgang Von Goethe is a German writer. He said that those who don't know anything about foreign languages, don't know their own language. This means that every human being in the world has a different language, but at least we can master one foreign language, for example English (Von Goethe, 2021). That is why, it is important for us to equip the younger generation with good command of English through learning good and correct English.

The essence of learning is a process of interaction with all situations or conditions that exist around the individual. Learning can be seen as a process that is directed towards goals and a process of acting through various experiences. Learning cannot be separated from human life

and this activity can occur anywhere, whether within the family, school or community, intentionally or unintentionally. Learning is the process of seeing, observing, and understanding something and from these activities will make a change. A person is considered to have learned if he is able to show changes as stated by Uno, et al (2008) which states that learning is a change in perception and understanding.

Learning is a process of learning activities that involves many components, including teachers, students, teaching materials, media and learning models. In order to create a maximum learning process, supporting conditions are needed, and one of the conditions that can support is the teacher's accuracy in choosing the right learning model. Rusman (2011) states that learning is a system consisting of interconnected components. These components are objectives, materials, methods or models, and evaluation. These components must be taken into consideration by teachers in selecting and determining the learning models used. Sanjaya (2008) revealed that an appropriate learning strategy is needed so that the learning process can be successful.

Teachers as educators must always make efforts and innovate in learning English so that learning objectives can be realized optimally. Efforts that can be made are using learning models that can improve students' understanding in learning English. One learning model that can be used for student learning outcomes in English is by using cooperative learning, the Make a Match model.

Cooperative Learning is a learning model that can be defined as a structured group work/learning system (Trentin, 1999). The philosophy underlying Cooperative Learning (mutual cooperation learning) in education is learning that emphasizes that humans are social creatures. Cooperative Learning is a teaching and learning strategy that emphasizes shared attitudes or behavior in working or helping each other in

an orderly cooperative structure in groups, consisting of two or more people in a conducive atmosphere so that students can develop knowledge, attitudes, values and skills. Social activities that are beneficial for their life in society.

There are several important reasons why this teaching system needs to be used more often in schools. Along with the globalization process, social, economic and demographic transformations are also taking place which require schools to better prepare students with new skills to be able to participate in a rapidly changing and developing world.

The various negative impacts of using cooperative learning methods could have been avoided if teachers were willing to spend more time and attention in preparing and arranging group work methods. What is introduced in the cooperative learning method is not just group work, but the structuring. So, the cooperative learning teaching system can be defined as structured group work/study. Included in this structure are five main elements (Johnson & Johnson, 1993), namely positive interdependence, individual responsibility, personal interaction, collaborative skills, and group processes.

Concerns that students' enthusiasm for developing themselves individually could be threatened by using group work methods is understandable because in group assignments that are carried out haphazardly, instead of learning optimally, students learn to dominate or shift responsibility. The cooperative learning method is structured in such a way that each member in a group carries out their personal responsibilities because there is an individual accountability system. Students cannot simply piggyback on the efforts of their colleagues and each student's efforts will be rewarded according to their points of improvement.

To obtain an objective and complete understanding of learning, it is necessary to put

forward several opinions from experts who have provided definitions of learning, including the following: Meanwhile, the definition of learning according to Ngalim (1990) says that learning is a change in behavior, in where the change can lead to better behavior, but there is also the possibility of leading to worse behavior. Apart from that, learning can also be interpreted as changes that occur due to practice or experience. In the term learning outcomes, there are two elements in it, namely the result element and the learning element. Results are results that students have achieved in their learning activities (from what they have done, what they have done, etc.), as explained in the Indonesian-Dictionary, (1995). From this understanding, learning outcomes are mastery of knowledge or skills developed by the subject, usually shown by test scores or grades given by the teacher.

Learning is a process of changing behavior, or making meaning of something that is acquired. However, if we talk about learning outcomes, then these are the results that have been achieved by the learner.

According to Dimiyati and Mudjiono (2006) Learning is a complex, internal process involved in these internal processes include affective elements, in the affective dimension relating to attitudes, values, interest, appreciation and adjustments to social feelings. According to Djamarah and Zain (2010) Learning is a process of changing behavior thanks to experience and practice. This means that the aim of the activity is a change in behavior, whether involving knowledge, skills or attitudes, even covering all aspects of the organism or person.

The term learning outcomes has a close relationship with learning achievement. In fact, it is very difficult to differentiate the meaning of learning achievement from learning outcomes. There are those who argue that the meaning of learning outcomes is considered the same as the meaning of learning achievement. However, first we should pay attention to the opinion which

says that learning outcomes are different in principle from learning achievement. Learning outcomes show the quality of a longer period of time, for example one class, one semester and so on. Meanwhile, learning achievement shows shorter qualities, for example one subject, one daily test and so on.

Nawawi (1981) suggests that the meaning of results is as follows: Students' success in studying subject matter at school is expressed in the form of grades or scores from test results regarding a number of certain subjects.

According to Nawawi (1981), based on the objectives, learning outcomes are divided into three types, namely; (a) Learning outcomes in the form of skills or abilities in carrying out or carrying out a task, including skills in using tools; (b) Learning outcomes in the form of the ability to master knowledge about what is done; (c) Learning outcomes in the form of changes in attitudes and behavior.

Factors that Influence Learning Outcomes

Since the beginning of the development of science about human behavior, there has been much discussion about how to achieve effective learning outcomes. Experts in the fields of education and psychology try to identify factors that influence learning outcomes. By knowing the factors that influence learning outcomes, implementers and actors of learning activities can provide positive interventions to improve the learning outcomes that will be obtained. Implicitly, there are two factors that influence children's learning outcomes, namely internal factors and external factors.

Internal factors

Internal factors include physiological factors, namely physical condition and the state of physiological functions. Physiological factors really support or underlie learning activities. A healthy physical condition will have a different effect than a body that is less healthy. To maintain a healthy physical condition, nutrition must be sufficient. This is because a lack of food

levels will result in a weak physical condition which results in drowsiness and fatigue.

Psychological factors, namely those that encourage or motivate learning. These factors include; there is a desire to know, to gain sympathy from others, to correct failures, to gain a sense of security.

External Factors

External factors, namely factors from outside the child that influence the child's learning, which include parents, school and society. Factors originating from parents, factors originating from parents are primarily a way of educating parents towards their children. In this case, a theory can be linked, whether parents educate in a democratic, pseudo-democratic, authoritarian, or *laissez-faire* way. Each method or type of education has its advantages and disadvantages.

According to researchers, the type of education in accordance with Pancasila leadership is better than the types above. Because parents interfere with their children's learning, they won't go too deep.

The leadership principles of Pancasila are very humane, because parents will act *ing ngarsa sung tulada, ing madya mangun karsa, and tut wuri handayani*. In Pancasila leadership, this means that parents adopt positive habits for their children to emulate. Parents also always pay attention to their children during learning, both directly and indirectly, and provide directions when they take actions that are less orderly in learning.

In this regard, Rofiq (2011) stated "In social situations in the family environment it should turn into an educational situation, namely if parents pay attention to children, for example the child is reprimanded and given praise..." In short, parental motivation, attention and concern will provide enthusiasm for learning for children. Factors that come from school, factors that come from school, can come from teachers, subjects taken, and methods applied. Many teacher

factors are the causes of children's learning failures, namely those related to the teacher's personality and teaching ability. Regarding subjects, because most children focus their attention only on those they are interested in, this results in the grades they get not being as expected. Children's skills, abilities and willingness to learn cannot be separated from the influence or intervention of other people. Therefore, it is the teacher's job to guide children in learning.

Factors originating from society, children cannot be separated from community life. Community factors even have a very strong influence on children's education. The influence of society is even difficult to control. Supporting or not supporting children's development, society also influences it.

Apart from the internal and external factors above, factors that influence learning outcomes can be mentioned as follows:

Someone who is not interested in learning something will not succeed well, but if someone has an interest in the object of the problem then good results can be expected. The problem is how selective an educator is in determining or selecting problems or subject matter that interests students. Next, package the selected material using an interesting method. Therefore educators/instructors need to recognize student characteristics, for example socio-economic background, beliefs, abilities, etc.

Intelligence plays an important role in determining a person's success or failure. People are generally better able to learn than less intelligent people. Various studies show a close relationship between the level of intelligence and learning outcomes at school (Sumadi, 1989).

Talent is an innate ability as potential that needs to be trained and developed so that it can be realized (Utami, 1992). Talent requires training and education so that an action can be carried out in the future. Apart from intelligence, talent is a factor that determines whether a person

is successful or not in learning (Sumadi, 1989). Studying in a field that suits one's talents will increase a person's chances of success.

Motivation is the urge that a child has to take action. The size of motivation is largely influenced by the individual needs that want to be fulfilled (Suharsimi & Arikunto, 1989). There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within the person concerned. Meanwhile, extrinsic motivation is motivation that arises from external stimulation or motivation caused by factors outside the learning situation, for example numbers, diplomas, levels, prizes, competition, conflict, teasing, ridicule and punishment. This motivation is still needed in schools because not all lessons suit students' interests and needs.

By having abilities in a subject, be it knowledge, skills and attitudes that can be developed, students are expected to be able to use these abilities in dealing with problems in various subject areas. The ability to reason, the ability to choose a strategy that suits the problem, and the ability to receive and express information consistently and carefully are general abilities that can be used in various fields.

Cooperative learning requires a learning approach through the use of small groups of students to work together to maximize learning conditions in achieving learning goals (Amsari, 2019). Humans have different degrees of potential, historical backgrounds, and hopes for the future. Because of differences, humans can work together (make each other smarter). Cooperative learning consciously creates mutual interactions so that the source of learning for students is not only teachers and textbooks but also fellow students.

Humans are individual creatures, different from each other. Because of their individual nature, one human needs another human, so as a logical consequence humans must become social creatures, creatures who interact

with each other. Because each other needs each other, there must be mutual interaction (mutual affection or mutual love). Cooperative learning is learning that consciously and deliberately creates loving interactions between fellow students.

Differences between people that are not managed well can cause offense and misunderstanding between people. In order for people to avoid being offended and misunderstandings, caring interactions (mutual tolerance) are needed. Cooperative learning is learning that consciously and deliberately creates mutual interactions to avoid offense and misunderstandings that can lead to hostility. Abdurrahman and Bintoro (2000) succinctly say that "cooperative learning is learning that consciously and systematically develops mutual interaction, compassion and care between fellow students as a practice for life in real society."

Cooperative learning is a system in which there are interrelated elements. The various elements in cooperative learning are: "(1) positive interdependence; (2) face-to-face interaction; (3) individual accountability, and (4) skills for establishing interpersonal relationships or social skills that are deliberately taught" (Abdurrahman & Bintoro, 2000). In cooperative learning, the teacher creates an atmosphere that encourages students to feel they need each other. This relationship of mutual need is what is meant by providing mutual motivation to achieve optimal learning outcomes. This interdependence can be achieved through: (a) interdependence in achieving goals, (b) interdependence in completing tasks, (c) interdependence of materials or resources, (d) interdependence of roles, and (e) interdependence of rewards.

Face-to-face interaction requires that students in groups can meet each other face to face so that they can have a dialogue, not only with the teacher, but also with fellow students. Such interactions enable students to become each other's learning resources so that learning

resources are more varied. Such interactions are very important because there are students who find it easier to learn from each other.

Cooperative learning shows its form in group learning. However, the assessment is intended to determine students' mastery of the subject matter individually. The results of the individual assessment are then conveyed by the teacher to the group so that all group members know who the group members are, know which members need help and which group members can provide assistance. Group grades are based on the average learning outcomes of all its members, and therefore each group member must provide a rating for the group's progress. This individual group assessment is what is meant by individual accountability.

In cooperative learning social skills such as tolerance, polite attitude towards friends, criticizing ideas and not criticizing friends, having the courage to maintain logical thinking, not dominating others, being independent, and various other traits that are useful in establishing interpersonal relationships, not only assumed but deliberately taught. Students who cannot establish interpersonal relationships not only receive reprimands from teachers but also from fellow students.

Cooperative learning requires teachers to play a relatively different role from traditional learning. The various roles of teachers in cooperative learning can be stated as follows. Formulate learning objectives. There are two learning objectives that teachers need to pay attention to, academic objectives and collaborative skill objectives. Academic objectives are formulated according to the student's level of development and task analysis or concept analysis. The goals of teamwork skills include leadership skills, communication, trusting others, and managing conflict.

The index card match learning method or index card matching is a learning method in which students receive a card containing a

question and the student looks for another card containing an answer that matches the question they received (Yatim, 2009).

The Index Card Match learning model or looking for a partner is one possible alternative applied to increase student learning motivation. The application of this learning model starts from technique, namely students are asked to look for pairs of cards that are the answer or question they are holding. Students are expected to be able to find their card pairs before the specified time limit. Students who can match their cards faster will be given points.

In implementing the Index Card Match Learning Model, the researcher made card cuts for a number of students in the class and divided the cards into two groups. Researchers write questions about previously provided material that has been prepared. Each card has one question and answer. Shuffle all the cards so that the questions and answers are mixed up. For each student, one card, some students will get questions and answers. Ask students to find their partners. If someone has found a partner, ask students to sit close together. After the students find a partner and sit close together, ask each partner to take turns reading the questions aloud to their friend. Next, the questions are answered by their partner

During the current Covid-19 pandemic, it may be because students have been learning online for quite a long time, which of course has had a big impact on their capacity to absorb knowledge and enthusiasm which is increasingly decreasing. It was found that when limited face-to-face learning began, student enthusiasm was very far below average. Students look very unenthusiastic and pay very little attention to the delivery of the material so that the scores obtained during the assessment are very low. For this reason, researchers are trying to find ways to restore enthusiasm and interest and improve students' English learning outcomes, especially Class VII of SMP Negeri 3 Labuhan Haji.

Currently, the English learning results of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year are still low. In every assessment carried out, whether in practice or daily tests, the majority of Class VII students are still relatively low.

To improve the English learning outcomes of Class VII students, the author took the initiative to use the make a match cooperative learning method. Hopefully, by implementing this learning model, the English learning outcomes of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year can be improved.

Based on the problem formulation above, the aim of this research is: "To find out whether cooperative learning with the Index Card Match Model can improve English learning outcomes in Procedure Text material for Class VII students at SMP Negeri 3 Labuhan Haji during the Covid-19 pandemic, odd semester of the year. Lessons 2021/2022."

RESEARCH METHODS

The type of research carried out is classroom action research (CAR) and is carried out in the odd semester of the 2021/2022 academic year. This classroom action research was carried out at SMP Negeri 3 Labuhan Haji, which is the researcher's assignment location. This research was carried out using two cycles, with each cycle carrying out a learning process at least 3 meetings including evaluation activities. This research was carried out for approximately three months, namely from September to November 2021.

The research subjects were Class VII students of SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year, totaling 27 students. The research procedures carried out followed the chart proposed by (Arikunto & Suharsimi, 2011). The procedures applied in this class action research are as described below :

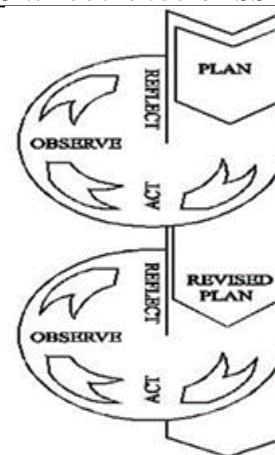


Figure 1. Classroom Action Research Cycle

The chart model and explanation for each stage for cycle is as follows:

1. Action Planning

At this stage, the researcher explains to the observer what will be observed and explains the learning that the researcher will use Cooperative Learning Index Card Match Model in Class VII students Odd Semester at SMP Negeri 3 Labuhan Haji; Develop or prepare a learning implementation plan that will be carried out using Cooperative Learning Index Card Match Model; Prepare all research instruments needed in the research.

2. Implementation Action

Researchers prepare students psychologically and physically to participate in the learning process; (a) ask questions that link previous knowledge with the material to be studied; (b) explain the learning objectives or basic competencies to be achieved; (c) convey material coverage and explanation of activity descriptions according to the syllabus.

In the core activities, the stages are; (a) The teacher applies the cooperative learning model Index Card Match by dividing students into 2 groups; (b) The teacher makes 13 questions and answers each and writes them on cards; (c) The teacher explains the learning model that will be used in the learning process; (d) The teacher randomizes the

questions and answers that have been prepared; (e) The teacher asks students to take one question/answer card at random; (f) The teacher asks students to find their partners. If someone has found a partner, the teacher asks them to sit close together. The teacher explained that they should not tell the material they got to other friends; (g) After all students have found partners and are sitting close together, ask each pair in turn to read the questions they have obtained aloud to their other friends. Next, the questions are answered by their partner.

In the final activity, together with the students and/or independently make a summary/conclusion of the lesson, assess and/or reflect on activities that have been carried out consistently and programmed, provide feedback on the learning process and results, plan action activities continue/give assignments, both individual and group assignments according to student learning outcomes and submit learning plans at the next meeting.

3. Observation and Evaluation

During the implementation of the action, observations are carried out continuously every time learning takes place by observing teacher and student activities. Evaluation is carried out after learning is completed after at least 2 meetings by giving a multiple choice test. This test is carried out individually during two class hours (2 x 40 minutes).

4. Reflection

Reflection is carried out at the end of the cycle, at this stage the researcher as a teacher together with the teacher who acts as an observer examines the results obtained from providing action in each cycle. This is done by looking at the evaluation results data achieved by students in cycle I, if the results of data analysis show that in cycle I the results were not optimal, namely not achieving learning

completeness $\geq 80\%$ of students who obtained a score. \geq KKM, then continue with the next cycle. The results of this reflection are used as a basis for improving and perfecting the planning and implementation of actions in the next cycle

FINDING AND DISCUSSION

Finding

In the findings of this study, the author presented the results of the research that had been conducted. In this chapter, the author shows the results of data analysis obtained from the investigation.

Cycle I

Planning

At this stage what will be done is to prepare all research equipment in the form of observation sheets, written test question instruments, lesson plans with the application of the Cooperative Learning Model Index Card Matchgood for each cycle as needed. In the action implementation stage, learning activities are carried out in accordance with the learning implementation plan that has been created. The learning stages that have been implemented are:

Initial activity

- 1) Prepare students psychologically and physically to participate in the learning process;
- 2) Ask questions that link previous knowledge with the material to be studied;
- 3) Explain the learning objectives or basic competencies to be achieved;
- 4) Convey material coverage and explanation of activity descriptions according to the syllabus.

Core activities

- 1) The teacher applies the cooperative learning model Index Card Matchby dividing students into 2 groups.
- 2) The teacher creates 13 questions and answers for each and writes them on cards.

- 3) The teacher explains the learning model that will be used in the learning process.
- 4) The teacher randomizes the questions and answers that have been prepared
- 5) The teacher asks students to take one question/answer card at random.
- 6) The teacher asks students to find their partners. If someone has found a partner, the teacher asks them to sit close together. The teacher explained that they should not share the material they received with other friends.
- 7) After all students have found a partner and are sitting close together, ask each pair in turn to read the questions they have obtained aloud to their other friends. Next, the questions are answered by their partner.

End activities

- 1) Together with students and/or independently, make a summary/conclusion of the lesson
- 2) Carry out assessments and/or reflections on activities that have been carried out consistently and programmed
- 3) Provide feedback on the learning process and results
4. Plan follow-up activities/give assignments, both individual and group assignments according to student learning outcomes; and
- 5) Delivering the lesson plan at the next meeting.

To be able to adjust the learning implementation plan in delivering the material, including learning using the Index Card Match Cooperative Learning Model for procedure text material, 2 meetings were held to deliver the material and 1 meeting for evaluation. The first cycle learning process was carried out on September 9 2021 and September 16st 2021, while the first cycle evaluation was carried out on September 23st 2021.

Observation and Evaluation

Observation results were obtained from observations made by observers at each learning meeting by filling in student activity observation sheets to record the course of the learning

process. From the results of the analysis it was found that student learning activities in cycle I meeting 1 obtained an average of 2.66 by category quite active and meeting 2 obtained an average of 3, 2 category quite active. Thus, the average student activity in cycle I was 2.93 in the quite active category.

Data regarding the evaluation of student learning outcomes in cycle I based on the evaluation results after analysis were obtained, it can be seen that the classical learning completeness achieved was 74.07% with an average score of 68.14. This result has not yet achieved classical learning completeness so learning continues to the next cycle.

Reflection

Based on the analysis of observation results in cycle I, the number of students who completed classically was 74.07%, meaning it was still below the specified classical completion standard. Therefore the researcher continued to the next cycle. In cycle I there are deficiencies/weaknesses that need to be considered and corrected in cycle II activities including:

- 1) Students are not yet very active in the learning process
- 2) Teachers provide more opportunities for students to be active in learning by involving them more optimally
- 3) The teacher carries out the learning process using the Index Card Match Cooperative Learning Model more optimally according to the syntax that has been prepared so that the learning process is of higher quality.

Cycle II

The learning process in cycle II begins with providing feedback from the evaluation results provided. Activities in the cycle are based on recommendations made from the results of cycle I.

Planning

At this stage what will be done is to prepare all research equipment in the form of observation sheets, written test question instruments, lesson plans with the Index Card Match Cooperative Learning Model for each cycle as needed. The learning stages that have been implemented are:

Initial activity

1. Prepare students psychologically and physically to participate in the learning process;
2. Ask questions that link previous knowledge with the material to be studied;
3. Explain the learning objectives or basic competencies to be achieved;
4. Convey material coverage and explanation of activity descriptions according to the syllabus.

Core activities

- 1) The teacher applies the cooperative learning model Index Card Match by dividing students into 2 groups.
- 2) The teacher creates 13 questions and answers for each and writes them on cards.
- 3) The teacher explains the learning model that will be used in the learning process.
- 4) The teacher randomizes the questions and answers that have been prepared
- 5) The teacher asks students to take one question/answer card at random.
- 6) The teacher asks students to find their partners. If someone has found a partner, the teacher asks them to sit close together. The teacher explained that they should not share the material they received with other friends.
- 7) After all students have found a partner and are sitting close together, ask each pair in turn to read the questions they have obtained aloud to their other friends. Next, the questions are answered by their partner.

End activities

- 1) Together with students and/or independently, make a summary/conclusion of the lesson

- 2) Carry out assessments and/or reflections on activities that have been carried out consistently and programmed
- 3) Provide feedback on the learning process and results
4. Plan follow-up activities/give assignments, both individual and group assignments according to student learning outcomes; and
- 5) Submit the learning plan at the next meeting.

Implementation of Actions

In the action implementation stage, learning activities are carried out in accordance with the learning implementation plan that has been made. To be able to adjust the learning implementation plan in delivering the material, including learning using the Index Card Match Cooperative Learning Model for procedure text material, 2 meetings were held to deliver the material and 1 meeting for evaluation. The second cycle learning process was carried out on October 7st 2021 and October 14st 2021, while the second cycle evaluation was carried out on October 21st 2021.

Observation and Evaluation

Observation results were obtained from observations made by observers at each learning meeting by filling in student activity observation sheets to record the course of the learning process. Can be concluded that student learning activities in cycle II meeting 1 obtained an average of 3.73 by category Active and meeting 2 obtained an average of 4.15 category Active. Thus, the average student activity in cycle II was 3.94 in the active category.

From the evaluation results, it was found that the classical learning mastery achieved was 85.18% with an average score of 73.70. This result has achieved classical learning completeness so that learning is not continued to the next cycle.

Reflection

Based on the analysis of observation results in cycle II, the number of students who

completed classically was 85.18%, meaning they Already met the specified classical completion standards. Therefore the researcher stopped the research to the next cycle according to plan.

Discussion

This classroom action research was carried out as an effort to improve learning outcomes for Class VII odd semester students by carrying out learning using Index Card Match Cooperative Learning Model for procedure text material at SMP Negeri 3 Labuhan Haji Learning Year 2021/2022. Based on The results of data analysis in each cycle show that the results from cycle I to cycle II have increased. In the implementation of learning and the results of data analysis in cycle I, an average value was obtained for student activities of 3.2 and for student activities in cycle II an average class value was 4.15. In the implementation of learning and the results of cycle I data analysis,

After seeing the evaluation results from cycles I and II, the scores they obtained had reached the level of learning completeness. And exceeds the level of classical learning completeness.

CONCLUSION

Based on the results of the analysis and discussion as described above, it can be concluded that the application of learning with Index Card Match Cooperative Learning Model can increase the activeness of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year in the learning process. This can be seen from the average student activity in cycle I of 2.93 to 3.94 in cycle II. Based on the results of the analysis and discussion as described above, it can be concluded that the application of learning with Index Card Match Cooperative Learning Model can improve the learning outcomes of Class VII students at SMP Negeri 3 Labuhan Haji for the 2021/2022 academic year. This can

be seen from the average score obtained by students in cycle I of 68.14 and the average score of students in cycle II of 73.70, which means there is an increase in the learning mastery obtained by students in cycle I of 74.07% to 85.18% in cycle II.

From the results study obtained several useful suggestions to further improve student learning outcomes, namely for English teachers to always be open to innovation regarding learning models from research results. Teachers are not fixated on one learning model, because each learning model has its advantages and disadvantages. Students are expected to always study and make the best use of their time in achieving their desired learning goals or achievements. For researchers, there is a need for further research on the same problem because the characteristics revealed in this research are limited, so that what becomes a recommendation can later be used as a guideline that can be accounted for by all parties involved in the teaching and learning process.

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