The Effect of Index Card Match Strategy toward Grammar Mastery

by Perpustakaan UM Surabaya

The Effect of Index Card Match Strategy toward Grammar Mastery

Iin Widya Lestari, Ainu Zuhriyah, Kurniaka Insyanatun Khassanah

University of Nahdlatul Ulama Sunan Giri

widyzahra89@gmail.com

ABSTRACT

The research aimed to know is any differences of students' condition before and after giving a treatment and to know effect of Index Card Match in grammar mastery. This research is experimental research. The population was all eighth grade students in academic year 2018/2019. It consists of 3 classes, VIII A, VIII B, and VIII C. Using purposive sampling technique, VIII A (experimental class) and VIII B (control class) was chosen as the sample with total number of students were 25 students in every class. The treatment was conducted in experimental class in 4 times. The instrument consist 20 multiple choice item and 10 completion item questions about grammar test. The data that was collected from preliminary test and post test were processed using SPSS 18. The result of this research showed that the results of preliminary test and post test. It shows that students' score increase. Students' score at preliminary test was classified poor. While at post test, students mostly classified at very good classification. This result leads to the conclusion that students who were taught by using Index Card Match Strategy achieved higher scores than those who were not.

Keywords: Index Card Match, Grammar, Active Learning

INTRODUCTION

In English language teaching, mastering the components language such as English grammar, collocation and vocabulary as important as mastering the four language skills; listening, speaking, reading, and writing. It supports with what linguist David Wilkins says in Thornbuy (2002:13), that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Students" ability to master grammatical feature and vocabulary contributes much to their efforts in mastering four language skills. In other words, how many vocabularies that you have and how much concept of grammar that you understand, they impact to your comprehending in oral and written English text.

Moreover, based on curriculum, Junior High school students are expected to apply grammatical features in oral and written English text appropriate with context. In reality, teaching English for junior high school students were not easy. There were many problems which occured during the process. Based on preliminary observation at MTs Roudloh Semambung Kanor. The researcher found a crucial case related to English teaching learning process that should be fixed. Mostly students were not confident to involve themselves in teaching learning

_____

process. They tended to keep silent when their English teacher asked them to speak up both in asking questions and asking to give their opinion. Furthermore, it would be difficult for them to understand the English materials as it cannot comprehend thoroughly.

In addition, when the students were given a test related to grammar mastery, mostly the students answered the questions incorrectly since they did not know the concept of using grammar. It showed from their test results. The minimum standard score was not achieved. This condition also affected the students' ability in comprehending the meanings in texts that they were given. Based on this explanation, it was assumed that if this condition still happens, it was predicted that the students" ability to cope the final examination test will be low and unsatisfactory as well.

In ordered to get main cause of those facts, the researcher observed the English teacher when taught in his class and some students were interviewed related with their problem in English class. The results could be explained as follows. First, the students were afraid of making grammatical mistakes when they spoke up. Second, in grammar and writing tests, they were also confuse to choose and write the correct answer, they said the questions were so difficult because they did not understand what was explained before. Then, the teacher who taught that class seldom used variety of technique, method, or strategy for teaching but often uses conventional teaching like drilling and memorizing, even explain the materials orally. And the condition of the class was crowded, because the students did not pay attention to their teacher. It is difficult to create an interesting and active learning process. In short, grammar was still as difficult part in learning English, and needed a suitable technique, method, or strategy for teaching grammar in easy, active, and fun way.

In this case, the researcher chose the specific topic appropriate with the school curriculum in MTs Roudloh Semambung Kanor. Simple present tense, modals, and degree of comparison were chosen as main topics. As basic English knowledge, they were still difficult in using. Some students still confuse with their function in the written or spoken texts. In this research was not only discussing about their structures, but also discussing about their function, and how implementing them in spoken or written test.

Referring to the condition above, in order to solve students" problem in grammatical point, Index Card Match (ICM) was chosen as the appropriate solution. Index Card Match is teaching strategy with active, fun, cooperative, and game concept. Zaini (2014) argues that ICM is a teaching strategy that supports a fun activity in classroom so the students might not get bored. The students will be interested in learning materials that given by teacher. They try hard to understand the contents of the cards and try to match it.

According to Wiley in Eko (2011:3) Index Card Match is an active and enjoyable way to review course materials. Students are in active learning. They have to match the cards which given by teacher. There are some sentence written down on the cards, and match them based on teacher" instruction. After matching them, the students are expected to be able to understand grammar easier.

Previous research has proven about the effect of ICM in mastering grammar. In 2012, Anggi Pramudita conducted a classroom action research with the students" SMK N 1 Purwokerto about how teach grammar using ICM and she proved that this strategy can result in significantly improved results.

Based on the explanation above, the researcher was curious about applying Index Card Match for teaching grammar. The researcher wanted to know how effectiveness Index Card Match Strategy to master grammar when applied to the eighth grade students of MTs Roudloh Semambung Kanor. The researcher also expected to be able to contribute to English teaching learning. Index Card Match would be expected helping teachers and students in teaching and learning English grammar and other parts of English in interesting and active learning.

METHOD

This research was a quasi-experimental research. In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables (Gay, 2012: 249). In this case, experimental group (EG) was taught using Index Card Match (ICM) and the other as control group (CG) was taught with conventional way. The Index Card Match was the independent variable while improving student's grammar was the dependent variable. Indeed, the ICM as the independent variable manipulated to see the change or possible improvement in the students' grammar mastery as the dependent variable.

According to Gay (2012: 144) population is the group to which a researcher would like the results of a study to be generalizable. The researcher used the eighth year students of MTs Roudloh Semambung Kanor in the academic year of 2018/2019 as the population with total number 76 students. The choice of the population is based on the fact the students had studied the use of simple present tense, modals, and degree of comparison. After determining the population, the researcher selects the sample.

Gay (2012: 129) argues a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. In order to get sample, the researcher chose purposive sampling because this sampling technique considered suitable to represent the population based on researcher"s knowledge. According to Gay (2012: 141) purposive sampling is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selected the sample using her experience

and knowledge of the group to be sampled. The researcher deliberately identifies criteria for selecting the sample. The criteria of the research are the samples have had the basic knowledge of the use simple present tense, modals, and degree of comparison. Therefore, the researcher chose 8A and 8B class as sample with total number 25 students in every class.

According to Natria (2007: 33) the term of „instrument" means equipment for collecting the data. Based on this statement, instrument plays an important role in conducting a research that is for gathering data accurately. The instrument was used in this research was test. The test consisted of pre-test and post test. The instrument for this research used 30 questions about grammar test. The researcher used it to measure the students" grammar mastery in ordered to obtain the empirical data. Therefore, the researcher prepared 50 pieces of paper consisting 20 multiple choice item and 10 completion item questions about grammar test in every test.

In statistics, normality test purpose to test whether data that used in research has normal distribution or not. As for the basis of decision making in the normality test are:
1. If the significance value (sig.) is < 0.05, the data of research has abnormal distribution.
2. If the significance value (sig.) is > 0.05, the data of research has normal distribution.
3.

Homogeneity test is used to determine whether or not variants of some populations are same. This test is usually does as a prerequisite in the analysis of the independent sample in t-test. Homogeneity test is used as a reference material to determine statistical test decisions. As for the basis of decision making in the homogeneity test are:
1. If the significance value is < 0.05, it is said that the variance of two or more population data groups are not same.
2. If the significance value is > 0.05, it is said that the variants of two or more data population groups are same.

According to Brown (2004: 22) there are three methods of testing the validity of a test, they are; content validity, criterion-related validity and construct-related validity. The objectives of the study here is that the students must be able to understand the concept of grammar used in passage or sentence. During the research, the students were assigned to do various grammar exercises related to simple present tense, modals, and degree of comparison. They also were tested to use same kinds of grammar test in the post-test. This means that the test would be considered valid based on the content. This test was determined with the product moment correlation techniques, which was calculated using SPSS 18. To know the level of significance was used table r with criteria:

_____

1. If r arithmetic > r table then significant
2. If r arithmetic < r table then not significant.

Beside the validity, reliability is one of the criteria that make a test qualified. Brown (2004:23) has explained that a reliable test is consistent and dependable. If you give some test to the same students or to matched students on two different occasions, the test should produce similar results. Reliability test of the research would be done same as validity test using SPSS 18.

Before the experiment was carried out, the students in both the control group (CG) and the experimental group (EG). The pre-test was given at the end of the last meeting in ordered to see whether or not the EG students" grammar was improved after using Index Card Match strategy. The questions in the post-test would be in the same form and same number as in the pre-test. There were 30 questions about simple present tense, modals, and degree of comparison.

After the pre-test, the treatment was started with the EG. They were taught grammar through the Index Card Match Strategy while the CG was taught using the technique that commonly used. the treatments were given to Experimental Group (EG). They were taught using Index Card Match Strategy (ICM). In these meetings, the learning processes were done appropriate with the lesson plans that were made before. Commonly, the learning process was started with observing sentence or dialogue before the students guessed it. Then, the teacher gave a direct explanation about the topic. Index Card Match (ICM) Strategy was applied to reviewing materials. This strategy was applied in every meeting according to the topic. The teaching procedure was as follow:

1. In the first meeting, the researcher asked the prior knowledge about simple present tense. The researcher put a sentence in the whiteboard. The students asked to analysis and found out the pattern of the sentence, and guessing what the form was. Then, the researcher gave explanation about simple present tense. At last, the researcher applied ICM to review the materials and then gave a conclusion with the students about the materials.
2. In the second, the students studied in pair with their chair mate. The researcher gave some modal sentences about request, ability, inviting, order and permission. Then, the researcher asked the students to read and analyze which the form of modals were based on their prior knowledge. Then, the researcher gave explanation about modals; its form and function. At last, the researcher applied ICM to review the materials and then the students gave a conclusion about the materials.
3. In the third, the students studied in pair with their chair mate. The researcher gave some modal sentences about persuade, prohibition and advice. Then asked the students to read and analyze which the form of modals were based on their prior knowledge. Then, the researcher gave explanation about modals; its form

and function. At last, the researcher applied ICM to review the materials and then the students gave a conclusion about the materials.

4. In the fourth, the researcher divided the students into 5 groups. Every group was given 15 words about degree of comparison. And they were asked to collect the words appropriate to their kinds (positive, comparative, and superlative degree of comparison) and analyzed them. The researcher would be as facilitator. The researcher observed discussion and helped the students" necessary. After they finished the discussion, every group reported their discussion in front of the class. And others groups might give questions and comments. At last, the researcher applied ICM to review the materials and then gave a conclusion with the students about the materials.

To see if the application of Index Card Match (ICM) Strategy made a significant different in the results of students" achievement, the post tests were given to Experimental Group (EG) and Control Group (CG) at last meeting. After the researcher collected data, in order to solve the research questions, the data were organized and analyzed. Since this research intends to analyze the test results were done by the eighth grade of MTS Roudloh Semambung Kanor, the researcher used statistical analysis.

The data analysis was conducted by organizing the collected data systematically. The data was classified based on the research questions. The data from the pre-tests and the post-tests were analyzed using SPSS 18.0 for windows. This was done to help the researcher for the purpose of interpretation. Even though the data was analyzed through SPSS 18.0 for windows, some statistical procedures were done to test the homogeneity, normality, validity, and the reliability of the results. Hence, the data inserted into the SPSS followed some steps in accordance with the research processes for an experimental study.

To see there are a significant difference between the means of Experimental Group (EG) and Control Group (EC), the independent T-test was used. T-test was used to check the difference in the means for small samples that are under 30. Using SPSS 18 showed the t count and degree of freedom (df). These values were used as the basic of reference in finding the value of t table of statistical table. T count must be compared with t- table to determine if it is significant.

RESULTS AND DISCUSSION

Experimental Group and Control Group were given a preliminary test at the first meeting before given treatments and post test at the end of meeting. Based on classification of assessment, the data from preliminary test and post are shown in the table as follow:

Table 1 Students" Score of Pre-test of Experiment Group and Control Group

Classification	Score	Pre-test

_____

		Experimental Group		Control Group	
		Frequency (F)	Precentage (%)	Frequency (F)	Precentage (%)
Very good	86 – 100	0	0	0	0
Good	71–85	0	0	0	0
Fair	56–70	0	0	0	0
Poor	≤ 55	25	100	25	100
Total		25	100	25	100

Meanwhile, the students" score of post test of experimental group and control group were presented in following table:

Table 2 Students" Score of post test of Experiment Group and Control Group

Classification	Score	Post test			
		Experimental Group		Control Group	
		Frequency (F)	Precentage (%)	Frequency (F)	Precentage (%)
Very good	86 – 100	19	76	0	0
Good	71–85	3	12	14	56
Fair	56–70	2	8	11	44
Poor	≤ 55	1	4	0	0
Total		**25**	**100**	**25**	**100**

By comparing Table 1 and Table 2, the data showed if the post test" score was higher than pre-test" score. Both experimental group and control group, they had score improvement. Though experiment group had significant improvement than control group. It was shown 19 of 25 students were classified in very good and the others were classified good, fair, and poor. While in control group no one was classified in very good. Mostly they were classified in good and fair. From explanation above, it can be concluded that students" ability in grammar mastery improved.

The mean from the pre-test and post test are shown in the table and diagram that follow:

Table 3 Means and Standard Deviation of Pre-test and Post Test of Experiment Group and Control Group

Type of Test	Experimental Group	Control Group
Pre-test	19.16	19.92
Post Test	86.76	69.44

The different between the two groups can also be seen in the following Figure 1.

100	86,76	
		69,44

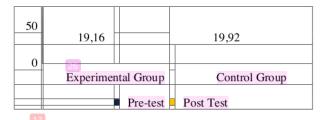|		
50	19,16	19,92
0	Experimental Group	Control Group
	■ Pre-test ■ Post Test	

Figure 1 Means of Pre-test and Post Test of the Experimental Group and Control Group

Figure 1 shows the mean of the pre-test and post test of both Experimental Group and Control Group. From chart above, it can be seen that for Experimental Group, the mean score of pre-test was 19.16 and for control group, the mean of the pre-test was 19.92. The experimental group gained mean score fewer than control group. The cart above also presents the mean of the post test both experimental group and control group. It reveals that for experimental group, the mean score of the post test was 86.76 while the mean score of the post test of the control group was 69.44. Based on explanation above, it can be obtained that the mean of post test of experimental group was higher than control group" mean.

In this research, hypothesis testing used T-test to see there were a significant difference between the means of experimental group and control group. The t-result compared with t-table to determine if it significant. The researcher used independent T-test to compare experimental group and control group as difference subjects. The table bellow presents independent sample test:

Table 4 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Equal variances assumed	.234	.631	5.701	48	.000	17.32000	3.03829	11.2111	23.42889
Equal variances not assumed			5.701	42.294	.000	17.32000	3.03829	11.1897	23.45025

Based on the result, it was found that index card match strategy was effective for teaching grammar. It can be seen by the result of t count was 5.701 while t-table

_____

was 2.01063 with df 48. Then, the calculation of t-test was higher than t-table (5.701 > 2.01063). The conclusion of this research, index card match is effective to teach grammar especially in simple present tense, modals, and degree of comparison.

CONCLUSION

CONCLUSION

The conclusions basically cover the answers to the questions raised in the problem of the study. Based on the findings and discussion presented above, some conclusions are drawn in relation to teaching grammar by using the Index Card Match Strategy. They are:

1. There were differences of students" condition after applying Index Card Match.
2. There was a significant difference in grammar mastery between the students who taught using Index Card Match Strategy and those who were taught through technique that commonly used by teacher.

The first is defined based on the results of preliminary test and post test. It shows that students" score increase. Students" score at preliminary test was classified poor. While at post test, students mostly classified at very good classification. In addition, Index Card Match does not only give effect in academic achievement but also in students" learning motivation. Studentsinterest with the learning materials during teaching and learning process. Fun learning concept of Index Card Match makes students enjoying the learning process and easier to understand its learning material about grammar.

The second conclusion is drawn based on examining the t scores of both Experimental Group (EG) and Control Group (CG), which indicated that after the treatment there was a significant difference in grammar mastery between EG and CG. It is proved by comparing the mean scores of Experimental Group (EG) and Control Group (CG). This result leads to the conclusion that students who were taught by using Index Card Match Strategy achieved higher scores than those who were not. Based on the criteria statistically stated in hypothesis in which the alternative hypothesis (H1) would be accepted if there was a significant difference in students" grammar mastery between the students who taught using Index Card Match Strategy and those who were taught through technique that commonly used by teacher. As mentioned, there was a significant difference in grammar mastery between the students who taught using Index Card Match Strategy and those who were taught through technique that commonly used by teacher. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

SUGGESTION

Based on these conclusions above, some suggestions are made for teaching grammar using Index Card Match Strategy as contributions for teachers, students and for further studies.

First, Index Card Match Strategy should be considered as an alternative learning strategy to be used by English teachers in teaching grammar in the classroom since it may be effective to increase the students" grammar mastery. It does not mean that Index Card Match Strategy only be used in teaching these materials but it may also be used in teaching others materials. Second, English teachers applying this technique should be follow the steps suggested in Index Card Match Strategy in teaching grammar to increase the students" participations and maximum score, possibly Index Card Match Strategy needs to be used many times not just a couple times in this study to really make a significant improvement in students" grammar mastery.

For the students, they have to involve in teaching and learning process. The students" involvement gives positive effects for their teachers and themselves. When the students were active in learning process, they will be comprehending materials easier. So, the teacher can teach appropriate with lesson plan.

For further studies, Index Card Match Strategy can be considered for teaching grammar, it is recommended that more research be done after referring to the findings from this research. Although, this research may have some weakness, the researcher really hopes that results of this

REFERENCES

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practice.* New Jersey: Prentice Hill

Gay, L. R. 2012. *Educational Research: Competencies for Analysis and Application.* New Jersey: Pearson Education, Inc

Natria, Ima. 2007. *Students' Errors in Using Simple Present Tense in Writing Descriptive Texts (The Case of the Eight Year Students of SMP N 2 Brebes in the Academic Year of 2006/2007.* A Thesis. Semarang State University, Semarang

Supriyanti, Eko. 2011. *Improving the Students' Writing Skill Using Index Card Match (A Classroom Action Research at the Second Grade Students of SMP N 1 Penawangan, Grobogan in the Academic Year of 2010/2011).* A Thesis. Sebelas Maret University, Surakarta

Thornbury, Scott. 2002. *How to Teach Vocabulary.* England: Pearson Education Limited

Zaini, Hisyam, *at. al.* 2008. *Strategi Pembelajaran Aktif.* Yogyakarta: Pustaka Insan Madani

The Effect of Index Card Match Strategy toward Grammar Mastery

7 Ton Duc Thang University
Publication
1%

8 Feri Jayanti, Aunurrahman Aunurrahman, Dian Shinta Sari. "THE EFFECTIVENESS OF INDEX CARD MATCH STRATEGY TO TEACH STUDENTS' READING COMPREHENSION (A Pre- Experimental Research to the Eighth Grade Students of SMP Negeri 3 Sanggau in the Academic Year of 2018/2019)", Journal of English Language Teaching and Education (JELTE), 2020
Publication
1%

9 Submitted to Austin Peay State Uniersity
Student Paper
1%

10 Submitted to State Islamic University of Alauddin Makassar
Student Paper
1%

11 Submitted to Grand Canyon University
Student Paper
1%

12 Submitted to University of Southern California
Student Paper
1%

13 Submitted to Moneague College
Student Paper
1%

14 Megati Hia. "EFFECT OF USING YOUTUBE ON STUDENTS' MOTIVATION IN LEARNING
<1%

ENGLISH VOCABULARY", Dialectical Literature and Educational Journal, 2021
Publication

15   Wilda Amini, Kartika Manalu, Khairuddin Khairuddin. "Perbandingan Hasil Belajar Siswa Menggunakan Model Pembelajaran Index Card Match dan Talking Stick Pada Pembelajaran Biologi di Kelas X SMA", Journal of Biology Learning, 2021
Publication

<1 %

16   Joshua Marthin Simbolon. "THE EFFECT OF PICTURE AND PICTURE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT", Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 2021
Publication

<1 %

17   Submitted to University of Wollongong
Student Paper

<1 %

18   S Huda, Hartono, Masturi. "The development of authentic scientific inquiry assessment to measure the laboratory skills", Journal of Physics: Conference Series, 2020
Publication

<1 %

19   Kiki Juniarti, Dedi Sofyan, Kasmaini .. "THE EFFECT OF USING GRAPHIC ORGANIZER TO STUDENTS' WRITING ABILITY", Journal of English Education and Teaching, 2017

<1 %

Publication

20 Submitted to La Trobe University
Student Paper
<1%

21 Dedi Iskamto. "Role of Products Element In Determining Decisions of Purchase", Inovbiz: Jurnal Inovasi Bisnis, 2020
Publication
<1%

22 Submitted to Sultan Agung Islamic University
Student Paper
<1%

23 Submitted to University of Reading
Student Paper
<1%

24 Dayana P. Benites-Pesantes, Segundo E. Cieza-Mostacero. "Mobile Application to Improve Music Theory Learning", Research Square Platform LLC, 2024
Publication
<1%

25 Rahma Sakina, Riyadh Ahsanul Arifin, Rispa Mustika, Dini Utami Mulyaningsih. "Role of Video-Recorded Speaking Task in Improving Students' Speaking Skill", JEPAL (Journal of English Pedagogy and Applied Linguistics), 2024
Publication
<1%

26 C. Aarnoutse, S. Brand-Gruwel, R. Oduber. "Improving Reading Comprehension Strategies through Listening", Educational Studies, 2006
<1%

Publication

27 Z Nuraeni, A Rosyid. "Implementation of Index Card Match Learning Model with Problem Posing Approach Assisted by MATLAB Software to Improve Students' Problem Solving Ability", Journal of Physics: Conference Series, 2019
Publication

<1%

28 Meida Kristine Lubis. "The Use of Word Clap Game to Improve Students' Vocabulary Mastery", Journal of Innovative and Creativity (Joecy), 2022
Publication

<1%

29 Moh. Ainun Fitroni, Ulfatul Ma'rifah. "Improving Procedure Text Writing Skills Through The Integration Of Picture Series Within Flipped Classroom Approach", DIDAKTIKA : Jurnal Pemikiran Pendidikan, 2024
Publication

<1%

30 Sari Meutia AR, Zuanita Adriyani. "The Influence of the Auditory Intellectual Repetition (AIR) Learning Model on Science Learning Outcomes in Islamic Elementary School", Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme, 2023
Publication

<1%

31 Tri Astuti Arigiyati, Rosy Khairunnisa Lilhawa, Irham Taufiq. "The differences of e-learning web course based on mathematics learning achievement at grade XI", Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah di Bidang Pendidikan Matematika, 2023
Publication

<1 %

32 Fadilah, Zuhra. "THE IMPLEMENTATION OF GUIDED QUESTIONS TECHNIQUE IN IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT", Datokarama English Education Journal, 2022
Publication

<1 %

33 Umar Umar, Irmayanti Irmayanti. "Improving Students' Vocabulary Mastery by Using Authentic Materials through Communicative Approach", Ethical Lingua: Journal of Language Teaching and Literature, 2017
Publication

<1 %

34 Ade Arip Ardiansyah, Nanang Kosim, Dini Oktaviani. "USE OF MEDIA INDEX CARD MATCH IN ARABIC LANGUAGE LEARNING TO IMPROVE STUDENT LEARNING OUTCOMES", AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION, 2023
Publication

<1 %

35 Fenny Thresia. "IMPROVING STUDENTS' WRITING ABILITY THROUGH CUE CARDS TECHNIQUE", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2017
Publication

<1 %

36 Nining Puji Lestari, Nur'im Septi Lestari. "Reading Card and Index Card Match as a Learning Media in Mathematics Subject Materials of Fractions", JURNAL PENDIDIKAN MIPA, 2023
Publication

<1 %

37 Dida Yudi Satria. "TEACHING DESCRIPTIVE TEXT READING THROUGH INDEX CARD MATCH (ICM) FOR THE SEVENTH GRADE STUDENTS SMP NEGERI 2 BARAT", English Teaching Journal : A Journal of English Literature, Language and Education, 2019
Publication

<1 %

Exclude quotes   On
Exclude bibliography   On

Exclude matches   Off