IMPLEMENTATION OF THE INDEX CARD MATCH (ICM) STRATEGY TO IMPROVE ACTIVITIES AND STUDENTS' ACHIEVEMENT OF BUSINESS ADMINISTRATION IN ECONOMICS FACULTYAT STATE UNIVERSITY OF MEDAN

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Abstract- The aim of this study is to find out the improving of students' activities and achievement on Bussiness English subject through the apllication of active strategies named Index Cards Match (ICM) strategy at Academic Year 2016-2017. Type of research is classroom action research (CAR) which is composed of two cycles, for the subjects are Non-Regular class totaling 27 students and the object is the use of ICM strategy to improve students' activities and achievement in learning Bussiness English. The instrument used is test in essay form and direct observation sheet to see improving subjects. The results showed that the achievement of students in the first cycle or before the application of ICM strategy on Business English subject shows the percentage of completeness reached 37%, after implementing the strategy ICM shows the improvement reached 77%. Learning activities of students during the learning process in the first cycle before the application of ICM strategy on Business English subject shows the percentage reached 40% in cycle 2 after applying ICM strategy on Business English subjects showed improving completeness 100%.

*Keywords***:** index card match (ICM) strategy, activities, students' achievment

1. INTRODUCTION

Business Administration in Economics Faculty, specifically create graduates who are competent in the field of marketing or management, see the needs and competitiveness for graduate students. Business Administration should provide with Business English course so that they can compete in the world of work and have specific competence in the field of language and businesses.

Index Card Match Strategy (ICM) as an alternative strategy that may give better understanding about the characteristics of students. Characteristic here means s that students enjoy learning while playing, in terms of learning process, lecturers should be able to make students feel interested and excited to material presented so that later learning objectives can be achieved. The issues raised in this study is whether the implementation of active learning strategies of ICM can improve achievement and students' learning activities on Business English courses for Non-Regular classes at the Faculty of Economy at Business Administration in 2016-2017.

2. METHODS

[1] described the term of students achievement is students behavior changing. Behaviors as student achievement consists of cognitive, affective and psychomotoric.Such attitudes in schooll learning [3]: (1) Respect for the individuality of others; (2) Acceptance of responsibility for one's own actions; (3) Positive liking for a given subject matter; (4) Positive attitude toward classmates; and (5) Positive attitude toward the teacher.

Accourding [10], with the type of ICM learning procedure is as follows: (1) Lecturers prepare some cards that contain some concept or topic that is suiTable for the review session, otherwise the card section of questions and others answer cards. (2) In a separate index cards, write down questions about the material being studied. Draw a card question by an amount equal to half the number of students/ groups of students. (3) In a separate card, write answers to each question. (4) Combine the two sets of cards and distribute to each group about the card and reply card. (5) Explain that ther is a matching exercise. Each student think of an answer/ question of cards in her hand. And (6) Instruct students/ each group to find a partner card. Once established couples, instruct students to a seat. (Tell them not to reveal to another couple what is on their card).

2.1 Learning activities

Diedrich [9] concluded that there are a variety of student activities that include physical activity and the activity of the soul, among others, can be classified as follows: (1) Oral activities, namely states, formulate, ask questions, give advice, opinions, conduct interviews, discussion, interruptions. (2) Listening activities, for example dictations, conversations, discussion, music, speech. (3) Writing activities, namely writing stories, essays, reports, questionnaires, copying. (4) Motor activities, which include, among others: conducting experiments, making the construction, repair models, playing. And (5) Emotional activities, such as: interested, bored, happy, excited, passionate, courageous, calm, nervous.

2.2 Data Collection Methods

Methods of data collection to see the results of student learning English language learning business through the test results, while the method of data collection to see the activities of student learning through observation sheets

3. RESULTS AND DISCUSSION

3.1 First Cycle

Planning

At this stage of the implementation of the action plan the class as follows: (1) Discussing learning steps. (2) Develop a strategic plan study. (3) Develop instruments used in the first cycle of CAR. And (4) Preparing student worksheets, group discussion.

Implementation (Action)

The first cycle of meetings held as much as 2 meetings were arranged in the Lesson Plan I and II. At this stage in the first meeting of lecturers will first explain the material in such a scenario that written in the Lesson Plan I after that lecturers give a test to determine the level of their understanding of the material, with the method of demonstration material and discussion.

At the next meeting in accordance with the Lesson Plan II, the lecturer explained briefly about the teaching process. Implementation goes according to the steps of learning, the students looked unhappy and silent, less according to plan. There is due to:
a. Some of the students are not familiar with the conditions of learning in college
b. Lack of cooperation as a small group.
c. Less lively atmosphere because students lacked the courage to speak

At the end of the meeting to the second lecturer categorize students into 5 study groups, demonstrating the material then give a test in the form of worksheets to determine the extent of their achievement and observation sheet to see the learning activities of students during the process

Observation And Evaluation (Observation And Evaluation)

Observation and Evaluation of Student Achievement

From the observation of achievement subjecs in the first cycle has an average score of 20.67. The results of the evaluation in the first cycle of achievement subjecs is low 37% who completed the highest score is 100 and only two groups who completed the group of 4 and group 5 and the lowest score of 60 is not completed in groups 1,2, and 3. total scores can be seen in Table 1.

Table 1. Observations of Student Achievement cycle 1

	Question 1	Question 2	Question 3	Question 4	Question 5	Explanation
KEL. 1	30	-	20	-	10	NC
KEL. 2	30	25	-	-	10	NC
KEL. 3	30	25	-	-	10	NC
KEL. 4	30	25	20	15	10	C
KEL. 5	30	25	20	15	10	C

Based on the Table above it can be concluded that the observed data test of students achievement worksheets for Business English courses in the first cycle can be seen that the average student can answer correctly the question about the number 1,2 and 5.

Observation and Evaluation of Students Activities

From the observation of the learning activities of students in the first cycle to reach an average score of 2.44 results of the evaluation in the first cycle of learning activity is still low students who complete 40% with the number of groups of students who completed as many as two groups of students: group 2 and 5 with the criteria active: group 5 and group 2 with sufficient criteria, namely the rest of the group 1, 3.4 is not finished with the criteria of inactivity, thoroughness score can be seen in the Table 2.

Table 2. Observation of Student Activities Cycle I

	Oral activities	Listening activities	Writing Activities	Motor Activities	Emotional Activities	Explanation
KEL.1	2	2	3	2	2	NC
KEL.2	3	3	3	2	2	C
KEL.3	2	2	2	2	2	NC
KEL.4	2	2	3	2	2	NC
KEL.5	3	3	4	3	3	C

Based on the Table above it can be concluded that the observed students activity which is often done by students activities criterion is writing activities while the criteria is enough motor activities and emotional activities.

Reflection

Based on observations during the learning process can be seen the results of their study 50% have not completed because only two groups who completed ie group 4, 5 the highest score of 100 and the lowest score is 60 not complete.

Student learning activities of observation and evaluation seen that the students silent, less happy and excited that 3 groups consisting of groups 1,3 and 4, the criteria are not active, and active groups of five criteria and group 2 with sufficient criteria. To fix has been achieved in the first cycle, the second cycle was held with the planning as follows: (1) Provide motivation to students to be more active in learning, (2) Provide recognition or appreciation that the students more courage so as to better understand the material, and (3) Make agreements or rules in the study with the application of ICM strategy in order to change the learning situation.

3.2 Cycle II

Planning

Planning in cycle II is to discuss the implementation of improvements in cycle I. learning facilities and faculty prepare the necessary support in the classroom. ICM cards were prepared made different color. Lecturers also make the planning as discussed in the reflection cycle I.

Implementation (Action)

In this second cycle meetings were held twice with two Lesson Plan. At this third meeting of lecturers to explain the concept of the course material in accordance with the Lesson Plan III. At the fourth meeting the learning takes place with ICM method according Lesson Plan III.

Learning steps on the second cycle different from the cycle I. At this meeting further motivate students and faculty at the beginning of the meeting faculty and students are already making for orderly, students are grouped and then lecturer dealt the cards of questions and answers, they were given 15 minutes to find a mate in order to minimize the commotion in the classroom. The learning process in the second cycle is already better than the cycle I. Once students find answers to their spouse must remain conducive.

Observation and Evaluation

Observation and Evaluation of Student Achievement

Observation of students achievement in cycle II has an average score of 20.67. The results of the evaluation in the second cycle of achievement improve 77% completed the highest score is 100 consists of four groups who completed the group of 1,3,4,5 and 70 lowest scores are not completed in the second group.Completeness student learning outcomes have been reached 100%, completeness student results can be grouped in the following Table 3.

Table 3. Observation of Student Achievement Cycle II

	Question 1	Question 2	Question 3	Question 4	Question 5	Explanation
KEL.1	30	25	20	15	10	C
KEL.2	30	25	-	15	-	NC
KEL.3	30	25	20	15	10	C
KEL.4	30	25	20	15	10	C
KEL.5	30	25	20	15	10	C

Based on the Table above it can be concluded that the observed data test of students achievement worksheets for Business English courses in the second cycle can be seen that the average student can answer correctly.

Observation and Evaluation of Learning Activities

From the observation of the learning activities of students in the second cycle to reach an average score of 3.15. The results of the evaluation in the second cycle of learning activities has been improve to 100%, the number of student groups by 5 groups of students completed the group of active 1,2,5 criteria namely the 3.4 with sufficient criteria. Scores mastery learning activities of students in the following Table 4.

Table 4. Observation of Student Achievement Cycle II

	Oral activities	Listening activities	Writing Activities	Motor Activities	Emotional Activities
Kel 1	3	3	4	3	3
Kel.2	3	3	4	3	3
Kel.3	3	3	3	3	2
Kel.4	3	3	3	3	2
Kel.5	3	3	4	3	3

Based on the Table above it can be concluded that the observed students activity which is often done by the students more active to do writing activities while the criteria enough is emotional activities

Reflection

Based on observations during the learning process can be seen the results of her study had reached a score standards have been established which 75 groups of students who completed ie group 1,3,4, 5 the highest score of 100 and the lowest score is not complete group 2 with a score of 70.

Student learning activities of observation and evaluation seen that the students have completed the criteria of an active and enough, had dared to speak, happy and excited that groups 1,2 and 5, with the active criteria, and groups 3 and 4 with sufficient criteria.

With improve students achievement and activities using active learning strategies type of ICM in this second cycle, this research quite up in the second cycle because the results have been quite good. Based on the results of research can be concluded that the application of ICM can improve students achievement and student learning activities

This research was conducted the Faculty of Economics Unimed, by applying active learning strategies match the type of index cards (ICM) in order to improve the activities and student achievement on Business English Academic Year 2016-2017 Type of this research is the Classroom Action Research (CAR). In this study demonstrates the lecturer before the material to be tested in the first cycle, then applying a discussion to determine the extent of students' understanding of the material Business English, lecturer giving the test in the first cycle to determine changes in learning achievement. Because the test results are still under provisions specified score of 75 and a student activities remains low then executed the second cycle.

1. The results of the study on the first cycle applied demontrasion strategy with an average score of 20.67 with the percentage of students achievement who complete of 37%, while the percentage of students who complete the activity is 40%.
2. The results of the study on the second cycle applied ICM strategy with an average score of students who remain is 20.67 with the percentage of students who complete the student achievement of 77%. While the percentage of students who complete the activity is 100%.

Tabel 5. Observations of Students achievement

	Score of complete	Score of not complete
CYCLE I	37%	63%
CYCLE 2	77%	33%

Based on the Table above, it can be concluded that the observation data students achievement results were completed in the first cycle is 37% the results of thorough study group is a group of 4 and 5 improve in the second cycle to 77% and the group who completed the group of 1.2, 4 and 5, thus it can be concluded that the application of ICM strategy can improve student achievement in Business English

Tabel 6. Observations of Student Learning Activities

	Score of complete	Score of not complete
CYCLE 1	40%	60%
CYCLE 2	100%	0%

Based on Table above it can be concluded that the prior use of ICM strategy in the first cycle in the percentage of learning activities 40% the number of groups of students who pass the criteria of active namely the 5th and sufficient criteria: group 2, improve in the second cycle to 100% where the number of student groups who finished with active criteria namely 1, 2, 5 and sufficient criteria, namely 3 and 4, thus it can be concluded that the application of type ICM strategy can improve student learning activities in the course of business English

4. CONCLUSIONS

From the data analysis and discussion of the study it can be concluded that: (1) Student results in the first cycle or before the application of ICM strategies in Business English courses in Business Enviroment material has an average score of 20.67 shows the percentage of completeness is at 37% which is a group of 4 and 5 with the highest value score of 100, while the 1.2, 3 get score lowest score of 60-65 after applying ICM strategy with Meeting material in the second cycle has an average value of 20.67 shows the same improve reached 77% consists of a group of 1,3,4 and 5 with the highest scores get 100, while group 2 gets the lowest score is 70. (2) Learning activities of students during the learning process in the first cycle before the application of ICM strategy in Business English courses in Business Enviroment material has an average score of 2.44 indicates completeness percentage reached 40% with active criteria in a group of 5 and sufficient criteria: group 2. In cycle 2 after

applying ICM strategy on Business English course with Meeting material has an average score improve in the second cycle to 3.15 shows the completeness imporve reached 100% by the active criteria namely the 1,2,5 and sufficient criteria was obtained with the group 3 and 4.

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