

The Effect of Using Card Sort Toward Students' Vocabulary Mastery at Eight Grade of SMPN 7 Bukittinggi in the Academic Year 2017/2018

Khabib Muafi
Veni Roza
IAIN Bukittinggi
Khabibmuafi92@gmail.com

ABSTRACT

This research was done because most of student still encounter problems in mastering English especially vocabulary mastery. Most of the students were difficult to memorize the new word eventhough they have studied English before. Then, the atmosphere of the classroom was not conductive and the students tend to be sleepy and bored in the classroom. Based on these facts, the researcher need to seek the problems and the solution of these. One of them is using card sort in vocabulary mastery. It belong to applying by using card sort activity. The instrument used in this research was multiple choice. The activity must be validated to the experts by using multiple choice sheet. After analyzing the data, it was found that the students' vocabulary mastery by using card sort was better than the students who are not taught by using card sort activity. It means that by using card sort in teaching English gives significant effect toward students' vocabulary mastery.

Key words :Card Sort, Vocabulary, Effect, and Vocabulary Mastery.

INTRODUCTION

Vocabulary is one of the components that are taught in English learning. It considered as an important aspect for the learners of foreign language. The students who acquire a lot of vocabulary will be able to construct good communication. They will be able to interact with others through listening, speaking, reading, and writing. As Caroline stated that vocabulary is the collection of words that an individual knows (Caroline:2005). It means that vocabulary is the group of words which the students know and practice in everyday conversation.

In junior high school, vocabulary is a substantial subject in teaching English. The students need a rich of vocabulary to be successful in learning language. Through mastering vocabulary, the students are expected to be able to have competency in the language skills productively and receptively. Teaching vocabulary is also viewed as the basis of developing students' skills in reading, listening, speaking, and writing. In mastering those skill, students need enough vocabulary in order to make they understand what the teacher says. The students who have good

mastery of English vocabulary will certainly be able to speak, read, listen, and write in English. Through vocabulary students will be able to enrich their English knowledge. Moreover, considering the importance of vocabulary mastery in foreign language learning, vocabulary should be thought as an important aspect which will determine the success of the four language skills. Furthermore, the vocabulary that is taught by the teacher should be meaningful for students, in order to be well memorized by the students. Besides, the teacher is should be responsible in creating the supportive learning process, so learning vocabulary can be interesting for the students. In order to achieve that goal, teacher has to use variety of activity, especially the activity in teaching vocabulary. The activity in teaching vocabulary is a factor that can make learning vocabulary process become more effective in conveying the material subjects. According to Manual of Clasification of Learning Activity books, learning activity is defined as any activity of an individual organized with the intention to improve the knowledge skill or competence (Manual:2016). The teacher should be creative in using and varying the activity with the subject in order to make the students interested and happy in receiving the material.

One of the effective activity to teach vocabulary is using card sort. Card Sort is a sorting activity in which students group a set of cards with pictures or words on them according to a certain characteristic or category (Keely:2008). This card sort is useful students in learning vocabulary because card sort could support students understanding and retention of new words in order to master vocabulary. In addition, Joanne stated that card sort ensures that all students participate equally (Joanne:2016). The step by step instructions are easy to implement, and the benefits students derive from the card sort challenge are enermous, such as opportunities to work in and develop small learning communities where students offer and receive support from one another, a dramatic increase in student-to-student opportunities for listening, speaking, reading, and writing in small groups, and the availability of illustrations, teaching diagrams, and concise definitions that support student understanding and retention of new words (billingsley:2016). The researcher's reason of using card sort in teaching vocabulary is to categorize vocabularies to become easier because students are taught by using card sort need to associate the meaning, the spelling and pronunciation correctly. If the students know that the categorizy of words, they can memorize the words easily. Besides that, it can make the students be come more active because this activity gives priority to the movement of physical respond. So, the students can understand and be more interested to learn English vocabulary.

For the students in junior high school, using card sort is useful in teaching learning process because it makes the classroom more active and lively. So, the students can be highly motivated and have a lot of fun during the lesson. However, the teacher demands to be able to choose a suitable activity in teaching learning process. According to Fredericly, learning activity is represented as learning object where the structural component are reusable object representing the pedagogical instrument (Fredericly:2008). It means that the learning activity is an important for

teaching learning process. Because, the teacher needs an activity to apply the plan in order to achieve the teaching and learning process' goal.

Based on the observation and interview toward the teacher and some students of SMPN 7 Bukittinggi, the researcher found some problems in English class especially in vocabulary aspect. The first problem was most of the students still have limited vocabulary. On the observation at eight grades, when the teacher taught the vocabulary, some of the students were rarely active in learning vocabulary. It could be seen when the teacher asked to the students about vocabulary had been learnt, they could not answer and respond it.

It is supported by interviewed with the teacher about limited vocabulary of the students, when he used full English in the classroom and the students said, "*Pak jangan pakai bahasa inggris, kami gak ngerti.*" In another statement, the teacher said "students could not understand the vocabulary that they has been learnt". Also, in the closing session of teaching learning process, the teacher gave a task to students, such as the teacher asked the students to find new vocabulary at least 10 new words every meeting and memorized, but some of the students felt difficult to find new vocabulary.

The second problem found by observation was related to the atmosphere of the classroom. The atmosphere of the classroom was not conducive and the students tent to be sleepy and bored in the classroom. The problems occurred, because the students seen needed a more interesting activity in learning English vocabulary. The observation showed that the teacher did not use variations of activity or media in teaching vocabulary such as card sort. The researcher assumed that the teachers only focused on the students who paid attention. Furthermore, for the students who did not pay attention, they would not understand or master the vocabulary. As the result, most of the students were not interested and motivated to learn English vocabulary.

The problem of learning activity was supported by the interview with the English teacher and some students. The teacher said "The students are less interested and motivated in learning vocabulary". The students said "*Mempelajari kosa-kata itu susah, apalagi untuk dihafal.*" So, the teacher needs a better activity in teaching vocabulary in order to make students to become more interested and motivated in learning vocabulary.

The researcher comes upon with card sort activity to improve their vocabulary mastery. The researcher proposed an activity which was called Card Sort. This card sort is useful students in learning vocabulary because card sort could support students understanding and retention of new words in order to master vocabulary. In addition, Joanne stated that card sort ensures that all students participate equally (Joanne:2016)

METHODS AND PROCEDURE

Design of Research

This research applied a quasi-experimental. Because two groups of experimental and control were involved in this research. Experiments are always

done to see a treatment. In this research, the writer used two classes; they were experiment and control class. Experiment class was a class that would be given treatment by using card sort and control class was a class without using card sort. Furthermore, the two classes were given the pre-test, different treatments, and post-test.

Population and sample

The population of this research was at eight grade of SMPN 7 Bukittinggi. The total number of population was 148 students which involving five classes. The sample of this research was taken sampling random. There were 58 students at the same level that was taken as sample. The researcher took two classes as the sample, where 28 and 30 students. They were given pre-test and post-test. They were divided into two groups, 28 students for the experimental group and 30 students for the control group. The experimental group was taught by using card sort, while the control group was not taught using card sort.

Technique for Collecting the Data

Instrument is a technique that is used to collect data. The instrument that use in this research was a test about the students' vocabulary mastery. This test was conducted in order to identify the effect of using card sort toward students' vocabulary mastery. There were two kinds of the test that were used in this research, they were pre-test and post-test. The form of test is 40 multiple choice. One correct answer was 1 score. So, the total score in this test were 40. The test length is 40 minutes.

The test in the form of multiple choices has been tested to another class except experiment and control class. This test had been tried out on VIII.5 of SMPN 7 Bukittinggi. According to Asep, before the instrument test is actually given to the respondent with a larger sample, it should be tested to a smaller sample (Asep:2018). It aimed to check the question items that had been prepared but cannot measure the behavior to be measured or inconsistent. The test was created by considering the validity and reliability test.

Technique of The Data Collection

In line with the research design above, the researcher used the test to collect the data in this research. Test is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker. It's mean that, the researcher used the test in order to measure the ability of the students' vocabulary mastery.

Technique of Data Analysis

To analyze the data, the researcher used t-test formula to the hypothesis. According to Arikunto, in this research there are experimental and control class, the researcher will use t- test to analyze the data.

For the first, pre-test and post-test scores from experimental class has been analyzed to see whether there was or there was no significant effect of the students' vocabulary mastery.

For the next, post-test result from experimental class and control class has been analyzed to see whether there were or there were no significant different of the students' vocabulary mastery between the students' who has used card sort and the students who has not used card sort by comparing mean scores both of the classes.

The last, after analyzed the post-test score from experimental class and control class, it has been found vocabulary mastery of the students who has taught by using card sort is better than the vocabulary mastery of the students who will not taught by using card sort. To test the three hypothesis to indicate a significant effect between mean scores of two classes, it compared between tobtained to the value ttable in the table at the level of significance 0,05. The condition was the alternative hypothesis (H_a) is accepted if $t_{\text{obtain}} > t_{\text{table}}$. While the null hypothesis (H_0) is accepted if $t_{\text{obtain}} < t_{\text{table}}$.

FINDINGS AND DISCUSSION

Findings

The findings of the research were; first, the use of The effect of using card sort toward students' vocabulary mastery at eight grade students of SMPN 7 bukittinggi has a significant effect toward students' vocabulary mastery. Second, there is significant difference between the students who were taught by using card sort and the students who were not taught by using card sort. Third, vocabulary mastery of the students who are taught by card sort is better than the vocabulary mastery of the students who are not taught by using card sort. The finding consists of three parts, they are: description of the data, analysis of the data and testing the hypothesis.

Discussion

Vocabulary is one of important aspects in learning English. Without mastering vocabulary, students will find some problems in their learning process. They will be difficult in listening, speaking, reading and writing because vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Richard:2002). Using the technique to teach vocabulary is an important to be done by the teacher. One of activities that can be used is card sort.

Based on the result from the data analysis,it can be seen that H_0 was rejected for first, second and third hypothesis. It means H_a was accepted. There were some explanations about the testing hypothesis above. First of testing hypothesis, the researcher found that using card sort towards students' vocabulary mastery gave significant effect on students' vocabulary mastery. It can be showed from the mean

score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class was 59.29 and the mean score of post-test was 79.10. It means that the mean score of post-test of experimental class was higher than the mean score of pre-test of experimental class. The t-test result is showed that the tobtained was 5.66 higher than the ttable 1.6448. The differences of both classes was caused by the treatment given. The fact showed that the card sort had significant effect in increasing the students' vocabulary mastery. So that, the students' curiosity can be improved. It can be seen from the students' vocabulary mastery which is showed by the achievement of the students' score.

In the second hypothesis, it has also proven that the using card sort towards students' vocabulary mastery gave significant difference on students' vocabulary mastery. It can be showed from the mean score of post-test in experimental and control class. The mean score of post-test of experimental class was 79.10 and control class was 60.35. It means that the mean score of post-test of experimental class was higher than the mean score of post-test of control class. The t-test result is showed that the tobtained was higher than the ttable, $4.36 > 1.64488$. The difference of both classes was caused by the treatment given. The fact showed that the card sort had significant difference in increasing the students' vocabulary mastery.

Finally, the data of the experimental and control classes were also obtained to indicate the students who are taught by using card sort is better than the students who are not taught by card sort from the data that was obtained. It was found that the mean score of post-test of the experimental class (X1) was higher that the mean score of the control class (X2) $79.10 > 60.35$. It can be concluded that card sort can help students to increase their vocabulary mastery.

In conclusion, using the card sort could help students to improve their vocabulary and mastering it. It is supported by Joanne that card sort be able to building the vocabulary mastery. Card sort as a powerful tool for teaching difficult to learn academic word (Joanne:2016). From the research, the researcher also found that the students who used card sort were more interesting in learning vocabulary. They would be easier to memorize the new words and the students be encouraged to produce as much language possible. It can concluded that, card sort is the useful in helping the students to improve their vocabulary mastery. Then, by using card sort in teaching new words made the teaching process enjoyable and memorable. It also attracted the students' attention in understanding vocabulary.

CONCLUSION

Based on the finding and the discussion in the previous chapters the researcher concluded this research that focus on students' vocabulary mastery through card sort: The students card sort post-test scores in the experimental class were higher than the sudents' card sort pre-test scores. It means that there is a significant effect of using card sort toward students' vocabulary mastery. It is

supported by the data, in which the mean score of the students in the pre-test from the experimental class is 59.29 which has been improve in the post-test and the students' mean score is 79.10. In applying the t-test formula it is found that hypthothesis (Ha) of this research could be accepted that using card sort which gives significant effect towards students' vocabulary mastery.

There is significant difference effect between the students who were taught by card sort activity and without using card sort activity. It was found that the value of t-test 4.36 is greater than the value of t-table 1.6448. Moreover the mean score of post-test of experimental class was greater than the mean score of post-test of control class.

The use card sort in vocabulary mastery is better than without using card sort activity. It is proved by the data of the post-test of both classes where the mean score of experimental classes is 79.10 and the mean score of control class is only 60.35. Meanwhile both group have the same level of ability in the post-test.

Based on the explanation above, in teaching vocabulary mastery by using card sort is better than without using card sort activity.

SUGGESTION

Based on the finding of the research, the researcher would like to purpose some suggestion as follow: It is hoped that the English teachers can apply the card sort to increase students' vocabulary mastery since it can help the students in english skill. The students should practice their vocabulary in daily activities. There are many activities that can be used especially for card sort. Since this research is only beginning research, further research is expected to be done to see other findings that have not been covered by this research.

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