

## THE EFFECT OF USING CARD SORT STRATEGY IN TEACHING VOCABULARY

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**Abstract:** The research aimed to 1) describe the applying card sort strategy in teaching vocabulary, 2) describe students' vocabulary before and after applying card sort strategy, and 3) whether there was a significant effect of applying card sort strategy on students' vocabulary at the eighth grade of SMP Negeri 2 Angkola Selatan. This research used experimental method by using pre-experimental research design (one group pretest-posttest design). The population was the eighth grade students which consist of 100 students and the samples were 33 students which taken by using random sampling technique. In collecting the data, the researcher used observation in applying card sort strategy in teaching vocabulary and test for students' vocabulary before and after using card sort strategy. Based on descriptive analysis, the result showed 1) the average of applying card sort strategy in teaching vocabulary was 3.5 (very good category) and 2) the average of students' vocabulary before applying card sort strategy was 26.94 (fail category) and after applying card sort strategy was 68.21 (enough category). Furthermore, by using pair sample  $t_{test}$  (SPSS 22), the result showed significant value was less than 0.05 ( $0.000 < 0.05$ ). It means, there was a significant effect of card sort strategy on students' vocabulary at the eighth grade of SMP Negeri 2 Angkola Selatan.

**Keywords:** card sort strategy, vocabulary.

**Abstrak:** Penelitian ini bertujuan untuk 1) mendeskripsikan penerapan strategi card sort dalam pembelajaran kosakata, 2) mendeskripsikan kosakata siswa sebelum dan sesudah penerapan strategi card sort dan 3) apakah terdapat pengaruh yang signifikan antara strategi card sort terhadap kosakata siswa pada kelas delapan SMP Negeri 2 Angkola Selatan. Penelitian ini menggunakan metode eksperimen dengan menerapkan penelitian pra eksperimental (one group pretest-posttest design). Populasi dalam penelitian ini adalah siswa kelas VIII yang terdiri dari 100 siswa dan sampelnya adalah 33 siswa yang diambil dengan menggunakan teknik random sampling. Dalam pengumpulan data, peneliti menggunakan observasi dalam penerapan strategi card sort dan tes dalam pembelajaran kosakata siswa sebelum dan sesudah menggunakan strategi card sort. Berdasarkan analisis deskriptif, diperoleh hasil 1) rata-rata penerapan strategi card sort dalam pembelajaran kosakata 3,5 (kategori sangat baik) dan 2) rata-rata kosakata siswa sebelum penerapan strategi card sort adalah 26,94 (kategori gagal) dan setelah penerapan strategi card sort adalah 68,21 (kategori cukup). Selanjutnya dengan menggunakan pair sample  $t_{test}$  (SPSS 22) diperoleh hasil nilai signifikan lebih kecil dari 0,05 ( $0,000 < 0,05$ ). Artinya, ada pengaruh yang signifikan dari penerapan strategi card sort terhadap kosakata siswa kelas VIII SMP Negeri 2 Angkola Selatan.

**Kata kunci:** strategi cord sort, kosakata.

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## I. INTRODUCTION

Vocabulary as one of the language aspects which the people should learn when they are learning language. Vocabulary is an important components to support learning language well. The students must understand the component of vocabulary because vocabulary cannot be separated with listening, speaking, reading, and writing.

By learning vocabulary, the students acquire a lot of the meaning of words. It was able to construct good communication. They was able interact with other thought listening, speaking, reading, and writing. Because vocabulary is the words that support communication and language learning. Consequently, this situation should be given the application for us especially for students that learn English. In order to achieve the aims, students have to master vocabulary to get succes learning English.

Moreover, considering the importance of vocabulary in learning English vocabulary should be thought as an important aspect which will determine the success of the four language skill. Futhermore the vocabulary is taught by the teacher should be meaningful for students, in order to be memorized.

Since vocabulary becomes one of the important aspects in English teaching learning process, teaching vocabulary in the classroom should be appropriate in order to avoid problems related to students' vocabulary mastery. It contributes significantly towards achievement in the subject of the curriculum in the school, like in spoken and written.

In fact, not all students are successful in vocabulary. The students still have a low ability in mastering vocabulary. For example, students at the eighth grade of SMP Negeri 2 Angkola Selatan. There are still many students are weak in English mainly in vocabulary mastery. This is seen in average value of students, especially students of the eighth grade of junior high school. Their score of pre-test in vocabulary mastery, when the researcher take the preliminary data is 56. Meanwhile, the English lesson

criteria of minimum learning mastery is 75. In this case, the students were unable to distinguish part of speech,

Actually, many efforts that had been done by the teacher to solve this problem. Such as, giving motivation before start teaching process, some games in each material, using strategy in their teaching process, making quiz in last learning process and so on. However, it did not get the positive respons to increase their average. These efforts did not show the significant result to increse the students vocabulary achievement. It could be make the students lazy to study, because the students still lack vocabulary. If the problem will not solved, the students will not develop their vocabulary.

Based on the explanation above, the research is interested to conduct experiment how to make students interested in learning vocabulary. In this case, the research carry out card sort strategy in teaching vocabulary, the research believes that students more interested in learning English.

## **2. *Definition of Vocabulary***

Vocabulary is a set of words that a person knows. Students' vocabulary can be seen while they are communication with their surrounding that totally to express his or her feelings and emotion. The wealth of a person's vocabulary is generally considered to be describes of his intelligence or level of education. According to Marzano (2005:1) vocabulary is critical to understanding the concept being taught in class. Students' vocabulary is generally considered as an important part to more easily understand how the situation in the surrounding of school.

Next Gutlohn in Alqahtani (2006), "Vocabulary is the knowledge of words and word meanings". It means that vocabulary for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language spoke fluently and accurately write easily, or understand what the learners reads or hears if they have enough

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vocabularies and have the capability of using accurately. All skills demand much on the vocabulary.

Futhermore Bull (2008:495), "Vocabulary is all the words that person knows or uses and vocabulary is all the words in a language. "it means, vocabulary also lists of words with their meaning. Moreover in Cambridge dictionary (2008) states that vocabulary is all the words that exist in particular language or subject.

Based on the definitions of vocabulary above, the researcher concludes that vocabulary is the collection of words which are important keys in learning language and communication in daily life to express the idea in language.

Vocabulary has 4 indicators, they are noun, verb, adjective and adverb. According to Brown (2010:306)

### **a. Noun**

Noun is the name of person, place or things or its usually are referred to things. Futhermore there are so many examples of noun that often we found in our environment such: birds, house, and, ideologi, month, table, car, and many others. According to Adia (2011:11) Noun is using to show the name of person, place, things, quality, and also idea.

According to Iran (2011:3) nouns can be divided into different groups according to the grammatical categories. They are divided into regular and irregular on the basis of their plural forms. Noun have so many kinds and types and it is using refers to the function and how to using them.

Astuti (2010:3) Says there are two kinds of noun its abstract noun and concrete noun. Concrete noun is a noun that can be seen and touch of hands, and example: Man, Gold, Iron, Table. And abstract noun is not can be seen or touch of the hands but we can just imagine, an example: Happiness, wisdom, life.

According to Sihombing and Burton (2010:2) noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the object

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of a verb, the object of a preposition, or as an appositive. According to Cyssco (2009:1) noun is a word that we used to showing the name of the person, things, animal, place, ideas, quality, mind, feeling, action, and so on.

Based on explanation above, the researcher concludes that noun is one of the important word that should be learn by students to be mastered vocabulary because of noun is one of element vocabulary.

### ***b. Verb***

Verb is a job or activity that have been done a subject by using an action to modify a noun. Verb are parts of speech that describe of someone or something was done. According to Adia (2011:30) Verb is all the words tell about an action and behaviora or meaning of dinamic. Such as: work (kerja), drive (mengendarai), type (mengetik), run (berlari) and many others there are three kinds of verb. a) Transive verb(kata kerja transif), b) Intransitif verb (kata kerja intransitif), c) Verb of incomplete predication.

According to Cyssco (2009:129) Verb is a word described or tell an action or behavior to do as a subject. According to Sihombing and Burton (2010:9) Verb is a word or group of words which is used to express an action such as run to express the existence of a particular noun such as is, are, am, to make a statement such as will, shall, can, and to link noun to noun or noun to adjective as such smell, seem, look.

Based on explanation above, the researcher concludes that verb is words that shows or express an action, or activity that will be done by subject.

### ***c. Adjective***

Adjective is a word that explain the quantity, adequacy, sequence, quality, and emphasis. According to Adia (2011:11) Adjective is a word that used to added the meaning of the noun or to explained a noun. Astuti (2010:115) says adjective is a word that used to explain noun or pronoun and the reseach in the first.

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According to Cyssco (2009:75) Adjective is a word used to explained a noun word. Sihombing and Burton ( 2010: 26) say adjective is a class of word used to modify a noun or other substantive by qualifying, limiting, and specifying. Adjective is any of a form of class which distinguishes noun by one of suffixes, such as-able, -ous-er, and-est.

Based on explanation above, the researcher concludes that adjective is the word that used to modify nouns and pronouns. In mastering vocabulary the students should learn about adjectives because it's the parts of vocabulary to communication to each other and way to express a feeling.

#### ***d. Adverb***

In vocabulary there is adverb which is used to tell more about verb. And it almost always answer the question how, when, where, how often, and in what way. Gobetti (2008: 12) said that, "Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence derived". Moreover, according to Olivia, Meehan and Colombres (2018: 5) "Adverb is modify adjectives or other adverb, often expressing different shades of meaning related to degree and intensity".

In addition, Anis (2017: 75) says, adverb is to explain or clarify an event or event that has been, is ongoing, or will take place, so that the sentences being pronounced become clearer.

### ***3. Definition of Card sort***

Melvin L Silberman states that active learning consists of 101 types, on of them is Card Sort. According to Silberman in Andriyani and Subroto (2018 : 36) Card sort is an active team-based strategy that can be used to teach concepts, classification characteristics, product knowledge or to review information.

According to keely in Muafi and Roza (2018:149) Card sort is sorting activity in which students group a set of cards Card with picture or words on them according to certain characteristic or category.

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In addition Joanne in Muafi and Roza (2018 : 150) stated that Card sort ensures that all students participate equally. One of the effective to teach vocabulary is using card sort.

### ***a. Steps of using Card sort strategy Strategy***

According to Sandra in Etik Desti Haryati (2015:20)

a). The teacher prepares a card containing the subject matter in accordance with the competencies that students want to achieve. Estimate the number of cards equal to the number of students. Card consist of master card/ topic and details card. b) All cards are shuffled/ shaken to become mixed. c) Distribute cards to students and make sure each gets a card. d) Have each students move around looking for master card by matching it to his classmates. e) The parent card is held by the students the teacher has appointed to become a peer tutor. f) After finding the master card and all the card details, order each group to form a group and put the result on the board in order. g) Make corrections together after all group have attached the result.

### ***b. The Advantages of Using Card Sort Strategy***

Every teaching strategy certainly has strengths. So the strategy card sort, also advantages like the other strategy include:

According to Sandra in Etik Desti Haryati (2015 : 19) 1) Students more easily master the subject matter. 2) Learning becomes more fun. 3) Students have problem solving skills related to the subject matter. 4) Students more actively follow the learning process. 5) Students can independently practice responsibility for the cards held. 6) Foster an attitude of cooperation between students.

### ***c. The Disadvantages of Using Card Sort Strategy***

Besides advantages, card sort strategy has disadvantages According to Sandra in Etik Desti Haryati ( 2015 : 19) Says", teacher 1)

skills are needed in applying card sort, 2) students must understand the material being taught to match cards that are in line with expectations, 3) the teacher must notice every student's activity.

In addition, students who are slow in learning will have difficulty understanding the subject matter, for a moment the class became crowded and uncontrolled, this strategy is only suitable for certain materials.

## II. METHODOLOGY OF THE RESEARCH

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test is used to measure the students' vocabulary mastery and the observation sheet is used to measure the application of card sort strategy. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

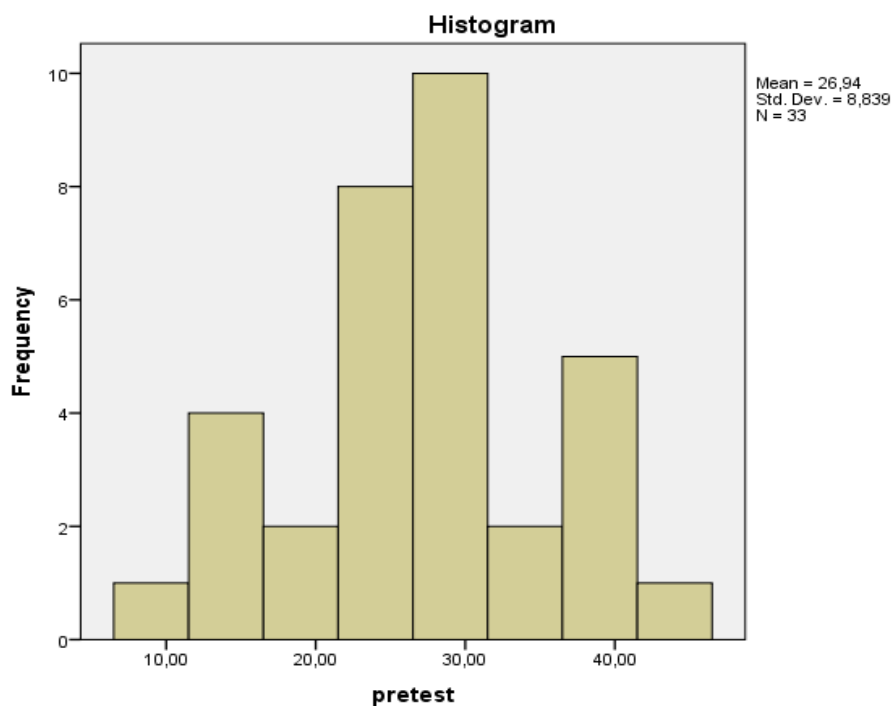
The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' vocabulary mastery and observation sheet of card sort strategy. In analyzing the data, the researcher used pair sample  $t_{\text{test}}$  formula to look for the significant effect of card sort strategy on students' vocabulary mastery.

## III. RESULT

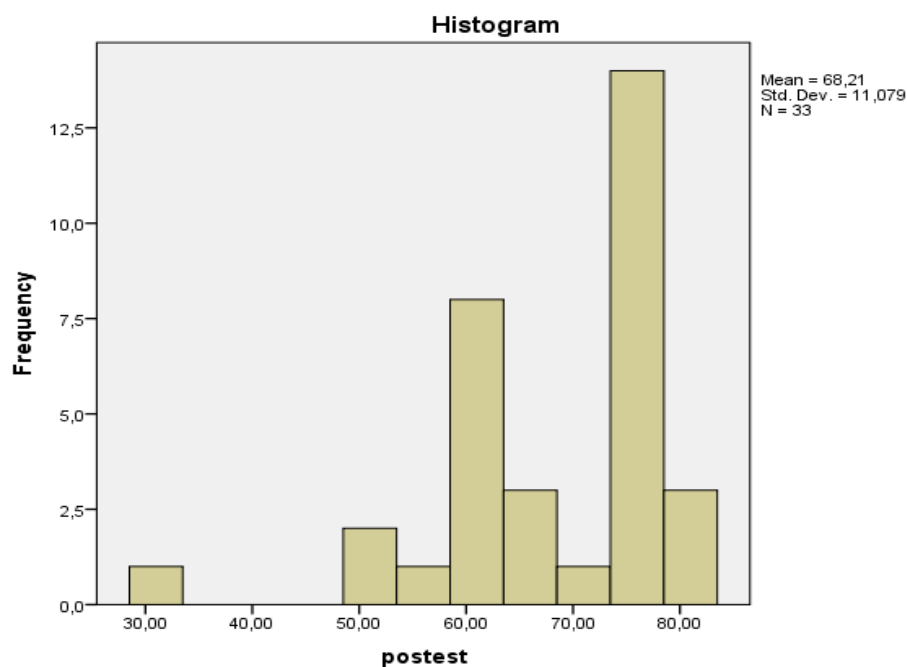
Based on the result obtained from the analysis of observation sheet about the application of card sort strategy at the eighth grade of SMP negeri 2 Angkola Selatan, the average score was 3.5 and it is categorized in "very good" category. It means the researcher applied card sort strategy well.



The mean score of the students' vocabulary mastery before using card sort strategy was 26,94. It is categorized as "fail" category. Therefore, after using card sort strategy, the mean score of the students' vocabulary mastery was 68,21 It is categorized as "Enough" category.



**Figure 3: Histogram of students' vocabulary mastery before using Card Sort strategy**



**Figure 4: Histogram of students' vocabulary mastery after using card sort strategy**

From the histogram above, the researcher concludes that posttest is higher than pretest. To know whether there is a significant effect of using card sort strategy in teaching vocabulary at the eighth grade of SMP negeri 2 angkola selatan the researcher uses pair sample  $t_{test}$  formula:

**Paired Samples Test**

Paired Differences					T	Df	Sig. (2-tailed)
M ea n	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-41,27	15,26	2,65	-46,68	-35,85	-15,530	32	,000

$H_a$  : If the sig value (2-tailed) < 0.05 then there is a significant difference between learning outcomes in the pretest and posttest.

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Ha : If the sig value (2-tailed)  $>0.05$  then there is not significant difference between learning outcomes in the pretest and posttest.

Based on the table above, it can be seen that significant value was less than 0,05 ( $0,000 < 0,05$ ). So,  $H_a$  is accepted. It means "there is a significant effect of using card sort strategy in teaching vocabulary at the eighth grade of SMP negeri 2 angkola selatan.

#### IV. DISCUSSION

Based on the result of observation sheet in applying card sort strategy, the researcher found that the score is 3.5. It is categorized as "very good " category. The result of average score of students' vocabulary mastery before using card sort strategy is 26,93. It is categorized as "fail" category. Furthermore, the average score of students' vocabulary mastery after using card sort strategy is 68,21. It is categorized as "Enough" category. It means that there is an improvement of students' vocabulary mastery after using card sort strategy. Then, the result of pair sampe  $t_{table}$  ( $0.00 < 0.05$ ). So,  $H_a$  is accepted.

#### CONCLUSION

There are 3 conclusions, as follow: 1) The result of the application of card sort strategy on students' vocabulary mastery at the eighth grade of SMP Negeri 2 Angkola selatan in 2020/2021 Academic Year is very good, 2) The mean score of students' vocabulary mastery before using card sort at the eighth grade of SMP Negeri 2 Angkola selatan in 2020/2021 Academic Year is fail and after using card sort strategy is very good, 3) There is a significant effect of using card sort strategy on students' vocabulary mastery at the eighth grade of SMP Negeri 2 Angkola selatan in 2020/2021 Academic Year.

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