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# The Use of Card Sort to Improve Students' Vocabulary at MTsN Parepare

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**Abstract**
*This research aimed to know by using Card Sort can improve students' vocabulary at students of MTsN Parepare. Generally the use of media as teaching aid mainly aimed at increasing the teaching process to be more motivating and interesting. This research was conducted in MTsN Parepare. Researcher used quantitative study in the form of Pre – Experimental design with one group pre-test and post-test. There are independent variable and dependent variable. Random sampling is the technique to take the sample and VIII.5 is the samples which consist with 26 students. The instrument that used is test, observation and documentation. The result calculation of mean score pre-test of students was 52.31 and mean score post- test of students was 65.57. The result of this research showed there was significant different in statistical analysis where the statistical t-test (2.7) was higher than t-table (1,708) with degree freedom (df = N-1) 25. The researcher concluded the using of Card Sort is able to improve students' vocabulary. From 15 questionnaires, the students answered very positive. Based on the Likert scale, the students were very positive in learning English by using Card Sort. It means that the Card Sort media makes students have positive response toward in learning vocabulary. The cumulative percentage on the fifteen items of the positive statements questionnaire was 96,62, while the cumulative score that they got from the questionnaire was 1633. The researcher concluded the using of Card Sort is able to improve students' vocabulary at MTsN Parepare.*
***Keywords:*** *Vocabulary and Card Sort.*

## 1. Introduction

Language is something inseparable when we communicate, we have to use language. In Indonesia, English language is learned by the student as a foreign language and also as an international language. Mostly students got difficulties in understanding and using verb than other part of speech (Usman, 2016). Especially when they were asked to make sentences using verbs, the sentences were incorrect.

In studying English, the first component that we have to learn is vocabulary. Wilkins in Thornbury summed up that nothing can be conveyed without vocabulary learning. You can say very little with grammar, but you can say almost anything with words ( Thornbury, 2002). Standard vocabulary that students have to memorize in junior high school is 700 until 15.000 vocabularies. In this study, card sort is chosen

as a media for teaching vocabulary. According to Zaini, in his book Active Learning Strategy, the card sort method is a collaborative activity that can be used to work on concepts, characteristics, classifications, facts, objects or review information (Zaini, 2008).

At MTsN Parepare, the researcher found one of problems that students have to learn English. The researcher had interviewed one of the teachers who teach English subjects. The teacher said that one of the problems gained when teaching is that students are less active in the classroom because they are less in vocabulary. There are many ways that are done to foster the interest of students in adding vocabulary such as watching movies, listening to music, etc (Fakhruddin, Amzah, & Nurchalis, 2019). For the reasons above, the writer wanted to try to use "Card Sort" as media for teaching vocabulary to the learners at MTsN Parepare. The writer hoped that it would be an effective, interesting and make the students enjoy in the classroom in learning English.

In relation with the background above, the problem of the research can be stated as follow. "Is the use of Card Sort able to improve the students' vocabulary at MTsN Parepare? And "Is the use of Card Sort able to improve the students' vocabulary at MTsN Parepare?" The following are objectives of the research "To find out whether or not the use of Card Sort able to improve the students' vocabulary at MTsN Parepare and to improve the students' vocabulary at MTsN Parepare."

Based on previous and related literature and problem statement above, the writer forward hypothesis as follows: Ho (Null Hypothesis): Card Sort is able to improve students' vocabulary. $H_a$ (Alternative Hypothesis): Card Sort is not able to improve students' vocabulary.

## 2. Method

### 2.1 Research Design

The research is design pre-experimental design (the one group pre-test post-test). This design as follow:

Where:

$\mathbf{O_1\ X\ O_2}$

$O_1$ : Pre-test

X : Treatment

$O_2$ : Post-test

## 2.2 Location and Duration of the Research

The research used at the Eight Class at MTsN Parepare for English subject and the duration is 1 month.

## 2.3 Population and sample

### 2.3.1 Population

The population of this research was the second year of students MTsN Parepare in academic year 2017/2018 which consisted of five classes so the totally of population are 145 students.

**Table.1** Students' d~~ata of~~ MTsN Parepare in academic year 2017/2018.

| NO | CLASS | TOTAL |
|---|---|---|
| 1. | VIII.1 | 29 |
| 2. | VIII.2 | 29 |
| 3. | VIII.3 | 30 |
| 4. | VIII.4 | 31 |
| 5. | VIII.5 | 26 |

*Source: MTsN Parepare 2018*

### 2.3.2 Sample

Based on the population above, the sample of this research was the second year students of MTsN Parepare, related to the total number of the research population consisting of 145 students. The researcher used random sampling technique and chose the VIII.5 as the sample of the research, which was consist of 26 students.

## 2.4 The Instrument and Process of Collecting Data

### 2.4.1 The Instrument

The instrument of this research was objective test in form of multiple choices. The number of test was 10 numbers for multiple choice and 5 numbers for matching

items. So, the total number of this test was 15 numbers. The test was applied in pre-test and post- test. The test focused to improve students' vocabulary. The pre-test would be intended to see student's vocabulary skill before giving treatment, while the post-test would be intended to know the student's improvement in vocabulary. The researcher used another media in measuring student's vocabulary before applying the Card Sort in the pre-test.

### 2.5 Procedure of collecting Data

#### 2.5.1 Pre-test

Before doing the treatment, the researcher gave the test to the students in accordance with the material of the implementation of learning design. After giving pre-test the researcher checked the students' work to know how the students lack in vocabulary. After that, the researcher gave treatment by using Card Sort to improve their vocabulary.

#### 2.5.2 Treatment

After giving the pre-test, the researcher gave a treatment to the students. The researcher used Card Sort to improve students' vocabulary. The treatment process would be conducted for four meetings.

In the first treatment, the researcher showed an example of Card Sort for students and explained what is meant it. The researchers also gave direction on how to implement Card Sort. The researcher prepared cards according to the number of students. In first step, each student was given a card with picture vocabulary attached. After the students got a card, they first looked for a master card they hold, while students who held a detailed card had to look for a master card held by their friends. On the contrary, students holding a master card had to look for a detailed card held by his friend and made a group. After they got it, they discussed with their friends to translate the vocabulary, one of the group members explained the card he got.

In the second treatment, the researcher gave a treatment by providing material in accordance with the design of the implementation of the learning that had been determined. The researcher provided an understanding of the material in which there was a vocabulary on the card. Then, the researcher asked the students to write down the vocabulary that students got in the white board appropriate with

the material. Students also asked the researcher if they did not understand the material provided.

In the third meeting, the researcher redistributed cards by adding different vocabulary. The researcher prepared cards according to the number of students. The researcher again gave direction to students how to implement this media and asked the students to ask if there was anything not understood. Then, the students were again directed in finding a master or detailed cards that had been giving. Furthermore, students again translated the cards they got. After that, one of the group members explained the cards he got.

### 2.5.3 Post-test

After treatment, the researcher gave the students post-test to improve students' vocabulary. In this post-test, the researcher would not give treatment again.

### 2.6 Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' response in learning vocabulary by using Card Sort. The questionnaire used in form of contents worksheet.

### 2.7 The Technique of Data Analysis

All of the data would be collected by pre-test and post-test, the following procedure was used:

### 2.7.1 Scoring Classification

$$Score = \frac{students\ correct\ answer}{The\ Total\ of\ Number} \text{ x } 100$$

**Table.2** Classifying the levels of classification score

| No. | Classification | Score |
|---|---|---|
| 1. | Excellent | 86-100 |
| 2. | Good | 71-85 |
| 3. | Fair | 56-70 |
| 4. | Poor | 41-55 |
| 5. | Very poor | ≤ 40 |

*Souce: (Dirjen Pendidikan Dasar dan Menengah, 2005)*

### 2.7.2 Finding out the mean score

Where :

X : Mean

Σ : Total score

N : The total number of Students.

### 2.7.3 Calculating the rate precentage of students score

$$X = \frac{F}{N} \times 100\%$$

Where :

P : percentage

F : frequency

N : total of number of sample.

### 2.7.4 Finding out difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

T : test of significance

D : the mean score of difference (X1 - X2)

∑D : the sum of the total score

∑D2 : the square of the sum score of difference

N : the total sample.

### 2.7.5 To analyze the students' interest, the researcher gave the questionnaire to the students.

The questionnaire of this research employed 15 questions which consist of positive and negative statements. The researcher used a Likert Scale that can be seen on the

following table:

**Table.3** Likert Scale

| Positive statement score | Category | Negative statement score |
|---|---|---|
| 5 | Strongly agree | 1 |
| 4 | Agree | 2 |
| 3 | Undecided | 3 |
| 2 | Disagree | 4 |
| 1 | Strongly disagree | 5 |

If a respondent answers all the positive statements with strongly agree along with all the one who answers all the positive statements with strongly disagree along with all 5 negative ones with strongly agree get 10 scores. So the rating score ranges from 10 to 50 (interval 40). Since the questionnaire employs 5 level / category, the interval which will be used to determine the level / category of respondents is 40:5 =8. Accordingly the rating score for each category ranges as shown in the table as follows:

**Table 4.** The rating score of interest category

| Score | Category |
|---|---|
| 43-50 | Very interested (very positive) |
| 35-42 | Interested (Positive) |
| 27-34 | Undecided |
| 19-26 | Uninterested (negative) |
| 10-18 | Very uninterested (very negative) |

The table above means that the students were classified have strongly interested when the mean score is 43 up to 50; they were said to have interested if the mean score is between 35-42; they class have moderate interested if the mean score is between 27-34; they were said to have uninterested if the mean score is between 19-26; and they were classified to have strongly uninterested if the mean score is between 10-18.

**Table 5.** The rating percentage of the students' interest score

| Score | Category |
|---|---|
| 81 – 100 | Very Strong |
| 61 – 80 | Strong |
| 41 – 60 | Enough |
| 21 – 40 | Low |
| 0 – 20 | Very Low |

The table above means that the student was classified to have strongly interested if the mean score is 81 up to 100; they were said to have interested if the mean score is between 61-80; they were said to have moderate interested if the mean score is between 41-60; they were said to have uninterested if the mean score is between 21-40; and they were said to have strongly uninterested if the mean score is between 0-20. The calculating the rate percentage of the students' interest score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of sample.

## 3. Results

The findings of this research deals with the classification of students' pre-test and post-test. A pre-test was given before treatment to know improving students' vocabulary with use Card Sort after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out which using Card Sort, that be able to improve students' vocabulary at MTsN Parepare.

### 3.1 Findings

The pre-test had done before implementation of Card Sort. It was conducted on Tuesday, July 7th, 2018. The students were given the pre-test. The researcher

found that the result of the students' pre-test based on the scoring of vocabulary before giving treatment.

### 3.1.1 The Result of Pre-test

The result students' vocabulary test before giving treatment that using Card Sort, no one in excellent and good classification, eleven students in fair classification, ten students in poor classification and five students in very poor classification. Total score in pre-test was 1360. It could be seen that most of the VIII.5 students had low vocabulary because most of the students gained fair score.

Based on the result of the pre-test, the data showed that the mean score of the pre- test is 52,31. From that analyzing, It could be seen that most of the 26 students' ability in vocabulary was still low because most of the students gained poor score and the result of the standard deviation of the pre-test is 16,13

After determining the mean score ($X_1$) of pre-test was 52,31 and standard deviation (SD) of the pre-test was 16,13, it could be seen that the students' vocabulary were in low category.

### 3.1.2 The students' score in the Post-test

After doing the third treatment on 28$^{th}$ August, 2018 the researcher conducted a post-test. The post-test score showed that there significance different before giving treatment and after treatment. The mean score of the post-test was 65.57. The data analysis result is the test value (2,7) was greater than the t-table value (1,708). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using Card Sort.

### 3.1.3 The Result of the Post-test

The result of posttest showed that there was an improvement of students' score after giving treatment that using Card Sort. Five students in excellent classification, five students in good classification, seven students in fair classification, six students in poor classification and three students in very poor classification. It means that the ability of the students vocabulary has improved that using Card Sort. The total score in post-test is 1705. It proved that there were improvements of students' score in post-test.

Then, The researcher analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' achievement

before and after learning process that using Card Sort. Based on the result of the post-test, The data showed that the mean score of the post-test was 65,57. From that analyzing, it could be seen that the students' vocabulary was in excellent and good score and the standard deviation of the post-test is 21,74

After determining the mean score ($X_2$) of pre-test was 65,57 and standard deviation (SD) of the pre-test was 21,74, it could be seen that improving students' vocabulary were in a very good category.

**3.1.4 The result of the pre-test and post-test were presented in the following:**

In the pre-test had score 52,31 and the post-test score increased become 65,57. The standard deviation of pre-test was 16,13 (SD) while the standard deviation of the post- test was 21,74 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It means that the students' vocabulary had improvement after doing the learning process that used in class.

**3.1.5 The percentage of the frequency in pre-test and post-test.**

The data indicated that rate percentage of the pre-test no one student got excellent and good score, eleven (42,3%) students got fair score, ten (38,5%) students got poor score and five (19,2%) students got poor score while the rate percentage of the post-test, five (19,2%) students got excellent score, five (19,2%) students got good score, seven (27%) students got fair score, six (23,31%) got poor score and three (11,5%) students got very poor score. The percentage in post-test that students got an excellent score was higher than the percentage in the pre-test. It showed that students were able to improve students' vocabulary after treatment that using the Card Sort.

**3.2 Discussions**

The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary showed that the t-test value is 2,7 while the t-table value is 1,708. It indicated that there was a significant difference between the results of students' pre-test and post-test.

For the level, significant (α) 5% and df=25, and the value of the table is 1,708, while the value of t-test 2,7. It means that the t-test value is greater than t-table (2,7≥ 1,708). So, it can be concluded that the use of Card Sort to improve

students' vocabulary is significantly better after getting the treatment. So, the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted.

The result of the questionnaire shows that from 15 questions which consist of positive statements, all the students answered very positive according to the likert scale. The students' response by using Card Sort to improve students' vocabulary at MTsN Parepare has been analyzed by using likert scale. The questionnaire were successfully filled by 26 respondents that taken on August 2018.

From 15 questionnaires, all the students answered very positively. Based on the likert scale, the students were very positive in learning vocabulary by using Card Sort. It means that the Card Sort strategy makes students have positive response toward in learning vocabulary. The cumulative percentage on the fifteen items of the positive statements questionnaire was 96,62, while the cumulative score that they got from the questionnaire was 1633. According to the data, we can see that using Card Sort can improve students' vocabulary in learning English.

## 4. Conclusion

Based on the discussion in the previous chapter, the findings of the results show the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of Card Sort was able or not to improve students' vocabulary. Therefore, this study is using quantitative research. The results of data analysis, The mean score of pre-test (52,31) and standard deviation (16,13). The mean score of post- test (65,57) and standard deviation (21,74). T-test result in which the value of t-test was
2,7. It was greater than t-table was 1,708 at the level significance 5% and degree of freedom (df) was 25.

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre- test (52,31) is lower than the mean score of post-test (65,57). Then, the t-test (2,7) was greater than t-table (1,708). it means that the null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_a$) was accepted.

Based on the result of questionnaire was 63,3 showed that all the students answered very positive according to the likert scale. Based on likert scale that students' very interested in learning vocabulary by using Card Sort. This shows that the use of Card Sort makes students interested in learning English, especially vocabulary.

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