

**THE USE OF CARD SORT TO IMPROVE STUDENTS'
VOCABULARY AT MTsN PAREPARE**



By

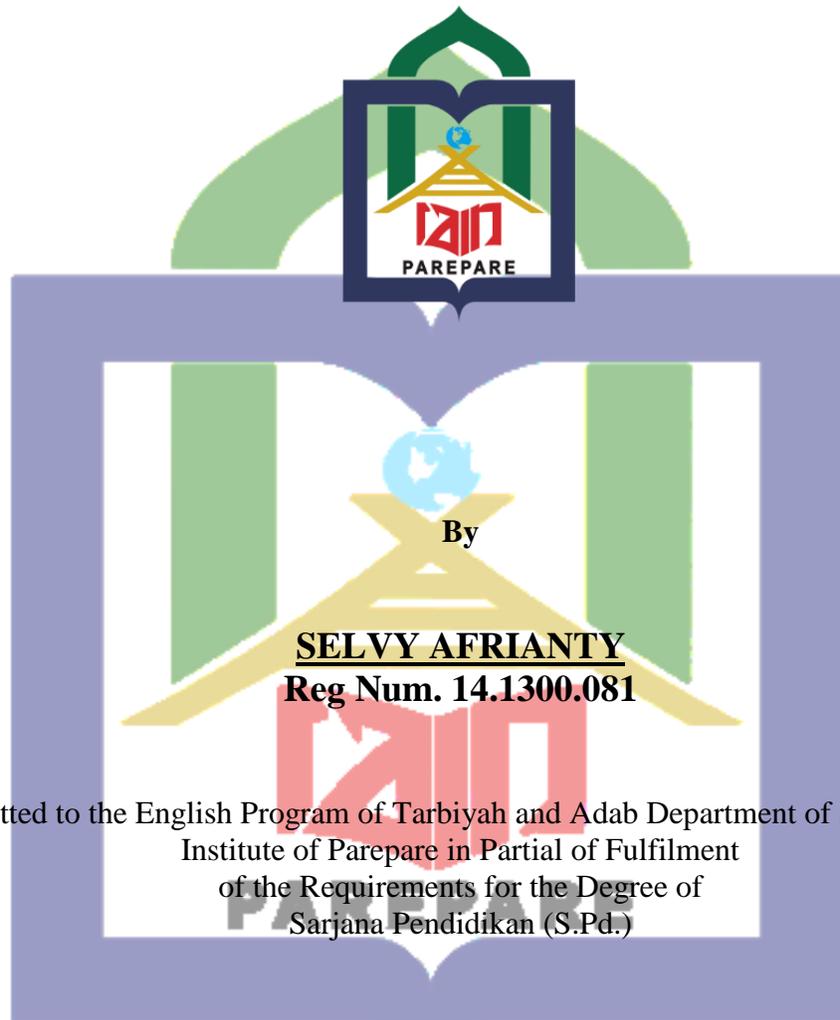
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Reg Num. 14.1300.081

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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By

SELVY AFRIANTY

Reg Num. 14.1300.081

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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TARBIYAH AND ADAB DEPARTMENT
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SKRIPSI

As Partial Fulfillment of the Requirements for the Degree
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English Program

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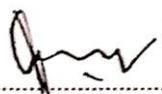
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2018

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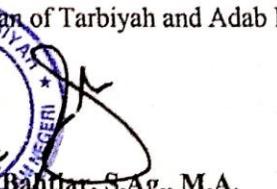
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Parepare, August 21th 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 26 October 2018

The Researcher



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CHAPTER I

INTRODUCTION

1.1 Background

In our daily activity, we need to interact and communicate with other people cause we are human society. Language is something inseparable when we communicate, we have to use language. We will be able to express our ideas or feeling. In Indonesia, English language is learned by the student as a foreign language and also as an international language. It used in many aspect such as communication, interaction, sharing knowledge, education, technology, culture and many other aspects.

In studying English, the first component that we have to learn is vocabulary. Someone who wants to master 4 four language skills, he has to master a few words even everything. When learning listening need vocabulary, reading need vocabulary, especially when learning to write, all need vocabulary. That is the reason why we have to master the vocabulary in learning English.

Vocabulary is important in learning English language. David Wilkins summed up that nothing can be conveyed without vocabulary learning. His view is echoed in this advice to students from a recent course book, if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.¹

¹Scot Thornbury, *How to Teach Vocabulary* (Longman, 2002), P.13.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

In this section, discusses some relevant theories which are related to the study.

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

There are some definition has found by researcher from several literatures. They are:

According to Hornby in his book *Oxford Advance Learner's Dictionary*, vocabulary are: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking about a particular subject, (4) a list of words with their meanings, especially in a book for learning a foreign language.¹

Penny also have definition about vocabulary, she said vocabulary is roughly, as the words we teach in the foreign language. However, a new time item of vocabulary may be more than a single word; for example, post office and mother-in-law, which are made up of two or three words but express a single idea.²

Vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned attention. Several definition of vocabulary is listed below. In addition at all state that vocabulary refers to “a set of words or phrases

¹A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000, 6th edition), p. 1506

²Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 60

which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material, “vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language.”³

Aqram Risaldi stated that the objectives of English teaching cover the four language skills: listening, speaking, writing, and reading through the mastery of the language components: vocabulary, grammar, and pronunciation. As we know that final result of teaching is affected by some factors, they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom.⁴

Nurul Khaeriah stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁵In addition Abidah Mihrobillah said that vocabulary is the words having meaning and function of language. The meaning the vocabulary is not as isolated meaning but in context.⁶

Based on several definition, it can be concluded that vocabulary mastery is the competence and complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary

³Andrianigita. “Increasing Vocabulary Mastery Through Semantic to the sixth Grade students of elementary school no.27Palembang”.(Unpublished Undergraduate Thesis).

⁴Aqram Risaldi, “Using of Interactive CD-Rom and Power Point Presentation to Increase Students’ Vocabulary at the Eleventh Grade of SMA Negeri 6 Pinrang”, (Unpublish Script; English Department: Parepare, 2017), p.1

⁵Nurul Khaeriah, “Building Up The Students Vocabulary By Using Situational Pictures Media For The Eight Grade Of SMPN 12 Parepare”, (Unpublish Script; English Department: Parepare, 2015), p.1

⁶Mihroabilah Abidah, “Improving Vocabulary Mastery at The First Year Students Of SMPN 2 Patampanua Pinrang through Hidden Words”, (Unpublish Script; English Department: Parepare, 2010), p.7

is very important, without vocabulary student cannot understand others or express their own ideas.

2.1.1.2 Kinds of Vocabulary

When talking about vocabulary, some experts divided vocabulary into two types: active and passive vocabulary. One of statements is Harmer. They are:

1. Active vocabulary: refers to words that students have been taught or learn and which they are expected to be able to use
2. Passive vocabulary: refers to words which the students will recognize when they meet them but which they will probably not be able to produce.⁷

2.1.1.3 Types of Vocabulary

There are 4 types of vocabulary, the first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary.

⁷Jeremy Hammer, *The Practice of English language Teaching*(London Longman, 1991), p.159.

Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. So, it is necessary to add vocabulary. Especially for students who are in the category of adolescents, because previously it has been discussed how much vocabulary is used by adults. Whereas, students today still need to add their vocabulary.

3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you can not “grow” your vocabulary. in reading we don't really understand what we read, when we lack vocabulary

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can

spell.⁸ So, it is necessary to master vocabulary. Because, the main thing that is mastered to master English is vocabulary mastery

2.1.1.4 The Importance of Vocabulary

There are five importance of vocabulary to use in English, *the first* is an extensive vocabulary aids expression and communication. *The second* is Vocabulary size has been directly linked to reading comprehension. *The third* is linguistic vocabulary is synonymous with thinking vocabulary. *The fourth* is a person may be judged by others based on his or her vocabulary. *The fifth* is Wilkins once said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.⁹

2.1.1.5 Word Classes

Word classes are generally divided in two groups, they are open classes and closed classes. The closed classes the membership is fixed, it is impossible to add new members. While the open classes are the opposite of this case, the new members are being constantly added, as new words are joined in science, technology, etc. The open classes of words include noun, verb, adjective, and adverb; the closed classes are pronoun, numeral, determiner, preposition and conjunction. Term used to classify words based on their functional categories are called part of speech.

1. Nouns

The word is a word used as the name of anything, person, animal, object, place, situation, quality or idea. So, if we have a noun for something, it implies that

⁸Judy K., "Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)". http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf. (Accessed on March 9 2018), p. 1-2.

⁹Sthal, Steven A. *Vocabulary Development*. Cambridge: Brookline book, (Accessed on March 9 2018), p. 3

we view it as a thing. Noun is divided commonly into six, they are proper noun, common noun, material noun, collective noun, abstract noun, and possessive noun. Besides noun also can be divided into two groups according its calculation. Include countable and mass (or uncountable) noun. Countable noun is thing we can count, object which there may be more than one like box, six boxes. Uncountable noun is noun that cannot be counted like rice, water, etc.

2. Verbs

Generally refer to actions, events and process. From all of part of speech, verb is the most important because without it there is no sentence. There are some typical of verb such as infinitive: bare infinitive (work), additional infinitive (works), to infinitive (to work), past tense (worked), present participle (working), past participle (worked). With regular verb, past tense and past participle are the same, but with irregular verb, past tense and past participle form may be different.

3. Adjectives

Used to qualify a noun or pronoun, for this reason adjective are often characterized as descriptive words. Adjective describe nouns in term of such qualities and size, color, number, and kind. The adjective is commonly used in the first time. These examples of adjective: good, young, big, happy, etc. Commonly used, both in speaking and writing.

4. Adverbs

Represent a very diverse set of words. There is really no simple test for adverbs, for one thing, they are often expression rather than individual word, and for another there are number of different kinds of adverbs. The most common adverbs

are expression of time, place, manner, and frequency. For example, morning, afternoon, evening, night, at school, at work, at home, etc.

5. Pronoun

As the name implies, have the main function of substituting for noun or noun phrase. We use pronoun very often, so that it is not difficult to learning. There are several classes. The class that usually used is personal pronoun (I, you, them, him, etc.), along with the reflexive pronoun (myself, yourself, themselves, etc.) and the possessive pronoun (his, my, hers, etc.). Another class is interrogative pronoun. This substitute in questions, not only for noun, but also for adjective and adverb such as what, how, when, etc. Relative pronoun substitute for noun as elements in relative clauses include who, which, whose, that and whom. Demonstrative pronoun also substitute for noun but they imply a gesture of pointing like this, that, these, and those. And there is class of indefinite pronoun, they are all, many, few, everyone, anything, nothing etc.

6. Numerals

There are two kinds of numeral; ordinal number and cardinal number. Ordinal number is specify the order of an item and comprise the series like first, second, third, fourth, fifth and so on. Cardinal number is merely quantity such as one, two, three, four, five etc., which are often used daily. Maybe both types of numbers have been mastered by students, because they include basic vocabulary that must be mastered.

7. Prepositions

The function that of relating a noun phrase to another unit, may be about time (after the meal), place (beside the class), logic (because of my mistake). Commonly found, for example: in my school, at my house, on the table. these words are usually

found in reading and when you talk to someone or rather, are often used in everyday speech.

8. Conjunctions

Used as a connector word, phrase, clause, or sentence to another. They are two kinds of conjunction co-ordinating. Conjunction such as for, and, but, or, etc. and subordinating conjunction such as when, if, after, as, as soon as, before, once, while, why, because since etc. The subordination may be one of time, one of reason, or some other kind.¹⁰

9. Interjection

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence. All the classes of word have relation each other. They will make a meaning when we put them in the correct position. Sometime we just use the word, but we are not aware that there are some classes of word. With knowing class of word, it will make us know and we will put the word in the right position base on the class of word.¹¹

2.1.1.6 What Makes a Word Difficult ?

The students who has learned a second language will know that some words seem easier to learn than others. There are also the easiest words and the difficult words. Every language has a vocabulary such as Indonesia vocabulary and the other country, for example in Indonesia *pensil*, from English word *pencil*, *pulpen* from *pen*, *gelas* from *gelas* and etc. This word similiarity is one of the factor why the students is

¹⁰Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic* (New York: Pergamon Press, 1982 Cet 2) p. 61-65

¹¹AqramRisaldi, "Using of Interactive CD-Rom and Powerpoint Presentation to Increase Students' Vocabulary at the Eleventh Grade of SMA Negeri 6 Pinrang", (Unpublish Script; English Department:Parepare, 2017), p.12

easy to understand and use the word. But it is not all vocabulary has similarity, just a few words like that. Many words has significant and difference and makes learning vocabulary more difficult.

Other factors that make some words more difficult than other are pronunciation and spelling. Words that are difficult to pronounce and spell are more difficult to learn, and usually the words will be difficult to spell and pronounce when that words are unfamiliar to learners. Length and complexity also become the factor why the learner does not understand the word because long words seem to be more difficult to learn than the short ones. Then the short words will be easy to find and it will be easy to save in the long-term memory. There is also meaning of vocabulary that can make that word is hard to learn. Sometime the learners confuse when they meet with the word that has two or more meaning. There is also word that look like has similar meaning but in fact they are different such as *make* and *do*. In this case, usually the learners displace when they are using the words. So, it will make misunderstanding. Besides, there are also grammar, range, connotation, and idiomaticity that influence why the word is difficult.¹²

From the explanation above, we can conclude that as a teacher we have to know the learners need and how is vocabulary learned in learning vocabulary such as the first is learners need tasks, method and strategy to help them organize their mental. Learners need to involved in learning of words and should aim to build their knowledge of vocabulary as quickly as possible. Besides, the teacher has to know that not all the vocabulary that learners need can be taught and teaching should direct

¹²Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Longman, 2007) p. 27

attention to the sound of new words, it will be more active, innovative and the purpose of learning can be reached.

2.1.1.7 How to Teach Vocabulary

There are two most common ways in which the meaning of new items is conveyed are as follows:

1. Traditional approaches and techniques

Teacher-centred approaches are divided into three main types: visual techniques, verbal techniques and translation. The first is visual techniques, in teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning. The second is verbal techniques, there are some techniques which can be used to present vocabulary which are as follows:

- a) by giving examples of the type, e.g. to illustrate the meaning of superordinates,
- b) by using illustrative situations, to explain abstract words, for instance,
- c) through definitions,
- d) with synonyms/opposites,
- e) by using scales for gradable items.

The last is translation, used sensibly, translation can be a useful technique to convey meaning as:

- a) it saves time,
- b) it allows us to check correct comprehension, if necessary (e.g. in the case of false friends).

2. Student-centred learning

Students-centred learning can also take a place in different ways such as by allowing them to ask other students in the classroom, by using a dictionary or through contextual guesswork.¹³

2.2 The Concept of Learning Media

2.2.1 The Definition of Learning Media

There are many ways in teaching English, one of them is used Media. Generally the use of media as teaching aid mainly aim at increasing teaching process to be more motivating and interesting. Media is a teaching and learning tool. According to Briggs (1997) learning media is a physical means to convey learning content/materials such as: books, films, videos and so on. Then an according to National Education Association (1969) revealed that instructional media is a means of communication in print and in-sight, including hardware technology.¹⁴

Teaching is not only how to transfer of knowledge to the learners, but also how to transfer of value. So, every teacher must have the ability, both in teaching and educating. There are many factors that can influence learning activity and one of them is media. There are several definitions that have explained like Media is a word which formed from Latin language *medium* that means intermediately or conductor from the sender to the receiver. Association of Education and Communication Technology or AECT in America explain that media is all the things and channel that used by the people to distribute command or information. National Education

¹³Rosa M^a Lopes Campillo, *Teaching and Learning Vocabulary*. p. 45-46

¹⁴ <http://belajarsikologi.com/pengertian-media-pembelajaran/> (Accessed on October 2018)

Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments.¹⁵

In this era, students are expected to be more active in the classroom than the teachers. Media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.¹⁶

Based on the several definitions above the researcher catch the point that media is one of a ways which is used to help in teaching process. Media is needed in teaching process to make students more active and interested in learning.

2.2.2 Types of Learning Media

2.2.2.1 Printed Media

These include text books, magazines, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts. It is important to identify all the reading materials before issuing them to children. The use of internet should be monitored both at home and school to protect children from being involved in illicit materials which may take them away from their learning focus. Guide children from what to read so as to achieve the aims and objectives of the

¹⁵Arief S. Sadiman, et al., eds., *Media Pendidikan, Pengetian, Peembangan, dan Pemanfaatannya* (Jakarta: PT Rajagrafindo Persada, 2005), p.6

¹⁶Zvavanhu, "Types of Media Used in Teaching and Learning for its conducive Environment" *Blog of Zvavanhu*. http://zvavanhuchopper.blogspot.com/2010/10/blog-post_17.html (Accessed on October 2018)

subject. If there is variety of material selection the teacher must identify that suits every learner's capabilities, i.e. slow, medium and fast.

2.2.2.2 Visual Media

These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, art facts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation. It was discovered that a single picture is equivalent to 1000 words in meaning to a listener. It cuts down unnecessary talking time hence supplement the voice. Visual impact in learner's enhanced making associated language memorable. The real meaning of words is helped by seeing concrete objects. The simplification of color and shapes as it clarify its complexity. The learner then stimulated to think diligently and ask questions and enhanced learning environment's conductivity. Avoid too much use of visual as they may take pupils' attention because of color admiration.

2.2.2.3 Audio-visual Media (Video and Film)

Because of the visual element is attractive and commands attention. The sounds produced is much easier to understand the facial impressions, gestures, physical background shown and learning becomes dose to real life situation. It is very important to preview any program and assess it worth to class situation, time and its

content value and how to operate it more effectively to benefit all children in learning the content.¹⁷

2.2.2.4 Audio Media (CD, cassettes and digital sound files)

Audio demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness.¹⁸

2.2.3 The Reason of using Media

As we know that students have differences in learning. Different learners have different preferred learning styles. So in the teaching learning process, the teacher must meet the needs of students with difference in learning. Generally, media is used to support teaching and learning process. Some of learners is more actively in visual, some of them are good in audio and many learners will be more enjoy when they are learning by using audiovisual media.

From the explanation above, explained that media as an intermediary tool between teachers and students in the teaching and learning process. In the use of media can be adjusted to the students. For example: when students are sleepy, the

¹⁷ Zvavanhu, “Types of Media used in Teaching and Learning for its conducive Environment” (Accessed on October 2018)

¹⁸ Arifah Apriani, “Improving The Vocabulary Mastery Through Anagram Media At Students Junior High School 1 Duampanua Pinrang”, (Unpublish Script; English Department: Parepare, 2017), p.16

teacher can use Audio-visual Media or when the students are active, the teacher can use Visual Media and one example of Visual Media is Card Sort.

2.3 The Concept of Card Sort

2.3.1 The Definition of Card Sort

Learning model is a pattern used as a guide in planning the learning in the classroom or tutorial. According to Arends, the learning model refers to the approach to be used, including learning objectives, stages of learning activities, learning environments and classroom management. The learning model can be defined as a conceptual framework that depicts systematic procedures in organizing learning experiences to achieve learning objectives.

Learning with the Card Sort model is a collaborative activity that can be used to teach the concept of classification, nature, facts about an object or repeat information. Physical movements by students can help to energize a tired class. This learning model invites students to learn actively and aims for students to have a sense of independence in learning and fostering creativity. The card sorting or card sorting model is a very simple learning model consisting of a master card and a detailed card and a detailed card containing materials that educators will convey to learners.

Card Sort is a learning media in the form of pieces of paper formed like a card that contains information or subject matter. Active learning of Card Sort model is a learning that emphasizes student activity, where in this study each student is given an index card that contains information about the material to be discussed, then students are grouped according to the index card they have. Afterwards the students discuss and present the results of the discussion about the material from the category of the group. Here the educator works more as a facilitator and explains the material that the

students has not understood after the presentation is over. The media of Card Sort is a collaborative activity that can be used to teach concepts, classifications of properties, facts about an object or review of science that has been given before or repeated information. The dominant physical movement in this media can help minimize a tired class.

Card Sort is a strategy used by educators with the intention of inviting learners to find concepts and facts through the classifications of the material discussed in the learning.

Card Sort method, using the card media in learning practice, will help the students to understand the lessons and foster their motivation in learning, because in the application of Card Sort method, the teacher only acts as a facilitator, which facilitates the students in learning, while the students learn actively with facilities and direction from the teacher. Card Sort is the motivation of the teacher; for random blank cards; teachers searching for keywords on the board; students look for similar words (one theme) with their friends; group discussion based on the theme; arranging cards on the board and each group presenting the results.¹⁹ This is a collaborative activity that can be used to teach concepts, character classifications, facts about an object, or repeat information. Preferred physical movements can help to energize the weary class²⁰.

2.3.2 The Learning Steps using the Card Sort

1. The teacher prepares a card containing the subject matter according to SK/KD subjects;

¹⁹<https://zaifbio.wordpress.com/tag/card-sort/>(Accessed on April 2018)

²⁰Mel Silberman, *Active Learning: 101 Strategi Pembelajaran Aktif* (Cet. 2; Yogyakarta: Yappendis, 2002), p. 149.

2. Estimate the number of cards equal to the number of students, fill in the card consisting of the master card and a details card.
3. All cards are scrambled/ shuffled to mix.
4. Share the card to the students and make sure each one gets a card.
5. Ask students to move to find a master card by matching it to their classmates.
6. Ask each group to form a group.
7. Ask one of the group responsible for explaining the results of the cards, then ask for comments for other groups.²¹

2.3.3 The Advantages and Disadvantages of the Learning model of Card Sort

2.3.3.1 The Advantages

1. Can direct students who feel tired of the lessons that have been given.
2. Can nurture students to work together and develop mutual respect for opinions.
3. The implementation is very simple and the students are easy in grouping the subjects so easy in understanding the material taught by the teacher.

2.3.3.2 The Downside

1. Make students less active in speaking or summing up opinions.
2. Requires preparation and media in the form of cards before the activity takes place.
3. If the teacher is less able to control the class atmosphere will become rowdy.²²

²¹ <https://paxdhe-mboxdhe.blogspot.com/2014/02/media-card-sort.html?m=1> (Accessed on October 2018)

²²<https://pendidikanmerahputih.blogspot.co.id/2014/03/model-pembelajaran-card-sort.html> (Accessed on April 2018)

2.3.4 The Purpose using the Card Sort

The purpose of the strategy and learning method using Card Sort is to express the memory of the subject matter that students have learned.

2.3.5 Thing to Look for In using Card Sort

The things that must be considered in the procedure of using the card sort method, among others:

1. The cards should not be numbered.
2. The cards are made in the same size.
3. Do not give any “code marks” on the cards.
4. The cards consist of “several subjects” and are made in large numbers or in accordance with the number of students.
5. The material written in the cards, has been taught and has been studied by the students. This method can enable students who are tired. Methods can be used to enable students to study conceptual materials, classification characteristics, facts and review of materials.²³

2.4 The Concept of Interest

2.4.1 The Definition of Interest

Interest is tendency and high fervor or desire to something. However getting loose from popularity or not, interest affects the quality of students learning achievement in many field or certain study.²⁴

²³<https://aginista.blogspot.co.id/2013/01/metode-pembelajaran-card-sort.html>. (Accessed on April 2018)

²⁴MuhibbinSyah, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 1995), p.136.

2.4.2 The Kinds of Interest

Super and Crites suggest four ways to operationally define interest, namely expressed interest, manifest interest, inventoried interests and tested interests.

2.4.2.1. Expressed Interest

Expressed Interest refer to a person's verbal report of preferences, (i.e., liking or disliking) for a various activities, tasks or occupation. For example expressed interest consist of responses to questions such as, "which occupation would like to pursue?" this method of assessing interest is simple and direct and assumes that the best way to know something about a person is to ask. The degree of use fullness in asking for a stated preference of occupation varies with the maturity of the individual answering the question; therefore, issues of developmental readiness are often salient, such as the extent to which the individual is sufficiently prepared to state an occupational preference that is realistic and appropriate. In addition, when stating an occupational preference, a person often moves affective liking and disliking and evaluates a multitude of personal and social factors related to the desirability of various occupational alternatives. Because expressing an occupational interest typically involves considerable deliberation, it is generally an affective predictor of occupational choice.

2.4.2.2 Manifest Interest

Manifest Interest, sometimes referred to as evidence interests, refer to a person's actual involvement or participation in activity, task or occupation. This method of assessing interests consist of observing a person's behavior across different situations and assumes the people tend to participate in activities that they find interesting or satisfying. Because direct observation of a person's activities is

often impractical, assessment of manifest interest typically relies on self-report. To accomplish this, two methods have historically been used. The first is the use of an interest diary. In creating the interest diary, a person records her or his activities over a specified period of time. The counselor analyzes the type of activities engaged in and their frequency of occurrence by creating a graph. In examining the patterns, dominant themes are expected to emerge, suggesting general activity preferences. Another method of assessing manifest interest use an “interest autobiography”. In this type of assessment, a person is asked to reflect on different moments in life such as starting school, last year of high school and years of occupational activity and record interest-inducing activities and tasks at each development stage. As with the interest diary, patterns of interests in activities are expected to emerge, the counselor then summarizes these interest patterns and their continuity over time.

2.4.2.3 Inventoried Interest

Inventoried Interest refer to scores generated from responses to comprehensive interest inventory. Such inventories typically asses self-reported like and dislikes for a broad range of activities, occupation or people. Item responses are use to calculate scale scores, which often are formed relative to a criterion group, thus providing information about how the individual’s patterns of scores compares of the interest women and men in general or with the interest of individuals employed in specific occupation. This assessment approach is widely used, has been extensively studied and offers the advantages of a broad sampling of the interest domain and objectives scores useful for prediction satisfied pursuit of particular interest areas or occupations. Numerous interest inventories currently are available for researcher and counselors, including the Campbell interest and Skill survey, Jackson vocational

interest survey, Kuder occupational interest survey, Strong Interest Inventory and the Vocational preference inventory. Generally, between 40% and 60% people enter an occupation recommended from their result on an interest inventory, although some studies have found “hit rates” as high as 74.

2.4.2.4 Tested Interest

Tested Interest refer to interests that are reflected in a person’s knowledge of special terminology or information about particular topic which can be measured by objective test of such knowledge. This assessment method infers interests in an occupation, for example, base on the level accumulated knowledge a person has for characteristic of that occupation. The assumption underlying this approach is that people are motivated to accumulate knowledge of and information about activities, tasks and occupation in which they have high level of interest. Because numerous factors other than interests predict performance on such, tests (e.g., abilities, past experience, available opportunities, family and culture influences) and because of the indirect nature of this approach to assessing interests, it is used less often than other methods of interests measurement.²⁵

2.4.3 Factors Influencing Students’ Interest

There are two factors can affect students’ interest in learning as follows:

2.4.3.1 Internal Factors

Internal factors are the factors which are from the students such as, students’ attitude toward as a subject an ability to comprehend it.

²⁵ Elton Jeremy Bloye, “*Vocational Interest and Other Non-Cognitive Factors as Predictors of Academic Performance in High School*”, (University of Johannesburg), p.29.

2.4.3.2 External Factors

External factors are the factors that involves students' environment such as school factors which means many involve the teacher, the students and the lesson material. Internally, the interest of students may be higher if they a good attitude in studying an object. Therefore, they aptitude can support them to get a success studying it. Another factor is physical condition, if the students lazy to study, of course their interest maybe lower than usually condition.

2.5 The Previous Related Research Finding

Some researchers have observed and found related result referred particularly improving the vocabulary mastery trough strategy. Barokah Wulandari in her research stated that was Use of Modification Card Sort Method to Increase Participation Learning Activities Eyes of English Lesson on Aspect Writing. According to the researcher, based on the results of research can be concluded that there is an increase the participation of student learning activities on the English language aspects of writing with the acquisition of the percentage number of pre-cycle 30%, the first cycle is 80.06% and cycle II by 94%.²⁶

Durotul Yatimah in her research stated that was Implementation Of Card Sort Strategy for Improving Ability Reading In Learning English Student. According to the researcher, the results of this study indicate that : 1) Application of learning by using card sort strategies can be implemented with good looks of students' reading ability. 2) Using card sort strategy can improving reading ability is evident in pre-

²⁶Barokah, “ Penggunaan Metode *Card Sort* Modifikasi Untuk Meningkatkan Partisipasi Kegiatan Belajar Mata Pelajaran Bahasa Inggris Pada Aspek *writing* Siswa Kelas V MI Islamiyah Gantiwarno Klaten” (Unpublished Script, Surakarta: Universitas Muhammadiyah Surakarta, 2012), p. 9.

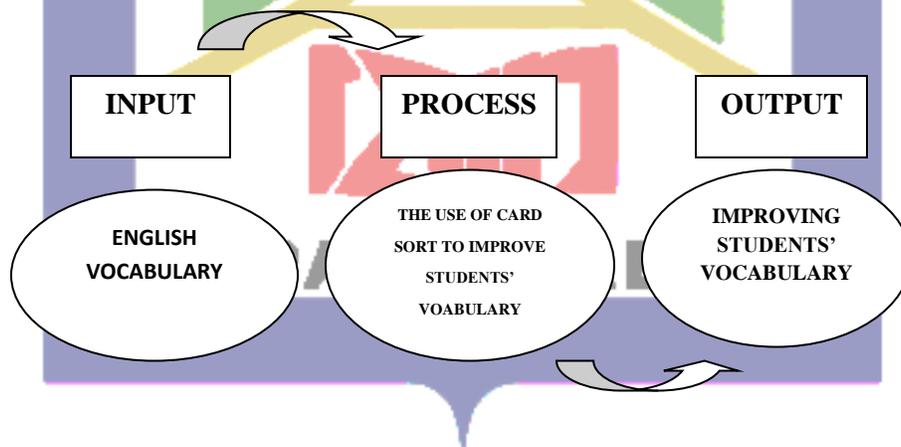
cycle conditions students who complete in learning is 3 of 12 students or 25%. In cycle II students who are thorough in learning are 12 students or 100%. So, students' mastery level is more than 80% so action the improvement of learning in cycle II has increased.²⁷

Anindita Rahma azizah in her research stated that was Use of Active Learning Methods Type Card Sort to Increase Activity and Learning Achievement. The results showed that the use of active learning method type of card sort in learning can improve activity and achievement learning.²⁸

2.6 Conceptual Framework

The focus on this research is the use of Card Sort to improve students' vocabulary. Through this media, it is expected to help students in mastering vocabulary.

At this point, the researcher draws the theoretical framework as follow



²⁷Durotul Yatimah “Penerapan Strategy *Card Sort* Untuk Meningkatkan Kemampuan Membaca Dalam Pembelajaran Bahasa Indonesia Borobudur Magelang” (Unpublished Skripsi, Yogyakarta: Universitas Negeri Sunan Kalijaga Yogyakarta, 2014), p.7.

²⁸Anindita, “Penggunaan Metode *Active Learning* Tipe *Card Sort* Modifikasi Untuk Meningkatkan Keaktifan dan Prestasi Belajar IPS Siswa Kelas IV SDN Sendansari” (Unpublished Skripsi, Yogyakarta: Universitas Negeri Yogyakarta, 2014), p. 7.

There are three components explained in the follows:

2.6.1 Input : refers to apply in the class room.

2.6.2 Process: refers to the teaching vocabulary material by using Card Sort.

2.6.3 Output : refers to the students' vocabulary mastery after they are learning the material by using Card Sort.

2.7 Hypothesis

In this research, the researcher put forward the hypothesis as following:

H0 (Null Hypothesis) : Card Sort is able to improve students' vocabulary.

Ha (Alternative Hypothesis) : Card Sort is not able to improve students' vocabulary.

2.7 Operational Definition of Variable

2.7.1 Variable

There are two variable in this research:

2.7.1.1 Independent variable is Card Sort

2.7.1.2 Dependent variable is improve students' vocabulary at students of MTsN Parepare.

2.7.2 Operational Definition

2.7.2.1 Vocabulary skill is the students' ability to analyze, known and find the new word about animal, etc.

2.7.2.2 Card Sort is a collaborative activity commonly used to teach concepts, character classifications, facts about an object or repeat information. Better physical movements can help energize the already leased class.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter provided information about the methodology of the research that the researcher applied in this study; they were researching design and variables, location and duration, population and sample, instruments of the researcher and procedures of the data analysis.

3.1 Research Design

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

$O_1 \ X \ O_2$

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

3.2 Location and Duration of the Research

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

¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2015),p. 111.

3.3 Population and Sample

3.3.1 Population

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

Table.1 Students' data 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
Total		145

Source: MTsN Parepare 2018

3.3.2 Sample

Based on the population above, the sample of this research was the second years 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, which was consists of 26 as the sample in this research.

3.4 The Instrument of the Research

The instrument of this research was objective test in form of multiple choice 10 numbers and matching items 5 numbers. So, the total number of this test was 15 numbers. These test were 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.

3.5 Procedure of Collecting Data

In collecting data, the researcher gave some steps for the students as follow:

3.5.1 Pre-test

Before doing the treatment, the researcher gave a question of multiple choice 10 numbers and matching items 5 numbers to students in accordance with the material of the implementation of learning design. After giving pre-test the researcher would check the students' work to know how the students lack in vocabulary. After that, the researcher would give treatment by using Card Sort to improve their vocabulary.

3.5.2 Treatment

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

In the first treatment, The researcher showed an example of Card Sort for students and explained what is meant it. The researcher also give direction on how to implement Card Sort. The researcher prepare cards according to the number of students. In first step, each student is given a card with picture vocabulary attached. After the students get a card, they first look for a master card they hold, while students who hold a detailed card has to look for a master card held by their friends. On the contrary, students holding a master card has to look for a detailed card held by

his friend and make a group. After they get it, they discuss with their friends to translate the vocabulary, one of the group members explained the card he got.

In the second treatment, the researcher give a treatment by providing material in accordance with the design of the implementation of the learning that have been determined. The researcher provides an understanding of the material in which there is a vocabulary on the card. Then, the researcher ask the students to write down the vocabulary that students get in the white board appropriate with the material. Students also ask the researcher if they did not understand the material provided.

In the third meeting, the researcher redistributed cards by adding different vocabulary. The researcher prepare cards according to the number of students. The researcher again give direction to students how to implement this media and asked the students to ask if anything was not understood. Then, the students are again directed in find a master or a detailed cards that have been giving. Furthermore, students again translate the cards they get. After that, one of the group members explained the card he got.

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

3.5.4 Questionnaire

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

3.6 Technique of Data Analysis

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

3.6.1 Scoring the students' answer

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

Table.2 Classifying the score five levels classification

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

(Dirjen Pendidikan Dasar dan Menengah, 2005 : 2)²

3.6.3 Finding out the mean score will use the following formula

$$\text{Score} = \frac{\sum Xi}{n}$$

Where :

X : Mean

²Dirjen Pendidikan Dasar dan Menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta : Depdiknas, 2005), p.2.

ΣXi : Total score

N : The total number of Students.³

3.6.4 Calculating the rate percentage of students score :

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

Where :

P : percentage

F : frequency

N : total of number of sample.⁴

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

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

Where :

T : test of significance

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

ΣD : the sum of the total score

ΣD^2 : the square of the sum score of difference

N : the total sample.⁵

³Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta : Bumi Aksara, 2009), p.298.

⁴Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta : Raja Grafindo Persada, 2006), p.43.

⁵Gay L.R. *Educational Research, Competencies for Analysis and Application second edition*, p.331.

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

The questionnaire of this research employs 15 questions which consist positive statements. The researcher used a Liker Scale that can be seen on the following table:

Table.3 Liker 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 ⁶

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)

⁶Sugyono. *Metode Penelitian Pendidikan*. (Bandung: Penerbit Alfabeta, 2010).p.135

35-42	Interested (Positive)
27-34	Undecided
19-26	Uninterested (negative)
10-18	Very uninterested (very negative) ⁷

The table above means that the student was said to 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 were said to 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 said 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 said 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-

⁷Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika*.(Bandung : Alfabeta. 2005).p.18

40; and they were said to have strongly uninterested if the mean score is between 0-20.⁸

The calculating the rate percentage of the students' interest score:

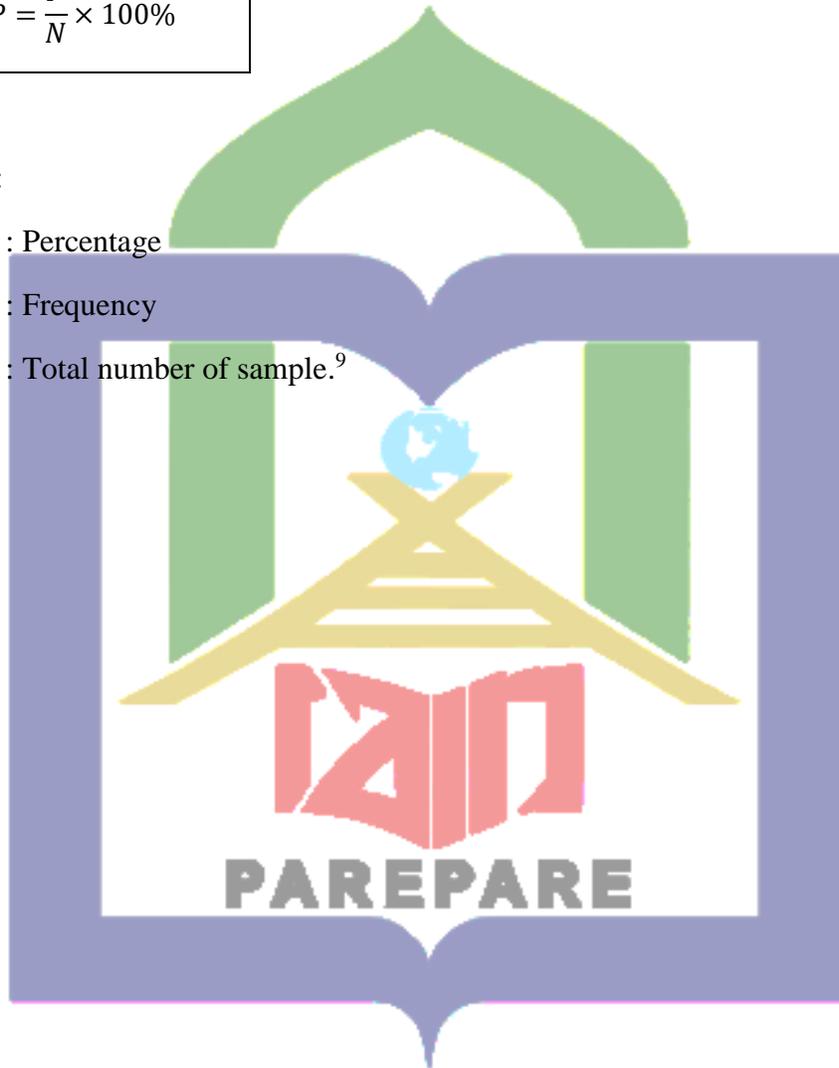
$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of sample.⁹



⁸Ridwan,dkk. *Rumusdan Data Dalam Analisis Statika*. (Bandung : Alfabeta. 2005).p.245

⁹Ridwan,dkk. *Rumusdan Data Dalam Analisis Statika*. (Bandung : Alfabeta. 2005).p.245

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the findings of the research and discussions of the research. The findings of the research cover description of the result of data collected through a test that can be discussed in the section below.

4.1 Findings

The findings of this research deals with the classification of students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. 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.

4.1.1 The use of Card Sort to improve students' vocabulary at MTsN Parepare.

This part covers the result of data analysis about the use of Card Sort to improve students' vocabulary:

4.1.1.1 The students' score in the pre-test

The pre-test had done before implementation Card Sort. It was conducted on Tuesday, July 7th, 2018. The students' were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment that using Card Sort which was analyzed and resulted in the information as shown in the following table:

Table.6 the Result of Pre-test

No	Students	Pre-test	
		Correct Answer	Score
1	S1	5	25
2	S2	14	70
3	S3	14	70
4	S4	11	55
5	S5	11	55
6	S6	12	60
7	S7	10	50
8	S8	9	45
9	S9	12	60
10	S10	12	60
11	S11	9	45
12	S12	12	60
13	S13	14	70
14	S14	6	30
15	S15	11	55
16	S16	14	70
17	S17	10	50
18	S18	11	55
19	S19	11	55
20	S20	14	70
21	S21	12	60
22	S22	8	40
23	S23	0	0

24	S24	11	55
25	S25	7	35
26	S26	12	60
Total			$\sum X=1360$

(Data' source: the Students' Score in Pre-test)

After knowing the students' score in the pre-test, the researcher following table are students' score to find out the mean score:

Table. 7 the Students' Score in Pre-test

No	Students	Pre-test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
1	S1	100	25	625	Very poor
2	S2	100	70	4,900	Fair
3	S3	100	70	4,900	Fair
4	S4	100	55	3,025	Poor
5	S5	100	55	3,025	Poor
6	S6	100	60	3,600	Fair
7	S7	100	50	2,500	Poor
8	S8	100	45	2,025	Poor
9	S9	100	60	3,600	Fair
10	S10	100	60	3,600	Fair
11	S11	100	45	2,025	Poor
12	S12	100	60	3,600	Fair
13	S13	100	70	4,900	Fair
14	S14	100	30	900	Very poor
15	S15	100	55	3,025	Poor
16	S16	100	70	4,900	Fair

17	S17	100	50	2,500	Poor
18	S18	100	55	3,025	Poor
19	S19	100	55	3,025	Poor
20	S20	100	70	4,900	Fair
21	S21	100	60	3,600	Fair
22	S22	100	40	1,600	Very poor
23	S23	100	0	0	Very poor
24	S24	100	55	3,025	Poor
25	S25	100	35	1,225	Very poor
26	S26	100	60	3,600	Fair
Total			$\sum X=1360$	$\sum X^2=77650$	

(Data' source: the Students' Score in Pre-test)

Based on the table above, showing the result of improving students' vocabulary score 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 low. Because most of the students gained fair score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of table 4.2.

Firstly, the researcher calculated the mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1360}{26}$$

$$\bar{X} = 52,31$$

So, the mean score (\bar{X}_1) of pre-test is 52.31

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.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{77650 - \frac{(1360)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{77650 - \frac{1849600}{26}}{25}}$$

$$SD = \sqrt{\frac{77650 - 71138,46}{25}}$$

$$SD = \sqrt{\frac{6511,54}{25}}$$

$$SD = \sqrt{260,46}$$

$$SD = 16,13$$

So, 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 improving students' vocabulary were in low category.

4.1.1.2 The students' score in the Post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table.8 the Result of the Post-test

No	Students	Post-test	
		Correct Answer	Score
1	S1	7	35
2	S2	12	60
3	S3	11	55
4	S4	13	65
5	S5	5	5
6	S6	9	45
7	S7	15	75
8	S8	16	80
9	S9	13	65
10	S10	11	55
11	S11	12	60
12	S12	9	45
13	S13	11	55
14	S14	8	40
15	S15	19	95

16	S16	16	80
17	S17	19	95
18	S18	19	95
19	S19	11	55
20	S20	16	80
21	S21	18	90
22	S22	14	70
23	S23	13	65
24	S24	19	95
25	S25	12	60
26	S26	17	85
Total			$\sum X=1705$

(Data' source: the Students' Score in Pre-test)

After knowing the students' score in post-test based on the scoring rubric of writing, the following table students' score to find out the mean score:

Table.9 The Students' Score in Post-test

No	Students	Post-test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
1	S1	100	35	1,225	Very poor
2	S2	100	60	3,600	Fair
3	S3	100	55	3,025	Poor
4	S4	100	65	4,225	Fair
5	S5	100	5	25	Very poor
6	S6	100	45	2,025	Poor
7	S7	100	75	5,625	Good

8	S8	100	80	6,400	Good
9	S9	100	65	4,225	Fair
10	S10	100	55	3,025	Poor
11	S11	100	60	3,600	Fair
12	S12	100	45	2,025	Poor
13	S13	100	55	3,025	Poor
14	S14	100	40	1,600	Very poor
15	S15	100	95	9,025	Excellent
16	S16	100	80	6,400	Good
17	S17	100	95	9,025	Excellent
18	S18	100	95	9,025	Excellent
19	S19	100	55	3,025	Poor
20	S20	100	80	6,400	Good
21	S21	100	90	8,100	Excellent
22	S22	100	70	4,900	Fair
23	S23	100	65	4,225	Fair
24	S24	100	95	9,025	Excellent
25	S25	100	60	3,600	Fair
26	S26	100	85	7,225	Good
Total			$\sum X=1705$	$\sum X^2=123625$	

(Data' source: the Students' Score in Post-test)

The table above showed that 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 students vocabulary ability has improved that using Card Sort. The total score in post-test is 1705. It proved that there were increases of students' score in post-test.

In this, 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 in vocabulary ability.

The first, to get the mean score of the post-test, used a formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1705}{26}$$

$$X = 65,57$$

So, the mean score (X_2) of post-test is 65,57

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 most of the 26 students' vocabulary was an excellent and good score.

The second to get the standard deviation of the post-test, used a formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{123625 - \frac{(1705)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{123625 - \frac{2907025}{26}}{25}}$$

$$SD = \sqrt{\frac{123625 - 111808,65}{25}}$$

$$SD = \sqrt{\frac{11816,35}{25}}$$

$$SD = \sqrt{472,65}$$

$$SD = 21,74$$

So, 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.

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

Table. 10 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	52,31	16,13
Post-test	65,57	21,74

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.5 indicates that there was improvement while doing pre-test up post-test, 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 mean that improving students' vocabulary had improvement after doing the learning process that used in class.

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

The following table shows the percentage of the frequency in pre-test and post-test.

Table.11 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent	86-100	0	5	0	19.2%
2	Good	71-85	0	5	0	19.2%
3	Fair	56-70	11	7	42.3%	27%
4	Poor	41-55	10	6	38.5%	23.1%
5	Very Poor	≤40	5	3	19.2%	11.5%
			26	26	100 %	100 %

(Data' source: the Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above 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.

4.1.2 The Implementation of Card Sort to Improve Students' Vocabulary at MTsN Parepare.

This part discusses the result of data analysis about the implementation of Card Sort to improve students' vocabulary at MTsN Parepare.

4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table.12 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	25	35	625	1225	10	100
2	70	60	4,900	3600	-10	100
3	70	55	4,900	3025	-15	225
4	55	65	3,025	4225	10	100
5	55	5	3,025	25	-50	2,500
6	60	45	3,600	2025	-15	225
7	50	75	2,500	5625	25	625
8	45	80	2,025	6400	35	1,225
9	60	65	3,600	4225	5	25
10	60	55	3,600	3025	-5	25
11	45	60	2,025	3600	15	225
12	60	45	3,600	2025	-15	225
13	70	55	4,900	3025	-15	225
14	30	40	900	1600	10	100
15	55	95	3,025	9025	40	1,600
16	70	80	4,900	6400	10	100

17	50	95	2,500	9025	45	2,025
18	55	95	3,025	9025	40	1,600
19	55	55	3,025	3025	0	0
20	70	80	4,900	6400	10	100
21	60	90	3,600	8100	30	900
22	40	70	1,600	4900	30	900
23	0	65	0	4225	65	4,225
24	55	95	3,025	9025	40	1,600
25	35	60	1,225	3600	25	625
26	60	85	3,600	7225	25	625
Total	1360	1705	77650	123625	345	20225

(Data' source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary that using Card Sort)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{345}{26} = 13.26$$

The calculation the t-test value

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

$$t = \frac{13,26}{\sqrt{\frac{20225 - \frac{345^2}{26}}{26(26-1)}}$$

$$t = \frac{13,26}{\sqrt{\frac{20225 - \frac{119025}{26}}{26(25)}}$$

$$t = \frac{13,26}{\sqrt{\frac{20225 - 4577,88}{650}}}$$

$$t = \frac{13,26}{\sqrt{\frac{15647,12}{650}}}$$

$$t = \frac{13,26}{\sqrt{24,07}}$$

$$t = \frac{13,26}{4,9}$$

$$t = 2,7$$

So, the t-test value is 2,7 It was greater than t-table.

Table.13 The Test of Significant

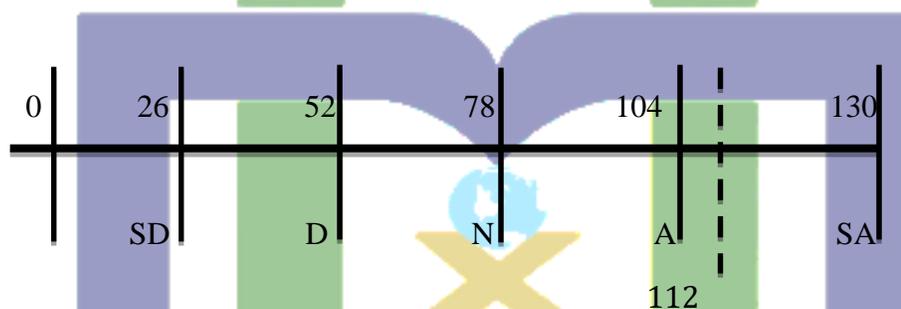
Variable	T-test	T-table value
Pre-test – Post-test	2,7	1,708

(Data' source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	112

Based on the table above regarding questionnaire number 1, 50 students chose “strongly agree”, 56 students chose “agree”, 6 students chose undecided and no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of MTsN Parepare like learning English.

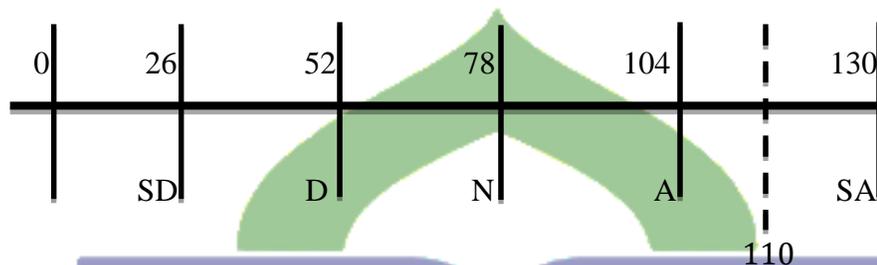


So the students like to learn the English language by using Card Sort namely $112/130 \times 100 = 86$ so, it was categorized very strong.

Question Alternative 2	Scores	Frequency	Sum of the score
Strongly agree	5	10	50
Agree	4	14	56
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	1	1
Total		26	110

Based on the table above regarding questionnaire number 2, 50 students chose “strongly agree”, 56 students chose “agree”, 3 students chose undecided, no one to

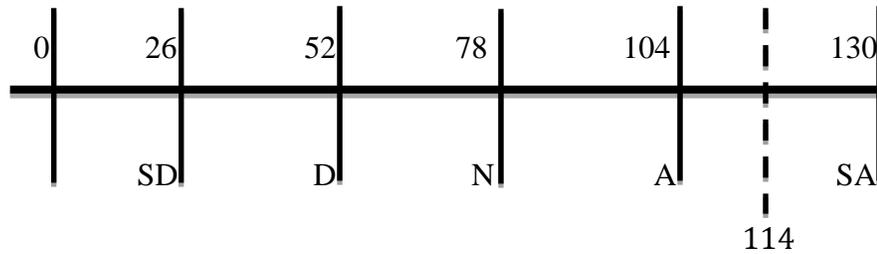
chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of MTsN Parepare like the use of card as one of the strategies in learning English.



So the students like to learn the English language by using Card Sort namely $110/130 \times 100 = 84$ so, it was categorized very strong.

Question Alternative3	Scores	Frequency	Sum of the score
Strongly agree	5	11	55
Agree	4	14	56
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	114

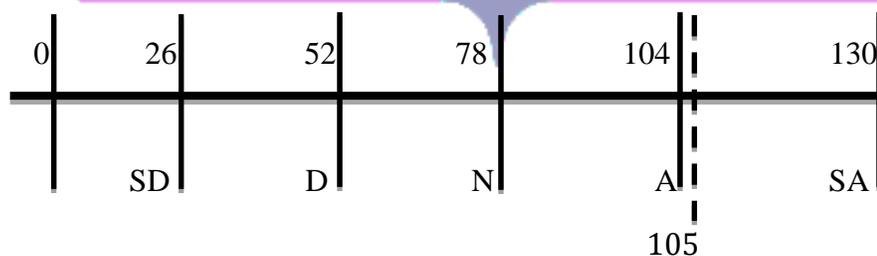
Based on the table above regarding questionnaire number 3, 55 students chose “strongly agree”, 56 students chose “agree”, 3 students chose undecided and no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of MTsN Parepare like like the use of Card Sort as one of strategies in learning English.



So the students like to learn the English language by using Card Sort namely $114/130 \times 100 = 87$ so, it was categorized very strong.

Question Alternative4	Scores	Frequency	Sum of the score
Strongly agree	5	8	40
Agree	4	14	56
Undecided	3	1	3
Disagree	2	3	6
Strongly disagree	1	-	-
Total		26	105

Based on the table above regarding questionnaire number 4, 40 students chose “strongly agree”, 56 students chose “agree”, 3 students chose undecided, 6 chose disagree and no one to chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of MTsN Parepare like vocabulary learning activities using Card Sort.



So the students like to learn the English language by using Card Sort namely $105/130$
 $\times 100 = 80$ so, it was categorized strong.

Question Alternative 5	Scores	Frequency	Sum of the score
Strongly agree	5	8	40
Agree	4	15	60
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	109

Based on the table above regarding questionnaire number 5, 40 students chose “strongly agree”, 60 students chose “agree”, 9 students chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that the use of Card Sort can make learning English easier.

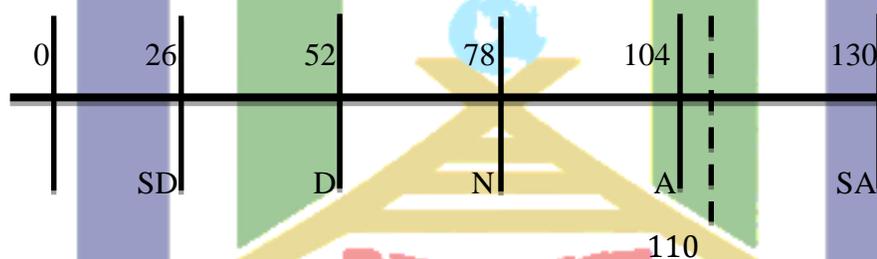


So the students like to learn the English language by using Card Sort namely $109/130$
 $\times 100 = 83$ so, it was categorized very strong.

Question Alternative 6	Scores	Frequency	Sum of the score
Strongly agree	5	11	55

Agree	4	11	44
Undecided	3	3	9
Disagree	2	1	2
Strongly disagree	1	-	-
Total		26	110

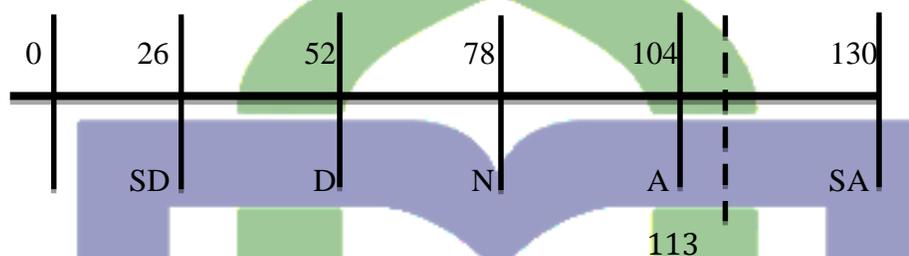
Based on the table above regarding questionnaire number 6, 55 students chose “strongly agree”, 44 students chose “agree”, 9 students chose undecided, 2 chose disagree and no one to chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that the use of Card Sort can make English learning more interesting.



So the students like to learn the English language by using Card Sort namely $110/130 \times 100 = 84$ so, it was categorized very strong.

Question Alternative 7	Scores	Frequency	Sum of the score
Strongly agree	5	10	50
Agree	4	15	60
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	113

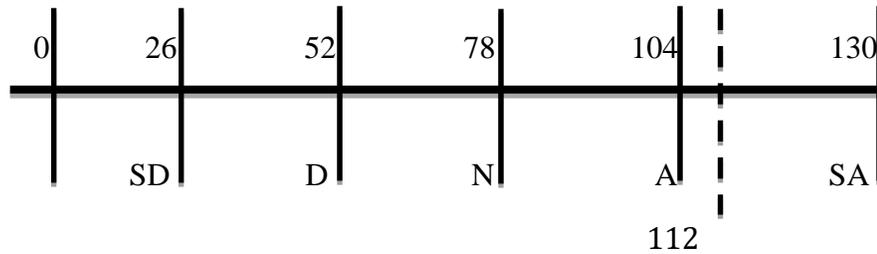
Based on the table above regarding questionnaire number 7, 50 students chose “strongly agree”, 60 students chose “agree”, 3 students chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that the use of Card Sort can make English learning more enjoyable.



So the students like to learn the English language by using Card Sort namely $113/130 \times 100 = 86$ so, it was categorized very strong.

Question Alternative 8	Scores	Frequency	Sum of the score
Strongly agree	5	13	65
Agree	4	10	40
Undecided	3	1	3
Disagree	2	2	4
Strongly disagree	1	-	-
Total		26	112

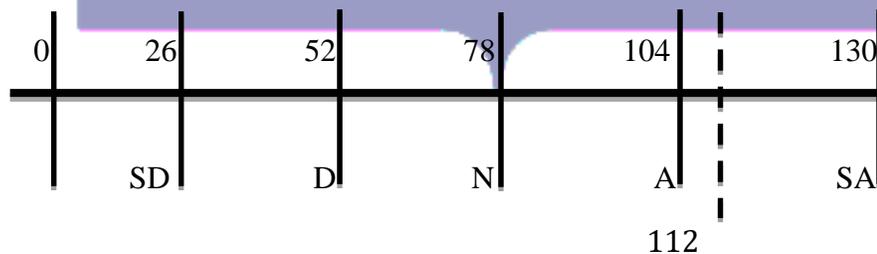
Based on the table above regarding questionnaire number 8, 65 students chose “strongly agree”, 40 students chose “agree”, 3 students chose undecided, 4 chose disagree and no one to chose strongly disagree. If seen from a large number of students who have chosen to strongly agree, it is concluded that Card Sort can help students master English vocabulary.



So the students like to learn the English language by using Card Sort namely $112/130 \times 100 = 86$ so, it was categorized very strong.

Question Alternative 9	Scores	Frequency	Sum of the score
Strongly agree	5	12	60
Agree	4	10	40
Undecided	3	4	12
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	112

Based on the table above regarding questionnaire number 9, 60 students chose “strongly agree”, 40 students chose “agree”, 12 students chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to strongly agree, it is concluded that using Card Sort makes students think that English is easy to learn.



So the students like to learn the English language by using Card Sort namely $112/130 \times 100 = 86$ so, it was categorized very strong.

Question Alternative 10	Scores	Frequency	Sum of the score
Strongly agree	5	8	40
Agree	4	14	56
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	2	2
Total		26	104

Based on the table above regarding questionnaire number 10, 40 students chose “strongly agree”, 56 students chose “agree”, 6 students chose undecided, no one to chose disagree and 2 students chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that using Card Sort can increase students’ enthusiasm in learning English.

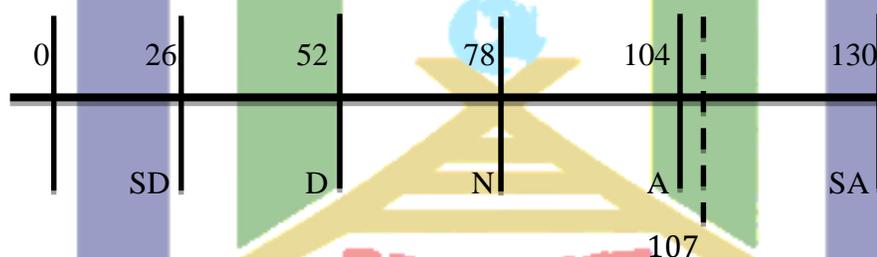


So the students like to learn the English language by using Card Sort namely $104/130 \times 100 = 80$ so, it was categorized strong.

Question Alternative 11	Scores	Frequency	Sum of the score
Strongly agree	5	12	60

Agree	4	8	32
Undecided	3	4	12
Disagree	2	1	2
Strongly disagree	1	1	1
Total		26	107

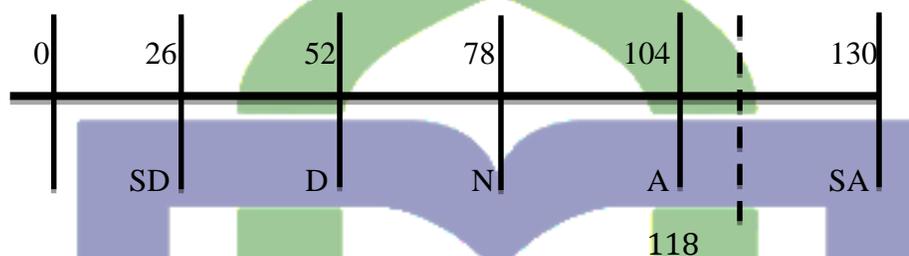
Based on the table above regarding questionnaire number 11, 60 students chose “strongly agree”, 32 students chose “agree”, 12 students chose undecided, 2 students chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to strongly agree, it is concluded that using Card Sort can improve students’ English skill.



So the students like to learn the English language by using Card Sort namely $107/130 \times 100 = 82$ so, it was categorized very strong.

Question Alternative 12	Scores	Frequency	Sum of the score
Strongly agree	5	15	75
Agree	4	10	40
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	118

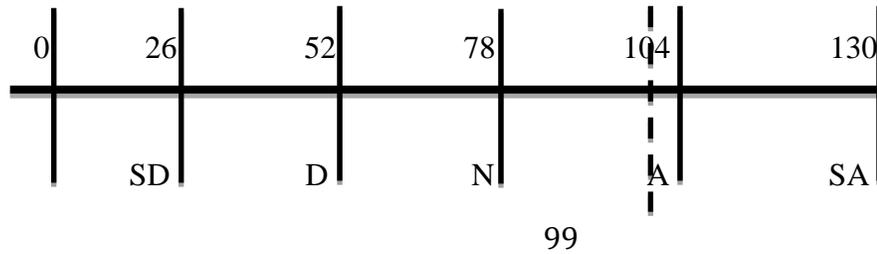
Based on the table above regarding questionnaire number 12, 75 students chose “strongly agree”, 40 students chose “agree”, 3 students chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to strongly agree, it is concluded that using Card Sort can makes students feel interested in learning English.



So the students like to learn the English language by using Card Sort namely $118/130 \times 100 = 90$ so, it was categorized very strong.

Question Alternative 13	Scores	Frequency	Sum of the score
Strongly agree	5	4	20
Agree	4	17	68
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	2	2
Total		26	99

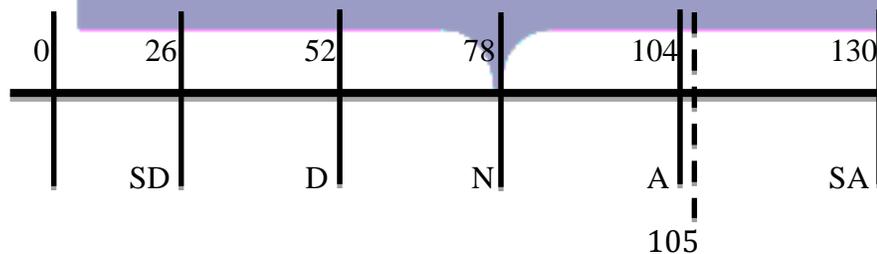
Based on the table above regarding questionnaire number 13, 20 students chose “strongly agree”, 68 students chose “agree”, 9 students chose undecided, no one chose disagree and 2 students chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that using Card Sort can make students become more motivated in learning English.



So the students like to learn the English language by using Card Sort namely $99/130 \times 100 = 76$ so, it was categorized strong.

Question Alternative 14	Scores	Frequency	Sum of the score
Strongly agree	5	8	40
Agree	4	13	52
Undecided	3	3	9
Disagree	2	2	4
Strongly disagree	1	-	-
Total		26	105

Based on the table above regarding questionnaire number 14, 40 students chose “strongly agree”, 52 students chose “agree”, 9 students chose undecided, 4 students chose disagree and no one to chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that the use of Card Sort makes students very enthusiastic in following the English learning process.



So the students like to learn the English language by using Card Sort namely $105/130 \times 100 = 80$ so, it was categorized strong.

Question Alternative 15	Scores	Frequency	Sum of the score
Strongly agree	5	8	40
Agree	4	13	52
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	2	2
Total		26	103

Based on the table above regarding questionnaire number 15, 40 students chose “strongly agree”, 52 students chose “agree”, 9 students chose undecided, no one chose disagree and 2 students chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that the use of Card Sort makes students think that English is not boring learning.

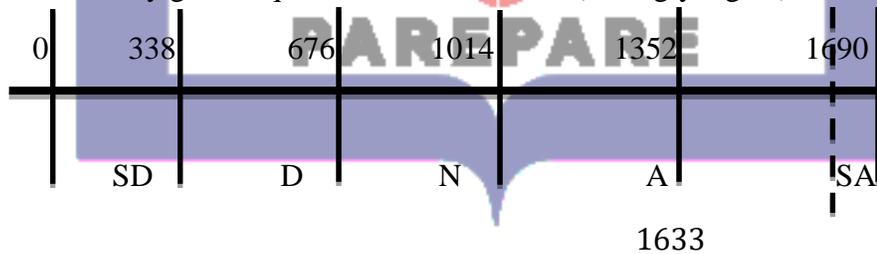


So the students like to learn the English language by using Card Sort namely $103/130 \times 100 = 79$ so, it was categorized strong.

Table. 15 The Percentage of the Positive Statement of the Questionnaire on Learning Vocabulary by using Card Sort.

No.	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	10	14	2	0	0	50	56	6	0	0	112
2	10	14	1	0	1	50	56	3	0	1	110
3	11	14	1	0	0	55	56	3	0	0	114
4	8	14	1	3	0	40	56	3	6	0	105
5	8	15	3	0	0	40	60	9	0	0	109
6	11	11	3	1	0	55	44	9	2	0	110
7	10	15	1	0	0	50	60	3	0	0	113
8	13	10	1	2	0	65	40	3	4	0	112
9	12	10	4	0	0	60	40	12	0	0	112
10	8	14	2	2	0	40	56	6	4	0	104
11	12	8	4	1	1	60	32	12	2	1	107
12	15	10	1	0	0	75	40	3	0	0	118
13	4	17	3	0	2	20	68	9	0	2	99
14	8	13	3	2	0	40	52	9	4	0	105
15	8	13	3	0	2	40	52	9	0	2	103
						740	768	99	22	6	1633

The table above shows that the cumulative percentage on the fifteen items of the Positive statement questionnaire was 96,62 (Very Strong), while the cumulative score that they got the questionnaire was 1633 (Strongly Agree).



4.2 Discussion

4.2.1 The Ways of the Implementation Card Sort to Improve Students' Vocabulary.

To find out how the implementation of Card Sort is able to improve the students' vocabulary, the researcher got some pieces of information from the students' activities in the learning process.

There were three meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 15 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connected with the main idea of the test.

The first meeting was on August 07th, 2018 before students started to answer the question, the researcher gave greeting for the students gave information about her aim with the students. After that, the researcher gave an explanation about how to do the instrument and guide the students to understand the process of the media. After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understand about how to do the instrument. There were some students asked about instrument, and the researcher an explained once the test more and after the students understood, the researcher gave some minutes to read

about the test before the researcher asked the students to answer the question. The researcher began to guide the students to understand the process of concept Card Sort.

The second meeting was on August 8th, 2018 was the second meeting, the researcher. The researcher showed an example of Card Sort for students and explained what was meant it. The researcher also gave direction on how to implement Card Sort. The researcher prepare cards according to the number of students. In the first implementation, the researcher gave the vocabulary about professions, kitchen tools and emotions. In the next step, each student was given a card with picture vocabulary attached. After the students got a card, they first look for a master card they hold, while students who hold 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 make a group. After they get it, they discuss with their friends to translate the vocabulary, one of the group members explained the card he got.

The third meeting was on August 14th, 2018, 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 provides an understanding of the material in which there is 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 were also asked to ask the researcher if they did not understand the material provided.

The fourth meeting was on 15th, 2018, the researcher redistributed cards by adding different vocabulary from the first meeting. The researcher prepare cards

according to the number of students . The researcher again gave direction to students how to implement this strategy and asked the students to ask if anything was not understood. Then, the students are again directed in find a master or a detailed cards that had been giving. Furthermore, students again translate the cards they get. After that, students tell their friends the vocabulary they got on the cards. One of the group members explained the card he got.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 52,13. After that, the researcher gave the treatment by using Card Sort. The researcher looks the increasing students in understanding the material. In the third meeting they can improve their vocabulary.

After doing third times of treatment on 28th 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. It shows that the alternative hypothesis (H_a) is accepted in the null hypothesis (H_0) is rejected.

After applying Card Sort in teaching vocabulary gave improvement to the second grade of MTsN Parepare, for example:

1. The students easy to memorize the vocabulary.
2. The students more enjoyable and fun to study English, because the material taught uses media that are appropriate to the conditions of students. Thus, making students active in the learning process. Because, the use of media

prioritizes students' physical movements when looking for friends in the same category. These physical movements can help students to energize the brain that has been tired of thinking.¹

The procedure of treatment, before the researcher give the material, firstly the researcher explain how to enjoy in learning English process and also the researcher give time to the students to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The students were lazy to memorize, because they think that English was difficult.
2. The students lack motivation and awareness in Learning English.

4.2.2 The discussion of the finding through the questionnaire

The students' response by using Card Sort to improve students' vocabulary at MTsN Parepare has been and analyzed by using liker scale. The questionnaire were successfully filled by 26 respondent that taken on August 2018.

From 15 questionnaires, all the students answered very positively. Based on the liker scale that the students were very positive in learning English by using Card Sort. It means that the Card Sort strategy makes students have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on the fifteen items of the positive statements questionnaire was 96,62, while the cumulative score that they got the questionnaire was 1633.

According to the data above, we can see that using Card Sort can improve students' vocabulary in learning English. Because most of the students are interested

¹<https://paxdhe-mboxdhe.blogspot.com/2014/02/media-card-sort.html?m=1> (Accessed on October 2018)

in learning to use these media. This Card Sort helps the teacher to make students more active in the classroom and also helps in the learning process of students who basically have a different understanding of background. Card sorting is not compromised by the different backgrounds of the participants (with regard to institution, first programming language, age, gender etc.).² From the viewpoint of researchers, students now need new things to help them learn.

We can see from the data described above, that using Card Sort can help students to increase their vocabulary. From the previous explanation from experts, that the first element to master English is vocabulary. Because, the lack of vocabulary can affect the mastery of the four elements in English. Both in terms of mastery of speaking, writing, listening and reading. The interest of students in vocabulary mastery using the Card Sort is quite high. Students are also more active in the classroom. According to researchers, this media is very suitable for junior high school students or for elementary school students. Because, their times are active periods in moving or playing. So when learning they enjoy receiving material and are more interested in learning English. In fact, motivating students to learn more in English. Because one of the things that makes students lazy is to learn when learning boring material in the classroom.

²Kate Sanders, *et al.*, eds., *A Multi-institutional, Multinational Study of Programming Concepts using Card Sort Data* (USA: Experts Systems, July 2005), p.122

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the researcher that was done at MTsN Parepare.

5.1 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 likers scale. Based on liker's scale that students' very interest in learning vocabulary by using Card Sort. This shows that the

use of Card Sort makes students interested in learning English, especially vocabulary.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this researcher for teachers, students and other researcher. The suggestions are as follows:

- 5.2.1 In teaching vocabulary the English teacher should improve their creativity in teaching vocabulary, for example using methods, strategies or techniques so that students do not get bored.
- 5.2.2 The teachers can use Card Sort in teaching vocabulary and to create variety of teaching learning English process.
- 5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process, especially in the vocabulary class.
- 5.2.4 The students should practice their vocabulary in English and always enjoy the vocabulary class.
- 5.2.5 This skripsi can be a reference for other researcher to conduct the next research.

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Appendix 1 Students Score of Pre-test

No	Students	Pre-test of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
1	S1	100	25	625	Very poor
2	S2	100	70	4,900	Fair
3	S3	100	70	4,900	Fair
4	S4	100	55	3,025	Poor
5	S5	100	55	3,025	Poor
6	S6	100	60	3,600	Fair
7	S7	100	50	2,500	Poor
8	S8	100	45	2,025	Poor
9	S9	100	60	3,600	Fair
10	S10	100	60	3,600	Fair
11	S11	100	45	2,025	Poor
12	S12	100	60	3,600	Fair
13	S13	100	70	4,900	Fair
14	S14	100	30	900	Very poor
15	S15	100	55	3,025	Poor
16	S16	100	70	4,900	Fair
17	S17	100	50	2,500	Poor
18	S18	100	55	3,025	Poor
19	S19	100	55	3,025	Poor
20	S20	100	70	4,900	Fair
21	S21	100	60	3,600	Fair
22	S22	100	40	1,600	Very poor
23	S23	100	0	0	Very poor

24	S24	100	55	3,025	Poor
25	S25	100	35	1,225	Very poor
26	S26	100	60	3,600	Fair
Total			$\sum X=1360$	$\sum X^2=77650$	

(Data' source: the Students' Score in Pre-test)

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1360}{26}$$

$$x = 52,31$$

So, the mean score (X_1) of post-test is 52,31

The standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{77650 - \frac{(1360)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{77650 - \frac{1849600}{26}}{25}}$$

$$SD = \sqrt{\frac{77650 - 71138,46}{25}}$$

$$SD = \sqrt{\frac{6511,54}{25}}$$

$$SD = \sqrt{260,46}$$

$$SD = 16,13$$

So, the result of the standard deviation of the pre-test is 16,13

Appendix 2 Students' Score of Post-test

No	Students	Post-test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
1	S1	100	35	1,225	Very poor
2	S2	100	60	3,600	Fair
3	S3	100	55	3,025	Poor
4	S4	100	65	4,225	Fair
5	S5	100	5	25	Very poor
6	S6	100	45	2,025	Poor
7	S7	100	75	5,625	Good
8	S8	100	80	6,400	Good
9	S9	100	65	4,225	Fair
10	S10	100	55	3,025	Poor
11	S11	100	60	3,600	Fair
12	S12	100	45	2,025	Poor
13	S13	100	55	3,025	Poor
14	S14	100	40	1,600	Very poor
15	S15	100	95	9,025	Excellent

16	S16	100	80	6,400	Good
17	S17	100	95	9,025	Excellent
18	S18	100	95	9,025	Excellent
19	S19	100	55	3,025	Poor
20	S20	100	80	6,400	Good
21	S21	100	90	8,100	Excellent
22	S22	100	70	4,900	Fair
23	S23	100	65	4,225	Fair
24	S24	100	95	9,025	Excellent
25	S25	100	60	3,600	Fair
26	S26	100	85	7,225	Good
Total			$\sum X=1705$	$\sum X^2=123625$	

(Data' source: the Students' Score in Post-test)

Mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1705}{26}$$

$$X = 65,57$$

So, the mean score (X_2) of post-test is 65,57

Based on the result of the post-test. The data showed that the mean score of the pre-test was 53,31. From that analyzing, it could be seen that most of the 26 students' reading comprehension was good score. 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 almost of the 26 students' vocabulary was excellent and good score.

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{123625 - \frac{(1705)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{123625 - \frac{2907025}{26}}{25}}$$

$$SD = \sqrt{\frac{123625 - 111808,65}{25}}$$

$$SD = \sqrt{\frac{11816,35}{25}}$$

$$SD = \sqrt{472,65}$$

$$SD = 21,74$$

So, the result of the standard deviation of the post-test is 21,74

Appendix 3 The T-test Value

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	25	35	625	1225	10	100
2	70	60	4,900	3600	-10	100
3	70	55	4,900	3025	-15	225

4	55	65	3,025	4225	10	100
5	55	5	3,025	25	-50	2,500
6	60	45	3,600	2025	-15	225
7	50	75	2,500	5625	25	625
8	45	80	2,025	6400	35	1,225
9	60	65	3,600	4225	5	25
10	60	55	3,600	3025	-5	25
11	45	60	2,025	3600	15	225
12	60	45	3,600	2025	-15	225
13	70	55	4,900	3025	-15	225
14	30	40	900	1600	10	100
15	55	95	3,025	9025	40	1,600
16	70	80	4,900	6400	10	100
17	50	95	2,500	9025	45	2,025
18	55	95	3,025	9025	40	1,600
19	55	55	3,025	3025	0	0
20	70	80	4,900	6400	10	100
21	60	90	3,600	8100	30	900
22	40	70	1,600	4900	30	900
23	0	65	0	4225	65	4,225
24	55	95	3,025	9025	40	1,600
25	35	60	1,225	3600	25	625
26	60	85	3,600	7225	25	625
Total	1360	1705	77650	123625	345	20225

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used a formula as follow:

$$D = \frac{\sum D}{N} = \frac{345}{26} = 13.26$$

The calculation the t-test value

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

$$t = \frac{13,26}{\sqrt{\frac{20225 - \frac{345^2}{26}}{26(26-1)}}$$

$$t = \frac{13,26}{\sqrt{\frac{20225 - \frac{119025}{26}}{26(25)}}$$

$$t = \frac{13,26}{\sqrt{\frac{20225 - 4577,88}{650}}}$$

$$t = \frac{13,26}{\sqrt{\frac{15647,12}{650}}}$$

$$t = \frac{13,26}{\sqrt{24,07}}$$

$$t = \frac{13,26}{4,9}$$

$$t = 2,7$$

So, the t-test value is 2,7 It was greater than t-table.

Table.13 The Test of Significant

Variable	T-test	T-table value
Pre-test – Post-test	2,7	1,708

(Data' source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the results students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 26-1 \\ &= 25 \end{aligned}$$

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 ($2,7 \geq 1,708$). So, it can be concluded that the use of Card Sort to improve students' vocabulary is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Appendix 4 T- tabel

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884	
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712	
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453	
4	0.74070	1.53321	2.13185	2.77645	3.74895	4.60409	7.17318	
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343	
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763	
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529	
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079	
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681	
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370	
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470	
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963	
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198	
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739	
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283	
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615	
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577	
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048	
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940	
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181	
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715	
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499	
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496	
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678	
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019	
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500	
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103	
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816	
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624	
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518	
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490	
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531	
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634	
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793	
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005	
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262	
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563	
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903	
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279	
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688	

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Diproduksi oleh: Junaidi (<http://junaidichaniago.wordpress.com>), 2010

Appendix 5 Instrument of the Pre-test

Name :

Class :

I. Pilihlah jawaban yang tepat.

1) Lina has three in her bag.

A. Pen

B. Pencil

C. Bag

D. Pens

2) The three are very clever.

A. A students

B. A student

C. Student

D. Students

3) A : Can you help me?

B : Yes, of course. What can I do for you?

A : Do you have....money?

B : No, I don't have Sir.

A. Much

B. Many

C. Muchs

D. Manys

4) My father doesn't eat.... salt.

A. A much

B. Many

C. Much

D. A many

5) How... books have you read this year.

A. Many

B. Much

C. Manys

D. Muchs

6) I bought one...yesterday.

A. Book

B. Pens

C. Bags

D. Pencils

7) My mother has...rings in her hand.

A. A many

B. Many

C. Much

D. A much

8) Did you buy....candys?

A. Much

B. A much

C. Many

D. A many

9) We haven't got...oil.

A. A much

B. A many

C. Many

D. Much

10) There are many in the class .

A. Table

B. Chairs

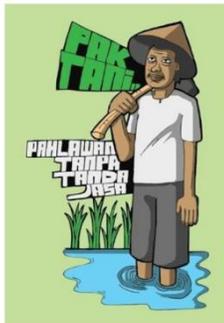
C. Window

D. Pictured

II. Sesuaikanlah pekerjaan dengan deskripsi mereka di bawah ini!

1.is a person who flies the airplane.
2.is a person who helps sick people.
3.is a person who draws picture.
4.is a person who puts out fire.
5.is a person who plant rice in the field.
6.is a person who teach in the school.
7.is a person who fixes teeth.
8.is a person who plays music.
9.is a person catches criminals.
10.is a person who plays sport.

Pilihan :



a. Farmer



b. Police



c. Doctor



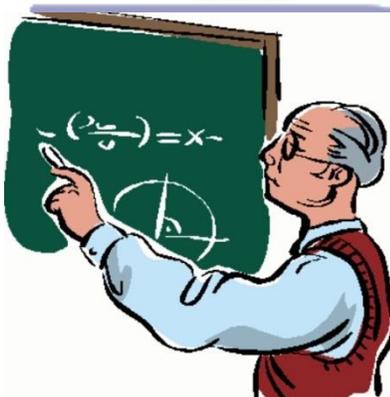
d. Artist



e. Athlete



f. Firefighter



g. Teacher



h. Musician



i. Painter



j. Pilot



k. Dentist

Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTsN Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/6
Materi Pokok	: Menanyakan keberadaan orang, benda dan binatang.
Alokasi Waktu	: 8 x 40 menit (4 pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya .
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

<p>3.6 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p>	<p>3.6.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.</p> <p>3.6.2 Menyebutkan ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.</p> <p>3.6.3 Merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.</p>
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p>4.6.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.</p>

C. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan benar peserta didik dapat mengidentifikasi fungsi sosial dan unsur kebahasaan dengan benar.
2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan benar.
3. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum peserta didik dapat merespon ungkapan dengan benar.
4. Peserta didik dapat menulis teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
6. Disajikan teks lisan sederhana mengecek pemahaman peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

Fungsisosial

Menyebutkan, mendeskripsikan, membuat inventaris, dsb.

Struktur teks

- Memulai.
- Menanggapi (diharapkan/di luar dugaan).

Unsur kebahasaan

- (1) Ungkapan dengan *There is/are*.
- (2) Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
- (3) Frasa kata depan: *in, on, under, in front of, below, above*, dan lain-lain.
- (4) Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN

Metode Scientific

Model Pembelajaran Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar

Alat : Laptop,projector

Sumberbelajar : “ When English Rings a Bell ” Edisi Revisi 2017.

F. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama:

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Membuka kelas.</p> <p>Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</p> <p>Menggali pengetahuan awal siswa mengenai materi yang diberikan pada pertemuan tersebut.</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan.</p> <p>Menjelaskan tujuan pembelajaran.</p>	15 Menit
Kegiatan Inti	<p>Guru memberikan penjelasan tentang strategi Card Sort serta pelaksanaannya.</p> <p>Guru membagikan card kepada masing-masing siswa.</p> <p>Kemudian diinstruksikan untuk menemukan pasangannya.</p> <p>Setelah siswa menemukan pasangannya dan membentuk sebuah kelompok, siswa ditugaskan untuk mengartikan kata yang mereka dapat.</p> <p>Setelah mengartikan, salah satu dari anggota kelompok menjelaskan kartu yang di dapatnya.</p>	55 Menit
Kegiatan Penutup	Menutup kelas.	10 Menit

Pertemuan Kedua:

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Membuka kelas.</p> <p>Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</p> <p>Menggali pengetahuan awal siswa mengenai materi yang diberikan pada pertemuan sebelumnya.</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan.</p> <p>Menjelaskan tujuan pembelajaran.</p>	15 Menit
Kegiatan Inti	<p>Guru membagikan card kepada masing-masing siswa.</p> <p>Guru menugaskan siswa untuk mencari arti dari card yang mereka dapat.</p> <p>Setelah siswa menemukan pasangannya dan membentuk sebuah kelompok, siswa ditugaskan untuk mengartikan kata yang mereka dapat.</p> <p>Setelah mengartikan, salah satu dari anggota kelompok menjelaskan kartu yang di dapatnya.</p>	55 Menit
Kegiatan Penutup	Menutup kelas.	10 Menit

Pertemuan Ketiga:

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan	Membuka kelas.	15 Menit

Pendahuluan	<p>Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</p> <p>Menggali pengetahuan siswa mengenai materi yang diberikan pada pertemuan sebelumnya.</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan.</p> <p>Menjelaskan tujuan pembelajaran.</p>	
Kegiatan Inti	<p>Guru membagikan card kepada masing-masing siswa dengan tema yang berbeda dari pertemuan sebelumnya.</p> <p>Guru menugaskan siswa untuk mencari arti dari card yang mereka dapat.</p> <p>Siswa diarahkan untuk mencari temannya yang memegang kartu sesuai dengan tema kartu yang mereka pegang dan membentuk sebuah kelompok.</p> <p>Kemudian masing-masing anggota kelompok memberitahukan kepada kelompok lain apa arti dari kartu yang mereka pegang.</p>	55 Menit
Kegiatan Penutup	<p>Siswa bersama guru melakukan flashback dan feedback agar memperoleh pengalaman belajar.</p> <p>Menutup kelas.</p>	10 Menit

Pertemuan Keempat:

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan	Membuka kelas.	15 Menit

Pendahuluan	<p>Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</p> <p>Menggali pengetahuan siswa mengenai materi yang diberikan pada pertemuan sebelumnya.</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan.</p> <p>Menjelaskan tujuan pembelajaran.</p>	
Kegiatan Inti	<p>Guru membagikan card kepada masing-masing siswa dengan tema yang berbeda dari pertemuan sebelumnya.</p> <p>Guru menugaskan siswa untuk mencari arti dari card yang mereka dapat.</p> <p>Setelah siswa menemukan pasangannya dan membentuk sebuah kelompok, siswa ditugaskan untuk mengartikan kata yang mereka dapat.</p> <p>Setelah mengartikan, salah satu dari anggota kelompok menjelaskan kartu yang di dapatnya.</p>	55 Menit
Kegiatan Penutup	<p>Siswa bersama guru melakukan flashback dan feedback agar memperoleh pengalaman belajar.</p> <p>Menutup kelas.</p>	10 Menit

Penutup

1. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
3. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes lisan meminta perhatian dan responnya

Rubrik Penilaian Aspek Keterampilan Berbicara :

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1

		Total Score	20
--	--	-------------	----

Rubrik Penilaian Aspek Sikap:

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun.	5
		Sering menunjukkan sikap santun.	4
		Beberapa kali menunjukkan sikap santun.	3
		Pernah menunjukkan sikap santun.	2
		Tidak pernah menunjukan sikap santun.	1
2	Bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab.	5
		Sering menunjukkan sikap bertanggungjawab.	4
		Beberapa kali menunjukkan sikap bertanggungjawab.	3
		Pernah menunjukkan sikap bertanggungjawab.	2
		Tidak pernah menunjukkan sikap bertanggungjawab.	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama.	5
		Sering menunjukkan sikap kerjasama.	4
		Beberapa kali menunjukkan sikap kerjasama.	3
		Pernah menunjukan sikap kerjasama.	2
		Tidak pernah menunjukkan sikap kerjasama.	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin.	5
		Sering menunjukkan sikap disiplin.	4
		Beberapa kali menunjukkan sikap disiplin.	3
		Pernah menunjukkan sikap disiplin.	2
		Tidak pernah menunjukkan sikap disiplin.	1
5	Percaya diri	Sangat sering menunjukkan sikap percaya diri.	5

(confidence)	Sering menunjukkan sikap percaya diri.	4
	Beberapa kali menunjukkan sikap percaya diri.	3
	Pernah menunjukkan sikap percaya diri.	2
	Tidak pernah menunjukkan sikap percaya diri.	1

Peneliti,



SELVY AFRIANTY
14.1300.081



Appendix 7 Instrument of the Post-test

Name :

Class :

I. Pilihlah jawaban yang tepat.

1) I bought one...yesterday.

A. Book

B. Pens

C. Bags

D. Pencils

2) Lina has three in her bag.

A. Pen

B. Pencil

C. Bag

D. Pens

3) The three are very clever.

A. A students

B. A student

C. Student

D. Students

4) There are many in the class .

A. Table

- B. Chairs
- C. Window
- D. Pictured

5) My father doesn't eat.... salt.

- A. A much
- B. Many
- C. Much
- D. A many

6) My mother has...rings in her hand.

- A. A many
- B. Many
- C. Much
- D. A much

7) How... books have you read this year.

- A. Many
- B. Much
- C. Manys
- D. Muchs

8) Did you buy....candys?

A. Much

B. A much

C. Many

D. A many

9) We haven't got...oil.

A. A much

B. A many

C. Many

D. Much

10) Woman : Can you help me?

Man : Yes, of course. What can I do for you?

Woman : Do you have....money?

Man : No, I don't have Sir.

A. Much

B. Many

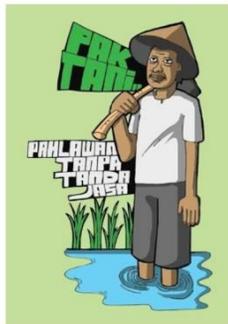
C. Muchs

D. Manys

II. Sesuaikanlah pekerjaan dengan deskripsi mereka di bawah ini!

11.is a person who teach in the school.
12.is a person who flies the airplane.
13.is a person who helps sick people.
14.is a person who draws picture.
15.is a person who plays sport.
16.is a person who plant rice in the field.
17.is a person who fixes teeth.
18.is a person who plays music.
19.is a person catches criminals.
20.is a person who puts out fire.

Pilihan :



a. Farmer



b. Police



c. Doctor



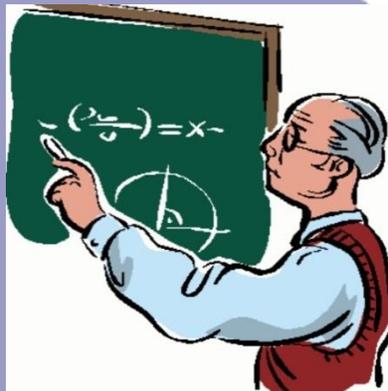
d. Artist



e. Athlete



a. Firefighter



g. Teacher



h. Musician



i. Painter



j. Pilot



k. Dentist

Appendix 8 The Students' Pre-test

Instrument of the pretest 58

Name : Sai Berk
Class : VII^S

I. Pilihlah jawaban yang tepat.

1) Lina has three in her bag.

A. Pen
 B. Pencil
C. Bag
D. Pens

2) The three are very clever.

A. A students
 B. A student
C. Student
D. Students

3) A : Can you help me?
B : Yes, of course. What can I do for you?
A : Do you have money?
B : No, I don't have Sir.

A. Much
 B. Many
C. Muchs

D. Manys

4) My father doesn't eat.... salt.

A. A much

B. Many

C. Much

~~D. A many~~

5) How... books have you read this year.

A. Many

~~B. Much~~

C. Manys

D. Muchs

6) I bought one... yesterday.

~~A. Book~~

B. Pens

C. Bags

D. Pencils

7) My mother has...rings in her hand.

A. A many

B. Many

~~C. Much~~

D. A much

8) Did you buy....candy?

A. Much

B. A much

C. Many

D. A many

9) We haven't got...oil.

A. A much

B. A many

C. Many

D. Much

10) There are many in the class .

A. Table

B. Chairs

C. Window

D. Pictured

II. Sesuaikanlah pekerjaan dengan deskripsi mereka di bawah ini!

1. pilot is a person who flies the airplane. ✓
2. Doctor is a person who helps sick people. ✓
3. Painter is a person who draws picture. ✓
4. Firefighter is a person who puts out fire. ✓
5. Farmer is a person who plant rice in the field. ✓
6. teacher is a person who teach in the school. ✓
7. Dentist is a person who fixes teeth. ✓
8. Musician is a person who plays music. ✓
9. police is a person catches criminals. ✓
10. Athlete is a person who plays sport. ✓

Pilihan :



a. Farmer



b. Police



c. Doctor



d. Artist

Appendix 9 The Students' Post-test

95

Instrument of the post-test

Name: SRI Rakti
Class: VIII 5

I. Pilihlah jawaban yang tepat.

1) I bought one... yesterday.

A. Book
B. Pens
C. Bags ✓
D. Pencils

2) Lina has three in her bag.

A. Pen
B. Pencil ✓
C. Bag
 D. Pens

3) The three are very clever.

A. A students
 B. A student
C. Student X
D. Students

4) There are many in the class .

A. Table
 B. Chairs ✓
C. Window

D. Pictured

5) My father doesn't eat... salt.

A. A much

B. Many

C. Much

D. A many

6) My mother has... rings in her hand.

A. A many

B. Many

C. Much

D. A much

7) How... books have you read this year.

A. Many

B. Much

C. Manys

D. Muchs

8) Did you buy... candy?

A. Much

B. A much

C. Many

D. A many

9) We haven't got... oil.

A. A much

B. A many

C. Many

~~X~~ Much ✓

10) Woman : Can you help me?

Man : Yes, of course. What can I do for you?

Woman : Do you have....money?

Man : No, I don't have Sir.

~~X~~ Much

B. Many ✓

C. Muchs

D. Manys

II. Sesuaikanlahpekerjaandengandeskripsimereka di bawahini!

- 1. Teacher.....is a person who teach in the school. ✓
- 2. Pilot.....is a person who flies the airplane. ✓
- 3. Doctor.....is a person who helps sick people. ✓
- 4. Painter.....is a person who draws picture. ✓
- 5. Athlete.....is a person who plays sport. ✓
- 6. Farmer.....is a person who plant rice in the field. ✓
- 7. Dentist.....is a person who fixes teeth. ✓
- 8. Musician.....is a person who plays music. ✓
- 9. Police.....is a person catches criminals. ✓
- 10. Firefighter.....is a person who puts out fire. ✓

Appendix 10 The Questionnaire**QUESTIONNAIRE****A. Petunjuk pengisian angket/kuesioner**

- Isilah identitas responden terlebih dahulu sebelum melangkah ke pertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablah pertanyaan dengan jujur sesuai keadaan diri kalian.
- Cara menjawabnya cukup member tanda ceklis (✓) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan di sebarluaskan.

B. Identitas Responden

Nama :

Kelas :

Keterangan :

1. Sangatsetuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

Pertanyaan!

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Kalian menyukai pelajaran bahasa Inggris.					
2	Kalian menyukai penggunaan kartu					

	sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.					
3	Kalian menyukai penggunaan Card Sort sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.					
4	Kalian menyukai kegiatan pembelajaran vocabulary dengan menggunakan Card Sort.					
5	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.					
6	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.					
7	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.					
8	Card Sort dapat membantu kalian dalam menguasai kosa kata dalam bahasa Inggris.					
9	Penggunaan Card Sort membuat kalian berpikir bahwa bahasa Inggris mudah dipelajari.					
10	Penggunaan Card Sort ini dapat menambah semangat kalian dalam belajar					

	bahasa Inggris.					
11	Penggunaan Card Sort bisa meningkatkan kemampuan bahasa Inggris anda.					
12	Penggunaan Card Sort membuat kalian merasa tertarik untuk belajar bahasa Inggris.					
13	Penggunaan Card Sort dapat membuat kalian menjadi lebih termotivasi dalam belajar bahasa Inggris.					
14	Penggunaan Card Sort membuat kalian sangat antusias dalam mengikuti proses pembelajaran bahasa Inggris.					
15	Penggunaan Card Sort membuat kalian berpikir bahwa bahasa Inggris bukanlah pembelajaran yang membosankan.					



Appendix 11 the students' result of Questionnaire

QUESTIONNAIRE

A. Petunjuk pengisian angket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah ke pertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablah pertanyaan dengan jujur sesuai keadaan diri kalian.
- Cara menjawabnya cukup member tanda ceklis (✓) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan disebarluaskan.

B. Identitas Responden

Nama : MUH. ABIF.

Kelas : VII. 2

Keterangan :

1. Sangatsetuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

Pertanyaan!

NO	Questionnaire	Answer					
		SS	S	R	TS	STS	
1	Kalian menyukai pelajaran bahasa Inggris.		✓				9
2	Kalian menyukai penggunaan kartu sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.		✓				9

3	Kalian menyukai penggunaan Card Sort sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.			✓			3
4	Kalian menyukai kegiatan pembelajaran vocabulary dengan menggunakan Card Sort.				✓		2
5	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.		✓				4
6	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.		✓				4
7	Penggunaan Card Sort dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.		✓				4
8	Card Sort dapat membantu kalian dalam menguasai kosa kata dalam bahasa Inggris.	✓					5
9	Penggunaan Card Sort membuat kalian berpikir bahwa bahasa Inggris mudah dipelajari.		✓				4
10	Penggunaan Card Sort ini dapat menambah semangat kalian dalam belajar bahasa Inggris.			✓			3
11	Penggunaan Card Sort bisa meningkatkan kemampuan bahasa Inggris anda.	✓					5

12	Penggunaan Card Sort membuat kalian merasa tertarik untuk belajar bahasa Inggris.	✓					5
13	Penggunaan Card Sort dapat membuat kalian menjadi lebih termotivasi dalam belajar bahasa Inggris.		✓				4
14	Penggunaan Card Sort membuat kalian sangat antusias dalam mengikuti proses pembelajaran bahasa Inggris.			✓			3
15	Penggunaan Card Sort membuat kalian berpikir bahwa bahasa Inggris bukanlah pembelajaran yang membosankan.	✓					5

Appendix 12 The documentation













**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : Jl. Araf Barka No. 8 Soreng Kota Parepare 91132 ☎ (0421)213017 ✉ (0421) 28804
Po Box : 999 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1055 /In.39/PP.00.9/07/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : SELVY AFRIANTY
Tempat/Tgl. Lahir : UJUNGE, 29 Juli 1996
NIM : 14.1300.081
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : UJUNGE, KEC. SOPPENG RIAJA, KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF CARD SORT TO IMPROVE STUDENTS' VOCABULARY AT MTsN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

23 Juli 2018

A.n. Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Moh. Djuaidi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE

Jalan Jenderal Sudirman No. 37 Parepare
Telepon 0421-21133 Faximile 0421-24996

SURAT IZIN PENELITIAN

Nomor : B- *2567* /Kk.21.16/2/PP.00/07/2018

Berdasarkan surat Permohonan dari **Selvy Afrianty** Tanggal 26 Juli 2018 Perihal Permohonan izin Penelitian untuk melakukan Penelitian/Wawancara di Madrasah Tsanawiyah Negeri (MTsN) Kota Parepare.

Sehubungan dengan hal tersebut maka Yang bertanda tangan di bawah ini :

Nama : **Drs.H.Andi Sjahrir, M.Ag**
NIP : 19601030 198203 1 001
Pangkat / Golongan : Pembina , IV/a
Jabatan : Kepala Seksi Pendidikan Madrasah Kantor Kementerian Agama Kota Parepare

Memberikan Izin Penelitian kepada :

Nama : **Selvy Afrianty**
Tempat/ Tgl Lahir : Ujunge, 29 Juli 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi IAIN Parepare
Alamat : Ujunge, Kec. Soppeng Riaja, Kab. Barru

Untuk melakukan Penelitian/Wawancara di Madrasah Tsanawiyah Negeri (MTsN) Kota Parepare dengan judul "THE USE OF CARD SORT IMPROVE STUDENTS' VOCABULARY AT MTsN PAREPARE"

Lama Penelitian : Tmt. Juli s.d September 2018

Demikian surat izin penelitian ini diberikan kepada yang bersangkutan. untuk dipergunakan sebagaimana mestinya.

Parepare, 27 Juli 2018

An. Kepala
Kepala Seksi Pendidikan Madrasah

Drs. H. ANDI SJHRIR, M. Ag.
NIP. 196010301982031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH TSANAWIYAH NEGERI KOTA PAREPARE
Jalan Jenderal Ahmad Yani Km. 2 Parepare
Telepon (0421) 21800; Faksimili (0421) 21800

SURAT KETERANGAN

Nomor : B-425/Mts.21.16.01/TL.00/09/2018

Yang bertanda tangan dibawah ini :

Nama : Hj. Darna Daming, S.Ag, M.Pd.
N I P : 19730323 199903 2 002
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala Madrasah Tsanawiyah Negeri Kota Parepare

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : SELVY AFRIANTY
NIM : 14.1300.081
Jurusan : Tarbiyah dan Adab
Prodi : Pendidikan Bhs. Inggris
Alamat : Ujunge Kab. Barru

Benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri Kota Parepare, berdasarkan Surat Izin Penelitian dari Kantor Kementerian Agama Kota Parepare Nomor : B-2567/Kk.21.16/2/PP.00/07/2018 tanggal 27 Juli 2018 untuk memperoleh data dalam rangka penyusunan skripsi yang bersangkutan dengan judul penelitian " **The Use of Card Sort to Improve Students' Vocabulary at MTsN Parepare**".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 03 September 2018
Kepala

Darna Daming



CURRICULUM VITAE



SELVY AFRIANTY. The writer was born on July 29th. 1996 in Ujunge regency Barru. She is the first child from two children in her family. From the couple, Arifin and Kasmawati. She has one brother is Muhammad Rifky Alfa Reza and also has a brother from his mother's second marriage is Muhammad Aby Alfa Reza.

She began her study in Elementary School at SDN Ajakkang Ujunge and graduate on 2008. In same year, she continued her study to SMPN 1 Soppeng Riaja and graduate on 2011. She decided to continued her study to SMAN 1 Soppeng Riaja (has been changed to SMAN 2 Barru) and graduate on 2014. However, she continues her study at Institute Islamic College of Parepare on 2014. During she study at IAIN Parepare, the writer active in one of organization is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2015-2018. She completed her skripsi in the tittle "The Use of Card Sort to Improve Students' Vocabulary at MTsN Parepare".

PAREPARE