

SKRIPSI

**THE USE OF SORT CARD TO IMPROVE THE STUDENTS'
VOCABULARY AT SMKN 1 TINAMBUNG KAB.
POLEWALI MANDAR SULAWESI BARAT**



**ENGLISH PROGRAM
TARBIYAH FACULTY
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By
MUHAMMAD ALI
Reg Num.15.3113.001

Submitted to the English Program of Tarbiyah Faculty 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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PAREPARE
to

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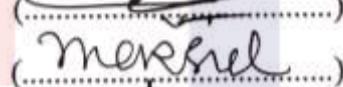

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Parepare, May 28th 2022

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI


The researcher who signed the declaration below :

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Title of Skripsi : The Use of Sort Card to Improve The Students'
Vocabulary at SMKN 1 Tinambung Kab. Polewali
Mandar Sulawesi Barat.

State that this skripsi is his 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, May 29th 2022

The Researcher


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ABSTRACT

Muhammad Ali, *The Use of Sort Card To Improve The Students' Vocabulary at SMKN 1 Tinambung Kab. Polewali Mandar Sulawesi Barat* (Supervised by Abd. Rauf Ibrahim and Anwar).

In studying English, the first component that we have to learn is vocabulary. Someone who wants to master four language skills, he has to master a few words even everything. When learning listening need vocabulary, reading need vocabulary, speaking need vocabulary, and especially when learning to write, all need vocabulary. That is the reason why we have to master the vocabulary in learning English. This research aimed to know by using Sort Card can improve the students' vocabulary at SMKN 1 Tinambung. Generally the use of media as teaching aid mainly aimed at increasing the teaching process to be more motivating and interesting impact for the students. Teaching by using Sort Card increases students' interest impact in learning English.

This research was conducted in SMKN 1 Tinambung. The population of this research were the students of the second grade SMKN 1 Tinambung in academic year 2022. Researcher used quantitative study in the form of Pre-Experimental design with one group Pre-test and Post-test. There are independent variable (Sort Card) and dependent variable (Students' Vocabulary). The second grade of SMKN 1 Tinambung is the population which consist 342 students. Random sampling is the technique to take the sample and XI AKL is the samples which consist with 30 students. The instrument that used is test, observation, and documentation.

The result calculation of mean score pre-test of students was (51) and standard deviation (18,02). The mean score of post-test (65) and standard deviation (21,09). T-test result in which the value of t-test was 2,82. It was greater than t-table was 1,699 at the level significance 5% and degree of freedom (df) was 29. 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 (51) is lower than the mean score of post-test (65). Then the t-test (2,82) was greater than t-table (1,699). It means that the Sort Card strategy makes students have positive response toward in learning vocabulary and they agreed about it. So, the researcher concluded the using of Sort Card is able to improve students' vocabulary at SMKN 1 Tinambung.

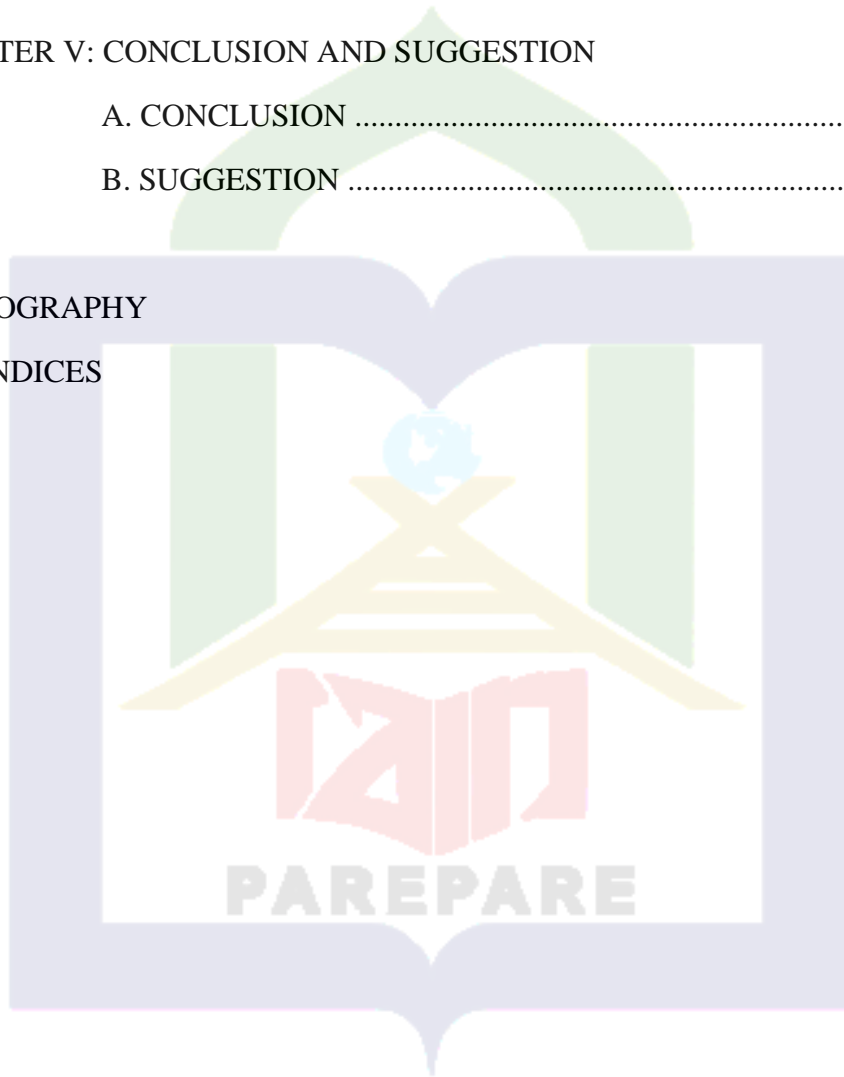
Keyword: Vocabulary, Sort Card.

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CHAPTER I

INTRODUCTION

A. 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 would 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 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 echod in this advice to students from a recent course book, if you spend most of your time studying grammar, your English would not improve very much. You would 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

¹ Scoot Thurnbuty, *How to Teach Vocabulary* (Longman, 2002), P. 13.

Standard vocabulary that students have to memorize in senior high school is 700 until 15.000 vocabularies.² In this study, sort card is chosen as a media for teaching vocabulary. The Sort Card is a media that creates cooperative learning conditions, mutual help and responsibility in completing the tasks given through card games. According to Hisham Zaini, in his book *Active Learning Strategy*, the sort card method is a collaborative activity that can be used to work on concept, characteristics, classifications, facts, objects or review information. This strategy also emphasizes the typical movement, which can give priority to help to energize the atmosphere of the class began to saturate. Due to very dense learning activities.³ Here the educator works more as a facilitator and explains the material that needs to be discussed or material that the student has not understood after the presentation is finished.⁴

At SMKN 1 Tinambung, the researcher found one of problems that students have to learn English. The writer state it because when the writer did the observation, the researcher have interviewed one of the teachers who teach English subjects. The writer said that one of the problems gained when teaching is that students are less active in the classroom because they are less in vocabulary, ranging from watching movies, listening music, etc. For the reasons above, the writer wanted to try use “Sort Card” as media for teaching vocabulary to the learners at SMKN 1 Tinambung. The writer hoped that it would be an effective, interesting and make it students enjoy in the classroom to learn English.

² Standard Vocabulary” Salamadian Muda & Berilmu. <http://salamadian.com/kosakata-bahasa-inggris/>(Accessed on December 14 2020)

³ <http://caramengajarefektif.blogspot.co.id/2016/02/metode-card-sort.html>(Accessed on December 15 2020)

⁴<https://zaifbio.wordpress.com/2012/08/15/metode-card-sort/>(Accessed on December 15 2020)

B. Problem Statement

1. Is the use of Sort Card able to improve the students' vocabulary at SMKN 1 Tinambung Kab. Polewali Mandar Sulawesi Barat?
2. How is the impact to the students' in vocabulary by using Sort Card at SMKN 1 Tinambung Kab. Polewali Mandar Sulawesi Barat?

C. The Objective of the Research

Based on the problem statement previously set out, the report of this research is aimed at finding out the following objective are:

1. To explore out wether or not the use of Sort Card able to improve the students' vocabulary at SMKN 1 Tinambung Kab. Polewali Mandar Sulawesi Barat.
2. To improve the students' vocabulary at SMKN 1 Tinambung Kab. Polewali Mandar Sulawesi Barat.

D. The Significance of the Research

The significance of the research is expected to be useful for:

1. The student: it can be applied to motivate the students in mastering their vocabulary.
2. The teacher: especially for teachers in SMKN 1 Tinambung and the other teachers in generally to change their method, strategy or media to be more effective to get succesful in teaching vocabulary to their students.
3. The other researcher: it would be used as one of references for teaching English vocabulary for those who would conduct a research in English learning of teaching process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Idea

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

1. The Concept of Vocabulary

a. Definition of Vocabulary

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

According to Hornby in this 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 word 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 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 which label the parts of material to be learned and which are necessary for students to use in talking and

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

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 basic for how well learners speak, listen, read and write.⁵ In addition Abidah Mihrobillah said that 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 wich might be used by a particular person, class, or profession. Vocabulary is very important, without vocabulary student cannot understand others or express their own ideas.

³Andrianigita. “Increasing Vocabulary Mastery Though Semantic to the Sixth Grade Students of Elementary School no. 27 Palembang”. (Unpublished Undergraduate Thesis).

⁴Aqram Risaldi, “Using of Interactive CD-Room and Power Point Presentation to Increase Students’ Vocabulary at the Eleventh Grade SMA Negeri 6 Pinrang”, (Unpublish Script; English Departement: 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 Departement: Parepare, 2015), p.1

⁶Abidah Mihrobillah, “Improving Vocabulary Matery at The First Year Students of SMPN 2 Patampanua Pinrang Through Hidden Words”, (Unpublish Script; English Departement: Parepare, 2010), p.7.

b. Kinds of Vocabulary

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

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

c. 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 facilities 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 walking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us would recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they would be expossed to a “visual” listening vocabulary. The amount of word modeled is much less than a hearing child’s incidental listening vocabulary.

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

2). Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a more 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 use when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if you are not a reader, you can not “grow” your vocabulary. In reading we do not 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, the 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. So, it is necessary to master vocabulary. Because, the main thing that is mastered to master English is vocabulary mastery.

2. The Imortable 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.⁸

3. Word Classes

Word classes are generally divided into 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 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.

a. 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 we view it is 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 to 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, sand, etc.

⁸Sthal. Steven A. *Vocabulary Development*. Cambridge: Brookline book, (Accessed on January 3 2021), p. 3.

b. 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 (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.

c. Adjectives

Used to qualify a noun or pronoun, for this reason adjective are often characterized as descriptive word. 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, sad, tall, calm, easy, etc. Commonly used, both in speaking and writing.

d. 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, midnight, at school, at work, at home, etc.

e. 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 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 clause 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..

f. 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.

g. 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 when you talk to someone or rather, are often used in everyday speech.

h. 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.⁹

i. 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 would 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 would make us know and we would put the word in the right position base on the class of word.¹⁰

4. What Makes a Word difficult ?

The students who has learned a second language would know that some words seem easier to learn than others. There are also the easiest word and the difficult words. Every language has a vocabulary such as Indonesia *pensil*, from English word *pencil*, *pulpen* from *pen*, *gelas* from *glass* and etc.. This word similarity is one of the factor why the students is 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 to pronounce 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 would be difficult to spell and pronounce when that words are unfamiliar to learners. Length and complexity also become the factor why the learners does not understand the word because long words seem to be

⁹Horwad Jacson, *Analyzing Engling An Introduction to Descriptive Linguistic* (New York: Pergamon Press, 1982 Cet 2) p. 61-65.

¹⁰Aqram Risaldi, "Using of Interactive CD-Rom and Powerpoint Presentation to increase Students' Vocabulary at Eleventh Grade of SMA Negeri 6 Pinrang", (Unpublish Script; English Departement: Parepare, 2017), p. 12.

more difficult to learn than the short ones. There is also meaning of vocabulary that can make the 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 learners displace when they are using the words. So, it would make misunderstanding. Besides, there are also grammar, range, connotation, and idiomaticity that influence why the word is difficult.¹¹

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

5. How to Teach Vocabulary

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

a. Traditional approaches and techniques

Teacher-centred approaches are divided into three main type: visual techniques, verbal techniques and translation. The firs is visual techniques, in teaching the meaning of word, especially at the elementary stage, we should try to establish a link between the word and the meaning. The second is verbal techniques,

¹¹Scott Thonbury, *How to Teach Vocabulary* (England: Pearson Longman, 2007) p. 27

there are some techniques which can be used to present vocabulary which are as follow:

- 1) By giving examples of the type, e.g to illustrate the meaning of superordinates,
- 2) By using illustrative situation, to explain abstract words, for intance,
- 3) Through definition,
- 4) With synonyms/opposites,
- 5) By using scales for gradable items.

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

- 1) It saves time,
- 2) It allows us to check correct comprehension, if necessary (e.g in the case of false friends).

b. **Students-centered learning**

Students-centered 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.¹²

B. The Concept of Learning Media

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. Media is a teaching and learning tool. According to Briggs (1997) learning media is a physical means to convey learning content/materials such as: bools, films, videos, and so on. Then an according to National Education Association (1069) revealed that

¹²Rosa M^a Lopez Campillo, *Teaching and Learning Vocabulary*. P. 45-46

instructional media is a means of communication in print and in-sight, including hardware technology.¹³

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 contribute command or information. National Education Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments.¹⁴

In this era, student 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.¹⁵

Based on sevral definition 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.

¹³<http://belajarsikologi.com/pengertian-media-pembelajaran/>(Accessed on January 2021)

¹⁴Arief S. Sadiman, at al., eds., *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*(Jakarta: PT. Rajagrafindo Persada, 20005), p.6.

¹⁵Zvavanhu,"Types of Media Used In Teaching and Learning for its conductive Environment" *Blog of Zvavanhu*. <http://zvavanhucopper.blogspot.com/2010/10/blogspot-17.html>(Accessed on January 2021).

2. Types of Learning Media

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

b. 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 question and enhanced learning environment's conductivity. Avoid too much use of visual as they may take pupils's attention because of color admiration.

c. 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 does 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 affectively to benefit all children in learning the content.¹⁶

d. 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.¹⁷

3. The Reason of using Media

As we know that student have defferences 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 would 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

¹⁶Zvavanhu, "Types of Media used in Teaching and learning for its conducive Environment"(Accessed on January 2021).

¹⁷Arifah Apriani, "Improving The Vocabulary Mastery Through Anagram Media At Students Junior High School 1 Duampanua Pinrang", (Unpublish Script; English Departement: Parepare, 2017), p.16.

media can be adjusted to the students. For examples: when student are sleepy, the teacher can use Audio-visual Media or when the students are active, the teacher can use Visual Media and example of Visual Media is Sort Card.

C. The Concept of Sort Card

1. The Definition of Sort Card

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 Sort Card model is a collaborative activity that can be used to reach 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 soul of independence in learning and fostering creativity. The sorting card or sorting card model is a very simple learning model consisting of a master card a detailed card and a detailed card containing materials that educators would convey to learners.

Sort Card is a learning media in the form of pieces of paper formed like a card that contains information or subject matter. Active learning of Sort Card model is a learning that emphasizes student activity, where in this study each student is given index card that contains information about the material to be discussed, then students 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 Sort Card 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.

Sort Card 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.

Sort Card method, using the card media in learning practice, would help the students to understand the lessons and foster their motivation in learning, because in the application of Sort Card 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. Sort Card is the motivation of the teacher; for random cards; teachers searching for keywords on the board; students look for similar words (one theme) with their friend; group discussion based on the theme; arranging cards on the board and each group presenting the result.¹⁸ 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 class.¹⁹

2. The Learning Steps using the Sort Card

- a. The teacher prepares a card containing the subject matter according to Standar Kompetensi/Kompetensi Dasar (SK/KD) subjects,

¹⁸<https://zaifbio.wordpress.com/tag/card-sort/>(Accessed on 10 January 2021).

¹⁹Mel Silberman, *Active Learning: 101 Strategi Pembelajaran Aktif* (Cet. 2; Yogyakarta: Yappendis, 2002), p. 149.

- b. Estimate the number of cards equal to the number of students, fill in the card consisting of the master card and a details card,
- c. All cards are scrambled/shuffled to mix,
- d. Share the card to the student and make sure each one gets a card,
- e. Ask students to move to find a master card by matching it to their classmates,
- f. Ask each group to form a group,
- g. Ask one of the group responsible for explaining the results of the cards, then ask for comments for other groups.²⁰

3. The Advantages and Disadvantages of the Learning Model of Sort Card

a. 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.

b. 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 would become rowdy.²¹

4. The Purpose using the Sort Card

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

²⁰<https://paxdhe-mboxdhe.blogspot.com/2014/02/media-card-sort.html?m==1> (Accessed on 10 January 2021).

²¹<https://pendidikanmerahputih.blogspot.co.id/2014/03/model-pembelajaran-card-sort.html> (Accessed on 10 January 2021).

5. Thing to Look for In using Sort Card

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

- a. The cards should not be numbered
- b. The cards are made in the same size
- c. Do not give any “code marks” on the cards.
- d. The cards consist of “several subjects” and are made in large numbers or in accordance with the number of students.
- e. The material written in the cards, has been taught and has been studied by the students. The method can enable students who are tired. Method can be used to enable students to study conceptual materials, classification characteristics, facts and review of materials.²²

D. The Concept of Learning Vocabulary

1. The Definition of Learning Vocabulary

Impact is tendency and high fervor or desire to something. However getting loose from popularity or not, impact affects the quality of students learning achievement in many field or certain study.²³

2. The Kinds of Learning Vocabulary

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

²²<https://aginista.blogspot.co.id/2013/01/metode-pembelajaran-card-sort.html>. (Accessed on 10 January 2021).

²³MuhibbinSyah, *psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 1995), p.136.

a. Expressed Impact

Expressed impact refer to a person's verbal report of preferences, (i.e., liking or disliking) for a various activities, tasks or occupation. For example expressed impact consist of responses to questions such as, "which occupation would like to pursue?" this method of assessing impact in 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 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 impact typically involves considerable deliberation, it is generally an affective predictor of occupational choice.

b. Manifest Impact

Manifest impact, sometimes referred to as evidence impacts, refer to a person's actual involvement or participation in activity, ask or occupation. This method of assessing impacts consist of observing a person's behavior across different situations and assumes the people tend to participate in activities that they find impacting or satisfying. Because direct observation of a person's activities is often impractical, assessment of manifest impact typically relies on self-report. To accomplish this, two method have historically been used. The first is the use of an impact in diary. In creating the impact in diary, a person record 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 impact is to use an “impact 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 impact-inducing activities and tasks at each development stage. As with the impact in diary, patterns of impact in activities are expected to emerge, the counselor then summarizes these impact patterns and their continuity over time.

c. Inventoried Impact

Inventoried impact refers to scores generated from responses to comprehensive impact inventory. Such inventories typically assess self-reported likes and dislikes for a broad range of activities, occupation or people. Item responses are used to calculate scale scores, which are often formed relative to a criterion group, thus providing information about how the individual's patterns of scores compare to the impact of the women and men in general or with the impact 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 impact domain and objective scores useful for prediction and pursuit of particular impact areas or occupations. Numerous impact inventories currently are available for researchers and counselors, including the Campbell impact and Skill survey, Jackson vocational impact survey, Kuder occupational impact survey, Strong Impact Inventory and the Vocational preference inventory. Generally, between 40% and 60% of people enter an occupation recommended from their score on an impact inventory, although some studies have found “hit rates” as high as 74.

d. Tested Impact

Tested Impact refer to impacts 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 impact 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 impact. Because numerous factors other than impacts 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 impacts, it is used less often than other method of impacts measurement.²⁴

3. Factors Influencing Students' Vocabulary

There are two factors can affect students' impact in learning as follows:

a. Internal Factors

Internal factors are the factors which are from the students such as, students' attitude toward as a subject an ability to comprehendit.

b. 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 impact of students may be higher if they a good attitude in studying an object. Therefore, they aptitude can support them to get a success

²⁴Elton Jeremy Bloye, "Vocational Interest and other Non-Cognitive Factors as Predictors of Academic Performance in High School", (University of Johannesburg), P.29.

studying it. Another factor is physical condition, if the students lazy to study, of course their an impact maybe lower than usually condition.

E. The previous Related Research Finding

Some researchers have observed and found related result referred particularly improving the vocabulary mastery through strategy. Barokah Wulandari in her reseach stated that was Use of Modification Sort Card Method to Increase Participation Learning Activitie Eyes of English Lesson on Aspect Writing. According to the researcher, based on the result 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%.²⁵

Durotul Yatimah in her research stated that was Implementation Of Sort Card Strategy for Improving Ability Reading in Learning English Student. According to the researcher, the result of this study indicate that: 1) Application of learning by using sort card strategies can be implemented with good looks of students' reading ability. 2) Using sort card strategy can improving reading ability is evident in pre-cycle conditions students who complete in learning is 3 of 12 students or 25%. In cycle II students who are thrugh 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.²⁶

²⁵Barokah, "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.

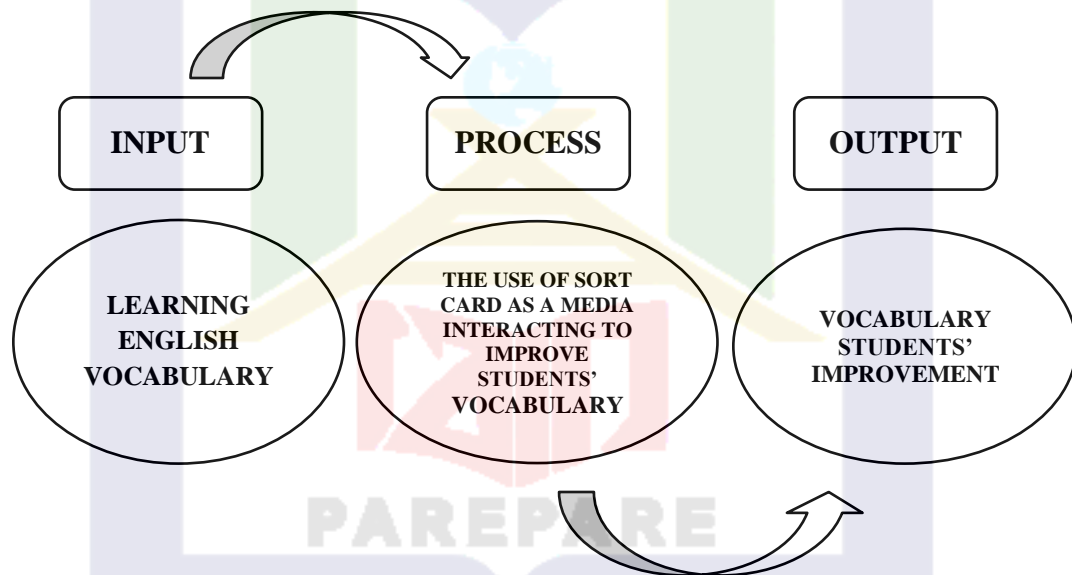
²⁶Durotul Yatimah "penerapan stategy *Card Sort* Untuk Meningkatkan Kemampuan Membaca Dalam Pembelajaran Bahasa Indonesia Borobudur Magelang" (unpublished Script, Yogyakarta: Universitas Negeri Sunan Kalijaga Yogyakarta, 2014) P.7.

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.²⁷

F. Teoritical Framework

The focus on this research is the use of Sort Card 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:



There are three components are explained in the follows:

1. Input: refers to apply in the classroom.
2. Process: refers to the teaching vocabulary material by using Sort Card.

²⁷Anindita, "Penggunaan Metode *Active Learning* Tipe Card Sort Modifikasi Untuk Meningkatkan Keaktifan dan Prestasi Belajar IPS Siswa Kelas IV SDN Sendansari" (Unpublished Script, Yogyakarta: Universitas Negeri Yogyakarta, 2014), P.7.

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

G. Hypothesis

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

H₀ (Null Hypothesis) : Sort Card is not able to improve students' vocabulary.

H_a (Alternative Hypothesis) : Sort Card is able to improve students' vocabulary.

H. Operational Definition of Variable

1. Variable

There are two variable in this reseach:

- a. Independent variable Sort Card
- b. Dependent variable is improve students' vocabulary at students of SMKN 1 Tinambung.

2. Operational Definition of Variable

- a. The vocabulary that researcher studied was the students' ability to understand and learn for four types of vocabulary skills including listening vocabulary, speaking vocabulary, writing vocabulary, and reading vocabulary. However, the researcher only focused on two types of skills in this research, there are listening vocabulary and speaking vocabulary.
- b. The Sort Card that the researcher used is in the form of a square in which there are pictures. Each card has an image that has been classified in the form of professions, objects, animals, etc. Then the student is able to describe in English according to the Sort Card that is designated or shown.

CHAPTER III

METHODOLOGY OF THE RESEARCH

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

A. Research Design

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

$O_1 \text{ X } O_2$

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

B. Location and Duration of the Research

The research done at the second year At SMKN 1 Tinambung for English subject and duration is 1 month.

C. Population and Sample

1. Population

The population of this research was the second year of students SMKN 1 Tinambung in academic 2022/2023 which consisted of nine classes so the totally of population are 342 students.

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

Table 1. Students' data of SMKN 1 Tinambung in academic year 2022.

No	CLASS	TOTAL	GENDERS	
			Male	Female
1.	XI AKL (Akuntansi Keuangan Lembaga)	30	10	20
2.	XI OTKP 1 (Otomatisasi Tata Kelola Perkantoran)	44	18	26
3.	XI OTKP 2 (Otomatisasi Tata Kelola Perkantoran)	32	14	18
4.	XI RPL (Rekayasa Perangkat Lunak)	31	22	9
5.	XI TBSM (Teknik Bisnis Sepeda Motor)	45	45	-
6.	XI TITL (Teknik Instalasi Tenaga Listrik)	44	34	10
7.	XI TKJ 1 (Teknik Komputer dan Jaringan)	39	19	20
8.	XI TKJ 2 (Teknik Komputer dan Jaringan)	39	14	25
9.	XI TP (Teknik Pengelasan)	38	38	-
TOTAL			342	

Source: SMKN 1 Tinambung 2022

2. Sample

Based on the population above, the sample of this research was the second years students' of SMKN 1 Tinambung, related to the total number of the research

population consisting of 342 students. The researcher used random sampling technique and chose the XI AKL which consists 30 as the sample in this research.

D. The Instrument of the Research

The instrument of research was objective test in form of multiple choice 10 numbers and fill-in-the-blank test especially for listening vocabularies test. 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 students' improvement in vocabulary. The researcher used another media in measuring student's vocabulary before applying the Sort Card in the pre-test.

E. Procedure of Collecting Data

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

1. Pre-test

Before doing the treatment, the researcher gave a questions of multiple choice 10 numbers, essay test 5 numbers and fill-in-the-blank test especially for listening vocabularies test 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 Sort Card to improve their vocabulary.

2. Treatment

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

In the first treatment, the researcher showed an example of Sort Card for students and explained what is meant it. The researcher also give direction on how to implement Sort Card. The researcher prepare cards according to the number of students. In first step, each students 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 foe 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 materirial 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 prepare cards according to the number of students. The researcher agin 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/she 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.

F. Technique of Data Analysis

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

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

2. Finding out the mean score would use the following formula

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

Where:

X : Mean

²Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jenderal Pendidikan Dasar dan Menengah tentang: *penilaian perkembangan anak didik* (Jakarta : Depdiknas, 2005), p.2.

$\sum Xi$: Total score

N : The total number of Students.³

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

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

Where :

T : test of significance

D : the mean score of difference ($X_1 - X_2$)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.⁵

Accordingly the rating score for each category ranges as shown in the table as follows:

³Surarsimi Arikonto, *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.

Table 3. The rating score of learning Vocabulay impact category

No	Score	Category
1	43-50	Very interested (Very positive)
2	35-42	Interested (Positive)
3	27-34	Undecided
4	19-26	Uninterested (Negative)
5	10-18	Very uniterested (very negative) ⁶

(Rumus dan Data dalam Analisis Statistika, Alfabeta : 2005)

The table above means that the students 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 uninsterested 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 4. The rating percentage of the students' vocabulary impact score.

No	Score	Category
1	81-100	Very Strong
2	61-80	Strong
3	41-60	Enough
4	21-40	Low
5	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-

⁶Ridwan,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 0-20.⁷

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

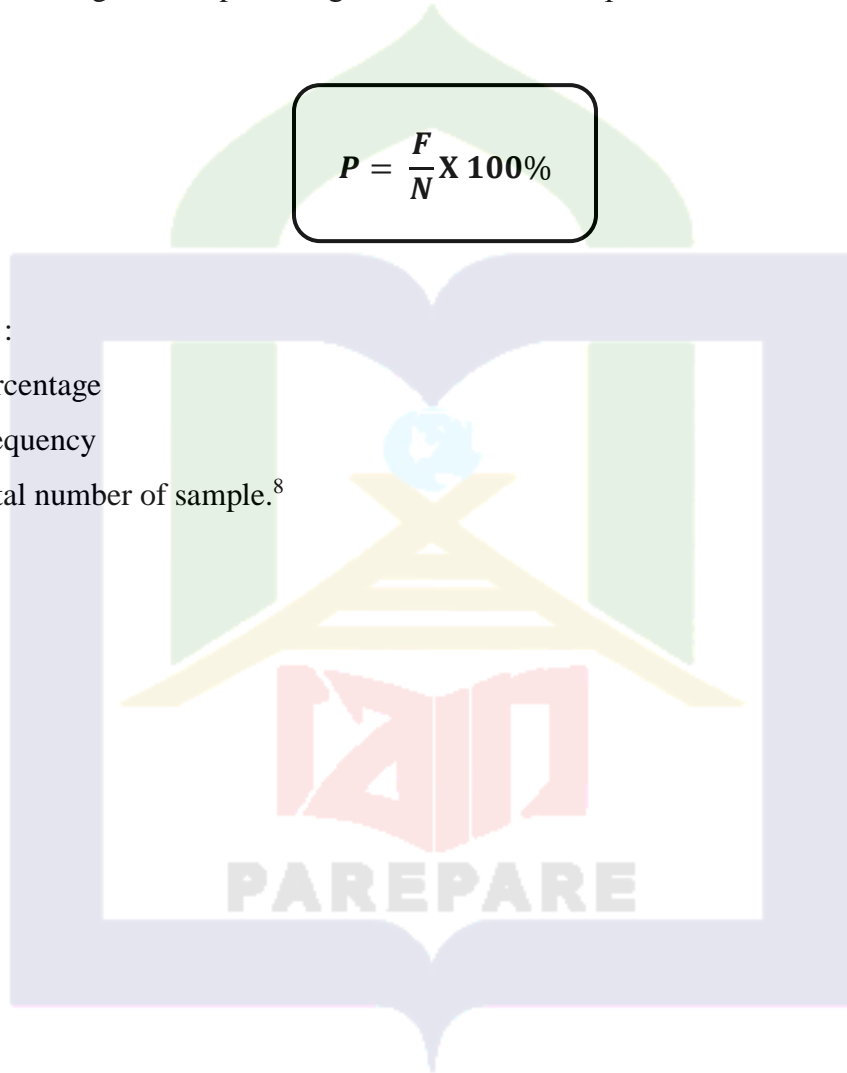
$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency

N : Total number of sample.⁸



⁷Ridwan,dkk. *Rumusan dan Data Dalam Analisis Statika*. (Bandung : Alfabeta. 2005).p.245

⁸Ridwan,dkk. *Rumus dan 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 discussion 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.

A. 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 Sort Card 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 Sort Card, that be able to improve students' vocabulary at SMKN 1 Tinambung.

1. The use of Sort Card to improve students' vocabulary

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

a. The students' score in the pre-test

The pre-test had done before implementation Sort Card. It was conducted on May, 20 2022. 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 Sort Card which was analyzed and resulted in the information as shown in the following table:

Table 5. The Result of Pre-Test

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

Continued Tabel 5.

No	Students	Pre-test	
		Correct Answer	Score
24	S24	10	50
25	S25	0	0
26	S26	8	40
27	S27	14	70
28	S28	12	60
29	S29	9	45
30	S30	11	55
Total			$\Sigma^x = 1530$

(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 6. 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	55	3,025	Poor
3	S3	100	50	2,500	Poor
4	S4	100	70	4,900	Fair
5	S5	100	45	2,025	Poor
6	S6	100	70	4,900	Fair
7	S7	100	60	3,600	Fair
8	S8	100	55	3,025	Poor
9	S9	100	60	3,600	Fair
10	S10	100	60	3,600	Fair

Continued Tabel 6.

No	Students	Pre-test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
11	S11	100	50	2,500	Poor
12	S12	100	45	2,025	Poor
13	S13	100	70	4,900	Fair
14	S14	100	60	3,600	Fair
15	S15	100	55	3,025	Poor
16	S16	100	70	4,900	Fair
17	S17	100	55	3,025	Poor
18	S18	100	30	900	Very poor
19	S19	100	70	4,900	Fair
20	S20	100	55	3,025	Poor
21	S21	100	40	1,600	Poor
22	S22	100	0	0	Very poor
23	S23	100	60	3,600	Fair
24	S24	100	50	2,500	Poor
25	S25	100	0	0	Very poor
26	S26	100	40	1,600	Poor
27	S27	100	70	4,900	Fair
28	S28	100	60	3,600	Fair
29	S29	100	45	2,025	Poor
30	S30	100	55	3,025	Poor
Total			$\sum X = 1530$	$\sum X^2 = 87450$	

(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 Sort Card, no one in excellent

and good classification, twelve students in fair classification, fourteen students in poor classification and four students in very poor classification. Total score in pre-test was 1530. It could be seen that most of the XI AKL 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.

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

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

$$X = \frac{1530}{30}$$

$$X = 51$$

So, the mean score (X_1) of pre-test is 51.

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 51. From that analyzing. It could be seen that most of the 30 students' ability in vocabulary was still low because most of the students gained poor score.

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

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

$$SD = \sqrt{\frac{87450 - \frac{(1530)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{87450 - \frac{(2340900)}{30}}{29}}$$

$$SD = \sqrt{\frac{87450 - 78030}{29}}$$

$$SD = \sqrt{\frac{9420}{29}}$$

$$SD = \sqrt{324,82}$$

$$SD = 18,02$$

So, the result of the standard deviation of the pre-test is 18,02.

After determining the mean score (X_1) of pre-test was 51 and standard deviation (SD) of the pre-test was 18,02, it could be seen that improving students' vocabulary were in low category.

b. The students' score in the Post-test

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

Table 7. The Result of the Post-test

No	Students	Post-test	
		Correct Answer	Score
1	S1	16	80
2	S2	19	95
3	S3	7	35
4	S4	8	40
5	S5	12	60
6	S6	11	55
7	S7	11	55
8	S8	9	45

Continued Tabel 7.

No	Students	Post-test	
		Correct Answer	Score
9	S9	13	65
10	S10	12	65
11	S11	5	5
12	S12	11	55
13	S13	9	45
14	S14	13	65
15	S15	15	75
16	S16	19	95
17	S17	16	80
18	S18	14	70
19	S19	19	95
20	S20	15	75
21	S21	19	95
22	S22	7	35
23	S23	11	55
24	S24	11	55
25	S25	16	80
26	S26	17	85
27	S27	18	90
28	S28	12	65
29	S29	14	70
30	S30	13	65
Total			$\Sigma^x = 1950$

(Data' source: the Students' Score in Post-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 8. The Students' Score in Post-test

No	Students	Post of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
1	S1	100	80	6,400	Good
2	S2	100	95	9,025	Excellent
3	S3	100	35	1,225	Very poor
4	S4	100	40	1,600	Very poor
5	S5	100	60	3,600	Fair
6	S6	100	55	3,025	Poor
7	S7	100	55	3,025	Poor
8	S8	100	45	2,025	Poor
9	S9	100	65	4,225	Fair
10	S10	100	65	4,225	Fair
11	S11	100	5	25	Very poor
12	S12	100	55	3,025	Poor
13	S13	100	45	2,025	Poor
14	S14	100	65	4,225	Fair
15	S15	100	75	5,625	Good
16	S16	100	95	9,025	Excellent
17	S17	100	80	6,400	Good
18	S18	100	70	4,900	Fair
19	S19	100	95	9,025	Excellent
20	S20	100	75	5,625	Good
21	S21	100	95	9,025	Excellent

Continued Tabel 8.

No	Students	Post of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
23	S23	100	55	3,025	Poor
24	S24	100	55	3,025	Poor
25	S25	100	80	6,400	Good
26	S26	100	85	7,225	Good
27	S27	100	90	8,100	Excellent
28	S28	100	65	4,225	Fair
29	S29	100	70	4,900	Fair
30	S30	100	65	4,225	Fair
Total	$\sum X = 1950$	$\sum X^2 = 139650$			

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

The table above showed that was an improvement of students' score after giving treatment that using Sort Card, five students in excellent classification, six students in good classification, eight students in fair classification, seven students in poor classification and four students in very poor classification. It means that the students vocabulary ability has improved that using Sort Card. The total score in post-test is 1950. 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 Sort Card in vocabulary ability.

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

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

$$\bar{X} = \frac{1950}{30}$$

$$\bar{X} = 65$$

So, the mean score (\bar{X}_1) of post-test is 65.

Based on the result of the post-test. The data showed that the mean score of the post-test was 65. From that analyzing, it could be seen that most of the 30 students' vocabulary was an excellent and good score.

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

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

$$SD = \sqrt{\frac{139650 - \frac{(1950)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{139650 - \frac{(3802500)}{30}}{29}}$$

$$SD = \sqrt{\frac{139650 - 126750}{29}}$$

$$SD = \sqrt{\frac{12900}{29}}$$

$$SD = \sqrt{444,82}$$

$$SD = 21,09$$

So, the standard deviation of the post-test is 21,09.

After determining the mean score (X_1) of post-test was 65 and standard deviation (SD) of the post-test was 21,09, it could be seen that improving students' vocabulary were in a very good category.

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

Table 9. The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51	18,02
Post-test	65	21,09

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

The data in table 10 indicates that there was improvement while doing pre-test up post-test, in the pre-test had score 51 and the post-test score increased become 65. The standard deviation of pre-test was 18,02 (SD) while the standard deviation of the post-test was 21,09 (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.

d. 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 10. 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	16,7%
2	Good	71-85	0	6	0	20%
3	Fair	56-70	12	8	40%	26,7%

Continued Tabel 10.

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
4	Poor	41-55	14	7	46,7%	23,3%
5	Very Poor	≤ 40	4	4	13,3%	13,3%
					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, twelve (40%) students got fair score, fourteen (46,7%) students got poor score and four (13,3%) students got very poor score while the rate percentage of the post-test, five (16,7%) students got excellent score, six (20%) students got good score, eight (26,7%) students got fair score, seven (23,3%) students got poor score and four (13,3%) students got very poor score. The percentage in post-test that students got an excellent score was higer than the percentage in pre-test. It showed that students were able to improve students' vocabulary after treatment taht using the Sort Card.

2. The Impacted of Sort Card to Improve Students' Vocabulary

This part discusses the result of data analysis about the implementation of Sort Card to improve students' vocabulary at SMKN 1 Tinambung.

a. T-test Value

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

Table 11. The Worksheet of the Result 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)	D(X ₂ -X ₁) ²
1	25	80	625	6,400	55	3025
2	55	95	3,025	9,025	40	1600
3	50	35	2,500	1,225	-15	225
4	70	40	4,900	1,600	-30	900
5	45	60	2,025	3,600	15	225
6	70	55	4,900	3,025	-15	225
7	60	55	3,600	3,025	-5	25
8	55	45	3,025	2,025	-10	100
9	60	65	3,600	4,225	5	25
10	60	65	3,600	4,225	5	25
11	50	5	2,500	25	-45	2025
12	45	55	2,025	3,025	10	100
13	70	45	4,900	2,025	-25	625
14	60	65	3,600	4,225	5	25
15	55	75	3,025	5,625	20	400
16	70	95	4,900	9,025	25	625
17	55	80	3,025	6,400	25	625
18	30	70	900	4,900	40	1600
19	70	95	4,900	9,025	25	625
20	55	75	3,025	5,625	20	400
21	40	95	1,600	9,025	55	3025
22	0	35	0	1,225	35	1225
23	60	55	3,600	3,025	-5	25
24	50	55	2,500	3,025	5	25

Continued Tabel 11.

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
25	0	80	0	6,400	80	6400
26	40	85	1,600	7,225	45	2025
27	70	90	4,900	8,100	20	400
28	60	65	3,600	4,225	5	25
29	45	70	2,025	4,900	25	625
30	55	65	3,025	4,225	10	100
Total	1530	1950	87450	139650	420	27300

(Data 'source: the Result of the Score on Pre-test and Post-test on the Improving Students'

Vocabulary that using Sort Card)

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:

$$D = \frac{\sum D}{N} = \frac{420}{30} = 14$$

The calculation the t-test value

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

$$t = \frac{14}{\sqrt{\frac{27300 - \frac{(420)^2}{30}}{30(30-1)}}$$

$$t = \frac{14}{\sqrt{\frac{27300 - \frac{176400}{30}}{30(29)}}$$

$$t = \frac{14}{\sqrt{\frac{27300 - 5880}{870}}}$$

$$t = \frac{14}{\sqrt{\frac{21420}{870}}}$$

$$t = \frac{14}{\sqrt{24,62}}$$

$$t = \frac{14}{4,96}$$

$$t = 2,82$$

So, the t-test value is 2,82. It was greater than t-table.

Table 12. The Test of Significant

Variable	T-test Value	T-table Value
Pre-test – Post-test	2,82	1,699

(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.

b. Hypothesis Testing

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

$$Df = N-1$$

$$= 30-1$$

$$= 29$$

For the level, significant (α) 5% and $df=29$, and the value of the table is 1,699, while the value of t-test 2,82. It means that the t-test value is greater than t-table ($2,82 \geq 1,699$). So, it can be concluded that the use of Sort Card to improve students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It is mean that the Sort Card is able to improve the studets' vocabulary.

B. Discussion

1. The ways of the Impacted Sort Card to Improve Students' Vocabulary.

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

In this study, the researchers definitely did not no longer overlook to recognize and take note of numerous elements or what affects have been received with the aid of using all college students who had studied vocabulary the use of the type card media. And of direction the usage of this technique has a completely advantageous impact, each on college students, English instructors and different researchers.

There are several elements in studying vocabulary that researchers need to pay attention to, which consist of expressed impact, manifest impact, inventoryed impact and tested impact.

Expressed impact refers to a person's verbal report of preferences, (i.e., liking or disliking) for a various activities, tasks or occupation. For example expressed

impact consist of responses to questions such as, “which occupation would like to pursue?” this method of assessing impact in 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 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 impact typically involves considerable deliberation, it is generally an affective predictor of occupational choice.

Manifest impact, sometimes referred to as evidence impacts, refer to a person’s actual involvement or participation in activity, ask or occupation. This method of assessing impacts consist of observing a person’s behavior across different situations and assumes the people tend to participate in activities that they find impacting or satisfying. Because direct observation of a person’s activities is often impractical, assessment of manifest impact typically relies on self-report. To accomplish this, two method have historically been used. The first is the use of an impact in diary. In creating the impact in diary, a person record 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 patters, dominant themes are expected to emerge, suggesting general avtivity preferences. Another method of assessing manifest impact to use an “impactt 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 impact-inducing activities and tasks at each development stage. As with the impact in diary, patterns of impact in activities are expected to emerge, the counselor then summarizes these impact patterns and their continuity over time.

Inventoried impact refer to scores generated from responses to comprehensive impact 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 acriterion group, this providing information about how the individual's patterns of scores compares of the impact to the women and men in general or with the impact 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 impact domain and objectives scores useful for prediction satisfied pursuit of particular impact areas or occupations. Numerous impact inventories currently are available for researcher and counselors, including the Campbell impact and Skill survey, Jackson vocational impact survey, Kuder occupational impact survey, Strong Impact Inventory and the Vocational preference inventory. Generally, between 40% and 60% people enter an occupation recommended from their on an impact inventory, although some studies have found "hit rates" as high as 74.

The last but not least is tested impact Tested Impact refer to impacts 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 knowladge. This assessment method infers impact in an occupation, for example, base on the level accumulated knowledge a person has for characteristic of that occupation. As defined

through Elton Jeremy Bloye within the outcomes of his studies entitled "vocational interest and other Non-Cognitive Factors as Predictors of Academic Performance in High School", (University of Johannesburg), P.29, that 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 a high level of impact. Because numerous factors other than impacts 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 impacts, it is used less often than other methods of impacts measurement.

And of course in this research, researchers are able to understand and know the internal and external factors in improving students' vocabulary which internal factors are the factors which are from the students such as, students' attitude toward a subject, an ability to comprehend it whereas external factors are the factors that involve students' environment such as school factors which means many involve the teacher, the students and the lesson material. Internally, the impact of students may be higher if they have a good attitude in studying an object. Therefore, their aptitude can support them to get a success studying it. Another factor is physical condition, if the students are lazy to study, of course their impact may be lower than usually condition.

So from the explanation above, the impacts in improving the students' vocabulary, it is also supported through positive outcomes from a researcher named Anindita Rahma Azizah in her research "Using Modified Card Sort Type Active Learning Methods to Improve Social Studies Activity and Learning Achievement for Grade IV Students SDN Sendansari" Yogyakarta State University, 2014 on page number 7 defined that 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.

After applying Sort Card in teaching vocabulary gave improvement to the second grade of SMKN 1 Tinambung, 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 tha 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.

¹<http://paxdhe-mboxdhe.blogspot.com/2014/02/media-sort-card.html?m=1> (Accessed on May 2022)

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussion in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the researcher that was done at SMKN 1 Tinambung.

A. Conclusion

Based on the discussion in the previous chapter, the conclusion of the research is the use of Sort Card able to improve student vocabulary. It can be seen by the pre-test score in poor category (51) and then the post-test result show the improvement with 65 score or in fair category.

And for a few positive affects that clearly have an effect on students even after studying vocabulary with the sort card method, students are capable of recognize numerous kinds of vocabulary according to word classes, such as nouns, verbs, adjectives, adverbs, pronouns, numerals, prepositions, conjunctions and interjections. . And even from the outcomes of this study it become stated to be successful after going through several tests, theory and practice, of course, students who from the beginning have been very minimal and not able to expose their skills in English due to the fact the confidence of the students turned into very lacking, ultimately they have been capable of respond quickly. responsive if given questions on learning English. The students additionally who have been initially blind to speaking English to their interlocutors, both friends or even their English teachers, also started out to challenge to speak step by step using English properly and correctly.

B. Suggestion

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

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.
2. the teachers can use Sort Card in teaching vocabulary and to create variety of teaching learning English process.
3. The students should be more active and not afraid of making mistakes during teaching learning process, especially in the vocabulary class.
4. The students should practice their vocabulary in English and always enjoy the vocabulary class.
5. This skripsi can be a reference for other researcher to conduct the next research.
6. Further researchers, the researcher only used two of the four types of vocabulary skills, there are listening vocabulary and speaking vocabulary. Suggestions to further researchers to research or use two types of vocabulary skills that have not been realized in this result of research, there are writing vocabulary and reading vocabulary.

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APPENDICES





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Asad Bakri No. 08 Sorong Parepare 91113 telp. (0421) 21307 Fax. 24404
PG Bin 908 Parepare 91100, website : www.iainparepare.ac.id email : mail@iainparepare.ac.id

Nomor : B.1529/In.39.5.1/PP.00.9/04/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,
Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muhammad Ali
Tempat/Tgl. Lahir : Saleko, 27 April 1997
NIM : 15.3113.001
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Desa Tamangalle, Kec. Balanipa, Kab. Polman,
Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul "The Use Of Sort Card To Improve The Students' Vocabulary At SMKN 1 Tinambung". Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 19 April 2022

Muhammad Dahlan I.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/0222/PL/DPMPTSPV/2022

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr MUHAMMAD ALI
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0222/Kesbangpol/B.1/410.7/V/2022, Tgl. 12-05-2022

MEMBERIKAN IZIN

Kepada :	<table border="0"> <tr> <td style="padding-right: 10px;">Nama</td> <td>: MUHAMMAD ALI</td> </tr> <tr> <td>NIM/NIDN/NIP/Pn</td> <td>: 15.3113.001</td> </tr> <tr> <td>Asal Perguruan Tinggi</td> <td>: UNIVERSITAS IAIN PARE-PARE</td> </tr> <tr> <td>Fakultas</td> <td>: TARBIYAH</td> </tr> <tr> <td>Jurusan</td> <td>: PENDIDIKAN BAHASA INGGRIS</td> </tr> <tr> <td>Alamat</td> <td>: POLEWALI KEC. POLEWALI KAB. POLMAN</td> </tr> </table>	Nama	: MUHAMMAD ALI	NIM/NIDN/NIP/Pn	: 15.3113.001	Asal Perguruan Tinggi	: UNIVERSITAS IAIN PARE-PARE	Fakultas	: TARBIYAH	Jurusan	: PENDIDIKAN BAHASA INGGRIS	Alamat	: POLEWALI KEC. POLEWALI KAB. POLMAN
Nama	: MUHAMMAD ALI												
NIM/NIDN/NIP/Pn	: 15.3113.001												
Asal Perguruan Tinggi	: UNIVERSITAS IAIN PARE-PARE												
Fakultas	: TARBIYAH												
Jurusan	: PENDIDIKAN BAHASA INGGRIS												
Alamat	: POLEWALI KEC. POLEWALI KAB. POLMAN												

Untuk melakukan Penelitian di SMK Negeri 1 Tinambung Kabupaten Polewali Mandar yang dilaksanakan pada bulan Mei s/d Juni 2022 dengan proposal berjudul "THE USE SORT CARD TO IMPROVE THE STUDENTS' VOCABULARY AT SMKN 1 TINAMBUNG"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal 12 Mei 2022

**KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**



Dr. MUJAHIDIN, M.Si

Pangkat : Pembina Utama Muda
NIP : 19660606 199803 1 014

Tembusan:
Unsur Forkopinda di tempat



PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 TINAMBUNG
Jl. Pendidikan No. 171 Tinambung Telp. 0822-81920 KP. 81504
Email: smkn1tinambung@prov.sulbar.go.id



SURAT KETERANGAN

Nomor : 412/105/SMKN1TNS/2022

Yang bertanda tangan dibawah ini :

Nama : Ridwan, S.Pd.,M.Si
N I P : 19770420 200604 1011
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala Sekolah SMKN 1 Tinambung

Dengan ini menyatakan dengan sesungguhnya :

Nama : Muhammad Ali
N I M : 15.3113.001
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Alamat : Tammangalle Kab. Polewali Mandar

Benar telah melakukan penelitian di SMKN 1 Tinambung, berdasarkan Surat Izin Penelitian dari Kantor Pemerintah Kabupaten Polewali Mandar DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU Nomor : 503/0222/IPL/DPMPTSP/V/2022 tanggal 12 Mei 2022 untuk memperoleh data dalam rangka penyusunan skripsi yang bersangkutan dengan judul penelitian "THE USE OF SORT CARD TO IMPROVE THE STUDENTS' VOCABULARY AT SMKN 1 TINAMBUNG".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tinambung, 27 Mei 2022

Kepala Sekolah SMKN 1 Tinambung



RIDWAN, S.Pd.,M.Si
NIP. 19770420 200604 1011

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	55	3,025	Poor
3	S3	100	50	2,500	Poor
4	S4	100	70	4,900	Fair
5	S5	100	45	2,025	Poor
6	S6	100	70	4,900	Fair
7	S7	100	60	3,600	Fair
8	S8	100	55	3,025	Poor
9	S9	100	60	3,600	Fair
10	S10	100	60	3,600	Fair
11	S11	100	50	2,500	Poor
12	S12	100	45	2,025	Poor
13	S13	100	70	4,900	Fair
14	S14	100	60	3,600	Fair
15	S15	100	55	3,025	Poor
16	S16	100	70	4,900	Fair
17	S17	100	55	3,025	Poor
18	S18	100	30	900	Very poor
19	S19	100	70	4,900	Fair
20	S20	100	55	3,025	Poor
21	S21	100	40	1,600	Poor
22	S22	100	0	0	Very poor
23	S23	100	60	3,600	Fair
24	S24	100	50	2,500	Poor

No	Students	Pre-test of the Students (X_1)		X^2	CLF
		Max Score	Max Score X_1		
25	S25	100	0	0	Very poor
26	S26	100	40	1,600	Poor
27	S27	100	70	4,900	Fair
28	S28	100	60	3,600	Fair
29	S29	100	45	2,025	Poor
30	S30	100	55	3,025	Poor
Total			$\Sigma X = 1530$	$\Sigma X^2 = 87450$	

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

Mean score of the pre-test:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1530}{30}$$

$$X = 51$$

So, the mean score (X_1) of pre-test is 51.

The standard deviation of the pre-test:

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

$$SD = \sqrt{\frac{87450 - \frac{(1530)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{87450 - \frac{(2340900)}{30}}{29}}$$

$$SD = \sqrt{\frac{87450 - 78030}{29}}$$

$$SD = \sqrt{\frac{9420}{29}}$$

$$SD = \sqrt{324,82}$$

$$SD = 18,02$$

So, the result of the standard deviation of the pre-test is 18,02.

Appendix 2 Students' Score of Post-test

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

No	Students	Pre-test of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
14	S14	100	65	4,225	Fair
15	S15	100	75	5,625	Good
16	S16	100	95	9,025	Excellent
17	S17	100	80	6,400	Good
18	S18	100	70	4,900	Fair
19	S19	100	95	9,025	Excellent
20	S20	100	75	5,625	Good
21	S21	100	95	9,025	Excellent
22	S22	100	35	1,225	Very poor
23	S23	100	55	3,025	Poor
24	S24	100	55	3,025	Poor
25	S25	100	80	6,400	Good
26	S26	100	85	7,225	Good
27	S27	100	90	8,100	Excellent
28	S28	100	65	4,225	Fair
29	S29	100	70	4,900	Fair
30	S30	100	65	4,225	Fair
Total			$\sum X = 1950$	$\sum X^2 = 139650$	

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

Mean score of the post-test:

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

$$X = \frac{1950}{30}$$

$$\bar{X} = 65$$

So, the mean score (\bar{X}_1) of post-test is 65.

Based on the result of the post-test. The data showed that the mean score of the post-test was 65. From that analyzing, it could be seen that most of the 30 students' vocabulary was an excellent and good score.

The standard deviation of post-test:

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\SD &= \sqrt{\frac{139650 - \frac{(1950)^2}{30}}{30 - 1}} \\SD &= \sqrt{\frac{139650 - \frac{(3802500)}{30}}{29}} \\SD &= \sqrt{\frac{139650 - 126750}{29}} \\SD &= \sqrt{\frac{12900}{29}} \\SD &= \sqrt{444,82} \\SD &= \mathbf{21,09}\end{aligned}$$

So, the result of the standard deviation of the post-test is 21,09

Appendix 3 The T-test Value

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1	25	80	625	6,400	55	3025
2	55	95	3,025	9,025	40	1600
3	50	35	2,500	1,225	-15	225
4	70	40	4,900	1,600	-30	900
5	45	60	2,025	3,600	15	225
6	70	55	4,900	3,025	-15	225
7	60	55	3,600	3,025	-5	25
8	55	45	3,025	2,025	-10	100
9	60	65	3,600	4,225	5	25
10	60	65	3,600	4,225	5	25
11	50	5	2,500	25	-45	2025
12	45	55	2,025	3,025	10	100
13	70	45	4,900	2,025	-25	625
14	60	65	3,600	4,225	5	25
15	55	75	3,025	5,625	20	400
16	70	95	4,900	9,025	25	625
17	55	80	3,025	6,400	25	625
18	30	70	900	4,900	40	1600
19	70	95	4,900	9,025	25	625
20	55	75	3,025	5,625	20	400
21	40	95	1,600	9,025	55	3025
22	0	35	0	1,225	35	1225
23	60	55	3,600	3,025	-5	25
24	50	55	2,500	3,025	5	25
25	0	80	0	6,400	80	6400

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
26	40	85	1,600	7,225	45	2025
27	70	90	4,900	8,100	20	400
28	60	65	3,600	4,225	5	25
29	45	70	2,025	4,900	25	625
30	55	65	3,025	4,225	10	100
Total	1530	1950	87450	139650	420	27300

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

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:

$$D = \frac{\sum D}{N} = \frac{420}{30} = 14$$

The calculation the t-test value

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

$$t = \frac{14}{\sqrt{\frac{27300 - \frac{(420)^2}{30}}{30(30-1)}}$$

$$t = \frac{14}{\sqrt{\frac{27300 - \frac{176400}{30}}{30(29)}}$$

$$t = \frac{14}{\sqrt{\frac{27300 - 5880}{870}}}$$

$$t = \frac{14}{\sqrt{\frac{21420}{870}}}$$

$$t = \frac{14}{\sqrt{24,62}}$$

$$t = \frac{14}{4,96}$$

$$t = 2,82$$

So, the t-test value is 2,82. It was greater than t-table.

Appendix 4 The T-test of Significant

Variable	T-test Value	T-table Value
Pre-test – Post-test	2,82	1,699

(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.

b. Hypothesis Testing

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

$$Df = N-1$$

$$= 30-1$$

$$= 29$$

For the level, significant (α) 5% and $df=29$, and the value of the table is 1,699, while the value of t-test 2,82. It means that the t-test value is greater than t-table ($2,82 \geq 1,699$). So, it can be concluded that the use of Sort Card to improve students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Appendix 5 T-table

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	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	3.74695	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: 123dok (<https://123dok.com/document/q0ev51vy-titik-persentase-distribusi-t-df.html>)

t-df.html)

Appendix 6 Instrument of the Pre-test**Name :****Class :****I. Choose the correct answer from the option a, b, c, or d.**

1). A school is the place where students with their teachers.

- a. teach
- b. work
- c. play
- d. study

2). Clara is celebrating her birthday. Now Clara feels

- a. happy
- b. easy
- c. angry
- d. hungry

3). Ryan : Mike, your new shoes are good and really fit in your You look charming and cool.

Mike : Thank you Ryan.

- a. body
- b. feet
- c. finger
- d. hand

4) . There is a clown in my friend's party. He is very He make all children laugh and happy.

- a. angry

- b. freaky
c. funny
d. quite
- 5). My little sister and brother are very hungry, so I lunch for them.
- a. prepare
b. wear
c. throw
d. kick
- 6). Ardi the competition in a National Olimpiade. He looks very happy.
- a. jumped
b. lost
c. celebrated
d. won
- 7). My younger brother went to dentist two days ago because his were in pain.
- a. teeth
b. ears
c. hands
d. finger
- 8). Sarah : Can you lend me a hand?
Alfi : Yes, of course. What can I help you?
Sarah : Please, these textbooks to my office.
Alfi : Yes sure, Ma'am.
- a. put
b. give

c. bring

d. read

9). The exam was too for her. She got an A!

a. easy

b. expensive

c. difficult

d. high

10). Rina's bicycle is broken. Rina is really now.

a. charm

b. happy

c. sad

d. confused

II. Match the job with their description below!

1.is a person who helps sick people.

2.is a person who draws picture.

3.is a person who plant rice seeds in the field.

4.is a person who teach in the school.

5.is a person who catches criminals.

Choices:



a. Farmer

b. Artist

c. Doctor



d. Police



e. Teacher

Appendix 7 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 1 Tinambung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI AKL/Genap

Materi Pokok : Menanyakan Keberadaan Orang, Benda dan Binatang

Alokasi Waktu : 8x40 menit (4 Pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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

<p>A. 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 there is/are)</p>	<ol style="list-style-type: none"> 1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu. 2. Menyebutkan ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu. 3. Merespon ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
<p>B. 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 struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ol style="list-style-type: none"> 1. Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.

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 DAN PEMBELAJARAN

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

Fungsional

Menyebutkan, mendeskripsikan, membuat inventaris, dsb.

Struktur Teks

- Memulai
- Menanggapi (diharapkan/diluar 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, Projektor

Sumber Belajar : “Stop Bullying Now” Edisi 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 Sort Card 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 didapatnya.</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 tersebut.</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 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 didapatnya.</p>	55 Menit
Kegiatan Penutup	Menutup kelas.	10 Menit

Pertemuan Ketiga:

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 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 didapatnya.</p>	55 Menit
Kegiatan Penutup	<p>Siswa bersama guru melakukan <i>flashback</i> dan <i>feedback</i> 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 awal siswa mengenai materi yang diberikan pada pertemuan tersebut.</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 didapatnya.</p>	55 Menit
Kegiatan Penutup	<p>Siswa bersama guru melakukan <i>flashback</i> dan <i>feedback</i> 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	Tindakan	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 menunjukkan sikap santun	1
2	Bertanggung jawab (Responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3	Jujur (Honest)	Sangat sering menunjukkan sikap kerja sama.	5
		Sering menunjukkan sikap kerja sama	4

		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Disiplin (Dicipline)	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 (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		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,



MUHAMMAD ALI

15.3113.001

Appendix 8 Instrument of the Post-test**Name :****Class :****I. Choose the correct answer from the option a, b, c, or d.**

1). The exam was too for her. She got an A!

- a. easy
- b. expensive
- c. difficult
- d. high

2). There is a clown in my friend's party. He is very He make all children laugh and happy.

- a. angry
- b. freaky
- c. funny
- d. quite

3). Ryan : Mike, your new shoes are good and really fit in your You look charming and cool.

Mike : Thank you Ryan.

- a. body
- b. feet
- c. finger
- d. hand

4) . Clara is celebrating her birthday. Now Clara feels

- a. happy

- b. easy
c. angry
d. hungry
- 5). My younger brother went to dentist two days ago because his were in pain.
- a. teeth
b. ears
c. hands
d. finger
- 6). Sarah : Can you lend me a hand?
Alfi : Yes, of course. What can I help you?
Sarah : Please, these textbooks to my office.
Alfi : Yes sure, Ma'am.
- a. put
b. give
c. bring
d. read
- 7). My little sister and brother are very hungry, so I lunch for them.
- a. prepare
b. wear
c. throw
d. kick
- 8). Ardi the competition in a National Olimpiade. He looks very happy.
- a. jumped
b. lost

c. celebrated

d. won

9). A school is the place where students with their teachers.

a. teach

b. work

c. play

d. study

10). Rina's bicycle is broken. Rina is really now.

a. charm

b. happy

c. sad

d. confused

II. Match the job with their description below!

1.is a person who flies the airplane.

2.is a person who puts out fire.

3.is a person who fixes teeth.

4.is a person who plays music.

5.is a person who plays sport.

Choices:



a. Musician



b. Athlete



c. Fire Fighter

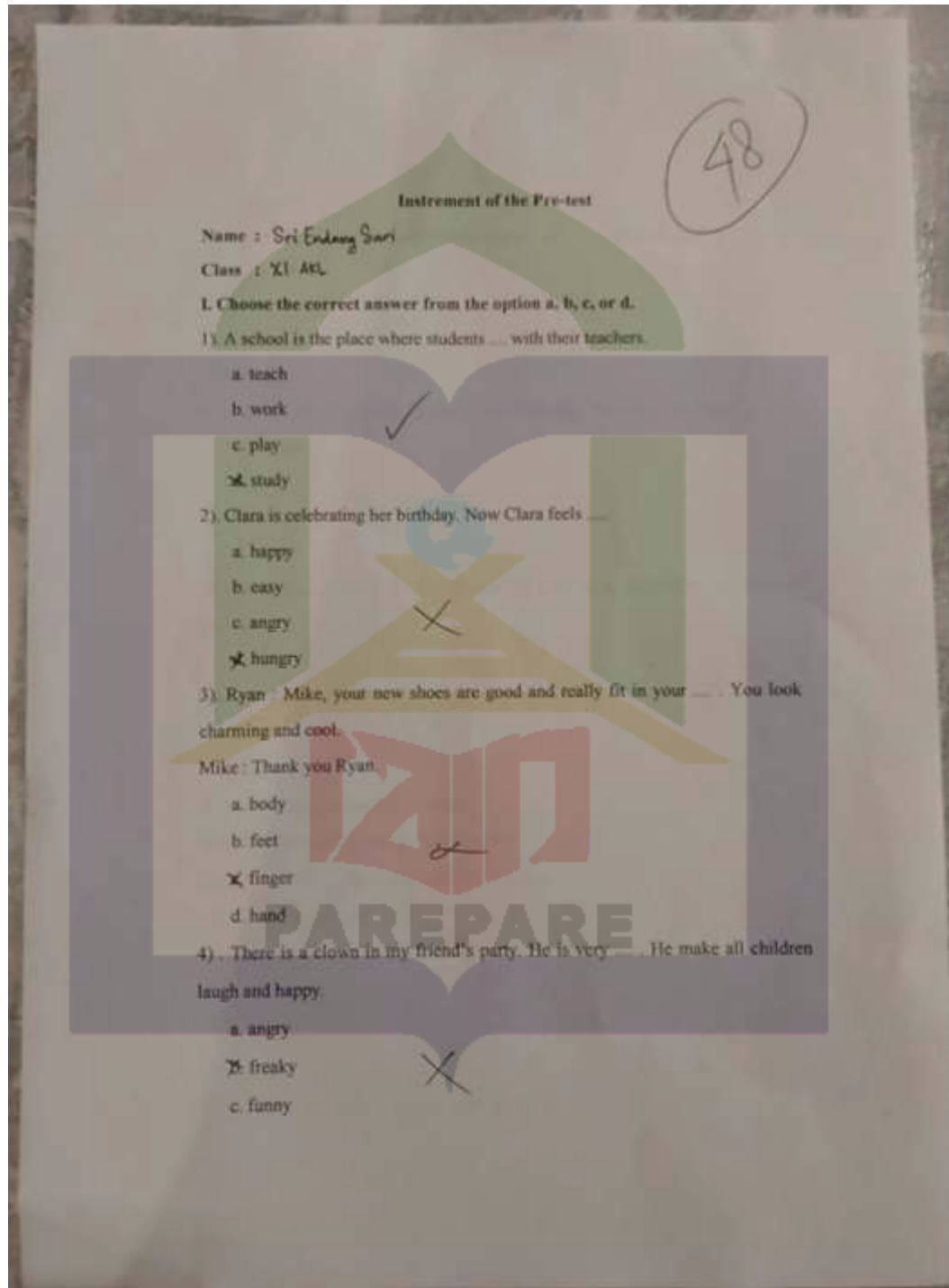


d. Pilot



e. Dentist

Appendix 9 The Students' Pre-test



- d. quite
- 5) My little sister and brother are very hungry, so I _____ lunch for them.
- a. prepare
 - wear
 - c. throw
 - d. kick
- 6) Ardi _____ the competition in a National Olimpiade. He looks very happy.
- a. jumped
 - b. lost
 - celebrated
 - d. won
- 7) My younger brother went to dentist two days ago because his _____ were in pain.
- a. teeth
 - b. ears
 - c. hands
 - finger
- 8) Sarah : Can you lend me a hand?
Aifi : Yes, of course. What can I help you?
Sarah : Please, _____ these textbooks to my office.
Aifi : Yes sure, Ma'am.
- a. put
 - b. give
 - c. bring
 - read
- 9) The exam was too _____ for her. She got an A!

- a. easy
- ~~b. expensive~~
- c. difficult
- d. high

10) Rina's bicycle is broken. Rina is really _____ now.

- a. charm
- b. happy
- ~~c. sad~~
- d. confused

II. Match the job with their description below!

- 1. Doctor is a person who helps sick people. ✓
- 2. Artist is a person who draws picture. ✓
- 3. Farmer is a person who plant rice seeds in the field. ✓
- 4. Teacher is a person who teach in the school. ✓
- 5. Police is a person who catches criminals. ✓



Choices:



a. Farmer

b. Artist

c. Doctor

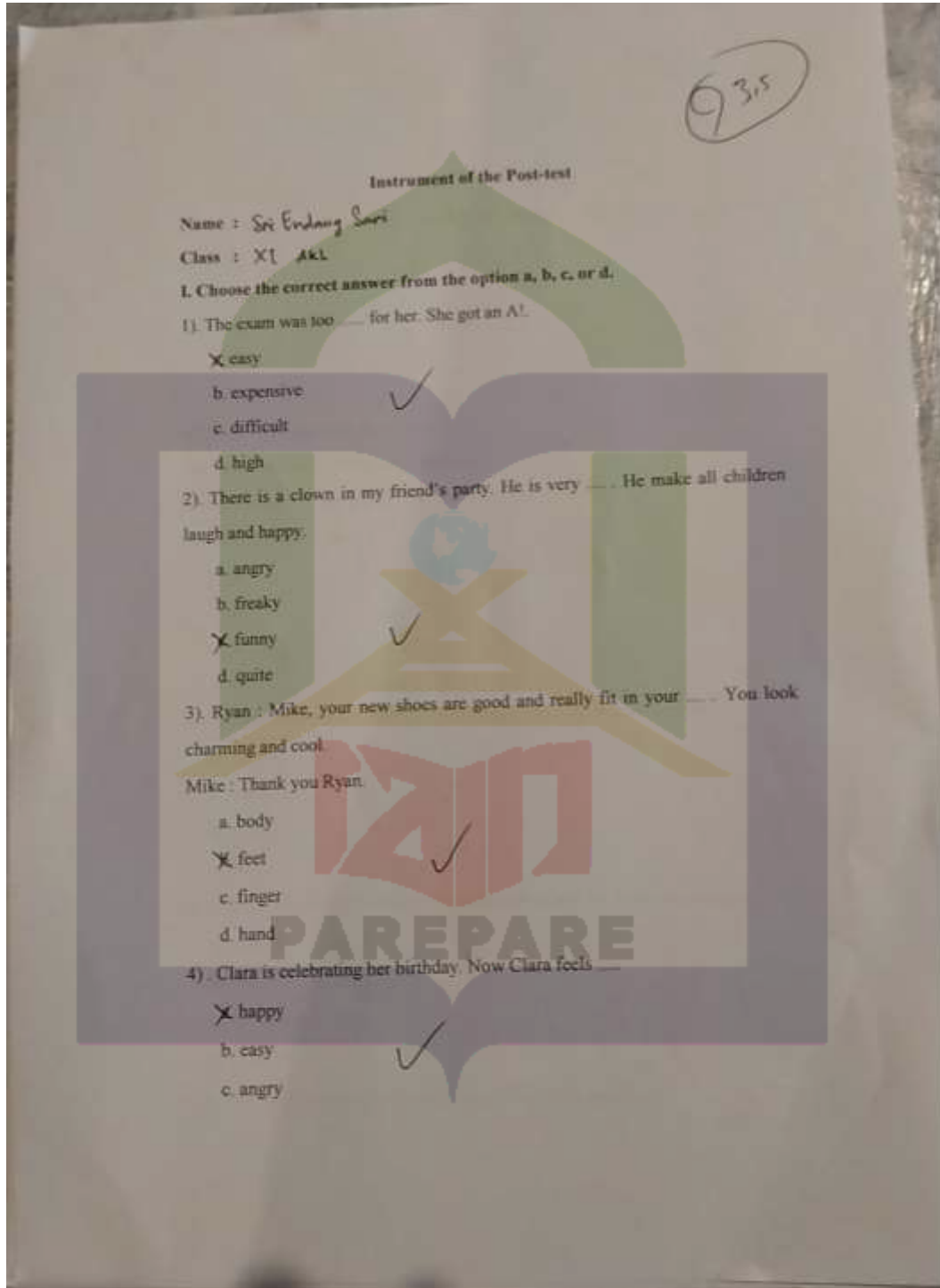


d. Police

e. Teacher

PAREPARE

Appendix 10 The Students' Post Test



d. hungry

5) My younger brother went to dentist two days ago because his _____ were in pain.

- a. teeth
- b. ears
- c. hands
- d. finger

6) Sarah : Can you lend me a hand?

Alfi : Yes, of course. What can I help you?

Sarah : Please, _____ these textbooks to my office.

Alfi : Yes sure, Ma'am.

- a. put
- b. give
- c. bring
- d. read

7) My little sister and brother are very hungry, so I _____ lunch for them.

- a. prepare
- b. wear
- c. throw
- d. kick

8) Ardi _____ the competition in a National Olimpiade. He looks very happy.

- a. jumped
- b. lost
- c. celebrated

d. won

9) A school is the place where students _____ with their teachers.

- a. teach
- b. work
- c. play
- d. study

10) Rina's bicycle is broken. Rina is really _____ now.

- a. charm
- b. happy
- c. sad
- d. confused

II. Match the job with their description below!

1. Pilot is a person who flies the airplane. ✓
2. FIRE FIGHTER is a person who puts out fire. ✓
3. DENTIST is a person who fixes teeth. ✓
4. MUSICIAN is a person who plays music. ✓
5. ATHLETE is a person who plays sport. ✓



Choices:



a. Musician



b. Athlete



c. Fire Fighter



d. Pilot



e. Dentist

Appendix 11 The Documentation













CURRICULUM VITAE



MUHAMMAD ALI. The writer was born on April 24th, 1997 in Tammangalle regency Polewali Mandar. He is the eighth of eleven siblings. From the couple, Hasman Kausu, S.Pd.I and Hj. Sanawiah, S.Pd.SD. He has seven brothers and three sisters.

He began his study in Elementary School at SDN 033 INP. Tammangalle and graduate on 2009. In the same year, he continued his study to SMPN 5 Tinambung and graduate on 2012. He decided to continued his study to SMAN 1 Tinambung and graduate on 2015. However, he continues his study at Institute Islamic College of (IAIN) Parepare on 2015. During he study at IAIN Parepare, the writer active in one of organization is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2016-2019. He completed his skripsi in the tittle “THE USE OF SORT CARD TO IMPROVE THE STUDENTS’ VOCABULARY AT SMKN 1 TINAMBUNG KAB. POLEWALI MANDAR SULAWESI BARAT”.

PAREPARE