CHAPTER I

ITRODUCTION

A. Background of Study

Vocabulary is one of the components that are taught in English learning. It considered as an important aspect for the learners of foriegn language. The students who acquire a lot of vocabulary will be able to construct good communication. They will be able to interact with other through listening, speaking, reading and writing. As Caroline stated that vocabulary is the collection of words that an individual knows. It means that vocabulary is the group of words which the students know and practice in every day conversation.[1]

A collection of words that we know in order to communicate well, and also to make it easier for us to learn English language

Moreover, before writing this proposal, the researcher conducted preliminary research in order to obtain valid information about the real situation of teaching and learning process at the seventh grade of Ponpes Al-Mubarok Islamic Boarding School Serang City especially on teaching vocabulary. During conducting preliminary research, the researcher interviewed the Students who selected randomaly in order to find out about teacher's strategy in teaching vocabulary.

As matter of fact, teaching English especially vocabulary is not easy. Based on the data from interview with students which selected randomaly, the students' problem in learning vocabulary are as follows: first, some students admit that they do not know the objective of learning vocabulary at

[1]Caroline T. Linse, David Nunan: *Practical Language Teaching: Young Learners* (Americas: New York 2005), 121.

school. Second, some students state that they are bored in learning English because based on opinion, mostly students' find it difficult to remember a vocabulary and sometimes students find it hard to remember a vocabulary if they do not see the from of a vocabulary or picture and therefore use this sort card method to make it easier for students to remember the vocabulary given at school.

Therefore various efforts are needed to develop learning in students by using learning media better, so that students' interest in learning because easy and fun. The appropriate media in developing students learning in vocabulary is using Sort Card. Sort Card is media that are easy to learn by students', because students' can easily remember vocabulary with pictures.

Realizing how important the vocabulary and how difficult the students to build up, the teacher of English should find out the solutions by created an efficient and effective technique in teaching English Vocabularies. There are so many technique of teaching vocabulary more easy and fun. One of them is by using Sort Card.

One of the effective activity to teach vocabulary is using Sort Card. Sort card is a sorting activity in which students group a set of cards with pictures of words on them. According to a certain characteristic of category. This Sort Card is useful students in learning vocabulary because Sort Card could support students understanding and retention of new words in order to master vocabulary. In addition, Joanne started that Sort Card ensures that all students participle equally. The step by step introduction are easy to implement, and the benefits students derive from the Sort Card challenge are enormous, such as opportunities to work in an develop small learning communities where students offer and receive support from one another a dramatic increase instudent to student opportunities from listening, speaking,

reading, and writing sentence.[2]

One of the effective ways to learn vocabulary is by using sort card because the steps used are also more effective and make it easier for students to remember new vocabulary

The beginning of Al-Mubarok Islamic Boarding School stems from a good intention of the land owner want to donate his land as a place for study. At that time, Mr. Suradi Hanafi as the waqaf asked KH Mahmudi to use the land is a place to gain knowledge. With confidence KH. Mahmudi intended to use the land by establishing Islamic boarding schools. This idea was also welcomed by the surrounding community. Finally, around the beginning of October 1997, Al-Mubarok Islamic Boarding School was founded with the help of a legal entity Notary Mrs. Subandiyah Amma rAsof, SH No. 23 October 1997.

In the early days of its establishment, PondokPesantren Al-ubarok is just a place for the reciting the Al-Qur'an and a hut traditional or salafiyah with only students reciting the Al-Qur'an and stay temporarily, mostly students at the time attending a public school outside the Boarding School in Serang area.

The need for quality education in the city the attack has increased since eterning the year 2000, seeing the opportunity KH Mahmudi immediately take the next step by opening several formal educational institutions. The development of the Al-Mubarok foundation began rapidly since Al-Mubarok opened learning activities teaching at the Madrasah Tsanawiyah (MTs) level a year 2001, at the time MTs Al-Mubarok only owned one study room and one operational office, however thanks to his

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[2]KhabibMuafi, *"The Effect of Using Sort Card Toward Students' Vocabulary Mastery", IAIN Bukittinggi, Vol 2, No 1*. Desember 2018), 149.

persistence and for his missionary efforts as well all parties of Al-Mubarok to date have opened several institutions including Madrasah DiniyahAwaliyah (MDA), Madrasah Tsanawiyah (MTs), Senior High (SMA), Majlis Ta'lim, Children's social institution (PSAA) and several extracurricular activities among them Scouts, Marching Band, Tahfidz Quran, etc.

In 2004 Al-Mubarok Islamic Boarding School started integrating the learning system with the system Modern Islamic Boarding Schools, by adopting the KMI Curriculum from Gontor. Al-Mubarok Islamic Boarding School started the vision learning 6 years, this is followed by the whole students as a condition of completing study at Pondok Al-Mubarok Islamic Boarding School. Educators have S1 and S2 qualification according to needs come from several University including UPI, UNJ, UNILA, UMY Jogjakarta, UNESA Surabaya, UIN Jakarta, UIN Banten, UNTIRTA, IAIB Serang and several other well-known campuses.

The curriculum used refers to the National Curriculum with local content adjusted to the Al-Mubarok Modern Islamic Boarding School Curriculum. For 24 hours, the students are guided by the Board of Teacher abd Caregivers of the Islamic Boarding School with the foundation of the Pnca soul of the Islamic Boarding School (Sincerity, Simplicity, Self Reliance, Islamic Ukuwah, Free Thinking) and pay attention to the mental development of adolescents.

Language habituation in Islamic Boarding School is very important because everyday students are required to use English Language and Arabic Language, therefore researcher provide vocabulary to students by using sort card so that students can easily remember vocabulary. And also the language skills at PondokPesantren Al-Mubarok are very good because every

Thursday and Friday the students make speeches in two languages, namely English Language and Arabic Language, and also every Friday Morning the new vocabulary is given by the administrators.

Therefore various efforts are needed to develop learning in students by using learning media better, so that students' interest in learning because easy and fun. The appropriate media in developing students learning in vocabulary is using Sort Card. Sort Card is media that are easy to learn by students', because students' can easily remember vocabulary with pictures.

Researcher hope Sort Card will be solution that makes it easier for students to learn vocabulary for Seventh Grade in Islamic Boarding School. This research is entitled **"The Effectiveness of Using Sort Card to Enhance Students' Vocabulary Learning (An Experimental Research at Seventh Grade of PONPES AL-Mubarok Kota Serang).**

B. Limitation of Problems

To prevent misunderstanding and clarify the study, limitation of the study should be made. The writer makes the limit of the study on the effectiveness of using Sort Card to enhance students' vocabulary at Seventh Grade students of PONPES AL-Mubarok Kota Serang.

C. Statement of Problems

Based on background of the research above, the writer can identify the problems follows:

1. How is the students' vocabulary mastery before treatment in the PONPES AL-Mubarok Kota Serang?
2. How is the Students' vocabulary mastery after treatment in the PONPES AL-Mubarok Kota Serang?

3. How is the effect of Sort Card on students' vocabulary mastery In the PONPES AL-Mubarok Kota Serang?

D. The Aims of The Study

The aims of the study specifically are:

1. To know students' vocabulary mastery before treatment in the PONPES AL-Mubarok Kota Serang.
2. To know Students' vocabulary mastery after treatment in the PONPES AL-Mubaroq Kota Serang.
3. To know the effect of sort card on students' vocabulary mastery in the PONPES AL-Mubaroq Kota Serang.

E. Significance of Research

Theoretical Benefits

1. Provide easy media in order to students can more easily learn vocabulary.
2. Developing a sort card learning media that can be used as a variation in learning vocabulary.

F. Practical Benefits

1. For the students

   The use of sort card media will make students enjoy and understand vocabulary easily, so that it can improve students' vocabulary in English and can be used in daily life.

2. The English Teacher

   The research can give an enjoy alternative for teaching and learning vocabulary with interesting design in English Teaching.

G. Previous Study

1. Khabib Muafi VeniRoza IAIN Bukittinggi

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

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

   Based on previous research there is a difference between previous research and this study, the instrument is different this research use test and observation and my research only just use test.

2. The Use of Card Sort to Improve Students' Vocabulary at MTsNParepare

   This research aimed to know by using Card Sort can improve students' vocabulary at students of MTsNParepare. Generally the use of media as teaching aid mainly aimed at increasing the teaching process to be more motivating and interesting. This research was conducted in MTsNParepare Researcher used quantitative study in the form of Pre-

Experimental design with one group pre-test and post-test. There are independent variable and dependent variable. Random sampling is the technique to take the sample and VIII.5 is the samples which consist with 26 students. The instrument that used is test, observation and documentation. The result calculation of mean score pre- test of students was 52.31 and mean score post-test of students was 65.57. The result of this research showed there was significant different in statistical analysis where the statistical t-test (2.7) was higher than t-table (1,708) with degree freedom (df = N-1) 25. The researcher concluded the using of card sort is able to improve students' vocabulary. From 15 questionnaires, the students answered very positive.

Based on previous research there is a difference between previous research and this study, the difference is this research use Pre-Experimental if my research use Quasi Experimental and the instrument is also different this research use test observation and documentation my research only just use test the research concluded the using of card sort is able to improve students' vocabulary.

3. The Dimensional Change Card Sort (DCCS): a method of assessing executive Function in Children.

The dimensional change card sort (DCCS) is an easily administered and widely used measure of executive function that is suitable for use with participants across a wide range of ages. In the standard version, children are required to sort a series of bivalent test card, first according to one dimension (e.g., color), and then according to the other (e.g., shape). Most 3-year-olds perseverate during the post-switch phase, exhibiting a pattern of inflexibility similar to that seen in patients with prefrontal cortical damage. By 5 years of age, most children switch when instructed to do so. Performance on the

DCCS provides an index of the development of executive function, and it is impaired in children with disorders such as attention-deficit/hyperactivity disorder (ADHD) and autism. We describe the protocol for the standard version (duration = 5 min) and the more challenging border version (duration = 5 min), which may be used with children as old as 7 years.

Based on previous research there is a difference between previous research and this study, the difference is this research is applied to children aged three years and over who have special needs such as autism, but this learning can also be applied to various age.

H. Hypothesis

This study has two research hypothesis namely alternative hypothesis and null hypothesis. The hypothesis of this study can be described as follows:

a. The Null Hypothesis (Ho): there is no significant effect of using sort card to enhance students vocabulary.

b. The experimental Hypothesis (Ha): there is significant effect of using sort card to enhance students vocabulary.

I. The Organizing of Writing

Chapter I is introduction, consist of the background of the research, the identification of the problem, the statement of the problrm, the objectives of the study, the significance of the study, limitation of the problem, and preview study.

Chapter II is theoretical framework, consist of review writing, narrative text, fairy tale.

Chapter III is research methodology, consist of the method, the

population, and sample, the research design, the technique of data collection, and technique of data analyzing.

Chapter IV result of the research which consist of descrioption of the data, data analysis, interpretation, of data and discussion.

Chapter V conclusion and suggestion consists of conclusions and suggestion. The final part of this paper consists of list of references