

**IMPROVING STUDENTS' VOCABULARY MASTERY USING CARD SORT
(AN ACTION RESEARCH AT SD NEGERI 2 KLEWOK KEMUSU BOYOLALI)**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays English becomes important. It is the key to international currencies of technology, science, as well as commerce. By this condition, Indonesian government has given a special status for English language. In the recent years, there are many elementary schools that teach English not only as a local subject but also as compulsory subject. English has been taught beginning from the first year to the sixth year. In junior high school, English is taught as a compulsory subject and also as a basic knowledge to master English in senior high school and higher education level (university).

Teaching English in Elementary school is different from teaching English in higher level. Teaching English in Elementary School is more focused on vocabulary than grammar. Teaching vocabulary for elementary school needs some appropriate methods. Basically students like playing while studying. Therefore, the teacher should seek alternative teaching method to attract students' interest. There are many methods like role playing, games, card game, retelling story that make students enjoy in learning.

Presenting vocabulary item in teaching learning process is not easy as some teachers might suppose. There are many difficulties to teach vocabulary especially in elementary school such as the students usually find difficult to memorize the words, the time to teach vocabulary is limited because several skills must be learnt in English, namely listening, speaking, writing, and reading skills, the students' attention is limited to the first few minutes.

The teacher must be sure not only that the students recognize the words, but also they can catch the right meaning of the words as well. The teacher must see that the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually (Brown, 1994: 23).

Most of the Elementary school students feel difficult in English subject, especially in vocabulary. The students often look bored and uninterested in English vocabulary. It can be seen in SD Negeri 2 Klewor Boyolali. There are many students who speak up with their friends while the teacher explaining the material. Besides that, the students are lazy to memorize vocabularies because they must know not only the words but also the pronunciation, the spelling, the shape and the meaning of the words.

One of basic causes of this problem is the method used by the teacher in the class. Here, the teacher uses traditional method in teaching the students. The teacher just asked the students to read the material, then asked them to memorize vocabularies. It makes the students bored in the class. Beside that, the teacher also give less attention to the students.

Method is one factor that can solve the problem. The English teacher's method should be appropriate with the subject in order to make the students interested and happy in receiving the material. In reality, most of the teachers use the conventional method. They just deliver the material without changing the method that makes the student attract in studying.

One of the effective methods to teach English vocabulary is card sort. The writer's reason of using *card sort* in teaching vocabulary is to make easy in categorizing vocabularies because students taught by using card need to

associate the meaning, the spelling and pronunciation correctly. If the students know that categorize of words, they can memorize the words easily. Beside that, it can make the students be active because this technique gives priority to the movement of physical respond, so the students can understand and are interesting to learn. Based on the situation above, the writer is inspired to conduct a study entitled **“IMPROVING STUDENTS’ VOCABULARY MASTERY USING CARD SORT (AN ACTION RESEARCH AT SD NEGERI 2 KLEWOR KEMUSU BOYOLALI)”**.

B. Problem of the Study

The research problems are formulated as follows:

1. How is the process of teaching English vocabulary by using card sort for the fifth students of SD Negeri 2 Klewor Kemusu Boyolali?
2. Can card sort improve the students’ vocabulary in SD Negeri 2 Klewor Kemusu Boyolali?

C. Objective of the Study

There are two objectives of this study:

1. General Objective
To improve the students’ vocabulary mastery using card sort
2. Specific Objectives
 - a. to describe the process of teaching English vocabulary by using card sort.
 - b. to know that teaching English vocabulary using card sort can improve student’s vocabulary

- c. to know the effectiveness of teaching vocabulary using card sort in improving students' vocabulary

D. Benefit of the Study

This study is expected to give practical and theoretical benefits:

1. Practical advantages
 - a. For teacher
 - 1) For English teachers, the result of the study can help them in teaching vocabulary by using card sort and motivate students to be active in teaching learning process.
 - b. For English learner
 - 1) Teaching vocabulary using cards sort will motivate and attract the students to be interested and active in learning English vocabulary.
 - 2) The learners will get a large knowledge about teaching vocabulary using card sort.
2. Theoretical advantages
 - a. The research will improve the writer her self in mastering English.
 - b. The result of the research paper can be used as input in English teaching learning process especially for teaching vocabulary using card.
 - c. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

E. Research Paper Organization

The writer makes an organization of this paper in order to make an easy understanding. Chapter I is introduction. In introduction, there is explanation about background of the study, problem statements, objectives of the study, benefits of the study and research paper organization.

Chapter II presents theories which deals with this study. This chapter consists of previous study, the general concept of vocabulary, using card in teaching vocabulary, and the definition of young learners.

Chapter III is research method. This chapter deals with the research method covering type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is result and discussion. This chapter describes the implementation of teaching vocabulary using card sort, the result of teaching vocabulary by using card sort and discussion.

Chapter V is conclusion and suggestion. In this chapter the writer draws the conclusion and proposes suggestion taken from the result.