

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the second most used language in the world. There is one billion people worldwide who speak English and there are twenty seven countries that have English as their secondary official language for example, India, Nigeria, Philippines because English is an International language. There are a lot of benefits we can get from understanding English. Nowadays learning English is important, because English can help you pursue and obtain career opportunities. Job market is global and many companies need employees who can communicate with clients all over the world, and we need English to communicate with foreigners. English is also a top language of the internet. If you can understand and write in English, you will be able to access many websites. You can leave comments on your favorite English celebrities Instagram and you can understand an English music video without subtitling.

In Indonesia itself, English is a foreign language but it has an important influence on students and job seekers. We have known English since we were in elementary school. Nowadays, children have been taught some English words in playgroup. And now English is a compulsory subject at junior high school and also in senior high school, even tested in National Examination. As we know English has four skills: listening, speaking, reading and writing. To be able to master English we must be able to master the four skills above. But beside that, English has three other components that must be mastered; pronunciation, vocabulary, and grammar.

Vocabulary is the basic for the development of all other skills: listening, speaking, reading and writing. Vocabulary is an important tool for students to use English effectively. For example, when they listen English songs or watch English movies without subtitle, they need to know some words in English.

According to David Wilkins (1972) “without grammar little can be conveyed, without vocabulary nothing can be conveyed”. And Allen (1983) states “to master over a language, the learners must learn thousands of words.” So if the students have a lots of vocabulary, they can express their opinions,

ideas, or feelings. Even though the students do not understand the grammar very well they still can express their opinion word by word. And it means that the students must have many vocabularies to support their abilities in English.

But learning vocabularies is not easy, because so many students face a lot of problems. For example, they are not interested in learning English because they get bored with the method used in learning English, and they have a problem in memorizing the vocabularies. Jeremy Harmer identifies, there are two reasons that cause forgetting: interference from subsequent learning and insufficient recycling. Many teachers forget that if they introduce a new vocabulary to student, the old one will be forgotten.

In this case the teacher has an important role in helping students to enrich the students' vocabulary. The teacher must know what obstacles are experienced by students in learning and memorizing vocabulary, because vocabulary is an important part of the Language component. And the teacher must prepare a new method so that students do not get bored.

There are a lot of methods to be used during English classes, one of them is a card sort. Card Sort is a sorting activity in which students group a set of cards with pictures or words on them according to a certain characteristic or category (Keely: 2008). According to Hisham Zaini (2008: 50) sort card is a collaborative activity commonly used to teach concepts, characteristics, and classifications. The use of this method is expected to enrich students' vocabulary.

Based on all the problem above, the writer wants to use an action research by using card sort strategy to solve the problems that occur in the class. So the researcher makes a title “improving the students' vocabulary mastery by using card sort” (a classroom action research at the eighth grade of *Bina Prestasi Cemerlang Pondok Kelapa* in academic year 2019/2020)”

B. Identification of the Problem

Based on the background states above and some observation, the researcher found some problems. The students have difficulty using the correct vocabulary in a sentence.

Based on the identification above, I assume that card sort can improve the student's vocabulary at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*.

C. Limitation of the Problem

To make the research more focused and specific, I limit the problem of using card sort to improve the students' English vocabulary of *Bina Prestasi Cemerlang Pondok Kelapa*.

D. Formulation of the Problem

1. How is the implementation of learning English vocabulary by using card at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*?
2. Is the Card Sort effective in improving students' English vocabulary at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*?

E. Objective of the Research

1. To identify the implementation of learning English vocabulary by using card sort at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*.
2. To identify whether the card sort can improve the students' vocabulary at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*.

F. Benefit of the Research

The researcher hopes that the result of this study can be useful for the teachers, students and also other researchers. The benefits of this research are as follows;

1. For Teacher
 - a) Become a reference for using the card sort method in learning English vocabulary.
 - b) Can be considered in teaching activities using card sort.
 - c) As a new solution in English teaching and learning process.
 - d) By teaching vocabulary using Card Sort, the teacher can motivate the students in order to make them interested in learning vocabulary

2. For Students
 - a) Provide new experiences for students in a pleasant learning process.
 - b) Train students to collaborate in grouping things according to categories.
 - c) Make student more active in the class.
3. For Other Researchers
 - a) This research can increase knowledge about classroom action research methods through sort card strategy in eighth graders in enriching vocabulary.
 - b) The results of this study can be a reference for conducting research using a sort card strategy

G. Methods of the Research

This research is conducted through quantitative approach using classroom action research method. Classroom action research (CAR) is systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teacher to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

Furthermore, Corey (1953:1) defines action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms.

Kemmis model follows the cycle of: Planning, Action, Observation and Reflection. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, the researcher makes conclusions so that a new cycle can begin (Kemmis, 1982:5).

In conducting the research, the researcher uses the procedure of classroom action research designed by Arikunto. According to him, the research procedure in a classroom action research consists of planning, implementing, observing and reflecting (2006:16).

H. Systematic Organization of the Research

This writing of term paper uses paper organization. I organize it into four sections that consist of five chapters, as follows:

1. Chapter I : Introduction

This chapter contains the background, identification of the problems, limitation of the problems, formulation of the problems, objective of the research, methods of the research, and systematic organization of the research about Improving the Students' Vocabulary Mastery by Using Card Sort in Eight grade of *Bina Prestasi Cemerlang Pondok Kelapa*.

2. Chapter II : Frameworks of the Theories

This chapter consists of the theories about the definition of vocabulary, aspect of vocabulary, classification of vocabulary, the important of vocabulary, vocabulary mastery, also the definition of teaching, teachings Strategies, media in teaching, function of media learning, teaching and learning vocabulary, definition of card sort, function of card sort, procedure of card sort, advantage and disadvantage of card sort, and the last one is conceptual frameworks.

3. Chapter III : Methodology of The Research

In this chapter, the researcher will explain the research design, the subject of the research, place and time of the research, procedure of CAR (classroom action research) and the technique of data analysis.

4. Chapter IV : Data Analysis and Research Finding

In this chapter, the researcher will explain the data that has been obtained from the first meeting until the last meeting, the data include from the cycle I and cycle II.

5. Chapter V : Conclusion

This chapter consists of the conclusion on the analysis of the complete study. All theories and data will be analyzed to answer whether the use card sort at eight grade of *Bina Prestasi Cemerlang Pondok Kelapa* has impact to enrich of student' vocabulary or not.

The chapters above are followed by references, scheme of the research, research poster, curriculum vitae, and other required attachments.

