

**THE EFFECT OF WORD SORTS STRATEGY ON
STUDENTS' VOCABULARY MASTERY**

*(A Quasi Experimental Research At The Eighth Grade Of SMP N 18 Kota
Bengkulu In Academic Year 2016/2017)*

THESIS

**Submitted As A Partial Requirements for the degree of *Sarjana* in English
Study Program of (IAIN) Bengkulu**



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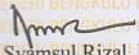
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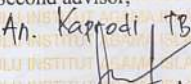
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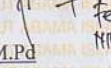
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212 323 9454

MOTTO

“Slow but sure, cause all is well”

خَيْرُ النَّاسِ أَحْسَنُهُمْ خُلُقًا وَأَنْفَعُهُمْ لِلنَّاسِ

“Sebaik-baik manusia itu, adalah yang terlebih baik budi pekertinya dan yang lebih bermanfaat bagi manusia.”

“ The True Gentlemen Would Never Leaves His Trust “

(Alessandro Del Piero, Juventus legend)

DEDICATION

Bismillahirrohmanirrohim

The researcher would like to dedicate this thesis to:

- ✓ Allah SWT, as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongness, and beliveness, in finishing this thesis.
- ✓ My beloved mother and father, (Dra, Wasro'ah and Dulhanan, S.pd). Who always pray me and could reach the successful. Thank you. I do love you.
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- ✓ And i would like dedication this THESIS to my group namely is VIKING RAFFLESIA & WARDA (Warung UDA) : Uda & Uni, Dodi P.G, Redo

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, September 2017

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ABSTRACT

Nurfatriana, Ayif. 2123239454. 2017. The Effect of Word Sorts Strategy on students' Vocabulary Mastery (*A Quasi Experimental Research at Seventh Grade Students of SMP N 18 kota Bengkulu In Academic Year 2016/2017*). Thesis: English Letter Study Program, Islamic Education and Tadris Faculty, IAIN Bengkulu.

Advisor : 1) Dr, Syamsul Rizal M. Pd, 2) Nadrah, M.pd.

Key Words : Word sorts strategy, vocabulary mastery

The research was a Quasi Experimental Research. The technique collecting the data used reading comprehension test (multiple choices). There were two test, pre test and post test. The population of the research was all of Eighth Grade Students of SMPN 18 kota Bengkulu in Academic Year 2016/2017 that consist 86 students. Out of this population, 40 students were taken as sample. There were two group, experimental group and control group where each group that consists 20 students.

The students score post-test in the experimental group was (67.6) which was higher than the control group was (63). The result showed that sig (T-tailed) or since t-obtained (2.00) was higher than the critical value of t-table (1.72). It means, H_0 was rejected and H_a was accepted. In other words, it can be conclude that there was significant difference of using Word Sorts Strategy on Students' Vocabulary Mastery at SMP N 18 kota Bengkulu in Academic Year 2016/2017.

ABSTRAK

Nurfatriana, Ayif. 2017. *The Effect of Word Sorts Strategy on Students' Vocabulary Mastery (A Quasi experimental Research at Seventh Grade students of SMPN 18 kota Bengkulu in academic Year 2016/2017)*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing : 1) Dr, Syamsul Rizal M. Pd, 2) Nadrah, M.pd.

Kata Kunci : Word sorts strategy, vocabulary mastery

Penelitian ini menggunakan Quasi Experimental. Teknik pengolahan data menggunakan test membaca berupa soal (pilihan ganda). Ada dua test yang dilakukan, yaitu pre-test dan post-test. Populasi di penelitian ini adalah semua siswa kelas VIII di SMP N 18 kota Bengkulu tahun 2016/2017 yang berjumlah 86 siswa. Dari populasi, 40 siswa diambil sebagai sampel. Ada dua group, experimental group dan control group dimana setiap group berjumlah 20 siswa. Skor post siswa test di kelas experimental (67.6) lebih besar daripada kelas control (63). Hasil menunjukkan bahwa sig (2-tailed) atau t-obtained (2. 00) lebih tinggi dari pada critical t-tabel (1. 72). Hal tersebut dapat disimpulkan bahwa ada perbedaan yang signifikan dari strategi Word Sort terhadap peningkatan kemampuan siswa dalam menguasai kosa kata di SMP N 18 kota Bengkulu tahun 2016/2017.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language may refer either to the specifically human capacity for acquiring and using complex systems of communication. Language as a communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings, resulting in an indefinite number of possible innovative utterances from a finite number of elements. Webster's New Collegiate Dictionary "communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior". There are two forms of language those are spoken and written. Spoken language involved sounds that produced by our oral system and while written language is language in the form of text. Both, spoken and written language are used for communication and exchange information between speakers and listeners. According to Wardhaugh stated that "the function of language is human's tool for communication whether in the form of spoken or written".

There are many languages in the world such as Bahasa Indonesia, French, Dutch English and etcetera. English particularly is the most dominant language that spoken around the world. British colonialism in the 19th century and American capitalism and technological progress in the 20th century were undoubtedly the main causes for the spread of English throughout the world. The

domination of English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, etcetera, it dominates the web. 70% of all information stored electronically is in English. As abundantly clear English has now achieved global status .

Because English is so widely spoken, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. As foreign language in Indonesia, English officially taught since 1967 under decision of Minister of Educational and Cultural. In the present time, English language has been introduced since the level of elementary school or even in play groups. It is also compulsory foreign language taught in junior high school and senior high school. According to Bauier, vocabulary is about words where they come from, how they change, how they related to each other and how we use them to view the world, a rich¹.

In Indonesia, English is taught as a foreign language that has four skills, namely listening, reading, speaking and writing. According to Harris that the four skills are supported by learning of language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master. He also said that vocabulary and grammar are two very important elements shared by all four skills. From the statement above, it can be said that if the students learn all four

¹ Laurie Bauier, *Vocabulary Language Workbook*, (London: Routledge,1998), p.8

skills, they have to master the vocabulary. Mastering vocabulary is a basic part to learn English skills.

Whenever we think about language, usually think of mastering vocabulary. It means whenever we use language automatically we use the words of the language. So, it is crucial for us to have large of vocabulary. By having large vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future.

Teaching vocabulary word sorts game is not only just game, but the student can also to more active in the class and fun. So that it would make the student passive learners but also process of the teaching these vocabulary at to be applied in activities in a for communication the students will be taught how memorize for a spelling test to do a that game

After researcher did the preliminary research through on interview with student, there are some problems in teaching and mastery of vocabulary in school. First, when I asked one of the students on vocabulary, her name is Agustina Hutri did not know the English language from the "dasi". It is evident that the vocabulary in the eighth grade SMPN 18 is low, then the second they do not understand English lessons because they do not understand the vocabulary spoken by the teacher, and the third one strategy that is taught by teachers in class are less effective, so students are less interested in understanding the lessons English.

Then, to teach students about vocabulary that is important, because understanding the vocabulary for the students to communicate fluently so he

could understand what the purpose by teachers and people from other countries. According to Thornburry, declares some factors why learning vocabulary is rather difficult for second language learner. If those factors are fulfilled, someone can be said that he or she has achieved the vocabulary mastery. The example is when an Indonesian student has an English subject at school and it is the second language for her or him. She or he cannot understand the lesson easily. It is because she or he should know the appropriate word, how to spell, how to pronounce, what is the meaning, etcetera, to express the idea of the subject. In The other hand, some expert declare some techniques to help students to improve their vocabulary mastery. One of them by using word sort strategy.

Consequently, to prove whether or not this technique works in the language classroom, the researcher wants to see the effect of this technique on student's vocabulary mastery achievement of the eight grade in SMPN 18 kota Bengkulu. That is why, "the effect of word sort strategy technique toward students' vocabulary mastery" is chosen as the theme of this research.

B. Identification of the Problem

There are some problems that occur with the student's ability to understand the English language. First, they lack of students motivation when he gets a low value. Then, they lack of variation in learning want it by students so that students are not interested in learning, and at least a vocabulary which is owned by the students. And the last, method taught by teachers at the school are very monotonous and students have limited ability.

C. Limitation of the Problem

The scope of the study was limited to see the effect of Word Sort teaching strategy on students' vocabulary mastery at eighth grade of SMPN 18 Kota Bengkulu.

D. Formulation of the Problem

Based on the statement above, this research questions was (1) is there any significant effect on students' vocabulary mastery after being taught by using Word Sorts strategy at eighth grade of SMPN 18 Kota Bengkulu in academic year 2016/2017?

E. Objective of the Research

The objective of this study were the students at Eighth grade of SMPN 18 Kota Bengkulu particularly on their vocabulary and to find out whether there is significant effect between students who are taught using Word Sorts Teaching Strategy and who those are not.

F. Significant of the Research

The significant of the research is to give the contributions on students' vocabulary mastery improvement, it can be seen from the score post-test done by the researcher after the treatment. (1) for the researcher, hopefully this technique can be used for the strategy in teaching vocabulary, as long as it effective according to the context. (2) for the teachers' trainer it can be technique that can be introduced in some trainings, not only for the English subject, but also for other

field of subjects. (3) for the students', it can be easier to improving their vocabulary mastery whenever or wherever they learn and speak english.

G. Definition of the Key Term

1. Word Sorts strategy is the proces of sorting words into various categories the heart of word study. By categorizing different words by certain elements, young children make sense of words and patterns within words. Word sorts combine constructivist learning and teaching directed instruction².
2. Vocabulary Mastery is knowledge about words that is important aspedt language in teaching and learning proces³.

² Bear, D., invernizzi, M., Templeton, S., Johnston, F. *Words Their Way: Word Study For Phonics, Vocabulary, and Spelling instruction*. 4th ed. Upper Saddle River, NJ: Prentice hall, 2008.

³ Hatch, E and Brown, C, *Vocabulary, semantic, Language, Education*, (Cambridge University Press, Cambridge, 2000), p.360

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

A.1 Definition of Vocabulary and Vocabulary Mastery

Vocabulary is an important for learning. Without vocabulary one cannot string together word into sentences. Without these fundamentals learning is impossible, both on the literary and oral levels. We can't imagine how someone speak without knowing the words they want to say, how someone read without knowing the meaning of his reading, how someone writes without knowing which vocabularies are used, and how someone listens without understanding what speaker say. From the illustration above, the researcher defines vocabulary as the meaningful word of the target language used in communicating. Vocabulary is an important thing in language learning in spite of other language components such as grammar, phonology, and so on. In a communication, vocabulary also has a very important role as McCarthy says: "It seems self evident that the most frequent words in any language will be the most useful ones for learners of that language, and therefore the best to start off with, in order to give the learner a basic set of skills for communication.⁴ It is said that vocabulary is used by people as the basic knowledge of learning a language in order to make communication and interaction among them in their daily life. The use of vocabulary in them elementary school is very important because vocabulary is the basic knowledge of

⁴Nofi Prasetia Wati, Important of vocabulary, New york: cambridgepress 1990 : 66)

someone to master all language skills in a higher study for the further knowledge. The success of English language teaching in elementary schools depends on the extent of the teacher creativity.

Vocabulary mastery, based on *Meriam-Webster Dictionary*, mastery is (1) the authority of a master; (2) the upper hand in a contest or competition: superiority, ascendancy; (3) possession or display of great skill or technique; (4) skill or knowledge that makes one master of a subject: command⁵. From definitions above, it can be seen that mastery is the great skillfulness and knowledge of some subject or activity and the positioner authority of a master. In other words mastery can be defined as the state of how much and how far a subject or activity has been mastered by someone.

A.2 Types of Vocabulary

Donoghue (1990) cited in Risdiana (1997:3) states that there are four categories of vocabulary.⁶

1. Listening Vocabulary

Listening vocabulary refers to all the words that children recognize and understand when they hear in oral context. It is the first vocabulary to develop during the language acquisition stage and is also the one that continues to grow most rapidly during Elementary School years. From the theory above we can conclude that the students have skill to remember when they listen someone are talking.

⁵ Merriam-Webster Dictionary, *Full Definition of Mastery*, retrieved at september 13rd, 2017 from <http://www.merriam-webster.com/dictionary/mastery>

⁶Donoghue, *The concept of vocabulary*, (New york: Cambridghe university Press, 1990). P.40.

2. Speaking vocabulary

Speaking vocabulary includes all the words that children use in everyday speech. It forms the basis for development of the reading and writing vocabulary. In speaking vocabulary, the students use their words in their daily activities to make it to easier remember some words.

3. Reading vocabulary

Reading vocabulary consist of all the words that children recognize and understand in writing. The students' vocabulary mastery is generally limit when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes a surpassed their oral vocabulary. The more student read, the larger is their reading vocabulary. Reading is the window of the world. Since by reading any books, the students are easier to remember and understand the words.

4. Writing vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction. The students can write some words who they remember. By writing the students can repeat and remember about the previous words that they say.

Based curriculum in SMP NEGERI 18 KOTA BENGKULU kind of vocabulary learned in the school is past tense and verb

A.3 The Importance of Vocabulary

Vocabulary is very importance in learning language especially English. Without memorize vocabulary, the students will be difficult to understanding in

English. Since vocabulary is keyword to learning English process.⁷ Zimmerman in Coady and Huckin states that vocabulary is central to language and critical importance to the typical language learner. Burns and Broman added the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation. Thus, vocabulary is very importance in English and also as a central in teaching and learning English process.

As we know that vocabulary use to four English skills; listening, speaking, reading, and writing. Besides vocabulary, grammar and pronunciation are also very important in English. Wilkins say that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to writer, to listen, and to speak is conditioned by their vocabulary.⁸In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally, in concludes, without vocabularies in four English skills the students do not use language especially English well. Since language use in communication, science, technology, and information.

⁷Zimmerman, The importance of vocabulary, (newyork 2007 : 5).

⁸Norbert Schmitt and Michael Mc Carthy. (2000). *Vocabulary: description, acquisition and pedagogy* Cambridge: Cambridge University Press.

Vocabulary Mastery is important in case, it could help the students to enjoy their classes, one who mastery enough vocabulary will find fewer difficulties than those who have fewer vocabularies.

Moreover, vocabulary Mastery has an important role in teaching learning process. Scrivener (1994: 75) ⁹in classroom there are five role of vocabulary, they are:

- a. Vocabulary Mastery is very important and needs to be dealt with systematically in its own right.
- b. We need to distinguish between vocabulary for productive used and for receptive recognition
- c. The learner will be difficult to finish the work, if they have first met some new vocabulary
- d. We need to deal not only with single word lexical items. Bur also longer, multi word item
- e. Training in the use of English-English dictionaries provide learners with a vital tool for self-study

English has very large vocabularies, the students' much have a large of vocabulary in order to communicate their idea in English. It believe that the people want to use the language have to master the vocabulary first. In order to be

⁹Bowen, Betty Morgan. (2000). *Look her! Visual aids in language teaching*. London: Macmillan Publisher Ltd.

success full students in learning it is one of the important things that vocabulary should be learned in communication.

A.4 The source of Vocabulary

After we can master vocabulary well, we must improve our vocabulary. To improve vocabulary, we have to know, where the source of vocabulary is comes from. So, the students will be easier to learn English along with Harmer ¹⁰, there are some source to learn vocabulary in teaching learning process, they are:

a. Word List

Word List is on economical way of organizing vocabulary for learning and list it is does not matter a great deal if they are put together in a random way. The students can learn vocabulary wherever they are, because it is easy to boring.

b. Vocabulary Book

It is also integrated into skill work, typically in the form of a free-task or post-task vocabulary focus. There is many vocabulary and task in vocabulary book which can be an exercise for the students.

c. The Teacher

The teacher is potential fitful source of vocabulary input not only in term of in accidental learning, but also as a means of introducing vocabulary thought teacher talk.

¹⁰Harmer, Jeremy. (2003). *The practice of English language teaching*. London: Longman Group.

d. Learner

Each learner can contribute to the shared class lexicon through activities as brainstorming. Learner can improve their vocabulary from other learner by discussion and sharing with their friends.

e. Short Text

Short Text for vocabulary building purposes whether spoken or written have enormous advantages over learning word from list.

From the statement above, we know that the teacher and learner have the great influence in improving the students' Vocabulary. Teacher must help the students to improve the students' vocabulary, especially in teaching learning process Teacher must make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have gotten. With much vocabulary they will easier in communication with other and understanding what they have read. Therefore the students with poor vocabulary need to build their vocabulary.

A.5 Teaching Vocabulary

Teaching is a process to give information to people. Hornby (2005. P:125) states that teaching is defined as giving instruction to somebody's knowledge, skill, etc. Brown in Miskon in Kurniawati (2002) added teaching may be defined as showing or helping someone to learn how to do something, giving instruction,

guild in the study of something, providing with knowledge causing to know or understand¹¹.

Thus, teaching is a process give information and instruction which can improve people's knowledge.

Furthermore, teaching vocabulary is an activity where the teacher gives the student's knowledge about vocabulary and how to use it in daily activity. In teaching of vocabulary is not easy to do. Because the teacher has to know how to teach vocabulary so that the students are easier memorizing the words. The students do not only memorize and understand in words, but they can apply and practice the words in their daily activities. Since if the students know more vocabulary, it will be easy for them to learn other aspects of English.

In relation to teaching vocabulary of English, teaching refers to a particular technique used in building the students in learning English vocabulary and providing them with knowledge to achieve a certain goal. Lewis in Moras argues that vocabulary should be at cent of language teaching, because "language consist of grammatical lexis, not lexicalized grammar"¹². Kufaishi in Dheli (2000:5) added vocabulary plays an important role in mastering the four language skill, namely, listening, speaking, and writing, their vocabulary determines how clearly and accurately they can express their ideas to others. In addition,

¹¹Hopkins, David. (2008). *A teacher guide to classroom research*. Buckingham: Open University Press.

¹²Kusumayati, Lusiana Dewi. (2010). *Improving students' vocabulary mastery using contextual teaching and learning*. Unpublished Thesis of Teacher Training and Education Faculty Sebelas Maret University Surakarta.

vocabulary is very important in aspect and element English. Because it is useful for students as serves as a foundation to speak, read, and write in English.

In this part, the writer will divide it into two. First, she will discuss what students need to know about vocabulary and how to teach vocabulary.

What students need to know about vocabulary¹³

Before we discuss how to teach vocabulary, first we are supposed to understand about the concept of vocabulary known as word knowledge and what students need to know about lexical system of English.

We know that teaching vocabulary is teaching words. It means teaching about the form and how the words are used in the correct formation and syntax which is used in spoken and written language.

A.6 The Technique in Teaching Vocabulary

They are various kinds of technique vocabulary in the classroom.¹⁴ The technique is very important in teaching vocabulary in teaching process to apply. By using a good technique. The learners can accept the material given by the teacher. Finochiaro (1990: 43) describes that there are some aspects or procedures to be considered in teaching English vocabulary such as:

1. The vocabulary for active use should be systematically presented and practice
2. Vocabulary should always be taught in normal speech utterances

¹³ Arikunto, Suharsimi. (2006). *Dasar dasar evaluasi pendidikan*. Jakarta: Bumi Aksara

¹⁴Nobert schmiit mcCarthy, kind of technique of vocabulary, (New york : Cambridghe university Press, 1997)

3. New vocabulary items should always be introduced in known structure
4. Whenever possible, the vocabulary items should be entered about one topic, word of "food" for instance, should be given in one lesson: it means that we teach one topic and connected one topic to the other materials.
5. Vocabulary items should be taught in the same ways we teach. Everything else, we give our students on many ways, we dramatize, and we illustrate about the students and ourselves. We show pictures, paraphrase, we give equivalent of necessity word well-formed simple, compound, and complex sentence to communicate their ideas and to accomplish many different communicative functions.

A.7 The role of Vocabulary in Language Learning

There are very strong reason for systematic and principled approach to vocabulary by both the teacher and the learners because the considerable research in vocabulary we have good information about what to do about what vocabulary to focus on. This mean that the vocabulary works can be directed toward useful words. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning. Some teachers do not feel happy using some of these ways, for example, getting learners to study words out of context. Or interrupting learners' reading to get them to guess at an unknown word in context.

A.8 Strategy in teaching vocabulary

Word sorts for expository text act as a companion to the word sort strategy used with nonfiction text. This strategy involves a collection of words and phrases from an expository text with each word or phrase written on an index card. Students review the card, develop possible categories, name each category, and rearrange cards in the appropriate categories¹⁵. The teacher should remind students that categories need to reflect relationships between words and phrases and that student need to explain these relationships. Students then use categories to make predictions about the expository text. Word sorts help students analyze words by looking for patterns. Grouping words according to similar attributes is an effective before reading strategy that activates prior knowledge of vocabulary word or phrases¹⁶. It is especially useful for nonfiction material. The classifying or sorting can be done as an open or closed sort in a closed sort students organize vocabulary words into predetermined categories. Robert J. Marzano Lists classifying as one way to provide students with multiple exposures to words to help shape word meanings. Word sort is a strategy that help students learn and better remember new vocabulary. Students work in small groups, with each group given an envelope containing key terms on separate slips of paper. Students are instructed to discuss what they think the relationships among the word might be. The strategy was developed for use in science courses, where terms have more

¹⁵ Cameron, Lynne. (2001). *The teaching language to young learners*. Cambridge: Cambridge University Press.

¹⁶ Alqahtani, Mofarel. (2015). The important of vocabulary in language learning and how to be taught. *International journal of teaching and education*, p. 3

precise meaning and fit more readily into categories. Students do this initial sort before reading about the terms or hearing them defined and discussed in lecture. After exposure to the words in the text or lecture, students get back into their groups and re-sort the words; comparing their new arrangements with the ones they first constructed to Weimer. A word sort is an active learning, critical thinking strategy that involves students in small groups of three or four actively discussing words that have been provided for them by the instructor.

B. The concept of Word Sort strategy

B.1 Definition of Word Sort strategy on vocabulary mastery

A **word sort** is a developmental word study activity espoused by the *Words Their Way* curriculum as written by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. The activity focuses students' attention on critical features of words, namely sound, pattern, and meaning.¹⁷ Recent descriptions of comprehensive vocabulary programs identify fostering word consciousness (getting students really interested in and excited about words) as a crucial component of effective programs.¹⁸ Word sorts are a method to foster word consciousness.

A Word Sort is a simple small group activity. Students list key words from a reading selection. (Alternatively, the teacher may provide a list of terms prior to

¹⁷Bear, D., Invernizzi, M., Templeton, S., Johnston, F. *Words Their Way: Word Study For Phonics, Vocabulary, and Spelling Instruction*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2008.

¹⁸Graves, M.F., & Watts-Taffe, S. (2008, November). For the Love of Words: Fostering Word Consciousness in Young Readers. *The Reading Teacher*, 62(3), 185–193

the reading activity.) Students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection.

Word sort is a strategy that helps students learn and better remember new vocabulary. Students work in small groups, with each group given an envelope containing key terms on separate slip soft paper. Students are instructed to discuss what they think the relationships among the word might be. The strategy was developed for use in science courses, where terms have more precise meanings and fit more readily into categories. Students do this initial sort before reading about the terms or hearing them defined and discussed in lecture. After exposure to the words in the text or lecture, students get back into their groups and re-sort the words; comparing their new arrangements with the ones they first constructed (Weimar, 2010).

A word sort is an active-learning, critical-thinking strategy that involves students in small groups of three or four actively discussing words that have been provided for them by the instructor (Vacca & Vacca, 2002).

B.2 Teaching Vocabulary through Word Sort game

To succeed in teaching vocabulary through WORD SORT GAME, teachers must have a different technique to level. Teaching different vocabulary through vocabulary to sort by. Technique allows students to find a meaning to information or unfamiliar words. So, vocabulary in sorting techniques can help

students. Students may be fun and interesting to learn and they are always trying to find new words of vocabulary they would sort.

With regards to the importance of teaching vocabulary through WORD SORT strategy, as far as it knows some students are always confused with the problem through. In this case, there are many ways to make students interested in what they are learning the teacher can make the model, the students can think about new words related to the topic of the antecedent vocabulary learned in school. Teaching vocabulary using WORD SORT strategy makes the students more relaxed, fun, happy and students understand the material. And also can enhance their performance.

Children without extensive vocabulary have a hard time understanding what they read, especially as they get older and become more difficult reading materials. To complicate matters, most young readers, including students who are different, have spoken vocabulary is larger than vocabulary mastery.

B.3 Procedure of Word sorts strategy

Vacca and Vacca (1996) describe two forms of Word Sorts:¹⁹

- Closed Word Sort–The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.

¹⁹Vacca, R.D., Vacca J. (1995). *Content area reading*. (5th. Ed.). Glenview, IL: Scott, Foresman.

- Open Word Sort–The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

Steps to a Word Sort:

1. List between 10 and 20 key vocabulary words from a reading selection on the chalkboard or on index cards.
2. Divide the class into small groups of 4 or 5 students. (Distribute the index cards if this method is used.)
3. For a Closed Word Sort, provide students with the categories into which they will sort the vocabulary words. For an Open Word Sort, instruct the student teams to suggest categories for organizing the words.
4. Allow 10 to 15 minutes for the student teams to assign the words to the appropriate categories.
5. Conduct a class discussion with each group presenting their word list for one of the categories. Require the students to defend their sorting of terms by asking about the common features of the categories and how each specific word meets these criteria.

C. Some related previous study.

There are some previous studies that relevant with my topic:

First, Fuji Astuti (2011) with her research's Title "The Efecctiveness of WORD SORTS GAME ni Improving Students' Simple Past Tense Mastery to the

Eleventh Grade Students of SMAN 01 Subah Ni The Academic Year 2010/2011, English Departement Faculty of Language and Arts Semarang State University.

Second, Ade Irawan (2013) with his research's Title "Teaching Vocabulary With The tought Word Sorts Games do The seventh Grade Students' of The State Junior Hight school 16 of Palembang.

Third Ifdhilah Marbun (2012) with his research's Title "The using Of word sort game on student speaking comprehension." Program study of department faculty of language Sumatera Utara.

D. Hypothesis

This research is to know whether using word sort game in teaching vocabulary better for the students to learn English. To find the answer of the problem, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

1. (Ho): There is no a significant Effect in vocabulary mastery achievement between the students who are increase Word Sorts game and those who are not.
2. (Ha): There is a significant Effect in vocabulary mastery achievement between the students who are increase using Word Sorts game and those who are not?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quasi-experimental design. It employed the non-equivalent control group design. A quasi experimental research is a research method used for finding the effect of treatment towards another controlled condition²⁰. *Quasi-experimental* research was apply because the writer was able to control at least one of the most dominant variable of the research.²¹ In this case, it was the ability of students' vocabulary mastery. The experimental research was chose to determine influences an outcome or dependent variable,²² which was the effect of using Word Sorts strategy in learning vocabulary to learners at eight grade of SMPN 18 Kota Bengkulu.

The research design is called *nonequivalent-groups pretest-posttest design* because two groups of experimental and control are involved in this study as presented in the following:

Nonequivalent-	Class	Pretest	Treatment	Posttest
Group pretest	A	O ₁	X	O ₂
Posttest-design	B	O ₃		O ₄

²⁰Arikunto, Suharsimi, *Manajemen Penelitian* (Jakarta : Rhineka Cipta,1990), p.22

²¹Syaodih, Nana, Sukmadinata, *Metode penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, (2012), p220.

²²John. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, 2002), p. 295

Where : A : the experimental class
B : the control class
O₁ : pretest for the experimental class
O₂ : posttest for the experimental class
O₃ : pretest for the control class
O₄ : posttest for the control class
X : the treatment for experiment class

However, X means the treatment of Word sort game for experimental group that was applied to improve the students' vocabulary mastery. The eighth grade students of SMPN 18 Kota Bengkulu in the control class only received pretest and posttest.

B. Population and Sample

1. Population.

Population is object or subject that is found in an area which fullfills special characteristic related to research problem.²³ It means that the population is all the individuals in a school, and the population of this study was the eight grade students of SMPN 18 Kota Bengkulu. The total number of population was 145 students. The total number of the eight grade students of SMPN 18 Kota Bengkulu in academic year 2016/2017 was show in the Table 1.

²³Riduwan. 2013. *Dasar-dasar Statistika*. Bandung: Alfabeta. P. 8

Table 1. Distribution of Population

NO	Class	Male	Female	Number	Mark
1	VIII A	10	10	20	6,5
2	VIII B	10	10	20	6,5
3	VIII C	14	10	24	7,4
4	VIII D	15	11	26	6,8
5	VIII E	14	12	26	7,5
6	VIII F	15	14	29	7,5
	Total			145	

Source: SMPN 18 Kota Bengkulu (2016/2017)

2. Sample

Sampling is the way or technique of taking samples out of population. The researcher used *purposive sampling*. Purposive sampling technique according to Husaini Usman and R. Purnomo Setiady is used when the researcher only take the sample which is suitable with the purpose of the research²⁴. The samples of this research was class VIII A and VIII B of SMPN 18 Kota Bengkulu 2016/2017. The researcher took two classes as the sample. The number of students of both

²⁴Usman, Husaini dan Setiady, Purnomo, *Pengantar Statitika Edisi Kedua*, (Jakarta: Bumi Aksara, 2008), p.186

class control and experiment were 20 students. So, the total number of the students in both classes was 40 students.

The researcher took the sample of this research was homogeneous in terms of grade, based on the average of their competences is almost the same. The two classes had the same number of gender.

Table 2. Sample of the Study

NO	Group	Class	Male	Female	Total of Students	Mean Score
1	Control Class	VIII A	10	10	20	6,5
2	Experimental Class	VIII B	10	10	20	6,5

Source: SMPN 18 Bengkulu (2015/2016)

C. Instrument of the Research

1. Vocabulary Test

The instrument of this research is vocabulary test in the form of multiple choice items as the instrument to collect the data. The total number of items are 25. There are four options, (A, B, C, D) for each question. The items are based on the curriculum and materials that have been thought. The students will be asked to answer the question by choosing the appropriate answer on their answer sheets. Its purpose is to measure students' vocabulary mastery.

In this research, the researcher didn't use the same items for both pre and post-test, but the researcher used different items for each test in order to get a

stronger result. The items are created according to the standard competence and indicator on the syllabus. Of course the both test is in the same difficulty level.

Before administrating the test, the items will try out first to the students who are not belonging to the control and experimental class who have similar qualification and academic background. This will be done to get the information of the validity and the reliability of the items. The Try Out of the test is about 50 items; 25 items for pre-test, 25 items for post-test. The items which are valid and reliable will be used to get data in pre-test and post-test.

2. Technique of Collecting Data

In collecting data, the researcher use reading comprehension test. There are two test, pretest and posttest that give to the same sample of this research. The test for measuring knowledge, intelligent, ability of an individual groups. In constructing the test, it has some steps: (1) preparing the test. The test is in form of multiple choices vocabulary mastery test (2) Try Out the test. The writer do the Try Out at another school which has similar characteristic with the sample, (3) Analyzing the result, whether or it not is valid and reliable, (4) Producing the final test, (5) conducting test. The researcher give pre-test to the control group and the experimental group as the sample of this study. It is to measure the student vocabulary mastery before the experiment. Therefore, the researcher used t-test in Statistical Product for Service Solutions (SPSS) 20 program in order to find out the difference between the means and decide whether those differences are like to happen by chance or by treatment. Finally, the posttest give to the sample after the experiment conducted. It is to measure the students' vocabulary mastery after the

treatment. The result of the post-test data will compare with pre-test data and the will be analyze by using SPSS.

D. Research instrument analysis

In collecting data, the researcher used vocabulary test (multiple choice) as the main instrument. There were twenty five items both in pre-test and post-test. The instrument was tried out before the data was collected to find out its validity and reliability. The try out group was taken from other junior high school in kota Bengkulu which consist of 24 students. They were choosen as try out group since they were regarded having same characteristics as the sample of the research. After being tried out, the instrument of the research was them examined statistically. The instrument was analyzed by using IBM SPSS Statistic 20.

1. Validity

Validity test is conducted to check whether the test measures what is intended to be measured. Meanwhile reliability test is conducted to know how representative, how consistent, and how replicable is the measurement, means if we administer the test in the other class and in the other time we still have the same score's average.²⁵

To find out the validity of instrument, the researcher did a try out at another school which had similar characteristics with the sample. To test the validity of the instrument, the data from try out was analyzed by using IBM Statistics 20.

²⁵Jack, R.F., atal, *How to Design and Evaluate Research in Education* (New York: McGraw Hill, 2012), p.147

IBM		
80 – 100	→	Excellent
70 – 79	→	Good
60 - 69	→	Average
50 - 59	→	Poor
0 - 49	→	Very Poor

(Carvantes : 1989)

From 50 items which were tried out, it was found that not all the items were valid. Based on the result of try out data analysis with $df (26-2)= 24$, $\alpha=0,05$, and $r=0,404$, the researcher found that there were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50.

2. Reliability

To find the reliability of the instrument, the researcher used Cronbach's Alpha formula in IBM SPSS Statistics 20. After being analyzed, it was found that the reliability of the instrument was 0,936. In other words, it could be judge that the vocabulary test used in this research was reliable since the reliability coefficient of vocabulary test obtained was 0,404. The result of conbrach's Alpha formula in examining the reliability of the instrumentcan be seen in the following table.

Table 3.
Reliability Statistics

Cronbach's Alpha	N of items
,936	50

In designing vocabulary tests as the instrument of the research, the researcher measured the reliability of vocabulary texts by using instrument test. It was to find out whether the vocabulary test are determined to the vocabulary test level of the sample. Before administering the instrument, the researcher measured validity the items of the test, which was known as content validity. The researcher examined the reliability by try out at another school which had similar characteristics with the sample. The data from the try out were analyzed by using Alpha Cronbach.

The validity and reliability of the instrument are very important to determined appropriateness and usefulness of a measurement. Validity is an important key to effective research. If a piece of the research is invalid then it is worth-less. It is thus a requirement for both quantitative and qualitative naturalistic research (Louis, Laurence and Keith (2000:105).

E. Technique of Data Analysis

The samples was devided into two groups. The first group will treatment class and the rest will control class. It was supposed to compare the vocabulary mastery between the students who was taught by using Word Sort game and who are not.

The researcher gave pretest to each group before giving them treatment differently. It will only for research finding. Then, the researcher evaluated the result of pretest to know the students' vocabulary mastery. The researcher compared the result of posttest after each group was given different treatment.

To know the effect result of vocabulary mastery between the students who were taught by using Word sort game and who are not, so the researcher used T-test Statistical Product for Servicer Solution (SPSS) 16 Program in order to find out the differences between the means and decide whether those differences were like to happen by chance or treatment. After collecting the data, the result and the instrument (pre-test and post-test) will be analyzed in order to answer the research question. The analysis of each instrument is presented in descriptive explanation.

A. Normality Test

Normality test is a test of a group of data to know whether the data distribution is normal curve or not. In this research uses Kolmogorov-smirnov normality test. Kolmogorov-sminorv is used to test goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with believe $\alpha=0,05$.

B. Homogeneity Test

Before the T-Test, the F-Test will be carried out. To find out the similarities of variance of both samples the F count is then compared with F tabel.

$$f = \frac{s_{max}^2}{s_{min}^2}$$

$$SD = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N}}{N-1}}$$

Note :

F = Coefficient of the similarity variance

SD = Standard Deviation

$\sum x_1^2$ = Sum of square score

$(\sum x_1)^2$ = Square of sum score

N = Number of object

The test used depends on the result of the homogeneity test (b)

If F count \leq F tables we will use the A formula

It means that the both samples have equal variance. Thus, we can use the t-test for independent score were equal variants (formula A). In other word, the following t-test formula was valid.

The formula as follow :

$$t_{\text{count}} = \frac{x_1 - x_2}{S_{\text{diff}}}$$

$$x_1 = \frac{\sum x_1}{N_1} : x_2 = \frac{\sum x_2}{N_2}$$

$$S_{\text{diff}} = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2}} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

If F count \geq F tables we will use the B formula

$$t_{\text{count}} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1 - 1} + \frac{S_2^2}{N_2 - 1}}} \quad (\text{Sarkin, 1999})$$

Note :

x_1 = the means score on sample 1

X_2 = the means score on sample 2

t_{count} = the coefficient of the difference rate of the two samples

S_{diff} = standard error of difference

$\sum x_1^2$ = the total squared score on sample 1

$(\sum x_1)^2$ = the square of total score on sample 1

$(\sum x_2)^2$ = the total squared score on sample 2

$(\sum X_2)^2$ = the squared total score on sample 2

N_1 = the total object of sample 1

N_2 = the total object of sample 2

The t form of the formula will be called t count. T-count will be compared to table at $\alpha=0.05$ and corresponding *df* two result may occur.

1. If $t_{\text{count}} > t_{\text{table}}$; H_1 will be accepted and H_0 will be rejected.
2. If $t_{\text{count}} > t_{\text{table}}$; H_0 will be accepted and H_1 will be rejected

The calculation of t-test for posttest in this research was compared to watch out the effect of the truth game on students' vocabulary mastery after the treatment.

F. Data Analysis Procedure

The data analysis of this research will analyzed with item of the test of the students' correctness. The steps are: 1) correcting the students' answer, 2) classifying the students' answer about the correct and incorrect. In finding the means of the test, the researcher used normality of the pretest and post-test, and homogeneity of the test. Then, the researcher found out of the means score and standard deviation of the pretest and post-test to see the differences. Finally, in comparing the means of the test, the researcher used t-test to find out the differences between experimental group and control group.

G. Research Procedure

The research procedures are as follows:

1. The homogeneity of the sample:

- a. Teach by the same teacher
- b. The student have same age, ability and amount of gender
- c. The sample was divided into groups: the experimental group and control one.
- d. The pre-test was given to both groups in order to analyze whether both groups are at the same level.
- e. The treatment, which used word sorts games, was given to the experimental group while for control group conventional procedures were used.

2. The Experimental group

The experimental group receives a specific treatment; the control group receives no treatment. In doing the treatment the teacher should know what teacher is going to do in experimental class, there are some steps as follow,

In this research, there were some treatment procedures for teaching vocabulary in using whole brain teaching strategy. They were as follow:

- a. Pre-Activities :
 - 1) The researcher greeted the students and checks the attendance list.
 - 2) The researcher do brainstorming before learning.
- b. While – Activities (70 minutes):
 - 1) Students are divided into small groups of 4 or 5 randomly.

- 2) Provide students with the categories into which they will sort the vocabulary words (closed Word Sort).
- 3) Instruct the student teams to suggest categories for organizing the words (open Word Sort).
- 4) The teacher gave 10 to 15 minutes for the student teams to assign the words to the appropriate categories.
- 5) Conduct a class discussion with each group presenting their word list for one of the categories.
- 6) Require the students to defend their sorting of terms by asking about the common features of the categories and how each specific word meets these criteria.

c. Post – Activities

- 1) The researcher checked the students understanding about the lessons.
- 2) The researcher summarized the lesson.

3. The control group

The researcher did not teach the control group. However, if the students in control group were taught by the English teacher of the school, it was not the treatment from the researcher. Word Webbing technique would not applied in this group because this group is just as control group that did not get treatment as the researcher would done in experimental group.

CHAPTER IV

RESULT AND DISCUSSION

A. RESULTS

In this part, the finding of the research was presented. The time allocated for the research was suited with the schedule already existed in the school. The researcher began research from January 16th - February 28th, 2016. The schedule of both experiment and control class was on Monday, Friday and Saturday. Overall, the researcher was conducted in meetings involving try out, pre test, seven times treatments and also post test. The finding was obtained based on students' reading comprehension on descriptive text at seventh grade students of SMPN 18 Kota Bengkulu.

This section describes and analyzes the test before and after treatment. The pre test and post test were given to the students in experimental group and control group. The pre test was given to the students before the experiment was conducted, and the post test was given at the end of the experiment.

1. The Description of Pre-Test and Post-Test Scores in the experimental Group

Graphically, the total score of students pre-test and post test in the Experimental group can be seen on figure below:

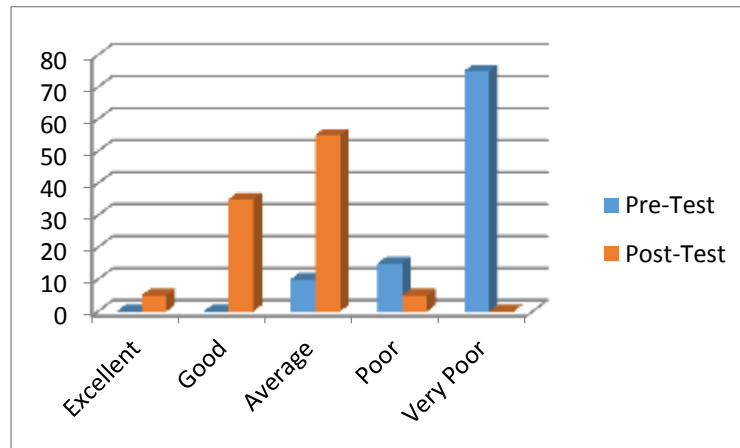


Figure 4.1
Graph for Pre-test and Post-test score in experimental group

Based on figure 4.1, the post test was higher than the pre test score. It means teaching vocabulary mastery by using Word sort strategy could increase the students' vocabulary mastery score.

The distribution of pre test and post test scores in the experimental group can be seen on the table below:

Table 4.1
The Score Distribution in Experimental Group

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
80-100	Excellent	0	0	1	5
70-79	Good	0	0	7	35
60-69	Average	2	10	11	55
50-59	Poor	3	15	1	5
0-49	Very Poor	15	75	0	0

Based on table 4.1, pre-test in the experimental group, there was 0(0 %) student in excellent category, 0(0 %) students was in good category, 2(10 %) students were in average category, 3(15 %) students were in poor category and 15(75 %) students were very poor category. While, in post-test, there were 1(5 %) students was in excellent category, 7(35 %) student were in good category, 11(55 %) students were in average category, 1(5 %) student was poor category and 0(0%) students were very poor category.

2. The Description of Pre-test Score and Post-test Scores in Control Group

Graphically, the total score of students pretest and posttest in the control group can be on figure below:

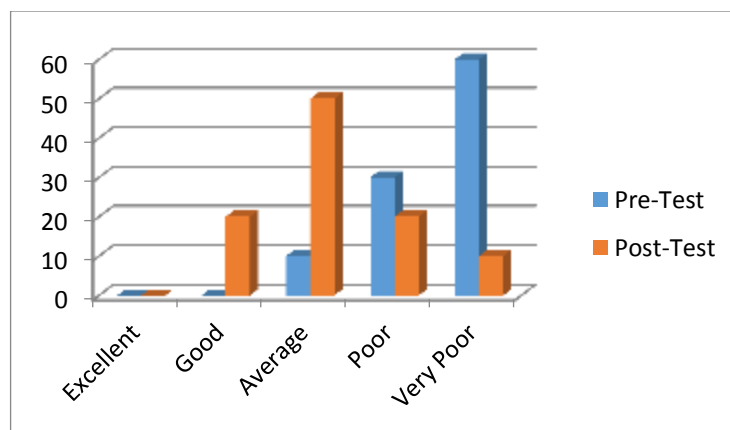


Figure 4.2
Graph for Pre-test and Post-test Score in Control Group

Based on figure 4.2, it was showed that the posttest score and the pretest score were relatively the same. It meant the score of the students' vocabulary mastery increased gradually.

The distribution of pretest and posttest score in the control group can be seen on table 4.2.

Table 4.2
The Score Distribution in Control Group

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
80-100	Excellent	0	0	0	0
60-79	Good	0	0	4	20
50-59	Average	2	10	10	50
40-49	Poor	6	30	4	20
0-49	Very Poor	12	60	2	10

Based on table 4.2, pre-test in the control group, there was 0(0 %) students in excellent category, 0(0 %) students was in good category, 2(10 %) students were in average category, 6(30 %) students were in poor category and 12(60 %) students were very poor category. While, in post-test, there was 0(0 %) students was in excellent category, 4(20 %) students were in good category, 10(50 %) students were in average category, 4(20 %) student was poor category and 2(10 %) students were very poor category.

3. The Homogeneity and Normality of the Data

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data Kolmogorov-Smirnov test was used.

1. The Result of Normality Data Test of Pre-test Scores

In analyzing the normality of the data test of pre-test scores, one sample kolmogorov-Smirnov test used since the data of each group less than 50 data. The test of normality of pre-test scores of the experimental group can be seen on table 4.3.

Table 4.3
Test Normality of Pre-Test Scores of the Experimental Group

		Pretest Experiment
N		20
Normal Parameters ^{a,,b}	Mean	67.60
	Std. Deviation	5.933
Most Extreme Differences	Absolute	.178
	Positive	.178
	Negative	-.171
Kolmogorov-Smirnov Z		.796
Asymp. Sig. (2-tailed)		.551

a. Test distribution is Normal.

The Kolmogorov-Smirnov test of the pretes of the experimental group showed that significance was 0.55. Since p value (0.55) was higher than 0.05, it be concluded that the data obtained were considered normal.

The histogram of normal data of pre-test scores of the experimental group can be seen on figure 4.3.

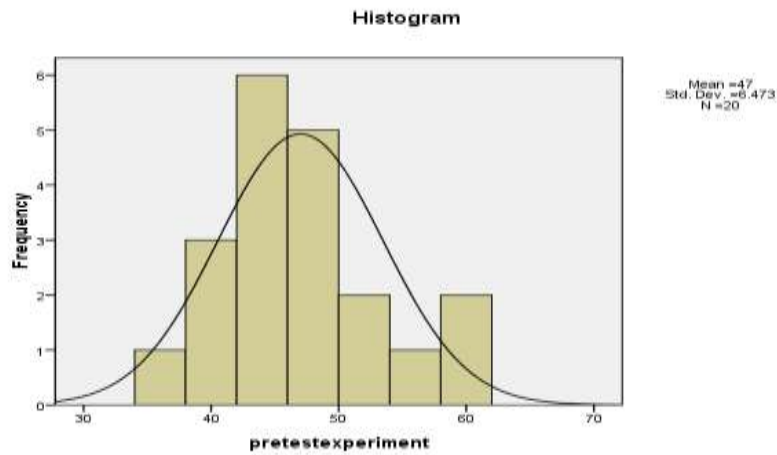


Figure 4.3
The Histogram of the Students Pre-Test of the Experimental Group

The test of normality of pretest scores of the control group can be seen on table 4.4

Table 4.4
Test of Normality of Pre-Test Scores of the Control Group

		Pretest Control
N		20
Normal Parameters ^{a,b}	Mean	47.60
	Std. Deviation	7.330
Most Extreme Differences	Absolute	.126
	Positive	.124
	Negative	-.126
Kolmogorov-Smirnov Z		.563
Asymp. Sig. (2-tailed)		.909

a. Test distribution is Normal.

The Kolmogorov-Smirnov of the pre-test of the control showed that significance was 0.90, Since (0.90) was higher than 0.05, it can be concluded that the data obtained were considered normal.

The histogram of normal data of pre-test scores of the control group can be seen on figure 4.4

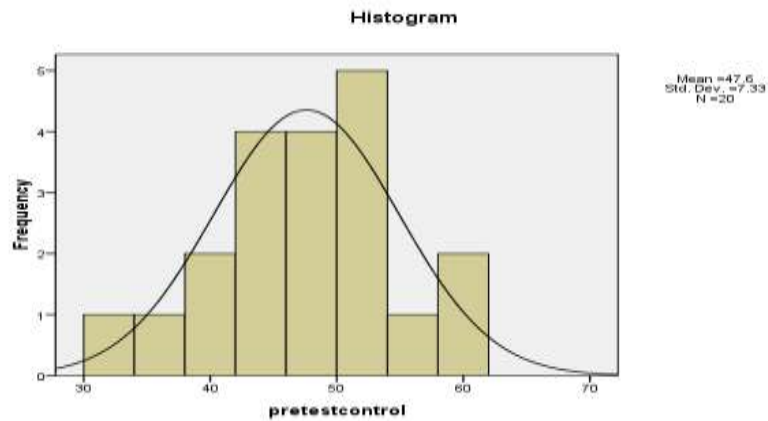


Figure 4.4
The Histogram of the Students Pre-Test of the Control Group

2. The Result of Normality Data Test of Pre-test Scores

In analyzing the normality of the data test of post-test scores, one sample kolmogorov-Smirnov test used since the data of each group less than 50 data. The test of normality of posttest scores of the experimental group can be seen on table 4.5

Table 4.5
Test of Normality of Post-Test Scores of the Experimental Group

		Post test Experiment
N		20
Normal Parameters ^{a, b}	Mean	67.60
	Std. Deviation	5.933
Most Extreme Differences	Absolute	.178
	Positive	.178
	Negative	-.171
Kolmogorov-Smirnov Z		.796
Asymp. Sig. (2-tailed)		.551

a. Test distribution is Normal.

The Kolmogrov-Smirnov of the post-test of the experimental group showed that significance was 0.55, Since p value (0.55) was higher than 0.05, it can be concluded the data obtained were considered normal.

The histogram of the normal data of the post test score of the experimental group can be seen on figure 4.5

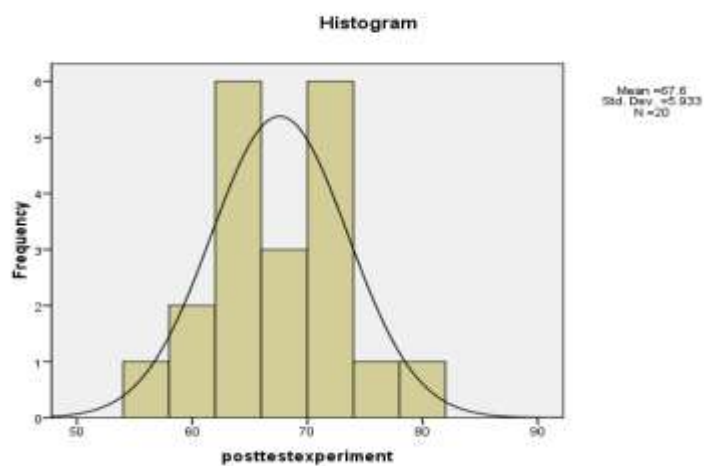


Figure 4.5
The Histogram of the Students Post Test of Experimental Group

The test of normality of posttest score of the control group can be seen table 4.6.

Table 4.6
Test of Normality of Post-Test Scores of the Control Group

		Post test Control
N		20
Normal Parameters ^{a,b}	Mean	63.00
	Std. Deviation	8.195
Most Extreme Differences	Absolute	.179
	Positive	.103
	Negative	-.179
Kolmogorov-Smirnov Z		.801
Asymp. Sig. (2-tailed)		.542

a. Test distribution is Normal.

The Kolmogrov-Smirnov of the post-test of the control group showed that significance was 0.54, Since p value (0.54) was higher than 0.05, it can be concluded the data obtained were considered normal.

The histogram of the normal data of the post test score of the control group can be seen on figure 4.6

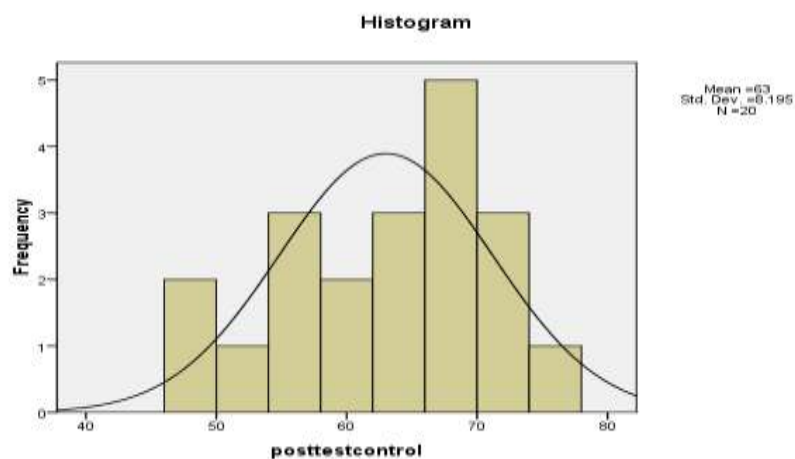


Figure 4.6
The Histogram of the students Post-test of the control group

3. The Result of Homogeneity of Variances Test

The result of homogeneity of variances test can be seen on table 4.7.

Table 4.7
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.225	3	12	.343

The test of homogeneity of variances showed that the significant was 0.34. since 0.34 was higher than alpha level of 0.05 meaning that the variances of every treatment was homogeneous.

4. The Statistical Analysis Result

In order to verify the hypothesis proposed, the statistical analyses were applied. The t-test used both paired sample t-test and independent sample, t-test in which paired t-test was used to find out whether there was significant differences in students reading comprehension achievement before and after the treatment in the experimental and control group, meanwhile independent sample t-test (SPSS) 17 program for window was applied in order to find out whether or not there was significant difference in students reading comprehension between the experimental and control group.

5. Paired Sample t-test Analysis

1. Statistical Analysis on The Result of Pre-Test and Post-Test In The Experimental Group

Table 4.8
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre test Experiment	47.00	20	6.473	1.447
Post test Experiment	67.60	20	5.933	1.327

Based on the paired sample statistic table 4.8, the of vocabulary mastery pre-test in the experimental group was 47.0 and the standard deviation was 6.47. The mean of vocabulary mastery post-test in the experimental group was 67.6 and the standard deviation was 5.93.

Table 4.9
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre test experiment – post test experiment	-20.600	6.652	1.487	-23.713	-17.487	-13.849	19	.000

The result of the paired sample t-test, paired sample difference in mean between pretest and posttest of vocabulary mastery achievement in the experimental group was 20.6 with standard deviation of 6.65 and t- obtained was 13.8 at the significant level of 0.05 and the degree of freedom 19 and the critical value of t-table for tailed test was 1.72.

From the table 4.9, it can be seen that t-obtained 13.8 was higher than the critical value of t-table 1.72, It can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that there was significant difference in vocabulary mastery achievement within the students in the experimental group, who were taught by using Word sort game and those who were not.

2. Statistical Analysis On The Result of Pre-Test and Post-Test In The Control Group

**Table 4.10
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test Control	47.60	20	7.330	1.639
	Post test Control	63.00	20	8.195	1.832

Based on the paired sample statistic (table 4.10), the mean of vocabulary mastery pre-test in the control group was 47.6 and the standard deviation was 7.33. The mean of vocabulary mastery posttest in the control group was 63.0 and the standard deviation was 8.19.

**Table 4.11
Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test Control – Post test Control	-15.400	6.261	1.400	-18.330	-12.470	-11.000	19	.000

The result of the paired sample t-test, paired sample difference in mean between pretest and posttest of vocabulary mastery achievement in the control group was 15.4 with standard deviation of 6.26 and t-obtained was 11.0 at the

significant level of 0.05 and the degree of freedom 19 and the critical value of t-table for tailed test was 1.72

From the table 4.11, it can be seen that t-obtained 11.0 was higher than the critical value of t-table 1.72, It can be stated that the research hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant difference in vocabulary mastery achievement within the students in the control group.

6. Independent Sample T-test Analysis of Students vocabulary mastery.

**Table 4.12
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post test	Equal Variances Assumed	2.647	.112	2.003	38	.049	4.600	2.262	.020	9.180
	Equal Variances Not Assumed			2.003	34.625	.050	4.600	2.262	.006	9.194

Based on table 4.12, the value of t-obtained was 2.00 at the significant level 0.05 in two tailed testing with df was 38, where critical value of t-table was 1.72. since the value t-obtained 2.00 was higher than the critical value of t-table (1.72), Ha was accepted and Ho was rejected. It means that there was significant

difference in students' vocabulary mastery who were taught by using Word sort strategy and those who were not.

B. DISCUSSION

Based on the result of the study, the following interpretation are presented of the value to stenghten the value of the study. Experimental and control group were the same in their initial level of vocabulary mastery as indicated by reading pre-test given before the treatmeant. The result of the study showed a statistically significant difference in vocabulary mastery between the students who were taught using Word sort game and those who were not. The value of t-obtained was 2.00 at the significant level 0.05 in two tailed testing with df was 38, where critical value of t-table was 1.72. since the value t-obtained 2.00 was higher than the critical value of t-table (1.72), Ha was accepted and Ho was rejected. It means that there was significant difference in students' vocabulary mastery who were taught by using Word sort strategy and those who were not.

In addition, Word sort strategy can improve students' mastery of what their read because the use of it makes students more comfortable in conducting lesson and can give contribution for students in learning process. Word sort encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students. Using of Word sort strategy is more effective to improve the students' vocabulary mastery in descriptive text than the using of non Word sort one. Word sort is an effective game for having students achieve a wide range of academic and social outcomes including enhanced achievement, improved self

esteem, positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school.

Besides that, from the result, we can see that the result of students post test was higher than the result of pre test. After doing the post test, the result showed a statically significant differences in students vocabulary mastery that who were taught by using Word sort strategy and those were not. The means score of post test of the experiment group was 67.6 was higher than mean score of the control group was 63. It was understood that Word sort strategy gave significant effect on students vocabulary mastery between the students' who were taught by using Word sort strategy and those who were not.

The mean post-test of experimental class was compared to the mean of control class. The result showed that sig. (2-tailed), 0.002 lower than alpha level 0.05 or t count (3.354) was higher than t table (2.042). It means that there was significant effect in vocabulary mastery between the students who were taught by using Word Sort strategy and those who were not.

There were some reasons why Word Sort strategy gave significant contribution to improve students' vocabulary mastery in the experimental class. First, the students in the experimental class were active and eager to learn. They could understand and remember easily vocabularies that were explained by the researcher using Word Sort strategy.

The use of Word Sort strategy helps students to learn aspects of vocabularies. The researcher during the research focuses on using Word Sort strategy to teach four aspects of vocabulary: meaning, pronunciation, spelling, and

using English words. Besides that, the students in the experimental class got the treatment of the Word Sort strategy for six meetings in the school.

Second, Word Sort also gave the impression for students to memorize the vocabulary, so that they could be easily memorize in long term memory. Memorizing the meaning of words is easier when students find the relation of word with picture. Most of the students in the experimental class had better development and improvement in their post-test scores compared to their scores in pre-test. The development and improvement of the students in the experimental class could be seen from the result of the students' gains taken from pre-test compared to post-test.

As the students in the control class did not get the treatment of Word Sort strategy, the result of the students' post-test scores was not significantly improved. The students were not exposed to the use of Word Sort strategy in their English lesson, got lower scores in the post-test.

Finally, using Word Sort strategy could be one of the ways in teaching English to develop vocabulary mastery. The students enjoyed to learn English using Word Sort strategy. Based on the study, the difficulties in learning vocabulary were students were difficult to remember English words because the spelling and how to pronounce it are different. As a result they did not understand when they listen the word orally. When they used Word Sort strategy, they could reduce their difficulties.

The researcher also used Word Sort strategy combined with other activities such as dialog and drilling, it could help the students to name and pronounce the

words in the correct pronunciation. While did drill, the researcher pointed picture on the paper of Word Sort. It made the students to grasp and remember the words easily. They also had known how to pronounce those words correctly. It means that Word Sort explains that things we see and gave us information.

Therefore, they need to be more exposure to develop vocabulary mastery in further. Vocabulary is a basic component that must be mastered by every student in order to develop their English, so they will be able to communicate each other in their school or in their activities. Vocabulary is the basic tool for learning a language. Unless a student learns to listen, he or she will face several obstacles in learning other skills in language. Vocabulary mastery, especially for young learners, must be fun, as well as education. That is why Word Sort strategy is one of choices of teaching vocabulary for young learners for the eighth grade students.

According to Donald R. Bear, a word sort is a developmental word study activity including on vocabulary mastery skill, because the students focuses on critical fetures of words, namely sound, pattern, and meaning. Then according to Graves, M.F., & Watts-Taffe, S. Is recent descriptions of comprehensive vocabulary programs identify fostering word consciousness (getting students really interested in and excited about words) as acrucialcomponent of effective program. Word sorts are strategy to foster word consciousness.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on the results and discussions stated on the previous chapter, the conclusion drawn that there was significant effect of students' vocabulary mastery who were taught by using Word Sort strategy and those who were not. The students in the experimental group could improve their vocabulary mastery significantly. Their better achievement in vocabulary mastery can be seen based on the scores of the post-test which were higher than the score of pre-test. The result of the test was analyzed by using t-test formula (paired sample). In addition, based on data analysis the researcher found that t-count 2.00 was higher than t-table 1.72. H_a was accepted and H_o was rejected. It means that there was significant effect in students' vocabulary mastery on descriptive text who were taught by using Word Sort strategy and those who were not.

B. SUGGESTIONS

Based on the conclusions above, the researcher would like to suggest that the technique be applied at Junior High School, especially at SMPN 18 Kota Bengkulu, in order to develop and improve the students' vocabulary mastery on descriptive text. In other hand, to build up creative and enjoyable learning for students in order to make their students interest and not boring in during their

reading tasks. Therefore, Word Sort strategy can be one of the choices for the English teacher to help students' vocabulary mastery. Teacher must be creative to manage the strategy to be used in descriptive text.

This research is one of the ways in improving students' vocabulary mastery on descriptive text. It is expected that the findings will be used to conduct another research. Therefore, the next researcher can give contribution in conducting the research especially about vocabulary mastery.

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