

# **IMPROVING THE VII G STUDENTS' VOCABULARY MASTERY USING WORD SORTS STRATEGY AT SMP NEGERI 2 PUGER IN THE 2017/2018 ACADEMIC YEARS.**

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## **Abstract**

Vocabulary mastery was the students' ability to understand the meaning and classifying the words into noun, verb, adjective and adverb. If the students did not master vocabulary, it was impossible for students to performed their English appropriately. Word sorts strategy was a strategy that allowing students to manipulate words into categories based on their meanings, relationships, forms, and functions. The researcher found that the students had difficulties in learning and memorizing new words, and in understanding the meanings. In this reaserch, the problem was "how can the used of word sorts strategy improve the VII G students's vocabulary mastery of SMP Negeri 2 Puger in the 2017/2018 academic years?". The hypothesis of this research was The used of word sorts strategy could improve the VII G students's vocabulary mastery in the seventh grade of SMP Negeri 2 Puger in the 2017/2018 academic years. The design of this research was classroom action research. The research subject consisted of 35 students in the VII G at SMP Negeri 2 Puger in the 2017/2018 academic years. This research was done on May 2<sup>nd</sup> – 17<sup>th</sup> 2018. The data were collected by interviewing the English teacher as informan, while the instruments were vocabulary test and field note. In the cycle 1, students got the score  $\geq 54.3\%$  while in the cycle 2 was 77.1%. Based on the research result, it can be said that word sorts strategy was able to improve the students' vocabulary mastery at SMP Negeri 2 Puger in the 2017/2018 academic years.

**Keywords:** Vocabulary Mastery, Word Sorts Strategy, SMP Negeri 2 Puger.

## **Introduction**

Vocabulary is a very important part of learning a language because by studying vocabulary students could easily master four skill in English. "A command of many words will make students better writer speaker, listener, and reader ... students with strong

vocabulary and students who work to improve a limited vocabulary, are more successful in school" (Langan, 2002:575). Learning vocabulary is essential part before learning speaking, reading, listening, and writing in order to make the students have a basic

knowledge. Knowing a large number of vocabulary make our understanding become advanced in learning and teaching process. To improve vocabulary mastery, particular strategy is needed in teaching and learning process.

Based on the interview with the English teacher through conducting preliminary study, the problem faced such as they had difficulties in understanding the meanings and memorizing new words, practicing and they rarely open the dictionary has very rare. Based on the test given to them, the average of students' G class vocabulary score was 45. So, from the result of vocabulary score, it has been confirmed that they had lack vocabulary.

The teaching of vocabulary for junior high school needs appropriate strategy, one of the strategies which can fulfill these requirements is Word Sorts Strategy. Simon (2018) stated a concept sort was a vocabulary and comprehension strategy used with students to introduced new topics and familiarized students with new vocabulary. The purpose of word sorts strategy is helping the students organize about words and to form

generalizations. The result of the previous study reasearch on Word Sorts strategy is done by Nikoo (2015:81) showed that Word Sorts strategy can affect students' vocabulary mastery. According to pearson (2009:3) "Some of the benefits of word sorting are that it's interactive, it promotes higher-level thinking skills, and it provides oral language development opportunities that build on students' prior knowledge." Through this strategy the learners can be easily to understand the meaning of the words, it can be used for further further knowledge or basic of prior knowledge. "word sorting can be used for whole class instruction, individual work, cooperative groups, learning centers, and parent involvement" (Katherine, 2002:1). Making a group discussion became teaching and learning process more active, because there was a movement between students and shared the knowledge to other students. Group discussion helped the students find the words based on its category. This research was intended to improve student's vocabulary mastery of the VII G student at SMP Negeri 2 Puger 2017 / 2018 academic year.

## **Method**

This research uses Classroom Action Research (CAR) as the method. Arikunto (2010:8) states that, action research was a research conducted by someone who works on what he was doing without changing the system of implementation in the class. Classroom Action Research consists of four stages in each cycle. Those are planning, implementing, observing and reflecting. The researcher planned the strategy to implement in teaching and learning process to improve students' vocabulary mastery, and Prepared the material that appropriate with the students' ability. The collecting data is through the vocabulary test.

## **Result and Discussion**

In the first cycle, the percentage of the students that achieved higher than 70 was 54.3%. Meanwhile, the percentage of vocabulary mastery that the students had to achieve were 75%.

In other words, the first cycle had not succeeded yet in teaching vocabulary using word sorts strategy. In the first meeting many of the students do not understand how the procedure word sorts strategy involved vocabulary mastery, because the researcher explain fastly about the

procedure, the students felt difficult to determine the word category that given by teacher in closed word sorts because the students should sorted the word category based on what the teacher gave to them. Many of the students do not bring the dictionary while teaching and learning process. So, they have to brought the dictionary form the other friend. It took a long time to sort the words. The researcher gave a little example about categorizing the words. The list of words given by the teacher is too much so that the students felt difficult to find the right word for that category because they did worksheet individually. From the factors that mentioned before it showed that the first cycle was not succesful. To solve the problem in the first cycle, the researcher arranged the planning which applied to the second cycle.

In the second cycle, the percentage of the second cycle has reached 77.1%, it means that the students had achieved the target of minimun standard score  $\geq 70$ , in which the precentage that the students had to achieved were 75%.

Region (2006:22) "Word Sorts help students analyze words by looking for patterns". Word sorts strategy could

assist the students to find the words by looking the group word such as meaning including noun, verb, adjective, adverb, sound and spelling pattern.

According to Greene and coxhead (2015: 52 ) Procedure of Word Sorts Implementation are: Provide paper is distributed to every students, decided the teacher want to pick the categories (closed sort) or whether the students to sort words into categories (open sort), Place students in individual or small groups, write target words on paper or card stock. Volunteer to share their sorts with the class. There are some gaps in implementing word sorts such as closed word sorts is difficult rather than opening word sort because the students should sorts the words based on the category that given by the teacher, so that the student do not have the opportunity to sort the words by themself. In the cycle 1 the students feel difficult to find the words category for closing word sorts because the words list that given to them is too much and they do the worksheet in individual. Nikoo (2015: 85) says word sorts strategy helps students learn and better remember new vocabulary because students should discuss the

relationship among the words might be, after that the students may retain a new vocabulary, when the term discussed in lecture.

According to Adams (2013)

"The use of cooperative learning is an effective teaching and learning strategy". Cooperative learning was expected higher by using groupwork because the students could learn together in order to find the answer of the difffficult question. In addition, according to Ganske (2018:3) The potential of the small-group interaction time, including how to mine its opportunities to advance children's vocabulary knowledge in using word sort strategy. Providing small group help teachers to maximize the time spent categorizing words. When the students work the worksheet individually, they spend a lot of time. So, providing a small group can maximized the time spend categorizing words. "word sorting can be used for whole class instruction, individual work, cooperative groups, learning centers, and parent involvement" (Katherine, 2002:1). The application of word sorts strategy make the students understand the way words work and enjoy the language they are learning.

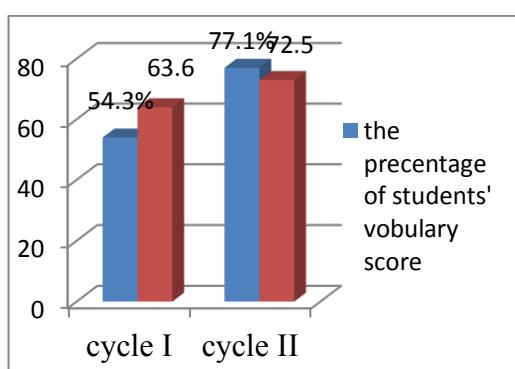
Working on a small group discussion make the students enjoy rather than work in individual. Concerning to this research, the result of the action in the second cycle proved that the hypothesis Improving Students's vocabulary mastery Using word sort Strategy at seventh Grade of SMP Negeri 2 Puger in the 2017/2018 Academic Years was successful.

The result and the differences between the first cycle and the second cycle had a significance result (see Figure 4.1). Table 4.1 presents the result of the improvement in each cycles:

**Table 4.1 The Result of the Improvement in Each Cycles**

Cycle II	The precentage of students' vocabulary score	The average score
Cycle I	54.3%	63.6
Cycle II	77.1%	72.5

**Figure 4.1 Diagram of Vocabulary Score**



## Conclusion

An effective strategy is needed to be used who want to improve the vocabulary mastery. Word sorts strategy is an effective teaching and learning strategy to improve the vocabulary mastery. An effective strategy is needed to be used by teacher in order to improve students' vocabulary mastery. Word sorts strategy is known as a teaching and learning strategy that can be used to improve the vocabulary mastery of students. This strategy is about categorizing the words and it is done by grouping students into some group discussions. Based on the research result and the discussion, it can be concluded that the use of word sorts strategy can improve the VII G class students' vocabulary mastery at SMP Negeri 2 Puger in the academic year 2017/2018.

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