THE USE OF CARD SORT STRATEGY TO IMPROVE ESP STUDENTS' READING COMPREHENSION AT UNIVERSITAS MUHAMMADIYAH SINJAI

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ABSTRACT

This study aimed at investigating the effect of the use of card sort strategy on their reading comprehension. The method employed was true experimental design with pretest-posttest control groups design. The population of this study was the first semester students of Universitas Muhammadiyah Sinjai. The sample of this research consisted of 60 Animal Husbandry students of Universitas Muhammadiyah Sinjai. The researcher used cluster random sampling which 30 Students as control group and 30 students as experimental group. Two research instruments were used to collect the data in the study, namely card sort strategy and reading achievement test. The data were analyzed by using descriptive and inferential statistics on SPSS version 20 for windows program. The result of this study showed that there was a significant difference of the students' reading comprehension achievement between experimental group and control group. The result of hypothesis testing using ANACOVA with SPSS for windows 20 program to get significance value is 0,000. The significance value $0.000 < \alpha = 0,05$, so hypothesis was tenable. These lead to the conclusion that using card sort strategy can improve the reading comprehension.

Keywords: card sort strategies, reading comprehension

INTRODUCTION

Reading is one of the important and the essential skills that should be possessed by the first semester students. In learning reading in English subject, students should make themselves get used to reading anything in English to improve their reading comprehension. Students are expected to be able to comprehend the messages in the text. Nevertheless, the students had difficulties in comprehending and understanding the content of the reading texts. When their understanding was checked by the lecturer after reading time, the students could not answer because they did not get the point of what they read in advanced, even the particular information from the text.

This case happens at Universitas Muhammadiyah Sinjai. Based on the researchers' pre- observation, students were not able to comprehend messages of authors. It was proved by their scores during reading activity in classroom; their scores were still low in the pretest. This problem became urgent to be solved eventually. It needed to be solved earlier, because of some reasons and one of them was reading comprehension was one of skill in English which was included in the curriculum.

To overcome the problem above, lecturers to be more creative to choose strategy which made students more interesting and enjoyable. There were many strategies that could be used by the lecturers to motivate the students in learning reading. One of the strategies that can be used in teaching reading is card sort strategy. Khoirun Nisa (2010:39) stated that Card Sort can be called card sorting is sorting the cards. This strategy is a collaborative activity that can be used to teach concepts, characteristics, classification, facts about the object or review information. According to Nurul Qomariah (2010), by this strategy, students can improve comprehension such as: main idea, meaning of word, structure and communicative purposes of the text. Card sort can enhance students' confidence and motivation in learning process.

According to Silberman in Khoirun Nisa (2010) card sort strategy is a collaborative activity Preferred physical movement can help to energize the class that has been exhausted. Active learning model of Card Sort is learning that emphasizes active student learning which every student is given an index card containing information about the matter to be discussed, then students are grouped according to the index cards he had. After the students discuss and present the results of discussions about the material and category. In this case, educators act more as facilitators and explain the matter to be discussed or material that is not yet understood by the students after the presentation is completed. Wahyuni (2011) stated that advantages of using card sort strategy were:

- Teacher can control class easily
- Easy to implement in the class
- Easy to organize class
- Students can be active in learning process
- Simple to prepare this material
- Teacher easy to explain the material well

Nurman Karim (2010) stated that in general the steps Card Short learning strategies are as follows:

1) Determine the topic

2) Introduction to activities

3) Teachers provide a card at random and make sure each student gets a card.

4) Each student finds the same cards as well its classification.

5) Conclusion.

According to Silberman in Khoirun (2010) the steps in using card sort strategy are:

1) Before card is distributed to students, teacher should give:

    a) Appreciation and motivation

    b) Give explanation of the material and learning activity

    c) Explanation about giving assessment

    d) Shuffle the category card and divide to students

2) If card have distributed:

    a) For Students

        (1) Ask the students to look for their friends who have same category

        (2) Students that have same card category directly come together to make a group

        (3) Team that still have not card on time, so they will get them

        (4) Each group presents their discussion result.

        (5) Each group answer the question on the paper that consist of direction in using card sort

    b) For Teacher

        (1) If there is a student that has problem of this activity, teacher should give help and instruction.

        (2) Teacher helps students in learning teaching process

        (3) About 10 minutes before break time, teacher and students discuss material today

        (4) Teacher gives appreciate to students who get high score.

In line with background above, the research question was put forward as in the following "Can the use of card sort strategy improve their reading comprehension?" Deals

with the research question, the objective of this research was to find out whether or not the card sort strategy improves the first semester students' reading comprehension.

THE STUDY

This research employed quasi experimental design, which non-equivalent control groups design because there was possibility for the researcher to randomize the groups as the sample in this research (Gay, 2006:257). The experimental group was given treatment using the card sort strategy on the other hand; the control group was given treatment using the conventional way that was Three - Phases technique. The population of this research was students of Animal Husbandry study program at Universitas Muhammadiyah Sinjai. The sample of this research consisted of 60 Animal Husbandry students of Universitas of Muhammadiyah Sinjai. The researcher used cluster random sampling which 30 Students as control group and 30 students as experimental group. This research consisted of two variables namely: independent variable was the use of card sort strategy and dependent variable was reading comprehension.

The researcher used pretest and posttest as instruments. The instruments of the research used reading test in form of multiple-choice test. The test consisted of identifies main idea, meaning of words, communicative purpose of text, text organization, and language features. The students had to find the answer based on the texts. This test aimed to know how far the students know the content of the text. The instruments were used to measure the score of students in learning comprehension through card sort strategy. The total number of questions were 15 numbers and comprised three level of comprehension, they were: Literal questions consisted of 5 items, namely number 5,10,11,12,13, Inferential questions consisted of 5 items, namely number 2,3,4,6,15 and Critical questions consisted of 5 items, namely number 1,7,8,9,14.

In collecting data, the researcher used some procedures as follows: in administering the class, the researcher determined the control and experimental group with non-equivalent control group, both groups taken by cluster. Pretest distributed before giving treatment. It was intended to find out the basic knowledge of the students' reading comprehension. Both the experimental and control class spent 90 minutes. In administering the treatment, the researcher took four meetings after the pretest conducted. The procedure of administering this treatment was described as follows:

Experiment group:

a. The researcher taught some theories of reading comprehension.

b. The researcher determined the topic which had to be taught at the meeting

c. Before card was distributed to students, the researcher should give:

    1) Appreciation and motivation

    2) Gave explanation of the material and learning activity

    3) Explanation about giving assessment

    4) Shuffled the category card and divided to students

  d. If cards had distributed:

For Students:

1) Asked the students to look for their friends who had same category

2) Students that had same card category directly come together to make a group

3) Team that still had not card on time, so they got them

4) Each group presented their discussion result.

5) Each group answered the question on the paper that consisted of direction in using card sort.

For Researcher:

1) If there was a student that had problem of this activity, researcher should give help and instruction.

2) Researcher helped students in learning teaching process

3) About 10 minutes before break time, researcher and students discussed material today

4) Researcher appreciated to students who got high score.

Control group:

The students were given the same material reading materials with video and they would storytelling and were asked to answer all the questions on the reading materials. After doing treatment for four meetings, the researcher gave the same post-test to the both experimental and control class. It aimed to see the score of the treatment and as the main data to be analyzed.

The data was collected from each variable were analyzed by using the Statistical Package for Social and Science (SPSS) version 20.0 for windows.

a. Analyzing the raw data of pretest and posttest. Each of students" correct answer got 1 and the wrong answer got 0.

b. Calculating the students'

score

c. Tabulating the score of the students" test result

d. Classifying the students' score.

To determine the classification of students' score, the researcher used the scoring

system for reading in the following

86-100	: Very good comprehension
71-85	: Good comprehension
56-70	: Fair comprehension
41-55	: Poor comprehension
≤ 40	: Very poor comprehension

e. Calculating mean score, standard deviation, frequency and rate percentage and gain
   score table between students'comprehension of both groups by using descriptive
   statistics.

f. Calculating Independent t-test value (at the significant level 0.05) between students'
   reading comprehension of both groups.

The classification of the scores of the experimental group (it used card sort strategy) and
control group (without card sort strategy) can be seen in the table below.

Table 1. *The Classification of Students' Scores in Experimental Group and Control Group*

NO	CONTROL GROUP					EXPERIMENTAL GROUP				
	Name	Pretest		Posttest		Name	Pretest		Posttest	
		Score	Grade	Score	Grade		Score	Grade	Score	Grade
1	AKW	63	Fair	63	Fair	RKH	73	Good	76	Good
2	NRS	56	Poor	90	V. good	AW	53	Poor	60	Fair
3	APP	70	Fair	76	Good	AME	63	Fair	73	Good
4	ABH	90	V good	80	Good	APB	60	Fair	76	Good
5	ASS	80	Good	80	Good	APL	86	V.good	93	V.good
6	ME	86	V.good	93	V.good	DR	66	Fair	73	Good
7	RH	70	Fair	86	V.good	DS	90	V.good	96	V.good
8	AR	53	Poor	53	Poor	DH	83	Good	83	Good
9	DIK	83	Good	83	Good	ER	66	Fair	73	Good
10	EY	86	V.good	90	V.good	FA	70	Fair	73	Good
11	FK	80	Good	80	Good	HR	66	Fair	76	Good

12	FH	80	Good	80	Good	HJ	53	Poor	70	Fair
13	HYS	73	Good	83	Good	HY	80	Good	86	V.good
14	HLK	83	Good	73	Good	HK	76	Good	86	V.good
15	IK	96	V.good	90	V.good	IDR	80	Good	83	Good
16	MJ	56	Poor	60	Fair	IY	80	Good	86	V.good
17	MA	90	V.good	76	Good	KL	66	Fair	83	Good
18	MTI	66	Fair	70	Fair	MW	73	Good	73	Good
19	NA	80	Good	86	V.good	MAB	73	Good	83	Good
20	NAY	96	V.good	100	V.good	MIT	76	Good	83	Good
21	NFD	73	Good	90	V.good	NI	83	Good	93	V.good
22	NIA	80	Good	73	Good	NAA	70	Fair	83	Good
23	NAB	90	V.good	90	V.good	NFA	83	Good	86	V.good
24	NS	66	Fair	66	Fair	NAF	60	Fair	73	Good
25	RA	66	Fair	70	Fair	NB	60	Fair	76	Good
26	RHS	83	V.good	80	Good	NF	83	Good	96	V.good
27	SM	80	Good	86	V.good	RA	80	Good	93	V.good
28	WI	76	Good	76	Good	SHA	76	Good	90	V.good
29	WH	80	Good	80	Good	TDT.	76	Good	76	Good
30	YR	80	Good	73	Good	THW	53	poor	66	Fair
M E A N		77.03	**Good**	79.20	**Good**	**M E A N**	71.90	**Fair**	80.56	**Good**

Based on table above, there were improvement in experimental groups, it was shown that students' score increased from fair classification to good classification, whereas the students' score in control group were still good classification. There was no change classification. Then, posttest score on experimental group were higher than control group

FINDINGS AND DISCUSSION

The findings are answers to the research question put forward in introduction.

Research Question: *Can the use of card sort strategy improve their reading comprehension at Universitas Muhammadiyah Sinjai?*

Based on the results of testing the normality of the data using SPSS for Windows 20 with the test of One-Sample Kolmogorov-Smirnov, the significant level $\alpha = 0.05$. the pretest for the experimental group obtained significance score = 0,665 and = 1,114 in control group. Posttest for the experimental class obtained significance score = 0,875 and for the control group obtained the significance score = 0.714, it means the significance

0.000> 0.05. It can be concluded that the data of experimental group and control group are normally distributed because the significance obtained > α. Based on the results of analysis of variance homogeneity test using SPSS For Windows 20 with Univariate Analysis of Variance test at the significant level α = 0.05, the value of significance at pretest = 0,743 while the posttest = 0.735. Significance values obtained from the pretest and posttest > α, then both classes samples came from a homogeneous population.

Testing the hypothesis in this research using the formula ANACOVA on SPSS for Windows 20 at the significant level α = 0.05. The analysis showed that the amount of significance 0.000 smaller than α = 0.05. Thus, hypothesis is tenable. This means that there was a positive effect of using card sort in improving reading comprehension of Animal Husbandry students of Universitas of Muhammadiyah Sinjai.

Since the present researcher applied those treatments, she concluded that card sort strategy can give positive development or good impact towards students' reading comprehension and interest in learning and it was supported by Nurul Qomariah (2010) who found that by this strategy, students can improve comprehension such as: main idea, meaning of word, structure and communicative purposes of the text. Card sort can enhance students' confidence and motivation in learning process.

CONCLUSION

Based on the research findings and discussions, the researcher came to the following conclusion; the students' reading comprehension of animal husbandry students had improved significantly after applying card sort as treatment in learning. It means that card sort strategy can improve the students' reading comprehension. In the ensuing lines, the researcher addresses the following suggestions in regard to the conclusion. English lecturers should use interesting strategy to improve students' comprehension.

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