## CHAPTER IV RESEARCH FINDING AND DISCUSSION

## A. The Implementation of Card Sort in Teaching Conditional Sentence

This is a classroom action research on the use of card sort to improve students' understanding on conditional sentence. Its aims are to describe the use of card sort in teaching conditional sentence and to describe students' understanding after taught by using card sort. There were two cycles, there are cycle one and cycle two. Before conduct cycle one to be test in pre-cycle to get students score in conditional sentence, then the score will be compared with other cycle which after taught using card sort. Each activity will be explained as follows:

## 1. Pre - Cycle

This activity was done on Tuesday, $20^{\text {th }}$ July 2010. In this first stage, the teacher was used conventional way in teaching conditional sentence (conventional method) this is done to know students' basic score of understanding in do evaluation about conditional sentence when taught using non-card sort.

In this activity, the teacher was doing teaching learning process as usual. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. After that the teacher gave pre-test to got students basic score that usually applied by the teacher (teacher learning center). The students' mark that contains 20 items multiple choices. All of the questions were about the conditional sentence. It was followed by 40 students as the participants of the study. The purpose of the test was to know basic score of conditional sentence when taught using conventional method.

Based on the observation in this activity, most of the students had difficulties to do it. It can be seen from their faced which appeared nervous and also from their activities. After doing the test, the teacher ask
them to which one of the 20 items of the test was to difficult for them to do. The students said that almost of the questions were too difficult to be answered. This condition was not interesting for reading class. The teacher and researcher decided to use another technique to make students interested and enjoyed in class in order to improve students' understanding conditional sentence, the technique is card sort technique.

## 2. First Cycle

This activity was done on Thursday July $27^{\text {th }}$ 2010. Knowing the students result from the pre cycle not satisfied enough. The teacher and researcher decided to use card sort technique to solve the problem.

In this activity, the teacher taught conditional sentence using card sort, it made students paid attention. Before the teacher done the action, the teacher begun to explaining to the students about card sort technique, gave overview, and how to work with it. First time, the students faced difficulties about the teacher means, but not long after that, by brief explanation from the teacher students can understood and got the point of card sort. It maybe caused the teacher ever little explanation about card sort and gave example how to create in conditional sentence.

After the teacher gave explanation about the material, then the teacher mix the card and distributed to the students. One student gets one card. Teacher asks them also to read the card then asks them to sort the card based on the category. This activity made the class noisy because they have to change the seat position in order to made good position to work in group. Then the teacher chooses the students to explain their discussion about their result. Students still little bit confused and need much help for the teacher. Based on the class condition it was important by teacher must have ability to manage learning group. As we know that one of the teachers' roles facilitated teaching learning process. So, the teaching learning process runs well.

Further result explained as follows:
a. Planning

The teacher and researcher arranged the learning instrument such as:

1) Lesson plan based on the teaching material
2) Card related the material
3) Test
4) Observation scheme
5) Students' attendance list

From planning above, the teacher used lesson plan as the form to implement of action will be done. In the first cycle, teacher used some of sentence in each type about conditional sentence.
b. Acting

In this activity, the teacher was introduced the card sort in teaching conditional sentence, gave overview card sort and how to created or play it. Teacher mix the card the distributed the card to the students. One student gets one card. After that teacher asks students to read the card then ask them to sort the card on the table based on the category. Teacher asks students to correction their result before ask them to come forward. After finish it the teacher asks them (the volunteer) to come forward to present their discussion based on the category. In here teacher have to give appreciation and adding explanation if they get difficult in deliver the material in front of class.

After the volunteer come forward to present their discussion, they come back to their seat, the last activity the teacher gave individual test, each student do it individually and they can not open the book or another. There were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends.
c. Observing ${ }^{1}$

1) Teacher still had low preparation in learning tool
2) Teacher less motivate students
3) Some students had not paid attention well
4) Students less active in teaching learning process, although they still confused.
d. Reflecting
5) Teacher should prepare learning tool well
6) Teacher should improve students motivation in learning process especially for students that less attention.

The teacher divided students into groups, each group consist of four students. The teacher spread the card to each group to sort the card based on the category, before the students sort the card, the teacher ask students to read the card and understand it. Then they discussed the conditional sentence. When the students had finished together the teacher and the students discussed the material. After conducted teaching learning process, the teacher provided 45 minutes to students to do the test. Each student does it individually and they can not open the book or another.

## 3. Second Cycle

This activity was done on Thursday August $5^{\text {th }}$, 2010. Students did the activity same as the first cycle. The teacher taught teaching conditional sentence using card sort. In this cycle, the teacher explained more detailed about conditional sentence. Teacher prepared another contain of card that more interesting than before. The teacher asked to made group and gave them reading the card. Before the students do it, teacher asks them to sort the card based on the type in conditional sentence, then ask them to work it. After that, the teacher gave a test to measure the students' ability in understanding conditional sentence.
${ }^{1}$ Observation result in first cycle on $27^{\text {th }}$ July, 2010

As the previous observation, some of the students said that they had difficulties to answer the question in the card. So the teacher helps them to explain once more. In this cycle, the teacher focuses more to the lowest students who get low score in the previous score. According to the observer it can motivated to the students because the teacher gave more attention. ${ }^{2}$ This appropriate with the teaching skill that the teacher should have ability to monitor the students' progress and make students develop and cooperative spirit in classroom. So the teaching learning process will be better.

When they finished, the teacher and students discussed the result to assist them their difficulties. After that, he gave a test to measure the students' ability in understanding the text and the success of the goal of the process.
a. Planning

The teacher and researcher arranged the learning instrument such as:

1) Lesson plan based on the teaching material
2) Card
3) Test
4) Observation scheme
5) Students' attendance list

From planning above, the teacher used lesson plan as the form to implement of action will be done. In the second cycle, teacher used some of question multiple choice in conditional sentence.
b. Acting

In this activity, same like the first cycle. But in this activity the cards include about question multiple choices related the conditional sentence. There were ten cards. Before conduct it, the teacher divided students into a group. One group consists of four students. Teacher distribute the card one set card one a group. Teacher asks them to

[^0]understand it then sort the card based on the category. After it, the teacher asks them to work together in a group. Teacher asks students to correction their result before discuss together.
c. Observing ${ }^{3}$

1) Teacher prepared learning tool better than first cycle
2) Students paid attention well
3) Students needed less help from the teacher
4) Students did the discussion better than before.
d. Reflecting
5) Teacher should motivate less active students in order to be brave to speak up their voice.
6) Students' activeness during teaching learning process must improve again.

## B. Research Finding

After the researcher implement the use of card sort in teaching conditional sentence, the researcher got the data, it was analyzed of pre cycle, cycle one and cycle two, the researcher got the result of Classroom Action Research.

## 1. The Result of Pre Cycle

Pre cycle conducted on Tuesday $20^{\text {th }}$ July 2010. In this activity, the teacher was doing teaching learning process as usual. Teacher teaches the material about conditional sentence and students only listen the teacher's explanation. In here not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. In this teaching learning has passive communication, it means the teacher speaks and the students listen only, students are not brave enough to ask question if they do not understand yet. Students are not given maximum response.
${ }^{3}$ Observation result in second cycle on $5{ }^{\text {th }}$ August 2010
after that the teacher gave pre-test to got students best score using technique that usually applied by the teacher (conventional method).
a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. After finding the result of students' test score in reading comprehension, the researcher went to further analysis by using percentage of scoring as follow:

$$
\text { Score }=\frac{\text { The number of right answer }}{\text { The number of questions }} \times 100 \%
$$

Students' score in understanding about conditional sentence was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in understanding about conditional sentence. The result of the pre cycle can be seen in the table below:

Table. 1
The results of the pre cycle are as follow

| No | Students' Code | Score | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | A3-1 | 40 | $40 \%$ |
| 2 | A3-2 | 70 | $70 \%$ |
| 3 | A3-3 | 60 | $60 \%$ |
| 4 | A3-4 | 75 | $75 \%$ |
| 5 | A3-5 | 60 | $60 \%$ |
| 6 | A3-6 | 55 | $55 \%$ |
| 7 | A3-7 | 65 | $65 \%$ |
| 8 | A3-8 | 35 | $35 \%$ |
| 9 | A3-9 | 50 | $50 \%$ |
| 10 | A3-10 | 35 | $35 \%$ |
| 11 | A3-11 | 60 | $60 \%$ |
| 12 | A3-12 | 65 | $65 \%$ |
| 13 | A3-13 | 50 | $50 \%$ |
| 14 | A3-14 | 50 | $50 \%$ |
| 15 | A3-15 | 45 | $45 \%$ |
| 16 | A3-16 | 50 | $50 \%$ |
| 17 | A3-17 | 55 | $55 \%$ |
| 18 | A3-18 | 55 | $55 \%$ |
| 19 | A3-19 | 40 | $40 \%$ |
| 20 | A3-20 | 60 | $60 \%$ |


| 21 | A3-21 | 60 | $60 \%$ |
| :---: | :---: | :---: | :---: |
| 22 | A3-22 | 50 | $50 \%$ |
| 23 | A3-23 | 65 | $65 \%$ |
| 24 | A3-24 | 65 | $65 \%$ |
| 25 | A3-25 | 60 | $60 \%$ |
| 26 | A3-26 | 45 | $45 \%$ |
| 27 | A3-27 | 45 | $45 \%$ |
| 28 | A3-28 | 70 | $70 \%$ |
| 29 | A3-29 | 55 | $55 \%$ |
| 30 | A3-30 | 45 | $45 \%$ |
| 31 | A3-31 | 50 | $50 \%$ |
| 32 | A3-32 | 65 | $65 \%$ |
| 33 | A3-33 | 55 | $55 \%$ |
| 34 | A3-34 | 50 | $50 \%$ |
| 35 | A3-35 | 45 | $45 \%$ |
| 36 | A3-36 | 40 | $40 \%$ |
| 37 | A3-37 | 30 | $30 \%$ |
| 38 | A3-38 | 60 | $60 \%$ |
| 39 | A3-39 | 65 | $65 \%$ |
| 40 | A3-40 | 70 | $70 \%$ |
| Sum | 40 | 2165 | $2165 \%$ |

After that the researcher was going to determine the frequency of students' ability. It was aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n) and multiply by $100 \%$. The formula was:

$$
\begin{aligned}
P & =\frac{\Sigma f}{n} x 100 \% \\
\text { Note } \quad & \mathrm{P}=\text { The Percentage of frequency } \\
\mathrm{f} & =\text { Frequency of students' score } \\
\mathrm{n} & =\text { The Total of Students }
\end{aligned}
$$

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table. 2
The category of the students score and their percentage:

| No | Interval | Frequency | Percentage |
| :---: | :---: | :---: | :---: |
| 1. | $80 \%-100 \%$ | - | $0 \%$ |
| 2. | $60 \%-75 \%$ | 17 | $42,5 \%$ |
| 3. | $0 \%-55 \%$ | 23 | $57,5 \%$ |
|  | sum | 40 | $100 \%$ |

From the data above, it could be classified that no one student get excellent, $42,5 \%$ or 17 students got good mark, $57,5 \%$ or 23 students got fair mark.

After the calculating the percentage of students' score, the researcher calculated the mean to measure the improvement of students' score in each cycle.
b. Measuring the Mean

Students' score in understanding conditional sentence was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in conditional sentence.

The mean score of the class can be searched by using this following formula:

$$
\text { Mean }=\frac{\text { Scores }}{\text { the number of students }}
$$

The average of students' score $=\frac{2165}{40}$

The average of students test result of the pre cycle was 54,125 . It means that the result was low. According to observer, this condition was not interesting in the class. The teacher and researcher decided to use another technique to made students interested and enjoyed in the class in order to students improve their understanding conditional sentence. The researcher applied Card Sort.

## 2. The Result of First Cycle

This activity was conduct Thursday on July $27^{\text {th }}$ 2010. Knowing the students result from the first cycle was not satisfied enough. The teacher and researcher decided to use card sort to solve the problem.

In this activity, the teacher taught conditional sentence using card sort. The planning for the first cycle is the researcher preparing the learning tools, lesson plan, reading material that used conditional sentence with syllabus and comprehension that contain 20 items of multiple choices. The other is observation scheme was also prepared by the researcher to observed during teaching learning process. Based on the observation, there were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends. ${ }^{4}$ After implementing the test, the researcher examined the answer sheet and found the result.

Table. 3
The results of the first cycle are as follow

| No | Students' <br> Code | Score | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | A3-1 | 60 | $60 \%$ |
| 2 | A3-2 | 60 | $60 \%$ |
| 3 | A3-3 | 70 | $70 \%$ |
| 4 | A3-4 | 60 | $60 \%$ |
| 5 | A3-5 | 70 | $70 \%$ |
| 6 | A3-6 | 65 | $65 \%$ |
| 7 | A3-7 | 70 | $70 \%$ |
| 8 | A3-8 | 65 | $65 \%$ |
| 9 | A3-9 | 70 | $70 \%$ |
| 10 | A3-10 | 60 | $60 \%$ |
| 11 | A3-11 | 60 | $60 \%$ |
| 12 | A3-12 | 60 | $60 \%$ |
| 13 | A3-13 | 70 | $70 \%$ |
| 14 | A3-14 | 60 | $60 \%$ |
| 15 | A3-15 | 60 | $60 \%$ |

[^1]| 16 | A3-16 | 60 | $60 \%$ |
| :---: | :---: | :---: | :---: |
| 17 | A3-17 | 70 | $70 \%$ |
| 18 | A3-18 | 65 | $65 \%$ |
| 19 | A3-19 | 70 | $70 \%$ |
| 20 | A3-20 | 80 | $80 \%$ |
| 21 | A3-21 | 70 | $70 \%$ |
| 22 | A3-22 | 80 | $80 \%$ |
| 23 | A3-23 | 70 | $70 \%$ |
| 24 | A3-24 | 65 | $65 \%$ |
| 25 | A3-25 | 75 | $75 \%$ |
| 26 | A3-26 | 70 | $70 \%$ |
| 27 | A3-27 | 75 | $75 \%$ |
| 28 | A3-28 | 75 | $75 \%$ |
| 29 | A3-29 | 65 | $65 \%$ |
| 30 | A3-30 | 80 | $80 \%$ |
| 31 | A3-31 | 80 | $80 \%$ |
| 32 | A3-32 | 75 | $75 \%$ |
| 33 | A3-33 | 60 | $60 \%$ |
| 34 | A3-34 | 75 | $75 \%$ |
| 35 | A3-35 | 75 | $75 \%$ |
| 36 | A3-36 | 75 | $75 \%$ |
| 37 | A3-37 | 70 | $70 \%$ |
| 38 | A3-38 | 65 | $65 \%$ |
| 39 | A3-39 | 65 | $65 \%$ |
| 40 | A3-40 | 65 | $65 \%$ |
| Sum | 40 | 2735 | $2735 \%$ |

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table. 4
The category of the students score and their percentage:

| No | Interval | Frequency | Percentage |
| :---: | :---: | :---: | :---: |
| 1. | $80 \%-100 \%$ | 4 | $10 \%$ |
| 2. | $60 \%-75 \%$ | 36 | $90 \%$ |
| 3. | $0 \%-55 \%$ | - | $0 \%$ |
|  | sum | 40 | $100 \%$ |

From the data above, it could be classified that $10 \%$ or 4 students get excellent, $90 \%$ or 36 students got good mark, and no one student got fair mark

From the result, she could calculate the average of the students' average or mean of the score using the following formula:

The average of students' score $=\frac{\text { Total score }}{\text { Number of the student }}$
The average of students' score $=\frac{2735}{40}$
From the result above, it is clear that the average of the students test result of the first cycle was 68,375 . Students had difficulty in understanding the question. The researcher decided to conduct the next cycle and the teacher intended to give better explanation to them. In can be concluded that the students' achievement where not really different from pre-cycle. They still need much help from their teacher.

## 3. The Result of Second Cycle

This activity was conduct on Thursday, August $5^{\text {th }}$ 2010. Students did the activity same as the first cycle. The teacher taught conditional sentence using card sort. As the previous observation, some of the students said that they had difficulties in understanding and do the question related conditional sentence. In this cycle, the teachers focus more to the lowest students who get low score in the previous score. According to the observer it can motivated to the students because the teacher gave more attention. When they finished, the teacher and students discussed the result to assist them their difficulties. It concluded that the students interested in the class. After that, she gave a test to measure the students' understanding on conditional sentence and the success of the goal of the process. After implementing the test, the researcher examined the answer sheet and found the result.

Table. 5
The results of the second cycle are as follow

| No | Students' Code | Score | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | A3-1 | 70 | 70\% |
| 2 | A3-2 | 80 | 80\% |
| 3 | A3-3 | 85 | 85\% |
| 4 | A3-4 | 75 | 75\% |
| 5 | A3-5 | 85 | 85\% |
| 6 | A3-6 | 75 | 75\% |
| 7 | A3-7 | 85 | 85\% |
| 8 | A3-8 | 75 | 75\% |
| 9 | A3-9 | 85 | 85\% |
| 10 | A3-10 | 80 | 80\% |
| 11 | A3-11 | 75 | 75\% |
| 12 | A3-12 | 70 | 70\% |
| 13 | A3-13 | 80 | 80\% |
| 14 | A3-14 | 75 | 75\% |
| 15 | A3-15 | 75 | 75\% |
| 16 | A3-16 | 75 | 75\% |
| 17 | A3-17 | 75 | 75\% |
| 18 | A3-18 | 85 | 85\% |
| 19 | A3-19 | 75 | 75\% |
| 20 | A3-20 | 80 | 80\% |
| 21 | A3-21 | 80 | 80\% |
| 22 | A3-22 | 80 | 80\% |
| 23 | A3-23 | 75 | 75\% |
| 24 | A3-24 | 80 | 80\% |
| 25 | A3-25 | 80 | 80\% |
| 26 | A3-26 | 80 | 80\% |
| 27 | A3-27 | 85 | 85\% |
| 28 | A3-28 | 80 | 80\% |
| 29 | A3-29 | 75 | 75\% |
| 30 | A3-30 | 80 | 80\% |
| 31 | A3-31 | 85 | 85\% |
| 32 | A3-32 | 85 | 85\% |
| 33 | A3-33 | 75 | 75\% |
| 34 | A3-34 | 80 | 80\% |
| 35 | A3-35 | 85 | 85\% |
| 36 | A3-36 | 85 | 85\% |
| 37 | A3-37 | 80 | 80\% |
| 38 | A3-38 | 80 | 80\% |
| 39 | A3-39 | 80 | 80\% |
| 40 | A3-40 | 75 | 75\% |
| Sum | 40 | 3165 | 3165\% |

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table. 6
The category of the students score and their percentage:

| No | Interval | Frequency | Percentage |
| :---: | :---: | :---: | :---: |
| 1. | $80 \%-100 \%$ | 25 | $62,5 \%$ |
| 2. | $60 \%-75 \%$ | 15 | $37,5 \%$ |
| 3. | $0 \%-55 \%$ | - | - |
|  | sum | 40 | $100 \%$ |

From the data above, it could be classified that $62,5 \%$ or 25 students get excellent, $37,5 \%$ or 15 students got good mark, and no one student got fair mark.

From the result, she could calculate the average of the students' average or mean of the score using the following formula:

$$
\begin{aligned}
& \text { The average of students' score }=\frac{\text { Total score }}{\text { Number of the student }} \\
& \text { The average of students' score }=\frac{3165}{40}
\end{aligned}
$$

From result above shows that the average of students' test of the second cycle was 79,125 . The result of the second cycle was better than the previous one. It means that, there was improvement for the students' ability although it was step by step.

It can be concluded that students' average score in the pre-cycle was only 54,125 and in this first cycle get 68,375 and the second-cycle get 79,125. It means that the implementation on card sort technique was successful.

Table. 7
The Result of Test From the Pre Cycle Until Second Cycle as Follow:

| No | $\begin{array}{\|c\|} \hline \text { Students’ } \\ \text { Code } \\ \hline \end{array}$ | Pre Cycle | Cycle 1 | Cycle 2 |
| :---: | :---: | :---: | :---: | :---: |
| 1 | A3-1 | 40 | 60 | 70 |
| 2 | A3-2 | 70 | 60 | 80 |
| 3 | A3-3 | 60 | 70 | 85 |
| 4 | A3-4 | 75 | 60 | 75 |
| 5 | A3-5 | 60 | 70 | 85 |
| 6 | A3-6 | 55 | 65 | 75 |
| 7 | A3-7 | 65 | 70 | 85 |
| 8 | A3-8 | 35 | 65 | 75 |
| 9 | A3-9 | 50 | 70 | 85 |
| 10 | A3-10 | 35 | 60 | 80 |
| 11 | A3-11 | 60 | 60 | 75 |
| 12 | A3-12 | 65 | 60 | 70 |
| 13 | A3-13 | 50 | 70 | 80 |
| 14 | A3-14 | 50 | 60 | 75 |
| 15 | A3-15 | 45 | 60 | 75 |
| 16 | A3-16 | 50 | 60 | 75 |
| 17 | A3-17 | 55 | 70 | 85 |
| 18 | A3-18 | 55 | 65 | 75 |
| 19 | A3-19 | 40 | 70 | 80 |
| 20 | A3-20 | 60 | 80 | 80 |
| 21 | A3-21 | 60 | 70 | 80 |
| 22 | A3-22 | 50 | 80 | 75 |
| 23 | A3-23 | 65 | 70 | 80 |
| 24 | A3-24 | 65 | 65 | 75 |
| 25 | A3-25 | 60 | 75 | 80 |
| 26 | A3-26 | 45 | 70 | 80 |
| 27 | A3-27 | 45 | 75 | 85 |
| 28 | A3-28 | 70 | 75 | 80 |
| 29 | A3-29 | 55 | 65 | 75 |
| 30 | A3-30 | 45 | 80 | 80 |
| 31 | A3-31 | 50 | 80 | 85 |
| 32 | A3-32 | 65 | 75 | 85 |
| 33 | A3-33 | 55 | 60 | 75 |
| 34 | A3-34 | 50 | 75 | 80 |
| 35 | A3-35 | 45 | 75 | 85 |
| 36 | A3-36 | 40 | 75 | 85 |
| 37 | A3-37 | 30 | 70 | 80 |
| 38 | A3-38 | 60 | 65 | 80 |
| 39 | A3-39 | 65 | 65 | 80 |
| 40 | A3-40 | 70 | 65 | 75 |
| Sum |  | 2165 | 2735 | 3165 |


| Average mean | 54,125 | 68,375 | 79,125 |
| :---: | :---: | :---: | :---: |
| Low score | 30 | 60 | 70 |
| High score | 75 | 80 | 85 |

From the table 7 above, the use of card sort in teaching conditional sentence can improve students' understanding on conditional sentence. So, this classroom action research of the use card sort to improve students' understanding on conditional sentence at MAN Babakan Lebaksiu Tegal was success. It can be seen from the result of pre cycle until second cycle shows any improvement.

The improvement of students' understanding on conditional sentence can be seen taught the histogram as follows:


Figure3. The diagram of the whole test

From the diagram above, the researcher can conclude that there was an improvement on students' understanding on conditional sentence after taught using card sort. From pre cycle showed that students' achievement was 54,125 it means that still low ability in some students,
because the standardized from KKM was 60 . In the cycle I showed that there was increasing students' achievement up to 68,375 . From cycle II the students' achievement more increases 79,125 . It means there was improvement in every cycle after using card sort.


[^0]:    ${ }^{2}$ Observation result in second cycle on $5{ }^{\text {th }}$ August 2010

[^1]:    ${ }^{4}$ Observation result in first cycle on $27^{\text {th }}$ July 2010

