

**THE IMPLEMENTATION OF WORD SORT STRATEGY IN
VOCABULARY LEARNING FOR ELEMENTARY SCHOOL AT
SANTIWIT SONGKHLA THAILAND**

THESIS



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Submitted to Islamic State University of Kiai Haji Achmad Siddiq
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

He taught Adam names of all things, then showed them to the angels saying,

“Name these things if you are right!”(Q.S Al Baqarah: 31) *



* Al qur'an Surat Al Baqarah ayat 31

DEDICATION

I dedicate this thesis to:

1. My beloved mother Ririn Khumaidah, a great woman who sincerely loves and always prays for her daughter's success. Without her, I would not be able to reach this point, because of her prayers and support, I can complete this thesis.
2. My beloved father Sutrisno, a hero for his daughter. He never feels tired to fight for his daughter's dreams, he works very hard for his daughter's future, because he believes that his daughter can definitely become the first undergraduate degree in his family. Without him, I would not be as brave and strong to step up to this point.
3. My brother, family, and friends around me who always accompany and provide support to always fight and not give up.



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J E M B E R

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Jember, May 13th 2025

Yurida Ma'rifatul Trisna



ABSTRACT

Yurida Ma'rifatul Trisna, 2025: *The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at the Santiwit Songkhla Thailand.*

Keyword : Vocabulary Learning, Word Sort Strategy, Elementary School

This study was motivated by students' difficulties in learning English. Most Thai students think that English is a difficult language, especially for beginners. For them English is a foreign language that they rarely use in their daily lives. They just stay silent when learning English. This is due to the lack of English vocabulary owned by students, so students lack interaction during English learning. The most important problem factors experienced by third grade students are the differences in the letters of the Akson Thai (อักษรไทย) and the English Alphabet, learning methods that are less varied and monotonous, lack of student enthusiasm when learning English, and lack of English teachers.

The setting of this research at Elementary School at Santiwit Songkhla Thailand. The research focus as follow: a). How was the implementation of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla Thailand, b). What challenges did the teacher face of the implementation of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla Thailand. This study aims: a). To describe the implementation of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla Thailand, b). To find out the teacher challenges did face of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla Thailand.

This study used descriptive qualitative approach as its research design. This research was conducted in the 3rd grade of elementary school Santiwit Songkhla Thailand. Meanwhile, the researcher used purposive sampling so that the subjects were the English teacher and one 3rd grade elementary school student. Data collection includes: observation, semi interview, and documentation. In addition, this study used data analysis includes: data condensation, data display, and drawing and verifying conclusion. Finally, data validity was clarified through source triangulation and technique triangulation.

The results showed that: 1). a. The implementation of word sort strategy by the teacher succesful, especially the use of closed word sort can help students' to understand vocabulary learning and interest in learning English, b. This strategy answers challenges such as lack enthusiasm and lack of vocabulary in a fun and interactive way of learning, for teacher this strategy is useful, although there are still challenges such as some students are still passive, preparation of varied learning media requires time, energy and costs.

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CHAPTER I

INTRODUCTION

A. Research Context

Language is very important tool in verbal communication, because language is a communication tool in speaking to answer and understand ideas, reasons, feelings, both orally and in writing that everyone used.² Language is the structured vocal symbols that enable people in a given culture to communicate and interact with each other.³ In this world, there are various types of languages that differ between cultures. According to reports from international statistics, the people most frequently used language in the world is English.⁴

English is an international language that is widely used by almost everyone in aspects of life, such as in science, education, knowledge, and communication. English is used for learning in schools. It has been a global language, as states that a language achieves a genuinely global status when it develops a special role that is recognized in every country.⁵ Countries around the world use English as a second or foreign language. Therefore, mastering English is very important especially to spread and access knowledge and information. English is one of the most studied

² Victoria Bull, Oxford Learner's Pocket Dictionary, 4th ed (Oxford: Oxford University Press, 2011), 247.

³ Ainayya Salsabil Maulidita et al., English Language Learning and Teaching: A Critical Review from the Students' Perspectives (Purbalingga: Eureka Media Aksara, 2021), 70.

⁴ Statistics International, 2023.

⁵ David Crystal, ed., English as a Global Language (Cambridge University Press, 2003).

languages used by people around the world and is the most studied in the world.⁶ English has four important skills or macro skills in language that must be mastered, namely listening, speaking, reading and writing. Learning English in addition to mastering these four important language skills, must also master four language micro skills including grammar, vocabulary, pronunciation and spelling. Mastering the macro skills and micro skills of language is necessary at the beginning of language learning, especially for beginners.

One of the important macro skills that every foreign language learner should have is communication skills. An important English skill to facilitate communication is vocabulary. Vocabulary is one of the most important skills needed in learning and teaching English. Vocabulary is the basic for developing macro skills, listening, speaking, reading and writing. Vocabulary is a collection of words written in English and owned by someone.⁷ Foreign language learners need to know and master a large amount of vocabulary, which is useful in the long run.⁸ Therefore, it is important for teachers to find ways and strategies that can help students to find out vocabulary. Vocabulary is the key to learning English, meaning that by understanding and mastering vocabulary, we can speak and express

⁶ Devy Angga Gunantar, "The Impact of English as an International Language on English Language Teaching in Indonesia," *Journal of Language and Literature* 10, no. 2 (2016): 141–51, <https://doi.org/10.15294/lc.v10i2.5621>.

⁷ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Longman, Pearson Education, 2013), 13.

⁸ I. S. P. Nation, *Learning Vocabulary in Another Language*, The Cambridge Applied Linguistics Series (New York: Cambridge Univ. Press, 2006).

feelings or ideas. Therefore, vocabulary is very important in oral and written English communication. Vocabulary learning is essential for learning to write, read and speak English. Learning and understanding of vocabulary is necessary for successful learning of English. Understanding vocabulary learning, can improve listening, reading, writing and speaking skills.⁹ Vocabulary is a complex collection of words that have origins, experiencing changes, are intertwined or have relationships between words, and their role in shaping human understanding and perception of the world.¹⁰ The importance of vocabulary in language learning cannot be doubted.¹¹ Learning vocabulary can make it easier for students to learn English, because vocabulary is an important component that must be discovered in learning English.

In Thailand, English is not the mother tongue but is used as a foreign language. English is also taught in Thai school and university education. The national language in Thailand is Thai. However, for everyday language most Thai use their mother tongue, which is Thai and Malay for the bordering parts of Thailand. English in Thailand is far behind other Asian countries or non-native English speaking countries. Thai students have problems learning English and lack of vocabulary. In addition, EF

⁹ Chrissandra Intan Lube and Siti Nuraeni, "Improving English Vocabulary Mastery Through Word Game," *PROJECT (Professional Journal of English Education)* 3, no. 1 (2020): 109, <https://doi.org/10.22460/project.v3i1.p109-113>.

¹⁰ Chris Lele, *The Vocabulary Builder Workbook: Simple Lessons and Activities to Teach Yourself over 1,400 Must-Know Words* (Naperville: Callisto Publishing LLC, 2018), 8.

¹¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

EPI in 2023 reported that the results of the Ordinary National Education Test (O-NET) research conducted in Thailand were that the country ranked 21st out of 23 countries in Asia, in the proficiency ranking for non- native English speaking countries.¹² The report seems to indicate that Thai student's English proficiency needs to be improved. Therefore, students find it difficult to understand English due to the difference in alphabet between Thai and English. So, the students lack the vocabulary for basic English learning. Learning of vocabulary seems to be a major problem faced by students in Thailand especially elementary school students.

Through the observations that researcher conducted while participating in a teaching program in Thailand, several problems were found that elementary school students in Santiwit Songkhla Thailand faced in learning English. Based on interviews conducted by the researcher, most students in Thailand thought that learning English was difficult, because for them English was a foreign language that they rarely used in their daily lives. Learning English was a challenge for learners, especially beginners. Students found it difficult to understand English due to various problem factors.

The most important factor was the difference between the Akson Thai (อักษรไทย) and the English alphabet which made it difficult for students to understand the meaning and elements of English such as reading,

¹²“The World’s Largest Ranking of Countries and Regions by English Skills,” 2024, <https://www.ef.com/wwen/epi/>.

writing, speaking, listening, grammar, pronunciation and vocabulary to English. This was because most of the students did not understand the alphabet. Since childhood they had been taught and communicated daily using Akson Thai. The language used was also different, they used their mother tongue, Thai. The environment there mostly used their mother tongue, almost no one used English. So, for them English was an unfamiliar language. Learning in Thai schools also mostly used Akson Thai instead of alphabets.

Students' lack of vocabulary was also a problematic factor for Thai students to understanding English. Therefore, they just stay silent when invited to interact in learning English. Some students thought that English was difficult, because students could not communicate it. They just stay silent and could not convey ideas or opinions that they wanted to communicate. This was due to the lack of vocabulary they had. So, the students were confused to string words as communication material and students lack confidence to convey the ideas they thought. With a lack of vocabulary, learners would have problems in using and understanding a foreign language. Therefore, vocabulary learning needed to be deepened.

The next problem was student's lack of enthusiasm and interest in learning English. Based on the data that researcher obtained during observation, Thai students found learning English was bored. This was because learning in class was less fun. So, many students played outside the classroom during the learning process in class, they played and ignored

the English teacher who was teaching in class, some of them also chose to sleep during the learning process in class. Students felt less confident to express ideas thoughts or opinions which resulted in a lack of enthusiasm in learning English. When learning English in class, students were less excited and did not respond. They were confused because they did not have a variety of vocabulary to interact in class. The lack of vocabulary variation also caused students to be unable to organize words into sentences to communicate. This was evidence when interacting in class, none of the students took the initiative to answer the English teacher questions. So, they need to learn English from scratch to be able to have a large vocabulary and master basic English skills. Because in conclusion, vocabulary was the most important thing in learning English, without vocabulary, students would not understand English.

Through research conducted by interviewing an English Teacher, it was found that there were several problems that students experienced in learning English. From the interview result, it was felt that the students spirit lack of vocabulary, they also show little enthusiasm and less interest of students, lack of variety of learning strategies applied to beginner learners. So, that students felt bored. Previously, the teacher also admitted that provided learning strategies to students that were monotonous and ineffective, the activity was carried out namely by giving some basic English vocabulary written on the board. The students were then told to write it in their respective books. Their work was collected and read aloud

by the teacher followed by students. The vocabulary given was about five to eight vocabulary words per lesson.¹³ The next problem was the lack of English language teacher at the elementary school Santiwit Songkhla Thailand orphan foundation institution. Based on the interview results from the teacher was elementary school students were less interested in learning English because students were bored being taught by only one English teacher. The English teacher at the orphanage was only one, namely Asri Salaeh, because most of the English teachers taught at the English program. This was also because the abilities and activeness of the students of the two institutions were different.¹⁴

Thailand's education system used mostly teachers centered learning. It had been the norm in Thai education for more than five decades.¹⁵ Almost all Thai students acquired knowledge through the method of following the teacher or repeating after the teacher and memorizing. Most teachers often used the same strategy of memorizing words. Students had difficulty composing words, understanding words, and answering the teacher's questions when interacting in class learning.

The challenge for teacher was to provide efficient strategies or materials for learning English especially for elementary learners. Learning English vocabulary to elementary learners was more difficult than upper level learners, due to the characteristics of elementary learners who needed

¹³ Observation by researcher on May 27, 2024.

¹⁴ Asri Salaeh interviewed by Yurida Ma'rifatul Trisna.

¹⁵ Suthep Kaengsanthia, Education in Thailand Edition 2022 (Thailand: Office of The Education Council Ministry of Education Kingdom of Thailand, 2022), 35.

extra teaching, were easily bored and needed strategies that attract students, they want a fun learning model for efficient learning according to their characteristics as young children. Students did not quickly understand the meaning of vocabulary, this could be said because the materials and strategies used to teach were not enough to attract student's attention. Based on the description above, students need a new strategy that was more interesting for vocabulary in learning English. One of the strategies was word sort strategy, like the students of elementary school Santiwit Songkhla Thailand. It took extra effort to teach them, because they were still at the beginner level in learning English. Their souls were still children who needed additional teaching and provide learning that is fun and not boring.

Word sort is an individual or group activity that can help students especially at the elementary school level to understand and categorize some words based on certain patterns, spellings, meanings, and sounds. Word sort helps students to identify the meaning, nature, and type of words and then sort the words. By applying this strategy, it can make students think critically in finding the main idea of the material to solve problems and apply the knowledge they have learned before.¹⁶ Word sort can be used as an pre-vocabulary strategy to learn basic vocabulary. Word sort strategy is an suitable vocabulary learning technique to knowledge of new vocabulary. This strategy can improve basic vocabulary and help

¹⁶ Novarisany Sabarlele and Orpa Penina Oraile, "The Word Sorts Strategy: A Tool for English Teachers in Teaching Vocabulary at Junior High School Level," *MATAI: International Journal of Language Education* 2, no. 2 (2022): 62–71, <https://doi.org/10.30598/matail.v2i2.5941>.

remember new vocabulary better. Word sort is important to vocabulary learning, with the word sort strategy can make students critical in sorting words and critical thinking. Not only can sorting words to find out vocabulary, but it can also improve writing and reading skills. Word sort can be done individually or in groups. In this study using word sort strategy individually. This strategy makes students more enthusiastic and interested so that learning English felt fun. The word sort strategy used by previous researchers was a study conducted in groups, while the research update applied by the teacher was carried out individually. In the latest research also used a close word sort strategy.

The reason the teacher used the word sort strategy is that the problems found in the third grade elementary school Santiwit Songkhla Thailand are interesting. The problems experienced by students and teacher, namely the lack of vocabulary owned, the differences between alphabet with Akson Thai, learning strategies that are less varied and monotonous, students' decreased interest in learning English. In all this problems, it can be solved using word sort strategy, in accordance with previous research conducted by Ayif Nur Fatriana. The conclusion of this case is the implementation of word sort strategy in learning English, provides many benefits for students, especially for elementary school students in remembering English vocabulary, can helps students be more enthusiastic in learning English, helps students add new vocabulary and helps provide a varied strategies in the learning process. Based on the above background, the

teacher offers an English vocabulary learning approach using word sort strategy implemented in the third grade of elementary school Santiwit Songkhla Thailand. This strategy is expected to help students in vocabulary learning, so the researcher conduct a study with the title: *“The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla, Thailand”* to find out how was the implementation of word sort strategy in vocabulary learning for elementary school at Santiwit Songkhla, Thailand.

B. The research Focus

Based on the background of research above, the researcher present the research focus as follow:

1. How was the Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand?
2. What Challenges did the Teacher Face of the Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand?

C. The research objective

Based on the research focus above, the aims of the research above are:

1. To describe the implementation of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla, Thailand.

2. To find out the teacher challenges did face of word sort strategy in vocabulary learning for Elementary School at Santiwit Songkhla, Thailand.

D. Research significance

The researcher aims for this study to provide benefits to the English teaching and learning process, particularly in vocabulary learning. This research holds both theoretical and practical significance.

1. Theoretical Significance:

This research can enrich the academic literature on the application of vocabulary learning strategies, especially using word sort strategy which has not been widely applied in Thai elementary schools. This research contributes to the development of learning strategies that support student's early development in vocabulary learning at elementary school age. This research serve as the basic for developing a more interactive theory of English vocabulary learning for elementary school education in Thailand.

2. Practical Significance:

a. Teachers

This study aims to provide an overview of the implementation of word sort strategy in Thailand. In addition, this research is expected to motivate teachers to develop more creative and varied learning, so as to create a more interesting learning experience in the classroom.

b. Students

This research can help students to develop a structured understanding in learning English, especially in vocabulary learning. In addition, the implementation of word sort strategy can motivate students to be more active in the learning process in the classroom, thus supporting the development of their language skills.

c. Future Researchers

This research can be used as a reference or foundation for future researchers who want to research similar topics, namely the implementation of word sort strategy to enhance vocabulary learning for elementary school at Santiwit Songkhla, Thailand.

E. Definition of key term

1. Vocabulary

Vocabulary is a list of words which is an important element in English. Vocabulary is the basic of learning English. Vocabulary is a collection of words written in English and owned by a person.¹⁷ In this research vocabulary refer to the topic about transportation, animal and fruit.

2. Vocabulary Learning

Vocabulary learning can be applied by teachers in the classroom to determine students vocabulary skills. Vocabulary learning can help

¹⁷ Thornbury, *How to Teach Vocabulary*, 55.

students understand new vocabulary. Vocabulary learning is the process of understanding new vocabulary and expanding vocabulary.

3. Word Sort Strategy

Word sort is a strategy that involves organized words based on certain categories. Word sort is a vocabulary learning method which focuses student's attention on important aspects of words such as sound, spelling, pattern and meaning.¹⁸ The word sort strategy used in this study is a close word sort strategy by sorting nouns based on the same by the endix letters.

F. Systematic Discussion

The structure of the discussion includes a description of the flow of the thesis discussion from the introduction to the conclusion. A descriptive narrative, not a table of contents, was the format of systematic writing. The following is an explanation of the first, core, and final parts:

Chapter I the introduction of the thesis was discussed, including the research context, research questions, research objective, research significances, definitions of key terms, and discussion structure.

Chapter II discussed a review of related literature, which included earlier research from this study and a theoretical framework.

Chapter III this study's research methodology was discussed, which included the research design, research subject, data source, data collection and analysis, and data validity.

¹⁸ Donald R. Bear et al., *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Boston: Pearson, 2016).

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Previous research

In this section, researcher describe several previous studies that were found and have relevance to the issues raised in this study, including:

- a. The first research was conducted by Novarisany Sabarlele with the research title “The Word Sort Strategy: A Tool for English Teachers in Teaching Vocabulary at Junior High School Level”. This research aims to increase motivation in learning English vocabulary supported by interesting ways such as using word sort strategy. The reason the researcher conducted this research is because some teachers think that learning vocabulary is difficult so that students are less interested and motivated. Students sometimes can only pronounce and understand a few words, but cannot develop their ideas well in stringing their sentences. So they are difficult to read, write and speak English. So they find it difficult to read, write and speak English, because vocabulary is the most important factor in mastering English skills. The result of this study is that English vocabulary learning will be better if students are given the opportunity to apply vocabulary learning in speaking and

writing actively. This research can motivate students to learn English especially vocabulary mastery.¹⁹

- b. The second research was conducted by Ratna Soraya with the research title “The Word Sort Strategy to Improve Students Achievement in Writing Descriptive Text”. This study aims to improve students' writing achievement by using word sort strategy. This study used a class action research involving forty X grade at Amir Hamzah Medan students as research subjects. The problem that the researcher found from the interview was that students find it difficult to write and rarely write. Not infrequently also of those who are interested in learning English, so that during the interview they feel insecure because they do not master English skills. After finding the problem, the researcher conducted a class action by teaching how to write descriptive and explaining the parts of descriptive text. Students were asked to write descriptive texts about favorite artists, then students were taught to sort words. The teacher forms groups and gives the same topic of discussion, then students think critically while examining visual vocabulary to group words based on the specified categories, after sorting all the words, students write descriptive texts based on the results of the sorted words. The result of this study is that students are very interested in learning using word sort strategy and give good

¹⁹ Novarisany Sabarlele, "The Word Sort Strategy : A Tool for English Teachers in Teaching Vocabulary at Junior High School Level", 2022.

responses. So that it can improve students' writing skills because they feel familiar with descriptive writing.²⁰

- c. The third research was conducted by Sri Sunarti Gulo with the research title “The Effect of Using Card Sort Strategy in Teaching Vocabulary”. The purpose of this research is to find out whether there is a significant effect of using card sort strategy on vocabulary mastery and to describe the application of card sort strategy in teaching vocabulary of seventh grade SMPN 2 Angkola Selatan. This study used pre-experimental research method with 33 students who were taken using random sampling. The researcher conducted pre-test and post-test to know the vocabulary score before and after doing card sort strategy. Card sort is an effective strategy that can be used in groups by grouping a set of picture cards or words according to certain categories. The result of the research using card sort to teach vocabulary is a significant effect that can improve student's vocabulary. The student's vocabulary score before applying card sort strategy was 26,94 (failing category) and after applying card sort strategy was 68,21 (sufficient category).²¹
- d. The fourth previous research was conducted by Meydina with the research title “The Effect of Applying Word Sort Strategy toward

²⁰ Ratna Soraya et al., “The Word Sort Strategy to Improve Student's Achievement in Writing Descriptive Text,” *Ensiklopedia of Journal* 4, no. 2 (2022): 205–10, <https://doi.org/10.33559/eoj.v4i3.1028>.

²¹ Sri Sunarti Gulo, “The Effect of Using Card Sort Strategy in Teaching Vocabulary,” *Jurnal Liner* 3, no. 3 (2020): 107–18, <https://doi.org/10.37081/liner.v3i3.1995>.

Students Vocabulary Mastery of the Eight Grade Students at SMP Negeri 3 Palu”. This study aims to determine the effect of applying word sort strategy towards English vocabulary of eighth grade students of SMP Negeri 3 Palu. This study used a quasi-experimental research design. Fifty students participated as samples, namely class 8A as the control class and class 8B as the experimental class. The results showed that the average score of the experimental class was worth (80) higher than the average of the control class (65) or it could be said that the results of this study had an influence and improvement after using the word sort strategy. The researcher applied the word sort strategy by making a list of keywords from the reading selection. then students identified the meaning of each word and sorted according to the same context.²²

- e. The fifth research was conducted by Ayif Nur Fatriana with the research title “The Effect of Word Sort Strategy on Students Vocabulary Mastery at the Eight Grade Students of SMPN 18 Bengkulu City”. This study aims to determine whether or not there is a significant difference between students who are taught using word sort teaching strategy. The researcher used quasi experimental method. The data collection technique use reading comprehension test (multiple choice). The population of this study

²² Meydina, “The Effect of Applying Word Sort Strategy toward Students’ Vocabulary Mastery of the Eight Grade Students at Smp Negeri 3 Palu” (Palu, Institut Agama Islam Negeri Palu, 2020).

amounted to 86 students, and the sample of this study was 40 students who became the experimental class and the control class. The reason the teacher conducted research in this place was because there were problems, namely the lack of student's ability to understand English and the lack of motivation of students when learning English, especially in mastering vocabulary. researchers used word sort strategy, namely by giving closed word sort (providing word categories then students match words to make word collections) and open word sort (providing a list of words, then students group words based on certain categories). The result of this study is that there is a significant difference in the use of word sort strategy on students' vocabulary mastery at SMPN 18 Bengkulu City.²³

Table 2.1
The Similarities and Differences Between Previous Research and This Study Were Presented in the Following Table

No	Research Title	Similarities	Differences
1	2	3	4
1.	Research by Ratna Soraya 2022 with the title "The Word Sort Strategy to Improve Students Achievement in Writing Descriptive Text".	<ul style="list-style-type: none"> The similarity between previous reseachers with this study is that both are related to learning and vocabulary 	<ul style="list-style-type: none"> The differences between previous research and this research is research methods, previous reasearch used quasi experimental research methods, while the researches used qualitative research methods.

²³ Ayif Nur Fitriana, "The Effect of Word Sorts Strategy on Students' Vocabulary

			<ul style="list-style-type: none"> • The research subjects are different, in the previous research the subjects were eighth grade junior high school students, while the research subjects were third grade elementary school students. • Difference in research location.
2.	Research by Sri Sunarti Gulo 2020 with the title "The Effect of Using Card Sort Strategy in Teaching Vocabulary".	The similarity between previous researchers with this study is that both are related to learning vocabulary.	<ul style="list-style-type: none"> • The difference between previous research and this research is strategy, previous research used card sort strategy, while this research used word sort strategy. • The differences between previous research and this research is research methods, previous research used pre-experimental research methods, while the this study used qualitative research methods. • The research subjects are different, in the previous research the subjects were seven grade junior high school students, while the research subjects were third grade elementary school

			<ul style="list-style-type: none"> students. Differences in research location
3.	<p>Research by Novisarisany Sababrlele 2022 with the title "The Word Sort Strategy: A Tool for English Teachers in Teaching Vocabulary at Junior High School Level".</p>	<ul style="list-style-type: none"> The similarities of previous research with this research is that both use word sort strategy. Both researches are related to teaching and learning vocabulary. 	<ul style="list-style-type: none"> The differences between previous research and this research is research methods, previous research used class action research methods, while the researches used qualitative. Difference in research location. Differences in research grade level.
4.	<p>Research by Meydina 2020 with the title "The Effect of Applying Word Sort Strategy toward Students Vocabulary Mastery of the Eight Grade Students at SMP Negeri 3 Palu".</p>	<ul style="list-style-type: none"> The similarity between previous researchers and this study is that they have the same research focus, namely learning vocabulary using word sort strategy. 	<ul style="list-style-type: none"> The theme and focus of the research are different, the previous researcher focused on writing skills while the researcher focused on vocabulary learning. The research subjects are different, in previous researchers whose subjects were tenth grade senior high school students while the research subjects were elementary school students. Difference in research location
5	<p>Research by Ayif Nur Fatriana 2017 with the title "The Effect of Word Sort Strategy on Students</p>	<ul style="list-style-type: none"> The similarity between previous research and this study is that both use 	<ul style="list-style-type: none"> The differences between previous research and this research is research methods, previous research used quasi

	Vocabulary Mastery at the Eight Grade Students of SMPN 18 Kota Bengkulu”.	word sort strategy and also focus on student vocabulary. • Both used close word sort strategy	experimental research methods, while the researches used • qualitative research methods. The research subjects are different, in the previous research the subjects were eighth grade junior high school students, while the research subjects were third grade elementary school students. • Difference in research location.
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Based on the explanation of several previous studies, it can be concluded that there are differences and similarities between the research conducted previously and this study. In particular, the similarities between this study and previous studies are that they have the same topic, namely understanding vocabulary skills in English language learning and some use the same strategy, namely using word sort strategy. However, this study differs from the previous studies in terms of the type of vocabulary, the target to be studied and the research design.

It should be noted, in previous research studies, no one has conducted research on vocabulary skill using word sort strategy aimed at elementary school students. This study is unique because it has its research focus on learning objectives related to understand vocabulary

learning through word sort strategy implemented by teacher in Santiwit Songkhla Thailand. The previous researchers was a study conducted in groups, while the research update applied by the teacher was carried out individually. In the latest research also uses a close word sort strategy. The update of this research is the challenge of teacher when implementing word sort strategy, because learning in Thailand requires extra effort and the fact that the country of Thailand in the assessment of students ability to mastering English is ranked 21 out of 23 Asian countries.

2. Theoretical framework

a. Vocabulary Learning

1) Definition of Vocabulary

Talking about language means that it cannot be separated from vocabulary, studying language means having to study its

components, including vocabulary. Vocabulary has many meanings and definitions. However, the author only has a few definitions to discuss. Vocabulary is a set of words contained in

the English language. One of the most important parts of learning a new language is mastered one's vocabulary. Hatch and Brown said, vocabulary is the most important component of learning English because it is the basis of language building.

Vocabulary is one thing that must be considered in learning English, because vocabulary is the key to understanding

English. By the understanding vocabulary, we can communicate and express opinions or feelings. Vocabulary is a basic component that is inseparable from English, because vocabulary is the foundation on which English is built. David Wilkins emphasizes that vocabulary understanding is an important condition for making progress in learning English.²⁴

Vocabulary learning is central to language acquisition, whether the language is first, second or foreign.²⁵ Vocabulary learning in English learning is very important because it can encourage writing, reading, listening and speaking skills. Someone who understands vocabulary, it will be easier to write, read, listen and speak English, they will easily string words into sentences to communicate. In conclusion, vocabulary is one of the most important skills needed in learning and teaching English.

Vocabulary is the basic for developing macro skills and micro skills of English. Vocabulary is the main thing that causes communication. With vocabulary, someone will understand the meaning of words and someone will be confident in arguing and expressing themselves or their ideas.

²⁴ Evelyn Marcussen Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, Cambridge Language Teaching Library (Cambridge ; New York: Cambridge University Press, 1995), p.1.

²⁵ Dr Geoffrey Broughton et al., *Teaching English as a Foreign Language*, 2nd ed (Hoboken: Taylor and Francis, 2002), 285.

2) The Importance of Vocabulary

Vocabulary plays a crucial role in language learning, as individuals cannot comprehend others or express their thoughts effectively without an adequate vocabulary. If people are unable to understand one another or convey their ideas clearly, the language they use becomes ineffective. Therefore, learning vocabulary is essential for daily interactions, as it enables individuals to communicate their messages by using words.

In English language learning, vocabulary is a fundamental aspect of English Language Teaching. A strong vocabulary foundation helps students comprehend and communicate in English more effectively.²⁶ Additionally, expanding vocabulary enhances students' proficiency in all language skills. The more vocabulary students acquire, the easier it becomes for them to develop the four essential language skills used in English classes.

3) Types of Vocabulary

Vocabulary has been classified by several authors in different ways. The analysis of some linguists shows that there are different types of vocabulary that can be classified as active vocabulary and passive vocabulary. The first is active vocabulary or can be referred to as productive vocabulary,

²⁶ James Milton, *Measuring Second Language Vocabulary Acquisition* (Bristol, UK: Multilingual Matters, 2009).

these are words that are understood by the learner precisely and can be used in writing and speaking skills. The second is passive vocabulary, which refers to words that refer to items that are recognized and understood in the context of reading and listening but cannot be pronounced correctly on their own.²⁷

Harmer states that there are two types of vocabulary, active vocabulary and passive vocabulary:

- a) Active vocabulary or productive vocabulary are words that have reference to vocabulary that has been learned by students and can be used.
- b) Passive vocabulary are words that have a reference to be learned or recognized by students when they learn about the context of the vocabulary, but cannot produce it.²⁸

According to Schail, there are three classifications of vocabulary:

- a) Active vocabulary are words used in speaking and writing skills which consist of between 5000 and 10000 words.
- b) Reserve vocabulary are words that students often understand but rarely use in daily life.

²⁷ John Haycraft, *An Introduction to English Language Teaching* (Harlow: Longman, 1996), 44.

²⁸ Jeremy Harmer, *The Practice of English Language Teaching New Edition*, Longman Handbooks for Language Teachers (London ; New York : New York: Longman ; Distributed in the U.S.A by Longman Pub, 2001).

- c) Productive vocabulary are words that are vaguely understood but not used and doubtful in meaning, but are usually used in speaking and writing.²⁹

While McCharty and Felicity in his book categorizes English vocabulary into four main groups:³⁰

- a) Content words include nouns that name objects or things (e.g., ball, field, winner), verbs that describe actions related to these objects (e.g., hit, kick, push, run), adjectives that define their qualities (e.g., fast, good, bad, heavy), and adverbs that describe how actions are performed (e.g., quickly, slowly).
- b) Function words serve to establish grammatical relationships within sentences. Examples include conjunctions (e.g., and, but, however), articles (e.g., a, an, the), and auxiliary verbs (e.g., do, does, did).
- c) Substitute words replace specific nouns or verbs, functioning as stand-ins for entire word classes. Examples include indefinite pronouns such as anybody, nobody, someone, and somebody.
- d) Distributed words are words whose use depends on grammatical contexts, such as the presence or absence of

²⁹ William S. Schaill, *Seven Days to Faster Reading*, 1979 ed (No. Hollywood, Calif.: Wilshire Book Co., 1979).

³⁰ 28 Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use* (Cambridge: Cambridge Univ. Press, 2012).

negatives. Examples include any, either, neither, too, and yet.

4) Elements of Vocabulary

In vocabulary learning, there are important elements for students to understand. Because these elements are part of the vocabulary comprehension process. Here are the elements of vocabulary:³¹

a) Meaning

Within a word, there are several different meanings when used in a particular context. There is not just one meaning of a word, but there are many meanings of the word according to the context in which it is used. By understanding the meaning of a word, the more they will remember it. To find the specific meaning, you can use an English dictionary to understand the real meaning of the word.

b) Pronunciation

Pronunciation is one of the important things in vocabulary learning, pronunciation has a big influence on vocabulary by the way students can pronounce a word in a particular language, especially in English. Pronunciation is defined as the way words are pronounced.

³¹ Lynne Cameron, Teaching Languages to Young Learners, Cambridge Language Teaching Library (Cambridge: Cambridge University Press, 2011), 112.

c) Spelling

It can be said that spelling can be used to organize words and to understand a letter and syllable that will be arranged into vocabulary. Spelling is important because it helps students in reading.

d) Grammar

Learning words can help students learn about grammar too. Word knowledge and grammar are interrelated. If we want to understand words, we have to understand grammar too, even though we prioritize vocabulary, we should not neglect grammar.

5) Indicators of Vocabulary

According to Brown, there are four vocabulary indicators, namely nouns, verbs, adjectives and adverbs.³² But, in this study the teacher only used nouns to teach vocabulary.

a) Nouns

Nouns are words that show the names of people, places and things. Nouns function as subjects or objects. According to Adia, nouns are words that show the names of people, places, things, qualities and also ideas. Nouns have several kinds and types. There are two kinds of

³² H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, Third edition (Hoboken, NJ: Pearson Education, 2019).

nouns, namely abstract nouns and concrete nouns.³³

Abstract nouns are nouns that cannot be seen and touched physically but can imagine them through the imagination of the mind, while concrete nouns are nouns that can be felt, seen or touched.

b) Verbs

A verb is an action or work that has been done by the subject or something done by someone. Verbs are words used to express something or express an action and activity that the subject has done.

A verb is a fundamental component of any sentence, working alongside the noun or subject as one of the two essential elements needed for a complete sentence.³⁴ In grammatical terms, the verb is part of the predicate, which includes the verb itself along with any words directly related to it. The verb provides the subject with either an action or a state of being. A sentence is only considered complete when it contains both a subject and a verb.

Most verbs indicate actions, which is why they are known as action verbs. These verbs describe what a person or thing is doing. Common examples of action verbs include "drink" and "eat." There are at least seven types of

³³ Adrian Wallwork, *Essential English Grammar and Communication Strategies: Intermediate Level*, English for Academic Research (Cham, Switzerland: Springer, 2022).

³⁴ George W. Davidson, *Verbs and Tenses* (Singapore: Learners Publishing, 2010).

verbs: transitive verbs, intransitive verbs, copular verbs, ambitransitive verbs, as well as regular and irregular verbs. However, this research focuses specifically on intransitive and transitive verbs.

c) Adjectives

Adjectives are words that show quantity, quality, sufficiency, order and emphasis. An adjective is a word used to add meaning to a noun or to explain a noun.³⁵ An adjective is a word that is used as a pronoun of a noun.

d) Adverbs

An adverb is a word used to give more information about something or clarify something. Adverbs include verbs, adjectives and nouns. Olivia Meehan says that adverbs are adjectives that express a different meaning or clarify the intended meaning.³⁶ Adverbs serve to explain events or occurrences that have been, are being, and will be done or happen so that the spoken sentence becomes clearer.

Based on the explanation above, it can be concluded that this is part of the vocabulary to communicate and express feelings or ideas to each other.

³⁵ Dorling Kindersley, English for Everyone. English Grammar Guide, First American edition (New York, New York: Dk Publishing, 2016).

³⁶ Olivia, Meehan, B., English Grammar Basics, (Faculted de Linguas: University of Cordoba), 2019.

6) The Role of Vocabulary in Language Learning

There are strong reasons for both teachers and learners to adopt a systematic and structured approach to vocabulary learning. Extensive research on vocabulary provides valuable insights into effective teaching methods and helps identify which words should be prioritized. This ensures that vocabulary learning focuses on useful and practical words. There are numerous strategies for teaching vocabulary in a foreign or second language. However, some teachers may be uncomfortable with certain methods, such as having students study words in isolation or pausing their reading to infer the meaning of unfamiliar words from context.

7) Teaching Vocabulary

Lessard states that vocabulary teaching and learning should fit within the broader framework of a language learning program. One way to ensure a balance in learning opportunities is to see language courses as a combination of four main aspects. These include meaning-focused input learning through listening and reading activities; intentional language learning, which includes teaching about sounds, vocabulary, grammar and discourse; meaning-focused output learning through language production in speaking and writing;

and the development of fluency in listening, speaking, reading and writing skills with greater speed and confidence.³⁷

There are several principles in vocabulary teaching according to Nunan, namely: (1) Focusing on the most useful vocabulary, so that learners gain maximum benefit from their efforts in learning. (2) Teaching vocabulary in the most appropriate way, i.e. considering what words to teach and how best to teach them. In this case, there are four main strategies in vocabulary learning, namely using word parts, guessing meaning from context, using word cards, and utilizing dictionaries. (3) Pay attention to high-frequency vocabulary in all aspects of the course, so that they can be used in various language skills such as listening, speaking, reading and writing. High-frequency vocabulary should be given explicit attention through deliberate teaching and learning and should be used frequently in communication so that it can be accessed fluently in both receptive and productive skills. (4) Encourage learners to reflect on and take responsibility for their own learning. This principle emphasizes the importance of learners' awareness in selecting and learning vocabulary. They need to understand what to learn, be aware of different vocabulary learning strategies, have the skills to select the most effective

³⁷ Michael Lessard-Clouston, *Teaching Vocabulary* (Alexandria: Tesol International Association, 2013).

strategies, and be able to monitor and evaluate their progress in using these strategies.³⁸

8) Some Technique in Teaching Vocabulary

A technique is a specific way of carrying out a task, especially one that requires particular skills. Brown defines a technique as any of the various exercises, activities, or tasks used in language classrooms to achieve learning objectives.

There is a relationship between teaching approaches, methods, and techniques. An approach consists of a set of assumptions about the nature of language, learning, and teaching. A method provides a structured plan for systematically presenting language based on a chosen approach. A technique, in turn, involves specific classroom activities aligned with the method and consistent with the approach. Ruth Gairns and Stuart Redman identified several techniques for teaching vocabulary, including mime and gesture, visual aids, verbal explanation, and contextual guesswork.³⁹

a) Mime and Gesture

This technique involves using real objects and commands to help students understand new vocabulary.

³⁸ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Education, 2003).

³⁹ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, *Cambridge Handbooks for Language Teachers* (Cambridge, New York: Cambridge University Press, 1986).

Teachers can utilize items available in the classroom, such as doors, blackboards, chalk, and clocks, to introduce new words.

Additionally, teachers can give commands as part of the learning process. For example, when teaching action verbs, they can instruct students with commands like:

- Open the window.
- Open your book.

To teach body parts, teachers might give instructions such as:

- Raise your hand.
- Put your left hand on your head.

This approach is effective because students can directly see and perform the actions related to the words they are learning, improving their understanding and memory.

b) Visual Aids

This technique uses images, photographs, flashcards, and the blackboard as visual aids in vocabulary instruction. Visuals are highly effective because they allow students to grasp word meanings without needing direct translation into their native language.

Teachers can source images from magazines, newspapers, or even student drawings. For example, when teaching food- related vocabulary, teachers can display pictures of different foods and ask students to guess or say their names in English.

Additionally, the blackboard can be used to write words and their meanings. However, if used without images or other media, its effectiveness may be limited, as some students might struggle to understand words based only on text.

By using this technique, students can associate words with visual representations in their minds, making it easier to remember new vocabulary.

c) Verbal Explanation

In this technique, the teacher explains word meanings using synonyms, antonyms, or definitions. Teachers should carefully select vocabulary appropriate for the students' proficiency level while considering the lesson objectives and available time.

For example, if a teacher wants to introduce the word happy, they could explain its synonyms, such as joyful, or its antonym, sad. By providing word comparisons, students can better grasp the meaning.

While this method is quick and efficient, overuse may lead to student boredom. Therefore, it is more effective when combined with other techniques, such as visual aids or contextual guesswork, to create a more engaging learning experience.

d) Contextual Guesswork

This technique trains students to infer word meanings based on context within a text. Instead of directly providing definitions, students are encouraged to guess meanings through various strategies, including:

- Deducing meaning from context (understanding words based on sentence context)
- Deducing meaning from form (understanding words based on prefixes or suffixes)
- Word association (connecting a word to another familiar word)
- Word formation (analyzing how a word is structured from its root form)

For example, in the sentence:

"The boy was famished after playing football for three hours."

Students can infer that famished means very hungry because the context suggests that the boy played football for a long time.

This technique is valuable as it encourages critical thinking and enhances students' reading skills without relying too much on dictionaries.

Pavičić Takač outlines several additional vocabulary-teaching techniques for elementary school students, such as listen and repeat, listen and do, question and answer, in pair, and group discussion.⁴⁰

a) Listen and Repeat

This technique is useful for teaching pronunciation. Teachers can use flashcards as a supporting tool in vocabulary instruction.

Example:

Teacher: "Listen and repeat. It's a book."

Students: "It's a book."

By repeating new words, students become familiar with proper pronunciation and strengthen their memory of vocabulary.

⁴⁰ Višnja Pavičić Takač, *Vocabulary Learning Strategies and Foreign Language Acquisition, Second Language Acquisition* (Clevedon: Multilingual Matters, 2009).

b) Listen and Do

In this method, teachers give commands or instructions, and students must listen carefully and respond by performing the corresponding action.

Example:

Teacher: "Open your book!"

Students: (All students open their books.)

This technique not only helps students understand word meanings but also improves their listening skills.

c) Question and Answer

This method helps develop students' speaking and reading skills. Teachers ask questions and provide examples for students to practice repeating and answering.

Example:

Teacher: "Are you sleeping?"

Student: "Yes, I am."

By practicing this, students gain confidence in using English in everyday conversations.

d) In Pair

This technique teaches students how to interact and communicate with others. Students work in pairs, taking turns asking and answering questions.

Example:

Student A: "May I use your pencil?"

Student B: "Yes, of course."

Through this practice, students learn how to use English in real-life social situations.

e) Group Discussion

This technique offers several benefits, such as teaching students to respect their classmates' opinions and improving their listening skills. In a group discussion, teachers present a problem, and students collaborate to find a solution.

For example, a teacher might ask, "What are the advantages of learning English?" and have students discuss in small groups before presenting their ideas to the class. This technique helps students develop critical thinking skills and improves their ability to express ideas verbally.

By implementing these various techniques, vocabulary teaching becomes more diverse, effective, and engaging for students. Choosing the right technique based on students' proficiency and needs will help them understand and retain vocabulary better, enabling them to use it more confidently in everyday communication.

b. Word Sort Strategy

1) Definition of Word Sort

Word sort is an activity in word study developed in the “Words Their Way curriculum” by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. The activity is designed to direct learners' attention to the important aspects of words: phonology, pattern, and meaning. Research on comprehensive vocabulary programs emphasizes the importance of developing word consciousness, i.e. building learners' interest and enthusiasm for vocabulary, as one of the key components of effective learning.⁴¹

Word sort is a small group activity that allows learners to compile a list of key words from a reading passage or use a list of words provided by the educator. Learners then identify the meaning and characteristics of each word before grouping them based on similar features. This process serves as a bridge between prior knowledge and the vocabulary in the reading material being studied.

The word sort strategy plays an important role in helping learners learn and remember new vocabulary better. In small groups, learners are given a collection of key words written on separate sheets in an envelope. Next, they discuss the

⁴¹ Francine R. Johnston, *Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers* (Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 2004).

relationship between the words and organize them into specific categories.

2) The Types of Word Sort

The researcher will use a theory that explains two forms of word sort, namely:⁴²

- a) Closed Word Sort, the educator specifies the categories and their specific characteristics. Learners then match words with the predefined features to form word groups based on the given categories.
- b) Open Word Sort, the educator simply provides a list of words without specifying categories. Learners work collaboratively to identify similar features in the words and determine the appropriate category in grouping the words.

3) Step of Word Sort

- a) Write 10 to 20 key vocabulary words from the passage on the board or on index cards.
- b) Divide the class into small groups of 4 or 5 learners. (Distribute index cards if this method is used).
- c) For Closed Word Sort, provide the categories that learners will use to group the vocabulary. For Open Word Sort,

⁴² Richard T. Vacca, Jo Anne L. Vacca, and Maryann Mraz, Content Area Reading: Literacy and Learning Across the Curriculum, Eleventh edition (Boston: Pearson Education, 2014).

instruct the teams of learners to suggest categories to organize the words.

- d) Allow about 10 to 15 minutes for the learner teams to place the words into the appropriate categories.
- e) Conduct a class discussion by having each group present the list of words for one of the categories. Ask learners to explain the reasons for grouping the words by asking about the common features of the category and how each word meets the criteria.⁴³

One important aspect of language is vocabulary. Without an adequate understanding of vocabulary, a person will have difficulty in expressing the meaning they want to convey to others. As one of the components of language, vocabulary has a very important role because it is the element that connects the four language skills, namely speaking, listening, reading and writing.

The main focus in vocabulary teaching is to expand learners' vocabulary by adding new words to their understanding. At the junior high school level, especially in grade eight learners, they need to understand the three most frequently used types of word classes, namely nouns, verbs and

⁴³ Nurdyandyah and Eni Fariyatul Fahyuni, *Inovasi Model Pembelajaran* (Sidoarjo: Nizamia Learning Center, 2016).

adjectives. Mastery of these vocabulary types is essential for learners to communicate in English better.

Word Sort is a semantic mapping strategy that helps learners improve their vocabulary, word categorization skills, and ability to organize concepts. In this strategy, learners identify the meaning and characteristics of each word, then group the words into categories based on similar features. This grouping process serves to connect prior knowledge with the basic vocabulary contained in a reading passage.

c. The Teacher Challenges did Face In Teaching EFL Students

The challenge faced by teacher is the first language difference between English and Thai aksan. This is in accordance with Vygotsky's theory. Zone Of Proximal Development (ZPD) According to Vygotsky cited by Tedjasaputra, every child can build their mentality through the social environment. It is this social environment that forms the basis of their thinking, opinions, skills and including their attitudes. Their mental growth is greatly influenced by the social environment and also the behavior of others. According to Vygotsky, language learning is shaped by social interaction and cultural context.⁴⁴ This relates to the language culture of beginning students, which is their mother tongue which is different from English.

⁴⁴ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University.

There are two important concepts in Vygotsky's theory, namely Zone of Proximal Development (ZPD) and scaffolding. Zone of Proximal Development (ZPD) is defined as referring to the difference between what a child can do independently and what he can achieve with the help of adults or more capable peers. ZPD is influenced by social interactions and the surrounding environment. It is this environment that forms the basis of a person's way of thinking, skills and attitudes. Scaffolding is the provision of a certain amount of assistance to learners during the early stages of learning to support learning in the ZPD. The assistance provided by the teacher can be in the form of instructions, warnings, encouragement, decomposing the problem into other forms that allow students to be independent. Scaffolding means the teacher's efforts to guide students in their efforts to achieve success.

Vygotsky explained that learning occurs in two stages: The first stage occurs when collaborating with others, and the next stage is done individually in which the internalization process occurs. During the process, interaction occurs both between teachers-students and between students.

Next the teacher challenges is lack of motivation. Motivation is needed in doing anything, including learning something. In learning a language, a learner needs motivation because it helps students to try and understand a new language. So,

with a lack of motivation to learn English, students will fail. Furthermore, Harmer gives some characteristics of good learners in the classroom, namely having: a willingness to ask questions, a willingness to think about how to learn and a willingness to accept correction. So, motivation is part of the teacher's job to encourage students and create a good atmosphere for them to learn.

Zoltan Dörnyei's theory of motivational strategies in the language classroom is extensively discussed in his book *Motivational Strategies in the Language Classroom*. Dörnyei developed a framework of motivational strategies that has been very influential in foreign language teaching.⁴⁵ Dörnyei categorizes motivational strategies into four main stages: a). Creating the Basic Motivational Conditions, which means creating initial conditions that support student motivation such as building positive relationships between teachers and students by creating a comfortable and safe classroom atmosphere, maintaining classroom discipline, showing teacher enthusiasm for language learning so that students are motivated and enthusiastic about language learning. b). Generating Initial Motivation, which means fostering students' initial motivation to learn a foreign language by building students' ideal vision of themselves as foreign language speakers. c). Maintaining and Protecting Motivation, which means

⁴⁵ Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4: 43-69.

maintaining and protecting motivation throughout the learning process by providing constructive feedback, such as giving tests for effort and appreciation to students.

Teaching English as a foreign language in developing countries and our region presents a significant challenge.⁴⁶ Due to rapid technological advances, causing educators to teach using varied and interesting strategies, globalization factors cause a lack of student motivation in learning EFL, economic instability is a challenge for EFL teachers. In fact, modern educational issues are constantly evolving and, to some extent, unpredictable.⁴⁷ These challenges can impact several crucial aspects of English language teaching, including keeping teachers updated and enhancing their knowledge, skills, and attitudes. When teaching English as a foreign language, teachers face three primary obstacles. The most significant difficulties in classroom English instruction include a lack of student motivation, inadequate time, materials, and resources, and overcrowded classrooms.

⁴⁶ Zahra Akbari, "Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School," *Procedia - Social and Behavioral Sciences* 199 (2015): 394–401, <https://doi.org/10.1016/j.sbspro.2015.07.524>.

⁴⁷ Joanna Madalińska-Michalak and Bünyamin Bavli, "Challenges in Teaching English as a Foreign Language at Schools in Poland and Turkey," *European Journal of Teacher Education* 41, no. 5 (2018): 688–706, <https://doi.org/10.1080/02619768.2018.1531125>.

d. Teaching Vocabulary Through Word Sort for Elementary School

To efficiently teach vocabulary through the word sort game, teachers must adapt their techniques to different learning levels. This strategy enables students to categorize words, helping them understand unfamiliar terms and extract meaning from information. Using sorting techniques in vocabulary instruction can make learning more engaging and enjoyable for students, motivating them to discover new words actively.⁴⁸

Given the significance of teaching vocabulary through the word sort strategy, some students often struggle with understanding words. To address this challenge, teachers can implement various methods to capture students' interest, such as modeling the activity or encouraging students to connect new words to previously learned vocabulary. The word sort strategy fosters a relaxed and enjoyable learning environment, improving students' comprehension and overall performance.

A limited vocabulary can hinder a child's reading comprehension, especially as they progress to more complex texts. Additionally, most young readers, including those with diverse learning needs, tend to have a larger spoken vocabulary than their mastery of written words.

⁴⁸ Rollanda E. O'Connor, Teaching Word Recognition, 2014.

CHAPTER III

RESEARCH METHOD

A. Approach and Design of Research

This study employs a descriptive qualitative research method to analyze the implementation of the Word Sort strategy in vocabulary learning for elementary school students at Santiwit Songkhla, Thailand. The research aims to describe how this strategy is applied in the learning process and its impact on students' vocabulary learning.

In this study, data is collected through direct classroom observations, interviews with teachers and students, and analysis of learning documents. A triangulation technique is used to ensure data validity and obtain a comprehensive understanding of the strategy's efficient.

The researcher serves as the primary instrument in interpreting the collected data, analyzing the implementation process and identifying challenges encountered of the Word Sort strategy in vocabulary learning. This approach allows for a detailed description of the teaching practices and provides insights for further development of vocabulary instruction strategies at the elementary school level.

B. Research Setting

The setting of this research at Elementary School at Santiwit Songkhla, Thailand. The reason the researcher chose this location is because the researcher is interested in researching the application of word

sorting strategies in vocabulary learning for Elementary School at Santiwit Songkhla, Thailand. The reason the researcher chose this location is because the researcher found a problem that occurred, namely the lack of understanding of English, so that students lack understanding of vocabulary for basic English learning at Elementary School at Santiwit Songkhla, Thailand.

C. Research subject

The subjects in this study are participants, sources or informants who can provide information about the problem under study. This research has two subjects which are classified into primary subjects and secondary subjects. In this study, researchers used a purposive sampling technique in selecting subjects.

The primary subject of this research was a teacher from Santiwit Songkhla, Thailand named Asri Saleh. Mr. Asri Salaeh is the only teacher who teaches English at Santiwit Songkhla Elementary School, Thailand. He teaches in 6 classes at once and coincidentally he is also the homeroom teacher in class 3. In the context of his teaching time, he has taught at Santiwit Songkhla elementary school for 4 years, which means he has faced various kinds of student characters at Santiwit Songkhla Thailand. The data generated from the primary subject is in the form of interview data conducted by the researcher. The researcher chose Mr. Asri Salaeh as the primary subject because he already had experience and was an English teacher at Santiwit Songkhla Elementary School, Thailand.

Meanwhile, the secondary subjects of this research was Gareeth, one of the 3rd grade students at Santiwit Songkhla, Thailand. The data generated in the form of interview transcripts to one student in Grade 3. The data from the interview of 1 student in Grade 3 will be used as triangulation material in testing the validity of the data.

D. Data collection

In a qualitative study, data collection involves gathering information through various methods such as observation, interviews and document review. With the aim of collecting complete and accurate data that will be used to investigate and understand a particular event or event. Researchers used the following data collection techniques:

1. Observation

Observation is one of the main ways or strategies in collecting data in qualitative research. According to Creswell, observation involves observation and behavior of individuals or groups in natural settings or in situations created by researchers.⁴⁹ In the observation stage, researchers used a non-participant type, namely the researcher was not a member of the subject being observed.

At this stage the researcher observes the conditions that exist at the Elementary School at Santiwit Songkhla, Thailand. Where this stage is a very important observation. Researcher found that children at the Elementary School at Santiwit Songkhla, Thailand still have difficulty

⁴⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, Calif: Sage Publications, 2009).

in understanding English, because the language used is the mother tongue, namely, Thai and Malay, so that students are less familiar with English vocabulary. And also the main factor is the difference between the Thai alphabet (อักษรไทย) and the English alphabet which makes it difficult for students to understand the meaning and elements of English such as reading, writing, speaking and listening to English. Thus, for them English is an unfamiliar language. Learning in Thai schools also mostly uses script letters instead of alphabets.

2. Interview

According to Creswell in his book writes that an interview is a conversation between two or more people to exchange information and ideas through questions and answers.⁵⁰ Whereas in qualitative interviews, open-ended questions are asked to one or more participants, and their answers would be recorded in detail. In this study, researchers used semi- structured interviews.

The stages of the interview conducted by the researcher are: 1) the researcher greets the informant in a friendly manner, 2) the researcher asks questions that have been designed beforehand to the respondent clearly and luga, 3) the respondent answers questions from the researcher properly and with real answers, 4) the researcher documents the interview activities by recording the results of the interview and taking documentation of these activities.

⁵⁰ Creswell, 121.

3. Document Review

This data collection technique is through archives collected by researchers which can be in the form of writings, pictures, or someone's works. Documentation is also a complement and reinforcement in qualitative research. The data obtained by researchers from this documentation include:

- a) Profile of the Institution at Elementary School at Santiwit Songkhla, Thailand.
- b) Vision and Mission of the Elementary School at Santiwit Songkhla, Thailand.
- c) Photos related to the research
- d) Teaching modules at Elementary School at Santiwit Songkhla, Thailand
- e) Student test results are used as data triangulation material.

E. Data analysis

This section describes the process of systematically tracking and organizing interview transcripts, field notes, and other materials so that researchers can present their findings. Data analysis can also be interpreted as an activity to sort, classify, code or mark, and categorize it so that findings are obtained based on the focus or problem to be answered.

Through this series of processes, the research data can be collected simply and easily understood by others.⁵¹

According to Milles, Huberman and Sadana, activities in qualitative data analysis are carried out interactively and continuously until the stage is resolved.⁵²

1. Data Collection

In a study, the data collection step is a stage that is very decisive for the process and results of the research that will be produced. In qualitative research, data are collected by observation, interview, and documentation or a combination of the three. This activity is carried out within days until the desired data is obtained. Thus the researcher will obtain very large and varied data.

2. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting action data from field notes, interviews, transcripts, various documents and field notes. By using data condensation, the data becomes stronger.

3. Display Data

Presentation of data in this thesis is done in the form of brief descriptions, charts, relationships between categories. According to

⁵¹ Melissa A. Hardy and Alan Bryman, eds., *Handbook of Data Analysis*, Repr (London: Sage, 2006).

⁵² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (Los Angeles London New Delhi Singapore Washington DC: Sage, 2014), 15–16.

Milles and Hubberman in Sugiyono's book, the most used to present data in qualitative research is narrative text.

4. Verification

The conclusion in research is a result of research that becomes new findings that have never existed. Findings can be in the form of a description or a description of an object whose previous results are still considered less strong and with previous research producing a clear result.

F. Data validity

Testing the validity of this data needs to be done to determine the level of trust achieved and show the validity of the findings with proof by the researcher. In this case the researcher uses triangulation.⁵³ This Triangulation technique is to test the level of trust in qualitative research. This technique prioritizes the efficient of the research results. In this research using method triangulation and also source triangulation, namely:

1. Technique Triangulation

This technique is used to check the validity of data with different techniques based on the same source.⁵⁴ In addition to using interviews, researchers use observation and documentation methods in data collection.

⁵³ Haradhan Kumar Mohajan, "Two Criteria For Good Measurements In Research: Validity And Reliability," *Annals of Spiru Haret University. Economic Series* 17, no. 4 (December 21, 2017): 59–82, <https://doi.org/10.26458/1746>.

⁵⁴ David Brinberg and Joseph Edward McGrath, *Validity and the Research Process* (Newbury Park, Calif.: Sage, 1988).

2. Source Triangulation

Source Triangulation are used to check the validity of data with different sources based on the same technique. In this technique, the researcher will check the data obtained from different sources and check it using the same technique, such as for example interviews. This technique is used to check the validity of data with different techniques based on the same source. In addition to using interviews, researchers use observation and documentation methods in data collection.

G. Research stages

This section aims to outline the research implementation plan that will be carried out later. There are three stages that will be carried out by researchers, including:

1. Pre-field Stage

- a. Drawing up a research plan
- b. Selecting the research field
- c. Taking care of licensing letters
- d. Assessing the field
- e. Selecting and utilizing participants

2. Field Implementation Phase

- a. Understand the research setting
- b. Entering the research field
- c. Collecting data
- d. Completing incomplete data

3. Analysis and Report Writing Stage

- a. Data reduction, selecting data that has been obtained according to the needs of the research.
- b. Presentation of data, clearly presenting the data obtained so that it is easily understood by others.
- c. Verification / drawing conclusions, providing conclusions on the results of the analysis of existing data.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In general, the steps, strategies, and processes described in Chapter 3 are utilized to develop data descriptions and conclusions that are then presented and analyzed. The data description in this study is organized according to the research focus. This is done to make it easier for readers to understand the topics presented. Presentation of data is important because data is evidence that researcher have conducted research, observed, and assessed.

In this study, researcher collected data through interviews, observation and documentation as data reinforcement. The interview was conducted with the 3rd grade teacher as the homeroom teacher of Santwit Songkhla Elementary School Thailand. In this case, Mr. Asri Salaeh is mandated to teach grade 3 only. As for other classes will be filled by other teachers. Therefore, researcher focus on classes that use word sort strategies because they are relevant to the title under study.

1. The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand

In the implementation stage, researcher focus on the planning and implementation carried out by teacher. Planning refers to the preparations made by teacher before conducting learning so that learning objectives can be achieved. Meanwhile, implementation refers

to teaching and learning activities carried out during the learning process.

Before going to the context of planning, researcher found the frequency of implementation of word sort strategies in vocabulary learning students. Since the observation was made, the teacher has implemented this strategy 3 times, the frequency in more detail is one use of the strategy within a period of one week. On the other hand, Mr. Asri Salaeh continues to conduct evaluations after the learning process.⁵⁵

Based on the observations conducted, the word sort strategy was implemented three times of once a week. During the implementation, the teacher, Mr. Asri Salaeh consistently prepares vocabulary learning using word sort strategy.

The findings revealed that the implementation of the word sort strategy began with the selection of an engaging learning theme, such as “animals,” “transportation,” and “fruits.” The teacher then prepared learning media in the form of illustrated word cards and papper word sort. This was affirmed by Mr. Asri Salaeh’s statement:

“Before teaching, I usually make a word list in advance with the theme of transportation, fruit, and animals as English learning materials. Then I print them on cards and put pictures on them to make them easier to understand. After preparing general vocabulary media, then I also prepare learning media about word sort, I make a list of words and then I give frames in several forms about the theme that I have determined as I said at the beginning, after that I print the paper containing the word list and cut it to be

⁵⁵ Interview with Mr. Asri Salaeh

sorted and then group it based on the same the endix by students when applying learning.”

Based on this quote and direct observation on June 20, 2024, it was found that the teacher prepared the materials a day before class, in line with the steps outlined in the lesson plan. The teacher determined the vocabulary theme and prepared picture-word cards.

a. Preliminary Activities

During the observation on June 03, 2024, the lesson began with greeting the students in English, checking attendance, and conducting an ice-breaking activity, such as singing or rhythmic clapping. This aimed to create a fun learning atmosphere and capture the students' attention.

This activity aligned with the preliminary section of the lesson plan, which includes:

1) Greeting and praying together

Teacher: Good morning student, How are today?

Students: Morning, fine sir

Teacher: Before starting the lesson today, let's pray first

2) Checking student attendance

Teacher: Who is absen today?

Students: Nothing sir

3) Conducting an apperception by linking the new material to students' previous knowledge or daily experiences in practice, the teacher also connected the topic to students' experiences by

asking questions like whether they have pets or their favorite fruits, to spark interest in the vocabulary theme.

Teacher: Have you ever heard of vocabulary?

Student: I have sir

Teacher: What is an example of vocabulary?

Student: Book

Teacher: That's right, that's an example of vocabulary. Here we will learn vocabulary about animals, transportation and fruits.

Teacher: What fruit do you like?

Student: Apple, Strawberry, Grape

Teacher: Do you have a favorite pet?

Student: Yes, sir

Teacher: What kind of animal is it?

Student: A cat

Mr. Asri Salaeh as the English teacher in grade 3 of Santiwit Songkhla elementary school Thailand, explained in an interview about the preparation before conducting learning.

“At the beginning of the lesson, we greet the students first and then I give ice breaking to change the atmosphere which may have been less conducive to become more conducive and fun. In addition, I also often write down vocabulary with the Thai alphabet so that students understand more easily. Because students come to Santiwit from various provinces and their native language is Malay.”

b. Core Activities

Following the preliminary session, the teacher proceeded with the core activities. New vocabulary was introduced using pictures and the word cards prepared according to the theme. These pictures were either displayed in front of or on the board. The teacher pronounced the words and had the students repeat them together.

For example:

Teacher: (The teacher showed a picture of a cat) and said “This is a cat. Repeat after me: cat – kucing.”

Students: Cat – Kucing.



Students were then asked to say the meaning in Thai. Next, the teacher gives some words such as cat, man, bat, rat, van.

The teacher instructs the students to sort and categorize them based on the endix letter such as –at and –an.

Not only that, students are given random vocabulary about fruits, animals and transportation, then they group by certain



categories such as the air transportation.

This sorting activity is the core of the word sort strategy, as stated in the lesson plan, which includes identifying, categorizing, and practicing vocabulary through word games.



The teacher also asked oral questions such as:⁵⁶

1) Teacher: “Which one is the fruit?”

Students: “Durian”

⁵⁶ Observation in 3rd at 03 June 2024

2) Teacher: “Who can read this word and tell me the meaning?” (Teacher points to the word rat)

Gareeth: My sir, Rat means tikus

The grouping activity is the core of the word sort strategy, as outlined in the lesson plan, which includes identifying, categorizing, and practicing vocabulary through word games.

Gareeth, a third-grade student, shared his impression of this activity:

“Yes, I like it very much because it helps me remember words easily. I also like when we group the words. This learning is very interesting. It feels like a game.”

This indicates that the play-based learning approach embedded in the word sort strategy efficiently can help students to understand and remember vocabulary.

Throughout the activity, the teacher actively guided and facilitated students, using English, Malay, and Thai as needed.

“After the warm-up activity, I gave an introduction to the card media and word sort strategy. I also read the picture cards that I have made to make the students understand better. I also interpret the cards in Malay, and sometimes I accompany them with Thai.”

After students understand the introduction of the word sort strategy, the teacher asks questions to students individually to evaluate vocabulary learning. During the session with the transportation theme, the lesson concluded with singing a song about vehicles, which served as reinforcement of the vocabulary.

c. Closing Activities

At the end of the lesson, the teacher conducted reflection and learning evaluation. The teacher asked students review questions such as:

- 1) “What did you learn today?”
- 2) “Can you mention three animals in English?”

The teacher provided positive feedback and motivation, and assigned homework if necessary. The session ended with a closing prayer and farewell.

Teacher: Maybe that's enough learning for today, let's pray together before we go home.

Students: Alhamdulillah

This aligned with the closing activities outlined in the lesson plan, which include reflection on the learning activities, giving reinforcements, and closing greetings.

In the implementation of activities, it is also strengthened by the lesson plan that has been made by Mr. Asri Salaeh as a guide to the implementation of word sort strategies in vocabulary learning of 3rd grade students of Santiwit Songkhla Elementary School Thailand. The lesson plan will be attached in the appendix of the research.

Planning involved selecting engaging themes such as animals, fruits, and transportation and preparing illustrated word cards to support comprehension. During the lesson, activities began with greetings and

ice breakers, followed by vocabulary introduction and group based word sorting. The use of English, Malay, and Thai languages accommodated students' multilingual backgrounds, while visual aids made learning more accessible. Concluding each session, the teacher facilitated reflection, feedback, and reinforcement. Overall, the Word Sort strategy successfully fostered student for understanding vocabulary through a contextual, visual, and play based learning.

2. Teacher Challenges in Implementing Word Sort Strategy in Vocabulary Learning for Elementary School Santiwit Songkhla Thailand

Challenges are something that cannot be separated from the implementation of a new learning strategy. In this study, the implementation of word sort strategy applied by Mr. Asri Salaeh also has its own challenges.

From the results of observations by researchers on May 27, 2024, the challenges that are very visible in the implementation of word sort strategies in class 3 of Santiwit Songkhla Elementary School Thailand are from the background of students' abilities in English. The lack of motivation students' is a tough challenge for Mr. Asri Salaeh. In terms of students, there are students who are already quite good in the context of their English skills, but there are also students whose abilities are still passive, causing students who are still limited in vocabulary learning.

"I see that students are often confused when learning English, especially vocabulary, because English alphabet and Akson Thai are different. So,

some students often feel insecure and end up just following their friends without understanding the meaning."

The difference between the Thai Akson and the alphabet is also a challenge for teacher. This makes students feel confused when asked to categorize words or can only follow friends without really understanding the meaning of the word.⁵⁷

"Some students only come to class to fulfill their obligations. They are less enthusiasm and seem passive when I invite them to interact or do English vocabulary learning activities and simple dialogs in class."

The next challenge experienced by teacher is related to the preparation that must be prepared by teachers. This is evidenced by an interview quote with Mr. Asri Salaeh the only English teacher who teaches in the third grade of Santiwit Elementary School Songkhla Thailand that:

"The more difficult challenge is that I have to prepare learning media that are varied and attract students' interest, so that students are enthusiastic about learning English and do not feel bored. Finally, the media that I applied was in the form of picture cards, played like a game by sorting words. This is quite draining and of course requires additional costs. However, I never objected to any that."

In accordance with the interview excerpt above, it can be seen that the challenges of implementing the next word sort strategy are related to media preparation which requires time, energy, and costs. In the context of lesson planning, Mr. Asri Salaeh had to prepare interesting media namely picture cards used as learning media during the application of word sort media in the classroom.

⁵⁷ Observation at Elementary School Santiwit Songkhla Thailand, 27 Mei 2024.

The difference between the Thai Akson and the alphabet is also a challenge for teachers. Another major challenge was the preparation of media, that are varied and attract students' interest especially the picture cards, which required significant time and personal expenses. Nevertheless, the teacher expressed commitment to continuing the strategy despite these obstacles.

B. Discussion

Teaching and Technique Vocabulary Learning. Teacher in grade 3 elementary school Santiwit Songkhla Thailand apply vocabulary learning by explaining on the blackboard first, the teacher practices how to read then students listen and follow what the teacher exemplifies. This is in accordance with Lessard's theory in Chapter 2, namely meaning focused input learning through listening and reading. After the students understood what the teacher taught, the students were asked to write and interpret the vocabulary in Thai. Not only that, the teacher also teaches vocabulary by using interesting pictures. So that students understand how to read, how to pronounce correctly when learning vocabulary. The teacher teaches vocabulary in accordance with Lessard's theory of intentional language learning, which includes teaching about sound and vocabulary.⁵⁸

The teacher used Nunan's theory in teaching vocabulary, which was by thickening nouns in one sentence so that students get maximum benefits in the learning process, this also aims to students' vocabulary

⁵⁸ Michael Lessard-Clouston, *Teaching Vocabulary* (Alexandria: Tesol International Association, 2013).

understanding. For example : In my garden there is a **Pineapple**. The next Nunan theory used by the teacher was using word cards, the card media taught by the teacher has themes about transportation, animals and fruit. This card media makes it easier for students to understand vocabulary and was fun so that students were more enthusiastic and not bored.⁵⁹

In learning English vocabulary in grade 3 Elementary School, the teacher used the technique of Mime and gesture, which was teaching vocabulary by making gestures pointing to materials or objects that were spoken to introduce basic words. For example, the teacher practices "This is a book". Here the teacher mentions that what is pointed to is a book, then the teacher instructs again to test student concentration "Open your book". This was in accordance with the first theory of Ruth Gaims and Stuart Redman. Not only that, the teacher also uses techniques from Ruth Gaims and Stuart Redman the second was using Visual Aids, the teacher here used visual aids in the form of a blackboard and word cards, the teacher attaches two word cards on the blackboard, then students guess. For example: (There are two word cards with pictures of apples and oranges, the teacher asks students to guess which one is an apple). By using this technique, students can associate words with visual representations in their minds. The last technique used by teacher from Ruth Gaims and Stuart Redman was Contextual Guesswork. The teacher

⁵⁹ David Nunan, Practical English Language Teaching (New York: McGraw-Hill Education, 2003).

asks students to group words according to endix. For example: (Grouping words according to the same endix –at).⁶⁰

Teacher use the listen and repeat technique in teaching vocabulary.

For example:

Teacher: "Listen and repeat. It's a cat".

Students: "It's a cat".

By repeating new words, students become familiar with the proper pronunciation and strengthen their memory of the vocabulary. Next the teacher does the repeat and do technique.

For example:

Teacher: "Hold your head".

Students: (all hold their heads).

This technique teaches students to understand easily. Lastly the teacher applies the question and answer technique, every lesson the teacher always interacts with students to reflect on learning to recall the material that has been learned.

For example:

Teacher: "What is your favorite fruit?"

Student: "My favorite fruit is strawberry".

This is in accordance with Pavićić Takac's theory.⁶¹

⁶⁰ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, Cambridge Handbooks for Language Teachers (Cambridge, New York: Cambridge University Press, 1986).

⁶¹ Višnja Pavićić Takač, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Second Language Acquisition (Clevedon: Multilingual Matters, 2009).

The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand. The implementation of the Word Sort strategy in teaching English vocabulary to third-grade students at Santiwit Songkhla Elementary School was carried out in a structured manner and based on a lesson plan (RPP) prepared by the teacher, Mr. Asri Salaeh. This study focused on the planning and implementation stages of learning, reflecting the teacher's commitment to achieving instructional goals.

Based on observations, the Word Sort strategy was implemented three times during the research period, with a frequency of once per week. The teacher consistently conducted evaluations after each session. These evaluations involved reflecting on student responses, vocabulary understanding, and the suitability of the learning media used.

In the planning stage, the teacher selected engaging learning themes that were relevant to students' daily lives, such as animals, transportation, and fruits. The teacher then prepared learning media in the form of illustrated word cards. This preparation was done one day before the class, aligning with the steps outlined in the lesson plan, which included theme selection, vocabulary determination, and media creation.

The implementation stage began with preliminary activities. The teacher opened the lesson by greeting students in English, checking attendance, and conducting ice-breaking activities such as singing or rhythmic clapping. These activities aimed to create a fun and conducive

learning atmosphere. The teacher also connected the material with students' experiences, for example by asking whether they had pets or their favorite fruits. Additionally, the teacher often wrote vocabulary in Thai script to support students' understanding, considering that the students came from various provinces and primarily spoke Malay as their mother tongue.

During the core activities, the teacher introduced new vocabulary using the prepared picture-word cards, which were either displayed on the board or handed out to students. The teacher pronounced each word in English and asked students to repeat it together. Students were then asked to translate the words into Thai and write them down.

The main activity in the Word Sort strategy was word categorization. Students were asked to sort the vocabulary based on certain criteria, such as categories (animals, fruits, transportation), places of use (land, sea, air), or ending or word endings. This activity was done in individual, and the teacher actively facilitated discussions. Oral questions were also used to check students' understanding, such as "Which one is the fruit?" or "Can you match this word with the right picture?"

This categorizing activity is the core of the Word Sort strategy, as outlined in the lesson plan, which includes identifying, sorting, and practicing vocabulary through word games. This game-based approach proved to be successful in student interest and engagement. Students

expressed that this method made it easier for them to remember words and that the sorting felt like a fun activity.

Throughout the session, the teacher used English as the primary language of instruction but provided explanations in Malay and occasionally in Thai to aid comprehension. In addition to group activities, students also completed individual tasks such as multiple-choice and matching exercises. For instance, during the session with the transportation theme, the class ended with a song about vehicles, which served to reinforce the vocabulary learned.

In the closing activities, the teacher guided student reflection and evaluated their learning by asking review questions such as “What did you learn today?” or “Can you mention three animals in English?” The teacher provided positive feedback and encouragement and gave homework if necessary. The session ended with a prayer and farewell greeting.

This study used close word strategy in accordance with Vacca.⁶² The first step taken by the teacher in applying close word sort is to prepare 8-10 words with animal, transportation and fruit categories on word cards. Then, the teacher distributes the word cards to each students. The teacher explains a little about how to play word cards using word sort strategy. Students are asked to group words according to the same endix. After that, the teacher gives about 10 - 15 minutes for all students to place the words

⁶² Richard T. Vacca, Jo Anne L. Vacca, and Maryann Mraz, *Content Area Reading: Literacy and Learning Across the Curriculum*, Eleventh edition (Boston: Pearson Education, 2014).

into the appropriate category. After the students finish, the teacher corrects the students' work together so that all students understand.

The implementation of Word Sort in this study also shows similarities with research conducted by Ayif Nur Fatriana on students at SMP Negeri 18 in Bengkulu City. In her study, students were given word cards, and asked to sort them into either open or closed categories. The main difference lies in the language context. In Ayif's research, English was used more directly because junior high school students already had a stronger foundation in literacy. In contrast, at the elementary school level in Thailand, the teacher had to incorporate the students' native language and visual aids to ensure that the material was fully understood.⁶³

Compared to the previous study by Meydina conducted on junior high school students, the implementation of the Word Sort strategy at the elementary school level requires adjustments, particularly in the use of media and language. In Meydina's study, the Word Sort strategy was applied by providing a list of words and predetermined categories, whereas in this study, the teacher also adapted the use of local languages (Malay and Thai) to help students understand word meanings. This difference indicates that the implementation of the Word Sort strategy greatly depends on the students' age level and language background, yet in

⁶³ Ayif Nur Fatriana, "The Effect of Word Sorts Strategy on Students' Vocabulary

general, it remains efficient in understanding vocabulary learning across different educational levels.⁶⁴

Therefore, it can be seen that the Word Sort strategy was successful implemented at Santiwit Songkhla Elementary School by considering student readiness, local context, and a visual and collaborative approach. This strategy not only helps students to recognize and understand vocabulary, but also develops their ability to classify.

The success of the implementation largely depends on the teacher's thorough planning and understanding of the students' background, so that the strategy can be flexibly adapted while still achieving the learning objectives.

Word sort strategy which was implemented by the teacher successful to help the students to better understand and retain vocabulary, particularly because the learning process was visual, repetitive and collaborative.

This strategy was implemented by the teacher has proven successful because it facilitates students in actively recognizing word patterns, categories, and meaning. According to the theory of Hatch and Brown, good for understanding vocabulary cannot be achieved through memorization alone, but requires students active involvement in the discovery and organization of words. The process of grouping words in

⁶⁴ Meydina, "The Effect of Applying Word Sort Strategy."

Word Sort enables students not only to know the meaning of words but also to understand their relationships within a specific context.⁶⁵

The difference between English and Thai language is a challenge for teacher in learning English. In Santiwit Songkhla Thailand most of them think that English is a difficult language, because it is different from the students' native language. This is due to the cultural context of the language owned by Thai Santiwit students. So that students find it difficult to interact using English. This is based on the application of Vygotsky's first theory, namely ZPD.⁶⁶ Students are accustomed to using Thai so that difficulties in learning English are due to the environment that shapes the way students think, skills and attitudes. They are just silent when invited to interact using English in class by the teacher. This is a challenge for teacher and must be followed up by so that students better understand English and can interact using English during class learning. The second application of Vygotsky's theory is scaffolding. Students find it difficult to understand English due to the difference between English and their native language. So the teacher provides assistance so that students can interact and be trained to understand English. The assistance provided by the teacher is in the form of encouragement and instructions to teach English to students.

The challenge faced by teacher in learning English vocabulary is the lack of student motivation in learning English vocabulary. This is in

⁶⁵ Hatch and Brown, Vocabulary, Semantics.

⁶⁶ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University.

accordance with the theory mentioned by Zoltan Dornyei, namely Creating Basic Motivational Conditions. Teacher build a comfortable atmosphere with students by doing interesting ice breaking and creating learning strategies that attract students' interest such as word sort. This can motivate students in vocabulary learning. Before learning, the teacher warms up and interacts with students to provide motivation. The second is generating initial motivation, where the teacher provides motivation by explaining the benefits of learning English for the future of students, using examples of several inspirational figures who are fluent in English and become world champions. The last one is Maintaining and Protecting Motivation, where the teacher gives praise for effort, appreciation, and achievement when students get better results and are more enthusiastic. This is a challenge for teacher when learning English.⁶⁷

Teacher Challenges in Implementing Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand. During the implementation of the Word Sort strategy, the teacher faced several complex challenges. One of the main challenges is the lack of motivation of students in learning English, for them English is a foreign language that they rarely use in their daily lives, because of the language difference between Thai mother tongue and English. The next challenge is the existence of strategies that do not attract students to learn English, especially vocabulary, so teachers must prepare strategies and media that

⁶⁷ Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4: 43-69.

are interesting. It also requires a lot of time and money. This is in accordance with Zahra Akbari's first theory.⁶⁸

This challenge was not only found in the present study but is also supported by the findings of Ayif Nur Fitriana, who investigated the implementation of the Word Sort strategy at SMPN 18 in Bengkulu City. Fitriana found that a lack of motivation and low vocabulary mastery among students hindered the implementation of the Word Sort strategy.

This comparison shows that the challenges of implementing the Word Sort strategy are not only present in the context of elementary schools in Thailand but also in higher educational levels with different student conditions. This means that the strategy must be adapted to the learning environment, teacher readiness, and available resources to be implemented optimally.



⁶⁸ Zahra Akbari, "Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School," *Procedia - Social and Behavioral Sciences* 199 (2015): 394–401, <https://doi.org/10.1016/j.sbspro.2015.07.524>.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

This chapter explains the conclusions of the research results. The researcher intends to summarize the findings of the research that has been conducted as follows:

1. The implementation of Word Sort strategy in vocabulary learning for elementary school at Santiwit Songkhla Thailand by the teacher was conducted in successfully motivatates and interests students in vocabulary learning.. The teacher began by designing vocabulary themes that were relevant and engaging, such astransportation, animals and fruits, and then prepared picture cards as learning media. The learning process was carried out through individual work, where students were asked to categorize words based on specific criteria. This strategy was also supported by the teacher's use of a multilingual approach that combined English, Malay, and Thai scripts to help students better understand the meaning of the vocabulary.
2. Challenges in implementing of Word Sort strategy in vocabulary learning for elementary school at Santiwit Songkhla Thailand the Word Sort strategy arose from the varying understanding students' English vocabulary. Some students were still passive and tended to follow their peers without fully understanding the meaning of the words. The teacher challenges did face in teaching vocabulary are

students' lack of motivation and difference between English alphabet with Aksara Thai. Another challenge was related to the preparation of learning media, that are varied and attract students' interest especially the picture cards, which required extra time, effort, and financial resources. Despite these challenges, the teacher remained consistent in applying the strategy and demonstrated a high level of commitment to using an innovative and engaging teaching method appropriate for elementary school students.

B. Suggestions

1. For Teachers

Teachers are encouraged to consider the use of the Word Sort strategy as a creative alternative for teaching English vocabulary, especially at the elementary school level. This strategy not only supports students in understanding vocabulary through visual and contextual learning but also increases student participation and motivation. However, teachers are also advised to prepare supporting media, such as picture cards, in advance and adjust the difficulty level of vocabulary. Additionally, the use of multilingual explanations can be maintained as a bridge for students with diverse language backgrounds.

2. For The Future Researchers

Future researchers are expected to explore the implementation of the Word Sort strategy in broader contexts. It is also recommended to

use a combination of research methods, such as mixed methods, to obtain more comprehensive results both quantitatively and qualitatively. Further research may also focus on the long-term impact of Word Sort on vocabulary retention and its integration with other language skills such as reading and writing.



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Appendix 1: Matrix of Research

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand	1. The Implementation of Word Sort Strategy	a. Planning b. Implementing c. Grouping d. Word list e. Types of word sort f. Step of word sort	Primary Data English teacher in 3 rd Elementary School	Research Design: Qualitative : Descriptive Data Collection: - Observation - Interview - Document Review	<ul style="list-style-type: none"> How was the implementation of word sort strategy in vocabulary learning for elementary school at Santiwit Songkhla Thailand? What challenges did the teacher face of the implementation of word sort strategy in vocabulary learning for elementary school at Santiwit Songkhla Thailand?
	2. Vocabulary Learning for Elementary School	a. Noun b. Meaning c. Types of Vocabulary d. Element of Vocabulary e. Teaching Vocabulary f. Technique in Teaching Vocabulary	Secondary Data Student in 3 rd Elementary School	Data Analysis: <ul style="list-style-type: none"> Condensation Data Display Data Drawing and Verifying Conclusion 	

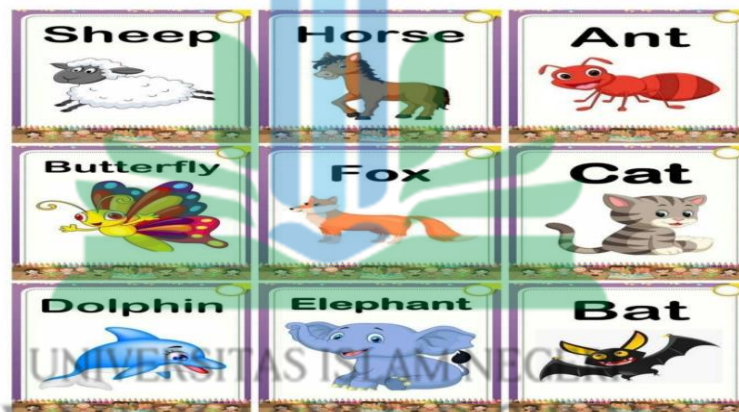
Appendix 2

Teaching Module

MEETING 1

Pre-Activity

- 1) The teacher opens by greeting the students.
- 2) The teacher leads to pray together.
- 3) Teacher does ice breaking.
- 4) Teacher checks students' attendance.
- 5) Teacher relates the learning material with students' experience or previous learning.
- 6) Teacher demonstrates something related to the theme.
- 7) Introducing new vocabulary with pictures (Animals).



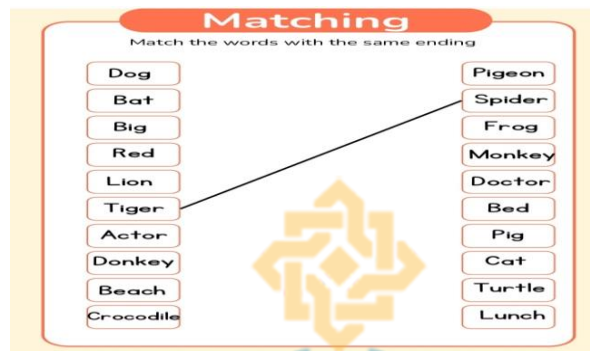
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JEMBER

While Activity

- 8) The teacher displays a paper with pictures of animals



- 9) The teacher reads the pictures one by one and then the students follow along with the meaning
- 10) The teacher asks a question to one of the students to read one of the pictures and its meaning
- 11) The teacher gives an worksheet about matching word



- 12) The teacher explains about matching word
- 13) Each word is interpreted so that students understand the meaning of the word
- 14) Students match based on the same ending letter



- 15) Teacher provides pictures and words about animals and objects
- 16) Students match the picture with the corresponding word and the meaning is already there



Post Activity

17) Teacher and students reflect on the learning

- “What did you learn today?”
- “Can you mention three animals in English?”

18) Ask students about the vocabulary they learned.

19) Discuss the grouping of words done individually

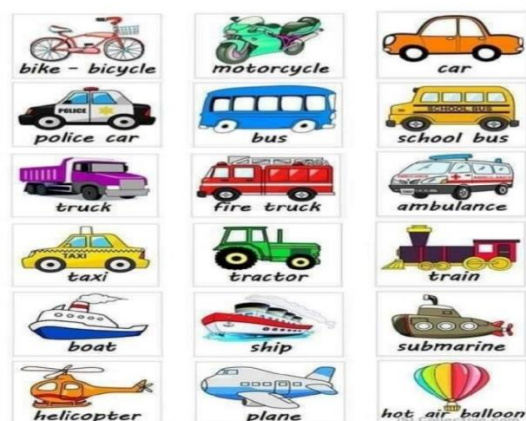
20) The teacher motivates the students to be more enthusiastic to learn again tomorrow.

21) The teacher conducts follow-up by giving directions for the next activity and assessing the students' work.

MEETING 2

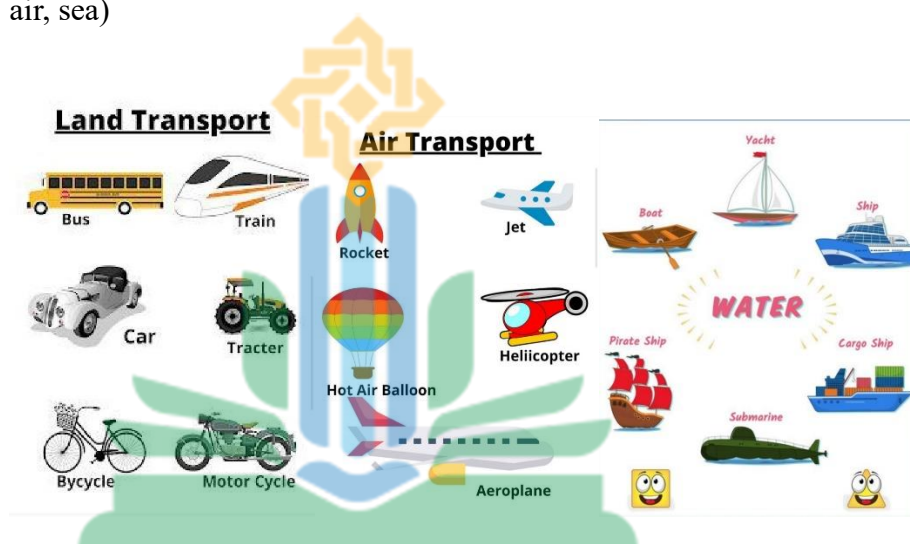
Pre-Activity

- 1) The teacher opens by greeting the students.
- 2) The teacher leads to pray together.
- 3) Teacher does ice breaking.
- 4) Teacher checks students' attendance.
- 5) Teacher relates the learning material with students' experience or previous learning.
- 6) Teacher demonstrates something related to the theme.
- 7) Introducing new vocabulary with pictures (Transportation).



While Activity

- 8) The teacher displays a paper/poster containing transportation tools
- 9) The teacher reads the pictures one by one and then the students follow along with the meaning
- 10) The teacher gives some vocabulary about transportation tools and then makes a song so that students can memorize and remember easily
- 11) The teacher explains transportation groups based on the place (land, air, sea)



- 12) The teacher explains the characteristics of the means of transportation and the students are told to answer the transportation.
- 13) The teacher appoints one of the students in pairs to read the characteristics of transportation and the other friend answers what kind of transportation is meant
- 14) The teacher gives worksheet multiple choice questions about transportation

- B. Multiple Choice (Worksheet 2)
- Mark (x) the letter a, b, c, or d on the most correct answer!
1. Mini goes to school every morning at 6:30. She goes by bicycle with her friends. She goes to school by:
 a. Train
 b. Motorcycle
 c. Bicycle
 d. Plane
 2. I am a means of air transportation. I can fly high. I have fixed wings. Who am I
 a. Plane
 b. Truck
 c. Bus
 d. Car
 3. Car - Bus - Mango - Chili - Tomatoes - Truck - Corn - Banana - Ambulance
 Group the ones that are means of transportation (vehicle)....
 a. Car - bus - truck - ambulance
 b. Car - bus - truck - corn
 c. Car - bus - mango - chili
 d. Chili - tomatoes - corn - banana
 4. Every morning at Chana station there are several trains.
 Train means
 a. Kereta Api (Kereta Api)
 b. Kereta (Kereta)
 c. Kereta Api (Kereta Api)
 d. Kereta (Kereta)
 5. Sort the transportation below by the suffix -er
 a. Train - Helicopter - Car
 b. Scooter - Bicycle - Truck mixer
 c. Helicopter - Train - Car
 d. Helicopter - Scooter - Truck mixer



Students work on questions about transportation individually, can discuss with friends but may not cheat (characteristics of transportation, grouping by place, grouping by the same endix)



Post Activity

15) Teacher and students reflect on the learning

- “What did you learn today?”
- “Can you mention three transportation in English?”

16) Ask students about the vocabulary they learned.

17) Discuss the grouping of words done individually



18) Teacher and students sing together about transportation tools

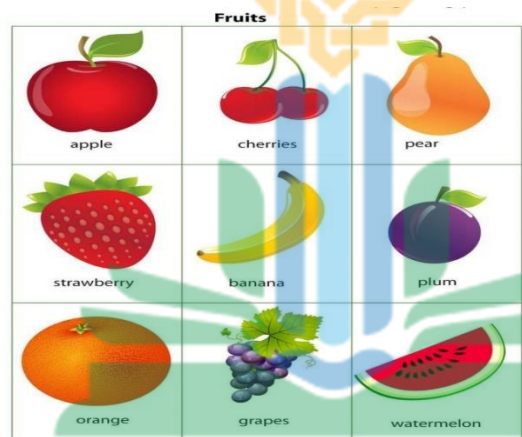
19) The teacher motivates the students to be more enthusiastic to learn again tomorrow.

20) The teacher conducts follow-up by giving directions for the next activity

MEETING 3

Pre-Activity

- 1) The teacher opens by greeting the students.
- 2) The teacher leads to pray together.
- 3) Teacher does ice breaking.
- 4) Teacher checks students' attendance.
- 5) Teacher relates the learning material with students' experience or previous learning.
- 6) Teacher demonstrates something related to the theme.
- 7) Introducing new vocabulary with pictures (Fruit).



While Activity

- 8) The teacher displays a paper/poster containing pictures and names of fruits
- 9) The teacher reads the pictures one by one and then the students follow along with the meaning

- 10) Students are told to read and memorize the names of the fruits and their meanings



- 11) Teacher provides questions
 12) Students are told to read fluently along with the meaning
 13) Students group based on the same endix

Post Activity

- 14) Teacher and students reflect on the learning
- “What did you learn today?”
 - “Can you mention three fruits in English?”
- 15) Ask students about the vocabulary they learned.
 16) Discuss the grouping of words done individually



- 17) The teacher motivates the students to be more enthusiastic to learn again tomorrow.
- 18) The teacher conducts follow-up by giving directions for the next activity and assessing the students' work.

MATERIAL



Activity 1

WORD SORT

Name: _____

Word Sort Group

Direction: Cut and paste then sort the words ending in the same way correctly

 -at words				
 -an words				



Activity 2











1. Paper
2. Cutter
3. Glue

Appendix 3

RESEARCH JOURNAL

The Implementation of Word Sort Strategy to Enhance Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand

2024 – 2025 Academic Year

No.	Date	Activity	Signature
1.	20 th of May 2024	The researcher did the preliminary study by conducting the observation and interview with the English teacher.	
2.	23 th of May 2024	The researcher asked for permission to conduct the research.	
3.	27 th of May 2024	Observed the implementation of vocabulary teaching in grade 3 elementary school at Santiwit Songkhla, Thailand.	
4.	03 th of June 2024	Observed the implementation of vocabulary teaching through word sort strategy for grade 3 elementary school at Santiwit Songkhla Thailand.	
5.	06 th of June 2024	Observed the worksheet about vocabulary using word sort strategy.	
6.	20 th of June 2024	The researcher collects data in the form of interviews with teacher about learning using word sort strategy.	
7.	21 th of June 2024	Researcher collected data in the form of an interview with one of the 3rd grade student.	
8.	26 th of June 2024	Researchers analyzed the data.	
9.	01 th of July 2024	Complete the research data and document review.	
10.	08 th of July 2024	The researcher asks for a letter of research finishing.	

Researcher
2024



Yurida Ma'rifatul Trisna

Thailand, 11th of July

Director of Santivit



Dr. Mangsoed Mateh

Appendix 4

Research Instrument

A. Observation Instrument

1. Geographic condition of Santivit Songkhla Orphanage, Thailand.
2. The enacting of using word sort strategy to in vocabulary learning for elementary school at Santiwit Songkhla Thailand

B. Interview Instrument

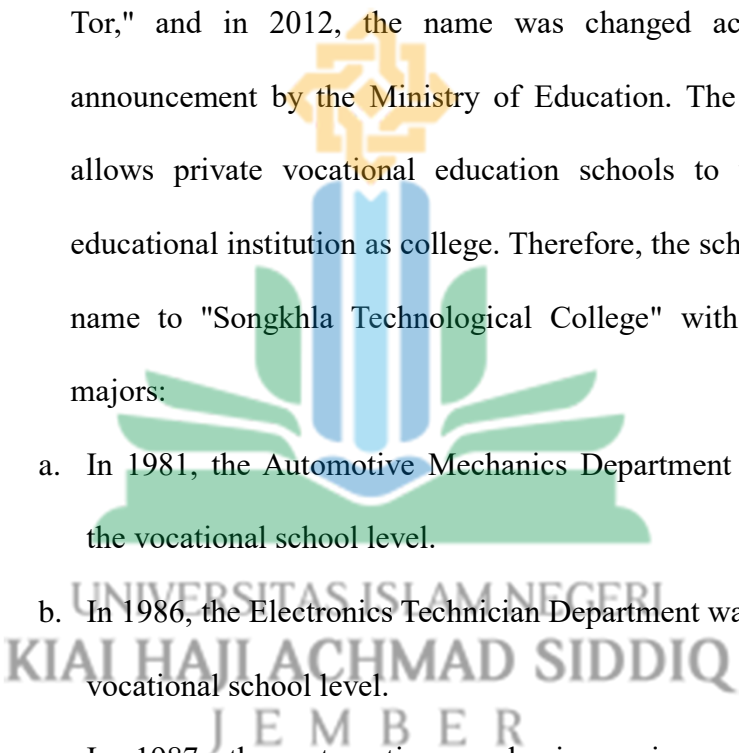
1. How to prepare for learning using word sort strategy?
2. How the implementation of using word sort strategy in vocabulary learning at Santiwit Songkhla Thailand
3. What are the challenges faced when doing word sort strategy?
4. Do you think word sort strategy can enhance students' enthusiasm and motivation to learn English?
5. Do students feel happy or bored when learning word sort?
6. How was it before and after doing word sort strategy?

C. Document Review Instrument

1. Profile of Santivit Songkhla Orphanage Boarding School, Thailand

The History of Santiwit Songkhla Technological School and Orphanage Thailand Songkhla Technological College (Songkhla Technological College) is a private vocational education institution under the administrative Office of the private Education Commission. This school was founded in 1981 in accordance with

the intentions of Mr. Sa-nguan Suksawee, who was the founder of the school with the name "Songkhla Vocational School" with the abbreviation "Sor Sor" and was permitted to open teaching on June 6, 1981, with the strong intention of producing human resources to serve society effectively. Then, in 1989, the name was changed to "Songkhla Technology School" with the abbreviation "Sor Khor Tor," and in 2012, the name was changed according to an announcement by the Ministry of Education. The announcement allows private vocational education schools to use the prefix educational institution as college. Therefore, the school changed its name to "Songkhla Technological College" with the following majors:

- 
- a. In 1981, the Automotive Mechanics Department was opened at the vocational school level.
 - b. In 1986, the Electronics Technician Department was opened at the vocational school level.
 - c. In 1987, the automotive mechanics major expanded at the vocational level.
 - d. In 1992, we opened the Commercial Department at the Vocational Accounting and Sales Level and extended the electrical department course to the Diploma level.

- e. In 1995, sales of business administration course at the accounting and marketing vocational level expanded, expanding courses in the electronics department at the vocational level.
- f. In 1996, the Architectural Technician Department was opened with a vocational certificate, adding vocational certificate courses. department of business administration in the field of accounting and marketing by accepting students who have graduated at the end of general education with studies at the vocational certificate level, studying 4 semesters and 2 summer semesters (2 years).
- g. In 2009, it was requested to add a vocational certificate program for the Department of Commerce, Retail Business, in collaboration with C.P. All Public Company Limited in organizing the teaching and learning process.i. In 2012, the school changed its name to "Songkhla College of Technology" and became a boarding school for elementary and high school students as well as an orphanage.

The Profile of Santivit Songkhla Technological School and Orphanage Thailand

- a. School and Orphanage Identity
 - 1) School Name: Santivit School
 - 2) School Code: 1190100146
 - 3) Village: 13/6 Village No. 6
 - 4) Sub District: Ban Na

- 5) District: Chana
 - 6) Province: Songkhla
 - 7) Post Code: 90130
 - 8) Country: Thailand
 - 9) Affiliation: Office of Private Education, Songkhla Province
 - 10) Telephone: 074-802150
 - 11) E-mail: santiwit@hotmail.com
2. Vision and mission of Santiwit Songkhla Orphanage Boarding School, Thailand.
- 1) Vision

“Learners learn through teaching and learning activities. Which inserts Islamic content and procedures and towards Santiwit School. Santiwit School is committed to creating students who are virtuous and ethical in all aspects, in line with the school policy which is the school's identity in the true Islamic way of life. Santiwit School also has the main objective of organizing education to meet the criteria of the national standard of education.
 - 2) Mission
 - a) Students live their daily lives in an Islamic way and manner.
 - b) Students possess virtues. Desirable ethics and character that society and the nation need.

- c) There is a good quality teaching and learning administration and management system.
 - d) Cooperate with the community in preserving good traditions and culture.
 - e) Developing teaching and learning activities so that students have higher achievements. By focusing on students as the center.
 - f) All personnel have the quality and potential according to professional standards. Able to manage student-focused teaching and learning.
 - g) The school has a management system for coordinating all parties.
 - h) Managing learning with the full potential of students.
3. Letter of having done research in Thailand
4. The Teaching Module.

Appendix 5



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12386/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santivit Songkhla Technological College Thailand 13/6 Tambon Bana Chana
Provinsi Songkhla, Thailand

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060010
Nama : YURIDA MA'RIFATUL TRISNA
Semester : 6 (Enam)
Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai: The Implementation of Word Sort Strategy to Enhance Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand, selama 53 (lima puluh tiga) hari di lingkungan lembaga wewenang Bapak Dr. Mangsoed Mateh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Mei 2024 an. Dekan,
Wakil Dekan Bidang Akademik,


KHOTIMUL ULMAM

Appendix 6



วิทยาลัยเทคโนโลยีสันติวิทสงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005

Email. mangsod/a@hotmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR: STC031/01/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Mangsod Match

Jabatan : Direktur Santiwit Songkhla Technological College Thailand

Alamat : 13/6 Tambon Bana Chana Provinsi Songkhla, Thailand

Dengan ini menerangkan

Nama : YURIDA MA'RIFATUL TRISNA

NIM : 214101060010

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates, Kab. Jember Jawa Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 11 Juli 2024 yang bersangkutan telah melaksanakan penelitian di Santiwit Songkhla Technological College Thailand dengan judul "The Implementation of Word Sort Strategy to Enhance Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand" selama 53 hari mulai hari Senin, 20 Mei 2024 sampai dengan 11 Juli 2024

Thailand, 11 Juli 2024

Direktur Santiwit Songkhla Technological College Thailand

Dr. Mangsod Match

Appendix 7

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Yurida Ma'rifatul Trisna
 SRN : 214101060010
 Major : Tadris Bahasa Inggris
 Faculty : Tarbiyah dan Ilmu Keguruan
 Institution : UIN Kiai Haji Achmad Siddiq

Stated that the thesis untitled "The Implementation of Word Sort Strategy in Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.


UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Jember, 13 May 2025



Yurida Ma'rifatul Trisna
 214101060010

Appendix 8

 <p>UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER</p>	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id</p>
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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Yurida Ma'rifatul Trisna

NIM : 214101060010

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Word Sort Strategy to Enhance Vocabulary Learning for Elementary School at Santiwit Songkhla Thailand

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NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

Appendix 9

DOCUMENTATION

Geographic Condition Of Santiwit Boarding School



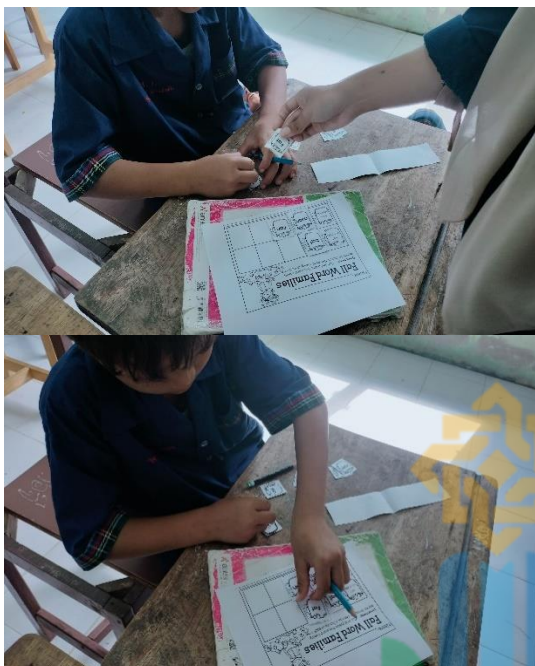
Step Word Sort Strategy: Distribute word sort papers containing vocabulary about fruits, animals and transportation.



Students cut out the word sort paper



Students paste and match the word sort according to the same endix



Documentation Interview with Teacher Asri Salaeh



Appendix 10

Curriculum Vitae



Personal Information

- a. Name : Yurida Ma'rifatul Trisna
- b. SRN : 214101060010
- c. Place, date of birth : Banyuwangi, 26 June 2002
- d. Gender : Female
- e. Address : Dusun Mulyorejo RT. 004, RW. 001, Desa
- f. Faculty : Wringinrejo, Kec. Gambiran, Kab. Banyuwangi
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- h. Email : English Education
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Education Background

- 1. Kindergarten : TK Khadijah 127 Cluring
- 2. Elementary School : MI Nahdlatul Shiblyan Cluring
- 3. Junior High School : SMPN 2 Cluring
- 4. Senior HighSchool : MA Unggulan NURIS Jember