

## THE EFFECT OF CARD SORT IN TEACHING WRITING

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### Abstract:

Writing is one of important skill in language learning, which needs extra attention to be mastery and desired proficiency. In fact, this skill is still minimally touched, especially for teaching writing using media. This study is aimed to find the effectiveness using card sort as media in teaching writing at SMP Maarif 10 Pamekasan. Card sort is alternative media for assist students in teaching writing. This research method is a quasi-experimental design with Nonequivalent Control Group Design. The results found that in the experimental class the proportion score was higher than in the control class. There is a significant effect of the use of card sort as media in teaching writing. It can be concluded that there is a difference in the average score of students' writing ability scores between teacher teaches writing with card sort and teacher teaches writing without card sort. The main thing is increasing students writing skills because writing paragraph using card sort media can attract students' enthusiasm for learning.

**Keywords:** Card sort, writing, paragraph

### Introduction

Teaching English as a foreign language is not as easy as a national language. Study English is very important because the phenomena nowadays that foreign language must be achieved as international communication. In order to be able to communicate among people with diverse background, fostering international understanding and collaboration. The purpose of study English not only in the society but also in education especially to develop students' language skills. There are four main skills that students need to be acquired English: listening, speaking, reading and writing. Writing is the process of forming meaning and a series of related text creation activities: generating, arranging and developing ideas in sentences: composing, forming, rereading text, editing and revising Yusuf et al. (2019). Writing is a way of sharing ideas, feelings, thoughts, desires and experiences with readers in written form, besides that, writing is a process of discovering ideas to hone thinking skills, open up opportunities for learning, help strengthen social relationships and encourage success at

university and the workplace. This is considered the most difficult skill for students because they must be able to produce good writing Usman et al., (2020).

Based on the writer's experience when teaching in SMP Maarif 10 Pamekasan, some students said that they often felt confused about writing, they always did not know what to write and how to write paragraph correctly. The writer found several problems related to writing paragraph, such as no interest in writing, cannot develop the idea become a paragraph, lack of grammar and vocabulary; inappropriate strategy or media when doing teaching and learning process. These kinds of problems are faced by the writer as the serious problem and must be solved in the teaching learning process. Furthermore, when students do the writing paragraph individually, they will get many problems and it does not work optimally; as a result, the students' ability in writing would not increase. Individual work makes students less confident in doing their writing that makes some of the students tend to look at their friend's work and imitate it.

Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. There are many factors supporting in the teaching and learning process, for example the use of appropriate media, the teacher uses some media when teaching process, the shape of media is varies according to the needs of the teacher in class. The use of card sort itself is a tool used by teachers to explain material in the classroom, which is anything that can be used to stimulate students' thoughts, attention, and feelings, to encourage the learning process. Card sort learning media is one of the learning media developed by Melvin L. Silberman (2002) in the book *Active Learning 101 Ways to Learn for Active Students*. Media (card sort) is quite simple media because it consists of short cards containing learning material. Besides that, to achieve the learning objectives, the teacher must choose media, method, and the technique that is appropriate to the characteristics of students so the class becomes fun and does not get bored quickly.

Related to the importance of instructional media, According to Farida, Idrina, & Apsari (2019) the teacher must have a creative idea in choosing the media to be used in teaching. There are many media that can be used by teachers during the learning process such as, book, picture, song, and others. The use of media can help the teacher delivering English material Easier. Such as make learning activities more fun, effective and attract the attention of students. Relevant, Cards are one of media that can be used in the teaching of any subject. By using the card sort the students will more interest, motivate, and active in the study. Therefore, the researcher focus on research titled the effect of card sort as a media to teach writing.

#### **REVIEW OF RELATED LITERATURE**

Writing is one of the language skills in learning English. Language skills in the school curriculum cover four aspects, namely: listening skills, speaking skills,

reading skills, writing skills (Ali, 2020). These skills are closely related to the processes underlying the mind. The more skilled a person is at language, the brighter and clearer his thoughts are Krismasari Dewi et al.(2019). Writing skills are active-productive skills. This skill is seen as occupying the most complicated and complex hierarchy among other types of language skills Magdalena et al.(2021).

The teaching of writing is an important part of education. In teaching writing, teachers can focus on the product of writing or the process of writing itself (Harmer, 2007:257). Also, he states that there are three reasons for teachers to teach writing skill to their students. First, writing gives them more thinking time than they get when they attempt spontaneous conversation. Second, teaching writing is as reinforcement for students' understanding of language learning. Third, teaching writing can develop students' ability to become a writer. Through writing students can recall their knowledge. By teaching writing, teacher can give a chance to students to recall and memorize their grammatical structure, idioms, and vocabulary that students have gotten in previous grades.

Paragraph is a group of related sentences that discuss only one main idea (hongue and oshima). A paragraph consist usually consist of more that one sentences, however, it is possible to built only one sentence as one paragraph. The number of sentences in a paragraph is not really important, however, the paragraph should be in a proper length to develop the main idea clearly.

Learning media can be defined as physical or non-physical tools that are deliberately used as intermediaries between teaching staff and students in understanding learning material to make it more effective and efficient. Creative media greatly influences children's interest (Situmorang, 2020). Media innovation and learning methods are very important in solving problems in schools, one of which is the application of card sort media.

Card sort learning media is one of the learning media developed by Melvin L. Silberman (2002) in the book *Active Learning 101 Ways to Learn for Active Students*. Media (card sort) is quite simple media because it consists of short cards containing learning material. The dominant physical movements in this media can help minimize boredom or boredom in the class. This media is also very effective for practicing writing and speaking skills in accordance with the language process which is believed to be a stimulus and response process.

**Research Method**

According to Sugiyono (2019) research method is a scientific way to obtain data with specific purposes and certain uses. This experimental research uses a quasi-experimental model approach with a Nonequivalent Control Group Design. This research aims to collect data regarding the effect of card sort media on the writing paragraph abilities of students' grade eighth. Two classes were used, each of which carried out a pretest and posttest with the explanation that the experimental class was treated using card sort media and the control class did not use card sort learning media.

The population includes all students grade eighth for the 2023/2024 academic year, totaling 110 people. Meanwhile, the sampling technique chosen is non-probability sampling using a purposive sample. The reason for using a purposive sample is that researchers can choose data sources according to the variables being studied. The sample consists of students from class A and Class B 2023/2024 academic year which consists of 2 classes. A total of 30 students from group A became the experimental class and 30 students from group B became the control class.

**Result and Discussion**

**Result**

After the data is collected, pre test tests are then carried out to determine whether the existing data is normally distributed and homogeneous to determine steps in testing the hypothesis. The normality test was carried out with the help of the SPSS 26 computer program, data was calculated using the Kolmogorov-Smirnov formula with a level of 5% (0.05). The results of normality testing of writing paragraph ability are presented.

**Table 1. Normality *One-Sample Kolmogorov-Smirnov Test***

		<b>Kolmogorov-Smirnov<sup>a</sup></b>		
<b>Class</b>		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
Score	Pretest Experiment	,122	30	,200
	Posttest Experiment	,132	30	,192
	Pretest control	,150	30	,084
	Posttest control	,149	30	,086

Based on table 1, it can be seen that the significance values of all variables are greater than alpha (0.05). The results of the tests of normality pretest and posttest for the experimental class show that the significance value is 0.200 and 0.192, which is greater than (sig > 0.05). Likewise, in the pretest and posttest of the control class, the significance values were 0.084 and

0.086, which were greater than 0.05 (sig > 0.05). Thus it can/can be determined that the distribution of this data is in the normal categor.

**Table 2. Homogeneity pre test of writing paragraph ability**

		Levane Statistic	df1	df2	Sig.
Score	Based on Mean	2,421	3	116	,070
	Based on Median	2,119	3	116	,102
	Based on Median and with adjusted df	2,119	3	110,809	,102
	Based on trimmed mean	2,360	3	116	,075

From table 2, the probability value based on mean shows a sig (p) of 0.70, which means the sig (p) value is > 0.05. Because the F-statistics value > Level of Significant = 0.05, it was determined that the experimental class and control class value data were homogeneous.

After it was determined that the data had a normal and homogeneous distribution through prerequisite tests, then to prove the research hypothesis, the research was carried out using an independent sample t-test assisted by SPSS 26. This test was aimed at seeing whether or not there were differences in the results of the students' posttest from the experimental class and the posttest from the control class. Significance level 5%. The formulation of the hypothesis is Ho: there is no significant influence from the use of card sort media on the writing ability of class A, while Ha: there is a significant influence from the use of card sort media on the writing ability.

**Table 3. Independent Sample T-test writing paragraph**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ e nce	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	<u>Equal variances assumed</u>	2,450	,123	44,31	58	,000	27,333	,617	26,099	28,568
	<u>Equal variances not assumed</u>			44,31	53,44	,000	27,333	,617	26,096	8,570

Based on table 3, the sig value is obtained. (2 tailed)  $0.000 < 0.05$  which means  $H_0$  is accepted and  $H_a$  is rejected. The conclusion was that there was a difference in the average score between classes that used card sort media and classes that used conventional media. If you compare the average posttest scores of the two classes, you can see that the experimental class assessment scores are higher.

### **Discussion**

Based on research and data processing, the results showed that there was an effect of the use of card sort media on the writing paragraph ability. In the treated group, there was a significant effect in the use of card sort media on initial writing ability. This happened because it was driven by the more varied content on media. The importance of interesting content in learning media is because students are very happy with pictures and varied colors. When students are happy and interested, this becomes a stimulus for students to focus on learning so that students' writing paragraph skills become better.

According to the findings, as a part of language learning, card sort significantly improved EFL learners' writing paragraph capabilities. In the posttest, the participants had significantly higher scores. After two weeks of being provided incentives of using card sort for practicing, the participants' writing skills have developed. In the grammatical section of the writing paragraph, a more significant number of learners had better posttest outcomes. In the posttest, they produced more relevant writing within a well-structured paragraph. It made it easier and more convenient for students to strengthen their writing skills. They conquered their anxiety and tried to ask other classmates various problems on writing using card sort.

According to the participants, card sort allowed participant observation and inspired them to engage more in their writing development. According to Spencer (2004), card sort is simple, great, reliable, and inexpensive technique for finding patterns in how learners would

expect to find the context. The present and earlier studies' findings confirm card sort's effectiveness as a tool for language acquisition. The reported favorable impacts in the present research arose from the opportunity to have writing paragraph through card sort. The current study noticed that many of the participants had good paragraph, which could become one of the explanations of their writing skills. This is attributable to the reality that sentence form is a crucial component of good writing, which is also one of the additional elements necessary for the growth of writing ability (Al-Naibi et al., 2018). Furthermore, sentence structure precision is focused on creating diverse types of sentences (Oshima & Hogue, 2007). The experts suggest that learners' use of card sort can improve writing proficiency, and this theory has indeed been confirmed correct precisely as the study's findings indicate elevated levels of writing components. Much previous research, like this one, found that grammatical training benefit learners to enhance their writing talents. Ting et al. (2010) revealed that grammar training students produced fewer mistakes in written work. They discovered that concentrating on different aspects of writing had a considerable impact on the learners' success.

Each of these findings appears to emphasize the value of writing pedagogy, as the elimination of inaccuracies and the capacity to recognize grammar structure can lead to improved writing proficiency. According to the study results, numerous card sort varieties that empower students to create, discuss, interact, and express their opinions with the instructor, their classmates. From this point of view, it is

possible to say that this learning style is connected to Social Constructivist theory (Liu & Chen, 2010). Card sort can serve as a community of inquiry where learners can share their English vocabulary and grammar problems with their instructor or even other members. Throughout this procedure, the instructor or other participants can function as being more informed scaffolders, guiding students from their initial level of development to their prospective development stage, the stance in which they build new understanding after particular negotiation, cooperation, and guidance from more domain experts (Vygotsky, 1978).

### **Conclusion and Suggestion**

#### **Conclusion**

According to the findings, card sort would create a feeling of anonymity in interaction. When addressing theme that must be developed into good writing paragraph, some learners adopted various stimulus in writing paragraph in given situations. This lowered anxiety, leading to greater motivation, a strong sense of self, and risk-taking capability. Consequently, the learners had a better understanding of English grammar, arrangement of the content that led to enhanced writing paragraph capabilities. In conclusion, card sort is a media that should be encouraged and used as an alternative for learners to explore English grammar and writing problems. Card sort provides learners with a variety and colorful picture.

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