

Card Sort Strategy to Improve Arabic Reading Skills at Al-Ikhlās Islamic Boarding School Taliwang

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Abstract:

Research related to the implementation of the card sort strategy in improving reading proficiency is motivated by the low ability of students in reading Arabic texts in class 2 in Al-Ikhlās Taliwang Islamic Boarding School. 30 students only 10 students can read fluently, if presented only 32% of students above average in reading. Therefore, researchers provide an idea in the form of implementing the Card Sort strategy in learning, where this strategy makes the teacher a facilitator and prioritizes active students in teaching and learning activities. This research aims to find out how effective the use of the card sort strategy is in learning and find out the steps for its implementation. The research method uses quantitative research with a type of experimental research, namely by comparing the results of students' pretest and posttest scores. To measure this, the researcher used Paired Sample T Test analysis. The results of the research obtained an average student pretest score of 42.7 and for the posttest it was 63.7, this shows an increase in students' abilities. If you pay attention to the analysis test results using SPSS 25, the Sig value is obtained. (2-tailed) of $0.000 < 0.005$, if you read it there is a significant difference between the students' pretest and posttest scores.

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Introduction

The Card Sort strategy is an effective way to improve students' Arabic language skills, particularly in developing reading skills. Examples of improvements include those seen in grade IIA Gunung Kidul students, who improved their ability to read the Hijaiyah alphabet using this method, (Suryani, 2019) and those who improved the reading skills of beginners using the Card Sort method. (Noor & Asih, 2017) Therefore, it can be said that this strategy is highly effective in improving students' reading skills.

Related cases: Lack of student reading skills occurred at the Al-Ikhlās Taliwang Islamic

Boarding School, where students' ability to read Arabic texts in Arabic language materials was very poor. This was evident in the average student score below 32%, with only 10 of 30 students scoring above average. The teacher stated that the primary cause was students' inability to read Arabic. Therefore, solutions are needed to address this problem.

One such method is an effort to improve students' reading skills through the use of the card sort strategy. Card sort is a card-based strategy that conveys information in the form of concepts, characteristics, classifications, and facts about the material or object being taught. (Hanifah & Wulandari, 2018) If this strategy is connected to Arabic, it can help students' reading skills. Why is that because in this strategy students are asked to be active and focused in understanding and paying attention to the concepts and structures of the Arabic language itself.

This research aims to complement existing studies related to learning media in improving reading skills. In line with that, this research is based on two problem formulations, namely: (1) how effective is the use of the card sort strategy in improving students' reading skills; and (2) what are the steps in using the card sort strategy in improving reading skills. From these two problem formulations, researchers can determine the level of implementation in learning.

Method

The method used in this research is a quantitative method with an experimental type of research. According to Sugiyono, experimental research is research used to obtain controlled treatment of research subjects. (Sugiyono, 2017) The research design used is a One Group Pretest-Posttest as follows: (Sugiyono, 2017)

O1 - X - O2

O1: Pretest score (before using the Card Sort strategy)

O2: Posttest score (after using the Card Sort strategy)

X: Treatment (learning with Card Sort)

In determining the sample, the researcher used a random sampling method, which is taking a random sample from the existing population. (Sugiono, 2016) The sample was 30 students from class VIII B. The research process was carried out in the form of learning using card sorting with tests given before and after the treatment to determine the level of student success in reading.

Result

Card Sort Strategy

According to Emma, quoting Asis, the card sort strategy is part of cooperative learning where students actively move to find cards. (Hanifah & Wulandari, 2018) This strategy also emphasizes physical movement, which helps energize a boring classroom atmosphere. This busy learning activity is an active learning strategy for teaching concepts, properties, and classifications related to facts about an object or review of information. The implementation of this strategy emphasizes teamwork involving all students. (Saifudin Mahmud dkk, 2017) Student boredom can be overcome by active movement as they wander around looking for cards that match the same category as those held by other students. (MP, Santosa, & Ariyanto, 2012)

The implementation of the card sort strategy is useful for encouraging students to discover concepts and facts by categorizing the material discussed in the lesson. The topic presentation method is implemented using argument cards sorted according to topic categories. In this

strategy, each student is given a card with information about a topic, which is then arranged into categories identified by the teacher.(Irham & Mania, 2016)

Furthermore, the card sort strategy will assist students in their learning and develop their determination and ability to learn. When this strategy is implemented with the teacher as a facilitator, students will learn more actively than the teacher does when teaching. In this strategy, teachers can use word cards, each containing a word, phrase, or sentence.(Zaini, Munthe, & Aryani, 2008)

The following steps are implemented in the learning process using the card sort strategy: 1) The teacher randomly distributes sheets containing information or specific categories; 2) The teacher asks students to circulate around the room and find other students whose cards match the same category;(Ernedisman, n.d.) 3) The teacher asks students to find topics containing cards containing similar writing to form groups and discuss them; 4) The teacher asks them to present their findings.(Irham & Mania, 2016) If there are additional steps in the learning process, they must be adjusted according to needs.

In using the card sort strategy, it is necessary to pay attention to its advantages and disadvantages. The advantages of this strategy are:(Huda, 2017) 1) Teacher understanding of the class; 2) Easy to implement; 3) Easy to organize the class; 4) Students can participate in large numbers; 5) Easy to explain and students understand the material presented; 6) Increase student enthusiasm for learning; 7) Increase socialization among students. The disadvantages of this strategy are:(Huda, 2017) 1) Students' ability to pay attention to the material will only focus on things that imitate; 2) Students need to be given more opportunities, because not all students can be cared for well; 3) Requires a long time. In conclusion, the advantages of the card sort strategy are that it makes it easier for teachers to learn and students are active in it, while the disadvantages require quite long class hours.

Reading Skills

Reading is a crucial mental performance skill and is integrated with other skills. Therefore, it depends on several aspects, such as reading and speaking, reading and listening, reading and writing.(Bashori, 2011) The reading process is not a simple skill, but rather a complex process encompassing a set of skills involved in many mental processes, such as comprehension, remembering, inferring, and evaluating.

Understanding reading skills is central to learning. Reading skills are a way of knowing and comprehending written texts, both aloud and silently.(Hermawan & Alwasilah, 2011) A student's ability to comprehend texts is crucial in learning, in line with the importance of this ability:(Attiyah, 2008) 1) Student progress in reading and mastery of reading skills means progress in acquiring a variety of knowledge across all subjects; 2) Reading is the richest source of knowledge, where students gain information, experiences, skills, and values; 3) Reading provides access to literary wisdom and its contents, including images, meanings, and fantasies; 4) Through reading, understanding is gained and communication occurs between members of society and the nation; 5) Through reading, ideas are fertilized, diverse, and people come together to discuss their ideas. 6) one of the means to promote the intellectual and cultural level of individuals and society.

The importance of reading a variety of materials is fundamental to education and to supporting student learning. Because when grammar and translation are applied, reading is more important than other skills. And when reading methods are widespread and widely supported, this skill becomes the axis around which all educational activities revolve.(Abdullah, 2008)

To better understand reading skills, it is necessary to understand their divisions in terms of

their branches and objectives:(Fauzan, 2011) 1) Instrumental reading skills, the main objective of which is to link instructions with pronunciation/reading; 2) Mental reading skills, the main objective of which is to understand what is read; 3) Speed reading skills, the main objective of which is to understand the reading; 4) Oral reading skills, the main objective of which is to pronounce/read correctly. The above divisions can be used to group students' ability levels.

The four divisions above can be used to measure a student's reading ability, namely the student's level of ability. After knowing the type, it is necessary to determine the level of student ability in reading texts, especially in Arabic. 1) The introduction and pronunciation stage, which fully corresponds to the oral reading development stage; 2) The reading for comprehension stage, and at this stage students can move to more in-depth reading under the guidance and direction of the teacher; 3) The intensive reading stage or the stage of learning and achievement; 4) The stage of serious, contemplative reading in the fields of thought and culture, such as reading the Noble Qur'an, biographies of the Prophet and the stories of the great.(To'imah, 2003)

Effectiveness of Using Card Sort in Learning

The results of this study determine the success rate of the card sort strategy in learning. This was done by administering a pretest and a posttest. The researchers then compared the results before and after the treatment. The following are the pretest and posttest scores:

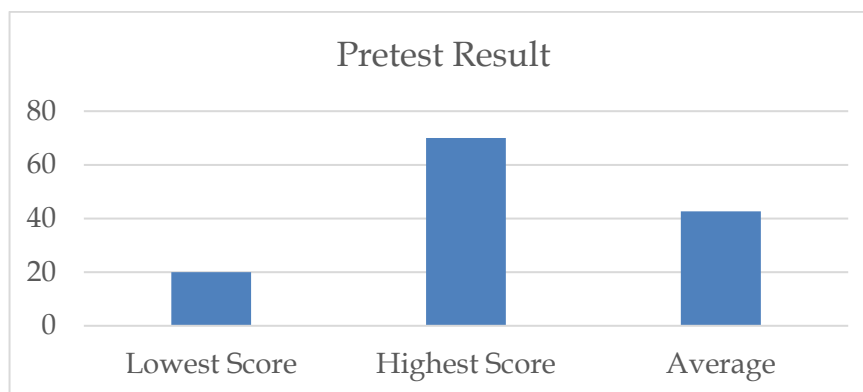
Table 1. Pretest and Posttest Scores

No	Name	Pre-Test Value	Post-Test Value
1	B1	3	6
2	B2	4	6
3	B3	3	5
4	B4	4	6
5	B5	7	8
6	B6	6	8
7	B7	2	7
8	B8	6	7
9	B9	4	7
10	B10	3	6
11	B11	4	5
12	B12	1	5
13	B13	3	7
14	B14	6	7
15	B15	6	9
16	B16	4	7
17	B17	3	6
18	B18	3	6

19	B19	3	4
20	B20	2	8
21	B21	8	8
22	B22	6	7
23	B23	4	5
24	B24	7	7
25	B25	3	5
26	B26	7	7
27	B27	4	5
28	B28	7	7
29	B29	3	5
30	B30	2	5
Jumlah		128	191

Based on these results, the researcher described them in a diagram, taking into account the lowest, highest, and average student scores. The diagram is as follows:

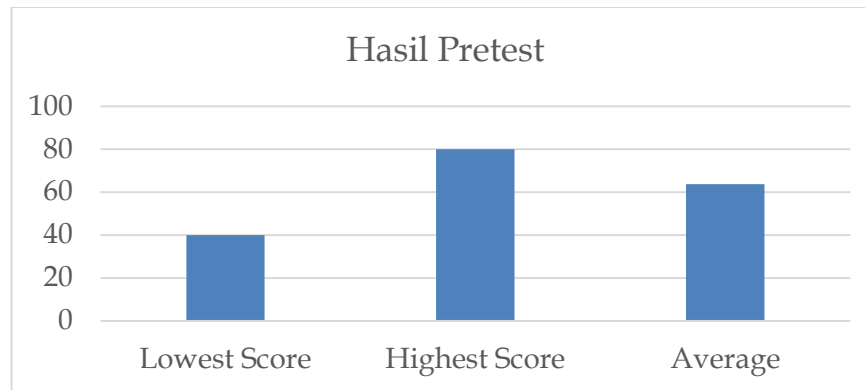
Diagram 1. Pretest Results



The diagram above shows that the lowest student score was 20 and the highest score was 70. The average score for all 30 students is 42.7. This demonstrates that students' reading ability is still low and needs improvement.

According to the researcher, one effort to increase students' reading interest, particularly in Arabic language learning, is to use the card sort strategy. After providing the treatment, the researcher administered a posttest, with the results shown in the following diagram:

Diagram 2. Posttest Results



The diagram above demonstrates that the posttest results after the card sort strategy was administered resulted in a lowest score of 40, a highest score of 80, and an average score of 63.7. Therefore, the use of the card sort strategy to improve reading skills, particularly in Arabic, has an impact on students, as evidenced by the scores before and after the card sort strategy was applied.

Steps for Learning the Card Sort Strategy

The steps in this learning process are: 1) the teacher prepares as many cards as there are students; 2) the teacher distributes cards to students, one containing the learning material and the other containing images corresponding to the text; 3) each student receives one card; 4) the teacher asks each student to read and understand the cards by examining the images; 5) the teacher asks students to exchange cards with their classmates, then they explain to each other; 6) the teacher asks students to find similar cards and form groups; 7) once groups have been formed, the teacher asks each group to explain their findings to the class; 8) the teacher clarifies the students' understanding.

The steps above are variations carried out by researchers adjusted to students' needs, the form of these variations is in the form of images to increase students' understanding, so that these variations prevent students from getting bored in learning.

Discussion

Based on the data collected above and its processing to determine students' ability to read Arabic before using card sort for grade 2 at Al-Ikhlas Taliwang Islamic Boarding School, the lowest score was 20 and the highest was 70, with an average score of 42.7. This indicates that students' abilities are still below standard.

Several factors contribute to students' lack of ability to read Arabic, aside from individual factors: 1) reading ability and skills have not yet reached the stage of acquiring knowledge, 2) students are unable to interpret and comprehend the words they read, 3) reading outcomes cannot be applied in communication, and 4) reading does not generate new ideas. (Attiyah, 2008)

To address these factors, researchers proposed a solution in the form of a card sort strategy, which is useful for conveying information in the form of concepts, characteristics, classifications, and facts about the material or object being taught. (Hanifah & Wulandari, 2018) This treatment was implemented to improve students' reading ability. (Noor & Asih, 2017)

This learning strategy emphasizes student engagement in understanding the card sort

presented, with the teacher acting solely as a supporter and facilitator, guiding students. More specifically, this strategy is a language game, enabling students to enjoy learning and avoid boredom while reading.

The teaching steps employed by the teacher, in accordance with the theoretical steps, are: 1) the teacher provides cards containing Arabic writing accompanied by pictures; 2) the teacher asks each student to understand each card and then explain it to a partner; 3) the teacher asks students to match the cards to each other and discuss their understanding; 4) the teacher asks each group to present their understanding to the others. (Irham & Mania, 2016) Additional variations in the learning steps are implemented by the teacher.

Based on the results of the learning using the card sort strategy, the researcher administered a posttest, which obtained a lowest score of 40 and a highest of 80, with an average student score of 63.7. By examining these data and comparing them with the pretest, it is clear that there has been an improvement in student abilities compared to before the treatment, thus concluding that the card sort strategy is quite effective in improving students' reading comprehension.

More concrete evidence will be a significant influence between the use of card sort and unknown from the results of the Paired Sample T Test using SPSS 25, where the Sig. (2-tailed) value of $0.000 < 0.005$ is obtained, so if read in the description there is a significant difference in the results of the pretest and posttest scores. Therefore, learning using card sort can be an alternative in overcoming students' abilities who are still lacking in reading.

Conclusion

Based on the results of research on the implementation of the card sort strategy to improve the reading skills of second-grade students at the Al-Ikhlâs Taliwang Islamic Boarding School, the lowest pretest score was 20 and the highest was 70, with an average score of 42.7. These data indicate that students' reading skills are still lacking. Furthermore, after implementing the card sort strategy, the lowest posttest score was 40 and the highest was 80, with an average score of 63.7. These data indicate an improvement in students' reading skills.

By examining the results of the Paired Sample T-Test using SPSS 25, comparing the pretest and posttest scores, a Sig. (2-tailed) value of $0.000 < 0.005$ was obtained, indicating a significant difference between the pretest and posttest results. Thus, the implementation of the card sort strategy is effective in improving students' reading skills.

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