

CHAPTER I

INTRODUCTION

The Research Background, Research Formulation, Study Objective, Research Hypothesis, Research Significance, Research Scope and Limitations, and Key Term Definitions are all introduced in this chapter.

A. Background of The Study

The current era has entered modernization where there is a period of change in society from traditional to modern significantly in the social environment including in the world of education. Education is an essential aspect, we can increase knowledge, insight, and, skills in living life's challenges. Better than those who use laptops.¹ This is because writing by hand stimulates active involvement with the material. While there are also those who argue about learning media now according to (Bakia et al., 2012) The widespread use of smart phones and laptops has made learning more flexible and accessible.² Students can learn anytime and anywhere, which is especially important for distance learning or for those with unusual schedules. (Mayer, 2005) Research also shows that students engage more effectively with multimedia content, because the content caters to a variety of learning styles. Technology is therefore accessible to students anytime and anywhere.³

¹ Pam A. Mueller and Daniel M. Oppenheimer, "The Pen Is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking," *Psychological Science* 25, no. 6 (2014): 1159–1168.

² Liza Husnita et al., "The Role of Mobile Technology in Improving Accessibility and Quality of Learning," *al-fikrah: Jurnal Manajemen Pendidikan* 11, no. 2 (2023): 259.

³ Alan Booth, "Automation in Engineering," *The Management of Technical Change* 41 (2006): 71–94.

After some differences between education in the past and education today, there are goals of National Education in Indonesia, namely to produce religious and moral people, able to master knowledge and skills, physically and mentally healthy, with a good personality, and responsible (Setiyorini & Setiawan, 2023). Communication skills, problem-solving skills, creativity skills, and teamwork skills are among the necessary abilities. As a result, the present curriculum emphasizes skill development through active and cooperative learning. In order to prepare the lives of students who will eventually become useful members of society, students must be able to think critically, generate new ideas, and collaborate in groups. These requirements are also tailored to the goals of Indonesia's national education system.

A good education must pay attention to the quality of education in it. Quality education is education that is carried out to equip students with the form of knowledge, experience, attitudes, and social values that will be useful in living life. (Praptaningrum et al, 2023).⁴ A good learning process is interactive, fun, challenging, motivating, and tailored to the needs of students and provides more space for students to develop their fitness and independence (Sarifah et al., 2022). In addition, there are challenges in the world of education, such as in research conducted by Aditya and Siti, which states that most of the factors that cause a decrease in interest in learning are laziness that arises in students (Hartini & Faridah, 2022). The impact of low students' interest in learning will make student achievement in school low besides that students are less motivated to take part in

⁴ Chanda Chansa Thelma et al., "Free Education vs. Quality Education: A Systematic Analysis," *World Journal of Advanced Research and Reviews* 23, no. 1 (2024): 2934–2946.

learning and become less active in learning. To increase students' interest in learning, there needs to be more attention from teachers and parents about guiding students to learn.⁵

Active and collaborative learning strategies can help the teaching and learning process be as successful as possible. Teachers play a key role in preparing appropriate learning media, which consist of various tools, materials, and resources that aid in the educational process. These resources can range from physical items like books and images to digital platforms such as videos, podcasts, interactive software, and online courses. Learning media is a vital component in education, helping to enhance and support the overall teaching and learning experience (Suing et al., 2023). In using media, it is necessary to select effective media so that it can help the teaching and learning process of students, so that learning will be more enjoyable, conducive and interactive. However, it is necessary to choose the right media so that the media can be accessed by all students. The main thing that is most expected in the implementation of education in schools is the success of the learning process (Brunel et al., 2023), and to achieve success in learning there are many factors, one of which is the media (Nurmayanti, 2022).⁶

Without learning media the learning process may be less fun and tend to be boring. The function of learning media is to convey learning material from teachers to students in a planned and systematic way so that students can get information

⁵ Sriyanti Mustafa, Vernita Sari, and Nur Amalia Zulfatul Jannah, "Fun Learning Method in Effecting the Students' Interest in Learning Mathematics," *Jurnal Matematika Kreatif-Inovatif* 14, no. 1 (2023): 12–27.

⁶ Viramitha Febrina and Deni Setiawan, "Analysis of the Use of Learning Media on the Learning Interest of Learning Science Students and Environmental Themes," *Jurnal Penelitian Pendidikan IPA* 10, no. 8 (2024): 5702–5709.

from teachers effectively and efficiently. Learning media can also be a communication tool between teachers and students so that the two of them have a better relationship to provide mutual input from the learning material discussed. Teachers in teaching need to prepare media with tools that are cheap, and simple and teachers can be fair to teach material to students according to their abilities. Since each lesson is not only presented to students verbally as a theory but also in real terms, learning media is crucial for teachers in imparting knowledge to their pupils. As educators, we are required to be able to use learning media to support student learning success. As stated (Santika 2020) that students can easily get knowledge from their teachers if the teacher can balance the learning media with the learning material that will be delivered to students.

There are learning media principles in addition to the learning media's purpose. When choosing and utilizing learning media, it is important to keep the principles in mind. The following includes the principles of learning media as stated by Musficon (2012) which are divided into three main principles, namely: (a) The principle of efficiency effectiveness. (b) The principle of relevance and (c) The principle of productivity. Knowing the functions and principles of learning media, indicates the importance of the role of learning media in reducing obstacles when the learning process takes place between the teacher as a provider of information and students as recipients of information. In learning media there are also types that distinguish it from others. Types such as visual media, audio visual, text, interactive,

multimedia, online, whiteboard, and physical props.⁷

Nowadays, reading comprehension is very important. Reading comprehension is a person's ability to understand the meaning contained in reading. From reading activities readers will be able to learn something new and can take a response in any action. Reading can also stimulate student creativity (Sukini, Ningsih, Sari, 2019). However, reading comprehension is more emphasized on the reader's understanding of what he reads. From reading, readers can also infer the main idea of the main idea of the text (Hutagalung et al., 2021).⁸

Techniques like scanning and skimming are also used when reading. Two strategies for reading that are intended to efficiently gather information are skimming and scanning. They are commonly discussed in the context of reading comprehension, learning strategies, and language learning. Skimming is a fast reading activity with the aim of finding an overview of the material. While scanning is a more detailed reading activity to get more complete and specific facts. (Ansari & Bakar, 2021). By providing readers with a methodical way to swiftly extract information from a document, skimming and scanning procedures enable users to conveniently locate specific details and comprehend the main idea of the two techniques, the most frequently used is the skimming technique.⁹

⁷ Lukman Hakim Muhaimin and Dadang Juandi, "The Role Of Learning Media In Learning Mathematics : A Systematic Literature Review," *Journal of Mathematics and Mathematics Education* 13, no. 01 (2023): 85-107.

⁸ B Y Adibah Shofwah, "The Effect of Students' Collaborative Learning on Improve Reading Comprehension at Eight Grade Students of Junior High School 32 Pekanbaru" (2024).

⁹ Aditya Ridho Fatmawan, Ni Putu Artita Dewi, and I Putu Agus Dharma Hita, "Skimming and Scanning Technique: Is It Effective for Improving Indonesian Students' Reading Comprehension?," *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi* 10, no. 3 (2023): 1181–1198.

Skimming involves a quick search and comprehension to find information. Scanning, on the other hand, focuses on finding keywords in a passage and thus requires precision to obtain specific information in a passage. In addition, skimming and scanning techniques if used appropriately can facilitate, help comprehension, and find extensive and relevant information for readers especially in school students'. To learn many things students' need to be accustomed to reading so that their interest in reading increases, the teaching methods arranged by the teacher must also be appropriately adapted to the abilities of students'.

However, in reality, there are several problems found by researcher when conducting pre-observations at MA Darul Falah Sumbergempol. Researcher found problems in reading comprehension in students' when the learning process took place. One of the issues that frequently arises is that students who are learning English appear less engaged and bored based on how they absorb the teacher's material; some students engage in solitary chatter, and others take naps throughout class. Only a small percentage of pupils respond when the teacher inquires about the reading material they have received. This is because they are less comfortable sharing their thoughts based on the reading information they have acquired. Naturally, this indicates that students have little interest in reading.

In learning, the focus of material discussion is only centered on the teacher, resulting in a lack of active involvement between teachers and students. According to Vygotsky's social constructivist theory, learning will be more effective if students actively engage with the material, collaborate with peers, and receive meaningful feedback from the teacher (Vygotsky, 1978). The approach method used by

the teacher is still lacking, besides that the teacher in delivering the material has not used varied learning media to convey material to students, making learning passive and many students feel bored. In the end, it will affect students learning outcomes in reading comprehension. There the facilities are also still lacking, in the classroom students are prohibited from carrying and even using cell phones so that learning becomes manual from the teacher, because the school base is boarding school.¹⁰

Teachers must understand what students' need in the learning process after knowing some problems in learning. Starting using the appropriate approach method will arouse students' enthusiasm for learning, then can use simple media to make it easier for students' to understand the material being taught. As a form of effort to improve students' reading comprehension and get good results, Card sort learning media can be a suitable alternative. With the help of this media, students can actively engage in their education and the content can be presented more effectively.

In terms of its application in education, Card sorting is an easy, affordable, and understandable learning medium. There are various ways to sort cards, including using real cards, pieces of paper, notes, or pictures. Card sorting, or card sorting, is another name for card sorting, according to Khoirun Nisa (2010:39). Nurul Qomariah (2010) claims that by using this technique, students can enhance their comprehension of the text's core idea, word meaning, structure, and communication purpose. Sorting cards can boost motivation and self-assurance during the learning

¹⁰ Sigit Wibowo, Muhammad Nur Wangid, and Fery Muhamad Firdaus, "The Relevance of Vygotsky's Constructivism Learning Theory with the Differentiated Learning Primary Schools," *Journal of Education and Learning* 19, no. 1 (2025): 431–440.

process. In Khoirun Nisa (2010), Silberman asserts that the card sort approach is a cooperative endeavor. An exhausted class might be revitalized with enjoyable physical activity. The objectives of Card sort are: Helping students remember the subject matter, Building cooperation and mutual respect, Activating students, Solidifying student knowledge, Understanding the categorization of subject matter, Training student vocabulary and Dynamizing a saturated class.¹⁵ Card sort media also has several challenges in it such as seen from the effectiveness of the media in its application is in accordance or not with its objectives, the media can also affect the involvement and interest of students' in one class, and human resources in it are very influential in the need for teacher training in order to apply this Card sort media well in learning.

In teaching reading comprehension this is supported by several previous studies, researcher take lessons and also the differences that exist in it. There are several studies that examine the use of Card sort in teaching reading. The first previous research was conducted by Afrianty (2018) from IAIN ParePare entitled "The Use of Card Sort to Improve Students' Vocabulary at MTsN Parepare." The results of the research conducted above show that the card sort strategy can have a positive influence on student learning at MTsN Parepare focusing on improving their vocabulary.¹¹

¹¹ Selvy Afrianty, "The Use of Card Sort to Improve Students' Vocabulary at MTsN Parepare," *Lets* 1, no. 1 (2019): 58–70.

The second research was conducted by Agustin and Permatasari (2023) from Universitas Pekalongan entitled "The Effectiveness of Using Card Sort Strategy Towards Students' Reading Comprehension Descriptive Text." The result of the research could significantly improve students' reading comprehension at MTs NU 01 Batang.¹²

The third research was conducted by Ningsih, Setiya (2022) from UIN Sultan Maulana Hasanudin Banten entitled "The Effectiveness of Using Sort Card to Enhance Students' Vocabulary (An Experimental Research at the First Grade of Al-Mubarak Islamic Boarding School)." The result of the research sort card can be applied in the teaching-learning process to improve student's vocabulary and also has a good influence on students' vocabulary.¹³

The fourth research was conducted by L. Newman, et.al. (2023) From Journal of Microbiology & Biology Education entitled "Visual Literacy of Molecular Biology Revealed Through a Card Sorting Task" The result showed that by using Card Sort, students performed better in completing assignments on molecular biology.¹⁴

The fifth research was conducted by Arifin (2024) from UIN Kiai Haji Achmad Siddiq Jember entitled "The Use of Card Sort Strategy To Improve ESP Students' Reading Comprehension At Universitas Muhammadiyah Sinjai." The result of the research is that the use of card sort strategy can improve reading

¹² Henah Nadia, Siti Suharsih, and Ika Handayani, "The Effectiveness of Peer Tutoring Strategy toward Students' Reading Comprehension of Descriptive Text," *Jelts* 6, no. 1 (2023): 88–97.

¹³ Barsaum Y. Ayoub, "Chapter I," *Grammar of the Syriac Language* (2019): 4–244.

¹⁴ Dina L. Newman et al., "Visual Literacy of Molecular Biology Revealed through a Card-Sorting Task," *Journal of Microbiology & Biology Education* 24, no. 1 (2023).

comprehension.¹⁵

The six research was conducted by Agustiyana (2013) of Universitas Muhammadiyah Purwokerto (UMP) carried out the sixth study, which was termed “The Effectiveness of Card Sort Strategy For Teaching Reading Comprehension Of Procedure Text (An Experimental Study At The Seventh Grade Students of MTs Ma’arif NU Rembang In Academic Year 2012/2013).” The result of the research is that Card Sort strategy was effective to teach reading at the seventh grade students of MTs Ma’arif NU Rembang was accepted.¹⁶

The seventh research was conducted by AS Rachmawati (2014) from Universitas Sebelas Maret entitled “Improving Students’ Reading Comprehension By Using Card Sort (A Classroom Action Research in the Second Year of SMA BATIK 2 Surakarta in the Academic Year of 2011/2012).” According to the study's findings, students' reading comprehension can be enhanced by card sorting, and they also become more engaged and excited about the learning process.¹⁷

The eight research was conducted by H Helendra (2020) entitled “Improve Student Learning Activities Through Out Application of Active Learning Model Using Card Sort Method in Biology Subject.” The result the research shows concluded that the application of active learning model using card sort method can

¹⁵ Armita Permatasari, “The Use of Card Sort Strategy to Improve ESP Students’ Reading Comprehension at Universitas Muhammadiyah Sinjai,” *Jurnal Agrominansia* 6, no. 1 (2021): 1–9.

¹⁶ Herlina Agustiyana, “The Effectiveness of Card..., Herlina Agustiyana, FKIP UMP 2013 1” (1994): 1–6.

¹⁷ Second Year et al., “IMPROVING STUDENTS’ READING COMPREHENSION BY USING CARD SORT AFIFAH SARI RACHMAWATI TEACHER TRAINING AND EDUCATION FACULTY” (2014).

increase the learning activities of students in biology subjects.¹⁸

And last research was conducted by Allsop et.al. (2024) from Character Building University entitled “Evaluating the Primary Trainee Teachers’ Knowledge of Computational Thinking Concepts Using a Card Sorting Activity.” The result shows that of card sort activity as a method for assessment, was useful.¹⁹

According to the aforementioned earlier research, the majority of the researchers' studies concentrated on students success and positive reactions when teaching reading, particularly in vocabulary. These studies were implemented in Islamic-based schools beginning at the junior high school level and produced noteworthy outcomes. The researcher in this study, however, is different from the one who conducted the previous study; using descriptive text material, the researcher attempts to apply the game to English language acquisition in order to master reading skills in grade 10 MA. In light of this, the researcher aims to use the appropriate media in this case, Card Sort to help pupils enjoy learning to read. The researcher wanted to know the effectiveness as well as the challenges of using Card Sort on students' reading mastery. So, the title of this research is ***“Using Card Sort In Teaching Reading Comprehension Achievement Descriptive Text for First Year Students At MA Darul Falah Sumbergempol Tulungagung.”***

¹⁸ Helendra Helendra, Okti Chairani, and Desniwati Desniwati, “Improve Student Learning Activities Through Out Application of Active Learning Model Using Card Sort Method in Biology Subject” 10, no. ICoBioSE 2019 (2020): 277–281.

¹⁹ Yasemin Allsop, Filiz Kalelioglu, and Melike Aslan Unlu, “Evaluating the Primary Trainee Teachers’ Knowledge of Computational Thinking Concepts Using a Card Sorting Activity” 6, no. 4 (2024): 1–31.

B. Formulation of The Research

Based of the background above, the research formulates following research question: Is the use of Card sort learning media effective in students reading comprehension achievement?

C. Objective of The Research

Based on the formulation of the Research, the researcher has following objectives: To know whether Card Sort learning media is effective or not in teaching reading comprehension to tenth grade students of MA Darul Falah Sumbergempol Tulungagung.

D. Research Hypothesis

In other words, a hypothesis is a prediction of a problem or a suspected relationship between two or more variables. There are two types of hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). The hypotheses of this study are:

- a. Null Hypothesis **H_0** : There is no significant difference in score between students taught using the Card Sort and those taught using conventional methods at MA Darul Falah Sumbergempol Tulungagung.
- b. Alternative Hypothesis **H_a** : There is a significant difference in scores between students taught using the Card Sort and those taught using conventional methods at MA Darul Falah.

E. Significance of The Research

It is anticipated that the results of this study will benefit:

a. Teachers

The researcher hopes that teachers who are facing similar issues might use the study's findings. The findings of this study may also serve as an alternate medium for enhancing pupils' reading comprehension.

b. Researchers

Other researchers can use the results of this study as additional information and as a comparative study. Therefore, this research can be developed and continued with further research. As well as this research can enrich the insight to be more familiar with card sort as one of the reading teaching media.

F. Scope and Limitation

To avoid misunderstandings about what has been stated, the researcher limits the study's scope to be more focused and specific. The scope and limitation of this researcher explained below:

1. The study concentrated on teaching reading abilities through the use of card sorting.
2. The researcher forced on the tenth grade of MA Darul Falah Sumbergempol Tulungagung.
3. Organization and reading are the aspects of reading that will be assessed in this study.

G. The Defining of Key Terms

In order not to misunderstand the reader in reading this research entitled “Using Card Sort In Teaching Reading Comprehension Achievement For First Year Students at MA Darul Falah Sumbergempol Tulungagung ”, The following crucial terms need to be defined by the researcher:

1. Learning Media:

Learning Media are tools, materials, and resources to facilitate learning and teaching that include a variety of physical and digital resources such as books, videos, podcasts, images, interactive software, and online courses.

2. Card Sort:

Card sort is a learning medium in the form of card sorting that is easy, affordable, and understandable. There are various methods for card sorting, including using real cards, pieces of paper, notes, or pictures.

3. Reading Comprehension:

Reading comprehension is a person's ability to understand the meaning contained in reading.