ENHANCING THE STUDENTS' ABILITY IN WRITING RHYMES WITH THE INTEGRATED SURAH AL-QALAM SORT CARD METHOD

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Abstract

This research is based on the lack of application of learning methods that are able to arouse student interest in learning which causes a lack of student activity in learning activities. During the teaching and learning activities, students did not have the courage to express their ideas and ideas. Therefore, this study aims to describe the improvement of rhyme writing skills using the integrated sort card method of surah Al-Qalam in class VIIB students of SMP Negeri 4 Polewali. The subjects in this study were all VIIB students for the 2019/2020 school year, totaling 31 people. Data collection techniques used in this study were tests, observations, and interviews which were then analyzed using quantitative and qualitative data types. The results showed that students who were taught using the sort card method obtained an average value in the first cycle, namely 65.68, after carrying out the learning process in cycle II and correcting the errors that occurred in the first cycle, the students' average score increased, namely -average 87.23. As for the integration of the value of surah Al-Qalam verses 1-4 in relation to the sort card method with students, it can have an influence on the aspects of students' attitudes towards writing skills and add insight in terms of religious values that the benefits of writing are many, one of which is the endless reward with creating written works. Thus it can be concluded that there is a significant increase using the sort card method on the ability to write rhymes of class VIIB students of SMP Negeri 4 Polewali.

Keywords*: Writing Rhymes, Sort card Method, Surah Al-Qalam.*

INTRODUCTION

Education is something that absolutely exists and must be fulfilled in order to improve the quality of life of the community. Education must be based on empowering all components of society through their participation in realizing the goals of education which are clearly formulated in Law No. 20 of 2003 on national education, aiming at developing the potential of students to become people who believe and have devotion to God Almighty, with noble character, knowledgeable, competent, creative, independent, and a citizen of a democratic country as well
to be responsible. Therefore, the education sector needs and must receive serious attention, handling and priorities by the government, society in general and education managers in particular (Depdiknas, 2003).

Based on Indonesia National Curriculum, Ministry of Education & Culture, 2014: 66) states rhyme is still being developed and becomes learning in schools at the elementary, junior high and high school levels. Rhymes can be used as a means to hone students' concern for social problems that exist in everyday life and as an educational direction. In the 2013

curriculum, rhyme is part of the learning being taught because it is intended to help students gain broader insight into knowledge skilled in critical and creative thinking and able to act effectively in solving problems in real life. In addition, students are required to be more active and creative in terms of asking, associating, exploring or informing other students about problems and solutions. This is because students are the center of learning activities as well as competency and character building.

One of the competencies to be achieved by learning Indonesian in the 2013 curriculum is summing up the contents of folk poetry (rhyme, proverb, and local folk poetry) which are presented in written and oral form. In this research, it is more directed to learning to write rhymes. Rhyme is a type of poetry, namely Malay poetry which is rooted and entrenched in society. According to Widya (2009: 5) and Harries, J. (2021) expressed several opinions about the origin of the word Rhymes. The word Rhymes comes from the Javanese language, namely Rhymes or pari which means rice.

Poetry can be defined as a sort of language that says more and says it more than usual (Perrine, 1969:3). As a written work, it is a form of saying and expressing ideas in a language which takes into account sound devices or musical devices so as to enlighten the imaginative, emotional and intellectual experience of the poets in some technique chosen to develop a particular feeling and experience for the reader or the hearer's mind (Sayuti, 2000). Rhyme is one of the leading sound strategies in poetry. Rhyme is also an important factor in the choosing of words in poetry. In addition, rhymes in poetry can be divided into many kinds such as alliteration, assonance, consonancy, euphony, cacophonies, eye-rhymes, medium-rhymes, perfect rhymes, internal rhymes and end-rhymes (Rozakis, 1995: 25-28). Moreover, the end rhyme can be differentiated by stress of the rhyming words' final syllable; it can be either male or female rhyme (Landy, 1979: 218). When making rhymes, a poet does not always have to respect the users' laws and norms and even defy them because he has an artistic licence. It is a freedom to use each language unit according to its inventiveness to transcend the boundaries of language and to explore and transmit new areas of experience, for example when a poet makes linguistic differences on several levels of implementation. Leech (2014) states that there are numerous sorts of language deviation, phonological deviation, lexical deviation, grammar deviation, graphological deviation, semantal deviation, dialectal deviation, register deviation, and historical deviation. These deviations are the embodiment of the poet's style by exploiting and maximizing the capacity of each language unit as a change that differs from the common language personalized and used to achieve poetic and esthetic functions in their works (Sudjiman, 1993:19-20).

The writing of rhyming skills is according to Sudarma (2010) an act not only to create a rhyme but also to take account of the demands of the rhyme itself. It consists for example of 4 lines, rhymed ab-ab, the first two lines are rhyme and the final two are contents and each line consists of 4 or 6 words or 8 to 12 words, and it has a theme and a diction that are appropriate. It can be stated that you can write rhyme well if you take account of written rhyme requirements. Writing rhymes can be used to train and express the writing skills of students. In writing rhyme learning, teachers should guide children through written lines and an inventive verse, using proper language. They should communicate their thoughts and feelings. Students should then be able to read their rhyme clearly and intonated. Supriyadi (2006), Lian, M. A. A. S., & Ningsih, N. A. (2019); Vista, A., & Arief, D, (2020); Suriani, A., Sukma, E., Lena, M., Chandra, C., & Habibi, H. (2020), Kruse, A. J. (2016), reports the students writing rhymes, Romala, A. G. S. (2018) and Yaden Jr, D, et.all, (2017), claim that teachers must guide and give an example to pupils to produce a new rhyme or poem. In addition, to write a rhyme, it must also be in accordance with the type of rhyme to be made, if writing a rhyme does not match the type of rhyme and its content then the rhyme is not correct. Students' proficiency in writing rhymes needs to be trained and can be improved through writing and reading practices

Based on the results of preliminary studies conducted by researchers on research subjects, namely through interviews with Indonesian language subject teachers, namely SMP Negeri 4 Polewali, the students' writing skills of rhyme writing were not overall good. This is because students' understanding of the Rhymes is still lacking. In addition, the learning model used by teachers is still conventional. The lack of application of learning methods that can arouse student interest in learning ultimately leads to a lack of student activity in learning activities. During the teaching and learning activities, students did not have the courage to express their ideas and ideas. In addition, students rarely asked or answered questions from the teacher. Based on the problems described earlier, the writer took the initiative to propose a solution by applying Sort card Method in writing rhymes integrated Surah Al-Qalam.

RESEARCH METHODOLOGY

The type of research used in this research is Classroom Action Research (CAR). It is said that classroom action research (PTK) is because the setting is in the classroom and the object under study is in the form of learning practices. Class Action Research (CAR) is carried out in the form of a cycled assessment process which consists of four stages, namely planning, implementing actions, observing (observing) and reflecting adopted Kemmis model (2002). This research is a Classroom Action Research (CAR) According to Arikunto (2015:3) and Sanjaya, (2016: 20) classroom action research, which is a planning for learning activities in the form of an action that is deliberately raised and occurs in a class together. This research was conducted in class VII B SMP Negeri 4 Polewali in academic 2019/2020 year. This research is planned to last for 8 (eight) meetings, which will be carried out in two cycles with the following details:
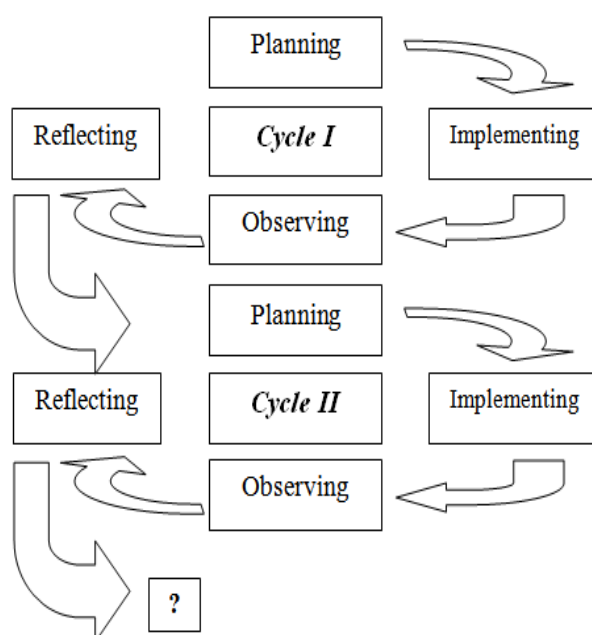

Figure 1: Class Action Research

The form of the research instrument in the form of a test was used to reveal data on rhyme writing skills using the card short method. The instrument was given in the form of instructions to students to carry out rhyme writing activities and after the students had finished receiving the material. Students are said to have reached the very poor category if the score is between 0-33, the category is less if the score is between 34-56, the category is sufficient if the

student gets a score between 57-69, if the category is good the students get a score between 70-85, and the category is very good students score between 86-100. The results of this study were analyzed using comparative analysis: comparing the test scores before (pre-action) with the test scores in cycle I and cycle II.

a. Counting the number of students who completed their studies, namely the number of students who scored above 60 ($\geq$60);

b. Determine the percentage of classical learning complete, with the formula:=
$$\frac{\sum Students\ Score \geq 60}{\sum Students} XI\ 100\%$$

c. Complete classical study: $= \frac{\sum Students\ Score}{\sum Students} X\ 100\%$

To determine the achievement of the research objectives, the following indicators are formulated:

1. Students have a value of learning activeness in learning to write rhymes through sort card method with good criteria, namely between 7.0 to 8.5;

2. At least 85% of students get a score greater than the KKM, which is 70. The indicator of writing rhymes in the following table below:

Table 1. Writing Rhymes Indicators

NO	Aspects to be measured	Criteria	Indicator	Score
1	Theme	Very Good	Rhymes are written very according to the theme	5
		Good	Rhymes are written according to the theme	4
		Fair	Rhymes are written quite according to the theme	3
		Weak	Rhymes are written not according to the theme	2
		Poor	Rhymes written not in accordance with the theme	1
2	rhymes	Very Good	There is 1 stanza consisting of 4 lines	5
		Good	There is 1 stanza consisting of 3 lines	4
		Fair	There is 1 stanza consisting of 2 lines	3
		Weak	There is 1 stanza consisting of 1 line	2
		Poor	There is not even 1 line	1
3	lines	Very Good	Each line consists of 8-12 syllables	5
		Good	Each line consists of >12 syllables	4
		Fair	Each line consists of 7 syllables	3
		weak	Each line consists of 6 syllables	2
		poor	Each line consists of 5 syllables	1
4	Rhymes	Very Good	Rhymes is very complete rhyming a-b-a-b	5

		Good	Rhymes complete rhyme a-b-a-c	4
		Fair	Rhymes are fairly complete rhymes a-b-a	3
		weak	Panting incomplete rhymes a-b-b	2
		Poor	Rhymes incomplete rhymes a-c	1
5	Diction	Very good	The choice of words is very appropriate according to the content of Rhymes	5
		Good	Choose the right words according to the content of Rhymes	4
		Fair	The choice of words is quite right according to the contents of Rhymes	3
		weak	The choice of words is not right so it doesn't match the content of Rhymes	2
		Poor	The choice of words is not correct so that it does not match the content of the Rhymes	1
Total				**25**

Adopted from Nurgiantoro, B. (2018).

RESULTS AND DISCUSSIONS

Learning to write rhymes in this class is carried out by students of class VIIB with a total of 31 students. The data exposure in cycle I went through four stages, namely: (1) the planning stage; (2) the action stage; (3) the observation stage; and (4) the reflection stage.

1. Implementation of the 1st cycle of action

Learning to write rhymes in the first cycle was carried out by 31 students of class VIIB. The data exposure in **1st cycle** went through four stages, namely: (1) the planning stage; (2) the action stage; (3) the observation stage; and (4) the reflection stage.

a. Planning

The first stage carried out in the first cycle of classroom action research is planning. After observing the school and finding problems in learning in class VIIB SMP Negeri 4 Polewali, the researchers collaborated with Indonesian teachers to solve the problems they found.

The lesson plan was made using the sort card method in **1st cycle**. The planning of learning to write Rhymes was designed by the researcher with the teacher as peers, then discussing things that must be prepared in learning such as the researcher compiling observation guidelines and interview guidelines. The teacher provides input about the preparation in **1st cycle** which will be carried out in three meetings, the researcher as the teacher. Planning for learning to write rhymes using the sort card method was arranged collaboratively between the researcher and the class VIIB teacher at SMP Negeri 4 Polewali. Learning planning is presented in 4 x 40 minutes and three meetings.

The lesson plan is designed to be relevant to the student's condition. Therefore, it is determined that an action effort has an objective element of learning activities, namely: (1) indicators; (2) learning objectives; (3) a description of the learning material; (4) learning strategies; (5) learning steps according to the sort card method, (6) learning sources and media; (7) the assessment is equipped with instruments when the learning process is carried out.

The learning media used in the learning activities carried out by researchers was sort card (cards containing incomplete rhyme pieces). The learning technique applied is to do

questions and answers, as well as assignments. The assessment used in this study is an assessment of the study process and results (student work).

b. Action

The second stage of this classroom action research is the implementation of action, namely the application or implementation of the content of the design that the researcher has made. The implementation of this action is based on existing procedures. This study used the sort card method which was carried out as an action with three meetings.

The steps taken by the researcher as a teacher at the initial activities at the third meeting are as follows: (1) The teacher opens the lesson by greeting and greeting students; (2) students pray to start the lesson; (3) the teacher holds apperception; (4) the teacher conveys the learning objectives.

The steps taken by the researcher as a teacher at the core activities of the third meeting are as follows: (1) the teacher instructs one student to read al-qur'an surah Al-Qalam verses 1-4 which contain writing instructions along with their translation; 2) the teacher explains the importance of the material to be studied and integrates the values of the Qur'an in Surah Al-Qalam verses 1-4 which are related to the benefits and goodness that can be obtained from writing. The teacher explains that creating a work in the form of writing that can be read by others gets a continuous reward; (3) Students are given the task of writing poems with an educational theme; (4) then the teacher observes the students.

Table 4. Writing Rhymes Test in **1st cycle**

Statistics	**1st Cycle students score**
Mean	65,68
Median	64,00
Mode	64
Range	24
Minimum	56
Maximum	80

Based on table 4 above, it is known that the average score of students based on the results of the first cycle test is 65.68. The minimum score is 56 and the maximum score is 80. The average score of the students' ability to write rhymes is still classified as classically incomplete, namely 65.68, with the KKM score determined by the school at SMP Negeri 4 Polewali, which is 70.

Table 5. Frequency Distribution of **1st cycle**

		Frequency	Percent	Valid Percent	Cumulative Percent
	56	2	6.5	6.5	6.5
	60	6	19.4	19.4	25.8
	64	9	29.0	29.0	54.8
Valid	68	7	22.6	22.6	77.4
	72	6	19.4	19.4	96.8
	80	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

The results of data processing on the frequency distribution show that as many as 2 students got a score of 56, 6 students got a score of 60 and 72, 9 students got a score of 64, 7 students got a score of 68 and 1 student got a score of 80. Reflection on student learning outcomes on rhymes material using the sort card method in class VIIB SMP Negeri 4 Polewali in cycle I focused on three meetings which were divided into: (1) planning stage; (2) The action

stage; (3) the observation stage; and (4) Reflection Stage. Each meeting is conducted with reference to the lesson plan implementation in the lesson plan that has been compiled by the teacher and the researcher. The implementation of learning to write poetry in the first cycle using the sort card method went quite smoothly. However, the implementation in this first cycle has not shown satisfactory results. This can be seen from the test results of students whose class average score was still not very satisfying, which only reached 65.68. In addition, all indicators of success in terms of product have not yet been achieved. In addition, from a process perspective, the results obtained are still not as expected.

c. Observation

Researchers and teachers observe student activities during the learning process in this study.

Table 6. Students Activities Observation **1st Cycle**

No.	Statement	Frequency	Percent
1	Students who are joining the teaching and learning process	31	100
2	Student who is giving the question	31	100
3	Students who are answering the questions	17	54,84
4	Students who are giving the comment	6	19,35
5	Active students in discussion	31	100
6	Students who are leaving the class frequently	0	0
7	Students who are talking in the class	31	100
8	The students' effort in completing the assignment	31	100
	Σ	31	100

Based on table 6, it can be concluded that of the 31 students during the learning process, the percentages were: there were 31 students who attended the learning process with a percentage of 100%. Students who raise their hands with the intention of asking questions to the teacher are 31 people with a percentage of 100%. Students who answered questions from the teacher were 17 people with a percentage of 54.84%. Students who gave their hands gave responses or comments to friends as many as 6 people with a percentage of 19.35%. Students who are active in discussion are 31 people with a percentage of 100%. Students who like to leave the classroom when the learning process is not there. Students who submit their assignments in front of the class are 31 people with a percentage of 100%. The seriousness of students in working on the questions was 31 people with a percentage of 100%. Researchers observe teacher activities during the learning process taking place in this observation stage.

Table 7. Teacher Activities

No	Statement	Yes	No
1.	The teacher prepares students physically and psychologically to take part in learning by praying, checking student attendance, cleanliness, class tidiness and writing books readiness.	✔	
2.	The teacher conveys the basic competencies and learning objectives to be achieved	✓	
3.	The teacher explains the main material and learning activities that will be carried out by students	✓	
4.	The teacher performs apperception through questions and answers regarding the material responding to Rhymes	✓	

5.	The teacher provides new concepts through questions that build student knowledge. At this stage the researcher gives questions to students	✓	
6.	Teacher divides study groups	✓	
7.	Teachers supervise students when studying in groups	✓	
8.	The teacher gives questions to students regarding the material. At this stage the researcher gives questions to students through paper	✓	
9.	The teacher explains the meaning of Rhymes and the building blocks of Rhymes, as well as the types of Rhymes	✓	
10.	The teacher explains surah Al-Qalam.	✓	
11.	The teacher gives assignments to students to write Rhymes.	✓	
12.	Students practice solving problems given by the teacher. At this stage the researcher instructs students to answer questions	✓	
13.	The teacher provides a review of the mistakes students face during practice. At this stage the researcher provides the correct answer to the questions answered by the students	✓	
14.	Teachers and students ask questions about the difficulties faced in the learning process	✓	
15.	The teacher delivers the lesson plan at the next meeting	✓	
16.	The teacher reflects	✓	
17.	The teacher closed the lesson	✓	
		✓	

Based on table 7 it is known that of the 17 activity points that have been planned in the learning process by the teacher and researcher, everything has been carried out well. The whole process of implementing the learning that has been carried out by the teacher at the second meeting of cycle I can be categorized as optimal.

d. Reflection

Based on the results of the research, both in the first cycle and second cycle class action using the integrated sort card method of the Al-Qalam letter, it can be said that there was an increase in the ability to write poetry in class VII B SMP Negeri 4 Polewali. By using the sort card method students become more familiar with the subject matter of writing poetry and focus more on listening to information about poetry. This is evidenced by the achievement of the success indicators that have been formulated in the research, and through the test results by increasing the class average score for each action, and overcoming some of the obstacles experienced by students and teachers during the implementation of learning to write poetry.

e. Closing Activities

The steps taken by the researcher as a teacher in the closing activities of the second meeting are as follows: (1) the students and the teacher conclude the learning outcomes at this meeting; (2) the teacher provides an assessment of student assignments; (3) the teacher delivers the material at the next meeting.

2. Implementation of the 2nd Cycle of Action

a. Planning

The learning technique applied is to do questions and answers, as well as assignments. The assessment used in this study is an assessment of the study process and results (student work).

b. Action

The steps taken by the researcher are as follows: (1) the teacher instructs one student to read the al-qur'an surah Al-Qalam verses 1-4 which contain writing instructions and their translations; (2) the teacher explains the importance of the material to be studied and integrating

the values of the Qur'an that exist in surah Al-Qalam verses 1-4 which are related to the benefits and goodness that can be obtained from writing. The teacher explains that creating a work in the form of writing that can be read by others gets a continuous reward; (3) Students are given the task of writing Rhymes with the theme of education; (4) then the teacher observes. Based on the results of the quantitative descriptive data analysis, the learning outcomes of class VIIB SMP Negeri 4 Polewali were obtained by means of the sort card method, which is as follows:

Table 8. The Statistical Value of the 2nd Cycle Poetry Writing Test Results

Statistics	Students Score of 2nd Cycle
Mean	87,23
Median	88,00
Mode	88
Range	8
Minimum	84
Maximum	92

Based on table 8 above, it is known that the student average score based on the results of the second cycle test is 87.23. The minimum score is 84 and the maximum score is 92. The average score of the students' ability to write Rhymes is classically complete, namely 87.23.

Table 9. 2nd Cycle Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84	12	38.7	38.7	38.7
	88	13	41.9	41.9	80.6
	92	6	19.4	19.4	100.0
	Total	31	100.0	100.0	

The results of the data processing in the frequency distribution show that as many as 12 students got a score of 84, 13 students got a score of 88, and as many as 6 students got a score of 92.

c. **Observation 2nd Cycle**

Researchers and teachers observe student activities during the learning process in this study.

Table 10. Student Activities

No.	Statement	F	%
1	Students who are presenting during the learning process	31	100
2	Students who raise their hands with the intention of asking the teacher	31	100
3	Students who answer questions from the teacher	26	83,87
4	Students who raise their hands provide responses or comments to friends	13	41,94
5	Students who are active in discussion.	31	100
6	Students who like to leave the classroom when the learning process is taking place.	0	0
7	Students who submit their assignments in front of the class	31	100
8	The seriousness of students in working on the questions.	31	100
	Σ	31	100

Based on table 10 it can be concluded that of the 31 students during the learning process, the percentage was: 31 students were present during the learning process with a percentage of 100%. There are students who raise their hands with the intention of wanting to ask the teacher as many as 31 people with a percentage of 100%. There were 26 students who answered questions from the teacher with a percentage of 83.87%. Students who gave their hands gave responses or comments to friends as many as 13 people with a percentage of 41.94%. Then there were 31 students who were active in discussion by submitting their assignments in front of the class and the seriousness of students in working on the questions were 31 people with a percentage of 100%. As for the negative actions of students who like to leave the classroom when the learning process takes place, there is no

Table 11 Teacher Activities

No	Statement	Yes	No
1.	The teacher prepares students physically and psychologically to take part in learning by praying, checking student attendance, cleanliness, class tidiness and writing books readiness.	✓	
2.	The teacher conveys the basic competencies and learning objectives to be achieved	✓	
3.	The teacher explains the main material and learning activities that will be carried out by students	✓	
4.	The teacher performs apperception through questions and answers regarding the material responding to Rhymes	✓	
5.	The teacher provides new concepts through questions that build student knowledge. At this stage the researcher gives questions to students	✓	
6.	Teacher divides study groups	✓	
7.	Teachers supervise students when studying in groups	✓	
8.	The teacher gives questions to students regarding the material. At this stage the researcher gives questions to students through paper	✓	
9.	The teacher explains the meaning of Rhymes and the building blocks of Rhymes, as well as the types of Rhymes	✓	
10.	The teacher explains surah Al-Qalam.	✓	
11.	The teacher gives assignments to students to write Rhymes.	✓	
12.	Students practice solving problems given by the teacher. At this stage the researcher instructs students to answer questions	✓	
13.	The teacher provides a review of the mistakes students face during practice. At this stage the researcher provides the correct answer to the questions answered by the students	✓	
14.	Teachers and students ask questions about the difficulties faced in the learning process	✓	
15.	The teacher delivers the lesson plan at the next meeting	✓	
16.	The teacher reflects	✓	
17.	The teacher closed the lesson	✓	

Based on table 11, it is known that of the 17 activity points that have been planned in the learning process by teachers and researchers, all of them have been carried out well. The whole process of implementing learning that has been carried out by the teacher at the second meeting of cycle II can be categorized as optimal.

d.Reflection

Each meeting is conducted with reference to the lesson plan implementation in the lesson plan that has been compiled by the teacher and the researcher. The implementation of

learning to write poetry in the first cycle using the sort card method went quite smoothly. From the results of the students' work showed progress in the implementation in cycle II because students who scored 70 and above had fulfilled 80% in accordance with the provisions of classroom action research.

Based on the results of statistical analysis that has been carried out by researchers, the values of cycle I and cycle II are obtained. In the first cycle, the students' average score was 65.68. After carrying out the learning process in cycle II and correcting the errors that occurred in cycle I, the student's average score was 87.23. The clarification of the students' answers in each cycle is seen in the following table:

Table 12. Distribution of Frequency and Percentage of Student's Rhymes Learning Outcomes in 1st Cycle and 2nd Cycle.

Cycle	Students' score for achievement		Students who can pass	Percent	Category
	Lowest	Highest			
1st	56	80	7	9,68	Not pass
2st	84	92	31	100	passed

Based on table 12, it is known that in cycle I the lowest score was 56 while the highest score was 80 with the number of students obtaining the complete category, namely 7 students or 9.68%. In cycle II the lowest score was 84, while the highest score was 92 with the total score of students obtaining the complete category, namely 31 students or equal to 100%. The average value of cycle I and cycle II has increased. This concludes that the use of the sort card method can improve the learning outcomes of rhymes for class VIIB students of SMP Negeri 4 Polewali. As for the integration of the value of surah Al-Qalam verses 1-4 in relation to the sort card method with students, it can have an influence on the aspects of students' attitudes towards writing skills and add insight in terms of religious values that the benefits of writing are many, one of which is a continuous reward with creating written works.

Based on student activity in each cycle, there are changes during the learning process. Students focus on using the sort card method. The conclusion in this study is that during learning there is a change in behavior before and after the learning process.

CONCLUSION

This research is based on the lack of application of learning methods that are able to arouse student interest in learning which causes a lack of student activity in learning activities. During the teaching and learning activities, students did not have the courage to express their ideas and ideas. The results showed that students who were taught using the sort card method obtained an average value in the first cycle, namely 65.68, after carrying out the learning process in cycle II and correcting the errors that occurred in the first cycle, the average score of the students increased, namely -average 87.23. As for the integration of the value of surah Al-Qalam verses 1-4 in relation to the sort card method with students, it can have an influence on the aspects of students' attitudes towards writing skills and add insight in terms of religious values that the benefits of writing are many, one of which is a continuous reward with creating written works. Thus it can be concluded that there is a significant increase using the sort card method on the ability to write rhymes of class VIIB students of SMP Negeri4 Polewali.

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