

**Students' Learning Behavior in Writing Descriptive Texts by Using  
Silent Card Shuffle Strategy**

**Rosi Kumala Sari**

Universitas Putra Indonesia YPTK Padang

E-mail: [rosikumalasari070582@gmail.com](mailto:rosikumalasari070582@gmail.com)

**Rasmita**

Universitas Putra Indonesia YPTK Padang

E-mail: [rasmita@upiyptk.ac.id](mailto:rasmita@upiyptk.ac.id)

Submitted: 07-01-2025

Accepted: 28-01-2025

Published: 07-02-2025

**Abstract**

This research seeks to illustrate the learning behaviors of students as they compose English descriptive texts regarding local tourist attractions by utilizing the Silent Card Shuffle Strategy. The students' skill in writing English descriptive text in English is important for Management students in designing the English tourism object brochure. Unfortunately, most of them have low motivation; inactive in English learning process. Therefore, Silent Card Shuffle Strategy is chosen by the lecturer to motivate and change the students' learning behavior in writing English descriptive texts. The method used this research was descriptive qualitative research. The subject was 42 students on the Class 10<sup>th</sup> on semester 3 from Management Class of UPI YPTK Padang. The instruments used were observation, questionnaire, and interview. In analyzing the data, the researcher was grouped the data based on the indicator. Then, the researcher did interpreting to get the result. The researcher found that there was changing of the students' learning behavior in writing English descriptive text because of implementation of Silent Card Shuffle Strategy. It was affected to the three aspects of the students' behaviors; cognitive, affective and psychomotor. The researcher found this Strategy could improve students' motivation, knowledge. They were active involved in the class discussion, focused in learning writing, active to ask questions between students in group or class discussion. Then the researcher looked the student were fun, confidence, and enthusiast and had responsibility to complete the assignment in writing descriptive text.

**Keywords:** Students' learning behavior, descriptive writing skill, silent card shuffle strategy

## **INTRODUCTION**

Writing descriptive activities is a complicated process for the students. The students have competence to visualize the object correctly. Then, the students are demanded to be able to describe the specifications, form and condition of objects, people, places and events in detail (Sari et al., 2024). It requires some complicated thinking process such as finding idea, chosen appropriate word, creating good sentences, and composing sentences correctly. Pradiyono, (2007) defines descriptive text describe objects, people, places and events in specific description. Then, the descriptive text has two characteristics; identification and description of object. The writer writes information about where, who, what and in the description section and the characters, parts, qualities and phenomenon of objects, people, places, and event clearly (Wardiman, 2008).

To be able to produce the good English descriptive text, the students have to pay attention to the structure used and features English language of descriptive text. The descriptive text consisted of identification and description in generic structure and the using simple present tense, adjectives, action verb, specific participation, and clear accessible language in features. This text starts from finding identification of objects. The writers have to compile much information related to the object to able to create the sentences about identification and description paragraph. Describing an object, place or event in English is not easy, especially for students who are not majoring in English. It has complicated process. The researcher found some problems on pre observations, where the students have lack motivation and were not enthusiast for writing. Most of the students have difficulties to find the idea, find appropriate mastery of vocabulary, and arrange the sentences according to English structures and grammar correctly.

The lecturer has to be able to find the specific teaching technic or learning strategy which can motivate them to learn writing English descriptive text. Since of hard struggle in writing descriptive process, the lecturer have to be able to implement compatible strategy in teaching writing to arouse students' interest in writing. According to (Harmer, 2001), the process of good teaching writing covers sequence activities; helping the students to be focus, paying attention to the content, using correct grammar, organizing appropriate sentence structure, using punctuation correctly and increasing the students' vocabulary to the language used. Moreover, Creswell (2012) explains that the excellent teaching writing activities improve the students' thinking process. It can be improved by reading many sources, discuss with friends, often writing the drafts or concept before writing, and do revising and correcting to the written text. It means the effective teaching writing has to cover some aspect that the students need in learning writing. In other word, the lecturers have to determine the appropriate strategy in teaching and learning writing process because it has crucial role in developing students in writing skill.

One of appropriate strategies used by the lecturer to teach the students to write English descriptive text is applying Silent card Shuffle. The Silent Card Shuffle strategy uses cards or series of pictures as media which can help the students to find the idea and topic to write. After that, the students can work quietly and cooperate with their partner to shuffle the cards or pictures and arrange them into a coherent structure. This process encourages students 'critical thinking and helps students to visualize their ideas. Then, the students cultivates students' opinion to find the appropriate words, write the draft, write sentences correctly, arrange the sentences, modify the sentences to be coherent and unity.

There are some steps in application Silent Card Shuffle Strategy. They are; silent card and shuffle, justify and refine, circle and observe, return and refine, and teacher debriefing. On silent card and shuffle step, the teacher distributes envelop to the students consisted several figures, card, photos or image. The students only sit in the group and

then receive some pictures. Then, the students continue to follow the next step; justify and refine. In this step, the students look at the figures, card, photos or image and discuss with friend to arrange the series of pictures. After that, the students do circle and observe process. In this step, the teacher divide the roles to the students to discuss and write idea, diction of words, draft, sentences, write identification and description paragraph. Next, the activities are continued by returning and refining. In this activity, the students discuss idea to reread, rewrite paragraph, and recheck the texts made in group. And the last step is teacher debriefing. In this step, the teacher collect and discuss the result of the writing and give an appreciation (Frangenheim, 2005).

Specifically, from the previous explanation, it would be important to analyze how implementation of Silent Card Shuffle Strategy in teaching and learning has affect to the students' learning behavior in writing English descriptive text about local tourism object. Therefore, this study is conducted to observe "How are the effects of implementation of Silent Card Shuffle Strategy at the third semester of Management students of UPI YPTK Padang year 2024/ 2025 toward students' learning behavior in learning writing English descriptive text about local tourism object?"

## **METHOD**

The design of this research was descriptive study using qualitative method. Descriptive study determines and describes the way thing are (Gay et al., 2012) . This research concerned with the observation to the changing of the students' learning behavior during following the writing Class especially in writing the English descriptive text. This study focused on the collection and analysis of non-numerical data such as observation, interviews and questionnaire. The participant of this research was 42 students from the 10<sup>th</sup> class of management students at the semester 3 of University of Putra Indonesia (UPI) YPTK Padang on the year of 2024/ 2025. They were chosen because they are learning the English Business subject on this semester and one of topic was writing descriptive text. In analyzing the data, researcher refers to Gay et al (2012). The process in analyzing qualitative data involved data managing, reading, describing, classifying and interpreting. In analyzing the data, the researcher compared the information with the collaborator. Then the data was processed and presented descriptively in qualitative terms. According to Moleong (2017), data analysis is the process of organizing data sequences, categorizing them into patterns, categories, and basic units of description. The researcher did data reduction. The collections of data were consisted of observation sheets, questionnaire sheets, and interview with the students in writing descriptive text of local tourism object.

## **FINDINGS AND DISCUSSION**

Based on the observation, research indicated that implementing Silent Card Shuffle Strategy students' has significant effect to the students learning behavior. The learning activities created by this strategy give chance to the students more interactive and stimulate positive learning environment. This strategy enhanced students' participation and cultivated students' opinion in learning process. The students become involved more, increasing students' motivation to write descriptive texts may, and leading to improve the students' writing skills. Before doing observation toward the students' learner behavior in application of Silent Card Shuffle strategy in writing descriptive text, the researcher observed the lecturer in explaining about the descriptive text. The lecturer focused on explaining the definition, social function, and generic structure and language features of the descriptive text. Then, the researcher looked the lecturer explains the

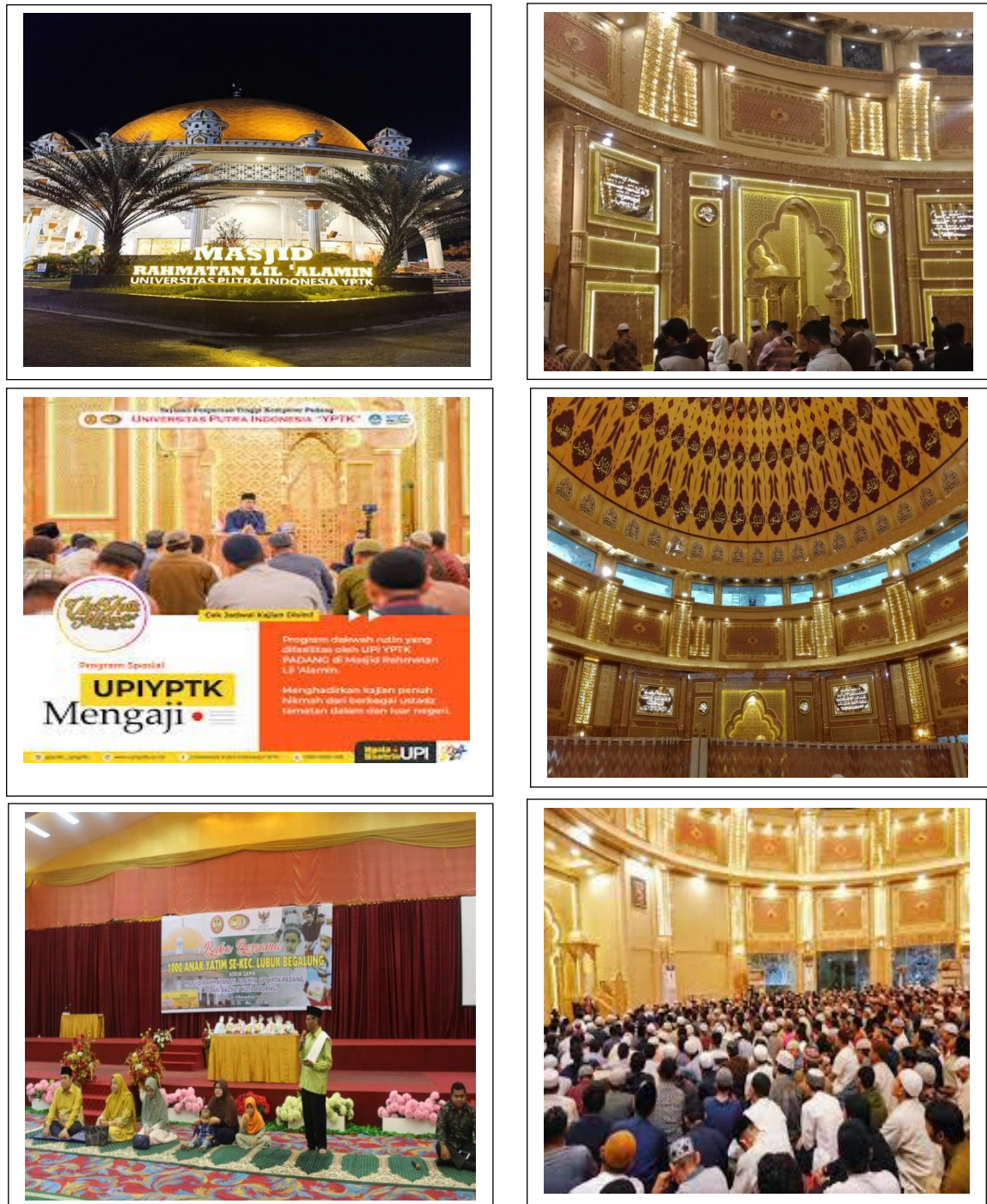
specification of descriptive text to the students. It was included about definition, social function, generic structures, and language features of descriptive text.

Table 1. The Character of descriptive text in writing local tourism object

Social Function	Generic Structure	Language Features of descriptive text
To describe particular thing	<p>Identification:</p> <p>1. Write the name of object : Masjid Rahmatan Lil'Alamin</p> <p>2. Write the location of object: Lubuk Begalung</p> <p>3. Write the distance of object: It is 15 km from Aie Pacah Bypass</p> <p>4. Write the name of object or city( place): Padang</p> <p>5. Write the transportation used to the location of object : motorcycle, maxim, Goject, public transportation</p> <p>Description (physical form):</p> <p>Color of the object</p> <p>The unique interior of place</p> <p>The unique exterior of object</p> <p>The condition of nature around the place</p> <p>The condition of people around the place</p>	<p>1.Using simple present tense: Masjid Rahmatan Lil 'Alamin is the one of amazing masjid in Padang city.</p> <p>2. Using nominal sentences : It is not so far from City Centre.</p> <p>3.Using verbal sentences: The tourists can go there by motorcycle.</p> <p>4. Using the adjective: The size of Masjid Rahmatan Lil'Aalamain is big.</p> <p>5. Using Passive sentences: Masjid Rahmatan Lil 'Lamin is opened to general on 2017.</p> <p>The color of wall is gold.</p> <p>The Masjid has unique interior on the roof and floor.</p> <p>The roof interior is about calligraphy of Allah's name.</p> <p>The floor is covered by soft and fresh carpet.</p> <p>The Masjid Rahmatan Lil' alamin has beautiful and clean garden.</p> <p>The Masjid Rahmatan Lil' alamin has clean and natural parking area.</p>

During observing of implementation of the Silent Card Shuffle strategy the researcher looked the students were more active in class activities. To mastery the pattern of generic structure and language features of descriptive text, the students have to do many exercises. They tried to understand some patterns from discussion with their peers in group. Then the students also did communication to solve some problems, such as finding the new vocabulary, arrange the sentences correctly, and found the appropriate conjunction for creating the unity paragraph. Next, this strategy used interested media in learning process; series of local tourism object pictures. The students put and looked the series of local tourism object pictures. Then they chose, matched, arranged and then wrote some words related to the pictures as drafts of identification and description of descriptive text. According to Martanti (2013), using cards of series pictures could be a bridge and those made the students easier to find idea, visualize the places, understand and memorize the vocabulary taken from the text can be seen in Figure 1 about series of pictures.

Figure 1. Examples of series pictures in implementing of Silent Card Shuffle Strategy



From the series of pictures above, the students start to some learning activities such as arranged the pictures, wrote clue words, the draft, and the sentences for identification and description paragraph. In identification paragraph, the students wrote the location, distance from the city Centre, and transportation from the city Centre goes to the place (local tourism object). Then in description paragraph, the students will write the description of the place. The students might write many of nominal sentences used adjective word to describe the form of building, the unique description of roof, floor, and interior of room. Besides, the students also might write the description of the parking area, the flower park, and the specific serviced prepared by the official of Place of place, in this case is the Masjid Rahmatan Lil 'Alamin.



Then, the students did discussion with their friend to find solution from some problems in writing the descriptive text about local tourism object in the group. The researcher found Silent Card Shuffle Strategy became an innovation in classroom activities. The students were fun and happy in doing activities. The students can play, learn, and do innovation. Silent Card Shuffle Strategy (SCSS) became an innovation activity in writing class. For the next meeting, the lecturer asked the students to prepare the series of local tourism object by their pair. In preparing the series of local tourism object picture the students used the digital of technology and print them. It needed the social interaction with the people around them, in this case is photocopy services. The integration of using technology and interacting with other people in preparing media for implementing the Silent Card shuffle Strategy, in writing also affects the students' behavior. These were valuable experience to the students using technology. It made the students feel needed helping from other people (their peer in group discussion). Those students 'experience in writing descriptive text about local tourism object could be change students' learning behavior (Nurmaya et al., 2022).

In addition, the Silent Card Shuffle Strategy could foster a cooperative learning environment. When students shared their organized ideas, words, sentences with peers, they could receive constructive feedback, which is valuable for their development as writers. This peer interaction enhanced students' understanding built a supportive classroom community (Putra et al., 2024). Furthermore, it could explore the students 'confidence. In other word, students' learning behavior in this context can contribute to the broader of affective aspect from learning writing descriptive text bout local tourism object process. Lecturer adapted the Silent Card Shuffle Strategy to meet the varied needs of their students, ensuring that all students could benefit from the learning writing descriptive text about local tourism object process. By recognizing individual differences in learning styles and behaviors, teachers can create more effective writing instruction (Brown, 2012).

Then, the implementation of using the Silent Card Shuffle technique helps the students interact with others (Sari et al., 2024). The student assisted the friends in selecting, organizing, matching, discussing, and writing about the images when they have a series of pictures about local tourism objects on their cards during a group discussion. Additionally, it developed students' minds and improved their ability to engage by asking questions, chatting, interrupting, and critiquing others before putting down key phrases, sentences, or paragraphs pertaining to the set of images (Sari et al., 2024). It is clear that the learning environment encouraged individuals to participate more actively in the language acquisition process.

Furthermore, implementation of Silent Card Shuffle strategy, may students learn in group learning. This group created the specific environment, whereas it supported the students do interaction one and another (Sari et al., 2024). Then, when the students had series pictures on their cards about local tourism object in group discussion, supported them to choose, arrange, match, talk, discuss, and write about the pictures. It invited the students cultivated their mind (Sari et al., 2024). The students were active in learning process. It indicated that the implementation of Silent Card Shuffle Strategy has effect to the students' learning behavior.

According to Hamzah (2012) learning behavior is process of requiring the teacher as facilitator to move students to do activities in learning. Then, Abidin (2022) stated that learning behavior is a way or action that contains an attitude towards the implementation of learning technique or strategies carried out by individuals or anyone at certain times and learning situations. In implementing the Silent Card Shuffle Strategy a lecturer gives good organized planned activities as stimulus to the students in order to

invite the students to give feedback as right responses in following steps. Planned stimuli were implemented in doing activities in writing class guide the students to write the descriptive text about local tourism object. The relation between stimulus and response was repeated until it will become a habit or behavior (Sardiyanah, 2015). The students' learning behavior are essential for improving students writing skill. According to Behavioristic theory, learning is the changing of students' behavior because of interaction between stimulus and response. In other word, learning is changing of students' action or behavior because of interaction process the students with environment (Brown, 2012).

Moreover, the behavioral aspects of learning through this strategy provided students interact with others in several patterns; cooperation, communication, and problem-solving. The students cooperated in selecting, classifying, sequencing, and matching the pictures or cards. The researcher found some learning behavior growth well such as high curiosity to do selecting, classifying, sequencing, matching the pictures card and then write important words, and simple sentences as draft in writing the descriptive text about local tourism object (Rahmawati, 2017). Then, the researcher observed presenting the pictures directly when the students writing, help them to start activities in writing, such as write the title as idea in writing descriptive paragraph. In line with Harjanti (2018), it is stated that the printed pictures as media in writing can help the students to determine the ide and cultivate the students opinion to write. Besides, the small group learning facilitates them to discuss the every difficulty in writing the descriptive texts such as finding the new vocabulary, arrange the word to be correct sentences, to arrange the sentences into good unity and coherence paragraph. It built the tolerant character between the students and improved the students' responsibility in finishing the descriptive text. The implementation of Silent Card Shuffle strategy improved the students' cooperation and students' sense to honor and care to the friend as partner in writing. It burnt the good learning behavior of the students (Sari et al., 2024). It is in line with Arends (2007) who stated that cooperative learning supports the students' interaction one and another, responsibility, linguistic competence, and intra personal intelligence.

Then, applying the Silent Card Shuffle Strategy built a supportive classroom community where students feel safe to express their ideas. There are two types of factors that can affect human behavior, such as internal factors and external factors. Internal factors are any competences or abilities that people have during their development and are derived from their environment and external aspects are things that people learn from their environment. From discussion in small group, the students could explore their confidence in learning. Therefore, the students' competences in communication can improve. Besides, Silent Card Shuffle Strategy (SCSS) raised the needed of the students to communicate each and other in group so it create the honor, care one another and students' responsibility. In other word, the implementation of the Silent Card Shuffle Strategy meet the varied needs of their students, ensuring that all students get benefit from the learning writing descriptive process about local tourism object.

After that, the applying the Silent Card Shuffle Strategy in writing descriptive text was improving the students' language skill especially in writing. The challenging of sharing and discussing one and another students to find the meaning and translate of difficult word in to English giving comfort environment to improve and enrich their vocabulary. Moreover, the students were curious of their fighting to know the meaning difficult word, arranged some words in to the correct sentences and paragraph the sentences into unity and coherence of identification and description paragraph. In addition, when students share their organized ideas with peers, they could receive constructive feedback one another which is valuable for their competences as writers.

This peer interaction enhanced their understanding of new vocabulary, generic structures and language features of descriptive text. Therefore the implementation of Silent Card Shuffle Strategy improves students' cognitive competence, they are; remembering, understanding, applying, analyzing, evaluating and creating (Rahmawati, 2017). It is supported Yusuf et al. (2019) , they stated that cooperative learning strategy improve the students' cognitive dimension; remembering, understanding, applying, analyzing, evaluating and creating.

Lastly, based on the explanation above, it can be understood the Implementation of Silent Card Shuffle Strategy in writing descriptive text about local tourism object had effect to the students' knowledge, emotion, skill in writing descriptive text about local tourism object (Abidin, 2022). The implementation of Silent Card Shuffle Strategy in writing descriptive text has changed the students' learning behavior. The students did all of the activities by cooperating with their friend as a peer learning in group. For more clear description, the students' learning behavior in implementing Silent Card Shuffle Strategy in writing descriptive text can be illustrated in Table 2.

Table 2. Students' learning behavior in implementation Silent Card Shuffle Strategy

No	Cognitive	Affective	Psychomotor
1.	Increasing students' vocabulary	Honor the partner's opinion.	Students preparing the series of pictures.
2.	Increasing students' competence in creating sentences	Helping partner in translating the words.	Students cultivate the opinion to choose, match, and arrange the pictures.
3.	Increasing students' to match, choose the appropriate words.	Helping partner in translating the sentences.	Students cultivate the opinion to write the appropriate idea.
4.	Increasing the students' ability in arranging the appropriate sentences in writing identification paragraph.	Helping partner in creating the sentences.	Students cultivate the opinion in creating the sentences.
5.	Increasing students' sense in finding idea.	Helping partner in arranging the sentences.	Arrange the appropriate sentences in writing identification paragraph.
6.	Students' active to asking questions.	Confidence to ask the questions with the friend.	Arrange and modify the appropriate sentences in writing description paragraph.
7.	Students' active to discuss problem in translating the words and sentences.	Confidence to answer the friend questions.	Students cultivate the opinion in remembering the language feature of descriptive text.
8.	Students' active to cultivate students' opinion.	High motivation to finishing the project about writing descriptive text.	Students cultivate the opinion in remembering the generic structures of descriptive text.
9.	Students are good in organizing the sentences.	Have responsible to finish the task.	Support to talk in group and the class.
10.	Students are good in organizing the writing activities.	Fell comfort in writing descriptive text because of there are series of picture guide them to write the idea.	Active to organize of the new vocabulary.
11.	Students are good in organizing the writing conjunction.	Fell confidence in writing descriptive text.	Active to understand the meaning of new vocabulary.
12.	Students are good in organizing in describing sentences.	Have comfortable situation in writing.	Students cultivate the opinion to choose, match, and arrange the idea.

From the Table 2, it can be understood that Silent Card Shuffle strategy could improve three aspect of students' learning behavior; cognitively, affectively and



psychometric. The students' learning behaviors could be shaped because of stimulus from the learning environment; the lecturer and the partner. During implementing the Silent Card Shuffle Strategy, lecturer's role was as a leader in controlling the students' writing activities. Then, the friend is as supporting partner in finishing group project. Then, based on the questionnaire to the students, the researcher found some data.

Table 3. The data from questionnaire of Implementation Silent Card Shuffle Strategy

No.	Statement	Students' response (42 students)	
		Ya	Tidak
1	SCSS help students are easy to determine the topic or title the text.	40	2
2	SCSS helps the students to enrich the new vocabulary in group project.	42	-
3	SCSS helps the students to create the sentences based on the series of pictures in group project.	38	-
4	SCSS present interested activities in organizing the pictures.	42	-
5	SCSS creates the fun learning activities.	42	-
6	SCSS create happy learning activities because the students can communicate with the friend.	42	-
7	SCSS creates comfortable learning environment.	42	-
8	SCSS are trained students to find, understand, write the new vocabulary; noun, adjectives, pronoun, verb.	40	2
9	SCSS are trained students to ask question to the friend about some problem in learning writing process.	42	0
10	SCSS trains students to write simple nominal sentences in group project.	40	2
11	SCSS trains students to write simple verbal sentences in group project.	40	2
12	SCSS improve the students' care, honor, to the friend in group project.	40	2
13	The series of pictures as media in SCSS help the students to write some draft of identification sentences in group project.	38	4
14	The series of pictures as media in SCSS help the students to write some draft of description sentences in group project.	38	4
15	The series of pictures as media in SCSS help the students to arrange the sentences and create the coherence and unity paragraph in group project.	38	4

The Table 3 above shows that implementing Silent Card Shuffle Strategy helped students to enjoy the learning writing descriptive activities in the class. It can be found from the amount of students in choosing answer from the researchers' statement on number 1, 4, 5, 6, 7. It indicated that the students like implementation of SCSS strategy in learning writing descriptive activities. When the students were fun and comfort involved in learning process, it would motivate them to learn more about the learning material (Martanti, 2013). In other word the students' motivation to learn writing descriptive text is increased by implementing SCSS. Then, for statement number 2, 3, 8, 9, 10, 11, 12, 13, 14 and 15, the students showed that, they like to do the activities or class project in group. It was caused they could do discussion in peer with their friend to find the solution for some problems in finishing the project.

Then, it was supported by the students' answer on interview. The researcher conducted the interviews with some students. The researcher chose them based on difference level competence; low, middle and high. The researcher asked them about the superior of Silent Card Shuffle Strategy in learning writing descriptive text. The finding can be written on the script below.

**Students 1 (Chairunnisa):**

- Resercher : What are the difficulties in writing the English descriptive text?  
 Student : I am difficult to create the sentences correctly according to the English structure correctly.
- Resercher : Do the implementation of SCSS help you in writing the English descriptive text? Why?  
 Student : yes, because I can discuss and learn with my friend to know the English structure.

- Resercher : How do you feel when the lecturer implements the SCSS in writing the English descriptive text?  
 Student : I am comfort and happy, because of there are some pictures also to guide us to find the new vocabulary, idea, and to write the draft of some sentences. Then I and my friend can revise my writing.
- Students 2 (M. Bintang):  
 Resercher : What are the difficulties in writing the English descriptive text?  
 Student : I have problem in combining the sentences to be unity paragraph.  
 Resercher : Do the implementation of SCSS help you in writing the English descriptive text? Why?  
 Student : Of course, I can learn with my friend, and discuss about the problems.  
 Resercher : How do you feel when the lecturer implements the SCSS in writing the English descriptive text?  
 Student : I am relax and happy by arranging, matching, organizing the series of pictures. It also help us to find the clue before write the sentences.
- Students 3 (Selvi):  
 Resercher : What are the difficulties in writing the English descriptive text?  
 Student : I am poor on English vocabulary,  
 Resercher : Do the implementation of SCSS help you in writing the English descriptive text? Why?  
 Student : Yes, because I can ask my fried to know the new or difficult wo rd and I write them on the book. After that we can discuss to arrange them to be good sentences.  
 Resercher : How do you feel when the lecturer implements the SCSS in writing the English descriptive text?  
 Student : I am happy and enthusiast to do the writing project. I believe by discussion we can finish the writing project. Moreover, these materials that can guide us to design the local tourism object.
- Students 4 (Annisa):  
 Resercher : What are the difficulties in writing the English descriptive text?  
 Student : I am less vocabulary, lazy to find the meaning and arrange the word to be good sentences  
 Resercher : Do the implementation of SCSS help you in writing the English descriptive text? Why?  
 Student : yes, because this strategy gives me chance to discuss and communicate about some problem in writing and find the solution.  
 Resercher : How do you feel when the lecturer implements the SCSS in writing the English descriptive text?  
 Student : I like it. The writing class is interested.

Form the transcript of interview, the researcher found that the students feel comfort, fun, and happy in learning writing descriptive text. Most of them stated that the Silent Card Shuffle Strategy gave chance for the students to inquiry the knowledge based on the students' experience in learning process. In other words, the students were more active involved in doing learning activities comparing with the lecturer's that was the real learning process (Frangenheim, 2005). It would increase the students' motivation to learn. When the students have motivation, they will learn more about the material. The Silent Card Shuffle strategy gave some positive effects for the teaching and learning Furthermore it will improve the students' competence and skill in writing descriptive text. The positive effect could be written in the Table 4.

**Table 4. Positive effects for the teaching and learning process toward the students**

No.	Specification of Silent Card Shuffle Strategy	Positive effect to the students
1.	Using media in learning process ;series of pictures about local tourism object	The students are easy to determine the topic or title the text. It help the students to enrich the new vocabulary It helps the students to create the sentences based on the series of pictures. It would be interested activities in organizing the pictures It help the students to visualize the object.
2.	Doing learning activities in group	The learning activities create fun situation in learning. It is not boring activities because the students can communicate with the friend

It creates comfortable learning environment  
The students are trained to find, understand, write  
the new vocabulary; noun, adjectives, pronoun,  
verb.  
The students are trained to ask question to the friend  
about some problem in learning writing process.  
The students are trained to write simple sentences  
The students are trained to write nominal and verbal  
sentences  
Improve the students' care, honor, to the friend.

---

This strategy was successes to create students involve more in teaching and learning process while the lecturer was only being facilitator and observer toward students' activities (Frangenheim, 2005). The students were active and confidence to ask questions, arrange the series of pictures, and write the vocabulary, to arrange the sentences, combine the sentences, and determine the identification and description sentences. They are the powerful activities in the writing descriptive text would be affect to the student, achievement (Cahya et al., 2021). After following the process of learning the students know about goal, the characters, definition, social function, and generic structure and language features of descriptive about local tourism object.

Therefore, the implementation of silent Card shuffle strategy had effect on students' learning behavior. The students' engagement can be looked from students learning activities such as pay attention in class, active in discussion, ask questions, and active to finish or complete assignments in writing descriptive text about local tourism object. Then, the learning experience of the students in group has effect to the self-regulation in writing. They have habit to arrange, match, choose, plan, ask, discuss, revise, their task on their learning activities. It means self-regulation comprises students' capacity in improving the students' skill in writing descriptive text about local tourism object.

## CONCLUSION

In conclusion, using the Silent Card Shuffle Strategy refine the teaching technique and ultimately improve students' outcomes in writing descriptive about local tourism object. The interesting media used in implementing SCSS for the students can improve their motivation in learning writing descriptive text about local tourism object. Besides, support learning environment can effect on students' feel and sense in learning. It appears through the activities done by the students in learning writing descriptive text about local tourism object. It gave chance to the students to do much exercises in writing; start from the finding idea, appropriate words, create simple sentence, arrange the sentences, use the appropriate conjunction and etc. Those activities are done with students' peer in group. Therefore, it affects to the development of positive learning behavior of students. It can be concluded that Silent Card Shuffle strategy cover of students' need, interesting, support environment in improving the positive students' learning behavior. The positive students' learning behavior can improve the students' skill in writing descriptive text about local tourism object.

## REFERENCES

- Abidin, A. M. (2022). Penerapan Teori Belajar Behaviorisme dalam Pembelajaran (Studi pada Anak). *An-Nisa: Jurnal Gender dan Anak*, 15(1), 1–8. <https://doi.org/10.30863/an.v15i1.3315>
- Arends, R. I. (2007). *Learning to Teach. Ninth Edition*. New York: Mc Graw- Hill.

- Brown, H. D. (2012). *Principles of Language Learning and Teaching. Fifth Edition*. London: Pearson Education.
- Cahya, U. D., Thahura, F., & Sari, M. (2021). Influence of Environment on Learning Improvement and Students' Characters Strengthening in Covid -19 Pandemic. *Lectura: Jurnal Pendidikan*, 12(2), 206-217. <https://doi.org/10.21608/pshj.2022.250026>
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth Edition*. Boston: Pearson Education.
- Frangenheim, E. (2005). *Reflection on Classroom Thinking Strategies Practical Strategies to Encourage Thinking in Your Classroom. Sixth Edition*. Paul Chapman Publishing. <https://eric.ed.gov/?id=ED491373>
- Gay, L. R., Mills, G. E. and Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Application*. London: Pearson Education.
- Hamzah, S. H. (2012). Aspek Pengembangan Peserta Didik: Kognitif, Afektif, Psikomotorik. *Dinamika Ilmu*, 12(1), 1–22. <https://doi.org/10.21093/di.v12i1.56>.
- Harjanti, T. (2018). Peningkatan Kemampuan Menulis Teks Prosedur Kompleks dengan Menggunakan Media Gambar Berseri pada Siswa Kelas X IPA 1 SMA Negeri 1 Kota Sorong. *Sosced*, 1(2), 49,62. <https://doi.org/10.32531/jsosced.v1i2.220>.
- Harmer, J. (2001). *The Practice of English language Teaching. Third Edition*. London: Longman.
- Martanti, I. F. R. (2013). *Improving the Teaching of Reading by Using Silent Card Shuffle Strategy to the Eigh Grade Students of SMPN 1 SEVEGAN in Academic Year of 2012/2013*. Unpublished Thesis. Yogyakarta: Universitas Negeri Yogyakarta.
- Moleong, L. J (2017). *Metodologi Penelitian Kualitatif. Edisi Revisi*. Bandung: Remaja Rosdakarya
- Nurmaya, G, A. L., Irsan, I., Sufinuran, S., & Fauziah, R. (2022). Analisis Perkembangan Perilaku Sosio-Emosional Siswa dalam Pelaksanaan Pembelajaran secara Daring (Online) di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 943–953. <https://doi.org/10.31004/basicedu.v6i1.2062>
- Pradiyono. (2007). *Pasti Bisa! Teaching Genre Based writing*. Yogyakarta: Andi.
- Putra, R. P., Yaqin, M. A., & Saputra, A. (2024). Objek Evaluasi Hasil Belajar Pendidikan Agama Islam : *Objek Evaluasi Hasil Belajar Pendidikan Agama Islam: Analisis Taksonomi Bloom (Kognitif, Afektif, Psikomotorik)*, 2(1), 149–158. Retrieved from <https://journal.institercom-edu.org/index.php/alkarim/article/view/236>.
- Rahmawati, P. S., Indrawati, I., & Fitriati, S. W. (2017). The Effectiveness of Mind Mapping Silent Card Shuffle. Combination in Teaching Writing Narrative Text. *ELT Forum: Journal of English Language Teaching*, 6(2). 155-164. <https://doi.org/10.15294/elt.v6i2.20696>.
- Sardiyanah, S. (2015). Belajar dan Faktor- faktor yang Mempengaruhinya. *Al-Qalam: Jurnal Kajian Islam dan Pendidikan*, 7(1), 123-144. <https://doi.org/10.47435/al-qalam.v7i1.187>.
- Sari, R. K., Putri, D. M. P., & Dania, R. (2024). Improving Student's Descriptive Writing Skill through Silent Card Shuffle Strategy. *Language Circle: Journal of Language and Literature*, 18(2), 356–361. <https://doi.org/10.15294/lc.v18i2.50289>
- Warda, E. G. & Wijaya A. (2019). The Effectiveness of Teaching Writing Descriptive Text by Using Social Media "Instagram" to Improve Students' Writing Ability at Junior High School Students. *Tell: TEaching of English Language and Literature Journal*. 7(1), 16-24. <https://doi.org/10.30651/tell.v7i1.2696>.
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative Lerner Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1), 1399–1412. Rerieved from <https://eric.ed.gov/?id=EJ1201198>.