

The Effect of Quartet Cards Game on Students' Speaking Ability: An Experimental Research at Grade VII of SMPN 11 Mataram in Academic Year 2013/2014

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ABSTRACT

Quartet cards game adalah sebuah permainan kartu yang satu set-nya terdiri dari empat kartu yang berisi gambar, kata kunci dan kalimat deskripsi sederhana. Permainan kartu ini dapat membantu siswa untuk lebih aktif didalam berbicara bahasa Inggris. Penelitian ini menggunakan penelitian eksperimen dimana bertujuan untuk mengidentifikasi pengaruh dari penggunaan *quartet cards game* terhadap kemampuan berbicara siswa, khususnya didalam materi *descriptive*. Penelitian ini merupakan penelitian yang menggunakan *two group design* dimana terdiri dari satu kelas eksperimental dan satu kelas kontrol. Sampel dari penelitian ini memilih kelas VII B sebagai kelas eksperimental dan kelas VII C sebagai kelas kontrol di SMPN 11 Mataram, dimana setiap kelas terdiri dari 34 orang siswa sehingga jumlah total siswa yang dijadikan sebagai sampel penelitian ini adalah 68 siswa. Teknik pengambilan sample penelitian ini adalah *cluster sampling*. Data diperoleh dari hasil pre-test dan post-test. Data dari nilai siswa diperoleh dari hasil penilaian dua orang penilai yaitu saya sebagai peneliti dan guru mata pelajaran bahasa inggrisnya sebagai penilai kedua (inter-rater). Jenis test yang saya berikan kepada siswa adalah dengan melakukan monolog yang dalam hal ini siswa diminta untuk mendeskripsikan suatu gambar dari binatang, orang dan pekerjaannya. Hasil penelitian menunjukkan bahwa hasil t-test nya lebih besar dari nilai pada t-table, dimana hasil t-test nya adalah $4.42 > 2.6524$ pada t-table tingkat .01(99%) dengan derajat kebebasan (df) 66. Itu berarti bahwa hipotesis nol (H_0) yang menyatakan bahwa tidak ada efek atau pengaruh dari Quartet Cards Game terhadap kemampuan siswa di tolak. Sedangkan hipotesis alternative (H_a) yang menyatakan bahwa adanya efek atau pengaruh terhadap kemampuan berbicara siswa diterima. Hal ini membuktikan bahwa Quartet Cards Game berpengaruh terhadap kemamouan berbicara siswa kelas VII di SMPN 11 Mataram tahun ajaran 2013/2014.

Quartet cards game is a playing card game which a set of four cards consists of pictures, keywords and simple description. The quartet cards game is able to help students to be more active in speaking English. This research use experimental research which was aimed to find out whether there is any effect of Quartet Cards Game on students' speaking ability or not, especially in speaking descriptive. This research used two group designs which were consisted of experimental and control groups. The sample of this research was selected VII B and VII C

classes in SMPN 11 Mataram, in which each class consists of 34 students, so the total number of sample of this research was 68 students. The sampling technique of this research was cluster sampling. In collecting data, I used pre-test and post-test. The scores of pre-test and post-test were taken from me as a researcher and the teacher as an inter-rater. The kinds of test that I gave to the students were doing monolog such as describing picture of animal, people and occupations. The finding showed that t-test value was higher than t-table, which t-test was $4.42 > 2.6524$ at confidence level of t-table .01(99%) in degree of freedom (df) 66. It means that the Null Hypothesis (H_0) which stated that “There is no effect of Quartet Cards Game on students’ speaking ability” was rejected. While the Alternative Hypothesis (H_a) stated that “There is a significant effect of Quartet Cards Game on students’ speaking ability” was accepted. It shows that Quartet Cards Game gave effect to the students’ speaking ability at grade VII of SMPN 11 Mataram academic year 2013/2014.

Key words: *Quartet Cards, Game, Speaking, Descriptive, and Experimental research.*

1. Introduction

1.1 Background

Nowadays, many people think that a successful person is a person who has good talent in speaking, especially in speaking English (Nawshin,2009). It is caused when he or she wants to get a good job, some industries and institutions try to test the workers by doing interview test along with writing test. On the other hand, at the time some schools also apply the English interview as a speaking test when the schools want to approve new students. As we know that, speaking skill is a productive skill along with writing. It is an oral or verbal skill that people always use in their daily communication as their way to express feeling, share information and ideas. As well as learning speaking in language learning at school, it is a way that can be used to develop people’s ability to speak each other, because by learning speaking earlier people will be able to speak effectively. According to Richards (2008) the mastery of speaking skill in English is a priority for both of second-language and foreign language learners.

As like as what I have found in SMPN 11 Mataram, based on my interview on November 30th 2014, the teacher stated that she used some teaching methods and approach such as direct method and communicative approach. Unfortunately, many students do not feel interested in the teacher’s teaching methods such as the teacher just explains material without practice and just uses textbook as a media to learn. In fact, students’ speaking ability will be better if they participate actively to use the language in the classroom’s speaking activities (Susanti, 2011). Based on my interview to an

English teacher of SMPN 11 Mataram, the school still uses the curriculum of KTSP 2006 in which students of SMPN 11 Mataram especially the second semester of seventh grader should master some kinds of speaking such as descriptive and procedure. In learning English for students of 7th grade of junior high school, the students should master the speaking with some kinds of short monologue text such as descriptive and procedure text (KTSP 2006). Descriptive text is a text that people need to do to describe persons, things or others. On the other hand, procedure text is a text that people need to do to tell about how to make something or tell about the steps of making something. Here, the students of 7th graders of junior school are prosecuted to be able to use the English to interact with their closest environment in both of descriptive and procedure. However, in this case I just focus on one kind of text that is descriptive text.

In one side, the teacher also explained that when she taught speaking to the students of seventh grade, the students have some difficulties in speaking English such as: (1) the students have lacks of vocabulary and pronunciation so that the students do know how to start their speaking, (2) students' perceptions that English is not their language home so that they are shy to use English to speak in the class and more comfortable to use their mother tongue or second language, and (3) the students have low confidence and feel nervous. On the other hand, the teacher often gives the students reading or writing task such as writing some dialogues with less practice, so they did not have any opportunities to use the language to speak. From the interviews, I can conclude that the speaking English activities of SMPN 11 Mataram at 7th grader were not applied effectively so that the students' speaking ability was low because they were demotivated to speak in English while the teaching speaking class.

Focus on the problems above I used Quartet Cards Game as a teaching media on English speaking activities to help the students. Quartet cards game is a media which can be used to help students' difficulties in learning speaking, because it consists of pictures and key words which can instruct their ideas and build their self-confidence to start their speaking. Therefore, this study is aimed to know the effect of quartet cards game on students' speaking ability at grade VII of SMPN 11 Mataram.

1.2 Research Question and Hypothesis

This research was aimed to identify whether there is an effect of using Quartet Card Game on students' speaking ability at grade VII of SMPN 11 Mataram in academic year 2013/2014. To find the answer, there is a question of this research:

Q: Is there any effect of using Quartet Card Game on students' speaking ability at grade VII of SMPN 11 Mataram in academic year 2013/2014?

The hypotheses of this research are divided into two, those were:

1. Alternant Hypothesis (Ha) "there is a significant effect of Quartet Cards Game on students' speaking ability.
2. Null Hypothesis (Ho) "there is no effect of Quartet Cards Game on students' speaking ability.

1.3 The significance of Research

Theoretically, this research was able to give the effect of using Quartet Cards Game toward students' speaking ability especially in speaking descriptive. On the other hand, in practically quartet cards game was expected to help the students in learning speaking and help the teacher to use appropriate media in teaching speaking for the students.

1.4 Scope of the Research

The research was limited to identify the effect of using Quartet Card Game on students' speaking descriptive. The themes of the descriptive that were been taught are animals, humans, and occupations. In this term, I as a researcher wanted to see the ability of students' pronunciation and vocabulary such as the use of adjective (example: beautiful, handsome, big, small and so on) , auxiliary verb (example: is, are, am, has, have, etc) , and noun especially the use of subject pronoun (I-me, she-her, he-his, they - their, we - our, it - its).

2. Review of Literature

- a. Speaking is an interactive process of extending the meaning which includes producing, receiving and processing information (Brown et.al in Florez, 1999). Speaking also is a process in which the students to be able to express their ideas, feeling (emotion), thought, and attitude orally.
- b. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing (Handayani, 2009). It is a kind of a short functional text that students of junior school should learn. The generic structures of the descriptive text are as follow:
 - Identification: identifying the phenomenon to be described.
 - Description: describing the phenomenon in parts, qualities, or/and characteristics.

- The Language Feature of Descriptive Text: Using attributive and identifying process. Using adjective and classifiers in nominal group. Using simple present tense
- c. In line with Prihatin (2010) Card Game is a useful technique in learning and developing speaking skill, because it can create positive classroom interaction and interesting activities so that their speaking ability can be developed in natural ways. Based on Oxford advance learner dictionary: (1) Quartet means a set of four people or thing, (2) Card means a thick stiff paper or thin card board which there is information of something and (3) Game means a form of use competitive play or sport with rules. Based on that definition of each items of Quartet Card Game, the writer takes a conclusion about the definition of “Quartet Card Game” is a playing card game, which consists of a set of four cards. Generally, for a package of quartet cards consists of 32 cards which consists 8 sets and for a set of quartet consists of four cards. Quartet cards game is a playing card game which consists of a set of four cards. It is also a game which is used as media in teaching that consists of a picture and key words in English. On the other hand, English Language Learning, the quartet cards help the students to create a good idea and make the students’ interaction to be live among the students during the classroom activities. English quartet card is interesting due to its simplicity and attractiveness (Zani, 2013).

In this chance, I want to replicate the previous research, which will apply the Quartet Cards game on students’ speaking ability at VII grade students in SMPN 11 Mataram. However, in this case I concerned to the one of genre text that was descriptive text, in which the students did monolog such as describing picture of animal, people and people’ occupations as the testing,. Whereas, in Zani’s research focused on transactional and interpersonal text such as how to request something, how to offer something how to apologizing, how to thanks, how express like and dislike, how to asking clarification. This research is applied to know whether there is a significant effect of Quartet cards game on students’ speaking ability at VII grade students in SMPN 11 Mataram or not.

3. Research Method

3.1 Research Design

One way to find the scientific truth was through investigation or research. In this term, I tried to apply an experimental research. This research was applied to know whether there was a significant effect of quartet cards game on students’ speaking ability or not. I used two group designs because it will help me to be easier to compare the ability of the students. The two groups would be divided into control group and

experimental group. Then, to know the improvement, I gave the pre-test and post-test to both of the control class and experimental class such as describing picture by choosing one of three topics those were picture of family, jobs and animal. However, the control group was treated by common teaching or in other words the control group was not applied by quartet cards game before the post- test, while experimental group was treated by quartet cards game before post-test.

3.2 Population and Sampling

In line with Arikunto (2006) Population is the total number of all subjects and objects. The population of this research was taken from the seventh grade students of SMPN 11 Mataram in academic year 2013/2014 and the school had six classes for the seventh grade which consist of 34 students for each class and the total of the all classes were 204 students. I chose two classes those were class VII B and VII C as my sample in which each class consisted of 34 students so that the total number of sample was 68 students for both of class VII-B and VII-C. On the other hand, I used two classes as the sample and those were class VII B and VII C, because both of the classes had the same qualities and quantities. In this research I used cluster sampling because the classes were big and I did not random the students but I randomizing the class. Sugiyono (2010) states that population is the local generalization which consists of subject or object that have certain characteristics and qualities that is established by the researcher to be examined then take some conclusions of the result

3.3 Procedure of Collecting Data

In this research, data were collected from the students' pre-test and post-test score. Pre-test and post-test were given to the students were used to examine the students' performance in doing monolog such as describing picture of animals, people and occupations. While the pre-test and post-test were going on, I recorded the students' speaking. Thus the data were collected and analyzed based on the speaking rubrics that were given by two raters. I used inter-rater reliability because based on Moskal and Leydens cited in Bresciani et.al (2009) states that inter-rater reliability is one way that can be used to extirpate the subjectivity and un-fairness to students' product or performance in order to help the scoring system to be a reliability of assessment.

In this research I used test to collect the data. As we know that testing is one way that can be used to measure the students' achievement. It was by doing pre-test before giving the treatment for both of the classes then post-test after giving

treatment as common teaching to the control group and post-test after giving some treatment as quartet cards game to the experimental group. Before giving the pre-test and post-test, I gave treatment to the experimental group by playing quartet cards game. This is an example of a set of four cards, as like as bellow:

Hair	
Long, dark hair	Short, straight hair
Long, blond hair	Short curly hair

She has long and dark hair



There are four components in every card. The student has a card with a component in the bold box “**long, dark hair**” and the student has to complete or collect their card by gathering the three other components like:

- (1) **Long, blond hair,**
- (2) **short, straight hair** and
- (3) **short curly hair.**

Picture 2.1 (a piece of card)

The students should collect a set of four quartet cards game, as like as the picture below. (see *Picture 2.2. a set of quartet cards*)

Hair		Hair		Hair		Hair	
Long, dark hair	Short, straight hair	Long, blond hair	Short, straight hair	Short, straight hair	Long, dark hair	Short curly hair	Long, dark hair
Long, blond hair	Short curly hair	Long, dark hair	Short, curly hair	Short, curly hair	Long, blond hair	Short, straight hair	Long, blond hair

She has long and dark hair

She has long and blond hair

He has short and straight hair

He has short and curly hair



Picture 2.2 (a set of quartet cards)

After found the data, to analyze the data I used some formula in order to know the deviation score of this research, as follows:

$$dx = x2 - x1 \text{ (for Experimental Class)}$$

$$dy = y_2 - y_1 \text{ (for Control class)}$$

Next, to find the mean score of both classes I used formula as follows:

$$Mdx = \frac{\sum dx}{Nx} : \text{the formula to find out the mean deviation score of experimental group.}$$

$$Mdy = \frac{\sum dy}{Ny} : \text{The formula to find out the mean deviation score of control group.}$$

After that, if the mean score of both classes were found, to answer the hypothesis or the significant effect of the use of quartet cards game by applying the following formula as follows:

$$t_{test} = \frac{Mdx - Mdy}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

After obtaining t-test score, it was tested on a significance level: and .01 (99%). The result could be used to interpret as a conclusion. The hypothesis was tested by using the following criteria:

- If $t\text{-test} \geq t\text{-table}$ at the confidence level of .01 (99%), H_0 is rejected.
- If $t\text{-test} < t\text{-table}$ at the confidence level of .01 (99%), H_0 is failed to be rejected.

To find the degree of freedom (df), I used this formula:

$$df = Nx + Ny - 2$$

3.4 Materials

Material was descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. However in this term, I asked the students to do monolog of describing picture with some three topics, which were about picture of animal, people and occupation.

4. Findings

4.1 Result of Pre-Test of Experimental and Control Group

The pre-test was conducted on April 11th for control group and April 15th for experimental group. Then, I found that the lowest score of pre-test for experimental group was 25 and the highest score was 51.88, while the lowest score of pre-test for control group was 25 and the highest score was 66.88.

4.2 Result of Post-Test of Experimental and Control Group

Before, I conduct the post-test after I gave treatment for both classes. The treatment was given on April 21st, 22nd and 28th for experimental group, while control group was given the treatment on April 16th, 23rd, and 25th. The experimental class was given by applying the quartet cards game, while control group without quartet cards game. Then, the post-test was applied for both classes where on April 29th for experimental group and control group on April 30th. I found that the lowest score of post-test for experimental group was 25 and the highest score was 75, while the lowest score of post- test for control group was 25 and the highest score was 58. The mean score of experimental class was 20.26 while control group was 6.93.

4.3 Discussion

Based on the statistical analysis of the data obtained, I continued to interpret and discuss about the result. From the different score of the pre-test and post-test of both groups, experimental and control group, it is clearly shown that there was a significant effect of using quartet cards game on students' speaking ability at grade VII in SMPN 11 Mataram academic year 2013/2014. It was because the score of experimental group was higher than that of the control group, in which for the mean of deviation score in experimental group was 20.26 and control group was 6.93. On the other hand, because of the fact that this research used two tails so that the value of t-test in this research was in the level of .01 (99%) with (2.6524) in degree of freedom (Df) 66. It can be seen in table 4.4.1

Result of t-test and t-table

t-test	t-table	
	Df	.01
4.42	66	2.6524

It can be seen in the table above that the t-test result was 4.42 which was higher than the table in the confidence level of .01 (99%). Therefore, based on the testing hypothesis criteria which was provided in chapter 3 that: If the $t\text{-test} < t\text{-table}$ at the confidence level of .01 (99%), it means that H_0 is failed to be rejected. In other words, alternative hypothesis (H_a) which stated that there is no effect of quartet cards game gave on students' speaking ability" is failed to be accepted. However, for this reason of this research, if the $t\text{-test} \geq t\text{-table}$ at the confidence level of .01 (99%), it means that H_0 is rejected. Thus, it was indicated that the alternative hypothesis (H_a) which stated that there is a significant effect of quartet cards game on students' speaking ability" is accepted. From the result which was found, I can conclude that quartet cards game gave an effect on students' speaking ability at grade VII of SMPN 11 Mataram. It is because the result of t-test was 4.42, it meant that the t-test in the degree of freedom 66 was higher than the confidence level of .01 (2.6524) in two tail.

On the other hand, quartet cards game gives positive effect on students' speaking ability. It can be seen from the different results of the pre-test and post-test of both classes and the t-test value. In addition, quartet cards game was also an enjoyable game which made the students more interested in speaking class and was able to make the students speak naturally by doing interaction with their friends. Quartet cards game was also a good media to be used in speaking class because it consisted of not only colorful pictures but also key words and simple descriptive that helped the students' memory increase their vocabulary and constructed their ideas to start to speak in English.

Based on the students' comment also, I found that quartet cards game also helped them to be more competitive because they should gather the cards to quartet as many as possible in honest by describing the quartet cards clearly and right structures. As the conclusion quartet cards game gave an effect on students' speaking at grade VII of SMPN 11 Mataram in academic year 2013/2014, especially in speaking descriptive.

5. Conclusion

Based on the data analysis in chapter IV of this research, it showed that there is a significant difference between the improvement of the students' speaking ability in SMPN 11 Mataram in academic year 2013/2014 by using quartet cards game and by using common teaching. The use of quartet cards game gave an effect on students' speaking ability at grade VII of SMPN 11 Mataram in academic year 2013/2014. , from the data analysis it was found that the t-test value was 4.42, it was higher than the t-table at the confidence level of .01 equals to 2.6524 in degree of freedom (Df) 66. Therefore, it can be concluded that the null hypothesis H_0 states that "If the $t\text{-test} < t\text{-table}$ at the confidence level of .01 (99%). H_0 "there is no effect of quartet cards game on students' speaking ability" was failed to be accepted. While, if the $t\text{-test} \geq t\text{-table}$ at the confidence

level of .01 (99%), it meant that H_a “there is significant effect of quartet cards game on students’ speaking ability” was accepted. Thus, H_o was rejected and H_a was accepted, so that it indicated that the use of quartet cards game gave an effect on students’ speaking ability at grade VII of SMPN 11 Mataram in academic year 2013/2014. The factors which made the game gave an effect in teaching English speaking descriptive is that because the picture, keywords and simple descriptive in the quartet cards game helped the students remember the vocabulary and build their ideas to speak.

6. Suggestion

After finding the result of the research, which gave positive effects to the students’ speaking ability through quartet cards game, there are some suggestions that I provide as follows:

1. For Teacher

- a. The teacher should create a good atmosphere in teaching learning process.
- b. The teacher should be more creative and innovative in designing and modifying their teaching media or technique to make students more comfortable and love the teaching and learning materials.
- c. The teacher also should motivate each other in order to find and share about new information of the teaching and learning development.

2. For students

- a. The Quartet cards game is expected to be able to improve the students’ motivation in learning English, especially in speaking class.
- b. It is also expected to help the student’s memory in remembering the vocabulary and constructing the students’ ideas while speaking.
- c. It is also expected to help the students to be more confident, more comfortable and more enjoyable while the learning process is going on.

3. For Future Researchers

For others who want to do this research more, this quartet cards game is expected to be used on the different types of subject material and different sample.

4. For the institution (school)

It is expected to improve teachers’ productivity and professionalism

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