

Improving the Seventh Grade Students' Speaking Ability Through Card Games

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ABSTRACT

The title of this research was improving the seventh grade students speaking ability through card games. This research is Classroom Action Research (CAR). CAR as an enquiry, undertaken with finding out and understanding to refine practice constantly; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. This study's population comprises Satu Atap State Junior High School Tanjung Kurung, OKU Selatan, which a total number is 48 students. The instrument used in this research is a test. A speaking test is done to measure the students' speaking ability. Card game strategy can improve the students' speaking ability of the seventh-grade students of Satap State Junior High School of Tanjung Kurung, OKU Selatan. It could be reached in Cycle III. Seventeen students (85%) met the standard score of 70, and the average score or mean was 1531(76,55%). In Cycle III, she used another variation of the procedure of Card Game Strategy.

Keywords: Improving Student's Skill, Card Games, Speaking Skill.

1. INTRODUCTION

Speaking is defined as a tool to interact with others to express opinions, ideas, emotional state, etc. Also, sharing information between people, exchanging, solving problems, and retaining social relationships and friendships [1]. One of the factors that influence students to learn speaking is motivation. This seems to have an essential role in increasing students' speaking ability. Motivated students will do everything which supports their performance [2].

On the other hand, every student has various speaking perspectives and has perceived speaking in the same feeling. A lot of students judge speaking as a complex subject to be learned and have many factors that cause them to get problems in learning speaking. For example, most of them are lack vocabulary as not knowing what to say in English [3]. Most of them are shocked and disappointed when they practice English in real communication. They have not been prepared for spontaneous interaction, and also they confused. They are even wordless and need help when the teacher asks a straightforward question, as "where have you been?"

Suggested that speech rating tasks, in which students rate conversations or dialogues on various formality conditions and the like, can increase awareness about

language and help transfer this information to production activities such as role-play [4]. Encouraging students to speak English requires appropriate creativity to participate them in conversation. The card costs less and is achievable for all teachers. Those who live in a suburb and their school have no budget for learning tools media such as a computer, language lab, etc. Also, the card is more straightforward, user-friendly, attractive, and obtainable everywhere [5].

The objective of the study

This study aims to investigate the improvement of seventh-grade students' speaking ability through the application of card games at Satap state junior high school of Tanjung Kurung, OKU Selatan: Classroom Action Research.

Significance of the Study

1. The students will increase their motivation through speaking ability. Besides, the new technique will raise the students' interest as well as creativity in speaking activities.
2. It will give the teacher a broader view of teaching speaking ability in the classroom using a new technique rather than a traditional technique that they already know for years.

3. It can be used as a reference for other researchers who are concerned about conducting a similar study.

2. METHODS

The researcher uses Classroom Action Research (CAR). CAR as an enquiry, undertaken with finding out and understanding to refine practice constantly. The emerging evidence-based outcomes would then contribute to the researching practitioner's continuing professional development, with the instrument used in this research is a test.

Population

The population is "a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study."

Table 1. The Population Research

No	Class	Number of Students		Total
		Male	Female	
1.	VII	11	9	20
2.	VIII	9	8	17
3.	IX	5	6	11
	Total	25	23	48

Source: Satu Atap of State Junior High School Tanjung Kurung OKU Selatan in academic 2020/2021

Sample

The sample was the seventh-grade students at Satu Atap State Junior High School Tanjung Kurung OKU Selatan is VII.

Data Collection

The instruments used in this research will be tests and observation. The writing test will give to measure the students' speaking ability. The data from observation were analyzed by percentage analysis in which to strengthen the data finding of card game used.

$$P = \frac{F}{N} \times 100\%$$

Legend:

- P : Percentage of the answer
- F : The Total number of the answer
- N : The total number of the sample.

Data Analysis

The data were analyzed from observation, students' test of speaking, reports, presentations, and scores from every implementation of the research cycle. This will be analyzed in a descriptive manner and score from using presentation techniques to see trends in learning activities. This will be described in word form. Minimum Criteria of Completeness (KKM) classical is using the formula:

$$KB = \frac{N}{S} \times 100\%$$

KB : The percentage of students' learning completeness

N : The number of students who received grades ≥ 70

S : The number of students

3. RESULTS AND DISCUSSION

Table 2. The Students' Learning Activity in Cycle 1

No	Explanation	Cycle 1	
		Number of Students	Percentage
1.	The Students Actively Involved	6	30%
2.	The Students Inactively Involved	9	45%
3.	The Students not Involved	5	25%

Table 3. The result of Students' Learning Activity in Cycle I

No	Students Number	Score	Explanation
1	01	75	Met the criteria of success
2	02	55	Did not meet the criteria of the standard
3	03	67	Did not meet the criteria of the standard
4	04	65	Did not meet the criteria of the standard
5	05	70	Met the criteria of success
6	06	60	Did not meet the criteria of the standard
7	07	50	Did not meet the criteria of the standard
8	08	68	Did not meet the criteria of the standard
9	09	64	Did not meet the criteria of the standard
10	010	80	Met the criteria of success
11	011	50	Did not meet the criteria of the standard
12	012	58	Did not meet the criteria of the standard
13	013	68	Did not meet the criteria of the standard
14	014	65	Did not meet the criteria of the standard
15	015	77	Met the criteria of success
16	016	65	Did not meet the criteria of the standard
17	017	75	Met the criteria of success
18	018	66	Did not meet the criteria of the standard
19	019	76	Met the criteria of success
20	020	55	Did not meet the criteria of the standard
		1309	
		65,45	

Based on the Cycle I test score, the writer concluded that the mean of the students speaking ability was 1309(65,45%). Most of the students who had met the minimal standard criteria were six students or 30%. Moreover, the students' speaking ability score in Cycle I

test had not met the minimal standard criteria. There were 14 or 70% who got a score less than 70. It might be caused by a lack of knowledge of speaking aspects (Pronunciation, Fluency, Expression, and Vocabulary).

Table 4. The Students' Learning Activity in Cycle II

No	Explanation	Cycle II	
		Number of Students	Percentage
1.	The Students Actively Involved	11	55%
2.	The Students Inactively Involved	5	25%
3.	The Students not Involved	4	20%

Table 5. The result of Students' Learning Activity in Cycle II

No	Students Number	Score	Explanation
1	01	80	Met the criteria of success
2	02	50	Did not meet the criteria of the standard
3	03	74	Met the criteria of success
4	04	65	Did not meet the criteria of the standard
5	05	75	Met the criteria of success
6	06	60	Did not meet the criteria of the standard
7	07	50	Did not meet the criteria of the standard
8	08	65	Did not meet the criteria of the standard
9	09	74	Met the criteria of success
10	010	80	Met the criteria of success
11	011	75	Met the criteria of success
12	012	78	Met the criteria of success
13	013	58	Did not meet the criteria of the standard
14	014	65	Did not meet the criteria of the standard
15	015	80	Met the criteria of success
16	016	70	Met the criteria of success
17	017	75	Met the criteria of success
18	018	66	Did not meet the criteria of the standard
19	019	77	Met the criteria of success
20	020	55	Did not meet the criteria of the standard
	Amount	1372	
	Average	68,6	

Table 6. The Percentage of Students' Learning Mastery in Cycle II

No	Explanation	Cycle II	
		Number of Students	Percentage
1.	Students who met the criteria of minimal standard	11	55%
2.	Students who did not meet the criteria of the standard	9	45%

Based on the Cycle II test score, the total score was 1372 (68,6%), and the students who had met the criteria of the minimal standard were 11 students or

55%. Most of the students' speaking ability scores in the Cycle II test had met the criteria of minimal standard 70. Moreover, there were 45% of students scored less than 70. Following Cycle II test result, it had got progress to the number of students who had reached the criteria of minimal standard from 6 to 11 students, but it was still needed to have to treat in Cycle III to improve students' speaking ability by using card game strategy. Some weaknesses in Cycle II would be improved in Cycle III.

Table 7. The Students' Learning Activity in Cycle III

No	Explanation	Cycle III	
		Number of Students	Percentage
1.	The Students Actively Involved	17	85%
2.	The Students Inactively Involved	3	15%
3.	The Students not Involved	0	0%

Table 8. The Result of Cycle III

No	Students Number	Score	Explanation
1	01	85	Met the criteria of success
2	02	76	Met the criteria of success
3	03	80	Met the criteria of success
4	04	75	Met the criteria of success
5	05	80	Met the criteria of success
6	06	77	Met the criteria of success
7	07	66	Did not meet the criteria of the standard
8	08	75	Met the criteria of success
9	09	80	Met the criteria of success
10	010	85	Met the criteria of success
11	011	80	Met the criteria of success
12	012	80	Met the criteria of success
13	013	60	Did not meet the criteria of the standard
14	014	75	Met the criteria of success
15	015	85	Met the criteria of success
16	016	77	Met the criteria of success
17	017	80	Met the criteria of success
18	018	75	Met the criteria of success
19	019	80	Met the criteria of success
20	020	60	Did not meet the criteria of the standard
	Amount	1531	
	Average	76,55	

Table 9. The Percentage of Students' Learning Mastery in Cycle III

No	Explanation	Cycle III	
		Number of Students	Percentage
1.	Students who met the criteria of minimal standard	17	85%
2.	Students who did not meet the criteria of the standard	3	15%

Based on the Cycle III test score presented in table 19, the total score was 1531 (76,55%). Students who had met the criteria of the minimal standard were 17 students or 85%. Most of the students' speaking ability scores in the Cycle III test had met the minimal standard criteria. There was only 15% of students got scores less than 70. The treatment in Cycle III to improve students' speaking ability worked well as this expectation.

Table 10. The Students' Achievement in the Three Cycles

Achievement	Cycles		
	I	II	III
Mean	1309(65,45%)	1372(68,6%)	1531(76,55%)
Achievement	30%	55%	85%

Based on the table above, the improvement of mean achievement in percentage proved that card game strategy important role in improving students' speaking ability.

2. The Observation Interpretation

Table 11. The Result of the Observation in Cycle I

Items Number	Students Answer		Percentage	
	Yes	No	Yes	No
1	14	6	70%	30%
2	12	8	60%	40%
3	9	11	45%	55%
4	11	9	55%	45%
5	8	12	40%	60%
6	8	12	40%	60%
7	9	11	45%	55%
8	12	8	60%	40%
9	7	13	35%	65%
10	10	10	50%	50%
			50%	50%

Based on the table above, in Cycle I observation the 50% of students had high motivation and interest in learning English, especially speaking by using card game strategy, and 50% of students had low motivation.

Table 12. The Result of the Observation in Cycle II

Items Number	Students Answer		Percentage	
	Yes	No	Yes	No
1	15	5	75%	25%
2	13	7	65%	35%
3	13	7	65%	35%
4	15	5	75%	25%
5	11	9	55%	45%
6	11	9	55%	45%
7	11	9	55%	45%
8	19	1	95%	5%
9	10	10	50%	50%
10	11	9	55%	45%
			64,5%	35,5%

Based on the table above, in the Cycle II observation, 64,5% of students had high motivation by using card game strategy, and 35,5% of students had low motivation.

Table 13. The Result of the Observation in Cycle III

Items Number	Students Answer		Percentage	
	Yes	No	Yes	No
1	18	2	90%	10%
2	17	3	85%	15%
3	16	4	80%	20%
4	17	3	85%	15%
5	12	8	60%	40%
6	14	6	70%	30%
7	14	6	70%	30%
8	20	0	100%	0%
9	15	5	75%	25%
10	13	7	65%	35%
			78%	22%

Based on the table above, in the Cycle III observation, 78% of students had high motivation, and 22% had low motivation.

Table 14. The Result of the Students Learning Motivation in Three Cycles

Motivation	Cycles		
	I	II	III
High	30%	55%	78%
Low	70%	45%	22%

Based on the table above, it could be seen that in Cycle I, the result of the observation was 30% students had high motivation in learning speaking by using role-play strategy, in the Cycle II was 55%. The Cycle III, the students who had high motivation, was 78%. The increasing percentage showed the students' motivation to learn English increased after given treatment or action in Cycle I, II, and III.

4. CONCLUSION

Firstly, the card game strategy can improve the students' speaking ability of the seventh-grade students of Satap State Junior High School of Tanjung Kurung, OKU Selatan. It could be reached in Cycle III. Seventeen students (85%) met the standard score of 70, and the average score or mean was 1531(76,55%).

Secondly, based on the result of the observation sheet in Cycle I the students who had high motivation was 30% students had high motivation in learning speaking by using role-play strategy, in the Cycle II was 55%, and the Cycle III the students who had high motivation, was 78%. It was inferred that students' perception of card game strategy implementation to

improve their speaking ability was very good, and they had high motivation to learn English.

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