

## Enhancing 8th Grade Speaking Skills: Quarted Cards Game Strategy in Junior High School

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### Abstract

Speaking ability is one of the language skills which is the main indicator of someone mastering a language. In other words, a person is said to be able to master a language if he has good speaking skills. Based on observations made, students' speaking abilities at the research location were still low. This research aims to improve students' speaking skills by applying the Quartet Cards Game strategy. This research uses classroom action research (CAR) which has stages of planning, implementation, observation and reflection. The results of research in cycle I showed that 42% of students had scores above or equal to the minimum completeness criteria (KKM) standards. Meanwhile, cycle II showed that 53% of students had scores above or equal to the KKM. In cycle III, it was seen that 92% of students had scores above or equal to the KKM. From the increase in every three cycles, it can be concluded that the quartet card game strategy can improve students' speaking skills.

**Keywords:** Learning Strategies, Speaking Skills, Quartet Game Cards.

It is obvious that English is a foreign language in Indonesia. It is not used as daily communication in the country. Despite not being used as habitual conversation, English is a main subject in formal school. It has four language skills that must be considered and learned. They are listening, speaking, reading, and writing. English language learning is said to be effective if the learning process involves the four skills above as a unit (Rivers, 2018). in Acquisition Theory, English is learned naturally which means that one does not need to study formally. Acquisition is the process

of learning a language naturally from direct experience in communicating with the language (Krashen, 2002). In other words, by having some experiences to communicate directly, one can be like a child who can speak naturally with his mother tongue. By doing speaking exercises, it is expected to create a more natural atmosphere in learning English that students are accustomed to listening to speech and pronunciation in English (Putra et al., 2017). However, the fact that there are still many children experiencing difficulties in learning English as a foreign language. Formal schools

have still become one of the main places to learn it. Awareness to master English is not based on the students' need but it is based on the institutions' need which is a government instruction that must be fulfilled by formal education institutions. English learning is equipped with 4 basic skills in learning English, namely listening, reading, speaking, and writing that the government has instructed the existence of a final test for English lessons (Qureshi, 2007).

Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Leong & Ahmadi, 2017). Speaking skill becomes main indicator one master the English. According to (Srinivas, 2019), speaking is the first aspect seen in a person in real life as a measure of whether or not a person is able to master language skills. It is not denied that speaking skill is really considered one as the most difficult aspects of English language learning. There is only some master it. The some are who have importance and cares in it. They are aware of the benefit of communication with native speakers. To overcome the difficulty in learning it, there are many strategies that teachers must offer and use to improve students' speaking skills. One of the interesting strategies is using game. According to Kuliahana (2021) game-based strategies can increase students' learning motivation so that they are more enthusiastic about learning. From this it can be correlated that, if the student's learning motivation has increased, the student's learning outcomes will also increase. According to Alhadi et al. (2017), learning motivation can influence 79.9% of student learning outcomes, and the rest is the influence of other variables.

So basically quartet cards is an educational card game where there are pictures and names related to those pictures (Lane, 2021). According to Ayriza et al. (2023) game-based learning using the Quartet Card Game can increase overall knowledge and can be used as a medium to build a strong foundation in terms of student knowledge. However, basically

game-based learning is not only effective for improving speaking skills but depends on the assessment output entered by the teacher from students. According to Astuti & Hafis (2012) game-based learning using the Quartet Card game is effective in improving students' writing skills.

SMP Plus Al-Amien Jember is a private school in the Ambulu Jember area. SMP Plus Al-Amien is a secondary school built by the Al-Amien Islamic Boarding School Foundation. The School of SMP Plus Al-Amien has not been able to implement a full day system. The main problem that researchers encountered when conducting observations at schools was the lack of students' speaking skills. One of the causes of this was that students' interest in learning English was very minimal, although there were still students who were interested in learning English, especially speaking skills. Apart from that, special learning situations and conditions had not yet been established to train students to communicate and speak. However, another cause is due to the lack of variety of learning methods or strategies used by teachers. According to Allert (2004), one of the causes of increasing student interest in learning is due to unique learning strategies or styles.

The solution chosen by researchers was to provide learning comfort for students so that students enjoy while learning. In accordance with comfort theory Kolcaba(2003) states that holistic comfort is comprehensive comfort including physical, psychospiritual, environmental and psychosocial comfort. Therefore, the integration of Kolcaba theory in Joyful learning is very correlated. By providing students with physical and psychological comfort, this will make students more courageous to speak and make it easier for students to accommodate the material provided by the teacher.

The novelty in this research is that it uses game-based learning by relying on the Quartet Card Game as a form of sustainable creativity maintenance carried out by teachers

to develop students' speaking skills. In essence, the learning activities in this research emphasized more on improving speaking skills as a result of game-based learning through the quartet card game compared to other aspects of skills. Therefore, researchers sorted out problems that were relevant to the problems experienced by grade 8 students at SMP Plus Al-Amien Jember. The problem studied was the use of English language learning strategies, especially speaking skills using quartet card games in class 8 of SMA Plus Al-Amien Jember.

### Method

This research uses the classroom action research (CAR) method. Therefore, the researcher will try a certain method in the class that has been observed until the method has been proven to be successful according to the title of this research (Cain, 2011). The results of this research will also prove that the methods that have been applied by researchers in a class will be proven to improve students' abilities.

According to Agung & Fattah (2019) states that classroom action research (CAR) is part of action research carried out by teachers and lecturers in the classes (schools and colleges) where they teach which aims to improve and improve the quality and quantity of the learning process in the classroom. The CAR research method is a method that has its own cycle, namely (1) planning, (2) acting, (3) observing, and reflecting.

Classroom action research is different from research in general, which only presents the results as they are. In classroom action research, the problems raised are casual problems (Kunlasomboon et al., 2015). So not all classes experience the same thing even though they are at the same grade level. Therefore, if researchers or teachers can provide improved results for the problems they are experiencing, the researcher/teacher will automatically have an alternative way to overcome the problems they are experiencing. The procedure for using the quarter card game

was that it was played with 40 cards which were played by 4 players. After the cards were shuffled, each player got 4 cards. The rest was placed in the middle. This game was played clockwise. The first player asked the next one about the cards he had. For example, do you have a Lion card? If the second player answered yes, then the second player's card had to be given to the first player, and if the card was successfully guessed by another player, then the penalty was to make a sentence about the image that was successfully guessed by the second player by speaking. If the first player was not able to guess the card to the second player had, then the first player took the card in the middle. The winner was determined by the player who collected the most cards that had been guessed. If the player ran out of cards because he continued to guess successfully, then the player had to take the 4 cards in the middle.

The population of this study were 8th grade students at the Junior High School Plus Al-Amien Jember. Participants in this research were 8th Grade students at Junior High School Plus Al-Amien Jember with a total of 36 students, 20 men and 16 women. Researchers also focused on one aspect of assessment, namely assessing students' academic achievement in speaking abilities using the Quarted Game Cards.

To collect the data, the researchers used observations, tests, and questionnaire. They observed the teaching learning process in the classroom by observation checklist to measure the student responses toward teaching and learning processes. The type of data was numeric. The researchers gave a test, the speaking test given was about simple describing animals or objects (Walsh & Betz, 1995). This made it easier for researchers to find out the extent of students' abilities. The next data collection technique was the rubric scoring results from the quartet cards game learning. From the three data that were available, the researcher calculated the amount of data using the KKM of  $\geq 70$  for English language lessons.

The researcher administered a questionnaire to measure the students' interest. Meanwhile speaking rubric was used to measure the student's speaking skill.

The data were analyzed from observation, questionnaire, and students' speaking test scores at every implementation of the research cycle. Those were analyzed by a descriptive narration and percentage techniques to see trends in learning activities. To measure the minimum criteria of completeness standard (KKM) classical, the researcher used the following formula:

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

KB : The percentage of students' learning completeness

N : The number of students who received grades  $\geq 70$

S : The number of students

### Result and Discussion

The data in this research is presented in a table so that it is easy to understand. In accordance with Roth & Mattis (1990) who said that data will be easy to understand if the presentation of the data presented is appropriate to the type of data that is available. The following is data from this research in cycle I to cycle II.

Table 1. Student Activity in Cycle I

| No | Indicators                             | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students were active in learning   | 12                 | 33% |
| 2  | The students were inactive in learning | 19                 | 53% |
| 3  | disengaged students                    | 5                  | 14% |

Table 1 shows students who were actively involved in game-based learning using the Quartet Cards Game were still very low, namely 12 active students, 19 inactive students, and the remaining 5 students who did not actively participate in learning. Meanwhile, the result of the test in cycle 1 shows on the table 2 below:

Table 2. The Test Results of Students in Cycle I

| No | Indicators   | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students who have scores above or equal to the KKM | 15                 | 42% |
| 2  | Students who have grades below the KKM                 | 21                 | 58% |

From the data on the Table 2 above, the students' scores which were taken from the sum of the average of all scores from the aspect of speaking ability showed that there were 15 students did not have scores above or equal to the KKM, and 21 students scored below the KKM. This indicated that the improvements carried out in class 8A at Al-Amien Jember Junior High School were still not running smoothly. Therefore, the researchers changed strategies or aspects that improved students' speaking abilities by repeating the cycle in this research. In accordance with Mertler (2009) who believes that if the classroom action research model that carried out has not yielded good results, then change some aspects that students find less interesting.

Referring to the results that did not meet expectations, the researcher continued the research in cycle II with the following results.

Table 3. Student Activity in Cycle II

| No | Indicators                             | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students were active in learning   | 21                 | 58% |
| 2  | The students were inactive in learning | 13                 | 36% |
| 3  | disengaged students                    | 2                  | 6%  |

In cycle II, Table 3 shows that there were still many students who did not actively participate in learning with details of 21 students being actively involved in learning, 13 students not being very active in learning, and 2 students not being involved at all in learning. There was a slight improvement that occurred in the second cycle.

Table 4. The Test Results of Students in Cycle II

| No | Indicators   | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students who have scores above or equal to the KKM | 19                 | 53% |
| 2  | Students who have grades below the KKM                 | 17                 | 47% |

Table 4 proved that the final grades obtained in this cycle were 19 students had scores above or equal to the KKM, and 17 students still got scores below the KKM. However, when compared with cycle I, the progress of the researcher’s reflection was successful. In shorter terms, there was a significant improvement experienced by students in class 8A of Al-Amien Plus Junior High School Jember. Because researchers had not obtained satisfactory results, researchers needed to improve in the third cycle. In this cycle the researcher obtained data results for both activities and scores as follows:

Table 5. Student Activity in Cycle III

| No | Indicators                             | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students were active in learning   | 30                 | 83% |
| 2  | The students were inactive in learning | 5                  | 14% |
| 3  | disengaged students                    | 1                  | 3%  |

Table 4. The Test Results of Students in Cycle III

| No | Indicators   | Number of Students | %   |
|----|--|--------------------|-----|
| 1  | The students who have scores above or equal to the KKM | 33                 | 92% |
| 2  | Students who have grades below the KKM                 | 3                  | 8%  |

In cycle III, students experienced quite high improvements both in terms of actively contributing to learning and students’ final grades. Even so, there were still some students who were not involved or did not have scores above or equal to KKM of  $\geq 70$ . The details of student activities in cycle III

were that 30 students played an active role in the learning process, 5 students did not actively participate in learning, and 1 student was not involved at all in learning. Based on the three cycles that had been carried out, the following are the average results of each student’s score from the rubric scoring data:

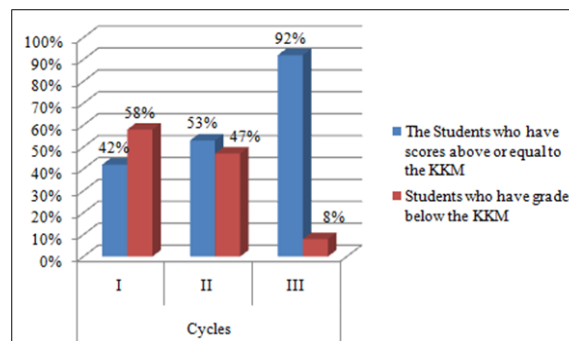


Figure 1. The score of Each Cycle

From the data above, in cycle I, the percentage of students who had scores equal to or above the KKM was 42%, and the percentage of students who had scores below the KKM was 58%. Meanwhile, in cycle II, the percentage of students who had scores equal to or above the KKM was 53%, while the percentage of students who had scores below the KKM was 47%, and in cycle III, the percentage of students who had scores equal to or above the KKM was 92%, while the percentage of students with scores below the KKM was 8%. Therefore, it can be concluded that each cycle experiences a significant increase. In other words, students can be active and have a speaking ability score that is good or above/equal to the KKM, namely  $\geq 70$ . This also proves that the theory explained by Kolcaba is true and has been proven in the realm of education. From Kolcaba’s theory the comfort experienced by students during the learning process can influence the student’s psychology so that students can feel pleasure in the learning process. From the fun that students get, finally a bubble of enthusiasm appears in the students which can influence the improvement of students’ abilities and grades. Moreover, quartet cards game is as the type of flexible game (Lestari et al., 2020).

Moreover, quartet cards game is a type of flexible game. So, it's not just English language learners who can use the quartet cards game in learning, but other subjects can also implement it in learning. This depends on the teacher's creativity in implementing the Quartet Cards Game in learning.

### Conclusion

From the research results above, each cycle has a significant increase. In the sense that students experience improvement in terms of their speaking abilities. Therefore, it can be concluded that game-based learning using the quartet cards game is exciting, effective in improving students' speaking skills, and students are comfortable during the learning process.

Referring the conclusion, the researchers recommend quartet cards game to teachers to implement this game in teaching and learning process especially in speaking class because game-based learning methods make students more comfortable and excited in learning.

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