

**THE EFFECT OF QUARTET CARDS GAME
TO STUDENTS' SPEAKING ABILITY
AT GRADE VIII SMP NEGERI 1 BATANG NATAL**



A Thesis

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.pd) in English*

Written by:

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SYEKH ALI HASAN AHMAD ADDARY
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

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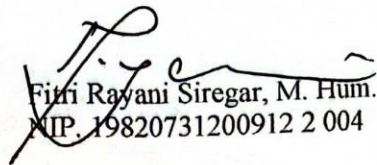
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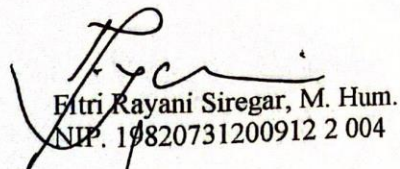
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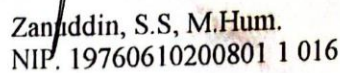
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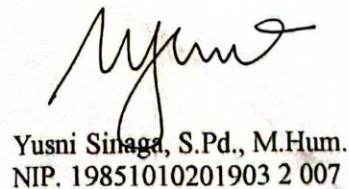

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ABSTRACT

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The Title of Thesis : “The Effect of Quartet Cards Game to Students’ Speaking Ability at Grade VIII SMP Negeri 1 Batang Natal”

This research purpose was to describe the students’ ability in speaking before and after using quartet cards game and to see the effect of quartet cards game to students speaking ability. This research was applied quantitative research with experimental method. The sample was the students at grade VIII of SMP Negeri 1 Batang Natal, class VIII-3 as the control class that consisted of 20 students and class VIII-4 as the experimental class that consisted of 20. The instrument of this research were tests. The data were analyzed by using statistical analysis to know the significant difference of the students’ achievement both in pre-test and post-test used t-test testing. The result showed before using quartet cards game, the mean score experimental class was 38.80 and it classified into poor category, while the mean score in control class was 39.40 and it classified into poor category. After using quartet cards game, the mean score of experimental class it is higher after using quartet cards game. The mean score of post-test in experimental class was 42 and it was classified into poor category, while the mean score of post-test in control class was 40.40 and it was classified into poor category. The researcher used independent sample t-test with using SPSS 22.0 version to examine the hypothesis. The result found that t_{count} was higher than t_{table} . Where t_{count} was 1.073 and t_{table} was 1.021 ($1.073 > 1.021$). It means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade VIII of SMP Negeri 1 Batang Natal.

Key words : *Quartet Cards Game, Speaking Ability*

ABSTRAK

Nama : Royhan Malik Pulungan
NIM : 19 203 00091
The Title of Thesis : “Efektivitas Permainan Kartu Kuartet Terhadap Kemampuan Berbicara Siswa pada Tingkat VIII di SMP Negeri 1 Batang Natal”

Penelitian ini bertujuan untuk menjelaskan bagaimana kemampuan berbicara siswa sebelum dan sesudah menggunakan permainan kartu kuartet dan juga untuk melihat pengaruh permainan kartu kuartet terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian kuantitatif terapan dengan metode eksperimen. Sampelnya adalah siswa kelas VIII SMP Negeri 1 Batang Natal, kelas VIII-3 sebagai kelas kontrol yang berjumlah 20 siswa dan kelas VIII-4 sebagai kelas eksperimen yang berjumlah 20 siswa. Instrumen penelitian ini adalah tes. Data dianalisis dengan menggunakan analisis statistik untuk mengetahui perbedaan signifikan terhadap prestasi belajar siswa baik pada pre-test maupun post-test dengan menggunakan tes t-tes. Hasil penelitian menunjukkan sebelum menggunakan permainan kartu kuartet, nilai rata-rata pre-test kelas eksperimen adalah 38,80 dan dikategorikan ke dalam kategori kurang, sementara nilai rata-rata pre-test kelas kontrol adalah 39,40 dan dikategorikan ke dalam kategori kurang. Setelah menggunakan permainan kartu kuartet, nilai rata-rata kelas eksperimen lebih tinggi dibandingkan sebelum menggunakan kartu kuartet. Nilai rata-rata dari post-test di kelas eksperimen yaitu 42 dan dikategorikan ke dalam kategori kurang, sementara nilai rata-rata post-test di kelas kontrol yaitu 40,40 dan dikategorikan ke dalam kategori kurang. Peneliti menggunakan uji Independent Sample T-test dengan menggunakan SPSS versi 22.0 untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa thitung lebih tinggi dari ttabel. Dimana thitung sebesar 1,073 dan ttabel sebesar 1,021 ($1,073 > 1,021$). artinya H_a diterima dan H_0 ditolak. Jadi, terdapat pengaruh yang signifikan permainan kartu kuartet terhadap kemampuan berbicara siswa kelas VIII SMP Negeri 1 Batang Natal

Kata kunci : *Permainan Kartu Kuartet, kemampuan Berbicara*

ملخص البحث

اسم : روهان مالك بولونجان
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عنوان البحث : فاعلية لعبة الورق الرباعية في القدرة على التحدث لدى الطلاب في المستوى
الثامن في مدرسة المدرسة الاعدادية ١ باتانغ ناتال

هذا البحث إلى تحديد قدرات الطلاب على التحدث قبل استخدام لعبة الورق الرباعية، وتحديد قدرات الطلاب على التحدث بعد استخدام لعبة الورق الرباعية، ومعرفة تأثير لعبة الورق الرباعية على قدرات الطلاب على التحدث. يتم تطبيق هذا البحث بالبحث الكمي بالطرق التجريبية. كانت العينة طلاب الصف الثامن في مدرسة المدرسة الاعدادية ١ باتانغ ناتال ، والفصل الثامن-٣ كفصل ضابط يضم ٢٠ طالبًا والصف الثامن-٤ كفصل تجريبي يضم ٢٠ طالبًا. وتم تعليم الفصل التجريبي لعبة الورق الرباعية. وأدوات هذا البحث هي الاختبارات والاختبار القبلي والاختبار البعدي. وتم تحليل البيانات باستخدام التحليل الإحصائي لتحديد فروق ذات دلالة إحصائية في التحصيل التعليمي للطلاب سواء في الاختبار القبلي أو البعدي. وأظهرت نتائج البحث أنه قبل استخدام لعبة الورق الرباعية كان متوسط درجات الاختبار القبلي للفصل التجريبي ٣٨.٨٠، ومتوسط درجات الاختبار القبلي للفئة الضابطة ٣٩.٤٠. بعد استخدام لعبة الورق الرباعية، كان متوسط درجات الفصل التجريبي أعلى من قبل استخدام لعبة الورق الرباعية. وكان متوسط درجات الاختبار البعدي للفصل التجريبي ٤٢ درجة، وكان متوسط درجات الاختبار البعدي للفصل الضابط الذي يدرس باستخدام التقنيات التقليدية ٤٠.٤٠. استخدم الباحثون اختبار ت للعينة المستقلة باستخدام الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٢.٠٠ لاختبار الفرضية. تظهر نتائج البحث أن ت كوونت أعلى من ت تابلي. حيث ت كوونت هو ١.٠٧٣ و ت تابلي هو ١.٠٢١ (١.٠٧٣ < ١.٠٢١). مما يعني أن ه ا مقبولة و ه٠ مرفوضة. لذا، هناك تأثير كبير للعبة الورق الرباعية على القدرة على التحدث لدى طلاب الصف الثامن في مدرسة المدرسة الاعدادية ١ باتانغ ناتال

الكلمات المفتاحية: لعبة الورق الرباعية، القدرة على التحدث

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“The Effect of Quartet Cards Game to Students’ Speaking Ability at Grade VIII SMP Negeri 1 Batang Natal”**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

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Padangsidimpuan, 20 July 2024
Researcher

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TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION OF ADVISORS	
AGREEMENT OF ADVISORS	
DECLARATION OF THESIS COMPLETION	
APPROVAL AGREEMENT FOR PUBLICATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ABSTRAK.....	ii
ARABIC ABSTRACT.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURE	ix
CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. The identification of The Problem	6
C. The Limitation of Problem	6
D. Formulations of The Problem	7
E. The Purpose of Research	7
F. The Significances of Research	8
G. The Definition of Operational Variables.....	8
H. Outline of the Research	9
CHAPTER II : THEORETICAL DESCRIPTION	
A. Theoretical Description	11
1. Quartet Cards Game	11
a. The Definition of Quartet Cards Game	11
b. Game as Learning	14
c. Advantages of Quartet Cards Game in Learning	16
d. The application of Quartet Cards Game	19
e. The Design of Quartet Cards Game	20
2. Speaking	23
a. Speaking Ability	23
b. Definitions of Speaking	25
c. Functions of Speaking	27
d. Components of Speaking.....	31
e. Types of Speaking	33
f. Technique of Teaching Speaking	36
B. Review of Related Studies	39
C. Conceptual Framework	41
D. Hypothesis	42

CHAPTER III :RESEARCH METHODOLOGY

A. The Place and Time of the Research	44
B. Research Design	44
C. The Population and Sample	45
D. Instrument of Research	46
E. Validity abd Reliability	48
F. Procedure of The Research.....	49
G. Technique of Data Analysis	51

CHAPTER IV : RESULT OF RESEARCH

A. The Description of Data	55
1. Data Description before using Quartet Cards Game	55
2. Data Description after using Quartet Cards Game.....	59
3. Description of Score Comparison in Experimental Class and Control Class	63
B. Hypothesis Testing	65
C. Discussion	67
D. Threats of The Research.....	71

CHAPTER V : CLOSING

A. Conclusions	72
B. Implication	72
C. Suggestion	73

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

Table	Page
Table III.1 : Nonequivalent (Pre-Test and Post-Test) Control-Group Design	45
Table III.2 : Population of Research	45
Table III.3 : The Sample	46
Table III.4 : Indicator of Speaking Test.....	46
Table III.5 : Normality Test.....	51
Table III.6 : Test Homogeneity of Variance	52
Table III.7 : Criteria of Score in Speaking Test.....	54
Table IV.1 : Score of Pre-test in Control Class	55
Table IV.2 : Frequency Distribution of Pre-test in Control class	56
Table IV.3 : Score of Pre-test Experimental Class	57
Table IV.4 : Frequency Distribution of Pre-test in experimental class	58
Table IV.5 : Score of Post-test in Control Class	59
Table IV.6 : Frequency Distribution of Post-test in Control class.....	60
Table IV.7 : Score of Post-test Experimental Class	61
Table IV.8 : Frequency Distribution of Post-test in Experimental Class	62
Table IV.9 : The Comparison of Control Class in Pre-test and Post test.....	64
Table IV.10 : The Comparison of Experimental Class in Pre-test and Post test ...	65
Table IV.11 : Group Statistics	66
Table IV.12 : Independent Sample Test	67
Table IV.13 : Gain of Score in Experimental Class and Control Class	67

LIST OF FIGURES

	Page
Figure II.1 Conceptual Framework	42
Figure IV.1 : Histogram of Pre-test Score of Control Class.....	57
Figure IV.2 : Histogram of Pre-test Score of Experimental Class	59
Figure IV.3 : Histogram of Post-test Score of Control Class	61
Figure IV.4 : Histogram of Post-test Score of Experimental Class	63

CHAPTER I

INTRODUCTION

A. Background of the Problem

English language is very important to all people around this world because English is become the universal language. Nowadays, many people think that a successful person is a person who has a good talent in speaking, especially in speaking English.¹ A lot of people tries to get a job with the regulations should speak English fluently. As Indonesian, the people have learned English since elementary school. One of the major problems in teaching speaking of English as a foreign language is how to stimulate and motivate students to speak. Making students speak is not an easy task for teachers, because the language is not spoken in the community, also they have less exposure to the language itself. Speaking is one of the language skills that can help the learner English to interact with other people. Everyone should have the ability to speak, especially in English because the fact shows that, without a language, we would find the difficulties in our life especially in communication, cause language has become the key to enter the door of global communication.

Thornbury says that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day.² Students can collect vocabulary based on the words their produces in daily life,

¹ Farhana Nawshin, “*Problems in Teaching Speaking in Traditional ESL Classrooms*” (Brac University, 2009). p.5. <https://dspace.bracu.ac.bd/xmlui/handle/10361/137>

² Scoot Thornbury, *How To Teach Speaking*, pearson ed (England: Longman, 2005). <https://worldcat.org/title/How-to-teach-speaking/oclc/225262590>

most of them uses the words to communicate local language, because they hardly ever to listen to English language so they seldom practice and learn English especially speaking.

Speaking can be a powerful vehicle for conveying our feelings and motions for expressing our hopes, illusions, fears, and also speaking will be helpful to build up oral communication among people from a different area. It is true that to have a good communication, the students have to master speaking.³ Additionally, Irona and Ratmanida stated that communication in the classroom between teacher and students is important to advance the student's speaking skill.⁴ Teachers must be able to engage and encourage the students to speak English during teaching and learning process. To advance the students' speaking ability is important for both the teacher and the students to build real communication in the classroom.

Speaking skills for some students are probably quite difficult to master. This case possibly happened because the activities conducted in the classroom are not attractive for the students. In addition, a chance to speak is not given to the students. As like the researcher found in SMPN 1 Batang Natal, based on my interview on October 30, 2023, the teacher stated that she used some teaching methods and approaches such as direct method and communicative approaches. Unfortunately, many students do not feel interested in the teacher's

³ Anry Ani, Yusni Sinaga. The Correlation Between Students' Vocabulary Mastery and Speaking Mastery. *English Education Journal*. Vol 09 No. 01 June 2021. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/4107/2815>

⁴ Aida Irona and Ratmanida, "Journal of English Language Teaching Using Information Gap Activity in Classroom Interaction to Increase the Students' Speaking Ability," *Journal of English Language Teaching* 7, no. 1 (2018), <http://ejournal.unp.ac.id/index.php/jelt>. p.2

teaching methods such as the teacher just explained the material without practicing and just using textbook as a media to learn. Due to the fact, the teacher should maximize the speaking class as a media for students to have a good practice of speaking.⁵ To provide good speaking class, teachers should use communicative language teaching.

Based on my interview to an English teacher of SMPN 1 Batang Natal, the school still use the curriculum of KTSP 2006, especially the second semester of eleventh grade should master some kinds of speaking such as descriptive and procedure.⁶ In learning English for students of 8th grade of junior high school, the students should master the speaking with some kinds of monologue text such as descriptive and procedure text.⁷ Descriptive text is a text that people need to do to describe a person, things, or others. On the other hand, procedure text is a text that people need to do to talk about how to make something or talk about the steps of making something. Here, the students of 8th graders of junior high school are prosecuted to be able to use the English to interact with their closest environment in both of descriptive and procedure.

In one side, the teacher also explained that when she taught speaking to the students of Eleventh grade, the students have some difficulties in speaking English such as: (1) the students ability to speak in English are still low,

⁵ Indah Muslichatun, "Improving the Students' Speaking Practice in Describing People by Using Contextualized Card Game," *Language Circle Journal of Language and Literature* 8, no. 1 (2013): 23–34, <https://journal.unnes.ac.id/nju/index.php/LC/article/viewFile/3226/3199>.

⁶ Nurmala Dewi, "Interview" (Muarasoma 30 october 2023, n.d.).

⁷ Edi Elisa, "Kurikulum 2006 (KTSP)", Kurikulum 2006 (KTSP) | Edu Channel Indonesia (diterbitkan pada tanggal 08 Juni 2021). [https://educhannel.id/artikel/telaah-kurikulum/kurikulum-2006-\(ktsp\).html](https://educhannel.id/artikel/telaah-kurikulum/kurikulum-2006-(ktsp).html)

because they have lacks vocabulary and pronunciation so that the students does not know how to start their speaking, (2) the students difficulties to describe person, animal, thing, noun, in descriptive text because students' perception 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 did not have media because the school did not prepare it completely, the school only facilitated a board and marker for each class and give it to teacher to make their creativity to teach the students with that basic media. The teacher often gives the students reading and writing task such as writing some dialogue with less practice, so they did not have opportunities to use the language to speak.

The lack of practice is the crucial problems which made some of the students' poor in speaking English, especially in describing someone. Thornbury states that shortage of opportunities given to the students for practice speaking is identified as an important contributing factor to speaking failure.⁸ That's way it is urgently needed to find the solution of the problems. Researchers conclude that the speaking English activities of SMPN 1 Batang Natal at 8th 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.

Focused on the problem above the researcher used Quartet Cards Game as a teaching media on English speaking activities, to help the students. In

⁸ Thornbury, *How To Teach Speaking*.

teaching speaking through quartet card game, it can make them to be interested and also will not feel bored in learning English. Quartet card game is able to reduce students' anxiety and to be used as a proper step of practice speaking, since they are expected to use their own words, sentences and expressions.

Quartet card game is the right technique to motivate students to speak freely because games are combination between language practice and fun. They can express their ideas freely because they do the activities with their friends. Basirun said, "Quartet card game is one of the developments on Edutainment concept and it is hoped that the students can study about vocabularies and also expressions in English that are used in this game.⁹ This game is also easy to administer and flexible in terms of subject matter and design. In this research, the researchers focus on the use of quartet card game. The reason for using quartet card game is to give more opportunities for the students to take turns in speaking during the time allocated.

Quartet cards game is a media which can be used to help students' difficulties in learning speaking, because it consists of pictures and key word which can instructs their ideas and build their self-confidence to start their speaking, for example in describing things, person, or another object. Using quartet cards game for speaking ability students is an alternative way to support

⁹ Chabib Basirun. *The Preface on Quartet Card Game*. (Jakarta: PT Primadaya tc. 2007). <https://www.researchgate.net/publication/331867536>

English teaching and learning process because the students generally like to learn happily.¹⁰ With this activity, students will enjoy learning English and important thing of all is they use the language without being aware of it.

Based on the assumption above, the researcher conducted a research about **“The Effect of Quartet Cards Game to Students’ Speaking Ability at Grade VIII of SMPN 1 Batang Natal”**.

B. Identification of the Problem

Based on the background above, the students have problems with their speaking abilities to interact with friends and teacher while learning in the classroom, also the students of VIII grade SMP N 1 Batang Natal got difficult to follow the lesson, because:

1. The students’ ability to speak is still low.
2. The students have difficulties to describe something in English.
3. The available media is less supportive in the learning process.

Based on the students problems above, the researcher focused on solving the problems by teaching English with new method to make students easier in learning English by using Quartet Cards Game.

C. Limitation of the Problem

In this research, the researchers focused on the low of students’ ability in speaking. This ability was focused on the use of the teaching method, that was Quartet Cards Game. The reason for using quartet cards game was to give more

¹⁰ Yuli Elviza, “Journal of English Language Teaching” 8, no. 1 (2017), <http://ejournal.unp.ac.id/index.php/jelt>. p.2.

opportunities for the students to take turns in speaking during the time allocated. In addition, the researcher did not discuss all the material learning in the school, but the researcher focused in using quartet card game as the media in teaching speaking.

D. Formulations of the Problem

As mentioned on the background of the problem, the formulation of this research was:

1. How is students' speaking ability before using quartet cards game at the grade VIII of SMP N 1 Batang Natal?
2. How is students' speaking ability after using quartet cards game at the grade VIII of SMP N 1 Batang Natal?
3. Is there any significant effect of using quartet cards game as a learning media to students' speaking ability at the grade VIII of SMP N 1 Batang Natal?

E. Purposes of the Research

Considering the formulations of the research above, the purposes of the research formulated as follow:

1. To describe the students' speaking ability before using quartet cards game.
2. To describe the students' speaking ability after using quartet cards game at grade VIII SMP Negeri 1 Batang Natal.

3. To nominee whether is there the significant effect of using quartet cards game as a media in teaching speaking at grade VIII SMP Negeri 1 Batang Natal.

F. Significances of the Research

Based on the title. The effect of quartet cards game to students speaking ability, the research intended to be useful for:

1. The Teacher

The result of this research expected to the teachers' knowledge in terms of the teaching English used quartet cards game method to students' speaking ability.

2. The Students

This research expected encourages the students mastering the English lesson especially in speaking, to make the students interested in learning speaking skill. The students developed their speaking skill and motivated in this game.

3. Readers

For other readers, it would be referenced for the research as contribution to develop speaking skill. Hopefully this research is useful to people out there who need this topic for thesis, research, and other fusional. But this thesis was far from a word perfect.

G. The Definition of Operational Variables

To avoid misunderstanding, this research consisted of two variables, they were variable x and variable y, the key terms of this research were Quartet cards

games and students' speaking ability. The explanation of these variables as follow:

1. Quartet cards game as variable x

Quartet cards game is a playing card game which is a set of four cards consisting of pictures, keywords, and simple descriptions. The quartet cards game is a suitable method to help students to be more active in learning speaking.

2. Speaking ability as variable y

Speaking ability is a skill of communication that must be mastered by students. Students should know how to speak English fluently based on the speaking indicators.

H. Outline of the Thesis

The systematic of this research divided into five chapters. Each chapter consisted of some sub chapters with detail as follow: in chapter one, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, the definition of operational variable and outline of the thesis.

In chapter two, it consisted of the theoretical description, which consists of sub chapters such as theoretical description quartet cards game, definition of quartet cards game, game as learning, advantages of quartet cards game in learning, the application of quartet cards game in learning, design of quartet cards game in learning, speaking ability, definition of speaking, function of speaking, component of speaking, kinds of speaking and techniques of teaching

speaking then review of related findings, conceptual frame work and hypothesis.

In chapter three, it consisted of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it talked about the result of data analysis. It consisted of description of data, hypothesis testing, discussion and threats of research. Finally, in chapter five, it talked about the closure, they are conclusion, implication and suggestion. It was giving some conclusion about this result of study. Therefore, some suggestions were given for the students and teacher by the researcher.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Quartet Cards Game

a. Definition of Quartet Cards Game

There are many kinds of media that are commonly used in English teaching and learning process, one of them is quartet cards game. Quartet card game consists of 40 (forty) cards with pictures and words on it and it can be played by two, three, or four players.¹ Based on the statement, a teacher can use the game to practice students' language skill, especially speaking. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends.

Quartet card is a kind of cards games that was proposed by Luna and Monique as teaching-learning media. On their book, they explain quartet card is one of games, such us domino, memo, etc which can be used as a teaching-learning media especially in teaching speaking language.² While Rahayu stated that quartet cards game is a card collecting game.³ Students must collect cards from another player by asking from them. If the student asks successfully, he / she can carry

¹ Chabib Basirun. *The Preface on Quartet Card Game*. (Jakarta: PT Primadaya_tc. 2007). <https://www.researchgate.net/publication/331867536>

² Hertog Luna, & Monique Kil. *Quartets: Learning by Playing Card*, (Manchester: Global Citizenship, 2013) p.2. <https://www.researchgate.net/publication/327723713>

³ Sri Rahayu, "Improving English Vocabulary By Using Quarted Games" I, no. 1 (2013): 52–64, www.ar438@yahoo.com.

on asking. The object is to collect sets of cards, usually sets of four cards of the same rank. The activity is like the Happy Family game.

The game is an activity carried out by one or more players with certain rules so that there are winners and losers with various objectives.⁴ The game can be a diversion or reliever feeling bored, and even stressed. By playing games, the brain becomes more relaxed and the feelings become more relaxed and happy. While, Huljannah also stated that Media are often neglected in very predictable ways in the classroom, usually as a starting point of teaching speaking, thus they can be a key of importance in the communicative and interactive classrooms.⁵ It can be said that this media is a good method to teach speaking in the classroom.

A similar definition is expressed by Andriani, she said that 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.⁶ The learning proses will be fun and easy understand by students because they can enjoy learning while

⁴ Sokhira Linda Vinde Rambe, Implementing Games Based Teaching Strategy in Teaching Speaking. English Education Journal. Vol. 10 No.01 June 2022. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/5656/3562>

⁵ Hultani Huljannah, "The Effectiveness of English Quartet Cards Game in Teaching Speaking to the Seventh Grade Students of SMPN 8 Palopo" (IAIN PALOPO, 2018)., p.38. <http://repository.iainpaloopo.ac.id/id/eprint/578/>

⁶ Ni Wayan Devi Andriani, "The Effect of Quartet Cards Game on Students' Speaking Ability" (Universitas Mataram, 2014), <http://eprints.unram.ac.id/id/eprint/11611>.

playing. Quartet card is a game that contains about the pictures.⁷ Rahayu said that quartet cards game is a game that interesting and helpful the students and teacher for learning speaking, listening, reading, and writing.⁸ So, the research was making interesting learning process in the classroom.

Furthermore, definition is one of the model activities that can be used in speaking English is quartet card game.⁹ Quartet card media also able to stimulate and activate the learning process in various ways. Firstly, quartet card could bring the object. Secondly, duplication of various which presenting in images can make the abstract conception. Thirdly, quartet card as the learning media can overcome the barriers of time, place, quantity, and distance.¹⁰ By using quartet cards game the student will be more interest when learning English speaking.

Related to the statements above, the researcher can conclude that quartet cards game is a media to stimulate students' interest to learning English in many ways consist of colorful pictures and categorize. This media will be used by the researcher to write this research. It is hoped that the teacher will be able to motivate the

⁷ Elviza, "J. English Lang. Teach."

⁸ Rahayu, "Improving English Vocabulary By Using Quarted Games."

⁹ Luqman Hakim, Waspodo Tjipto Subroto, and Riza Yonisa, "Developing an Quartet Card Game as an Evaluation of Economics Learning for Senior High School," *International Journal of Control Theory and Applications* 8, no. 4 (2015): 1645–55, <https://www.researchgate.net/publication/317183876%0ADeveloping>.

¹⁰ Karsono et al., "Effectiveness of Quartet Card Media to Improve Students' Understanding of Musical Diversity in Indonesia in Primary School," *Prosiding ICTTE FKIP UNS 2015 1* (2016): 879–85, <https://jurnal.fkip.uns.ac.id/index.php/ictte/article/view/8461>.

students to learn and pay attention to the material well. Using a variety of media or games will increase the probability that students will learn more, retain better what they learn, and improve their performance of the skills they expected to develop. Without quartet cards in words “Quartet cards game” it is a word “Game”, which means it can be stand alone and has it meaning self.

b. Game as Learning

The game is a form of competition between two people or two groups facing each other and using rules known by both parties that face each other.¹¹ Games play an important role in teaching.¹² It can often help students understand something present better than telling them verbally. In the game also needed competence because there is the right side and the loss.

Games can be tailored so that there is a focus on listening, speaking, reading, or writing. Moreover, you will often find that a combination of skills is involved in the same game.¹³ Rowland holds that most language games make learners use the language instead of

¹¹ Finayatul Maula, “The Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo,” *Malang: Maulana Malik Ibrahim State Islamic University of Malang* (State Islamic University of Malang, 2014). p.24.

¹² Rahayu, “Improving English Vocabulary By Using Quarted Games.” p.58.

¹³ Adam Simpson, “Playing a Card Game (Dixit) ’,” *Using Games in the Language Classroom*, 2015, 25. <https://research.sabanciuniv.edu/id/eprint/26774/1/using-games-in-the-language-classroom.pdf>

thinking about learning the correct forms.¹⁴ He also said that games should be treated as central not peripheral.

Games can be played by students in the classroom and the teacher has an important role in organizing the process. There are many reasons the teachers use games in teaching speaking.¹⁵ Games give students chance to use English orally, it means that the students can practice and develop their ability to speak English.

Based on the statements above, games can be applied in teaching all skills, one of them is speaking. Games have so many materials that can help students in learning all language skills. It will help the teacher to provide many activities that can be use by the students to practice their skills.

The researcher makes a conclusion; by using games, the teacher can easily divide students into a group start from two people to play in role, it can be focus on listening, speaking, reading, or writing to make learners use the language. Not only does it make it easier for the teacher to teach games as media, but the game also has some advantages for students.

¹⁴ Lee William Rowland, *Language Teaching Games and Contests Title*, Second Edi (New York: Oxford University Press., 1979).
<https://www.library.brawnblog.com/Language%20Teaching%20Games-p218.pdf>

¹⁵ Doni Anggoro Ari Santoso, "Teaching Speaking By Using Quartet Card Game At SPMN 275, East Jakarta," *Deiksis* 11, no. 01 (2019): 28, <https://doi.org/10.30998/deiksis.v11i01.2992>.

c. Advantages of Quartet Cards Game in Learning

There are many advantages of using games in the learning process. Games can make classes fun. And they will get a better understanding of the lesson if they feel it is fun. Games can be popular as a media if their function can be delivered structurally. In teaching English creatively, Vangundy has a book with the title is “101 Activities for Teaching Creativity and Problem Solving”, the content of the book consists of 101 game learning and problem solving.¹⁶ His book is needed by the teacher, because it delivers the process of the game and to solve the problem clearly. For example, what is it? Activity, drawing room activity, idea showers, your slip is showing, you are a card, Andy! etc.

Quartet cards game also has advantages and disadvantages. The advantages of card games related to Susiliana and Riyana are the first, portable, because the size is not too large, it can be stored in bags and pockets, so it does not need a wide space, and can be used anywhere. Second is practical, because the researcher does not need to have any social skills to use this medium. Third are easy to remember, because the media presents short messages on each card that presented, such as knowing words, knowing the numbers, knowing the names of

¹⁶ Arthur Vangundy, *101 Activities For Teaching Creativity and Problem Solving*, ed. Rebecca Taff, *Total Quality Management*, vol. 4 (United States of America: Pfeiffer, 2005), <https://doi.org/10.1080/09544129300000054>.

animal, etc. the lust is fun.¹⁷ The first benefit in this game is very interesting for the students to increase their speaking and vocabulary, because they can recall the speaking and vocabulary easily.

The game can create fun learning because the vocabulary in materials may be easy to memorize. Next, the game can be applied not only for Junior High School students, but also for Elementary School, and Senior High School. The game can be applied not only for formal education, but also for non-formal education, anywhere and anytime.

From the statement above, the researcher concludes that the advantages of using quartet cards game as a media in learning are media is practical, can be used anytime and anywhere, easily kept, can be used to a large and small group, the characteristics of the pictures are concrete and more realistic so can show the subject material than only in media verbal, can be reused repeatedly, and making creative teachers in determining learning techniques and make learning media.

Beside physically advantages, quartet cards game media has weakness, related to Huljannah she said that “Applying English quartet card game have disadvantages, the teacher will spend more time to prepare the pictures and the materials for the game”.¹⁸ The

¹⁷ Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian* (Bandung: CV Wacana Prima, 2009), p.23. <https://books.google.co.id/books?hl=en&lr=&id=yqHAAQBAJ&oi=fnd&pg=PA1&dq=info:w4eqHjVSa3UJ:scholar.google.com>

¹⁸ Huljannah, “The Effectiveness of English Quartet Cards Game in Teaching Speaking to the Seventh Grade Students of SMPN 8 Palopo.”, p.41. <http://repository.iainpalopo.ac.id/id/eprint/578/>

teacher will spend a lot of money to get the materials like cartoon papers, scissors not forgetting that the teacher needs to have a multimedia computer and of course printer. As we all know, those things are not cheap. And the teacher also difficult to find the suits one to the lesson.

Maula said that the weakness of this media it is about make pictures clearly so that the child does not misinterpret the images on the quartet cards media, pictures are presented made no complex.¹⁹ Based on the statements above the researcher mention the weaknesses of this media as follow:

- 1) The price is a little bit pricy.
- 2) A picture only interprets eyes to eyes.
- 3) An image objects too complex less effective.
- 4) Images are presented in size small result in less effective to the mentoring.
- 5) The card is quite easy to break.

Those are point of advantages and disadvantages has belonged to anybody who wants to use this media to their publication. Quartet cards design will helpful teachers to bring and put it in pockets. The use of quartet cards games will be easier to understand in the teaching-learning process.

¹⁹ Maula, "The Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo.", p.29.

d. The Application of Quartet Cards Game

A card game quartet is commonly performed by 2-4 players. All the quartet cards are the same. The way it customizes the design makes it different from other quartet cards. There are totally 32 cards (8 themes and one theme is presented with four cards).²⁰ In this research, the researcher will use 4 players in a group, there will be accurate because the main of quartet is a group consisting of four men and the goal of the game is to collect a set of quartet cards as many quartet cards as possible. Each card indicates to what set it belongs. The process of the activity is described below:

- 1) Quartet card game is a collecting game for a small number of players (4 players).
- 2) One of the players shuffles the pack of cards and deals cards to each player.
- 3) On the cards are pictures of animals with their names, and their pictures below, each animal has a significant category. The object of the game is for players to collect animals based on their category.
- 4) The players will take turns to ask other players for cards, and if the players ask for the card, he or she must give it up to person

²⁰ Intan Purwasih, "The Effectiveness of the Combination of Quartet and Dart Games for Teaching" (Universitas Semarang, 2015), [https://lib.unnes.ac.id/20612/#:~:text=The t- value was 27.69 and t-table was,games is effective to improve students" speaking skills. p.17](https://lib.unnes.ac.id/20612/#:~:text=The t- value was 27.69 and t-table was,games is effective to improve students).

who asked for it the player by using this language function, such as:

- a) Do you have
- b) Do you want
- c) I need Who has it?
- d) Yes, I have.
- e) No, I have not.
- f) I am sorry, I do not have any.

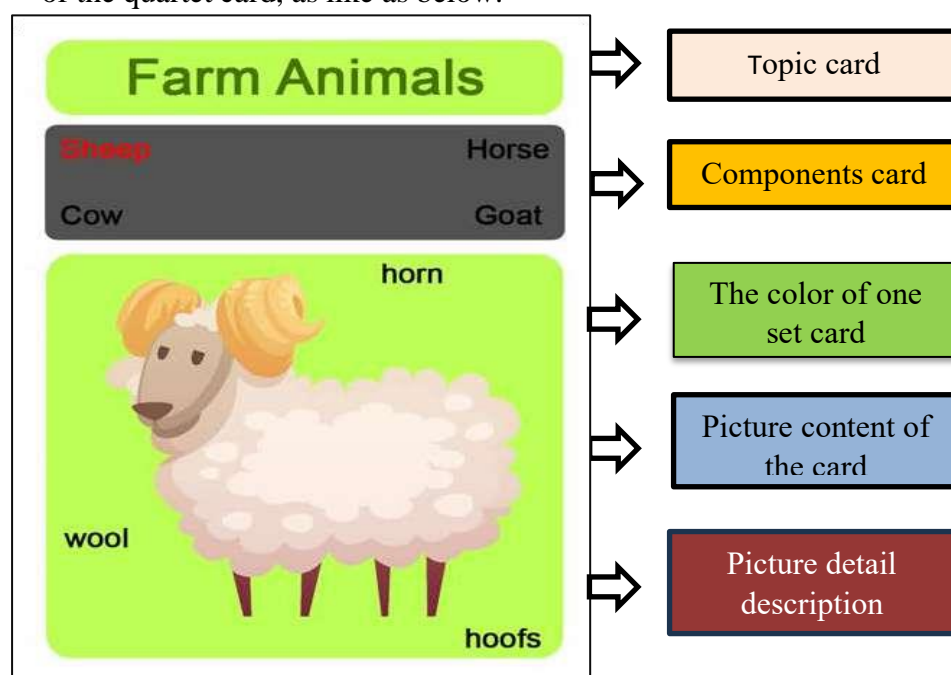
As soon as the student holds categories of four, the student calls out “Quartet” and puts these cards on the table, the one who completes the most categories of the game is the winner. This media will design to make easier student to understand and winning the game.

e. The Design of the Quartet Cards Game

The quartet cards game is an interesting and useful activities that can be used whether for practicing listening, speaking, writing, and reading skill, spelling direction or as a vocabulary review.²¹ The researcher will use animal categories in this research, there will be eight categories, such as; farm animal, wild animals, ocean animals, pets, polar animals, insects, birds, and the last is, reptile.

²¹ Santoso, “Teaching Speaking By Using Quartet Card Game At SPMN 275, East Jakarta.” <https://doi.org/10.30998/deiksis.v1i1i01.2992>.

The most amusing is to gather as numerous quartet cards as conceivable in a set.²² That is why the researcher will choose different color on one set quartet cards because Each card distinguishes which set it has a place to. In planning the cards, colorful pictures are chosen to start the Junior high school student's intrigue. This is an example of the quartet card, as like as below:

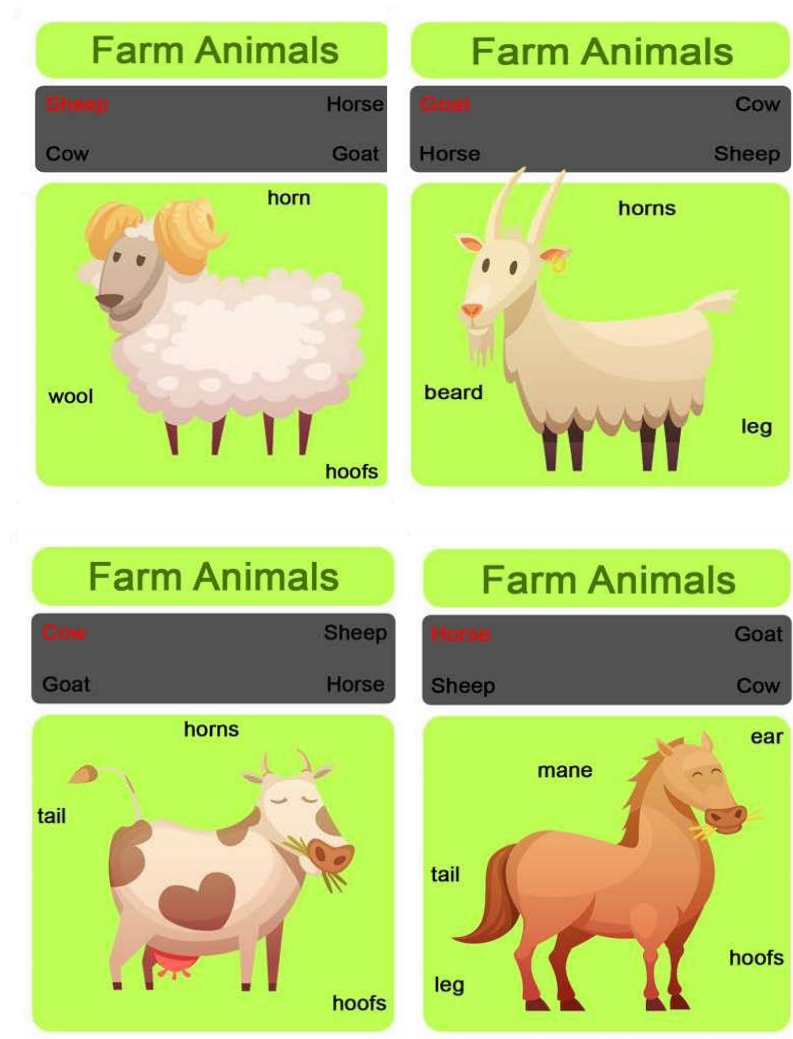


Picture II. 1 (a piece of card)

For each card, a brief depiction is given of what appears on the picture. The researcher will be underlining a brief description of the card. There will be a set of cards in one category, it will differ from one to another, the topic, the components, the color of one set card, picture content of each card, picture detail description. And the

²² Purwasih, "The Effectiveness of the Combination of Quartet and Dart Games for Teaching." p.18 [https://lib.unnes.ac.id/20612/#:~:text=The t- value was 27.69 and t-table was,games is effective to improve students" speaking skills](https://lib.unnes.ac.id/20612/#:~:text=The t- value was 27.69 and t-table was,games is effective to improve students)

students should collect a set of four cards game to winning the game as, like the picture below:



Picture II. 2 (a set of quartet cards)

The main categories of one card (picture 1) consist of topic, component, color of the card, picture content, and the last is picture detail. The first is topic card, every single topic card will be different to other cards in one set of quartet cards. The second is component card, there are Four components in every card, the student who has a card above with a red word component indeed “sheep”, the student

must collect their card by gathering the three other components like: Horse, cow, and goat.

The third description is the color of the card, on the card above the student has a green color and there are three cards more with the same color to collect each other. The fourth description is picture content, every card has a different picture. And the last is picture description, the students who have that picture will be helpful to identify the card he/she has.

This design was founded by a researcher on the internet.²³ and it will use as a media on this research. Hopefully the validator will allow researcher to use this media whether to know the effect of quartet cards game to speaking skill ability students has improvement or not. This media has connected to speaking ability students because the rule of game its divorce students to speak.

2. Speaking

a. Speaking ability

Ability is more on the effectiveness of the person in doing all kinds of work, which means that ability is the basis of someone doing a job effectively and certainly. Beside that, ability needs to complete our work or to control the things that we want to do in a job.²⁴ In the

²³ Margaretha Sihite, "Animal Card Game," islocollective, 2022, <https://en.islcollective.com/english-esl-worksheets/vocabulary-practice/pictionary-picture-dictionary-or-picture-matching/animals/animal-card-game-8-different-sets-of-animals/146684>.

²⁴ Nurul Aini, Nurul Khoyimah, and Iman Santoso, "Improving Students' Speaking Ability Through Repetition Drill," *Journal Polingua: Scientific Journal of Linguistic Literatura and Education* 3, no. 1 (2020): 26–35, <https://doi.org/10.30630/polingua.v6i1.14>. p.27

line to the rule and the right aspect of one skill. That is the downside of students which come from nature.

Ability is a skill, or from adjective “able” which has the similar meaning as “can”. Ability is fact able to do something for a mental. Furthermore, ability is build from word “able”.²⁵ It means to do a level of skill or intelligence or the quality or capacity of being able to do something well. So, ability can be determined as a skills, expertness or talent. Ability is potential capacity or power (to do something physical or mental) or special natural power to do something well. It means, ability is basic power to perform physique and mental activity well.

Ability is a person’s weak strength in doing something. The ability is ingrained in each person. Where the level of ability of people differs based on their background knowledge. According to Carrol, ability defined in terms “being able to perform something”. Ability derives from ‘able’, which means to become capacity or power in the use of to do various activity.²⁶ The ability come from one knowledge, practice, aptitude to do something well. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully. So, ability is the quality or capacity being able of someone in doing something.

²⁵ A.S Hornby, *Oxford Advanced Learner’s Dictionary: fourth edition*.

²⁶ John B. Carrol, *Human Cognitive Abilities*, (Cambridge: Cambridge University Press, 1993), p.3 <https://www.cambridge.org/F83D5EADF14A453F6350FF3DD39631C8>

From the explanation above, the researcher conclude that students ability is the capability of a student in doing something or one of language skill.

b. Definitions of Speaking Ability

Speaking does not only make sound by the speech organs but ideas and emotions. Brown defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.²⁷ The function of speaking is for good communication, the researcher will describe some of function of speaking related to students in learning English.

Another definition of speaking is deliver by Cornbleet and Carter they define, speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.²⁸ It also provides our main data for understanding bilingualism and language contact.

Permata, Anita, and Kheryadi on their journal also said that speaking is an unavoidable element of our daily lives.²⁹ In line with

²⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, second (San Francisco: Longman, 2000). p.140. <https://www.researchgate.net/publication/249870370>

²⁸ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing* (London and New York: Routledge Taylor & Francis Group, 2001). p.17. <https://www.routledge.com/The-Language-of-Speech-and-Writing/Cornbleet-Carter/p/book/9780415231671>

²⁹ Intan Permatasari, Anita, and Kheryadi, "The Effectiveness of Quartet Card Game on Students' Speaking Ability of Junior High School," *Conference on English Language Teaching 3*,

that, speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation.³⁰ Because people start their ideas in their home language through spoken language, speaking is seen as a primary talent. In another word, speaking is a part of daily life that we take for granted.

The last definition, McDonough stated that speaking is not the oral production of written language but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill.³¹ In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skill in thought because of including some input skills in it. As a result, the mouth is delivering those skills orally.

Based on the statement above the researcher concludes that speaking is a way to express sound and idea through communication, and always attached in human life if the person is still breathing.

Speaking ability is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words,

no. Purwasih 2015 (2023): 21–33,
<https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/470>. p.22.

³⁰ Zainuddin, Sojuangon Rambe and Safrina Hulu. Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan. English Education Journal. Vol 05 No 01 January 2017. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1173/975>

³¹ JO McDonough, *Materials and Methods in ELT: A Teacher's Guide*, ed. David Crystal and Keith Johnson, Second Edi (Oxford: Blackwell Pulishing, 2003). https://www.academia.edu/27323221/Materials_n_Methods_in_ELT

or the ability to converse, or to express a sequence of ideas fluently.³² Speaking ability is the student's ability in expressing their ideas orally that is presented by the score of speaking. Menggo states that speaking ability is defined as the ability of speaker to speak language naturally and subconsciously.³³ Speaker may express their idea through verbal and non-verbal symbols in their communication. It can be said that speaking ability has wide range of understanding.

Based on the statements above the researchers conclude that speaking ability is synonymous with knowing that language clearly. The ability to speak can make students easier to share their knowledge with their friends. They are also able to control their conversation to be good explanation.

c. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Richards made a useful distinction between the interactional function of speaking.³⁴ In which it serves to establish and maintain social relations, and the transaction function, which focus on the exchange of information. Speaking is described as the ability to express oneself in life situations or the ability to report

³² Sulastri. Eka Sustris Harida. Improving Students Self-Confidence in Speaking Ability Through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan. Vol.01. No.02 July 2013. p.181 23-13-1-SM.pdf

³³ Sebastianus Menggo, "English Learning Motivation and Speaking Ability," *Journal of Psychology and Instructions* 2, no. 2 (2018): 70, <https://doi.org/10.23887/jpai.v2i2.15979>.

³⁴ J C. Richards, *Teaching Listening and Speaking From Theory to Practice* (United States of America: Cambridge University Press, 2008). p.2. <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>

acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.³⁵

There are three functions of speaking he described in his thesis, they are talk as interaction, talk as transaction, and the last is talk as performance. It will describe as follows:

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk and recount recent experiences, because they wish to be friendly and to establish a comfortable zone of interaction with others. Meanwhile, talk as interaction has several main features as follows:

- a) Has a primarily social function
- b) Reflects role relationships.
- c) Reflects speaker’s identity.
- d) May be formal or casual.
- e) Uses conversational conventions.
- f) Reflects degrees of politeness.
- g) Employ many generic words.
- h) Uses conversational register.

³⁵ Fitri Rayani Siregar, How to Enhance Lecturers’ Speaking Skill?. English Education Journal. Vol.07. No.01 June 2019. p.15-28. 1648-3777-1-SM.pd

Mastering the art of talking as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

2) Talk as transaction

Talk as interaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the control focus, rather than the participants and socially with each other. Meanwhile, talk as transaction has several main features as follows:

- a) It has primarily information focus.
- b) The focus on the message and not the participants.
- c) Participants employ communication strategies to make themselves understood.
- d) There may be frequent questions, repetitions, and comprehension checks.
- e) There may be negotiation and digression.
- f) Linguistic accuracy is not always important.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk. It is the

talk that transmits information before an audience, such as classroom presentations, public announcement, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarity is often evaluated related to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a presentation, and giving a lecture. The main features of talk as performance are:

- a) There is a focus on both message and audience.
- b) It reflects organization and sequencing.
- c) Form and accuracy are important.
- d) Language is more like written language.
- e) It is often monologues.

Based on the function of speaking mentioned above, the researcher concludes that the speaker should interact with listener, so that the speaker can convey the information. In the other hand, the speaker can maintain social relation to the listener. The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc.

The corresponds to a function of language quite different from it use for social relations. This is the use of language to express content and to communicate information. whether in study or in business, professional, or most other work contexts. For good speaking in communication, students must know the component of the speaking basically.

d. Components of Speaking

Brown state that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the listener's skill.³⁶ Related to the harmer, there are five components of speaking which are generally recognized in analysis of the speech process:

- 1) Pronunciation including the segmental features-vowels and consonant-and the stress and intonation patterns.
- 2) Grammar.
- 3) Vocabulary.
- 4) Fluency: the ease and speed of the flow of speech.
- 5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

The following skills underlying the components:

- 1) Using grammar structure accurately

³⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, ed. Addison Wesley (New York: Longman Inc, 2004).
<https://www.researchgate.net/publication/249870370>

- 2) Assessing characteristics of the target audience, including shared knowledge, status, and power relations.
- 3) Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed by the teacher.
- 4) Applying strategies to enhance comprehensibility, such as empathizing with key words.
- 5) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of structural grammar.³⁷

From the statement above, researcher conclude that Speaking can be divided into two types based on the achievement, good speaking, and bad speaking. Speaking can be said as good or bad based on the components of speaking above. Students will master their speaking by the components to know how good their ability to speak. So, to make a good speaker, those components written above must be fulfilled as the requirement.³⁸ It means that students should master the components of speaking to improve their speaking ability.

After knowing some criteria of components speaking above, it will be easier for researcher to conduct the speaking assessment of this research in other to collecting data. The researcher also found the type

³⁷ Jeremy Harmer, *The Practice of English Language Teaching*, ed. Pearson, Third (Cambridge, UK: Longman, 2007).
https://www.academia.edu/32715594/jeremy_harmer_the_practice_of_english_language_teaching_3rd_edition_haaa_pdf

³⁸ David P Harris, *Testing English as a Second Language* (McGrow-Hill, 1974).
<https://archive.org/details/testingenglishas00harr>

of speaking related to the expert; it will be described next to this discussion.

e. Types of speaking

In teaching speaking process, the teacher not only teaches about the skill but also give the explanation of the type of that speaking. The final goal of learning English is to get competence in the skills of reading, listening, writing, and speaking.³⁹ Brown classify there are five basic types of speaking, they are:

- 1) Imitative: The ability to simply repeat (imitate) a word phrase, or possibly a sentence is at one end of continuum of different types of speaking performance.
- 2) Intensive: a second style of speech sometimes utilized in assessment situations to indicate skill in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic features – intonation, stress, rhythm, junction).
- 3) Responsive: Interaction and test comprehension are included in responsive assessment activities, albeit at a relatively low level of extremely short dialogues, traditional greetings and small talk, simple requests and comments, and the like.

³⁹ Rayendriani Fahmei Lubis, Melati Suri. Enhancing Students' Speaking Mastery by Using Chain Drill Technique. *English Education Journal*. Vol. 10, No. 02 Desember 2022. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/6757/4113>

- 4) Interactive: The duration and richness of the interaction, which may include numerous exchanges and or participants, distinguishes responsive and interactive speaking.
- 5) Substantial (monologue): Speeches, oral presentations, and storytelling are examples of extensive oral tasks production in which the potential for spoken interaction from listeners is severely limited.⁴⁰

Brown statements above can be evaluators to the teacher to indicate types of speaking students' performance in the classroom. Harmer also explains the type of speaking activities in the classroom. There are 6 types of classrooms speaking activities, they are:

- 1) Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books, dialogue written by themselves. It means that acting out is both learning and language producing activity.

- 2) Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student must talk the partner in order to do the required tasks.

⁴⁰ Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. p. 271-274

3) Discussion

This activity needs to be encouraged by the teacher to provide good speaking in language classes. It can be achieved by providing activities which force students to reach a decision because of choosing specific alternatives in the discussion.

4) Prepared talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation.

5) Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The results obtained from the questionnaire can be obtained from written work, discussions, or prepared talks.

6) Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by stimulating a real-life world. They are suitable for specific students of English for Specific Purposes (ESP).⁴¹

Based on the types above, the researchers conclude that there are two types of teaching English. The first is type of speaking performance and type of speaking activities. Type of speaking

⁴¹ Harmer, *The Practice of English Language Teaching*. p. 271-274

performance its talks about students' ability to identify English language in learning, and the last type is tell about the kinds activity that support English activities learning in the classroom. Besides the type of speaking, there are some techniques of teaching speaking.

f. Techniques of Teaching Speaking

There are many techniques in teaching speaking which usually used. There are thirteen techniques of teaching speaking related to Kayi,⁴² on his article the techniques are as follows:

1) Discussion

This kind of activity can stimulate students' response in speaking. By using this activity routinely, students will use their speaking in a more active way.

2) Role play

In this kind of activity students pretend as if they are in the real condition society in various social contexts and have a variety of roles.

3) Simulations

Simulation is almost like role play but there is a different between role play and simulation. In simulation students ask to pretend as a character and make it as in the real condition. For

⁴² Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL)," *The Internet TESL Journal* XII (2006), <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.

examples students act as a guitarist, then he must bring property like a real guitarist.

4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have, and the partners will share their information.

5) Brainstorming

Brainstorming is functioned to stimulate students' knowledge about the lesson that will be learned in the meeting. In brainstorming teachers ask some question related to the lessons or material they will have.

6) Storytelling

Using story telling in teaching speaking will help the students be creative. Students can briefly explain about the story has been read or make their own story to tell their friends in front of the class.

7) Interviews

Interview is almost like simulation but in interview, students are only focused on making question and answer about a topic as they are a journalist who will interview a resource person or a guest.

8) Story completion

In this activity teacher will narrate a story to the class. Teacher stop narrating the story after some sentence has been delivered. In the next step in story completion activity each student asked to continue the story and add the sentence told by the teacher using their own idea.

9) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news.

10) Playing cards

In this game, students should form groups of four. Each suit will represent a topic. The teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions.

11) Picture narrating

This activity is based on several sequential pictures. Teacher will have some sequential picture to show to the class. Students ask to tell and explain the event or story that happen in the picture shown.

12) Picture describing

In this technique, students are asked to form some groups. Each group will have a picture given by the teacher. The next step, students are asked to explain and describe the picture.

13) Find the differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Based on Kayi's statements above the researcher will use playing cards (Quartet cards game) as teaching techniques in the classrooms and as a media on this research. The researcher will create his own cards design by following quartet cards game. To provide a good speaking class the teacher should know the capability of her/his students in the class.

B. Review Related Findings

In this study, researchers found several topics that both explained the use of the quartet card game with different purposes and methods. In this section, the author takes several previous studies as references to review this research and related to this research as follow:

First, Huljannah, the aim of the research is to know the effectiveness of quartet cards game to students' speaking ability in learning speaking. She

concluded that students at the seventh year of SMPN 8 Palopo are interested in learning speaking by using English Quartet Cards Game.⁴³ She used pre-experimental research as method by using one group pre-test and post-test design.

Second is the research from Maula, about material the forms of historical relics. She concluded that quartet card game media for social science with material the forms of historical relics proved to be significant effective in improving student reading interest also it proved to be significantly effective in improving student learning result.

Third is journal from Rahayu, the aim of her research is improving the students' vocabulary by using English quartet cards games. She used classroom action research to obtain the information for her journal.⁴⁴ Her research is different from this paper because she used elementary students as a sample.

Furthermore, research from Mardani, the purpose of her journal is to know whether the use of quartet cards can improve the students' motivation in learning the recount text writing skill.⁴⁵ It can be concluded that kamalia Mardani's journal be able to improve recount text writing skill of the Elementary level students' school in Magelang.

⁴³ Huljannah, "The Effectiveness of English Quartet Cards Game in Teaching Speaking to the Seventh Grade Students of SMPN 8 Palopo."

⁴⁴ Rahayu, "Improving English Vocabulary By Using Quarted Games."

⁴⁵ Kamalia Mardini, "Using Quartet Card As Media To Improve the Recount Text Writing Skill of the Elementary Level Students of Intensive English Course (Iec) Magelang in the School Year 2017/2018," *Journal of Research on Applied Linguistics, Language and Language Teaching* 1, no. 2 (2018): 187–92, <https://doi.org/10.31002/jrlt.v1i2.300>. p.187

The last journal from Elviza, she used quartet card game to explain a strategy for learning English, this game can be used to increase students' interest in English especially speaking skill.⁴⁶ Based on their journal, quartet cards game can be used as a media to teach and because the student will be more active in the class to state their opinions, discuss the topic, present the result of their discussion, and also the students will be more interesting in learning speaking English.

Of all the studies above is use the quartet card game as a learning media on their research, the difference is seen in the objectives of each research, such as writing, reading, and vocabulary. Researchers conclude that those are studies aim to determine the effect of using quartet cards game media in increasing their knowledge and understanding of the material being tested, because basically this media is a very easy and good media to use as a learning in level elementary school until junior high school, where this media contains images and colors that can attract students' attention.

C. Conceptual Framework

Based on this research, there are two variables that have been known. The first variable is "X" (independent variable) is about quartet cards game as a media in this research. The second variable is "Y" (dependent clause), is about the students' speaking ability.

The effect of quartet cards game to students speaking ability can be seen as figure below:

⁴⁶ Elviza, "J. English Lang. Teach.". p.2-3.

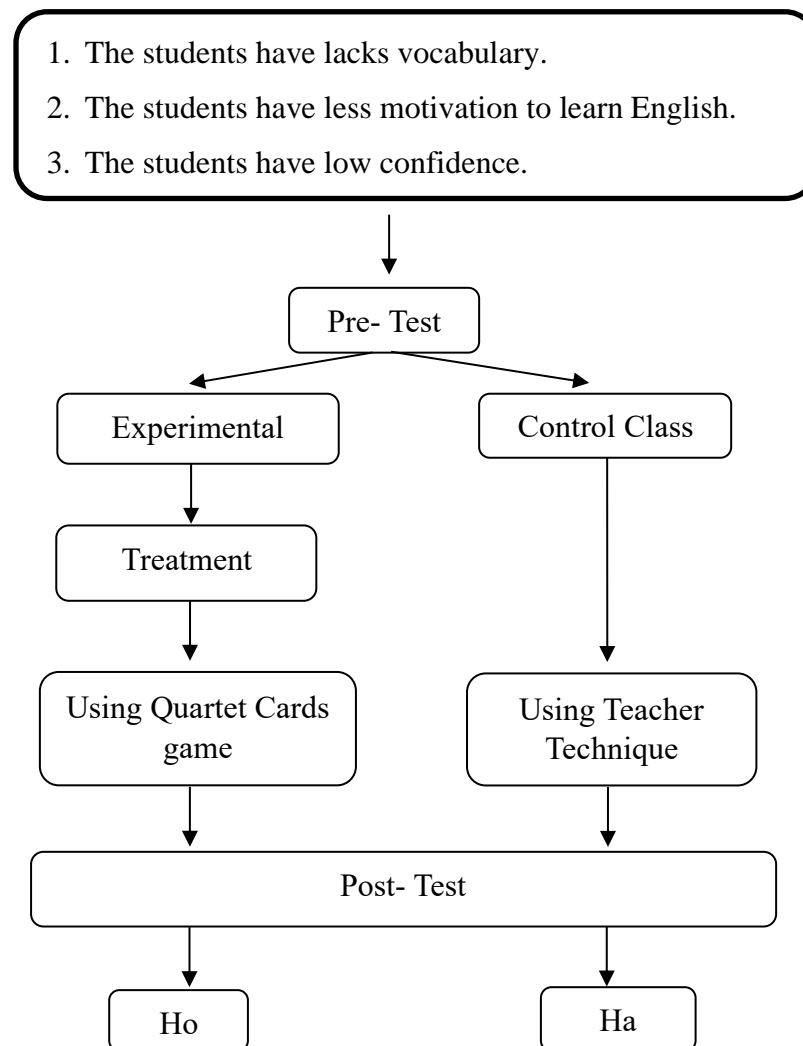


Figure II. 1 Conceptual Framework

D. Hypothesis

The hypothesis of this research was:

1. Alternative hypothesis (Ha); there is a significant effect of using quartet cards game to students speaking ability at the VIII Grade of SMP Negeri 1 Batang Natal.

2. Null hypothesis (H_0); there is no significant effect of using quartet cards game to students speaking ability at the VIII Grade of SMP Negeri 1 Batang Natal.

Based on the result found that t_{count} was higher than t_{table} . Where t_{count} was 1.073 and t_{table} was 1.021 ($1.073 > 1.021$). it means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade VIII of SMP Negeri 1 Batang Natal.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMP Negeri 1 Batang Natal, it was located in Muarasoma, Batang Natal, Mandailing Natal, North Sumatera, Indonesia, 22983. The research applied in April until July 2024.

B. Research Design

The method that used in this research was quantitative research. Quantitative research is a method of using statistical and computational data operational variables and statistics that used to describe variables; to examining the relationship among variables and to determine caused and effect interactions between variables of research.¹ The research used experimental design. Experimental research is a research method used for finding the effect of treatment towards condition.

This research were used Pre-Test Post-Test Control Group Design. This research used two classes, one class as an experimental class and another class as a control class. The experimental class was a class that taught by using problem-based learning method that was quartet card games, and the control class used teacher method.

¹ Meizaliana, "Teaching Structure through Games to the Students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu" (universitas Diponegoro, Semarang Indonesia, 2009). <http://eprints.undip.ac.id/18150/1/MEIZALIANA.pdf>

Table III. 1
Nonequivalent (Pre-Test and Post-Test) Control-Group Design²

A	O ₁	X	O ₂
B	O ₁	-	O ₂

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol of treatment

In this model, both of classes were gave pre-test (O₁). Then, experimental class was gave a treatment (X) and in control class was not gave a treatment. After giving a treatment, both of classes were gave post-test (O₂).

C. Population and Sample

1. Population

The population of this research were two classes of the students at VIII grade SMP Negeri 1 Batang Natal. Actually, there were three classes of grade VIII at SMP Negeri 1 Batang Natal. The population number was shown in the table below:

Table III. 2
The population of the VIII grade SMP Negeri 1 Batang Natal³

No	Class	Students
1	VIII 1	28
2	VIII 2	27
3	VIII 3	20
4	VIII 4	20
	Total Population	95

² John W Cresswell, *Research Design*, Third Edit (California: SAGE Publications, 2009), <https://doi.org/10.1163/22118993-90000268>.

³ *School Administration Data of SMPN 1 Batang Natal*

2. Sample

This research used concrete sampling for taking the sample of the research. Researchers used random sampling by using lottery, random sampling is the process of selecting a sample so that all individuals defined population were equally likely to be selected for the sample. The researchers chose only two classes as sample in this research, an experimental class and control class.

Table III. 3
The sample of students SMP Negeri 1 Batang Natal

No	Class	Students
1	Control Class (VIII-3)	20
2	Experimental Class (VIII-4)	20
	Total	40

D. Instrument of the Research

It was very important for the researcher collected the data of the research. It purposed to make the researcher more systematic and easier. In this research, the test used instrument of this research.

Table III. 4
Indicator of Speaking Ability⁴

Aspect	Score	Description
Pronunciation	5	Easy to understand with a good pronunciation.
	4	Easy to understand.
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding.
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it cannot be understood.
Grammar	5	There are no or little mistakes in grammar.

⁴ Wachidah et al., *When English Rings the Bell*: Buku Guru, p.18.

Aspect	Score	Description
	4	Sometimes makes mistake in grammar, but it does not influence the meaning.
	3	Often makes mistake in grammar and it influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad, so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate.
	3	using vocabulary, which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	vocabulary is so limited so conversation impossible to occur
Fluency	5	Speech is smooth as a native speaker's
	4	The fluency is disturbed by language problem
	3	The fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks
	1	Can not understand although in simple conversation

$$\text{Assessment: } \frac{\text{student's score}}{\text{score maximum}} \times 100$$

Note:

The total score obtained by students was the number of scores from 1 to 5. The Maximum score was the result of multiplying the highest score (5) by the number of criteria defined. So, the maximum score was = 5x5=25.

E. Validity and Reliability

1. Validity

A good test should be valid. Therefore, the test can be used to measure the measured aspect. Validity was an important thing in conducted a research, it means validity how to validate the test, because a good test must be validity. The researcher applied content validity to obtain the test in this study, the researcher validated the test to English teacher of grade VIII in SMP Negeri 1 Batang Natal. There were two valid tests, they are pre-test and post-test.

The researcher gave the form of content validity test to the English teacher in SMP Negeri 1 Batang Natal. In the form of content validity, the researcher asked the teacher to answer some questions. The question referred to the suitable of test to student's subject matter in SMP Negeri 1 Batang Natal.

2. Reliability

Reliability means that the test results showed similarity. A research tool has a high reliability score if the test produces measurably consistent results. That reliability is the consistency and accuracy in scoring the result from the research measure. One facet of a successful test was reliability.

F. Procedure of the Research

1. Pre-Test

It was a test given before doing the treatment to the students. It needed to know student's competence in experimental and control class. It used to find the homogeneity and normality level. There were some procedures that followed by the researcher. They were:

- a. The researcher prepared some pictures.
- b. The researcher showed pictures to students.
- c. The researcher explained what students had to do.
- d. The researcher gave time to students to explain the drawing procedure.
- e. Students asked to give freedom to talk about the picture.
- f. The researcher gave the topic and students gave comments about it.

2. Treatment

After giving the pre-test to students, the students gave treatment. The treatment taught in experimental class, while the control class was taught by using a strategy teacher. The researcher has some procedures in experimental class. they were:

- a. The researcher entered the class, open the class by greeting and pray together.
- b. The researcher explained how to play quartet cards game to students.
- c. The researcher divided the students into a group that consists of 4 students.

- d. One of the players shuffled the pack of cards and deals cards to each player.
- e. On the cards were the pictures of animals with their names, and their pictures below, each animal has a significant category. The object of the game was for players to collect animals based on their category.
- f. The players took turns to ask other players for cards, and if the players asked for the card, he or she must give it up to person who asked for it the player by using this language function,
- g. The students who already got the set of cards was the winner.

3. Post-Test

After giving treatment, the researcher conducted a post-test. The benefit was to know the difference score of experimental class and control class also to know effect or not Quartet cards game in learn speaking ability of students. The steps were:

- a. Prepared 2 pictures of animals.
- b. Showed pictures to students.
- c. Explained of what students must do.
- d. Gave time to students to explain the drawing procedure.
- e. Students were asked to give freedom to talk about the picture.
- f. Then the researcher checked the student's opinion and counts the student's score.

G. Technique of Data Analysis

1. Normality Test

The normality test is a test for determining if the research data of the samples that will be taken is representative or not, so that the research conclusions drawn from a number of samples can be accounted for.⁵ The hypothesis normality test formulated as follows:

H_0 : the data have normal distribution

H_a : the data do not have normal distribution

The significant level chosen in analyzing the score of $F_{\text{calculated}}$ through using SPSS 22.0 version is 5% or 0.05. statistically the hypothesis was:

H_0 : $F_{\text{calculated}} > F_{0.05}$ or $\text{significant}_{\text{calculated}} > \text{significant } \alpha (0.05)$

H_a : $F_{\text{calculated}} < F_{0.05}$ or $\text{significant}_{\text{calculated}} < \text{significant } \alpha (0.05)$

Table III. 5
Normality Test

		Unstandadized Predicted Value
N		20
Normal Parameter ^{a,b}	Mean	42
	Std. Deviation	5.272
Most Extreme Differences	Absolute	.188
	Positive	.092
	Negative	-.188
Test Statistic		.188
Asymp. Sig. (2-tailed)		.024 ^c

a. Test distribution is Normal

b. Calculated from data

c. Lilliefors Significances Correction

⁵ Tedi Rusman, *Statistika Penelitian; Aplikasinya Dengan SPSS* (Yogyakarta: Graha Ilmu, 2015). <https://scholar.google.com/scholar?cluster=16184953749596928493>

From the data above, it can be seen that the significances was 0.024. it means $0.024 < 0.05$. H_0 is rejected and H_a is accepted. So, the data were not normal.

2. Homogeneity Test

The homogeneity test used to know if control class and experimental class had the same variant or not. The homogeneity test has function to find out whether the data homogeny or not. The researcher used SPSS 22.0 version.

Table III. 6
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.251	1	38	.270
Based on Median	1.474	1	38	.232
Based on Median and with adjusted df	1.474	1	37.454	.232
Based on trimmed mean	1.222	1	38	.276

Hypothesis is accepted if $F_{\text{counts}} \leq F_{\text{table}}$.

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$.

Based on the table above, it showed that variance between groups based on Mean have significances 0.270. it means $\text{sig} > \alpha = 0.05$, $0.270 > 0.05$. the data of the groups were homogenous.

3. Hypothesis Test

Hypothesis was the provisional result of the research. To know the difference between experimental class and control class the data analyzed by using *t-test* by using SPSS 22.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count}

and compared with t_{table} . If $t_{count} > t_{table}$, it means the alternative hypothesis was accepted, meanwhile if $t_{count} < t_{table}$ it means the hypothesis was rejected.

4. Identified the mean, median and modus by using descriptive statistic. The formulas were:

- a. Mean (average)

In calculating the mean score of students result score, the researcher used this formula:

$$M = \frac{\sum X}{N}$$

Explanation:

M : Mean Score (Average)
 $\sum x$: Total of the Result
 n : Sum of Respondent.⁶

- b. Median

In calculating the median score of students result score, the researcher used this formula:

$$Me = b + p \left(\frac{\frac{1}{2} n - F}{f^7} \right)$$

- c. Mode

Mode is the result of students writing test that usually come. In calculating the mode score of students result score in writing descriptive text, the researcher used this formula:

⁶ Ahmad Nizar Rangkuti, *Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106. <https://repo.uinsyahada.ac.id/953/1/Ahmad%20Nizar%20Rangkuti%20-%20202015%20-%20Statistik%20untuk%20Penelitian%20Pendidikan.pdf>

⁷ Ahmad Nizar Rangkuti

$$Mo = Tb + p \left(\frac{b_1}{b_1 + b_2} \right)^8$$

Then, the result appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.

Table III. 7
Criteria of Score in Speaking Test⁹

No	Percentage	Criteria
1	75-100	High
2	56-74	Enough
3	≤55	Poor

⁸ Ahmad Nizar Rangkuti

⁹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2013), p.23.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in previous chapter, in order to evaluate the effect of quartet cards game on students speaking ability at grade VIII SMP Negeri 1 Batang Natal. Research used the T-test formulation to apply quantitative analysis. The goal was to determine how quartet cards game affect students' speaking ability. So, the researcher provided the following data description.

A. Description of Data

1. Data Description before using Quartet Cards Game

a. Score of Pre-test in Control Class

The researcher enrolled the class VIII-3 to be serve as the control class. The researcher calculated the result that got from the students speaking test during the pretest in control class loads in appendix. The calculation of the students' score statistically could be seen in the following table:

Table IV.1
Score of Pre-test Control Class

No	Category		Score
1	N	Valid	20
2		Missing	0
3	Mean		39.40
4	Median		40.00
5	Mode		40
6	Std. Deviation		4.358
7	Range		12
8	Minimum		32
9	Maximum		44
10	Sum		788

Based on the table IV.1 above, total score of 20 students in experimental class in pre-test was 788, the mean score was 39.40, the median score was 40, the mode score was 40, the minimum score was 32, the maximum score was 44, the range score was 12 and the standard deviation was 4.358. Then, the frequency distribution of the students' score of experimental class loaded in the table below:

Table IV.2
Frequency Distribution of (pre-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	32-34	33	4	20%
2	35-37	36	1	5%
3	38-40	39	9	45%
4	41-43	42	0	0%
5	44-46	45	6	30%
<i>I</i> = 3			20	100%

From table IV.2 above, the students' score in class interval between 32-34 was 4 students (20%), class interval between 35-37 was 1 students (5%), class interval between 38-40 was 9 students (45%), class interval between 41-43 was 0 students and class interval between 44-46 was 6 students (30%). In order to get the description of data clearly, the researcher present the result in this following histogram:

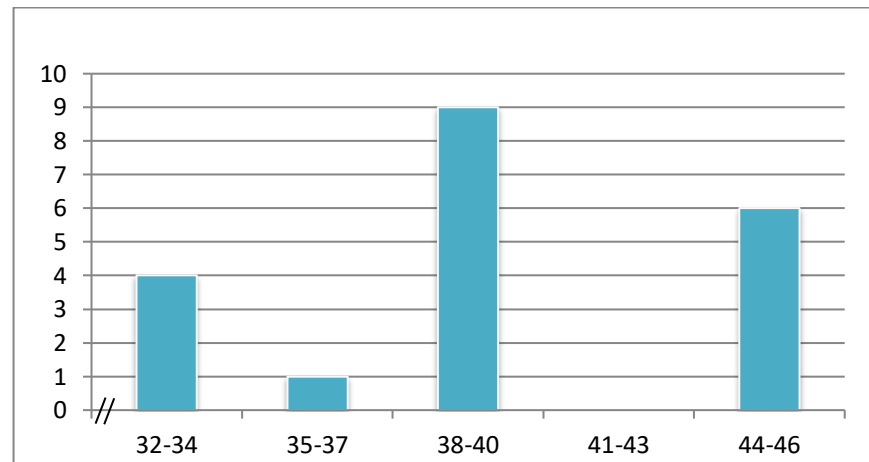


Figure IV.1
Histogram of Pre-test score of Control Class

From figure IV.1 above, the students' score in class interval between 32-34 was 4 students, class interval between 35-37 was 1 students, class interval between 38-40 was 9 students, class interval between 41-43 was 0 students and class interval between 44-46 was 6 students.

b. Score of Pre-test in Experimental Class

In experimental class, the researcher enrolled on class VIII-4 to serve. The researcher calculated the result of students speaking test that had been gotten during the pre-test in experimental class in appendix. The calculation of the students score of speaking test statistically could be seen in the following table:

Table IV.3
Score of Pre-test Experimental Class

No	Category		Score
1	N	Valid	20
2		Missing	0
3	Mean		38.80
4	Median		40.00
5	Mode		40

No	Category	Score
6	Std. Deviation	5.961
7	Range	24
8	Minimum	24
9	Maximum	48
10	Sum	776

Based on the table IV.3 above, total score of 20 students in experimental class in pre-test was 776, the mean score was 38.80, the median score was 40, the mode score was 40, the minimum score was 24, the maximum score was 48, the range score was 24 and the standard deviation was 5.961. Then, the frequency distribution of the students' score of experimental class loaded in the table below:

Table IV.4
Frequency Distribution of (pre-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	24-28	26	2	10%
2	29-33	31	2	10%
3	34-38	36	2	10%
4	39-43	41	8	40%
5	44-48	46	6	30%
$I = 5$			20	100%

From table IV.4 above, the students' score in class interval between 24-28 was 2 students (10%), class interval between 29-33 was 2 students (10%), class interval between 34-38 was 2 students (10%), class interval between 39-43 was 8 students (40%) and class interval between 44-48 was 6 students (30%). In order to get the description of data clearly, the researcher present the result in this following histogram:

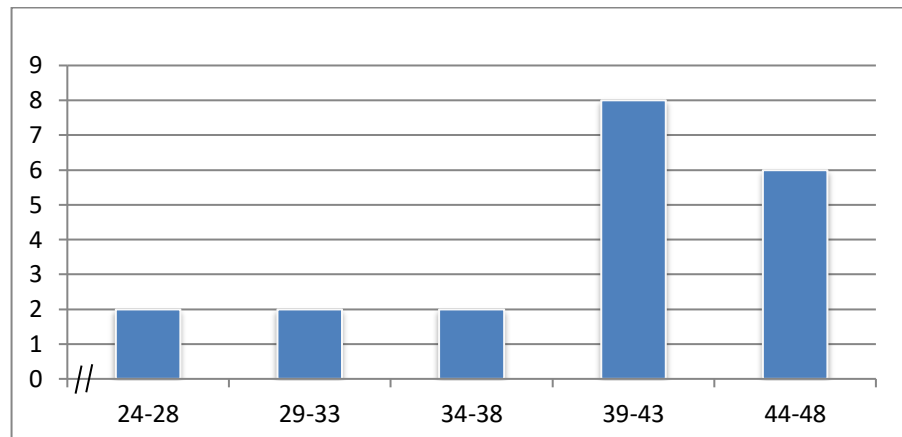


Figure IV.2
Histogram of Pre-test score of Experimental Class

From figure IV.2 above, the students' score in class interval between 24-28 was 2 students, class interval between 29-33 was 2 students, class interval between 34-38 was 2 students, class interval between 39-43 was 8 students and class interval between 44-48 was 6 students.

2. Description of The data after using Quartet Cards Game

a. Score of Post-test in Control Class

The researcher enrolled the class VIII-3 to serve as the control class. The researcher calculated the result of post-test that got from the students speaking test during the pretest in control class loads in appendix. The calculation of the students' score statistically could be seen in the following table:

Table IV.5
Score of Post-test Control Class

No	Category		Score
1	N	Valid	20
2		Missing	0
3	Mean		40.40
4	Median		40.00

No	Category	Score
5	Mode	40.44
6	Std. Deviation	4.083
7	Range	16
8	Minimum	32
9	Maximum	48
10	Sum	808

Based on the table IV.5 above, total score of 20 students in experimental class in pre-test was 808, the mean score was 40.40, the median score was 40, the mode score was 40.44, the minimum score was 32, the maximum score was 48, the range score was 16 and the standard deviation was 4.083. Then, the frequency distribution of the students' score of experimental class loaded in the table below:

Table IV. 6
Frequency Distribution of (post-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	32-35	33.5	2	10%
2	36-39	37.5	2	10%
3	40-43	41.5	9	45%
4	44-47	45.5	6	30%
5	48-51	49.5	1	5%
$I = 3$			20	100%

From table IV.6 above, the students' score in class interval between 32-35 was 2 students (10%), class interval between 36-39 was 2 students (10%), class interval between 40-43 was 9 students (45%), class interval between 44-47 was 6 students (30%) and class interval between 48-51 was 1 students (5%). In order to get the description of data clearly, the researcher present the result in this following histogram:

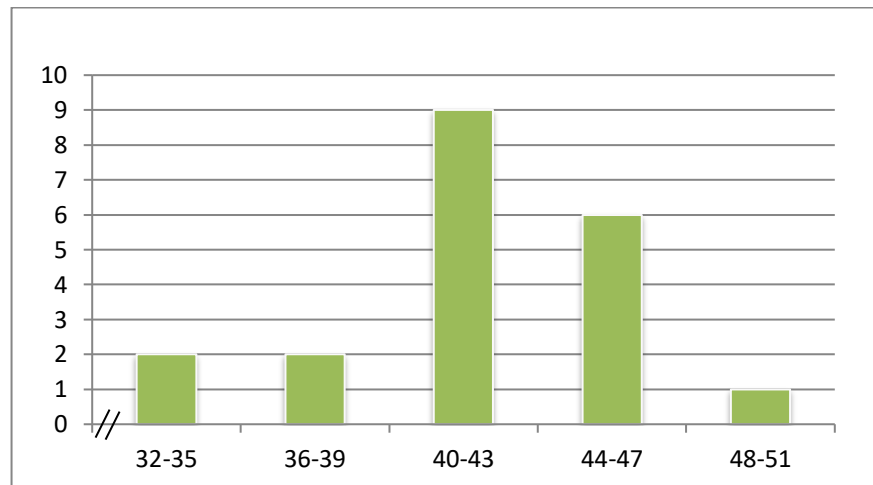


Figure IV.3
Histogram of Post-test score of Control Class

From figure IV.3 above, the students' score in class interval between 32-35 was 2 students, class interval between 36-39 was 2 students, class interval between 40-43 was 9 students, class interval between 44-47 was 6 students and class interval between 48-51 was 1 students.

b. Score of Post-test in Experimental Class

The researcher applied the quartet cards game in class VIII-4 of SMP Negeri 1 Batang Natal as the experimental class. The researcher calculated the result that got by the students speaking performance during the post-test for the experimental class loads in appendix. The calculation of the students' score statistically could be seen in the following table:

Table IV.7
Score of Post-test in Experimental Class

No	Category	Score
1	N Valid	20
2	Missing	0
3	Mean	42
4	Median	42.00
5	Mode	42.22

No	Category	Score
6	Std. Deviation	5.272
7	Range	24
8	Minimum	28
9	Maximum	52
10	Sum	840

Based on the table IV.7 above, total score of 20 students in experimental class in post-test was 840, the mean score was 42, the median score was 42, the mode score was 42.22, the minimum score was 28, the maximum score was 52, the range score was 24 and the standard deviation was 5.272. Then, the frequency distribution of the students' score of experimental class loaded in the table below:

Table IV.8
Frequency Distribution of (post-test) Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	28-32	30	1	5%
2	33-37	35	2	10%
3	38-42	40	7	35%
4	43-47	45	6	30%
5	48-52	50	4	20%
<i>I = 3</i>			20	100%

From table IV.8 above, the students' score in class interval between 28-32 was 1 students (5%), class interval between 33-37 was 2 students (10%), class interval between 38-42 was 7 students (35%), class interval between 43-47 was 6 students (30%) and class interval between 48-52 was 4 students (20%). In order to get the description of data clearly, the researcher present the result in this following histogram:

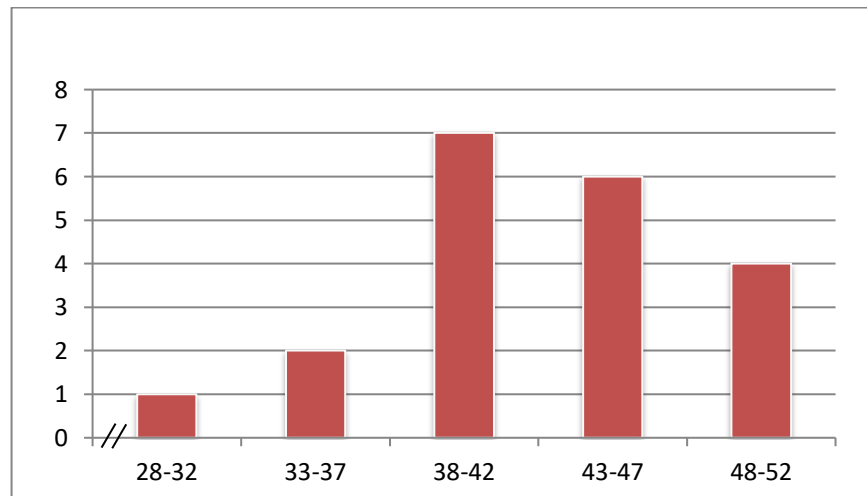


Figure IV.4
Histogram of Post-test score of Experimental Class

From figure IV.4 above, it can be concluded the students' score in class interval between 28-32 was 1 students, class interval between 33-37 was 2 students, class interval between 38-42 was 7 students, class interval between 43-47 was 6 students and class interval between 48-52 was 4 students.

3. Description of the Comparison Score in Control Class and Experimental Class

a. Comparison Score of Pre-Test and Post-Test in Control Class

After obtaining the results of the control class on the pre-test and post-test, the investigator produced a table comparison of the differences between the pre-test results and the post-test. A comparison of pre-test and post-test scores for the control class explained in the table below:

Table IV.9
The Comparison of Control Class in Pre-test and Post test

No	Category		Score	
1	N	Valid	20	20
2		Missing	0	0
3	Mean		39.40	40.40
4	Median		40.00	40.00
5	Mode		40	40.44
6	Std. Deviation		4.358	4.083
7	Range		12	16
8	Minimum		32	32
9	Maximum		44	48
10	Sum		788	808

Based on table IV.9, researchers found that most students scored poorly on the pretest. The control class consisted of 20 students. The minimum score on the pre-test was 32 and the maximum score was 44, while the minimum score on the post-test was 32 and the maximum score was 48. There was an increase in mean scores on the posttest compared to students' scores on the pretest from 39.40 to 40.40 where the range was 1

b. The Comparison Score of Pre-Test and Post-Test in Experimental Class

After obtaining the results of the experimental class on the pretest and post-test, the researchers created a table to compare the difference between the pretest and post-test results. A comparison of pretest and post-test scores for the experimental class explained in the table below.:

Table IV.10
The Comparison of Experimental Class in Pre-test and Post test

No	Category		Score	
1	N	Valid	20	20
2		Missing	0	0
3	Mean		38.80	42
4	Median		40.00	42.00
5	Mode		40	42.22
6	Std. Deviation		5.961	5.272
7	Range		24	24
8	Minimum		24	28
9	Maximum		48	52
10	Sum		776	840

Based on the pretest and posttest Table IV.10, researchers found that most students scored poorly on the pre-test. The experimental class consisted of 20 students. The lowest score on the pre-test was 24 and the highest score was 48, while the lowest score on the posttest was 28 and the highest score was 52. Post-test scores were higher than pre-test student mean score were 38.80 and 42, where the range was 3.20.

The researcher conclude that there was the increase in mean scores on the pretest and post test in control class from 39.40 to 40.40 where the range was 1, while the increase in mean scores on the pretest and post test in experimental class from 38.80 and 42 where the range was 3.20. So, the students result score in experimental class was hogher than in control class.

B. Hypothesis Testing

The researcher has known the data were normal and homogeny. It means the researcher has to choose the next hypothesis. If the data is normal and

homogen, so that the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test. The researcher used independent sample t-test with using SPSS 22.0 version to examine the hypothesis. The result can be seen from the mean score.

Before using the technique (pre-test) in experimental class, the mean score was 38.80 and after using quartet cards game technique in teaching speaking in experimental class, the mean score was 42. To see the effect of quartet cards game to students speaking ability, the researcher would present the data analysis in the table below:

Table IV.11
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Pre	Experimental	20	38.80	5.961	1.333
	Control	20	39.40	4.358	0.974
Post	Experimental	20	42	5.272	1.178
	Control	20	40.40	4.083	0.913

The table IV.11 above, it showed that both sample was 20 students. The mean score of experimental class in post-test was 42 and mean of control class in post test was 40.40. The standard deviation of the experimental class in post test was 5.272 and the standard deviation in control class in post-test was 4.083. it means there was the different points on students speaking score after using quartet cards game. For significance (2-tailed) can be seen in the table below:

Table IV.12
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.251	.270	1.073	38	.290	1.60000	1.49103	4.61842	1.41842
Equal variances not assumed			1.073	35.765	.290	1.60000	1.49103	4.62463	1.42463

Based on the table above, it could be seen that t_{count} was 1.073 and t_{table} was 1.021. it means that $t_{\text{count}} > t_{\text{table}}$ ($1.073 > 1.021$). so, H_a is accepted and H_0 is rejected. It is “there is a significant effect of quartet card games on students speaking ability at grade VIII of SMP Negeri 1 Batang Natal”. In this case, gain of mean score in pre-test and post-test in experimental class and control class could be seen in the table below:

Table IV.13
Gain of Score in Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	38.80	42	3.20	2.20
Control Class	39.40	40.40	1	

C. Discussion

The research discussed the result of this research based on the result of the data analysis. The researcher got the mean score for experimental class pre-test was 38.80 and post test was 42. The improving was 3.20. then, the mean

score for control class in pre-test was 39.40 and post-test was 40.40. the improving was 1. So, based on its comparing, it can be concluded that the improvement of experimental class was higher than control class. The theory was proved that quartet cards game had the effect on students speaking ability.

The researchers found several topics that both explained the use of the quartet card game with different purposes and methods. In this section, the author takes several previous studies as references to review this research and related to this research as follow: first, Huljannah, the aim of the research is to know the effectiveness of quartet cards game to students' speaking ability in learning speaking. She concluded that students at the seventh year of SMPN 8 Palopo are interested in learning speaking by using English Quartet Cards Game.¹ She used pre-experimental research as method by using one group pre-test and post-test design.

Second is the research from Maula, the purposed of her research are: produce products shaped quartet card about the forms of historical relics; guide book to use quartet that contains understanding, benefits and functions, competence standard, basic competence, indicators, procedures and guide media to use quartet card for social science; and album books containing the summary and large pictures about material the forms of historical relics. Everything has valid on her thesis to develop quartet card game as a media to increase reading interest and learning result. She concluded that quartet card

¹ Huljannah, "The Effectiveness of English Quartet Cards Game in Teaching Speaking to the Seventh Grade Students of SMPN 8 Palopo."

game media for social science with material the forms of historical relics proved to be significant effective in improving student reading interest also it proved to be significantly effective in improving student learning result.

Third is journal from Rahayu, the aim of her research is improving the students' vocabulary by using English quartet cards games. This study used classroom action research, the sample is the students of fourth elementary school of SD Bunaya Kabanjahe, and it achieve achievement in vocabulary after the treatment. The result of her study showed that teaching vocabulary by using English quartet cards games can improve the students' vocabulary skill. She used classroom action research to obtain the information for her journal.² Her research is different from this paper because she used elementary students as a sample while the researcher in this study will use junior high school students.

Furthermore, research from Mardani, the purpose of her journal is to know whether the use of Quartet Cards can improve the students' motivation in learning the recount text writing skill. Her research belongs to the classroom action research and the subject of this research is the Elementary level class of Intensive English Course Magelang.³ It can be concluded that kamalia Mardani's journal be able to improve recount text writing skill of the Elementary level students' school in Magelang. The writer found a similarity

² Rahayu, "Improving English Vocabulary By Using Quarted Games."

³ Kamalia Mardini, "Using Quartet Card As Media To Improve the Recount Text Writing Skill of the Elementary Level Students of Intensive English Course (Iec) Magelang in the School Year 2017/2018," *Journal of Research on Applied Linguistics, Language and Language Teaching* 1, no. 2 (2018): 187–92, <https://doi.org/10.31002/jrlt.v1i2.300>. p.187

from her journal to this research, it is about the quartet cards game media that she used to improve students writing in recount text.

And the last, journal from Elviza, she used quartet card game to explains a strategy for learning English, this game can be used to increase students' interest in English especially speaking skill.⁴ Based on their journal, quartet cards game can be used as a media to teach speaking, because the student will be more active in the class to state their opinions, discuss the topic, present the result of their discussion, and also the students will be more interesting in learning speaking English.

Of all the studies above is use the quartet card game as a learning media on their research, the difference is seen in the objectives of each research, such as the first study aims to determine the effect of this media in Teaching Speaking, the second study aims to determine whether the use of this media can affect students' reading ability or not, the third is to determine the effect of this media to students' vocabulary mastery. Further research aims to see the improving students writing ability using this media, and the last study aims to determine whether the use of this media can change students' interest in learning to speak.

Researchers conclude that Those are studies aim to determine the effect of using quartet cards game media in increasing their knowledge and understanding of the material being tested, because basically this media was easy and good media to use as a learning in level elementary school until junior

⁴ Elviza, "J. English Lang. Teach.". p.2-3.

high school, where this media contained images and colors that could attracted students' attention.

D. Threats of the Research

There are some factors that may threaten in this research process, including the following: the researcher was unknowing of how seriously the students were did the test. Due to the researcher gicing students additional time to practice the speaking. Additionally, the researcher was lack of knowledge in statistical, so the data in this research was abnormal.

CHAPTER V

CLOSING

A. Conclusions

Based on the research result, the conclusion of this research were:

1. Before using quartet cards game, the mean score of pre-test in experimental class was 38.80 and it was in failed category. The mean score of pre-test in control class was 39.40 and it was in failed category.
2. After using quartet cards game, the mean score of experimental class was higher than before using quartet cards game. The mean score of post-test in experimental class was 42 and it was in the less category. The mean score of post-test in control class taught by conventional technique was 40.40 and it was in the less category.
3. The result found that t_{count} was higher than t_{table} . Where t_{count} was 1.073 and t_{table} was 1.021 ($1.073 > 1.021$). it means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade VIII of SMP Negeri 1 Batang Natal.

B. Implications

Implications were made based on the research result. The research discovered a statistically significant difference between students who are taught utilizing the quartet cards game. Additionally, this research implied that teaching speaking required the use of quartet cards game. Considering the conclusions of the research above, it was implied that the employment of quartet cards game was capable of assisting to the improvement of students

speaking ability, as seen from the progression of the students speaking score after the treatment using quartet cards game. When the quartet cards game was used in teaching process, the students become active in learning process. Therefore, it suggested that using quartet cards game can maintain students' interest and encourage the students to explore their speaking skill.

In conclusion, the quartet cards game could help students get higher level of achievement with their speaking skills. As a result, quartet cards game mostly used by the teacher in teaching speaking.

C. Suggestions

After finisher the research, the researcher learned many things about teaching and learning process. The researcher concluded that some required proof as a result from the experience. This research was offered to this following suggestions:

1. To the headmaster : the result of this research serve information to encourage the English teacher to employe quartet cards game in teaching speaking, because quartet cards game was effective to improve the students speaking ability of the students.
2. To the English teacher : the result of this research was provided information on how to employed quartet cards game in teaching speaking.
3. To another researcher : the result of this research suggested for another researcher who want to conduct a research about quartet cards game in teaching speaking.

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CURRICULUM VITAE



I. Personal Details

1. Name : Royhan Malik Pulungan
2. Reg. Number : 1920300091
3. Gender : Male
4. Date of Birth : Muarasoma/ March, 31st 2001
5. Birth Order : 3
6. Nationality : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : Muarasoma, Kecamatan Batang Natal,
Kabupaten Mandailing Natal
10. Phone Number : 0822-1004-6285
11. Email : royhanmalikpulungan03@gmail.com

II. Parents

1. Father
 - a. Name : Alm. Muhammad Syukur Pulungan
 - b. Job : Entrepreneur
 - c. Address : Muarasoma, Kecamatan Batang Natal,
Kabupaten Mandailing Natal
 - d. Phone Number : -
2. Mother
 - a. Name : Efridawati Nasution
 - b. Job : Sivil Servant
 - c. Adress : Muarasoma, Kecamatan Batang Natal,
Kabupaten Mandailing Natal
 - d. Phone Number : 0823-6922-5946

III. Educational Background

1. SD Negeri 277 Muarasoma (2006-2012)
2. SMP Negeri 1 Batang Natal (2013-2015)
3. MAN Kase Rao-Rao (2016-2018)
4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary
Padangsidempuan (2019-2024)

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Sekolah : SMP NEGERI 1 BATANG NATAL
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ Genap
Materi Pokok : Teks Deskriptif (Describing Pictures)
Alokasi Waktu : 2 x 45 menit (1 x Pertemuan)

A. Kompetensi Inti

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan terkait penyebab fenomena dan kejadian tampak mata.
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	
4.7 Teks Deskriptif	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait

Kompetensi Dasar	Indikator Pencapaian Kompetensi
	orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengetahui kata-kata sifat yang tepat yang dapat digunakan dalam mendeskripsikan orang berdasarkan ciri-ciri yang dimiliki.
2. Siswa dapat menyampaikan teks lisan sederhana menggunakan kata sifat yang tepat.

D. Materi Pembelajaran

1. Descriptive Text

Teks interaksi transaksional tentang sifat orang, binatang, benda.

2. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
- b. Sifat yang menjadi pencirinya.
- c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan

4. Unsur Kebahasaan:

- a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.
- b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan : Student Center
2. Metode : Quartet card games

F. Media, Bahan dan Alat

1. Media/Alat : Papan tulis, spidol,
2. Bahan : Kertas dan *text book*.

G. Sumber Belajar

1. Kemendikbud. **Bahasa Inggris: When English Rings the Bell**. 2016: Kemendikbud, Jakarta.
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah-langkah Pembelajaran

1) Pendahuluan

Guru	Siswa	Waktu
1. Guru memasuki kelas dengan mengucapkan salam	1. Membalas salam guru	15 menit
2. Guru mengajak siswa membaca doa sebelum memulai pembelajaran	2. Berdoa bersama dengan guru	
3. Memeriksa kehadiran siswa	3. Menyatakan kehadirannya dan melihat teman yang tidak hadir	
4. Mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Menjawab pertanyaan dari guru	
5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	5. Siswa mendengarkan serta memahami	

2) Kegiatan inti

Guru	Siswa	Waktu
1. Menjelaskan materi tentang descriptive text	1. Mendengarkan penjelasan guru	60 menit
2. Menjelaskan ciri kebahasaan descriptive text	2. Mendengarkan penjelasan guru	

Guru	Siswa	Waktu
3. Memberikan contoh descriptive text	3. Memperhatikan penjelasan guru	
4. guru membagi menjadi beberapa kelompok, yang masing-masing kelompok terdiri dari 4 orang.	4. Siswa duduk dengan teman satu kelompoknya yang terdiri dari 4 orang	
5. Guru menjelaskan bagaimana cara bermain menggunakan quartet card games	5. Siswa memperhatikan penjelasan guru mengenai cara bermain quartet card games	
6. Guru memberikan masing-masing kelompok satu set kartu lalu kemudian mengocok kartu tersebut dan membagikannya kepada anggota kelompok.	6. Siswa membagikan kartu-kartu tersebut kepada teman satu kelompoknya	
7. Guru mengarahkan siswa untuk bermain dengan kartu” tersebut dengan cara mendeskripsikan apa yang ada di dalam kartu tersebut dengan cara tanya jawab	7. Siswa bersama dengan teman sekelompoknya bermain kartu dengan cara mendeskripsikan apa yang ada dalam kartu dengan cara tanya jawab.	

3) Penutup

Guru	Siswa	Waktu
1 Guru menanyakan kepada siswa apa saja yang sudah mereka pelajari.	1. Siswa menyimpulkan pembelajaran secara singkat, jelas, dan padat.	15 menit
2 Guru mengajak siswa untuk menyimpulkan pembelajaran bersama-sama.	2. Siswa mencatat tugas dari guru.	
3 Guru memberikan penugasan kepada siswa berupa PR.	3. Guru dan siswa menutup pembelajaran dengan doa.	
4 Guru dan siswa menutup pembelajaran dengan doa.		

I. Penilaian

Tabel Penilaian untuk Kemampuan Berbicara (*Speaking Skill*)

Aspect	Score	Description
Pronunciation	5	Easy to understand with a good pronunciation.
	4	Easy to understand.
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding.
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it cannot be understood.
Grammar	5	There are no or little mistakes in grammar.
	4	Sometimes makes mistake in grammar, but it does not influence the meaning.
	3	Often makes mistake in grammar and it influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad, so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate.
	3	using vocabulary, which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	vocabulary is so limited so conversation impossible to occur
Fluency	5	Speech is smooth as a native speaker's
	4	The fluency is disturbed by language problem
	3	The fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks

Aspect	Score	Description
	1	Can not understand although in simple conversation

$$\text{Assessment: } \frac{\text{student's score}}{\text{score maximum}} \times 100$$

Criteria of value

No	Percentage	Criteria
1	75-100	High
2	56-74	Enough
3	≤55	Poor

Batang Natal, Maret 2024

Validator

Researcher

Nurmala Dewi, S.Pd

Royhan Malik Pulungan

NIM. 1920300091

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah : SMP NEGERI 1 BATANG NATAL
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ Genap
Materi Pokok : Teks Deskriptif (Describing Pictures)
Alokasi Waktu : 2 x 45 menit (1 x Pertemuan)

A. Kompetensi Inti

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan terkait penyebab fenomena dan kejadian tampak mata.
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	
4.7 Teks Deskriptif	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

Kompetensi Dasar	Indikator Pencapaian Kompetensi
	4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat menyusun teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Descriptive Text

Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang, binatang, benda.

2. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
- b. Sifat yang menjadi pencirinya.
- c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan

4. Unsur Kebahasaan:

- a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.
- b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan : Student Center
2. Metode : Conventional method

F. Media, Bahan dan Alat

1. Media/Alat : Papan tulis, spidol,
2. Bahan : Kertas dan *text book*.

G. Sumber Belajar

1. Kemendikbud. **Bahasa Inggris: When English Rings the Bell**. 2016: Kemendikbud, Jakarta.
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah Pembelajaran

1) Pendahuluan

Guru	Siswa	Waktu
1. Guru memasuki kelas dengan mengucapkan salam	1. Membalas salam guru	15 menit
2. Guru mengajak siswa membaca doa sebelum memulai pembelajaran	2 Berdoa bersama dengan guru	
3. Memeriksa kehadiran siswa	3 Menyatakan kehadirannya dan melihat teman yang tidak hadir	
4 Mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4 Menjawab pertanyaan dari guru	
5 Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	5 Siswa mendengarkan serta memahami	

2) Kegiatan inti

Guru	Siswa	Waktu
1 Menjelaskan materi tentang descriptive text	1 Mendengarkan penjelasan guru	60 menit
2 Menjelaskan ciri kebahasaan descriptive text	2 Mendengarkan penjelasan guru	
3 Memberikan contoh descriptive text	3 Memperhatikan penjelasan guru	

Guru	Siswa	Waktu
4 Memberikan tugas kepada siswa untuk mendeskripsikan hewan menggunakan descriptive text sederhana orally	4 Praktek speaking mendeskripsikan hewan menggunakan descriptive text sederhana	

3) Penutup

Guru	Siswa	Waktu
1 Guru menanyakan kepada siswa apa saja yang sudah mereka pelajari. 2 Guru mengajak siswa untuk menyimpulkan pembelajaran bersama-sama. 3 Guru memberikan penugasan kepada siswa berupa PR. 4 Guru dan siswa menutup pembelajaran dengan doa.	1 Siswa menyimpulkan pembelajaran secara singkat, jelas, dan padat. 2 Siswa mencatat tugas dari guru. 3 Guru dan siswa menutup pembelajaran dengan doa.	15 menit

I. Penilaian

Tabel Penilaian untuk Kemampuan Berbicara (*Speaking Skill*)

Aspect	Score	Description
Pronunciation	5	Easy to understand with a good pronunciation.
	4	Easy to understand.
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding.
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it cannot be understood.
Grammar	5	There are no or little mistakes in grammar.
	4	Sometimes makes mistake in grammar, but it does not influence the meaning.
	3	Often makes mistake in grammar and it influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad, so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate.

Aspect	Score	Description
	3	using vocabulary, which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	vocabulary is so limited so conversation impossible to occur
Fluency	5	Speech is smooth as a native speaker's
	4	The fluency is disturbed by language problem
	3	The fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks
	1	Can not understand although in simple conversation

Assessment: $\frac{\text{student's score}}{\text{score maximum}} \times 100$

Criteria of value

No	Percentage	Criteria
1	75-100	High
2	56-74	Enough
3	≤55	Poor

Batang Natal, Maret 2024

Validator

Researcher

Nurmala Dewi, S.Pd

**Royhan Malik Pulungan
NIM. 1920300091**

APPENDIX 3

**PRE-TEST OF ORAL PERFORMANCE TEST
CLASS VIII A OF SMP NEGERI 1 BATANG NATAL**

Subject : English
Text type : Descriptive text

1. Pay attention to the picture below.



2. Describe the following picture orally by using your own words in 3-5 minutes with your partner.

Batang Natal, Maret 2024

Validator

Nurmala Dewi, S.Pd

APPENDIX 4

POST-TEST OF ORAL PERFORMANCE TEST CLASS VIII A OF SMP NEGERI 1 BATANG NATAL

Subject : English
Text type : Descriptive text

1. Pay attention to the pictures below.



Picture 1



Picture 2

2. Describe the following picture orally by using your own words in 30 minutes with your partner. Find the similarity and the differences between the two pictures above.

Batang Natal, Maret 2024

Validator

Nurmala Dewi, S.Pd

Appendix 5

NAME OF STUDENTS IN VIII-3

No	Name	Class
1	Fitrah Al-Khairi	VIII-3
2	Muhammad Ali Ritonga	VIII-3
3	Naufal Arifsyah	VIII-3
4	Rafi Ahmad Nasution	VIII-3
5	Ahmad Rizky	VIII-3
6	Ikmal Fausi Batubara	VIII-3
7	Keysa Ramawiyah	VIII-3
8	Hafifah Holilah	VIII-3
9	Hayuni Sahira	VIII-3
10	Afni Adelia	VIII-3
11	Muhammad Riski	VIII-3
12	Muhammad Ridwan	VIII-3
13	Nur Hapipah	VIII-3
14	Ahmad Darbi	VIII-3
15	Akhmad Yasir Batubara	VIII-3
16	Dirga Pikri Lubis	VIII-3
17	Muhammad Yandre Nasution	VIII-3
18	Nur Habibah	VIII-3
19	Rizky Ilham	VIII-3
20	Kartika Sari	VIII-3

NAME OF STUDENTS IN VIII-4

No	Name	Class
1	Nur Sakinah	VIII-4
2	Naufal Syahdi	VIII-4
3	Rifyan Mahdika	VIII-4
4	Tia April	VIII-4
5	Muhammad Khairul	VIII-4
6	Zulhaidi	VIII-4
7	Riski Ramadani	VIII-4
8	Sindi Senora	VIII-4
9	Riska	VIII-4
10	Sipa	VIII-4
11	Sahrul Gunawan	VIII-4
12	Ridho Alfinza	VIII-4
13	Luthfi Iqbal	VIII-4
14	Riyan Anwar	VIII-4
15	Yoga Pratama	VIII-4
16	Eka Sasmila	VIII-4
17	Maimun Maddi	VIII-4
18	Reyhan	VIII-4
19	Khoiruddin	VIII-4
20	Mahmud Daulay	VIII-4

Appendix 6

Pre-test Score of Control Class

No	Initial	Indicators					Total Points	Total Score
		P	G	V	F	C		
1	FAK	2	2	2	2	2	10	40
2	MAR	1	2	2	2	2	9	36
3	NA	2	2	2	2	2	10	40
4	RAN	1	2	2	1	2	8	32
5	AR	2	2	2	2	2	10	40
6	IFB	1	2	2	1	2	8	32
7	KR	3	2	2	2	2	11	44
8	HH	3	2	2	2	2	11	44
9	HS	2	2	2	2	2	10	40
10	AA	2	2	2	2	2	10	40
11	MR	2	2	2	2	2	10	40
12	M R	2	2	2	2	2	10	40
13	NH	3	2	2	2	2	11	44
14	AD	2	2	2	2	2	10	40
15	AYB	3	2	2	2	2	11	44
16	DPL	1	2	2	1	2	8	32
17	MYN	2	3	2	2	2	11	44
18	NHh	1	2	2	1	2	8	32
19	RI	2	2	2	2	2	10	40
20	KS	3	2	2	2	2	11	44
Total Score		40	41	40	36	40	197	788
Mean Score		2	2.05	2	1.8	2	9.85	39.4

Appendix 7

Pre-test Score of Experimental Class

No	Initial	Indicators					Total Points	Total Score
		P	G	V	F	C		
1	NS	3	2	2	2	2	11	44
2	Nsy	3	2	2	3	2	12	48
3	RM	2	2	2	2	2	10	40
4	TA	3	2	2	2	2	11	44
5	MKR	2	2	2	2	2	10	40
6	Z	2	2	2	1	2	9	36
7	RR	2	2	2	2	2	10	40
8	SS	2	2	2	2	2	10	40
9	R	3	2	2	2	2	11	44
10	S	3	2	2	2	2	11	44
11	SG	3	2	2	2	2	11	44
12	RA	1	2	2	1	2	8	32
13	LI	2	2	2	2	2	10	40
14	RA	1	2	2	1	1	7	28
15	YP	2	2	2	2	2	10	40
16	ES	1	1	2	1	1	6	24
17	MM	2	2	2	1	2	9	36
18	Re	2	2	2	2	2	10	40
19	K	1	2	2	1	2	8	32
20	M	2	2	2	2	2	10	40
Total Score		42	39	40	35	38	194	776
Mean Score		2.1	1.95	2	1.75	1.9	9.7	38.8

Appendix 8

Post-test in Control Class

No	Initial	Indicators					Total Points	Total Score
		P	G	V	F	C		
1	FAK	2	3	2	2	2	11	44
2	MAR	2	2	2	2	2	10	40
3	NA	2	2	2	2	2	10	40
4	RAN	2	2	2	1	2	9	36
5	AR	2	2	2	2	2	10	40
6	IFB	1	2	2	1	2	8	32
7	KR	2	2	2	2	2	10	40
8	HH	3	2	2	2	2	11	44
9	HS	2	2	2	2	2	10	40
10	AA	3	2	2	2	2	11	44
11	MR	2	2	2	2	2	10	40
12	M R	2	2	2	2	2	10	40
13	NH	3	2	2	2	2	11	44
14	AD	2	2	2	2	2	10	40
15	AYB	3	2	2	3	2	12	48
16	DPL	2	2	2	1	2	9	36
17	MYN	2	3	2	2	2	11	44
18	NHh	1	2	2	1	2	8	32
19	RI	2	2	2	2	2	10	40
20	KS	3	2	2	2	2	11	44
Total Score		42	42	40	37	40	202	808
Mean Score		2.1	2.1	2	1.85	2	10.1	40.4

Appendix 9

Post-test Score in Experimental Class

No	Initial	Indicators					Total Points	Total Score
		P	G	V	F	C		
1	NS	3	2	2	3	2	12	48
2	NSy	3	3	2	3	2	13	52
3	RM	2	2	2	2	2	10	40
4	TA	3	2	2	2	2	11	44
5	MKR	3	2	2	2	2	11	44
6	Z	2	2	2	2	2	10	40
7	RR	3	2	2	2	2	11	44
8	SS	2	3	2	3	2	12	48
9	R	3	2	2	2	2	11	44
10	S	3	2	2	2	2	11	44
11	SG	3	2	2	3	2	12	48
12	RA	2	2	2	1	2	9	36
13	LI	2	2	2	2	2	10	40
14	RA	1	2	2	2	2	9	36
15	YP	2	2	2	2	2	10	40
16	ES	2	1	2	1	1	7	28
17	MM	2	2	2	2	2	10	40
18	Re	3	2	2	2	2	11	44
19	K	2	2	2	2	2	10	40
20	M	2	2	2	2	2	10	40
Total Score		48	41	40	42	39	210	840
Mean Score		2.4	2.05	2	2.1	1.95	10.5	42

Appendix 10

Score of Pre-test and Post-test in Control Class

No	Initial	Pre-test	Post-test
1	FAK	40	44
2	MAR	36	40
3	NA	40	40
4	RAN	32	36
5	AR	40	40
6	IFB	32	32
7	KR	44	40
8	HH	44	44
9	HS	40	40
10	AA	40	44
11	MR	40	40
12	M R	40	40
13	NH	44	44
14	AD	40	40
15	AYB	44	48
16	DPL	32	36
17	MYN	44	44
18	NHh	32	32
19	RI	40	40
20	KS	44	44

Appendix 11

Score of Pre-test and Post-test in Experimental Class

No	Initial	Pre-test	Post-test
1	NS	44	48
2	Nsy	48	52
3	RM	40	40
4	TA	44	44
5	MKR	40	44
6	Z	36	40
7	RR	40	44
8	SS	40	48
9	R	44	44
10	S	44	44
11	SG	44	48
12	RA	32	36
13	LI	40	40
14	RA	28	36
15	YP	40	40
16	ES	24	28
17	MM	36	40
18	Re	40	44
19	K	32	40
20	M	40	40

Appendix 12

Statistic Count From Students Result Score of Pre-test In Experimental Class

The students' score from low score to high score

24	28	32	32	36
36	40	40	40	40
40	40	40	40	44
44	44	44	44	48

Table frequency The students' score of Pre-test in Experimental Class

No	Score	Frekuensi	Fx
1	24	1	24
2	28	1	28
3	32	2	64
4	36	2	72
5	40	8	320
6	44	5	220
7	48	1	48
Total		20	776

1. The highest score = 48
2. The lowest score = 24
3. Range = (Highest score – Lowest score = 48-24 = 24)
4. Total of Class = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (20)$
 $= 1 + 3,3 (1,30)$
 $= 1 + 4,29$
 $= 5,29$
 $= 5$

No	Interval	Mid-Point	Frequency	Percentage
1	24-28	26	2	10%
2	29-33	31	2	10%
3	34-38	36	2	10%
4	39-43	41	8	40%
5	44-48	46	6	30%
I = 5			20	100%

Appendix 13

Statistic Count From Students Result Score of Pre-test In Control Class

The students' score from low score to high score

32	32	32	32	36
40	40	40	40	40
40	40	40	40	44
44	44	44	44	44

Table frequency The students' score of Pre-test in Control Class

No	Score	Frekuensi	F _x
1	32	4	128
2	36	1	36
3	40	9	360
4	44	6	264
Total		20	788

1. The highest score = 44
2. The lowest score = 32
3. Range = (Highest score – Lowest score = 44-32 = 12)
4. Total of Class = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (20)$
 $= 1 + 3,3 (1,30)$
 $= 1 + 4,29$
 $= 5,29$
 $= 5$

No	Interval	Mid-Point	Frequency	Percentage
1	32-34	33	4	20%
2	35-37	36	1	5%
3	38-40	39	9	45%
4	41-43	42	0	0%
5	44-46	45	6	30%
$I = 3$			20	100%

Appendix 14

Statistic Count From Students Result Score of Post-test In Experimental Class

The students' score from low score to high score

28	36	36	40	40
40	40	40	40	40
44	44	44	44	44
44	48	48	48	52

Table frequency The students' score of Pre-test in Control Class

No	Score	Frekuensi	Fx
1	28	1	28
2	36	2	72
3	40	7	280
4	44	6	264
5	48	3	144
6	52	1	52
Total		20	840

1. The highest score = 52
2. The lowest score = 28
3. Range = (Highest score – Lowest score = 52-28 = 24)
4. Total of Class $= 1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (20)$
 $= 1 + 3,3 (1,30)$
 $= 1 + 4,29$
 $= 5,29$
 $= 5$

No	Interval	Mid-Point	Frequency	Percentage
1	28-32	30	1	5%
2	33-37	35	2	10%
3	38-42	40	7	35%
4	43-47	45	6	30%
5	48-52	50	4	20%
$I = 3$			20	100%

Appendix 15

Statistic Count From Students Result Score of Post-test In Control Class

The students' score from low score to high score

32	32	36	36	40
40	40	40	40	40
40	40	40	44	44
44	44	44	44	48

Table frequency The students' score of Pre-test in Control Class

No	Score	Frekuensi	F _x
1	32	2	64
2	36	2	72
3	40	9	360
4	44	6	264
5	48	1	48
Total		20	808

1. The highest score = 48
2. The lowest score = 32
3. Range = (Highest score – Lowest score = 48-32 = 16)
4. Total of Class = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (20)$
 $= 1 + 3,3 (1,30)$
 $= 1 + 4,29$
 $= 5,29$
 $= 5$

No	Interval	Mid-Point	Frequency	Percentage
1	32-35	33.5	2	10%
2	36-39	37.5	2	10%
3	40-43	41.5	9	45%
4	44-47	45.5	6	30%
5	48-51	49.5	1	5%
<i>I = 3</i>			20	100%

Appendix 16

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pretest	kontrol	.305	20	.000	.800	20	.001
	eksperimen	.280	20	.000	.889	20	.025
posttest	kontrol	.261	20	.001	.887	20	.024
	eksperimen	.202	20	.031	.923	20	.116

a. Lilliefors Significance Correction

Appendix 17

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	1.269	1	38	.267
	Based on Median	.664	1	38	.420
	Based on Median and with adjusted df	.664	1	34.007	.421
	Based on trimmed mean	1.081	1	38	.305
posttest	Based on Mean	1.251	1	38	.270
	Based on Median	1.474	1	38	.232
	Based on Median and with adjusted df	1.474	1	37.454	.232
	Based on trimmed mean	1.222	1	38	.276

Appendix 18

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.251	.270	1.073	38	.290	1.60000	1.49103	4.61842	1.41842
Equal variances not assumed			1.073	35.765	.290	1.60000	1.49103	4.62463	1.42463

Appendix 19

Documentation of The Research



Pre-test in Control Class



Pre-test in Experimental Class



Treatment in Control Class



Treatment in Expperimental Class



Post-test in Control Class



Post-test in Experimental Class



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26 Januari 2024

Lampiran : -

Hal : **Izin Riset
Penyelesaian Skripsi.**

Yth. Kepala SMP Negeri 1 Batang Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Royhan Malik Pulungan

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Program Studi : Tadris Bahasa Inggris

Alamat : Jl. Lintas Natal, Desa Muarasoma, Kec. Batang Natal

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The effect of Quartet Cards Game To Student's Speaking Ability At Grade VIII SMP Negeri 1 Batang Natal"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan


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Pembimbing Skripsi

04 Oktober 2023

Yth:

1. Dr. Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Zainuddin, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Royhan Malik Pulungan
NIM : 19 203 00091
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect Of Quarted Cards Game To Students' Speaking Ability At Grade VIII SMP Negeri 1 Batang Natal

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN DAN KEBUDAYAAN



SMP N 1 BATANG NATAL
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Program Studi : Tadris Bahasa Inggris
Jenjang Akademik : Strata Satu (S1)

Adalah benar telah meleksanakan penelitian di SMP Negeri 1 Batang Natal dimulai tanggal 22 April s/d 13 Mei 2024 dengan judul :

“ THE EFFECT OF QUARTET CARD GAME TO STUDENT’S SPEAKING ABILITY AT GRADE VIII SMP NEGERI 1 BATANG NATAL.”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Muarasoma, 13 April 2024

Kepala Sekolah

