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IMPROVING STUDENTS' SPEAKING SKILL THROUGH CARD GAMES

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Abstract
This reseach was written to identify the improvement of students' speaking skill and to know the situation when Card Games are implemented in the speaking class at the Eight Grade students of SMP Negeri 22 Kerinci. The design of this research was an action research. The research was conducted in two cycles from February until may 2022 at the eighth grade students of SMP Negeri 22 Kerinci. The research data were collected by some techniques: observation, document and test (pre-research test and post-test). The data were analyzed through qualitative data and descriptive statistics. The research findings prove that card games could improve the students' speaking skill. The improvement of students' speaking skill includes: a) the students could make description based on the material in simple sentences b) the students could construct some sentences into good grammatical arrangement of short description c) the students enjoyed and were interested in the classroom situation d) the students were good enough to pronounce some words e) the mean score is improved from 66,42 for pre-test, 70,83 for first-post test in cycle I, to 78,33 for post-test in cycle II. The improvement of classroom situation includes: a) the students were not noisy during the teaching learning activities b) the students tended to be active learners c) the students were curious to speak in English in the classroom d) the students paid more attention to the teacher's explanation e) the students were diligent to do homework. The result of the research implies that English teachers need to choose the appropriate media in teaching speaking. The appropriate media to teaching speaking is card games.
Keywords: Card Game, Speaking Skill

INTRODUCTION

Speaking is an interactive process that should be mastered by the students. It is one of the way to express ideas, feelings, experiences and knowledge to other people either in formal or informal situation. The learners who learn language should have an ability to communicate orally, especially in English. In speaking, the laerners can express the ideas and share information with other learners. It related to the purpose of langauge learning is to develop speaking proficiency. As stated by Nunan (1991), success of masterign language is measured in the terms of ability to carry out a conversation in the target language. It implies that speaking is the indicator of mastering the language.

According to Underwood (1997: 11) "Speaking is also a creative process, speakers are almost always in the position of formulating what they are saying as they go along and adjusting what they are of added thoughts of their own". It means that speaking is a process in formulating and adjusting what the speakers are saying as a result of their thoughts. in daily life, people carry out an interaction one another by speaking out their ideas. It is also related to the learners at the school who learn speaking can exchange information to anyone. With communication students can get more information.

Mastering speaking, the learner should have an ability to express onesefl intelligibly, reasonably and accurately without doing much hesitation. Therefore, there some components in

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speaking that should be considered in order to have a meaningful communication. For example the learners who learn speaking should be able to pronounce correct pronunciation, using an appropriate grammar and having adequate vocabularies, in order that they can speak fluently.

Besides, the components of speaking learners' motivation and opportunities to talk a lot in speaking activity is a crucial terms that must be supported while they start to speak. In speaking class, the learners sometimes feel nervous so that they can not begin to speak well. It also the time given to speak is limited. Moreover, speaking requires learners not only to know how to produce specific points of language such as; grammar, pronounciation, or vocabulary, but also that they understand when, why, and what ways to produce language. Therefore, speaking seems the most difficult skill to be mastered by non-native speaker especially Indonesian's students, besides developing speaking skill in a foreign language is not an easy task due to the language learners are not belonging to the target language environment. If the students can't speak fluently, they will get problems during communication to other people by using target language. The bad effect of this problem is the messages delivered probably won't be understood by the listeners, and there will be misunderstanding between the speaker and listener.

Meanwhile, The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Besides that, the teacher must give the students practice to their actual speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with the other.

Nowadays, In speaking learning process, the students are expected to express the meaning in the dialogue, transactional and interpersonal spoken text to interact with surrounding, Express the meaning in a functional and monolog text especially in the form of descriptive and recount to interact with surrounding. The transaction activities include inviting someone, accepting and refusing an offer, asking for and giving opinion, praising and congratulating. It related to Widowson (1996: 58-59), he states that firstly, speaking is active, or productive, and makes use of the aural medium. Second, speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Third, speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation. It means that speaking is an activity which uses aural medium and it commonly occurs in face to face interaction that involves both receptive and productive participation. In reality the students are not able to express their idea. Based on the goal, they are expected to achieve them. However, there is a gap between the goal and the fact which happens in the classroom.

The researcher conducted an observation in one of Junior High School in Kerinci, to know the ability of the eighth grade students in SMPN 22 Kerinci. The speaking material does not meet the standard of the curriculum. It can be shown from the score in the post test for the last semester. Their average only 6.0 for the English lesson. There are some indicators which shown that they do not speak fluently. In using grammatical items they often make mistakes, for example in the use of verb, for example some students say: this animal have a short tail. Besides that, their vocabulary is also limited, for example, several of them do not know the English of "ekor" and "sarang". In pronouncing the words, they often miss-pronounced words, for example, they pronounce 'tail" as /tail / which often actually should be /teíl/. From the problems

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above the biggest problem is pronouncing the word, because several of them pronounce the word is always based on the word. The other example: they pronounce "animal" as /animal/ which often actually should be /ǽniml/, they pronounce "live" as /lìv/ which often actually should be /laìv /.

Other indicators are shown in the classroom during the speaking lesson, the teacher asks the students to do their exercise in the worksheet. They just rely on the task in the worksheet. And the problem from the teacher themselves she use the old method in teaching speaking. If there is a dialogue, the teacher asks them to complete and practice it in the classroom. This activity is making students to cheat other students and copy it. This activity can't enhance their speaking skill.

Related to the condition above teacher have some problem to be solved. to make teaching learning process being an active, creative, and innovative, the teacher is a person who can choose tehcnique to motivate and facilitate in learning English. Actually, there are many technique that can be used by the teacher to present the lesson materials, particularly in teaching speaking. Many techniques, methods and approaches have been invented in the recent years and each proposed the most effective way of teaching. It is important to the teacher knows and applies the most effective technique in teaching learning process. A good teacher should have an ability to select and choose the most appropriate technique to make the pupils adventurous in the learning of the language.

To overcome the problems above, the researcher will apply card games technique. Card games is a technique that develops based on comprehension input. It emphasizes on comprehensible and meaningful practice activities. It often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. The role of the teachers in this technique is to facilitate the communication between all participants in the classroom, and between these participants and the various activities and text. It means that the teacher must be creative to make students active. The teachers give facilitate to the students to make them confident in their learning and to make them active in teaching learning process. Games encourage the students to be active in the classroom, entertain them, give them to practice the language naturally and promote fluency because they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Card game is games with using card. Hadfield (1999: V) says that game could be any activity that formalizes a technique into units that can be scored in some way. Cards, of course, also give students something to talk about. According to Rixon (1981: 101) visual prompt like small word or picture cards not only are attractive but also influence turn-taking in a game. It means that card game is the activity or game which uses cards to make students talk about something. Many advantages of games can help the learners to overcome the speaking problems. The competition of games gives students a natural opportunity to work together and communicate English with each other. Card game is enjoyable activity involving an object that is achieved by following certain rules, usually in competition with one or more other people.

There are some benefits that can be got from card games. First, it is able to reduce anxiety and motivate learners in using language. Second, it makes learners learn easily. Third, it can be received by every range of age. Fourth, it is easy to do. It can also be used in language learning and teaching. It will be a powerful aid to help teachers in creating a fun learning and teaching atmosphere. Where more complicated card games are played in small groups, it is suggested that teachers hand out a photocopied rules sheet to each group of students together with the cards.

Working in group is to make students confident to talk about something. In fact, students will express their feeling if they talk

with their friends, because they feel confident if they are talking something with their friends. Besides that working in group is to make students work in team, they can share their feeling to each other, and for the teacher it can make easy to control the class. Card games is to make students speak spontaneously, express their feeling and to make students active in teaching learning process.

In the line with the statements above, the researcher intends to conduct a research about how the English Speaking is increasing under the title "Improving Students' Speaking Skill through Card Games at Eight Grade Students of SMPN 22 Kerinci (a Classroom Action Research)"

METHOD

This research was a classroom action research (CAR). According to Angelo and Cross (1993: 1) "classroom action research is a systematic inquiry with the goal of informing practice in particular situation". it means that classroom action research is a way for instructors or teachers todicover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined that action research as the process through which practitioners study their own practice to solve their problems. It means that action research was a collaborative activity where practitioners work together to help one another design and carry out investigation in the classroom.

In addition, Carr dan Kemmis (1986) An action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals), for example, in social (including education) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practice, and (c) the situations (institutions) in which this practices are carried out. Action research is a reflective process of progressive problem solving to improve the way to address issues and solve problems, with the aim of improving strategies,

practices, and knowledge of the environments. Moreover, Mills (200: 6) says that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about ways that their particular schools operate, how they teach, and how well their students learn.

The focus of this research was classroom action research. The purpose was to solve the speaking problems that faced by teachers in the classroom. In this case, encouraging the teacher to become involved in his or her own practice and to view him or herself as researcher. As stated before that Action research in this study was conducted in a class and carried out by a teacher and students as participant.

The Participant was the second grade of SMPN 22 Kerinci. This class consisted of 24 students. They were 12 boys and 12 girls. The researcher choosed this class because based on the observation, they were very enthusiastic in study English, especially encounter new thing, for example when they know that they would be taught by the researcher in speaking class.

In this research, the researcher used three kinds of instruments to collect the data. Firstly, observation sheet was monitoring with systematic phenomenon which investigated. the researcher observed the teaching learning process and drawing conclusion of whatever happened in teaching-learning process through card games technique. Secondly, speaking oral test was any series of questions or exercises or other means of measuring the students' speaking skill. The researcher applied four steps process, this model was adopted from Kemmis and Mc Taggart (in Burns, 1999: 32) who stated that the model of action research is consist of four steps in a spiraling process. There were as follows:

Planning. The researcher prepared everything needed in doing the action, for instance he prepares a lesson plan, the material that used in the action, and she also prepared the evaluation material after conducting the action to

give information whether or not the speaking improve.

Action. After preparing the lesson plan, the material and the evaluation, the researcher implemented the plan. In this study, the researcher implemented card games in teaching speaking, the card games have been done in the group. She also giva pretest, the material and the end of the study she did the post test.

Observation. The researcher observed the effects of the critically informed action in the context in which it occurs. Beside that the researcher also maked the observation sheet about the process in teaching learning process.

Reflecting. After doing the observation, the researcher continue to the next step namely reflection. In this step the researcher reflect how the teaching learning process runs. The function of reflecting was to know the weaknesses and the strengths of the action. She also prepared the other planning if the action was not improved the students' speaking skill.

The researcher applied the model of this action research as follow:
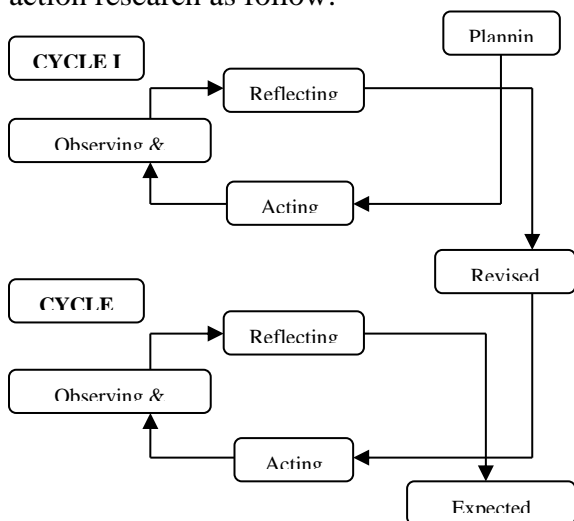
Action Research Design Protocol (Kemmis & McTaggart, 1990: 14)

The researcher analyzed the data using qualitative technique as suggested by Burns (1999: 156). There are various techniques developed from qualitative research approaches which can be used for data analysis, such as identifying patterns, categories or themes that were repeated across the data and making connections between these categories. there are five stages in analyzing the data:

1. The first step was to assemble the data that the researcher has collected over the period of the research: field-notes, journal entries, questionnaires and so on.
2. Coding the Data
3. In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.
4. Comparing the Data
5. At this stage, comparison made to see whether themes or pattern are repeated or developed across different data gathering techniques.
6. Building Interpretations
7. This was the point where moving beyond describing, categorising, coding and comparing to make some sense of the meaning of the data.

The aim of describing is to provide a true picture of setting and events that took place in it so the researcher would have understanding of the context in which the study took place. The criteria of students' score according to Arikunto (2010: 245) are on the following table.

The Table 1 Students' Criterion Score

No.	Score 100	Score 10	Symbol	Criteria
1	80 – 100	8,0 – 10, 0	A	Very good
2	66 – 79	6,6 – 7, 9	B	Good
3	56 – 65	5,6 – 6,5	C	Enough
4	40 – 55	4,0 – 5,5	D	Low
5	30 – 39	3,0 – 3,9	E	Failure
5	30 – 39	3,0 – 3,9	E	Failure

To looked for the percentage of the score, the researcher use the percentage formula below:

$$percentage = \frac{freq}{N} \times 100$$

Classifying is a process of breaking down the data into smaller units, determining the import of these units, and putting the units together again in an interpreted form, breaking down the data into categories that represent different aspects of the data was very important to give interpretation to the data later on. In this

research the researcher classified students' speaking skill.

1) Reporting the Outcomes

The final stage involved presenting an account of the research for others. The quantitative data is analyzed by using descriptive statistic. It was used to analyze data from the result of the teaching learning process. It was done to compare the students' speaking skill before and after the action or the result of pre-test and post-test. To support the data taken from the observation result, the writer also conducted the test in the end of each cycle during the actions. In computing the students' test score, the researcher used the computation as follows:

The mean of the students' score in the pre test and post test could be calculated with the formula as follows:

$$X = \frac{\sum x}{n} \quad \text{or} \quad Y = \frac{\sum y}{n}$$

Arikunto, (2010:164)

in which:

X : Mean of pre test scores
Y : Mean of post test scores
N : Number of subject
$\sum x$: The sum of pre-test score
$\sum y$: The sum of post-test score

Finally, by analyzing the observation result and test result, the researcher were able to draw a conclusion whether or not card games can improve students' speaking skill. If almost students gave positive responses to the teaching learning activities and their post-test score was higher than pre-test score, the implementation of card games was succesful but if the students give negative responses during the lesson and their post-test was lower than pre-test, the implementation of card games was not successful.

FINDING

Based on the result of the pre-research test and observation before conducting the action research, researcher found that the average of students' score was 66,42. It indicated that the students did not achieve the maximum criterion score. Then after implementing the Card Game in teaching learning process and the researcher found the significant comparison of students achievement in each cycles, as follow:

Post-test Cycle 1

The researcher gave post-test in every fourth meeting of each cycles one and two. Based on the result of the post-test 1, researcher found that applying card games gave significant progress in students' speaking skill. It was shown by the students average score in post-test I was 70,83. It indicated that there was a significant increased mean score from 66,42 in pre-research test to 70,83 in post-test. It could be seen as following Table:

Table 2 The Comparison of Students' Speaking Score

Pre-Research Test and Cycle I

Students' Average Score in Pre-Research Test	Students' Average Score in Post-test Cycle I
66,42	70,83

It could be concluded that the use of card games in teaching speaking can improve the students' speaking skill although it did not find a target yet. Moreover, a lot of them felt easier to describe kind of animals if they used picture card, because they could describe based on the picture card.

Furthermore, the students' speaking progress could be indicated from The increased of students percentage score, as following chart :

Figure 1 The Percentage of Students' Speaking Score in Cycle I
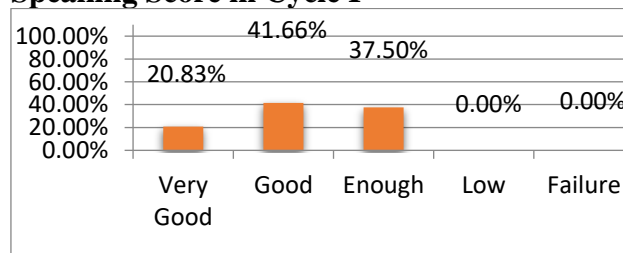
The figure above shown thet the percentage of students' speaking score in cycle I was good enough. It could be known from the result that

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there were (20,83%) of students got very good score, (41,66%) of students got good score, and there were (37,50%) students got enough score and there were no students got low and fialure. It sould be concluded that there was significant improvement of students' speaking skill after applying card games technique in cycle one. The researcher classified students' score into table below.

Table 3 The Classification of Students' Speaking Score in Cycle I

No	Score	Frequency	Criteria
1	80-100	5	Very Good
2	66-79	10	Good
3	56-65	9	Enough
4	40-55	-	Low
5	30-39	-	Failure

The table above shown that only five students got 80-100 (very good), ten students got 66-79 (good), and nine students still got 56-65 (enough), and there was no students got 40-55, 30-39 (low and failure). It can be seen that there was improvement of students' score in cycle I. Then researcher got the average students' score in cycle I.

Although, One indicator that had not been solved was about pronouncing the word. Students still made mistakes in pronouncing some word to describe kind of animals. Besides, they also found difficulty in applying the suitable vocabulary to express their ideas. Only few of them who brought dictionary, most of them did not bring tool to help them in finding the vocabulary needed. As the result, the researcher during the lesson had to walk around the class to answer students' questions about the meaning of some words.

Based on the problem that the researcher still found some problems in the first cycle, researcher needed to conduct the second cycle. The problems in cycle one was students' difficulties in memorizing and pronouncing the vocabularies which used the speaking activities should be solved. It seemed necessary for him to use the same method but in different way. The researcher should give more time for vocabulary activity and pronouncing words or sentences. He should also lessen the activities but stimulate the students to be more active.

Post-test Cycle 2

Based on the result of post-test In cycle 2, researcher found that. The students achievement got more increasingly than previous cycle. The average of students' speaking score was 78,33 which indicated that there was significant progress of students' score from the post-test in cycle I. the comparison of the students speaking average score as follow:

**Table 4 The Comparison of Students' Speaking Score Cycle I and Cycle II**

Students' average score in Pre-research test	Students' average score in Post-test cycle II
70,83	78,33

Based on the progressing of students condition and students speaking score, it could be concluded that using card games the students looked more active and they were easier to describing something. In pronouncing some words they got fewer mistakes and they were good enough in arranging the sentences. The researcher also found that the students' enthusiastic to follow the class activity. They more enjoy and felt happy when the lesson applied card games. Besides that, they felt easier to make description, because they could make description based on the picture card. it indicated that there was improvement in students' speaking skill by using card games.

Moreover, there were some comparison between first and second cycle here. It included the class situation and the students' comprehension. In second cycle, the class situation was more relax, students had more time to discuss in peer. When the students did the exercises, whether it was in groups or individual, sometimes the researcher asked their difficulties and gave guidance in doing the exercises. It made the students feel enjoy and there were no intimidation in doing the exercises. It also made the students felt closer with the researcher, in order to reduce doubted when expressing their opinion. These improvements could be proved

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by the percentage of students' score at the figure below:

Figure 2 The Percentage of Students' Speaking Score in Cycle II
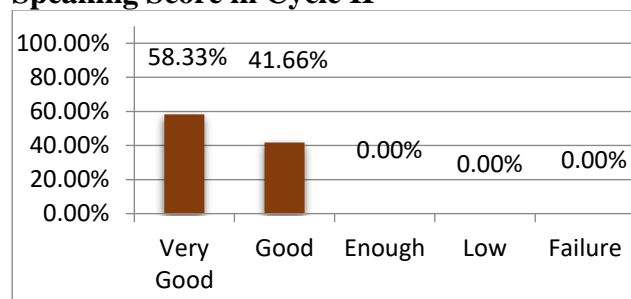
The figure above shown thet the percentage of students' speaking score in cycle II was very good. It could be known from the result that there were (20,83%) of students got very good score, (41,66%) of students got good score, and there were no students got enough, low, and failure. It could be concluded that there was significant improvement of students' speaking skill in cycle II. Then, the researcher classified students' score into table below.

Table 5 The Classification of Students' Speaking Score in Cycle II

No	Score	Frequency	Criteria
1	80-100	14	Very Good
2	66-79	10	Good
3	56-65	-	Enough
4	40-55	-	low
5	30-39	-	Failure

The table above indicated that there fourteen students got 80-100 (very good), ten students got 66-79 (good), and there was no students got 56-65, 40-55, 30-39 (enough, low and failure). It can be seen that there was an improvement of students' score from cycle 1 to cycle 2. It could be concluded that the implementing of card games could increase the students' speaking skill.

DISCUSSION

The last step of action research was discussing the result of the research with the collaborator as a final reflection. Teacher and the researcher concluded that card Games in teaching descriptive text was an effective way to improve the students' speaking skill. The research finding resulted the improvement of the students' competence and classroom situation. There were some improvements of students speaking skill which could be seen from the speaking activities. The student's motivation to engage the speaking activities increased. This is line with one of the criteria of successful speaking activity according to Ur (1996: 120). It could be seen from students' participation in performing the task. Another criterion of a successful speaking activity which was achieved is that students talked a lot. Beside that the research found that the students did the homework, the students paid attention and they tended to be active learners.

Furthermore, According to Wright (1989: 2) picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus. From the theory it could be concluded that picture card games is useful for improving the students' motivation in speaking class. Ur (1998) explains that there are three sources of young learners' attention in class, namely pictures, story, and game. It means that using games or picture made the students enjoy, more active and enthusiastic to follow the teaching learning process. After giving certain vocabulary, they could name and pronounce the vocabulary in the following meeting. In addition, they were eager to answer the teacher's questions. They could also accomplish the exercises that the teacher gave. From the analysis of the mean score of the speaking skill test, it can be concluded that the use of card games in speaking class does improve the students' speaking skill.

Tables 6 The Mean Score of The Test

Pre-Research test mean score	Post-test I mean score	post-test II mean score
66,42	70,83	78,33

The situation in the class before implementing the action was described as some students were busy with themselves, especially the students at the back. They did some useless activities, such

as talking with other students or disturbing their friends. After implementing the action, the class situation became more active and enthusiastic. They focused on the material which was used through short text. The other differences after using card games in speaking class could be seen when the researcher asked them to made description about people and animals. Some of them tried to do their exercise in pairs. It made the class was noise because they discuss with their friends if they had problems. But this situation could make the class more alive. It is supported by the theory from Littlewood (1998: 43) that the learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities in the classroom tend to give students with the kind of real communication situation. Then, the language which was used by the other students to share their problems and give solutions of the problems is inacceptable level.

CONCLUSION

Based on the discussion in the previous pages, the writer draws conclusion that the use of card games can improve the students' speaking skill at the eighth grade students of SMP Negeri 22 Kerinci in Academic Year 2021/ 2022. The first was about the answer of the research problem: can the use of card games improve students speaking skill. After the writer analyzed the result of the action research, it could be seen that the use of card can enhance the students' speaking skills during the teaching learning process.

After implementing the research, the students got some vocabularies to describe things around them. Besides that, the way they produced the words were good enough. Because when the teaching learning process the researcher drill the students to pronounce some appropriate words which can be used to describe person or animals. Next, how is the situation when card games were implemented in speaking class. Using card games could make the class more alive and active. It could be seen during the

teaching learning process, when the researcher gave them exercise some of them tried to answer the question, although the researcher didn't asked them to answer the question. It looked very differences with the situation previously before the card game was implemented in teaching learning process, when the teacher gave them question the students tend to be passive. There were no students answer the questions. When the researcher asked them to make description about person or animals, a lot of them tried to do their exercise in pairs. The students did not feel reluctant to ask to their own friends. They worked together as a team and there was also no domination of some students. The students were more enthusiastic and active in joining the lesson. Besides, their achievement also improved, as shown by the mean score of post-test cycle I (70,83) an increase of the students' achievement from post-test in cycle II (78,33). Based on the research finding above, the researcher concluded that teaching speaking by using card games could improve the students' speaking skill.

SUGGESTION

After concluding the result of the study, the researcher would like to give some suggestions, as follows:

For English Teacher, speaking for most students is considered to be a difficult subject. The students felt worry and shy when they are asked to speak. It deals with the way of the teachers in teaching speaking. The teachers have to use the suitable technique and method unless the students will get bored then fail in the subject. That is why the teachers should apply card games in teaching speaking. By using card games, the student will not be bored. Automatically the teaching and learning process can run well and the objectives can be achieved.

For Students, they should not be afraid of making many mistakes in speaking. They learn by doing. If they got mistakes it could make them study from their mistakes to be the best. Besides, the students should practice by themselves at

home so that their speaking skill will get better and better.

For other Researcher, the research studies the implementation of card games in improving the students' speaking skill. It is expected that the result of the study can be used as additional reference for further research who will conduct the study in different context as contribution in teaching English especially speaking.

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