THE EFFECTIVENESS OF QUARTET CARD GAME
ON STUDENTS' SPEAKING ABILITY OF JUNIOR HIGH SCHOOL

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Abstract
    This research investigated the effectiveness of quartet card games on student speaking ability. This research investigated whether teaching speaking using quartet card game can improve students speaking ability. This research used one group pre-test and post-test design and quantitative research method. The instrument used in this research was tests (pre-test and post-test). This research involves 70 students as a sample among eighth grade of SMP Attaufiqiyyah as a population. The research finding showed that from the calculation "t_o" is higher than the t table both at significance levels 5% and 1%. Significance 5% t table = 1,66 and t observation = 8,19, while significance 1% t table = 2,38 and t observation =8,19. In addition, the result of this study showed that the students are more motivated in learning English, especially in speaking subjects. Based on the result above, it can be concluded that quartet card games can improve students speaking ability. The result of this research shows that students who use quartet card games achieve better performance in improving students speaking ability than those who do not use quartet cards game.
Keywords: *quartet cards game, speaking ability, quasi-experimental design.*

INTRODUCTION
    One of the most issues in teaching English which has much different dialect is to motivate and propel understudies to speak. Speaking is an important language skill. This is the main concern that needs to gain knowledge of students, but it is not a simple task for teachers to build speaking skills. Teachers should be capable of designing and put in force student-pleasant techniques and media. There are some motives for deciding on this approach as a subject of research. First, although they have got a sturdy draw close of English of their heads, the eighth grade English speaking competencies of Attaufiqiyyah junior high school are nonetheless lacking. They have good writing skills in essay assignments, but they rarely do speaking activities because speaking takes more time. As a result, they are unable to communicate. Then, English instructors discover it tough to make their lessons are extra amusing and exciting. Celce in (Purwasih 2015)

states that the greatest challenge in instructing, English as an outside dialect is the need for inspiration of the understudies and getting utilized to speak. Getting students to speak is not a simple assignment for instructors, as the dialect is not utilized in society and the understudies do not come into contact with the dialect itself. In English instruction, instructors tend to avoid oral exercises since it requires more time and the evaluation is more challenging. This situation also happened when the researcher conducted a teaching practice, and the students were not interested in speaking English. This happens because they did not know what to say. They find it difficult to put together words and are sometimes afraid of making mistakes. Therefore, they seem nervous to express their thoughts so their speaking ability did not improve.

In addition, according to Fajariyah, there are reasons for poor speaking ability namely students rarely answer questions verbally, and they speak in many pauses. They are engaged in vocabulary and grammar and struggle to find the right word in sentences and phrases. She adds that they are other factors that cause a lack of speaking skills. For example, students learn through worksheets that contain different types of assignments with no guidance. The teacher asks the students to do the exercises during the lesson and depends only on the assignments on the worksheet. If there was a dialogue, the teacher simply asks them to complete it and read it in front of the class. This technique cannot improve students speaking ability (Fajariyah 2009). From a broader perspective, the root of the problem of teaching English as a foreign language is its approach to the learning process. For example, English teachers use traditional grammar-translation methods. As a result, students are unable to communicate in their target language and the English teaching and learning atmosphere in the classroom becomes monotonous and not fun.

As a result of this condition, students are not exposed to English and difficult to understand the message in English. In this issue, researchers suggest alternatives to minimize some of the problems that drive students to speak English in everyday conversation, using games that can overcome nervousness. Through games, students are brought into such an interesting and enjoyable learning activity. This study proposes a quartet card game that involves all language skills and other language components such as pronunciation, stress patterns, intonation and language culture to create fun learning and meaningful activities. By using the quartet cards game while learning activities, students will not feel a lack of self-confidence when playing. The main focus of this study is the use of quartet cards game. The purpose of introducing a quartet deck of cards is to increase the opportunities for students to talk within the allotted time. The quartet card game is one of the concepts of edutainment development and students are expected to be able to learn the vocabulary and also the English expressions used in this game.

Basirun in Doni Anggoro Ari Santoso State that quartet could be a card building of card diversion, there are 32 cards. Quartet card redirections can be played by two to four players. The challenge of the beguilement is to assemble as various quartet cards as conceivable in a set. Each card recognizes. In arranging the cards, colourful pictures are chosen to begin the children's captivation. For each card, a brief delineation is given on what is showed up on the picture. While holding up for their turn, it is the thought that the children will inspected these clarifications (Santoso 2019). To aid kids in learning languages, both professionals utilize words

and pictures on cards. Experts anticipate that by employing pictures and words, pupils would be able to remember the phrases and describe the imagery. Because kids need a large vocabulary to construct sentences when learning to talk. The researcher is expected that conversation can make the students play an active role in class not only as listeners but also as speakers who carry out two-way communication. The researcher assumed that the use of quartet card games can be a strategy to improve their Speaking skills, so the researcher intended to conduct research with the title "The Effectiveness of Quartet Cards Game on Students Speaking Ability of Junior High School,". The researcher narrows the scope of the study by focusing on the procedure as follows:

RQ 1 :How are the students speaking ability In the eighth grades of junior high school of Attaufiqiyyah?

RQ 2 : How is the effectiveness of quartet Card games in teaching student speaking ability?

LITERATURE REVIEW

1. Speaking

Speaking is an unavoidable element of our daily lives. Because people start their ideas in their home language through spoken language, speaking is seen as a primary talent. "Speaking is a skill that merits attention as much as literary skill in both native and foreign languages"(Bygate 1987). Another definition, claiming that speaking is a productive talent that can be immediately and scientifically witnessed. People begin to develop reading and writing skills after they can talk in their native language(Brown 2004). Based on the definitions of speaking provided above, it can be stated that speaking is a primary linguistic ability used to express ideas, opinions, thoughts, and feelings. In addition, Morris in Fatma Ramyani state that speaking is an activity in which someone is talking about something or tells others about something that interests them. In addition, speaking is a natural means for members of the community to communicate, both for the expression of the mind as a kind of social behaviour and as a natural way of communication (Ramyani 2019). Someone uses speaking as a means of communicating with others. It happens all over the place and has become a part of our daily lives. When someone speaks, someone interacts with others and expresses their ideas, feelings, and thoughts through language. Someone also communicates with others to share information.

2. Game

In the context of language learning, a game is defined as an interesting and enjoyable activity that occasionally encourages its participants to play and engage with one another (Harmer 2001). It moreover emphasizes the challenging angle of its action over the competitive perspective, since in competition, understudies compete against one another, and the most grounded party is considered the champ, whereas the weakest party is considered the failure, so the difference between the champ and the failure can debilitate looser interest in this movement. In addition Games are one of the most effective ways to accomplish this. It is backed up by the

statements of several experts. W. R. Lee in Agnieszka Uberman state that "Most language games make learners use the language instead of thinking about learning the correct form" (Uberman 1994). Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language Skills. Language learning is a hard task which can sometimes be frustrating. Games are highly motivating since they are amusing and at the same time challenging.

3. Quartet Card Game

The Quartet card game has numerous good ideas for using games to teach English. Employing quartet card diversions in English courses, for illustration, is an easy-to-accept methodology that is too a beneficial and accommodating communicative device. Basirun in Doni Anggoro Ari Santoso State that quartet could be a card building of card diversion, there are 32 cards. Quartet redirections can be played by two to four players. In case this redirection is played by two players, so each player gets ten cards and there are twelve remaining cards inside the stack. But in case it is played by four players, so each player gets four cards and there are twelve remaining cards inside the stack. The most amusing is to gather as numerous quartet cards as conceivable in a set. Each card distinguishes which set it has a place to. In planning the cards, colourful pictures are chosen to start the children's intrigued. For each card, a brief depiction is given of what is appeared on the picture. While holding up for their turn, it is the thought that the children will examine these clarifications (Santoso 2019).

Playing this game can advance invigorate the children's considering. By utilizing colourful pictures arise learners' interest. There is a brief portrayal on each card. For example, there is a photo of a cat with a brief portrayal of the cat, such as the identity of it. Really, the utilize of dynamic pictures permits learners to gather the centrality of the brief depiction provided. They can study the portrayals whereas holding up for their turn. More valuable are cases of vocabularies and expressions from these clarifications. In expansion, quartet contains spoken vocabulary, sentence structure, and content organization. As a result, since talking could be a periodic activity, individuals hone talking without recollecting. They right away memorize well when they play quartet more than once, particularly the structure content advertised. The end-of-game course talks can offer assistance to encourage fortify the children's considering (Hertog, Luna, Kil 2013).

The game is playable by a large number of students. The teacher can divide the students into four groups and invite each group member to play the game. This is one of the first modifications or expansions. Langeling and malarcher in Doni Anggoro Ari Santoso State that there are three kinds of card games namely (Santoso 2019) Playing cards and words this game is designed to help students improve their pronunciation, then sentences and cards. This game is intended to create dialogues or just have a casual talk. The cards and photographs in this game is for describing the images of something or someone on the card and anyone can detect some parallels in the cards' qualities from the remarks.

To aid learners in learning languages, both professionals utilize words and pictures on cards. Experts anticipate that by employing pictures and words, pupils would be able to remember the phrases and describe the imagery. Because they need a large vocabulary to construct sentences when learning to talk.

3.1 The Advantages and Disadvantages of Using Quartet Card

Hendra Kusumah in Akhmad Nihad Fauzan state that the points of interest of quartet cards amusement make strides understudies talking capacity, understudies associated with the diversion substance. The advantages and disadvantages are as takes after (Fauzan 2017):

The advantage is substance card diversion creates students" intrigued in dialect learning Since they appreciate employing a game and the instructor appears easier to instruct talking within the classroom through applying the diversion. Besides that, the diversion of quartet cards can change a boring course into a Challenging and more fun course, since it can diminish student's" Stretch in examining, particularly in talking, quartet cards amusement makes unwinding and making strides a certain individual, quartet cards game creates the inspiration for understudies of English to Induce included and participate actively in learning activities, then quartet cards amusement permits characteristic learning. The understudies utilize genuine and common communication by utilizing the quartet cards game and offering assistance in creating group building. The understudies will caution their companions within the handle instructing and learning.

However, this game also has disadvantage. Since it made from paper, it has no awesome quality. In case teachers do not wear/keep it carefully, it easily broken. In extension, arranging a quartet needs much time and has taken a toll on the cash. It requires diligence and inventiveness. Also, while teaching by utilizing this card, the circumstances inside the lesson will be uncontrolled, various understudies are uproarious.

3.2 Procedure for applying quartet card

In this amusement, a player who are rapidly collect quartet card is the victor. Steps of diversion are(Amin, n.d.) teacher separated understudies into a few bunch, each bunch comprises of four understudies, then instructor gives a set of quartet card to each group. A player of each gather is inquired to rearrange the card Haphazardly, at that point deliver it to other players eight cards. The rest of the card is put in the centre of the arena. After that instructor gives a set of quartet cards to each group, If two players receive additional cards with the same subject or image, they are deemed the winner. However, if they don't receive an additional card, they will place the other card in the centre of the redirection field until the additional card is received and made to be a quartet. Next following the collection of the quartet cards, the students view the image and analyse its description, including its portrayal, to determine its grammatical structure and the teacher clarifies something to help the students get the right material. At the end of the class, the

teacher assigns a task for a student to create a description of what they saw in the image to gauge their writing ability. Then they describe it orally.

Games are one of the most effective ways to accomplish this. It is backed up by the statements of several experts. Most language games make learners use the language instead of thinking about learning the correct form and games are pleasant, and youngsters enjoy playing them. Children experiment, investigate, and engage with their environment through games. When children are free and happy while learning, they love their studies. They will be willing to try new things, practice, and interact with their peers in a foreign language. Games can be used in the classroom to help students learn English. It is said that games may be found to provide practice in all ability (reading, writing, listening, and speaking) at all stages of the teaching-learning process

The quartet card game includes a lot of pictures, words, and categories. It is connected to the card games employed in the past. To begin the students can use the images to keep their vocabularies current. It is done because students are more engaged in learning vocabulary when the teacher uses simple to recall images to describe them. The words may be put together to create a word, a phrase, or even an expression. Finally, since they are required to use request sentences to locate a group of their cards in this game, students can achieve its objective according to Doni Anggoro Ari Santoso(Santoso 2019).

METHOD

This study takes a quantitative approach because this study is to measure the improvement of students speaking ability. An experimental design systematically mmanipulates one or greater variables to compare how this manipulation Influences an outcome (or outcomes) of interest. An experiment usually two groups of subjects, an experimental group and a control group or a comparison group. The experimental organization Gets a remedy of a few treatment (including a brand new textbook or a different Technique of teaching), while the control group received no treatment (or the contrast organization gets a different treatment)(Jack R. Frankel, Norman E. Wallen 1932). The table of quasi-experimental designs may be illustrated as follows:

Design and Procedure

To collect the data, the researcher administered a pre-test and post-test. According to Brown, the test provides a way to gauge a person's performance or understanding in a specific area(Brown 2001). Tests are used by researchers to get data and information from student test results. The pre-test and post-test were the two tests the students took as part of this study.

1. Pre-test

A pre-Test was conducted at the beginning of the study. The purpose of the pre- the test is to measure the student's ability to use descriptive text or whether they can produce spoken text or not. During this session, students will describe a person, object or animal. The researcher instructed them to prepare a descriptive text in 5-10 sentences. After that, students were asked to explain orally. Then, the researcher assessed the students' speaking

abilities and then collected scores and recorded the students' performance as data for the study.

2. Treatment

In teaching the two classes, the researcher used a different approach. In the experimental class, the quartet card game was used as a medium to improve their speaking skills, meanwhile, the students in the control class were not given this treatment and were only exposed to the standard school teaching methods. Treatment the researcher gave treatment four times before giving the post-test, several steps in providing treatment, namely:

First the researcher introduces the quartet cards, provides explanations, functions and how to play the game, then the researcher divided the students into several groups, each group consisting of 4 groups. And gives a set of quartet cards to each group containing 32 cards, then a player from each group is asked to shuffle the cards at random, then give the four cards to other players. The remaining cards are placed in the centre of the playing field. Each player checks the card, if the player gets a complete card with the same topic or picture, then the student is considered the winner. However, if the student does not get one complete card, the student will take another card in the middle of the playing field until the card is complete and becomes a quartet. After the quartet cards were collected, the students observed the pictures and analyzed the explanations for the pictures and understood the grammatical structure of the quartet cards, then the researcher gave explanations to help students understand the material. The teacher instructs the students to make a descriptive text about what the students have seen in the picture and then explain it in front to measure their speaking ability.

3. Post-test

Post-test was carried out after treatments. Given after doing all activities. The researcher gave the same type of test for both tests, but with different topics to determine student achievement after being given treatments. The topic of the pre-test is descriptive the text is about descriptions of things, people, animals, etc. And the post-test is about all animals except the animals listed on the quartet cards. Post-test is used to measure students' ability after being given treatment.

FINDINGS

The researcher wants to give a summary of theinformation gathered in this chapter. 75 pupils from class VIII SMP Attaufiqiyyah made up the study population, as the researchers noted in the chapter before. 38 students from class VIII A, the experimentalclass, and 37 students from class VIII B, the control class, made up the sample. In this study, the researchers performed quantitative data analysis. Tests were administered to both the experimental class and the control class to gather data. There are two different kinds of tests: pre-test and post-test. Before the treatment, the pre-test was administered, and following the treatment, the post-test.

The score of distribution frequency

NO	X_1	X_2	x_1	x_2	x_1^2	x_2^2
1	65	60	-4,5	6,4	20,25	40,96
2	75	50	5,5	-3,6	30,25	12,96
3	70	60	0,5	6,4	0,25	40,96
4	65	55	-4,5	1,4	20,25	1,96
5	70	55	0,5	1,4	0,25	1,96
6	80	75	10,5	21,4	110,25	457,96
7	70	45	0,5	-8,6	0,25	73,96
8	65	70	-4,5	16,4	20,25	268,96
9	70	35	0,5	-18,6	0,25	345,96
10	65	40	-4,5	-13,6	20,25	184,96
11	70	50	0,5	-3,6	0,25	12,96
12	65	40	-4,5	-13,6	20,25	184,96
13	70	45	0,5	-8,6	0,25	73,96
14	65	40	-4,5	-13,6	20,25	184,96
15	80	50	10,5	-3,6	110,25	12,96
16	65	55	-4,5	1,4	20,25	1,96
17	70	60	0,5	6,4	0,25	40,96
18	70	45	0,5	-8,6	0,25	73,96
19	65	55	-4,5	1,4	20,25	1,96
20	65	50	-4,5	-3,6	20,25	12,96
21	70	50	0,5	-3,6	0,25	12,96
22	75	80	5,5	26,4	30,25	696,96
23	65	55	-4,5	1,4	20,25	1,96
24	75	40	5,5	-13,6	30,25	184,96
25	65	35	-4,5	-18,6	20,25	345,96
26	70	40	0,5	-13,6	0,25	184,96
27	65	45	-4,5	-8,6	20,25	73,96
28	70	60	0,5	6,4	0,25	40,96
29	75	65	5,5	11,4	30,25	129,96

No	X_1	X_2	x_1	x_2	$x_1{}^2$	$x_2{}^2$	
30	70	60	0,5	6,4	0,25	40,96	
31	70	50	0,5	-3,6	0,25	12,96	
32	65	85	-4,5	31,4	20,25	985,96	
33	70	40	0,5	-13,6	0,25	184,96	
34	65	50	-4,5	-3,6	20,25	12,96	
35	65	50	-4,5	-3,6	20,25	12,96	
36	85	60	15,5	6,4	240,25	40,96	
37	65	85	-4,5	31,4	20,25	985,96	
38	75		5,5		30,25		Note: X_1 = The post-test
	2640	1985			939,5	5982,52	

score of the experimental class

X_2 = The post-test score of the control class

$x_1 = (X_1 - M_1)$

$x_2 = (X_2 - M_2)$

$x_1{}^2$ = Squared score of x_1

$x_2{}^2$ = Squared score of x_2

The researcher obtained the data from the table above, $\sum X_1 = 2640, \sum X_2 = 1985, \sum x_1{}^2 = 939,5, \sum x_2{}^2 = 5982,52, N_1 = 38, N_2 = 37$.

After learning the post-test calculation results for the experimental class and control class, then the researcher calculated this using t-test formula, following the test bellow:

1. Determine the average value of variable X_1 and X_2

Variable X_1 dan $M_1 = \dfrac{\sum X_1}{N_1} = \dfrac{2640}{38} = 69,5$

Variable X_2 dan $M_2 = \dfrac{\sum X_2}{N_2} = \dfrac{1985}{37} = 53,6$

2. Determine t-test

$\sum x_1{}^2 = 939,5$

$\displaystyle\sum x_2{}^2 = 5982,52$

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1{}^2 + \sum x_2{}^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

$$= \frac{69,5 - 53,6}{\sqrt{\left(\frac{939,5 + 5982,52}{38 + 37 - 2}\right)\left(\frac{38 + 37}{38.37}\right)}}$$

$$= \frac{15,9}{\sqrt{\left(\frac{6.922,02}{73}\right)\left(\frac{70}{1.406}\right)}}$$

$$= \frac{15,9}{\sqrt{(94,8)(0,04)}}$$

$$= \frac{15,9}{\sqrt{3,792}}$$

$$= \frac{15,9}{1,94}$$

$$= \mathbf{8,19}$$

3. Degree of Freedom
    DF = *N1 + N2 - 2*

    =38 +37 – 2

    =68

Based on the formula t-test above, it can be seen that the value of t_o or $t_{observation}$ was 8,19 and for the degree of freedom was 68.

DISCUSSION

Prior to starting treatment, the researcher administered a pre-test to the experimental class (VIII A) and control class (VIII B). It was discovered that the experimental class's average value was 48.5, compared to the control class's average value of 45.9. due to the fact that kids struggle with fluency and fluency. To find the perfect words to complete them sentences, they pause for a considerable amount of time.

However fluency in speaking refers to the capacity to speak swiftly, impulsively, and without hesitation. According to the grading system, these values fall into the poor category (Isra and Faradiba 2022). This indicates that according to the grading methodology, these values fall within the "bad" groups. The scores of 48.5 and 45.9 fell short of the minimum completion standard for English courses in the 2013 curriculum, which is 77. As a result, before receiving treatment, the speaking abilities of SMP Attaufiqiyyah pupils in class VIII were still subpar. As is well known, the goal of this study was to find out how the quartet card game affected the students' speaking skills.

According to the study's Findings, students in SMP Attaufiqiyyah class VIII A, the experimental class, had an average pre-test score of 48.5, which was higher than the score for class VIII B, the control class, which was only 45. The Quartet was played in this study, and as a result, the experimental class's average post-test score increased to 69.5, higher than the average for the control class, which was only 53.6. The distribution of post-test results in the experimental class is wider than that in the control class, according to the computation above. the experimental class outperforms the control class as a result.

Based on data from the average scores of the experimental and control classes, t observations, and comparisons with t tables, the researcher discovered that employing quartet card games improved the participants' speaking abilities. According to(Yamaguchi and Horiguchi 2021) card game strategy can enhance the student's understanding of the rules, enjoyment of the game, and the ability to learn new things through play by using quartet cards.(Sari 2021) application of Quartet Card learning media can enhance student learning results on the subject. According to(Lestari, O, G Priscylio, J Copriady 2020) who noted that teaching speaking to junior high school students are a little challenging. due to the students' lack of self-assurance and drive to learn the skill invoking, students who are taught through conversation are more comfortable speaking English and are less self-conscious about their pronunciation. since the majority of the EFL students' perspective and motivation is boosted by studying media(Dhamayanti 2021). It is also evident that using discussion improves students performance to the tune of 49% of the time.

They now understand, nonetheless, that studying English can be just as enjoyable as participating in the action(Hanfah 2018). Plus, The results imply that a variety of students can benefit from the usage of educational card games in classroom settings(Ong 2021). positive impact(Azizah, Burhanuddin, and Zulfikar 2017). the pupils enjoyed playing the card game, and they had equal opportunities(Lizadeth, Mehrasa A, Tomomi O Mae and Akemura 2018).

Conclusion

Students speaking skills at the eighth grade of SMP Attaufiqiyyah was poor before being given treatment. The experimental class average value was 48.5 and 45.9, which falls short of the minimal completeness standard for the English subject. Compared to the pre-test, the score in the control class improved on the post-test. The experimental class scored better (69.5 > 53,6) as compared to the control class that did not receive therapy. Using the grading system, 69.5 is an excellent score. The researcher can conclude that the use of quartet cards game has a substantial influence on improving students' speaking abilities. The quartet card game is a good medium for teaching speaking because it is colourful, understandable, and can enhance students' speaking skills. This suggestion comes from the researcher based on the above conclusion that teachers must find innovative and interesting media.

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