CHAPTER I
INTRODUCTION

A. Background of the study

One of the most issues in educating English as a remote dialect is to motivate and propel understudies to talk. Celce in Intan Purwasih state that the greatest challenge in instructing English as an outside dialect is the need for inspiration of the understudies and getting utilized to talking it[1]. Getting students to speak isn't a simple assignment for instructors, as the dialect isn't utilized in society and understudies don't come into contact with the dialect itself. In Indonesian instruction, instructors tend to take off talking exercises since talking requires more time and the evaluation is more challenging. This wonder too happens in Malaysia state that talking aptitudes are too disregarded within the lesson and understudies are not given openings in course or out of the classroom. As a result, this condition clears out no room for talking abilities[2].

The same situation occurred a year ago when researchers conducted a Practical Training (PLP) at MTs Negeri 1 Pandeglang, and students were not interested in speaking English. This happens

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[1] Intan Purwasih, "The Effectiveness of The Combination of Quartet and Dart Games for Teaching Speaking" (Semarang State University, 2015), 1.
[2] A. H . Bashir, Marriam, Azeem, M, and Dogar, "Factor Effecting Students English Speaking Skills.," *British Journal of Arts and Social Sciences. ISSN: 2046-9578* Vol.2 No.1 (2011). 48

because they didn't know what to say. They find it difficult to put together words and are sometimes afraid of making mistakes. Therefore, they seem nervous when it comes to expressing their thoughts[3]. In addition, according to Fajariyah, there are five reasons for poor speaking ability. For example, students rarely answer questions verbally. They also spoke in many pauses. They are engaged in vocabulary and grammar and struggle to find the right word in sentences and phrases[4]. Then she adds that other factors cause a lack of speaking skills. For example, students learn through worksheets that contain different types of assignments. This is because the teacher asks the students to do the exercises during the lesson and depends only on the assignments on the worksheet if there is 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[5].

From a broader perspective, the root of the problem of teaching English as a foreign language is its approach to learning. In addition, English teachers use traditional grammar-translation methods and intermediate teachers. As a result, students are unable to communicate in their target language. Grammar Translation

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[3] Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, vol. 21 (New York, 2008), 25.

[4] Dwi. Fajariyah, "Improving Students' Speaking Proficiency Using Gamess." (Universitas Sebelas Maret., 2009), 15.

[5] Fajariyah, "Improving Students' Speaking Proficiency Using Gamess."

(GTM) is excellent as long as it helps students read and understand foreign language literature[6]. Speaking requires the main attention, as the main goal in learning a second or foreign language is to allow students to communicate within it[7]. However, the teaching process for junior high school students is not the same as the teaching process for adults because of their different personalities. Children can express their emotions, convey their intentions and reactions, explore and enjoy their language in their language and expect the same in English[8].

English teachers use the traditional method of making the English atmosphere in the classroom look monotonous, namely drilling techniques. MD. Omar and Hamzah in Intan Purwasih state the teachers tent to enrol that teachers tend to enrol students in drill classes where they learn to remember and speak certain conditions[9]. As a result of this condition, students are same or understand the message in English with what they are exposed to. 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 nervous. Through games, students are brought into such an interesting and enjoyable learning activity.

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[6] D Larsen and Freeman, *Techniques and Princeples in Language Teaching* (Oxford University Press, 2000), 11.

[7] Richards, *Teaching Listening and Speaking; From Theory to Practice*. Hal 19.

[8] Scott and Ytreberg., *Teaching English to Children.* (Cambridge : Longman., 1990), 33.

[9] Intan Purwasih, "The Effectiveness of The Combination of Quartet and Dart Games for Teaching Speaking" (Semarang State University, 2015), 3.

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.

Speaking is an important language skill. This is the main concern that needs to gain knowledge students, but it is not a simple task for teachers to build speaking skills. Teachers should be capable of layout and put in force student-pleasant techniques and media. There are 3 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 language competencies of that 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. Second, English instructors discover it tough to make their lessons are extra amusing and exciting. Third, quartet card games in talking classes can inspire students to voice their thoughts, talk actively, and enhance their talking competencies. MD. Omar and Hamzah in Intan Purwarsih state that games are very motivating due to the fact they may be humorous and exciting. The Quartet cards game with bright illustrations was chosen to attract children interest, Students will be able to communicate well through quartet games[10].

The quartet cards force them to speak. Students should be able to strengthen their speaking skills and communicate fluently in English as a result of teaching speaking through quartet card games. Students must use their own words, statements, and expressions because they have to use their own words, sentences, and expressions. Quartet card games can reduce students' nervousness and are used as a step to practice speaking properly. Although it may be difficult for instructors to persuade students to speak up and participate in class, they are still more confident and more willing to work in small groups with their peers. As a result, the quartet cards game encourages the full participation of all group members. They

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[10] Intan Purwasih, "The Effectiveness of The Combination of Quartet and Dart Games for Teaching Speaking" (Semarang State University, 2015), 5.

can also express and question their needs, as well as obtain information. Because students are required to use their own words, sentences, and expressions[11].

B. Statements of the Problem

The Problems of the study dealing with the term, "The Effect of Quartet Cards Game on Students Speaking Ability for Junior High School," are limited to some aspects of this research. The researcher narrows the scope of the study by focusing on the speech procedure in this case.

Based on the problem in the background above, the writer formulates the problems as follows:

1. How are the students speaking ability in the eighth grades of junior high school at Attaufiqiyyah?

2. How is the effectiveness of Quartet Card games in teaching student speaking ability?

C. The aims of the Study

Based on the problem statements above, the aims of the study are:

1. To describe speaking ability in junior high school at Attaufiqiyya

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[11] Monique and Haverkate. Hertog, Luna, Kil, "Quartets: Learning by Playing Cards.," 2013, 2.Hal 2

2. To find out how effective using Quartet Card games is in teaching speaking ability to junior high school students.

D. Assumption and Hypotheses

1. Assumption

The researcher assumes that there is a significant difference between the results of teaching speaking using the quartet cards game and not using the quartet cards game.

2. Hypotheses

There are two hypotheses in this study, the first hypothesis is the working hypothesis (H_1). The second hypothesis are the null hypothesis (H_0)

H_1 : The Quartet Card games has a significant effect to improving student speaking skills.

H_0 : Using the Quartet Card games to improve students speaking skills has no significant effect.

E. Clarification of Terms

It is important for the researcher to clarify the terms used in this paper as follows:

1. Quartet card

Quartet is a card game consists of a deck of cards with wide range images, words, and categories. There are totally 32 cards with 8 themes and one of themes is presented with four cards.

2. Speaking Skills

Speaking skill was chosen as the object to be improved in this research.

F. Previous Study

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: first, a journal belonging to Yuliani Dwi Astuti, Aunurrahman and Maliqul Hafis entitled The Effectiveness of Quartet Card Games in Writing Learning Descriptive Text for High School Students in Batu Ampar, This study uses a pre-experimental method which aims to determine the effectiveness of the quartet card games in teaching writing descriptive texts to first year students from the community SMA in Batu Ampar for the 2018/2019 academic year. students were selected using cluster random sampling. the researcher used a written test for data collection. Writing test session is done before (pre-test) and after (post-test). Researcher then perform data

analysis of test results using inferential statistics, namely by using the t-test formula. Data analysis revealed that the quartet was effective for teaching writing descriptive tests. There is a significant difference between the pre-test results (mean score 59.17) and post-test results (77.06) where the observed t-test results (16.961) are higher than the t-table (2.03)[12].

Second, research by Lutfiana Ilma Annisa and Rohani, S.Pd., M.A. entitled Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015) This research has three objectives. First, to explain the problem of the English teacher and VIII grade students of Al Madina Islamic Junior High School Semarang. Second, to explain the need for language vocabulary English teacher and class VIII students of SMP Islam Al Madina Semarang. Third, to show you how to develop an effective Quartet Card Game to enrich vocabulary. There are two research subjects. First, the eighth grade students of Al Madina Islamic Middle School in Semarang 2014/2015 academic year. Second, the English teacher at Al Madina Islamic

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[12] Astuti, Yuliani Dwi, Aunurrahman and Maliqul Hafis, 2017, The Effectiveness of Quartet Card Games in Writing Learning Descriptive Text for Senior High School Students in Batu Ampar, ICOLED – IKIP-PGRI Pontianak, page 13.

Middle School, Semarang. The R&D Approach (Research and Development) was adopted in this study. The research revealed that the problems faced by English teacher is the lack of media to teach vocabulary. Students feel bored with vocabulary learning. Needs analysis shows that students need various vocabulary items. English teachers believe that vocabulary teaching media must be interesting and colorful. Through the process of drafting, try out, and perfecting the Quartet Card Game found that some cards contain ambiguity. To avoid anything An ambiguity check mark (√) and a cross (x) were added to some cards. It is recommended that teachers choose the right vocabulary teaching media. Furthermore, it is also recommended research was conducted to get a better understanding of vocabulary teaching media[13].

Third, research from Nurlaila, Rizki Rachmat Tulloh and Ning Iswati with the research title Quartet Card Game to improve Knowledge, Behavior and Attitude of Children to Dental Care and Oral Health in STIKES Muhammadiyah Gombong, Kebumen, Indonesia. Health education material with quartet cards is presented in the form of pictures and attractive information. The purpose of

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[13] Rohani Annisa, Lutfiana Ilma, "Developing Quartet Card Game to Teaching Vocabulary (Case of Class VIII Students of Al Madina Islamic Middle School Semarang in 2014/2015 Academic Year)," n.d.

this study was to determine the effect of the quartet card game on methods to increase knowledge and attitudes about oral health. Study used quasi-experimental research with pre-test and post-test group designs. A sample of 56 children 8-10 years old. Data analysis used paired sample test. The results show that there are increasing knowledge and attitudes after health counseling using a quartet card game. Regarding knowledge, the analysis shows t = 13,635, p value = 0.000, : 0.05, while at attitude aspect, the analysis shows t = 9.352 and p-value = 0.000 : 0.05. Quartet card games are effective for increasing knowledge and attitudes about dental care and oral health among children[14].

Furthermore, research from Finayatul Maula with the title Development of Quartet Card Game Media to Improve Reading Interest and Social Studies Learning Outcomes at MI Sunan Ampel Sidoarjo The purpose of this research is to produce a product in the form of a quartet of historical heritage, a user manual that contains the meaning, benefits and functions, competency standards , basic competencies, indicators, procedures and instructions for using the IPS quartet card game media; and book albums containing

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[14] Nurlaila, Rizki Rachmat Tulloh dan Ning Iswati, 2018, Quartet Card Game Improving Knowledge, Behaviour and Attitude of Children to Dental Care and Oral Health, Jurnal Keperawatan Soedirman, Volume 13, No.1, page 44.

summaries and pictures of historical forms of material. All of them have been validated to increase reading interest in social studies learning in grade 4 Madrasah Ibtidaiyah Sunan Ampel Sidoarjo, and improve learning outcomes for social studies learning in grade 4 Madrasah Ibtidaiyah Sunan Ampel Sidoarjo. This research uses research and development research and development (R&D), with a procedural model of Dick and Carey which has ten steps in its development procedure. Based on the results of the study, it is known that the quartet card game media received a good qualification assessment, because based on the validation results, the subject teacher score was 98.75%, which means that the quartet card game media was very feasible. and there is no need for revision, from the trial the media field of the quartet card game received proper qualifications from all the validation subjects of the field trial. The content expert got a score of 95.38% and was declared very qualified so there was no need for revision, while the quartet card game media design expert got a score of 85.56% and was in a decent qualification, so the book did not need revision. With the SPSS 16.0 program, it is known that the paired t test obtained very significant results that can increase reading interest and learning outcomes for fourth grade students at MI Sunan Ampel

Porong Sidoarjo. By looking at the average (mean) interest in reading the control class is smaller than the experimental class, and the average (mean) learning outcomes for the control class are smaller than the experimental class, namely $61.82 < 91.59$, it can be said that the quartet card game media Social Studies has proven to be very effective in increasing reading interest and learning outcomes for social studies subjects on the material of historical heritage forms for fourth grade students at MI Sunan Ampel Porong Sidoarjo[15].

And the last, research from Indah Puspitasari and Agung Budi Kurniawan entitled Quartet Card Game: Changing Students' Grammar Mastery in Writing Description Texts The purpose of this study was to determine whether the use of quartet card games improved students' grammar mastery in writing descriptive texts. Playing quartet card games is one of the many fun activities that some people do in their spare time. Bringing and adapting this fun free time activity into the classroom and using it as a teaching technique will certainly color the teaching and learning process. The research subjects used second semester TPHP students at

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[15] Maula, Finayatul, 2014, The Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo, Tarbiyah and teaching sciences, Islamic Primary School Teacher Education Program, Maulana Malik Ibrahim State Islamic University of Malang, Sidoarjo, page xix.

SMKN Pringkuku for the 2016/2017 academic year. The research sample was 25 students who were selected with a single population technique. This study uses a pre-experimental research method, namely one group-pretest posttest design. The results showed that teaching grammar mastery in writing descriptive text using a quartet card game had a significant effect on students' mastery of grammar. in other words, it can be concluded that teaching grammar mastery in writing descriptive texts using quartet card games significantly improves students' grammar mastery[16].

Of all the studies above that use the quartet card game learning media, the difference is seen in the objectives of each research, such as the first study aims to determine the effect of using this media in learning to write, the second is to determine the effect of writing learning media. the development of the use of this media in vocabulary learning, these three studies aim to determine the effect of using this media in increasing their knowledge and understanding of the material being tested, further research aims to determine whether the use of this media can affect students' reading ability or not, so this last study This study aims to determine

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[16] Puspitasari, Indah and Agung Budi Kurniawan, 2015 Quartet Card Game: Changing Students, Grammar Mastery in Writing Descriptive Text, Isolec Proceedings, page 83.

whether the use of this media is able to change students' grammatical abilities. because basically this media is a very easy and good media to use as a learning medium where this media contains images and colors that can attract students' attention, not only this media image also contains information according to the needs that researchers want.

G. Organization of Writing

Cover, title page, supervisor's permission, leverage page, motto, abstract, preface, table of contents, list of tables (if any), list of figures (if any), list of appendices, and transliteration guides are all included at the start of a research report.

The discussion of the author's research report is divided into several parts, each part consists of chapters, and each chapter consists of sub-sections, and these sub-sections are interconnected in a unified framework of logic and systems. The purpose of systematic writing is to make it easier for readers to study the contents. This research report is divided into six chapters, and the systematic introduction is as follows:

Chapter I Introductory, This chapter works as a total description or model/basic foot point and provides a model evaluation for the entire thesis content which includes: background

of the problem, problem formulation, research objectives, research benefits, research methods and systematic discussion.

Chapter II Theoretical research results. This chapter aims to introduce the theoretical framework of reference theory as a basis for thinking and research. In this chapter, several theories will be discussed that can support teachers to improve their Speaking Ability for students.

Chapter III Research method. This chapter discusses how to conduct research which includes: research methods and types, place and time of research, population and sample, instrument, data collection and data analysing.

Chapter VI Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V contains the last chapter, which is the last chapter in a series of discussions from Chapter 1 to Chapter 4. This chapter aims to make it easier for readers to understand the essence of the research which includes conclusions and suggestion.

The last part of this research report includes a bibliography, attachments, curriculum vitae, research permit, and statement of authenticity of work.