



**USING PLAYING CARD GAMES TO IMPROVE THE
ELEVENTH GRADE STUDENTS' ENGLISH SPEAKING
ABILITY AT SMAN 1 AMBULU JEMBER
IN THE 2008/2009 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language & Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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JEMBER UNIVERSITY
2009**

DEDICATION

This thesis is honorably dedicated to the following people:

My beloved parents, Sugiarto and Buatna thanks for your endless pray, love and sacrifice. You always keep me strong. This thesis is proudly dedicated to you for your never-ending love;

Yefri Setiawan, A.Md, I would like to say thank you very much for your endless support and care;

My Beloved sister, Zahra F.S, thanks for your every single advice ;

My brother in law, Mas Yudi Kurniawan, thank you for your support;

My niece and nephew, Nuri Aulia F and Arkandhika Zaki Fawwas;

My lovely friends; Ly, Zaky, Ru2, and Dhiar, thank you for your true friendship.

All my friends, 2004 generations. Thanks for friendship. I am so lucky to have you all;

My almamater and Jember University.

MOTTO

**Sweeping is easy but we can get the dirt only
Digging is hard but we can get the diamonds**

(Chinese Proverb)



CONSULTANTS' APPROVAL

**USING PLAYING CARD GAMES TO IMPROVE THE ELEVENTH
GRADE STUDENTS' ENGLISH SPEAKING ABILITY AT SMA
NEGERI 1 AMBULU IN THE 2008 / 2009 ACADEMIC YEAR**

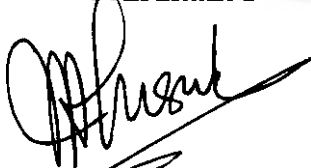
THESIS

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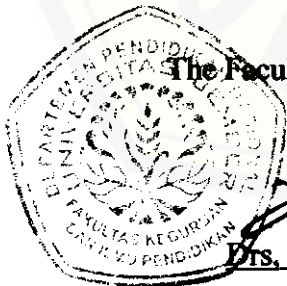
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Jember, May 2009

The writer

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SUMMARY

Using Playing Card Games to Improve the Eleventh Grade Students' English Speaking Ability at SMA Negeri Ambulu in the 2008/2009 Academic Year; Nur Halimah; 040210401110; 2009; 49 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Mastering the art of speaking English accurately, correctly, acceptably and fluently has become one of the goals of English learning. Nevertheless, to achieve this instructional goal is required by the operational curriculum is a daunting task for the eleventh grade students at SMA Negeri Ambulu in the 2008/2009 academic year. It was caused by either the students' inadequate mastery of the language system or even the techniques applied in the teaching learning process of speaking. For these reasons, it is crucial to find out a practical way to solve the problem by applying interesting, amusing, and interactive techniques in the teaching of speaking.

One of the techniques which fulfills those requirements is game. The game applied the teaching learning process of speaking in this study, however, was playing card games. Playing card games is a game played with playing cards in which the materials required are two or more packs of playing cards and list of questions sheet. In this research, playing card games means asking students to answer the corresponding questions to those cards.

Classroom action research with cycle model was applied in this study. It was carried out to improve the eleventh grade students' English speaking ability at SMA Negeri Ambulu Jember in the 2008/2009 academic year and to activate the students to be enthusiastically involved in the teaching learning process of speaking. The indicators used to measure the students' activeness are asking question, answering the teacher's questions, paying attention and answering to the corresponding cards. The implementation of the actions was conducted in two cycles in which each cycle

covered three meetings. The research subject was class XI IPA 1. It was determined by using purposive sampling method. The primary data of this research were collected by speaking test and observation. The collected data were analyzed qualitatively and quantitatively. The criteria used as the main consideration to determine the success of the action were at least 75% of the students get ≥ 70 and the mean score of speaking test is 70 for product evaluation and at least 75% of the students are actively involved in the teaching learning process of speaking for process evaluation. Meanwhile, the secondary data which support and equip the primary data were collected by interview and documentation.

The results of the actions in Cycle 1 pointed out that there were 23 students or 50 % of 46 students (see Appendix H) in the first meeting and there were 29 students or 63 % of 46 students (see Appendix I) in the second meeting who were actively involved in the teaching learning process of speaking. Moreover, there were 26 students or 39.13% of 46 students who got ≥ 70 and the mean score of speaking test was 63.60. Therefore, it could be said the implementation of the actions in Cycle 1 had not been able to improve the students' English speaking ability and to activate them to be eagerly participated in the teaching learning process of speaking yet. Hence, the action was continued to Cycle 2 by revising some weaknesses found in Cycle 1. The weaknesses found in cycle 1 were; 1. the students were not made into groups so they were lack of motivation and interest in the teaching learning process by using playing card games, 2. students' seat arrangement made the English teacher get difficulties in controlling them in term of noise. Having conducted the actions in Cycle 2, the result showed significant improvement. In this cycle, there were 35 students or 76 % of 46 students (see Appendix J) in the first meeting and there were 39 students or 85 % of 46 students (see Appendix K) in the second meeting who were actively took part in the teaching learning process of speaking. Furthermore, there were 42 students or 91.30% of 46 students who got ≥ 70 and the mean score of speaking test was 71.47. Considering the research results discussed above, it can be

concluded that the use of playing card games can improve the eleventh grade students' English speaking ability at SMA Negeri Ambulu in the 2008/2009 academic year and can activate the students to be enthusiastically involved in the teaching learning process of speaking. Thus, the English teacher is highly suggested to use playing card games as an alternative technique in teaching speaking.



CHAPTER I INTRODUCTION



This chapter presents some aspects that underline the topic of the research. It consists of (1) background of the study, (2) research problems, (3) research objectives, (4) operational definition of the terms, (5) the significances of the research.

1.1 Background of the Study

English as an international language is used by many people around the world to communicate. Nowadays, English becomes increasingly important to learn. With a good mastery of English, people will be able to communicate in English fluently. They will be able to express their ideas to others in more acceptable English and be able to understand the useful information in English. Realizing this fact, Indonesian curriculum has made English as one of the local contents taught to students of elementary school, and the compulsory subject taught to students of junior and senior high school.

In the Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) for Senior High School issued by Permendiknas No. 22 Tahun 2006, it is stated that one of the objectives of teaching English is to develop the ability of communication in English. There are four skills to master in English, namely: listening, speaking, reading and writing. From the objective, speaking is a form of communication that the students should master. It is also stated that the basic competence of speaking is enable students to communicate accurately, correctly, acceptably and fluently (Institutional Level Curriculum, 2006).

To achieve the goal is not an easy work. In line with this, Brown and Yule (1995: 25) believe that learning to talk in the TL is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. Therefore, based on the researcher observation, it is not surprising if there are only 22

of 46 students who tried to be active by questioning and answering during teaching learning process. Besides, it was caused by the monotonous teaching because any kinds of games have never been applied in the teaching learning process. So, it is no wonder if the students find that learning to talk make them miserable. It is the teacher's responsibility to guide and help them to be interested and actively involved in the teaching learning process. According to Richards (1999: 75-76), the teacher needs to improve their teaching strategies to overcome the students difficulties in practicing the TL by knowing what to teach and recognizing what to develop on students' English speaking ability. Thus, they should concern with the some elements of speaking such as fluency, accuracy, and content of speech that should be developed during speaking activities.

Empirically, based on the preliminary study conducted by the researcher at SMAN 1 Ambulu, the eleventh grade English teacher said that speaking was taught through dialogues in pairs once in two weeks. So, it can be said that speaking skill got less attention and time during the teaching learning process. Finally speaking skill is still lack of practices. Therefore, it is not surprising if the eleventh grade student at SMAN 1 Ambulu especially XI IPS 1 had low speaking ability. This can be seen from their English speaking scores which are enclosed on Appendix O. Their speaking scores showed that about 37 % of the students got ≥ 70 . It means that there were 29 (63%) whose score below 70 (standard passing grade) with the mean score of 65.80. On the other hand, the speaking teaching learning process at this school can be considered succesful if at least 75% of the students get good scores category (70) and the mean score is at least 70. The teacher also said that the students had difficulties in telling their ideas. In line with the statement above, Brown and Yule (1995: 25) believe that learning to talk in the teaching learning was often considered to be one of the most difficult aspects of language learning.

Understanding the condition, the researcher tries to find out a way to solve the problem by controlling the atmosphere of the class so that it is not monotonous. Haycraft (1978: 9) states that monotonous teaching can produce sleepiness to the

students. The atmosphere can be gained by conducting an interesting, amusing, and challenging technique in teaching speaking. One of the best ways of doing this is through games. The game which was applied in this research was playing card games. Kayi (2006: 2) says that playing card games is activities to promote speaking. This game is immensely enjoyable for the students. It caused the students are served through relaxation, happiness, and fun, so the students will convey their ideas confidently.

Based on the above explanation, it is assumed that playing card games can be used to make the students involve and participate actively in the class. Since playing card games promotes oral communication, the main concern in this research is the students' English speaking ability that needs to be verified in the classroom action. This research also refers to Davies (1996: 8) statement that English teachers should try to vary English teaching to make the students active in learning.

So far, playing card games has not been used by the teacher in teaching English to the eleventh grade students at SMAN 1 Ambulu. Therefore, it is necessary to conduct the classroom action research entitled "*Using Playing Card Games to Improve the Eleventh Grade Students' English speaking Ability of SMAN 1 Ambulu in the 2008/2009 Academic Year*" to improve of students' English speaking ability by using playing card games.

1.2 Research Problems

Based on the above background, the problem can be formulated as follows:

1. How can the playing card games improve the eleventh grade students' ability in speaking English of SMAN 1 Ambulu in the 2008/2009 academic year?"
2. How can the use of playing card games activate the students to be enthusiastically involved in the teaching learning process of speaking?

1.3 Research Objectives

In line with the problems, the research objectives are as follows:

1. Improving the eleventh grade students' English speaking ability at SMAN 1 Ambulu in the 2008/2009 academic year through playing card games.
2. Activating the students to be enthusiastically involved in the teaching learning process of speaking at SMAN 1 Ambulu in the 2008/2009 academic year through playing card games.

1.4 Operational Definition of the Terms

To avoid misunderstanding the terminological concept used in the research topic, some terms, such as, playing card games, and speaking ability are operationally defined as follows:

A. Playing Card Games

Playing card games is a game played with card (The American Heritage, 2003). Brown (1998) states that the materials required are two or more packs of playing cards and list of questions sheet. In this research, playing card games means asking students to answer the corresponding question to those cards.

B. English Speaking Ability

Speaking refers to students' ability to speak effectively in different context to give information, to express ideas and feelings, as well as to build social relationship in the form of activities which are various in nature, interactive, and interesting (The Institutional Level Curriculum, 2006). In relation to those statements, it can be concluded that English speaking ability in this research refers to the students' ability in performing English through playing card games which cover aspect of fluency, pronunciation, grammar, vocabulary, and content of speech.

1.5 The Significances of the Research

The results of the research are expected to be useful for the English teachers, students, and researchers.

a. For the English Teachers

The results of this classroom action research are useful for English teachers as reference to encourage them to use playing card games in teaching speaking to improve the students' English speaking ability.

b. For the Students

The actions given are useful for the students to increase their fluency pronunciation, grammar, vocabulary, and content of speech.

c. For the Future Researchers

The research results would be useful for future researchers who have interests in speaking as a reference to do a further research with a different research design or the same design at other schools to develop the students' English speaking skill by using playing card games.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of some aspects dealing with the related literature review. They are (1) the use of games in teaching English, (2) the principle of using games in teaching English, (3) playing card games in teaching speaking, (4) the importance of teaching speaking in English learning, (5) the ability of speaking English as a target language, (6) the problems in teaching speaking skill, (7) elements of speaking, and (8) action hypothesis.

2.1 The Use of Games in Teaching English

The fact that foreign language learning is difficult, an effort is needed in order to help students sustain their interest and work. Consequently, it may be challenging for teachers to make some variations in their teaching strategies, which can stimulate and encourage students to participate in teaching and learning activities. In other words, it is obvious that in the case of foreign language learning, it is important to establish a good classroom atmosphere, which can motivate the students to learn as well as to master the language skill.

In teaching English, the selection of strategies to cope with the problems of the speaking skill is not only a matter of developing the students' English proficiency in the target language (English) but also the case of transferring a monotonous class into a challenging and meaningful one. Tom and Mckay (1989: 42) state that in order to fulfill those needs, some methods and strategies in language teaching have been developed in an attempt to create a good classroom atmosphere that can capture the students' attention and participation in practicing the target language which may lead to the improvement of their speaking ability.

One of the teaching techniques that can be used to enable students to improve their speaking skill is practicing language games. Gerlach, et al (1980: 38) state games are also simplified models of real life situation that provide the students with

opportunity to participate in interesting way. By definition, according to Clegg (in Shaves; 1991: 523), game is structure in which an individual or team of people play to compete against one another with an agreement upon set of rules, a limited time, and a means of scoring winning or losing actions. The term games also implies that the participant will have enjoyment and fun and that they will be highly motivated to play for relatively long periods of time.

In line with those above statements, Mei and Yu-jing (2000) state that the reasons of the use of games in the classroom are as follows:

1. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus;
3. The game context makes the foreign language immediately useful to the children. It brings the target language to life.
4. The game makes the reasons for speaking plausible even to reluctant children.
5. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
6. Even shy students can participate positively.

To sum up, games benefit teaching learning process. Thus, the teachers are suggested to use game as a technique in teaching learning process. Therefore, the goal of teaching the target language (English) can be achieved.

2.2 The Principles of Using Games in Teaching English

There are some considerations for the games application. According to Wright et al. (1983: 6) those considerations are as follow:

1. The teacher explains the nature of the game how to play it;
2. The teacher and one of the learners demonstrate parts of the games;
3. One of the groups tries out the game in front of class;
4. The teacher writes any key languages from the board;
5. The groups try to perform the games in front of the class.

In addition, Byrne (1987: 101) writes how to introduce new games. They are:

1. Choose the games carefully on the basis of the suitability of the language, the learners' age, and interest as well as the size of the class.
2. Explain the games very carefully, in the mother tongue if it is necessary.
3. Give the learners one or more trial runs.
4. Involve as many learners as possible.
5. If the games played on teams, the teacher gives points for each correct answer and writes the score up on the board.

From the ideas above, the teacher must put a great attention to everything related to the application of games such as learners' need and ability, interest, and the instructional objectives. Thus, the target language (English) teaching through games will create a meaningful context for the target language use in the classroom.

2.3 Playing Card Games in Teaching Speaking

Originally the playing card games is like what stated at Appendix B. The researcher adapted list of questions in the purpose of adapting the game with the language function taught at the eleventh grade of senior high school. The original playing card games cover: describing thing (spade card), what question (heart card), mix question such as what, where, which, would you like to, how many (club card), and if clause or asking for opinion (diamonds card).

SPADE

- Ace : Describe your friend's personality!
- King : Describe things in your bag!
- Queen : Describe your friend's house!
- Jack : Describe your bedroom!
- Ten : Describe your classroom!
- Nine : Describe mangoe tree!
- Eight : Describe your shoes!
- Seven : Describe your favorite place of this school?
- Six : Describe your favorite food
- Five : Describe a ball!
- Four : Describe the favorite part of your house!
- Three : Describe your character!
- Two : Describe your favorite tourist destination!

HEARTS

- Ace : What are Valentine gifts for girl?
- King : What do the people usually do in Idul Fitri Celebration?
- Queen : What activities will you do, when you are demotivated?
- Jack : What is your favorite food? Why?
- Ten : What is your most interesting experience?
- Nine : What will the people bring and wear when they go to party?
- Eight : What food are you allergy with? What do you feel when you consume it?
- Seven : What did the scarest experience happen to you?
- Six : What is your dreamed job and why?
- Five : What is the most favorite place to have a vacation and why?
- Four : What do you do before going to school?
- Three : What will the people commonly do before sleeping?
- Two : What will you do when you get an insomnia?

CLUB

- Ace : How to make a cup of tea?
- King : How to cook instant noodle?
- Queen : How to make a telephone call?
- Jack : How to send SMS?
- Ten : What kind of music do you like? Why?
- Nine : How much television do you watch everyday?
- Eight : How long have you lived at your present address for?
- Seven : Have you ever bumped into something or someone? Tell us a about it!
- Six : Have you almost drowned? Tell us a little bit about it!
- Five : Have you or your friend ever had surgery? What made him undergo a surgery?
- Four : What is the most dangerous game children like to play?
- Three : What do the people usually do to keep fit?
- Two : What is the suitable gifts for man/girl? Why?

DIAMOND

- Ace : If you were given a freedom not to wear uniform at school, what clothing would you choose?
- King : If you were free to choose three subjects only to study, what subject would you choose? Why?
- Queen : If you were in abroad, what country would you choose. Why?
- Jack : If you got lost in the woods, what would you do?
- Ten : If you could choose any hair color you want, what would it/they be?
- Nine : If you met your old friend, what would you do?
- Eight : If you had a power to move everything without any help of tool, what would you do?
- Seven : If you were so rich, what would you do?
- Six : If you were given chance to give your comments about this school, what would it be?
- Five : If you got three choices of food, what would they be?
- Four : What would you do if you got an insomnia
- Three : If you had your own house, what typical house would you have?
- Two : If you were asked to cook, what would you cook? Why?

Adapted from Michael J. Brown. 1998. *The internet TESL Journal*, Vol. IV, No. 8, August.

1. Procedures of Playing Card Games

1. Tell about the rules of playing card games
2. Give a set of questions list for each group
3. Ask the students to face down the list of questions
4. The teacher puts a pile of cards in front of class
5. The teacher takes a card at the beginning and shows to the students
6. Each group member will match the obtained card with list of questions.
7. Then, the fastest students who raise hand will be given chance to answer the question.
8. This is continued until the last card.

Brown (1998:1) writes about the scoring criteria for playing card games. The student will be awarded 4 points for a complete answer, 3 points for reasonable answer, 2 points for an incomplete answer, and 1 point for no answer.

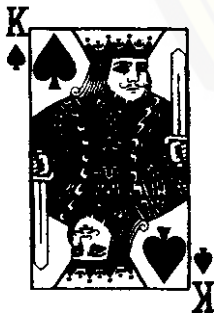
2. For Example



Teacher takes this card

Corresponding card : What flower grows in your school?

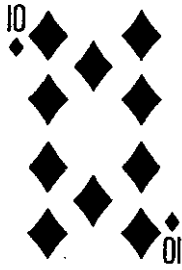
Student' answer : The flower that grows in my school is rose.



Teacher takes this card

Corresponding card : Describe a durian!

Student' answer : It has a strong smell, it is green when it is young and it is yellow when it is ripe. It has hard and thorny shell.



Teacher takes this card

Corresponding card : What do you think about the importance of the forest.

Student' answer : In my opinion,



Teacher takes this card

Corresponding card : What should you do before planting flowers?

Student' answer : Before I plant flower, I look for a hoe, then I dig a hole.

2.3.1 The Advantages of Playing Card Games

Playing card games can help students learn the language in a good classroom atmosphere in order to achieve their language goal. In relation to the statements Sari (2008: 15) says that games is a kind of activity or play governed by rules that involves competition, players, a goal and an element of fun used as a teaching technique to provide students with opportunity to participate in the teaching learning process. In addition, Tom and Mckay (1989: 2) state that the benefits of playing card games are as follows:

1. Stimulates active participation and communication
2. Encourages participants to share ideas with each other in English
3. Requires little preparation of equipment
4. Can be used with a variety of topics

In sum, playing card games is activities that can give language practice intensively because these can set the students' tension free. Also, they can give enough chance for the students to share their ideas. Thus, games, in particular playing card games can give more chance for students to practice their speaking skill since it

provides learners with meaningful language practice in motivating, challenging and communicative atmosphere.

2.3.2 The Reason of Using Playing Card Games in Teaching Speaking

Playing card games in communicative language teaching can be an effective activity because it promotes the students' active participation. As Kayi (2006:1) says that speaking is a crucial part of second language learning and teaching. Since it is important, teaching speaking do not provides students a repetition of drills or memorization of dialogues. However, it should improve students' communicative skills. Because, only in that way, students will be capable in oral language. In order to teach second language learners how to speak in the best way possible, the researcher promotes playing card games which is a good game to support students' retaining in speaking.

2.4 The Importance of Teaching Speaking in English Learning

The main purpose of studying English language is to be able to speak orally and correctly. To sum up, the ability to speak means the capability to involve in the process of exchanging or negotiating meaning orally. (Diknas RI, 2006)

Brown and Yule (1983: 25) state that the students need to know the English fluency, the pronunciation rules, knowledge of unfamiliar vocabularies and structure. In this case, the goal of the teacher in teaching speaking skill is to enable the students apply the language as a means of communication consisting of fluency and accuracy in terms of pronunciation, vocabulary, structure and content of speech.

It is clearly stated in the Institutional Level Curriculum that the target language (TL) senior high school graduates should have high English Proficiency. In other words, a student cannot be considered mastering the target language (English) if he has not been able to apply his target language yet. Speaking is one of the ways where the target language is used. This productive skill is a very important part of the target language learning. As stated by Richards (2000: 1) that learners often evaluate

their success in language learning as well as the effectiveness of their English course on the basis of how well they felt they have improved their spoken language proficiency. His statements implies that speaking skill is the most crucial aspects of the target language (English) learning.

From those above statements we can conclude that speaking become one of the aims of teaching learning process. Thus, the teacher should provide the good atmosphere for the students. As we know that today's world requires that the goal of teaching speaking should improve students' communicative skills.

2.5 The Ability of Speaking English as a Target Language

Standard competence is the general objective that has to be achieved in the area of language skill. Standard competence of English for the eleventh grade students of SMA is that students are expected to have high English proficiency. The teaching of speaking for the second year students will be done through playing card games. Speaking activities cover questions and answers among students. Some aspects of speaking in SMA are fluency, pronunciation, grammar, vocabulary, and content of speech.

Speaking is language skill that applies more verbal performance than non-verbal performance. As stated by Hafield and Charles (2001:3) that speaking means practice to use the language orally to communicate orally in real life. Furthermore, Brown and Yule (1983:11) stated that any human interaction such as in a bus, or a train, meeting or parties, attending a lecture, etc intently conduct a type of talk. It means the aim of conducting this activity is creating a living and meaningful communication to rely on the message from the speakers to the listeners. Thus, since our curriculum states that the goal of teaching speaking is to make the students express their ideas spokenly, the language course must enable the students to communicate in English.

2.6 The Problems in Teaching Speaking Skill

Based on the observation done by the researcher, it is found that the students have a tendency to interact with the teacher but they less enthusiasm and lack of motivation. In fact, motivation is a basic aspect of successful learning. In line with this statement, Lawtie (2004) says that most problems faced by the teachers are;

a. Students will not talk or say anything

The activities given to the students must be at the right level, in other words, it is not applied at the wrong level. If the students are served with the activities from the wrong level, they will regard that the activities are stressful, full of anxiety, and boring. The activities have to be meaningful, arranged appropriately based on their level and interesting. Interesting in this case is that the teacher should serve the students variations in teaching learning process. A relaxing atmosphere is necessary in order that the students feel no worry, less tension in expressing their ideas. These condition will make the learning process much more exciting. If they feel excited, there is no need to force the students to speak, but they will feel motivated to speak.

b. When the students works in pairs or groups they just end up chatting in their own language

Other problem that occur in teaching learning process is a chat among the students. When the students are instructed to work in pairs or groups, they are just gossiping. Based on the interview, the teacher said that most of the students turn to speak to their first language (L1) whenever they are asked to have a conversation in English. The problems come from the difficult instruction or the material given is too easy that make them feel bored on it.

c. When all the students speak together it gets too noisy and out of hand and teachers lose control of the classroom.

Noise is common in the teaching learning process, moreover it is a speaking class. The only thing the teacher needs to do is just move over to the part of the classroom where the noise is coming from and calm down the rogue students and

focus them back on the task without disrupting the rest of the students who are working well in groups.

In addition, Howarth (2006: 7) divides the speaking problems into five.

a. Students resistance

It is unfortunately true that some learners are not enthusiastic about pair and group work, as the students afraid of learning mistakes from their partners.

b. Self-consciousness

Learners have a tendency to feel nervous and embarrassed when asked to speak English. They feel worry if they will make error in pronunciation, structure and fluency, also vocabulary.

c. Larger classes

While theoretically the more students there are in a class the more possibilities of interaction there should be, this is not the case in practice. The more learners there are, the more difficult developing interaction can be since there are more people to monitor and, therefore, more chances of problems. In addition there is, of course, a greater likelihood of excessive noise which can mask bad behavior and use of L1.

d. Mixed ability

Pairing and grouping students appropriately in classes that have a wide variety levels is more difficult than in small classes of a homogenous level.

e. Lack of motivation

If learners have no need to interact or do not want to, they probably will not.

Based on those ideas, it is important for the teacher to consider the problems above in teaching speaking, in order to develop the quality of teaching speaking and to improve the students' English speaking skill. By considering the problems possessed by the eleventh grade students of SMAN 1 Ambulu, this research deals with the application of playing cards game to overcome the problems of speaking in areas of fluency, accuracy, and content of speech.

2.7 Elements of Speaking

2.7.1 Fluency

In speaking, speakers may take their listeners unable to understand their messages because of their poor fluency. In other words, the communication which is not held fluently will make the communication break down because the hearer will get lost interest or get impatient. Moreover, the messages or the idea that will be transferred to the listener may get lost if it is not transferred fluently. In this case, the listener probably has another perception than what the speaker wants to. As Brown and Yule (1983: 13) state that the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages. This is the main concern of English teachers in their teaching activities. Brown and Yule (1983: 103) also convince that the most important thing in teaching oral language is making the students able to communicate information effectively in spoken language. This means that in teaching spoken language, one of the aims is to make the students speak the teaching learning clearly and correctly. They can make their speaking effective by pronouncing acceptable words to make the listeners understand.

The fluency of the students' English speaking ability requires careful analysis in order to have an accurate score. As Brown and Yule (1983: 53) state that "to develop fluency in the spoken language, few things are more considered than being constantly corrected". Therefore, in testing fluency, it is not need to consider the appropriateness of what they want to talk. Besides the examiner also needs to consider the other aspects of the teaching learning. Therefore, in this study fluency is essential to develop the students' English speaking ability.

2.7.2 Accuracy

2.7.2.1 Pronunciation

The pronunciation system of many language that is used to identify the words, structural function, influences the form and section of sounds in teaching learning process, Brown and Yule (1983: 2) state that pronunciation becomes major intention

in teaching spoken language, in the sense that in pronunciation, the students are required to discriminate the sounds or words spoken in isolation, and identify stressed word and intonation of each vocabulary.

In speaking, pronunciation could be the students' problem in learning a foreign language. Brown and Yule add that students of the spoken language spent many hours learning to pronounce the 'sound of English'. In this case, teachers may give their intention to improve the students who experience difficulties in pronunciation. Teachers expect the student to produce some responses in a correct pronunciation. Related to the above statement the playing card games which is used in this research is one of alternatives for teachers in teaching speaking ability. Teachers not only can give their intention to improving the students' pronunciation in teaching speaking ability, but also they can make the students never feel bored.

Furthermore, the accuracy of pronunciation is very important to have a good conversation. As Kentworthy (1987: 8) states that "if the speaker never cares the pronunciation or never sees the value of it, he will be left by the listener, because the way of the speaking resulting difficulty, irritation and misunderstanding for the listener.

On the other hand, testing pronunciation will not be easy for the teacher, especially to listen the students that make pronunciation errors consistently. Sometimes the judgments made by the teacher could be unreliable. In this research, the researcher will use a recorder to record the students' English speaking. So that it will be fairer to the students and more informative for the teacher. Besides, it will help the teacher to score the students' pronunciation more reliably, because the teacher can manage the score in several times. Moreover, it is expected for the teacher to have a valid and reliable test score. They also can avoid the wrong judgment to the students' pronunciation.

2.7.2.2 Vocabulary

Vocabulary/diction refers to the choice and use of words. The lack of vocabulary mastery makes the students get difficulty in choosing the appropriate words and expressing their ideas, then make them stuck in speaking. In addition, errors of words choice will make the meaning unclear and influence the clarity of a paragraph. Furthermore, Brown and Yule (1983: 30) says that one of the forms required for making the minimal short responses need a set of highly general vocabulary which can be used in a flexible way to construct short responses. Having sufficient vocabulary helps students to express their ideas precisely and vividly. From the above statements, we can conclude that vocabulary is an essential thing in teaching learning process.

2.7.2.3 Structure

Structure is way in which the parts of something are put together. Since the Institutional Level Curriculum 2006 still emphasize on teaching spoken language (speaking, reading), up to now we still consider that structure is important in studying English for communication. The incorrect structure may create misinterpretation in spoken language. In fact most students can not produce sentences even after several years of studying the English language. They have no self confidence in producing the sentences because of the lack of structure.

In accordance with the above statement, it is clear that structure is essential in producing the language especially in speaking ability, because “producing perfectly structures sentences will let someone else know what in our mind”. (Celce and McIntosh, 1979: 88).

2.7.2.4 Content of Speech

The ideas or thought expressed by the speaker can be interpreted as a content of speech. Levinson (1996: 71) says that ideas, feeling, and thoughts refer to the kind of mental process that occurs during the act of formulating a speech. Therefore, it is

necessary for the students to come out and express appropriate speech that is relevant to the topic. It is expected that the students are able to produce logical thoughts and to express them verbally based on a particular topic being discussed. Here, the teacher will give the students chance to think before practicing to speak, so that the students can have related ideas explored in their content of speech. Hopefully, the ideas are expressed in consistent flow in order that the listeners are able to guess correctly what the speaker's utterances mean. In other words, they will be regarded as having the meaningful content of speech if the listeners are easy to catch and interpret their utterance.

2.8 Action Hypothesis

Following the above ideas, there are two kinds of hypothesis formulated in this action research.

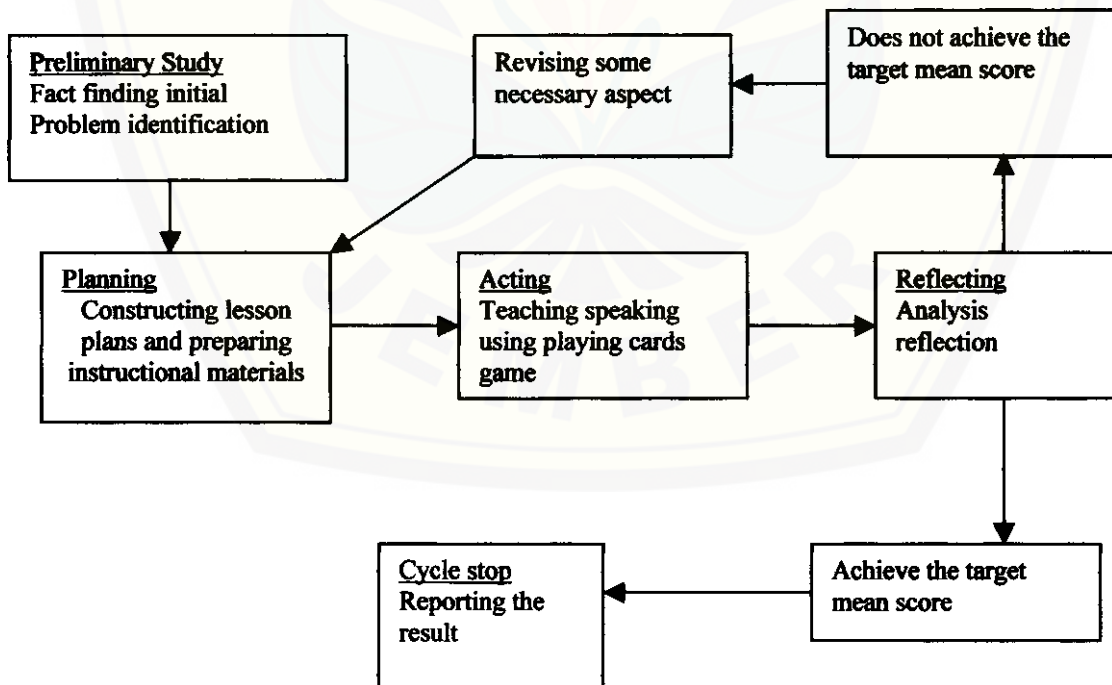
1. Using playing card games can improve the eleventh grade students' ability in speaking English at SMAN 1 Ambulu in the 2008/2009 academic year.
2. Using playing card games can activate the students to be enthusiastically involved in the teaching learning process of speaking.

CHAPTER III RESEARCH METHOD

This chapter describes the research methods. They are: research design, area determination method, data collection methods, and general description of the research.

3.1 Research Design

The design of the research was classroom action research with cycle model. Elliot (1991:69) defines the action-research as the study of a social situation with a view to improve the quality of the action in the form cycle. The objective of this research was to improve the eleventh grade students' ability in speaking English of SMAN 1 Ambulu in the 2008/2009 academic year through playing card games. The design of this action research was illustrated in the following diagram.



(Adapted from Lewin, 1980 in Elliot, 1991:70)

This research was conducted collaboratively with the English teacher. The collaboration focused on finding and defining the research problem, carrying out the action of the research and doing reflection. The actions of each cycle were conducted by the researcher and the English teacher. Each cycle covered four stages of activities, namely: preparation the action, implementation of the action, observation - evaluation, and data analysis - reflection. Before giving the actions, the researcher gave the explanation about the procedures of teaching speaking by using playing card games. So that the actions was conducted orderly based on procedures. The activities of the research used the following procedures:

1. Interviewing the eleventh grade English teacher to get the supporting data
2. Selecting the population based on the problem
3. Planning the action (constructing the lesson plan for the first cycle).
4. Implementing the first action cycle done by researcher and the English teacher. There are two meeting in each cycle.
5. Observation the action done by the English teacher using checklist.
6. Reflecting the results of the observation.
7. Giving speaking test by using playing card games to the subject in the first cycle.
8. Analyzing the results of speaking test quantitatively and then classifying the results qualitatively.
9. Constructing the lesson plan for the second cycle by reviewing the results of the action in the first cycle.
10. Implementing the actions of the second cycle done the researcher and the English teacher. There were two meetings in each cycle.
11. Observing the classroom done by the English teacher.
12. Reflecting the results of class observation in the second cycle.
13. Giving speaking test by using playing card games to the subject in the second cycle.

14. Analyzing the results of speaking test in the second cycle quantitatively and classifying the results qualitatively
15. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

Purposive method was used to determine the research area. In this action research, SMAN 1 Ambulu Jember was chosen since teaching speaking through playing card games was not applied yet. Next, the researcher gets permission from school to conduct this research. Besides, this school had implemented the 2006 Institutional Level Curriculum that allowed the students to be active to express their mind in speaking class.

3.3 Research Subjects Determination Method

The method of determining the subjects was purposive method to find out one class (as representative) to be the research subjects that fulfill the criteria. It is a method used based on certain purposes and reasons (Arikunto, 1996:127). In this action research, the subjects were taken from SMAN 1 Ambulu Based on the information from English teacher, the eleventh grade students experienced difficulties in speaking skill. There were 6 classes in the eleventh grade and there is one class (XI IPA 1) with 46 students was chosen as research subjects.

3.4 Data Collection Methods

3.4.1 Primary Data

Data collection methods which were applied in this action research include speaking test and observation for collecting the primary data; interview and documentation, and were used as secondary data.

3.4.1.1 Speaking Test

In this study, speaking test was the main method used to get the main data about the eleventh grade Students' English speaking ability especially XI IPA 1. It was done in each cycle after the action given. Dealing with the test construction, Hughes (1996: 22-26) mentions two criteria to construct a good test; they are validity and reliability. In this research, the test material was constructed based on The Institutional Level Curriculum 2006 for Senior High School, instructional objectives in the syllabus used by the English teacher and was also consulted to the English teacher before the test was given to the subjects. The aspects of speaking to be measured cover fluency, pronunciation, vocabulary, structure, and content of speech. In line with this Hughes (1996:42) notes that the test is said to be valid if it measures what should be measured. In this study the test could be said as valid test if the test measures the students' English speaking ability through playing card games covering their fluency, accuracy (including pronunciation, vocabulary, and structure) and content of speech, so it would be considered valid test.

Besides, the test should also give the result that are relatively consistent or almost similar whoever the test taker/s and tester/s are, as what Nurgiantoro (2001:118) notes as "consistent or reliable". The valid test is mostly reliable. As Hughes (1996:42) says that "to be valid, a test must provide consistently accurate measurements. It must therefore be reliable".

In this research, speaking test was given once in each cycle. It was given after the implementation of the actions in each cycle. If the results of the speaking test in the first cycle have not achieved the research objective yet, the actions will be continued in the second cycle. If the results of the speaking test have achieved the research objective, the actions stopped. It means the research objective has been achieved.

The test form used in this research was spoken form by using playing card games. The teacher spreaded the cards to all students and the students had to answer based on the corresponding cards. The test was scored by two people/scorers, the

English teacher and the researcher. Besides the students' voice was recorded by using MP4. These are all to avoid the subjectivity in judging the students' speaking ability. The aspects of scoring the Students' English speaking test was based on Hughes' rating scores of speaking test which was adopted in the following table.

Table : The Aspect of Evaluation

Students	ASPECTS OF EVALUATION																				Calculation of total score	Final score					
	Fluency					Pronunciation					Vocabulary					Structure							Content of speech				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5

$$\text{Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The indicators of speaking performance are as follows:

I. Fluency

5. Speech is effortless, rhythmical, and smooth
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
2. Speech is very slow and uneven except for short or routine sentences
1. Speech is so halting and fragmentary that conversation is virtually impossible.

II. Pronunciation

5. No conspicuous mispronunciation, but would not be taken for a native speaker
4. Marked "foreign accent" and occasional mispronunciation and apparent errors in grammar and vocabulary.
3. "foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2. frequent gross error and a very heavy accent make understanding difficult, require repetition.
1. pronunciation frequently unintelligible

III. Vocabulary

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
3. Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family)
1. Vocabulary adequate for even the simple conversation.

IV. Structure

5. Few errors, with no pattern failure
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3. Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding
2. Constant errors showing control of very few major patterns and frequently preventing communication.
1. Grammar almost entirely inaccurate phrase

V. Content of Speech

5. Content of speech keep in track of the topic; no widen and accurate
4. Any little of topic deviation but still having correct intention
3. Few of misunderstanding and frequently producing incoherent statement
2. Difficult to understand, inaccurate and vague
1. Content almost entirely unintelligible

(Hughes, 1989 : 111-112))

The explanation of evaluating students' English speaking performance was as follow: each student was given task that she/he has to speak based on the card he/she obtains. While they perform it, the researcher scored them based on the above aspects of evaluation. Each of aspects evaluation has range score from 1-5. to find the score, each student has score from each aspect, then it is added (obtained score). Next, obtained score is divided with maximum score and is multiplied 100. finally, the total score is found.

3.4.2 Supporting Data

3.4.2.1 Interview

In this research, interview was applied to collect the supporting data. The interviewee was the English teacher. The English teacher was asked about the teaching learning speaking for the preliminary study of the research about the students' problems in speaking. The structured interview was applied in this action research. As Fraenkel and Wallen (1996: 509) note that the structure interview consists of a series of questions designed to elicit specific answers on the part of subjects. Then, the research subjects (students) were asked about their feeling after being taught speaking through playing cards game to know their response whether or not it was interesting and made them involved actively in the teaching learning process of speaking or not.

3.4.2.2 Documentation

Documentation was the last method to collect the secondary data. Arikunto (1998: 131) defines documentation as was used in this research to get the Students' English speaking scores at SMA Negeri Ambulu in the 2008/2009 academic year. It was used as a proof of the students' speaking performance by using playing card games.

3.5 Research Procedures

3.5.1 General Description of the Research

In order to achieve the goal of this research, the action was implemented in two cycles, in which each cycle covered four stages of activities. They were as follows:

1. The preparation of the action
2. The implementation of the action
3. Class observation and evaluation
4. Reflection of the action and data analysis

(Tim Pelatih Tindakan Kelas, 2000:11)

3.5.2 Details of the Research Procedure

3.5.2.1 . The Preparation of the Action

In this classroom action research, the preparation of the action was activities done by researcher before the implementation of the action. They were as follows:

- a. Choosing the genre of the text taught in the 2008/2009 academic year. The researcher used descriptive and narrative text genre to be used in the teaching learning process of speaking through playing card games.
- b. Writing the lesson plans for the first and the second actions in the first cycle (the lesson plans for the second cycle were revised based on the lesson plan in the first cycle)
- c. Preparing the guide of observation in the form of checklist containing the indicators observed.
- d. Constructing the speaking test by using cards for the first and the second cycles.

3.5.2.2. The Implementation of the Action

The implementation of this research was done during the school hour. The action given was teaching speaking by using playing cards game. It was given to the research subjects in every meeting of each cycle. The implementation of the action in Cycle 1 was based on lesson plan 1 and Lesson Plan 2. Then, the implementation of the action in Cycle 2 was based on the revised lesson plan 3 and lesson plan 4. Each meeting was done in 90 minutes.

3.5.2.3. Observation and Evaluation

In this research, observation was done in each cycle along the speaking teaching learning process. It is used to note the activities in the teaching learning process. The way for doing observation is by using the instrument paper (Arikunto, 1998:234). In this case, the researcher and the English teacher noted the students' activities in the speaking teaching learning process through playing card games. The

observation was focused on the students' active and passive involvement in the speaking teaching learning process. The requirement of the students' involvement in the teaching learning process was 75 %. The students' involvement in the teaching learning process was considered become better if more than 75 % of students' actively involved in the action (Materi Pelatihan PKG Bahasa Inggris 1998:8).

Observation was done by the researcher and the English teacher. It was used to observe the activities and the applications of the actions in this research. The researcher and the English teacher used checklist paper to record the students' activities in the teaching learning process through playing card games in each cycle. The checklist contained the indicators being observed covering the students' active involvement in (1) asking question, (2) answer the teacher's questions, (3) paying attention, and (4) answering the corresponding cards. Observation was focused on indicators of the performance of the students' involvement actively (if they fulfill at least 3 indicators of active involvement) and passively (if they fulfill less than 3 indicators) in speaking teaching learning process.

Table 3.2 Observation Checklist for Students' Participation

No	Name	Participation				Active	Passive
		1	2	3	4		
1.							
2.							
3.							

The indicators:

1 = asking question

2 = actively involved in group or individual task

3 = paying attention

4 = answering the corresponding cards

The students' active involvement will analyzed by using the following formula.

$$E = n/N \times 100 \%$$

Notes:

E = The Percentage of the students who get ≥ 70

n = the total number of the students who get ≥ 70

N = the total number of the students

In this research, the process of evaluation was conducted during the teaching learning process of speaking by using playing card games. It was intended to evaluate the Students' English speaking ability doing the exercise. The criteria used to evaluate the actions can be measured from the results of the test. The action was considered successful if at least 75 % of the students got good scores and the mean score of speaking test was 70 or good category as a product evaluation, and at least 75% of the students actively involved in the teaching learning process of speaking by using playing card games. The scores were classified based on the classification of the score levels below.

Table 3.3 The Classification of the Scores Level

Percentage	Category
81-100	Excellent
70-80	Good
60-69	Fair
26-59	Poor
0-25	Fail

(Adapted from Nurgiantoro, 2001:399)

3.5.2.4. Data Analysis and Reflection

Reflection was conducted to reflect the results of the actions of the Cycle 1 and the Cycle 2 collected from speaking test in each cycle. It was intended to know whether the actions given were successful or not. Both cycles were analyzed based on the result of monitoring or observation and evaluation (the result of speaking test)

The collected data from observation were analyzed qualitatively. They were described based on the result of the indicators of observation stated in the checklist.

Meanwhile, the data from the Students' English speaking test were analyzed quantitatively. The formula to know the percentage of the students who get ≥ 70 is as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes :

- E = the percentage of the students who get ≥ 70
 n = the total number of the students who get ≥ 70
 N = the total number of the students

(Adapted from Ali, 1998: 189)

Then, to find the mean score of the students' English speaking test, the researcher used the following formula.

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

Notes:

- M = The mean score of the Students' English speaking test
 $\sum X$ = The total score of the Students' English speaking test
 N = The number of the students

(Adapted from Hadi, 1989:37)

Having analyzed the data of each cycle, the researcher and the English teacher did the reflection. Kasbolah (199: 100) says that reflection refers to the activities of analysis-synthesis, implementation, and explanation about all information derived during the implementation of the action. This reflection was intended to know whether the action given in the form of cycles was successful or not. In other words, both the researcher and the English teacher wanted to know whether or not the use of playing card games could improve the eleventh grade students' English speaking ability at SMA Negeri Ambulu in the 2008/2009 academic year and could activate the students to be enthusiastically involved in the teaching learning process of speaking.



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the action in each cycle. Each of them is presented in the following sections respectively.

4.1 The Results of Cycle 1

4.1.1 The Results of the Action

The actions in Cycle 1 were done in three meetings including the test. The first meeting was done on February 2nd 2009 and the second meeting was done on February 6th 2009. There were two kinds of data gathered in this action. The first data were collected by applying observation that focused on the students' participation in the process of teaching speaking through playing card games. Meanwhile, the second data were focused on the students' English speaking achievement after having the action of teaching speaking through playing card games. The data were collected by using speaking test after having the actions.

4.1.2 The Results of Observation

Observation was done by the researcher together with the English teacher during the teaching learning process of speaking through playing card games in each meeting. In cycle 1, the English teacher observed the researcher taught speaking and the students activities. The English teacher did the observation activity by sitting at the back of students' seat in the classroom. The observation guide for students' participation was in the form of checklist containing the indicators observed was used while observing the class. The indicators were the students' activities while they were being taught speaking through playing card games covering asking question, actively involved in group or individual task, paying attention, and answering the corresponding cards. The students would be classified as active when they fulfilled at least three of the indicators. The following are the results of the observation checklist and the indicators of observation in the Cycle 1.

Meeting IActive : $23/46 \times 100\% = 50\%$ Passive : $23/46 \times 100\% = 50\%$ **Meeting II**Active : $29/46 \times 100\% = 63\%$ Passive : $17/46 \times 100\% = 37\%$ **4.1 The Result of the Indicators of Observation in Cycle 1**

No	Indicators	Meeting 1	Meeting 2
1	Asking question to the teacher	17 students /36.9%	23 students /50%
2	Answering the teacher's question	25 students /54.3%	30 students /65%
3	Paying attention	25 students /54.3%	40 students /86.9%
4	Answering to the corresponding cards	15 students /32.6%	16 students /34.7%

Based on the observation in the first meeting that was conducted in February 2nd 2009, there were 23 students (50%) of 46 students (see Appendix H) actively involved in the teaching learning process. Whereas, in the second meeting that was conducted on February 6th 2009, there were 29 students (65%) of 46 students (see Appendix I) actively involved in the teaching speaking process. It means that most of them were passive during the teaching speaking through playing card games. There were still many students who kept silent. In brief, it can be said that the requirement of 75% of students' activeness to get involved in the teaching learning process of speaking had not been fulfilled yet.

4.1.3 The Results of Speaking Test

The speaking test as product evaluation was conducted at the third meeting of Cycle 1 on February 9th 2009. T1 and T2 asked the students to get ready, and then distributed corresponding cards to the students. The students had about 7 minutes to study it. After that, each of students were invited to present their work (speaking performances). They had time to perform it maximum 5 minutes. Their performances were assessed by both the researcher and the English teacher. The students' English speaking test was scored based on the Hughes' rating scores of speaking test. Their voices were recorded by using MP4. It was done to avoid the subjectivity in judging the students' English speaking ability. The following are the results of speaking test in Cycle 1.

Table 4.2 The Students' English Speaking Achievement Scores in Cycle 1

No	ASPECTS OF EVALUATION										Score		Total Score		Mean Score T1+T2
	Fluency		Pronunciation		Vocabulary		Structure		Content of Speech		T1	T2	T1	T2	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2					
1	2	3	2	2	2	2	3	3	2	3	11	13	44	52	48
2	4	4	4	4	3	4	4	4	4	4	19	20	76	80	78
3	3	3	3	3	3	3	3	3	3	4	15	16	60	64	62
4	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
5	3	3	2	3	3	3	3	3	3	4	14	16	56	64	60
6	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
7	3	3	2	2	3	3	3	3	3	3	14	14	56	56	56
8	3	3	3	3	3	3	3	3	3	2	15	14	60	56	58
9	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
10	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
11	3	2	3	3	3	3	3	3	3	3	15	14	60	56	58
12	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
13	3	3	3	3	2	3	3	3	3	3	14	15	56	60	58
14	3	3	3	3	3	3	3	3	3	2	15	14	60	56	58
15	3	3	2	3	3	3	2	3	3	3	14	14	56	56	56
16	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
17	3	2	3	3	3	3	3	3	3	3	15	14	60	56	58
3	3	3	2	3	3	3	2	3	3	3	13	15	52	60	56
19	3	3	3	3	2	3	3	3	3	3	14	15	56	60	58
20	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
21	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72

22	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
23	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
24	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
25	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
26	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
27	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
28	3	3	3	4	4	4	3	4	4	4	17	19	68	76	72
29	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
30	3	3	3	2	2	3	3	3	3	3	14	14	56	56	56
31	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
32	3	3	3	3	3	4	4	3	5	5	19	17	76	68	72
33	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
34	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
35	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
36	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
37	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
38	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
39	2	3	3	3	3	3	3	3	3	3	14	15	56	60	58
40	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
41	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
42	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
43	2	3	3	2	3	3	3	3	3	3	14	14	56	56	56
44	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
45	3	3	3	4	4	4	4	4	4	4	18	19	72	76	74
46	3	3	2	3	3	3	3	3	3	3	14	15	56	60	58
Σ x	135	136	129	137	152	140	152	141	170	171	738	725	2952	2900	2926
Mean	2.93	2.957	2.8043	2.9783	3.022	3.065	3.02	3.09	3.13	3.0435			64.17	63.04	63.60

Note : T1 = Teacher 1 (researcher)
T2 = Teacher 2 (English teacher)

The percentage of students who got ≥ 70

$$E = \frac{n}{N} \times 100\%$$

$$\frac{18}{46} \times 100\% = 39.13\%$$

The mean score of speaking test

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

$$M(T1) = \frac{2952}{46} = 64.17$$

$$M(T2) = \frac{2900}{46} = 63.04$$

$$M(T1+T2) = \frac{2926}{46} = 63.60$$

Based on Table 4.1, the mean score of the students' English speaking achievement through playing card games in Cycle 1 was 63.60 ($M = 63.60$). This mean score had not reached the standard requirement of the average score, that was 70. It means that the actions in Cycle 1 were not successful yet. Therefore, it was continued to the second cycle.

4.1.4 The Result of the Reflection in Cycle 1

Derived from the result of observation and the speaking test in Cycle 1, it can be said that the students' English speaking ability had not improved yet. Based on the observation in the first meeting there were 23 students (50%) of 46 students actively involved. Whereas, in the second meeting there were 29 students (65%) of 46 students actively involved in the teaching speaking process. This means that most of students were passive during the teaching speaking through playing card games. The students still felt reluctant in participating in teaching learning process. Besides, it happened because the researcher did not make them into groups during teaching speaking so that they had less spirit and less confident. Realizing the fact, the English teacher suggested the researcher that grouping was needed in this case in order to make the classroom atmosphere more energetic.

The result of the average score of speaking test was 63.60. It could be said that this mean score had not reached the standard requirement of the average score, which was 70. This meant that Cycle 1 was not successful yet.

Based on the result of the observation and the speaking test in Cycle 1, it was concluded that the actions in Cycle 1 were not successful yet. The students were

passive and the score did not meet the standard mean score yet. Therefore, further actions were needed to improve their speaking comprehension achievement through playing card games.

Since the results of speaking test obtained by the students had not met the standard mean score, the action in Cycle 2 were conducted by revising some aspects. The first aspect, was the students worked in groups while the teaching speaking was conducted. The second aspect, was rearranging students' seat. Those who had low ability in speaking would have a seat with those who had a higher ability in speaking. It aimed at enabling students to work in groups to discuss together while a group member try to answer the corresponding cards.

4.2 The Results of Cycle 2

4.2.1 The Results of the Action

The actions in Cycle 2 were done in two meetings. The first meeting was done on February 13th 2009 and the second meeting was done on February 16th 2009. In these actions, there were two kinds of data collected. The first data were collected by applying observation that focused on the students' participation. Meanwhile, the second data were focused on the students' English speaking achievement ability. They were collected by conducting the speaking test after the actions given.

4.2.2 The Results of Observation

Observation was done by both the English teacher and the researcher during the teaching learning process of speaking through playing card games in each meeting. The observer used checklist which focused on the students' participation.

At the beginning of the second cycle, most of the students fullfill at least three indicators of four indicators (active): there are 1). asking questions to the teacher; 2). answering the teacher questions; 3). paying attention; 4). answering to the corresponding cards. So, it can be said that the students were more active to follow the teaching and learning process. They were not reluctant anymore to get involved in

the speaking activity. It was not difficult for the students to express their ideas in the teaching learning process through playing card games. It was caused when a student had difficulties, then the group member helped this student. The following are the results of the observation checklist and the indicators of observation in the Cycle 2.

Meeting I

Active : $35/46 \times 100\% = 76\%$

Passive : $11/46 \times 100\% = 24\%$

Meeting II

Active : $39/46 \times 100\% = 85\%$

Passive : $7/46 \times 100\% = 15\%$

4.3 The Result of the Indicators of Observation in Cycle 2

No	Indicators	Meeting 1	Meeting 2
1	Asking question to the teacher	31 students /67,4%	46 students /100%
2	Answering the teacher's question	33 students /71,7%	43 students /93.4%
3	Paying attention	46 students /100%	46 students /100%
4	Answering to the corresponding cards	34 students /73.9%	40 students /86.9%

Based on the observation done in the first meeting, there were 35 students (75%) of 46 students (see Appendix J) actively involved. Whereas, in the second meeting, there were 37 students (85%) of 46 students (see Appendix K) actively involved in the teaching speaking process. It means that the students were more active in this action to involve them in the teaching learning process of speaking than those were in Cycle I. All of the students were paying and performing the task. Moreover, they enjoyed performing their speaking ability by using playing card

games. Most of them used facial expression and body movement when they were speaking, their performances were more alive, and it gave more fun.

Finally, it could be concluded that the students' had achieved the percentage requirement of the students' active involvement in the teaching learning process of speaking that was 75%. In other words, teaching speaking through playing card games was exciting for the students.

4.2.3 The Results of Speaking Test in Cycle 2

The speaking test as product evaluation was conducted at the third meeting of Cycle 2 on February 20th 2009. English teacher and the researcher asked the students to get ready, and then distributed corresponding cards to the students. The students had about 7 minutes to study it. After that, he/she was invited to present his/her work (speaking performances). He/she had time to perform it in maximum 5 minutes. His or her performances were assessed by both the researcher and the English teacher. The students' English speaking test was scored based the Hughes' rating scores of speaking test. His/her voices recorded by using MP4. It was done to avoid the subjectivity in judging the students' English speaking ability. The following were the results of speaking test in Cycle 2.

Table 4.4 The Students' English Speaking Achievement Scores in Cycle 2

No	ASPECTS OF EVALUATION										Score		Total	Mean	
	Fluency		Pronunciation		Vocabulary		Structure		Content of Speech		Score		Score		
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	
1	4	4	3	3	3	3	4	3	5	5	19	18	76	72	74
2	4	4	4	4	3	4	4	4	4	5	19	21	76	84	80
3	3	3	3	3	3	3	4	3	4	5	17	17	68	68	68
4	4	4	4	4	3	4	4	4	4	5	19	21	76	84	80
5	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
6	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
7	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
8	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
9	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72

10	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
11	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
12	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
13	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
14	3	3	3	3	3	3	3	3	3	3	15	15	60	60	60
15	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
16	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
17	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
18	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
19	3	3	3	3	3	3	3	4	3	3	15	16	60	64	62
20	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
21	3	3	3	3	4	3	4	4	4	5	18	18	72	72	72
22	3	3	3	3	4	3	4	3	4	5	18	17	72	68	70
23	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
24	4	4	4	4	3	4	4	4	4	4	19	20	76	80	78
25	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
26	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
27	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
28	4	4	4	4	3	4	4	4	5	5	20	21	80	84	82
29	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
30	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
31	3	3	3	3	3	3	4	4	5	5	18	18	72	72	72
32	3	3	3	3	4	3	4	4	5	5	18	18	72	72	72
33	3	3	3	3	4	3	4	3	5	5	18	17	72	68	70
34	3	3	3	3	4	3	4	3	4	5	18	17	72	68	70
35	3	3	3	3	4	3	4	3	4	5	18	17	72	68	70
36	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
37	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
38	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
39	3	3	3	3	3	3	4	3	5	5	18	17	72	68	70
40	3	3	3	3	3	3	4	3	4	5	17	17	68	68	68
41	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
42	3	3	3	3	4	3	4	3	4	5	18	17	72	68	70
43	3	3	3	3	3	3	4	4	4	5	17	18	68	72	70
44	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
45	3	4	4	4	3	4	4	4	5	5	19	21	76	84	80
46	3	3	3	3	4	3	4	3	5	5	19	17	76	68	72
Σx	143	144	143	143	151	143	182	157	215	225	832	812	3328	3248	3288
Mean	2.93	3.13	3.10	3.10	3.02	3.06	3.02	3.08	3.13	3.04			72.30	71.00	71.47

Notes : T1 = Teacher 1 (Researcher)
 T2= Teacher 2 (English teacher)

The percentage of students who got ≥ 70

$$E = \frac{n}{N} \times 100\%$$

$$\frac{42}{46} \times 100\% = 91.30\%$$

The mean score:

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

$$M(T1) = \frac{3328}{46} = 72.30$$

$$M(T2) = \frac{3248}{46} = 71.00$$

$$M(T1+T2) = \frac{3288}{46} = 71.47$$

In Cycle 2, speaking test was done after observation. From the results of observation, it could be said that the students had improved in the process of teaching speaking. Based on the result of the observation in Cycle 2, it was found that there were 35 students (75%) of 46 students (see Appendix J) were actively involved in the first meeting. Whereas, in the second meeting, there were 37 students (84%) of 46 students (see Appendix K) were actively involved in the teaching learning process. This means that the students did not feel reluctant anymore to perform the corresponding cards.

Besides, from the results of speaking test in Cycle 2, it was found that the mean score of the students' English speaking achievement was higher than that in Cycle 1. It increased from 63.60 in Cycle 1 to 71.47 in Cycle 2. This means that the students' English speaking achievement had achieved the standard average score that was 70.

There were some factors influencing the result. They were as follows:

1. Grouping is formed to make the students more enthusiastic during meeting 3 and 4.
2. The students (in groups) who had already answered to the corresponding cards are not allowed to answer for the next chance unless the whole members had already answered to the corresponding cards.

Derived from the results of observation and the results of comprehension test Cycle 2, it was concluded that the action in Cycle 2 successfully improved the students' English speaking achievement and the action was stopped.

4.2.4 The Results of the Reflection in Cycle 2

Derived from the result of observation and the speaking test in Cycle 2, the researcher and the English teacher did reflection. It was intended to know whether or not the action given in Cycle 2 were successful. The results of both process and product evaluation in Cycle 2 showed that the objectives of the research had been reached. It could be seen from the above data which said that there were 35 students or 76% of 46 students who were actively involved in the first meeting and there were 39 students or 85 % of 46 students who were actively took part in the second meeting.

From the above statements, the involvement of the students in the teaching learning process of speaking had achieved the target requirement of process evaluation (at least 75% of the students are actively involved in the teaching learning process of speaking). Furthermore, there were 42 students or 91.30 % of 46 students who got ≥ 70 and the mean score of speaking test was 71.47. Therefore, the target requirements of product evaluation had been reached (at least 75% of the students get ≥ 70 and the mean score of speaking test ≥ 70).

Based on the above finding, it could be said that teaching speaking through playing card games in Cycle 2 could improve the students' English speaking ability

and can activate the students to be enthusiastically involved in the teaching learning process of speaking.

4.3 The Results of Supporting Data

4.3.1 The Results of Interview

The interview was conducted with the eleventh grade English teacher as the interviewee. It was applied to obtain the supporting data to support and equip the primary data. The teacher said that teaching English is very difficult especially the speaking skill. She also said that she usually teaches speaking by asking the students to make a dialogue based on a certain topic. She had not tried to find other interesting techniques yet such as games to be applied in teaching speaking. Besides, the teacher got problem in teaching English especially speaking skill because the students were less active to participate in the teaching learning process of speaking. Most of the students felt reluctant to express their ideas because they were afraid of making mistakes. In addition, the English teacher scored the students in holistical manner, it means the teacher directly scored the students without concerning on the element of speaking.

The researcher also did interview with the students, it was found out that the students said the teacher never makes any variations in teaching speaking. Speaking is only presented in the form of dialogues (in pairs). Learning English especially speaking through playing card games gave new experiences for the students. They said that they were happy to be taught speaking through playing card games. They did not feel reluctant to express the ideas because the teaching learning process was really interactive mainly for the shy students who just kept silent during the teaching learning process of speaking.

4.3.2 The Results of Documentation

The data collected from documentation were the records of the students' speaking scores of eleventh grade (IPS 1) in the 2008/2009 academic year. It was used as a proof of the students' speaking performance by using playing card games.

4.4 Discussion

The analysis of the action results in each cycle has been done. It showed that the students' English speaking test scores had improved from cycle 1 until Cycle 2. The mean score of the students' English speaking test score increased from 63.60 in cycle one to 71.47 in Cycle 2. In the Cycle 1, the students' mean score had not fulfilled the standard requirement of the mean score ($M = 70$) because the students mean score in this cycle was 63.60. This means that teaching English of speaking ability through playing card games still got problem that was the students still did not give optimum response because they were not so interested and enthusiastic. It was caused by: 1). the students were not made into groups so they were lack of motivation and interest in the teaching learning process by using playing card games; 2). students' seat arrangement made the English teacher get difficulties in controlling them in term of noise. That was why, the further action was done. It was teaching English through playing card games in Cycle 2. In the Cycle 2, the students' mean score could improve, that was 71.47 and it fulfilled the standard requirement of the mean score ($M=70$). There were some factors influencing the result. They were: 1). grouping is formed to make the students more enthusiastic during teaching learning process of speaking; 2). the students (in groups) who had already answered to the corresponding cards were not allowed to answer for the next chance unless the whole members had already answered to the corresponding cards.

Based on the results of speaking test, it could be claimed that teaching English of speaking ability through playing card games in Cycle 2 was able to improve the students' speaking ability. It was supported by the theory from Kayi (2004: 8), he says that playing card games can improve the students' English speaking ability.

Moreover, to the students that never been invited to have speaking activities through playing card games. Since playing card games promote oral communication so through regular practices the students' English speaking ability will be trained. It means that students can express their ideas about what they want to say through corresponding cards. This will make the classroom situation more alive. In addition, Tom and McKay (1989: 10) say that playing card games can give enough chance for the students to share ideas. Also, it provides learners with meaningful language practice in motivating, challenging and communicative atmosphere. By using playing card games in the class the teachers are building on condition that students naturally enjoy in games. The students enjoy the teaching learning process that they could involve themselves to learn the materials given. The theory of giving the students a suitable relaxed atmosphere in the teaching learning process can be accepted. This means that the students who were thought through playing card games have a higher achievement in speaking score.

Besides, the process evaluation was carried out by applying observation in each cycle. It focused on the students' active and passive involvement in the teaching learning process of speaking ability. In addition, the standard requirement of process observation was 75 % of the students' activeness. The results of observation showed that there were 65 % of the students were active in the Cycle 1 with the indicators of observation are as follow: 1). asking question = 23 students or 50%; 2). Answering teacher's question = 30 students or 65.2 %; 3). Paying attention = 40 students or 86.95%; 4). Answering the corresponding cards = 16 students or 34.7%. This means that the action in Cycle 1 still got problem because the standard requirement of process evaluation had not been fulfilled. While, in Cycle 2, there were 85 % of the students who were active with the indicators of observation are as follow: 1). asking question = 46 students or 100%; 2). Answering teacher's question = 43 students or 93.4 %; 3). Paying attention = 46 students or 100%;). Answering the corresponding cards = 40 students or 86.9% .This means that the observation in Cycle 2 had fulfilled the standard requirement of process observation (76 % of the students' activeness).

The action in cycle two could improve the students' activeness to involve in the teaching learning process of speaking ability. Moreover, it was supported by the results of interview of the students. All of them said that they enjoyed having the action of teaching English of speaking ability. The students gave positive response.

**Table 4.5 The Improvement of Process Evaluation
based on the Total Active Students**

	Cycle 1		Cycle 2	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
The percentage of the students' activeness	50 %	63 %	76 %	85 %

**Table 4.6 The Improvement of Process Evaluation
based on the Indicators of Observation**

Indicators	Cycle 1		Cycle 2	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
1. Asking question	17 students or 36.9%	23 students or 50%	31 students or 67.4%	39 students or 84.7%
2. Answering teacher's question	25 students or 54.3 %	30 students or 65.2 %	33 students or 71.7%	43 students or 93.4%
3. Paying attention	25 students or 54.3%	40 students or 86.9 %	46 students or 100%	46 students or 100%
4. Answering the corresponding cards	15 students or 32.6%	16 students or 34.7%	34 students or 73.9 %	40 students or 86.9 %

Table 4.7 The Improvement of Product Evaluation

	Cycle 1	Cycle 2
Percentage of the students who got ≥ 70	39.13 %	91.30 %
The mean score of the speaking test	63.60	71.47

Above all, the technique of teaching English of speaking ability through playing card games was useful for the students. That is why, the students were not bored. Playing card games helped them focus and give freedom on speaking ability. It proved that the technique of teaching speaking ability through playing card games could improve the students' English speaking ability at SMAN Ambulu Jember in the 2008/2009 academic year.



V. CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The suggestions are given to English teacher, the students and other researchers.

5.1 Conclusion

From the results of data analysis in Cycle 1 and Cycle 2, it could be concluded that the use of playing card games in teaching speaking could improve the students' speaking ability. It could be proved from the results of speaking test as product evaluation which pointed out that the percentage of the students who got ≥ 70 increased from 39.13% in Cycle 1 to 91.30% in Cycle 2 and the mean score of speaking test increased from 63.60 in Cycle 1 to 71.47. In addition the students' test scores were able to reach the target mean score of the speaking test that was ≥ 70 .

In the process evaluation, the students' involvement in teaching learning process of speaking was 75%. It could be seen from the results of observation as process evaluation which showed that the students' activeness increased from 63% in Cycle 1 to 76% in Cycle 2. It means the students had fulfilled the indicators of observation stated in the checklist. Moreover, the students paid more attention to the lesson. The students also enjoyed studying speaking class by using playing card games. It looked easier for the students to produce their ideas and eager to involve in the teaching learning process. In addition, the students enjoyed performing their speech by using playing card games.

5.2 Suggestions

The results showed that the use of playing card games could improve the students' speaking achievement. Considering the results, some suggestions are given to the English teacher, the students, and other researchers.

5.2.1 The English Teacher

The English teacher is suggested to use playing card games as an alternative in teaching speaking to improve the students' speaking ability since it is interesting and motivating the students in learning speaking.

5.2.2 The Students

The students are suggested to be more active when the teacher tries to apply playing card games because it can improve the students' speaking achievement.

5.2.3 The Other researchers

The results of the research are expected to give information for future researchers to conduct further research dealing with other speaking techniques or the same technique with the same research design with different subjects at other schools.

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