



The Effect of Playing Card Technique to Improve Students' Speaking Skill the Seventh Grade Students of SMP Swasta Prayatna Medan

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ABSTRACT

The object of this research is to discuss students' speaking skills using playing card techniques. This research was conducted at SMP Swasta Prayatna Medan. The research consists of two classes. In the sample, the researcher chose class VII-1 consisting of 20 students as the experimental group and class VII-2 consisting of 20 students as the control group. The total is 40 students. During this research, researchers have discovered the importance of which effect in an experimental class using the playing card technique. Students get good grades, but in the control class students get low grades. In this study, the results obtained were that the average of the experimental group was better than the average of the control group. $M_x = 16$ while $M_y = 12$ where t (impact) = 1.801. After the data was analyzed it turned out that the alternative hypothesis or H_a was accepted. From these data it can be concluded that there is an influence on the importance of students' speaking skills by using the playing card technique. In the teaching process, especially on students' speaking abilities.

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INTRODUCTION

In this globalization era, English is important for our life. In fact, it is the second most spoken language in the world. The ability to speak and write properties in English has become one of the most important skills in the professional world. Learning English in junior high schools is important considering that apart from being a preparation for the process of globalization, it is also a provision for junior high school students to continue to a higher level of education, so teaching English is determined as a subject that must be mastered by students. It can be said that English is programmed as the first or second foreign language in many countries on this earth, especially in today's global era. That is why experts in the field of language teaching must be found today in the English language teaching and learning environment. As one of the basic skill of English, speaking has an important role in language learning process.

Speaking is one of the four language skills that have an important role in mastering English. Speaking is an important part of the learning process in teaching English as a foreign language (Hardiyanto, 2018:106). Speaking is an activity used by someone to communicate with others. It occurs everywhere and has become part of our daily activities. When people speak, they interact and use language to express their ideas, feelings and thoughts. They also share information with others through communication. In some situations, speaking is used to give instructions or get things done. Students are motivated to learn English since teachers in the class always uses interesting methods when teaching English to their students (Hasni & Prawiyata, 2023). Therefore, if students are not learn to speak or do not get opportunities to speak in language classes, they will soon lose interest in learning. Students, do not develop strong oral skills during this time, will find it difficult to keep up with their peers in later years. Based on the characteristics of the problem, it can be solved by providing the right technique. Researchers provide solutions to apply techniques in speaking English, namely the playing card technique.

There are many ways to attract children's attention to add interest to the words around them. Play with word games. Songs and humor can be strengths. This means that using games, songs or humor can encourage students' skills. So in this study the researchers conducted research by applying the Card Game technique to improve students' speaking skills. In this case, card games are one

of the techniques that can be used to train students to use English as a communication tool through speaking activities.

METHOD

This research is conducted using a quantitative experimental research consisting of a pre-test, treatment and post-test to determine the effect of using the playing card technique on students' speaking skills the seventh grade students of SMP Swasta Prayatna Medan. In conducting experimental research, the group is divided into two groups, namely, the experimental group and the control group. The experimental group is the group that receives treatment using the playing card technique, while the control group is the group that receives the treatment without the playing card technique. For the two groups the researcher give a pre-test, after the pre-test is finished, the researcher also give treatment to the two classes. After applying the treatment, the researcher give a post-test to both the experimental class and the control group.

FINDINGS

The pre-test and post-test results that are applied to both values are used to separate the student achievement data into two categories: experimental class and control class data.

It will be presented the result of the test on the table below:

Table 1
The Result of Pre Test and Post Test of the Control Group

No	Student's Initial	Score of Pre Test	Score of Post Test	Deviation (d)	(dy)= d-My	Square of Deviation (dy ²)
1	AL	68	83	15	3	9
2	AZ	68	80	12	0	0
3	AP	68	85	17	5	25
4	CP	72	79	7	-5	25
5	DFN	68	83	15	3	9
6	DOR	68	80	12	0	0
7	FHN	68	80	12	0	0

8	FM	73	85	12	0	0
9	FGN	70	89	19	7	49
10	HS	68	81	13	1	1
11	HBS	68	83	15	3	9
12	KAZ	78	88	10	-2	4
13	MDR	78	82	4	-8	64
14	MRH	65	80	15	3	9
15	MDR	68	79	11	-1	1
16	NAT	73	80	7	-5	25
17	PCT	68	85	17	5	25
18	RA	72	84	12	0	0
19	RDH	73	78	5	-7	49
20	RA	75	80	5	-7	49
Total		1409	1644	235	-5	353

Determining mean the result test of the students. The calculation of the mean of control group is as follow:

$$My = \frac{\sum d}{N}$$

$$My = \frac{235}{20}$$

$$= 12$$

Table 2
The Result of Pre Test and Post Test of the Experimental Group

No	Student's Initial	Score of Pre Test	Score of Post Test	Deviati on (d)	dx= d-Mx	Square of Deviation (dx ²)
1	AOP	65	85	20	4	16
2	AS	68	84	16	0	0
3	AAS	75	88	13	-3	9
4	DA	65	85	20	4	16

5	PK	70	80	10	-6	36
6	HH	80	95	15	-1	1
7	MKS	68	85	17	1	1
8	MAW	70	87	17	1	1
9	MHD	60	82	22	6	36
10	M	60	86	26	10	100
11	MMC	75	88	13	-3	9
12	PP	75	80	5	-11	121
13	RA	75	80	5	-11	121
14	RV	65	80	15	-1	1
15	SAW	75	88	13	-3	9
16	SBC	65	88	23	7	49
17	TJ	60	86	26	10	100
18	SBH	75	92	17	1	1
19	S	75	90	15	-1	1
20	UAN	75	80	5	-11	121
Total		1396	1709	313	-7	1531

Determining mean the result test of the students. The calculation of the mean of experimental group is as follow:

$$M_x = \frac{\sum d}{N}$$

$$M_x = \frac{313}{20}$$

$$= 16$$

Based on the table above, it can be seen that students mastered language skills in applying the card playing technique in the speaking test. After applying the pre test and post test in the experimental group and the control group, scores were obtained. To motivate students' speaking skills, it has a significant influence in the learning process. This can be seen from the scores obtained by students.

Data analysis was performed by calculating the test results. It aims to determine the significant differences between teaching to motivate students' speaking skills with the application of playing cards techniques. From the data analyzed above, the authors analyzed the data using the t-test to improve the hypothesis.

$$M_x = \frac{\sum d}{N}$$

$$M_x = \frac{313}{20}$$

$$= 16$$

$$M_y = \frac{\sum d}{N}$$

$$M_y = \frac{235}{20}$$

$$= 12$$

From the data above it obtained that:

$$M_x = 16$$

$$M_y = 12$$

$$dx^2 = 1531$$

$$dy^2 = 353$$

$$N_x = 20$$

$$N_y = 20$$

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$
$$t = \frac{16 - 12}{\sqrt{\left[\frac{(1531) + (353)}{(20 + 20) - 2} \right] \left[\frac{1}{20} + \frac{1}{20} \right]}}$$

$$t = \frac{4}{\sqrt{\left[\frac{1884}{38} \right] \left[\frac{2}{20} \right]}}$$

$$t = \frac{4}{\sqrt{[49.57][0.1]}}$$

$$t = \frac{4}{\sqrt{[4.957]}}$$

$$t = \frac{4}{[2.22]}$$

$$t = 1.801$$

DISCUSSION

There is a significant difference between the results of the pre-test and post-test, especially in the results of students' scores on speaking activities. From the significant difference between the results of the pre-test and post-test, especially those related to speaking activities, it is clear that the students' English skills, especially speaking activities, increased significantly by applying playing cards techniques. The writer noticed that at first the students had to adapt themselves to speak English. At this time stage, they needed more time to think. However, after about three meetings the students were able to adjust. In the experimental group, almost all students experienced an increase in post-test scores compared to the pre-test. However, even though almost all students in the experimental group scored higher on the post-test than the pre-test. The value of their speaking activity is quite high. Students in the control group could not develop their speaking skills because students could not use the language they knew to convey meaning as effectively as possible and furthermore students could not pay greater attention to the social context in which interactions occurred, so students could not apply playing card techniques.

CONCLUSION

From the discussion in the previous chapter and after conducting data analysis, it was concluded that there was a significant effect of the application of playing cards techniques on students' speaking skills. The results showed that the t (effect) value was 1801. Thus the influence of the application of playing cards techniques had a significant effect on student achievement in speaking skills.

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