

The Effectiveness of the Combination of Quartet and Dart Games for Teaching Speaking

Jondriantoni ✉
SMPS Yayasan Johan Sentosa

Corresponding Author: Jondriantini, E-Mail: jondriantoni99@gmail.com

Received: March 06, 2022 and Accepted for Publication: May 15, 2022

Published: May 27, 2022

ABSTRACT

This study investigates the use of the combination of Quartet and Dart games for teaching speaking. The main problem in teaching speaking of English as foreign language is how to stimulate and motivate students to speak. There are some media to teach speaking. This study proposes an alternative way for minimizing some problems that make the students hesitant to speak by using the combination of Quartet and Dart games. Quartet is a card game. There are totally 32 cards divided into 4 theme cards. Every card provides a brief description that will make the students read the description while waiting for the turn. The goal of the game is to collect a set of cards as many as possible. Dart game is an activity that is designed to challenge students to engage with the texts. The students are supposed to speak and to interpret the information carefully based on the Dart game. By using Quartet game, students will be able to speak well. It makes them speak based on the Quartet card. Quartet cards facilitate them with spoken vocabularies, grammar and structure of the text. Therefore, Dart game makes the students ready when they are going to express their ideas based on the instruction of Dart board. The objectives of this research are to find out whether the combination of Quartet and Dart games is effective to teach speaking to Junior High School's students and to find out whether the students are able to speak well by using the combination of Quartet and Dart games. The population was the eighth grade students of SMPS Yayasan Johan Sentosa Kabupaten Kampar in the academic year of 2014/2015. The number of population was 312 and sample was 36 students of VIII B for the try-out class and 37 students of VIII A as the experimental class. I used pre-experimental design in this research. When conducting the research, I used oral performance test to collect the data. The study showed that after the students were given treatment by using the combination of Quartet and Dart game, there was an increasing score from the pre- test and the post- test result about 72.86%. The *t-value* was 27.69 and *t-table* was 1.69. Since the *t-value* is higher than the *t-table*, it can be concluded that the working hypothesis is accepted. It means that the combination of Quartet and Dart games is effective to improve students' speaking skills.

Keywords: *Media, Quartet and Dart game, Speaking*

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0>

INTRODUCTION

One of the major problems in teaching speaking of English as a foreign language is how to stimulate and motivate students to speak. The biggest challenges found in the English as foreign language classroom is the lack of motivation, getting students to speak and the use of the first language (Nunan in Celce Murcia (2001:110). Making students speak is not an easy task for teachers because the language is not spoken in the community and also they have less exposure to the language itself. Richards (2008: 25) explains that students who do need such skills involved in using talk as interaction and find them lacking report that they sometimes feel awkward and at a loss for

words when they find themselves in situations that require talk for interaction. In Indonesian education, most teachers tend to leave speaking activities because speaking requires more time and the assessment is more challenging. This phenomenon also happens in Malaysian classrooms. Bashir, Azeem and Dogar (2011: 35) state that speaking skills is also neglected in their classrooms and students do not get any chance both in the class room and outside. As a result, this condition does not give any space for speaking skills.

My teaching practice experience mirrored similar condition. When I did my teaching practice in SMPS Yayasan Johan Sentosa last year, the students of eighth grade were not interested in speaking English. This could happen because they did not know what they had to say. They found difficulties to arrange the words and could be afraid if they did some mistakes. Therefore, they seemed nervous when they had to express their mind. Furthermore, according to Fajariyah (2009:15), there were five factors of low speaking ability. For example, students rarely answered the question orally. They also spoke with a lot of pauses. They got difficulties to find appropriate words to create sentences or expressions, dealing with the vocabulary mastery and grammar. Moreover, Fajariyah (2009: 26) added that there are other factors cause the lack of speaking skills. For example, students learn through their worksheet which contained many kinds of task. During the speaking class, teacher asks the students to do an exercise and they just rely on the task in the worksheet. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique cannot enhance their speaking ability in a bigger perspective, the root of problems in teaching speaking of english as foreign language is about the learning approach. Besides, most of English teachers use grammar-translation method that is a traditional and teacher center. Consequently, students are not able to communicate in the target language.

Actually, Grammar Translation Method (GTM) is good as long as it is used to help students read and appreciate foreign language literature (Larsen, 2000:11). Speaking needs to receive a primary concern because the main purpose of attaining a second or foreign language is to make the students are able to communicate in it. Richards (2008:20) argues that the attaining of speaking skills in English is a priority for many second-language or foreign-language learners. However, the teaching process of Junior High School students is not the same as the teaching process of adults because they have different characteristics. According to Scott and Ytreberg (1990: 33), in their own language, children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

Most English teachers use a traditional method that is a drill technique that makes English atmosphere in classroom seems monotonous. Md. Omar and Hamzah (2013:2) report, teacher tends to place the pupils in a drilling class where speaking is learned by memorization of certain condition. This condition has caused pupils not able to speak the language or understand the message in English beside what they have been exposed.

From the fact above, I propose an alternative way for minimizing some problems that make students hesitant to speak English in their daily conversation by using a game that can cope with those requirements. Through games, students are brought into such an interesting and enjoyable learning activity. This study proposes the combination of Quartet and Dart games for creating a fun learning and meaningful activity by involving all language skills and other language components, such as pronunciation, stress pattern, intonation, and the language culture. By using the combination of Quartet and Dart games in learning activities, the students will not feel lack of confidence anymore since they play a game in which they can express their ideas. It is expected that when pupils are on free oral activities, we are trying to get them to say what they want to say, to express themselves and their own personalities (Scott and Ytreberg, 1990:34).

Using the combination of Quartet and Dart games for teaching speaking skills is an alternative way to support English teaching and learning process because students generally like to learn happily by expressing themselves through real actions and it is suitable for their ages. Hopefully, the combination of Quartet and Dart games can be an effective learning method to develop students' speaking skills.

METHOD

There are several designs of the experimental research. One of them is preexperimental design. I used pre-experimental design. They are one-shot case study, one group pre-test post-test study, and static group comparison study. I used one group pre-test post-test design. Based on Leedy (1997: 232-233), the aim of this design is to evaluate the influence of a variable.

By this design, one group is given a pre-test, followed by treatments, and finally a post-test. Creswell (1994 : 132) points out that this design includes a pretest measure followed by a treatment and a post-test for a single group. Besides, there is no comparison group in this design. One group pre-test post-test design can be described as follows:

O1 ————— X ————— O2

In which:

O1 = pre-test
X = treatment

According to Cohen, Manion, and Morrison (2005: 215), there are some procedures in conducting experimental research.

- (1) First, the researcher must identify and define the research problems, formulate hypotheses, and select appropriate levels at which to test the independent variables.
- (2) Second, the researcher must take account of the population, select instruments, choose tests and decide upon appropriate methods of analysis.

- (3) Third, before starting the actual experiment, the researcher must pilot test based on the experimental procedures. During the experiment itself, the researcher must try to follow tested and agreed-on procedures.

Table 3.1 Treatment's Schedule for Pre-Experimental Research

No	Activities	Date					Class
		January 15 th	January 21 st	January 22 nd	January 28 th	January 29 th	
1	Try-out test						VIII B
2	Pre – test						VIII A
3	Treatment 1						
4	Treatment 2						
5	Post-test						

The research was conducted at SMPS Yayasan Johan Sentosa located on Sungai Jernih Street, Bangkinang, Kampar. There was one group that was experimented. I used one class in collecting data, whereas the other class was used to measure the validity, reliability, difficulty level and discriminating power of the test that was used in the class experimented. I used two classes for the try-out group and the experimental group. I chose class VIII B for the try-out group and class VIII A for the experimental group.

FINDING AND DISCUSSION

The pre-test was held to know the condition of the two groups before giving the treatment. The pre-test of the control group was conducted on Monday, April 29, 2013 while the pre-test of experimental group was conducted on Wednesday, May 1, 2013. After I administered the score of the pre-test, I found that the mean of the control group was 70.46 and the mean of the experimental group was 69.24. The data, it can be seen that the t-value of the two groups is 0.185.

Based on Ghozali (2011:443), the t-table for 65 correspondences is 1.9971. Therefore the t-value of the data is lower than the t-table. It can be concluded that there was no significant difference in the condition between the control group and the experimental group before the treatment. Therefore, it can be concluded that the result of the treatments would not be affected by the condition of the students before the treatment.

The posttest was conducted on Thursday, May 23rd 2023 for control class and on Friday, May 24th 2023 for experimental class. There were 30 students of experimental group and 30 students

of control group joined this test. The posttest in this study had a purpose to measure the students' reading achievement after getting treatments. The students did the posttest through reading test. The process of post-test was similar with the pretest the students of both experimental and control groups were given 25 questions of multiple choices. The test spent about 40 minutes. From the result, the students' average scores were analyzed. The average score of the experimental group was 76.0667 and the control group was 70.2667.

Post-test is aimed to know the effect of the treatment. After giving two different treatments for two different groups; conventional teaching techniques for control group and Cooperative Learning techniques for experimental group, I conducted the post-test. The post-test of the control group was conducted on Saturday, May 11, 2013 while that of the experimental group was conducted on Thursday, May 9, 2013.

After receiving the treatments, the two groups are supposed to have significantly different result. As a result, I compared the two results of the control group and the experimental group using SPSS16. The mean difference between pretest and posttest of the experimental and the control group were computed to know whether the improvement of each group was significant or not. In this study, the computation showed that the mean difference between the experimental group and the control group was significant. From the result of the pre-test, it can be found that the mean score of the pre-test of experimental group was 51.2667 and the control group was 64.00. The result of post test of experimental group was 76.0667 while the control group gained the score into 70.6667. Based on the score, it can be seen that the score of experimental group was higher than the control group. The result of the *t*-test of mean difference was 8.939 and *t*-table was 2.00. Based on the computation above, it could be seen that *t*-value > *t*-table. The hypothesis that "there is a significant difference between the students' comprehension in reading narrative text taught by using semantic mapping strategy and taught by using quick reading method" was accepted.

Based on the tests conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMPS Johan Sentosa. The use of semantic mapping strategy made the reading and learning activity more effective and being varied. The students of experimental group who taught by using semantic mapping strategy looked more attractive and active during the treatment given by the writer than the control group which taught by quick reading method. The students of experimental group applied the semantic mapping strategy as a strategy when they did the posttest. So, the result of their posttest was higher than their pretest. Finally, semantic mapping strategy makes the students more motivated in learning easier to grasp the lesson. It can be concluded that in this study, the use of semantic mapping strategy as a strategy in teaching reading of narrative text was effective of the eighth year students of SMP

CONCLUSION

The success in teaching speaking to Junior High School students does not only depend on objectives of lesson plan and syllabus but also how the teacher presents the lesson and uses various media to keep the class lively and enjoyable. Regarding teaching speaking by using the combination of Quartet and Dart games, I would like to give some suggestions for English teachers, particularly the English teacher whose students participated in the research, the students, and the future researchers as follow:

1. For English teachers, particularly the English teacher whose students participated in the research

The teacher should find innovative and interesting media, so that the students understand the lesson easily. The teacher should present the lesson in an enjoyable and understandable way. Through this study, the teacher can consider the combination of Quartet and Dart games as a good medium in teaching speaking because it is colorful, and understandable. Teachers should start to use this medium in his/her classroom activities for it has been proven that this media can enhance the students' speaking skills.

2. For the students

The students should be more active in the class. They should be brave to speak up to enhance their speaking skills. The students should ask to the teacher if they do not understand the lesson; the students should not be hesitant.

3. For future researchers

I suggest that future researchers apply new media in their research to enhance students' speaking ability. I hope that my research can be used as a reference for future research in conducting their research.

.

REFERENCES

- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bashir, Marriam, Azeem, M, and Dogar, A. H . 2011. Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*. ISSN: 2046-9578, Vol.2 No.1 (2011). British Journal Publishing, Inc. 2011.
Available at <http://www.bjournal.co.uk/BJASS.aspx>. [accessed on 22/12/14].
- Brown, H. D. 2004. *Language Assessment : Principles and Classroom Practices*. Pearson Education: New York Inc.
- Brown, H. D. 2001. *Teaching by Principles*. Pearson Education: Addison Wesley Longman, Inc.
- Brown, J. D. 2005. *Testing in Language Program*. Singapore: McGraw Hill.
- Brown. J. D. 1998. *Understanding Research in Second Language Learning*. Cambridge: CUP.

- Bygate, M. 1987. *Speaking*. Oxford: Oxford University Press.
- Celce-Murcia, M. 2001. *Teaching English as a Second Language or Foreign Language*. Boston, Massachusetts: Heinle and Heinle Publishers.
- Cohen, Manion, and Morrison. 2005. *Research Method in Education, 5th Edition*. New York: Routledge.
- Cresswell, J. W. 1994. *Research Design: Qualitative and Quantitative Approaches*. California: Sage Publications, Inc.
- Fajariyah, Dwi. 2009. *Improving Students' Speaking Proficiency Using Gamess*. Thesis S2 Universitas Sebelas Maret.
- Fulcher, G. 2003. *Testing Second Language Speaking*. Hongkong: Pearson Education.
- Gerot, L. and Wignel P. 1994. *Making Sense of Functional Grammar*. Australia: Gerd Staler.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Cambridge: Longman.
- Heaton, J.B. 1975. *Writing English Language Test*. England: Longman Group Limited.
- Hertog, Luna, Kil, Monique and Haverkate. 2013. *Quartets: Learning by Playing Cards*. SSC381 Global Citizenship. [accessed on 20/11/14].
- Indriantoro and Supomo. 2002. *Metodologi Penelitian untuk Akuntansi dan Management*. Yogyakarta: BPFE.
- Kayi, H. 2006. Teaching Speaking: Activities Promote Speaking in a Second Language. *The Internet TESL Journal*. Vol.XII, November 2006. [accessed on 03/02/15].
- Lee, P.K. 1993. A Case Study: Students' Perceptions of Caring Manners of Educational Leader and its Relation to their Learning Outcomes. (Doctoral dissertation, Florida State University, 1993). [accessed on 03/02/15].
- Larsen, D and Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford University Press.
- Leedy, P. D. 1997. *Practical research: Planning and design (6th ed.)*. Upper Saddle River, NJ: Prentice-Hall, Inc., p. 232-233. [accessed on 04/02/15].
- León, W. U and Cely, E. V. 2006. Encouraging Teenagers to Improve Speaking Skills through Gamess in a Colombian Public School. Vol. 12, No. 1, 2010. ISSN 1657-0790. Bogotá, Colombia. Pages 11-31. Teacher Development Programme . Universidad Nacional de ColombiaC
- Lunzer. 1984. *DARTS (Direct Activities Related to Text)*. Available at <http://www.swanseagfl.gov.uk>. (retrieved at December 28, 2014 5 PM).
- McCarthy, M and O'Keeffe, A. 2004. Research in The Teaching of Speaking. *Annual Review of Applied Linguistics* (2004) 24, 26B43. Cambridge University Press.
- Md. Omar, Hamzah and Hamzah, N. N. 2013. Trends and Concerns of Teacher Trainees in using Language Games Strategy to Improve Speaking in a Rural/Remote Primary School. ISSN –

- 2186-4691. Paper presented at *The Asian Conference on Language Learning 2013: The International Academic Forum 2013*. Available at http://iafor.org/acll_proceedings.html. pp. 1-21. [accessed on 04/02/15].
- Mujiyanto, Y. 2011. *Panduan Penulisan Skripsi*. Semarang: Semarang State University.
- Richards, J. C. 2006. *Communicative Language Teaching Today*. Cambridge University Press.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. Cambridge University Press.
- Saleh, M. 2001. *Linguistic and Educational Research*. Universitas Negeri Semarang Press
- Setiyadi, Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- Scott and Ytreberg. 1990. *Teaching English to Children*. Cambridge : Longman.
- Shih, Ru-Chu. 2010. Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6), 883-897. National Pingtung University of Science and Technology. [accessed on 04/02/15].
- Sudjana, Nana and Ibrahim. 2010. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algesindo.
- Tuckman, B. W. 1978. *Conducting Educational Research*. London: Harcourt Brace Jacobovits.
- Tuckman. B.W. 1978. *Conducting Educational Research*. Atlanta: Harcourt Brace Jovanovich.
- Uyanto, S. S. 2009. *Pedoman Analysis Data dengan SPSS Third Edition*. Yogjakarta: Graha Ilmu, x+366 pages, I jil. : 23 cm.
- Widhiarso, W. 2008. *Prosedur Menguji Distribusi Normal Melalui Uji Kai Kuadrat di SPSS*. Available at <http://widhiarso.staff.igm.ac.id>. [accessed on 28/01/15].
- Zhu, Deguang . 2012 . Using Gamess to Improve Students' Communicative Ability. *Journal of Language Teaching and Research*. Vol. 3, No. 4, pp. 801-805, July 2012. ISSN 1798-4769. China: 2012 Academy Publisher Manufactured in Finland. [accessed on 04/02/15].
- Zulaiha, Rahmah. 2008. *Analisis Soal Secara Manual*. Departemen Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Penilaian Pendidikan. Jakarta: PUSPENDIK.

Author Information:

Jondriantoni: Email: jondriantoni99@gmail.com, SMPS YAYASAN JOHAN SENTOSA, INDONESIA.