THE EFFECTIVENESS OF QUESTION CARD GAME IN TEACHING

SPEAKING AT AZMANIA BOARDING SCHOOL PONOROGO

THESIS

By:

HEPPY NURCAHYANTI

NIM: 204180035

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

JANUARY 2022

THE EFFECTIVENESS OF QUESTION CARD GAME IN TEACHING

SPEAKING AT AZMANIA BOARDING SCHOOL PONOROGO

THESIS

Presented to

State Institute of Islamic Studies Ponorogo

in Partial Fulfillment of the Requirement

for Degree of Sarjana in English Education

By:

HEPPY NURCAHYANTI

NIM: 204180035

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

JANUARY 2022

ABSTRACT

NURCAHYANTI, HEPPY. 2022. *The Effectiveness of Question Card Game in Teaching Speaking at Azmania Boarding School Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Hj. Aries Fitriani, M.Pd.

Keywords: Question Card Game, Teaching Speaking

Speaking is one of the most important and essential skills that must be mastered by students. But, most of the students have some problems related to speaking skills. The students' speaking skill is low, many students are difficult to create an idea to speak English language, the students don't understand what the teacher explained, the students are afraid if they made a mistake to speak English, students feel bored and lazy to learn especially for learning English, the teaching and learning technique is still monotonous. Question Card Game is one of media that can improve the students' speaking skills. Question Card Game is an activity that consists of group and talking to other for getting to know each other. The question card game was designed to make the students practice asking and answering about something.

The researcher formulates the research problem by the question, is there any significant difference in speaking achievement between the students who are taught by using question card games and those who are not? Then, the purpose of this thesis is.to find out whether there was a significant difference in students' speaking ability who are taught by using Question Card Games and those who are not taught by using Question Card Game at the second-grade students of Azmania Junior High School Ponorogo in the academic year 2021/2022.

The researcher applied a quantitative method and used quasi-experiment as the research design that involved two groups. They were experiment class and control class. Furthermore, the population of the research was the second-grade students of Azmania Junior High School Ponorogo which consists of 52 students. The sample of this research was 26 students of experimental group and control group. The procedure of data collection was given the pre-test, applying the treatment, and giving a post-test. To analyze it, the researcher used t-test formula to know whether there was significant difference on students' speaking skill who taught by question card games and students who are not taught by Question Card Games.

The result of this research showed that the mean score in the experimental class was 76.23. while, the mean score in the control class was 70. It means that the students who are taught by using question card game got higher score than the students who are not taught by using Question Card Game. The value of t table was 1.711. then the value of t-test was 2.616. it indicates that t-test 2.616 > t table 1.711. So, Ha (Alternative Hypothesis) was accepted, and Ho (Null Hypothesis) was rejected. So, from the computation above, it can be concluded that the use of Question Card Game was effective in improving the students' speaking ability to the second grade at Azmania Boarding School. There was a significant difference in students' speaking skill who are taught by using Question Card Game and those who are not taught by using Question Card Game in second grade of Azmania Boarding School Ponorogo.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Heppy Nurcahyanti

Student Number : 204180035

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : The Effectiveness of Question Card Game in Teaching Speaking at Azmania Boarding School Ponorogo.

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dra. Aries Fitriani, M.Pd
NIP.196901071999032001

Ponorogo, 29th Agustus 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd
NIP.198303272011012007

ii

MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Heppy Nurcahyanti

Student Number : 204180035

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : The Effectiveness of Question Card Game in Teaching Speaking at Azmania Boarding School Ponorogo.

Has been approved by the board of examiners on

Day : Tuesday

Date : 12 October 2022

and has been accepted as the requirement for the degree the sarjana in English Education on :

Day : Thursday

Date : 27 October 2022

Ponorogo, 27 October 2022
Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc, M.Ag.
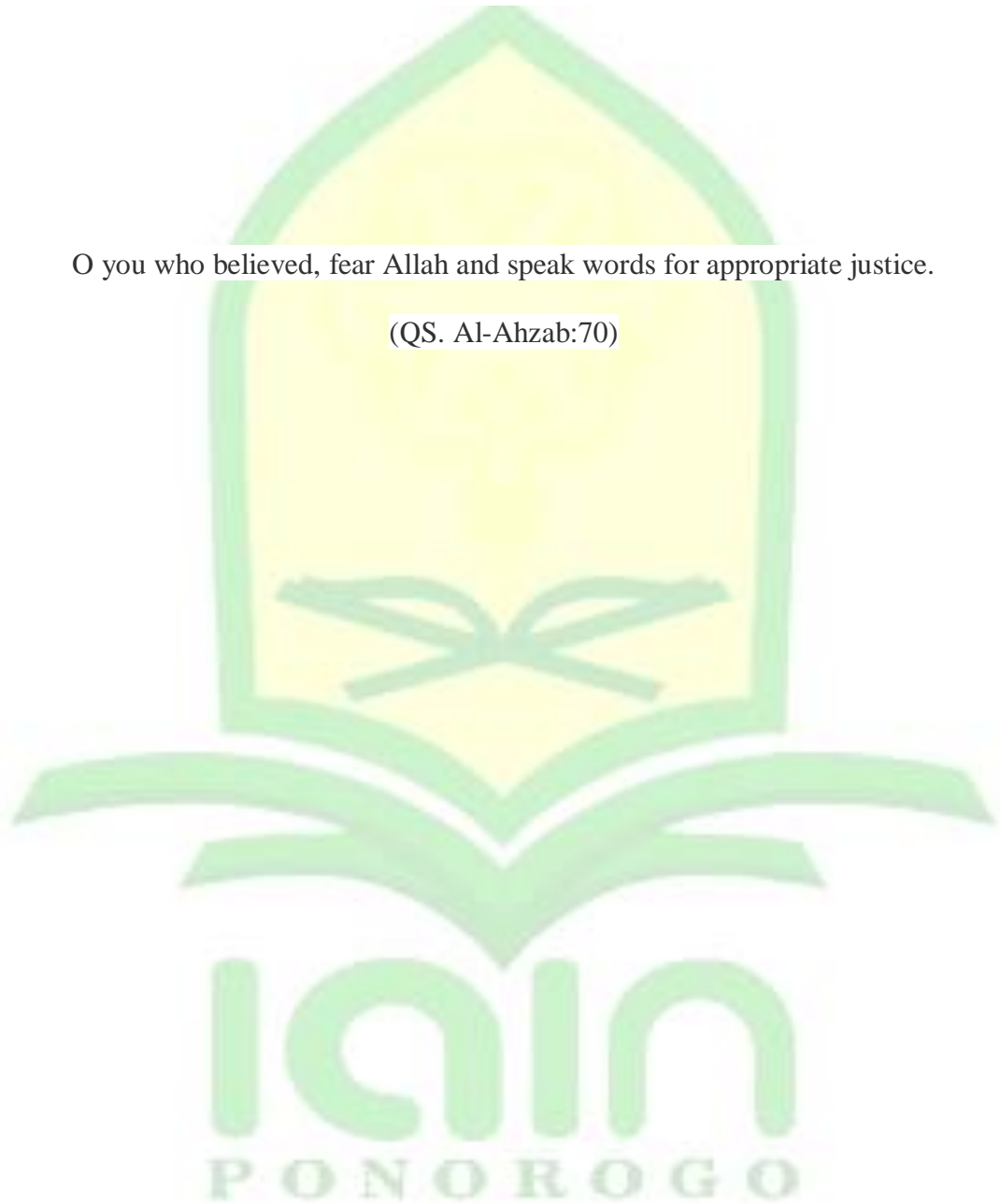NIP. 196807051999031001

Board of Examiners

1. Chairman : Wiwin Widyawati, M.Hum (........................)

2. Examiner I : Dr. Ahmadi, M.Ag (........................)

3. Examiner II : Dra. Aries Fitriani, M.Pd (........................)

iii

MOTTO

<div dir="rtl">

سَدِيْدًا[1]   قَوْلًا وَقُوْلُوْا اللهَ اتَّقُوا اٰمَنُوا الَّذِيْنَ يٰٓاَيُّهَا

</div>

O you who believed, fear Allah and speak words for appropriate justice.

(QS. Al-Ahzab:70)

---

[1] <u>Al-Qur'an</u>, 33: 70.

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Heppy Nurcahyanti

NIM   : 204180035

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effectiveness of Question Card Game in Teaching Speaking at Azmania Boarding School Ponorogo

   Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikran saya sendiri.

   Apabila di kemudian hari terbukit atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 20 Agustus 2022

Penulis

Heppy Nurcahyanti
NIM.204180035

v

SURAT PERSETUJUAN PUBLIKASI

Yang bertandatangan di bawah ini:

Nama   : Heppy Nurcahyanti

NIM   : 204180035

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effectiveness of Question Card Game in Teaching Speaking at Azmania Boarding School Ponorogo.

Menyatakan bahwa naskah skripsi thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **ethesis.iainponorogo.ac.id** adapun isi keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 4 November 2022

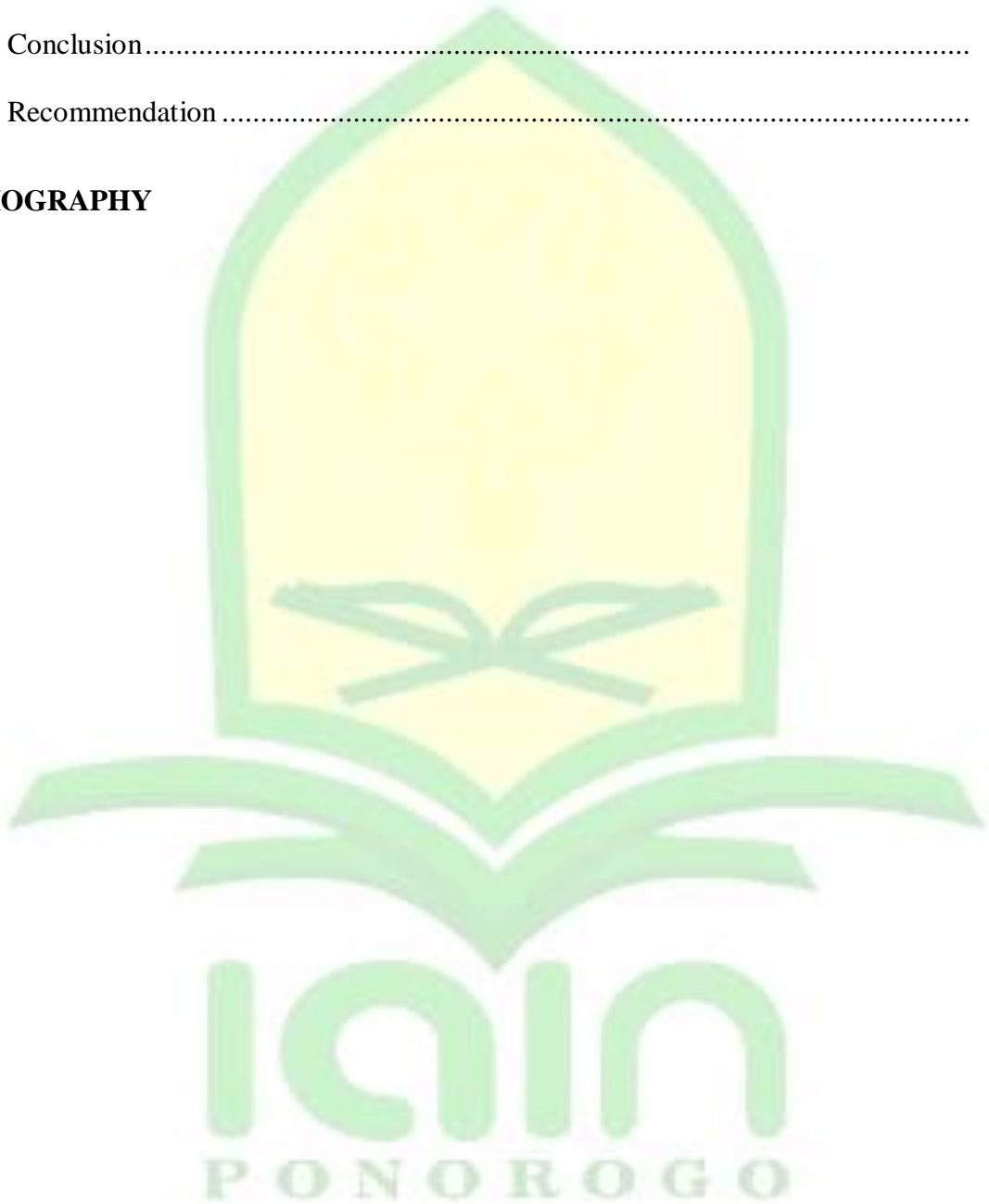Penulis

Heppy Nurcahyanti
NIM.204180035

TABLE OF CONTENTS

BIBLIOGRAPHY

x

LIST OF TABLES

LIST OF FIGURES

APPENDICES

Appendices 1   : Lesson plan

Appendices 2   : Instrument of test

Appendices 3   : The result of the students' pre-test and post-test

Appendices 4   : Documentation

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language.[1] Many people use English to communicate with other people who come from different countries. According to Brown, English language has become a tool for international communication in transportation, banking, research, publication, business, and commerce.[2] In Indonesia, English is a foreign language and it has become a good medium of communication. Therefore, English is important to be mastered in Indonesia.

English language consists of four skills, they are listening, speaking, reading, and writing. Speaking is one of the four basic skills in learning a foreign language.[3] With this, people can share their idea or information with other people directly. Speaking is an essential skill to communicate.[4] People choose to talk more to communicate because it will be more effective if they communicate through speaking.

Speaking has elements that must be mastered, they are vocabulary, pronunciation, grammar, fluency, and comprehension. Vocabulary is a collection of several words that are combined so that they have a meaning. Vocabulary cannot be separated from the four skills in a language such as reading, writing, listening, and speaking. Pronunciation in English includes articulation, emphasis, and intonation. Grammar is understanding what the text

---

[1]Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Cambridge, UK: Pearson longman, 2015). p.18.

[2] H Douglas Brown, 'Teaching by Principles An Interactive Approach to Language Pedagogy' (New York: Longman, 2000), p. 118.

[3] Aidil Syah Putra, 'The Correlation Between Motivation and Speaking Ability', *Journal of English Language Education and Literature*, II.1 (2017), 36.

[4] Titis Wisnu Wijaya, 'The Effectiveness of Songs for Teaching Speaking', *Journal of Foreign Languange Teaching and Learning*, 3.2 (2018)

means correctly. Fluency is defined as the ability to speak with accuracy and fluently. Then, comprehension is the ability to speak and listen with understanding.

Based on the curriculum of 2013, the objective of speaking in junior high school are able to use language to communicate with others in their daily life.[5] It means that the students are able to practice their English orally in the classroom and they are able to increase their critical thinking and self-confidence in their learning process. In addition, in the curriculum of 2013, the teacher must use a scientific approach for teaching and learning process in the classroom. The scientific approach consists of five main steps in the learning cycle, they are observing, questioning, gathering information of experimenting, associating or information processing, and communication.[6] The objective e of the classroom procedures is to develop the students' attitudes, express their idea briefly and develop their language skills.

It seems that speaking is the action used to share or give information to other people and express their idea orally. Moreover, speaking is an important part that should be mastered by the students to improve their communication skills. Therefore, the researcher chooses speaking skill to be researched because it is one of the important skills to teach, people can explore ideas, opinions, and feeling to the listener. It is essential to make the students more active in speaking or interact with other. There are many ways to develop students' speaking skill that can use in the class like games.

Game is a technique that has a set of rules and it will bring meaningful communication to the material so that the students easier to remember the material. Games can allow the students motivation and communication in the classroom. Furthermore, game is an interesting activity for people, both children and adults. Because of games, people feel more

---

[5] Kemendikbud, 'Kurikulum 2013', *Http://Kemdikbud.Go.Id/*, Mei, 2013.p. 67.

[6] Maria Tyasti G C and Ag Bambang Setiyadi, 'The Implementation of Scientific Approach on Speaking Skill at Second Grade Students Based on Learning Style in SMAN 1 Pringsewu', *Jurnal FKIP Unila*, 6.5 (2017), p. 2.

enjoyable and fun, especially in learning process. If the students feel bored learning in the classroom, the solution that can make the students interested in learning is game.[7] There are many games that can apply in teaching and learning process. Therefore, the teacher should be creative in choosing the games for teaching.

In this study, the researcher did observation at Azmania Boarding School Ponorogo. In this boarding school, the students not only focus on academics and religion but also the ability to speak a foreign language such as English language and Arabic language. The students have to speak both English or Arabic language in their daily activities. Therefore, in this boarding school, learning a foreign language is included in extracurricular activities. The purpose is to improve the student's speaking skills.[8]

Based on an interview with the teacher, especially for second grade of junior high school, the student's English speaking is low because the students feel difficult to create an idea of what they wanted to speak. Sometimes, the students don't understand what the teacher explained.[9] Moreover, the researcher also did interview with the supervisor at the dormitory. The supervisor said that the students more speak Arabic than English language in the dormitory. Because they are more confident if they speak Arabic with their friends or with the teachers.[10] In addition, based on an interview with the students, they said that they are afraid if they made a mistake to speak English. Sometimes, students feel bored and lazy to learn especially learning English for speaking because the teaching and learning technique is still monotonous (the teacher only explained the material, makes a short dialogue and practices).[11] Based on the result of interview, the researcher only focused on

---

[7] Ni Wayan and Surya Mahayanti, 'Language Learning Games Development Based on Curriculum 2013', 1 (2017), 61–70.

[8] Observation At Azmania Boarding School Ponorogo at January, 21st 2022.

[9] Interview with the Teacher at Azmania Boarding School Ponorogo at January, 21st 2022.

[10] Interview with the Supervisor of Dormitory in Azmania Boarding School at January, 21st 2022.

[11] Interview with Students from second grade of Azmania Boarding School at January, 21st 2022.

one skill in English that is speaking. The teacher must be an effort to make an interesting way of teaching speaking. If the media of teaching speaking was interesting for the students, it will encourage them to practice the conversation in their daily activities. The teacher can apply question card game in teaching speaking.

Question card games are learning media in the form of games that are carried out in groups. According to Friederike Klippel, Question Card Game is an activity that consists of group and talking to other for getting to know each other. The question card game was designed to make the students practice asking and answering about something.[12] By using question card game, the students were more active to speak in the classroom. The students have opportunity to communicate in English. The teacher can use this media to increase the students' speaking ability in the classroom.

Furthermore, question card game is a variety of media in learning that is made to foster students' interest in learning.[13] The use of question card games in learning can provide an experience for students in finding information. They should answer the question that provides in the question card. It is a fun way for the students to talk with one another about topics that are of interest to them.

There are some researchers that have found about the effectiveness of question card game in learning. According to Nurul Lailia, question cards game is a technique that is applied in classroom learning to improve students' critical thinking skills.[14] Ramezani et.al said that there is a relationship between critical thinking and speaking ability. Critical thinking is helpful for increasing speaking ability. By applying critical thinking skills, the

---

[12] Friederike Klippel, 'Keep Talking: Communicative Fluency Activities', *Language Teaching* (New York: Cambridge University Press, 1985), p. 202.

[13] Pepy Susanti, M. Syarif Sumantri, and Sarkadi Sarkadi, 'Increasing High Order Thinking Skill (HOTS) Using Question Card Games on Social Studies Content in Class V of Kranji XVI Public Elementary School, Bekasi City', *International Journal of Multicultural and Multireligious Understanding*, 8.2 (2021), 474

[14] Nurul Lailia, 'Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa', *Jurnal Ekonomi Dan Pendidikan*, 16.2 (2020), 61–68

students speaking ability can be improved.[15] Critical thinking is not easy, and it is quite complicated for children without receiving aid from outside.[16] The teacher should give media to the students and they should have an opportunity to express themselves. Therefore, the researcher wants to try a learning media that is a question card game in teaching speaking. The writer was interested in this media because a question card game the students have more opportunities to practice speaking and think critically.

According to the explanation and the problem above, the researcher wants to improve the students' speaking ability by using question card games in the classroom. Therefore, the researcher conducted the research entitled "The Effectiveness of Question Card Games in Teaching Speaking at Azmania Boarding School Ponorogo".

B. Identification of Problem

There are some problems of speaking ability that can be identified at second grade of Azmania Boarding School Ponorogo:

1. Students' speaking skill is low.

2. Many students feel difficult to create an idea to speak English language.

3. Sometimes, the students don't understand about what the teacher's explained.

4. The students are afraid if they made a mistake to speak English.

5. Sometimes, the students feel bored and lazy to learn especially for learning English.

6. The teaching and learning technique is still monotonous.

7. The students speak Arabic more than English language.

---

[15] Raana Ramezani, Ebrahim Ezzati Larsari, and Mohammad Aghajanzadeh Kiasi, 'The Relationship between Critical Thinking and EFL Learners' Speaking Ability', *English Language Teaching*, 9.6 (2016), 197.

[16] Ali Malmir and Samad Shoorcheh, 'An Investigation of the Impact of Teaching Critical Thinking on the Iranian EFL Learners' Speaking Skill', *Journal of Language Teaching and Research*, 3.4 (2012)

C. Limitation of the Study

Based on the research background above, the researcher has limited the study, those are:

1. The effectiveness of the question card game in teaching speaking by using wh-question and yes/no question.

2. The researcher observed the second grade of Azmania junior high school Ponorogo.

D. Statement of the Problem

Based on the limitation of the study, there is a question that can be identified, related to students' speaking skills. The researcher formulates the research question as follows: "Is there any significant difference in speaking achievement between the students who are taught by using question card games and those who are not at the second-grade students of Azmania Junior High School Ponorogo?"

E. Objective of the Study

The objective of the study in this research can be stated as related to the research question above. Therefore, the objective of the research is to find out the effectiveness of students' speaking ability are taught and who aren't taught by using question card games at the second-grade students of Azmania Junior High School Ponorogo.

F. Significances of the Study

1. Theoretical Significance

The result of this study can be used as references on question card games to improve students' speaking skills and this research can inspire the other researcher to conduct research related to a similar topic.

2. Practical Significance

a) The Teacher

The English teacher can improve the students' speaking skills by using question card games as the media to the language teaching method. It can be better to use question card game, as long as it is effective to improve the students speaking skills.

b) The Students

Question card games will help the students easier to express their idea and it is able to make the students more active in learning English language, especially for speaking skills. Moreover, this media can improve the student's critical thinking.

c) The Researcher

The researcher gets many experiences that can be used to improve students' speaking skills and the researcher can use this learning media to teach on teaching and learning process.

G. Organization of the Study

In this organization of the study, the researcher writes five chapters, those are:

The first chapter is introduction. It is general description of the study. In this chapter consist of background of the study, identification of problem, limitation of the study, statement of the problem, research objective, significance of the study, and organization of the study.

The second of organization is a literature review. It discusses about the definition of teaching speaking, the important point in teaching speaking, technique in teaching speaking, the function of speaking, component of speaking, definition of question card games, kind of games, using question card games in teaching speaking, previous study, theoretical framework, and hypothesis.

The third chapter gives the explanation about research method. It consists of research design, research setting, population and sample, instrument of data collection, technique of data collection, and the technique of analysis data collection.

The fourth chapter gives the explanation about research findings. It discusses about explanation and description of the general data and the specific data of the implementation of Question card game in teaching speaking at the second-grade students of Azmania Junior High School Ponorogo.

The last chapter is conclusion. It described about conclusion and the answer for problem statement and also the recommendation about the result of research.
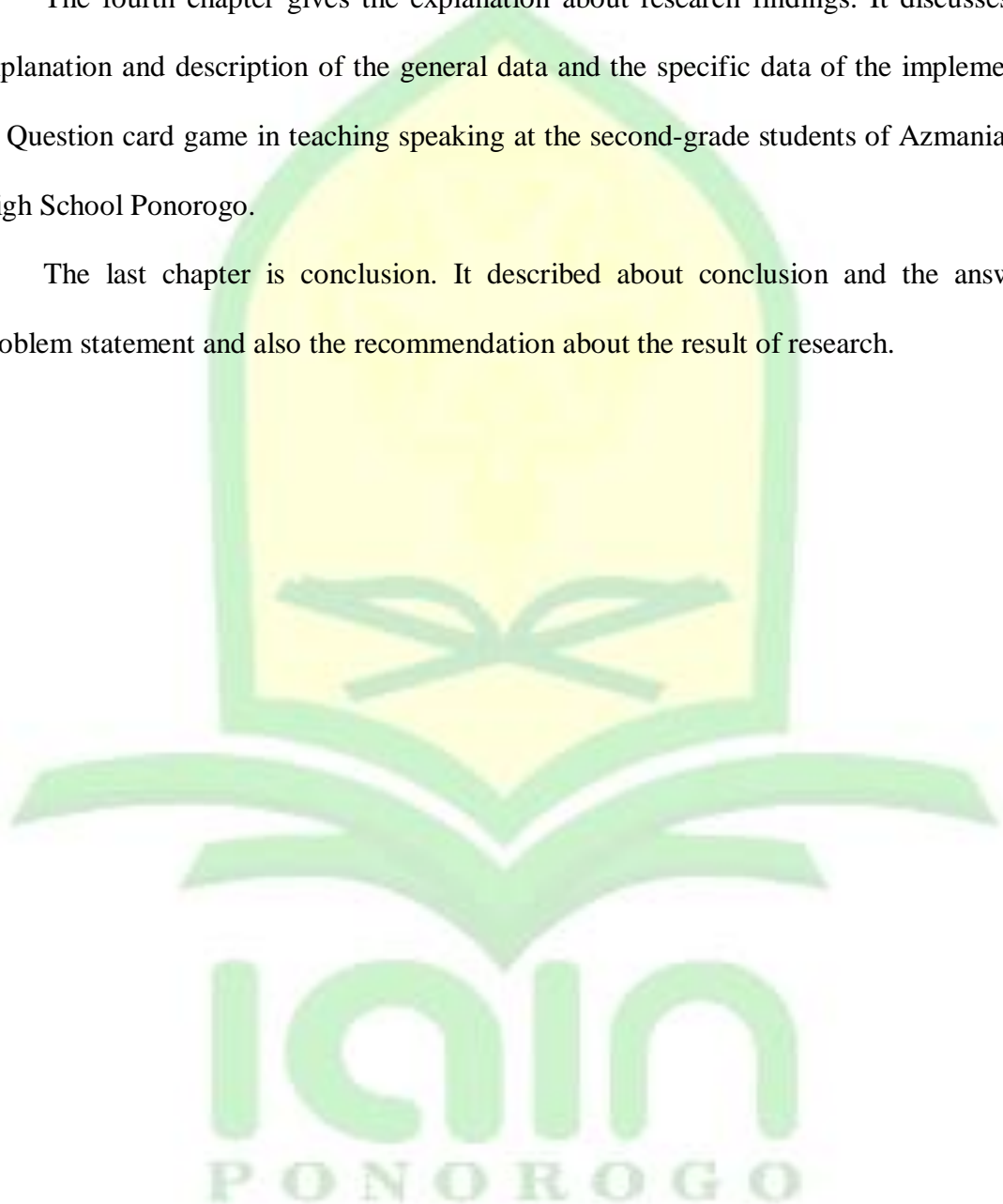
CHAPTER II
LITERATURE REVIEW

A. Literature Review

1. Teaching Speaking

a. Definition of Teaching Speaking

Teaching is an exciting adventure in which both the teacher and the students participate. Teaching speaking means how to use the language for communication, for transferring ideas, thoughts, or even feeling to other people. Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. According to Hughes, the objective of teaching speaking is the development of the ability to interact successfully in the language, and that involves comprehension as well as production.[18] It means that the teacher needs to provide the classroom with appropriate teaching materials, a communicative environment of teaching-learning process that will increase the students' speaking skill.

The goal of teaching speaking is to improve students' communication. A successful teaching speaking depends on interactive discourse within the speaker which is communication between teachers and students or students with other in the classroom. According to Scott Thornbury, speaking is so much a part of daily life that we take it for granted.[19] People share and give information to someone by using speaking. Speaking is also a great way to communicate with someone. In Indonesia, English is a second language. Presently, many people study about English language even though in Indonesia the majority speak the Indonesian language because English is an international language. Especially if we want to

---

[18] Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003). p. 113.
[19] Scott Thornbury, 'How to Teach Speaking' (England: Pearson Limited Edition, 2005), p. 1.

continue our studies in another country, we must have good skills in speaking English.

In the Oxford dictionary, speaking be willing to be friendly toward somebody, especially after an argument speaks your mind and express your opinion openly.[20] According to L. Abdullaeva et al., speaking is the process of sharing with others, knowledge, interests, attitudes, opinions, or ideas. The speaker's ideas become real to him and his listener. Speaking skill is the ability to say, to address, to make known, to use, or be able to use a given language in the actual communication.[21] Speaking is a skill more specifically, a learned skill. It is true that some people are born with the talent for the performing arts and some are not, but anyone can learn to speak effectively just as much as anyone can learn to drive a car. The main ingredient of learning any skill is practice.[22]

Towards speaking, the speakers can give much verbal information to the listener, so we should be able to have good skills in speaking. According to Gard & Gautam, speaking is one of the basic language skills that have to be mastered by English foreign learners due to it is significance and it is use for communication. It is very important to be able to speak English because it will be very beneficial to improve our knowledge and skills and also easier for us to get a job. More than that, it will be easier to communicate and interact with people around the world when we travel.[23]

Based on the explanation above, the researcher concludes that teaching speaking is a way to express the students' emotions, communicate, interact with

---

[20] Oxford Learner's Pocket Dictionary, p. 426.

[21] Lola Sadullaevna Abdullaeva and Nigora Safarovna Avezova, 'Functions of Speaking as a Successful Means of Communication', *International Journal on Integrated Education*, 3.1 (2020), p.126

[22] Mahatma Ghandi, *Public Speaking Success*, *Learning Express* (New York, 2010). P. 123.

[23] Sunil Garg, 'Learning English Can Change Your Life for the Better', *International Journal of English Language, Literature and Humanities*, III.II (2015). p. 561.

other people, and influence others. Furthermore, teaching speaking is a process where a teacher helps the students to facilitate them to obtain the learning goal which is to improve their speaking skills. Teaching speaking is not easy to do, the teacher should provide the opportunity for the students to think and to learn properly.

According to Brown, in teaching the English language there are some types of spoken language such as monologue and dialogue.[24]

1) Monologue

In a monologue, there is one speaker use spoken language for any length of time, such as in lectures, speech, news broadcast etc. Then, the listeners only give attention to the presentation without interruption. Monologues are divided into two such as planned and unplanned monologs. Planned monologues are hard to comprehend because they mostly manifest little redundancy such as speeches and prewritten materials. Meanwhile, unplanned monologues are not difficult to comprehend because of manifest more redundancy, but the existence of more performance variables and other hesitations can either help or obstruct comprehension such as lectures and long stories. It means monologue involves one speaker and non-interactive communications the listeners need to concentrate on the speaker.

2) Dialogue

Dialogue engages two or more speakers and it can be divided into two parts e.g interpersonal and transactional conversation. Interpersonal conversation

---

[24] H Douglas Brown, 'Teaching by Principles An Interactive Approach to Language Pedagogy' (New York: Longman, 2000), p. 251.

is defined to maintain the social relationship among the participants, and transactional conversation is purposed to deliver factual information. In this case, the participants give and take knowledge or background information. If the participants know each other therefore it is not difficult to make assumptions and meanings to comprehend the conversation. On the other hand, if the participants do not know each other they should explain explicitly to avoid a misunderstanding during the conversation.

According to the explanation above, the researcher assumes that in teaching speaking, the teacher should give the opportunity to the students that they will get the real things because any single utterance usually reflects the communication of speakers without being shy or afraid to express their ideas, experience or feeling.

b. **The Important Points in Teaching Speaking**

Harmer said that there are some important points in teaching speaking. Students are often reluctant to speak because they are shy and less confident to express themselves in front of other people, especially when they are being asked to give personal information or opinions. He adds some useful ways to minimize the students' reluctance in speaking, they are prepared, the value of repetition, big groups, small groups, and mandatory participant.[25]

1) Preparation: the teacher gives the students time to think about something they will speak. Moreover, the teacher let them to practice the conversation with their group before speaking in front of the public.

2) The value of repetition: allowing students to improve what they did before, students get a chance to analyze what they have already done. If the students

---

[25] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Cambridge, UK: Pearson longman, 2015). p. 345-347.

have had a chance to try out the exchange, they will do it much more confidently and fluently when they do it a second time.

3) Big groups, small groups: some of the students are having to talk in front of a big group or small group. Moreover, it can be prepared for conversation or discussion.

4) Mandatory participation: allowing the students to be equally engaged in a task without knowing who gets the turn first and who gets the next.

c. **Technique in Teaching Speaking**

There are some techniques in teaching speaking that commonly used, there are acting from a script, communication game, discussion, prepared talks, questionnaire, simulation and role play.[26]

1) Acting From a Script

This activity, the teacher can ask the students to act one scene from plays or their coursebooks. Students will often act dialogues they have written themselves.

2) Communications Game

There are many communications games that can used for getting students taking as quickly and fluently as possible. Game based activity can involve practice of oral strategies such as, describing, practicing, simplifying, and asking for feedback.

3) Discussion

Discussion is one of the various methods which can be used to build students' motivation for learning English and practicing speaking. In discussion activity, the students have opportunities to express their ideas and opinions to

[26] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Cambridge, UK: Pearson longman, 2015). p. 345-347.

interact in a meaningful realistic context.[27] Sometimes, the students fail to give opinions in front the class.

4) Prepared Talks

One popular kind of activity is the prepared talk, where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared. However, if possible, students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns – and thus can be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

6) Simulation and Role-Play

This activity, the students will get many benefits. Students will simulate a real-life encounter as if they were doing so in the real world. A simulation and role play can be used to encourage the students' ability to speak fluently in specific situation.

---

[27] Jeremy Harmer, *How to Teach English*, New Edition (England : Pearson Education Limited, 2007.p. 128.

From the commonly speaking technique above, the researcher concluded that all speaking activity goal is encourage students' speaking skill. Therefore, the teacher needs to know the best technique or media which suitable for students.

d. The Function of Speaking

The function of speaking is not only about producing the language, but it also functions for some different purposes in daily communication. According to Brown and Yule in Richards, speaking has its functions which cover talk as interaction, transaction, and performance.[28]

1) Talk as Interaction

Talk as interaction refers to what we normally mean by conversation and describes an interaction that serves a primarily social function. When people meet, they are greetings to each other, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule. The main features of talk as interaction can be summarized as follows:

a) Has a primarily social function

b) Reflects role relationships

c) Reflects speaker's identity

d) May be formal or casual

e) Uses conversational register

---

[28] Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)*, *Singapore: Regional Language Center*, 2009. p. 21-30.

f) Is jointly constructed

2) Talk as a transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself must be understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

e. **The Component of Speaking**

In teaching speaking, there are some aspects that the teacher must concern about. According to Hughes, there are some components, that must be mastered in speaking skills, there are pronunciation, grammar, vocabulary, fluency, and comprehension.[29]

1) Pronunciation

Pronunciation is the production of English sounds.[30] Pronunciation is a way in which a language or a particular word or sound is spoken.[31] A good speaker is when they have good pronunciation. If we have good pronunciation the listener will be easy respond to what we said to them.

---

[29] Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003). p.131-132.

[30] Abbas Pourhosein Gilakjani, 'English Pronunciation Instruction: A Literature Review', *International Journal of Research in English Education*, 1.1 (2016), 1–6.

[31] Oxford Learner's Pocket Dictionary, p. 171

2) Grammar

Grammar is the rules for forming words and making sentences. [32] Grammar is something that is right or wrong. [33] Grammar is one of the important components in speaking skills because we will know about the mistake of the sentence. On the other hand, grammar is a good way to create a good sentence and if we want to be good speakers, we have to be masters in grammar.

3) Vocabulary

Vocabulary is all the words that a person knows or uses. Vocabularies are all the words with their meanings, especially in a book for learning a foreign language.[34] Vocabulary is the most important thing that must be mastered in speaking. If we want to be good speakers, we must have many vocabularies. Because without having knowledge of vocabulary the learners are not able to say something that they want to say.

4) Fluency

Fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation.[35] Fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. It also provides more effective

---

[32] Oxford Learner's Pocket Dictionary, p. 193

[33] Melony Jacobs, 'English Grammar Rules & Mistakes Learn Writing, Speaking, Literature and Punctuation Rules Complete with 10 Key Skills and Over 200 Common Error Examples', 2019.

[34] Oxrord Learner's pocket Dictionary, p. 495

[35] Tricia Hedge, Teaching and Learning in the Language Classroom, (Oxford University Press: 2003), p.261.

communication due to the absence of speaking disturbances.[36] Therefore, we must have a good fluency when we speak.

5) Comprehension

Comprehension is the ability to speak and listen with understanding. Students will get a high score in comprehension when they understand everything in both formal or colloquial speech to be expected of an educated native speaker.

2. Question Card Games

a. Definition of Question Card Game

Game is the best media for teaching and learning process. In Merriam Webster, game is a physical or mental competition conducted according to rules with the participants in direct opposition to each other. Meanwhile, in Oxford Learner's Pocket Dictionary, game is an activity or a sport with rules in which individuals or teams compete against each other.[37]

Playing games can make the students more excited and fun in learning especially in English. According to Lewis, Games are fun and the students like to play it.[38] Because sometimes during the teaching and learning process the students felt bored. In line with this, Wouters et al. stated that games based on learning can motivate the students in learning and they will find the learning activity fun and interesting.[39] In addition, according to Harmer, game was designed to provide communication between students, so that they have to talk to a partner in order to

---

[36] Salam Mairi, 'An Analysis of Speaking Fluency Level of the English Department Students of Universitas Negeri Padang (Unp)', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 10.2 (2017), p. 161.

[37] Oxford Learner's Pocket Dictionary, p. 181

[38] Gunther Bedson Gordon Lewis, 'Games for Children' (New York. Oxford : University Press, 1999), p. 5.

[39] Pieter Wouters and Esmee S. Van Der Meulen, 'The Role of Learning Styles in Game-Based Learning', *International Journal of Game-Based Learning*, 10.1 (2020), 54–69 .

solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.[40]

According to Friederike Klippel, Question Card Game is an activity that consists of group and talking to other for getting to know each other. The question card game was designed to make the students practice asking and answering about something.[41] By using question card game, the students were more active to speak in the classroom. The students have opportunity to communicate in English. The teacher can use this media to increase the students' speaking ability in the classroom.

Question card game is one of media in the form of a card. Harjanto in Ardani stated that Question Card is a visual media in the form of paper measuring 10 x 10 cm.[42] Contents of this card partly contain questions about the material being taught. Question cards are graphic media that contain symbols, text, and images that can convey information or messages from learning materials so that they can foster student interest when working on the questions contained in them. The use of this card media is a means whose main function is as a tool to carry out learning activities. Students are assigned to answer the questions contained in the question cards to add points. The question card media allows students to learn more relaxed by playing question cards.

The unique one of the question card games is it can be used in classroom learning to improve students' critical thinking skills.[43] Critical thinking is helpful

---

[40] Jeremy Harmer, "The practice of English Language Teaching, Third Edition", (Cambridge, UK, 2001), p. 272

[41] Klippel. Keep Talking: Communicative Fluency Activities', *Language Teaching* (New York: Cambridge University Press, 1985), p. 53.

[42] Ni Pt. Ardani and others, 'Pengaruh Model Kooperatif TGT Berbantuan Media Question Card Terhadap Hasil Belajar IPS Siswa Kelas V', *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, 2.1 (2014). p. 3.

[43] Nurul Lailia, 'Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa', *Jurnal Ekonomi Dan Pendidikan*, 16.2 (2020), 61–68

for increasing speaking ability. Ramezani et.al said that there is a relationship between critical thinking and speaking ability. By applying critical thinking skills, the students speaking ability can be improved.[44] In addition, speaking needs someone to convey everything that they think orally, even it can be a statement or question. Critical thinking is beneficial for many reasons. It can help students do better in school by improving their ability to understand, construct, and criticize arguments. It can help people succeed in their careers by improving their ability to solve problems, think creatively, and communicate their ideas clearly and effectively.[45] In terms of communication, someone needed to have the ability to ask and answer.

From the explanation above, the researcher concludes that question card games are where some questions will be written on some cards as the media which are used to improve the students' speaking skills. The question card game requires students to ask about information to someone. By asking and answering from the cards, the students have more opportunities to create an idea of what they wanted to say.

b.   **Kind of games**

There are some kinds of games in teaching and learning process. Wright, Betteridge, and Buckby classify game for teaching material such as picture games, psychology games, magic tricks, card and board games, sound games, story games, word games, true/false games, memory games, question and answer games.[46]

1)   Picture games

---

[44] Raana Ramezani, Ebrahim Ezzati Larsari, and Mohammad Aghajanzadeh Kiasi, 'The Relationship between Critical Thinking and EFL Learners' Speaking Ability', *English Language Teaching*, 9.6 (2016), 189

[45] Gregory Bassham and others, *Critical Thinking a Student ' S Introduction Fifth Edition* (New York: Mc. Graw Hill, Inc., 2013). p.27.

[46] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* (Cambridge: Cambridge University Press, 1984). p. 14-152.

In this game, the students involve comparing and considering pictures, differences or similarities, considering possible relationships between pictures, such as narrative sequence, describing key features so that someone else may identify them in a similar way. Most of the games involve the learners in the relatively free use all of the language at their command.

2) Psychology games

These games, include a variety of games that might all lead to greater awareness of the workings of the human mind and senses. This is an area of interest for everyone, in which there is much individual variation of opinion and experience. They also encourage the students' concentration and language use.

3) Magic tricks

Language sometimes can be exemplified in a concise and memorable way through a magic trick. The magic trick always attract attention and invite comment. In short, magic tricks, although apparently frivolous, have serious role in language learning.

4) Card and board game

These games, can be adaptations of several well-known and well-bred card games and board games such as snakes, ladders and happy families. It is essential for the learners to help you invent and make variations.

5) Sound games

Sound effects can create in the listener's mind an impression of people, places and actions. There is a demand for the listener to contribute through the imagination. This inevitably leads to individual interpretations and individual interpretations lead to a need to exchange points of view and to express opinions and ideas.

6) Story games

These games, provide a framework for learners to speak and write at length instead of engaging in short exchanges. Only interrupt a learner in order to help the story along. It might be helpful to correct certain errors that are made, then make a written or mental note of the errors during the story telling.

7) Word games

In this game, the focus of attention is initially on the word rather than the sentences like spelling, meanings, word for sentences making, words as inferred from contexts, or words as categorized according to grammatical usage. The learners should focus and communicate in full sentences, sometimes to pursue ideas and argue at sone length.

8) True/false games

This game is one of the great families of games. Essentially, someone makes a statement that is either true or false. The game is to decide which it is. Even with this small selection of true/false games, it can be seen that all levels of proficiency can benefit from this sort of challenge.

9) Memory games

These games challenge the students to remember. The inevitable differences between what students remember lead to discussion, in which opinions and information are exchanged.

10) Question and answer games

This game, is designed to create contexts in which the learners want to ask to ask a question in order to find something.

From some kinds of games above, the researcher has another game that is a question card game. This game consists of card, and some questions. This game is like a questions and answer game that can be used for teaching and learning process. The purpose of this game is to improve the students' speaking skills. Moreover, it can help the students to create an idea and think critically.[47] So that, the students are more active in speaking.

c. **Using Question Card Game in Teaching Speaking Skills**

Question card games is an activity that the students divided into pairs or small groups. Then, they answer some questions from the question card. The question card has a different topic about daily activity it's consists of w-h question (what, when, where, why, who, and how) and yes question. The objective of the question card game is to improve the students' speaking skills and for getting to know each other.

According to Friederike Klippel, before applying the question card game, the teacher needs preparation. They are:

1) The teacher should prepare the teaching material and media.

2) The teacher prepares the dice in different colors, question boards, and question cards for each group.[48]

In addition, Friederike stated that there are some procedures when someone wants to do a question card game in teaching speaking.

1) The teacher to divided into 2 groups, each group consisting of six students.

2) Each group receives the dice, question board, and question cards.
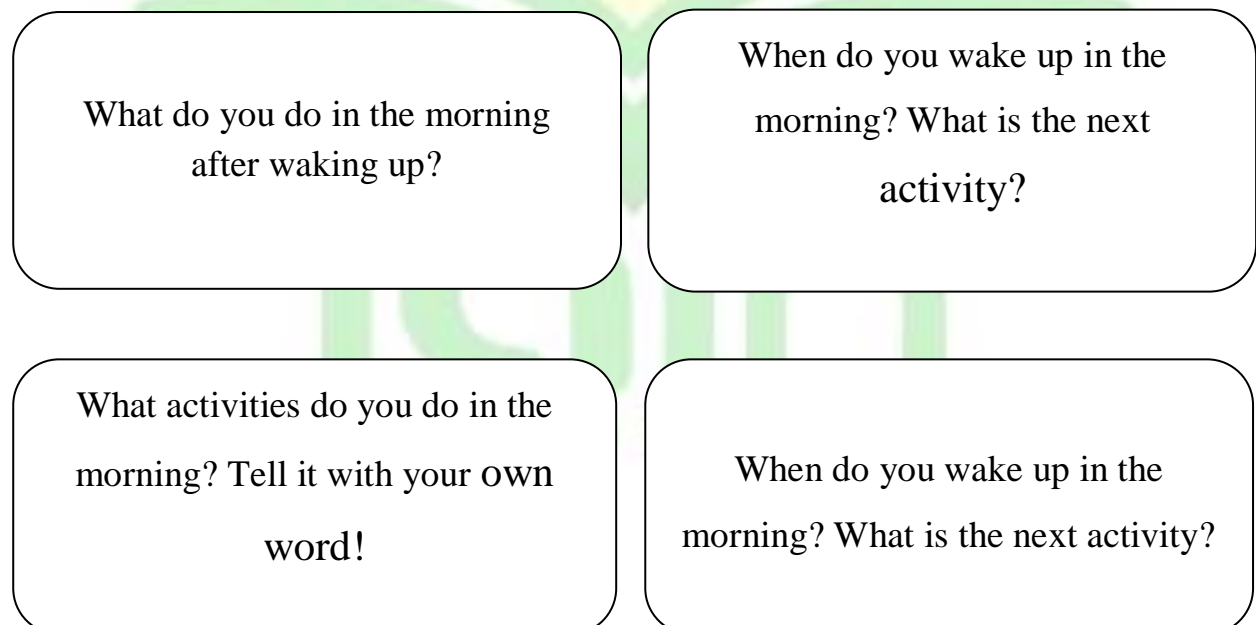
---

[47] Nurul Lailia, 'Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa', *Jurnal Ekonomi Dan Pendidikan*, 16.2 (2020), p. 61–68

[48] Friederike Klippel, 'Keep Talking: Communicative Fluency Activities', *Language Teaching* (New York: Cambridge University Press, 1985), p. 53

3) The question cards are put in piles face down next to the numbers 1 to 5 on the question board.

4) Each student in the group is given a number from 1 to 6.

5) Taking turns, each student throws the dice.

6) One die indicates the question to be asked (the one top of the pile of question cards next to the number thrown) the other, the person who must answer the question.

7) If the 'question die' shows a 6, the person whose turn it is may ask a question of the student whose number was thrown with the 'student die'.

8) The game is finished when everybody has answered every question.[49]

See the complete of the question card in Appendix 2

Picture 2.1
Question Card

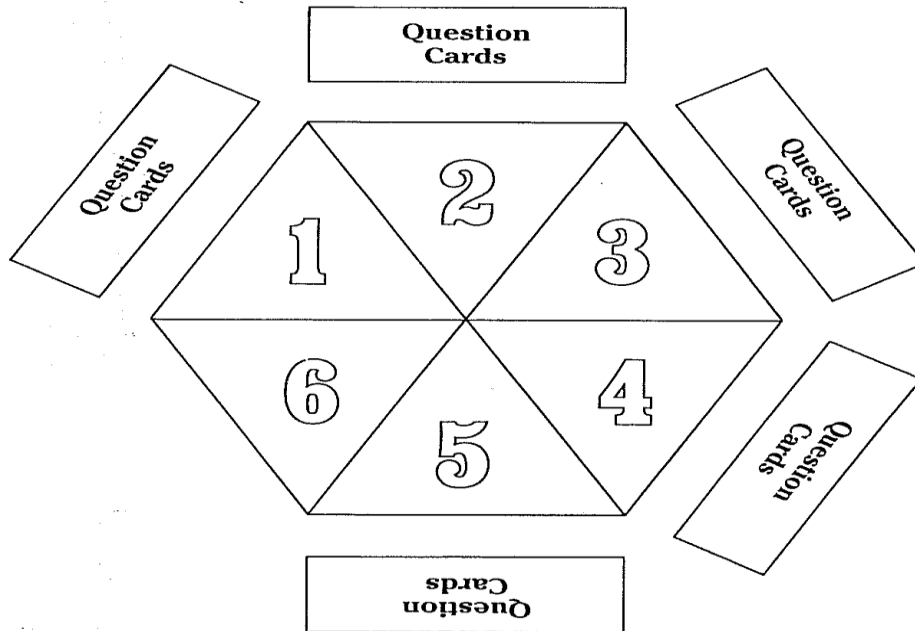| What do you do in the morning after waking up? | When do you wake up in the morning? What is the next activity? |
| What activities do you do in the morning? Tell it with your own word! | When do you wake up in the morning? What is the next activity? |

---

[49] Klippel, 'Keep Talking: Communicative Fluency Activities', *Language Teaching*, p. 53-54

Picture 2.2

Question Board

B. Previous Research Findings

The use of card games in teaching speaking has been investigated by some previous researchers. They said that the implementation of card games in teaching speaking is a good media to be used. They explain that there was a significant difference in the students' speaking ability after being taught card game with the different types. In this study, the researcher used previous research findings below:

The first research has been conducted by Yunita Wahyuni. The title is Using Conversation Cards Games to Improve Students Speaking Skill at AC Course Parepare. The aim of this research was to see the improvement of students' speaking skills. In this research, the researcher used quantitative method with pre-experiment design. The finding of this research is using conversation cards games able to improve the students' speaking skills at AC Course Parepare. There was a positive impact on students' speaking skills. There is a difference in the students' speaking skills before and after treatment. It can be seen from the result of the pre-test and post-test. The score of the pre-test was 51.5. While, after the

researcher gave the pre-test and treatment, the researcher gave the post-test and the score was 71.5. it can be proved by looking at the students' results of the test. The similarities of this research are both of the using card games as media in the learning process and used quantitative research. The difference of the research her research is used conversation card games media and this research will use question cards games. Besides, the researcher used pre-experiment as research design while in this research used quasi experiment design.[50]

The second research has been conducted by Hasrah. The title is Improving Students' Speaking Skill Through Flashcards Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab.Luwu. The objective of this research was to find out whether the flashcard game is effective or not to improve students' speaking skills for beginner learners at Desa Libukang Kec. Kamanre Kab. Luwu. In this research, the researcher used quantitative method with pre-experiment design. The finding of this research showed that flashcards games are effective to improve students' speaking skills for beginner learners. It can be seen from the result of the pre-test and post-test. The score of the pre-test was 25.5. While the score of the post-test was 55. The similarity of this research are the method is quantitative research and the aim of the research is to improve students' speaking skills. The difference of the research is the media games was used flashcards while this research will use question cards and the researcher used pre-experiment as research design while in this research, the researcher used quasi-experiment as research design.[51]

The third research has been conducted by Elviza Yuli. The title is The Use of Quartet Cards Games to Develop Junior High School Students' Interest in English Speaking. The objective of this research is to increase students' interest in English especially speaking skills. The finding of this research is the students more active in the class to state their

[50] Yunita Wahyuni, 'Using Conversation Card Game to Improve the Student s' Speaking Skill at Ace Course Parepare', 2020.

[51] Palopo, "Improving Student 's Speaking Skills Through Flashcard Games For Beginner Learners At Desa English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo Improving Student's Speaking Skills Through Flas." 2021.

opinions, discuss the topic, present the result of their discussion, and especially students more interesting in learning to speak English. The similarity of this research is using card games as media and the aim of the research. The difference of the research is the media was used quartet cards games while this research will use question cards games [52]

The fourth research has been conducted by Nurul Lailia. The title is "Development of Question Card Games as a Learning Media to Improve Students Critical Thinking". The aim of this research is to analyze the development of the question card game as learning media to increase students' critical thinking. In this research, the researcher used qualitative and quantitative method and the research design is pre-experiment with one group pre-test and post-test. The finding of this research is Question Card Game as learning media showed an increase in students' critical thinking through the N-gain test with an average value of 0,6 with criteria medium. The similarity is the researcher used question card games as learning media. The differences of the research are her research objective was to increase students' critical thinking while this research objective is to improve students' speaking skills. [53]

C. Theoretical Framework

The theoretical framework is a concept in the thesis about how theorists can be related to the factors which are identified as important problems. Speaking is one of the essential skills in the English language. In speaking, students should speak clearly and can be understood by other people. This is one way to give some information to someone who is listening to them. The aim of this study is to know the significant difference between students in second-grade who are taught by using question card games and those who are not on their speaking skills. In this case, the teacher has an important role in helping students to

---

[52] Ratmanida Yuli Elviza, 'The Use of Quartet Cards Game to Develop Junior High School Students' Interest English Speaking', *Journal of English Language Teaching*, 8.1 (2013), p. 146–52.

[53] Nurul Lailia, 'Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa', *Jurnal Ekonomi Dan Pendidikan*, 16.2 (2020), p. 61–68

improve their speaking skills, one of the ways is using question card games as the teaching media.

This research has two variables, independent and dependent. An independent variable is a variable that has influence of the cause of change or makes the existence of a dependent variable. While, the dependent variable is the response or the criterion variable presumed to be "caused" or influenced by the independent treatment condition.[54] And X and Y symbols are used to distinguish between two sentences, symbol X refers to the independent variable, and symbol Y refers to the dependent variable, such as:

X   : Students' Speaking Skill

Y   : Question Card Game

D. Hypothesis

From the explanation above, the researcher would like to make the hypothesis such as:

1) The Null hypothesis Ho: There is no significant difference score in speaking skills by using question card games.

2) The alternative hypothesis Ha: There is a significant difference score in speaking skills by using question card games.

---

[54] Creswell JW, '*Research Design Qualitative, Quantitative, and Mixed Method Approaches*' (CA: Sage Publications, 2014), p. 52.

A. Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approach that provide specific direction for procedures in a research design.[55] In this research, the researcher applies quantitative methods. Quantitative method is an approach for testing objective theories by examining the relationship among variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[56]

In this research, the researcher used quasi-experimental as research design with non-equivalent (pre-test and post-test) group design. The subject of the research were two groups; one group as an experimental group and the other group as a control group. The design can be presented as follows:

Table 3.1

The Research Design

SUBJECT	PRE-TEST	TREATMENT	POST-TEST
Experimental	O1	X	O2
Control	O3	-	O4

O1   : Pre-test for experimental class

O2   : Post-test for experimental class

O3   : Pre-test for control class

O4   : Post-test for control class

---

[55] Creswell JW, '*Research Design Qualitative, Quantitative, and Mixed Method Approaches*' (CA: Sage Publications, 2014), p. 12.

[56] Creswell JW, '*Research Design Qualitative, Quantitative, and Mixed Method Approaches*', p. 4.

X   : Treatment for experimental class by using question card game

B. Research Setting

The research setting of this study took place at Azmania Boarding School Ponorogo which is located in Jl. Azmania No.02, Ronowijayan, Ponorogo. The subject of this study is the English teacher from the second grade and the second-grade student of Azmania Boarding School Ponorogo.

C. Population And Sample

1. Population

Before conducting the observation, the researcher needed to determine the population. The population of the research was the students of second grade junior high school at Azmania Boarding School. The total of students in second grade of junior high school is **52 students**. It consists of four classes. Students of every class in each grade 2A.1 consist of 13 students, 2A.2 consist of 13 students, 2B.1 consist of 13 students, and 2B.2 consist of 13 students

Table 3.2

Population of the Research

No	Class	Total Students
1	2A.1	13 students
2	2A.2	13 students
3	2B.1	13 students
4	2B.2	13 students
Total		52 students

2. Sample

Sample is a small group that want to observed. The sample of this research is by using purposive sampling in selecting two classes from the population to become experimental and control classes. The researcher used purposive sampling because this sampling method is one of the most effective methods. In this research, the researcher took two classes for the sample. The first class is 2A.1 which consists of 13 students as a control class, and the second class is 2B.1 which consists of 13 students as an experimental class. The total of the sample are 26 students.

D. **Variable and Operational Variable Definition**

1. **Variables**

Research variable is an attribute or nature or value of a person, object or activity that has a specified variation by researchers to study and then we can make conclusions.[57] In this research, the researcher using two variables. They are independent variable (X) and dependent variable (Y). Independent variable is question card game and dependent variable is students' speaking skill. It concludes that question card games as independent variable (X) has an effect to improve students' speaking skill as dependent variable (Y).

2. **Operational Definition**

The definition of variable as follows:

a. Teaching speaking is a way to express the students' emotions, communicate, interact with other people, and influence others.

b. Question card games are where some questions will be written on some cards as the media which are used to improve the students' speaking skills.

E. **Data Collection Instrument**

---

[57] D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013). p. 38.

An instrument is a tool used by the researcher in collecting the data in order that he or she works easily, the result is better, accurate, complete, and systemic so that the data are easy to be processed.

1. **Test**

    The instrument of this research used oral tests or speaking tests. The researcher used this test before and after treatment to gain data on the students' speaking skills. This research consists of two tests, there were pre-test and post-test. The pre-test was given before the treatment to know the students' ability in speaking and the post-test was given after treatment to know the students' speaking skills based on the strategy used in question card games that have been given before. The test will be given to the both experimental class and control class students. The topic of the pre-test and post-test is about daily activities.

2. **Table Scoring Rubric of Speaking**

    Speaking can be assessed by asking students questions and involving them in conversation. The teacher can assess the students by asking specific question during class, and talking to them personally. The researcher divided the score into five criteria, which are the scores of pronunciations, grammar, vocabulary, fluency, and comprehension. Each criterion then was rated into five scales of rating scores, it is based on Haris' scale rating scores.[58] The pre-test will be given before the treatment. Moreover, the post test was given after he had given the treatment to the class. The researcher also used a recording as supporting documentation in this study.

Table 3.3

Five component grading speaking scale

---

[58] David P. Harris, *Testing a Second Language* (United States of America: Mc. Graw Hill, Inc., 1969). p.84-85.

Aspect	Criteria	Score
Pronunciation	• Have few traces of foreign accent.	5
	• Always intelligible, though one is conscious of a definite accent.	4
	• Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	• Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.	2
	• Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	• Makes few (if any) noticeable errors of grammar or word order.	5
	• Occasionally makes grammatical and/or word-order errors which do not, however, obscure, meaning.	4
	• Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	• Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.	2
	• Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1
Vocabulary	• Use of vocabulary and idioms is virtually that of a native speaker.	5

	• Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.	4
	• Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
	• Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	• Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	• Speech as fluent and effortless as that of a native speaker.	5
	• Speech of speech seems to be slightly affected by language problems.	4
	• Speed and fluency are rather than strongly affected by language problems.	3
	• Usually hesitant; often forced into silence by language limitations.	2
	• Speech is so halting and fragmentary as to make conversation virtually impossible.	1
Comprehension	• Appears to understand everything without difficulty.	5
	• Understands nearly everything at normal speed, although occasional repetition maybe necessary.	4
	• Understands most of what is said at slower- than- normal speed with repetitions.	3

	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	2
	Cannot be said to understand even simple conversational English.	1

F. Data Collection Technique

The researcher uses test to collect data. The test will be given to both experimental class and control class. The technique of collecting data in this quasi-experimental design are as follow:

1. Pre-Test

Before doing treatment, the researcher explains the aim of the research. The purpose of doing pretest is to get speaking score of the students. The researcher called the students one by one and sat in front of the researcher's table. After that, the researcher gives an oral test by asking some questions to the students about daily activities. This test was held for both classes to measure the students' basic ability in speaking.

2. Treatment

After pre-test, the researcher was given treatment by using question card game in experiment class and conventional taught in control class. The procedures of treatment as follow:

a. Experiment Class

In experiment class, the researcher applied question card game. Question card game is an activity that consists of group and talking to other for getting to know each other. The question card game was designed to make the students practice asking and answering about something. The students asked to tell

students daily activity orally. The researcher did the treatment for twice in order to find out the result of the use of this treatment is effective for experiment class than control class to improve students' speaking ability.

b. Control Class

The control class was given conventional taught. The researcher delivered the same material with the experiment class. Then, the students were asked to create a short dialog about daily activities, and practice with their partner orally.

3. **Post-Test**

The researcher gives the post-test to find out the students' speaking ability with the same test as pre-test. It is to know whether the question card game effective to be used in teaching speaking. In the posttest, the researcher will give an oral test like in pretest. The form of test was similar with pretest.

4. **Documentation**

Documentation is used to get the data from research setting. In this study, the researcher used form of documentation to increase data completeness related to the research needs about school information such as list of students' names, documentation of the school (vision, mission, purposes, the school profile).

G. Data Analysis Technique

The researcher found out the mean score. The researcher also found out the significant differences between groups in terms of speaking ability. In finding the mean score of the test, the researcher found out the normality of the pre-test and post-test, and the homogeneity of the test. Then, the researcher found out the mean score and standard derivation of the pre-test and post-test to see the difference. Finally, in comparing the means

of the test, the researcher used t-test in order to find out the difference between the means and to know the difference between the control group and the experiment group.

1. **Normality Test**

    Normality test is used to know the normality of the data that was analyzed whether both classes had normal data distribution or not. In this research, the researcher used Kolmogorov-Smirnov with the aid of SPSS (Statistical Package for the Social Science) program. Kolmogorov Smirnov is used to the test goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard derivation. Based on the statistical counted about normality test with believe a=0.05. The steps of the normality test as follow:

    A. Open the SPSS 26 program.

    B. Input the total value according the column in the data view.

    C. Click on "analyze – explore – normality plot with test.

    D. Drag the data into the test variable list.

    E. Click "OK"

2. **Homogeneity Test**

    Homogeneity test is used to know whether the data was homogeneous or not. After the result of testing normality of distribution is found, the researcher will do test homogeneity of variance in this research by using Levene's SPSS (Statistical Package for the Social Science) version 26 program. The steps of the homogeneity test as follow:

    1) Open the SPSS 26 program.

    2) Input the data from Microsoft excel into the data view.

    3) Click on "analyze – explore – descriptive statistic – explore.

    4) Drag the data into the dependent list.

    5) Click on "plots – power estimation – continue – OK".

3. T-Test

After testing of normality and homogeneity, the researcher continued to analyze the data by using t-test. T-test is a statistic that is used to determine the significant differences of the two samples on an average score. The technique of data analysis that will be used by the researcher in this study is statistical analysis with t-test. Steps of calculation t-test:

1) Open SPSS 26 program.
2) Click on "variable view" add name and use decimal "0".
3) Input the data from Microsoft excel to the data view.
4) Click on "analyze – compare means – paired samples t-test".
5) Drag the data into paired variables.
6) Click "OK".

The criteria of hypothesis as follows:

a. Ho: if t test < t table in significant degree 5% there is no significant score on students' speaking who are taught by using question card game and who are not taught by using question card game at Azmania Boarding School Ponorogo in academic year 2021/2022

b. Ha: if t test > t table in significant degree 5% there is significant score on students' speaking who are taught by using question card game and who are not taught by using question card game at Azmania Boarding School Ponorogo in academic year 2021/2022.

The result of t-test can be seen with the criteria:

a. If t-test (to) > t-table (tt) in significant degree of 5%, Ho (null hypothesis) is rejected.

b. If t-test (to) < t-table (tt) in significant degree of 5%, Ho (null hypothesis) is rejected.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher discussed about general finding, data description, data analysis, discussion and interpretation.

A. **General Finding**

1. **The Gheographical Location of Azmania Boarding School Ponorogo**

    Azmania is a new boarding school. The location of Azmania Boarding School at the street of Azmania, the number of 02, Ronowijayan, Kec. Siman, Kab. Ponorogo, Prov. East Java. The age of this boarding school is about 6 years. This institution consists of junior high school (SMP) and senior high school (MA).

2. **Vision, Mission, and Purpose of Azmania Boarding School**

    a. **Vision**

    Azmania Boarding School have visions are "good Islamic character, professional, competitive".

    b. **Mission**

    1. Instilling character and human values in life based on Islamic teaching in an integrative way with a disciplined boarding system.

    2. Implementing Al - Qur'an learning both *bi Al-Nadzar* and *Al-Ghaib* through *Tahsin, Tartil* and *Tahfidz*.

    3. Implementing knowledge, *Aqidah*, *Syari'ah*, and life skills, which are characterized by cumulative effects.

    4. Implementing boarding school management based on an orderly, transparent, accountable, administration and competitiveness.

c. Purposes

The purpose of Azmania Boarding School that must be achieved are as follows:

1. Generally, Azmania Boarding School Ponorogo aims to present Islamic educational institutions which are characterized by a professional, accountable, and competitive boarding system.

2. In focus, Azmania Boarding School Ponorogo aims to produce a generation of Al Qur'an women who are character, capable, and independent in facing the challenges the global world.

3. Students Data of Azmania Boarding School

The total of students on Azmania Boarding School 2022/2023 as follow:

Table 4.1

Students Data of Azmania Boarding School 2022/2023

No	Tingkat	Kelas	Jumlah
	SMP	1A	24
	SMP	1B	24
	SMP	1C	24
	SMP	2A	25
	SMP	2B	25
	SMP	2C	24
	SMP	3A	28
	SMP	3B	28
	MA	4	22
	MA	5	23
	MA	6	22
	TOTAL		269

B. Data Description

In this study, the researcher applied quasi experimental as research design. Therfore, the researcher used two classes as a sample, one class as the experimental group and one class as control group. The population of this research was the second grade of junior high school in Azmania Boarding School Ponorogo academic year 2022/2023. The researcher took 26 students as sample, 2A.1 which consist of 13 students as a control class, and the second class is 2B.1 which consists of 13 students as an experimental class. In experimental class, the researcher used question card game in teaching speaking. Meanwhile, the control class was taught by using daily conversation as media in teaching speaking.

1. **Time of Research**

Schedule of the experimental class (2B.1), there are five meetings. The first meeting was pre-test, the second and the fourth meeting were treatments by using question card games and the last meeting for post-test. While, in the control class (2A.1), the researcher was required four meetings. The students were given a pre-test in the first meeting, the second and the third meeting were treatments by using daily conversation, and the fourth meeting was a post-test. The schedule of experimental and control classes can be seen in the table below:

Table 4.2

Research Schedule of Experimental Class (2B.1)

Date	Activities
26st July 2022	Pre-test
27th July 2022	First Treatment
28th July 2022	Second – fourth treatment
4th August 2022	Post-test

Table 4.3

Research Schedule of Control Class (2A.1)

Date	Activities
21st July 2022	Pre-test
22nd July 2022	First Treatment
23rd July 2022	Second – third treatment
10th August 2022	Post-test

2. The Procedures of The Research in Experimental and Control Class

In the experimental class (2B.1), the researcher taught the students by using the question card game. The learning process was done in a set of learning processes involved in this study pre-test, first treatment, second treatment, third treatment, and post-test.

The first meeting, the researcher gave a pre-test to the students to know the condition in the experimental class. The researcher asked the students to tell the story about their daily activity in Azmania Boarding School start from wake up to sleep in front of the class. The researcher gave the duration about 3 – 5 minutes. Before practice in front of the class, the teacher asked the students to write the point of the story on their books. After that, the researcher gave about 5 minutes to prepare before do the test.

The second meeting the researcher gave the treatment to the students by using question card game. Before applying the game, the researcher explained about the material about daily activity. Daily activity is an activity that we usually do in our daily life. Therefore, the students must understand about simple present tense. Simple present tense is used to express habitual or everyday activity. The patterns of simple present tense are:

Table 4.4

The Pattern of Simple Present Tense

Nominal simple present tense	Verbal simple present tense
(+) Subject + am/is/are + noun.	(+) Subject + verb 1.
(-) Subject + am/is/are + not + noun.	(-) Subject + do/does + not + verb 1.
(?) Am/is/are + subject + noun?	(?) Do/does + subject + verb 1?

In addition, the researcher taught about "*action verb, adverb of time, and adverb of frequency*". The example of action verb is a verb that expresses something that a person, animal, object, or process in nature do. The example of action verbs are "*walk, swim, help, run*", etc. Adverb of time is an adverb that describes when the action of a verb is carried out. The kinds of adverb of time are "*now, today, later, soon, tonight, this time, this afternoon, in the morning, at night, every day*", etc. Adverb of frequency is describing how often an action happens. The example of frequency of time are "*always, usually, never, often, seldom, twice a year, once a minute, twice, once, three times* etc. The researcher also never forgets to give the materiel about W/H question such as "*where, when, who, why, what, and how*" and Yes/No question to the students, because this materiel will be used in question card game.

After learning about simple present tense, at the third meeting, the researcher explained the procedures of the games. In this game the researcher divided the students into two groups and made a small circle. Every group consists of six students. After that, the researcher gave the students the question board, question card and dice. The students asked to open the card after playing the dice according to the number of the dice that was thrown. The students read the question inside the question card to the other students. The question is about their daily activity in Azmania Boarding by using simple present tense. The other students must answer the question orally with their own word. The game is finished when everybody has answered every question.

At the fourth meeting the researcher did the same activity that is question card game with the same theme. The researcher divided the students into two groups. Every groups consist of six students. The member of group will different with at the third meeting.

After giving the treatment the researcher gave the post-test to the experimental class to know the students' achievements in speaking. That is an oral test about daily activity. The researcher asked the students to write the story about daily activity in their books. The students just write the point of the story. After finished, the researcher gave the duration for preparing the test about 5 minutes. After that the students practice the test one by one in front of the class. The duration of the test is about 3 up to 5 minutes. After finished the test, the students must have a question for the speaker and answer the question from the audience. During the test, the researcher recorded what the students said for doing assessment.

While, in the control class (2A.1), the researcher taught the students by using daily conversation. The learning process was done in a set of learning processes involved in this study pre-test, first meeting, second meeting, third meeting, and post-test.

At the first meeting, the researcher gave the pre-test with an oral test same as experimental class. At the second meeting, the researcher taught about daily activity by using present tense. The researcher explained about the "simple present tense, action verb, adverb of time, and adverb of frequency" same as experiment class.

At the third meetings, the researcher divided the students into some groups. Every group consist of two students. After divided the group, the researcher gave the students assignment to make a daily conversation with the theme that is daily activity in Azmania Boarding School. The researcher gave the duration for making the daily

conversation about 30 minutes. After finished, the students have to practice the daily conversation in front of the class.

At the next meeting, the researcher gave the same assignment with the different topic that is daily activity in their home. After that, the researcher held a post-test. The aim is to know students' achievements after giving treatment. The test is an oral test about daily activity. The researcher asked the students to write a story about daily activity in their books. The students just write the point of the story. After finishing, the researcher gave the duration for preparing the test about 5 minutes. After that the students practice the test one by one in front of the class. The duration of the test is about 3 up to 5 minutes. After finishing the test, the students must have a question for the speaker. Then the speaker has to answer the question from the audience. During the test, the researcher recorded what the students said for doing assessment.

3. **The Students' Speaking Score in Experiment Class**

   a) **The result of students' speaking ability of pre-test in experimental class**

   The table below, showed the score of the students who were taught by using question card game in teaching speaking.

Table 4.5

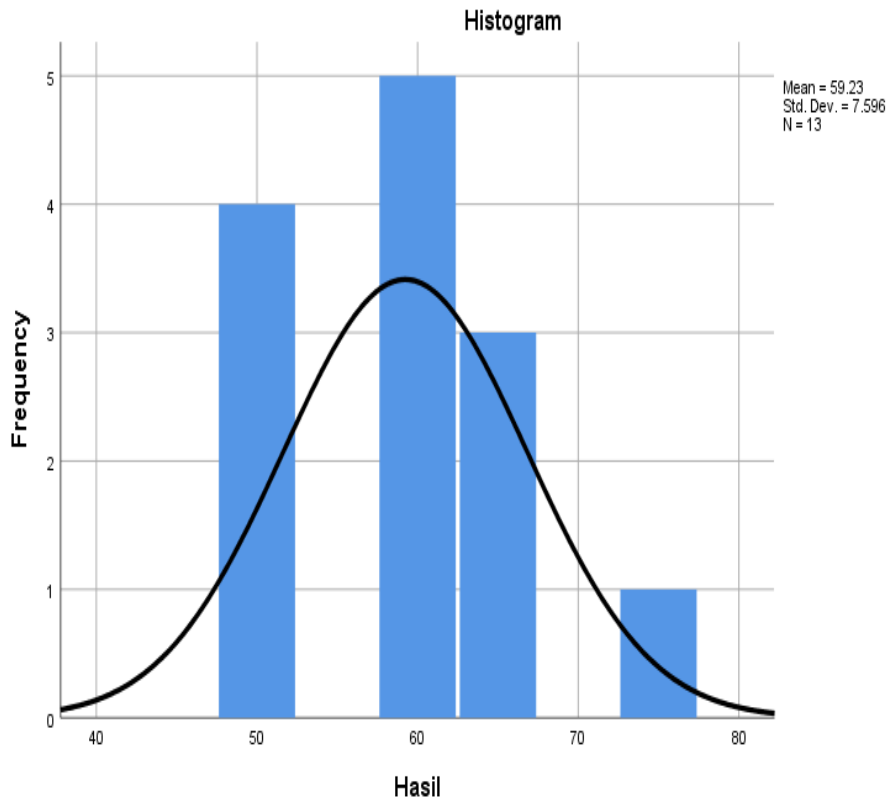**The Result of the Students' Pre-Test of Experiment Class**

No	Students	Component of Speaking					Total	Score
		P	G	V	F	C		
1	Aisha Shafa Kirana	3	2	3	2	3	13	65
2	Masyita Syabila Balqis	3	2	3	2	3	13	65
3	Alvisa Zahra	2	2	2	2	2	10	50
4	Asabina	2	2	3	2	3	12	60
5	Azalea Bilqis	4	3	3	2	3	15	75

6	Fatahna	2	2	3	2	3	12	60
7	Intan Zuhaili	2	2	3	2	3	12	60
8	Radian Syfa	2	2	3	2	3	12	60
9	Keyza Alaika	2	2	2	2	2	10	50
10	Salsabila Aminatus	2	2	2	2	2	10	50
11	Masayu	2	3	3	2	3	13	65
12	Mazaya	2	2	3	2	3	12	60
13	Nayandra	2	2	2	2	2	10	50
	Σ							770
	Mean							59.23

The researcher divided the score into five criteria, which are the scores of (P) pronunciations, (G) grammar, (V) vocabulary, (F) fluency, and (C) comprehension. Each criterion then was rated into five scales of rating scores, it is based on Haris' scale rating scores.[59] Based on the table above, the researcher can see the result of the experimental class pre-test. The highest score was 75 and the lowest was 50. There were 4 students who got 50, 5 students got 60, 3 students got 65, 1 student got 75. The total of pre-test in experimental class 770 with the mean score 59.23.

---

[59] David P. Harris, *Testing a Second Language* (United States of America: Mc. Graw Hill, Inc., 1969). p.84-85.

Table 4.6

Histogram for the students' pre-test in experimental class

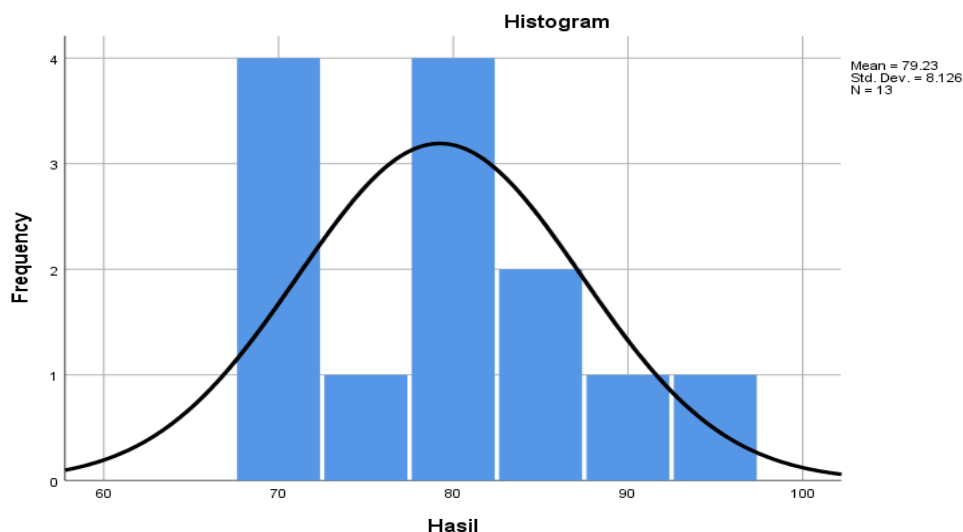b) **The result of students' speaking skills of post-test in experimental class**

The table below, showed the students' score of post-test who were taught by using question card game in teaching speaking.

Table 4.7

The Result of the Students' Post-Test of Experiment Class

No	Students	Component of Speaking					Total	Score
		P	G	V	F	C		
1	Aisha Shafa Kirana	3	3	4	3	3	16	80
2	Masyita Syabila Balqis	3	4	4	3	3	17	85
3	Alvisa Zahra	2	3	3	3	3	14	70
4	Asabina	3	3	3	4	3	16	80
5	Azalea Bilqis	4	4	4	4	3	19	95

6	Fatahna	3	3	3	4	3	16	80
7	Intan Zuhaili	3	3	3	3	3	15	75
8	Radian Syfa	4	3	4	4	3	18	90
9	Keyza Alaika	2	3	3	3	3	14	70
10	Salsabila Aminatus	3	3	3	4	3	16	80
11	Masayu	2	3	3	3	3	14	70
12	Mazaya	3	4	3	4	3	17	85
13	Nayandra	3	3	3	2	3	14	70
	Σ							1030
	Mean							76.23

The table above, it can be seen the result of the experimental class post-test. The highest score was 95 and the lowest score was 70. There were 4 students who got 70, 1 student got 75, 4 students got 80, 2 students got 85, 1 student got 90, 1 student got 95. The total score of post-test in experimental class 1030 with the mean of 76.23.

Mean = 79.23
Std. Dev. = 8.126
N = 13

Table 4.8
Histogram for the students' post-test in experimental class

4. **The Students' Speaking Score in Control Class**

   a) **The result of students' speaking ability of pre-test in Control class**

In the table below showed the score of students who were not taught by using question card game as media in teaching speaking.
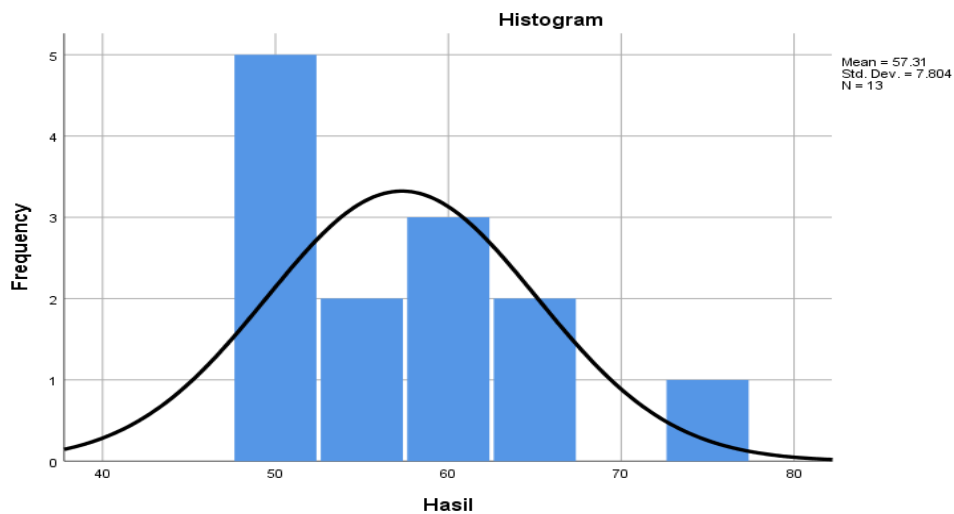
Table 4.9

The Result of the Students' Pre-Test of Control Class

No	Students	Component of Speaking					Total	Score
		P	G	V	F	C		
1	Adlina Jihadah	2	2	2	3	3	12	60
2	Aira Salsabila	2	2	3	2	3	12	60
3	Almayra Kurnia Andika	2	2	3	3	3	13	65
4	Cahyadewi syfa	2	2	2	2	2	10	50
5	Hasna Fairuz Shofia	3	3	3	3	3	15	75
6	Indy Khoirotusyifa	2	2	2	2	2	10	50
7	Nameira Shafa	2	2	3	2	2	11	55
8	Najwa Aulia	3	2	3	2	3	13	65
9	Luthfianne Zahratusyifa	2	2	2	2	2	10	50
10	Jezy Luckrecia	2	2	2	2	2	10	50
11	Tiara Elvira	2	2	3	2	3	12	60
12	Sarah Nashwa	2	2	2	2	2	10	50
13	Queenza	2	2	3	2	2	11	55
	Σ							745
	Mean							57.31

The table above, the researcher can see the result of the control class pre-test. The highest score was 75 and the lowest score was 50. There were 5 students who got 50, 2 students got 55, 3

students got 60, 2 students got 65, 1 student got 75. The total score of the pre-test in control class was 745 with a mean 59.31.

Table 4.10

Histogram for the students' pre-test in control class

b) **The result of students' speaking ability of post-test in Control class**

In the table below showed the score of students who were not taught by using question card game as media in teaching speaking.

Table 4.11

The Result of the Students' Post-Test of Control Class

No	Students	Component of Speaking					Total	Score
		P	G	V	F	C		
1	Adlina Jihadah	2	3	3	2	3	13	65
2	Aira Salsabila	2	3	3	3	3	14	70
3	Almayra Kurnia Andika	3	3	3	3	3	15	75
4	Cahyadewi syfa	2	3	3	2	3	13	65
5	Hasna Fairuz Shofia	3	3	3	4	3	16	80
6	Indy Khoirotusyifa	2	3	2	2	3	12	60
7	Nameira Shafa	2	3	3	2	3	13	65

8	Najwa Aulia	4	4	4	4	3	19	95
9	Luthfianne Zahratusyifa	2	3	2	2	3	12	60
10	Jezy Luckrecia	2	3	3	3	3	14	70
11	Tiara Elvira	3	3	3	3	3	15	75
12	Sarah Nashwa	2	3	3	3	3	14	70
13	Queenza	2	3	3	2	2	12	60
Σ								910
Mean								70

The table above, it can be seen the result of the experimental class pre-test. The highest score was 95 and the lowest score was 60. There were 3 students who got 60, 3 students got 65, 3 students got 70, 2 students got 75, 1 student got 80, and 1 student got 95. The total score of post-test in control class was 910 with the mean 70.
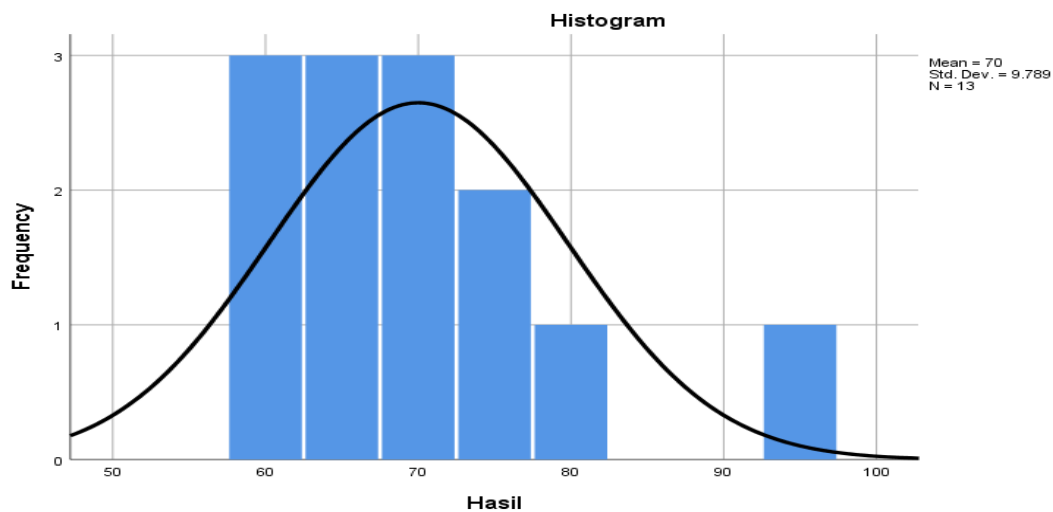
Table 4.12
Histogram for the students' post-test in control class

C. Data Analysis of the Students' Score

Before testing the hypothesis, the data served the assumption of normality and homogeneity. The normality and homogeneity were presented below:

1. Normality

A normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test; Kolomogrov-Smirnov, Lilieforsc, and Chi-Square. In this research, the researcher used Kolomogrof-Smirnov.

Table 4.13

Normality Test of Experimental Class (2B.1)

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test Experiment	.233	13	.053	.871	13	.055
	Post-Test Experiment	.180	13	.200[*]	.905	13	.156

From the table above, it can be seen that the value of normality in pre-test of experiment class is 0.53 with significant 0.05. It means the data of pre-test in experiment class is normal because the value of pre-test experiment class is bigger that the significant 0.05 (0.53 > 0.05). meanwhile, the value of normality in post-test of experiment class is 0,200 with significant 0.05. it means the data of post-test in experiment class is normal because bigger than significant 0.05 (0.200 > 0.05).

Table 4.14

Normality Test of Control Class (2A.1)

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

Hasil		Statistic	df	Sig.	Statistic	df	Sig.
	Pre-Test Control	.210	13	.120	.861	13	.039
	Post-Test Control	.192	13	.200*	.865	13	.046

The normality in pre-test of control class was 0.120 with significant 0.05. It can be conclude that the data of pre-test in control class is normal because the value of pre-test of control class is bigger that the significant 0.05 (0.120 > 0.05). meanwhile, the value of normality in post-test of control class was 0.200 with significant 0.05. It can be conclude that the data of post-test in control class is normal because the value is bigger than significant 0.05 (0.200 > 0.05).

2. Homogeneity

The homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher used the SPSS Statistic with Levene Statistic.

Table 4.15

The Result of the Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Speaking Skill	Based on Mean	.068	1	24	.796
	Based on Median	.111	1	24	.742
	Based on Median and with adjusted df	.111	1	22.451	.743
	Based on trimmed mean	.065	1	24	.801

From the table above, it can be seen that the value of homogeneity in post-test is 0.796 with significant 0.05. it means that the data of post-test is homogeny because the value of post-test is bigger that the significant 0.05 (0.796 > 0.05).

3. **T-test**

In this study, the researcher used SPSS to find out whether there was significant difference or not. Before calculating the t-test, the data should have normal distribution and homogeneity. The post-test of control and experiment class were normally distributed and homogeneous. The researcher conducted the result of t-test by using SPSS program below:

Table 4.16

The Result of T-test Calculation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Speaking Skill	Equal variances assumed	.068	.796	-2.616	24	.015	-9.231	3.529	-16.513	-1.948
	Equal variances not assumed			-2.616	23.213	.015	-9.231	3.529	-16.526	-1.935

Independent Samples Test

From the table above, it can be seen that the value of the t-test was -2.616, the degree of freedom (df) was 24.

Df $= n1 + n2 - 2$

$= 13 + 13 - 2$

$= 26 - 2$

$= 24$

Hypothesis:

a. H0: there is no difference in the average student learning outcomes between class 2A.1 and class 2B.1.

b. H1: there is a difference in the average student learning outcome between class 2A.1 and class 2B.1.

Decision-making:

a. If the significance value (sig) > 0.05 then H0 is accepted and H1 is rejected.

b. If the significance value (sig) < 0.05 then H0 is rejected and H1 is accepted.

Based on the result of the table independent sample t-test, it is known that the significance value of Levene's test for equality of variances is 0.796 > 0.05, it means that the data variance between class 2A.1 and 2B.1 is homogeneous or the same.

Based on the independent sample t-test output table in the equal variances assumed section, the sig value is known. 2-tailed of 0.017 < 0.05, it means that H0 is rejected and H1 is accepted.it can be concluded that there is a significant difference between the average student's learning

The significance value calculated 0.017 is smaller than 0.05 (0.07 < 0.05). from the explanation above, it can be concluded that the Question Card Game was an effective media in teaching speaking to second-grade students of Azmania Boarding School Ponorogo in academic year 2021/2022.

Comparing t count with t table in the independent sample t-test:

a. Ho: if t test < t table in significant degree 5% there is no significant score on students' speaking who are taught by using question card game and who are not taught by using question card game at Azmania Boarding School Ponorogo in academic year 2021/2022

b. Ha: if t test > t table in significant degree 5% there is a significant score on students' speaking who are taught by using question card game and who are not taught by using question card game at Azmania Boarding School Ponorogo in academic year 2021/2022.

Based on the table 4.16, the value t-obtained was -2616 at the significance level 0.05. T value is the result of t-test that is 24. At the significant standard of 5%, the value of t-table was 1.711. Based on the result, t value is higher than t-table (-2616 > 1.711). it can be concluded that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant effect in speaking skill within the students in experimental class, who were taught by using question card game and who are not.

D. Discussion and Interpretation

Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. According to Hughes, the objective of teaching speaking is the development of the ability to interact successfully in the language, and that involves comprehension as well as production.[60] It means that the teacher needs to provide the classroom with appropriate teaching materials, a

---

[60] Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003).. p. 113.

communicative environment of teaching-learning process that will increase the students' speaking skill.

The aim of this research was conducted to find out the effectiveness of teaching, especially for teaching speaking skills. It has been discussed that Question Card Game is one of effective media that can be applied in teaching and learning process especially in teaching speaking. It can be seen from the result of the research.

According on the data analysis in the previous part, the experiment and control classes have the same score in speaking ability as the result from pre-test were given before treatment. The mean score of the pre-test in experimental class was 59.23 and the mean score of control class was 57.30. After doing post-test, the result showed a statistically significant effect in speaking ability between students who were taught using question card game and who were taught by daily conversation. The mean score of the post-test in experimental class was 79.23 higher than the mean score of the post-test control class 70. It can be concluded that question card game gave a significant effect on students' speaking ability.

Based on the result from computation, the t value is higher than t-table (-2.616 > 1.711). It means that Ha was accepted. Meanwhile, if the t table higher than t-test, it means that Ha was refused. The conclusion shows that there is a significant difference in the speaking skills between the students who were taught by question card game and who were not.

The finding of this research supports and proves the theory from Friederike Klipple. According to Friederike Klippel, Question Card Game is an activity that consists of group and talking to other for getting to know each other. The question card game was designed to make the students practice asking and answering about something.[61] By using question card

---

[61] Friederike Klippel, 'Keep Talking: Communicative Fluency Activities', *Language Teaching* (New York: Cambridge University Press, 1985), p. 53

game, the students were more active to speak in the classroom. The students have opportunity to communicate in English. It can improve the students' score in speaking skills. By improving their score in speaking, automatically the students improve their speaking ability.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the detailed description, the researcher concludes that there was significant effective of the use of question card game in improving students' speaking ability. Based on the result, it was known that there was significance difference between the score from experimental class who were taught by using question card game and control class who were not taught by using question card game. It can be seen from the mean score in the experimental class (79.23) and control class (70). In addition, the result from the statistical analysis by using SPSS showed that the value of t0 was 2.616 and the value of t table was 1.711. it can be concluded that the alternative analysis hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It can be concluded that there was significant effect in speaking ability on students who were taught by using question card game and who were not. The students who are taught by using question card game have higher score than students who were not.

B. Recommendation

The aim of this research was to know the effectiveness of Question Card Game in teaching speaking skills. Based on the conclusion, the Question Card Game is effective in teaching speaking skills. It is recommended to apply in a teaching and learning process because of the use this game easy to deliver. Therefore, the researcher would like to give the recommendation to the participant.

a. The Teacher

The English teacher can improve the students' speaking skills by using question card games as the media to the language teaching method. It can be better to use question card game, as long as it is effective to improve the students' speaking skills.

b. The Students

Question card games will help the students easier to express their idea and it is able to make the students more active in learning English language, especially for speaking skills. Moreover, this media can improve the student's critical thinking.

c. The Researcher

The researcher gets many experiences from question card games to improve students' speaking skills and the researcher can use this learning media for teaching and learning process.
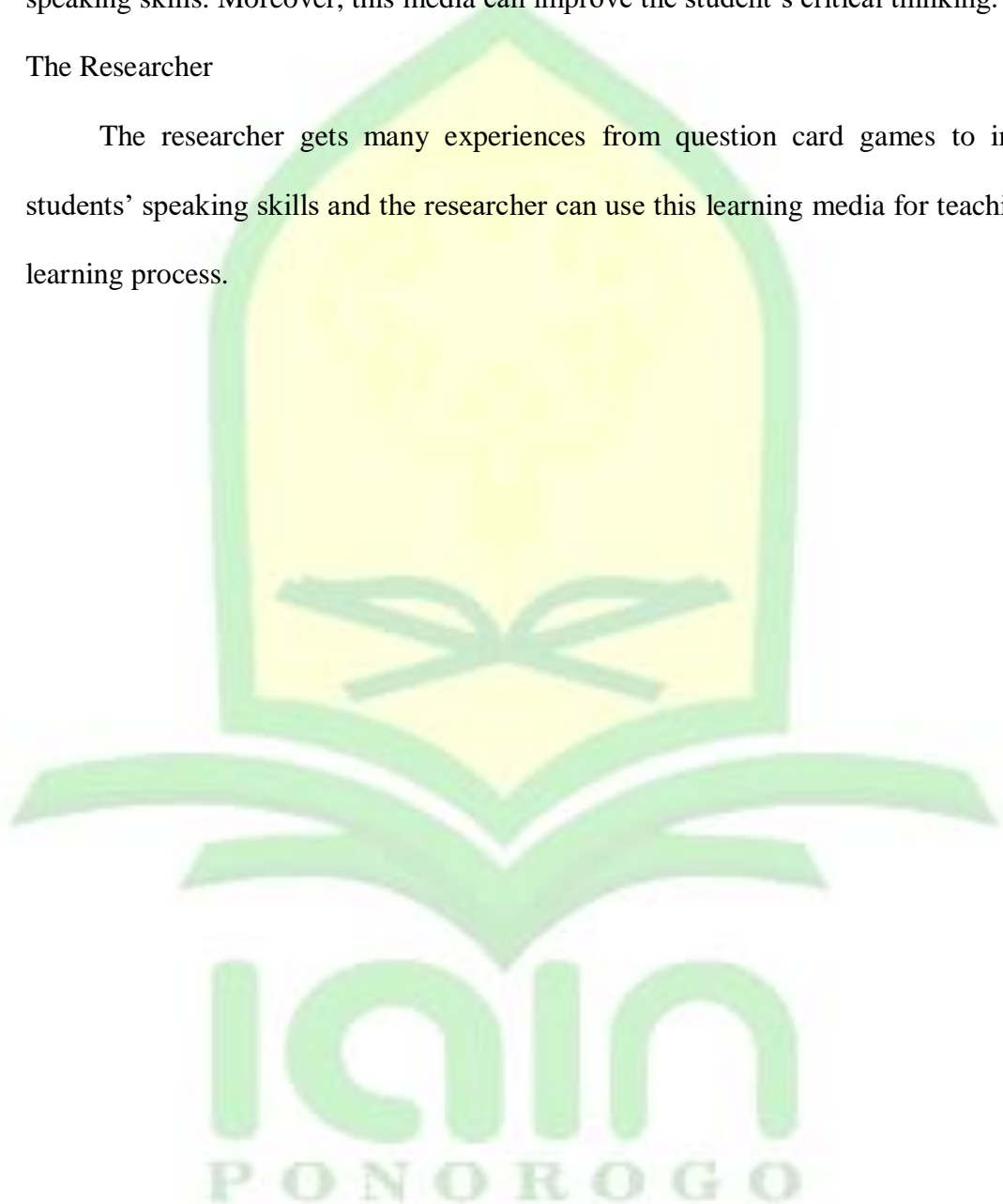
BIBLIOGRAPHY

Abdullaeva, Lola Sadullaevna, and Nigora Safarovna Avezova, 'Functions of Speaking as a Successful Means of Communication', *International Journal on Integrated Education*, 3.1 (2020)

Ardani, Ni Pt., I Kt. Putra, Kristiantari Adyana, and M. G. Rini, 'Pengaruh Model Kooperatif TGT Berbantuan Media Question Card Terhadap Hasil Belajar IPS Siswa Kelas V', *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, 2.1 (2014)

Bassham, Gregory, William Irwin, Henry Nardone, and Janies M Wallace, *Critical Thinking a Student ' S Introduction Fifth Edition* (New York: Mc. Graw Hill, Inc., 2013)

Brown, H Douglas, 'Teaching by Principles An Interactive Approach to Language Pedagogy' (New York: Longman, 2000).

C, Maria Tyasti G, and Ag Bambang Setiyadi, 'The Implementation of Scientific Approach on Speaking Skill at Second Grade Students Based on Learning Style in SMAN 1 Pringsewu', *Jurnal FKIP Unila*, 6.5 (2017).

Creswell JW, 'Research Design Qualitative, Quantitative, and Mixed Method Approaches' (CA: Sage Publications, 2014).

Garg, Sunil, 'Learning English Can Change Your Life for the Better', *International Journal of English Language, Literature and Humanities*, III.II (2015)

Ghandi, Mahatma, *Public Speaking Success*, *Learning Express* (New York, 2010)

Gilakjani, Abbas Pourhosein, 'English Pronunciation Instruction: A Literature Review', *International Journal of Research in English Education*, 1.1 (2016).

Gordon Lewis, Gunther Bedson, 'Games for Children' (New York: Oxford : University Press, 1999).

Harmer, Jeremy, *How to Teach English*, 2007

⸻, *The Practice of English Language Teaching*, Fourth Edi (Cambridge, UK: Pearson longman, 2015)

Harris, David P., *Testing a Second Language* (United States of America: Mc. Graw Hill, Inc., 1969)

Hughes, Arthur, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003)

Jacobs, Melony, 'English Grammar Rules & Mistakes Learn Writing, Speaking, Literature and Punctuation Rules Complete with 10 Key Skills and Over 200 Common Error Examples', 2019

Kemendikbud, 'Kurikulum 2013', *Http://Kemdikbud.Go.Id/*, Mei, 2013.

Klippel, Friederike, 'Keep Talking: Communicative Fluency Activities', *Language Teaching* (New York: Cambridge University Press, 1985).

Lailia, Nurul, 'Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa', *Jurnal Ekonomi Dan Pendidikan*, 16.2 (2020).

Mairi, Salam, 'An Analysis of Speaking Fluency Level of the English Department Students of Universitas Negeri Padang (Unp)', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 10.2 (2017).

Malmir, Ali, and Samad Shoorcheh, 'An Investigation of the Impact of Teaching Critical Thinking on the Iranian EFL Learners' Speaking Skill', *Journal of Language Teaching and Research*, 3.4 (2012).

Palopo, Iain, 'IMPROVING STUDENT ' S SPEAKING SKILLS THROUGH FLASHCARD GAMES FOR BEGINNER LEARNERS AT DESA ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO IMPROVING STUDENT ' S SPEAKING SKILLS THROUGH FLAS', 2021.

Putra, Aidil Syah, 'The Correlation Between Motivation and Speaking Ability', *Journal of English Language Education and Literature*, II.1 (2017).

Ramezani, Raana, Ebrahim Ezzati Larsari, and Mohammad Aghajanzadeh Kiasi, 'The Relationship between Critical Thinking and EFL Learners' Speaking Ability', *English Language Teaching*, 9.6 (2016).

Richards, Jack C, *Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)*, *Singapore: Regional Language Center*, 2009.

Sugiyono, D., *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013).

Susanti, Pepy, M. Syarif Sumantri, and Sarkadi Sarkadi, 'Increasing High Order Thinking Skill (HOTS) Using Question Card Games on Social Studies Content in Class V of Kranji XVI Public Elementary School, Bekasi City', *International Journal of Multicultural and Multireligious Understanding*, 8.2 (2021).

Thornbury, Scott, 'How to Teach Speaking' (England: Pearson Limited Edition, 2005).

Wahyuni, Yunita, 'Using Conversation Card Game to Improve the Student s' Speaking Skill at Ace Course Parepare', 2020.

Wayan, Ni, and Surya Mahayanti, 'LANGUAGE LEARNING GAMES DEVELOPMENT BASED ON CURRICULUM 2013', 1 (2017).

Wijaya, Titis Wisnu, 'The Effectiveness of Songs for Teaching Speaking', *Journal of Foreign Languange Teaching and Learning*, 3.2 (2018).

Wouters, Pieter, and Esmee S. Van Der Meulen, 'The Role of Learning Styles in Game-Based Learning', *International Journal of Game-Based Learning*, 10.1 (2020).

Wright, Andrew, David Betteridge, and Michael Buckby, *Games for Language Learning* (Cambridge: Cambridge University Press, 1984).

Yuli Elviza, Ratmanida, 'The Use of Quartet Cards Game To Develop Junior High School Students' Interest English Speaking', *Journal of English Language Teaching*, 8.1 (2013), 146–52