SKRIPSI

**USING CONVERSATION CARD GAME TO IMPROVE
THE STUDENTS' SPEAKING SKILL
AT ACE COURSE PAREPARE**

By

**YUNITA WAHYUNI
Reg Num. 15.1300.008**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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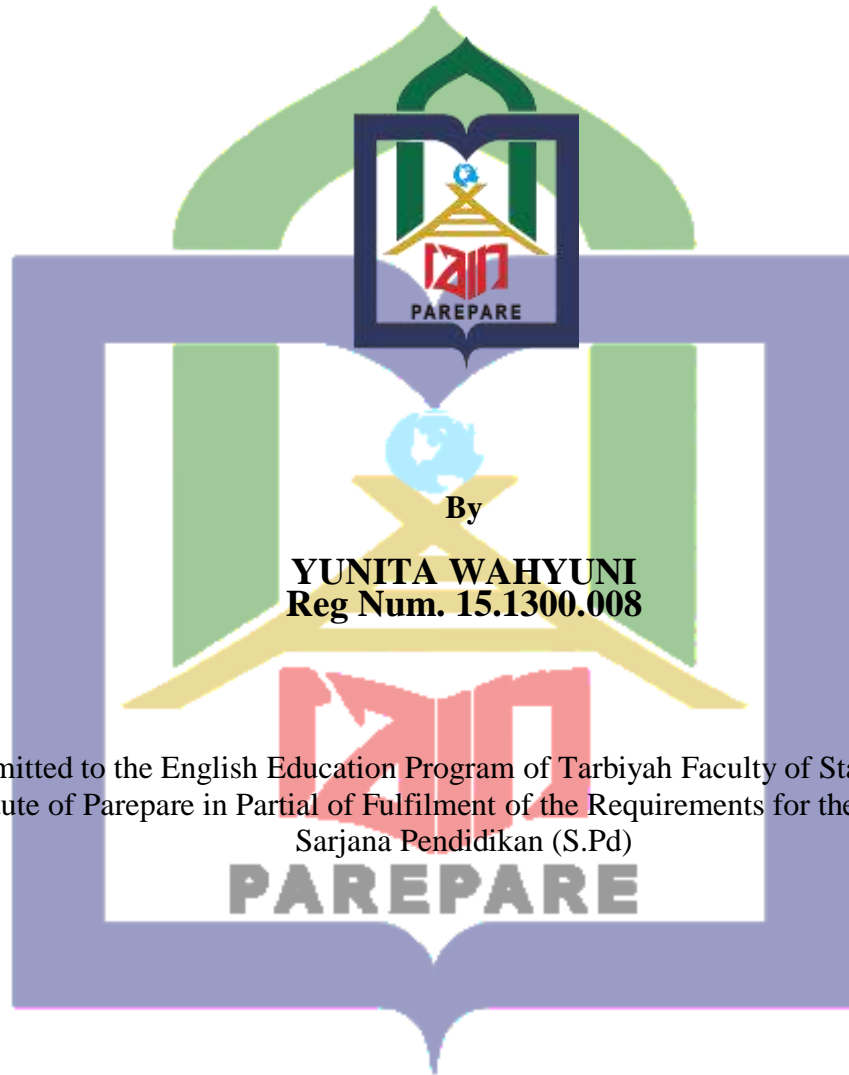
Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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to

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PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

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The Title of Skripsi   : Using Conversation Card Game to Improve the Students' Speaking Skill at ACE Course Parepare

Student Reg. Number   : 15.1300.008

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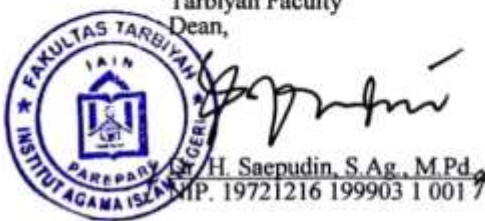that it fulfilled the requirements

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the most Gracious, the most Merciful.

First of all, the researcher would like to extend her sincere to Allah swt, the king of the king, and the lord of the universe who has been giving opportunity and courage to accomplish this script by the tittle "Using Conversation Card Game to Improve The Students' Speaking Skill at ACE Course Parepare" peace and blessing be upon beloved prophet Muhammad saw, and his family, his companion, his followers. The best messenger for people all over the world.

The researcher wants to thank a lot to all people who have supported and helped her. She realizes that without their support and help, she was not able to finish this skripsi.

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At least, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoritically and pratically in English Language Teaching field or another related field.
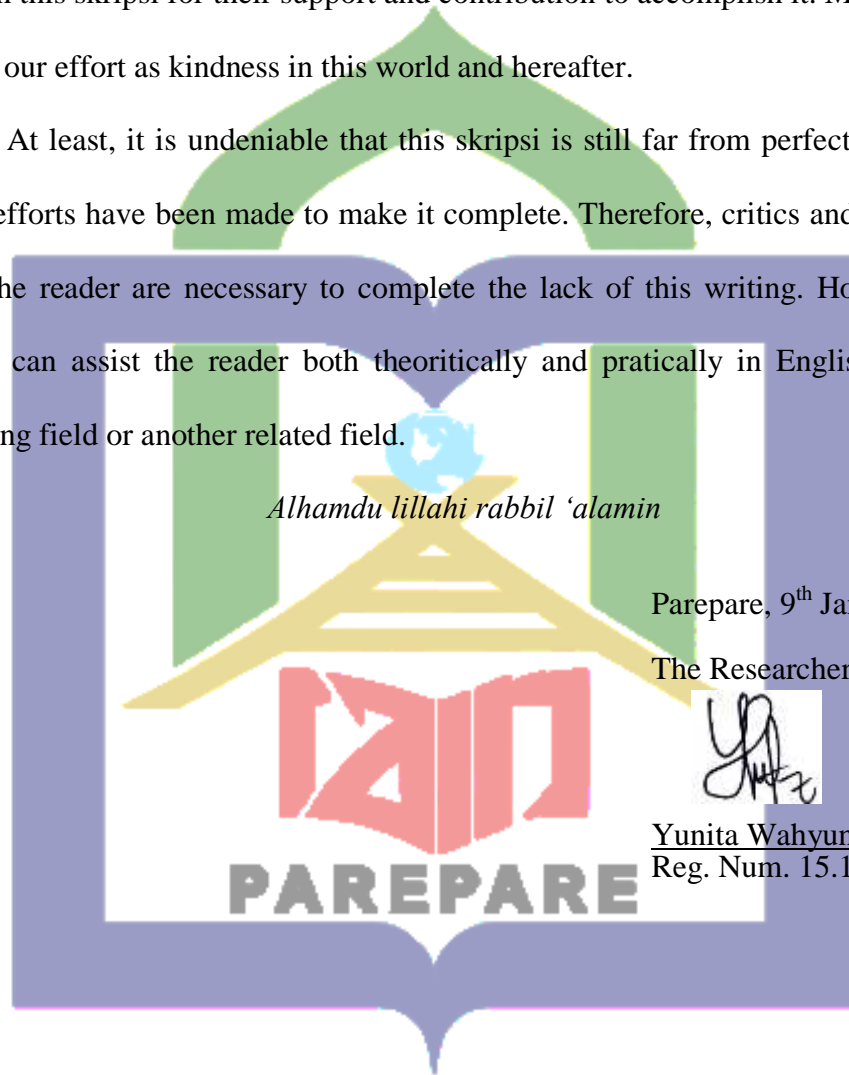
Alhamdu lillahi rabbil 'alamin

Parepare, 9th January 2020

The Researcher,

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Place and Date of birth : Ujung Pandang, May, 17th 1997

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Title of Skripsi : Using Conversation Card Game to Improve the Students' Speaking Skill at ACE Course Parepare

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 9th January 2020

The Researcher,

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ABSTRACT

Yunita Wahyuni.*Using Conversation Card Game to Improve the Students' Speaking Skill at ACE Course Parepare* (Supervised by Hj. Nurhamdah and Mujahidah).

This research aims to see the improvement of the students' speaking skill by using conversation card game at ACE Course Parepare. Conversation Card Game is some topics in conversation presented on the card to guide the students when they speak. The students are able to ask and respond about some topics based on pictures and instructions on the card. conversation card game is known as a fun way to facilitate the students speaking English. The teacher should aware that it is important to apply the technique or teaching strategy in order to make the students more easily to express their ideas and more active in learning process.

The population of this research where the students at ACE Course. This research used total sampling technique which consisted of 12 students. The design of this research was quantitative method using pre-experimental with pre-test and post-test design. The students were given the pre-test to measure the students' prior knowledge. Then, they were given the treatment namely conversation card game for 4 times, and post-test to find out the students' achievement in speaking skil after using conversation card game. The criteria of speaking skills are fluency, accuracy, content, pronunciation and they were used to measure the students' speaking skill. It aimed to know whether using conversation card game can improve the students' speaking skill.

The result in this research showed that there was improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (71.5) was greater than pre-test (51.5). Even, for the level significant (p) 5% and (df)= N-1=12-1=11, and the value of table is 1.796, while the value of t-test is 1.49. it means that, the t-test value is greater than t-table ($1.49 \geq 1.796$). Thus, it can be concluded that the students' speaking skill is significant better after getting the treatment. So, the null hypothesis is accepted that using conversation card game able to improve the students' speaking skill at ACE Course Parepare.

Keywords: Speaking Skill and Conversation Card Game.

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CHAPTER I
INTRODUCTION

1.1 Background

Speaking is a paramount skill that should be practiced to communicate orally. Speaking skill is a crucial part of the language learning process. Through speaking people are able to express thought and feeling. Students must be able to use the language appropriately in their social interactions.

The speaking ability can measure the success of language learning. To detect how success English learning is soon generally through speaking skill. The components of English that the student have to master are grammar, vocabulary, pronunciation, and fluency. Syakur in Herlina and M Holandyah argue that grammar is needed for student to arrange a correct sentence in conversation. Vocabulary means the appropriate choice that is used in communication. Pronunciation is the way for students' to produce clearly language when they speak. Fluency can be defined as the ability to speak fluently and accurately.[1]

Nowdays, most of the students understand English. In other hand, less of the students difficult to share English orally. Based on the researcher's experience as a teacher at ACE Course, there are some problems faced by the students in speaking such as the students do not have adequate vocabulary, problem in organizing and expressing idea with appropriate word choices, pronouncing English words correctly so, it makes them feel embarrassed and it can make their anxiety to speak because they are afraid of making mistake, limitation of opportunity to practice speaking

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[1]Herlina and M. Holandyah, "Teaching Speaking Skill by Using Guided Conversation Technique through Pair Taping to the Seventh Grade Students of SMP PTI Palembang" (published Journal; UIN Raden Fateh Palembang, 2015), p. 108 (Accessed on Sunday, April 14th, 2019)

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English in their daily life, the students sometimes had no partner to practice speaking English after studied in course, and they produce the sentence become extermely so hard.

As a teacher, the researcher always give some vocabulary and common expression that the students have to memorize in every meeting but the students can not still express their idea into a good sentence. In other words, the students seldom practice in their live what they have learn or memorize.Therefore, students should be given opportunity to practice English at least when they are communicating with other during the process of teaching and learning.

Penny Ur conluded that there are some problems in speaking activities. The problem are inhibition that learners are worried about making mistakes or fearful, nothing to say that students have no motive to express themselves, uneven participation that only can talk at a time if he is to heard in large group and the tendency of some learners to dominate, and mother tongue use that learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.[2] Samira supported that students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which result in preferring not to speak to

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[2]Penny Ur, *A Course in Language Teaching, Practice and Theory* (Sidney: Cambridge University Press,1996), p. 121.

avoid such situations. They do not spend enough time to practice their speaking. And teaching strategies also contribute to the problem of speaking difficulties.[3]

In this case, the teacher should make the students fun in learning process. If the students are not fun and interested in the lesson, the teacher will be very difficult to make the students understand the lesson. Therefore, to overcome this problem, the teacher needs a appropriate technique, activities for teaching, media, or games to absorb information and ideas for making their students have a capability in English.

Conversation is essential thing and one of method to make student fluently in speaking. This method is not focus on grammar only but how the students can speak up also. Conversation is a way to make students brave express their feeling. Starting with a conversation is a common problem encountered by many people, especially shy people.[4] In other side, conversation can help the students giving expression with their pairs in the classroom at course. The students will use their vocabulary which their pairs and also to train the student accustomed to speak English.

To make the students could express their ideas, information, opinion orally to the others, the teacher should apply some various strategies, media, or games that make the students more intrested in speaking. Therefore, the researcher recommends a game that able to make the students easier to express their ideas with conversation in speaking.

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[3]Samira Al Honi, "Speaking Difficulties Encountered by Young EFL Learners" (published Journal; IJSELL,Vol.2, 2014), p. 28 (Accessed on Monday, July 8th, 2019)

[4]Kaharuddin Bahar, *Interactional Speaking A Guide to Enhace Natural Communication Skills in English* (Yogyakarta: Trusmedia, 2014), p. 13.

Gibson concluded in his journal that "Toss 'n Talk" or Conversation Card Game can be a useful supplementary activity in the English foreign language or English second language classroom. Teachers who have tried it in their classes report a significant increase in participation and enthusiasm. It is a fun way for students of different proficiency levels to talk with one another about topics that are of interest to them. By reinforcing the "Question", "Respond", and "Follow up" (QRF) pattern, students develop their ability to think quickly, listen carefully and speak spontaneously. These are the skills they need to move beyond the textbook and use their English naturally, in real conversation.[5]

In accordance with the explanation and problem describes above, the researher conducted a research study entitled "Using Conversation Card Game to Improve the Students' Speaking Skill at ACE Course Parepare."

1.2 Problems Statement

In relation with the background above, the problem of the research can be stated as follow:

1. Is using conversation card game able to improve the students speaking skill?

2. How are the students' responses towards the use of conversation card game at ACE course Parepare?

1.3 Objective of Research

Based on the problems statement above, the objective of research are as follows:

1. To find out the students' improvement in speaking through conversation card game.

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[5]Don R Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 350 (Accessed on Wednesday, June 26th 2019)

2. To find out the students' responses through using conversation card game.

1.4 Significance of Research

The researcher formulates some uses of this research. The uses of this research are:

1. For the students, in using conversation card game will help the students easier to express their ideas, able to speak English about some topics in their lives, enjoy with the card game as a clue which is help them in speaking. It is able to make the students more active in learning process.

2. For the teachers, this research will help the teacher in considering that what technique that good for the students in improving their speaking skill and motivate the teacher to apply this technique in the classroom.

3. For the course, the result of this research is able to use in developing English language teaching and learning process and evaluation.

4. For the researcher, this research animprove the knowledge and experience in teaching.

5. For the readers, it is hoped to give more information and contributes the knowledge.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

2.1.1   The Concept of Game

2.1.1.1 Definition of Game

Game is activity that has rules and aims its fun and amusing. According to Fauziah a game is a form of entertainment that is often used as a refreshing sense of fatigue of the main caused by the activities and routines.[6] In Merriam Webster dictionary game is activity engaged in for diversion or amusement.[7] In oxford advanced dictionary stated that the game is an activity or a sport with rules in which people or teams compete against each other: card games, board games, a game of chance or skill, ball games, such.[8] In addition Jill mentioned that game is an activity with rules, a goal and element of fun. In educational environment, games usually use as learning media.[9] Cailonas also has argument that game is an activity that is voluntary and enjoyable.[10] Moreover, games activity that used in classroom which help students to learn better, sometimes called educational games.

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[6]Fauziah, Definition of Game, http://carapedia.com./definition of game _ (Accessed on June 28th, 2019)

[7]Webster's Third New International Dictionary: 1982.

[8]Internasional Students' Edition Oxford Advance Learners Dictionary of Current English. (New York: Oxford University Press), p. 30.

[9]Deesri, A. "Games in the ESL & EFL Class" (published journal: The Internet TESL Journal, 2002), p.1 (Accessed on June 28th,2019)

[10]Garris, R., Ahlers, R., & Driskel, J. E, "Games Motivation and Learning: A Research & Practice mode" (Simulation & Gaming vol.33 no.4, 2002), p. 441 (accessed on June 28th, 2019)

Games are good media to help students learn better because games will make them study in fun and relax way, it is because games is activity not only amusing activity but also can enhance their ability in every skill. In line with this, Poulsen stated that playing a game is an activity that enhancing skill use to solve the obstacle and playing a game is also basically a learning experience.[11]

Games also teach students other things that they do not get from usually way learning activities. For example, playing games can motivate them to win the game, teach them to be optimistic, make them add some encouragement to show their opinion, to be confident, feel more relax through they are studying. Smith in her article also agrees that games help students to overcome their anxiety and enhance their skill, games can also help students master the skills useful through out life, such as: teamwork, competition, strategy, problem solving, victory, and retention.[12]

There is a lot of kind of game in teaching learning process. Wright, Betteridge, and Buckby classify games for teaching material into the following kinds:
1. Picture Games

Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

2. Psychology Games

These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

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[11]Poulsen M, "What is game based learning?", 2010. http://www.mathiaspoulsen.com/what-is-game-based-learning/

[12]Smith, L."Games to motivate students to Learn", 2008. Retrieved from: http://voices.yahoo.com/games- motivate-students-learn-759811.html

3. Magic Tricks

Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.

4. Sound Games

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

5. Card and Board Games

These games can be adaptations of several well-known card games and board games like snakes and ladders.

6. Word Games

These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.

7. False Games

In these games someone makes a statement which is either true or false. The game is to decide which it is.

8. Memory Games

These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.

9. Caring and Sharing Games

These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.

10. Guessing and Speculating Games

In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

11.   Story Games

These games provide a framework for learners to speak as well as write stories and share them with classmates.[13]

From the definition above, the researcher concludes that conversation card games include on picture, card, and word game. It is one of game like flashcard that can be used in teaching learning process, help the student to express their idea orally based on a picture and sentence object. By using it, students more active and they would not confused what they want to say.

2.1.1.2 The Characteristic of Game

Games are fun and students like them. Through games students can experiment, discover, and interact with their environment. Through playing games, students can learn English the way students learn their mother tongue without being aware they are studying. Thus without stress, they can learn a lot even shy students can participate positively. The point way of choosing a game as follows:

1. A game must be more than just a fun.

2. A game should involve "friendly" competition.

3. A game should keep all of the students involved and interested.

4. A game should encourage students to focus on the use of language rather than on the language itself.

5. A game should give students a chance to learn, practice, or review spesific language material.[14]

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[13]Leon, U. W., Cely, V. E. "Encouraging Teenagers to Improve Speaking Skills through Games in Columbian"(2010), p. 11 (Accessed on June 28th, 2019)

[14]Mania Moayad, "The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage," (Hunter RWC, Vol.33, No.1,2012), p.7 (accessed on July10th, 2019)

Students may wish to play games purely for fun. The key of successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. Conversation card game is one of card game that includes with the fifth characteristic of game that have been mentioned previously. That is why playing conversation card game in the classroom will be more effective. The students race to be first in reaching the higher point and they also can compete friendly with their friends to reach goal of the game.

2.1.1.3 The Advantages of Applying Game

There are many advantages of using games in the classroom. They will be described as follows:

1. Games are the welcome break from the usual routine of the language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort, games help students to make and sustain the effort learning.

4. Games provide language practice in the various skill such as speaking, writting, listening, and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.[15]

Conversation card game is relating with most of the advantages that have been mentioned previously. Conversation card game can motivate and challenging for the students. It provides language practice in the speaking skill. It can encourage the

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[15]Mania Moayad, "The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage" (Hunter RWC, Vol.33, No.1,2012), p. 6 (accessed on July10th, 2019)

students to interact and communicate. The most important is teaching speaking by applying conversation card game can create a meaningful context for language use.

2.1.2 The Concept of Conversation Card Game

The researcher has given the explanation about the game, so conversation card game means that some topic in conversation will be written in some cards with clue as a conversation game which are used to improve the students'speaking skill. Gibson stated that a conversation card game is a card game suitable used in speaking class to generate daily conversations.[16] It is a student-centered activity that can increase participation, cooperation, and enthusiasm. Pike supported that conversation card game is a fun way to help students begin a conversation with a spesific topic, feedback between asking and responding questions about the topic, make comments, and maintain the topic for a spesific period of time.[17]

The conversation on the card as the basic for the students to open their mind and develop their ideas to speak. By using this conversation card games, the students will not confuse what they want to say when their friends ask them some question to speak. In other hand, the students can improve their speaking by this learning process. In short, these activities will train them to think critically and creatively. The function of the conversation card games is to guide the speaker when she or he speaks to someone.

A conversation card game is the result of Gibson's classroom experience, collaboration with his colleagues. Gibson namely conversation card game is "Toss 'n

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[16]Don R Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 350 (Accessed on Wednesday, June 26th 2019)

[17]Susan Pike, "Topic Talk Conversation Card Game" (Super Duper Publication: 2006), p. 1 (Accessed on June 29th, 2019)

Talk" cause his efforts to reduce the obstacles that limit conversation practice. Conversation card game offers teachers a student-centered activity that generates lively conversations. It is based on a "Question, Response, Follow-up question" (QRF) conversation pattern developed by one of his colleagues with personal communication in October 2000. It enables students to interact with their pairs even if they are at lower proficiency levels.

The "QRF" conversation pattern introduced when his workshop at Shizuoka the JALT Conference just as he usually do in class to give the participants an idea of how the card game is set up. Before students can play the card game, it is necessary to introduce the conversation pattern upon which it is based. He have used this games in both ninenty-minute and forty five minute classes, and the intoduction of the "QRF" pattern usually takes about twenty minutes. Teachers who use the game should adapt this introduction to fit their teaching style and proficiency level of their students. For example, the components of the pattern can be presented one at a time to allow students to practice them separately before they are asked to produce them by playing the game.

The QRF Conversation Pattern:

1. The Question

Begin by telling the students that we will practicing a conversation pattern that called "QRF". "Q" is for question. The question introduces the topic of the conversation. "Question = Topic" , using the word "topic" here because it is the word that students will see on the cards when they play the game and emphasize that the topic of the conversation is in the question that is asked:

- "Where do you come from?"

- "do you have a part-time job?"

- "What do you like to do in your free time?"

2. The Response

Continuing by saying that when we ask question, we will get an answer, and write "Answer". Then point to "Question" again as repeat the questions and this time we model possible answers as we point to the word "Answer":

- "I'm from Seattle."

- "Yes, I do."

- "I like to go skydiving."

Tell the students that when someone answers our question, we show interest by offering a "Response". Teacher writes some common responses on the board: "Oh, really?", "I see", "Wow!" Teacher say that another way to respond to what someone says is to "Echo", which means to repeat key words from the answer we hear. They tell the students that the response, we want them to practice in this conversation pattern is the "Echo", and Teacher writes "Response = Echo". using the word echo here because this is also the word that is on the card when they play the game. Then, model the pattern so far by repeating the three "Questions, answers, and Responses" while pointing to the corresponding words, "Question = Topic", "Response = Echo" so that students can begin to visualize how the components of the pattern fit together:

- "Where are you from?"

- "I'm from Seattle."

- "Seattle?"

This is also an excellent opportunity to review how intonation can affect meaning and have students practice various responses with intonation that is appropriate to the answers they hear.

3. The Follow-up Question

Next, tell the students that one of the best ways to keep a conversation going is to ask a Follow-up question. Follow-up questions ask for more information. Teacher writes "Follow-up question" and model the pattern again, pointing to each component as we did before:

- "Where are you from?"
- "I'm from Seattle."
- "Seattle?"
- "Do you like the Mariners?"
- "Yes, I do."

Demonstrating that at this point in the "QRF" pattern, we can continue the conversation by echoing the new answer and asking more follow-up questions.

4. How about you? + Question

The final component of the QRF pattern is "How about you? + Question". Teacher tell the students we use this when we want to change the speaker, and write "How about you? + Question". Admittedly, native speakers don't always ask a question after "how about you," but teacher want the students to do so in order to maintain the focus of the conversation.

For example:

- "Where are you from?"
- "I'm from Seattle."

- "Seattle?"

- "Do you like Mariners?"

- "Yes, I do. How about you? Where are you from?"

The last question "Where are you from?" reminds the speakers that the topic of the conversation is still hometowns and not baseball.

Finally, Gibson model the complete QRF pattern as teacher point to each of the components:

Q   : where do you come from?

A1   : I come from Seattle

R   : seattle? (F): Do you like the Mariners?

A2   : yes, I do. (H+Q): how about you? Where do you come from?

A3   : I'm from Saitama.

R   : Saitama? How long does it take you to come to school?

A4   : about two hours.

And the pattern continues.[18]

A sample Round of "Toss 'n Talk":

The following example is intended to illustrate the points at which cards are played during the game. We call the players Eriko, Taro, Mari, and Ken. Mari has been chosen to start.

Mari   : The topic is sports. What kind of sports do you like Ken?

Ken   : I like baseball.

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[18]Don R. Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 347-348 (Accessed on Wednesday, June 26th 2019)

Taro : (plays an Echo card.) baseball? (plays a Follow-up question card.) can you play baseball?

Ken : Yes, I can.

Eriko : (plays an Echo card.) Oh really?

Mari : (plays a Follow-up question card.) How often do you play?

Ken : About once a month. (plays a How about you card.) How about you Mari? What sports do you like?

Mari : I like tennis. I play tennis two or three times a month. I belong to the Tennis Club. (plays a how about you card.) How about you Eriko? Do you like sports?

Eriko : No, I don't. But I watched the World Cup with my friends.

Taro : (plays a Topic card.) New topic. Let's talk about part-time jobs.

Mari : Yes, I do. (plays a how about you card.) How about you Ken? Do you have a job?

Ken : Yes, I do.

Taro : (plays a follow upquestion card.) what do you do?

Ken : I'm a writer.

Mari : (plays a Topic card.) New topic. Where do you come from, Eriko?

Eriko : I'm from Osaka.

Taro : (plays a how about you card.) how about you Mari? Where do you come from?

The game continues until two players have used all of their cards.[19]

Pike supported a conversation card game from "Toss 'n Talk" by Gibson in conference JALT 2002 and called "Topic Talk". "Topic Talk" produced by Super Duper Publication. The games includes 75 topic cards, 70 talk cards, 30 question cards, 20 double talk cards, and 10 wild cards. Total of cards are 205 cards with a Five-minute timer.

Topic Talk Cards devided into 2 types card. There are topic cards, and conversation cards. The explanation about kinds of cards as follow:

1. Topic cards players use the cards to begin the game with a topic and to change topics during the game. Topics vary from descriptive (A TV show you watch....) to imaginative (a dream i had .....). There are 75 topic cards.

2. Conversation Cards: there are four groups of conversation cards.

   a. Question Cards.

   Players use these cards to ask another player questions about a topic. If the topic is "A TV show you watch…", a player might ask, "What time of day is the show on TV?". Every time a player asks a question, play changes direction.

   b. Talk Cards.

   Players use these cards to make a comment about a specific topic or to answer a question from another player (e.g., I watch that show, too).

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[19]Don R. Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings,2002), p. 349-350 (Accessed on Wednesday, June 26th 2019)

c. Double Talk Cards.

Players use these cards to make two related comments about a specific topic, or answer a question from another player and give one related comment (e.g., I watch that show, too. It makes me laugh.).

d. Wild Cards.

Players use these "special" cards as substitutes for Question, Talk, and DoubleTalk Cards.[20]

The previous applying conversation card game is the teacher gives some material about how to asking and giving opinion, like and dislike, expression of opening question, extending question, etc. The students prepare and try to answer the question from every card and discuss in conversation with their groups. Discuss the way teacher should correct in speaking activities, not interrupting while they are going on, but giving feedback later.

Conversation card game make the students memorize the question and the student try their best to answer it. When the students meet the same questions in their live. So, the students will be able to answer it. Because they have material about the question or discuss about. Using conversation card game the student can make the notes in their book what they have new knowledge from their experience in learning process, such as new vocabulary, how to organize their idea, etc. Teacher puts students in pair or groups and gives them some conversation card game so that when a student's picks up the top card in a pile he or she has to answer the question from

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[20]Susan Pike, "Topic Talk Conversation Card Game" (Super Duper Publication: 2006), p. 1. (Accessed on June 29th,2019)

the card suggests. By using conversation card game student will be more interest in learning since they are able to link the materials with image or script.

The advantages of using conversation card game have a great influence in teaching and learning process of a foreign language, because it could be one of the ways to give students better condition to improve communicative skill in daily context. Using conversation card game in the class, the teacher will ask the students to perform based on the clues. The activity trains the students to speak in front of the public to build their self-confidence. Therefore, they will be accustomed to speak in front of many people. The speaker talent for speaking will increase automatically. It is clear if the public speaking will be better with speak up in front of the friends or class. Most importantly, being able to use expressions in a discussion increases a persons' confidence in their overall communicative proficiency in spoken English.

From the explanation above, many people try to adopt the function of card game to improve students' speaking achievement in the class. In the education, conversation card game one of game in teaching and learning process.

Based on the quotation, conversation card game can improve students' speaking skill with natural ways. Using conversation card game will be an interesting activity because students play an educational game in the class. This is the example of conversation card game can be used in the class. The researcher make conversation card game adapted from "Topic Talk" by Susan Pike produced by Super Duper Publication.

"Topic Cards"

There are 75 topic cards, it can be seen as follows:

TOPIC

Talk about your parents look like.

TOPIC

Today is a very nice good. What pleasant things have you done since you opened your eyes this morning?

Talk about something nice you have done.

TOPIC

Talk about funny thing that happened to you.

TOPIC

SUCCESS
STRATEGY
BRAINSTORM
PLANNING
IDEA

Talk about your presepective of success.

TOPIC

Talk about what makes you unique.

TOPIC

Talk about why people learn a second language.

TOPIC

Talk about which is more valuable money or happiness.

TOPIC

Talk about the benefit of law.

See the complete of the topic cards in Appendix 3.

"Conversation Cards"

There are 130 conversation cards. Consists of 70 talk cards, 30 question cards, 20 double talk cards, and 10 wild cards. It can be seen as follows:
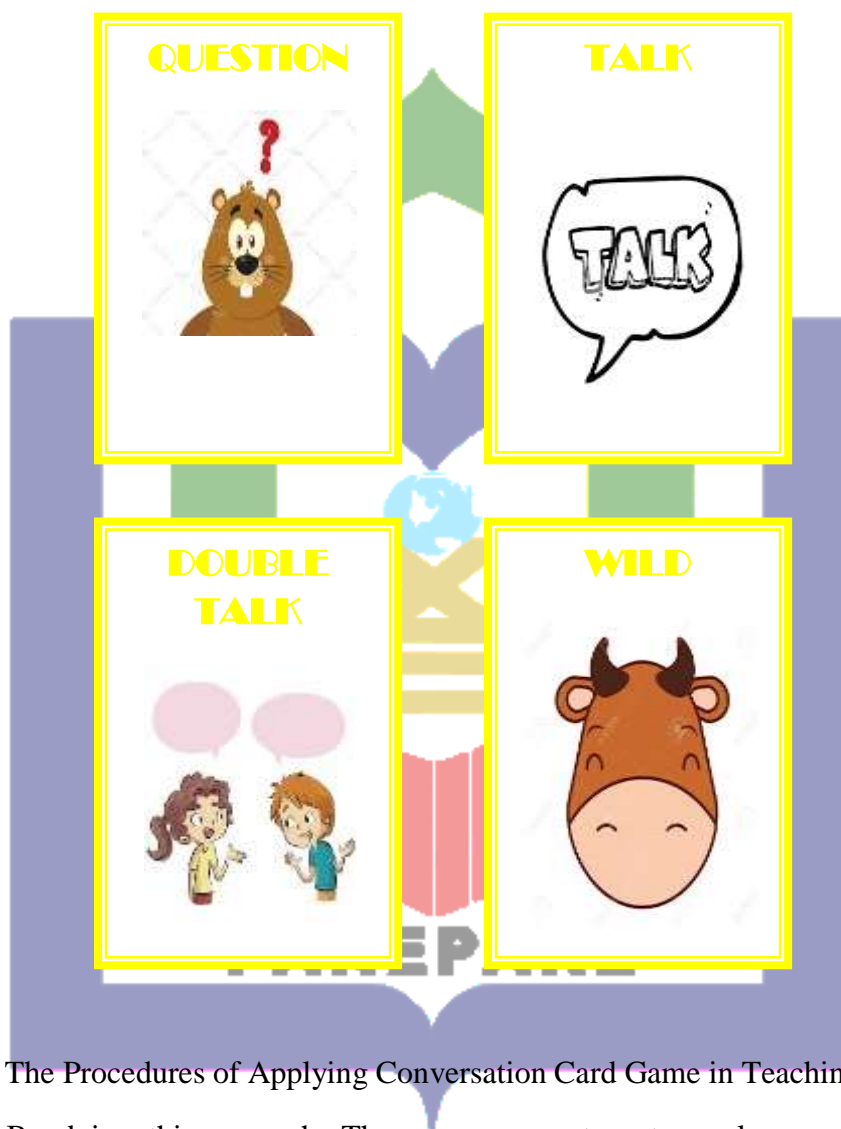
2.1.1.5 The Procedures of Applying Conversation Card Game in Teaching Speaking.

By doing this research. There are some steps to apply conversation card games.

Step 1 : The researcher divides the students into groups.

Step 2 : The researcher seperate the topic cards from the conversation card (Talk, Question, Double talk, and Wild) and shuffle. Place them facedown in the center of the table.

Step 3 : The researcher shuffle the conversation cards and deal each player seven cards. Place them facedown in the center of the table.

Step 4 : The first player begins by turning over a topic card. this will be the topic for the first conversation.

Step 5 : The first player looks at his/her cards. To start, the first player must have a Talk, DoubleTalk, or a Wild Card.

Step 6 : The first player places one of these cards face up next to the Conversation Card pile and makes a commentabout the topic to begin the conversation. Play continues to the left.

Step 7 : The second player has the option of playing any of the "Conversation Cards" in his/her hand. The second places the card face up next to the "Conversation Card" pile and makes a comment "Talk", asks a question "Question", or makes two comments "DoubleTalk"about the topic.

Step 8 : Play continues until one player no longer has any cards.

Note:

1. If the player does not have a talk, wild, or double talk card, then he/she draws from the conversation card pile until he/she gets one of those cards.

2. If the player uses a question card to ask a question, then play changes direction. The player to the right or left (depending on the previous direction of play) must then answer the question using a talk, double talk, or wild card.

3. To start a new game, the dealer (winning player) shuffles and deals seven conversation cards to each player. Then, the dealer turns over a new topic card. player to the left of the dealer goes first.

4. During play, the researcher can judge whether or not the player's comments are appropriate. This will help the players to improve conversation and social skills.

5. For advance play, use the timer to determine how long to spend discussing a topic (topic card). when the time runs out, turn over a new topic and continue the game.

2.1.3 The Concept of Speaking

There are some part will be explained here, they are definition of speaking, the element of speaking, and the function of speaking.

2.1.3.1 Definition of Speaking

The following are some definition of speaking according to scientist. According to Oxfordspeaking be willing to be friendly toward somebody, especially after an argument speak your mind express your opinion openly.[21]

Brown states that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information.[22] Widdowson also add that speaking is the active productive skill and makes use of oral production.[23] Speaking is an active productive skill involving the knowledge of language when the speaker one produce sentences.

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

[22]Brown, Doughlas, *Language Assessment: Principle and Classroom Practices* (New York: Pearson Education, 2004), p. 140.

[23]Widdowson, H. G. *Teaching Language as Communication* (Oxford: Oxford University Press, 1984), p. 54.

Bailey in Kaharuddin argues that speaking is the capability which is express the main what we want to extend.[24] It means that how the people are able to conduct in expressing their ideas.

From interaction, people will know well someone has capability in a language. Taylor argues that by practicing speaking to others, people can learn a great deal about themselves, about their strength and weaknesses.[25] By speaking the speakers can express their idea and the listener can accept everything about themselves.

Based on the various definition above, the researcher concludes that the definition of speaking as the essential skill of language is naturally the way of human communicate to express their ideas, feelings,opinion to achieve a particular goal while maintain social relations between people.

2.1.3.2 Element of Speaking

In speaking we should know the elements of speaking, or the crucial thing which in speaking that we able to master in.

1. Vocabulary

Vocabulary is a list of words and phrases usually alphabetically arranged and explained or designed.[26] Vocabulary is the most important thing to be known or to be mastered for people who want to have skill in speaking. It is very important because the weapon of speaking is vocabulary, without having knowledge about vocabulary the learners not be able to say something. Lado states that vocabulary is the lexicon of

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[24]Kaharuddin, Bahar. *Interactional Speaking* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

[25]Taylor, Anita. *Speaking in Public* (New Jersey: Practice Hall,inc, 2014), p. 7.

[26]Webster's Third New International Dictionary: 1982, p. 572.

written language, which is called words.[27] So, we need as much as possible vocabularies to build our language well. In this case, vocabulary is the first element of speaking.

2. Pronunciation

According to Morris the goal of learning English is how to pronunce that language.[28] In English, ther are many words that have the same pronunciation but different meaning. Inother words, if we speak with wrong pronunciation, the listener will not understand or catch the point what we just said.

Pronunciation is the act or manner of producing something. Articulate utterance.[29] Definitely, pronunciation cannot be separated between intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition. Pronounciation is the way for the students to produce the word clearly when they are speaking. A speaker who constantly mispronounces a word can be extremely dificult for a speaker from another language community to understand what the speaker says.

3. Grammar

Through speaking English, the students should be master and know exactly what the speaker wants to talk if the speaker make mistake in grammar when conversation occurs.

In reality, most of studenthas competence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so

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[27]Lado,Robert. *Language Teaching a Scientific Approach* (New York: Mc. Raw-Hill.University Press,1977), p. 183.

[28]Morris.I. *Spoken and Written Language*. (London: Longman,1980), p. 58.

[29]Webster's Third New International Dictionary: 1982.

that they will be able to get plus when they speak well because they have a good grammar. A good grammar we have, it makes the people also who hear what we say can understand. Byrne supports this statement that grammar is the base knowledge in learning a language.[30] So structure or grammar of English plays a very important role in speaking.

Grammar is how to arrange words become good sentences and a listener can get the ideas from speaking. The listener will be very confused when someone speaks ungrammatically.

4. Fluency

Fluency applies a significant influence of communication between the speaker and listener. If the speaker speaks with great difficulty and too clumsy, it is highly likely that the listener will neither understand nor respond relevantly to what the speaker says. Fluency can be defined of the fluently or accurately to speak.

When the students have capability in this forth element, they will not to spend much time to express the message, because they have only small number of pauses and "ums" or "ers". Thus, the students who becomes a speaker rather easily and conveniently in order that the listener is able to respond accordingly.

2.1.3.3 Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Based on Brown and Yule as cited by Richards, the functions of speaking are classified into three types: talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and

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[30]Bryne, Donn, *Basic Comperhension Passages* (Longman: Longman Group Ltd, 2006), p. 34.

function and requires different teaching approaches.[31] Below are some the explanations of the function of speaking:

1. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When a person meet with others, they exchange greetings, engage in small talk, recount recent experiences, and soon.because they wish to be friendly and to build 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 massage.

Talk as interaction has several main features 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 conventions

f. Reflects degrees of politeness

g. Employs many generic words

h. Uses conversational register

i. Is jointly constructed

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[31]Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p. 21-28.

Some of the skills involved in using teaching as interaction are the following things:

    a.   Open and close conversation

    b. Choose topic

    c. Make small talk

    d. Joke

    e. Recount personal incidents and experiences'

    f. Turn talking

    g. Using adjacency pairs

    h. Interrupt

    i. React to others

    j. Use an appropriate style of speaking[32]

Mastering the art of talk as relation s difficult and may not be a priority for all students.

2. Talk as Transaction

Talk as transaction refers to situation that focus is on what is said or done.

    a. It has a primarily information focus

    b. The main focus is on the massage and not the participants

    c. Participants employ communications strategies to make themselves understood

    d. There may be frequent questions, repetitions and comprehension checks, as in the example from the preceding classroom lesson

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[32]Kaharuddin, Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skill in English* (Yogyakarta: Trust Media Publishing, 2014), p. 3-4.

e. There may be negot iation and digression

f. Linguistic accuracy is not always important.

3. Talk as Perfomance

This refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches.

The main features of talk as performance are:

a. Explaining a need or interaction

b. Describing something

c. Asking questions

d. Asking for clarification

e. Confirming information

f. Justifying an opinion

g. Making suggestion

h. Clarifying understanding

i. Making comparison

j. Agree and disagree[33]

2.2 Some Previous Research Finding

Elza Eka Putri in her research "Using Cue Card Media to Improve the Students' Speaking Ability at the second year of SMK Negeri 4 Pinrang" finding that after doing classroom action research by using cue card media was able to improve the speaking ability of the students. There are difference before and after using cue card, through students has active to speak English using cue card. in cycle I just 53,8

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[33]Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p. 30.

of students speaking skill have achived but in cyle II, there was 76,8 of students speaking skill have achived. The researcher found that using cue card media with make a story, make conversation and giving opinion based on the cue card create a good learning atmosphere to get students' to participate more and made the students' enjoy the learning atmosphere in order to reduce anxiety. They expressed their minds, emotion and their feeling freely. This case they felt comfort and convenience in progress their idea. This media also build up students' motivation, enthusiasm, and stimulate students' to speak up freely.[34]

Nur Azizah in her research "The Applying of Conversation with Different Topics to Improve Speaking Ability of Class VIII at MTs DDI Kanang Kab. Polewali Mandar conclude that result of data analysis showed that there was significant improvement of the students' speaking ability through conversation with different topics method. It is provide through the mean score of pre-test 17 and the mean post-test was 23. Teaching speaking by using conversation between different topics could help the students in learning english speaking everywhere specially in the school. It was proved by the researcher sample of this research, most of them could speak english without shy, this method was interesting and easy to learn.[35]

Don R Gibson in his journal "Toss 'n Talk A Conversation Card Game" finding that "Toss 'n Talk"or Conversation Card Game can be a useful supplementary activity in the English foreign language or English second language classroom.

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[34]Elsa Eka Putri, "Using Cue Card Media to Improve The Students' Speaking Ability at the Second Year of SMK Negeri 4 Pinrang" (Unpublished Scrips; English Department: Parepare, 2014), p. x.

[35]Nur Azizah, "The Applying of Conversation with Different Topics to Improve Speaking Ability of Class VIII at MTS DDI Kanang Kab. Polewali Mandar" (Unpublished Scrips; English Department: Parepare, 2017), p. 21.

Teachers who have tried it in their classes report a significant increase in participation and enthusiasm. It is a fun way for students of different proficiency levels to talk with one another about topics that are of interest to them. By reinforcing the Question, Respond, and Follow up (QRF) pattern, students develop their ability to think quickly, listen carefully and speak spontaneously. These are the skills they need to move beyond the textbook and use their English naturally, in real conversation.[36]

Based on the research finding above that shown of some researcher have been done the research with the some method and other way that they used to improve the students' speaking skill. That is all about how the card game are able to improve students' speaking skill. In this research, the researcher focused on students' speaking skill by using conversation card game. The difference between prior research were the researcher use different card namely conversation card game adapted from Susan Pike produced by Super Duper Publication, design method, location and sample of the research were the students of ACE Course Parepare. It aims to know how important conversation card game able to improve students' speaking skill at ACE Course Parepare.

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[36]Don R Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 350 (Accessed on Wednesday, June 26th 2019)

2.3 Conceptual Framework

The following is the conceptual framework that research underlying:

The Result of Gibson's Classroom Experience
"Toss 'n Talk or Conversation Card Game"

↓

Input
Conversation Card Game
(Adapted from Susan Pike Produced by Super Duper Publication)

| Grouping Student | → | Playing Conversation Card |

| Picking Up "Topic Card" | → | Sharing Information By: questioning, talking, double talking, and Wild Card |

↓

Output
The students' improvement in speaking skill

There are three components explained in the following:

Input	:	It refers to the material of that is applied
Process	:	It refers to teaching and learning speaking by using conversation card game, include research gave pre-test after that give treatment and post-test in the last meeting.
Output	:	It refers to the Students' Improvement in Speaking Skill.

In this case, the researcher makes the process of collecting data about students in improving speaking skill at ACE Course. The researcher used pre-test, treatment and post-test to know how is the English skill of students' at ACE Course.

2.4 Hypothesis

In this research, the researcher put forward the hypothesis as follow:

After giving the treatments, the result of post-test score better than pre-test score or conversation card game has significant improvement from testing students' pre-test to post-test score. It means that conversation card game is able to improve the students speaking skill atACE Course Parepare.

2.5 Variabel and Operational Definition

2.5.1 Variable

In this research there are two variable involve, dependent variable and independent variable, which are dependent variable is the students' speaking skill and the independent variable is using conversation card media.

2.5.2 Operational Definition

1. Conversation card game is one of card game used the researcher in teaching and doing activities in the class room. Conversation card game is the way of the

students' to be easier to express their ideas orally based on question that they get from the topic card.

2. The students' speaking skill an oral which used to communicate with other people in expressing ideas, feelings, opinion, suggestion, willingness, intention, etc. The indicators of the speaking skill are fluency, accuracy, content and pronunciation. Fluency means directly explain completely, the students' able speak a language easily and well without many pauses. Accuracy means no mistakes, the quality of being correct in explaining an idea. Content means the ideas that students express and pronunciation means when producing something the listener can understand what are speaker saying.
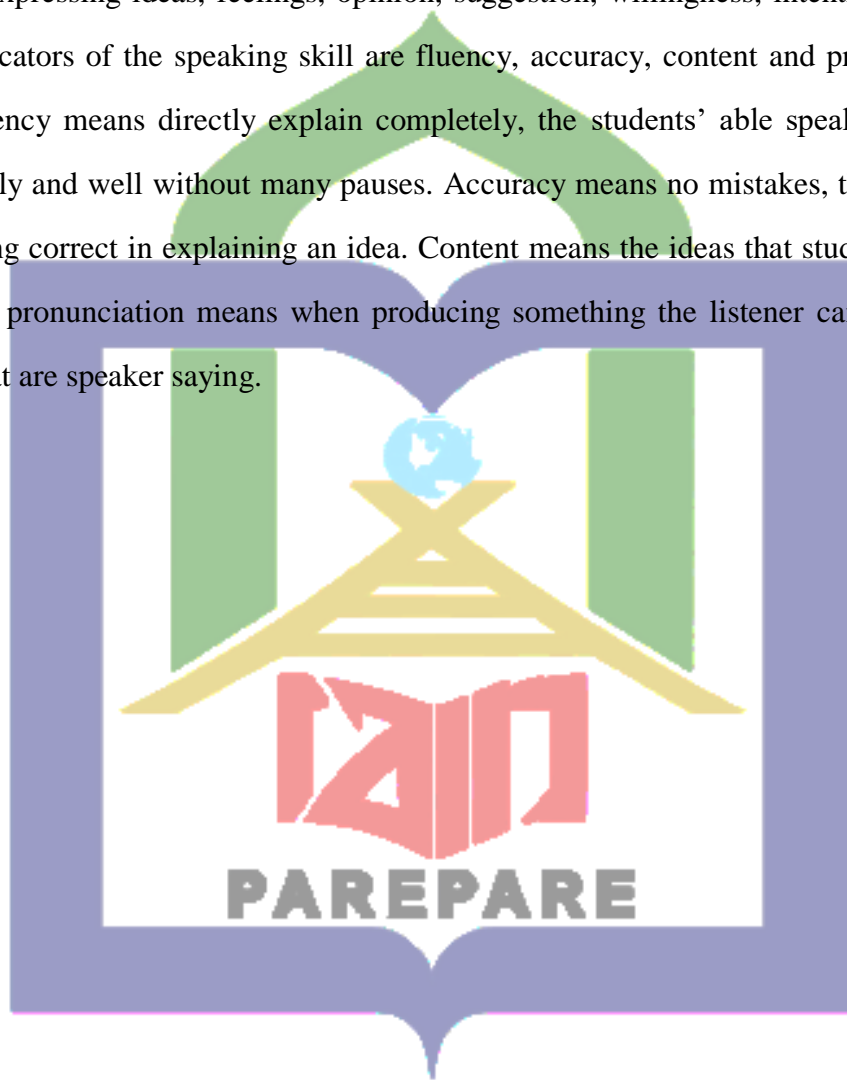
CHAPTER III
THE RESEARCH METHOD

This part covers about the description of the research design, setting of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was a pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether using conversation card game especially in speaking skill could improve the students' speaking at ACE Course. The following is the formula:

$$E = O_1 \quad X \quad O_2$$

Where: E: Experimental Class

O$_1$: Pretest

X: Treatment

O$_2$: Posttest[37]

3.2 Location and Duration of the Research

The location of the research have conduct at ACE Course. This research used the quantitative research that had several times to collect and analyze the data. So, the researcher used one month for collecting the data.

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[37]Sugiyono, *Metode Penelitian Pendidikan Kuantitaif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2015), p. 110-111.

3.3 Population and Sample

1. Population

The population of this research was the students at the ACE Course in Basic II program, the total of the students in Basic II at ACE Course are 12 who still study in course.

Table 3.1 The Total Students of Basic Level II at ACE Course Parepare

No	Class	Number of Students
1.	Awesome	7
2.	Marvelous	5
Total of Students		**12**

2. Sample

The sample have taken by using total sampling. The researcher used this technique because it can be representative from the population based on the researchers' knowledge and experience of the group to be sample.[38] The materials of Basic program II were suitable with this research where the purpose of learning in this level was the students able to express their idea in speaking English. The Basic class level II which is consisted of 12 students as the sample in this research.

3.4 Instruments of the Research

The instruments within this research used speaking test or oral test and questionnaire.

1. Test

This test used to gain data of the students' speaking skill before and after treatment. There were two tests of this research, they were pre-test and post-test. Pre test gave before treatment to find out the students' prior knowledge and post-test gave

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[38]L. R Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications.*Tenth Edition (USA: Pearson Education, Inc 2012), p.141.

after treatment to find out the students' speaking skill based on the strategy used conversation card game which had been given.

2. Questionnaire

The questionnaire distributed to the students after giving treatments, to find out the students' response in learning speaking using conversation card game.

3.5 Procedure of Collecting Data

The procedures of collecting data devided in three stages, namely:

1. Pre-test

Before doing the treatment, the researcher explained the purpose of the research. After that the researchergave the question about themselves. The researcher recorded their voice by using mobile phone. After giving pre-test the researcher checked the students' skill in speaking.

2. Treatment

After giving pre-test and getting the students ability in English, the researcher gave a treatment to the students in the classroom. The procedure of this treatment, the researcher checked the students' errors in speaking skill in pre-test that had been corrected by the researcher. After that, the researcher gave explanation base on the students' error in pre-test.

The following were the activities in treatment:

First Meeting:

a. The researcher explained the procedure of conversation card game before playing the game.

b. The researcher divided the students in groups.

c. The researcher shuffle and gave 7 conversation card game to each student.

d. The researcher gave the students' times about 5 minutes to make a sentence to answer the question from thetopic card.

e. After answer the question, The students had opportunity to give the same questions to next player by playing conversation card from the clue of conversation cards.

f. The researcher examined the mistake of students have done in their work, and let them to repair it.

g. The researcher closed the learning process with gave some motivation to always practice their English with vocabulary and material what they have been studied.

For the second, third, and the forth meeting were the same treatment but with different topics.

3. Post-test

After giving the treatment, the researcher gave the students post-test to find out the result of the treatment to measure the students' improvement in speaking skill after using conversation card game. The researcher gave post-test with ask some question based on the topics what they have learn it. It conducted to check the result of treatment and it also useful to know whether using the conversation card game applied to improve student speaking skill.

4. Questionnaire

Questionnaire distributed to the students after treatment. It was administrated to find out how the student interest in learning speaking through conversation card game. The researcher gave 10 statements. The researcher gave students a questionnaire sheet and asked the students to answer the question on the questionnaire.

3.6 Technique of Data Analysis

The data collected through the tests that have been analyzed by using quantitative analysis.The steps were undertaken in quantitative analyze are following:

1. Scoring Classification

To find out the students' speaking skill, it was view from the four components, and they were: Fluency, Accuracy, Content, and Pronunciation.

Table 3.2 Formulating score

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Answer nothing right
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate
Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively but a little unsystematic
	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation
	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation

(Source: Brown,H Douglass. Language Assesment and Classroom Practice)[39]

Scoring the Students' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{Students'\ correct\ answer}{Max\ score} \times 100$$

[39]Brown, Doughlas, *Language Assessment: Principle and Classroom Practices* (New York: Pearson Education, 2014), p. 406-407.

The Classification of the Students Score in the following criteria as in the table below:

Table 3.3 Classification Score

No.	Classification	Score
1.	Very good	81-100
2.	Good	61-80
3.	Fair	41-60
4.	Poor	21-40
5.	Very poor	0-20

Finding out the mean score by using the following formula:

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

Where:

X = Mean score

$\sum$ = Total Score

N = The total number of students[40]

Calculating the rate percentage of the students' score by using the following formula:

$$p = \frac{F}{N} \times 100\%$$

Where: P = percentage

F = frequency

N = total of number of sample.[41]

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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[40]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 264.

[41]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T	= test of significance
D	= the mean score of difference
$\sum D$	= the sum of the total score
$\sum D2$	= the square of the sum score of difference
N	= the total sample[42]

2. To analyze the students' response, the researcher used a Likert Scale category that can be seen on the following table:

Table 3.4 Likert Scale

Positive Statement Score	Category	Negative Statement Score
5	Stong Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Stongly Agree	5

(Source: Likert Scale Category)

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[42]Gay L.R *Education Research, Competencies for Analysis and Aplication Second Edition*, p. 331.

To analyze how conversation card game able to improve speaking skill, the following was rating score of the category.

Table 3.5 Rating Score of Questionnaire

Score	Classification
43-50	Very strong
35- 42	Stong
27- 34	Enough
19- 26	Low
0-18	Very low

(Source:Riduwan and Akdon. Rumus dan Data Dalam Analisis Statistika)[43]

Calculating the rate percentage of how conversation card game able to improve speaking skill score:

$$p= \frac{F}{N} \times 100 \%$$

Where: P = percentage

F = frequency

N = total of number of sample.[44]

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[43]Riduwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

[44]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provided information about the result of data collected through test that can be discussed in this section below:

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that using conversation card game was able to improve the students' speaking skill at ACE Course Parepare.

The questionnaire distributed to the students after treatment. It was administrated to find out how the students response in learning speaking through conversation card game.

The technique that researcher recommended was using conversation card game. It was able to influence the students' mindset and open their thought as well as in making idea by their communicative in language or the way to understand the key conversation from the sentence on the card to collect their ideas in their mindset first then express it by speaking to their friends.

4.1.1   Students' Speaking Skill in Using Conversation Card Game

This section described the result of data analysis in using conversation card game to improve students' speaking skill at ACE Course Parepare:

1. The students' Score in Pre-test

The researcher gave some questions to the students' as the pre-test to know the students' speaking skill. Every student got the questions and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skill based on the criteria of speaking skill which are accuracy, fluency, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Score in Pre-test based on Speaking Skill

No	Name	THE STUDENTS SCORE				Total	Score
		Fluency	Accuracy	Content	Pronunciation		
1	AA	7	4	8	8	27	68
2	AT	7	4	8	9	28	70
3	H	5	2	5	5	17	43
4	IP	4	2	5	6	17	43
5	MR	7	4	6	7	24	60
6	NK	5	2	4	5	16	40
7	NM	4	2	4	4	14	35
8	NS	7	2	6	6	21	53
9	R	3	2	5	7	17	43
10	SM	8	4	8	9	29	73
11	WB	5	2	5	7	19	48
12	YK	4	2	6	5	17	43
TOTAL							619

(Data' Source: the students' score in pre-test)

After knowing the students' score in pre-test based on scoring rubric of speaking, the following tables are students' score to find the mean score.

Table 4.2 The Students' Score in Pre-test

No.	Name	Pre-Test of Students (X_1)		
		Max Score	Total Score (X)	$X1^2$
1	AA	40	68	4626
2	AT	40	70	4900
3	HT	40	43	1849
4	IP	40	43	1849
5	MR	40	60	3600
6	NK	40	40	1600
7	NM	40	35	1225
8	NS	40	53	2809
9	RM	40	43	1849
10	SM	40	73	5329
11	WB	40	48	2304
12	YK	40	43	1849
Total			$\sum X=619$	$\sum X^2=33789$

(Data' Source: the students' score in pre-test)

The following table shows the frequency of the precentage in pre-test

Table 4.3 The Rate Classification, Frequency, and Percentage of the Pre-test

No.	Classification	Score	Frequency of Pre-test	Percentage of Pre-test
1.	Very Good	81-100	0	0%
2.	Good	61-80	3	25%
3.	Fair	41-60	7	58%
4.	Poor	21-40	2	17%
5.	Very poor	0-20	0	0%
Total			**12**	**100%**

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speakig skill before applying the conversation card game. There were three students got good score, seven students got fair score and two students got poor. The total score in pre-test was 619. It had shown that the students' speaking skill in pre-test was low, because most of the students got fair score.The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$X = \frac{619}{12}$$

$$X = 51.5$$

Thus, the mean score (X_1) of pre-test is 51.5

Based on the result of the pre-test, the data showed that the average score of the pre-test is 51.5. From that analyzing, most of the students got fair score. The total score in pre-test was still low. They mostly have low score in accuracy that they spoke ungrammatically with very limited speaking vocabularies as well as in fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{33789 - \frac{(619)^2}{12}}{12-1}}$$

$$SD = \sqrt{\frac{33789 - \frac{383161}{12}}{11}}$$

$$SD = \sqrt{\frac{33789 - 31930.08}{11}}$$

$$SD = \sqrt{\frac{1858.92}{11}}$$

$$SD = \sqrt{168.99}$$

$$SD = \mathbf{12.99}$$

Thus, the standard deviation of pre-test is 12.99

After determining the mean score (X_1) of pre-test was 51.5 and standard deviation of the pre-test was 12.99. It had shown that the students' speaking skill were in low category.

2. The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4 The Students' Score in Post-test based on Speaking Skill

No	Name	THE STUDENTS SCORE				Total	Score
		Fluency	Accuracy	Content	Pronunciation		
1	AA	9	6	9	8	32	80
2	AT	9	6	9	9	33	83
4	H	7	4	8	7	26	65
5	IP	8	4	8	7	27	68
6	MR	7	6	8	8	29	73

7	NK	7	4	7	7	25	63
8	NM	6	4	8	7	25	63
3	NS	8	6	8	8	29	73
9	R	7	4	8	8	27	68
10	SM	9	7	9	9	34	85
11	WB	8	5	8	8	29	73
12	YK	7	5	7	7	26	65
TOTAL							859

(Data' source: The students' score in post-test)

Table 4.5 The Students' Speaking Score in Post-test

No.	Name	Post-Test of Students (X_2)		
		Max Score	Total Score (X)	$X2^2$
1	AA	40	80	6400
2	AT	40	83	6889
3	HN	40	65	4225
4	HT	40	68	4624
5	IP	40	73	5329
6	MR	40	63	3969
7	NK	40	63	3969
8	NM	40	73	5329
9	RM	40	68	4624
10	SM	40	85	7225
11	WB	40	73	5329
12	YK	40	65	4225
Total			$\sum X=859$	$\sum X^2= 62137$

(Data' Source: the students' score in post-test)

Table 4.6 The Rate Classification, Frequency, and Percentage of Post-test

No.	Classification	Score	Frequency of Post-test	Percentage of Post-test
1.	Very Good	81-100	3	10%
2.	Good	61-80	9	90%
3.	Fair	41-60	0	0%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
	Total		12	100%

(Data' source: The rate percentage of the frequency of post-test)

The table above shows the result of students' improvement in speaking skill after applying treatment through conversation card game. There were three students' got very good score and nine students' got good score. It means that the students' speaking skill had improved through conversation card game. The total score in post-test was 859. It proved that there was improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this case,the writer analysed the data of students' score in post-test to know whether there is or no a significant different of students' achievement before and after learning process in using conversation card game in speaking skill.

Mean score of the post-test:

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

$$X = \frac{859}{12}$$

$$X = 71.5$$

Thus, the mean score (X_1) of post-test is 71.5

Base on the result of the post-test. The data shows that the mean score of the post-test was 71.5. From that analysing, it could be seen that almost of the 12 students' speaking was very good and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{62137 - \frac{(859)^2}{12}}{12-1}}$$

$$SD = \sqrt{\frac{62137 - \frac{737881}{12}}{11}}$$

$$SD = \sqrt{\frac{62137 - 61490.08}{11}}$$

$$SD = \sqrt{\frac{646.92}{11}}$$

$$SD = \sqrt{58.81}$$

$$SD = \mathbf{7.66}$$

Thus, the standard deviation (SD) of post-test is 7.66

3. The result of the pre-test and post-test were presented in the following:

Table 4.7 The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51.5	12.99
Post-test	71.5	7.66

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 51.5 (X_1) while the mean score of the post-test increased 71.5 (X_2). The standard deviation of pre-test was 12.99 while the standard deviation of post-test was 7.66.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process that used conversation card game.

4. T- Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

In the other to see the students' score, the following is T-test was statistically applied:

Table 4.8 The Worksheet of the Calculation the Score in Pre-test and Post-test of the Students' Speaking Skill

NO.	X1	X2	$(X1)^2$	$(X2)^2$	$D(X_2\text{-}X_1)$	$D^2(X_2\text{-}X_1)^2$
1	68	80	4624	6400	12	1776
2	70	83	4900	6889	13	1989
3	43	65	1849	4225	22	2376
4	43	68	1849	4624	25	2775

5	60	73	3600	5329	13	1729
6	40	63	1600	3969	23	2369
7	35	63	1225	3969	28	2744
8	53	73	2809	5329	20	2520
9	43	68	1849	4624	25	2775
10	73	85	5329	7225	12	1896
11	48	73	2304	5329	25	3025
12	43	65	1849	4225	22	2376
Total	$\sum X = 619$	$\sum X = 859$	$\sum X_1{}^2$ 33787	$\sum X_2$ 262137	$\sum D = 240$	$\sum D^2 = 28350$

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{240}{12} = 20$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{20}{\sqrt{\frac{28350 - \frac{240^2}{12}}{12(12-1)}}}$$

$$t = \frac{20}{\sqrt{\frac{28350 - \frac{57600}{12}}{12(11)}}}$$

$$t = \frac{20}{\sqrt{\frac{28350 - 4800}{132}}}$$

$$t = \frac{20}{\sqrt{\frac{23550}{132}}}$$

$$t = \frac{20}{\sqrt{178.4}}$$

$$t = \frac{20}{13.35}$$

$$t = \mathbf{1.49}$$

Thus, the t-test value is 1.49

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.9 The Test of Significant

Variable	T-test	T-table value
Pre-test – Post-test	1.49	1.796

5. Hypothesis Testing

The overall comparison between students' achievement score in pre-test and post-test in previous sub chapter showed the improvement of the quality of students' speaking skill from poor to enough, enough to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with female and male.

To find out degree of freedom (df) the researcherer used the following formula:

Df $= N-1$

$= 12-1$

$= 11$

For the level, significant (α) 5% and df=11, and the value of the table is 1.796, while the value of t-test 1.49. It means that the t-test value is greater than t-table (1.49 ≥ 1.796). Thus, it can be concluded the students' speaking skill through using conversation card game is significant better after getting the treatment.

4.1.2 The Finding through the Questionnaire about the Students' Response

The questionnaire was distributed to the students to know their responses by using conversation card game as a media in learning process. The finding showed that conversation card game is able to increase the speaking skill of the students at ACE Course Parepare. This was indicated by thestudents' scores of the questionnaire as can be seen in the following table:

Table 4.10 The Score of Questionnaire about the Students' Response

NO	ITEM										TOTAL
	POSITIVE					NEGATIVE					
	1	2	3	4	5	6	7	8	9	10	
1	5	5	4	4	4	4	4	4	4	4	42
2	3	4	4	5	5	4	2	5	4	5	41
3	4	4	4	4	5	2	3	5	4	4	39
4	4	3	3	4	4	5	3	4	4	3	37
5	4	5	4	4	5	4	4	5	4	5	44
6	4	3	4	5	4	4	5	5	4	4	42
7	5	3	5	5	5	4	4	5	5	5	46
8	5	4	5	5	4	2	5	5	5	5	45
9	3	4	4	5	3	2	4	3	4	4	36
10	5	5	5	5	5	4	2	5	5	5	46
11	4	5	5	4	4	3	4	5	5	4	43
12	5	4	5	5	4	4	4	5	5	4	45
TOTAL	51	49	52	55	52	42	44	56	53	52	506

Showed the average of the questionnaire fromevery students' score categorized as positive response, it can be seen in the following table:

Table 4.11 The Result of Questionnaire about the Students' Response

NAME		NO ITEM QUESTIONNAIRE										TOTAL
		POSITIVE					NEGATIVE					
		1	2	3	4	5	6	7	8	9	10	
AA		5	5	4	4	4	4	4	4	4	4	42
AT		3	4	4	5	5	4	2	5	4	5	41
H		4	4	4	4	5	2	3	5	4	4	39
IP		4	3	3	4	4	5	3	4	4	3	37
MR		4	5	4	4	5	4	4	5	4	5	44
NK		4	3	4	5	4	4	5	5	4	4	42
NM		5	3	5	5	5	4	4	5	5	5	46
NS		5	4	5	5	4	2	5	5	5	5	45
R		3	4	4	5	3	2	4	3	4	4	36
SM		5	5	5	5	5	4	2	5	5	5	46
WB		4	5	5	4	4	3	4	5	5	4	43
YK		5	4	5	5	4	4	4	5	5	4	45
TOTAL		51	49	52	55	52	42	44	56	53	52	506
FREQUENCY N=12	SA	5	4	5	7	5	0	0	0	0	0	26
	A	5	5	6	5	6	3	2	0	0	0	32
	U	2	3	1	0	1	1	2	1	0	1	12
	DS	0	0	0	0	0	7	6	2	7	6	28
	SDS	0	0	0	0	0	1	2	9	5	5	22
SUM OF SCORES	SA	25	20	25	35	25	0	0	0	0	0	130
	A	20	20	24	20	24	6	4	0	0	0	118
	U	6	9	3	0	3	3	6	3	0	3	36
	DS	0	0	0	0	0	28	24	8	28	24	112
	SDS	0	0	0	0	0	5	10	45	25	25	110
TOTAL SUM OF SCORES		51	49	52	55	52	42	44	56	53	52	506
SCORES %		85	82	87	92	87	70	73	93	88	87	
CATEGORY		VR	VR	VR	VR	VR	R	R	VR	VR	VR	VR = 80% R = 20%

Based on table 4.11 above, the researcher concluded that the average of the students were postive response. To analyze how conversation card game was able to improve speaking skill, the following was Rating Score of the Questionnaire Category:

$$X = \frac{\sum x}{N} \qquad X = \frac{506}{12} = \mathbf{42.17}$$

X = Rating Score

$\sum$ = Total Score

N = The total number of students[45]

It meant that 42.17 of rating score was in very strong classification of the questionnaire about the students' response. So, It meant that the students were responsive in learning speaking by using conversation card game.

Futhermore, the tabulate of the data from questionnaire can be analyzed from the positive statement of the question. Showed that the frequency of stongly agree was greater than others. It explained that the range of the students decision were eight statements stongly agree and two statements agree that :

1. The students felt easy to explain or desccribe something in English.
2. The students easy to understand what the students said.
3. The students were enjoyable.
4. The students be active because its interesting learning.
5. Conversation card game increased fluency in speaking.
6. The students interest with their learning.

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[45]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 264.

7. The students were not lazy to ask the material that had not been understood in learning process.

8. The conversation card game give the positive influence to the students.

9. Conversation card game was not boring for the students.

10. The students easy to speak freely.

4.1.3 The Ways of Using Conversation Card Game in Improving Students' Speaking Skill.

After finishing the research, the researcher conclude that the students felt happy and fun in learning English by using conversation card game. It made them easier to express their ideas orally by using the conversation card game and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Using conversation card game in teaching English has impact in improving the students' speaking skill. In fact, based on the finding most students have a good score in post-test it means that, using conversation card game effective to be used in improving students' speaking skill. This game also helped the student to find their ideas. So, they would not confuse to speak in front of the class and communicate one another.

There was one meeting before doing the treatment of the research, which was pre-test. The meeting of the pre-test, the researcher gave explanation the purpose of the research to make the students understood what they would be done. After that the researcher gave several questions about general questions in our life to know the

students skill in speaking. The researcher recorded the students answer to make easier evaluate the aspects of students' speaking.

In the first meeting on Wednesday, October 2nd 2019, the researcher gave motivation to the students about learning English and explained the procedures of conversation card game. After that the researcher gave conversation card game for each student. The students had about five minutes to make a sentence based on the topic card and use their conversation card to answer the question from topic card. Most of the students were still shy to speak, hesistant to express their opinion, and make some grammatical errors in their speaking.

On Thursday, October 3rd, 2018, was the second meeting, the researcher divided the students in groups and gave the conversation card game for each student. The students made conversation based on the topic card with their friends. In this meeting, students' speaking better than the first meeting it made the students enjoy the learning process because they can share their ideas with their friends.

The third meeting on Wednesday, October 9th 2019, the students were divided into several groups. Same as the day before this day, the researcher gave conversation card game for each students in their groups. Each student had a chance to speak based on the topic card in their group. The researcher examined the mistake of the students and let them repaired by themselves.

On Thursday, October 10th,2019 was the fourth meeting. The researcher gave the conversation card for each student. Each student has a chance to express their feeling in front of the class by using the conversation card game. The researcher gave some corrections after the students spoke. And the researcher gave the questionnaire

to the student to know the interest of the student using conversation card game while studying speaking.

In the last, the researcher gave post-test on Saturday, October 12th 2019. In this meeting the researcher gave several questions about the students planning in their life. It aimed to know the students' speaking skill after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students express their ideas in speaking with a different theme in every topic cards, It was hoped to make the students confidence, speak effectively and also develop their ideas. Using conversation card game in learning speaking was able to help the students to speak correctly and fluently. As the conclusion, conversation card game has an impact in improving the students' speaking skill.

4.1.4 The Improvement of Students' Speaking Skill through Using Conversation Card Game.

Based on the previous result. It showed that the improvement of students' speaking skill by using conversation card game because the mean score of the pre-test was 51.5 and the mean score of post-test was 71.5. The researcher conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The researcher used conversation card game in teaching speaking to make the students easier to speak effectively. The researcher measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content and

pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking. There was an improvement skill after giving the treatment because the students score in the pre-test was 51.5 and it was low score then the score of the post-test was 71.5 and it was high score.

From the test finding, the data provided in classification table based on the aspects of speaking, three students got good score (25%), seven students got fair score (58%) and two students got poor score (17%) in the pre-test, while in the post-test, three students got very good score(10%), nine students got good score (90%). From the result the researcher concluded that the students speaking skill from poor to very good classification.

In addition, to know what was the hypothesis received that using conversation card game was able to improve the students speaking skills. The researcher use t-test to calculating result showed that on the t-test value 1.49 was greater than t-table value 1.796 table ($1.49 \geq 1.796$) with degree of freedom (df) 11.

Based on the finding above the researcher conclude that the implementation of using conversation card game as media in teaching speaking at ACE Course Parepare changed classroom situation more active and it can be proved as long as the learning process the students easier to express their ideas and more confidence.

4.1.5 The Questionnaire of the Students' Response

The number of questionnaire was 10 and it consisted of 5 positive statements and 5 negative statements. Those questionnaire were given to 12 students. That questionnaire covered genaral statements about the students' response toward learning speaking by using conversation card game. The statement range from

attention giving information, concentration in learning, the happy feelings, enthusiatic, participation the students' wish and take attedance.

The findings of responses through questionnaire was 80%. In other words, the average of the students had positive response on speaking after following speaking class by using conversation card game. Futhermore, the teory in chapter two about the conversation card game had relationship with the statements. The positive statements of questionnaire said that conversation card game was an interesting game and the students were very enjoy in learning English by using the game. It said that educational gamaes because colorful design attract with the students. For that reason, it can be said that conversation card game was an interesting media because of colorful design and the students were enjoy because conversation card game was applied in the educational game.

On the other hand in the result of the questionnaire said thatthe students confidence to speak English by using conversation card game. The students were not shy to their friends when speaking English in the class and they did not have difficulty to speak English by using conversation card game. It can be conclude that the students can speak up freely when using conversation card game.

4.2 Discussion

Teaching speaking at course, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in speaking English. Pike explained that conversation card game is a fun way to help students begin a conversation with a spesific topic, feedback between asking and responding question about the topic, makes comments, and maintain the topic for a

spesific period of time.[46] During learning, they are able to link between the materials with the image or script. The conversation on the card as the basic for the students to open their mind and develop their ideas to speak. By using conversation card game students will be more interested. It is clear conversation card game can make the students interact with other students. When they are interacting, they can improve their speaking achievement.

Through conversation card game, the students would not confuse what they want to say when their friends asked them some question to speak. These activities would train them to think critically and creatively. Every student can learn from their mistake or from their friends. It will be more effective rather than just sit and learn in the class. Not all the students will be interested in that activity but at least the teacher can make students speak English briefly. As stated by Gibson that conversation card game is a card game suitable used in speaking class to generate daily conversation. It is student-centered activity that can increase participation, cooperation, and enthusiasm.[47]

In this research, the researcher focused on students' speaking skill and conversation card game as the strategy in teaching speaking. The students were difficult to speak in front of the class because it was not interesting. The activities of the students in the class such as discussing some topics in the class. To make it worse, the students had poor vocabulary so that they could not talk much about the topic and make the student stiff then lost in confidence. So, conversation card game is one of

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[46]Susan Pike, "Topic Talk Conversation Card Game" (Super Duper Publication: 2006), p. 1. (Accessed on June 29th, 2019)

[47]Don R. Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 349-350 (Accessed on Wednesday, June 26th 2019)

game that the students able to ask and respond about some topic with image and instruction on the card.

Using conversation card game, the students practice their daily conversation. It helped the students more fluency in speaking. The function of conversation card game is guiding the speaker when she or he speaks to someone. It is suitable with Gibson's aimed that he made conversation card game caused his efforts to reduce the obstacles that limit conversation practice. Conversation card game can be useful supplementary activity in English classroom. It enables students to interact with their pairs even if they are at lower proficiency levels.[48]

As the researcher's experience as a teacher at ACE Course the students join at course have different background knowledge in speaking English. Therefore, it can effect on the quality of the students speaking. Also, the students' habit to practice their English after studying in course can impact the significant improvement of their speaking. Otherwise, the teacherhad been taught the material to the students. In other words, the students' test scores after treatment showed that their achievement in speaking were acquired through conversation card game only. But also, caused by another factor that the researcher mention previously, their expansion of vocabularies, and daily behaviour in speaking to produce the word into good sentences.

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[48]Don R. Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 350 (Accessed on Wednesday, June 26th 2019)

After post-test score had been calculated, the researcher found that it is enough significant differences with their pre-test scores after treatment. It means that conversation card game able to improve the students' speaking skill as the Gibson stated that conversation card game can be useful supplementary activity in speaking classroom.[49]

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[49]Don R. Gibson, "Toss 'n Talk Conversation Card Game" (Published Journal: JALT Conference Proceedings, 2002), p. 350. (Accessed on Wednesday, June 26th 2019)

CHAPTER V
CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

1. Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skill and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether using conversation card game was able or not to improve the students' speaking skill. Therefore, the researcher concluded that there is a significant difference of the students' speaking skill before and after treatment. It can be seen the students' speaking before applying conversation card game or did treatment. The researcher gave the students pre-test with result of mean score was 51.5 and standard deviation was 12.99 .While the students' speaking after applying conversation card game or did treatment, the researcher gave post-test with several questions and the result of the mean score was 71.5 and standard deviation 7.66. It can be proved by looking at the mean score of the students' speaking test in pre-test and post-test.The mean score of pre-test is lower than the mean score of post-test. Then the T-test result in which the value of t-test was 1.49. It was greater than t-table 1.796 at the level significance 0, 05 and degree of freedom (df) was 11. It means that the hypothesis was accepted.

2. The research of the data of questionnaire analysis showed that the students at ACE Course Parepare were positive response about 80% in learning speaking by using conversation card game. It meant that 42.17 of rating score was in very

strong classification of the questionnaire about the students' response. So, It meant that the students were responsive in learning speaking by using conversation card game.

Finally, using conversation card game could help the students in learning English, the students will not confuse what they want to say when someone asks them and most of them easier to express their ideas. It means this game able to be used in learning process.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

1. The teacher has to know many ways to teach English so that, make the learning process will be running well.
2. It is suggested to the English teacher especially teacher in course to use conversation card game in teaching speaking because it can help the students to express their idea and feeling by using conversation card game as their foundation to speak.
3. The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

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CURRICULUM VITAE

Yunita Wahyuni, a student of English Education Program of State Islamic Institute (IAIN) Parepare was born on May, 17th 1997 in Ujung Pandang, South Sulawesi. She is the second child from four siblings of Muh. Danir and Rasnah. She studied at SDN Inpres 5 Makassar and finished her elementary school at SDN 218 Patampanua then continued her study in SMPN 2 Pinrang. She was interested in English at the first class of junior high school who learnt in bilinggual class and join in Foreign Course Pinrang. Then, she continued her study in SMAN 5 Pinrang and become the chief of "New Generation English Club" it is one of the organization at the school. After passing high school, she chose English education program as her undergraduate program. As a student of university, she loves to improve their English by taken a part in various activities such as member of language community named LIBAM (Lintasan Imajinasi Bahasa Mahasiswa), member Brilliant EC Pare Kediri, KRESNA Institute Pare Kediri, Peace Course Pare Kediri, Oxford Pare Kediri, Tutor of ACE Course, many opportunities to be coordinator instructor and facilitator in English Camp some of high schools. She found that getting involved in positive activities much more valuable. Finally she completed her undergraduate program (S1) from state Islamic Institute (IAIN) Parepare in 2020.