

The Use of Question Cards Techniques to Improve Students' Speaking Ability at Class VII of Muhammadiyah Junior High School of Mataram

Humaira^{a,1,*}, Isnaini^{b,2}, Hidayati^{c,3}, Rima Rahmania^{d,4}, Irwandi^{e,5}

^{abcde} Muhammadiyah University of Mataram, Indonesia

¹ mairamoe@yahoo.com*; ² bungisnainiibrahim@gmail.com; ³ hidayati@ummat.ac.id; ⁴ rimarahmaniah172@gmail.com;

⁵ irwandi.elt@gmail.com

* corresponding author

ARTICLE INFO

Article history:

Received: 5/5/2021

Revised: 3/6/6/2021

Accepted: 8/6/2021

Keywords:

Question card, speaking.

ABSTRACT

This study aims at determining the effectiveness of using "Question Cards" in improving students speaking ability at class VII of SMP Muhammadiyah Mataram. This study is part of a pre-experimental study known as a pre-test and post-test group design, in which the sample is given a pre-test before treatment and a post-test after treatment. There was no control group in this investigation; instead, only one experimental group was used. This study takes a quantitative approach to its findings. The participants in this study were seventh-graders from Muhammadiyah Mataram Junior High School, who were divided into only one class of 16 pupils. Purposive sampling is the approach used. The use of the "Question Cards" strategy in increasing the speaking skills of SMP Muhammadiyah seventh grade students can be concluded as "successful" in this study. This is demonstrated by the students' pre-test and post-test scores, namely, the t-test score is 5.313, the consultation on the t-table at 99 percent points to 2.60, and it can be concluded that the comparison of t-test and t-table is 2.60 5.313, or in other words, the student's test results exceed the minimum standard of achievement.

I. Introduction

Today, learning English has become an inextricable component of society's requirements. Because language is directly tied to information and also the transformation of knowledge, the quantity of the demand for language is almost equal to the quantity of the need for information. As a result, acquiring languages, particularly English as an international language of teaching, is regarded as extremely important. Linguists use numerous trials and engineering strategies to uncover and design new techniques that are considered effective for the development of language learning. Aside from the fact that learning a foreign language, particularly English, is deemed tedious, studying English also appears to be challenging for most pupils. Particularly in speaking fluent English, that is both fluent and appropriate according to English rules.

As a result, language experts are working harder to develop new ways that will improve interest in learning languages in both quantity and quality. In the last few decades, new teaching approaches and strategies have arisen, not only in language education, but also in other types of learning methods. Cooperative learning is a prominent approach of language acquisition nowadays. Cooperative learning is a type of instruction in which a group of students works collaboratively to complete tasks or solve problems. The goal of this strategy is to assist kids in developing leadership skills and the capacity to operate in a group (Carol: 2014).

Cooperative learning is a fun, creative, and inventive way to teach and learn, and it involves students in every interaction that takes place in the classroom. Cooperative learning does not necessitate elaborate, complex learning designs, specialized materials, or extensive learning programs. The key to cooperative learning is that if the instructor knows how to manage a class and

is familiar with the students' personalities; cooperative learning will be simple to execute (Kagan, 2009: 16-17).

In cooperative learning, question cards are one of the English language teaching approaches. This strategy is a vital aspect of encouraging pupils to talk (speak) and communicate their ideas and opinions in English, beginning with simple statements and progressing to more sophisticated ones. Students are expected to be able to ask about themselves and then explain their replies to their peers using this strategy. His peers can respond by interrogating their classmates in front of the class. The interaction will be fairly simple, but it will include all of the pupils in the class.

Students' speaking abilities can be improved by using this strategy. Students can practice their speaking skills by narrating stories about themselves. Students will feel more at ease psychologically when he decides what he wants to tell his friends about his personality and condition. Students will also find it simpler to tell their peers things because they will feel valuable and cared for. After all, the student chooses which questions he wants to answer, so when he answers, the answer to the question is something that does not obstruct pupils. As a result, it is envisaged that students would become more fluent in speaking English as a result of this instructional method. The following is a formulation of the problem based on the previous description: (1) Can the "Question Cards" strategy help seventh-grade junior high school pupils enhance their speaking skills? (2) What is the amount of significance of students' speaking abilities after employing the "Question Cards" technique?

II. Literature Review

A. *Cooperative learning*

According to Carol (2014), cooperative learning is a method of instruction that involves several students working together as a team/group to complete tasks or problems. The purpose of this method is actually to help students develop leadership attitudes and the ability to work in a team. Cooperative learning helps students to develop self-confidence, managerial skills and also the ability to adapt and interact with other friends in the class.

B. *"Question Cards"*

This technique is one of the many techniques offered by experts in language learning. Spencer Kagan & Miguel Kagan (2009) explain the technique of using "Question Cards" as follows:

- Children are divided into several groups consisting of 4 students each in one group.
- A list of questions has been prepared on the table in front of the students; the questions are adjusted to the grade level and ability of the child.
- Each child will get a question card that must be submitted to the group.
- Questions posed by one of the children, must be answered by the three friends one by one.
- Until all group members get the same turn to ask questions as well as respond to questions.

Examples of questions asked could be: "do you have a favorite artist", it could also be about idols, "why do you like swimming?" etc. This technique requires children to speak and have a good mentality in explaining their answers in a coherent and directed manner.

C. *Speaking Skills*

Speaking is one of the important skills in language learning. Soccer is very crucial because the benchmark for good language mastery lies in using the target language fluently and agilely. People will conclude that someone masters a language when that person is able to use the language in question properly and correctly, what is meant is good and right according to language understanding and correct according to grammatical rules. Speaking is defined as a process in constructing meaning which includes both the production process and the process of receiving information (Brown, 1994). The form and meaning of speaking usually appears according to the situation and context in which the conversation takes place, is also greatly influenced by who is speaking, the experience of the person speaking and the physical environment where the speakers are.

III. Research Methods

This study is part of a pre-experimental study known as a pre-test and post-test group design, with an O1 X O2 implementation pattern, which means the sample is given a pre-test before treatment and a post-test after treatment. There was no control group in this investigation; instead, only one experimental group was used. A quantitative descriptive method is used in this investigation. The participants in this study were seventh-graders from Muhammadiyah Mataram Junior High School, who were divided into only one class of 16 pupils. The sampling technique is purposive sampling, namely a sampling technique for specific reasons. To make it easier for researchers to take and process data, it is necessary to describe in detail the data collection process carried out, including; Pre-test, Treatment, and Post-test. Apart from the pre-test and post-test described above, this study also uses recordings as a data collection tool, recordings are intended to record students' conversations in English. The recording results will be the primary data to be analyzed and assessed according to the speaking assessment rubric below.

Table 1. Speaking Rubric Assessment (Brown, 2001: 406)

No	Criteria	Score	Description
	Accents	1	Pronunciation frequently unintelligible.
		2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
		3	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
		4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding.
		5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	Grammar	1	Grammar almost entirely inaccurate except in stock phrases.
		2	Constant errors showing control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but no weakness causes misunderstanding.
		5	Few errors, with no patterns of failure.
	Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
		3	Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
		4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
		5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
		2	Speech is very slow and even except for short or routine sentences.
		3	Speech is frequently hesitant and jerky; sentences maybe left uncompleted.
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
		5	Speech is effortless and smooth, but perceptively non native in speed and evenness.
	Comprehension	1	Understand only slow, very simple speech on common social and touristic topic; requires consent repetition and rephrasing.
		2	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
		3	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
		4	
		5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred

			speech.
--	--	--	---------

Table 2. Weighting Table (Adams and Frith 1979; 35-8, in Hughes)

	1	2	3	4	5	(A)
Accent	0	1	2	2	3	
Grammar	5	10	15	20	25	
Vocabulary	4	8	12	16	20	
Fluency	2	4	6	8	10	
Comprehension	4	8	12	16	20	
					Total	

To measure the data that has been obtained previously, in accordance with the design of this study, the researcher will use the pre-test and post-test group design formula in calculating the level of technique effectiveness. The formula is:

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

and to find X2 the following formula is used:

$$\sum x^2 d = \sum d^2 \cdot \frac{\{\sum d\}^2}{N}$$

(Arikunto, 2010: 124-125)

IV. Discussion

The research was done over four meetings, with the first meeting consisting of observation as well as the administration of a pre-test to students, with the pre-test taking the form of an oral encounter. Students are encouraged to converse about easy topics such as "hello, how are you?" and "what is your favorite food?" Students were separated into numerous groups for the next meeting, which focused on treatment implementation. Each group comprised of four students, who were given four cards with a variety of questions. Each student gets a turn to ask questions according to the order of the cards they get, they are free to choose who will answer the questions x until everyone gets a turn. At first it was not easy, especially for the ability of junior high school students in grade VII, the activity was still very foreign and quite heavy, almost all the questions on the cards were not understood in Indonesian, so the researcher had to re-simplify the questions. With several repetitions, students were finally able to use the questions on the cards even though they were not perfect. While the post-test is done by asking students to come forward in pairs in front of the class and ask each other in simple forms such as "what is your name?", "where do you live?" etc. Student scores for pre-test and post-test can be seen in the table below.

Table 3. Students' Speaking Score

No.	Student's Name	Pre-test	Post-test	Gain (d)	$x^2 d$
1.	Adam Novrian	32	36	+4	16
2.	Aisyah Marsalina	16	25	+9	81
3	Alamsyah Putra H.	27	27	0	0
4	Ditto Zul Abror	43	47	+5	25
5	Gegen Afriandi	34	34	0	0
6	Heriyanto	24	24	0	0
7	Imam Cahyadi	32	36	+4	16
8	Irvan Wira S	43	45	+2	4
9	Mariun	33	34	+1	1
10	Maulana Agus S	39	45	+6	36
11	M. Amirullah E	23	25	+3	9

12	Nursafitri	30	36	+6	36
13	Noviana	20	32	+12	144
14	Rahman Hadi	31	38	+7	49
15	Rifki Alfian	34	36	+4	16
16	Zamzani Arrasyid	35	38	+3	9
17	Zurriyatin Toyyiba	34	40	+6	36
N=17		530 X1= 31.17	598 X2= 35.17	$\Sigma = 72$ Md=4.235	478

$$Md = \frac{\Sigma d}{N} = \frac{72}{17} = 4.235$$

$$\Sigma x^2 d = \Sigma d^2 \cdot \frac{\{\Sigma d\}^2}{N}$$

$$= 478 - \frac{5184}{17}$$

$$= 478 - 305 = 173$$

$$t = \frac{Md}{\frac{\sqrt{\Sigma x^2 d}}{\sqrt{N(N-1)}}} = \frac{4.235}{\frac{\sqrt{173}}{\sqrt{17 \times 16}}} = \frac{4.235}{\frac{\sqrt{173}}{\sqrt{272}}} = \frac{4.235}{\sqrt{0.636}}$$

$$= \frac{4.235}{0.7975} = 5.313$$

The t-test value has been obtained, which is 5.313. The degrees of freedom (df or db) are $17-2 = 15$. So the t-table consultation at 99% points to 2.60, it can be concluded that the comparison of t-test and t-table is $5.313 > 2.60$ or in other words, the student's test results exceed minimum performance standards. It means that the use of the "question cards" technique has a significant impact on the development of students' speaking learning. The comparison can be symbolized by t-test t-table or the students' speaking test results are higher than the standard table. There are several important points that need to be discussed in this study related to the experimental process that runs during collecting, calculating and analyzing data. The points discussed include aspects that are used as a reference in measuring the respondent's speaking ability; the reference is from the speaking rubric from Brown (2001). These aspects are:

A. Accent (slang or emphasis)

Accent is intended as the accent or style of someone's speech. Accents are considered influential because they can sometimes affect a person's meaning and pronunciation when he or she learns a foreign language. Accent is not an error or problem that needs to be discussed in detail in language learning as long as it still gives a clear meaning when someone speaks. For example: what Chinese people mean when they use English is very difficult to understand in certain cases because of the thick accent they use. Likewise in this case, students still pronounce words in English with the Indonesian pronunciation model. For example: my name is read "mai nim" which should be read "mai neim" and others. These things can be improved over time even though the Indonesian tongue must be trained regularly.

B. Grammar (grammar)

Grammar is defined as grammar, namely the rules of using language in accordance with the rules of good (accepted) and correct English (according to English spelling). Although there are significant differences between written language and spoken language, spoken language still pays attention to the use of good grammar. and correct in expressing English expressions. The use of good grammar will make it easier for the interlocutor to understand what we mean. However, it must be realized that the grammar intended in research for early childhood learners does not mean the use of complex and complex grammar. The grammar referred to here is only the basic grammar level, such as "what is your hobby?". Although there are still some students who make mistakes by

omitting the word "is" to "what your hobby?" Basically, the meaning of the sentence above can be understood, but grammatically it is wrong.

Speaking students of class VII Muhammadiyah SMP can be concluded as "effective" when applied in the teaching and learning process. This is evidenced by the results of the students' pre-test and post-test scores, namely, the t-test value is 5.313, the consultation on the t-table at 99% points to 2.60, it can be concluded that the comparison of t-test and t-table is 5.313 2.60 or in other words, the student's test results exceed the minimum standard of achievement. Which means that the use of the "question cards" technique has a significant impact on the development of students' speaking learning.

C. Vocabulary (vocabulary)

Vocab or vocabulary is an important component in composing sentences, choosing the right vocabulary will make the sentence more precise and hit the target. Having a large vocabulary will also affect fluency and avoid monotonous and boring conversations. Unfortunately, seventh grade junior high school students still have limited vocabulary. To express interrogative sentences such as: "where do you live?" students still have to think for a long time and ask the meaning of the word "stay" in English. It is simply interpreted in the sentence "where do you live?"

D. Fluency (fluency or agility)

Fluency or fluency is indeed difficult to achieve in learning a foreign language, not only because our tongues are rigid in speaking the foreign language, but also because of our unfamiliarity with the use of the language device in question. Fluency is a benchmark for foreign language students regarding their achievement in mastering the language. The more fluent a person is in using the target language, the higher the success rate in mastering a foreign language. In relation to that, SMP class VII which is still in the category of early age students is of course still far from the existing standard of fluency, especially because Muhammadiyah SMP students on average do not study English intensely. Only 4 hours of lessons per week. So the fluency measure is still a bit difficult to assess objectively.

E. Comprehension (thorough understanding)

In general, comprehension can be defined as a thorough understanding of the context, content, topic and interlocutor in a conversation. In building quality, acceptable and correlated conversations with the topic. In this case, the ability of seventh graders in junior high school related to comprehension can be categorized in a good standard. Students understand correctly about the topic being discussed and how to respond to the conversation, although with limited vocabulary and mastery poor grammar. One example for example: when talking about greetings, students can immediately respond when someone says "good morning, how are you?" with the answer "morning ma'am teacher, good ma'am teacher (meaning "we are good news").

V. Conclusions And Suggestions

A. Conclusion

From the discussion above, the answers to the problems formulated in Chapter I can be described as follows:

- From this pre-experimental study, it was shown that the use of the "Question Cards" technique in improving the speaking ability of seventh grade students of SMP Muhammadiyah could be concluded as "effective" when applied in the teaching and learning process. This is evidenced by the results of the students' pre-test and post-test scores, namely, the t-test value is 5.313, the consultation on the t-table at 99% points to 2.60, it can be concluded that the comparison of t-test and t-table is 5.313 2.60 or in other words, the student's test results exceed the minimum standard of achievement. It means that the use of the "question cards" technique has a significant impact on the development of students' speaking learning.
- The level of significance achieved by students using the "question cards" technique experienced a difference of 3 points from the consultation on the t-table value. This indicates that the improvement experienced by students by learning through this technique looks good.

Although not in the very good category. The results of the discussion in part II of the discussion also show that there is a visible increase in expression, not only in the addition of new vocabulary, but also the ability to produce complete sentences in the form of simple expressions such as, "I live in Karangjangkok", "my hobby is football", " my name is Imam" etc. Simple expressions like these are rarely used in everyday life because the teaching model is still monotonous and task-based. So that children only focus on writing exercises, not on speaking exercises.

B. *Suggestions and Recommendations*

From the conclusions drawn above, there are several suggestions and recommendations that researchers want to convey, including:

- The creativity of teachers and facilitators in teaching foreign languages is very much needed, this is expected to stimulate students' enthusiasm for learning, as well as attract their attention to be enthusiastic in learning.
- There are many ways that teachers can innovate, especially in choosing the right method for certain materials. Try to realize that today's learning process is no longer in the context of the teacher as a learning center, but actually students who must become the center of teaching and learning.
- The level of significance achieved by students using the "question cards" technique experienced a difference of 3 points from the consultation on the t-table value. This indicates that the improvement experienced by students by learning through this technique looks good. Although not in the very good category. The results of the discussion in part II of the discussion also show that there is a visible increase in expression, not only in the addition of new vocabulary, but also the ability to produce complete sentences in the form of simple expressions such as, "I live in Karangjangkok", "my hobby is football", " my name is Imam" etc. Simple expressions like these are rarely used in everyday life because the teaching model is still monotonous and task-based. So that children only focus on writing exercises, not on speaking exercises.

References

- [1] Arikunto, S. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- [2] Burns, A & Joyce, H. 1997. *Focus on Speaking*: National Center for English Language Teaching and Research.
- [3] Brown, H.D. 1994. *Teaching by Principles; an Interactive Approach to Language Pedagogy*. Englewood Cliffs, N.J: Prentice Hall Regents.
- [4] Richards, J.C. 2008. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- [5] Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- [6] Thornburry, S. 2005. *How to Teach Speaking*. New York: Pearson, Longman.
- [7] Kagan, S & Kagan, M. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- [8] *Effective Cooperative Learning*. Performance Learning Systems Newsletter. Date accessed on 20 August 2014. http://www.plsweb.com/resources/newsletters/enews_archieves/05/2000/12/04/