

**IMPROVING SPEAKING SKILL AT THE FIRST YEAR STUDENTS  
OF STAIN PALOPO BY USING THE CARD OF POKER  
(A CLASSROOM ACTION RESEARCH)**



**A THESIS**

*Submitted to the English Studies of S1 Tarbiyah Department of State  
College Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree in English Tarbiyah*

**IAIN PALOPO**

**BY,**

**NURHAJAR**

**NIM 08.16.3.0029**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

**IMPROVING SPEAKING SKILL AT THE FIRST YEAR STUDENTS  
OF STAIN PALOPO BY USING THE CARD OF POKER  
(A CLASSROOM ACTION RESEARCH)**



**A THESIS**

*Submitted to the English Studies of S1 Tarbiyah Department of State  
College Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree in English Tarbiyah*

**BY,**

**IAIN NURHAJARO**

**NIM 08.16.3.0029**

**Under Supervision:**

- 1. Dr. Masruddin Asmid, SS., M. Hum**
- 2. Amalia Yahya, SE., M. Hum**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

## **ACKNOWLEDGEMENT**

It is the writer's biggest obligation is to express her endless praise to Allah SWT, the Almighty who has been giving her bless and guidance so that she can compose this thesis completely. Shalawat and salam are always conveyed to Muhammad Saw.

She does realize the weakness and limited capability of hers that she could hardly write this thesis without assistance and guidance from the numbers of amazing people. So herewith, I would like to express my deepest gratitude to these people.

1. Prof. Dr. H. Nihaya M. M.Hum. As a head of the stated college of Islamic studies Palopo. The first, the second and the third deputed head, all of the lecture and their assistances and the employers of STAIN Palopo, who had tough, educated, helped, advised and guidance the writer during her study in STAIN Palopo.
2. Drs. Hasri, M.A. As a head of Tarbiyah Department of the stated college of Islamic studies Palopo.
3. Dr. Masruddin Asmid. S.S., M. Hum. As a head of English studied program and as well as her first consultant.
4. Amalia Yahya, S.E., M.Hum. As the second consultant whom I feel indebted for their correction, suggestion and guidance which make everything possible.
5. The writer's deepest appreciation goes to the all her respectful lecturers Prof. Dr. H. M. Said Mahmud, Lc., MA, Wisran, SS. M. Pd., Madehang, S. Ag., M.Pd., Dr. Dahlan, S.S., M.Hum. Dra Sahraeni, M.Hum. Dr. Jumharia Djamereng, M.Hum.,

Amir Faqihuddin, S. Ag., Jufriadi, S.S. Samsudarni. M. Hum and many others lecturers who have given unpayable dedication and valuable knowledge.

6. The writer's deepest love along with her gratitude goes to both of her parents Drs. Patinrosi and Nurhapidah without their support and prayer the writer would not be like what she is now.

7. The writer's beloved husband Akbar S.Pd.I for his cares, support and everlasting love, her son Muh. Alfarazel Akbarsyah and her little daughter Nuraliya Althafunnis A.

8. The writer's brothers and sisters (Harun, Mujahidah, Lukmanul Hakim, Nur Adjizah and Baso Chaeder) and the number of families who have given her supports.

9. The writer also feels indebted to Sukaedah and families for their support and motivation.

10. The writer's biggest thanks to Salmawati and Families for their support in motivation.

**IAIN PALOPO**

11. All students of English department academic year 2004/2005 especially A. St. Nurhijerah, Nirlinda, Serli, Sri Indri and many others whose names are not written here but surely she writes their names in her heart.

She does admit that this thesis is away from perfection and there are still many things should be improved. Therefore constructive critics and suggestion on this thesis are still being expected and highly appreciated.

Finally the writer dedicated this thesis may Allah Swt, Bless them. Amin.

Palopo, February 2013

**The Writer**



## **PRONOUNCEMENT (PERNYATAAN)**

Saya yang bertanda tangan di bawah ini :

Nama : NURHAJAR  
NIM : 08.16.3.0029  
Jurusan : Tarbiyah  
Program study : Tadris Inggris

Menyatakan dengan sebenarnya :

1. Skripsi ini benar-benar merupakan hasil karya saya sendiri, bukan atau duplikasi dari tulisan / karya orang lain yang saya akui sebagai hasil tulisan atau karya pikiran saya sendiri.
2. Seluruh bagian dari skripsi ini adalah karya saya sendiri, selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada di dalamnya adalah tanggung jawab saya.

Demikian pernyataan saya buat sebagaimana mestinya. Bilamana dikemudian hari ternyata pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Palopo, Februari 2013

Yang membuat pernyataan

**NURHAJAR**  
NIM. 08. 16. 3. 0029

## LIST OF CONTENT

	<i>Page</i>
<b>TITLE PAGE.....</b>	i
<b>CONSULTANT APPROVAL.....</b>	ii
<b>THESIS APPROVAL.....</b>	iii
<b>PRONOUNCEMENT.....</b>	iv
<b>ACKNOWLEDGEMENT.....</b>	v
<b>LIST OF CONTENT.....</b>	viii
<b>LIST OF TABLE .....</b>	xi
<b>LIST OF FIGURE.....</b>	xiii
<b>ABSTRACT.....</b>	xiv
<b>CHAPTER I    INTRODUCTION.....</b>	1
A. Background of the Study.....	1
B. Statement of the Problem.....	4
C. Objective of the Study.....	5
D. Significance of the Study .....	5
E. Scope of the Study .....	6
<b>CHAPTER II    REVIEW OF RELATED LITERATURES.....</b>	7
A. Previous Research .....	7
B. Some Pertinent Ideas.....	9
1. The Definition of Poker.....	9

2. The History of Poker .....	11
3. The Aim of Poker .....	12
4. The Benefit of Poker .....	13
5. The Role of The card of poker in English as Language Learning .....	14
C. Parts of Speech.....	16
D. Speaking Skill .....	24
1. Definition of Speaking.....	24
2. The Problem of Speaking.....	25
3. Main Factors in Assessing Speaking Ability .....	27
4. Speaking Skill as Productive Skill.....	29
E. The Concept of Media.....	31
1. Definition of Media.....	31
2. The Function of Media.....	32
3. Kinds of Media .....	33
4. The Function of Media Learning .....	34
F. Classroom Action Research .....	35
1. The Meaning of Classroom Action Research (CAR) .....	35
2. The principles of Classroom Action Research.....	36
3. The Goals and Significance of Classroom Action Research.....	37

4. Procedure .....	38
5. Activity of Using The card of poker .....	40
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>43</b>
A. Research Type and Design.....	43
B. Time and Place of the Research.....	44
C. Object of Research .....	44
D. Subject of Research.....	44
E. Procedure of Research .....	45
F. Method of Collecting Data .....	50
G. Method of Analyzing Data.....	54
H. Working Indicators .....	54
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>56</b>
A. Findings.....	76
B. Discussion.....	90
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>98</b>
A. Conclusion.....	98
B. Suggestion.....	98
<b>BIBLIOGRAPHY .....</b>	<b>101</b>
<b>APPENDIXES</b>	

## LIST OF TABLES

<b>No.</b>		<b>page</b>
1.	Parts of speech table.....	22
2.	The Card of Poker's Rules I.....	56
3.	The Card of Poker's Rules II .....	57
4.	The Card of Poker's Rules II Added With "But" And "Because".....	58
5.	The Result of Students' Active Participation.....	66
6.	The Percentage of Students' Active Participation In Cycle.....	68
7.	The Result of Students' Scoring of Speaking Test of Cycle I.....	68
8.	The Rate Percentage of Students' Score in The Area of Accuracy of Cycle I	70
9.	The Rate Percentage of Students' Score in The Area of Fluency of Cycle .I	70
10.	The Rate Percentage of Students' Score in The Area of Comprehensibility of Cycle I.....	71
11.	The Result of Students' Perception Through Questionnaire.....	72
12.	The Use of The Card of Poker in Speaking Class Makes Students Feel Enthusiastic in Learning English.....	73
13.	The Use of The Card of Poker Can Stimulate Students to Speak More.....	73
14.	The Use of The Card of Poker is Really Required to Help Students Increase Their Speaking Ability.....	74
15.	The Use of The Card of Poker in Speaking Class Makes Me Fun And Enthusiasm to Get Involved in the Learning Activities.....	75
16.	The Use of The Card of Poker in Speaking Class Motivates Me to Speak Since It is Very Interesting.....	75
17.	I Feel That Speaking is Not Frightening Activities Anymore.....	76
18.	The Use of The Card of Poker in Speaking Class Does Not Give Any Benefit in Learning English.....	76
19.	The Use of The Card of Poker Cannot Improve My Speaking.....	77
20.	I Fell That the Use of Poker as Teaching Media is Not Beneficial.....	77
21.	The Result of Students' Scoring of Speaking Test of Cycle II.....	78

22. The Rate Percentage of Students' Score in the Area of Accuracy of the Cycle II .....	79
23. The Rate Percentage of Students' Score in the Area of Fluency of the Cycle II.....	80
24. The Rate Percentage of Students' Score in the Area of Comprehensibility of The Cycle II... .....	80



## LIST OF FIGURE

	<i>Page</i>
1. Figure Model Hopkins.....	35
2. The reflective cycle and professional development.....	45
3. The teacher opens the class.....	54
4. The teacher introduces poker to students.....	55
5. Second meeting activities.....	59
6. Cycle I Test.....	60
7. Cycle II activities.....	64
8. Cycle II Test.....	64



IAIN PALOPO

## **ABSTRACT**

Nurhajar, 2013. *Improving Speaking Skill at the First Year Students of STAIN Palopo by Using the Card of Poker (A Classroom Action Research)*. Under Supervisor: (1) Dr. Masruddin Asmid, SS., M. Hum. (2) Amalia Yahya, SE., M. Hum.

Key Words : *Improving, Speaking Skill, Card of Poker.*

This thesis depicts the effective procedures in improving the students' speaking skill by using poker card. The research is held at the first year students of STAIN Palopo in matriculation class (H3). Poker card is applied and modified into series of activities of introducing someone. The activities in applying poker card are two cycles and each cycle consists of two meetings.

The problem statement of this research is related to effective procedure of using poker card to improve students' speaking skill at first year students of STAIN Palopo. The primary objective of this research is to find out the effective procedure of using poker card to improve students' speaking skill at first year students of STAIN Palopo. This research employs qualitative research, in this case Classroom Action Research (CAR) designs since it is the most appropriate research design which is related to solve the classroom problems. The researcher conducts collaboration with Akbar. S. Pd. I as the teacher of the class and the researcher act as the observer. This research is conducted at the first year students of matriculation class in STAIN Palopo in academic year 2012-2013 which consist of 36 students.

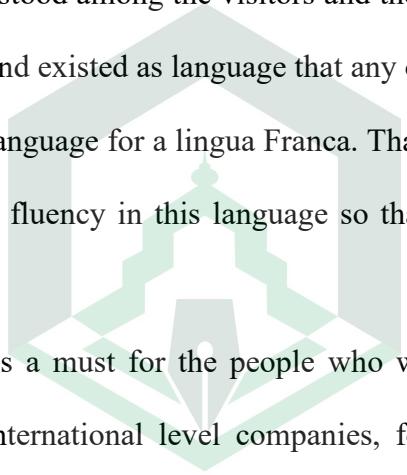
The result of data analysis and the findings in the application of the research indicates that poker card which is applied in teaching speaking has effective procedure in improving the students' speaking skill covering three important aspects such as accuracy, fluency and comprehensibility.

## CHAPTER I

### INTRODUCTION

#### ***A. Background of the Study***

To face globalization era, we need a language which connects us with the other people who come to visit our country and do not understand our language. The language must be understood among the visitors and the natives. English has become international language and existed as language that any one can understand. So to say, it has become an ideal language for a lingua Franca. That is why, we have to learn the language and then gain fluency in this language so that we can survive to face the globalization era.



Mastering English is a must for the people who want to look for job not only domestic but also in international level companies, for the students who want to continue their study in abroad or even for the people who love to travel around the world.<sup>1</sup> They will do anything to master English, such as taking English course, having English department in college and they will learn English while visiting the origin country.

Those people above have learnt English and studied for six years in Elementary School, three years in Junior High School, and three years in Senior High School, but they just can use English passively, such as; reading, writing and listening but in

---

<sup>1</sup> Rinda Nusrdinova. *Cepat Mahir English Conversation* ( Bandung: Ruang kata, 2009), P. iii.

conversation they are not fluent. However, in fact there are still cases at which the students of university face difficulties to master those skills. They have passed the English national final exam in elementary school, junior high school and senior high school but they even have not possessed good basic English skills. Perhaps they could do the test because when they did the test, they just tried to memorize the subjects which are tested in their short term memory. Or we can say that they learnt just for short purpose.<sup>2</sup>

This case was undergone by the first year students of STAIN Palopo. One of criteria which is expected from the graduate of Islamic college in Indonesia is they have to possess good English speaking skill. For this reason, STAIN Palopo as one of Islamic colleges in Indonesia should produce scholars who are able to speak English well.

One of the suitable approaches to develop speaking ability is communicative approach. This approach is known as Communicative Language Approach which focuses on using language interactively in meaning communication or have real context.<sup>3</sup> They are students who should possess better English Speaking skills, they will be English teachers and will teach English for their students. The researcher finds that some of them do not possess it and even unskillful at English. So it is considered

---

<sup>2</sup> Rosma, *The Effect of Task – Based Language Teaching Tense Achievement of The Second Year Students at SMKN I Palopo* ( Makassar : State University of Makassar, 2005), p.1.

<sup>3</sup> Nurdin, et.all, *Pengembangan Keterampilan Berbahasa Inggris Mahasiswa STAIN Palopo melalui Program English Camp* (Palopo: Islamic State College of Palopo, 2007), p.1.

necessary to find out effective method to improve their speaking skill and solve this case by holding a research.

There are some determining factors that can succeed learning and teaching process. And one of determining factors to succeed learning and teaching process is the method applied by teachers. In this case the researcher collaborated with the teacher of the class using card of poker as media. Card of poker is one of games which is famous among the people. Some of the students play this game manually in group or even through internet. According to Dave Meier, if the game increases learning and good work achievement, apply it. If it is not, do not apply it.<sup>4</sup> The researcher hoped that this media could be used to improve the students speaking skill in English.

Based on the preliminary that researcher did to the some fresh students in STAIN Palopo, the researcher found that the most difficult skill to be mastered among the four skills is speaking. Among their reasons, the most significant problem is they are afraid to speak because they have less vocabulary and when they want to speak English. Sometimes they forget what they want to say and they are afraid of mistakes. Therefore the researcher uses card of poker as the media because card of poker inspires the students to elaborate their speaking material by providing some words and use the number of the card to random the words besides it is portable for everyone. The other reason why the researcher chooses card of poker is that most of the people know this card but in negative thought, for gambling while the researcher

---

<sup>4</sup> Dave Meier, *The Accelerated Learning Handbook* (McGraw-Hill, New York 2000). p. 207.

tries to turn their impression into the positive one by applying it as media to improve students' speaking skill.

In this research, the researcher follows the trend at STAIN Palopo in doing research. The most recommended research is Classroom Action Research which has some goals such as: (1) improve the quality, input, process and output at school; (2) it can help teacher and staff education to solve the problem in the classroom or out side the classroom; (3) increase the teacher's professionalism. The procedure is carried out in this classroom action research follow the models of Hopkins namely planning, acting, observing and reflecting. There are four kinds of classroom action research, they are (1) Diagnostic, (2) Empiric, (3) experimental, and (4) participant.<sup>5</sup> Researcher decides to choose empiric research by doing collaboration with the teacher of matriculation class (H3) Akbar S. Pd.I.

The statements above inspire the writer to compose a thesis which applies card of poker as media to attract the students' interest in learning English especially in Speaking. The thesis is entitled "Improving Speaking Skill at the First Year Students of STAIN Palopo by Using the Card of Poker".

### ***B. Statement of the Problem***

Related to the issue within research background, the researcher built problem statement as follow "What is the effective procedure of using card of poker to improve students' speaking skill at first year students of STAIN Palopo?"

---

<sup>5</sup> M. Faiq Dzaki, *Jenis-Jenis PTK* (online: penelitianindakankelas.blogspot.com). accessed on January 9<sup>th</sup>, 2013.

### ***C. Objective of the Study***

This research aimed an objective to get the way out of the problem existing in problem statement. The primary objective of this research was to find out the effective procedure of using card of poker to improve students' speaking skill at first year students of STAIN Palopo.

### ***D. Significance of the Study***

In this, case the writer expected that the result of this research had two significances, as follows;

1. Practical significance, as follows:
  - a. Improve the speaking skill and solved the problem faced by the first year students of STAIN Palopo
  - b. Help other English teachers to attract their students interest especially teachers of STAIN Palopo whose students have less interest in speaking English
  - c. Inspire the English teachers to use interesting and unique media to support their learning and teaching process
  - d. Provide the student readers with identical difficulty to know how to figure out the way of their English weakness.
2. Theoretical significance is enriching methodology of language pedagogy.

#### *E. Scope of the Study*

The scope of this research restricted to improve speaking skill at the first year students of STAIN Palopo by using card of poker as media. The material adapted from teacher's curriculum at Matriculation Class of H3, in this case adjective, that elaborated become simple sentences and larger in to telling about someone. It is concerned to improvement of comprehensibility, accuracy and fluently.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Previous Research**

In writing this thesis the researcher finds some researches related which make the researcher eager to the research. Those are:

1. Listya Puji Rahayu and Soeprajitno, in their study find out that for further development, in the development of the media should be a game of snakes and ladders for all simple vocabulary words, the accuracy of the material with the formulation of objectives must be considered.<sup>1</sup> This game can be modified again. Example, by using game-based media. Analytical results obtained a high average score from the test. The researcher also believes that card of poker can be a media that improve the students' speaking ability in English.

2. Faridatul Hikmah, concludes that the use of cue card improves students' writing skill and class condition. Therefore, it is recommended that the teachers use cue card media in teaching writing.<sup>2</sup> The researcher found that using card of poker as

---

<sup>1</sup> Listya Puji Rahayu and Soeprajitno, *Snakes and Ladders Game Card Development for All Simple Words Vocabulary Lesson in English Noun Highlights For Students Grade II Gresik*, (Online: [th, 2012.](http://blog.tp.ac.id/pengembangan-permainan-ular-tangga-vocabulary-for-all-simple-words-pada-mata-pelajaran-bahasa-inggris-pokok-bahasan-noun-untuk-siswa-kelas-ii-sdn-randuagung-ii-gresik#ixzz27LEx88f0)

<sup>2</sup> Faridatul Hikmah. S891008030. 2012. *Improving Students' Writing Skill by Using Cue Card (A Classroom Action Research in the VIII A Grade of SMPN 2 Barat, Magetan in the Academic Year of 2011-2012)*. (Online: <http://pasca.uns.ac.id/?P=2482>). Accessed on September 24<sup>th</sup>, 2012.

media which has been known by the students as interesting and challenge game will stimulate the students to speak more actively and spiritful. Inspired by the thesis above the researcher choose card of poker to stimulate the students in this research.

3. Syarif in his thesis suggests the teacher to analyze the students' need most importantly the need in the classroom such as media reality etc. That is why the researcher used card of poker as media to improve students' speaking skill.<sup>3</sup>

4. Salmawati in her thesis "Pengaruh Penggunaan Media terhadap Efektivitas Pembelajaran PAI pada Siswa SDN No. 125 Udu' Malangke Timur" suggested to all teachers to be more creative in using teaching media and give more chance for the students to be active in learning.<sup>4</sup> In this case the researcher tried to be more creative by using card of poker which had negative impression among the people who thought that it is for gambling and researcher tried to bring it into positive impression one.

As a summary of all the researches above at which one stood on for his belief that media usage in teaching had been a need while other believed that using media in should be mixed with teacher's creativity. The difference was that the media used by researcher was a thing which has negative attribute to people. It was known as media for gambling. The researcher tried to show that poker could be used for teaching students.

---

<sup>3</sup> Syarif, *The Effectiveness of Students Listening by Using Picture Cues at the Eleventh Year of SMA Muhammadiyah Palopo Academic Year 2008* (Palopo, Islamic State College of Palopo, 2008), p. 58.

<sup>4</sup> Salmawati, *Pengaruh Penggunaan Media terhadap Efektivitas Pembelajaran PAI pada Siswa SDN No. 125 Udu' Malangke Timur* (Palopo, Islamic State College of Palopo, 2008), p. 56.

The researcher combined the use of the card of poker with teacher creativity under consideration that English teacher must be creative and curious to find out interesting media. Even to develop media that improved their students' motivation and skill in English. In this case, the researcher tried to use card of poker as an interesting and challenging media to improve students' speaking skill in English, especially to the students of the first year at STAIN Palopo.

### ***B. Some pertinent ideas***

#### 1. The Definition of Poker

Poker is card game played for money<sup>5</sup> and famous in high class of gambler in the world. According to Wikipedia, poker is a family of card games involving betting and individualistic play whereby the winner is determined by the ranks and combinations of their cards, some of which remain hidden until the end of the game.<sup>6</sup>

Definition of poker based on Merriam Webster is any of several card games in which a player bets the value of his or her hands held by other, in which each subsequent player must either equal or raise the bet or drop out, and in which the player holding the highest hand at the end of the betting wins the pot.<sup>7</sup> the pot is eventually won by either the player showing the best hand when it comes to

---

<sup>5</sup> Oxford University Press. *Oxford Learner's pocket Dictionary*. Third Edition. 2004. p. 331.

<sup>6</sup>Wikipedia, the Free Encyclopedia.(Online: [en.wikipedia.org/wiki/Poker](http://en.wikipedia.org/wiki/Poker), accessed on Desember 12<sup>th</sup>, 2012).

<sup>7</sup>Merriam-Webster. (Online: [www.merriam-webster.com/poker](http://www.merriam-webster.com/poker), accessed on Desember 12<sup>th</sup>, 2012 ).

showdown or the only player left when everyone else has dropped out, or “folded”. In this case the winner need not to show his hand and could conceivably have won the pot with a lower hand then any other at the table. Three principal forms of the games have developed: straight poker, in which all cards of the standard five-card hand are dealt facedown; stud poker, in which some but not all player’s card are dealt face up; and community-card poker, in which some cards are exposed and used by all the players to form their best hand. In draw poker, the main variant of straight poker, card may be discarded and additional cards drawn.<sup>8</sup>

Even, there is international event namely World Series of World which is held every year. Most of the bookmakers in the world have poker game as one of the offered product. All kinds of this game such as Texas Hold Em, Omaha Hold Em, 3 Card Stud Poker, 5 Card Stud Poker, Caribbean Poker and the others have their own rules. Poker is specialized to mental training and card assessment.<sup>9</sup>

As conclusion, poker is a card game used in gambling and has four different cards, namely heart, diamond, spade and clover. But in this research, the researcher used poker not for gambling but as media to improve students’ speaking skill.

---

<sup>8</sup> Concise Encyclopedia, Poker Noun .(Online: [www.merriam-webster.com/poker](http://www.merriam-webster.com/poker), accessed on Desember 12<sup>th</sup>, 2012 )

<sup>9</sup> Admin, *Panduan Betting*. (Online:"<http://www.panduanbetting.com/xmlrpc.php>", accessed on June 25<sup>th</sup> , 2011 )

## 2. The History of Poker

Poker is estimated has been revolute since ten centuries ago. It is from many varieties game which use the based principal of domino and level of combination card and use phrase such as ‘beats me’, ‘ace in hole’, and ‘pass buck’ to threaten the opponents.<sup>10</sup>

One of popular conviction believe that poker game is like the game which is found by the Chinese before 969 Masehi when Emperor Mu- Tsung reported had played “domino card” with his wife in the new year evening. Then in Mesir, in 12<sup>th</sup> and 13<sup>th</sup> Century was known had been played kind of game card and in 16<sup>th</sup> Century in Persia called “Ganjifa” or “Treasure Card” played for betting game. A deck of Ganjifa consists of 96 difficult cards usually made from thick elephant tusk and hierarchy level.

A game in Perancis namely “Poque” and German game namely “Pochen” became very popular in 17<sup>th</sup> and 18<sup>th</sup> century, both of them developed from Spanyol in 16<sup>th</sup> century called “Primero” which involved three cards which were discussed by each player. Beats me or high bet while holding poor card to cheat opponents was the integral part of Primero game which always called as “mother of poker” this is the first version confirmed as direct game which has connection with modern poker.

France colonial imported this game in the new world when they arrived in Canada. Poque is national card game. Since the early 18<sup>th</sup> century, there was a group

---

<sup>10</sup> Anawia, *Sejarah Permainan Poker* ( Online : “<http://anawia.com/xmlrpc.php>”, accessed on June 25<sup>th</sup>, 2011).

hardly Canada which was formed in New Orleans and spread to Louisiana regions, Mississippi river and then to a whole of world.

Jonathan H Green made one of written reference first time in poker when in his written mentioned the rules of “cheating game” which played in Mississippi riverboats. The “cheating game” quickly changed Cardsharp, popular game card 3-monte in Gambler circuit. Gamers held this new game because they consider it as challenge and “honest” gambling than held popular 3-game card. Green took more than interesting to the new game and took it to himself for formal name and documented as “Cheating Game” in his book “an explanation of gambling art and suffering”. Only in two centuries, poker attracted, started from simply game in the edge of Mississippi until it had developed to whole of the world<sup>11</sup>.

### 3. The Aim of Poker

Poker is specialized to mentality training and card assessment. How strong the gamers mentality to face the betting of their opponents with the position of the card they hold at the time. The gamers have to analyze whether the opponents only make intimidation or they really have the strong card.<sup>12</sup>

---

<sup>11</sup> Arsip Sejarah, *Sejarah Poker* (online: '<http://sejarah-manusia.blogspot.com/>' accessed on June 25<sup>th</sup>, 2011).

<sup>12</sup>Agen Bola,*Jenis-jenis permainan poker*(online:<http://member.agenbola.com/register>” accessed on June 25<sup>th</sup>, 2011).

#### 4. The Benefit of Poker

Besides only for betting, poker also has some benefits they are;

- a. Make the brain more active, full concentrate, seldom doing mistakes and even make the gamers be smart.<sup>13</sup>
- b. Many citizens in small cities make account of Facebook through internet and of course it can develop their own cities because after having account they will make e-mail and it will stimulate their curious in internet although their purpose is only to play poker but at least their knowledge in technology develop itself.<sup>14</sup>

In this research, the researcher uses card of poker to improve students' speaking skill based on the benefit of playing poker above. First, the students will be curious to card of poker because it has been familiar in their environment as gambling game. Then students' brain more active, full concentrate and seldom doing mistake because when teaching learning process is on going the students are given some vocabularies that become their weapon to speak. After that, the vocabularies made in simple sentences and if students make mistake in grammatical point, the teacher correct it and students are asked to make it in to the correct one. Next, students asked to make it into the complex one until they are ready and they will be very careful, full concentrate and seldom doing mistake to present their telling about someone in front of the class.

---

<sup>13</sup> Poker maniac, work, work, work pokermaniac(online:<http://www.w3.org/1999/xhtml> accessed on june 25<sup>th</sup> , 2011).

<sup>14</sup> Hairullah anak Kalteng, manfaat facebook ( online: "<http://ulah55.wordpress.com/>" accessed on june 25<sup>th</sup> , 2011).

## 5. The Role of Card of poker in English as Language Learning

Poker is a simple game. You either bet or fold. Card of poker as we know that it is for gambling game and made only for that purpose, that makes card of poker in Indonesian people's point of view become negative and if we say poker, in their mind must be gambling game. Just like what the researcher has mentioned above that poker will make the brain more active, full concentrate, seldom doing mistakes and even make the gamers be smart.

Based on data that researcher find in internet, poker has been used in some teaching process. Poker has been used in match course but it is called my rummy card. There is also the body language poker game, used by Jones. Teachers fold when they turn a way from the situation before the students have folded. The students fold when they abandon pseudo-compliance and actually get back to work. You have to stay in the game until the students fold.<sup>15</sup>

During twenty years of college teaching, one of the most popular topics was body language using poker and tells as an illustration. A gesture is intentional and reinforces communication. A tell is unintentional and reveals emotions a poker player prefer to conceal. In two way communication which will be two people talking face to face alone, non-verbal communication makes up 90% and verbal makes up 10%. When non verbal cues and verbal cues disagree, believe the uncontrollable and far more emotional non verbal. It is how much you bet and how you bet it and how you

---

<sup>15</sup> Jones. *Teaching Using Poker* (online: <http://teaching using poker.htm> " accessed on March 11<sup>th</sup>, 2012).

act after you bet it. A player with the nuts or a big hand will speak calmly and very little, act overly nonchalant, look to his left to see what others are going to do, check his chips, and shake his or her rear end to get up a little bit to the table or to be a little taller.<sup>16</sup> All of them are teaching using poker card but not specify in English language. So in this research, the researcher tries to make some differences, here card of poker use in teaching English, especially in improving speaking skill. The way in playing poker is very different from those above. Here the researcher does the opposite, 90% verbal communication and 10% non-verbal communication. The player is considered to speak up during the time given by teacher and the student hold the card and raise his or her hand to show the card to their friends.

All the teaching ways above held in abroad. So in this research, researcher will try to open the Indonesia society's way of thinking and especially for students to see other positive benefit of poker in learning instead of their negative perception. So far, poker is only used for gambling, having fun and wasting time. In this case, researcher tries to attract the student to use poker not only for those that researcher has mentioned before but use poker to help them in their learning teaching process especially in learning speaking. Researcher use this card of poker to make the students be brave, full of confidence and speaking more easily. The students will be able to speak fluently and continuously in set time determined by the teacher, so they can reach maximum score for their speaking class. After they can manage to speak

---

<sup>16</sup> Johnny Hughes, *Emotions in Poker* ( online: <http://johnny-hughes01poker.htm>" accessed on March 11<sup>th</sup>, 2012).

well in the class, the researcher hopes that the student will be accustomed to speak fluently, accurately and comprehensibly in every situation they will face later.

### ***C. Parts of Speech***

Parts of speech in English are very important because each part has function in making phrase, clause or sentence. Parts of speech are also called word classes.

#### **1. Noun**

Noun is a part of speech inflected for case, signifying a concrete or abstract entity. Nouns are most often the names of people or things. Personal names (e.g. George), and places – names (e.g. Birmingham) are called ‘proper noun’; they are usually used without articles.

#### **2. Pronoun**

Pronoun is a word a part of speech substitutable for a noun and marked for a person (like the cat, peter’s self, the family’s). the word pronoun can also be used for a determiner when this ‘includes’ the meaning of following noun which has been left out. ‘which bottle would you like?’- ‘I’ll take both.’(both stands for both bottles, and we can say that it is used as a pronoun).

#### **3. Adjective**

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

- The truck-shaped balloon floated over the treetops.
- Mrs. Morrison papered her kitchen walls with hideous wall paper.
- The small boat foundered on the wine dark sea.
- The coal mines are dark and dank.
- Many stores have already begun to play irritating Christmas music.
- A battered music box sat on the mahogany sideboard.
- The back room was filled with large, yellow rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb. In the sentence,

- My husband knits intricately patterned mittens"

For example, the adverb "intricately" modifies the adjective "patterned."

Some nouns, many pronouns, and many participle phrases can also act as adjectives. In the sentence,

- Eleanor listened to the muffled sounds of the radio hidden under her pillow.

For example, both highlighted adjectives are past participles. Grammarians also consider articles ("the," "a," "an") to be adjectives.

### a. Possessive Adjectives

A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

- I can't complete my assignment because I don't have the textbook.

In this sentence, the possessive adjective "my" modifies "assignment" and the noun phrase "my assignment" functions as an object. Note that the possessive pronoun form "mine" is not used to modify a noun or noun phrase.

- What is your phone number.

Here the possessive adjective "your" is used to modify the noun phrase "phone number"; the entire noun phrase "your phone number" is a subject complement. Note that the possessive pronoun form "yours" is not used to modify a noun or a noun phrase.

- The bakery sold his favourite type of bread.

In this example, the possessive adjective "his" modifies the noun phrase "favorite type of bread" and the entire noun phrase "his favorite type of bread" is the direct object of the verb "sold."

- After many years, she returned to her homeland.

Here the possessive adjective "her" modifies the noun "homeland" and the noun phrase "her homeland" is the object of the preposition "to." Note also that the form "hers" is not used to modify nouns or noun phrases.

- We have lost our way in this wood.

In this sentence, the possessive adjective "our" modifies "way" and the noun phrase "our way" is the direct object of the compound verb "have lost". Note that the possessive pronoun form "ours" is not used to modify nouns or noun phrases.

- In many fairy tales, children are neglected by their parents.

Here the possessive adjective "their" modifies "parents" and the noun phrase "their parents" is the object of the preposition "by." Note that the possessive pronoun form "theirs" is not used to modify nouns or noun phrases.

- The cat chased its ball down the stairs and into the backyard.

In this sentence, the possessive adjective "its" modifies "ball" and the noun phrase "its ball" is the object of the verb "chased." Note that "its" is the possessive adjective and "it's" is a contraction for "it is."

#### b. Demonstrative Adjectives

The demonstrative adjectives "this," "these," "that," "those," and "what" are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases<sup>17</sup>, as in the following sentences:

- When the librarian tripped over that cord, she dropped a pile of books.

In this sentence, the demonstrative adjective "that" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over."

- This apartment needs to be fumigated.

---

<sup>17</sup> Waluyo and Hariyanto, *English Grammar Complete Edition*. (Jakarta: Mahirsindo Utama 2011), p. 20.

Here "this" modifies "apartment" and the noun phrase "this apartment" is the subject of the sentence.

- Even though my friend preferred those plates, I bought these.

In the subordinate clause, "those" modifies "plates" and the noun phrase "those plates" is the object of the verb "preferred." In the independent clause, "these" is the direct object of the verb "bought."

Note that the relationship between a demonstrative adjective and a demonstrative pronoun is similar to the relationship between a possessive adjective and a possessive pronoun, or to that between a interrogative adjective and an interrogative pronoun.

#### c. Interrogative Adjectives

An interrogative adjective ("which" or "what") is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own (see also demonstrative adjectives and possessive adjectives):

Which plants should be watered twice a week?

Like other adjectives, "which" can be used to modify a noun or a noun phrase. In this example, "which" modifies "plants" and the noun phrase "which plants" is the subject of the compound verb "should be watered":

- What book are you reading?

In this sentence, "what" modifies "book" and the noun phrase "what book" is the direct object of the compound verb "are reading."

#### d. Indefinite Adjectives

An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase<sup>18</sup>, as in the following sentences:

- Many people believe that corporations are under-taxed.

The indefinite adjective "many" modifies the noun "people" and the noun phrase "many people" is the subject of the sentence.

- I will send you any mail that arrives after you have moved to Sudbury.

The indefinite adjective "any" modifies the noun "mail" and the noun phrase "any mail" is the direct object of the compound verb "will send."

- They found a few goldfish floating belly up in the swan pound.

In this example the indefinite adjective modifies the noun "goldfish" and the noun phrase is the direct object of the verb "found":

- The title of Kelly's favourite game is "All dogs go to heaven."

Here the indefinite pronoun "all" modifies "dogs" and the full title is a subject complement.

#### 4. Verb

Verb is a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone.

---

<sup>18</sup> Waluyo and Hariyanto, *English Grammar Complete Edition*. (Jakarta: Mahirsindo Utama 2011), p. 20

## 5. Adverb

Adverb is a part of speech without inflection, in modification of or in addition to a verb, adjective, clause, sentence, or other adverb. There are very many kinds of adverb with different functions.

## 6. Preposition

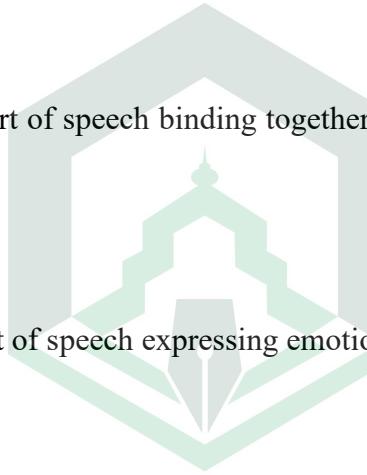
Preposition is a part of speech placed before other words in composition and in syntax.

## 7. Conjunction

Conjunction is a part of speech binding together the discourse and filling gaps in its interpretation.

## 8. Interjection

Interjection is a part of speech expressing emotion alone.<sup>19</sup>



---

<sup>19</sup> English Club. *Part of speech*. Online: [www.EnglishClub.com](http://www.EnglishClub.com). accessed on 17<sup>th</sup> of March 2013.

This is a summary of the 8 parts of speech.

**Table I**  
**Parts of speech table**

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub.com <b>is</b> a web site. I <b>like</b> EnglishClub.com.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <b>dog</b> . He lives in my <b>house</b> . We live in <b>London</b> .
Adjective	describes a noun	a/an, the, 2, some, good, big, red, well, interesting	I have <b>two</b> dogs. My dogs are <b>big</b> . I like <b>big</b> dogs.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <b>quickly</b> . When he is <b>very</b> hungry, he eats <b>really</b> quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. <b>She</b> is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went <b>to</b> school <b>on</b> Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs <b>and</b> I like cats. I like cats <b>and</b> dogs. I like dogs <b>but</b> I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	<b>Ouch!</b> That hurts! <b>Hi!</b> How are you? <b>Well</b> , I don't know.

Some grammar sources categorize English into 9 or 10 parts of speech. Here, we use the traditional categorization of 8 parts of speech. Examples of other categorizations are:

- Verbs may be treated as two different parts of speech:
  - Lexical Verbs (*work, like, run*)
  - Auxiliary Verbs (*be, have, must*)
- Determiners may be treated as a separate part of speech, instead of being categorized under Adjectives.<sup>20</sup>

#### **D. Speaking Skill**

##### 1. Definition of Speaking

Heaton defines speaking ability as the ability to communicate ideas appropriately and effectively.<sup>21</sup> In conclusion, speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to other.

Human beings have feeling, ideas and thought. As social creature, they need to communicate their feeling, ideas or thought. And by means of speaking they can

---

<sup>20</sup> .English Club. *Part of speech*. Online: [www.EnglishClub.com](http://www.EnglishClub.com). accessed on 17<sup>th</sup> of March 2013.

<sup>21</sup> J.B. Heaton, *Writing English Language Test* ( New York : Longman Group UK Company,1988), p. 87.

realize it. Speaking is the most essential way in which the speaker can express himself through the language.

## 2. The problem of speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As we learn to speak, we also should learn some aspects such as vocabulary mastery, courage to speak and do continues speaking practice.

Speaking a language is usually difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also linguistic elements of speech, such as pitch stress and intonation.<sup>22</sup>

There are some characteristics which can make speaking difficult as well as, in some case, difficult.

**IAIN PALOPO**

### a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in both group) through such clustering.

### b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize this feature of spoken language.

---

<sup>22</sup> Jack C Richard & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (United State of America : Cambridge University Press, 2002 ), p. 204.

c. Reduced form

Construction, elision, reduced vowel, etc. All forms are all special problems in teaching spoken language.

d. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances of hesitation, pauses, backtracking and corrections.

e. Colloquial language.

Make sure your students are reasonable well acquainted with the words. Idiom and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners to achieve an acceptable speed along with other attributed of fluency.

g. Stress rhythm and intonation

The most important characteristic of English pronunciation will be explained below. Those are the stress; rhythm of spoken English and its intonation pattern convey important message.

#### h. Interaction

Learning to produce forms of language is a vacuum without interlocutors rob speaking skill of its richest components: The creativity of conversational negotiation.<sup>23</sup>

### 3. Main factors in assessing speaking ability

The following are the main factors that need to be considered in assessing speaking ability namely:

- a. Fluency, that is highly complex notion related mainly to smoothness of continuity in discourse. It includes a consideration of how sentences are connected, how sentence vary in word order and omit elements of structure and also certain aspect of the prosody of discourse.
- b. Intelligibility essentially depends on the recognizability of the words and sentence patterns of speech. Therefore it involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowel and consonant) system.
- c. Appropriateness refers to the suitability of the language to situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom and syntax.<sup>24</sup>

---

<sup>23</sup> Brown H. Douglas, *Teaching by Principle : An Interactive Approach to Language Pedagogy* ( New York : Prentice Hall, 2001), p. 270-271.

<sup>24</sup>David Crystal and Derek Davy, *Advanced Conversational English* (England: Longman Group Limited, 1975), p. 55.

We certainly should know well that the main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.<sup>25</sup> Rasyid and Hafsah J. Nur Divide speaking skill into two features, first feature is competency that consists of fluency and accuracy and the second feature is performance that consists of content and interaction. Appropriacy is the ability in use of language generally appropriate to the function. <sup>26</sup> Syah says that appropriacy is the usage of lexical, phonology and intonation properly and fairly based on situation and condition. In this case, Performance feature is the appropriateness in using the language. Based on the statement above, the speaking skill can be divided into three main components, as follow:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Hapsah J. Nur found that in the students' speaking skills, they were fairly fluent in interaction by speaking 75-85

---

<sup>25</sup>M. Basri Wello & Hafsah Amin J. Nur, *An Introduction to ESP* ( Ujung Pandang : CV. Sunu Baraya, 1999), p.71.

<sup>26</sup> Muh. Rasyid & Hafsah J. Nur, *Teaching English as Foreign Language( TEFL )in Indonesia* ( Departement of English Education FPBS IKIP : Ujung Pandang,1997), p. 20.

words per minute with not more than 3 false and repetitions and not more than 7 fillers per 100 words.<sup>27</sup>

b. Accuracy

Accuracy is the ability in use of the target language clearly with intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.<sup>28</sup>

c. Comprehensibility

Comprehensibility is the ability to understand site well to the nomination with considerable repetition and comprehension. It is exercise to improve other understanding.<sup>29</sup>

#### 4. Speaking skill as productive skill

Speaking and writing involve language production and are therefore often referred to as productive skill.<sup>30</sup> Meanwhile reading and listening refer to language comprehension. They are known as receptive skill.

---

<sup>27</sup> H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy* (New York : Longman Inc, 2001), p.201.

<sup>28</sup>H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy* (New York : Longman Inc, 2001), p.268.

<sup>29</sup>Martin H Manser, *Oxford Learners Pocket Dictionary* (Ed II : Oxford University Press, 2003), p.10.

<sup>30</sup>Jane Willis, *Teaching English through English* (Hong Kong : Longman, 1981), p. 16.

In case of drills, the learner is going to apply both his listening skill and speaking skill. In learning process, what the learners listen will store a message in their memory and mind. And it will then give description through a process toward what the learners speak. In other word, the learners apply their receptive (listening skill) and productive skill (speaking skill). Harmer states that very often, of course, language users employ a combination of skills at the same time. Speaking and listening usually happen at the same time.<sup>31</sup>

Suparman, within the preface of his book, explains several specific competences related to speaking. He states that:

Speaking skill requires some specific competences. The specific competence comprises the mastery of vocabulary, grammar, courage to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.<sup>32</sup>

The learners cannot feed back the teacher and they find difficulty in expressing because of gaps in their linguistic repertoire. It is obvious that to build up learner's speaking skill the teacher needs to recognize well some specific competences (as like Suparman identifies as mastery of vocabulary, grammar, etc). At the same time the teacher should identify difficulty that make the learner reluctant to speak in order to

---

<sup>31</sup>Jeremy Harmer, *The Practice of English Language Teaching* ( New York : Longman Group Limited, 1991), p.17.

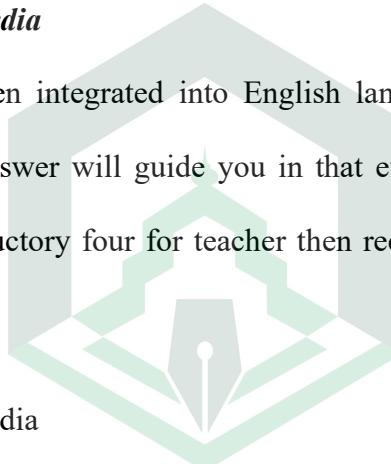
<sup>32</sup>Suparman, *Practical Guide to Speak English* ( Yogyakarta : UII Press, 2001), p.1.

create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal.

Harmer expresses what the teacher should do to overcome the difficulty above. He states that the teacher's task will be two fold: to give them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.<sup>33</sup>

#### **E. The Concept of Media**

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information (from internet).



##### 1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.<sup>34</sup> NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program.

---

<sup>33</sup>Jeremy Harmer., *The Practice of English Language Teaching* ( New York : Longman Group Limited, 1991), p.25.

<sup>34</sup> Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997), p 3.

AECT (Association for Education and Communication Technology) define media is all the forms of utilized to process of information channeling. While Gay puts media as source. Definition of media as the component of learning source that can stimulate student in learning.<sup>35</sup> Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.<sup>36</sup>

## 2. The function of media

Media can solve the behavior factor of learning namely internal factor and external factor. Through the media, teacher can be given same perception through one thing or certain even to the students in the class.

The functions of media are:

- a. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.
- b. Media can increase new desire and interest.
- c. Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.

---

<sup>35</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT. RajaGrafindo, 2004), p 4.

<sup>36</sup> Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta : Bumi Aksara, 1995), p 7.

Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.<sup>37</sup>

### 3. Kinds of media

There are four kinds of media, namely:

- a. Visual, visual aids are things just can be seen, for example, films, strip, transparencies, micro projection, blackboard, and movie.
- b. Audio visual, audio visual aid can be listening and sight, example, film and TV.
- c. Dramatis. For example role plays socio drama, and so on.
- d. Audio, audio aid just can be listened, for example: photograph, record, transparent electronic, radio, etc.

### 4. The function of media learning

The effectiveness of teaching and learning process (learning) is highly influenced by the factors of learning methods and media used. Both are intertwined, where the selection of a particular method will affect the type of media that will be used. In the sense that there must be conformity between them to achieve learning goals while there are other things that also need to be considered in the selection of media, such as: learning context, learner characteristics, and task or response is expected from learners.<sup>38</sup>

---

<sup>37</sup> H. Asnawir and M. Basiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> Print ; Jakarta : Ciputat Pres, 2002), p 29.

<sup>38</sup> Burhanuddin. *Improving Students' Listening Achievement through Running Dictation Game at SMKN 1 Watansoppeng (Classroom Action Research)*. State University of Makassar.2011. p. 29.

The media functions (medium of education) in general, are as follows: (i) clarify the presentation of the message not to be so is visual, (ii) overcome the limitations of space, time, and the senses, ie objects that are too large to be brought to class can be replaced with images, slides, etc., events that happened in the past can be played back through the film, video, or film frame fota; (iii) enhance the excitement of learning, allowing students to learn on their own based on interests and abilities, and overcome the passive attitude of students, and (iv) provide the same stimuli, can equate the experiences and perceptions of students towards the content.

Based on some of the functions of instructional media described above, it can be concluded that the use of media in teaching and learning activities have a considerable influence on the means of the senses. Towards understanding the content, logically it can be argued that with the use of media will further ensure a better understanding of the students. Learners who learn through listening alone will be different levels of understanding and length of "memory" to survive, compared to learners who learn by seeing or listening to and seeing. Learning media are also able to evoke and bring learners into the atmosphere of pleasure and joy, where there is involvement emotional and mentally. Of course this affects the spirit of their learning and learning conditions are more vibrant, which will lead to improved understanding of learners of teaching materials.

## **F. Classroom Action Research**

### 1. The Meaning of Classroom Action Research (CAR)

Classroom action research is related to the ideas of “reflective practice” and the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring teacher own teaching contexts. Action research a teacher becomes an investigator or explorer of his or her personal teaching contexts, while at the same time being one of the participants in it.

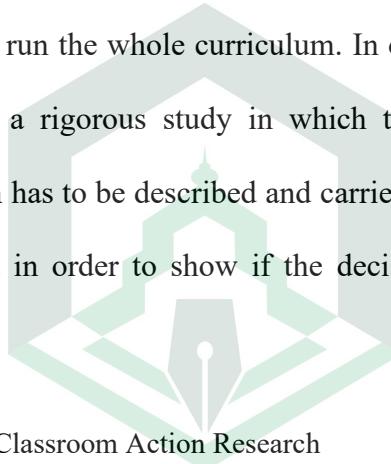
So, one of the main aims of action research is to identify a problematic situation issue that the participants- who may include teachers, students, headmaster, administrators, or even parents- consider worth looking into more deeply and systematically. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see gaps between what is actually happening in our teaching situation and what we - ideally like to see happening.

**IAIN PALOPO**

According to Burns that the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in action research are ones based on information (or to use the research term, data) that an action researcher collects systematically. So, the changes made in the teaching situation arise from solid information rather than from our hunches or assumptions about the way we think things are.

According to Kemmis (1988), action research is a form of reflective and collective research done by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.<sup>39</sup>

Based on the above explanation could be concluded that classroom action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of it is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones.



## 2. The principles of Classroom Action Research

According to Hopkins that there are six principles should be considered when conducting action research. Those principles are:

- a. The action research done by teacher doesn't hinder teacher's activity in the classroom.
- b. The method of data collection doesn't consume much time because it is conducted in the learning and teaching process in the classroom.
- c. The methodology used should be reliable.

---

<sup>39</sup> Wina Sanjaya. *Penelitian Tindakan Kelas*, (Jakarta: Kencana, Prenada Media Group, 2009), p. 24.

- d. The problems which are going to be investigated are not too large and complex, so it can be solved by teacher through action research.
- e. Problem solving should consider teacher's need as a researcher but the way to do it based on the procedure at workplace.
- f. Action research should support school vision and mission.

In connection with the above explanation, O' Brien states that action research aims to provide contributions for practical concern from people in problematic situation indirectly and for further purpose from social science massively. Therefore there are two commitments in action research to study one system and to collaborate with members from the system all together in changing mutual agreement as desired direction. Fulfillment of the two purposes requires active collaboration between researcher and client, thus emphasizes the importance of co-learning as main aspect from research process of Gilmore.<sup>40</sup>

### 3. The Goals and Significance of Classroom Action Research

Classroom action research has some goals such as:

- a. Improve the quality, input, process and output at school
- b. It can help teacher and staff education to solve the problem in the classroom or out side the classroom
- c. Increase the teacher's professionalism.

---

<sup>40</sup> Emzir. *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif: Edisi Revisi* (Jakarta : Rajawali Pers.2012), p. 235.

Based on the above point of view, when the teacher wants and able to conduct action research, he can get advantages such as:

- a. Learning innovation
- b. Curriculum development at school in general and in the classroom in particular
- c. Teacher's professionalism improvement.

The significant of classroom action research as follows as:

- a. Help the teacher to improve the quality of learning and teaching process;
- b. Increase teacher's professionalism;
- c. Improve teacher's self confidence;
- d. Teacher is able to develop his skills and his knowledge.

#### 4. Procedure

The procedure was carried out in this classroom action research follow the models of Hopkins namely planning, acting, observing and reflecting.

IAIN PALOPO

Look at figure below.

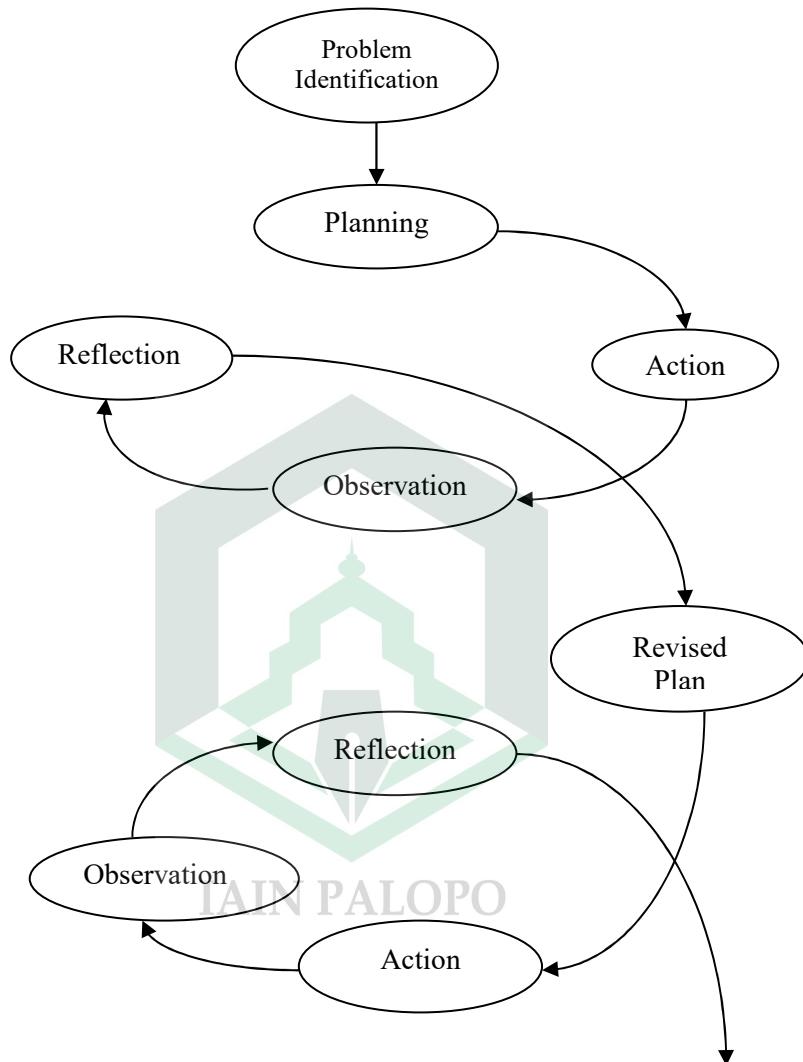


Figure Model of Hopkins in Wina Sanjaya, 2009:54

In conducting this research, the researcher did two cycles. Each cycle consists of one meeting which follow the steps planning, acting, observing and reflecting. At the end of meeting of each cycle the researcher gave chance to students to speak. In this

research, the researcher acted as supervisor and the teacher was the lecture of the subject. Researcher implemented card of poker in learning teaching process. One of teacher of speaking subject at STAIN Palopo did teaching, meanwhile the researcher observed the way of the teacher in teaching and students' activities during learning and teaching process. For more details about the procedure of using card of poker in each step planning, acting, observing and reflecting elaborated in procedure of the research.

### 5. Activity of Using Card of poker

The researcher made collaboration with speaking class' teacher of the first year students STAIN Palopo in matriculation class. The researcher acted as supervisor mean while the teacher was still a teacher who teach the students about his or her teaching material but used researcher's technique. And the activities in the class were as follows;

**IAIN PALOPO**

#### a. First meeting

- 1) Teacher implemented the activities which had been planned before based on lesson plan. And the material was about telling someone.
- 2) Teacher told the students about objectives of teaching and learning process.
- 3) Teacher gave the students what material should they talk about.
- 4) The teacher dug up the students' knowledge in relation to tell about someone so the teacher got the description of the students understanding to the subject matter.

5) The teacher provided students with vocabulary of adjective from “Dasar; Dasar Penguasaan Bahasa Inggris” book.

6) The teacher explained what they had to do with the card. The card became their guidance to speak but before speaking, the cards were used to memorize words and after mentioning the words, students were asked to make them into simple sentences.

7) As the students understood the activity, the teacher asked them to practice. The teacher asked the students one by one.

8) The teacher prepared notes then explained to the students about errors they had made during speaking process. Correction done as effort for good speaking. The teacher allowed the students to bring the cards home. So they could make their telling someone based on the card.

9) The teacher closed the class by a conclusion and appreciation that the students had done great in learning and teaching process.

10) Teacher asked for students' suggestion relate to the activity using card of poker and remind them to prepare their telling someone for next week at home.

b. Second Meeting.

- 1) The teacher greeted the students and asked students' condition.
- 2) As the students were ready to show their performance in telling someone, the teacher asked them to come forward one by one randomly.
- 3) The students performed in front of the class, they were examined and scored by the teacher.

- 4) The teacher closed the class by giving motivation to the students and said that they all had done good job that day.



## **CHAPTER III**

### **RESEARCH METHOD**

#### ***A. Research Type and Design***

This study employed Qualitative research, in this case Classroom Action Research (CAR) designed since it was the most appropriate research design which was related to solve the classroom problems. An action research could be defined as an enquiry which was accomplished in order to understand, to evaluate and then to change, in order to improve educational practice. In short, classroom action research was necessary done by the teacher to improve and enhance the quality of teaching and learning practice at classroom.

In this study the researcher conducted collaboration classroom action research which meant that in conducting this study the researcher involved a collaborator to assist in handling this research. This was relevant to Koshy's idea of the significance of the collaborator, claiming that the need of collaboration or cooperation in action research was of paramount importance for the success of the research.

The researcher believed that the finding of this study was more objective and trustworthy if this was done with the collaborator. Therefore the researcher conducted collaboration with Akbar. S. Pd. I as the teacher of the class and the researcher acted as the observer.

### ***B. Time and Place of the Research***

This research conducted at the first year students of matriculation class in STAIN Palopo in academic year 2012-2013 which consist of 36 students.

### ***C. Object of Research***

The concept of our research objectives seen as the process of identifying and defining our research purposes was truly ‘cyclical’, ‘literative’ and ‘reflexive’. In order to develop a coherent set of objectives for a research study we needed to have a clear sense of our research aim. As we had seen, this presupposes moving backwards and forwards between our research problem, question and aim.<sup>1</sup>

The object of research was the implementation of card of poker in improving students’ speaking achievement. The research was conducted in the form of cycles such as: planning, acting, observing and reflecting.

### ***D. Subject of Research***

**IAIN PALOPO**

This research applied classroom action research. It aimed to find out the effective procedure of using card of poker to improve students’ speaking skill at first year students of STAIN Palopo.

The research involved a class of students at the first year of STAIN Palopo (Matriculation Class/ H3) in collaboration with the English teacher in charge of teaching speaking, Akbar S.Pd. I. Because the writer was not a teacher so the writer

---

<sup>1</sup> Collin Lankshear. *A Handbook for Teacher Research*. Open university Press. Mexico City. 2004. P. 51.

stood as supervisor at learning process meanwhile the teacher taught the students with the writer's method and media.

#### ***E. Procedure of Research***

There were four procedures in carrying out of this research namely planning, acting, observing and reflecting. The research did into some cycles each of which consisted of planning, acting, observing and reflecting. There were two meetings in each cycle. At the last meeting of each cycle the teacher provide the students with chances to speak and scored by the teacher and the researcher and also teacher gave them questionnaire related to the learning teaching process. In this research, the researcher acted as observatory and researcher. Researcher observed the teacher's performance in teaching and students activities during learning and teaching process. One of teachers of speaking class acted as teacher and taught students with writer's technique.

The implementation of classroom action research in the first cycle was as follows:

a. Planning

There were some activities carried out in this step namely:

- 1) Researcher designed lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills

- 2) Researcher prepared all facilities needed in doing learning teaching process through card of poker, such as card of poker with its variation, students' test, observation sheet, field note sheet, interview guideline sheet, and camera.
  - 3) Researcher discussed with the teacher to clarify what should be done dealing with the process of observation.
  - 4) The teacher applied teaching students using card of pokers according to lesson plans.
  - 5) Researcher determined the success indicators of this using card of poker in the form of classroom action research.
- b. Acting
- 1) There were some activities done in this first meeting, they were:
  - a) Researcher implemented the activities which had been planned before based on lesson plan.
  - b) Researcher told the students about objectives of teaching and learning process.
  - c) Teacher gave the students what material they should talk about.
  - d) The teacher dug up the students' knowledge in relation to unforgettable experience so the teacher obtained the description of the students understanding to the subject matter.
  - e) The teacher provided students adjective vocabulary of "Dasar-Dasar Penguasaan Bahasa Inggris" book.

f) The teacher explained what they had to do with the card. The card was their guidance to speak but they had to memorize some adjective first to support them doing telling someone.

g) As the students understood the activity, the teacher asked them to practice by mentioning the word and made it in to simple sentence. The teacher asked three students to random the card and divided them to their friends.

h) The teacher prepared notes then explained to the students about errors they had made during speaking process. Correction done as effort for good speaking. The teacher allowed the students to bring the cards home for their performance next meeting.

i) The teacher closed the class by a conclusion and appreciation that the students had done great in learning and teaching process.

j) Teacher asked for students' suggestion related to the activity using card of poker.

**IAIN PALOPO**

k) The researcher analyzed the output from the students as well as problem and consult with the teacher as reference for the next class.

2) There were some activities done in this second meeting, they were:

a) The teacher greeted the students and asked students' condition.

b) As the students were ready to show their performance in telling someone, the teacher asked them to come forward one by one randomly.

c) The students performed in front of the class, they were examined and scored by the teacher.

d) The teacher closed the class by giving motivation to the students and said that they all had done good job that day.

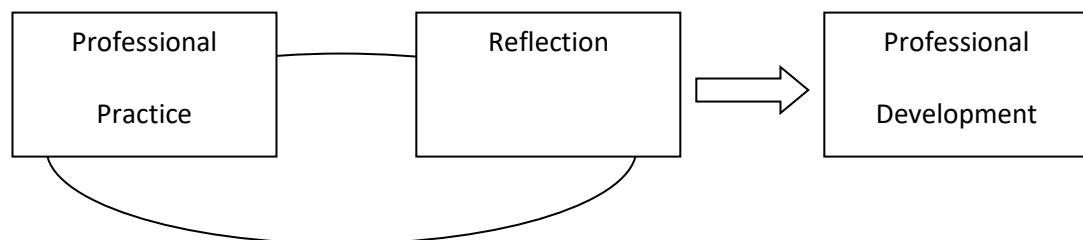
c. Observing

Teacher together with observer observed the process on going for teaching and learning process. In doing this, observer was given teacher's observation sheet and students' observation sheet. In teacher's performance sheet, there were three aspects observe namely opening activity, teaching activity and closing material. While in students' activities, observer observed general and specific activities. Specific activities were focused on using card of poker. The result of this observation then collected and analyzed to be a matter of reflection.

d. Reflecting.

In this step, the writer conducted reflection after completing the cycle of study. The writer and teacher collaboration analyzed the and also compared them with the criteria that had been decided before.

The reflective cycle can be managed as follow as:



The reflective cycle and professional development.<sup>2</sup>

---

<sup>2</sup> Michael J Wallace, *Action Research for Language Teacher*. Cambridge University Press. 1998. p. 13.

Reflection in AR is much more dynamic than simply being the last phase in the cycle. Reflection involves creative insight, thought and understanding about what you have been doing and finding, and it happens right from the beginning. For action researcher, reflection flavors and moulds the whole AR experience.<sup>3</sup>

One of the most basic and essential aspects of our development as classroom professionals is to reflect on our experiences, whether these were experiences of teaching or AR. Deep reflection serves to build knowledge about curriculum development in the widest meanings of that term. The possibilities for reflection and knowledge-building in AR are extensive, but they include exploring and expanding our understanding of how:

- the roles of teachers and learners interact;
- learners learn and how their diversity affects learning;
- to develop new modes of interaction with students;
- the curriculum works and the theories that underpin it;
- to develop and experiment with classroom tasks, texts and activities;
- to select and sequence units of work and the materials that go with them;
- to introduce and try out new classroom technologies;
- to assess students' progress and evaluate the course;
- to test out and apply current ideas and theories from the field of language

---

<sup>3</sup> Anne Burns, *Doing Action Research in English Language Teaching*. New York 2010. Routledge Taylor and Francis Book. P. 152.

teaching.<sup>4</sup>

#### **F. Method of Collecting Data**

There were three techniques selected by the researcher namely experiencing, enquiring, and examining. Experiencing was the way in collecting data through experience. One of the techniques was observation. Enquiring was the technique of collecting data through questions by the researcher. The technique of data collection may include interviews, questionnaires, attitude scales, or tests.

In this research the researcher used interview and test. Interview was planned, prearrange interactions between two or more people, where one person was responsible for asking questions pertaining to a particular theme or topic of formal interest and the other are responsible for responding to these questions. The kind of test was self assessment test. Self assessment was any assessment that requires learners to judge their own language abilities or performance against a set of criteria. Its main purpose was to provide learners with the opportunity to develop an understanding of their own level of skill or knowledge by asking them selves “How am I doing?” and then “How can I do better?” This test was given to students after learning and teaching process at the last meeting in each cycle.

Examining was the technique of data collection through the manufacture and utilization of some notes/records in the form of data archives, journals, audiotapes / videotapes, artifacts, and field notes. In this research the researcher used record and

---

<sup>4</sup> Anne Burns, *Doing Action Research in English Language Teaching*. New York 2010. Routledge Taylor and Francis Book., p 153.

field notes and also test. Researcher researched speaking ability, so the scoring must be based on the scoring classification.

The following was the scoring classification:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression..

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>5</sup>

---

<sup>5</sup> J.B. Heaton, *Writing English Language Test* ( New York : Longman Group UK company,1988), p. 100.

### ***G. Method of Analyzing Data***

Data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that had been accumulated to increase own understanding of them and enable to present what had been discovered to others.

Data analysis was done in three steps. First, data reduction was activity to select data based on focus problem. In this step, the researcher collected all instruments which are used to collect data and classified based on focus problem. The second step was describing data so the data that have been organized be meaningful. Describing data could be done in narrative form by making chart or arranging data in table form. The third step was making conclusion based on data description.

In research process, analyzing and interpreting data became important step because the collected data were meaningless without analyzing and interpreting. Analyze and interpret data in CAR are directed to collect needed information to answer the problem statement and research questions.<sup>6</sup>

### ***H. Working Indicators***

Determining the criteria of success in action research was very important to know how success the using of card of poker applied in the class. The criteria of success were also important to measure whether card of poker media was effective to improve students' speaking skills.

---

<sup>6</sup> Wina Sanjaya,. *Penelitian Tindakan Kelas*. (Jakarta: Kencana, Predana Media Group, 2009), p. 106.

This study is considered to be successful if it has these following criteria;

1. The average of students' final score is 3,5 within the range of 1 to 6.
2. 75% students have positive response and active involvement.
3. The quality of learning and teaching process increase from first cycle to second cycle and second cycle to the next cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.



## CHAPTER IV

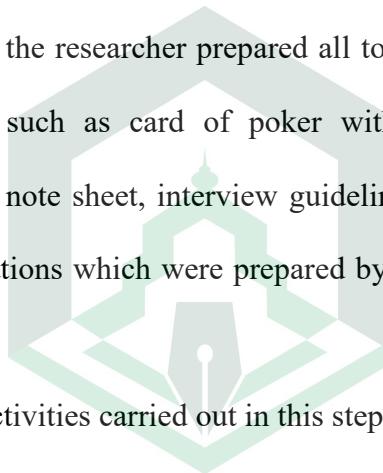
### FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. Before proceeding to the findings, it is important to explain the cycles of the research.

#### **I. The explanation of cycle 1**

##### a. Planning

In planning section, the researcher prepared all tools that needed in carry out the research in the class, such as card of poker with its variation, students' test, observation sheet, field note sheet, interview guideline sheet, and camera digital. In this section, the preparations which were prepared by the researcher before acting in the cycle I are:



There were some activities carried out in this step namely:

- 1) Researcher designed ~~IMAGINE~~ lesson plan which describes teacher's step and students' step in solving the students' problem of speaking skills
- 2) Researcher prepared all facilities needed in doing learning teaching process through card of poker, such as card of poker with its variation, students' test, observation sheet, field note sheet, interview guideline sheet, and camera.
- 3) Researcher discussed with the teacher to clarify what should be done dealing with the process of observation.

- 4) The teacher applied teaching students using card of pokers according to lesson plans.
  - 5) Researcher determined the success indicators of this using card of poker in the form of classroom action research.
- b. Action

**Figure 1**  
**The teacher opens the class**



The action started on 2<sup>nd</sup> of November 2012, at the first lesson at 7.30 am WITA for the first meeting in the cycle 1. The teacher opened the class by greeting all the students and asked their condition. After that the teacher did warming up before the main subject by remind them about their lesson last meeting, then told them about objectives of teaching and learning process that meeting. The teacher asked the students to open their “Dasar- Dasar Penguasaan Bahasa Inggris” book page 23

(Adjective II) and read the vocabularies inside together. While reading the words the teacher also gave example in sentences.

**Figure 1**  
**The teacher introduces poker to students**



The next action was the teacher introduced card of poker to the students and called three students to come before class and random the card in turn. After that they shared the cards to their friends. The teacher asked the students to look at the cards and showed it to their friends. Then the teacher told them that the number of their cards will be the number of adjective in their “Dasar- Dasar Penguasaan Bahasa Inggris” book page 23 (Adjective II). The clue was as follows:

**Table 1**  
**Card of poker's rules I**

Number of Card	Number of Book	Words	Simple sentences
As	1	Able	Superman is able to fly
2	2	Absent	Susi is absent today
3	3	Active	He was an active students in that class
4	4	Afraid (of)	She is afraid of dog
5	5	Alive	Their parents are still alive
6	6	Alone	We are not alone
7	7	Angry	My mother was angry to him
8	8	Anxious about Anxious to	She is just anxious about her exam
9	9	Asleep	They are asleep
10	10	Attractive	The cats are very attractive
Jenderal	11	Aware (of)	Jack was just aware of his mistake
Queen	12	Blind	It is blind
King	13	Bored	I am bored
Joker	Free to choose	Free to choose	We are attractive

Each word that the students got must be made in simple sentences but before the teacher tested the students one by one, the teacher explained to the students that a simple sentence is consist of subject, verb and object complement. The

purpose of this action was to encourage every students to speak and trained their concentration. It can be seen on the movie for the first meeting.

After the students understand the clue, the teacher then asked them to hand in the cards and two of them random the card again and shared it again. Then they continued to the next vocabularies, as follows:

**Table 2**  
**Card of poker's rules II**

Number of Card	Number of Book	Words	Simple sentences
As	14	Brave	You have to be brave to face it
2	15	bright	That was bright idea
3	16	busy	We are busy now
4	17	Capable	They are capable in dancing
5	18	Careful	Be careful!
6	19	Careless	You are so careless
7	20	Cautious	You have to be cautious of flood
8	21	Cheerful	She is cheerful
9	22	Childish	Don't be too childish!
10	23	Clever	Alfa is clever
Jenderal	24	Coy	Don't be coy!
Queen	25	Crazy	Are you crazy?
King	26	Cruel	He is cruel
Joker	Free to choose	Free to choose	She is cleverer than him

Then, they asked again to make them into sentences but they have to add it with connectors “but” and “because”. So when they gave statement they have to make a reason and also the fact. The teacher also prepared notes then explain to the students about errors they have made during speaking process. Correction was done as effort for good speaking.

**Table 3**  
**Card of poker's rules added with “but” and “because”**

Number of Card	Number of Book	Words	Simple sentences
As	1	Able	Superman is able to fly because he is a superhero.
2	2	Absent	Susi is absent today because she takes care her mother at hospital
3	3	Active	He was an active student in that class but his sister is the cleverest students in that class.
4	4	Afraid (of)	She was afraid of dog because she got trauma when her cousin was bitten by dog.
5	5	Alive	Their parents are still alive but their grandparents are dead.
6	6	Alone	We are not alone because they always give us help when we need it.
7	7	Angry	My mother was angry to him because he broke the eggs.
8	8	Anxious about	She is just anxious about her exam because she does not understand the

		Anxious to	teacher's explanation.
9	9	Asleep	They are asleep because it is midnight.
10	10	Attractive	The cats were very attractive when they are not sick but now they are unwell.
Jenderal	11	Aware (of)	Jack was just aware of his mistake because he had done many mistakes before.
Queen	12	Blind	It is blind but those one are good.
King	13	Bored	I am bored because you are booring.
Joker	Free choose	to Free to choose	We are attractive but still in the good way.

By the end of the class, the teacher closed the class by a conclusion and appreciation that the students had done great in learning and teaching process. The teacher also reminded the students to study hard again at home because in next meeting they used the adjective vocabularies to describing someone or something.

**Figure 3**  
**Second meeting activities**



The 2<sup>nd</sup> meeting continued on 9<sup>th</sup> of November 2012. The teacher started the class by greeting the students and asked their condition. Next, the teacher recalled their mind about last meeting subject and asked whether they had been ready for presenting their describing someone or something. Afterwards, the teacher called the students in turn to do their speaking and they were scored by the teacher. Because of the time was not enough for all students to do presentation so, the rest of them continued in the afternoon. At the moment, the researcher found that there were only several students who are able to speak and to solve that problem the researcher and the teacher planed to fix it in the cycle II. But before the class closed, the observer (researcher) gave the students' questionnaire to be filled and collected again to the researcher.

Here are some of the data transcriptions that become representative for each score that the students got in the examination in cycle I within the learning and teaching process when the students got the card and elaborated it into telling about someone.

The students who got very poor scores are:

R12 got ten

“Assalamu Alaikum wr. Wb. My number card ten. I remember .....my aunt.....”

R5 got 9 heart

“Ok. I have roommate, her name is Santi. I like her because beautiful and patient. and ..... ”

R16 got two heart

“this I this number two,I remember my . my mother have . she is.....I think that’s all. My mother eee.....ee... ”

The students who got poor scores are:

R8 got

“Assalamu Alaikum wr. Wb. Good morning friend. My card is neighbor . I have name neighbor. Her name is ansar. Now school in senior high school number 1 masamba. He is very smart.....and very good with friends and now he is live white parents. Thank you very much. Assalamu Alaikum wr. Wb”

R10 got queen club

“Assalamu Alaikum wr. Wb. Morning friend. My card is number queen. I remember my friend. He live in toraja, he is like sponge bob and favorite food meatball, he is.....he is favorite color is white and black.....finish”

R4 got 8 diamond

“ Assalamu Alaikum wr. Wb. I want tell about....I remember...This is my card number eight. I want tell my aunt. She’s name is Sita. She was born in august 1991. Her characteristic allright, white, smart, beautiful, friendly...ehh.....she.....thank you very much ”

The students who got average scores are:

R1 got King Heart

“ Assalamau alaikum wr. Wb. My room mate name is Elvi.....she study at STAIN Palopo take Islamic department and last semester. He is....she is body is small. She white and beautiful. I am very proud because she is very kind. Thank you. Assalamu alaikum wr. Wb.”

R11 got Ace spade

“I remember my grandfather. I have grandfather name is Musliadi. He is farmer. I do not know my grandfather because he is dead. I do not know his character but I know his .....character from he.....from he.....my brother. Her character e...e.....patient....e...diligent and smart and very very gentlemen. Assalamu Alaikum wr. Wb”

R13 got eight heart.

“good morning everybody...ee...my number card is eight. I want to tell... I remember my aunt. In this opportunity I want to tell you about Lastri my aunt. So, I never...I never know my aunt character but I want to say explain my... explain my aunt. My aunty is....my aunty live in Palu when I see my aunt, I come to remember my grandmother because my aunty so...so.....so... thank you....so....beautiful ..... so....so.....my aunt...sudahmi”

The students who got good scores are:

R17 got six spade

“Ok. Bismillahirahmanirrahim. Assalamu Alaikum wr. Wb. Ee okay, good morning every body, where is the voice good morning every body. My brother and my sister one God and one Aqidah, ee before I. okey my card is number four, is number four. Before I explain my card, I don’t forget to say thanks to my teacher, mr Akbar for the time for me to explain my card. Okey. If I see my card number ten, I remember my friends in this in this school. okey. most the friend in my life is very important. Why? Because if we doesn’t have friends, we cant to ... and we cant to go many place. I have no special friend but all friends are special. I choose one but to make them become friend. Okey. We cant have much friends because don’t be see coz we have much friends. Ee. In Bone, I ... when I live in Bone, I saw, I’m very happy because I have very much friends and all my friends in Bone help me if I have problem. Ee. I share to him but if my friend have problem, I help him. Because that, thanks for and if I have false sorry sorry and sorry. Assalamu Alaikum wr. wb”

R14 got two spade

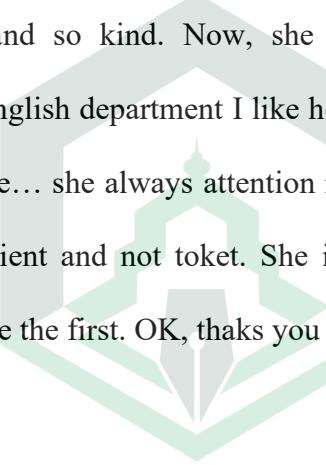
**IAIN PALOPO**

“Assalamu Alaikum wr. Wb and good morning.... Wonderful day, right!. So my card is number two. If I see the card..e...I am remember my grandmother. Because I would like to tell before you about my grand mother. She is kind woman like her child e...like her grand child ee.... if I .....about .....one day...e...I am looking for my shoes to get when I see my shoes just one... so im very very sad because tomorrow I will be examination. I saw it in my cupboard but I can not find it. So I am cry and panic because tomorrow I have examination. My grandma is coming, she give me my shoes give me my shoes. I angry but I’m happy because I find my shoes

because tomorrow I will examination. I didn't want my grandmother dead two years ago when I was fifteen years old, I hope she watch me there and ..... I think that's all, thanks for you attention. Assalamu Alaikum wr. wb "

R3 got 9 diamond

"Assalamu Alaikum Wr.Wb. I have a card, the number is nine. It is about my cousin. OK, I want to tell you about my cousin. I have cousin namely Hastuti. We live together in boarding house because we same study in STAIN Palopo. She is beautiful, very sweet and so kind. Now, she is the third semester and she is department eh.. she is English department I like her because she is...because she is. I like her because ...3X ee... she always attention me and understand me if I did. She is ee..she is so shy, patient and not toket. She is the best if I need. If I have the problem, I always tell she the first. OK, thaks you very much".



IAIN PALOPO

**Figure 4**  
**Cycle I test**



c. Observation

Based on the observation done by the researcher and the teacher through questionnaire and interview, they found that card of poker was an appropriate media to learn English, especially in speaking. It can be seen from their questionnaires, among 36 students who filled the questionnaire most them had positive responds to

card of poker in learning and teaching process. From observation sheet that filled by researcher as observatory found that: (1) Students seem enthusiastic in learning speaking by using card of poker (good), (2) The use of card of poker helps students improve their input and their ability in speaking English (enough), (3) The students seem more confidence to speak English after learning by using card of poker (enough), (4) The students be more motivated to speak longer after using card of poker (enough) and (5) The students wish to have more chance to practice their English after using card of poker (good). All of the points above were success but in point (6) After using card of poker, the students can speak more regular and directed was not success. The researcher found that there were still some of the students could not express their speaking well, especially in accuracy, fluently and comprehensibility. So the researcher and partner (teacher) made conclusion that card of poker had successes as media of English learning teaching process but it needs some different strategies to make the students speak regular and directed.

#### d. Reflection

The reflection was done by the researcher and teacher caused by there were still weakness in implementing or using the media and those were needed to be repaired. First, the researcher and partner found that the students spoke irregularly. They told about someone back and forth. But most of them were active and showed good respond to card of poker.

## II. The explanation of cycle 2

### a. Planning/ revised plan

The researcher hoped in the cycle 2 the students be more appropriate in accuracy, fluently and comprehensibility. The plan in the cycle 2 was closely same with cycle 1 but in the cycle 2 the researcher and teacher made different strategy such as gave them some clues or key words for what should they talk about

At the end of the cycle 2, the students were not given the questionnaire anymore because they had got positive respond to card of poker, such as in their motivation, their confidence and their increasing ability in speaking. The researcher hoped in the cycle 2 - be success.

### b. Action

All actions in this cycle were based on the revised plan. The material in the cycle 2 was describing someone or something by using card of poker as media to open their speaking. At the beginning of the first meeting of this cycle, the researcher did apperception such as asking some questions related to the previous material then gave the students some motivational words by telling them how important the English speaking skill is. When the students were ready to study, teacher recalled students' mind about the adjective of "Dasar- Dasar Penguasaan Bahasa Inggris" book. Then, teacher gave the students some clues to guide their speaking because the students were from different department and only five of them who were from English department. So to make them spoke regularly, the teacher gave them clues to speak.

As follows:

- The card
- Identity
- Physical characteristic
- Attitude
- Reason

because of the time was not enough for presenting all students' telling someone, so the teacher decided to continue the class next week.

**Figure 5**  
**Cycle II activities**



By the second meeting of cycle 2, the teacher started the class by greeting the students and motivated the students again to speak freely but regularly just like they spoke in Indonesian language. In this meeting, the students were asked to repeat their presentation at the cycle I but with using speaking guidance. The students called one by one to do their presentation but because of there were 36 students in the class and a student gave four minutes to speak, so the rest of students in the second meeting continued to do presentation until they all finished in the afternoon of that day just

like at the cycle I and the teacher closed the class by drawing conclusion about their class that day and also motivated students that they did great improvement.

Here are some of the data transcriptions that show the students' improvement in cycle II.

The students who got very poor scores in cycle I and in cycle II they got:

R12 got eight spade and got good score

“Assalamu Alaikum wr. Wb. Thank you very much. I get card number eight and explain about aunt. I have aunt, her name rahma. She is a house wife and eee she is very smart in cooking especially cake, kapurung and meatball and she live in Belopa. Now she is fourty nine years old. Eee She is very kind for me. I think she is very beautiful when she was young. I think that's all. Thank you very much friend. Assalamu Alaikum wr. wb. ”

R5 got 3 heart and got average score

“Assalamu Alaikum wr. Wb. I get card 3 heart and I would like to introduce my father to you all. My father is muh. Rifki. He is forty years old. My father job is a farmer. His hobby is playing chess. My father character is small and thin. His skin is brown and eeeeeeee he is 3x very kind. We live....5x at home together. I think that's all. Thank you ”

R 16 got four heart and got score good score.

“Assalamu alaikum wr.wb. If I see my card I remember my mother. My mother..my mother name is Masdiah. She lives in Belopa and come from Palopo. My mother was born on march twenty one, one thousand forty five in Palopo. Now my

mother is seventy years old. My mother characteristic kind, comfortable and beautiful. My mother like eating kapurung. My mother have long hair and skin white, she always give me a pack. Thank you”

The students who got poor scores in cycle I and in cycle II they got:

R 8 got 8 diamond and got good score

“Assalamu Alaikum wr. Wb. Good morning friend. If I see the card I remember my friend. My friend name is Rina Mariyani. She lives in Yos Sudarso. She come from Malangke. She is twenty years old. She go to school in STAIN Palopo. Mathematic department. She is from senior high school number one palopo. She like mathematic because she want become teacher mathematic. I like her because kind and friendly. She is also patient. She never angry if I kidding her and she always give me souvenir if she come back from malangke. Thank you very much. Assalamu Alaikum wr. Wb”

R 10 got queen club and got average score

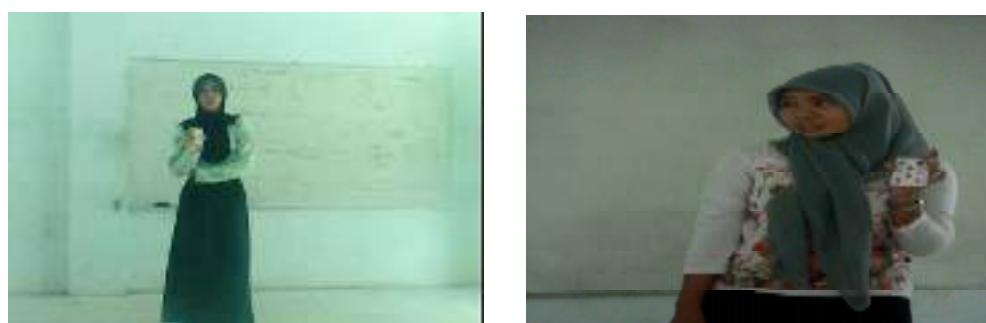
“Assalamu Alaikum wr. Wb. Morning friend. My card is number queen. If I see the card I remember my friend. I remember my friend. His name is Rinto. He live in Toraja. He is thin and tall. His his skin is black sweet. he like sponge bob and favorite food meatball, he is favorite color is white and black. He is kind and smart. We same school in senior high school. And.....thank you very much friends. Assalamu alaikum wr. wb ”.

R4 got 8 diamond

“ Assalamu Alaikum wr. Wb. If I see card. I remember my aunt. Well.....I want tell about my aunt..... Her name is Sita. She was born in august nineteen ninety one. Her characteristic is white, smart, beautiful, friendly and kind. She is a house wife because she married young and she is very smart in cooking especially kapurung. She like meatball and she live in Belopa.. She is very kind for me.. I think that's all. Thank you. Assalamu Alaikum wr. wb. thank you very much ”

The students who got average score and good score were allowed to follow the next cycle examination.

**Figure 6  
Cycle II test**



### c. Observation

Based on the observation activity made by researcher and teacher in the cycle II, the researcher and teacher observed that 75% of the students have positive response and active involvement in learning and teaching process and also the average of students' final score was 3,5 within the range of 1 to 6. It could be seen from teacher's students archive score. The quality of learning and teaching process increased from first cycle to second cycle could be seen from students' questionnaires, researcher's recorded video of learning and teaching process and students' recorded interview, just like what the researcher and the teacher expected.

Based on the observation activity made by the researcher and teacher, it was satisfying because most students spoke accuracy, comprehensibility and fluently compared with the condition in cycle1.

### d. Reflection

The researcher believed that card of poker was an effective media to learn English especially in speaking English.

The process of evaluation that used observation checklist were done by researcher and partner proved that at the last cycle (cycle 2), the students were totally involved in the learning process. They were also motivated and encouraged.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by questionnaire, observation, interview and discussion among the researcher and teacher. The data were presented which covered two fields, namely the findings about students' active participation to speak English by using card of poker

which the descriptions were explained by the result of observation checklist, and the next one is to know the students' perceptions which were explained by the result of questionnaire. Here are the findings for each cycle as follows:

#### A. *Findings*

##### 1. Findings in Cycle 1

**Table 4**  
**The result of students' active participation**

Respondents	Very active	Active	Less active	Not active
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				

34				
35				
36				

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.
2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. **Less active:** the student pays attention and gives responses once in a while.
4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 5**  
**The percentage of students' active participation in cycle 1**

Classification	Frequency	Percentage (%)
<b>Very active</b>	3	9,6 %
<b>Active</b>	26	83,8 %
<b>Less active</b>	2	6,4 %
<b>Not active</b>	5	16,1%

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

where:

- P = percentage  
 F = frequency  
 N = total of students<sup>1</sup>

---

<sup>1</sup>) Sudjana, *Metode Statistika* ( Bandung : Tarsito Bandung, 1992 ), p.73.

Based on research data in the cycle 1 which is shown by the description above that included 36 respondents, there were 3 students were very active in the speaking class by using card of poker as the educational media, and the percentage reached 9,6 %. The active students were 26, and the percentage reached 83,8 %. The less active students were 2, and the percentage reached 6,4 %. And there were 5 students who were not active and the percentage 16,1 %. To reach the requirement criteria of success which is determined 75 %, the two very active and active classifications were accumulated and reached 93,4 %. It was the expected nominal percentage.



**Table 6**  
**The result of students' scoring of speaking test of cycle I**

No	Respondents	Three aspects of speaking assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	2	60
2	RD 02		2	2	60
3	RD 03	2	2	2	60
4	RD 04	2	3	4	70
5	RD 05	2	1	2	55
6	RD 06	4	3	5	80
7	RD 07	4	3	4	75
8	RD 08	3	3	4	75
9	RD 09	3	2	4	70
10	RD 10	2	1	3	60
11	RD 11	5	3	5	80
12	RD 12	1	1	1	50
13	RD 13	3	2	3	70
14	RD 14	5	4	5	85
15	RD 15	5	4	5	85
16	RD 16	4	4	4	80
17	RD 17	5	4	5	85
18	RD 18	4	4	4	80
19	RD 19	2	1	2	55
20	RD 20	1	1	1	50
21	RD 21	2	3	4	70
22	RD 22	4	3	4	75
23	RD 23	1	1	2	50
24	RD 24	1	1	1	50
25	RD 25	1	1	1	50
26	RD 26	1	2	3	60
27	RD 27	2	1	2	55
28	RD 28	1	1	1	50
29	RD 29	1	1	1	50
30	RD 30	1	2	2	55
31	RD 31	2	2	1	55
32	RD 32	1	1	2	50
33	RD 33	3	2	3	65
34	RD 34	4	4	5	80
35	RD 35	1	1	2	50
36	RD 36	1	1	1	50
					$\sum x = 2300$

Calculating the mean score of the students' speaking test of cycle I

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2300}{36} = 63,89 \end{aligned}$$

**Table 7**  
**The rate percentage of students' score in the area of accuracy of cycle I**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	4	11,1%
<b>Good</b>	4	6	16,6%
<b>Average</b>	3	4	11,1%
<b>Poor</b>	2	10	27,7%
<b>Very poor</b>	1	12	33,3%

The table above shows that the students' score in the area of accuracy of cycle I are varieties; in which there were no students (0%) got 'excellent', 4 students (11,1%) got 'very good', 6 students (16,6 %) got 'good', 4 students (11,1%) got ' average', 10 students (27,7%) got 'poor', and 12 students (33,3%) got 'very poor' classification.

**Table 8**  
**The rate percentage of students' score in the area of fluency of cycle I**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	-	-
<b>Good</b>	4	6	16,6%
<b>Average</b>	3	7	19,4%
<b>Poor</b>	2	9	25%
<b>Very poor</b>	1	14	38,8%

The table above shows that the students' score in the area of accuracy of cycle I are varieties; in which there were no students (0%) got 'excellent' and 'very good', 6 students (16,6%) got 'good', 7 students (19,4%) got 'average', 9 students (25%) got 'poor', and 14 students (38,8%) got 'very poor' classification.

**Table 9  
The rate percentage of students' score in the area of comprehensibility of cycle I**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	6	16,6%
<b>Good</b>	4	8	22,2%
<b>Average</b>	3	4	11,1%
<b>Poor</b>	2	10	27,7%
<b>Very poor</b>	1	8	22,2%

The table above shows that the students' score in the area of comprehensibility of cycle I are varieties; in which there were no students (0%) got 'excellent', 6 students (16,6%) got 'very good', 8 students (22,2%) got 'good', 4 students (11,1%) got 'average', 10 students (27,7%) got 'poor', and 8 students (22,2%) got 'very poor' classification.

### **The Questionnaire Result of the Students' Perception**

To get more valid data to know the students' perception, the researcher used questionnaire to know whether card of poker can improve students' speaking skill in English. The results are as follows:

**Table 10**  
**The result of students' perception through questionnaire**

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly disagree (SD)
<b>1</b>	3	26	2	-	-
<b>2</b>	9	17	5	-	-
<b>3</b>	4	20	3	2	-
<b>4</b>	11	17	3	-	-
<b>5</b>	8	18	3	-	-
<b>6</b>	5	23	4	-	-
<b>7</b>	-	-	2	18	9
<b>8</b>	-	-	4	19	8
<b>9</b>	-	-	2	21	8

Based on the table 5 above, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 6. And the statements which show the negative perception are from number 7 to 9.

The following tables are the detail description or explanation of the data that were used to know the students' perception about card of poker as the media to encourage students to speak English.

**Table 11**  
**The use of card of poker in speaking class makes students feel enthusiastic in learning English.**

Classification	Frequency	Percentage
<b>Strongly agree</b>	3	9,6 %
<b>Agree</b>	26	83,8 %
<b>Uncertain</b>	2	6,4 %
<b>Disagree</b>	-	-
<b>Strongly disagree</b>	-	-

The table 6 above indicates that most of the respondents said agree that the use of card of poker in speaking class makes students feel enthusiastic in learning English. There were 3 (9,6%) respondents said strongly agree, 26 (83,8%) respondents said agree, 2 (6,4%) respondents said uncertain and none of the respondents said disagree and strongly disagree. It means that by using card of poker in speaking class, it can make students feel enthusiastic in learning English.

**Table 12**  
**The use of card of poker can stimulate students to speak more.**

Classification	Frequency	Percentage
<b>Strongly agree</b>	9	29,1 %
<b>Agree</b>	17	54,8 %
<b>Uncertain</b>	5	16,1%
<b>Disagree</b>	-	-
<b>Strongly disagree</b>	-	-

Table 7 above indicates that most of the respondents said agree that studying in speaking class by using card of poker can stimulate the students to speak more in

English. Where nine (29,1%) respondents said strongly agree, seventeen (54,8%) respondents said agree and five (16,1%) of respondents said uncertain, and none of the respondents said disagree and strongly disagree. It can be concluded that by using card of poker in speaking class can stimulate the students to speak more.

**Table 13**  
**The use of card of poker is really required to help students increase their speaking ability.**

Classification	Frequency	Percentage
<b>Strongly agree</b>	4	12,9%
<b>Agree</b>	22	70,9 %
<b>Uncertain</b>	3	9,7%
<b>Disagree</b>	2	6,4%
<b>Strongly disagree</b>	-	-

Table 8 above indicates that most of the respondents said agree that the use of card of poker is really required to help students increase their speaking ability. Where, four (12,9%) respondents said strongly agree, twenty two (70,9%) respondents said agree, three (9,7%) respondents said uncertain, two (6,4%) respondents said disagree, and none of respondent said strongly disagree. It shows that the respondents find that the use of card of poker is really required to help students increase their speaking ability.

**Table 14**  
**The use of card of poker in speaking class makes me fun and enthusiasm to get involved in the learning activities.**

Classification	Frequency	Percentage
<b>Strongly agree</b>	11	35,5 %
<b>Agree</b>	17	54,8 %
<b>Uncertain</b>	3	9,7 %
<b>Disagree</b>	-	-
<b>Strongly disagree</b>	-	-

Table 9 shows that there were eleven (35,5%) of respondents that said strongly agree, seventeen (54,8%) of respondents said agree, three (9,7%) of the respondents said uncertain, none of respondent said disagree and strongly disagree. It means that the use of card of poker in speaking class makes students fun and enthusiasm to get involved in the learning activities.

**Table 15**  
**The use of card of poker in speaking class motivates me to speak since it is very interesting.**

Classification	Frequency	Percentage
Strongly agree	8	25,8 %
Agree	18	58,1 %
Uncertain	3	9,7%
Disagree	-	-
Strongly disagree	-	-

Table 10 above indicates that there were eight (25,8%) of respondents said strongly agree, eighteen (58,1%) of respondents said agree, three (9,7%) of the respondents said uncertain, and none of the respondents said disagree and strongly disagree. Based on the description, the researcher concluded that the use of card of poker in speaking class motivates students to speak since it is very interesting.

**Table 16**  
**I feel that speaking is not frightening activities anymore**

Classification	Frequency	Percentage
Strongly agree	5	16,1%
Agree	23	74,2 %
Uncertain	4	12,9 %
Disagree	-	-
Strongly disagree	-	-

Table 11 above shows that most of respondents said agree that that speaking is not frightening activities anymore after using card of poker as media for learning English. It was proved that there were five (16,1%) of respondents said strongly agree, twenty three (74,2%) of respondents said agree, four (12,9%) of respondents said uncertain, and none of the respondent said disagree and strongly disagree. It means that by using the media, it can make speaking is not frightening activities anymore.

Classification	Frequency	Percentage
<b>Strongly agree</b>	-	-
<b>Agree</b>	-	-
<b>Uncertain</b>	2	6,4%
<b>Disagree</b>	18	58,1%
<b>Strongly disagree</b>	9	29,1%

Table 12 proved that, there was none of respondents said strongly agree and agree, two (6.4%) of respondents said uncertain, eighteen (58,1%) of respondents said disagree and nine (29,1%) strongly disagree. It can be concluded that the use of card of poker in speaking class give benefit for students in learning English.

Classification	Frequency	Percentage
<b>Strongly agree</b>	-	-
<b>Agree</b>	-	-
<b>Uncertain</b>	4	12,9%
<b>Disagree</b>	19	61,3%
<b>Strongly disagree</b>	8	25,8 %

Table 13 above shows that there was none of respondent said strongly agree and agree, four (12,9%) of respondents said uncertain, nineteen (61,3%) of respondents said disagree and eight (22,5%) of respondents said strongly disagree. Because most of them found that card of poker can improve their speaking skill in English.

**Table 19**  
**I fell that the use of poker as teaching media is not beneficial.**

Classification	Frequency	Percentage
<b>Strongly agree</b>	-	-
<b>Agree</b>	-	-
<b>Uncertain</b>	2	6,4 %
<b>Disagree</b>	21	67,7%
<b>Strongly disagree</b>	8	25,8 %

Table 14 indicates that there was none of respondent said strongly agree and agree, two (6,4%) of respondents said uncertain, and twenty one (67,7%) of respondents said disagree and eight (25,8%) of respondents said strongly disagree. Because most of them found that card of poker is very beneficial for the students, especially in improving students' English speaking skill.

Basically, the first year students of matriculation class at STAIN palopo in classroom H3 shows positive perception which is indicated by the positive inputs and attitude toward the using of card of poker in speaking English. It was detail described in every item of questionnaire through tables.

## 2. Findings in cycle 2

**Table 20**  
**The result of students' scoring of speaking test of cycle II**

No	Respondents	Three aspects of speaking assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	3	3	70
2	RD 02		3	3	70
3	RD 03	3	3	3	70
4	RD 04	3	4	4	75
5	RD 05	3	2	3	65
6	RD 06	5	5	5	90
7	RD 07	5	4	5	85
8	RD 08	4	4	5	80
9	RD 09	4	3	5	80
10	RD 10	3	3	3	70
11	RD 11	5	5	5	90
12	RD 12	3	3	3	70
13	RD 13	4	3	4	75
14	RD 14	5	5	5	90
15	RD 15	5	4	5	85
16	RD 16	2	3	4	70
17	RD 17	5	5	5	90
18	RD 18	5	5	5	90
19	RD 19	3	2	3	65
20	RD 20	2	3	3	65
21	RD 21	3	4	4	75
22	RD 22	3	4	4	75
23	RD 23	3	2	3	65
24	RD 24	3	3	4	75
25	RD 25	3	2	3	65
26	RD 26	3	3	4	75
27	RD 27	3	4	4	75
28	RD 28	3	2	3	65
29	RD 29	3	3	3	70
30	RD 30	2	3	3	65
31	RD 31	3	4	4	75
32	RD 32	3	3	3	70
33	RD 33	3	4	4	75
34	RD 34	5	5	5	90
35	RD 35	3	3	4	75

<b>36</b>	<b>RD 36</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>65</b>
					<b>2700</b>

Calculating the mean score of the students' speaking test of cycle II

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2700}{36} = 75 \end{aligned}$$

**Table 21**  
**The rate percentage of students' score in the area of accuracy of the cycle II**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	8	22,2%
<b>Good</b>	4	3	8,3%
<b>Average</b>	3	22	61,1%
<b>Poor</b>	2	3	8,3%
<b>Very poor</b>	1	-	-

The table above shows that the students' score in the area of accuracy of cycle II are still varieties but there were some improvements; in which there were still no students (0%) got 'excellent', 8 students (22,2%) got 'very good', 3 students (8,3%) got 'good', twenty two students (61,1%) got 'average', 3 students (8,3%) got 'poor', and no students got 'very poor' classification.

**Table 22**  
**The rate percentage of students' score in the area of fluency of the cycle II**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	6	16,7%
<b>Good</b>	4	9	25%
<b>Average</b>	3	15	41,7%
<b>Poor</b>	2	6	16,7%
<b>Very poor</b>	1	-	-

The table above shows that the students' score in the area of fluency of cycle I are also still varieties; in which there were no students (0%) got 'excellent', six students (16,7%) got 'very good', nine students (25%) got 'good', fifteen students (41,7%) got 'average', six (16,7%) students got 'poor' and no students got 'very poor' classification.

**Table 23**  
**The rate percentage of students' score in the area of comprehensibility of the cycle II**

Classification	Score	Frequency	Percentage
<b>Excellent</b>	6	-	-
<b>Very good</b>	5	10	27,7%
<b>Good</b>	4	11	30,5%
<b>Average</b>	3	15	41,7%
<b>Poor</b>	2	-	-
<b>Very poor</b>	1	-	-

The table above shows that the students' score in the area of fluency of cycle I are still varieties; in which there were no students (0%) got 'excellent', 10 students (27,7%) got 'very good', 11 students (30,5%) got 'good', 15 students (41,7%) got 'average', and no students got 'poor' and 'very poor' classification.

## B. Discussions

Based on the result of the previous findings, it can be discussed that:

In relation to the observation checklist to know the students' active participation in speaking English by using card of poker in the cycle 1, it was found that there were 3 students were *very active* in the speaking class by using card of poker as the educational media, and the percentage reached 9,6%. The *active* students were 26,

and the percentage reached 283,3%. The *less active* students were 2, and the percentage reached 6,4%. And there were 5 students who were *not active* and the percentage 16,1%. To reach the criteria of success which is determined 75%, the two *very active* and *active* classifications were accumulated and reached 93,4%. It was the expected nominal percentage. In this cycle, it was based on the plan and action that to improve students' speaking skill, the teacher gave students some vocabularies of adjective from "Dasar- Dasar Pengusaan Bahasa Inggris" book and by using number of the poker students asked to memorize those vocabularies and made them in English sentences. Then students were asked to use those vocabularies to tell about someone. Because of limited time so students continued their performance of telling someone in the second meeting. But the time was not enough too so the teacher decided to continue it in the afternoon.

In this cycle, the researcher teacher found that there were some of students who still obtained low scores in accuracy, fluently and comprehensibility. In accuracy classification showed that the students' score in this area of cycle I were varieties; in which there were no students (0%) obtained 'excellent', 4 students (11,1%) obtained 'very good', 6 students (16,6 %) obtained 'good', 4 students (11,1%) obtained 'average', 10 students (27,7%) obtained 'poor', and 12 students (33,3%) obtained 'very poor' classification. The students' score in the area of accuracy of cycle I were also varieties; in which there were no students (0%) obtained 'excellent' and 'very good', 6 students (16,6%) obtained 'good', 7 students (19,4%) obtained ' average', 9 students (25%) obtained 'poor', and 14 students (38,8%) obtained 'very poor'

classification. The students' scores in the area of comprehensibility of cycle I were varieties; in which there were no students (0%) obtained 'excellent', 6 students (16.6%) obtained 'very good', 8 students (22,2%) obtained 'good', 4 students (11,1%) obtained 'average', 10 students (27,7%) obtained 'poor', and 8 students (22,2%) obtained 'very poor' classification.

So to solve that problem the researcher and the teacher planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success that had been decided before. By the end of the second meeting of cycle I, researcher shared questionnaires to the students. Most of the respondents showed positive perception towards the every item which gives or display positive statements and the statements which give positive statements were from number 1 to 6. And the statements which show the negative perception were from number 7 to 9. For first statement in questionnaires, "the use of card of poker in speaking class makes students feel enthusiastic in learning English" indicated that most of the respondents said agree that the use of card of poker in speaking class makes students feel enthusiastic in learning English. There were 3 (9,6%) respondents said strongly agree, 26 (83,8%) respondents said agree, 2 (6,4%) respondents said uncertain and none of the respondents said disagree and strongly disagree. It meant that by using card of poker in speaking class, it could make students feel enthusiastic in learning English. The second statement, "The use of card of poker can stimulate students to speak more", showed that most of the respondents said agree that studying in speaking class by using card of poker can stimulate the students to speak more in

English. Where nine (29,1%) respondents said strongly agree, seventeen (54,8%) respondents said agree and five (16,1%) of respondents said uncertain, and none of the respondents said disagree and strongly disagree. It can be concluded that by using card of poker in speaking class could stimulate the students to speak more. The third statement, "the use of card of poker is really required to help students increase their speaking ability" indicated that most of the respondents said agree that the use of card of poker was really required to help students increase their speaking ability. Where, four (12,9%) respondents said strongly agree, twenty two (70,9%) respondents said agree, three (9,7%) respondents said uncertain, two (6,4%) respondents said disagree, and none of respondent said strongly disagree. It shows that the respondents find that the use of card of poker was really required to help students increase their speaking ability. The fourth statement, "the use of card of poker in speaking class makes me fun and enthusiasm to get involved in the learning activities" showed that there were eleven (35,5%) of respondents that said strongly agree, seventeen (54,8%) of respondents said agree, three (9,7%) of the respondents said uncertain, none of respondent said disagree and strongly disagree. It means that the use of card of poker in speaking class makes students fun and enthusiasm to get involved in the learning activities. For the fifth statement, "the use of card of poker in speaking class motivates me to speak since it is very interesting" indicated that there were eight (25,8%) of respondents said strongly agree, eighteen (58,1%) of respondents said agree, three (9,7%) of the respondents said uncertain, and none of the respondents said disagree and strongly disagree. Based on the description, the researcher

concluded that the use of card of poker in speaking class motivates students to speak since it was very interesting. The next statement, the sixth “I feel that speaking is not frightening activities anymore” showed that most of respondents said agree that that speaking is not frightening activities anymore after using card of poker as media for learning English. It was proved that there were five (16,1%) of respondents said strongly agree, twenty three (74,2%) of respondents said agree, four (12,9%) of respondents said uncertain, and none of the respondent said disagree and strongly disagree. It means that by using the media, it could make speaking not frightening activities anymore. The seventh statement, “the use of card of poker in speaking class does not give any benefit in learning English” proved that, there was none of respondents said strongly agree and agree, two (6,4%) of respondents said uncertain, eighteen (58,1%) of respondents said disagree and nine (29,1%) strongly disagree. It can be concluded that the use of card of poker in speaking class give benefit for students in learning English. The eight statement, “the use of card of poker cannot improve my speaking” showed that there was none of respondent said strongly agree and agree, four (12,9%) of respondents said uncertain, nineteen (61,3%) of respondents said disagree and eight (22,5%) of respondents said strongly disagree. Because most of them found that card of poker can improve their speaking skill in English. And the last statement, “I fell that the use of poker as teaching media is not beneficial” indicated that there was none of respondent said strongly agree and agree, two (6,4%) of respondents said uncertain, and twenty one (67,7%) of respondents said disagree and eight (25,8%) of respondents said strongly disagree. Because most

of them found that card of poker is very beneficial for the students, especially in improving students' English speaking skill. From those questionnaires researcher found that the first year students of matriculation class at STAIN palopo in classroom H3 showed positive perception which is indicated by the positive inputs and attitude toward the using of card of poker in speaking English.

The average scores that students obtained in cycle I did not reach the criteria of success in working indicator, so the researcher and the teacher made some different strategies for this cycle. It also took twice meeting like in cycle I but before the students presented their telling someone, the students were given some clues that they had to tell about to make their speaking be regular and directed. Just like the researcher and the teacher expected, the students obtained improvement in every classification. The students' score in the area of accuracy of cycle II were still varieties but there were some improvements; in which there were still no students (0%) obtained 'excellent', 8 students (22,2%) obtained 'very good', 3 students (8,3%) obtained 'good', twenty two students (61,1%) obtained 'average', 3 students (8,3%) obtained 'poor', and no students obtained 'very poor' classification. In the area of fluency of cycle I, the students' score were also still varieties; in which there were no students (0%) obtained 'excellent', six students (16,7%) obtained 'very good', nine students (25%) obtained 'good', fifteen students (41,7%) obtained 'average', six (16,7%) students obtained 'poor' and no students obtained 'very poor' classification. Meanwhile in the area of fluency of cycle I the students' score were still varieties too; in which there were no students (0%) obtained 'excellent', 10 students (27,7%)

obtained ‘very good’, 11 students (30,5%) obtained ‘good’, 15 students (41,7%) obtained ‘ average’, and no students obtained ‘poor’ and ‘very poor’ classification. And the mean score of the students’ speaking test of cycle II was 75. It had reached the minimum scores of success criteria in working indicator.

It was closely related to the previous study done by Faridatul Hikmah in her thesis; she recommended that the teachers should use cue card media in teaching English<sup>2</sup>. Because it proved that there were improvements of class situation, namely: improvement of students’ motivation, interest, and creativity. Based on the result of the research, it can be concluded that the use of cue card improved students’ writing skill and class condition. In this case, the researcher also used card in this research but not cue card, card of poker. The result was also similar because card of poker that implemented in matriculation class of the first year students at STAIN Palopo worked and it gave improvement not only in students’ speaking skill but also class situation, where the quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students’ behavior emerge during learning and teaching process. It was taken from the students’ questionnaires, the checklist of the teacher activities in implementing the use of card of poker and classroom observation sheet.

---

<sup>2</sup> Faridatul Hikmah. S891008030. 2012. *Improving Students’ Writing Skill by Using Cue Card (A Classroom Action Research in the VIII A Grade of SMPN 2 Barat, Magetan in the Academic Year of 2011-2012)*. (Online: <http://pasca.uns.ac.id/?P=2482>). Accessed on September 24<sup>th</sup>, 2012.

Suparman, within the preface of his book, explains several specific competences related to speaking. He states that:

Speaking skill requires some specific competences. The specific competence comprises the mastery of vocabulary, grammar, courage to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.<sup>3</sup>

The learners cannot feed back the teacher and they find difficulty in expressing because of gaps in their linguistic repertoire. It is obvious that to build up learner's speaking skill the teacher needs to recognize well some specific competences (as like Suparman identifies as mastery of vocabulary, grammar, etc). At the same time the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal. That was why before the teacher asked the students to present their telling of someone, teacher gave them vocabulary of adjective first and made it into sentences. So students provided by vocabularies and simple grammar that became their weapon to speak.

According to Dave Meier, if the game increased learning and good work achievement, apply it<sup>4</sup>. If it is not, do not apply it. In this research, the researcher found that card of poker increased students' motivation in learning English and also improved students' speaking skill, so card of poker should be applied by English teacher as media for learning.

---

<sup>3</sup> Suparman, *Practical Guide to Speak English* ( Yogyakarta : UII Press, 2001), p.1.

<sup>4</sup> Dave Meier, *The Accelerated Learning Handbook* (McGraw-Hill, New York 2000). p. 207

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

#### ***A. Conclusion***

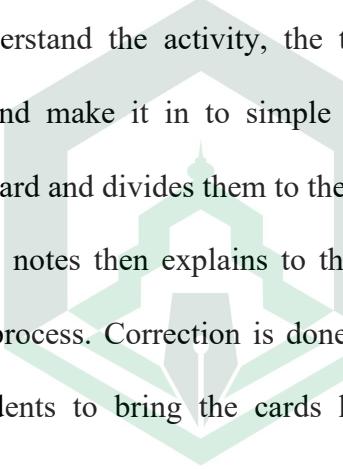
Based on the result of data analysis and findings in the previous chapter, the conclusion that can be drawn from this study is Card of Poker improve students' speaking skill at first year students of STAIN Palopo with some effective procedures that the researcher experience in the class during learning and teaching process. The improvement can be seen through students' mean score at cycle I (63,89) and cycle II (75), most of the students have positive response and active involvement in learning and teaching process, and also the quality of learning and teaching process increase from first cycle to second cycle and second cycle to the next cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

#### ***B. Suggestions***

Based on the conclusions above the researcher put some suggestions as follows:

1. In teaching English especially in using card of poker to improve students' speaking skill, the teacher should follow the procedures that have been done by the researcher and teacher. Those are;
  - a. The students are given motivation about the important of English.

- b. Then, students are introduced to card of poker and explain what we have to do with the poker.
- c. The teacher provides students with vocabulary that related to telling about someone, in this case adjective.
- d. The teacher explains what they have to do with the card. The card is their guidance to speak but they had to memorize some adjective first to support them doing telling someone.
- e. As the students understand the activity, the teacher asks them to practice by mentioning the word and make it in to simple sentence. The teacher asks three students to random the card and divides them to their friends.
- f. The teacher prepares notes then explains to the students about errors they have made during speaking process. Correction is done as effort for good speaking. The teacher allows the students to bring the cards home for their performance next meeting.
- g. The teacher gives clue to the students so that the students' speaking can be regular and directed.
- h. As the students are ready to show their performance in telling someone, the teacher asks them to come forward one by one randomly.
- i. The students perform in front of the class, they are examined and scored by the teacher.
- j. The teacher closes the class by a conclusion and appreciation that the students had done great in learning and teaching process.



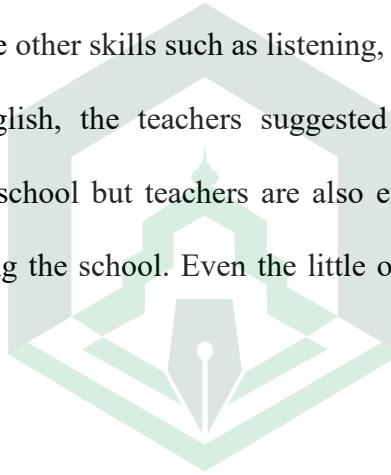
IAIN PALOPO

2. In teaching speaking, the teacher should present material which can stimulate the students to speak more actively and have big motivation to study English.

3. In teaching speaking, the teacher should apply teaching technique which provides the students with unique, creative but challenging technique. In this case card of poker is one of the teaching media which can be mixed together with unique and creative technique to improve students' ability in speaking English.

4. It is suggested to other researcher to apply card of poker in composing the next research to improve other skills such as listening, writing and reading.

5. In teaching English, the teachers suggested not only teach student with provided media of the school but teachers are also expected to use anything in the environment surrounding the school. Even the little or small thing can be media for teaching.



IAIN PALOPO

## CURRICULUM VITAE



The writer, Nurhajar S.Pd was born on October 7<sup>th</sup>, 1986 in Bendoro Sidrap. She is a married woman with a great man Akbar S.Pd.I and has been given a handsome son Muh. Alfarazel Akbarsyah and a beautiful daughter Nuralia Althafunnisa A. She is the first child from the marriage of her parents Drs. Patinrosi and Nurhapida.

She started to school at SDN 274 Mattirowalie Palopo in 1991 and continued her Junior High School at SMPN 3 Palopo in 1997. After spending three years there, she registered herself in SMUN 1 Pitu Riawa Sidrap. When she was in the second grade, she became the first chief of Internal School Students Association and also became the scoutmaster of Girl Scout frontline 730. In 2004, she graduated from Senior High School. Next she got married in 2005 and with her husband and some of friends, she developed an English Course, ELC (English Learning Center) where she subjugated herself to teach before continuing her education in STAIN Palopo in 2008. While became a students of STAIN Palopo, she also taught in Nurhidayah Orphan Dormitory and some of private classes.

Presently, the writer still teaches at the English Course, especially for children class and also enjoys become a house wife.

## BIBLIOGRAPHY

- Admin. *Panduan Betting*. On line:"<http://www.panduanbetting.com/xmlrpc.php>", accessed on June 25<sup>th</sup>, 2011.
- Anak Kalteng Hairullah. *Manfaat Facebook*. On line: "<http://ulah55.wordpress.com/>" accessed on june 25<sup>th</sup>, 2011.
- Anawia. *Sejarah Permainan Poker*. On line: "<http://anawia.com/xmlrpc.php>", accessed on June 25<sup>th</sup>, 2011.
- Asnawir H and Usman Basyiruddin M. *Media Pembelajaran*. Jakarta: Ciputat Pres. 2002.
- Bola Agen. *Jenis-jenis Permainan Poker*. On line: <http://member.agenbola.com/register>" accessed on June 25<sup>th</sup>, 2011.
- Burhanuddin. *Improving Students' Listening Achievement through Running Dictation Game at SMKN 1 Watansoppeng (Classroom Action Research)*. Makassar: State University of Makassar. 2011.
- Burns Anne. *Doing Action Research in English Language Teaching*. New York: Routledge Taylor and Francis Book. 2010.
- Collin Lankshear. *A handbook for teacher research*. Mexico City: Open university Press. 2004.
- Crystal David and Davy Derek. *Advanced Conversational English*. England: Longman. 1975.
- Danin Sudarwan. *Media Komunikasi Pendidikan*. Jakarta: Bumi aksara. 1995.
- Faridatul Hikmah, S891008030. 2012. *Improving Students' Writing Skill by Using Cue Card (A Classroom Action Research in the VIII A Grade of SMPN 2 Barat, Magetan in the Academic Year of 2011-2012*. Online: <http://pasca.uns.ac.id/?P=2482>, accessed on September 24<sup>th</sup>, 2012.
- Douglas Brown H. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. New York: Prentice Hall. 2001.
- Emzir. *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif:Edisi Revisi* Jakarta : Rajawali Pers. 2012.

English Club. *Part of speech*. Online: [www.EnglishClub.com](http://www.EnglishClub.com). accessed on March 17<sup>th</sup>, 2013.

Heaton J.B. *Writing English Language Test*. New York: Longman Group UK company. 1988.

Hughes Johnny, *Emotions in Poker*. Online: <http://johnny-hughes01poker.htm>" accessed on March 11<sup>th</sup>, 2012.

Jones. *Teaching Using Poker*. Online: <http://teaching using poker.htm> " accessed on March 11<sup>th</sup>, 2012.

K Nurdin, Yahya Amalia, Asmit Masruddin. *Pengembangan Keterampilan Berbahasa Inggris Mahasiswa STAIN Palopo melalui Program English Camp*. Palopo: Islamic State College of Palopo. 2007.

Listya Puji Rahayu and Soeprajitno. *Snakes and Ladders Game Card Development For All Simple Words Vocabulary Lesson In English Noun Highlights For Students Grade II Gresik*. On line: <http://blog.tp.ac.id/pengembangan-permainan-ular-tangga-vocabulary-for-all-simple-words-pada-mata-pelajaran-bahasa-inggris-pokok-bahasan-noun-untuk-siswa-kelas-ii-sdn-randuagung-ii-gresik#ixzz27LEx88f0> accessed on September 24<sup>th</sup>, 2012.

Manser Martin H. *Oxford Learner's Pocket Dictionary* : Ed II. Oxford University Press. 2003.

Merriam-Webster. *Dictionary*. Online: [www.merriam-webster.com/poker](http://www.merriam-webster.com/poker), accessed on Desember 12<sup>th</sup>, 2012 )

Nusrtdinova Rinda. *Cepat Mahir English Conversation*. Bandung: Ruang kata. 2009.

Poker maniac. *Work, Work, Work Poker-Maniac*. On line: <http://www.w3.org/1999/xhtml> accessed on june 25<sup>th</sup> , 2011.

Rasyid Muh. & Hafsa J. Nur. *Teaching English as foreign language( TEFL ) in Indonesia* (Ujung Pandang: Departement of English Education FPBS IKIP. 1997.

Rosma. *The Effect of Task – Based Language Teaching Tense Achievement of The Second Year Students at SMKN 1 Palopo*. Makassar: State University of Makassar. 2005.

Salmawati. *Pengaruh Penggunaan Media terhadap Efektivitas Pembelajaran PAI pada Siswa SDN No. 125 Udu' Malangke Timur.* Palopo: Islamic State College of Palopo. 2008.

Sejarah Arsip. *Sejarah Poker.* On line: '<http://sejarah-manusia.blogspot.com/>' accessed on June 25<sup>th</sup>, 2011.

Syarif. *The Effectiveness of Students Listening by Using Picture Cues at the Eleventh Year of SMA Muhammadiyah Palopo Academic Year 2008.* Palopo: Islamic State College of Palopo. 2008.

Wallace Michael J. *Action Research for Language Teacher.* New York: Cambridge University Press. 1998.

Waluyo and Hariyanto, *English Grammar Complete Edition.* Jakarta: Mahirsindo Utama 2011.

Wello M. Basri & Amin Hafsa J. Nur. *An Introduction to ESP.* Ujung Pandang: CV. Sunu Baraya. 1999.

Wikipedia, *the Free Encyclopedia.* Online: [en.wikipedia.org/wiki/Poker](http://en.wikipedia.org/wiki/Poker), accessed on Desember 12<sup>th</sup>, 2012.

Willis Jane. *Teaching English through English.* Hong Kong: Longman. 1981.

Wina Sanjaya. *Penelitian Tindakan Kelas.* Jakarta: Kencana, Prenada Media Group. 2009.

IAIN PALOPO