

The Effectiveness of Quartet Card Utilization as Learning Media to Improve Speaking Skills in German for Students

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Abstract—The purpose of this study was to obtain data and information on the effectiveness of quartet card utilization as a learning medium in speaking skills on German language. This study was a quasi-experiment. The population was all students of class XI at Madrasah Aliyah Negeri 1 Makassar. By using random sampling, 50 students were selected, consisting of 25 students of XI MIPA 4 as the experimental class and 25 students of XI MIPA 3 as the control class. The data were collected through tests of speaking skill, and analyzed by using t-test. The results showed the quartet card was effective in improving German speaking skill for students of Madrasah Aliyah 1 Makassar. Thus, quartet card can be used by a German teacher in teaching German language especially speaking skill.

Keywords—Games, German, Speaking Skills, Quartet Card

I. INTRODUCTION

Language has a central role in the development of intellectual, social, and emotional of learners. Language also supports the success of learning across all subject areas. Language learning is expected to help learners recognize their culture and other cultures; propose ideas and feelings; participate in the community who use the language; find and use the analysis and imagination that was in them.

In this globalization era, the existence of Indonesian as *muttersprache* or native language is not enough to support the level of life. It takes a foreign language as an alternative that is highly recommended to be known by the public. Foreign languages are needed to compensate the advancement of technology and communications that becomes faster.

One of the most foreign languages studied in Indonesia is German. German is the second largest of language in Europe after French. Learning German as a foreign language has its own advantages. One of them because Germany is the center of technology assessment and education which takes quite a lot of attention of people to visit or study in the country. Thus, as a preparation prior to it, we should at least be familiar with their language and culture.

There are four competencies that must be mastered in order to understand German well, namely listening, speaking, reading, and writing skill. These four skills are a unity that mutually synergized to form a unified language skill.

This study focused on students' speaking skill. Speaking is a vital activity in human life. It is the embodiment of social values and intellectual emerge from the elaboration of deep thinking that has been confronted in the brain. By speaking, the ideas transformation will be easier.

German language learning at schools should go well with the absorption of the transformation of knowledge to students in maximum. The indicators can be measured by the ability of learners to repeat the speech or simple conversation in German in everyday life which supported from rich vocabulary and good grammatical ability.

In fact, there are still many obstacles in learning to speak German at school. Many students are less able to convey their ideas through verbal communication. The observation in MAN 1 Makassar showed that most students had difficulty in speaking skills. This is due to the practice of speaking of the student in the learning process as well as outside of the learning process was still less.

The above drawbacks are also reinforced by several studies about students speaking ability that was sorely lacking before being given treatment in the learning process. One of which is Ardiansyah (2014: 34), he indicated that the German speaking skill of class XI students at SMAN 11 Makassar was categorized enough with the result of 63.46%. Results of research conducted by Gaffar (2013: 40) the previous year indicated that the German language speaking skills of SMKN 6 students Makassar included in the category of less with the result of 47.00%.

One alternative to overcome the problem of activity and learning outcomes of the low German language ability is the use of an instructional medium namely quartet card game. Quartet card game is suitable for use as a medium of learning because besides playing, students can learn in a pleasant atmosphere. Students can immediately put into practice of what the teacher is taught to make it easier to remember the lessons.

Games itself can help facilitate student in remembering and imagining the words in the quartet card because it comes with the image making it easier for students to speak German language.

The effectiveness of the quartet card media is supported by several researches. [1] explained that the use of quartet cards media can motivate students and make students enthusiastic in learning to speak inasmuch 82.50%. From the research results of [2], the obtained result increased the students activity in speaking with an average 85.48%.

Based on the above background, the authors conducted a study with entitled utilizing Quartet card as a learning medium in students' German speaking skill.

II. THEORETICAL REVIEW

A. Speaking skills

Speaking skill as one of the skills in the language skills is required by everyone to communicate their thoughts to others. According to [3] "Talking is a language skill that develops in a child's life, which only preceded by listening skills, and the term is exactly the ability to speak or said learned." According Iskandarwassid and [4] Speaking skill is in fact reproduce skill articulation current sound system to convey the will, needs the feelings and desires to others. This skill is also based on the confidence to speak fairly, honest, truthful and responsible by eliminating psycho-logical problems such as shyness, low self-esteem, stress, heavy tongue, and others. "

[4] also added that "the process of learning to talk will become easier if the students are involved actively communicate." Michael there are some things to consider before starting to talk, consider a few things like how dialogue can take place and the selection of appropriate words and terms required. Make key points using common words and vocabulary that includes a situation or theme.

Based on the above explanation, it can be concluded that the speaking skill aims to express thoughts and feelings to others orally with confidence and responsibility on what he said. In addition, to make students speak a foreign language fluently they must repeat the phrase that was said in the long run so that they understand how the formation of sentences in foreign languages is, and finally they are able to speak the foreign language fluently.

B. Instructional Media

The learning process at schools will be easy to be saturated when there is no learning media provided. Learning media are expected to be a mediator or an introduction to learning information. Media are one of the components of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn [5]. Furthermore, according Locatis and Atkinson, media have two components (hardware and software). Hardware is the machinery or devices used to produce or present messages for instance film projectors, tape recorders, overhead transparency projectors, record players, television monitors, and computer

terminals. Meanwhile, the software materials that are transmitted through the hardware are suchs as films, audiotapes, transparencies, record, video tapes and computer program".

The purpose of learning media according to Machmudah in [6] is "Everything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns and interests as well as the attention of the recipient (student) such as a sign of the learning process". Even though using a different word editorial, experts in the abovementioned have the same perception with regard to the media.

From some of these opinions, it can be concluded that the media are messages container you want forwarded by the source or distributors to target or recipient of the message with the aim of creating the learning process more active.

More specifically, the media of quartet card game is a game that was originally developed as a medium of learning vocabulary by Dauviller and Hillrech. They explained quartet card is "one of the games in the memo, dominoes, Quartette, Listen-/Dialogspiele, Reihenspiele, Kim-Spiele which can be used as a medium of learning vocabulary" [7].

Furthermore, according to [7], the quartet card game understanding is as follows Quartet is a kind of card game picture card game with a picture title is written on the top of the card and writing enlarged and bold. This title is the theme of the quartet card. While the above image are the words, the two lines on the right and two rows on the left. One of the four words that refer to the picture which is located beneath the word and usually colored or highlighted another of the four words on the top of the card ".

Furthermore, Agustika commenting on the quartet card specification as follows: the size of the quartet cards vary, there is a small, medium, and large. Quartet card game consists of 32 cards that refer to a particular theme. One group of cards consisting of four cards that make up the quartet. Each player seeks to collect a quartet as much as possible by asking the card to be fitted to the other players, until the card into a quartet."

According to [8], "the quartet cards are similar to playing cards which consists of a set number of cards with each card set consists of four cards worth. The difference is that the number of card sets indefinite, can be customized to the needs".

Based on those opinions, it can be concluded that the quartet card game is a card game that consists of a number of picture cards with a predetermined theme. On each card there are titles and subtitles to explain the picture. There is also a title at the top center, while at the top of the image are the words that are sub-themes, namely the two lines on the right and two rows on the left. One of the four words that refer to the picture which is located beneath the word and usually colored or highlighted another of the four words on the top of the card.

C. Steps Quartet Card Games

Quartet card game steps start from the teacher opened the day's lessons aiming to motivate students, then teachers deliver the learning materials to students. Teachers begin the game by first submitting the rules of the game. The teacher groups the students into eight (adjusted for the number of students). Each group consisted of four students. Teacher can also participate whenever one group needs an extra player.

If a group has been formed, one of the students in each group is asked to shuffle the cards and distribute them to each student. Each student gets four cards. The rest of the card is unused and stored in the midst of a spade. If participants get the four series card then it happened quartet and the game starts from the player to take a spade card. If no series in the beginning of the game, the game starts from the lowest card number. The player asks the other players whether he has a card that has the same subtitles as the card has. The game is then given to the next player. If there is a player who already has four cards that series then the card series called "quartet" and then set aside/stored to be calculated at the end of the game. The game ends when the eighth quartet have all been collected by the players. Once the game is finished, the teacher asks students to make some sentences based on the theme that is in the quartet card that they've got and then present it to the class.

III. METHODS

A. Research variable

This study consisted of two variables namely the independent and the dependent variables. The use of instructional media quartet is as the independent variable (X), while the German speaking skill of students in class XI MAN 1 Makassar as the dependent variable (Y).

B. Research design

This study uses a quasi-experimental design to form a non equivalent control group design. The population of this study is was class XI MAN 1 Makassar consisting of 4 classes with the total number of 100 students. Given the limited time spent on doing research with a number of grade four classes the total sample is not used in this study. Determination of the sample used in this study were (random sampling), grade 4 Mathematics XI as an experimental class consisting of 25 students and class XI MIPA 3 as the control class consisting of 25 students as the study sample. So the total sample was 50 students.

The data were collected from speaking test. The test to be used is a follows: 1) Initial test (pretest) was a test given to students at the beginning of the study aiming to determine the level of students' initial ability of the material to be taught; and 2) Final test (posttest) was achievement tests given to students after being taught by using quartet learning medium. This test aimed to determine how the student's level of achievement both in the experimental class that implemented quartet learning medium and the control class that did not implement

it. The data obtained from the students' speaking test were analyzed using t-test.

Data analysis techniques in this study is inferential statistical analysis to examine the research hypothesis by using t-test analysis.

IV. RESULTS AND DISCUSSION

A. Descriptive Statistics Analysis of the Pretest

This study started by giving a pretest to both classes, experimental and control classes. The test was provided in the form of speech. 25 students in class XI MIPA 4 was as an experimental class, the average (mean) of learning outcomes of students was 43.5. The highest score was 75 and the lowest score is 17. The test results of the experimental class speaking skill were grouped into six categories.

Based on the obtained scores in the pretest for Class XI Mathematics 3 as the control class, 25 students obtained an average (mean) of learning outcomes of students was 48.48, the highest score was 92 and the lowest score was 17. The test results of control class students' speaking skill were grouped into six categories.

B. Statistical Analysis Result

Based on the results of inferential statistical analysis using the t test, the t obtained was 9.35 and ttable was 2.011. Based on t test analysis of the obtained $t_h = 9.35$ and $t_t = 2.011$ so $t_h = 9.35 > t_t = 2.011$.

It indicated that there is a significant difference between the German speaking skill between the students who were taught using quartet card instructional media and students who were not taught using instructional media cards in class XI State Mathematics MA 1 Makassar. Thus, quartet card learning medium in learning German speaking skill was effective.

C. Discussion

In general picture of students' grades during the pretest and posttest can be seen in the following description.

Pre-test results showed that the average (mean) for the experimental class was 43.5 and control class was 48.48 in German speaking skill class XI student of Mathematics MAN 1 Makassar, where the amount of gain for the experimental class score was 1075 and the control class was 1207.

Based on the posttest results, the use of quartet card instructional medium has a positive impact in improving students' German speaking skill. It can be seen from the obtained score of the students post-test. The experimental class highest score was 91 with an average score of 69.8, while the control class obtained highest score was 67 with the average score of 38.1. The result of the analysis followed by t-test to see the final results of this study on each class was done with the same formula. H1 was accepted. There were significant differences between the students' German speaking skill taught using quartet card instructional medium in class XI MIPA MAN 1 Makassar. H0 that stated there was not any significant

difference on the students' German speaking skill on the students who were not taught using quartet card instructional medium in class XI MIPA MAN 1 Makassar be rejected. Therefore, it can be concluded that the instructional media quartet cards are effective in teaching speaking skill.

V. CONCLUSIONS

Students' post-test score on the experimental class consisting of 50 the lowest value and the highest grade 91 with an average score of 69.8, while the control class 8 score for the lowest score and 67 for the highest value with an average value of 38.1. Based on the research that has been conducted, it was concluded that the quartet card instructional medium in students' German speaking skill is effective.

VI. SUGGESTION

To improve the students' German speaking skill, it is recommended that:

- 1) educators using quartet card learning media so that the German learning becomes more varied, students are more enthusiastic and active in learning German.
- 2) students utilizing the quartet card instructional media to obtain information and exchange information with a friend in accordance with the material being taught.

- 3) further researchers developing and strengthening the results of this research to conduct further research on the use of instructional media quartet card in German speaking skill.

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