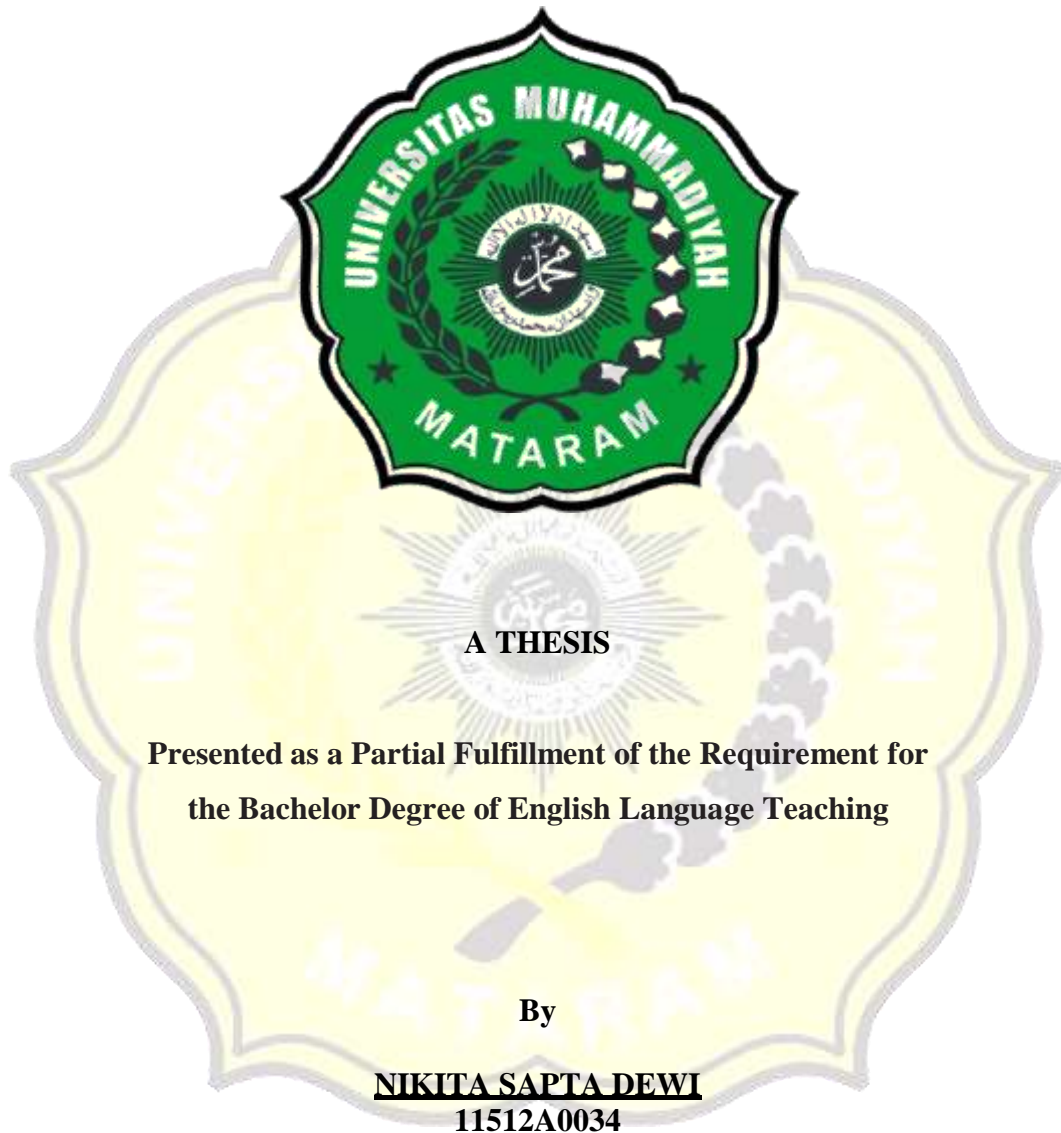**THE USE OF QUARTET CARDS GAME IN TEACHING VOCABULARY**
AT THE SEVENTH GRADE STUDNTS OF SMPN 2 EMPANG
IN ACADEMIC YEAR 2019/2020

A THESIS

Presented as a Partial Fulfillment of the Requirement for

the Bachelor Degree of English Language Teaching

By

NIKITA SAPTA DEWI
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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH MATARAM

2020

APPROVAL SHEET

THE USE OF QUARTET CARDS GAME IN TEACHING VOCABULARY
AT THE SEVENTH GRADE STUDENTS OF SMPN 2 EMPANG IN
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A Thesis by   : **Nikita Sapta Dewi**

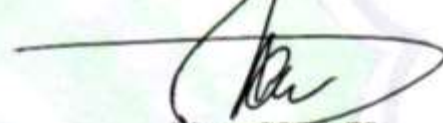Student's Number : **11512A0034**

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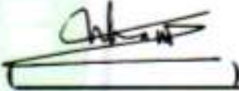
ACCEPTANCE

THE USE OF QUARTET CARDS GAME IN TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMPN 2 EMPANG IN ACADEMIC YEAR 2019/2020

A THESIS BY   : NIKITA SAPTA DEWI
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APPROVED ON   : JANUARY, 2020

This is certify that the thesis has been approved by the Board of Examiners as the requirements for the Bachelor Degree in English Education Language

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The Board of Examiners Committee

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DECLARATION

The autographed bellow that I am the student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram state that:

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I certify this thesis entitled: "THE USE OF QUARTET CARDS GAME IN TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMPN 2 EMPANG IN ACADEMIC YEAR 2019/2020", presented as a particular fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Expect where otherwise acknowledgement and this thesis hasn't been submitted for the other intitution.
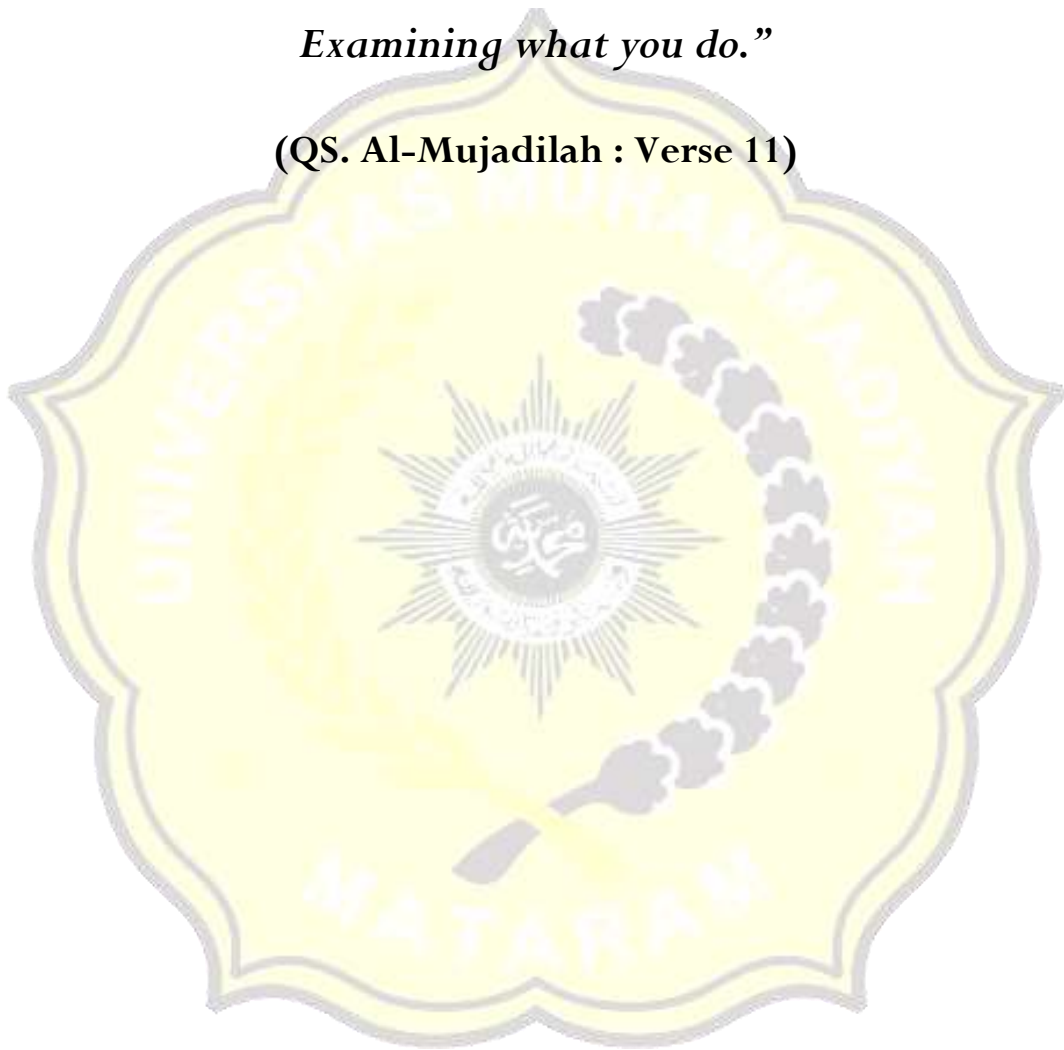
Mataram, January 2020

NIKITA SAPTA DEWI
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iv

MOTTO

"Allah will lift (degrees) those who believe and have

knowledge among you to some degree. And Allah is

Examining what you do."
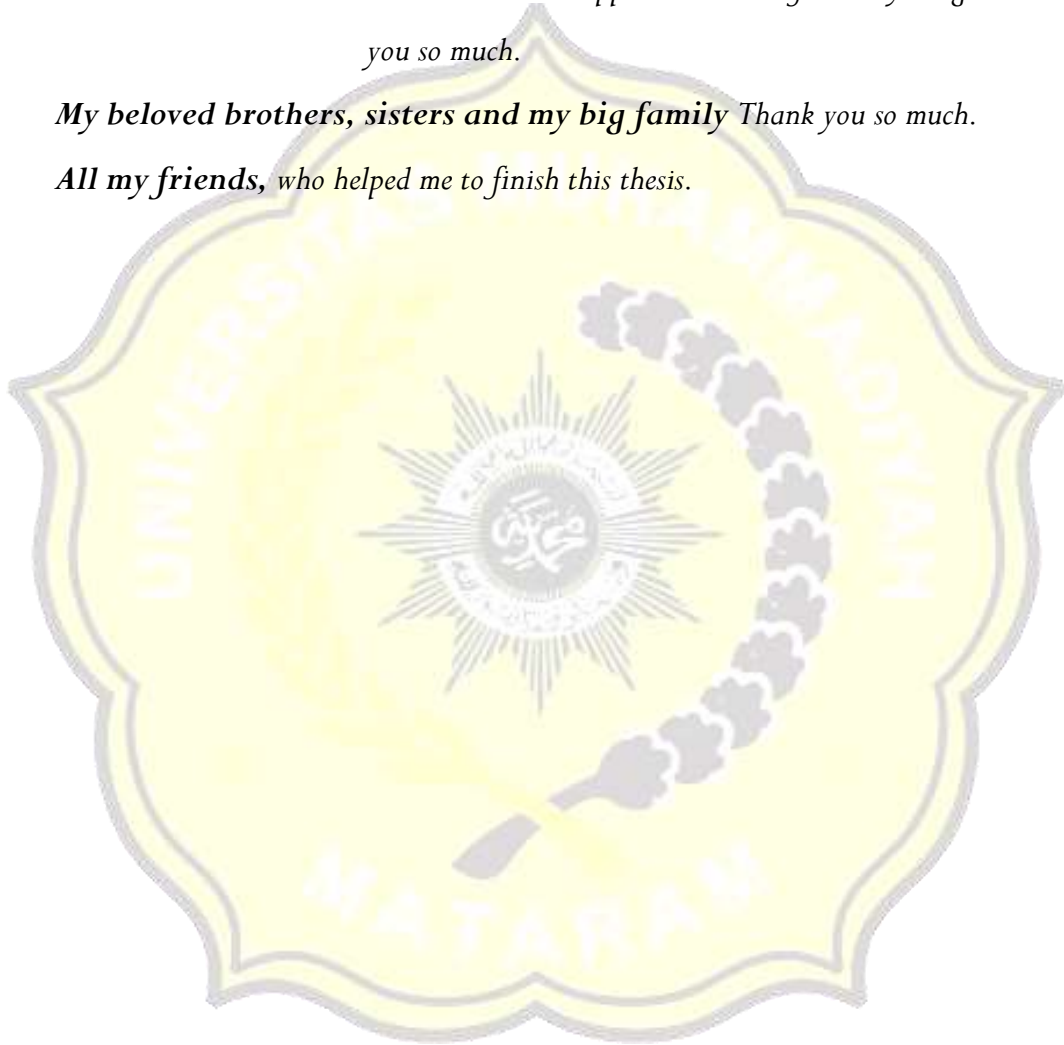
(QS. Al-Mujadilah : Verse 11)

DEDICATION

I dedicate this thesis special to:

My beloved parents: *My father (Ahmad Firmansyah) and my mother (Mardiana). Thanks a lot for the love, pray, advice, motivation and supports. Thanks for everything. I love you so much.*

My beloved brothers, sisters and my big family Thank you so much.

All my friends, who helped me to finish this thesis.

ACKNOWLEDGMENT

Bismillahirahmanirrahim,

Alhamdulillah, the researcher would like to praise to Allah SWT for blessing, health, chance, and inspiration give to the researcher during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

1. Dr. H. Arsyad Abdul Gani, M.Pd. As the Rector of Muhammadiyah University of Mataram.

2. Dr. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.

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4. Mr. Ilham, M.Pd.,BI as my second consultant for the encouragement and important advice for the completion of this thesis.

5. All of the lectures of the English Department of Muhammadiyah University of Mataram, who have transferred the knowledge for guidance, institution and their help during the researcher study at the University.

6. The headmaster, the tachers, the employers, and the students of SMP Negeri 2 Empang, who helped the researcher doing the process of conducting this research.

Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The researcher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram,   December 2019

Nikita Sapta Dewi
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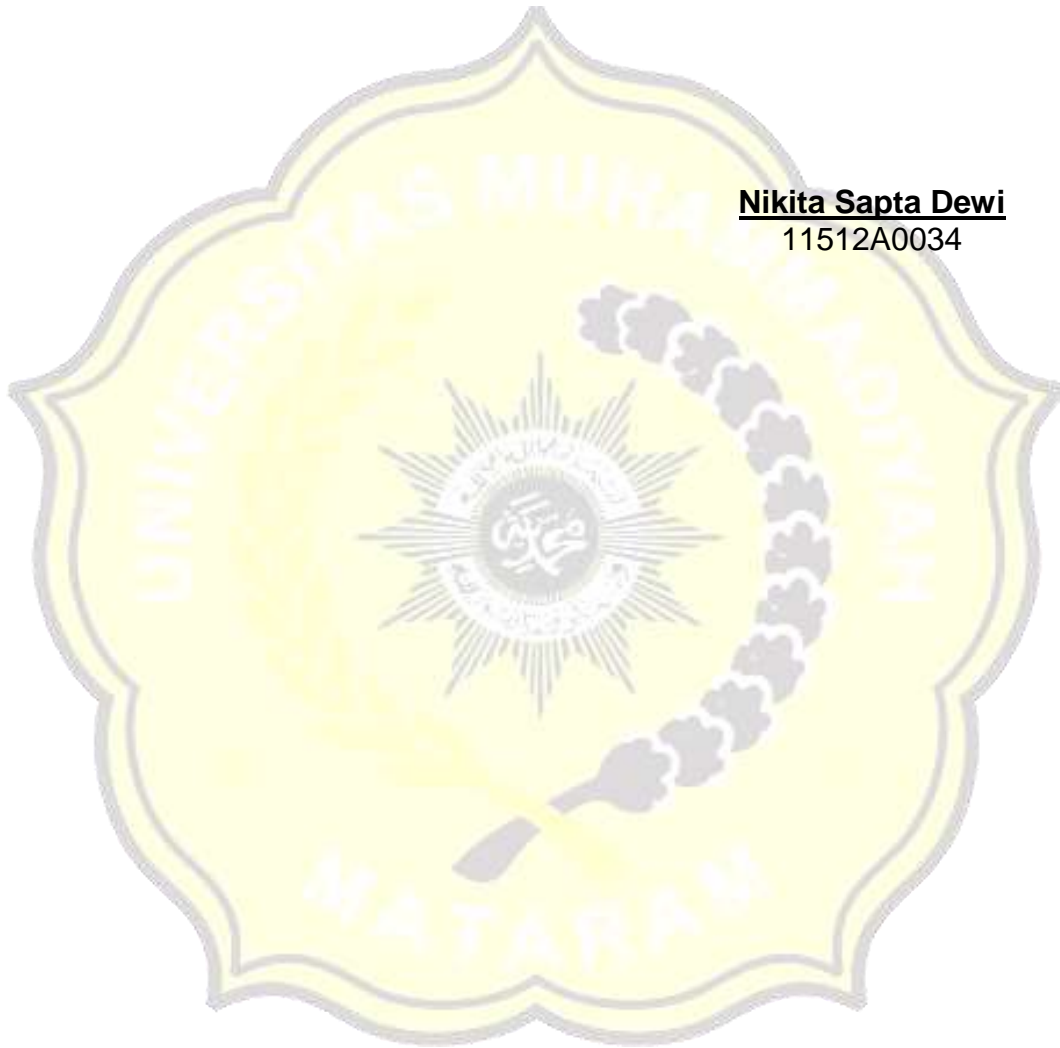
ABSTRACT

Sapta Dewi, N. 2020**.** A Thesis: **"***The Use of Quartet Cards Game in Teaching Vocabulary at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020"*: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Quartet Cards Game is a media to increase students' vocabulary. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. This study intends to investigate the use of quartet cards game as a media whether it's effective or not in teaching vocabulary. The total population of this study involves 40 students and as the sample of this study is 20 students in control class then 20 students for experimental class. The data is collected by using pre-test and post-test, then it followed by analyzing the data is SPSS 17.0. The result shows that the average of the experimental class and the control class in the pre-test were 38.75 and 33.00, then the result of post-test from the experimental class is 53.75 which is higher than the result of the control class that is 39.75. Based the Paired Test of 0,000 < 0,05, then from Independent Test above if sig. (2-tailed) of 0,000 < 0,05, it means that the use of quartet cards game has significant different in students' score between students who are taught using quartet cards game than without quartet cards game. It means, the use of quartet cards game as a media is effective in teaching vocabulary at the seventh grade students of SMPN 2 Empang in academic year 2019/2020, so the alternative Hypothesis (Ha) is *accepted*.
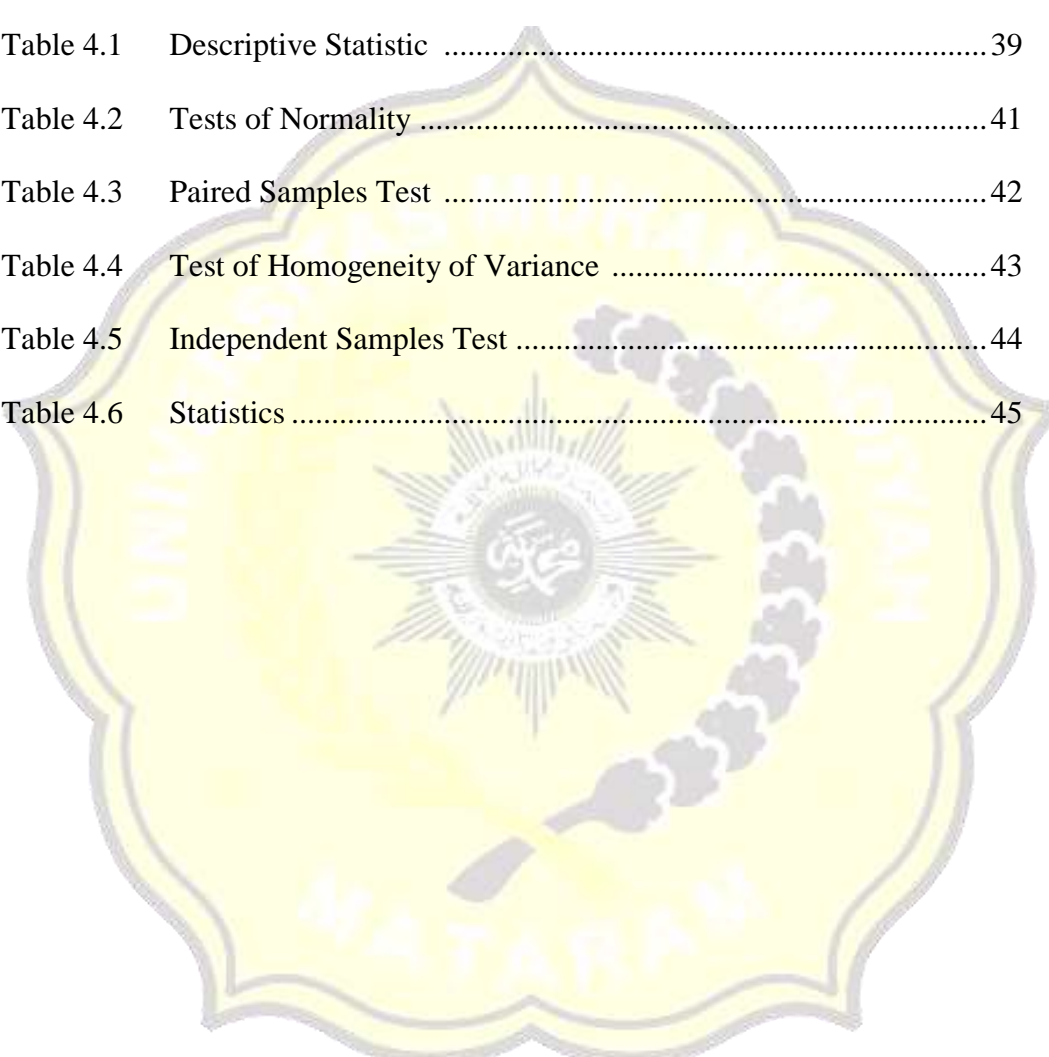
Key Words: Quartet Cards Game, Vocabulary

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary knowledge is important to be known by the students and the teachers of English. That is why the teachers should have an appropriate media which makes students interested in learning vocabulary. Basically, the vocabulary cannot be separated from other language aspect. So, by knowing vocabulary, the children be able to develop the language skill such as: listening, speaking, reading, and writing. Besides that, the supporting materials for teaching vocabulary is inadequate, so students do not employ many vocabularies and then when the teacher explain some topics, some of students look bored, annoying their friends or they cannot keep silent in the class.

Quartet cards game is a set of cards that has many varieties of pictures, words, and categories. Chabib Basirun (2007 : 87) in Doni said, "Quartet cards game consists of 40 (forty) cards with pictures and words on it and it can be played by two, three, or four players." Based on the statement, a teacher can use the game to practice students' language skill, especially vocabulary. The important of quartet cards game in teaching vocabulary are; can motivate students to have more confidence in showing their competence in communicating in English. It happens so, because in playing quartet cards game students do not have to feel scared when they make mistakes in

expressing themselves. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. Expressed in a site, the cards game media is pictorial game as a sample means to strengthen students in memorization.

Based on the pre-observation with English teacher at the seventh grade students of SMPN 2 Empang has less vocabulary. This fact makes students difficult to express their ideas and deliver their speaking in English. Actually learning vocabulary without good media is something boring to do. To help students find language classes, especially vocabulary lessons more interesting, game is one solution of this problem. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. Expressed in a site, the cards game media is pictorial game as a sample means to strengthen students in memorization. To sum up; the researcher chooses Quartet Cards Game as media to increase students' vocabulary

Problem in teaching and learning English still exist, because English language is completely different from the Indonesian language in the form of system of the structure, pronunciation and vocabulary. In fact, learning English especially memorize vocabulary is sometimes make students easier to get bored. Therefore, the English teacher must be able to organize teaching and learning activities in the classroom. They have to present materials by using a suitable teaching media. A good teaching makes students understand and master the lesson

In the context of language education, quartet cards game has been a subject for researchers in foreign language education like Finayatul Maula (2014), Sri Rahayu (2013), and Doni Anggoro (2019). Finayatul Maula (2014) for instance investigating quartet cards game in teaching vocabulary to find out the result of the research the learning very valid and unnecessarily revision. The next researcher was conducted by Sri Rahayu (2013) her finding showed that the fourth grade students of SD Bunaya Kabanjahe achieve better achievement in vocabulary after the treatment. It can be seen from the mean of pre-test and post-test. Another researcher is conducted by Doni Anggoro Ari Santoso (2019). This research finds the positif role of quartet cards game in teaching speaking.

Departing from the phenomenon illustrated above, the researcher aims to investigate the effectiveness of Quartet Cards Game in teaching vocabulary especially for the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020.

1.2 Research Question

The research question of this study can be formulated as follows:

1. Is the use of Quartet Cards Game effective as a media in Teaching Vocabulary at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020?

1.3 Purpose of the Study

The specific purpose of the research based on the research question is stated as follow:

a. To investigate wether The Use of Quartet Cards Game is effective in Teaching Vocabulary at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020.

1.4 Scope of the Study

The researcher focuses in the book Bahasa Inggris, When English Rings a Bell by Kementrian Pendidikan dan Kebudayaan, 2016 in chapter IV is talking about "This is my world" on the use of Quartet Cards Game in teaching vocabulary with several noun as follows; "Noun in our Bags" and "Noun in the Kitchen". And several verb as follows; "To tell the names of the public buildings and other facilities in our town or village and their locations" and "To tell the names of the things in the living room, their numbers, and their locations". Any other things that used at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020.

1.5 Significance of the Study

In this research, the researcher expects usefullness of the research both theoritically and practically as follows;

1. Theoretically

Hopefully, the use of quartet cards game can help and increase especially the students vocabulary because with this media, they more enjoyable and easily to learn English in the classroom. The researcher hopes that this media can be used as an alternative way for English teacher in teaching students especially in vocabulary mastery.

2. Practically

The researcher expected that this study was given benefits to the teacher, the students, the researcher, and the other researchers, especially in SMPN 2 Empang

1.6 Hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plants to test within the framework of the researcher study Kumar (1993: 9). In this study, the researcher has stated the hypothesis as follows:

1. The Alternative Hypothesis (Ha)

Using quartet cards game is effective in teaching vocabulary at the Seventh Grade Students of SMPN 2 Empang in academic year 2019/2020.

Using Quartet Cards Game has significant difference in students score between the students who is taught using Quartet Cards Game than without Quartet Cards Game at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020.

2. The Null Hypothesis (Ho)

Using Quartet Cards Game is not effective in teaching vocabulary at the Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020.

Using Quartet Cards Game does not have significant differences in students score between the students who is taught using Quartet Cards

Game than without using Quartet Cards Game at the Seventh Grade Students of SMPN 2 Empang in academic year 2019/2020.

1.7 Definition of the Key Terms

In order to avoid misunderstanding from the side of the readers after reading this thesis, it is important to define some terms concerning with the research.

1. **Game**

   As Aydan Ersoz' (2000 : 141) states that, "games are highly motivating because they are amusing and interesting. Through games, students explore, apply and worship the things they know and can do it"

2. **Quartet Cards Game**

   As Chabib Basirun (2007 : 111) said, "Quartet card game consists of cards with pictures and words on it and it can be played by two, three, or four players." Based on the statement, a teacher can use the game to practice students' language skill, especially vocabulary

3. **Vocabulary**

   As McCarten (2007 : 21) states that learning vocabulary is largely about remembering, and students generally need to see, say and write newly learned words many times before they can be said to have learned them.

   In this case, the researcher focuses about the materials in teaching vocabulary by using noun about to tell the names of the public buildings

and other facilities in our town or village and their locations and to tell the
names of the things in the living room, their numbers, and their locations.
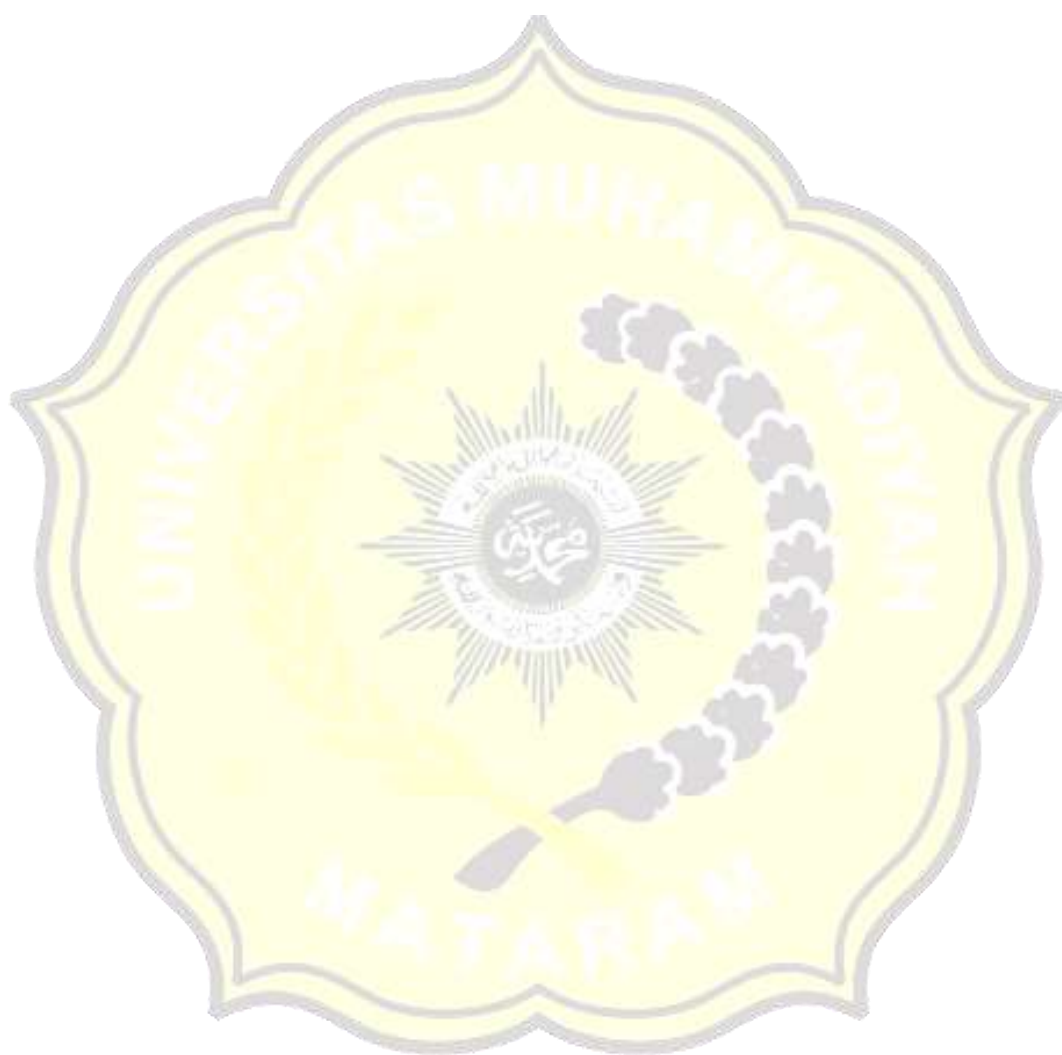
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Vocabulary

Vocabulary is one of the language components that should be taught to support the languge skill development. Richard and Renandya (2002: 255) purpose that "Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read, and write." Vocabulary is very important to communicate with other people and it is also to interpret every word or sentence in speeches and other readings. The use of game, the teaching and learning process becomes more interesting and can help the students to absorb subject matter in more depth.
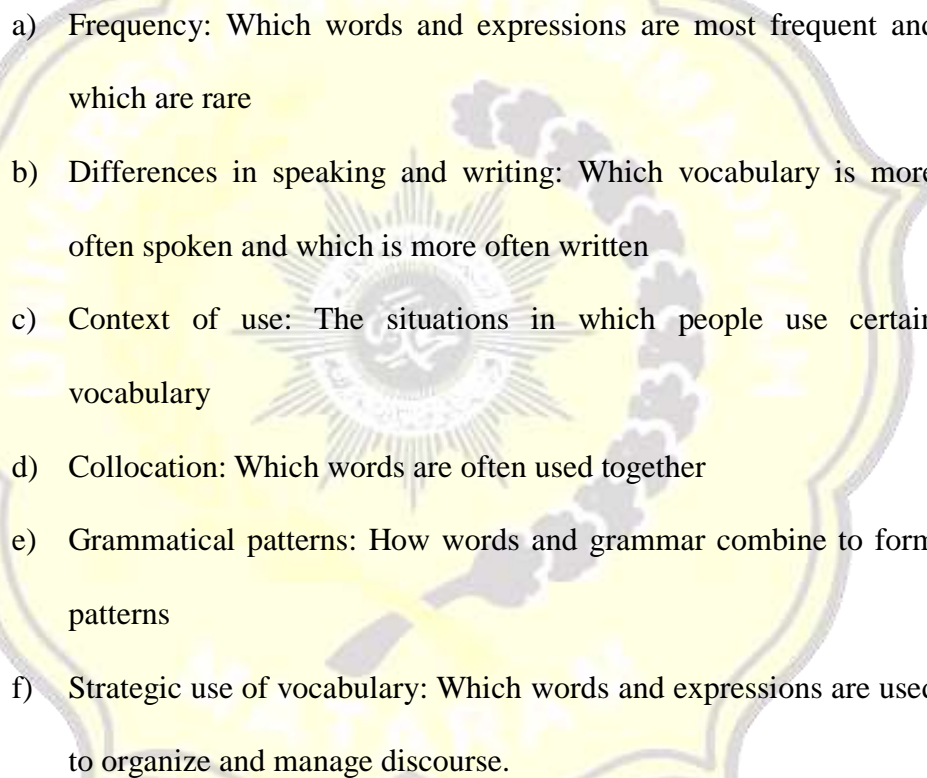
2.1.1 The Definition of Vocabulary

According to Richards (2002: 255), vocabulary is the point component of language ability and provides much of the basis for how well learners speak, listen, read, and write. The terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is an important component in the language. The components of language that contain all information about the meaning and use of words in a language. Vocabulary is the first element that students must learn in study improve the mastery of Englis vocabulary. Without having a lot of vocabularies the students have difficulty in listening, speaking, reading and writing.

The other components or skills of English will be easily to learn and understand if the students know a lot of vocabularies. They need to learn what words mean and how they are used. It is clear that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Mc Carten (2007: 3) says, the essential vocabulary can be divided as follows:

a) Frequency: Which words and expressions are most frequent and which are rare

b) Differences in speaking and writing: Which vocabulary is more often spoken and which is more often written

c) Context of use: The situations in which people use certain vocabulary

d) Collocation: Which words are often used together

e) Grammatical patterns: How words and grammar combine to form patterns

f) Strategic use of vocabulary: Which words and expressions are used to organize and manage discourse.

Thus based on the definitions above, researcher assumes that vocabulary is the most important part of language that students must learn to improve the mastery of English vocabulary.

2.1.2 Types of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are preceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever used passively either in speaking or writing. One's listening vocabulary is generally larger than his writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001: 11) states that there are four kinds of vocabulary in the text:

1) High frequency words. These words are almost 80% of the running words in the text

2) Academic words. Typycally, these words make up about 9% of the running words in the text

3) Technical words. These words make up about 5% of the running words in the text

4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text

2.1.3 The Importance of Vocabulary

Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a words is rich and complex Schmitt (2000: 5) in Maya Tyas Lutfiana Rosyidah (2017). Due to the complexity of word, we have to find out the best way to enrich student's vocabulary.

Vocabulary mastery cannot be done spontaneously but step by step. First, children period, in this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period, in this term the vocabularyis used more intensive because they make more communication with each other. It can be conclude that vocabulary is very important in learning language and matering vocabulary. It will facilitate someone in using language in communication. So, mastering vocabulary should be useful because it will be:

a. Easy to learn language. For example, when we read an English novel, we must understand the meaning of vocabulary

b. Easy to understand what the people are talking about. For example, when we are listening the conversation in English necessary for us to

know what the people talking about, and in only be done if we know the vocabulary in that conversation.

c. Easy to make discussion in different topic. For example, if we want to discuss about one topic, we must understand and know the vocabularies that are concerned with the entertainment.

So, the mastery of vocabulary in English is very important because if we can not master the vocabulary, we will not be able to learn English well and correctly. Without a good vocabulary mastery, we can not communicate with others well, so it will be hard for us to understand what others saying.

2.1.4 The Principles of Teaching Vocabulary

Nation (2003 : 39) states that in vocabulary teaching, there are several principles that should be considered as follows :

1. Focus on the most useful vocabulary first

An example is the words *help* and *advertise*, the *help* word can be used to ask for help, to describe how people help each other, and to describe how a certain object or material can made human life easly. While the *advertise* words has more limited uses. This word is still important to know, but there are many other words that much more needed before found this word. Nation, classifies the vocabulary into two part, i.e *the low frequency words* and *the high frequency words* groups.

2. Focus on vocabulary in the right way

The English develops getting by extra additional vocabulary from the other languges, such as French, Latin, and Greek. In these language there are usually a lot of affixations of both prefixes and suffixes. Therefore, it is very important to learn knowledge about word parts to help learn vocabulary.

The *High frequency* words has a very large portion in a text, therefore the *high frequency words* provide a very meaningfull context to learn about the *low frequency words*. When the students develop the ability to read and guess words from context, the students will has effective strategies to dealing with *low frequency words*.

In addition, using by word cards and dictionaries also greatly helps students understand about vocabulary. The Word cards usually contain foreign words on one side and the picture or the translation in L1 on the opposite side. Some people argue that this method is not communicative, but research by Nation (2001   : 90), shows the translation in L1 and the pictures can be very helpful in understanding vocabulary, because the translator and the picture provide that meaning of words in a concise, clear and easly to understood by the students.

3. Give more attention to the *high frequency words*

The language learning should be seen from four aspects that follows, a) learning from *meaning-focused* input (through listening and reading), b) not forgetting *language-focused* learning (learning sounds, vocabulary, grammar, and discourse), c) learning from *meaning-focused* output (learning by producing language by speaking and writing in TL), d) developing the *fluency,* developing speed and confidence in listening, speaking, reading and writing. The *High frequncy* words must always appear and be integrated into four aspects of the language learning.

4. Encourage the students to always reflct and become responsible answer of their own learning progress.

The students should be equipped with the ability to always evaluate their learning process. Respondsible for learning requires as follow: a) the knowledge of what learning and choices in vocbulary learning, b) the ability to choose the best choice, and c) the ability to monitor and evaluate learning progress with those choices.

2.2 General Concept of Teaching Media

This section covers definitions of teaching media and kinds of media

2.2.1 Definition of Teaching Media

In teaching learning process, teaching media is very helpful for teacher and students. Using teaching media, it will make the teacher

more easy in explaining the material and it also helps the students to understand the material practical and enjoyable. There are some definition of media as follow:

1) Teaching media based on Arsyad (2009: 4) is a media that bring instructional purpose of massage or information of learning. Media is means of expressing massage and information. According to Heinich, et al in Nurrochmin (2013: 17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

2) Gerlach and Ely (2011: 3), argue that "Media are any person, material or event that establishes conditions which have enable the learner to acquire knowledge, skills and attitudes".

From the explanation above, the researcher argues that media is important in teaching learning process. It makes students easily to catch the material, and interested in teaching and learning process. Students also will be more active in giving response to the teacher's explanation.

The use of quartet cards game in teaching and learning process, creating relax condition. When using quartet cards game in teaching and learning process, teacher should make sure that the use of quartet cards game gives advantages to students.

2.2.2 Kinds of Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objctives. Then the teaching media can be devided into some clarification.

According to Mahajan (2012: 6-7), media are classified into seven categories such as:

a. Media graphics such as images, photo, charts or diagrams, posters, cartoons, comics and other. Graphic media are often also called two-dimensional media, namely media that have a length and width. There are, Quartet Cards Game, Short Cards Game and any others kind of game.

b. Three-dimensional media, namely in the form of models such as solid models, cross-section models, stacking models, muck ups, dioramas and other.

c. Projection media like slide, film strips, film, use of OHP and others.

d. The use of environment as a medium of teaching.

Based on the explanations above, it can be concluded that there are four kinds of game. The researcher choose the Media graphics as a media in teaching vocabulary because one of media graphics is Quartet Cards Game.

2.3 Game

2.3.1 Definition of Game

Vernon (2009) argued that games are an an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children to wich consolidates their learning of new words.

Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and the will guarante their participation. Vernon (2009) stated that game that involve learners to take part in a healthy competition could have them in learning more without forcing their participation. Thus, choosing the right game can support healthy competition in the classroom.

2.3.2 Kind of Games

Jill Hadfield (2017: 112) kinds of games that can be used to teach vocabulary, those are as follows :

a. Information Gap

The students ask their partners to get missing information to complete the task that they have or together solve a problem. For instance, one student might have a drawing and their partner

needs to create a similar drawing by listening to the information that described and given by the person with the drawing.

b. Guessing Games

The student with the informatin deliberately hides the information, while other students guesses what it may be. The example of this game is 20 question game, in which one student thinks of famous person, place, or thing. The other student can ask 20 yes or no questions to find clues in order to guess who or what the person is thinking of.

c. Search Games

This game involving the whole class, players must obtain all of the information available to fill in a questionnare or to solve a problem. For example students are given a grid; the task is to fill in all the cells in the grid with the name of their classmates who fits that cell, e.g., someone who has pointed nose. The students spreadingaround the class, asking and answering questions to complete their own grid.

d. Matching Games

These games involve matching pairs of words, cards or pictures. Everyone must find a pair work partner with a corresponnding card or picture. For examle, studnts place 30 word cards which composed of 15 pairs, face down in random order. Each student

turns over two cards at a time, with the goal of turning over a matching pair by using their memory.

e. Labelling Games

These are a form of matching; students have to match labels and pictures.

f. Exchanging Games

The students have certain articles, or ideas which they wish to exechange for others. The aim of the game is to make an exchange that is satisfactory to both sides. In these games, students barter cards, other objects, or ideas.

g. Exchaning and Collecting Games

Players need to collect cards in order to complete a set. These games can be played as a whole class activity.

h. Board Game

The aim of the games is to be first round the board, to collect most cards or get rid of cards first. Scrabbel is one of the most popular board games.

i. Role-Play Games

Role-Play games can involve students playing roles that they do not play in real life, such as doctor, while stimulations can involve students performingroles that they already play in real life or might be likely to play, such as customer at a restaurant.

j. Quartet Cards Game

Quartet cards game is a set of cards that has many varieties of pictures, words, and categories. Chabib Basirun (2007 : 87) in Doni Anggoro said, "Quartet cards game consists of 40 (forty) cards with pictures and words on it and it can be played by two, three, or four players." Based on the statement, a teacher can use the game to practice students' language skill, especially vocabulary. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. Expressed in a site, the cards game media is pictorial game as a sample means to strengthen students in memorization.

Based on the explanation above, it can be concluded that there are nine kinds of game as follows; Information Gap, Guessing game, Search game, labelling game, matching games, Exchanging Games, collecting games, Board games, Role-Play games and Quartet Cards Game. The researcher choose the Quartet of game as a media in teaching vocabulary to increase their vocabulary with the good media.

2.3.3 Criteria for Choosing Games

Cameron (2001) in Maria offers the criteria of games. He said there are many criteria of games for teaching English to students. They are as follows:

a. A game must be more than just fun

b. A games should involve a friendly competetition

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

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

e. A game should give students a chance to learn, practice or reviews specific language material.

f. A game should be familiar by students.

She suggests that there are many kinds of games which can be used in teaching English. Of course, game can be taught as a teaching media. The media can be pictures, flash card, object, puppet, casset, project and many other subject surround them. It is better if the games are familiar for the learners because they can learn in a variety of ways, for example by watching, listeing, immitating and doing things.

2.3.4 Elaborate Briefly Teaching Vocabulary Using Quartet Cards Game

In teaching vocabulary by using quartet cards game the researcher distributes the quartet cards game to the first group where in the group there are 3-4 students. The condition that participant or first player given instructions to the next player in order to guess what picture in the main player is holding, for example objects in the kitchen, the next player must mention what items in the kitchen. If

the player guesses in one of the other players, then the opponent must give the card to the first player. So, If this guess is not found in one of the opposing players, the first player takes a card from remaining stacks of cards (whisk). If has collected four same cards, so get one point. Finally the player with have the most points will be the winner

2.3.5 Steps to Teaching English by Using Quartet Cards Game

The Quartet Cards Game in commonly performed by 2-4 players. In general all the quartet card to learning, then there are some way a little different. Following this, will be explained the way of quartet card game in the teaching vocabulary by Maula (2014) :

1) Divide 4 cards to each player (4-5 players). The player who gets the first turn, trying to guess one picture card belonging him/her to series card that belonging to the opponent.

2) The opponent then saw his/her each cards. If the player guesses in one of the other players, then the opponent must give the card to the first player.

3) If this guess is not found in one of the opposing players, so the first player takes a card from remaining stacks of cards (whisk).

4) The turn of the next player guessing.

5) If has collected four same cards, so get one point.

6) The player with have the most points will be the winner.

2.3.6 Game as Media in Teaching Vocabulary

One of the big problems whether teaching English to children, teenagers and adults are maintaining learner interest throught out our lessons. Consequently, we often have to be creative in the media we use. What makes game such a great teaching tool is its universal appeal, connecting all cultures and languages. This make it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner. Game are fun activities which are usually considered inappropriate in the lesson which needs serious activities. Game is useful to present vocabulary to students. Teaching vocabulary through game will make the students be easy to memorize the words that found and also will be fun in studying.

Ersoz' (2000 : 141) states that, "games are highly motivating because they are amusing and interesting. Through games, students explore, apply and worship the things they know and can do it", especially is Quartet Cards Game by Chabib Basirun (2007 : 111) said, "Quartet card game consists of cards with pictures and words on it and it can be played by two, three, or four players." Based on the statement, a teacher can use the game to practice students' language skill, especially vocabulary**.**

There are many kinds of media that can be used in teaching and learning process. For example: picture, short cards game, etc. Game is one of teaching media that can be used to teach vocabulary or

any material. In study, game used to teach vocabulary. It will help the students to understand and memorize the material easier and it also makes the students enjoy and practical in learning vocabulary.

2.3.7 The Strengths and Weaknesses of Using Quartet Cards Game in Teaching

The strengths of quartet card game according Susilana and Riyana (2009: is the first portable, because the size is not too large, it can be stored in bags and pockets, so it is not need a wide space, and can be used anywhere. The second is practical, because the teacher does not need to have any special skills to use this media. Third are easy to remember, because the media presents short messages on each card that presented, such as knowing words, knowing the numbers, knowing the 34 names of animals, etc. The last is fun. This quartet card media physically having advantage as follow:

1. Media is practical, can be used anytime and anywhere;
2. Easy in presentation;
3. Easily kept;
4. Can be used to a large and small group;
5. Could be own collection of child, and the anytime can learn;
6. Characteristic of the picture is concrete and more realistic so can show the subject material than only in media verbal;
7. Can clarify a problem in the field of anything to age level how course, so can prevent or repair misunderstanding;

8. The price is cheap, easy to get and used without requiring special equipment;

9. Can be reused over and over again;

10. Can extract student attention and teaching method will more variation;

11. Make learning more active and creative;

12. Children are directly involved in the use of the card;

13. Making creative teachers in determining learning techniques and make learning media.

Besides physically Strengths, quartet card game media having Strengths of other media, including besides as a fun game, this media can improve their vocabulary and learning result of the students, can help and facilitate teacher in an effort to bring interest and motivation student to study social science with the material the forms of historical relic. Therefore, in conducting learning activities of social studies with material the forms of historical relic, this quartet card game media can be as learning media that very supportive process of learning process. Second grade students like game, and with used a quartet card game media in this learning social science, students became enthusiastic in following learning activities. So what learned become more memorable and meaningful to them.

While the weakness of card game as follow:

1. A picture only interpret eyes senses;

2. An image objects too complex less effective for learning activities;

3. Images are presented in size small result in less effective to the mentoring.

Related to this research, media made out the above weaknesses with make pictures clearly so that the child does not misinterpret the images on the quartet card media, pictures are presented made no complex, and the main picture made in sizes larger relative. In addition, quartet card media made having regard to the characteristics of child. This means that before giving the quartet card media in teaching vocabulary, first it should be known the children's ability in using quartet cards game.

Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game.

2.4 Previous Studies

There are several previous studies relate to this research. These are three of them. The first thesis by Finayatul Maula (2014), entitled "Teaching vocabulary using Quartet Cards Game "of Islamic Primary School Teacher Education Program Faculty of Tarbiyah and Teaching Sciences Maulana Malik Ibrahim State Islamic University of Malang. In her research is implemented at MI Sunan Ampel Sidoarjo, with the research object in 4 grade (A and B class) and each classes there are 22 students. The research method use type of Research and Development (R & D). Based on the validation obtained the value from subject teacher is 98,75 %, it means that the learning very valid and unnecessarily revision, from field trial test learning is gotten very valid qualification so that unnecessarily revision, while from the design expert of quartet cards game media is gotten 85,56 % and it is valid qualification, so that media unnecessary is revision. The difference between of the previous studies are the researchers used *Research and Development* (R&D) while in this research. The researcher will use experimental research and the setting take place is different. In the research teaching vocabulary by using quartet cards game is applied in four grade elementary school while in this research in the seventh grade students of SMPN 2 Empang.

The second researcher by Doni Anggoro Ari Santoso (2019), his thesis is "Teaching speaking by using Quartet Cards Game" (A qualitative descriptive research) of SMPN 275 Jakarta. The researcher may tell and

explain the process of teaching speaking through quartet card game. He look for the data in two ways, that is library and field research. In the library research, they do observation, interview to the informants (students) and key informants (the teachers) and discussion. Based on the source of the data, the writer collect the data in two ways, library and field/action research. So, by the data the research finds the positif role of quartet cards game in teaching speaking. The research findings also prove the effectiveness of the game in teaching. From the researcher above discussed about teaching speaking by using Quartet Cards Game is expected do observation, interview to the informants (students) in learning process but the researcher want to investigate the use of Quartet Cards Game as a media is effective or not in teaching vocabulary at the seventh grade students of SMPN 2 Empang in Academic Year 2019/2020.

The last researcher is about "Using Quartet Cards Game to Improving English Vocabulary" by Sri Rahayu (2013). In the study, classroom action research design was used to obtain the information related to the research problems. The result of this study showed that teaching vocabulary by using english quartet cards game can improve the students' vocabulary skill. Based on the result of pre-test and post-test, it can be concluded that the fourth grade students of SD Bunaya Kabanjahe achieve better achievement in vocabulary after the treatment. It can be seen from the mean of pre-test and post-test. The mean score of the pre-test was 67.93. Meanhwile, the mean score of post-test was 87. It means that there was an

improvement on the students' vocabulary. The difference between previous study are the researchers used classroom action research while in this research. The researcher will use experimental research and the setting take place is different. Previous study conducted in Elementary School. Based on the explanation above, the researcher decides to do research entitled: "Teaching Vocabulary Using Quartet Cards Game at Seventh Grade Students of SMPN 2 Empang in Academic Year 2019/2020."
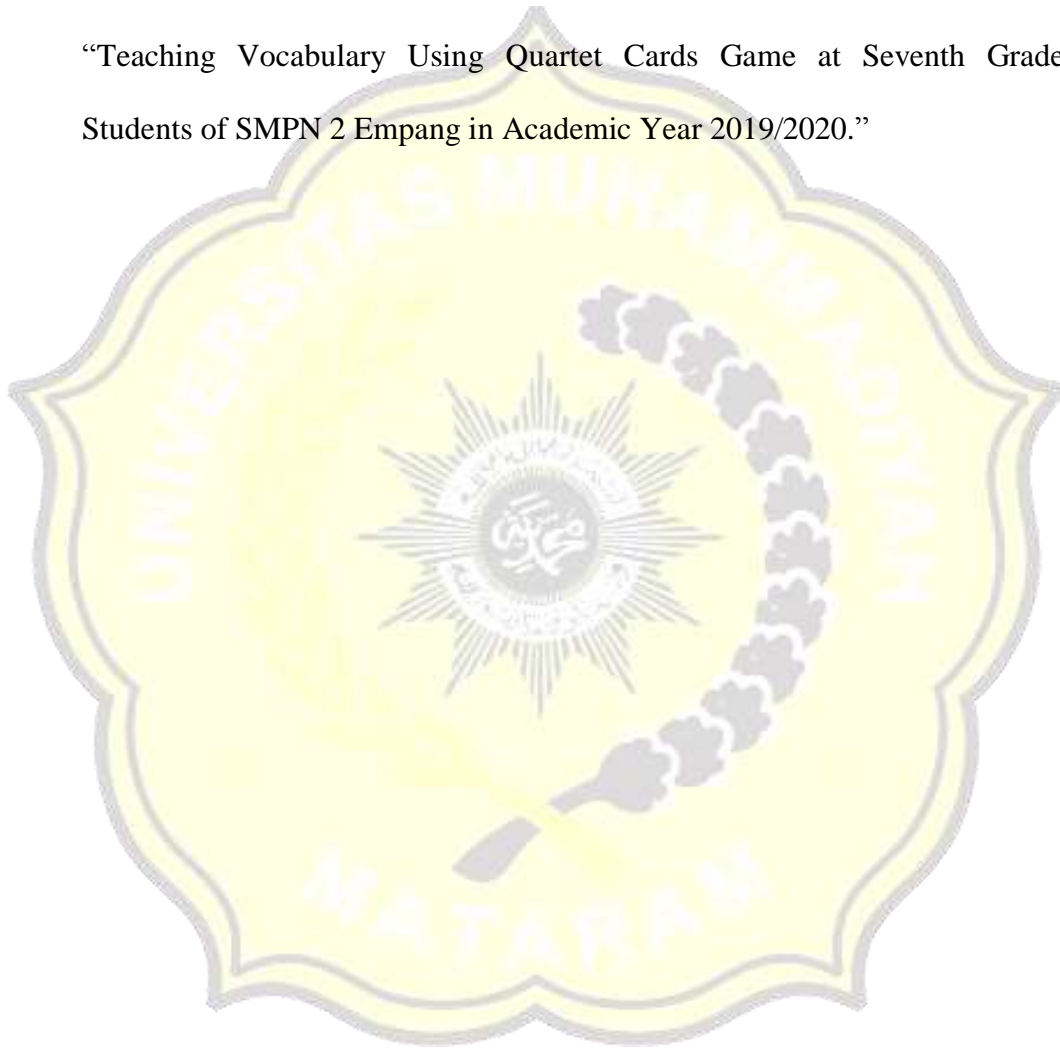
CHAPTER III
RESEACH METHOD

3.1 Reseach Design

Creswell (2018: 242) state that an experimental design systematically manipulates one or more variables in order to evaluate how this manipulation impacts an outcome (or outcomes) of interest. Fraenkel, Wallen & Hyun (1932: 266) an experiment usually two groups of subjects, an experimental group and a control group or a comparison group. The experimental group receives a treatment of some sort (such as a new textbook or a different method of teaching), while the control group receives no treatment (or the comparison group receives a different treatment). The design can be illustrated as follows: The table of quasi-experimental designs could be illustrated as follows.

Table 3.1 Quasi Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Common Treatment by Use Teacher	Post-Test

3.2 Population and Sample

According to Sugiyono (2014; 215), the population is the general area which consists of object/subject which has particular quality and characteristics which is chosen by the researcher to be studied and then take a

conclusion. The population in this research is the seventh grade students of SMPN 2 Empang in academic year 2019/2020 with the total number of the population are 40 students which consist of 2 classes. All of the numbers are the stated population of this study. Sample is part of population Sugiyono (2014; 215). It means that, we can take the sample from the population. Because the population of this research is 2 classes, the researcher has take two classes as the sample. This sampling is called a purposive sampling. The number of a population and sample can see below:

Table 3.2: Population of the Students

Class/Semester	Students
VII.1	20
VII.2	20
TOTAL	40

Table 3.2: Sample of the Students

Class/Semester	Students
VII.1	20
VII.2	20
TOTAL	40

3.3 Research Instrument

The instrument is one of the most important things when doing research. The instrument is a tool used to collect the data Arikunto (2013).

The researcher used a test as the instrument of this study. It was an objective test in the form of multiple choice test. There was 20 items of the multiple choice test, the students select one of the best answer, the researcher gave score (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gave the tests for both experimental and control group named pre-test and post-test.

3.4 Data Collecting Technique

Technique of collecting data is the fundamental step of strategy in research, because the main aim of research is to get the data. Without knowing the technique of data collection, then the researcher will not get the data to fulfill the based requirement of research Sugiyono (2014: 224). There are some steps that researcher uses in collecting data.

3.4.1   Pre-test

The researcher gave same pre-test to both groups for checking their ability before treatments. After the groups have been given treatment, the researcher gave the post-test to measure their ability after giving some treatments. The test was in multiple-choice form with four option (a,b,c,d) and the total number of items was 20. The time allocation was 45 minutes. The students select one of the best answer, the researcher gave value (5) if the answer correct and (0) if it wrong.

3.4.2   Treatment

After the pre-test done, the researcher gave treatment for the experimental group. The researcher taught English vocabulary by using quartet cards game to the students in experimental group only, while in control group the teacher did not use. However, the researcher taught same topic for the two groups as long as research conduct. The difference was the media in teaching learning activities. The researcher became to the class with the students in order to know how far the students collect their vocabulary. The treatment gave by the researcher after pre-test and take score with gave post-test.

There are some ways to implement this media in this treatment:

a.   Pre activity, this step the researcher started to give greeting, pray, student attendance and explain the learning objectives.

b.   Main activity, the researcher stared to teach about the topic is Quartet Cards Game to teach them, divided students into several groups, the student discussed with their friends about the Quartet Cards Game.

c.   Closing activity, this was the last activity the researcher closed this study with re-explain about the lessons, giving motivation for the students, and the last is pray together.

3.4.3   Post-test

After doing treatments which same with the pre-test to the students, the researcher gave post-test as the second test in

experimental group and in the control group after they learn vocabulary used quartet cards game as a media in teaching vocabulary to know the achievement of the students after get the treatment. The result of this activity was to investigate effective or not in the seventh grade students in teaching vocabulary by using Quartet Cards Game.

3.5 Data Analysis Procedure

To analyze the data the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effective of quartet cards game in teaching vocabulary the researcher used normality Test, and if the data is normally the researcher used Paired Test, while the data is not normally the researcher will used wilcoxon test. To analyze the student who is taught by using quartet cards game than without using quartet cards game the researcher will use homogeneity test, if the data is homogeny the researcher will use independent test, while the data is not homogeny the researcher will use mann whitney test :

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

a. Normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Shapiro-Wilk test.

If significance (Sig) score is more > (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more < than 0,05 then the data is not normally distributed.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs

b. Requirements in the paired sample t-test are normal distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean > 0,05 then the data variant is HOMOGEN, while if significance (Sig) score based on mean < 0,05 then the data variant is NOT HOMOGEN.

3.5.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples

b. The number of samples used does not have to be the same

c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous

d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.