

## **IMPROVING ENGLISH LANGUAGE PROFICIENCY USING *SILENT CARD SHUFFLE TECHNIQUE (SCST)***

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### **Abstrak**

The ability in speaking English of students Grade 8 SMP Negeri 8 Ciamis is still low. The students are worried in making mistakes and not confident to speak in English. They still have difficulty in pronouncing English words. Most students do not have enough in vocabulary and only a few students have dictionaries to check it. In most cases they prefer to be quiet and not participate in the learning process. Learning seems monotonous and less fun. To solve this, the researcher conducted Classroom Action Research (CAR) by the title "Improving English Language Proficiency Using *Silent Card Shuffle Technique (SCST)*: Classroom Action Research of Students Grade VIII SMP Negeri 8 Ciamis". The research questions of this study are: (1) How is the implementation of SCST in teaching speaking? (2) Is SCST can improve students speaking skills? and (3) How is students respond in implementing SCST of teaching speaking in classroom? The using of *Silent Card Shuffle Technique* in teaching *recount text* obviously could improve *pronunciation, grammar, fluently, and expression*. By using SCST, The ability of students is growing and increasing to speak in English, they began to believe in expressing ideas and knowledge related to the notices to be conveyed through *recount text*. Every students has good perception using *SCST* in learning English which is proved by a comfortable statement in learning and helps students in speaking activities.

Key Words: speaking, *Silent Card Shuffle Technique*

### **INTRODUCTION**

Speaking activity in English is one of the skills that students need in learning English at school. As a language skill, speaking is used for communication, both personal or interpersonal. The ability to speak has an important role in communicating, so that every speaker must know how

to express ideas, opinions, thoughts, and feelings through the language.

Some say that speaking is the most difficult skill in learning English because someone who will hold that ability must have the characteristics control of productive speech so can make the communication works well. According to Brown (2004; 270) to make communication, they should

have characteristic such as *clustering, redundansi, redundancy, reduced forms, performances variable, colloquial language, stress, rhythm, and intonation.*

Based on this perspective, the writer argues that speaking plays an important role in oral communication that must control of the characteristics of productive speech. To make communication well, especially in speaking, students should have good pronunciation, grammar skills, and can express ideas seamlessly with appropriate word.

Based on the observation that have taken in Grade VIII B SMP Negeri 8 Ciamis, the writer found some problem the ability of the students speaking skills. Students have relatively low in speaking skills. They have difficulty expressing their ideas and opinions verbally.

In addition, they worried about making mistakes and not confident to speak in English. They still have difficulty in pronouncing certain words of English. Most students do not have complete enough vocabulary. In learning, they generally prefer to be quiet and not participate in the teaching and learning process. The class seemed monotonous and less fun in the learning process. Based on these conditions it can be stated that students have low in speaking skills.

The writer assumed that basically the process of teaching and learning should use various

techniques by teachers to make students interested and motivated during the learning process. In addition, the material is not only taken from textbooks but also from any source such as handouts and internet. Because speaking in English is the most difficult skill and consider to that problem, the writer chooses *Silent Card Shuffle Technique* (SCST) to help students in collecting ideas before speaking and to solve problems in teaching and learning. Frangenheim (2005; 51) suggested SCST As a cooperative learning technique that can be used in the classroom. It is a cooperative technique that involves many activities such as sequencing, classifying, matching, mapping or positioning information.

This study formulating these problem:

1. How is the implementation of SCST in teaching speaking?
2. Is SCST can improve students speaking skills?
3. How is students respond in implementing SCST of teaching speaking in classroom?

The Purpose of the study:

1. To observe the implementation of speaking learning by technique *Silent Card Shuffle Technique* (SCST) of students Grade VIII SMP Negeri 8 Ciamis.
2. To describe the improvement of students' speaking ability after following the learning by

technique *Silent Card Shuffle Technique* (SCST).

3. To observe students response in using *Silent Card Shuffle Technique* (SCST) *speaking* learning of students Grade VIII SMP Negeri 8 Ciamis.

## METHODS

This research method using qualitative method that used in describing change ability of learners who get treatment. Frankel and Wallen (2007; 423) stated "the lack of qualitative research tends to describe the process, analyze, and interpret visual data comprehensively rather than analyzing the number of activities participants do in this study". In this study the writer analyze changes the ability of learners in implementing *Silent Card Shuffle Technique* (SCST) in teaching English of students Grade VIII SMP Negeri 8 Ciamis.

In this study, the writer is used Classroom Action Research (CAR) by focusing on changing the ability of learners after receiving treatment in the classroom. According to Frankel and Wallen (2007; 589) "Action research is conducted by one or more individuals or groups to purpose of solving problems or obtaining information to address practical issues". Action research conducted by the writer, as an English teacher to overcome

difficulties learners in speaking (*speaking*).

In this classroom action research, the writer used 2 cycle. Setiap siklus terdiri atas tiga pertemuan. Burns (2010; 8) said There are four steps in each cycle for conducting classroom action research, there are planning, action, observation, and reflection. The four steps are done in every cycle that is done

## RESULT AND DISCUSSIONS

From the early test, it was found that there were many students who still have low speaking scores, below the average score before they were treated in class action. In addition, the highest score is 70 and the lowest score is 50. Further, the writer used *Silent Card Shuffle Technique* (SCST) to improve students' ability in speaking.

In post-test 1 students do the task of organizing and performing a dialogue about "notifying past events, then presenting them in class". The writer intends to improve the ability to use English through speaking skills

Based on the average score of speaking ability was known that the average score of speaking consisting of pronunciation, grammar, and fluency on pretest in the first cycle reached 56.93. After the students got the learning treatment through technique *Silent Card Shuffle Technique* (SCST) obtained an increase, reaching a score of 61.56 or an increase of 4.63 units. This shows that the technique of *Silent Card*

Shuffle Technique (SCST) can improve students' speaking ability.

However, there is still no satisfactory data from the result, but there is an increase, so it needs to be continued in the second cycle. With referring to the development of speech teaching, there are several elements that the writer should consider to determine the improvement of the teaching process in cycle 1 as a correction. The correction in the first cycle is as follows:

- a) Based on the diagnosis it can be stated that ongoing progress of students in the learning process. This means that during the learning process, teachers need to monitor student progress by observing their activities in learning. In addition, the authors need to help students who gets in trouble during doing or performing tasks.
- b) It is necessary to develop larger groups to enable and provide opportunities for students to explore and discuss on all topics. This means that in doing group discussions and organizing cards can encourage students to explore their ideas and share with each other in large groups.
- c) Many opportunities to apply speaking skills with the wider material or various purposes. It means that *Silent Card Shuffle Technique (SCST)* Can be used as an application to help students in building ideas, as they do word-matching activities in the card. Thus, they have many inputs about the correct and varied vocabulary.

- d) The involvement of students in the learning process becomes more and more active, thereby strengthening the development of free speech. That is, in applying *Silent Card Shuffle Technique (SCST)*, Students can participate actively. Students work in small groups of six to seven students. After that, they can perform individual tasks, such as the practice of speaking both monologue and dialogue.

Based on these reflections, it can be stated that the implementation of classroom action can give an effect on the learning process. However, there are some aspects that can be improved and still need to be improved. This reflection is further used to improve the learning of the second cycle of several weaknesses that occur in the first cycle.

In the second cycle done some changes in the learning process based on first cycle analysis. From the acquisition score of speaking ability as measured by criteria which include pronunciation, grammar, fluency, and expression known there is difference between pre-test with significant posttest. In the second cycle obtained an increase that occurs from cycle 1 to cycle 2. The increase reached an average of 9.74 which is almost evenly distributed on all aspects of speech. This data is a result of research findings are very meaningful because it can describe the improvement of student ability that can be reviewed based on measured aspects.

According to this data, can be known that students speaking skills can be increased by using *Silent Card*

*Shuffle Technique*. However, every step must be in accordance with the steps specified in the technique. This can be known, when in the first cycle, students are still talking a lot, not quiet in doing this technique then their ability improvement is only 4.99. Then after delivered anymore, it is necessary emphasis that should not speak, then in the second cycle there is an increase of 9.74. In addition, improved learning strategies that vary by incorporating games into group activities can be an incentive for improving students' speaking skills.

Based on the writer's view of real-life experiences in the classroom, students need more time to practice speaking English with their friends. By using *Silent Card Shuffle Technique* (SCST), Students can practice English faster, because the technique consists of several steps to stimulate them to speak in English.

From the results of the questionnaire, the writer assumed that the use of *Silent Card Shuffle Technique* during the learning process is influenced by the speaking ability of students. Most students stated that the *Silent Card Shuffle Technique* (SCST) is very helpful in speaking activities. Students realize that the use of *Silent Card Shuffle Technique* (SCST) can affect their motivation to speak English and they realize that teaching speaking with *Silent Card Shuffle Technique* (SCST) is very important to improve their English skills. In addition, by using *Silent Card Shuffle Technique* students who have low in English skills or less good can learn together. Doey (2010;1) stated That " Students can talk to their friends who

have good or bad English skills wherever they are to improve their English skills ".

This perspective is in line with the results of research which states that students' speaking skills can be improved as long as they practice in English with their poor-spoken friends. Romero (2012; 88) argued that " If teachers want to know how to improve their speaking skills, then all they need is to ask themselves what they teach and how. " In line with the results of this study that if English teachers want to improve students' speaking ability they can use *Silent Card Shuffle Technique* (SCST) As a preparation before teaching. If the authors associate with the theory, the results conform to the theory that students' speaking skills can be improved in a better direction by using *Silent Card Shuffle Technique* (SCST).

Thus the explanation and discussion of classroom action research that the author did. Hopefully the findings of this study will be useful for English teachers in improving students' speaking skills in English.

## CONCLUSION

Based on the results of action research can be formulated conclusions as follows.

1. The implementation of *Silent Card Shuffle Technique* (SCST) in English learning is used to develop students' speaking ability, so that in text learning recount can be used as one of learning technique that encourages students to speak especially in their vocabulary.

2. Based on the results of research that conducted and existing data indicates that students' speaking skills can be improved. This is evident from their better speaking test scores on average after applied *Silent Card Shuffle Technique (SCST)* in learning. The development of speaking skills using *Silent Card Shuffle Technique (SCST)* is effective. Improvement of students' speaking ability can be done through the learning done. The students are more skilled in the English language. This learning technique becomes one of the variations to improve the learning activity of speech. When students perform *Silent Card Shuffle Technique (SCST)* activities they enjoyed activities in groups. In addition, from these activities they get many vocabulary input for the development of a text.
3. Students have a good perception of the use of *Silent Card Shuffle Technique (SCST)* in their speaking skill learning. This is proof by most students who express comfortable in learning English by using *Silent Card Shuffle Technique (SCST)*, it is very helpful for students in speaking activities.

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