

**THE INFLUENCE OF USING PICTORIAL GAME
TOWARDS STUDENTS' SPEAKING ABILITY AT THE
FIRST SEMESTER IN THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 12 KRUI
PESISIR BARAT IN THE ACADEMIC
YEAR OF 2022/2023**

A Thesis

MUTIARA SOLEHA

NPM: 1811040027



Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

1444 H / 2023 M

CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this research and avoiding misunderstanding, the researcher needs to explain some words which become the title of this research. The title of the research intended is THE INFLUENCE OF USING Pictionary GAME TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER IN THE EIGHTH GRADE STUDENTS OF SMP NEGERI 12 KRUI PESISIR BARAT IN THE ACADEMIC YEAR OF 2022/2023. Here are descriptions of understanding some of the terms contained in the title of this proposal as follows:

Influence is the capacity to affect the character, development, or behavior of someone or something or the effect itself¹. Therefore influence is the power that arises from something that makes changes. Influence in this proposal is to examine the influence of Pictionary on students' speaking ability.

Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc.² In playing the Pictionary game; the students have to make their own pictures based on the English vocabulary which is shown by the teacher. Pictionary is a game that represents the picture of the word that should be guessed.³ Thus, in the learning process, students can easily

¹ Subash Kundu, "What is the difference between "influence" and "effect" in researches?" Research Gate. An Article. Available on: <https://ggle.io/3yfy> . Retrieved on 16rd January, 2022.

² Sartika Dewi Harahap, *FLASH (Fun Learning English) With Pictionary for Vocabulary Enhancing On Rural Students*. Vol 2, No 02. (North Sumatera, 2021) p.53 <https://jurnal.stainmadina.ac.id/index.php/je21/article/view/568> accessed on Februari 24th 2022

³ Melanie Napthine and Michael Daniel, *ESL English for Year 12*, (Victoria: Insight Publications, 2011) p.102

understand the learning material because the learning process using a fun technique in the Pictionary game can make students interested in learning activities.

Speaking is the ability to use language in oral form to show what is in the mind.⁴ It can be interpreted that speaking is a way of expressing ideas to others, a way of communicating with others, sharing information, feelings, and emotions with others, or giving explanations and then asking someone questions.

After the researcher has itemized intending to explain the meaning of the title “THE INFLUENCE OF USING Pictionary GAME TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER IN THE EIGHTH GRADE STUDENTS OF SMP NEGERI 12 KRUI PESISIR BARAT IN THE ACADEMIC YEAR OF 2022/2023”

B. Background of the Problem

In the pandemic era some time ago and until now after the pandemic, all activities in daily life feel very boring, including learning activities. Learning activities whether it is studying at home or studying at school will be more fun with an exciting and not monotonous way of learning. Thus it will be easier to understand the learning material. Therefore, in teaching the material, interesting also fun teaching techniques are needed, by using interesting then fun teaching techniques help to be more active and interested in learning. Therefore the teachers have to seek a creative technique to make the students learn English, especially speaking more easier, more fun, also more enjoyable.

Speaking is one of the influential skills for communicating and understanding other people, therefore everyone should be able to speak well and produce good language to make other people understand the aim of learning to speak.⁵ Speaking is a

⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Longman 2004), p.149

⁵ Kasmi. *Implementing Picture Dictation In Improving Speaking Ability Of The Second Year Students At MA Pesantren Guppi Samata*. Vol 3, No 02. (Makassar :

general human behavior, in speaking activities, there is an interaction between the speaker and the listener. Speaking is an important language skill, and being able to speak well to communicate is very important, this is because speaking is one of the keys to communicating. Speaking makes it easier for someone to communicate with others, share ideas, and exchange information. Therefore, speaking is an activity that we cannot avoid in daily life.

According to Brown, speeches, oral presentations, narrations, and brief responses are examples of extensive oral production tasks in which the potential of spoken involvement from the audience is either severely limited (possibly to nonverbal reaction) or eliminated, this exercise may be done at the moment.⁶ From the explanation above, the researcher chose extensive speaking because when students played the game and were guess the picture from their vocabulary, they responded or describe the picture orally according to the answers they think. Therefore, in this research, the researcher chose extensive as the type of speaking used by students.

According to Hakim, one of the main criteria for decisive success or not someone in learning English can be seen how far someone's ability in speaking English.⁷ It means that speaking is the most important skill in English because speaking is one success factor and the other skill in language teaching, however, in reality, has been indicated that many students much failed and have a problem learning English, especially speaking. For many students speaking is difficult to be mastered. There are some problems faced by students in speaking activities, there are pronunciation, grammar, vocabulary, fluency, and comprehension. That makes students difficulty to learn about speaking.

Universitas Islam Negeri Alauddin, 2017) P.190 available on: <https://journal3.uin-alauddin.ac.id/index.php/Eternal/index>

⁶ H. Douglas Brown, *Teaching by Principles: An interactive Approach In Language pedagogy*. P. 9

⁷ Thrusan Hakim, *Belajar Secara Efektif*, (Jakarta : Puspa Swara, 2005) p.10

In preliminary research that was conducted at SMPN 12 Krui Pesisir Barat, the researcher distributed questionnaires to students and the results found that in learning English, especially speaking, there are some problems faced by students. First Students only understand a little vocabulary, therefore, it is difficult for them to speak English, another problem is that the teaching technique from the teacher is less attractive therefore it makes the students not interested to learn about speaking, the last problem is students are less fluent in speaking because they are not confident to speak English in the class. In addition, the researcher also conducted interviews with an English teacher at SMP Negeri 12 Krui Pesisir Barat, In the results of the interviews, the researcher found that the problem faced by the teacher when teaching in the classroom was when the teacher started learning English, especially speaking, students always seemed not interested in the learning process, and the teachers also still have difficulty determining appropriate and interesting learning techniques to make students enthusiastic in learning in class because the teacher does not have special techniques when teaching, the technique used by the teacher is only to explain and then discuss the material. Because of some of these problems, the researcher used a Pictionary game to help students and teacher overcome the problems in learning activities, especially for learning to speak. The following students' scores in speaking can be seen in table 1.

Table 1
The Students' Score of Speaking at the Eighth Grade SMP Negeri 12 Krui Pesisir Barat Based on Preliminary Research

No	Score	Class				Total	Percentage
		VIII A	VIII B	VIII C	VIII D		
1	<70	20	19	15	16	70	62 %
2	≥ 70	9	10	12	12	43	38 %
Total		29	29	27	28	113	100 %

Sources: The data from the English teacher of SMP Negeri 12 krui⁸

⁸ The students' score of speaking at the seventh grade SMP Negeri 12 Krui Pesisir Barat (doc), unpublished

Based on the table above, the average speaking score of seventh grade at SMPN 12 Krui Pesisir Barat is 70, there 38 % of 115 students from four classes passed the speaking test based on average scores also there are 62 % of students failed this case. It means that at the table there are still many students who have difficulty speaking.

From the background of the problems described by the researcher above, it can be concluded that the students at the school found several problems, namely students' low vocabulary, which makes it difficult for them to speak English and the teaching technique of the teacher is less attractive. Therefore, to overcome this problem the researcher used Pictionary games to increase the student's vocabulary the increased vocabulary certainly has a strong influence on improving students' speaking and helps the teacher to make the teaching and learning atmosphere more enjoyable

Pictionary game is one of the fun techniques to make the students more interested in study activity which can be applied by the teacher in the classroom where the students build their creative thinking based on their own drawing by describing the picture.⁹ Thus Pictionary game is one of the interesting techniques used by a teacher in teaching English. In playing the Pictionary game; students have to play in teams then each team has a representative as a painter, students must make their pictures based on the English vocabulary shown by the teacher, and each team must identify a picture of a teammate. This game has made students an effort to remind, arrange the sentence, as well as speak up to guess the picture. They get enthusiastic and also challenged when they are learning through this game; it makes the students more active in the learning process. From her explanation above, it is clear that the Pictionary game is suitable to answer the problems of students who always feel bored and not enthusiastic about learning English. And of course, this technique

⁹ Akrima Rilly Yaumil, et al., *Teaching Vocabulary Through Pictionary Game to First Grade Students of Smpn 1 Way Tuba*, Unila Journal of English Teaching, Vol 6, No 6. P.4 (2017), available on: <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/13225>

is also suitable to help problems of the teacher who are still confused in determining interesting and suitable techniques in the learning process, especially learning speaking.

Pictionary games can be applied to the student in English vocabulary, the teacher can improve the students' achievement of English vocabulary with Pictionary, generally learning English vocabulary process has a strong intention to improve students' ability to communicate using English well in speaking, writing, listening, and reading.¹⁰ Students also can memorize vocabulary easily through games, and then mastering vocabulary has supported them in speaking.¹¹ From the explanation above, it can be concluded that Pictionary is an effective game for increasing vocabulary however increasing vocabulary can have a strong influence on improving students' speaking. Therefore it is clear that the Pictionary game can be an interesting technique in teaching English, including in learning speaking.

Pictionary games can be an excellent teaching technique or tool for advancing students' communication and their communicative thinking skills¹² from the explanation above it can be concluded that the Pictionary game has advantages compared to other drawing game techniques, this technique can improve the activeness students in the class, therefore this game is very suitable to use as a technique in learning, especially in learning speaking.

There are several advantages to playing the Pictionary game: Pictionary games can be an excellent teaching technique or tool for advancing students' communication and communicative thinking skills, this game is also suitable to reinforce students' ideas in the subject matter, especially for visual learners, the other advantages are Pictionary game can develop students' creativity and corollary thinking by the rule of game playing, it is

¹⁰ Preszler. *On Target: Strategies to Build Student Vocabularies*: Black Hills Special Services Cooperative (BHSSC) (Plaza Boulevard: Rapid City June. 2006.), p.16

¹¹ Gruss Janina. *Games as a tool for teaching English vocabulary to young learners*. (New York : World Scientific News, 2016) p 67–109.

¹² Jeffrey P. Hinebaugh, *A Board Game Education: Building Skills for Academic Success*, (Plymouth: Rowman & Littlefield Education, 2009) p.191

a suitable well for developing students' specific grammar and vocabulary.¹³ From the benefits of the Pictionary game above, it can be concluded that the Pictionary game can be a suitable technique to improve students' communication skills, especially speaking skills. This game can also build creative thinking in learning because it is played using pictures therefore it makes students more interested and active in learning, especially visual learners, and this game can improve students' vocabulary and speaking.

In playing the Pictionary game, the researcher asked the students after the students guess the picture, students describe the picture. Therefore in this research, the researcher focused on descriptive text material, and more focused to choose the theme of descriptive "object" to be described by students because it is taught in the first semester of the eighth grade of SMP Negeri 12 Krui Pesisir Barat. The teacher suggested the researcher for using the descriptive text material of the first semester about "object" first, although in the syllabus there are several other themes, it is because the students were still having difficulties with the descriptive text material, especially for the theme of "object".

The researcher used the Pictionary game as a technique that was used to increase students speaking for the experimental class, on the other hand for the control class the researcher used the discovery learning technique. The discovery learning technique was used as a technique for teaching speaking. This technique was used in teaching material descriptive to improve speaking skills. According to Palupi, the use of discovery learning techniques can be applied in teaching speaking, because it provides more opportunities for students and trains their speaking skills.¹⁴ In the discovery technique to teach speaking descriptive, the researcher used pictures to make the learning environment

¹³ Hinebaugh, *A Board Game Education: Building Skills for Academic Success*. (Lanham: R&L Education: 2009) p.20

¹⁴ Dianing Palupi, *The effect of Discovery Learning Tehnique on Students' Speaking Ability of The Tenth Grade at SMKN 2 Kediri Academic Year 2014/2015* (Kediri, Universitas Nusantara PGRI Kediri: 2015) p.10 available on: http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2015/11.1.01.08.0056.pdf

becomes more enjoyable, the researcher chose the discovery learning technique a technique was used in the control class, because this technique is equivalent technique for the Pictionary game, because it is the same in the form of a technique, and this technique also uses the help of picture like Pictionary game.

From the explanation above, it is the reason why the researcher was interested in providing interesting learning techniques, which can make students more active and interested in the learning process, especially in speaking. In this case, the researcher used the Pictionary game because this game is one of the fun learning techniques that can make students interested in learning.

The Pictionary game is very useful to be applied to the 2013 curriculum,¹⁵ wherein in this curriculum, students are expected to be actively involved in learning and be more innovative and independent in solving problems. This game trains students to work cooperatively, which means it can help students to learn by working in teams and it was help students be more active in learning. In other words, it can build students' social intelligence and improve students' communication. Based on the explanation above, the researcher conducted the research entitled **“THE INFLUENCE OF USING Pictionary GAME TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER IN THE EIGHTH GRADE STUDENTS OF SMP NEGERI 12 KRUI PESISIR BARAT IN THE ACADEMIC YEAR OF 2022/2023”**

C. Identification and Limitation of the Problem

Inferring to the background of the problem above, the researcher identified some problems as follows:

1. Students only understand a little vocabulary therefore it is difficult for them to speak English.

¹⁵ Fazar Azriani Putri. *The Effect of Pictionary Game on Students’ Writing Skill at the Tenth Grade of SMA Negeri 6 Medan*. (Medan: Universitas Islam Negeri Sumatera Utara, 2020) p.2 available on: <http://repository.uinsu.ac.id/10596/1/SKRIPSI%20FAZAR%20AZRIANI%20PUTRI.pdf>

2. The teaching technique from the teacher is less attractive therefore it makes the students not interested in learning about speaking
3. Students are less fluent in speaking because they are not confident to speak English in the class

Based on the identification of this research, this research focused on students' speaking ability, descriptive, and the use of the Pictionary game. This research focused on extensive speaking and focused on material about the descriptive especially describing object because it is suitable for the use of the Pictionary game. The researcher focused on using the theme of the descriptive object. Moreover, it is also taught in the first semester of the eighth grade of SMP Negeri 12 Krui Pesisir Barat.

D. Formulation of the Problem

Based on the background, identification, also limitations of the research, the researcher formulated the problem as follows: is there any significant influence of using Pictionary game towards students' speaking ability at the first semester in the eighth-grade students of SMP Negeri 12 Krui Pesisir Barat in the academic year of 2022/2023?

E. Objectives of the Research

Based on the formulation of the problem, the research objective was to study whether there is a significant influence of using the Pictionary game towards students' speaking ability at the first semester in the eighth-grade students of SMP Negeri 12 Krui Pesisir Barat in the academic year of 2022/2023

F. Significance of the Research

Based on the objective of the research above, the significance of the research was as follows:

1. Theoretically

The result of this research was to know the influence of using Pictionary game on students' speaking ability

2. Practically

- a. For English teachers

1. The teacher is able to know the influence of using the Pictionary game towards students' speaking ability

2. This research can be used by teachers as a reference for the kind of technique to teach speaking ability

- b. For students, this research supported students in increasing their speaking ability through fun technique.

- c. For further research, the researcher can apply the Pictionary game to teach other English skills or else to improve components of English skills.

G. Relevant Research

There are previous studies that are relevant to this research, such as the first study by Magrifah "The effect Of Pictionary Game upon The students intensive speaking skills at SMK Mutiara Ilmu Makassar" 2019.¹⁶ Based on the result of data analysis, research findings, and discussion in this research, the researcher concluded that: Using the Pictionary game as a technique in teaching intensive speaking is effective. It can be seen from students' score enhancement. Before implementing the Pictionary game, the students' speaking was poor but after implementing the Pictionary game, students' intensive speaking increased. Based on this research there were some points that the Pictionary game was effective in teaching intensive speaking. First, the picture can promote the creative and critical thinking of

¹⁶ Nurul Magrifah "The effect Of Pictionary Game upon The students intensive speaking skills at SMK Mutiara Ilmu Makassar" 2019 (Makassar: Islamic state university of Alauddin, 2019) p. 39 available on: <http://repositori.uin-alauddin.ac.id/16754/>

students. Second, using pictures in teaching speaking helped the students to describe the object easily. Third, using pictures in teaching improve students' motivation to speak. The difference between this research and her research is the object and subject of the research. Her research is more focused on intensive speaking while the research that was focused on extensive speaking, and the object studied in the previous study were high school students while the research that the researcher made is for junior high school students, In addition, there are other significant differences, in previous studies choosing tourist attractions as a vocabulary theme that students guess, while in this study researcher used the theme "thing" as a vocabulary to guess and another difference was the implementation of previous research conducted online but in this research, the researcher conducted offline.

In addition, the second research was conducted by Ardilla "Implementation of Pictionary Games to Facilitate Students' English Communicative Ability at SMAN 1 Balong Panggang Gresik". Based on the results of this study, the researcher concluded that: Using the Pictionary game to facilitate students' English communicative skills was effective. This can be seen from the increase in student scores. Before applying the Pictionary game, students' communication skills were still poor but after applying the Pictionary game; students' communication skills increased.¹⁷ The difference between this research and her research is that the researcher focuses on the implementation of the Pictionary game for overall communication, namely all English language skills, and in this study, the researcher uses Pictionary game as a medium. Meanwhile, in this study, the researcher focused on the Pictionary game for speaking skills and used the Pictionary game as a technique.

The third previous research conducted by Teryzzeta "Using Pictionary Games to Improve Vocabulary Mastery for Class VIII

¹⁷ Qhoireza Ardilla "Implementation of Pictionary Games to Facilitate Students' English Communicative Ability at SMAN 1 Balong Panggang Gresik". (Surabaya : Islamic state university of Sunan Ampel, 2019) p. 79 available on: <http://digilib.uinsby.ac.id/38452/>

MTS Darul A'mal Metro Students in the 2017/2018 Academic Year" Based on the results of this study, the researcher concluded that there was an increase in vocabulary mastery with using the Pictionary game for eighth-grade students of MTs Darul A'mal Metro.¹⁸ Therefore, the use of Pictionary games can be an effective technique and can be used as an alternative in teaching vocabulary because it is easy to implement and is one of the interesting things that are very close to student learning activities. The difference with the research is in the object of research; her research focuses more on the effect of Pictionary game on vocabulary while the researcher more focuses the influence of Pictionary game on speaking

From the previous studies above, several differences were found with the research to be carried out including: in the research that was conducted, the researcher used the Pictionary game as a technique, not as a medium, and the Pictionary game in this research was carried out with students directly in class instead of online, using vocabulary with the theme of thing instead of places like the previous research, and this research focuses on Pictionary game for speaking skills.

The similarity of this research with previous research is the same as using Pictionary game in the research. The researcher used Pictionary game in teaching speaking. The researcher researched by finding out "the influence of using Pictionary game towards students speaking ability at the first semester in the eighth-grade students of SMP Negeri 12 Krui Pesisir Barat in the academic year of 2022/2023"

H. Systematic of the Research

1. Chapter 1 introduction, introduction, discusses the title confirmation, background of the problem, identification of the problem and limitation of the problem, formulation of

¹⁸ Novi Teryzetta, *The Use Of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018* (Metro : State Institute of Islamic Studies of Metro, 2018) p. 85 available on: <https://repository.metrouniv.ac.id/id/eprint/2658/>

the problem, objective of the research, significance of the research, relevant research, and systematic of the research.

2. Chapter II frames of theory also hypothesis, in this chapter, explains the theories and then the hypothesis.
3. Chapter III research method, in this chapter, discusses the research design, population, sample also data collecting technique, the operational definition of variables, the research instrument, the validity and readability of the instrument, fulfillment of the assumption, and hypothesis testing.
4. Chapter IV finding and discussion, explains data analysis, research findings, and discussion
5. Chapter V closing, there are conclusions and recommendations.





CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Speaking

Speaking is an effective way used in real interaction communication, according to Brown, speaking skill is the ability to use language in oral form to show what is in the mind.¹⁹ It can be interpreted that speaking is a way of communicating with others, sharing information, expressing ideas, feelings, and emotions to others or giving explanations, or asking questions to someone.

Besides that brown also said, speaking is an interactive process of conducting meaning that involves producing, receiving, and processing information.²⁰ It means that speaking is a human activity that is used to give and receive information. Besides speaking is one of four activities in English skills that have an important role in daily life, even as the main ability in communication among human beings.

Meanwhile, Morrow defines speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make contributions at high speed.²¹ It means that in the process of speaking, there must be at least two people, one is the speaker and the other is the listener. Based on these ideas, speaking is very important in daily activities; because we can react to other people and situations, and express our ideas, thoughts, and feeling, through spoken language.

¹⁹H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Logman,2003), p.149.

²⁰H. Douglas. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003), p. 267

²¹Keith Johnson & Marrow, *Communication in the Classroom*, (New York: Longman, 2000), p.70

Although speaking is very important in daily life, in reality, many people still have difficulty speaking, especially speaking English. According to Brown, several characteristics of speaking make it difficult for someone to speak English; the characteristics are clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress-rhythm-intonation, and interaction.²² All of these characteristics become a factor that can make it difficult to express and convey their ideas in speaking English.

Based on the explanation above, it can be concluded that speaking is a productive skill used by someone in daily life to communicate, an act of producing words, which is communicating the speech sound for expressing and conveying a message or ideas to build communication to a listener or a group of listeners. In speaking activities several characters speaking make it difficult, therefore we must learn to master speaking well so that speaking activities become fluent and easy to understand. In this research, the researcher was focused on the ability to speak.

1. Speaking Ability

The ability to produce a language is known as speaking ability. Because speaking ability is a form of verbal intelligence, students have to practice in their daily activities. This is supported by Richard, who states that it is important that students should be able to produce naturally the language which has been presented to them and which he has practiced in various more or less controlled situations.²³ It means that speaking ability is a type of verbally productive skill that allows students to practice their English communication skills in a naturalistic way.

²² H. Douglas. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003) p. 270

²³ Jack C Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p.9

According to Hakim, one of the main criteria for decisive success or not someone in learning English can be seen how far someone's ability in speaking English.²⁴ It means that speaking is the most important skill in English because speaking is one success factor the other skill in language teaching

According to Luoma, speaking is an important skill of the curriculum in language teaching, and it also makes them an important object of assessment. Assessing speaking is challenging because there are so many factors that influence our impression of how well someone can speak a language.²⁵ It means that speaking ability can be measured correctly using a rating scale or rubric, which includes vocabulary, grammar, pronunciation, comprehension, and fluency.

According to Harmer, there are five components of speaking skills that should be mastered by students to increase their speaking ability. The following five components are generally recognized in the analysis of the speaking process:

a. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basics of the main range of teaching techniques that can be involved to assist pupils in learning pronunciation. The first is exhortation. The exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of words or sentences to practice particular sounds, sequences of sounds, stress patterns, rhythm, and intonation. The third is practical phonetics which includes a description of the organ of speech, a

²⁴ Thrusan Hakim, *Belajar Secara Efektif*, (Jakarta : Puspa Swara, 2005) p.10

²⁵ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p.1

description of the articulation of sounds, and a description of stress, rhythm, and intonation.

b. Grammar

The study of how words and their parts combine to form sentences and structural relationships in language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refer it is a kind of regularity of sound structure that nobody could learn the language without grammar.

c. Fluency

Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be seen that fluency is the maximal effective operation of the language system so far acquired by the students. It refers to the one who expresses a language quickly and easily without difficulty.

d. Comprehension

Comprehension is the study of how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking and then answer the question. Besides that, comprehension is the ability to understand completely and be familiar with a situation, and facts. It refers to the ability to understand the speaker's intention and general meaning

e. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that are suitable for the content.²⁶

Based on the explanation above, speaking is one of the four basic language abilities, and it plays an important part in everyday life because it is the best way to communicate. Therefore, in speaking we must pay attention to aspects, aspects of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension, these five aspects are very important to improve a student's speaking ability.

2. Students' Speaking Ability

The ability to speak is one of the language skills that must be learned and mastered by students in learning foreign languages. According to Wood, speaking is the process between speaker and listener and it involves productive skill and receptive skill understanding.²⁷ Therefore, to be good speakers, students must learn and master speaking skills well.

Harmer declares that there are three reasons for motivating students to speak in the classroom:

1. Speaking activities in the classroom provide a chance to practice speaking in real life
2. Speaking tasks are students trying to use some of the languages they know and providing feedback for teachers and students. Serves to determine how well the speech and what that language problem experienced
3. In speaking, students have opportunities to activate the elements of the language they have saved in their

²⁶ Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p. 343

²⁷ William Little Wood, *Community Language Teaching*, (Cambridge: Cambridge University Press, 2004) p. 21

minds. So automatically without being aware, they can use words and phrases smoothly.²⁸

In this research, the researcher examined the speaking ability of junior high school students. Students in Junior High School are categorized as teenagers who are between twelve and sixteen. Brown stated that teenagers are at the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Brown also stated that teenagers tend to think abstractly as the result of intellectual maturation and are ultrasensitive to how others perceive they are changing physical and emotional selves along with their mental capabilities.²⁹ It can be concluded that the teacher needs the effort to create fun and interesting circumstance in teaching students in Junior High School thus the students feel interested to study the language.

In conclusion, students' speaking ability is the ability of students to speak with other people or the ability of students to convey thoughts or information to others, in speaking skills the teacher must be able to motivate students to master these abilities. The teacher must also be able to create a pleasant and interesting atmosphere in learning; therefore, students are interested in participating in the learning process. Besides that, in learning to speak, students must also be able to understand the types of speaking. Thus, students can categorize what types of speaking they were learning.

3. Types of Speaking

Brown provides other types of classroom speaking performance, there are five types of speaking that students are expected to carry out in the classroom. They are:

²⁸Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p. 87

²⁹H. Douglas. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Francisco: Wesley Longman, 2003) P. 92

- a. **Imitative**

The ability to just repeat back (imitative) a word, phrase, or possibly a sentence at one end of a spectrum of sorts of speaking performance. While this is a simply phonetic level of oral output, the criteria performance may incorporate several prosodic, lexical, and grammatical features of the language.
- b. **Intensive**

The creation of brief lengths of oral language aimed to indicate ability in a small band of grammatical, phrasal, lexical, or phonological connections is a second style of speaking that is widely used in assessment contexts (such as prosodic elements, intonations, stress, range, fluency).
- c. **Responsive**

Interaction and test understanding are included in responsive assessment tasks, but at the level of a very brief discussion, basic greeting and small chat, simple requests and remarks, etc.
- d. **Interactive**

The frequency and complexity of the communication, which may include many exchanges or multiple participants, distinguish responsive and interactive speaking. Interaction can take two forms of transactional language, both of which serve to preserve the social relationship.
- e. **Extensive**

Speeches, oral presentations, narrations, and brief responses are examples of extensive oral production tasks in which the potential of spoken involvement from the audience is either severely limited (possibly to

nonverbal reaction) or eliminated. This exercise may be done at the moment.³⁰

Based on the explanation above, the researcher chose extensive as the type of speaking related to the Pictionary game, because when students played the game and guessed the picture from their vocabulary, they responded or describe the picture orally according to the answers they think. Therefore, in this research, the researcher chose extensive as the type of speaking used by students. Speaking ability has many types; these types of speaking skills are very important to teach to students therefore that students speaking abilities are more fluent and increased

4. Teaching Speaking

Teaching is a process of communication, teaching activities must be carried out through teaching and the exchange of messages or information by teachers to students and messages can be in the form of knowledge, skills, ideas, experiences, and more. Through the communication process, people can receive messages or information. Teaching aims to improve students' abilities.

According to Mualiyah, teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the need to improve their performance in speaking skills.³¹ Therefore, language teachers must pay great attention to teaching speaking.

In teaching speaking, five aspects must be taught by the teacher to be able to be mastered by students, namely pronunciation, grammar, fluency, comprehension, and vocabulary. These five aspects become important references in teaching speaking, students will be considered to master

³⁰ H. Douglas. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003) P. 92

³¹ Siti Mualiyah, *Teaching speaking* (Jakarta : Islamic state university of Syarif Hidayatullah, 2017), p. 13

speaking if they can learn and understand well these five aspects.

In the teaching and learning process, teachers also must be able to adopt several principles for teaching speaking skills. There are seven principles of teaching speaking skills:

1. Focus on both fluency and accuracy, depending on your objective
2. Provide intrinsically motivating technique
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies³²

From the explanation above, the principle of teaching speaking is certainly very important to be applied so that the teaching process becomes more directed and effective and that can make students' speaking skills better and increase. Besides that, good students' speaking abilities can be captured using interesting and engaging techniques. The teachers have to seek a creative technique to make the students learning English easier, more fun, and more enjoyable.³³ From the statement above we can know that teaching and learning English, especially speaking more actively and interesting with the fun learning technique, can attract students' interest to be used to speaking in class and make it easier for students to learn to speak.

³² H. Douglas Brown, *Principle of Language Learning and Teaching Fourth Edition*, (San Fransisco: Wesley Longman, 2000) p. 327

³³ Suparman. *The Effectiveness of the English Conversation to Improve Students' Speaking Skill* (Lombok: STIT Palapa Nusantara 2017) Jurnal Studi Keislaman dan Ilmu Pendidikan, Vol 5, No 2, p. 4 available on: <https://ejournal.stitpn.ac.id/index.php/palapa/article/view/45>

5. Techniques in Teaching Speaking

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:

a. Role-Playing

One of the techniques suggested for developing speaking skills is role-playing, that is, creating a dramatic situation in a classroom, or a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for imaginative role-playing.

b. Game

Game is one of the activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

c. Problem-Solving

Materials that focus on problem-solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

d. Discussion

Discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as a natural activity.

e. Song

Using songs in English for a foreign language classroom, especially speaking one can be both enjoyable and educational. The song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in

the learning of vocabulary, pronunciation, structures, and sentence pattern³⁴

From the several techniques for teaching speaking above, the researcher used the game technique to teach students speaking. Because students in the school that were studied want to fun and interesting learning techniques, therefore the researcher feels that teaching speaking using games is the right learning technique for students to help increase their interest in learning speaking.

B. Game

Game is one of the techniques in the teaching-learning process that could be tried by teachers as a great solution to engage their students to be more active, creative, and communicative. Through the game, students were more active in learning and social interaction. Moreover, Wright et al stated that: the game is an activity that is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.³⁵ It means that games are interesting, because they might make students enthusiastic to play them, sometimes they are challenging because when students are playing games, there must be a winner in the end, and it is also entertaining because students have fun and enjoy when playing and interacting with each other.

According to Simpson, the teacher should be encouraged to use games to help practice a new language in the classroom. He also stated that games can indeed teach the students, as well as offer a way to practice new structures and increase interest in the

³⁴ Lia Rusdiningsih, *A Study on Techniques in Teaching Speaking to the Second Years Students of SMPN 1 Tranggil* (Surakarta : Universitas Muhammadiyah, 2012), p. 3 available on:
http://eprints.ums.ac.id/21168/15/02._Publication_Article.pdf

³⁵ Andrew Wright, et. al, *Games for Language Learning Third Edition*, (Cambridge: Cambridge University Press, 2006) p.1

lesson.³⁶ Abt added that games are effective teaching and training devices for students of all ages and in many situations because games are highly motivating and because games can communicate very efficiently the concepts and facts of many subjects³⁷. The explanations above it mean that using games in the teaching-learning process is a good choice when the teacher understands the game itself and the teacher can choose the right game to support their subject material. In this research, the researcher used the Pictionary game as a technique to improve students' speaking ability.

C. Pictionary Game

1. Definition of Pictionary Game

Playing the game is an interesting way to learn English, teaching English speaking through the game was motivate the students to practice and apply everything in the spoken language. The Pictionary game is one of the good techniques which can be applied in teaching. This is because by using pictures in the Pictionary game, the students were interested in learning and enjoying the study.

Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc.³⁸ In playing Pictionary game; the students have to make their own pictures or drawings based on the English vocabulary which is shown by the teacher. Pictionary is a game that represents the picture of the word that should be guessed.³⁹ Thus, in the learning process, students can easily understand the learning material because the learning process using a fun technique

³⁶ Adam John Simpson. *Why Use Games in the language Classroom. Humanizing Language Teaching*, Vol.13, No.2. available on: <http://www.hltmag.co.uk> (Turkey : 2019) p. 13

³⁷ Clark C. Abt. *Serious games*. (New York: University press of America, 1987). P. 7

³⁸ Sartika Dewi Harahap, *FLASH (Fun Learning English) With Pictionary for Vocabulary Enhancing On Rural Students*. Vol 2, No 02. (2021) p.53 available on: <https://jurnal.stain-madina.ac.id/index.php/je21/article/view/568>

³⁹ Melanie Naphthine and Michael Daniel, *ESL English for Year 12*, (Victoria: Insight Publications, 2011) p.102

in the Pictionary game can make students interested and enthusiastic in learning activities.

Pictionary game is originally a board game that was adapted as a language-learning technique. This game is played by teams with players who should identify their teammate's drawing and the other should draw the picture. The Pictionary game can make the students more active in class because this game was a challenge and encouraged the students actively to participate in the teaching-learning process. Moreover, the game that should play with teams such as the Pictionary game can be an alternative to make students learn interactively

According to Major et. al In Pictionary game, the students have to choose a piece of paper or card with a course idea, object, or person on it. The student draws pictures to define the idea while teammates guess the word or phrase based on the card or slip of paper.⁴⁰ Therefore this Pictionary game is quite easy and very interesting to play with a team.

According to Akrimah, Pictionary game is one of the fun activities which can be used by the teacher to make the students interested in learning English vocabulary.⁴¹ Pictionary game is considered a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabulary which is studied by the students. The increase in students' vocabulary can affect their speaking skills, the more vocabulary students understand, the more their speaking skills increase.

Based on Prezler, the Pictionary game can be applied to the student in English vocabulary. The teacher can improve the students' achievement of English vocabulary with Pictionary. Generally learning the English vocabulary

⁴⁰ Claire Howell Major et . al, *Teaching for Learning*, (New York:Routledge: 2016) p.140

⁴¹ Akrimah. *Teaching Vocabulary Through Pictionary Game to First Grade Students of Smpn 1 Way Tuba*. p.20 available on: <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/13225>

process has a strong intention to improve students' ability to communicate using English well, in speaking, writing, listening, and reading⁴². It is clearer that the Pictionary game is one technique that can improve students' ability to speak by using English well.

Pictionary game rules were focused on the development of creativity and corollary thinking. Players are not only creative but also chose sketches that effectively communicate the association to the rest of their team and it is well suited for developing specific grammar and vocabulary skills.⁴³ From this explanation, we find out that Pictionary game just not can help students too easily speak, but also help students to make creatively thinking and made students more effective in speaking.

2. Advantages and disadvantages of the Pictionary Game

The following are some of the advantages and disadvantages of using Pictionary game:

a. Advantages of the Pictionary game

According to Malone, playing Pictionary game has several advantages, such as:

- a) This game has a very simple rule
- b) Can be adapted to suit people of all ages
- c) Pictionary game help the students retain the new vocabulary they learn⁴⁴

In conclusion, there are several advantages to using the Pictionary game. In this game, students were making pictures based on vocabulary, and the group tries to discuss and think to guess the correct vocabulary from the picture. Trying to guess vocabulary and playing with a team was requiring

⁴² Preszler. *On Target: Strategies to Build Student Vocabularies* :Black Hills Special Services Cooperative (BHSSC)1925 (Plaza Boulevard: Rapid City June. 2006.), p.16

⁴³ Hinebaugh *Board Game Education*. (Lanham: R&L Education: 2009) p.20

⁴⁴ Donna Malone. *Classroom Boredom Busters*, (Colorado: Outskirt Press Inc : 2017) p.12

students' creative thinking skills which can build their interest and enthusiasm for learning.

b. Disadvantages of Pictionary game

The disadvantages of implementing Pictionary game are making the students too noisy in the classroom and the teaching and learning atmosphere is not conducive.⁴⁵ The way to overcome the advantages of the Pictionary game is before starting the Pictionary game, the teacher reminds the students that the team which makes loud noises or is rude during the game was get minus one point. The remainder was to help the teacher in making a less noisy classroom.

From the explanation above, we can know the advantages and disadvantages of the Pictionary game in the teaching and learning process. This Pictionary game can be used to improve all skills in learning English because this game is a technique that is used to improve students' vocabulary. According to Prezler, Pictionary game can be applied to the student in English vocabulary. The teacher can improve the students' achievement of English vocabulary with Pictionary game. Generally learning the English vocabulary process has a strong intention to improve students' ability to communicate using English well, in speaking, writing, listening, and reading⁴⁶. From Prezler's statement, increasing vocabulary has a strong influence on improving students' abilities in writing, reading, listening, and speaking. In this

⁴⁵ Novi Teryzetta, *The Use Of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018* (Metro : State Institute of Islamic Studies of Metro, 2018) p. 19

⁴⁶ Prezler. *On Target: Strategies to Build Student Vocabularies* :Black Hills Special Services Cooperative (BHSSC)1925 (Plaza Boulevard: Rapid City June. 2006.), p.16 available on: <http://celi.olemiss.edu/wp-content/uploads/sites/7/2014/01/StrategiesVocabulary-080808.pdf>

research, the researcher would like to see the Influence of using Pictionary game on students' speaking ability.

3. The Procedure of Pictionary Game

The Pictionary game was first created by Rob Angle and adapted as a language-learning technique. Here is the original procedure of the Pictionary game:

1. This game is played in pairs or groups.
2. Each group chooses one person as a representative to draw
3. Each group representative is given a word and tries to represent the word through pictures
4. The group must identify the picture of the teammates⁴⁷

As one of the techniques in language learning, Pictionary game are certainly widely used by teachers in the teaching and learning process as a technique used not only in improving language but also in helping students to be more enthusiastic and interested in learning.

a. The Procedure of Teaching Using Pictionary game

Below are some steps and rules for teaching using Pictionary game:

1. Firstly, the students were separated into teams.
2. Secondly, every team had to choose one person as the person who draws on the whiteboard. It can be called a painter; every group member takes a turn to be a painter.
3. Thirdly, the teacher says what the painter will draw.
4. Fourthly, the team that can immediately guess deserves to get a score.⁴⁸

⁴⁷ Melanie Naphtine, and Michael Daniel, M. *ESL English for Year 12*. (Australia : Insight Publication: 2011) p. 55

⁴⁸ Amy Buttner . *Activities Games Assessment Strategies for the Foreign Language Classroom*. (New York: Routledge: 2013) p.158

Moreover, there are some steps and rules for playing Pictionary game according to the expert that can be used for teaching in the classroom:

1. Spangler et. al stated that some steps are needed in applying the Pictionary game:
 - a. Divide the class into two teams.
 - b. One student representative from each team to go to the board.
 - c. The teacher shows students a word or vocabulary.
 - d. Then, a timer is set and students try to describe the visuals according to the words they get, and their teammates guess before the time is up. (When students draw, they may not be assisted by any movement, action, word, number, or letter).
 - e. If the team guesses the word correctly before time runs out, the team gets a point.⁴⁹
2. According to Verstegen, Pictionary game rules are explained as follows:
 - a. The teacher divides the students into teams.
 - b. Call one person from each team to the front of the class.
 - c. Take the two players away from the rest of the class. Decide what she or he wants them to draw. This can be anything from any subject if possible things they have newly studied.
 - d. The players come to their whiteboard and draw a picture to try to get their team to say the chosen word. The first team who guesses the word receives the number of points rolled on their dice, Play again with another word or phrase and two new drawers.

⁴⁹ Donna Spangler and John Alex Mazzante. *Using Reading to Teach a World Language Strategy and Activities*. (New York: Routledge, 2015). P.105

- e. Offer extra points if the team that guesses the picture, can answer a question about it. For example, if it is a vocabulary word, they would have to tell the definition⁵⁰
3. According to Genesisd, the steps for playing the Pictionary game are as follows:
 - a. Divide the class into two teams and create a small column for each team on one side of the board. You will record their points here.
 - b. Have one person from each team come to the front of the class as a representative. You can write words on slips of paper for students to choose from.
 - c. The representative of each team must convey the word to their team using only drawings. Cannot use words, symbols, or hand gestures.
 - d. Limit the time from 1 to 3 minutes maximum. Each correct word is a point and the first team to get 15 points is the winning team.⁵¹

The steps from several experts in playing Pictionary game above were followed by teachers and students to play the Pictionary game in the teaching and learning process.

b. The Procedure of Teaching Speaking Using Pictionary Game

Pictionary games can be modified based on students' needs. Based on Azriani, she modified the game to ask the students to describe the picture after they guess the

⁵⁰ Lori Verstegen. *Teaching with games*. (New York: University press 2007) P. 6. Available on: <https://www.amazon.com/Teaching-Games-Lori-Verstegen/dp/0977986071>

⁵¹ Genesisd. *ESL Vocabulary Games to Get Your Students Seriously Engaged*. P. 10 . available on: www.fluentu.com/english/educator/blog/esl/tefl/ell/vocabulary-games/. Retrieved on 20th February 2022

picture⁵². Same as Azriani, In this research, the researcher chose the steps for teaching the Pictionary game according to Genesisd that were modified, because the steps of the Pictionary game according to genesis have explained in detail the division of groups, the time to guess, and the maximum points that must be collected, this certainly makes it easier for the researcher to use this technique in class. In this research, the researcher modified the game to ask the students to describe the picture after they guess the picture.

These are the following procedures that have been modified by the researcher based on Genesisd of using Pictionary game to teach speaking:

1. The researcher started to play the Pictionary game; in this game, the researcher divided students into two teams.
2. The researcher had a vocabulary with the theme of “object”; the researcher chose the theme of “object” because it is following the theme of the vocabulary in the syllabus that they learned in the descriptive text in the first semester.
3. The researcher asked one representative from each group to be the painter on the blackboard.
4. The researcher took a piece of paper containing the vocabulary and showed each of the painters what vocabulary they would draw. Then each of the painters started to make pictures based on the vocabulary on the blackboard.
5. The researcher gave three minutes to answer, and each group of painters tried to guess the right vocabulary from the picture, and the group that managed to answer quickly and accurately and be able to describe the picture in at least three sentences was the group that got the score.

⁵² Fazar Azrani Putri, *The Effect of Pictionary Game on Students' Writing Skill at the Tenth Grade of SMA Negeri 6 Medan*. P.14 available on: <http://repository.uinsu.ac.id/10596/>

Pictionary game is a game that is made student-centered. The student center makes the students feel fully involved. It often makes the situation in the classroom less conducive. Therefore, the teacher reminds students not to make noise and not to be rude.

c. Advantages and Disadvantages of Pictionary Game to Teach Speaking

The following are some of the advantages and disadvantages of using the Pictionary game to Teach Speaking Ability:

- a. Advantages of Pictionary game to Teach Speaking
1. Pictionary game can be used excellent teaching tool for developing communication and creative thinking skills.
 2. It is suited to reinforce ideas in other subject matters for those students who are visual learners.
 3. It can develop and reinforce any number of facts, figures, or concepts.
 4. Pictionary game rules were focused on the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that were effectively communicated to the rest of their team.
 5. It is well suited for developing specific grammar and vocabulary skills.⁵³

In conclusion, there are several advantages of using Pictionary game to teach speaking skills. This game helped students to improve their vocabulary and speaking. Because in this game students make pictures based on vocabulary, and the group tries to discuss and think to guess the right vocabulary from the picture and then describe it, this game certainly requires students'

⁵³ Hinebaugh *Board Game Education*. (Lanham: R&L Education: 2009)
p.20

creative thinking skills, therefore this game can build their creative thinking and their interest in learning.

b. Disadvantages of Pictionary Game to Teach Speaking

As previously explained in the advantages and disadvantages of Pictionary game in general, the disadvantage of the Pictionary game for teaching is that it makes the class noisy and less conducive, this also applies to teaching speaking. According to Terryzetta, the disadvantages of implementing Pictionary game are making the students too noisy in the classroom and the teaching and learning atmosphere is not conducive.⁵⁴ The way to overcome this problem is for the teacher to remind the students that the team which makes loud noises or is rude during the game was get a minus one point. The remainder helped the teacher in making a less noisy classroom.

From the explanation above, we can know that Pictionary game is the same as other learning techniques, which have advantages and disadvantages to apply in the teaching-learning process. Besides that, we can also find out the advantages and disadvantages of Pictionary game for teaching and learning activities, especially in teaching speaking. In this research, the researcher knows the influence of using Pictionary game on students' speaking ability.

In this research, it has also been explained above, when teaching the Pictionary game for speaking; the researcher modified the game by asking students to describe the picture after they guess. Therefore, before students play Pictionary game, the descriptive was explained first, the researcher chose the descriptive

⁵⁴ Novi Terryzetta, *The Use Of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018*.available on: <https://repository.metrouniv.ac.id/id/eprint/2658/>

material because it is following the Pictionary game for speaking.

D. Descriptive

a. Definition of Descriptive

Descriptive is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from a report which describes things, animals, persons, or others in general.⁵⁵ On other hand, according to Gerot and Wignell, descriptive is used to describe a specific person, location, or object.⁵⁶ It can be concluded that descriptive can give information about something such as a person, things, or places, and the listener can imagine these objects as if they were real (a living picture).

In this research, the researcher focused on the material about descriptive because it is suitable for the use of the Pictionary game. The researcher focused on using the theme of descriptive especially describing objects orally, moreover, it is also taught in the first semester of the eighth grade of SMP Negeri 12 Krui Pesisir Barat.

b. Generic Structure of Descriptive

A generic structure is a structure for organizing and creating coherent descriptive has two generic structures:

1. Identification

Identification is a part where the students could identify the phenomenon.⁵⁷ Therefore, identification is a

⁵⁵ M Mursyid PW, “ *Learning of Descriptive Text*”, (Karangdadap: English learning handout), p. 04 available on: <https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> .

⁵⁶ Gerot and Wignell, *Making Sense of Functional Grammar*, (Sidney: Antipodean Educational Enterprises.1994) p. 208.

⁵⁷ Lailatul Husna, et. al, “*An Analysis of Students’ Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang*”, (Padang: Volume 1 nomor 2, Juli, UNP, 2013), p.02 available on: https://www.researchgate.net/publication/353602738_

statement that identifies the object that is going to be described. It is usually interesting and able to provoke the listener into being eager to listen.

2. Descriptions

Describe a place, person, or thing's parts, qualities, and characteristics.⁵⁸ It means that describing an object consists of generic structures that aim to inform the listener about the phenomenon or object being described.

c. Language Features of Descriptive

In describing a particular object, the descriptive has to use some language features as follows: It focuses on the specific participant, who has one clear objective that is to be described, and it uses attribute and identifying processes. As exclaimed by Djuharie, the explanation that language features are:

- 1) Specific nouns such as: father, school, my dog, my house, etc.
- 2) present tense such as: Johny is a clever student; the angel is a beautiful girl.
- 3) Detailed noun phrases such as: an intelligent tall student, a big large beautiful wooden house.
- 4) Adjectives that have the character of describing, and numbering, such as three tall buildings, sharp white fang, etc.
- 5) Relation process such as: my car has four doors; my father is handsome, etc.

- 6) Figurative language such as: my throat is as dry as a desert her skin is white and smooth as water, etc.⁵⁹

From the explanation above, the researcher should concentrate on linguistic elements when describing the object in the form orally correctly. uses the present tense in this study, and must also evaluate pronunciation, grammar, fluency, vocabulary, and comprehension as aspects of speaking.

Describing objects is widely used generally in daily life communication. Describing an object contain the description of what kind of objects or things we would like to describe, either in appearance, smell, sound, color, shape, purpose, or texture of those objects or things.⁶⁰ Therefore describing object is describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on, in this research, the researcher focused in the form of describing the object orally.

d. Example of describing the object

Below is an example of describing object:



My Favorite Hijab

Recently I found myself falling in love with a hijab that I just received as a gift from my best friend who has just returned from Japan. I wear Hijab every day and I like it so much but something about this one is just different and it feels so special. I like the design and also the material that it is made of, it is very comfortable to put on. **(Identification)**

⁵⁹ O. Djuharie, *Genre Dilengkapi 700 SoalUjiPemahaman*, (Bandung: Yrama Widia.2007), p.24

⁶⁰ Aida Zulhulaifah, *The Application of Describing Objects to Improve Students' Vocabulary Development*, (Banda Aceh: Islamic State University of Darussalam.2018), p.5

The material of my favorite hijab is maxmara. The texture is silky and shiny. It is very soft and light so when I wear it, my neck does not feel fatigued. The material also provides coolness for my head and my hair so I can wear it all day without worrying about sweating. The size is very loose when I put it on me, and it covers my head and also my body up to my stomach. The appearance is very beautiful because it looks like a rainbow but the color is so soft which makes it seems cute. There are also some pictures of a flying crane around it. **(Description).**⁶¹

And below is an example of describing object orally:

Lost and Found
(Describing object)

A: Excuse me sir

S: Yes, can I help you?

A: I lost my purse?

S: Ok, what does it look like?

A: *it's black, it's made of leather*

S: is it the brand name purse?

A: *yes, it is Gucci bag, it has gold buckles, it's about 30 centimeters long and 45 centimeters width.*

S: where did you lose it?

A: I think I forgot it in the dressing room when I was trying on a new clothes⁶²

From the explanation above, it can be concluded that a descriptive is a piece of speaking in English that describes the features of something. It can be a person, a place, or an object in such a way that a picture is formed in the mind of the listener. In this research, the researcher chose "object" to be described by students, because they adapted to descriptive

⁶¹ Contoh descriptive text pendex tentang jilbab dan artinya Available on: <https://www.bigbanktheories.com/contoh-descriptive-text-pendek-tentang-jilbab-dan-artinya/>

⁶² Describing object orally. Available on: <https://www.sederet.com/tutorial/mendeskrripsikan-bentuk-dan-ukuran-dalam-lisan/>

material at school that would be studied, in the first semester the material to be studied is about “object” first.

E. Discovery Learning Technique

1. Definition of Discovery Learning technique

Discovery learning is a technique that the researcher focused on in teaching the control class, to support descriptive text learning. Discovery learning is one of the teaching techniques in the curriculum 2013. This technique requires the learners to become active in experimenting, collecting data, and analyzing the data. These activities are suitable for the implementation of student-centered learning that puts teachers as just a facilitator.⁶³ It means that students must be able to solve or guess the problems which are given by the teacher. It can make the learning process more useful and effective because by giving the problem, the teacher tries to give stimuli to the students.

According to Irmayanti, states that on discovery problems, the problem given to students are created deliberately by the teacher, so the students must be thinking and express their opinion to get discoveries.⁶⁴ Mostly, solving problems is very needs guidance from the teacher, but solving the problem itself is done by the students.

The discovery learning technique can be used as a technique for teaching speaking. This technique can be used in teaching descriptive text to improve speaking skills. According to Palupi, the use of discovery learning techniques can be applied in teaching speaking, because it provides more

⁶³ Irmayanti Mufida, et. al, “*The Implemantation of Discovery Learning to Teach Speaking at the Grade Students at SMP Institut Indonesia*”, (Surabaya: Volume 3 number 2, April, Muhammadiyah University, 2015), p. 110 available on: <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/2157>

⁶⁴ Irmayanti Mufida, et. al, “*The Implemantation of Discovery Learning to Teach Speaking at the Grade Students at SMP Institut Indonesia*”, available on: <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/2157>

opportunities for students and trains their speaking skills.⁶⁵ In the discovery technique to teach the speaking descriptive text, the researcher uses pictures to make the learning environment becomes more enjoyable.

2. The Applications of Discovery Learning

- a. **Stimulation**, the teacher opens the class and introduction of the material being taught, a teacher gives stimulation with the instruction for observing the object so that the students want to think about what is the object about
- b. **Problem Statement**, the students should explore the problems which are suitable to the material in the class
- c. **Data Collection**, the students can search the data by observing the object, interviewing with resources, doing an experiment alone, and others.
- d. **In data processing**, students have to process the data they got through interviews, observations, and others.
- e. **Verifications**, the students are doing a review of the rightness of their hypothesis, it should be related to the result of processing data
- f. **Generalization**, based on the result of Verifications, the students will study and make conclusions; generalization is the last step in the discovery learning technique.⁶⁶

3. Teaching Steps of Describing object using discovery Learning Technique

The researcher follows steps in teaching descriptive, especially describing objects through discovery learning technique based on Padilah as follows:

1. Teachers should introduce students to discovery learning techniques

⁶⁵ Dianing Palupi, *The effect of Discovery Learning Tehnique on Students' Speaking Ability of The Tenth Grade at SMKN 2 Kediri Academic Year 2014/2015* (Kediri, Universitas Nusantara PGRI Kediri: 2015) p.10 available on: http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2015/11.1.01.08.0056.pdf

⁶⁶ Irmayanti Mufida, et. al, "*The Implemantation of Discovery Learning to Teach Speaking at the Grade Students at SMP Institut Indonesia*". available on: <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/2157>

2. The teacher divides the students into three groups.
3. Students read the descriptive text given to each group to answer questions related to the content of the text that was prepared by the teacher so that literacy activities are more focused. At this stage, students feel confused so they have a strong desire to investigate themselves (**providing stimulation**).
4. After students understand the content of the text, the teacher encourages students to ask a question about the generic structure that is used in describing the object. Teachers provide opportunities for students to identify problems formulated in the form of hypotheses or temporary answers to their questions (**identification of problems/problem statements**).
5. Students choose a picture with the theme “thing” randomly and identify the characteristics of the picture they choose (**data collection**).
6. Students in groups compose written text in the form of a description of the picture they chose on paper by paying attention to the structure of the text (**data processing/data processing**).
7. Students show the group's work in front of the class. Each student describes the picture orally in front of the class. Other groups and teachers provide input to improve understanding of the topic. (**Verification and generalization**)⁶⁷

The researcher follows the step from Padilha to teach speaking in descriptive because all the steps are following the discovered learning technique. Therefore researcher finds it easier to determine the steps that are suitable for teaching speaking descriptive material.

⁶⁷ Siti Padilah, Using the Discovery Learning Model in Descriptive Text Learning to Improve Speaking and Writing Skills (2021) available on: <https://core.ac.uk/download/pdf/45434507.pdf>

4. Advantages and Disadvantages of Using Discovery learning Technique to Teaching Speaking

According to Hosnan, the advantages and disadvantages of the discovery learning technique are as follows:

1. Advantages of discovery learning technique to teach speaking
 - a. students can participate actively in learning by speaking
 - b. Developing and planting inquiry in the students
 - c. Supporting students' problem-solving ability
 - d. Giving interaction field to each student and students teacher so that students can use language well
 - e. The material which is learned can achieve a high-level student's ability. It is also more unforgettable because the students are involved directly in the discovery process.

It can be concluded that the discovery learning technique has many advantages, which can be pointed out that discovery learning is affecting students' motivation and understanding in learning to speak because giving interaction field in each student and student-teacher so that students can use language well. The students are allowed to discuss and collaborate to find out the best idea.⁶⁸

2. Disadvantages of Using Discovery learning Technique to Teaching speaking

The disadvantage of using the Discovery learning Technique to teach speaking is this technique takes a lot of time to implement⁶⁹. To overcome this problem, the teacher limits the teaching time in the use of this technique, in this study the researcher followed the

⁶⁸ Hosnan. Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21. (Bogor: Ghalia Indonesia:2014) p.15

⁶⁹ Hosnan. Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.

learning time that had been given by the school to be studied.

F. HYPOTHESIS

Based on the theoretical foundation above, the research hypothesis can be formulated as follows:

H_a: There is a significant influence of using Pictionary game towards students' speaking ability at the first semester in the eighth-grade students of SMP Negeri 12 Krui Pesisir Barat in the academic year of 2022/2023

H₀: There is no significant influence of using Pictionary game towards students' speaking ability at the first semester in the eighth-grade students of SMP Negeri 12 Krui Pesisir Barat in the academic year of 2022/2023



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of the conclusion of this research and any suggestions for the teacher, students also, and upcoming researchers.

A. Conclusion

Based on research that has been conducted at SMPN 12 Krui Pesisir Barat in the academic year 2022/2023, it can be concluded as follows: In the previous chapter, Statistical analysis of the data has been carried out. Based on the result of the statistical analysis, there is an influence of using the Pictionary game towards students speaking ability at the eighth-grade students of SMPN 12 Krui Pesisir Barat in the academic year 2022/2023. Because of the result of the data calculation in the previous chapter, where null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means, the researcher concluded that there is a significant influence of using Pictionary game towards students speaking ability at the eighth-grade students of SMPN 12 Krui Pesisir Barat.

It was supported by the scores achieved by the students, they got a higher score after the researcher gave the treatment by using Pictionary game to teach Speaking. The significant influence can be seen from the sig. (2-tailed) of the equal variance assumed in the independent sample t-test table, where the sig. (2-tailed) was 0.004, it was lower than $\alpha = 0.05$ and it means (H_0) is rejected and (H_1) is accepted. It can be proven from the hypothetical test, where the alternative hypothesis is accepted and the null hypothesis is rejected.

B. Recommendation

1. For English Teachers

- a. The researcher found that Pictionary game can improve students' speaking ability; therefore, the researcher suggests that English teachers try the Pictionary game as a technique

in teaching speaking especially to teach the descriptive text, because it would help to increase students' speaking.

- b. Because this game makes the class noisy and less conducive, it takes more than one person besides the teachers to help make the class conducive.
- c. In teaching descriptive text using the Pictionary game the researcher used a thing theme and found that there was an improvement in students' speaking, teachers try to use this technique in teaching descriptive texts using other themes besides things, to increase students' understanding of this lesson.

2. For Students

- a. Students can use the Pictionary game to improve speaking independently outside the classroom without the help of the teacher because this game is very easy and fun to play.
- b. Students must be more conducive when playing this game so that the atmosphere in the game becomes more enjoyable.
- c. Students can try other vocabulary themes besides things, such as animals, places, or even their favorite artists to make the game more fun and varied.

3. For Further Research

- a. Researcher can apply Pictionary to teach other English skills such as writing and reading or to improve components of English skills.
- b. In this research, the researcher used the steps of the Pictionary game according to Genesis, and it was proven to be able to improve students' speaking skills. Therefore, the next researcher might be able to use the steps of Pictionary from other experts, examples such as Amy Buttner, and Verstegen for further research.

REFERENCES

- Abt, Clark C. 1987. *Serious Games*. (New York: University Press)
- Akhtar, Inaam. 2021. *Research Design*. Available on: <https://bitly.co/6Vju>, Retrieved on 3rd February
- Arikunto, Suharsimi. 2010. *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta)
- Ardilla, Qhoireza. 2019. *Implementation of Pictionary Games to Facilitate Students' English Communicative Ability at SMAN 1 Balong Panggang Gresik*. (Surabaya: Islamic state university of Sunan Ampel)
- Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching Fourth Edition*. (San Francisco: Longman)
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach In Language pedagogy*. (San Francisco: San Fransisco University)
- Brown, H. Douglas. 2003. *Language Assessment Principle and Classroom Practices*, (San Francisco: Logman)
- Buttner, Amy. 2013. *Activities, Games, Assessment Strategies for the Foreign Language Classroom*. (New York: Routledge)
- Creswell, John W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*. (4th Ed), (Boston: Pearson Education)
- Daniel, Michael. et al. 2011. *ESL English for Year 12*. (Victoria: Insight Publications)
- Djuharie, 2007. *Genre Dilengkapi 700 Soal Uji Pemahaman*. (Bandung: Yrama Widia)
- Genesis. *ESL Vocabulary Games to Get Your Students Seriously Engaged*. available on: www.fluentu.com/english/educator/

blog/ esl/tefl/ell/vocabulary-games/. Retrieved on 20th February 2022

Harmer, Jeremy. 2007. *How to Teach English*. (Harlow: Person Education Limited)

Hakim, Thrusan. 2005. *Belajar Secara Efektif*. (Jakarta : Puspa Swara)

Harahap, Sartika Dewi. 2021. *FLASH (Fun Learning English) With Pictionary for Vocabulary Enhancing On Rural Students*. Vol 2, No 02.

Hinebaugh, Jeffrey P. 2009. *A Board Game Education: Building Skills for Academic Success*. (Plymouth: Rowman & Littlefield Education)

Husna Lailatul, et. al, 2013. “An Analysis of Students’ Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang”. (Padang: Volume 1 number 2, Juli, UNP)

Hosnan, 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. (Bogor: Ghalia Indonesia)

Janina, Gruss. 2016. *Games as a tool for teaching English vocabulary to young learners*. (New York: World Scientific News)

Kasmi, 2017. *Implementing Picture Dictation In Improving Speaking Ability Of The Second Year Students At MA Pesantren Guppi Samata*. Vol 3, No 02. (Makassar : Universitas Islam Negeri Alauddin)

Koniah, Risalatun. 2019. *The Influence of Using Pair Check Technique toward Student’s speaking Ability on Procedure Text in the First Semester of the Eleventh Grade of SMK N 5 Bandar Lampung in the Academic Year 2019/2020*. (Bandar Lampung: UIN Raden Intan Lampung)

Kouame, Julian B. 2010. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended For Low-Literate Participants, Journal of Multi-Disciplinary Evaluation*. (Michigan: Western Michigan University)

- Kundu, subash. "What is the difference between "influence" and "effect" in research?" Research Gate. An Article. Available on: Retrieved on 16th January 2022.
- Luoma, Sari. 2004. *Assessing Speaking*. (Cambridge: Cambridge University Press)
- Major, Claire Howell. et al. 2016. *Teaching for Learning*, (New York: Routledge)
- Malone, Donna. 2017. *Classroom Boredom Busters*. (Colorado: Outskirt Press Inc)
- Marrow, Keith Johnson. 2000. *Communication in the Classroom*. (New York: Longman)
- Mazzante, John Alex, et al. 2015. *Using Reading to Teach a World Language Strategy and Activities*. (New York: Routledge)
- Mualiyah, Siti. 2017. *Teaching speaking* (Jakarta : state Islamic university of Syarif Hidayatullah)
- Mufida, Irmayanti. et al. 2015. "The Implementation of Discovery Learning to Teach Speaking at the Grade Students at SMP Institut Indonesia" (Surabaya: Volume 3 number 2, April, Muhammadiyah University)
- M Mursyid PW. "The Learning of Descriptive Text", (Karangdadap: Handout SMPN 1)
- Norman E, Wallen, Jack R Fraenkel. 2009. *How to Design and Evaluate Research in Education*, (New York: Mc Graw-Hill)
- Padilah, Siti. 2021. *Using the Discovery Learning Model in Descriptive Text Learning to Improve speaking and Writing Skills*
- Palupi, Dianing. 2015. *The effect of Discovery Learning Technique on Students' Speaking Ability of The Tenth Grade at SMKN 2 Kediri Academic Year 2014/2015* (Kediri : Universitas Nusantara PGRI Kediri)

- Preszler, 2006. *On Target: Strategies to Build Student Vocabularies: Black Hills Special Services Cooperative (BHSSC) (Plaza Boulevard, Rapid City)*
- Putri, Fazar Azriani. 2020. *The Effect of Pictionary Game on Students' Writing Skill at the Tenth Grade of SMA Negeri 6 Medan*. (Medan: Universitas Islam Negeri Sumatera Utara)
- Richard, Jack C. 2008. *Teaching Listening and Speaking from Theory to Practice*. (Cambridge: Cambridge University Press)
- Rinanda, Kartika. 2020. *The effect of Pictionary on Pictionary on students' writing ability in the tenth grade of MAS al hasyimiah tebing Tinggi*. (Medan: State Islamic university of north Sumatra)
- Rilly Yaumil, Akrima. 2017. *Teaching Vocabulary Through Pictionary Game to First Grade Students of Smpn 1 Way Tuba*, Unila Journal of English Teaching.
- Rusdiningsih, Lia. *A Study on Techniques in Teaching Speaking to the Second Years Students of SMPN 1 Tranggil* (Surakarta: Universitas Muhammadiyah)
- Siburian, Tiur Asih. 2013. "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share". (The International Journal of Language Learning and Applied Linguistics World(IJLLALW), Volume 3(3), (Faculty of Language and Arts Universitas Negeri Medan)
- Simpson, A. J. 2019. *Why Use Games in the Language Classroom? Humanizing Language Teaching*, Vol.13, No.2. available on: <http://www.hltmag.co.uk>
- Suparman, 2017. *The Effectiveness of the English Conversation to Improve Students' Speaking Skills*. Jurnal Studi Keislaman dan Ilmu Pendidikan, Vol 5, No 2. (Lombok: STIT Palapa Nusantara)
- Shukla, Satishprakash. *Variables, Hypotheses and Stages of Research*, Research Gate 2018, An article, Available on: <https://bitly.co/6Vvk4>, Retrieved on 7th February 2021.

- Sudijono, Anas. 2012. *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada)
- Taherdoost, Hamed. 2016. *Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research*, International Journal of Academic Research in Management (IJARM) Vol. 5, No. 3, 2016. Available on; <https://bityl.co/6Vkg>, Retrieved on 13th February 2021
- Teryzetta, Novi. 2018. *The Use Of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018* (Metro: State Institute of Islamic Studies of Metro)
- Verstegen, L. 2007. *Teaching with games*. (New York: University Press)
- Wignell and Gerrot, 1994. *Making Sense of Functional Grammar*. (Sidney: Antipodean Educational Enterprises)
- Weigel, Sara Crushing. 2002. *Assessing speaking* (New York: Cambridge University Press)
- Wood, William. 2004. *Community Language Teaching* (Cambridge: Cambridge University Press)
- Wright, et. Al. 2006. *Games for Language Learning Third Edition*. (Cambridge: Cambridge University Press)