

THE EFFECT OF PICTONARY GAME
ON STUDENTS' SPEAKING SKILL

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Abstract

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Key Words: Descriptive Speaking Skill and Pictionary game

This research is aimed to find out the effect of using Pictionary Game on students' Speaking Skill. Many students find it is hard to do the Speaking. The problems are speaking word by word, lack of vocabulary; the lack of understanding of the target language or the background of the materials being speak. So this research tries to reveal whether there is a significant difference in the students' Speaking Skill of the eighth grade students who are taught using Pictionary game and those who are not, in the academic year of 2017/2018.

This research is classified as a quasi-experimental study. The subjects of this study were 42 students of eighth grade at SMP 3 Muhammadiyah Rambipuji

Jember where 21 students of VIIIA and 21 students of VIIIB. Class VIIIA was chosen as the Experimental Group which was taught using Pictionary Game as the treatment while Class VIIIB was chosen as the Control Group which was not taught using Pictionary Game. In this case, the control group was taught using lecture method. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' speaking skill in to describe a picture. Then, they were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their speaking skill after the treatment or not. The data of the pre-test and post-test of both groups were analyzed used the computer program SPSS. After the data were tested and found to be homogeneous variance.

The result of this research shows that the (H_a) is accepted there is a significant difference in the students' speaking skill of the students who are taught Pictionary game and those who are not at the 0,018 level of significance. It means that the use of Pictionary Game has significant effect on the students' speaking skill.

This research can be used as an information or reference to conduct a further research dealing with the same or different design with the same topic at other school and different subject. In addition, the information can be used as a consideration to make better the teaching quality and creativity in teaching English by using Pictionary Game.

Key Words: Descriptive Speaking Skill and Pictionary game

INTRODUCTION

English becomes an important language because English is an international language which is used to communicate by people in most countries in the world. English helps people to make their communication easier.

Students have to develop their communicative skill and student expected to be able to use English language early. Speaking is used for many different purposes. Each purpose may be to make social contact with people to express opinions, to persuade some one about something, or to clarify information.

Almost all learners in other countries even Indonesian learners study English in order to develop proficiency in speaking.

Based on the researcher's observation at the first grade at Junior High School in Jember, the researcher found that the students are poor in English speaking skill. Students cannot speak English in short conversation. Commonly, when they speak English they have no idea about what they are going to say then they take so much time to think. Some of them did not say anything because of having less confidence of their own skill and worrying about getting wrong then they were laughed by others. The condition of teaching learning were not active, and especially the students less enthusiastic in learning English further in speaking. Many factors can cause the problem of the students' speaking skill, among others the students interest, the material, the media, and the technique in teaching English. In SMP Jember the English teacher teaches the student traditionally (teacher centered) which makes teacher is more active than students. This technique makes the teaching learning process less communicative. It is not effective technique in teaching speaking, monotonous in learning, and cannot facilitate students to use the language as means of communication.

In order to minimize those problems, the writer considers that it is necessary to find out an alternative technique to create suitable and interesting teaching. The teacher needs to encourage students to learn better especially help the students to overcome the speaking skill problems, and they need any practices to assist them in developing their speaking ability. For this reason, many techniques can be applied including picture dictionary game because it encourages the students to actively participating in teaching learning process. Many research findings say that this technique is effective to use in teaching speaking.

In this case, the writer is interested in researching and analyzing the process of teaching speaking by using picture game at the first grade of SMP because in this school, the students are less enthusiastic in learning English especially in speaking because of the monotonous class learning process.

RESEARCH METHOD

In this thesis, the kind of the research is an experimental research and the design of this research is Quasi-Experimental, Nonrandomized Control Group, Pretest-Posttest Design because it tries to investigate the effect of using Inference strategy on students' speaking skill. Ary (2010: 265) states the goal of experimental research is to determine whether a causal relationship exists between two or more variables. The nonrandomized control group, pretest–posttest design is one of the most widely used quasi-experimental designs in educational research (Ary, 2010: 316).

RESULTS AND DISCUSSION

RESULT

Based on the research, it found that there is a significant difference in students' reading comprehension between the students who are taught using Picture Game and those who are taught using lecture method. The students' speaking skill of the students who are taught using Picture Game and those who are taught using lecture method before the treatment are same. It is based on the result of the mean score and t-test in the pre-test for both of the experimental and control groups. From the pre-test, it found that the mean score of the control group is 49,29 and the mean score of the experimental group is 49,29. The result

of independent t- test of significant different is 0.943. It means that the significant more than ($>$) 0.05. Then the null hypothesis accepted means there is no significant difference of means between experimental and control groups.

The result of the normality test shows that both of the experimental and control groups on pre-test have normal distribution. Whereas the result of the normality test on post-test on the experimental group and control groups is normal distribution. Moreover, based on the homogeneity of variance test, the result shows that the variance of the experimental and control group on pre-test and post-test are homogenous.

The students' speaking skill of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis "There is a significant difference between the students who are taught using inference strategy and those who are not" is accepted. The significance is 0.018 is lower than the significance level of 0.05 which means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted.

DISCUSSION

The use of pictorial game in teaching descriptive text can be an alternative solution to overcome the students' difficulties in developing speaking skill. Oktafiya (2014) It can be seen that most of the students like drawing and they are very excited when the pictorial applied in their class

In the implementation, pictorial game makes the students easy to speak English. From the result above, it could be concluded that implementing pictorial game in teaching speaking has an effect on the students' speaking ability

and implementing pictonary game as a model of teaching was a alternative way for the teacher to teach speaking and make teaching learning process interesting.

Pictionary game is setting up of college students to help them in speaking skill. In the group, the students were haveno urge to speak, there was less involvement of students in the teaching learnig process of speaking class and they only spoke reluctantly because the students did not interested and motivated.

The resultof previuos research revealed that theuseof pictionary game on teaching speaking skill iseffective. Therefore, base on the findings of this experimental research, the researcher found that pictionary game can be effective on students' speaking skill.

CONCLUSION AND SUGGESTION

CONCLUSION

This research found there is significance different between experimental and control group based on the resulton post-test. From the pre-test, it found that the mean score of the control group (VIII B)is 49,05 and the mean score of the experimental group (VIII A) is 49,29. It indicates the experimental groups have better achievement than the control group,because there is no significance different to both classes on pre-test.It can be said the ability of both classes are same on pre-test. Therefore, itcan be stated that the use of the Pictionary game in teaching Descriptive text can be an alternative solution to make better achievement the students' speaking skill of descriptive text.

SUGGESTION

Based on the result of the study, the researcher puts some suggestions to the following parties. The Students, The result of the study indicates that the ability of the eighth grade students of SMP 3 Rambipuji in speaking learning is in poor category. It is proven by finding the difficulties in speaking test. It is hoped that the students increase their ability. The students need to enrich their experiences in speaking mastery. They also need to increase their motivation and interest to learn speaking well. In so doing, the students will have many vocabularies and they will not find difficulties in finding the word meaning. For the teacher, it is hoped that this research can encourage them to consider a better way in teaching speaking to improve the students' ability in speaking mastery. The teacher also can apply interesting methods to develop the students' ability, use the interesting materials like storytelling, games, etc that will not make the students bored. For Other Researchers, There are still many aspects which can be analyzed about speaking and other skills of English concerned with English language. Finally, other researchers can analyze other aspects in speaking and other skills in English language and the result of this study may be used as early information to conduct further research.

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