



Prosiding

Senada (Seminar Nasional Daring)

Program Studi Pendidikan Bahasa dan Sastra Indonesia

Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro

Tema “Membangun Insan Cendekia di Era society 5.0 Melalui Inovasi Pembelajaran”



Improving Students Speaking Ability Through Pictionary Guessing Games at the Eight Grade of SMP Negeri 1 Balen

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Abstrak – Banyaknya siswa yang tidak berani berbicara bahasa Inggris menjadi salah satu alasan mengapa masih banyak siswa yang mendapatkan nilai sangat rendah. Salah satu cara untuk meningkatkan keterampilan berbicara siswa adalah dengan menggunakan media permainan. Penelitian ini bertujuan untuk meningkatkan kemampuan berbahasa Inggris siswa dengan menggunakan Permainan Tebak Gambar. Penelitian ini dilaksanakan di kelas VIII-C SMP Negeri 1 Balen tahun pelajaran 2021/2022 dengan jumlah siswa 31 orang. Teknik pengumpulan data yang digunakan adalah tes, observasi, dan dokumentasi. Hasil yang diperoleh siswa mulai dari Pra Siklus hingga Siklus I dan Siklus II mengalami peningkatan yang sangat signifikan. Dari hasil tes lisan yang dilakukan dari Pra Siklus yang sebesar 32% meningkat menjadi 71% pada siklus I, dan pada siklus II meningkat menjadi 90% sehingga penelitian pada siklus II dinyatakan berhasil. Dan untuk nilai Pre-Test yang dilakukan pada Pre-Cycle berupa lisan sebesar 19%, dan terjadi peningkatan pada Post-Test 1 pada siklus I sebesar 58%, namun masih belum dikatakan berhasil, sehingga Post-Test 2 dilakukan kembali pada siklus II dan hasilnya adalah 90%.

Kata kunci – Kemampuan berbicara, Permainan Tebak Gambar

Abstract – The number of students who do not dare to speak English is one of the reasons why there are still many students who get very low scores. One way to improve students' speaking skills is to use game media. This study aims to improve students' ability to speak English using the Pictionary Guessing Game. This research was conducted in VIII-C of SMP Negeri 1 Balen in the 2021/2022 academic year with a total of 31 students. Data collection techniques used were tests, observation, and documentation. The results obtained by students starting from the Pre-Cycle to Cycle I and Cycle II experienced a very significant increase. From the results of the oral test conducted from the Pre-Cycle, which amounted to 32% increased to 71% in the first cycle, and in the second cycle increased to 90% so that the research in the second cycle was declared successful. And for the Pre-Test value that was carried out in the Pre-Cycle in the form of oral was 19%, and an increase in Post-Test 1 in the first cycle by 58%, but still not said to be successful, so Post-Test 2 was carried out again on the second cycle and the result is 90%.

Keywords – Speaking Ability, Pictionary Guessing Game

INTRODUCTION

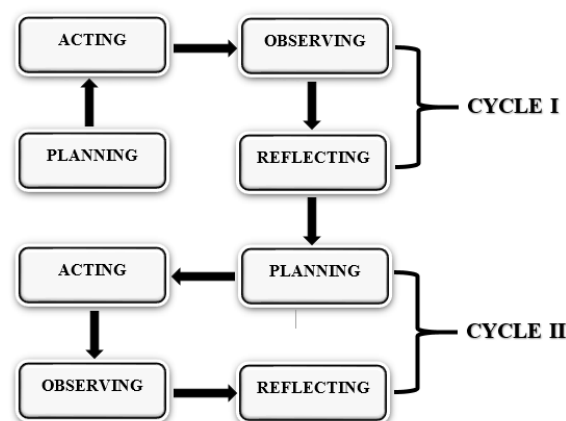
English is the most frightening specter among students, both at the elementary school to high school level. Of course, this will be a very big challenge for a teacher when teaching English. From the description above, the challenges faced by English teachers at SMP Negeri 1 Balen are growing students' self-confidence and training students' courage to speak in English. This is proven by very few students who dare to express their opinions when learning is taking place. Teachers have to work hard to make learning as interesting as possible, but actually many students are still afraid and even indifferent when learning is taking place.

One of the things that can be done to improve the ability to speak English is by playing games. According to Eroz (2000:5), games are very motivating because they are funny and interesting. The titles relevant to the research is Darmawan, S. L., & Fatmawati, G. N. (2019). THE COMPARISON OF USING CHAIN WORD AND Pictionary GAMES TOWARD VOCABULARY MASTERY. prove that there is an increase in the results obtained from the Pre-Test until the Post-Test is held; namely is in pre-test score, the highest score was 57 and post-test was 80. So that learning using games can improve students' abilities.

In addition, fun games will make learning not monotonous and boring, so that the material presented will be easily accessible by the students themselves. The media that will be used in this learning is to use pictionary, which will be taught in the eighth grade at SMP Negeri 1 Balen. Pictionary is a guessing game played in pairs. A player will try to guess what is drawn by their partner. By following the instructions of this game, of course, it will be a new thing for students to take part in learning English.

RESEARCH METHOD

The research design will be using Classroom Action Research, based on Kurt Lewin's design. It consists of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.



This Classroom Action Research was conducted at SMP Negeri 1 Balen with the address at Jalan Raya Number 46 Balen, Balen District, Bojonegoro Regency, Postal Code 62182. The subjects of this classroom activity inquired about VIII-C students of

SMP Negeri 1 Balen. In one course, there are 31 students comprising of 14 male students and 17 female students in school year 2021/2022.

The primary data sources referred to in this study are data sources obtained directly, namely from VIII-C grade students of SMP Negeri 1 Balen in the 2021/2022 academic year. The secondary data source appertained to in this study is the alternate data source attained after the primary data. The data collection procedure used by the researcher has three stages, namely through test, the second is observation, while the last is documentation.

In other to find out the mean score of students speaking proficiency described by Arikunto (2005:343) by using formula follow :

$$X = \frac{\sum X}{N}$$

Where :

X : mean score

$\sum X$: Sum of all score

N : Total number of subject

To get the class percentage described by Anas (2008) which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal* (KKM) 78 (seventy eight), the writer uses the formula :

$$P = \frac{F}{N} \times 100\%$$

Notation :

P : Rate Percentage

F : Total Percentage Score

N : The Total Number of Students

In analyzing students' scores who described by David (2008) of speaking from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

P : Percentage of Students' Improvement

y : Pre-Test Result

y1 : Post-Test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P : Percentage of Students' Improvement

y : Pre-Test Result

y2 : Post-Test 2

In this research, there were two kinds of data, namely qualitative and quantitative one. The qualitative data collected through observation, and the quantitative data collected through evaluation. If in the next cycle the student's criteria are met, then the treatment will no longer be carried out because of the success that has been achieved by students.

RESULTS

1. Data Presentation of Pre-Cycle

In the first meeting, the researcher only gave Pre-Test to students before giving them material about Recount Text that will be explained in the next meeting. The researcher wants to know the speaking ability of the students. Pre-Test is divided into two kinds, namely oral and written. Where oral students are reading a Recount Text that has been provided by the researcher. From these results, researchers obtained data directly from students. And the average score obtained by students is 72.90 where there are still many students who get low scores below the Minimum Mastery Criterion Criteria - Kriteria Ketuntasan Minimal (KKM) 78 (seventy eight). Meanwhile, to see the number of percentages can be seen in the table below.

Table Description of Complete Learning on Pre-Cycle Test

Number	Score	Frequency	Percentage
1.	≥ 78	10	32%
2.	≤ 78	21	68%

Table above illustrates students who get a score above of 78 still low that is 32% and there are still many students who get a score below of 78 that is 68% so it can be seen that the pre-Cycle test in this study has not been successful.

2. The Implementation of First Cycle

At the research stage in Cycle I, there were some improvements that were quite good compared to when given the Pre-Test at the first meeting. Although the expected results are still far from the successful category. Learning using the game method in the form of a pictionary guessing game can attract students' interest, compared to using simple learning in the form of lectures. The average value obtained by all students in one class is 79.67, but there are still many students who do not fulfill the Minimum Mastery Criterion Criteria - Kriteria Ketuntasan Minimal (KKM) 78 (seventy eight). So that it cannot be said to be successful, and it is necessary to follow up in order to achieve success in the next cycle. Meanwhile, to see the number of percentages can be seen in the table below.

Table Description of Complete Learning on Cycle I

Number	Score	Frequency	Percentage
1.	≥ 78	22	71%
2.	≤ 78	9	29%

Table above shows an increase in the percentage of success compared to when given the Pre-Test, where there are still many students who get scores below 78. This shows that the pictionary guessing game method can attract students' interest in participating in learning. So the table above shows that the acquisition of students who get a score above of 78 reaches 71%, while students who get a score below of 78 are 29%. However, the research in Cycle I still cannot be said to be successful because there are still many students who get scores below 78. Therefore, it is necessary to

improve the pictorial guessing game method in the next cycle in order to achieve success in research.

3. The Implementation of Second Cycle

The success of the learning that is carried out cannot be separated from the good cooperation between researchers and students in learning. And using the pictorial guessing game can improve the speaking ability of students. The average score obtained by students is 85. And this can be said to be very satisfying and many have fulfilled the Minimum Mastery Criterion Criteria - *Kriteria Ketuntasan Minimal* (KKM) 78 (seventy eight). So it can be said that the second cycle was successful. Meanwhile, to see the number of percentages can be seen in the table below.

Table 4.6 Description of Complete Learning on Cycle I

Number	Score	Frequency	Percentage
1.	≥ 78	28	90%
2.	≤ 78	3	10%

Table 4.6 above shows an increase in the percentage of success compared to when given the Pre-Test, and Post-Test 1, where there are still many students who get scores below 78. After evaluating and improving the method in the second cycle, it shows the success of using the pictorial guessing game method in achieving the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) 78. So the table above shows that the acquisition of students who get a score above of 78 reaches 90%, while students who get a score below of 78 are 10%. So that in Cycle II it can be stated that this research is successful because many students are able to speak using the pictorial guessing game method.

The data analysis carried out by the researcher only focused on Cycle I and Cycle II, while at the beginning of the meeting the researcher only gave a Pre-Test to determine the level of understanding of students before the learning process took place. According to the researcher's goal, namely, to determine the students' ability to speak English using the media pictorial guessing game which will be described according to their respective cycles.

1. Data Analysis in Cycle I

Based on the results of observations made on student learning activities during the learning process that took place, it turned out that in the first cycle the learning process that took place only reached 40% of the level of student activity in the use of the pictorial guessing game method of learning in the first cycle was in the Failed classification between the range of 0%-49% from the test data. So that this becomes a reference for the steps that must be taken in learning in the second cycle to be implemented.

2. Data Analysis in Cycle II

Based on the results of observations made on student learning activities during the learning process that took place, it turned out that in Cycle II it showed very significant results compared to Cycle I where the learning that took place the success rate reached 90% in the Very Good classification between the range of 80%-100% of the result data. test. This shows that the method used in Cycle II is easier to digest and understand by students compared to Cycle I, where they are still new and have difficulty learning to use the pictorial guessing game method.

3. The Result of Pre-Test, Post-Test 1, and Post Test 2

The results of the Pre-Test, Post-Test 1 and Post-Test 2 assessments will be used as a benchmark for success in research using the Pictionary guessing game method, as well as a comparison of the students' scores obtained from each test that has been carried out. The results of the assessment will be described clearly and in detail using the formula described in the previous chapter.

Before the Post-Test 1 was held in Cycle I, the researcher gave a Pre-Test at the beginning of the learning meeting. The results of the Pre-Test as a reference for researchers to determine the ability of students before the implementation of learning begins.

The average value of the Pre-Test is 70 in one class. Where there are six students who get a score above 78, which is 19%. Meanwhile, students who get a score below 78 reach 25 students, which is 81%. So that in this case the researcher tries to improve the ability of students to understand learning using the pictorial guessing game method.

The next step taken by the researcher was to give Post-Test 1 at the second meeting in the first cycle to students after the researchers found out the results of the scores obtained from the Pre-Test which were used as a reference before learning was carried out. The following are the details of Post-Test 1 results in Cycle I. Researchers need to calculate the average score from Post-Test I, to find out the results of the scores obtained by students.

From the data above, the average value of Post-Test 1 is 77.09 in one class. There are eighteen students who get a score above 78, which is 58%. While students who get a score below 78, there are thirteen students as much as 42%.

The increase in the average score of students from Pre-Cycle to Cycle I when given a Pre-Test question with Post-Test 1.

From the data obtained above, the researcher made a few changes to the method in order to achieve the success that the researcher wanted to achieve. At the second meeting of the second cycle, the researcher gave Post-Test 2 to find out if there was an increase in the ability of students compared to the Pre-Test or Post-Test 1 which had been carried out previously.

From the result data, the average value of Post-Test 2 is 84.03 in one class. Where there are twenty-eight students who get a score above 78, which is 90%. While students who get a score below 78, there are three students, namely 3%. And this shows an increase in the score obtained by students in Post-Test 2 compared to the acquisition of scores in Pre-Test or Post-Test 1, where there are still many students who have not yet completed achieving the Minimum Mastery Criterion Criteria - Kriteria Ketuntasan Minimal (KKM) 78 (seventy eight).

The comparison of the results of the average score of students from Pre-Cycle with Cycle II. Comparison of Pre-Test scores with Post-Test 2 will be explained clearly and in detail using a formula.

From the data exposure, the conclusion is that the method implemented using the Pictionary guessing game in the second cycle is said to be successful with an increase in the results of the comparison of students' scores obtained from Pre-Test, Post Test 1 and Post-Test 2. In comparison of Pre-Test scores with Post-Test 1 in the first cycle is 10%, while in the second cycle the comparison between Pre-Test and Post-Test 2 is 20%, and this proves that there is an increase in the percentage obtained between Pre-Test, Post-Test 1 and Post-Test.

Table 4.10 Comparison of Scores from Pre-Test, Post-Test 1, Post-Test 2

Number	Score	Pre-Test		Post-Test 1		Post-Test 2	
		F	P	F	P	F	P
1.	≥ 78	6	19%	18	58%	28	90%
2.	≤ 78	25	81%	13	42%	3	10%

From table 4.10 it can be seen that there is a very real comparison where students who get the Minimum Mastery Criterion Criteria - Kriteria Ketuntasan Minimal (KKM) 78 (seventy eight) between Pre-Test, Post-Test 1, and Post-Test 2 differ from one another. In the Pre-Test, the number of students who scored above 78 was 19%. Meanwhile, in Post-Test 1, the number of students who scored above 78 was 58%. And the score on Post-Test 2, which is above 78, is 90%. So it can be concluded that the pictionary guessing game method that was carried out before the Pre-Test got a low score, in Post-Test 1 the score obtained by students increased even though it had not been said to be successful, and in Post-Test 2 there was a very significant increase and many students scored above 78. Therefore, the pictionary guessing game method can be declared successful according to the data obtained in table 4.10.

CONCLUSION

The application of the use of the pictionary guessing game method in class VIII-C of SMP Negeri 1 Balen was declared successful and could improve students' speaking skills. This is evidenced by the scores obtained from the Pre-Test and Post-Test 1 or Post-Test 2. Both from oral tests and multiple-choice tests. Both tests always increase in each cycle. this cannot be separated from the role and relationship that is created very well between researchers and students, so that the pictionary guessing game method can run smoothly without any obstacles that make it difficult for students to understand learning about Recount Text material.

Apart from the scores of the two tests, there are also observations made by researchers directly, namely about class conditions, as well as learning process activities using the Pictionary guessing game method. If at the first meeting the percentage obtained is still low, then the second cycle has increased. So it can be concluded that the Pictionary guessing game method can attract students' interest in participating in learning. It can also train social interaction between one individual and another, and can practice responsibility and cooperation created by this game.

And there are many more benefits that can be obtained from the application of the pictictionary guessing game method.

The level of student satisfaction related to the use of the Pictionary guessing game method is very good. They really like learning using games rather than lectures. At the end of the lesson, the researcher gave an additional task to the students to write down impressions and messages related to the ongoing learning. From this, the researcher concluded that the Pictionary guessing game method succeeded in attracting students' interest in participating in the teaching and learning process in the classroom. Evidence of student satisfaction related to the learning process can be seen in the appendix.

The use of the Pictionary guessing game method has been successfully implemented and can increase students' interest in learning, and can improve students' speaking abilities. And it can have a positive impact on the students themselves, that learning English is not something scary or boring. If using the right learning method and according to the target, it will provide real and optimal results from the development of the students themselves related to the learning process in the classroom.

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