# THE EFFECT OF USING PICTIONARY GAMES ON IMPROVING SPEAKING SKILL OF GRADE EIGHTH STUDENTS IN SMP YPAK PTPN 3 GUNUNG PARA DOLOK MERAWAN

**[1]Nanda Dwi Yulizar, [2]Natanael Saragih, [3]Indra Jayanti Damanik**

Fakultas Keguruan Dan Ilmu Pendidikan Universitas Simalungun
nandadwii2007@gmail.com, jayantidamanikiin@gmail.com

*ABSTRACT*

*This study aims to determine the effect of using Pictionary game in improving the speaking skill of students in class VIII of SMP YPAK PTPN 3 Gunung Para Dolok Merawan. This research used quantitative method with true-experimental method approach. The population of this study were VIII grade students consisting of 3 classes consisting of 134 students and the sample of this study were 86 students consisting of two classes. The data collection techniques used were pre-test and post-test. Data analysis techniques using SPSS version 27.0. The results showed that tcount (5.205) > ttable (1.681) at the significance level α = 0.05 with degrees of freedom (df) = 42. This means that H0 is rejected and Ha is accepted. Based on evidence from the research results, the post-test has a higher value than the pre-test. From these results, it is concluded that there is a significant difference in improving students' speaking skill before and after being given treatment by using Pictionary game media as learning media. Therefore, researchers believe that the use of Pictionary Game can be used to improve the speaking skill of students in grade VIII of SMP YPAK PTPN 3 Gunung Para Dolok Merawan. Because the use of Pictionary Game as a learning media for English speaking skill is very effective. Pictionary game media has a positive influence on students' speaking skill by increasing students' creativity and involvement in the learning process. Therefore, Pictionary game can be considered as an effective and fun teaching strategy to improve speaking skill.*
*Keyword: Pictionary Game, Speaking Skill, Effect, Improving*

## I. INTRODUCTION

**The Background of Research**

The development of speaking skills is essential for academic success and successful communication. Enjoyable learning is a situation that all students and teachers aspire to. Using games in the learning process can increase students' interest in learning. Suhendi (2020) says games in language learning can increase students' motivation and create a positive learning environment. By incorporating games in speaking learning, this research contributes to contemporary theories that argue for new teaching approaches, which could potentially result in more effective knowledge of grammatical structures such as tenses.

The researcher chose to investigate this topic due to the difficulties students faced in speaking during teaching practice. Observing considerable problems in their capacity to speak and use grammatical structures effectively prompted the researcher to look for new learning approaches. One of the potential options explored was to use a pictionary game as a teaching
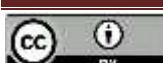
medium. By using a fun pictionary game, the researcher hopes to create a more interactive learning environment that captures students' attention and increases their knowledge in speaking. This technique not only addresses current speaking problems, but also connects with fun learning media, making it a relevant and pertinent investigation to improve students' speaking skills.

## The Problem of the Research

Based on the background of the research, the researcher stated the problem of the research is "What is the effect of using Pictionary games to improve speaking skills of grade eighth students in SMP YPAK PTPN 3 Gunung Para Dolok Merawan?"

## The Objective of the Research

Based on the problem above, the researcher states the specific purpose of this research is to find out the significance effect of using Pictionary games on improving speaking skills of grade eighth students in SMP YPAK PTPN 3 Gunung Para Dolok Merawan.

## II. THE REVIEW OF LITERATURE

## The Definition of Teaching Speaking

Teaching is a communication process, teaching activities are carried out for the exchange of messages or messages by teachers to students in the form of knowledge, skills ideas, experiences and others. According to Mauliyah (2017) teaching speaking is a process where a teacher helps, provides and facilitates students in achieving learning objectives, namely in improving students' speaking skills. In teaching speaking, teachers must have principles, approaches and even techniques in the learning process. The teaching-learning process, teachers must have principles in teaching speaking skills. There are several principles that teachers can use in teaching speaking skills, namely by focusing on fluency and accuracy in speaking, providing intrinsic motivation techniques, providing appropriate feedback and connections, providing opportunities for students to communicate, encouraging the development of their speaking strategies, and others. Teaching principles can be applied so that the teaching process can be effective and directed, so that students' speaking skills are improved. Ultimately, teaching speaking is about giving students the tools they need to communicate actively in a variety of situations, thereby improving academic performance and preparing them to deal with real-world difficulties.

## The Definition of Pictionary Games

Pictionary game is a family game played by drawing and guessing. Pictionary game is a word guessing game created by Robert Angel with graphic design by Gary Everson and first
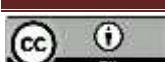
published in 1985 by Angel Games Inc (Sartika Dewi Harahap, 2021). In an engaging and enjoyable learning process, it is necessary for students to enjoy the learning process. Using games in the learning process becomes an interesting medium nowadays. Kafai & Burke (2015) also emphasize that games can be a rich context for learning. They show how games can be used to teach critical thinking skills, collaboration, and creativity. Chaney (2017) explains that Pictionary is one of the techniques that can be used to develop students' speaking skills, especially in terms of vocabulary and fluency. With this game, students' speaking abilities can be improved according to public needs.

## III. THE METHOD OF RESEARCH

### The Research Design

The design of this research is a quantitative study that focuses on the influence of using the game Pictionary in improving the speaking skills of students at SMP YPAK PTPN 3 Gunung Para. They show how games can be used to teach critical thinking skills, collaboration, and creativity. Chaney (2017) explains that Pictionary is one of the techniques that can be used to develop students' speaking skills, especially in terms of vocabulary and fluency. With this game, students' speaking abilities can be improved according to public needs.

### The Location of Research

The location of the research is in SMP Swasta YPAK PTPN 3 Gunung Para Dolok Merawan located at Jl Pendidikan Dolok Merawan, Dolok Merawan, Kec. Dolok Merawan, Kab. Serdang Bedagai, North Sumatra.

### Source of the Data

Data

The data of this research are students' scores collected from oral English tests, namely the initial test and the final test in the eighth grade of SMP YPAK PTPN 3 Gunung Para Dolok Merawan.

Source Data

The source data of this research is the participation of eighth grade students of SMP YPAK PTPN 3 Gunung Para Dolok Merawan.

### The Technique of Collecting Data

Data collection techniques are one of the methods used in research to gather complete data from respondents, or tools to assist researchers in data collection. The data collection techniques used by the researchers are observation and documentation.
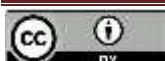
### The Technique of Analyzing Data

To determine the effect of using the pictionary game in improving the speaking skills of eighth-grade students at SMP YPAK PTPN 3 Gunung Para Dolok Merawan, the researcher administered treatments and tests. The treatment was repeated four times, while the test was completed in one stage, with Pre-test and Post-test conducted after the treatment. In this study, the data collection strategy only used one experimental class and one control class. As a result, data collection was only conducted in the Experimental class. The researcher conducted the study in a class that was considered uniform and homogeneous statistically. The researcher then explained recount text using the pictionary game.

## IV. ANALYSIS OF DATA

### Data Analysis

The results of the data analysis above show the findings of the research conducted to evaluate the effect of Pictionary games to improve students' speaking skills. There are two discussions in this study, namely the experimental class and the control class. When the researcher took the sample through lottery, class VIII1 became the experimental class. This class consisted of 43 students, consisting of 21 boys and 18 girls. And VIII3 became the control class consisting of 46 students, consisting of 23 male students and 23 female students. The researcher conducted an analysis test consisting of frequency test, statistics, normality, homogeneity, and hypothesis testing.

The students in the experimental class felt curious and excited when learning recount text through the Pictionary Game media taught by the writer. The writer explained the subject matter by using media, namely picture media. After explaining the material, students were divided into groups, each group had to after explaining the material, students are divided into several groups, each group must choose one person to draw a picture that must be drawn by the person called the artist on the blackboard. the teacher gives cards about the picture that the artist must draw on the blackboard. after the artist draws, one of the other group members must make one sentence that describes the picture. Finally, students make a story of their experience to retell in front of the class.

Based on the hypothesis test on the posttest scores in the experimental and control classes, it was obtained tcount = 5,205> ttable = 1.681 at the significance level (a) 0.05 and degree of freedom (df) = 42. Thus, tcount> ttable, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. That is, there is a significant difference in the
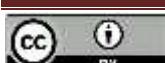
speaking skills of students taught with Pictionary game and without Pictionary game in speaking in recount texts in eighth grade students of SMP YPAK PTPN 3 Gunung Para Dolok Merawan.

# V. CONCLUSION AND SUGGESTION

## Conclusion

Based on the findings and discussion of this study, it can be concluded that the use of Pictionary games as learning media has a considerable influence on the English-speaking skill of eighth grade students at SMP YPAK PTPN 3 Gunung Para Dolok Merawan.

Students who were taught using the Pictionary game showed a significant improvement in their speaking skills compared to those taught using traditional techniques. This is supported by the results of the statistical analysis which showed that Tcount (5,205) was greater than Ttabel (1.681) at the significance level of 0.05, indicating that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

The use of the Pictionary game increased students' interest and enthusiasm in their speaking skills. The picture aspect helps students to better understand the structure of speaking and enhances their creativity in expressing language. In addition, the incorporation of picture media full fills students' needs as an illustration of expressing their sentences. Teachers can increase students' speaking motivation and enthusiasm by introducing a fun way of learning with a game, playing while learning.

To answer the research problem, it was concluded that the Pictionary game is effective and fun to improve students' English-speaking skills. The findings show that incorporating the game into the learning process not only captures students' attention, but also promotes a more engaging and student-centered classroom atmosphere. Students are exposed to authentic language use, creative expression, and a variety of new language through the words of the engaging game, which helps them strengthen their speaking skills dramatically. As a result, educators may consider using Pictionary games to complement and enhance language learning activities in the classroom. Teachers can bridge the gap between traditional education and modern communication trends by using media relevant to their students' daily experiences, resulting in higher learning outcomes and increased student engagement.

## Suggestion

a. For Teacher

It is important to develop and integrate game media into their lesson plans. Not only does it increase student engagement, but it also aligns with students' play interests, making the learning process more relevant and fun. Teachers should also receive training on how to create
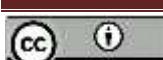
a fun learning atmosphere with students' playful interests to maximize their educational impact.

b. For Students

Students are encouraged to actively engage with the learning process while having fun. By getting to know various educational games, students can enhance their understanding of speaking concepts and improve their skills in a fun and interactive way. Using this learning media can significantly improve their confidence and performance in speaking tasks.

c. For Future Researcher

Researchers are invited to further explore the implications of game media on educational attainment. Future research could examine the long-term effects of using the Pictionary game in various learning environments, as well as its applicability across different subjects and levels of education.

**REFERENCES**

Adelia, D., Damanik, I. J., & Saragih, N. (2024). Improving Students Speaking Skill Through Conversation With Peetr Group Method Grade Eleventh In Senior High School Tamansiswa Pematangsiantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(2), 86-93

Chaney, A. L. (2017). Teaching oral English. Routledge.

Damanik, I. J., & Harahap, N. (2019). The Improving Of Peer Fedback Technique On Students' Writing Descriptive Text Ability Of VII Grade SMP Negeri 1 Sidamanik. Bilingual: Jurnal Pendidikan Bahasa Inggris, 1(2), 21-25

Girsang, S. E. E., & Damanik, N. A. (2019). Wholesome Scattering Game As A Technique To Improve Students'writing On Descriptive Text At Smp Negeri 3 Pematang Siantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 1(2), 7-13

Girsang, S. E. E., & Lubis, K. (2020). The Improving Students'Reading Descriptive Text Compreehrnsion Ability Through Context Clues Straategy Of VII Grade Students'At SMP Negeri 1 Sidamanik. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(1), 10-16

Girsang, S. E. E., & Rini, M. (2021). Improving The Students'Reading Compreehension By Using Comic Strips At SMA Muhammadiyah-7 Serbelawan Grade XI. Bilingual: Jurnal Pendidikan Bahasa Inggris, 3(1), 9-20

Harahap, S. D. (2021). The effect of using Pictionary game on students' vocabulary mastery at SMP Negeri 1 Medan (Undergraduate thesis, Universitas Muhammadiyah Sumatera Utara). UMSU Repository.

Kafai, Y. B., & Burke, Q. (2015). Connected code: Why children need to learn programming. MIT Press.

Matondang, M. K., & Harahap, R. A. (2022). The Effect Of Simon Says Game Method On The Listening Ability For The Eighth Grade Students Of MTS AL-WASHLIYAH Serbelawan. Bilingual: Jurnal Pendidikan Bahasa Inggris, 4(2), 127-133
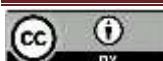
Mauliyah, L. (2017). Improving students' speaking skill through communicative activities at the tenth grade of SMA Negeri 1 Jember in the 2016/2017 academic year (Undergraduate thesis, University of Jember). University of Jember Repository.

Nainggolan, R. A., Purba, B., & Silalahi, T. F. (2024). The Use Of Guessing Game To Improve Students' Speaking Skill Grade VIII At SMP NEGERI 12 Pematang Siantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(2), 120-129

Nainggolan, R. A., Purba, B., & Silalahi, T. F. (2024). The Use Of Guessing Game To Improve Students' Speaking Skill Grade VIII At SMP NEGERI 12 Pematang Siantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(2), 120-129

Purba, B., & Rini, M. (2021). Improving The Students'reading Comprehension By Using Comic Strips At Smamuhammadiyah-7 Serbelawan Grade XI. Bilingual: Jurnal Pendidikan Bahasa Inggris, 3(2), 64-74

Purba, R., & Naibaho, N. (2021). Improving The Students Writing Descriptive Text By Using Pictures Media In Senior High School At The Tenth Grade Of Ma Swasta Ikhlasiyah Guppi Muslimin. Bilingual: Jurnal Pendidikan Bahasa Inggris, 3(2), 94-102

Purba, R., & Sitio, F. I. (2020). Improving The Students'Reading Comprehension On Narrative Text By Using Buzz Group Technique At Grade VII OF SMP Yayasan Perguruan Keluarga Pematangsiantar Academic Year 2019/2020. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(1), 31-37

Purba, R., Matondang, M. K. D., & Sinaga, P. A. (2023). Implementation Scattergories Game To Improve Vocabulary Skill Of Students' In Junior High School Yayasan Perguruan Keluarga. Bilingual: Jurnal Pendidikan Bahasa Inggris, 5(2), 116-124

Purba, R., Purba, A., & Juanidi, B. A. (2020). Improving Students'writing Ability In Narrative Text Through Estafet Writing Method At Ninth Grade Students Of Smp Swasta Bukit Cahaya 2020/2021. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(2), 92-98

Putri, N. A., Girsang, S. E. E., & Damanik, I. J. (2024). The Use Of Shadowing Technique To Improve Students' Speaking Skills In SMA YPK Pematangsiantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(2), 130-141

Siahaan, M. M. (2020). A Case Study: Improving Students'speaking Ability Through Picturesin Smk Swasta Taman Pendidikan. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(2), 43-59

Silalahi, M., & Sari, Y. P. (2021). The Using Of Animation Movies Media In Improving The Students' Writing Skill At The Tenth Grade Of SMA Negeri 4 Pematangsiantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 3(1), 1-8

Silalahi, T., & Napitu, R. (2021). Improving Students'speaking Skill By Usingword Wallmedia At The Seventh Grade Students Of Smp Negeri 10 Pematangsiantar In The Academic 2019/2020. Bilingual: Jurnal Pendidikan Bahasa Inggris, 3(2), 111-120

Silalahi, T., Sibuea, B., & Aritonang, P. A. (2023). Improving Speaking Skill By Using Podcast At The Eleventh Grade Of SMA Negeri 5 Pematang Siantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 5(2), 153-158

Sinaga, O. E. R., Sipayung, R. W., & Damanik, I. J. (2024). Improving Students' Reading Ability By Using Preview, Ask Question, Read And Summarize Strategy. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(2), 142-147

Sipayung, R. W., Purba, R., & Sitompul, M. (2024). Story Telling Method To Develop Speaking Skills Student In Narrative Text At SMP Negeri 5 Pematang Siantar. Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(1), 43-49

Sugiyono. (2021). Metode penelitian kuantitatif, kualitatif, dan R&D (Cet. 4). Bandung: Alfabeta.

Suhedi, A. (2020). The effectiveness of using games in teaching vocabulary to the seventh-grade students of SMP Negeri 2 Medan (Skripsi, Universitas Negeri Medan). Repositori Universitas Negeri Medan.