

**ARTICLE**

**THE EFFECT OF PICTURE-GUESSING GAME  
TOWARD THE NINTH GRADE STUDENTS' SPEAKING ABILITY OF  
SMPN 3 KEDIRI IN ACADEMIC YEAR 2017/2018**



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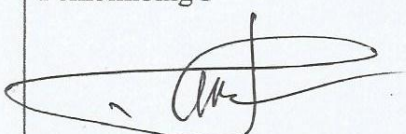

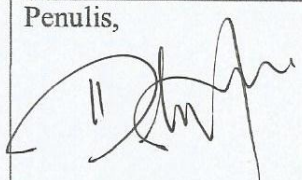
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## THE EFFECT OF PICTURE-GUESSING GAME TOWARD THE NINTH GRADE STUDENTS' SPEAKING ABILITY OF SMPN 3 KEDIRI IN ACADEMIC YEAR 2017/2018

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### Abstract

An ideal English class should use English in communication and conversation during teaching and learning process. But, it was not happening yet at the ninth grade students of SMPN 3 Kediri. It happened because they were not interested in speaking English and also the monotonous teaching technique. Therefore, picture-guessing game was chosen to teach them in improving their speaking ability. As language teaching, picture-guessing game is fun activity which gives learners opportunity to practice foreign language in a relaxed and enjoyable way. The objective of the research was to find out the effectiveness of picture-guessing game in teaching speaking and also to know the seventh grade students' speaking ability before and after being taught using picture-guessing game. The type of this research was quantitative research particularly pre-experimental with one-group pretest-posttest design. This research was conducted at SMPN 3 Kediri on August 2017. The subject of this research was the ninth grade students with IX-I as sample. The class consists of 34 students with 14 males and 20 females. The data were collected using spoken test about procedure text. From the calculation of the research, the data showed that the total and mean score gained from post-test is higher than pre-test. The total score gained from pre-test was 2110 with the mean 62.06 while post-test was 2485 with the mean 73.09. Then, the result of t-score was 15.97 at the degree of freedom 33, t-table was 2.719 at the level significance of 1% and t-table was 2.035 at the level significance of 5%. Therefore, it can be concluded that picture-guessing game was significant for teaching speaking because t-test was higher than t-table.

**Keywords:** speaking, teaching speaking, picture-guessing game

### A. INTRODUCTION

One of language skill that should be mastered by the students is speaking. It means that speaking is important especially to the Junior High School students, because the process of

communication and conversation in teaching and learning process should use English. According to Cameron (2001: 40) says that speaking is about making people understand speaker's feelings and ideas by doing an act of communication using

language. At that time people produce utterances, they deliver their meanings, feelings and ideas. So that can be inferred, speaking is not only used to express speaker's feelings but also to transfer information to the listeners. Further, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speakers to carry out their ideas to interact with the listeners. Once again, speaking is more than people producing words and sounds. But every speaker has purposes on doing that. Another expert Brudden (1995: 85) states that speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal.

When the writer did teaching field practice program at SMPN 3 Kediri, most of students were not able to speak well. They could not express their ideas and they were lack of vocabulary so that they spoke with their mother tongue, Indonesian, such as "merebus" for "boil", "kentang goreng" for "french fries", "menyajikan" for "serve" and so on. Then, there were many errors too in pronounce words such as in pronounce "coffee", "stir", "soup" and so on.

To encounter with this case, teacher is challenged to be as creative as possible to provide opportunities for students to

give reinforcement in speaking skill. Game is one of techniques that can be applied in teaching speaking. By using game, it can make pleasant activity for students in learning English. It is related with Martin (1995) in Brewster and Ellis (2002: 172) who stated that a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable. It also help students to express their ideas and feeling based on the situation created by the teacher in the classroom without fearing frustration and boredom. Moreover, game makes students more enthusiasm when teacher asks the students to have competition each other in a game activity. It does not only make them pushed to be the best from others, but also be a chance for them to get good scores in learning English.

There are many types of game. One of them is guessing game. According to Webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades). Klippel (1984: 31) states that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further states "as the person guessing has a real urge to find out

something, guessing games are true communication situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement." Dealing with the statement above, picture-guessing game then is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guessed. This game requires students to logically guess what the picture is based on the clues given. The implementation of picture-guessing game is explained as the followings: (1) the teacher gives explanation about picture-guessing game; (2) the teacher gives a general clue before showing the first part of the picture; (3) the teacher continues the next clues, while showing the parts of the picture, until the picture is guessed; (4) to guess the picture, each team has to send a representative by raising his or her hand; and then (5) When the picture is guessed, it is the end of the game.

From the explanation above, the writer formulated three questions dealing with research problems which should be examined in this research as follow:

1. How is the students' speaking ability before being taught using picture-guessing game at the ninth grade of

SMPN 3 Kediri in academic year 2017/2018?

2. How is the students' speaking ability after being taught using picture-guessing game at the ninth grade of SMPN 3 Kediri in academic year 2017/2018?

3. Is there any effect of using picture-guessing game to the students' speaking ability at the ninth grade of SMPN 3 Kediri in academic year 2017/2018?

## B. RESEARCH METHOD

Quantitative was used as the approach of this research. The design of the research was experimental research particularly pre-experimental research design, precisely one group pretest-posttest design. This research was conducted at SMPN 3 Kediri which is located in Joyoboyo street number 84 Kediri. Among nine classes of the ninth grade, the writer took IX-I class as a sample. It consisted of 34 students with 14 male and 20 female students.

To collect the data, the writer used spoken test. The material was procedure text about food and drinks as the instruments of the research. It was given to them when they did pretest and posttest. The pretest was held before the treatment and posttest was held after the treatment. The goal of using these instruments was to

measure students' speaking ability before and after being taught using picture-guessing game.

In analyzing the result of students' speaking test, the writer used speaking scoring rubric to measure the result of pretest and posttest adapted from Buku Guru Bahasa Inggris When English Rings a Bell (2016: 20) with four aspects of speaking such as pronunciation, vocabulary, fluency, and accuracy. Then, the writer calculated the mean score of pretest and posttest, and calculated it with t-test formula.

### C. RESULT AND DISCUSSION

The result of the research was described based on the research questions which are how is the ninth grade students' speaking ability before and after being taught using picture-guessing game, and is there any significant effect of picture-guessing game to the ninth grade students' speaking ability. The result showed that students' speaking ability after being taught using picture-guessing game was increasing as it stated in the following table.

Table 1.1

Average Score between Pre-test and Post-test

N = 34 Students	Pre-test	Post-test
Total score	2110	2485
Mean	62.06	73.09

Based on the table above, it can be seen that the average score between pre-test and post-test are different. The total score of pre-test was 2110 with the mean score 62.06. It means that the students' speaking ability before the treatment, picture-guessing game, was low. After they were given the treatment and doing the post-test, the total score of post-test was 2485 with the mean score 74.09. It means that the students' score of speaking showing an improvement after getting treatment, picture-guessing game, than score of pre-test.

After knowing the students' score and the mean of pre-test and post-test, the writer calculated the score using t-test. Then, the result of t-score was compared with t-table at the degree of significance 1% and 5% to make clear whether the alternative hypothesis was accepted or rejected. The result can be seen from the table below.

Table 1.2

The Statistical Computation of Using T-Test

Df	T-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
33	15.97	2.773	2.034	Accepted	Rejected

The table above shows that the result of t-score was 15.97 at the degree of freedom 33. The t-table was 2.773 at the degree of significance 1% and 2.034 at the

degree of significance 5%. After comparing the t-score and t-table, it is known that t-score (15.97)  $>$  t-table at the degree of significance 1% (2.773) or 5% (2.034).

In addition, picture-guessing game can be implemented in teaching speaking because it motivates and excites students' experiences to develop their speaking ability in a fun and comfortable way. This statement is supported by Harmer (2007: 345) that the students can speak easily in the classroom if the atmosphere of the class is good. To make this condition of the class, picture-guessing game is chosen as a teaching technique that makes the class condition is good and their speaking also achieved. It is also stated by Klippel (1994: 13) that the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out. Because, the activities of this game is to try guessing the pictures by having competition then who get the correct guess faster will be the winner. This game also encourages students to speak English more and helps them to be confident in expressing their ideas. This opinion also supported by the previous research conducted by Leon and Cely (2010). The result of their research showed that implementing games encourage students to improve their speaking ability,

especially when these included group work, motivation and competition. Also games are more than a function in the classroom, they helped the students to perform better, to feel confident and free in order to improve their English speaking ability. Moreover, another researcher was conducted by Yusri (2013). By implementing guessing game, it encourages the students to participate in learning process and perform good achievement. The result of applying guessing game was successful to solve the students' speaking problem and effective to develop their speaking ability.

Based on the result of t-score is higher than t-table, so the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. In brief, using picture-guessing game can increase the students' speaking ability.

## D. CONCLUSION

### 1. Conclusion

The purpose to learn English is to be able in communication, and speaking is the main skill to have oral communication. But most of students get difficult to speak English because of they use mostly Indonesian in their daily life. Then, their motivation was low in developing their speaking ability and it made them less confident to speak English. It was the

reason of the monotonous teaching technique done by the teacher that causes boredom to them. In order to solve these problems, the teacher should use an interesting teaching technique. Picture-guessing game is one of language games that can be utilized in teaching language using pictures as media. It helps students to understand and remember the material easily, create fun and relaxed atmosphere, attract their interest to learn language while playing and motivate them to be more confident to speak English.

Based on the result from the previous chapter which has been explained before. It was known that there was significant effect in using picture-guessing game toward students' speaking ability at SMPN 3 Kediri before and after being taught using it. It is proved by the result of post-test was increasing. The t-score is more than t-table, means that the result of the research in picture-guessing game gave the effect of picture-guessing game gives the effect of teaching speaking ability toward the ninth grade students of SMPN 3 Kediri.

From the result of the calculation and discussion, the writer concludes that the application of picture-guessing game is successful in increasing the students' speaking ability. Moreover, it makes the teaching and learning process going fun

and comfortable and helps the students more understand, enjoy and happy in learning English especially in speaking activities.

## 2. Suggestion

Based on the result of this research, it showed that there was significant effect of picture-guessing game to the students' speaking ability. Therefore, applying picture-guessing game in speaking is recommended. Then, the writer would like to give suggestion as followed:

### 1. The teacher

During research, the writer focused in teaching speaking using picture-guessing game. The English teachers are suggested to use this game due to it is one of media which can attract students' interest in learning English. The media is simple by using pictures. Then teacher can apply this technique to different materials and use varies of pictures. Not only using pictures but teacher can develop the teaching and learning process using pictures on LCD. Then they should try another kinds of game that can improve the students speaking skill and the others skill to make them feeling comfort in learning English.

### 2. The students

Here the students the students enjoyed speaking English using picture-guessing game. In this case, the writer



hopes that the students can use fun ways in learning English mainly on speaking skill. Then, they should practice it continuously with the teacher's help and make their speaking ability improved.

### 3. The other researchers

The writer recommended the other researcher to have research on picture-guessing game in teaching speaking in the different level of students or different language skill and different material. And, they can use this as a resource and guidance to conduct another research that related to this research study.

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