JELTL (Journal of English Language Teaching and Linguistics)
e-ISSN: 2502-6062, p-ISSN: 2503-1848
2021, Vol. 6(1)
www.jeltl.org
doi: https://dx.doi.org/10.21462/jeltl.v6i1.486

Does Pictionary Game Effective for Students' Speaking Skill?

Sholihatul Hamidah Daulay
Universitas Islam Negeri Sumatera Utara
sholihatulhamidah@uinsu.ac.id

Yani Lubis
Universitas Islam Negeri Sumatera Utara
yanilubis@uinsu.ac.id

Emeliya Sukma Dara Damanik
Universitas Islam Negeri Sumatera Utara
emeliya@uinsu.ac.id

Rora Rizky Wandini
Universitas Islam Negeri Sumatera Utara
rorarizkiwandini@uinsu.ac.id

Fazar Azriani Putri
Universitas Islam Negeri Sumatera Utara
fazarputri1998@gmail.com

Abstract

Several problems of speaking in SMAN 6 Medan attracted researchers to conduct the research as an effort to help the students in language learning. Researchers attempted to see the effectiveness of Pictionary game toward English speaking skill. This Pictionary game is a simple game and applicable for all levels of students. The main function of this game is building of creative thinking, increasing of grammar, vocabulary and pronunciation, developing student's bravery in expression of the ideas and creating of responsibility and cooperative towards the students. Because of this advantage, many researchers conducted this game on language learning such as the effect of Pictionary game on vocabulary mastery and researchers decided to see whether Pictionary game is effective for student speaking

skill. This study is conducted by using an experimental design. In collecting of the data, researcher took pre-test and post-test from experimental and control class and examined them to see whether Pictionary game is effective or not. After analyzing of the data using of three tests, researchers found that the students' score in experimental group was higher than control group in post-test. The calculation showed $t_{observed}$ *was 2.07. The degree of the freedom was 70 (df= n1 + n2 – 2) that means (df= 36 + 36 – 2) at the significance level 0.05, thus the critical score was 1.97. It can be concluded* t_{table} *was 1.97. then, the calculation of students' scores shown that* $t_{observed} > t_{table}$ *that means* (H_a) *was accepted, and* (H_0) *was rejected. It means there is significance effect of the students' speaking skill after treated by Pictionary game.*

Keywords: Students' speaking skill, Pictionary Game

1. INTRODUCTION

The growing of science and technology demands students to have communication competence. Communication means someone's ability to understand emotion and intentions from the information. Having English communication competences is very beneficial for the students in order to gain knowledge and support the other skills (Daulay, 2009). Koşar & Bedir (2014) in Marzuki, explains that speaking is an ability that should be improved by teachers, because speaking is the basic of communication (Marzuki, Prayogo, Johannes Ananto & Wahyudi, 2016). Someone can be said mastering English when they can speak English in interaction. Therefore, Boonkit in Marzuki said that communicative ability is the important goal in the teaching and learning process ((Marzuki, Prayogo, Johannes Ananto & Wahyudi, 2016).

In fact, there are some problems occurred during teaching and learning process such as lack of vocabulary, less in grammar, difficult in pronouncing and low interest in English speaking. Such condition is also suffered by the students in SMA Negri 4 Medan. Based on the observation, researchers found that students have low ability in English speaking. They are difficult to pronounce the English words. Lack of vocabulary is also their problem in English speaking. They cannot translate from Indonesia into English. They have no bravery to express in English, because of their weakness. The evidence also shown that teacher is lack in utilizing of media during teaching and learning process. These problems make them boredom and demotivate in English speaking. We cannot deny that speaking is difficult than other skill. There are two reasons; firstly, speaking occurs in real time. It means that we cannot revise what we have said. Then, speaking happen spontaneously and directly between speaker and listener (Fauzan, 2014). Researchers also think that the two reason is the basic reason that faced by the students in English speaking.

Related to the problems above, researchers interested to solve their problem by conducting of media. We have known that the successful in teaching learning process is supported by several ways. One of them is providing of media. Many researchers were successful in teaching speaking through media. As the example Karsono, he conducted a picture as his media in increasing student speaking skill. The research resulted that the implementation of using picture media could give an improvement on students' speaking

ability and students' participation in classroom(Karsono, 2014). Then, Astuti, etc also conducted media of picture series to help students in increasing of reading skill. Picture series also built student 'motivation and inspiration in reading of English text (Astuti, 2016). The last, Hashemifardnia, etc resulted the high achievement in student's vocabulary by using of picture media (Hashemifardnia, Arash, Namaziandost, Ehsan & Esfahani, 2018). Such result has proved the power of media in teaching learning process. It has a great role as the tools of teaching and learning process. besides of using media, teacher should determine and choose in the right media based on the student's need. It is also became the main attention for every teachers in choosing of the media. Choosing the suitable media and application will assist the teacher and learner in transferring and delivering of teaching material to the students. Choosing of proper media became strategy to ensure whether it is effective communication or not. It is very easy to find out media for teaching learning. Teacher can create by their self or adopted from many sources. Based on several sources, researchers intended to solve student's problem in English speaking by applying of game as the media in learning English speaking.

Game is a tool to help the students during their learning. Games is used to makes class fun and cooperative. Using games in teaching can entertain student and help teacher to see student's personality, their cooperative, their relationship and practicality. Students also can memorize vocabulary easily through game, then mastering of vocabulary will support them in speaking (Gruss, 2016).

The one of the most game in teaching is Pictionary game. The Pictionary is suitable game in teaching-learning process for all level of students. Pictionary is a familiar game, created by Milton Bradley and Charades. It is simple game that supports the student with the academic words. Pictionary game can be defined as a picture guessing game. In practice, the player works in group to predict the picture which is drawn by other player. In this case, the teacher and student should have responsibility completely during conducting of this game (Townsend, 2009).

Based on the source, researchers found that Pictionary game had been implemented by another researcher. Iswandar applied that Pictionary game by using experimental group. Her study shown that there is significant effect on student vocabulary through Pictionary game (Iswandari, 2017). The same research also was conducted by Ayu. This study proved that Pictionary game is effective to be applied in language learning, especially in reaching of mastering vocabulary. Through of this study, it can be concluded that is very useful media in language learning.

Pictionary game is also useful and effective in teaching of English speaking. This game emerges creative thinking skill in communication. Pictionary game can reinforce ideas, create imagination, see the facts and concept as well as develop grammar skill (Jeffrey P. Hinebaugh, 2009). Pictionary game helps students in memorizing, arranging of the sentence, pronouncing and speaking. This game makes student became enthusiast and active student. Simply, this game is able to avoid student's boredom. Moreover, Pictionary game is suitable to Indonesia curriculum 2013. This game will build characteristic of cooperative and responsible in a team. This is also supporting reason for researchers choosing of Pictionary game as the media in teaching of English speaking. The last, researchers decided to conduct this research to see whether Pictionary game is effective on English speaking skill.

Researchers also expect that this study can distribute the reader's knowledge in application of Pictionary game in language learning.

2. LITERATURE REVIEW

2.1. The Importance of Speaking Skill

Speaking is popularly indicating to the "oral communication". Oral communication is defined as action which involves two or more people; listener or speakers. They respond each other through a reaction to what they hear and contribute quickly. Therefore, speaking and listening is one unit. They cannot be separated each other. Speaking and listening is built together to create competency in English communication. Some reasons explain about the importance of speaking skill. English Speaking skill can improve vocabulary, grammar and pronunciation. When speaking, it will improve the fluency and also the memory. Then, English speaking skill can develop the motivation to find a new words and dialect. Next, English speaking skill make someone learn from the mistake. If you are talking with someone, and you did the wrong pronunciation or grammar, you can revise it through practice and practice. The last, English speaking skill provide more opportunities such as making new friend, new travelling and new jobs prospect (Will, 2020).

2.2. Problems in Speaking Skill

In increasing of English speaking, many people or students face a challenging especially when they are learning English. The following are some problems of speaking skill in English language learning:

Inhabitation. Many students in the class are frequently settled about effort to deliver their idea through spoken language because of their worriedness when making mistakes, their worry, fear of criticism and shame (Leong, Lai-Mei & ahmadi, 2017).

Nothing to say. The students tend unable to think before saying; they do not have motivation because of their feeling mistake in English speaking. Moreover, student cannot remember what they have to say (Leong, Lai-Mei & ahmadi, 2017). In this case, building of motivation is really needed toward students. The students will be brave to express what they want to say through motivation, either intrinsic or extrinsic (Rodriguez, Eleana Lisseth Gutierrez, Hernandez, 2017).

Low or uneven participation. We knew that students will get a very little chance to talk in a big class. This situation became a problem because of the tendency of students who wdominate in the classroom (Leong, Lai-Mei & ahmadi, 2017).

Mother tongue use. Students tend to be easier and looks natural when they are using of mother tongue. Therefore, this case makes them difficult to speak in English (Leong, Lai-Mei & ahmadi, 2017).

2.3 Types of Spoken Test

In teaching and learning process, they involves on four spoken test types which is commonly used by teacher to test the students' speaking ability; interview, live monologue, recorded monologues, and the last is role play (Thornburny, 2005). The English teacher should be able to determine the assessment to know the student's ability. In this study,

researchers used recorded monologue test. The students can practice their spoken language through video and display it virtually.

2.4 Pictionary Game

Looked at the function, game is used as the aids in transferring and delivering of material to the students. This is one solution to make students more active and participate during teaching and learning process. Game is an activity intends to entertain, attract someone's interest, as a challenging for students and build interaction among the students (Wright, Andrew, D. Betteridge, 2006). Basically, game is used to make students more active in learning and interact each other. It also encourages students to explore the target language and looks funny for children. It is very close to the student's character, "playing" (Lewis, Gordon and Bedson, 2004). Game provides some rules, a goal, and element to motivate student in learning (Halfield, 2005). Simply, it means that the application of game in teaching learning process cannot avoid the rules and depend on the student's need. Therefore, teacher should be creative and more attention in choosing the right game.

Pictionary game created by Rob Angle and introduced in 1986. Pictionary is a word-guessing game played in pairs. A player will try to guess what is being drawn by pair. This game asks students guess the word through pictures drawn by other students and requires cooperation between students when playing Pictionary (P.B Ker, 2008). Originally, Pictionary is a board game. Then it is adapted as media in language learning. This game is played by teams. Each players should identify their team mate's drawing and the other friend should draw the picture (Napthine, Melanie., and Daniel, 2011).

In Pictionary game, the only materials and tools needed are the board writing, markers, as well as cards that contain vocabulary, so it's not difficult to implement this game in the classroom. This means it is very easy to obtain tools and materials in the classroom. So that teachers can at any time play this game (Buttner, 2013). The superiority of Pictionary game is able to rise the student's creative thinking and communication through investigation or predict the game (Jeffrey P. Hinebaugh, 2009). Buttner explains how to play Pictionary. In this game, students are given words to draw. Friends in his team have to guess the word within a certain time. Then, ivide the class into teams. One student from each draw the word (teacher) show from a flashcard or vocabulary list. The team has allocated time for guessing. If a team failed, the other team may guess to steal the points. This method will make the other team pay more attention. Teams take turns drawing and guessing. Give one point for each round.(Buttner, 2013).

Considering to English learning material at senior high school, researchers modified the game through ask the students to describing the picture after they guess it. There are some rules in application of Pictionary game; artist can't use any words, artist can't make a signs through gestures, artist can't provide audible noises, artist can't draw numbers or letters (Jones, Myfanwy., and Tsintziras, 2009). Practically, pictionary game is applicable for all level education (Malone, 2017). But before playing this game, the teacher should draft and stimulate the students. Draft and stimulus are aimed to make the game runs well, because of the teacher and the students should understand the rules. Pictionary game is focused on students-centered. Student-center demands student to participate in teaching

learning process. Therefore, monitoring and evaluating are really needed during teaching using Pictionary game to avoid being noise.

3. RESEARCH METHODS

3.1 Research Design

This study used experimental design and adopted quantitative approach. This study conducted by using virtual in order to apply the healthy protocols during the COVID-19 pandemic. In this study the writer used Whatsapp and Google Classroom as social media to held virtual meeting. The instruments in this study were pre-test and post-test. The pre-test held to find out the capability of students in speaking and post-test held to find out the effect of treatment on students' speaking skill. The students recorded themselves by using camera and they sent their video to Whatsapp group. The validity of the instrument has been known by using content validity. Hughes (in H. Douglas Brown) stated when the test is able to measures something accurately, it could be valid. Descriptive text used by the writer, because this subject material is suitable for the senior high school syllabus and the writer assumes it is appropriate to the Pictionary game as learning media, and the type of speaking test that use in this study is recorded monologue (Brown, 2001).

3.2 Participants

The participant of this study was students at SMA Negeri 6 Medan on 8th August 2020 until 12th September 2020. It was located on Jalan Ansari, Medan Kota, Medan City, North Sumatera. Arikunto claimed that "population is the whole of the subject (Arikunto, 2006). In this study, the population was all of the students at the tenth grade of SMA Negeri 6 Medan. The tenth grade in this school consists of six classes which consist of 216 students. In this case, researchers determine "Cluster Random Sampling" in taking of the sample and resulted two classes as a sample of the research; experiment and control class. From the total population, researchers took 72 students as the sample of this research.

3.3 Instruments

The instruments in this study were pre-test and post-test. Pre-test held at the beginning in collecting of the data and taken from both classes. The students asked to describe their favorite tourism destination in North Sumatera orally. The students were asked to shoot themselves by camera and share their video to Whatsapp group. Meanwhile, post-test held after giving treatment. In post-test, researcher asked the students to describe their favorite famous historical building in North Sumatera orally. The students shoot the video themselves by camera and they share their video into Whatsapp group. After that the student's speaking measured based on the indicator of speaking skill proposed by Brown, include structure, vocabulary, comprehension, fluency and pronunciation (Brown, 2001).

3.4 Data Analysis

3.4.1. Normality Test

In this study, Chi-Square test used to find out the data is normal distribution or not taken from Sudjana (Sudjana, 2005). The formula as follow:

$$X^2_{\text{count}} = \sum \frac{(f_0 - f_h)^2}{f_h}$$

Where:
f_0 = The observed frequency
f_h = The expected frequency

3.4.2. Homogeneity Test

The variants equality test used to test ether variants of both homogenous samples. The formula as follows:

a. Determining variants of experimental class and control class using the formula:

$$F = \frac{the\ biggest\ variants}{the\ smallest\ variants}$$

b. Determining $F = \frac{vb}{vk}$

Where:

vb = bigger variant
vk = smaller variant

c. Comparing the value of F_{count} and F_{table} with dk n_1-1 and dk n_2-1 at significance level $\alpha = 5\%$.

The data is not homogenous when $F_{count} > F_{table}$, so the criterion to get homogenous sample is when $F_{count} < F_{table}$ (Sugiyono, 2010).

3.4.3. Hypothesis Testing

After collecting of student's pre-test and post-test, the researchers calculated the test by using t-test with the significance level the significance level is $\alpha = 5\%$, then the formula below (Santoso, 2016).

$$T\text{-}test = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s1^2}{n_1} - \frac{S2^2}{n_2}}}$$

Where:

$\overline{x}_1$ = Mean of sample owning of the experiment class.
$\overline{x}_2$ = Mean of sample owning of the control class.
S_1^2 = Variant of Pre-test – Post-test in experimental class.
S_2^2 = Variant of Pre-test – Post-test in control class.
n_1 = Nominal of sample owning of the experimental class.
n_2 = Nominal of sample owning of the control class.

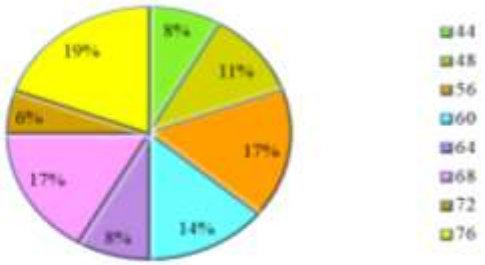
The criterion of test is H_1 is accepted when $t_{count} > t_{table}$. So, H_0 is accepted when $t_{count} < t_{table}$.

4. FINDINGS AND DISCUSSION

4.1 The Result of Students' Test

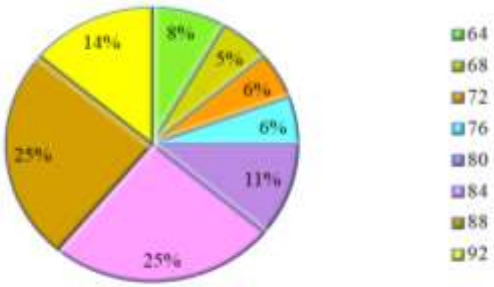
The result of student's test was gained from the rubric assessment which is proposed by Brown. The following chart will see the result score

Chart 1: Students Pre-Test Score of Experimental Class



Based on chart 1 indicates that there were 36 students of experimental group who joined the pre-test. The percentage of pre-test was 19% and the highest score was 76 from 36 students. Meanwhile, the chart shown the lowest score of pre-test was 44 and get percentage was 8%.

Chart 2: Students Post-Test Score of Experimental Class



The chart 2 shown that The highest score of post-test was 92 or 14% and followed by the lowest score of post-test was 64 or 8%.

Chart 3: Students Pre-Test Score of Control Class

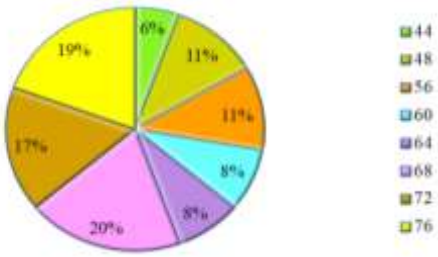


Chart 3 above indicates that the highest score of post-test was 44 and percentage was 6%. Then the lowest score of post-test was 76 and percentage is 19%.

Chart 4: Students Post-Test Score of Control Class

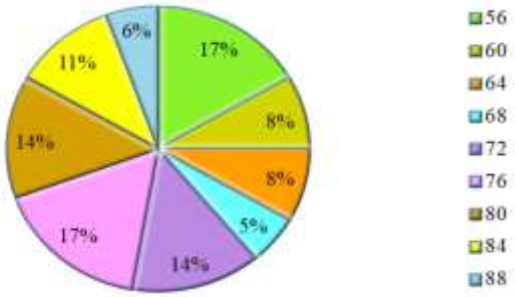


Chart 4 explained that the highest score of post-test was 88 and percentage was 6%. Meanwhile, the lowest score of post-test was 56 and percentage is 17%. Based on the result of the two tests, it can be seen that there was the difference between experimental group that treated by Pictionary game and control group that didn't get the treatment by Pictionary game. The students' post-test result in experimental group showed the students' progress in speaking skill was significant than control group. It means Pictionary game was effective to increase the students' ability in speaking skill.

4.2 The Result of Normality and Homogeneity Test

The normality test has been conducted towards pre-test score and post-test score to analyze the data from both classes is normal distributed or not. The researcher used Microsoft Excel 2010, and researcher used the one of normality testing that was Chi Square test by significance level 0.05. The result of the tests could be seen on the tables below:

Table 4.2.1 Normality Testing of Pre-Test in Experimental Group

No	Interval		Class Limit		Z Class		Probability		Class Size	fh	f0	(f0-fh)	$(f0-fh)^2$	$(fh-f0)^2/fh$
1	44	49	43.5	49.5	-1.81	-1.23	0.4652	0.3905	0.07468	2.69	7	4.31	18.5892	6.914
2	50	55	49.5	55.5	-1.23	-0.64	0.3905	0.2403	0.1502	5.41	0	-5.41	0.09	0.017
3	56	61	55.5	61.5	-0.64	-0.06	0.2403	0.0237	0.216585	7.8	11	3.2	5.38	0.690
4	62	67	61.5	67.5	-0.06	0.525	0.0237	0.2003	-0.17663	-6.4	3	9.36	87.5815	-13.774
5	68	73	67.5	73.5	0.53	1.11	0.2003	0.3665	-0.1662	-6	8	14	48.86	-8.166
6	74	79	73.5	79.5	1.11	1.695	0.3665	0.455	-0.08843	-3.2	7	10.2	103.703	-32.575
Total														-46.89

Table 4.2.2 Normality Testing of Post Test in Experimental Group

No	Interval		Class Limit		Z Class		Probability		Class Size	fh	f0	(f0-fh)	$(f0-fh)^2$	$(fh-f0)^2/fh$
1	64	69	63.5	69.5	-2.22	-1.50	0.4866	0.4328	0.0538	1.94	5	3.06	9.37	4.84
2	70	75	69.5	75.5	-1.50	-0.78	0.4328	0.2819	0.1510	5.43	2	-3.43	11.79	2.17
3	76	81	75.5	81.5	-0.78	-0.06	0.2819	0.0239	0.2580	9.29	6	-3.29	10.81	1.16
4	82	87	81.5	87.5	-0.06	0.66	0.0239	0.245	-0.2211	-8	9	17	287.60	-36.14
5	88	93	87.5	93.5	0.66	1.38	0.245	0.4158	-0.1708	-6.1	14	20.1	406.02	-66.02
6	94	99	93.5	99.5	1.38	2.10	0.4158	0.4892	-0.0734	-2.6	0	2.64	6.98	-2.64
Total														-96.63

Table 4.2.3 Normality Testing of Pre Test in Control Group

No	Interval		Class Limit		Z Class		Probability		Class Size	fh	f0	(f0-fh)	$(f0-fh)^2$	$(fh-f0)^2/fh$
1	44	49	43.5	49.5	-2.07	-1.48	0.4810	0.4302	0.0508	1.83	6	4.17	17.39	9.51
2	50	55	49.5	55.5	-1.48	-0.88	0.4302	0.3104	0.1197	4.31	0	-4.31	18.58	4.31
3	56	61	55.5	61.5	-0.88	-0.28	0.3104	0.111	0.1995	7.18	7	-0.18	0.03	0.00
4	62	67	61.5	67.5	-0.28	0.32	0.111	0.1239	-0.0129	-0.5	3	3.47	12.01	-25.81
5	68	73	67.5	73.5	0.32	0.91	0.1239	0.3195	-0.1956	-7	13	20	401.62	-57.04
6	74	79	73.5	79.5	0.91	1.51	0.3195	0.4346	-0.1151	-4.1	7	11.1	124.20	-29.97
Total														-99.00

Table 4.2.4 Normality Testing of Post Test in Control Group

No	Interval		Class Limit		Z Class		Probability		Class Size	fh	f0	(f0-fh)	$(fh-f0)^2/fh$	(fh-f0)2/fh
1	56	61	55.5	61.5	-1.58	-0.98	0.4424	0.337	0.10538	3.79	9	5.21	27.1058	7.14
2	62	67	61.5	67.5	-0.98	-0.39	0.337	0.1515	0.18552	6.68	3	-3.68	13.533	2.03
3	68	73	67.5	73.5	-0.39	0.20	0.1515	0.0807	0.07083	2.55	7	4.45	19.8036	7.77
4	74	79	73.5	79.5	0.2	0.80	0.0807	0.2871	-0.20646	-7.4	6	13.4	180.434	-24.28
5	80	85	79.5	85.5	0.8	1.39	0.2871	0.4176	-0.13052	-4.7	9	13.7	187.655	-39.94
6	86	91	85.5	91.5	1.39	1.98	0.4176	0.4763	-0.05864	-2.1	2	4.11	16.9006	-8.01
Total														-55.28

The tables above showed the data was normally distributed. The table 3 showed that X^2_{count} (-46.89) < X^2_{table} 47.39988); table 4 showed that X^2_{count} (-96.63) < X^2_{table} 47.39988); table 5 showed that X^2_{count} (-99.00) < X^2_{table} 47.39988); then table 6 showed that X^2_{count} (-55.28) < X^2_{table} 47.39988.

The homogeneity test has been done towards the pre-test score and post-test score to find out the data from both classes is homogeny or not. The result of the students' tests can be shown below:

Table 4.2.5 Homogeneity Testing of Pre-Test in Experimental and Pre-Test in Control Group

Value	Experimental Group	Control Group
N	36	36
Mean	62.11	64.33
Variance	105.32	102.36
Deviation Standard	10.26	10.04

$$F = \frac{bv}{sv}$$

$$F = \frac{105.32}{102.36}$$

F_{count}= 0.97

Df= (36-1, 36-1)

α= 5%.

Df= 1.74

The calculation showed $F_{count}(0.97)<F_{table}(1.74)$. So, that the data of students' pre-test in experimental group and control group was homogeny.

Table 4.2.6 Homogeneity Testing of Post-Test in Experimental & Post-Test in Control Group

Value	Experimental Group	Control Group
N	36	36
Mean	82.00	71.44
Variance	69.78	102.36
Deviation Standard	8.35	10.12

$F = \frac{bv}{sv}$

$F = \frac{102.36}{69.78}$

$F_{count} = 0.68$

Df= (36-1, 36-1)

α= 5%.

Df= 1.74

The calculation showed $F_{coun\ t}(0.68)<F_{table}(1.74)$. So, the data of students' post-test in experimental group and control group is homogeny.

The Result of Hypothesis Test

$$\text{t-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s1^2}{n_1} - \frac{S2^2}{n_2}}}$$

$$\frac{19.89 - 7.11}{\sqrt{\frac{35.10^2}{36} - \frac{11.65^2}{36}}}$$

$$\frac{12.78}{\sqrt{34.22 - 3.77}}$$

t = 2.07

The calculation showed $t_{observed}$ is 2.07. In this research, the degree of the freedom is 70 (df= n1 + n2 – 2) that means (df= 36 + 36 – 2) at the significance level 0.05, so the critical value was 1.97. So it can be concluded t_{table} was 1.97. After getting the calculation of students' scores, it found that $t_{observed} > t_{table}$. It shows that (H_a) was accepted, and ($H_{0.}$) was rejected. It showed below:

$t_{observed} > t_{table}$ (α= 0.05)

2.07>1.97.

Based on the explanation above, finding of this research was Pictionary game is effective in English speaking skill. It meant that this media can be used as the media in teaching speaking for the students.

The finding of this research concluded that Pictionary game is effective towards students' speaking skill and it also found by Hashemifardnia et al. (2018). If we compare to the previous research from Yuni Triandini (2017). She found that Pictionary game has significant effect on student vocabulary mastery. The students can reach the high score in vocabulary mastery. The same research also conducted by Iswandari (2017). Her study resulted that student's vocabulary mastery can be increased through Pictionary game. Darmawan & Fatmawati (2019), they found that Pictionary game was more effective than chain word in improving student's vocabulary mastery. In line of the statement of Hinebaugh (2009) that Pictionary game can develop student's communication and creative thinking skill. The teaching of speaking, not only using Pictionary game, but it might be combined by using other techniques, such as: Drama Improvisations (Fauzan, 2014), Local drama (Nurhayati, 2016), and or other media like YouTube (Sari & Margana, 2019).

5. CONCLUSION

From the data analysis, it shown that student's score in learning English speaking is higher than the students who did not used Pictionary game. It can be seen from the statistic calculation that $t_{observed}$ was 2.07 and t_{table} was 1.97. It means that (H_a) was accepted, and (H_0) was rejected because $t_{observed} > t_{table}$. In the other words, there was significance effect of using Pictionary game on students' speaking skill. Based on the result above, the researchers suggest that Pictionary game is very useful media in teaching learning process. it can be used as alternative media in which this game is simple in practicality. Then researchers also suggest to the readers to find and create another media to attract and motivate students in language learning.

REFERENCES

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.

Astuti, D. (2016). Using Local Drama in Writing and Speaking: EFL Learners' Creative Expresssion. *Journal of English Language Teaching and Linguistics*, *1*(1).

Brown, H. D. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. Pearson Education Inc.

Buttner, A. (2013). *Activities, Games, Assessment Strategies for the Foreign Language Classroom*. Routledge.

Daulay, S. H. (2009). *Language and Society*. LPPI.

Darmawan, Syaifudin Latif & Fatmawati, Grassilia Nenny. (2019). The Comparison of Using Chain Word and Pictionary Games toward Vocabulary Mastery. Intensive Journal, 2(1), 2019.

Fauzan, U. (2014). The Use of Improvisations Technique To Improve The Speaking Ability of EFL Students. *Dinamika Ilmu*, *14*(2).

Gruss, J. (2016). Games as a tool for teaching English vocabulary to younglearners. *World Scientific News*, *53*(2), 67–109.

Halfield, J. (2005). *Intermediate Communication Games*. Pearson.

Hashemifardnia, Arash, Namaziandost, Ehsan & Esfahani, F. R. (2018). The Effect of

Teaching Picture-books on Elementary EFL Learners' Vocabulary Learning. *JELTL (Journal of English Language Teaching and Linguistics)*, *3*(3).

Iswandari, R. D. (2017). *The Effectiveness Of Pictionary Game In Improving Students' Vocabulary Mastery*. Semarang State University.

Jeffrey P. Hinebaugh. (2009). *A Board Game Education*. Rowman & Littlefield Education.

Jones, Myfanwy., and Tsintziras, S. (2009). *Parlour Games for Modern Families*. Penguin.

Karsono, P. (2014). Using Pictures In Improving The Speaking Ability Of The Grade Eight-A Students Of Smp Negeri 1 Anggana. *Dinamika Ilmu*, *14*(2).

Lewis, Gordon and Bedson, G. (2004). *Games for Children*. Oxford University Press.

Malone, D. (2017). *Classroom Boredom Busters*. Outskirt Press Inc.

Marzuki, Prayogo, Johannes Ananto & Wahyudi, A. (2016). Improving the EFL Learners' Speaking Ability through Interactive Storytelling. *Dinamika Ilmu*, *16*(1).

Napthine, Melanie., and Daniel, M. (2011). *ESL English for Year 12*. Insight Publication.

Nurhayati, Dwi Astuti Wahyu. (2016). Using Local Drama in Writing and Speaking: EFL Learners' Creative Expression. *Journal of English Language Teaching and Linguistics, 1*(1), April 2016

P.B Ker. (2008). *Children of The Lamp*. Penerbit Matahati.

Santoso. (2016). *Statistika Hospitalis,*. Deepublish.

Sari, Yuli Nurmala & Margana, M. (2019). YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. *Journal of English Language Teaching and Linguistics, 4*(2), August 2019

Sudjana. (2005). *Metode Statistik*. Tarsito.

Sugiyono. (2010). *Statistika Untuk Penelitian*. Alfabeta.

Thornburny, S. (2005). *How to Teach Speaking*. Kesainc Blanc.

Townsend, D. (2009). Building Academic Vocabulary in After-SchoolSettings: Games for Growth With Middle School EnglishLanguageLearners. *Joural of Adolescent & Adult Literacy*, *53*(3), 242–251.

Triandini, Yuni. (2017). The Effect of Pictionary Game on Student's Vocabulary Retention. Jakarta: Faculty of Educational Sciences State Islamic University Syarif Hidayatullah.

Will. (2020). *Five Reasons Why Speaking English Is A Great Way To Learn It*. https://englishlive.ef.com/blog/study-tips/five-reasons-speaking-english-great-way-learn/

Wright, Andrew, D. Betteridge, M. B. (2006). *Games for Language Learning Third Edition*. Cambridge University Press.