IMPROVING STUDENTS' SPEAKING SKILL THROUGH COLLABORATIVE LEARNING USING PICTIONARY GAME AT SEVENTH GRADE OF MTS UNGGULAN TUNAS BANGSA KOTA PROBOLINGGO

THESIS

By:

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**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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JUNE 2024**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
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KOTA PROBOLINGGO**

THESIS

Has been examined and approved as the requirement to obtain a teachers
degree of Bachelor Degree(S. Pd)
Faculty of Tarbiyah and Teacher Training
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Day   : Tuesday

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MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

Meaning : "Allah does not burden anyone but according to it
his abilities"   (QS. Al-Baqarah : 286)[1]

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[1] Aqib, K. (2022). Al Quran dan pengamalannyea: pengamalan surat Al Fatihah dan surat Al Baqarah ayat 1-286.e

DEDICATION

I proudly dedicate this thesis to :

1. My beloved Parents, my dad Syuriyanto Abdul Wahid and my mom Fitria Hasanah who always support all my education and never stop praying for me.

2. My beloved brother, Amamur Rohman Hamdani, who has given me motivation during my studies.
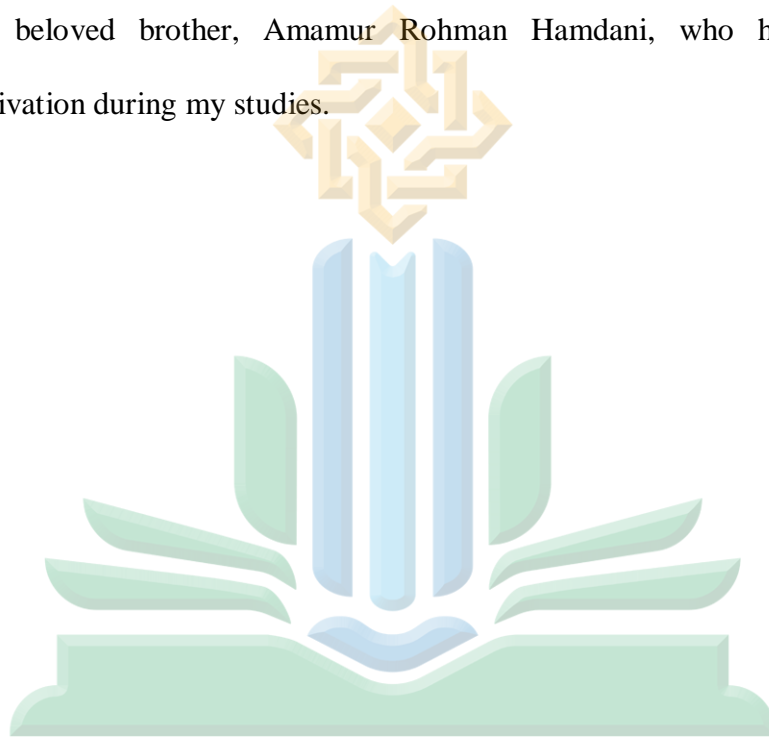
ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamiin. Thanks to Allah SWT who has always given His blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness. This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled "Improving Students Speaking Skill Through Collaborative Learning Using Pictionary Game at Seventh Grade of MTs Unggulan Tunas Bangsa In Academic Year 2023/2024.

I also fully aware that the undergraduate thesis could never finished without helping from others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

1. Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM. as a Rector of UIN KHAS Jember who has given opportunity to study in this institute.

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8. Heri Wicaksono, S.Pd. as English teacher who helped me to conduct this research

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10. All of my friends who are always help me. I can't even explain how grateful I am to have you all in my life.

I hope Allah SWT gives His blessing to all of you. The writer realized that this thesis was far from perfection. However, the writer hoped this undergraduate thesis would be useful for the readers and the other researcher who need it.

Jember, June 10th 2024
The Author

Silmiyah Karomatul Maula

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ABSTRACT

Silmiyah Karomatul Maula, 2024. *Improving Students' Speaking Skill Through Collaborative Learning Using Pictionary Game at Seventh Grade of MTS Unggulan Tunas Bangsa Kota Probolinggo in Academic Year 2023/2024.*

Keywords: Speaking Skill, Collaborative Learning, Pictionary Game.

Teaching Speaking has become an important skill to be taught to Secondary level students because Speaking is a means of oral communication for providing ideas or information to others. However, one of the reasons why students get very low scores is that there are still many students who do not dare to speak English. Based on the students' problems in the preliminary study, it was found that students learning speaking skills still lack interest and heeave less self-confidence. They could not speak well because they were afraid of making mistakes when speaking English, and sometimes they also felt eebored when learning speaking skills.e

One way to improve students' speaking skill is by using game media. This study aims to improve students' ability to speak English using the Pictionary Game. There was research question in this research is How to improve students' speaking skill through collaborative learning using Pictionary Game at seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo. The research objective in this research was to describe the students' improvement in speaking skill through collaborative learning using Pictionary Game at seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo.

This research was conducted using Classroom Action Research (CAR) introduced by Kemmis and McTaggart that consists of some steps, namely : planning, acting, observing, and reflecting. This research was carried out in 1 cycle which consisted of pre-test, three meetings of the media implementation, post-test, and remidial teaching for students who did not pass the minimum passing grade. The subject of this research were 22 students at seventh grade of MTs Unggulan Tunas Bangsa for the 2023/2024 academic year. In order to collect the data, the researcher used the students' speaking skills test results (pre-test and post-test), observations (field notes and observation sheets), also speaking assessment.

The result showed that there were 10 students who achieved the minimum passing grade of 70 in the pre-test or only 45% of students. After the treatment in one cycle, the result of the pos-test showed that there were 18 students who achieved the minimum passing grade or equal to 82% of the total students so that the criteria of success in this research was achieved with one cycle. The rest of students who did not achieve the minimum passing grade were given remedial teaching. The reason this research was only carried out in 1 cycle because based on the post-test results data, students received a minimum passing score (KKM) so this research was not continued to cycle 2.

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CHAPTER I

INTRODUCTION

A. Research Background

In recent years, teaching Speaking has become a crucial skill for secondary-level students because it is a primary method of oral communication for sharing ideas or information. It is the key way in which speakers convey their thoughts through language. Speaking is a verbal ability that is vital for human interaction and communication. When individuals share their ideas, thoughts, and feelings with others, they use speaking as a tool to communicate their intentions. According to Nur and Riadil (2019), as cited from Swary (2014), given the importance of Speaking Skills in a foreign language, English learners should be able to speak English confidently and proficiently. However, in reality, many English learners struggle with speaking. These difficulties arise from a lack of English vocabulary, insufficient topical knowledge, and infrequent practice in speaking English. The study found that students face significant challenges in learning to speak English. The most prevalent issue is the use of their mother tongue, with 77% of students using it in English class and 83% agreeing that it is easier to use their mother tongue than English.[3] Therefore, the practice of learning to speak English is still underutilized in the classroom, with many students continuing to use their mother tongue.

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[3] Riadil, I. G. (2019). "A Study of Students' Perception: Identifying EFLLearners' Problems in Speaking Skill" IJELR: International Journal of Education, Language, and Religion, 2(1), 31-38

In teaching Speaking, student's ability in Speaking must be supported bypsychological factors such as self-confidence and afraid making mistake. The English teacher that as the main holder during teaching speaking process has to guide learner to learn speaking english confidently. Mega & Sugiarto, (2020) found out that the success of students' skill is from English learning habit and selfconfidence. The data indicates a positive and significant relationship between study habits, self-confidence, and speaking skills, with these factors contributing effectively to 52.88%.[4]In conclusion, students need to be encouraged to develop self-confidence and good speaking habits. Teachers play a crucial role in this process by guiding students to speak English proficiently and confidently. To improve their speaking habits, students should be stimulated to practice speaking English regularly.

According to Jusmaniar Nonci (2023) Speaking is one of the language skills that must be mastered in learning because it is important for communicating and interacting with other people.[5]The results demonstrated significant differences in speaking skills between students in the experimental group and those in the control group. This is evidenced by both descriptive and inferential statistical analyses of student grades. The experimental group had an average score of 77.32, compared to 68.68 for the control group. Additionally, the mean score indicating students' interest in the treatment provided to the experimental group was higher than that of the control group

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[4] IR. Mega, Sugiarto (2020). "Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students". Journal of Foreign Language Teaching and Learning VOLUME 5, NO. 2, 2020

[5] Nonci Jusmaniar, "Building Up Students' English-Speaking Skills through Dual Meaning Picture", Jurnal Pendidikan EDUMASPUL Vol.7 No. 1 (2023), page 410-414

(77.32 > 68.68). Thus, students' interest in learning is further increased so thatstudents are active and able to interact well because if students are interested in learning speaking then students will practice continuously to improve their speaking abilities.

The process of learning Speaking Skills requires interaction with other people because speaking skills require a partner. One way to interact with partners is to collaborate with others. Shimin Gravifekr (2020) stated that Collaborative Learning plays an important role in developing students' social interaction skills. The results indicate that students prefer working in groups over working individually. Consequently, Collaborative Learning has a significant impact on students' social interaction skills. Students believe that collaborative learning motivates everyone to perform their best with others and enhances socialization among group members.[6] Other research conducted by Qureshi, Khaskheli, Ahmed Qureshi, Raza & Yousufi (2021) provide support for the model and underlying social factors as antecedents of active Collaborative Learning. Therefore, Collaborative Learning enhances the creativity of the teaching and learning process. It enables students to share ideas, knowledge, and experiences with their peers. By presenting their ideas in groups, students can improve their leadership and interaction skills. Additionally, they learn to adapt to different cultures through communication with others. Ultimately, this contributes to a higher quality teaching and learning environment for students.

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[6] Simin Ghavifekr, (2020). "Collaborative Learning: A Key To Enhace Students' Social Interaction Skills". Malaysian Online Journal Of Education Sciences, Vol . 8 (4)

Many English teachers or facilitators strive to make their classes enjoyable by using various approaches, such as collaborative learning, to teach language skills more effectively and creatively. To enhance learning in collaborative activities, instructional media are necessary. Therefore, collaboration benefits from media, such as using images combined with games, to improve students' speaking abilities. Khotimah (2022) stated that one way to improve students' Speaking Skills is to use game media because fun games will make learning less monotonous and boring, so that the material presented will be easily accessible to students themselves.[7] The research results showed a significant improvement in students' performance from the Pre-Cycle to Cycle I and Cycle II. The oral test scores increased from 32% in the Pre-Cycle to 71% in the first cycle, and further to 90% in the second cycle, indicating that the research was successful by the second cycle. Similarly, the Pre-Test score in the Pre-Cycle was 19%, which rose to 58% in Post-Test 1 of the first cycle, but this was not considered successful. In Post-Test 2 of the second cycle, the score reached 90%. Thus, learning to speak becomes more engaging when teachers use creative methods, such as game media, to capture students' interest.

Another researher conducted by Purba, Sipayung, Lumbantoruan, & Simanjuntak (2022) stated that Pictionary game is a fun and enjoyable guessing word game that can motivate students to learn English. The evidence from the test calculations in both cycles demonstrates a noticeable

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[7] Khusnul Khotimah, (2022). "Improving Students Speaking Ability Through Pictionary Guessing Games At The Eight Grade Of SMP Negeri 1 Balen". Jurnal Pendidikan Edutama,

improvement. In the pre-test, the average student score was 62.18. Following the first cycle's post-test, the average vocabulary score increased to 72.84, and in the second cycle's post-test, it further rose to 77.09. These data indicate a substantial enhancement in students' speaking abilities through the use of the Pictionary game. Based on these findings, it is recommended that English teachers incorporate the Pictionary game as a technique for teaching speaking.Daulay, Lubis, & Damanik (2021) also emphasized that the Pictionary game is straightforward and suitable for students at all levels. Their findings highlight the game's primary functions, which include fostering creative thinking, enhancing grammar, vocabulary, and pronunciation skills, encouraging students to express ideas confidently, and promoting responsibility and cooperation among students. Therefore, this tool can be effectively integrated and utilized as a medium for teaching speaking to students.

In teaching Speaking skill, students ability must be supported by some factors such us teacher, activities, media, material, and assesment. The english teacher that as the main holder during teaching speaking process has to guide learner to learn speaking with their ability. Based on Curiculum 2013 mentions that the students are expexted to have good ability in speaking. Thus, speaking skill of the students must be taught and practiced in the class appropriately.[8]

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[8] I. Raudhatul, Musdalifah (2022), "Teaching Speaking Skill of English as Foreign Language in Secondary School Level". JOURNEY (Journal of English Language and Pedagogy). Vol 5 (2): 229 - 239

However, Government launched the Independent Learning Curriculum. The autonomous curriculum was launched on 11 February 2022. The implementation of the Kurikulum Merdeka has brought significant changes to the education system in Indonesia, particularly in the English language teaching (ELT) sector. The new curriculum emphasizes the development of students' language proficiency and skills, including communication, collaboration, and critical thinking.[9] In summary, a crucial aspect of the curriculum for teaching speaking skills is aimed at aiding students in becoming more self-confidence and proficient communicators in English.

Based on the observations carried out by the researcher, in the seventh grade at MTs Unggulan Tunas Bangsa Kota Probolinggo, it shows that students in learning speaking skills still lack interest and less self-confidences so they need to collaborate with Pictionary Game media. Hence, researchers will explore how the utilization of the Pictionary Game can enhance students' English speaking abilities.

B. Research Questions

Based on the research background above, the research question of this research as follow:

1. How to improve students speaking skill through collaborative learning using Pictionary Game at seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo?

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[9] Rahmadhani, S.A. (2024) *"The English Teachers Proffesionalism in Implementing Kurikulum Merdeka in Teaching Speaking Skills At The Tenth Grade Of SMK Saraswati Salatiga in The Academic Year Of 2023/2024",* IAIN Salatiga

C. Research Objectives

Based on the research questions has been mentioned above, the objectives of this research are as follow:

1. To describe the students' improvement in speaking skill through collaborative learning using Pictionary Game of seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo

D. Scope of The Study

This research was limited by:

1. The research subjects at seventhgrade of MTs Unggulan Tunas Bangsa Kota Probolinggo

2. The material teaching speaking skill of descriptive text (family members)

3. The improvement of students' speaking skill through collaborative learning using Pictionary Game

E. Significance of the Study

1. Theoretical Significance

This study aims to offer an alternative method to improve students' speaking skills through collaborative learning employing the Pictionary Game. The outcomes of this research are anticipated to assist students in speaking English fluently and boost their confidence in English communication.

2. Practical Significance

There are practical significance in this research benefitsfor students, teachers and future researchers.

a. For students, By integrating the Pictionary Game into speaking lessons, it is hoped that students will improve their speaking skills, enabling them to communicate confidently and fluently in English..

b. For educators, incorporating the Pictionary Game can improve their teaching strategies, aiding in better understanding of materials and active participation in the teaching and learning process, particularly during speaking activities.

c. For researchers, this study offers new insights into teaching English speaking skills, potentially serving as a reference for future research endeavors in the field. Additionally, it provides an opportunity to broaden their understanding and experience in this area of study.

F. Definition of Key Terms

1. Speaking Skill

Speaking is an essential language skill through which students practice expressing their thoughts and emotions in communication. It is a vital component of language acquisition, enabling learners to effectively communicate with others. Moreover, speaking plays a significant role in the language learning process.

This study centers on enhancing students' speaking abilities in pronunciation, intonation, comprehension, and fluency. Students are divided into groups of 5-6 members, and each group engages in playing the Pictionary game. Assigned a picture clue, students in each group guess the image and articulate a sentence describing it. Each sentence forms a

paragraph, facilitating collaborative use of descriptive text during the Pictionary game.

2. **Pictionary Game**

The Pictionary game, created by Robert Angel and featuring graphic design by Gary Everson, was first introduced in 1985 by Angel Games Inc. Initially designed as a board game, Pictionary has been adapted as a language-learning tool. In this game, players form teams and take turns either drawing a picture for their teammates to guess or guessing drawings made by others. Pictionary fosters active engagement among students in the classroom, as it presents a challenging and interactive learning experience that encourages participation in the teaching-learning process.

3. **Collaborative Learning**

Collaborative learning is an active learning approach where two or more learners, either in pairs or larger groups, collaborate to solve problems, accomplish tasks, or comprehend new concepts. This involves defending their perspectives, reshaping ideas, attentively considering other viewpoints, and effectively expressing their own viewpoints.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Several previous studies have explored the use of the Pictionary Game in language learning, as outlined below:

1. eeeeeeeeeeeeKhusnul Khotimah (2022), Improving Students Speaking Ability Through Pictionary Guessing Games At The Eight Grade Of SMP Negeri 1 Balen.

   The previous study employed the Classroom Action Research (CAR) method and was conducted in class VIII-C of SMP Negeri 1 Balen during the 2021/2022 academic year, involving a total of 31 students. The objective was to enhance students' English speaking abilities using the Pictionary Guessing Game. Data collection methods included tests, observation, and documentation. Results showed a substantial improvement in students' performance from the Pre-Cycle to Cycle I and Cycle II. For instance, the oral test scores increased from 32% in the Pre-Cycle to 71% in the first cycle, further rising to 90% in the second cycle, indicating the success of the research in the second cycle. Although the Pre-Test oral score was 19%, it increased to 58% in Post-Test 1 of the first cycle but was still considered unsuccessful. Therefore, Post-Test 2 was conducted in the second cycle, resulting in a score of 90%. Consequently, it can be concluded that the Pictionary guessing game method effectively engages students in learning, fosters social interaction, and promotes

responsibility and cooperation among them.[18] The weakness of this journal was that the researcher didnot explain how the Pictionary Guessing Game procedure was based on the research he did.

2. Purba, Sipayung, Febrika, Simanjuntak (2022) The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 RAYA.

The previous study utilized the Classroom Action Research (CAR) method and involved second-grade students from SMPN 1 Raya during the academic year 2021/2022. Its objective was to assess whether the Pictionary game could enhance students' vocabulary. The findings indicated that the Pictionary game can to improvements in students' vocabulary. This was supported by test results from both cycles. In the pre-test, the average student score was 62.18. Following post-test cycle I, the average vocabulary score increased to 72.84, and further rose to 77.09 in post-test cycle II. These results signify a significant enhancement in students' vocabulary through the use of the Pictionary game. Consequently, the study suggests that English teachers incorporate the Pictionary game as a technique for teaching vocabulary.[19] The weakness of this journal was thatthe researcher did not explain how the minimum passing grade ((KKM) of the research, which was 75 and the researcher did not explain how one group won the Pictionary Game.

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[18] Khusnul Khotimah, (2022). "Improving Students Speaking Ability Through Pictionary Guessing Games At The Eight Grade Of SMP Negeri 1 Balen". Jurnal Pendidikan Edutama

[19] Purba, Sipayung, Febrika, Simanjuntak (2022) "The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 RAYA", Journal of Language and Literature, Volume 14, Issue 1, June 2022: 156-166

3. Gloria Suoth, Mister Gidion Maru, Rinny Rorimpandey (2021) The Use of Pictionary Games in Improving Students Vocabulary Mastery in SMPN 8 SATAP TONDANO.

The previous study utilized a quantitative approach employing a one-group pre-test and post-test design, known as a pre-experimental design. It targeted seventh-grade students from SMP Negeri 8 Satap Tondano, selecting one class out of three available classes, with a total of 23 participants. The study aimed to investigate the effectiveness of using Pictionary as a learning tool to enhance students' vocabulary mastery, particularly in understanding the meaning of English words. The findings indicated a significant improvement, with the post-test score (91.08) notably higher than the pre-test score (73.26). This suggests that employing picture books as a learning tool is an effective strategy to address vocabulary-related challenges. Before the intervention, students exhibited deficiencies in vocabulary mastery, particularly in comprehending the meaning of individual English terms. Most students acknowledged the usefulness of this approach in their English learning activities, including reading, speaking, and listening.[20] The weakness of this journal was that the researcher did not explain how the Pictionary Game procedure was based on the research he did.

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[20] Gloria Suoth, Mister Gidion Maru, Rinny Rorimpandey (2021), The Use of Pictionary Games in Improving Students Vocabulary Mastery in SMPN 8 SATAP TONDANO, International Journal of Research in Social Cultural Issues, Vol 1 No 6.

4. Indri Kartini & Evie Kareviati (2021) The Students Responses Toward The Implementation of Pictionary Game in Teaching Vocabulary at the seventh grade of SMP Dharma Kartini Cimahi.

The previous study employed a descriptive qualitative research method and was conducted at SMP Dharma Kartini. The participants were chosen from the VII C class, consisting of 38 students. The research aimed to investigate students' reactions to the implementation of the Pictionary game technique in teaching English vocabulary. Data were gathered through classroom observations during the Pictionary game sessions and interviews conducted with five students. The findings revealed that the Pictionary game technique effectively sparked students' motivation to learn English vocabulary. Observational data indicated that the game encouraged students to actively participate in the teaching and learning process. Additionally, the interview responses were positive, with students expressing that learning through the Pictionary game was enjoyable yet challenging, thereby motivating them to engage in English learning. Consequently, it can be concluded that the Pictionary game is an engaging technique that enhances students' motivation to learn vocabulary, fostering a more enjoyable and creative approach to English vocabulary acquisition.[21] The weakness of this journal was that the researcher did not focus on students assessment and achievement but researcher only focus on students interview responses and techniques.

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[21] Indri Kartini & Evie Kareviati (2021) "The Students Responses Toward The Implementation of Pictionary Game in Teaching Vocabulary at the seventh grade of SMP Dharma Kartini Cimahi", Professional Journal of English Education, Volume 4, No. 3, May 2021.

5. Daulay, Lubis, Damanik (2021) Does Pictionary Game Effective for Students' Speaking Skill?.

This study employed an experimental design and utilized a quantitative approach. It was conducted at SMAN 6 Medan, where the tenth grade comprises six classes with a total of 216 students. Due to the COVID-19 pandemic, the study was conducted virtually to adhere to health protocols. Social media platforms such as WhatsApp and Google Classroom were utilized for virtual meetings. The research instruments included pre-tests and post-tests. Pre-tests were conducted to assess students' speaking abilities, while post-tests aimed to evaluate the impact of the treatment on students' speaking skills. Students recorded themselves using cameras and submitted their videos to a WhatsApp group. Data collection involved administering pre-tests and post-tests to both the experimental and control groups. Upon analyzing the data using three tests, researchers observed that the experimental group's scores in the post-test were higher than those of the control group. The calculated t-value was 2.07, with 70 degrees of freedom (df = n1 + n2 − 2), indicating significance at a significance level of 0.05. The critical t-value was 1.97. Consequently, as the calculated t-value (2.07) exceeded the critical t-value (1.97), the alternative hypothesis (Ha) was accepted, while the null hypothesis (H0) was rejected. This suggests a significant effect on students' speaking skills after being treated with the Pictionary game.[22]The shortcomings of this paper include the absence of the theory utilized to

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[22] SH. Daulay, Y. Lubis, ESD, Damanik (2021), "Does Pictionary Game Effective for Students' Speaking Skill?". JELTL (Journal of English Language Teaching and Linguistics). Vol. 6 (1)

assess students' speaking skills, the omission of the procedural steps involved inee the Pictionary Game, and the perceived inefficiency of online or virtual teaching and learning.

Table 2.1 shows the differences and similarities between research conducted by previous researchers and research conducted by the author. As follow :

Table 2.1
Similarities and Differences of Previous Study

No.	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Khusnul Khotimah (2022), reseach entitled "Improving Students Speaking Ability Through Pictionary Guessing Games At The Eight Grade Of SMP Negeri 1 Balen"	ea. Both researchers using eePictionry Game as media b. Both researchers focus on improving speaking skill c. Both researchers using Classroom Action Reseach (CAR) as research method	a. In contrast to previous research which focused on VIII-C class of SMP Negeri 1 Balen, this study selected the seventh grade students of MTs Unggulan Tunas Bangsa Kota Probolinggo as the research subjects. b. The previous research aimed to enhance students' English speaking proficiency through the Pictionary Guessing Game, while the objective of this study was to improve students' speaking skills through collaborative learning utilizing the Pictionary game.
2	Purba, Sipayung, Febrika, Simanjuntak (2022) research	a. Both researchers using Pictionry Game as media b. Both researchers using	a. The previous research selected second-grade students from SMP Negeri 1 Raya as its research

No.	Researcher's Name and Title	Similarities	Differences
1	2	3	4
	entitled "The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 RAYA"	Classroom Action Reseach (CAR) as research method	subjects, while this study for the seventh grade students of MTs Unggulan Tunas Bangsa Kota Probolinggo b. Previous research the use in teaching vocabulary while this research to improve speaking skill c. The objective of the previous research was to assess the effectiveness of the Pictionary game in enhancing students' vocabulary, whereas this study aims to improve students' speaking skills through collaborative learning with the Pictionary game.
3	Gloria Suoth, Mister Gidion Maru, Rinny Rorimpandey (2021) research entitled "The Use of Pictionary Games in Improving Students Vocabulary Mastery in SMPN 8 SATAP TONDANO"	a. Both researchers using Pictionry Game as media	a. Previous research choice The seventh grade students from SMP Negeri 8 Satap Tondano while this research choice the seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo b. The previous research employed a quantitative approach as its research methodology, whereas this study utilizes Classroom

No.	Researcher's Name and Title	Similarities	Differences
1	2	3	4
			Action Research (CAR).
			c. The previous research focused on enhancing students' vocabulary proficiency, whereas this study aims to improve students' speaking skills.
4	Indri Kartini & Evie Kareviati (2021) research entitled "The Students Responses Toward The Implementation of Pictionary Game in Teaching Vocabulary at the seventh grade of SMP Dharma Kartini Cimahi"	a. Both researchers using Pictionary Game as media	a. The previous research employed a descriptive qualitative approach as its research methodology, whereas this study utilizes Classroom Action Research (CAR). b. Previous research choice VII C class of SMP Dharma Kartini as subject the research while this research choice the seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo c. The previous research focused on utilizing methods to teach vocabulary, while this study concentrates on improving speaking skills.
5	Daulay, Lubis, Damanik (2021) research entitled "Does Pictionary Game Effective for	a. Both researchers using Pictionary Game as media b. Both researchers focus on speaking skill	a. The previous research employed an experimental design as its research methodology, while this study utilizes Classroom Action Research (CAR).

No.	Researcher's Name and Title	Similarities	Differences
1	2	3	4
	Students' Speaking Skill?"		b. Previous research choice the tenth of SMA 6 Medan as subject the research while this research choice the seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo c. Previous research did online leraning while this research offline learning

The study was carried out at MTs Unggulan Tunas Bangsa Kota Probolinggo, employing classroom action research methodology. The research involved 22 students as participants. The primary objective of this study is to address current challenges and improves students' speaking skill in comprehending descriptive text material through the application of the Pictionary Game.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking Skill

Thornbury emphasized the significance of speaking, which is often overlooked as it is an integral part of daily communication. Hence, mastering speaking skills is crucial, particularly at the junior high school level. Speaking serves as a means of communication through language, enabling individuals to express thoughts, ideas, and

emotions orally. It involves the pronunciation of articulation sounds or words to convey messages effectively. Speaking is a dynamic process occurring in real-life situations where individuals interact and communicate ideas spontaneously. It is an interactive process wherein meaning is constructed through the production, reception, and processing of information.

Cameron's definition of speaking involves the act of using language to effectively communicate one's thoughts and emotions, ensuring that the listener comprehends the speaker's sentiments and ideas. [23] Speaking, among other language skills such as reading, writing, and listening, serves as a means for learners to interact and communicate with others, whether to accomplish specific objectives or to articulate their opinions, intentions, aspirations, and perspectives.

b. **Aspects of Speaking Skill**

The crucial aspect of speaking is grasping the information or message conveyed by the speaker. Brown outlined five criteria for evaluating students' speaking skills, which include pronunciation, vocabulary, grammar, comprehension, and fluency.[24]

1) Pronounciation

Brown emphasized the significance of pronunciation as a key component of language proficiency. Consequently, it is essential for students to develop good pronunciation skills, as

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[23] Cameron, L. Teaching Languages to Young Learners (Cambridge: Cambridge University Press, 2001), 40

[24] Brown. 2004. Language Assessment Principles and Classroom Practice. 178

clarity in pronunciation enhances the comprehensibility of their speech.[25]

2) Vocabulary

Vocabulary refers to a set of special words, language activities, or the knowledge of words and their usage. It encompasses the appropriate terminology utilized in communication. Insufficient vocabulary hampers effective communication and the expression of ideas, both orally and in writing. Limited vocabulary also obstructs language acquisition for learners. Therefore, language instructors should possess extensive knowledge on creating engaging classroom environments to facilitate successful vocabulary acquisition for learners.

3) Grammar

Grammar encompasses a set of language regulations governing the connection between words and sentences. It defines the framework of language, covering diverse vocabulary and sentence structures. Consequently, grammar structures differ across countries due to variations in linguistic systems. Effective communication relies on grammar for integrating vocabulary into sentences, facilitating the coherent and accurate expression of thoughts and ideas.

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[25] Gillian Brown , "Teaching the Spoken Language : Approach Based on the Analysis of Conversational English(Australia : Cambridge University Press, 1989), page. 14.

4) Comprehension

Hornby defined comprehension as the ability to understand, or an activity intended to enhance or evaluate one's understanding of a language, both written and spoken.[26] Furthermore, Brown stated that comprehension refers to a student's ability to understand everything that the speaker communicates to them.[27] This implies that in comprehension, both the speaker and the listener must grasp the intended meaning conveyed by the speaker when communicating.

5) Fluency

Fluency, as a component of speaking skills, entails the ability to express oneself smoothly, without frequent pauses or hesitation. It can be described as the capacity to speak without prolonged periods of contemplation. Yingjie emphasized that fluency involves articulating words and sentences at a pace that is both efficient and uninterrupted, ensuring that there are minimal delays in communication.[28]

c. **The Principles of Teaching Speaking Skill**

The essential factor for students to excel in English speaking is their ability to freely express their ideas. This approach keeps students engaged and prevents boredom, fostering interest in the classroom. In

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[26] Hornby, oxford…, pp. 235
[27] Brown, Teaching…, page. 8.
[28] Yingjie Y, "Speech Fluency Development: The 4/3/2 Technique for EFL Learners", International Journal of Research Studies in Language Learning, 3, 4 (2011): 55- 70.

teaching speaking skills, teachers should be familiar with five principles, which include: [29]

1) Teachers should pay close attention to the disparities between foreign language and second language learning contexts.

2) Students acquire fluency and accuracy through practice.

3) Offer students opportunities to engage in speaking activities through group or pair work, while minimizing teacher-centered instruction.

4) Design speaking tasks (such as descriptive text activities) that require negotiation for understanding.

5) Develop classroom activities that provide guidance and practice in both transactional and interactional speaking skills.

Teachers must adhere to the principles of teaching spoken language to ensure that students feel comfortable and motivated in their learning journey. Moreover, educators should offer ample opportunities for students to practice and improve their English speaking skills. Speaking involves the exchange of information, with the speaker conveying messages through verbal and non-verbal cues. Typically, spoken language is employed during face-to-face interactions. The goal of teaching speaking skills is to equip students with the ability to engage in effective communication, utilizing their existing skills to the fullest extent possible. It is crucial for students to

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[29] Nunan David..2003. Practical English Language Teaching. First Edition. Mc. Graw Hill/Contemporary. 54

avoid conveying confusing messages due to inaccuracies in pronunciation, grammar, or vocabulary, and to adhere to social and cultural norms across various communication contexts.[30]

d. Teaching Speaking

Teaching entails a process of communication wherein educators transmit messages or information to students, which may include knowledge, skills, ideas, experiences, and other content. Through this communication, individuals acquire information. The primary goal of teaching is to enhance students' abilities. As stated by Mualiyah, teaching speaking entails a process whereby teachers assist students in attaining the learning objectives, specifically focusing on improving their speaking skills performance.[31] Hence, language instructors should prioritize teaching speaking skills.

e. Techniques in Teaching Speaking

Numerous techniques are available for teaching speaking. Here are some techniques that teachers can utilize:

1) Role-Playing

One recommended technique for enhancing speaking abilities is role-playing, where a classroom scenario is created to enact dialogues or creatively rename objects and individuals within the room to facilitate imaginative role-play.

2) Game

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[30] Burnkart, Grace. Stova. 1998 Teaching Speaking:Goal and Teachniques for Teaching Speaking
[31] Siti Mualiyah, Teaching speaking (Jakarta : Islamic state university of Syarif Hidayatullah, 2017), p. 13

Games are effective tools for fostering engaging and lively classroom environments. This is because true learning occurs when students are relaxed and actively participate in activities that prompt them to apply what they have learned in a practical manner.

3) Problem-Solving

Materials that prioritize problem-solving offer extra opportunities for students to collaborate in pairs or small groups, exchanging information and perspectives on subjects that are personally meaningful to them.

4) Discussion

A typical discussion group comprises three to five students. When consistently implemented and introduced with a clear explanation of its objectives, this collaborative approach will swiftly become a routine aspect of the learning process embraced by the class.

5) Song

Incorporating English songs into a foreign language classroom, particularly those focused on speaking skills, can offer both enjoyment and educational benefits. Songs often create a relaxed and upbeat atmosphere for listeners. Additionally, they serve as valuable tools for learning vocabulary, improving pronunciation, understanding sentence structures, and patterns.[32]

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[32] Lia Rusdiningsih, A Study on Techniques in Teaching Speaking to the Second Years Students of SMPN 1 Tranggil (Surakarta : Universitas Muhammadiyah, 2012), p. 3

Among the various methods for teaching speaking skills mentioned earlier, researchers opt for game-based techniques. This choice stems from the belief that engaging game methods can capture students' interest and enhance learning effectiveness. Games are typically played in groups, with friends, or partners, encouraging collaboration among students. Such collaborative efforts foster interaction among students, thereby enriching their speaking learning experience.

2. **Collaborative Learning**

    a. **Definition of Collaborative Learning**

    Several experts have discussed collaborative learning. As described by Nunan, collaborative learning involves students collaborating to attain shared learning objectives.[33] This suggests that collaborative learning involves students working and engaging in discussions together within a group setting.

    Similarly, as outlined by Smith and MacGregor, collaborative learning encompasses various educational methodologies characterized by joint intellectual efforts undertaken by students or instructors. Typically, students collaborate in groups of two or more, collectively striving for comprehension, solutions, or interpretations, or creating a product. Collaborative learning activities display significant diversity, with a common emphasis on students' exploration or application of

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[33] David Nunan, Collaborative Language Learning and Teaching, (Cambridge: Cambridge University, 1992), p. 3

course material rather than solely depending on the teacher's delivery or elucidation.[34]

Collaborative learning involves a collective approach to learning within groups, where every student contributes information, experiences, attitudes, opinions, abilities, and skills to enrich the overall understanding of the entire group. In accordance with Campbell's perspective, collaborative learning operates based on the principle that learning should encourage and empower students to actively engage and construct knowledge to achieve a deep understanding.[35] The researcher's conclusion regarding collaborative learning is that it involves students engaging in close interaction with peers, resembling teamwork, and engaging in mutual reasoning with one another.

b. **Types of Collaborative Learning**

Learning within a group setting is more than just discussing various topics or issues together. According to Nunan, there are multiple forms of group learning that can yield optimal results if implemented effectively.[36] as follow :

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[34] Smith, B.L. and MacGregor, J.T, What is Collaborative Learning, (Pennsylvania State University, 1992), 233.

[35] L. Campbell. M, Metode Praktis Pembelajaran: Berbasis Multiple Intelegences. (Depok: Instuisi Press, 2001).

[36] David Nunan. Practical English Language Teaching. First Edition, (New York: MCGrawHill/Contemporary Inc, 2003).

1) Role-play

Role-play serves as a valuable speaking activity within the secure confines of the classroom environment. It offers learners the opportunity to practice speaking in the target language before applying their skills in real-life situations. During role-play, students are assigned specific roles to enact in the target language.

2) Simulation

Simulation surpasses role-play in complexity. It involves the utilization of props and documents to create a realistic environment for language practice.

3) Discussion

Discussion provides students with chances to voice their own opinions on various topics.

4) Jigsaw

The Jigsaw method represents an information gap activity, facilitating a bidirectional or multidirectional exchange of information within pairs or groups, where each member holds specific information needed by others. Participants are required to utilize the target language to share and exchange this information.

5) Pair and group work

Collaborative activities such as pair and group work are fundamental in a communicative classroom setting. The teacher initiates the task, divides students into pairs or groups, and assigns a time limit for task completion. These activities typically conclude

with a reporting stage, during which students from each group present their ideas or solutions to the rest of the class.

Considering the options outlined, the researcher opts for pair and group work as a form of collaborative learning, enabling students to exchange ideas and enhance their speaking skills through interaction.

3. Pictionary Game

1) Definition of Game

Games serve as a valuable technique in the teaching-learning process, offering teachers an effective means to engage students, fostering increased activity, creativity, and communication. Games encourage students to be more active in their learning endeavors and facilitate social interaction. Additionally, according to Wright et al., games are entertaining and engaging activities that often present challenges and provide opportunities for learners to play and interact with others.[37] This implies that games hold appeal for students as they can generate enthusiasm, present challenges through the competitive aspect where there's typically a winner, and provide entertainment as students enjoy themselves and engage with one another during gameplay.

Simpson advocates for teachers to embrace the use of games as a means to reinforce the practice of a new language within the classroom. He further suggests that games not only serve as

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[37] Andrew Wright, et. al, Games for Language Learning Third Edition, (Cambridge: Cambridge University Press, 2006) p.1

effective teaching tools but also provide a platform for students to practice new language structures and enhance their engagement with the lesson.[38] This suggests that incorporating games into the teaching-learning process is beneficial when the teacher possesses a thorough understanding of the game and selects an appropriate one to serve as a learning aid. In this study, the researcher employed the Pictionary game as a method to enhance students' speaking skills.

2) **Definition of Pictionary Game**

Engaging in gameplay offers an intriguing approach to English language learning, as teaching spoken English through games motivates stuedents to actively practice and apply their language skills. The Pictionary game stands out as an effective technique for teaching because it captures students' interest and enjoyment in learning. Pictionary, derived from "Picture" and "Dictionary," is a word guessing game created by Robert Angel, featuring graphic design by Gary Everson, and initially released in 1985 by Angel Games Inc.[39] During a game of Pictionary, students are required to create their own drawings or illustrations corresponding to English vocabulary provided by the teacher. Pictionary revolves around depicting visual representations of words for others to guess.[40]

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[38] Adam John Simpson. Why Use Games in the language Classroom. Humanizing LanguageTeaching,Vol.13,No.2. (Turkey : 2019) p. 13

[39] Sartika Dewi Harahap, FLASH (Fun Learning English) With Pictionary for Vocabulary Enhancing On Rural Students. Vol 2, No 02. (2021) p.53

[40] Melanie Napthine and Michael Daniel, ESL English for Year 12, (Victoria: Insight Publications, 2011) p.102

Hence, within the educational journey, students find it easier to comprehend the learning materials when employing enjoyable techniques such as the Pictionary game, fostering their interest and enthusiasm in learning activities. Originally a board game, Pictionary was adapted as a language-learning tool, played in teams where one member draws while others guess the depicted word. This game promotes active engagement in the classroom as it presents a challenge, motivating students to participate actively in the learning process. Furthermore, team-based games like Pictionary offer an interactive learning alternative, as highlighted by Major et al. In this game, students select cards or slips containing concepts, objects, or individuals, then illustrate them while teammates attempt to identify the depicted word or phrase.[41] Hence, the Pictionary game proves to be both simple and highly engaging when played in a group setting.

The rules of the Pictionary game emphasize fostering creativity and critical thinking skills. Players must not only be imaginative but also select drawings that clearly convey the intended association to their team members. This game is particularly beneficial for honing specific grammar and vocabulary abilities.[42] From this explanation, we gather that the Pictionary game not only aids students in speaking more fluently but also fosters creative thinking, thereby enhancing their effectiveness in verbal communication.

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[41] Claire Howell Major et . al, Teaching for Learning, (New York:Routledge: 2016) p.140
[42] Hinebaugh Board Game Education. (Lanham: R&L Education: 2009) p.20

3) **Advantages and disadvantages of the Pictionary Game**

a. Advantages of the Pictionary game

According to Malone, playing the Pictionary game offers several advantages, including:

1) The game has very simple rules.

2) It can be adapted to suit people of all ages.

3) The Pictionary game helps students retain the new vocabulary they learn.[43]

In conclusion, the Pictionary game offers several advantages. In this game, students create drawings based on vocabulary, and the group collaborates to guess the correct words from the pictures. This activity requires students to use their creative thinking skills, fostering their interest and enthusiasm for learning.

4) **Disadvantages of Pictionary game**

The drawbacks of employing the Pictionary game include the possibility of students becoming overly loud, which can detract from the conducive atmosphere needed for effective teaching and learning in the classroom.[44] To mitigate the drawbacks associated with the Pictionary game, the teacher can establish a rule beforehand, informing students that any team exhibiting loud behavior or rudeness during the

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[43] Donna Malone. Classroom Boredom Busters, (Colorado: Outskirt Press Inc : 2017) p.12

[44] Novi Teryzetta, The Use Of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018 (Metro : State Institute of Islamic Studiesof Metro, 2018) p. 19

game will incur a deduction of one point. This proactive measure serves to uphold a quieter and more orderly classroom environment.

From the aforementioned explanation, we can grasp both the benefits and drawbacks of incorporating the Pictionary game into the teaching and learning process. This game has the potential to enhance various aspects of English language acquisition, particularly in enriching students' vocabulary. As noted by Prezler, the Pictionary game serves as a valuable tool for assisting students in expanding their English vocabulary. Teachers can leverage this game to elevate students' vocabulary proficiency, consequently bolstering their capacity to communicate proficiently in English across speaking, writing, listening, and reading domains. [45] As Prezler suggests, expanding vocabulary plays a crucial role in improving students' writing, reading, listening, and speaking skills. In this research, the investigator seeks to investigate how the utilization of the Pictionary game affects students' speaking abilities.

5) **The Procedure of Pictionary Game**

The Pictionary game, initially devised by Rob Angel, has been modified for language-learning purposes. Here is the original protocol for playing Pictionary:

a. This activity is conducted with participants forming pairs or groups.

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[45] Preszler. On Target: Strategies to Build Student Vocabularies :Black Hills Special Services Cooperative (BHSSC)1925 (Plaza Boulevard: Rapid City June. 2006.), p.16

b. Each group selects one individual to serve as the illustrator.

c. The chosen representative from each group receives a word and attempts to depict it through drawings.

d. The group endeavors to recognize the depicted word based on the drawings made by their teammate.[46]

As a language learning technique, the Pictionary game is extensively employed by teachers in the teaching and learning process. It serves not only to enhance language skills but also to foster students' enthusiasm and interest in learning.

Pictionary games can be customized to suit the particular requirements of students. As stated by Azriani, she modified the game by directing students to describe the picture after making a guess.[47] Like Azriani, the researcher in this study followed the teaching procedures for the Pictionary game as outlined by Genesisd, with some modifications. Genesisd's steps offer specific guidance on group organization, time management for guessing, and the maximum points needed, which aided the researcher in implementing this method in the classroom. Furthermoree, in this study, the game was adjusted to encourage students to describe the picture after making a guess.

The researcher has modified the following procedures for using the Pictionary game to teach speaking:

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[46] Melanie Napthine, and Michael Daniel, M. ESL English for Year 12. (Australia : Insight Publication: 2011) p. 55

[47] Fazar Azrani Putri, The Effect of Pictionary Game on Students' Writing Skill at the Tenth Grade of SMA Negeri 6 Medan. P.14

1) The researcher initiated the Pictionary game by dividing the students into teams.

2) The researcher provided a vocabulary list centered around the theme of "family members." This theme was chosen to align with the syllabus, which covered descriptive text in the first semester.

3) The researcher asked one representative from each group to be the painter on the whiteboard.

4) The researcher distributed sheets of paper with assigned vocabulary to each participant and displayed to them the specific terms they were tasked with illustrating. Subsequently, each participant commenced drawing pictures corresponding to their assigned vocabulary on the whiteboard.

5) The researcher allocated a one-minute time limit for responses, during which each group of participants attempted to identify the correct vocabulary depicted in the picture. The group that succeeded in providing a prompt and accurate answer, along with being able to describe the picture in a minimum of three sentences, earned a score.

In this study, when incorporating the Pictionary game for speaking practice, the researcher modified the game by prompting students to describe the picture after guessing it. Therefore, before commencing the Pictionary game, the concept of descriptive writing was explained. The researcher chose descriptive material because it

aligns well with the objectives of the speaking-focused Pictionary game.

4. **Descriptive**

a. **Definition of Descriptive**

Descriptive writing pertains to portraying a specific thing, animal, person, or similar entities, such as our pets or someone familiar to us. This type of writing distinguishes itself from a report, which offers general descriptions of things, animals, persons, or other subjects. [48] As stated by Gerot and Wignell, descriptive writing is employed to depict a particular individual, place, or object. [49] In essence, descriptive writing provides details about subjects like individuals, objects, or locations, enabling listeners to visualize these entities vividly, like a living picture. In this study, the researcher emphasized descriptive content as it aligns well with the objectives of the Pictionary game. Specifically, the focus was on orally describing people, particularly family members.

b. **Generic Structure of Descriptive**

A generic structure provides a framework for structuring and crafting a cohesive description. It encompasses two main generic structures:

1) Identification

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[48] M Mursyid PW, " Learning of Descriptive Text", (Karangdadap: English learning handout), p. 04

[49] Gerot and Wignell, Making Sense of Functional Grammar, (Sidney: Antipodean Educational Enterprises.1994) p. 208

Identification involves students recognizing the phenomenon at hand. Consequently, it entails a statement pinpointing the object about to be described. Typically intriguing, it has the potential to captivate the listener's interest and anticipation.

2) Descriptions

Portray the components, attributes, and traits of a location, individual, or object. [50] This suggests that describing an object involves employing standard structures designed to convey information about the phenomenon or object under discussion.

c. **Language Features of Descriptive**

When describing a specific object, the description should employ certain language features, including focusing on the particular participant with a clear objective to be depicted, and utilizing attribute and identifying processes. As articulated by Djuharie, these language features encompass:

1) Particular nouns like father, school, my dog, my house, etc.

2) Employing the present tense, like stating Johny demonstrates intelligence as a student or the angel appears as a beautiful girl.

3) Elaborate noun phrases like a tall student who is intelligent or a beautiful, large wooden house, etc.

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[50] Helvira Y, Fatimah T, Adzanil Teaching Writing Descriptive Text By Using Collaborative Technique (English Department The Faculty Of Teacher Training And Education Bung Hatta University) 2022, p. 4

4) Adjectives with the function of description and enumeration, such as three towering buildings or sharp, white fang, etc.

5) Relational processes, for instance, stating my car possesses four doors or describing my father's attractiveness, etc.

6) The use of figurative language, such as comparing my throat to a desert or describing her skin as white and smooth as water, etc.[51]

Given the preceding explanation, it is imperative for the researcher to prioritize linguistic aspects when accurately depicting individuals verbally. This research underscores the importance of employing the present tense and requires assessing pronunciation, grammar, fluency, vocabulary, and comprehension as fundamental elements of speech.

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[51] O. Djuharie, Genre Dilengkapi 700 SoalUjiPemahaman, (Bandung: Yrama Widia.2007), p.24

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research used Classroom Action Research by Kemmis& Mc Taggart (1988).Action research is defined by Kemmis and McTaggart (1988) as "planning, acting, observing, and reflecting more carefully, systematically, and rigorously than one usually does in everyday life, and using the relationships between these moments in the process as a source of both improvement and knowledge". [89] This study aimed to improve students' speaking abilities through collaborative learning utilizing the Pictionary game. It follows a Classroom Action Research framework comprising four stages: planning, acting, observing, and reflecting. Each cycle of the research involves three sessions, as depicted in the figure below:
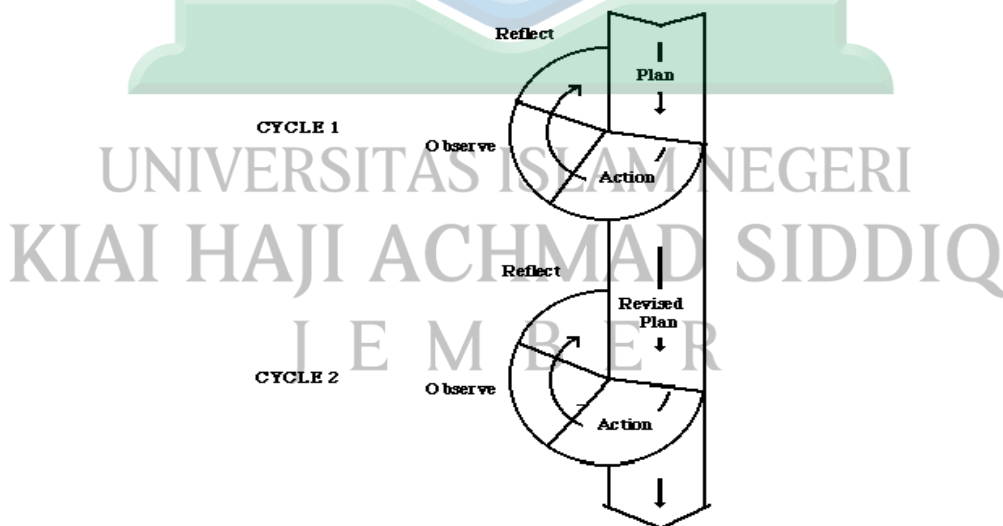
Figure 3.1 Cycle of Classroom Action Research Kemmis and McTaggart Model (1988:11-14, cited in Burns 2010)

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[89] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, Action Research Planners: Conducting Critical Participatory Action Research. (Springer: Acid-free Paper, 2014): 18

1. **Planning**

In this research, the researcher will first do an observation, a pre-interview with the teacher, and a pre-test before implementing the action. The researcher will plan to collaborate with the English teacher to solve the problem and carry out this research. In the preparation phase, the researcher initially consults with the English teacher to identify suitable content and topics aligned with the syllabus. Together, they decide on the material and theme, settling on "describing people (family members)" for this research. Subsequently, the researcher proposes the Pictionary Game as a fitting technique for teaching speaking skills within the context of describing family members. To ensure a smooth teaching and learning process, thorough preparations are undertaken. This involves discussions between the researcher and teacher regarding the implementation strategy, followed by the development of a lesson plan. Additionally, the researcher crafts learning materials centered around the Pictionary game. Various tools are created, including lesson plans, instruments, instructional media, assessments, and success criteria, to support the teaching process effectively.

This following is the example of Pictinary game:

Figure 3.2 Pictionary game

Teaching procedure implementing the Pictionary game :

a. The teacher provides an explanation of the concept of descriptive definition, covering its social purpose, text organization, and linguistic characteristics.

b. The teacher inquires about the students' comprehension of the topic, offering further explanation if any students demonstrate a lack of understanding.

c. The teacher give an example to students about describe family members

d. The teacher asks students practice to describe family members based on the picture

e. The teacher explain how to play and rules of Pictionary game

f. Initially, the teacher divides the students into groups, each comprising 4-5 students.

g. Next, the teacher selects one representative from each group to serve as the illustrator on the whiteboard.

h. Thirdly, the teacher take a picture randomly then showed each of the painters what picture they would draw. Then each of the painters started to draw picture on the whiteboard.

i. The teacher gave 3-5 minutes to guess the picture correctly and then each group describe the picture which one student of one sentence

j. Each group collaborate to describe the picture which one student of one sentence became one paragraph

k. The group that managed to answer quickly and accurately so that got the point score and the group low point score will be punished

l. The punishment like the students describe based on teammates

m.

Adjectives about appearance and personalities:

Black skin = Kulit Hitam, White skin = Kulit putih, Fair = sawo matang (kulit), Pimple = jerawat, Strong = kuat, Bald = gundul, Fat = gemuk, Point = mancung, Tall = tinggi, Beard = janggut, Flat = pesek, Puff/ chubby = pipi besar, Thick = tebal, Big = besar, Girl = anak perempuan, Round = bulat, Thin = tipis, Black = hitam, Height = tinggi badan, Sharp = tajam, Wave = bergelombang, Blonde = pirang, Mole = tahi lalat, Short = pendek, Weak = lemah, Boy = anak laki-laki, Moustache = kumis, Slant = sipit, Weight = berat badan, Circle = bulat, Narrow = sempit, Slim = ramping ,White = putih, Curly = keriting, Old = tua, Small = kecil, Wide = lebar, Dimple = lesung pipi, Oval = lonjong, Straight = lurus, Young = muda

The patterns of describing people :

S + to be + adjective   Example: My sister is tall, she is beautiful.

S + have/has + noun   Example: My mother has slant eyes.

S + wear(s) + noun   Example: My uncle wears leather jacket.

S+noun+ to be + Adjective Example: His nose is flat.

S + bring(s) + noun   Example: My sister brings an umbrella.

2. **Acting**

Following the planning stage, the researcher and the English teacher proceed to execute the plan. During this phase, the teacher introduces the Pictionary game as a novel strategy in the teaching and learning process,

with the researcher providing assistance and closely monitoring the proceedings. Before introducing the new strategy to the students, the teacher gauges their understanding of the material on describing family members. Subsequently, the teacher elucidates the concept and provides examples, presenting various vocabulary associated with describing family members. The teacher assesses the students' comprehension and offers further explanation as needed. Following this, the teacher instructs the students to practice describing family members in front of the class. Additionally, both the researcher and the English teacher observe the class activities and evaluate the students' performance.

3. **Observing**

During this stage, both the researcher and the teacher will monitor the teaching and learning process involving the utilization of the Pictionary game. Subsequently, the researcher will administer a post-test to the students to assess the enhancement of their speaking skills before and after employing the Pictionary game as a medium, incorporating a new strategy of collaborative learning, and utilizing material on describing family members. Throughout the observation phase, data and issues are recorded using observation sheets during each session.

4. **Reflecting**

In this research, the researcher and the English teacher reviewed the teaching and learning procedures conducted by the researcher. Together, they assessed the progress of students' speaking skills and devised a plan, considering whether to conclude the study after the first cycle due to

meeting the success criteria, proceed to the next cycle, or solely administer remedial tests for students who did not achieve individual passing scores.

B. Research Subject and Location

The Classroom Action Research was conducted by the researcher at the seventh-grade level of MTs Unggulan Tunas Bangsa Kota Probolinggo for the academic year 2023-2024. The school is situated at Jl. Citarum No.17 Curahgrinting, Kanigaran, Kota Probolinggo. The choice of MTs Unggulan Tunas Bangsa as the research location stemmed from the researcher's familiarity with and understanding of the area, the absence of prior similar research, and obtaining permission from the school's principal, teachers, and students. The researcher identified a problem among the students, namely a lack of interest and self-confidence. To address this issue, the researcher proposed implementing appropriate strategies aimed at enhancing students' speaking skills through collaborative learning using the Pictionary Game as a media. The research commenced in the first semester, beginning on November 12th 2023. The research involved 22 seventh-grade students from MTs Unggulan Tunas Bangsa. This particular class was selected because it aligned with the curriculum material for seventh graders.

C. Technique of collecting data

1. Observation

Observation is employed to both understand and facilitate the teaching and learning process of speaking skills. During observation, the

researcher utilizes field notes and observation checklists to fulfill the observation tasks.

2. Field notes

The researcher employs field notes to facilitate the research by documenting observations made at the research site. These field notes are utilized throughout the study. During each session, the researcher records observations of the teaching and learning process in the classroom. Additionally, the field notes serve to understand the students' progress in learning speaking skills.

3. Observation sheets

In this scenario, the researcher utilizes two observation sheets. The first sheet is dedicated to observing the students, while the second one is focused on observing the teacher. These observation sheets are designed to monitor both student and teacher activities during the teaching and learning process.

Tabel 3.1 Assessment criteria for the observation sheet

No.	Teacher Activity	Students Activity
1.	Teacher prepare the material well	Students give attention to teacher's explanation
2.	Teacher carried out according to the procedure	Students understand the teachers explanation
3.	Teacher give evaluation after the lesson plan	Students active during learning process
4.	Teacher ask the student's difficulties	Students do the evaluation well
5.	Teacher applies Pictionary game in teaching speaking skill	Students feel enthusiastic doing speaking test by using Pictionary game

Tabel 3.2 Observation sheet assessment category

Presentage	Category
0-25	Less
26-50	Enough
51-75	Good
76-100	Very good

This classroom action assessment is declared successful if:

- Students learning activities meet good criteria

- Teacher teaching activities meet good criteria

- The students speaking skill meet the good criteria

4. Test

To assess any improvement resulting from the research, tests are administered both before and after its implementation. The initial test conducted is referred to as the pre-test, while the subsequent test administered after the research is referred to as the post-test.

a. Pre-test

The researcher will initiate the teaching and learning activity, referred to as the pre-action phase. During this phase, the researcher, acting as the teacher, will deliver the material on describing family members without incorporating the Pictionary game. Collaborative learning will be employed as the teaching strategy. Additionally, a pre-test will be administered to evaluate the students' proficiency in speaking skills prior to being taught using the Pictionary game.

b. Post-test

   After providing the material on describing family members to the students, the researcher will administer a post-test following the teaching and learning activities. In this instance, the researcher utilizes the test data to assess the enhancement of students' speaking skills subsequent to the implementation of the Pictionary game as a medium and collaborative learning as a teaching strategy in English education.

c. Speaking Assesment

   Speaking assessment involves evaluating students' speaking skills, encompassing aspects such as grammar, vocabulary, pronunciation, and fluency. It comprises scores derived from students' performances in speaking tasks. These scores are acquired through both pre-tests and post-tests. Ultimately, the scores serve as indicators of whether the implementation of the Pictionary game has effectively enhanced students' speaking skills.

Tabel 3.3 Speaking assesment adapted of Douglas Bown[90]

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context

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[90] H Douglas Brown, 'Language Assessment', Principles and Classroom Practices. California: Longman University Press, 2003.

Aspect	Score	Criteria
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can not explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note :

Maximum score = 25

$Score = \frac{The\ result\ of\ core}{Maximum\ score} X\ 100$

For example :

    1. Febi score   : Grammar   = 4

                    : Vocabulary   = 5

                    : Comprehension   = 4

                    : Fluency   = 3

                    : Pronunciation   = 3

    Total score   = 19

    Febi's speaking score $= \frac{19}{25}$ x 100 = 76

So, we can concluded that Febi's speaking score is 76.

2. Icha score : Grammar   = 5

      : Vocabulary   = 5

      : Comprehension = 4

      : Fluency   = 4

      : Pronunciation = 3

Total score = 21

Icha's speaking score= $\frac{21}{25}$ x 100 = 84

So, we can concluded that Icha's speaking score is 84.

5. Reflection

   Reflection can be seen as a method of gathering data through a question-and-answer session that is done by the researcher and informants in face-to-face communication. According to Farrell (2013), reflection for action is defined as the process by which teachers plan their actions for the future with the intention of changing or enhancing current procedures. So, basically, reflection in classroom action research is discussion activities between the researchers and interviewees (the students and the English teacher) with the aim of collecting data. Furthermore, the researcher will use the reflection by Farrell (2017) that consists of three types: reflection in action, reflection on action, and reflection for action.

1) Reflecting in action

   Reflection in action is reflection during the lesson. According to Cirocki& Farrell (2017) this type of reflection is not only related to the "theories-in-use" that support the teacher actions, but it also "positive and negative surprises that come in the teaching process" and "the teacher's ability to deal when they occur.

2) Reflecting on action

Reflection on action is reflection after lesson. According to Farrell (2015) the purpose of reflection on action is to evaluate the lesson for a deeper understanding of the class situation, how do they occur during certain periods and why do they occur during certain periods. Furthermore, reflection in action helps teacher to describe what they observed in the classroom, review the various roles that performed while teaching and justifying the class decisions.

3) Reflecting for action

According to Farrell (2013) reflection for action isdefined as the process by which teachers plan their actions for the future with the intention of changing or enhancing current procedures.

6. Documentation

The researcher will use picture to take documentation, curriculum, and also lesson plan. The pictures was take when teaching and learning process, discussion between English teacher and the researcher, teaching and learning process, and implementing Pictionary game in learning activity.

D. **Data Analysis**

In this research, the researcher used two instrument for data analysis and there are qualitative and quantitative data. Qualitative data will be analyzed in field notes and observation sheet, while quantitative data will be analyzed in score by test and speaking assessment. Through quantitative data,

the researcher will also know there is improvement or not on the students speaking skill through collaborative learning strategy by using Pictionary game as media.The researcher tried to get the average of students speaking score, the researcher used the formula from (Mills, 2011)

$$Mx = \frac{\sum x}{n}$$

Notes:

Mx : Mean

$\sum x$: Indieeevidual Score

N : Number of Students

For the example:

Students' total scores that obtained on the test : 85 x 25 = 2.125

Number of students = 25

$Mx = \frac{2.125}{25} = 85$

So, we can conclude that the average of students speaking scores is 85.

Then, the researcher tried to get the number of students' percentage who passed KKM of 70 (seventy), it use the formula obtained from (Sudijono, 2008)

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

Notes:

P: the class percentage

F: the number of students who passed the target score

N: number of students

For the example :

The total score of students who passed the target score : 20

Number of students : 25

$P = \frac{20}{25}$ x 100% = 80%

So, we can conclude that the number of students' percentage who passed KKM of 70 is 80%.

E. Validity Data

In this research, the researcher collected qualitative and quantitative data to maintain the validity of the research. Those data includes field notes, observation sheet, test, and also speaking assessment as the instruments in this research. The researcher was able to observe the research correctly.

F. Criteria of Success

Criteria of success is a measure that determines whether research is successful or not. Teacher need to make criteria of success in order to achieve the objective of research and learning. There are several indicators of student success in the learning process. The indicators of the criteria of success are:

1. The learning process is said to be successful if the lesson plan was implemented 75% -100%.[91]

2. Student learning activity is said to be successful if the average student learning activity recieves the target of success with an average value of 70

3. If 70% of students participate in the learning process and achieve a minimum level of success, then the learning process is said to be successful

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[91] Bahri Djamarah & Aswan Zain, Teaching and Learning Strategies, Jakarta: PT. Rineka Cipta, 2006) 56

CHAPTER IV

RESEARCH FINDINGS

A. **Research findings**

1. **Planning**

   After understood the problems that occurred and then having discussions with the English teacher, the researcher and collaborators compiled and prepared the steps that would be taken at the action stage, namely as follows: Creating a lesson plan (RPP), instruments, instructional media, assessment , and criteria of success.

   ➢ Lesson Plan **(seen appendix 5)**

   The lesson plan and tools for research cycle 1 were developed in accordance with the Regulation of the Minister of Education and Culture Number 103 of 2014, which governs learning in Basic and Secondary Education.

   ➢ Instrument

   The researcher used a rubric instrument to assess students' speaking abilities. The researcher refer to 5 aspects: grammar, vocabulary, comprehension, pronunciation, and fluency.

   ➢ Instructional media

   In this study, the researcher used the Pictionary game as a media with description of family material and collaborative learning as strategies

➤ Assesment

a) Pre-test

The researcher carried out a preliminary teaching and learning activity, referred to as pre-action. During this phase, the researcher, acting as the teacher, presented material on describing family members without utilizing the Pictionary game. Collaborative learning was employed as the instructional strategy. Additionally, the researcher administered a pre-test to assess the students' proficiency in speaking skills prior to introducing the Pictionary game.

b) Post-test

The researcher provided the students with material on describing family members. Following the teaching and learning activities, a post-test was administered. This test was used to gather data on the improvement of the students' speaking skills after the implementation of the Pictionary game as a teaching media and the use of collaborative learning as a strategy in teaching English.

➤ Criteria of success

Indicators used to determine the effectiveness of a research project are known as success criteria. To achieve research and learning objectives, teachers need to establish these success indicators. In this study, one key indicator of student performance was that at least 70% of the students should achieve a minimum score of 70 on the post-test. The researcher decided on this percentage based on the consideration of students' midterm

test scores where only sevent students scored above the Minimum passing score (KKM 70). The second indicator of this study was students' responses mostly showed positive / good towards the application.

2. **Acting**

    a. First Meeting (Pre-Test session 1)

    The initial meeting took place on Monday, Nopember 13th 2023, at 09:50-10:50 WIB. During this session, the researcher began by greeting the students, leading a collective prayer, and checking attendance. The researcher then introduced the day's topic, "Describing Family Members," which was chosen in alignment with the first semester syllabus for seventh grade. Before starting the lesson, the researcher engaged the students by asking them to name family members, to which they responded aloud with "Father...Mother...Sister...Brother..." and so on. Subsequently, the researcher distributed several pictures of family members for the students to observe.

    First, the researcher explains how to describe someone according to what the students observe. In describing, there is a generic structure which includes identification and descriptions. The researcher also briefly explained the language features of descriptive text which include using simple present tense, for example: she is a cute girl; he is handsome man; ect, specific noun example: clothe; hat; glasses; ect, character details example: his nose is pointed; his hair is curly; ect.

And researchers also explain the social function of descriptive text. **(Seen of appendix 5)** Then the researcher gave examples of simple sentences on how to describe according to the pictures observed by the students.

Figure 4.1 First Meeting (The students making 3 sentences to describe the picture)

Next, the researcher asked students to make descriptive text sentences about a family member that they know simply with a minimum of 3 sentences. Here, many students still have difficulty making sentences in English. The reason they gave was because they lacked vocabulary and there were still some students who asked the researchers to interpret in English. So the researcher provide more vocabulary so students can make sentences easily. After the students finished making these simple sentences, the researcher asked the students to collect the pre-test results. Then, the researcher informed

students to describe someone in front of the class according to the picture provided by the researcher in the next meeting.

b. Second Meeting (Pre-test session 2)

The second meeting occurred on Saturday, Nopember 18[th]2023, at 07:30-08:30 WIB. The researcher began the lesson by greeting the students, leading a group prayer, and taking attendance. The researcher briefly reviewed the material covered in the previous session. Following this, students were asked to practice their English speaking skills by describing family members in front of the class. The researcher called on the students individually according to their order on the attendance list. Students who come forward in front of the class are given pictures that have been provided by the researcher and then students describe them. However, there are still some students who lack confidence in speaking English. Their pronunciation is also still wrong. There are 3 until 5 word errors in their speaking. At this meeting, there were 12 students out of 22 who got scores below the KKM

After each student had described their picture, the researcher provided feedback on their performance in describing family members. The pre-test results from this meeting indicated that students generally lacked confidence when speaking English in front of the class, were fearful of making mistakes, and occasionally felt sleepy during the lesson.After the researcher gave feedback, there was 10 minutes before

time ran out. The researcher informed students to prepare to use pictionary game media at the next meeting. The researcher also gave a little explanation about the pictionary game and how to play it. Apart from that, researchers also use collaborative learning as a learning strategy.

Figure 4.2 Second Meeting (Pre-Test : The students describe the picture in front of class)

c. Third Meeting (First treatment)

The third meeting took place on Friday, Nopember 24th 2023, at 07:30-08:30 WIB. The researcher began the lesson by greeting the students, leading a group prayer, and taking attendance. Before starting the Pictionary game, the researcher divided the 22 seventh-grade students into four groups, each containing 5-6 students. After organizing the groups, the researcher asked one student from each group to come forward to be the painter. The researcher then explained the procedures and rules of the Pictionary game before commencing the activity **(seen of appendix 6).** If all students understand the

procedures and rules of the game, then the researcher asked each group member's readiness to start the game.

Next, the researcher started the game by showing random pictures to each painter and then the painters were given time 1 minute to draw on the board. After the time has run out for drawing, each group guesses the picture that has been drawn by the painter. The group that guesses quickly by raising their hand has the opportunity to answer. If the group answers correctly then the group gets 10 points. However, if the group answers incorrectly then the group does not get points. The group that gets the most points is called the winner and the group that loses or gets the lowest points is punishment. The researcher asked the group that answered correctly to describe the picture. If the group answers correctly but cannot describe the picture, the point value will be reduced by 5 points.

Figure 4.3 Third Meeting (Implementing of Pictionary Game)

The game finished in 20 minutes with the score from group 1 getting 75 points, group 2 gets 90 points, group 3 gets 80 points, and group 4 gets 65 points. It can be concluded that the winner of this game is group 2 with a score of 90 points. Meanwhile, those who got the lowest score were group 4 with a score of 65 points. Groups that get low points are subject to punishment, namely describing the family member (mother). After that, the researcher gave feedback on the results of speaking learning in the pictionary game, especially on 5 aspects, namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Then before the lesson was finished, the researcher informed that students were asked to prepare for the next game by collaborating with each team at the next meeting.

d. Fourth Meeting (Second Treatment)

The third meeting took place on Monday, Nopember 27th 2023, at 07:30-08:30 WIB. The researcher began the session by greeting the students, leading a group prayer, and taking attendance. Similar to the previous meeting, the students were divided into four groups, each consisting of 5-6 members. The researcher selected one student from each group to act as the painter. The procedures and rules for the game remained the same as in the previous session. The researcher initiated the game by showing random pictures to each painter, who then had 1 minute to draw the images on the whiteboard.After the time has run

out for drawing, each group guesses the picture that has been drawn by the painter.

After the painter finishes drawing, each group guesses quickly by raising their hand and then the group has the opportunity to answer. If the group answers correctly then the group must describe the picture. One student from the group only described one sentence and then collaborated with their teammates into one paragraph for example **(seen picture of appendix 7)**: This is Aunt. Her hair is short. Her hair is yellow. She wears a long dress. The color of her long dress is maroon. When students described the picture, the researcher observed the students' speaking with 5 aspects, namely grammar, vocabulary, comprehension, fluency, and pronunciation. At this meeting the researcher also observed how students spoke before and after using the Pictionary game.

Figure 4.4 Fourth Meeting (The Grups describe Picture with Collaborative Learning)

The game ended at 25 minutes, there were 2 students in group 1 who still made mistakes in their grammar. In group 2 there were 2 students who made mistakes in grammar and pronunciation. In group 3 there is 1 student who lacks comprehension. Meanwhile in group 4 there were 2 students who made mistakes in grammar, pronunciation and vocabulary. It can be concluded that there are still 6 students who have not improved in their speaking. Even though there are still some students who are not perfect in their speaking, the results of this pictionary game show that this game teaches students to motivate them in learning speaking, build cooperation and collaborate between sentences with team members, and develop words for them to say like what they seen on the picture. From the results of pre-test data carried out by previous study, it was stated that this pictionary game could improve students' speaking.

e. Fifth meeting (Post-Test)

The third meeting has been held on Saturday, December 2nd 2023 at 09.50-10.50 WIB. The researcher entered the class and started the lesson by greeting, praying together and checking the student attendance list. In the speaking post-test, the researcher gave the students a random picture one of the family members and then the students described the picture. The post-test results showed that only 4 out of 22 students scored below the KKM. Meanwhile, 19 students scored above the KKM.

**Figure 4.5 Fifth Meeting (Post-Test : The students describe the picture
with 3-5 sentences)**

f.   Sixth Meeting (Remedial Test)

In this session, the researcher employed remedial teaching for

students who scored below the minimum competency criteria (KKM).

The remedial instruction was conducted in two sessions, specifically:

1) First session

The first session was held on Monday, December 4th2023 at

09.50-10.50 WIB. In this first session the researcher discussed the

results of the pre-test and post-test at the previous meeting. The

researcher asked what their difficulties were in learning speaking.

Then the students answered that they had difficulty pronouncing

sentences in English, their lack of vocabulary, and errors in

pronunciation also they were less self-confidence. After that, the

researcher gave students more vocabulary, the researcher also

demonstrated again how to make sentences to describe pictures,

and how to use simple present tense sentences.

2) Second session

    In this second session the researcher asked students to practice speaking in the pictionary game:

a. Researchers form 4 students in 1 team

b. The researcher gives the team a picture of one family member

c. Students guess the picture correctly

d. Students are asked to describe the picture orally

e. Students take turns describing the picture in one piecesentences to become one paragraph

f. Researchers observe and assess students' speaking when describing pictures

Figure 4.6 Remidial Teaching for Students who do not pass KKM.

3. **Observing**

    At this step, the researcher have observed the teaching and learning process of students. The researcher used field notes, pre-test, post-test, and

observation checklist to complete the task of observation. The data is explained as follows:

a. Observation at the first meeting (Pre-Test session 1)

At this meeting the researcher conducted a pre-test session 1 to students by making 3 simple sentences to describe people. They do it orally and in writing. Previously, the researcher had given examples of simple sentences on the board to describe people. As a result of the data generated from field notes, the researcher found that some students still asked the researcher the meaning of the sentences they made in Indonesian such as: *"ini bahasa ingris nya apa miss?".* There were also students who asked: "bahasa *inggrisnya kacamata itu glasses ya, miss?"* It can be seen that students still have difficulty interpreting sentences in English. This factor causes a long duration of learning activities. Actually, at this meeting the researcher wanted students to practice speaking in front of the class about the simple sentences they made. Then the researcher continued pre-test session 2 at the next meeting.

b. Observations at the second meeting (Pre-Test session 2)

At this second meeting, the researcher asked the students to practice speaking in front of the class by showing pictures of family members to the students and then the students described the pictures according to what they saw. The researcher called the students' names one by one to come forward.Students are given the opportunity to

describe in just 3 sentences. As a result of field notes, researchers found that almost some students could not speak English properly. Students still don't speak fluently because they are afraid of saying the wrong vocabulary. Apart from that, students are also not confident because they feel nervous and embarrassed to practice speaking in front of the class.

The pre-test results in this study showed that there were 12 students out of a total of 22 students who scored below the minimum individual passing score (KKM 70). Data can be seen as follows:

Table 4.1 Pre-Test Results

No.	Student's name	Minimum Passing Score	Total Score	Failed/Passed
1	Masduki	70	60	Failed
2	Naila	70	76	Passed
3	Iqbal M	70	76	Passed
4	Aurel	70	72	Passed
5	Dheo	70	60	Failed
6	Dhika	70	52	Failed
7	Luluk	70	72	Passed
8	Rafael	70	64	Failed
9	Anafin	70	64	Failed
10	Holid	70	72	Passed
11	Saiful	70	52	Failed
12	Nanda	70	52	Failed
13	Maulidia	70	64	Failed
14	Rima	70	68	Failed
15	Selvi	70	76	Passed
16	Sinta	70	56	Failed
17	Hafida	70	72	Passed
18	Rani	70	72	Passed
19	Warda	70	76	Passed
20	Yuni	70	72	Passed
21	Iqbal A	70	52	Failed
22	Septi	70	64	Failed
Total Score			1444	
Average			65	

c. Observation at the third meeting (Treatment 1)

At this meeting the researcher held a Pictionary game. The reason the researcher used this game was because at the previous meeting the researcher saw the studentswho lack confidence when speaking in front of the class. The researcher started the game by dividing students into 4 groups, each group consisting of 5 and 6 students. Then the researcher read out the rules of this game. The researcher asked one member from each group to be a painter in front of the class. Then the students who became painters carried out their duties according to the drawings that had been given by the researcher. The painter is given 1 minute to draw and when the time is up each group raises their hand to answer what the painter drew and then describe the picture. The group that can answer and describe correctly gets 10 points. If the group answers incorrectly, 5 points are deducted. However, here the researchers found that one group was cheating because the group's painters did not draw properly. In this way, the researcher replaced the painter from that group with another team member.

d. Observation at the fourth meeting (Treatment 2)

At this meeting the researcher saw that students were interested in the Pictionary game. The researcher played the same game as the previous meeting. But the researcher divided the groups differently so that students were not monotonous or dependent on their previous

group. After the game started, the researcher told each painter a picture and then the painter drew on the board for 1 minute. The group that raises their hand more quickly has the opportunity to answer. If the answer is correct then the researcher asks the group to describe the picture by collaborating with 1 student describing 1 sentence followed by other members to make one paragraph. Then the researcher observed students' speaking with 5 aspects: vocabulary, grammar, comprehension, pronunciation and fluency. As a result of this field note data, the researcher found that there were 6 students who had not improved in their speaking. They also have difficulty describing images spontaneously. However, from the previous pre-test results there were 12 students who had problems in their speaking. It can be concluded that the Pictionary game can improve students' speaking.

e. Observation at the fifth meeting (Post-Test)

On this meeting, the researcher conducted a post-test on students by giving pictures of family members and then students described the pictures. Here researchers observed students' speaking from 5 aspects: vocabulary, grammar, comprehension, pronunciation, and fluency. Field notes at this meeting found that students were influenced in terms of self-confidence and were not embarrassed to speak in front of the class. The post-test results in this study showed that 18 students received scores exceeding the minimum individual passing score (KKM 70).

Table 4.2 Post-Test Results

No.	Student's name	Minimum Passing Score	Total Score	Failed/Passed
1	Masduki	70	72	Passed
2	Naila	70	88	Passed
3	Iqbal M	70	84	Passed
4	Aurel	70	76	Passed
5	Dheo	70	72	Passed
6	Dhika	70	60	Failed
7	Luluk	70	76	Passed
8	Rafael	70	72	Passed
9	Anafin	70	76	Passed
10	Holid	70	80	Passed
11	Saiful	70	60	Failed
12	Nanda	70	60	Failed
13	Maulidia	70	72	Passed
14	Rima	70	76	Passed
15	Selvi	70	84	Passed
16	Sinta	70	76	Passed
17	Hafida	70	80	Passed
18	Rani	70	76	Passed
19	Warda	70	88	Passed
20	Yuni	70	76	Passed
21	Iqbal A	70	56	Failed
22	Septi	70	72	Passed
	Total Score		1632	
	Average		74	

The researcher want to find the percentage of students who graduate with a score above the KKM in percentage form. Researchers use the formula below to determine the percentage of students who achieve the success criteria:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{18}{22} \text{ x } 100\%$$

$$P = 82\%$$

Notes:

P: the class percentage

F: the number of students who passed the target scor

N: number of students

Based on **table 4.2** it can be seen that there are 18 students who passed (KKM 70). Data on the percentage of 18 students who passed (KKM 70) is 82%. From the data above it was also found that there were 4 students who did not receive the minimum individual passing score (KKM 70). The factors that cause students to score below KKM 70 are their lack of vocabulary and confidence in speaking in front of the class, and students are still afraid of making mistakes in pronunciation. For this reason, the researcher did not continue to cycle 2 but has carried out remedial teaching for 4 students in this study.

f. Observation at the sixth meeting (Remedial Teaching)

Observations in remedial teaching were carried out in 2 sessions:

1) First session

The researcher gave students more vocabulary, the researcher also demonstrated how to make sentences to describe pictures, and how to use simple present tense sentences.

2) Second session

   a. The researcher form 4 students in 1 team

   b. The researcher gives the team a picture of one family member

   c. Students guess the picture correctly

   d. Students are asked to describe the picture orally

e. Students take turns describing the picture in one sentence so that it becomes one paragraph

f. The researcher observe and assess students' speaking when describing pictures

The data results show that there is an influence on students' remedial teaching after treatment.Researchers found that 4 students achieved the success criteria and received a minimum individual score of 70.

g. Observation sheets

Researchers also use observation sheets. The first is used to observe students and the second is used to observe teachers. Observation sheets are created to observe student and teacher activities in the teaching and learning process. In this observation maximal scroe is 25.The table researcher only provides a checklist (√).

Table 4.3 Observation sheet for teachers

No.	Indicators	1	2	3	4	5	Description
1.	Teacher prepare the material well					√	Excellent
2.	Teacher carried out according to the procedure					√	Exceleent
3.	Teacher gives evaluation after the lesson plan					√	excellent
4.	Teacher asks the student's difficulties				√		Good
5.	Teacher applies Pictionary game in teaching speaking skills					√	Excellent

Table 4.4 Observation sheet for students

No.	Indicators	1	2	3	4	5	Description
1.	Students give attention to teacher's explanation				√		Good
2.	Students understand the teachers' explanation			√			Fair
3.	Students are active during the learning process				√		Good
4.	Students do the evaluation well				√		Good
5.	Students feel enthusiastic doing speaking test by using Pictionary game					√	Excellent

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

For table the observation's teacher :

Final scroe $= \frac{\text{Total Score}}{\text{Maximal Score}}$ x 100%

Final score $= \frac{24}{25}$ x 100%

Final scroe $= 96\%$

For table the observation's students :

Final scroe $= \frac{\text{Total Score}}{\text{Maximal Score}}$ x 100%

Final score $= \frac{20}{25}$ x 100%

Final scroe $= 80\%$

Percentage	Categories
0-25	Very less
26-50	Less
51-75	Enough
76-100	Good

Based on the table above,shows that the percentage of teacher observation results is 96%, and the percentage of student observation results is 80%. It can be concluded that classroom action research is said to be successful if students' learning activities meet good criteria, teacher teaching activities meet good criteria,

4. Reflecting

Based on the post-test results, the researcher read the success criteria proposed in the previous chapter, because the success criteria stated that the implementation was said to be successful if 70% of students taking the class obtained (KKM 70) as the minimum score. Researchers found that there were 18 students or 82% of students who received a score exceeding (KKM 70). However, after conducting the research, the researchers did not continue to cycle 2 but used a remedial test for students who did not get a score exceeding the KKM 70.

Reflection can be seen as a method of gathering data through a question-and-answer session that is done by the researcher and informants in face-to-face communication. According to Farrell (2013), reflection for action is defined as the process by which teachers plan their actions for the future with the intention of changing or enhancing current procedures.

a. Reflecting in action

In this type of reflection the researcher reflects on students during learning. The researcher have found difficulties at the beginning of the meeting because students are still passive in speaking English. At the

second meeting the researcher also conducted a pre-test and found that only a few students could speak English. They think that speaking English is difficult and some students are not interested in learning English. This has made researchers use games based learning methods so that they are interested and active in speaking English. At the third meeting, the researcher tried the Pictionary game to be implemented with students using material that had been discussed at the previous meeting. Researchers chose this game because the material studied was about describing family members. So it is suitable for this game to use pictures and to find out how to improve students' speaking in this game. However, researchers did not use transactional text in this game but instead used collaborative learning.

b. Reflecting on action

Researchers also use reflection after learning. The initial step is followed by reflection which contains a description of the learning activities that have been completed. Researchers asked students several questions at the end of the lesson. Researchers used questionnaires to find out how students responded to playing Pictionary and how this game could improve students' speaking. **(seen appendix 8)** Based on the results of student responses using the Pictionary game media to improve student speaking, it shows that there is an accumulation of total points of 80 strongly agree, 40 agree, and 19 disagree. Thus the

researcher concluded that after the researcher conducted this lesson, the students responded more strongly agree of this Pictionary game media.

c. Reflecting for action

The impact of the actions taken was quite effective as seen from the research results presented by the researchers. It can be seen from the students' understanding of English speaking material which is usually quite difficult to understand because students are not trained continuously, but after this learning practice, students can improve their speaking, they look more active, enthusiastic, and interested in this learning. By carrying out these learning activities, students are more interested and their potential can be developed optimally in learning. Learning activities are more enjoyable because they use image media, this can be continued in subsequent learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research findings, the implementation of the Pictionary game effectively addressed the primary issues concerning students' speaking skills, namely lack of interest and confidence. The results from the previous topic indicated notable improvement in student scores between the pre-test and post-test assessments. Initially, in the pre-test, the average student score was only 65, with only 45% of students meeting the Minimum Completion Score (KKM 70), indicating a low proficiency in speaking skills. However, in the first cycle of the post-test, the average student score increased to 74, with 82% of students achieving the KKM 70. This indicates that 18 students attained the Minimum Completion Score, while 4 students did not. Remedial tests were administered to those who did not meet the threshold. Consequently, the researcher concluded that cycle I successfully met the predetermined success criteria.

The adoption of the Pictionary game technique has proven effective in enhancing students' engagement in learning and enhancing their speaking abilities. This positive outcome contributes to a shift in students' perceptions, where learning English is perceived as enjoyable rather than daunting or dull. The interactive nature of the learning game fosters a sense of enjoyment among students. Additionally, collaborative learning greatly facilitates teamwork

among students, fostering enthusiasm for learning and practicing English speaking skills.

B. Suggestions

Based on the results of this research, the suggestions given are:

1. Suggestion for teachers

English teachers are advised to apply the Pictionary game to teach English speaking skills, because this game makes students more active in class, because this game will challenge and encourage students to participate actively in the teaching-learning process.

2. Suggestion for future researchers

Future researchers who have the same problem or similar problems are advised to conduct classroom action research using the Pictionary game to improve students' speaking abilities with various other types of material. Apart from that, the researcher hopes that future researchers will use interesting digital media as this era develops.

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APPENDIX 1

MATRIX OF RESEARCH

Name   : Silmiyah Karomatul Maula

NIM   : T20196066

TITLE	VARIABLES	SUB VARIABLES	INDICATORS	RESEARCH METHOD	FOCUS
Improving Students Speaking Skills Through Collaborative Learning Using Pictionary Game of Seventh Grade at Junior High School	1. Speaking Skill	a. Definition of Speaking Skill b. Aspect of Speaking Skill c. The Principles of Speaking Skill d. Teaching Speaking e. Techniques in Teaching Speaking	• To Improve the students' active participation in collaborative learning using pictionary game. • To Improve the students speaking skill descriptive text in collaboration with pictionary game	Research design CAR (Kemmis & Tagger : 98) 1. Planning the action 1. Implementing the action 2. Observing the action 3. Reflecting of the action (Thomas S.C. Farrel :2007) · In action · On action · For action	To improve students speaking skill through collaborative learning using pictionary game
	2. Collaborative Learning	a. Definition of Collaborative Learning b. Types of Collaborative Learning			
	3. Pictionary	a. Definition of Game b. Definition of			
	Game	Pictionary Game c. Advantages of Pictionary Game d. Disadvantages of Pictionay Game e. The Procedures of Pictionary Game			

APPENDIX 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-4612/In.20/3.a/PP.009/11/2023
Sifat   :Biasa
Perihal :Permohonan Ijin Penelitian

Yth. Kepala MTs Unggulan Tunas Bangsa
Jl. Citarum No. 17 Curahgrinting, Kanigaran, Kota Probolinggo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196066
Nama	:	SILMIYAH KAROMATUL MAULA
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai judul skripsi : "Improving Students Speaking Skill Through Collaborative Learning Using Pictionary Game At Seventh Grade Of Junior High School". Selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Didit Irwanto. S. Sos. MM.

Demikian atas perkenan dan kerja samanya disampaikan terima kasih.

Jember, 14 November 2023an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIX 3
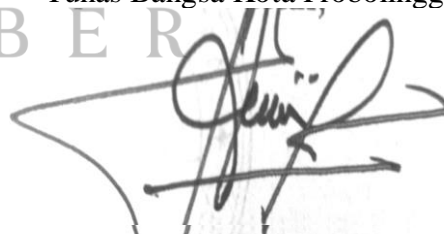
JOURNAL OF RESEARCH

No.	Time	Research Subject	Activity	Signature
1.	11th Nopember 2023	Headmaster of MTs Unggulan Tunas Bangsa	Submission of research permit	
2.	13th Nopember 2023	Students	Pre-Test (session 1)	
3.	18th November 2023	Students	Pre-Test (session 2)	
4.	20th Nopember 2023	Students	Treatment 1	
5.	24th November 2023	Students	Treatment 2	
6.	2nd December 2023	Students	Post-Test	
7.	4th December 2023	Students	Remedial Teaching	

Jember 5 December 2023
Headmaster of MTs Unngulan
Tunas Bangsa Kota Probolinggo

Didit Irwanto, S.Sos,M.M

APPENDIX 4

YAYASAN TUNAS BANGSA
MADRASAH TSANAWIYAH UNGGULAN TUNAS BANGSA
PROBOLINGGO
JL. Citarum No. 57 Kentangan Telp. (0335) 431699 Probolinggo
67212
Email : mts.utb_prob@yahoo.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 070/MTs. UTB/XI/2023

Yang betanda tangan dibawah ini :
Nama   : Didit Irwanto, S.Sos,M.Pd
Jabatan   : Kepala Sekolah

Meneangkan dengan sesungguhnya bahwa :
Nama   : Silmiyah Karomatul Maula
NIM   : T20196066
Fakultas   : Tarbiyah dan Ilmu Keguruan
Prodi   : Tadris Bahasa Inggris
Perguruan Tinggi   : UIN KHAS JEMBER

Mahasiswa tersebut telah melaksanakan penelitian selama 30 (tiga puluh) hari untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul *"Improving Students Speaking Skill Through Collaborative Learning Using Pictionary Game at Seventh Grade of Junior High School"*

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 5 Desember 2023
Kepala Madrasah

DIDIT IRWANTO, S.Sos., MM

APPENDIX 5

LESSON PLAN (RPP)

Sekolah	: MTs Unggulan Tunas Bangsa Kota Probolinggo
Mata Pealajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi Pokok	: Describe of Family Members with Pictionay game
Alokasi Waktu	: 1 x 60 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena/kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

No.	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.	3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan anggota keluarga baik lisan maupun tulis sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi fungsi sosial tentang anggota keluarga 3.2.2 Mengidentifikasi struktur teks tentang anggota keluarga 3.2.3 Mengidentifikasi unsur kebahasaan tentang anggota keluarga 3.2.4 Mengidentifikasi ungkapan yang digunakan dalam teks lisan dan tulis tentang anggota keluarga
4.	4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan menerima informasi untuk menyatakan anggota keluarga	4.2.1. Mengidentifikasi informasi rinci dalam teks dan menjelaskan makna kata atau ungkapan tertentu dalam teks tentang anggota keluarga dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar

	dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks	dan sesuai dengan konteks. 4.2.2. Menemukan topik, informasi tersurat dan tersirat, rujukan kata dan menjelaskan makna kontekstual kata atau ungkapan tertentu dalam teks lisan dan tulis sangat pendek sederhana tentang anggota keluarga.

C. Tujuan Pembelajarann :

1. Siswa dapat mengidentifikasi informasi tentang anggota keluarga dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. Siswa dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan tentang anggota keluarga dengan baik dan benar

3. Siswa dapat membuat kalimat sederhana tentang anggota keluaraga dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

D. Materi Pembelajaran

1. Pengertian:

Descriptive text adalah jenis teks yang mendeskripsikan orang, tempat, binatang atau suatu benda. Misalnya mendeskripsikan tentang sosok yang dikagumi, tempat wisata, binatang peliharaan dan lainnya.

Karakteristik descriptive text meliputi:

2. Struktur Teks:

Identification: mengidentifikasi topik yang akan dideskripsikan.

Description: mendeskripsikan hal-hal yang berkaitan dengan topik tersebut.

3. Tujuan Teks

Fungsi/tujuan komunikatif dari descriptive text adalah untuk mendeskripsikan atau menggambarkan orang, tempat atau benda tertentu.

4. Ciri Kebahasaan Language (features of the text)

- Present tense, menggunakan kata kerja bentuk present, seperti my aunt likes cooking, it hastwo doors, dsb.

- State verb, menggunakan kata kerja statif yakni menggambarkan suatu keadaan, seperti think, believe, have, belong, love, hate, dsb.

- Adjective, menggunakan kata sifat, seperti long, beautiful, tremendous, dsb.
- Adverb, menggunakan kata keterangan seperti loudly, fluently, carelessly, fast, dsb

➢ **Pronoun**

Subjective	Objective	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
They	Them	Their	Theirs
We	Us	Our	Ours
She	Her	Her	Hers
He	Him	His	His
It	It	Its	Its

➢ **To be**

Singular	I	am
	He	is
	She	is
	It	is
Plural	You	are
	They	are
	We	are

➢ **Family Members**

1. Father
2. Mother
3. Sister
4. Broher
5. Aunt
6. Uncle
7. Grandfather
8. Grandmother
9. Niece

10. Nephew

➢ Adjectives about appearance and personalities:

Black skin = Kulit Hitam, White skin = Kulit putih, Fair = sawo matang (kulit), Pimple = jerawat, Strong = kuat, Bald = gundul, Fat = gemuk, Point = mancung, Tall = tinggi, Beard = janggut, Flat = pesek, Puff/ chubby = pipi besar, Thick = tebal, Big = besar, Girl = anak perempuan, Round = bulat, Thin = tipis, Black = hitam, Height = tinggi badan, Sharp = tajam, Wave = bergelombang, Blonde = pirang, Mole = tahi lalat, Short = pendek, Weak = lemah, Boy = anak laki-laki, Moustache = kumis, Slant = sipit, Weight = berat badan, Circle = bulat, Narrow = sempit, Slim = ramping ,White = putih, Curly = keriting, Old = tua, Small = kecil, Wide = lebar, Dimple = lesung pipi, Oval = lonjong, Straight = lurus, Young = muda

➢ **Benda& warna yang biasanya digunakan:**

Kacamata = glassses

Topi = hat

Kumis = mustache

Kaos pendek = T-shirt
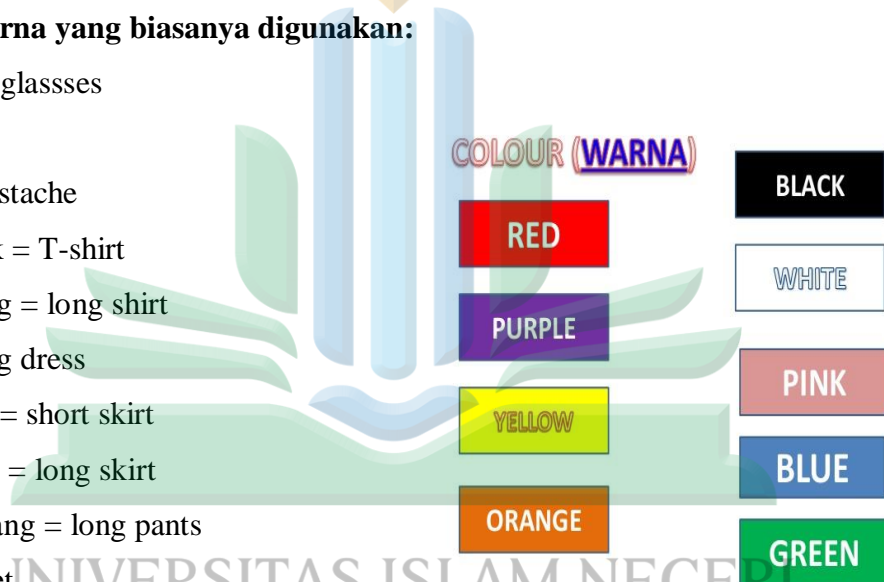
Kaos panjang = long shirt

Daster = long dress

Rok pendek = short skirt

Rok panjang = long skirt

Celana panjang = long pants

Jaket = jacket

Payung = umberella

COLOUR (WARNA)

RED

PURPLE

YELLOW

ORANGE

BLACK

WHITE

PINK

BLUE

GREEN

➢ **The patterns of describing people :**

S + to be + adjective   Example: My sister is tall, she is beautiful.

S + have/has + noun   Example: My mother has slant eyes.

S + wear(s) + noun   Example: My uncle wears leather jacket.

S + noun + to be + Adjective   Example: His nose is flat.

S + bring(s) + noun   Example: My sister brings an umbrella.

E. Metode Pembelajaran

Pendekatan : *Scientific Approach*

Metode   :*Games Based Learning*

F. Media/Alat, Bahan, dan Sumber Belajar

1. Media/alat :

- Papan tulis
- Spidol
- Gambar anggota keluarga

2. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan 2014, Bahasa Inggris When English Rings The Bell, SMP/Mts Kelas VII
- Buku Panduan Guru English for Nusantara **https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/ Bahasa-Inggris-BG-KLS-VII.pdf**

G. Kegiatan Pembelajaran

Pertemuan Pertama

Langkah pembelajaran	Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	a. Guru memulai pembelajaran dengan mengucapkan salam, berdoa dan mengecek daftar hadir siswa b. Guru menjelaskan tujuan pembelajaran dari topik yang akan dipelajari. c. Guru menginformasikan topik yang akan dipelajari adalah "Describe of Family Member"	10 menit
Kegiatan inti	a. Guru menanyakan kepada siswa apa yang mereka ketahui tentang anggota keluarga dan siapa saja anggota keluarga itu? b. Guru memberikan beberapa gambar anggota keluarga kepada siswa kemudian siswa mengamati gambar tersebut c. Guru menjelaskan tentang deskriptif dengan fungsi sosial, struktur teks, dan ciri kebahasaan d. Guru menjelaskan penggunaan kalimat sederhana simple present tense pada descriptive text e. Guru memberi contoh kalimat sederhana kepada siswa tentang cara mendeskripsikan orang**(lihat lampiran 3)**	30 minutes

	f. Guru meminta siswa membuat kalimat sederhana tentang cara mendeskripsikan orang g. Guru meminta siswa berlatih berbicara dengan mendeskripsikan gambar anggota keluarga di depan kelas	
Kegiatan penutup	a. Guru memberi feedback dari hasil proses pembelajaran siswa b. Guru memberitahu pada pertemuan selanjutnya siswa untuk mendeskripsikan gambar anggota keluarga menggunakan permainan Pictionary c. Guru mengakhiri pembelajaran dengan doa dan salam	10 menit

Pertemuan Kedua (2 JP)

Langkah pembelajaran	Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	a. Guru memulai pembelajaran dengan mengucapkan salam, berdoa dan mengecek daftar hadir siswa b. Guru menjelaskan tujuan pembelajaran dari topik yang akan dipelajari. c. Guru mereview kembali teks deskriptif berdasarkan pertemuan sebelumnya	10 menit
Kegiatan inti	a. Sebelum memainkan permainan, guru menjelaskan aturan main Pictionary Game(**lihat lampiran 4**) b. Guru membagi siswa menjadi 4 grup, setiap grup terdiri dari 5-6 siswa c. Guru meminta masing-masing satu perwakilan kelompok untuk menjadi pelukis di papan tulis. d. Guru mengambil gambar secara acak kemudian menunjukkan kepada masing-masing pelukis gambar apa yang akan mereka gambar. Kemudian masing-masing pelukis mulai menggambar di papan tulis. e. Guru memberikan waktu 1 menit untuk pelukis menggambar di papan tulis f. Guru memberi poin kepada grup yang menebak gambar dengan cepat dan menjawab dengan benar g. Guru meminta grup yang menjawab dengan benar untuk mendeskripsikan (speaking) sesuai gambar h. Guru mengamati speaking siswa	30 menit
Kegiatan penutup	a. Guru memberi feedback dari hasil proses pembelajaran siswa b. Guru memberitahu pada pertemuan selanjutnya siswa untuk mendeskripsikan gambar anggota keluarga menggunakan permainan Pictionary tapi dengan collaborative learning c. Guru mengakhiri pembelajaran dengan doa dan salam	10 menit

Pertemuan Ketiga (2 JP)

Langkah pembelajaran	Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	a. Guru memulai pembelajaran dengan mengucapkan salam, berdoa dan mengecek daftar hadir siswa b. Guru menjelaskan tujuan pembelajaran dari topik yang akan dipelajari. c. Guru mereview hasil skor permainan Pictionary pada pertemuan sebelumnya	10 menit
Kegiatan inti	a. Guru membagi siswa 4 grup dalam kelompok yang sama seperti pertemuan sebelumnya, setiap grup terdiri dari 5-6 siswa b. Guru meminta masing-masing satu perwakilan kelompok untuk menjadi pelukis di papan tulis. c. Guru mengambil gambar secara acak kemudian menunjukkan kepada masing-masing pelukis gambar apa yang akan mereka gambar. Kemudian masing-masing pelukis mulai menggambar di papan tulis. d. Guru memberikan waktu 1 menit pelukis menggambar e. Guru meminta grup yang menjawab dengan benar berkolaborasi mendeskripsikan (speaking) gambar yang mana satu siswa dengan satu kalimat sehingga menjadi satu paragraf f. Guru mengamati dan menilai speaking siswa	30 menit
Kegiatan penutup	a. Guru memberi apresiasi kepada grup yang menebak gambar dengan benar b. Guru memberi feedback dari hasil proses pembelajaran siswa c. Guru mengakhiri pembelajaran dengan doa dan salam	10 menit

F. Penilaian

Tabel rubric speaking skills

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent

Aspect	Score	Criteria
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can not explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Ketereangan :

Maximal skor = 25

$$Skor = \frac{Hasil\ skor\ akhir}{Maximal\ skor}\ X\ 100$$

Contoh :

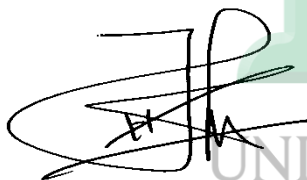1. Febi score   : Grammar   = 4

                        : Vocabulary   = 5

                        : Comprehension   = 4

                        : Fluency   = 3

                        : Pronunciation   = 3

Total score   = 19

Febi's speaking score   = $\frac{19}{25}$ x 100 = 76

Probolinggo, 17 November 2023

Mengetahui,

Guru Mapel   Peneliti

Heri Wicaksono S.Pd   **Silmiyah Karomatul Maula**

NPK: 9801490046096   NIM: T20196066

APPENDIX 6

➢ Teaching procedure implementing the Pictionary game :

1. The teacher explain the topic of definition descriptive along with its social function, text structure, and language features

2. The teacher ask about their understanding of the topic, if the students does not understand the topic and the teacher will explain it more

3. The teacher give an example to students about describe family members

4. The teacher asks students practice to describe family members based on the picture

5. The teacher explain how to play and rules of Pictionary game

6. Firstly. The teacher divided students into each group consist of 4-5 students

7. Secondly, the teacher asked one representative from each group to be the painter on the whiteboard

8. Thirdly, the teacher take a picture randomly then showed each of the painters what picture they would draw. Then each of the painters started to draw picture on the whiteboard.

9. The teacher gave 3-5 minutes to guess picture correctly and then each group describe the picture which one student of one sentence

10. Each group collaborate to describe the picture which one student of one sentence became one paragraph

11. The group that managed to answer quickly and accurately so that got the point score and the group low point score will be punished

12. The punishment like the students describe based on teammates

➤ **Pictionary game rules:**

1. There are 4 groups consisting of 5-6 students

2. appoint one student in the team from each group to be a painter on the board

3. Painters are prohibited from talking while drawing on the board

4. The painter must not look back, turn his head or ask questions when drawing on the board

5. Painters are only given 1 minute to draw on the board

6. If the drawing time is up, each group can raise their hands quickly to guess the picture

7. Each group can only raise their hand first to guess the picture

8. The group that guesses correctly gets 10 points

9. If the group guesses wrong then points are reduced by 5

10. The group that gets more points is the winner

11. The group with the lower points gets punished
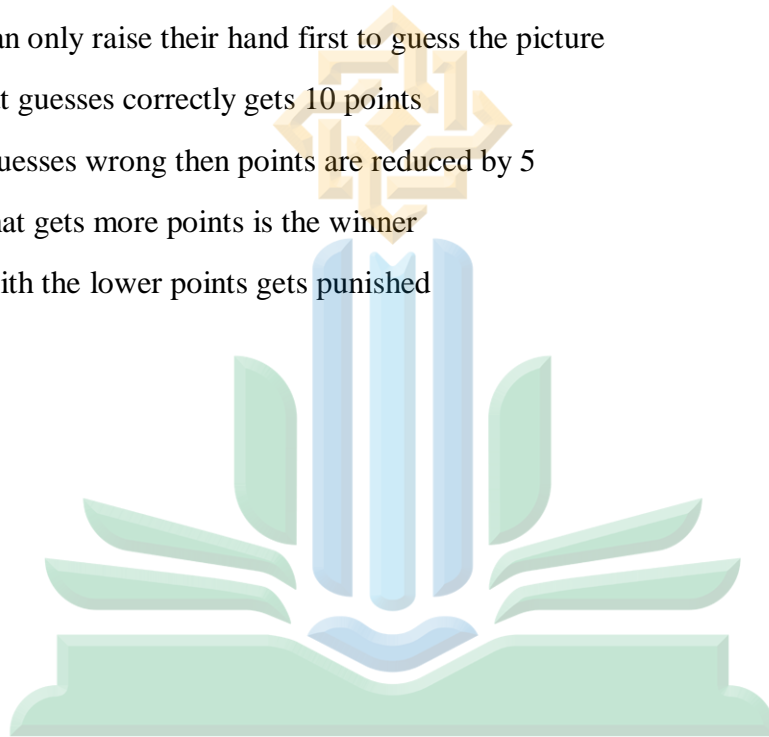
APPENDIX 7

The Sentences to Describe Picture Family Member (Pre-Test and Post-Test)

This is Mother. She is beautiful. His hair is short. She wears a dress. Her dress is yellow.

This is Aunt. Her hair is short. Her hair is yellow. She wears a long dress. The color of her long dress is maroon.

This is Father. His hair is short. He wears glasses. His nose is pointed. He wears white T-shirt. He is a handsome man.

This is Brother. He wears a hat. His hat is yellow. He wears green T-shirt. He also wears blue jeans.

This is Sister. She is cute girl. Her hair is brown and tied in two ponytails. She wears a blue vest. She also wears a yellow mini skirt.

APPENDIX 8

Tabel hasil respon siswa menggunakan Pictionary Game

No.	Pertanyaan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju	Total siswa
1.	Saya senang dan tertarik dengan pelajaran ini	5	15	2	0	22
2.	Saya akan aktif berbicara bahasa inggris setelah pembelajaran ini	5	12	5	0	22
3.	Saya menikmati permainan yang di aplikasikan dalam pembelajaran ini	15	5	2	0	22
4.	Permainan pictionary membuat saya membangun kerjasama dengan grup	17	3	2	0	22
5.	Permainan pictionary sangat menyenangkan	22	0	0	0	22
6.	Permainan Pictionary telah membuat saya dapat meningkatkan berbicara bahasa inggris	18	0	4	0	22
7.	Saya ingin aktif berbicara bahasa inggris pada pertemuan selanjutnya	8	10	4	0	22
	Total	**80**	**45**	**19**	**0**	**144**

APPENDIX 9

Documentation

The Researcher Discuss and Interview with English Teacher

Figure 4.1 First Meeting (The students making 3 sentences to describe the picture)

Figure 4.2 Second Meeting (Pre-Test : The students describe the picture in front of class)

Figure 4.3 Third Meeting (Implementing of Pictionary Game)

Figure 4.4 Fourth Meeting (The Grups describe Picture with Collaborative Learning)

Figure 4.5 Fifth Meeting (Post-Test : The students describe the picture with 3-5 sentences)

Figure 4.6 Remidial Teaching for students who scored below the KKM

APPENDIX 10

The Result of The Interview

Time and Place:

1. Day/date : Saturday, 11 Nopember 2023

2. Place : MTs Unggulan Tunas Bangsa Kota Probolinggo

3. Time : 08.00 WIB – selesai

Responden

1. Informan

1 Nama : Heri Wicaksono

2. Status : Guru Bahasa Inggris MTs Unggulan Tunas Bangsa Kota Probolinggo

The Interview Script with English Teacher

R : What are the challenge do you face in the seventh grade, sir?

T : The challenge in my classroom are the students not confident when the teacher ask them to speak, ditanya seringkali diam dan mereka lebih suka disuruh nulis daripada baca atau ngomong

R : How do you teach speaking to your students?

T : Saya biasanya menuliskan percakapan sederhana di papan tulis lalu saya suruh praktek di depan.

R: What the method do you use in teaching your students?

T: I used Direct Method, I always speak to the students based on the material. Supaya siswa terbiasa dengan kata tersebut.

R : Have you ever brought picture as a media in your class?

 T : No, belum pernah

R : Have you ever used games in your class?

T : No, belum pernah.

R : Untuk KKM Bahasa Inggris di sini berapa, sir?

T : KKM 70.

R : Apakah siswa kelas sudah memenuhi KKM?

T : Tidak banyak yang memenuhi KKM.

Time and Place:

1. Day/date : Monday, Nopember 13th 2023

2. Place : In front of class

3. Time : 09.30 – selesai

Responden

2. Informan

Nama : Nayla, Iqbal, Warda, Selvi, Sinta

The interview with the students

R : Kegiatan apa yang biasanya kalian lakukan selama pembelajaran bahasa inggris?

S2 : Disuruh nerjemahin buku paket miss,

S1 : Mendengarkan apa yang disampaikan guru, menerjemahkan bacaan yang dibuku paket ke bahasa Indonesia

S3 : Jelasin materi, disuruh mengartikan bacaan yang di tabel di buku paket miss

S5: Suruh menulis Bahasa inggris sama artinya didepan miss

S3 : Nulis vocab atau kalimat di buku tulis, kemudian diterjemahkan oleh guru miss nanti di kasih pr menerjemahkan bacaan selanjutnya.

R: Mr. Heri pernah bawa gambar-gambar atau alat peraga didalam kelas atau permainan pakai gambar?

S3 : Gak pernah si miss

S4 : Ya biasanya makai buku paket, tapi kadang juga diajak gerak-gerak gitu biar kita gak ngantuk

R: Seru gak belajar Bahasa inggris?

S2 : Seru kok miss,

S4 : Seru miss, Mr. sabar banget miss ngajar kita gak pernah marah.

R : Kalian ngerti gak kalau guru kalian mengajak kalian ngomong pakai Bahasa inggris?

S5 : Tidak miss

S4 : Kurang ngerti miss

S2: Kadang paham kadang tidak

R : Kalau kalian dikasih pertanyaan dalam Bahasa inggris kalian bisa gak jawab

S3 : Bisa miss, tapi harus di Bahasa indonesiakan dulu

R : Kalau suruh baca teks Bahasa inggris, kalian merasa sulit gak?

S5 : Sulit miss, gatau cara bacanya.

S1 ; Bisa miss, tapi kurang lancar

 S3 : Malu miss, gatau gimana cara bacanya

R : Kalau semisal di suruh nulis kata dalam Bahasa inggris bisa?

S1: Bisa miss, cuman harus bawa buku

S2 : Gabisa saya miss, kalau boleh lihat buku ya saya bisa

R : Kira-kira apasih kesulitan kalian selama pembelajaran Bahasa inggris?

S2 : Kalau Mr.Heri sama Miss Silmi jelasin pakek Bahasa Indonesia ya paham tapi kalau Bahasa inggris kadang ga paham

S5:Kalau saya gak mengerti miss kalau dijelaskan pakek Bahasa inggris"

S1: Sulit kalau suruh baca, terus suruh mengartikan tanpa melihat kamus.

R: Berarti harus sering-sering bawa kamus ya, atau pinjem ke perpustakaan
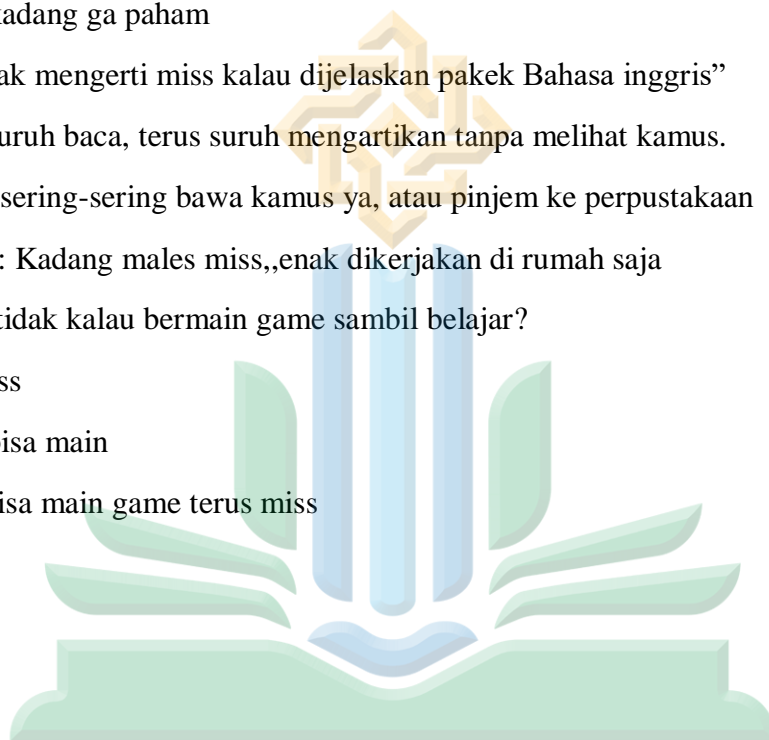
S4, S1,S2,S3,S5: Kadang males miss,,enak dikerjakan di rumah saja

R : Kalian suka tidak kalau bermain game sambil belajar?

SI, S4 : Suka miss

S2 : Suka miss bisa main

S3 , S5: Kalau bisa main game terus miss

APPENDIX 11

DECLARATION OF AUNTHENTICITY

The undersigned below :

Name : Silmiyah Karomatul Maula

Place,Date of Birth : Probolinggo,12 August 2000

Adress : Jl. Tangkuban Prahu No.29 Pilang Probolingo City

Faculty : Education and Teacher Training

Program : English Education

    State that thesis entitled "Improving Students Speaking Skill Through Collaborative Learning Using Pictionary Game at Seventh Grade of Junior High School" is truely my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, June 10th 2024

Author

Silmiyah Karomatul Maula
NIM : T20196066

APPENDIX 12

AUTOBIOGRAPHY

Name	: Silmiyah Karomatul Maula
Place,Date of Birth	: Probolinggo, August 12th2000
Adress	: Jl. Tangkuban Prahu No.29 Pilang Probolinggo City
Gmail Adress	: arfiel19@gmail.com
Educational Background	:

1. TK PGRI   (2006-2007)
2. SDN Pilang 1   (2007-2013)
3. MTS Nurul Khoir Surabaya   (2013-2016)
4. MAN 2 Pasuruan   (2016-2019)
5. UIN Khas Jember   (2019-2024)