

## Pictionary Game in Promoting Students' Speaking Proficiency

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### Keywords:

*Pictionary Game*  
*Speaking Proficiency*

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### ABSTRACT

It is undebatable that people learn English in order to be able to use this language in communication, hence, speaking is considered as the most significant indicator of language learning successfulness. Issues in the process of acquiring this skill were solved by big number of previous studies through the employment of game. This research was aimed to investigate the effectiveness of Pictionary game in promoting students' speaking proficiency. A quantitative of pre-experimental research was applied with one group pre-test and post-test research design. One class of grade 8 students of SMPT Darussalam Reni Jaya Depok participated in this study as the sample. Data were collected through speaking pre-test and post-test. These data were analyzed statistically by using paired-sample t-test. The findings revealed that students achieved better speaking performance in the post-test or after learning by using Pictionary game. Besides, in the significance level of 5% ( $\alpha = 0.05$ ), t-count of 3.816 was higher than t-table of 1.684. Thus, this research concluded that Pictionary game contributed to the improvement of students' speaking outcome. In other words, Pictionary game was proven to be effective, used in promoting students' speaking proficiency.



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### Introduction

As English plays its major role almost in all sectors around the world, this language has been becoming the most important language acquired by all countries including Indonesian people. "It is spoken, learnt, and understood even in those countries where it is not a native's language" (Kadamovna, 2021). Its position as international language acknowledged by the globe make this language needed to master by those who are willing to actively participated in this current era; having better academic achievement, embracing future career, building professional relationship, expanding business, etc.

Like the process of learning a language, learning English also covers four language skills, i.e., speaking, listening, reading, and writing. However, it is also stigma that the most significant predictor for learners in mastering a language is their ability to use that language orally. "Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language" (A. Gani et al., 2015). Speaking should be given special attention to EFL learners since the purpose of learning English is to be able to communicate with the world (Akhter et al., 2020). "Speaking skill is the most important skill to acquire foreign or second language learning" (Rao, 2019). A student's success in mastering the language they are learning measured from their speaking ability (Nuridin, 2021).

In spite the fact of the importance of speaking, this skill still posed issues for English learners to acquire it. Al-Esaifer and Alshareef in their study recognized several speaking problems encountered by EFL learners including: poor classrooms atmosphere and teaching method employed by the teachers in teaching speaking, difficulties related to pronunciation, intonation, and stress, and lack of vocabulary (Al-Esaifer & Alshareef, 2018). Yahi reported that some obstacles hindered the students from developing their speaking proficiency were anxiety, shyness, lack of self-confidence, motivation, and comfort and the fear of making pronunciation and grammatical mistakes (Yahi, 2019). Ky, et.al. said that the primary factor led the students to be un-

fluent in speaking English was their lack of vocabulary to deliver their ideas and thoughts (Ky et al., 2021). At the same year, Amoah and Yeboah classified in their study that Chinese EFL learners' problems in speaking were more related to psychological facets including fear of mistakes, anxiety, fear of negative evaluation and unwillingness than linguistic facets like pronunciation, lack of vocabulary, limited grammar knowledge, oral presentation and reading. Conversely, in the context of Indonesian students, Maji, et.al. found contradicted results in which non-linguistic factors (psychological aspects) caused more difficulties than the linguistic ones (Maji et al., 2022).

Marzuki and Kuliahana proposed that one of the strategies that could always be employed to practice specific language elements in motivating and enjoyable way was language games. It was proven by the results of their classroom action research in which out of 24 students, 15 of them (62.5%) reached the scores of 70 or higher in speaking tests in cycle 1, while in cycle 2, or after the teacher applied language games in their teaching, the number increased to 21 students (87.5%) who obtained the scores of 70 or higher (Marzuki & Kuliahana, 2021). Meiningsih and Madya found in their research that students' speaking skills aspects of vocabulary, pronunciation and fluency significantly improved after learning with guessing games (Madya & Meiningsih, 2021). Saha and Singh (2021) concluded in their research work that games developed students' speaking skill in which positive atmosphere of the classroom served them opportunities to speak (Saha & Singh, 2021).

Having understood the importance of speaking in EFL and how prior studies found that this skill could be improved by using games, the researcher proposed Pictionary games to be investigated to promote students' speaking proficiency. Townsend cited in South, et.al. explained that Pictionary was a game developed by Milton Bradley to teach academic vocabulary (Suoth et al., 2023). It is one of picture guessing game types that played together in which a player draws a picture and the others should guess what picture it is said that this game could be more creative and interesting compared to other similar games to learn vocabulary. Daulay, et.al. said that this game serves students with academic bank of words. As an exciting games (Daulay et al., 2021), Pictionary made students easier to learn vocabulary since they were required to make the illustration by themselves (Grida, 2019). A plethora of previous studies discussed the use of Pictionary games to enrich students' vocabulary mastery, and the ones that utilized this game in teaching and learning speaking skill were still limited. Therefore, this research attempted to bridge the gap because vocabulary mastery is one of the aspects that supports students' speaking skill. This research was led by the formulation of a research question: "Is Pictionary game effective to promote students' speaking proficiency?" Thus, the objective of this study was to measure whether or not Pictionary game effective to promote the proficiency of students' speaking skill. The researcher believes that this research work gives positive contribution to the advancement of English teaching and learning theories particularly in terms of speaking skill.

**Method**

This study was carried out in odd semester of 2023/2024 academic year at SMPT Darussalam Reni Jaya, Depok. A method of pre-experimental quantitative approach was employed in this research. As Adedoyin opined that quantitative approach refers to the study of phenomena using numerical data and analytical, statistical, and or computational tools (Adedoyin, 2020). The research design applied was one group of pre-test and post-test as presented in Table 1 below:

Table 1 <One Group Pre-test and Post-test Design>

Pre-test	Independent variable	Post-test
Y1	X	Y2

There were 22 students of grade 8 voluntarily participated as the sample in this research. These students were occupied in one class selected randomly out of 10 classes through cluster random sampling. In collecting the data, speaking tests were used as the primary instruments. This data collection process covered three stages, namely; pre-test, treatment/experiment, and post-test. Pre-test was administered in the first meeting of these experimental series, while the post-test was held in the eighth meeting and or after the treatment finished. The experiment itself was conducted in 6 meetings in which each of the meeting consumed 90 minutes learning hour.

The students' outcomes in the two tests above were then analyzed through statistical analysis of t-test. The formula was as follows:

$$t = \frac{\text{mean 1} - \text{mean 2}}{\frac{S(\text{diff})}{\sqrt{n}}}$$

*In which,*

- Mean 1 : pre-test average value
- Mean 2 : post-test average value
- S (diff) : sum of square deviation score
- n : number of students
- n-1 : degree of freedom

There were five aspects of speaking performance assessed in students' pre-test and post-test; grammar, vocabulary, pronunciation, fluency and details ((n.d.), n.d.). These indicators were put into a scoring rubric as presented in the following Table 2:

Table 2 <Speaking Assessment Rubric>

	<b>Fluency</b>	<b>Pronunciation and accent</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Details</b>
<b>5</b>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
<b>4</b>	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
<b>3</b>	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
<b>2</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
<b>1</b>	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

The results of the assessment based on the scoring rubric above were firstly put into speaking achievement qualification as in Table 3:

Table 3 <Speaking Achievement Qualification>

Score Interval	Remarks
91-100	Excellent
81-90	Good
70-80	Moderate
<69	Low

### Findings

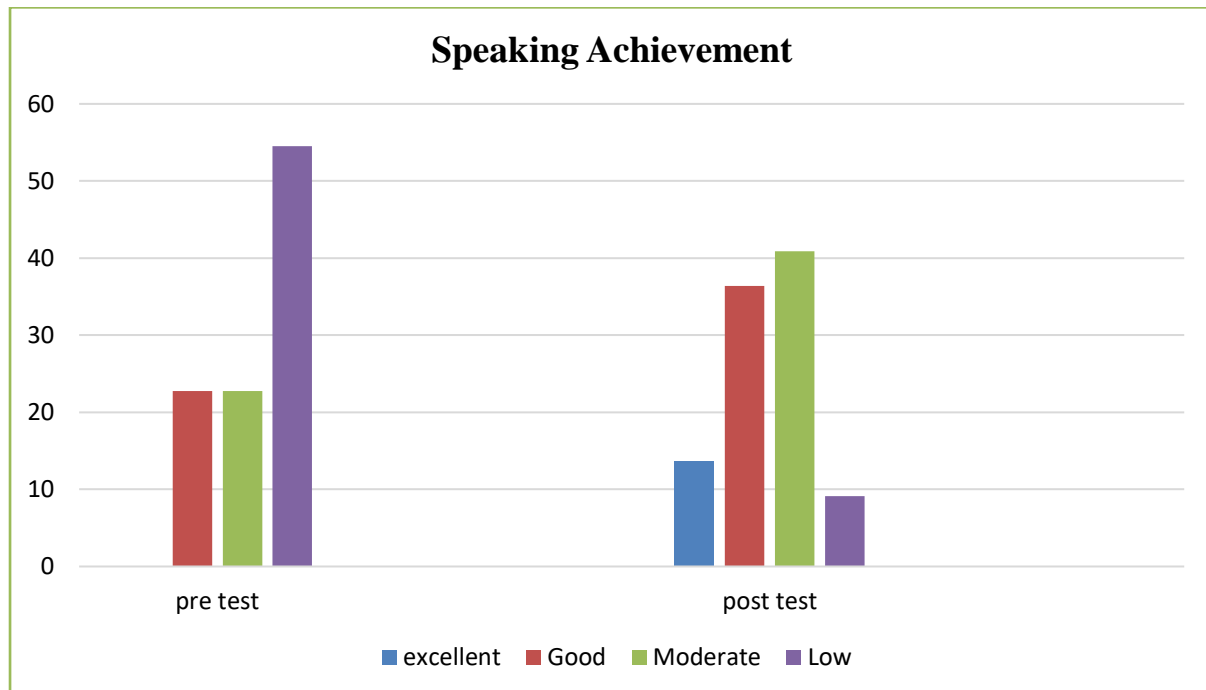
In order to answer research question as previously mentioned, the results of data analysis were described in several findings as follows:

First, the results of students' speaking achievement in both tests revealed the following outcomes:

Table 4 <Students' Achievement in the Pre-test and Post-test>

Score Interval	Total of the Students (Pre-Test)	Qualification	Total of the Students (Post-Test)	Qualification
91-100	0	Excellent	3	Excellent
81-90	5	Good	8	Good
70-80	5	Moderate	9	Moderate
<69	12	Bad	2	Bad

Table 4 above clearly displayed that the students achieved better achievement in the post-test in which three of them were in 'excellent' category and only two students were in 'bad' level. Whereas in the pre-test, none of the student was 'excellent' and 12 of them were categorized as having 'bad' qualification. These results were put in the following Graphic 1:



Graphic 1 <Students' Achievement in Pre-test and Post-test>

Second, the computation of statistical of paired sample t-test in the significance level of is  $\alpha = 0.05$  and degree of freedom (df) = n-1 which meant 22-1=21 showed that on the average, p-value (sig) of 0.000 was lower than  $\alpha = 0.05$  ( $0.000 < 0.05$ ) and degree freedom (df) was 21. This result confirmed that variable X of Pictionary game contributed to students' speaking proficiency improvement as variable Y. Besides, the results of t-count of 3.816 > t-table of 1.684 explained that  $H_0$  was rejected and  $H_a$  was accepted. In other words, it was summarized that different achievement gained by the students in pre and post-tests was affected by the used of Pictionary game. This summary implicitly confirmed that Pictionary game was effective in promoting students' speaking proficiency.

## Discussion

As it was resulted in both two tests (pre- and post-test), students' vocabulary achievement after the treatment was higher than the one in the pre-test. This can be clearly seen in Table 4 above that none of the student was in 'Excellent' category in the post-test and most of them fell into 'bad' level of achievement. Whereas in the post-test, three students upgraded their level of achievement into 'Excellent' and only two of them stayed in the lowest level. Besides, students' achievement in the post-test was quite similar in which half of them separated in the other two categories (eight students in the category of 'good' and the other nine in 'moderate' level). These findings indicated that students' vocabulary mastery after being taught by using Pictionary game was getting better on the average. These results were strengthened by the statistical analysis towards students' vocabulary tests' outcomes. The results of t- calculation that was higher than t-table showed that the improvement of students' vocabulary mastery in the post-test affected by the utilization of Pictionary game as learning media. The findings of this research were in line with what Odang, et.al. found in their classroom action research study. They reported that students made remarkable improvement from cycle one to cycle two where the percentage passing grade reached by the students in terms of vocabulary tests significantly increased (Odang et al., 2023).

## Conclusion

This research was guided by the objective to prove the effectiveness of Pictionary game to promote students' speaking proficiency. Data analysis of quantitative computation indicated that students reached better speaking achievement in the post-test than in the pre-test. Statistical analysis of paired sample t-test

supported this finding in which t-count of 3.816 > t-table of 1.684 in the significance level of 5% ( $\alpha = 0.05$ ) and  $df = 21$ . The p-value (sig) of 0.000 was lower than  $\alpha = 0.05$  ( $0.000 < 0.05$ ). The numbers in these findings answered that Pictionary game was effective to be used in promoting students' speaking proficiency in which statistically, the results of data analysis rejected  $H_0$  and accepted  $H_a$ .

The researcher suggests to further researchers who are interested to do research under similar topic to use more variables such as students' interests, motivation, gender, and others to broadly analyze the study. Besides, involving more classes of students as the participants is also strongly recommended to get more insights of the findings.

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