

**THE IMPLEMENTATION OF MODIFIED Pictionary GAMES TO
IMPROVE STUDENTS' SPEAKING SKILL IN EIGHTH GRADE
OF SMPN 2 TANJUNG RAJA**

Undergraduate Thesis

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ABSTRACT

THE IMPLEMENTATION OF MODIFIED Pictionary GAMES TO IMPROVE STUDENTS' SPEAKING SKILLS IN EIGHTH GRADE OF SMPN 2 TANJUNG RAJA

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This study investigated whether or not there was a statistically significant improvement of the students' speaking skill after the students were taught the game-based learning through modified Pictionary games. This study was quantitative research with one-group pre-test and post-test design. The population of this study consisted of 50 eighth-grade students from two classes, while the sample was selected using cluster random sampling, comprising 25 students from class VIII B at SMPN 2 Tanjung Raja. They were collected using a pre-test and a post-test of the speaking test. The data was then analyzed by running a paired sample T-test to test the hypothesis. The result showed that there was a statistically significant improvement in students' post-test scores compared to the pre-test scores. The students' mean score in the pre-test was 8.22, and the mean score in the post-test increased to 12.08. That indicates that the students' improvement was a gain of 3.86. Besides, the statistical result computed through SPSS 26.00 revealed that there is statistically significant improvement of students' speaking skill with the number of significance is $<.000$, which is lower than 0.05; this result confirms that the improvement of the students is significant. Moreover, the result of the t-value (-11.086) is higher than the t-table (± 2.064), which means the H1 is accepted. These results confirmed that teaching speaking by implementing game-based learning through modified Pictionary games improved students' speaking skill.

Keywords: *Speaking skill, Game-based Learning, Modified Pictionary, Improvement.*

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ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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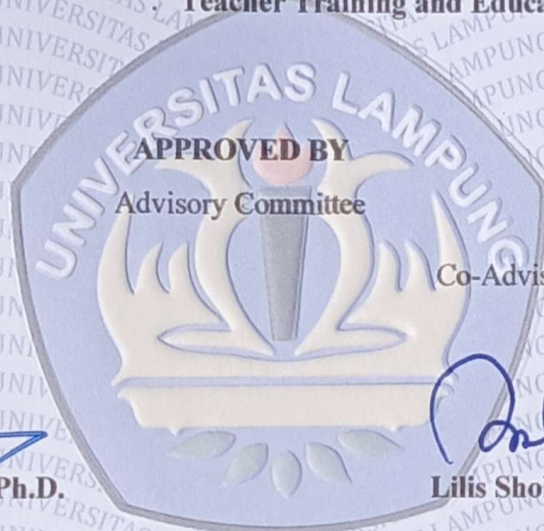
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Andini was born in Tanjung Raja on December 19th, 2004. Raised by the hands of more than one soul, she learned that family isn't measured in numbers, but in the quiet presence of those who stay, guide, and care — and for that, she is endlessly grateful. As the fifth child of six siblings, she grew up surrounded by laughter, resilience, and quiet strength.

She began her formal education at SDN 1 Tanjung Raja, continued her journey at SMPN 01 Bukit Kemuning, and later attended SMAN 3 Kotabumi for her senior high school studies. She is now pursuing a degree in English Education at the University of Lampung. Throughout her university years, Andini embraced growth both inside and beyond the classroom. From 2021 to 2022, she served as a committee member for events in SEEDS (Society of English Education Department Students), where she began shaping her confidence and collaborative spirit. In 2022, she was selected as a recipient of the FPPI scholarship, and the same year, she represented Boosternesia as a Brand Ambassador.

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Her undergraduate thesis, *The Implementation of Modified Pictionary Games to Improve Students' Speaking Skills in Eighth Grade at SMPN 2 Tanjung Raja*, is a small step in her hope to make learning more enjoyable and help students speak with more confidence.

MOTTO

“ مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ ”

Your Lord has not forsaken you, nor has He detested [you].

“ وَلِلْآخِرَةِ خَيْرٌ لَّكَ مِنَ الْأُولَىٰ ”

And the Hereafter is better for you than the first [life].

“ وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَىٰ ”

And your Lord is going to give you, and you will be satisfied.

Q.S Ad-duha : 3-5

*Jikalau kau keluhkan
Dengung sumbang yang mengganggu
Buka lagi visimu
Kau tahu mana urutan satu.
Diantara pusaran nirfungsi,
Petakan semua lagi
Titik tuju yang t'lah terpatri
Melamban bukanlah hal yang tabu
Kadang itu yang kau butuh.
– Perunggu, 33x*

*Pernah kau bayangkan tak takut melihat berita?
Tak takut jadi dirimu yang seada-adanya?
Tak takut punya mimpi yang lumayan agak gila?
Berat tapi besok ada ditangan kita.
– Hindia, Bayangkan Jika Kita Tidak Menyerah*

DEDICATION

This humble work is wholeheartedly dedicated to:

My dearest mama – the heart of my journey, whose endless love, silent strength, and whispered prayers have carried me through every storm, and to the steady hand beside her, offering warmth in ways words rarely capture.

To my talented Bapak, whom I inherited sparks of wonder and strength, whose talents quietly live within me, and to the kind soul who walks faithfully beside him.

To my five dear siblings, with whom I have faced storms and shared sunshine – your laughter, love, and strength have been my anchor through every season.

To my honorable lecturers, for their wisdom that shaped my thoughts, their patient guidance, and inspiration.

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The Writer,

Andini

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I. INTRODUCTION

This chapter discusses the background, research questions, objectives, uses, scope of the research, and the definition of terms.

1.1 Background

The use of English is highly requested in daily communication and the educational field nowadays. According to Rao (2019), over 84% of research studies are published in English, including natural science, mathematics, humanities, social sciences, agriculture, business, fashion design, and the internet. Besides that, in today's technologically advanced environment, most higher education books are written in English. Therefore, English Foreign Learners (EFL) prioritize learning English to overcome today's phenomenon. English has four skills: listening, reading, speaking, and writing. Among these skills, speaking can be seen as an important skill among other language skills (listening, reading, and writing) for knowing a language is defined as speaking this language (Ur, 1996). Speaking skills are essential as they enable learners and individuals to exchange their knowledge, ideas, thoughts, and beliefs. As Thornbury (2005) stated, speaking requires providing fluent and correct speech in real-time. It demands the speaker to balance both the cognitive load of developing thoughts and the physical act of articulation. Fair or not, people judge others' language proficiency based on their speaking ability (Adubato & DiGeronimo, 2002). In conclusion, speaking is the ability to produce oral sentences as spontaneous responses in certain conditions by using appropriate sentence structure and vocabulary.

Furthermore, this ability should be carried out in language teaching and learning activities in the classroom to support the EFL in overcoming the high demands of English Speaking in this globalized era. In learning and teaching English Speaking, most learners fail to achieve the learning goals because of their anxiety, since they are afraid to make mistakes in speaking practice, which could hinder their ability to master speaking skills as stated by Ibrahim & Amin (2021), who investigated the level and factors influencing foreign language speaking anxiety among Kurdish EFL students. Students reported moderate levels of nervousness when speaking English as a foreign language. Students' speaking anxiety was primarily caused by fear of making mistakes, bad feedback, giving speeches, and immediate questioning. Therefore, based on the qualitative study conducted by Alfiani et al. (2022), the teacher should encourage communication among the students and provide a positive environment to support EFL in overcoming the emotions of worry. Based on the study conducted by Al-Hassaani & Al-Saalmi (2022), the EFLs in Saudi Arabia should be encouraged to communicate in English and have plenty of chances to practice speaking the language. Therefore, the steps in delivering the material play a significant role in creating a supportive learning and teaching process in speaking. The steps of teaching should match not only the needs of the learners but also their condition (speaking anxiety). One of the approaches that can be used to solve learners' speaking anxiety and improve their speaking skills is Game-based learning.

Game-based learning (GBL) is a teaching approach that employs games to enhance student learning. According to Salen & Zimmerman (2003), Game-based learning creates educational experiences that make use of the principles and mechanisms of games to support learning objectives is known as game-based learning. It creates significant and lasting learning environments by merging game design with content. Koster (2005) defines game-based learning as the process of teaching behaviors, knowledge, and skills using games. It involves learning through the process of playing games, which facilitates experimentation and simulation to better understand difficult subjects. In short, Game-based learning (GBL) is a teaching approach that integrates games to support the learning process in achieving learning objectives.

The use of game principles in learning speaking can reduce EFL speaking anxiety since it creates a fun learning environment instead of a serious learning environment. It allows students to participate actively in the learning process, broadening their chances to practice speaking. As claimed by Norman (2011), Native speakers are used to game-based learning, and language learners may find it to be an entertaining and engaging way to learn. Chang & Yeh (2021) suggested that the integration of digital games into educational goals and objectives not only inspires the learners but also provides them with an interactive and innovative learning environment. According to Demirel (2011), the Educational game technique provides students with the opportunity to consolidate and repeat information in a comfortable environment. It is thought that games that carry each individual to a comfortable and natural learning environment will also reduce speaking anxiety. Once the students feel less anxious about practicing English speaking, there are possibilities for the improvement of their speaking skills.

Besides Game-Based Learning's successes in reducing the learners' anxiety, it also has been successful in improving students' English speaking skill. The results of the study conducted by Asan & Sezgin (2020) showed that educational games improve students' speaking skills in Primary school. Games create a situation in the class where creative and spontaneous use of language is encouraged (Lengeling & Malarcher, 1997). Such an environment creates an enjoyable learning process. Enjoyable learning activities also contribute to fostering students' speaking skills at the university level (Yagcioglu, 2022). Moreover, the use of games not only provides fun to the students but also engages them in the classroom by creating contexts for speaking, which helps them to use the language in communication. The research conducted by Elsa et al. (2021) has confirmed that the use of communication games in the EFL classroom benefits the development of students' speaking skills at the high school level. It can be concluded that games could be a solution to develop students' speaking skills in the classroom. In addition to being entertaining, games help students in seventh grade in rural settings in India stay engaged in the classroom by giving them situations to talk about and assisting them in using the language for communication. Through the development of self-

confidence, these activities have helped the learners go from being silent listeners to speakers (Saha & Singh, 2021).

Since the COVID-19 pandemic, an online approach to teaching and learning has been conducted. In this case, some researchers have tried to adopt Game-based Learning as an online approach. According to the research by Pellas & Mystakidis (2020), well-designed activities in game-based contexts can potentially increase students' engagement, performance, and self-efficacy. The usability and attractiveness of interactive games highly increased students' motivation to practice EFL grammar and vocabulary to meet the learning outcomes established in the course (Cabrera-Solano, 2022). The findings of the study by Almusharraf et al. (2023) indicate that integrating games like Kahoot! in online classrooms is an effective tool for encouraging student involvement and development within the classroom. Based on the findings of those results, Game-Based Learning is also quite effective to be implemented in English online classrooms.

Another study conducted by Daulay et al. (2021) at SMAN 6 Medan explores the effectiveness of using Pictionary to improve students' speaking skills by aiming to increase students' confidence in expressing ideas in English speaking and build collaborative learning among the students. This research design is an experimental design in which the data were collected through post-tests and pre-tests from the experimental and control classes. The data was analyzed by utilizing a T-test, and it was found that using the Pictionary game improved students' English speaking scores compared to those who did not. The statistical calculations show that the observed was 2.07 and the table was 1.97. It indicates that (H_a) was approved and (H_0) was denied since the observed value exceeded the table. In other words, there was a significant influence of the Pictionary game on pupils' speaking abilities. Based on the findings, the researchers conclude that Pictionary games are a very effective medium for teaching and learning. It can be utilized as an alternate medium, and this game is quite practical.

Based on those findings, the use of games is considered effective for students to reduce their speaking anxiety and help them to be braver in practicing their speaking in either online or offline classrooms from the primary level to higher levels of

education. However, the games used in these studies varied for each research. Moreover, the name of the game is not specifically mentioned instead, it was focused on the method. Numerous kinds of games can be applied in the classroom, but not every game can significantly contribute to students' speaking skills. Moreover, the population of the previous studies is mostly students at higher educational levels. Thus, the researcher focused on the middle school level as the research population.

Therefore, the researcher decided to use Game-based learning to improve EFL students' speaking skills, focusing on the implementation of modified Pictionary games in Junior High School students to enhance their English speaking skills. Modified Pictionary games were chosen because they are more suitable for students as the steps met their background knowledge and needs. Moreover, it provides a broader chance for speaking practice through meaningful communication. Besides, the sampling of the present study utilized a cluster random sampling technique in defining the sample from the research population. The reason the researcher chose this topic is to find out further whether the use of GBL, specifically the Modified Pictionary game, is effective in improving students' speaking skills at the middle school level.

1.2 Research Question

The research question for this research is "Is there any statistically significant improvement of students' English speaking skills after the implementation of a modified pictionary game?"

1.3 Objective

Concerning the research question, the research objective of this study is to find out whether or not there is a statistically significant improvement in Students' English speaking skills after the implementation of Modified Pictionary games.

1.4 Uses

The benefits of this research are as follows:

1. Theoretically, the result of this research is hoped to support the previous studies that the use of games in English classrooms is effective in creating a supportive environment to improve students' speaking skills.
2. Practically, the result of the research is expected to provide information regarding how to implement Game-Based learning, especially adapted Pictionary games, to improve students' speaking skills in English classrooms.

1.5 Scope

This research was limited to the implementation of a Game-based learning approach by adapting Pictionary games to improve students' speaking skills. The population of this research was the eighth grade of SMPN 2 Tanjung Raja in the school year 2023/2024. The sample of this research was decided by using a cluster random sampling method. The researcher focused on adapting the Pictionary game as one of the games in the GBL approach, which emphasizes speaking during its implementation. The material used in this research focuses on descriptive activity, specifically describing animals, people, and things. Adapting Pictionary games as the teaching approach, students are divided into teams and asked to communicate, guess, and describe the pictures as media. This activity covers the three aspects of speaking: pronunciation, vocabulary, and grammar.

1.6 Definition of Terms

The terms provided below mostly appear in this research. To avoid misunderstanding among the readers, here is the definition of the terms:

1. Speaking skill is the ability to use language orally to express or share information by using the appropriate speaking components (vocabulary, pronunciation, grammar, comprehension, and fluency) in real-life situations based on certain contexts.

2. Teaching Speaking is a learning activity where the teacher acts as a facilitator to provide students with learning materials and an environment that supports learning activity to obtain the speaking goals: appropriate pronunciation, accurate grammar, and vocabulary use which leads to comprehensive oral sentence production.
3. Game-based learning (GBL) is a teaching approach that integrates games to support the learning process in achieving learning objectives.
4. Pictionary is a drawing-based game in which participants sketch a word or phrase for their colleagues to guess, fostering creativity and rapid thinking while interacting with vocabulary and concepts.
5. Modified pictionary game is an adapted version of the traditional pictionary game. Instead of drawing and guessing silently, players cooperate to guess a word or phrase through interactive discussion.

This chapter has discussed the background, research question, research objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter contains the following topics: Previous study of teaching English through Pictionary games, the concept of speaking, the concept of game-based learning, Pictionary games in teaching speaking, procedures of adapting Pictionary games in teaching speaking, advantages and disadvantages, theoretical assumptions, and hypothesis.

2.1 Previous Study of Teaching English through Pictionary Games

Teaching speaking is an activity that teaches language learners how to pronounce words in English correctly, produce oral sentences in English based on speaking aspects, and communicate orally in English accurately. In other words, teaching speaking is a learning activity that aims to help learners to be able to use English orally in communication in certain conditions.

According to a previous study conducted by Maulidiyah (2022), teaching speaking skills is an activity of a teacher to help students have good speaking skills in public speaking. In speaking, one must have knowledge and skills to interact to be able to give a good speech. Good speaking skill is a person's ability to convey information in good, correct, and appropriate word choices so that listeners can understand.

Mualiyah (2017) mentioned that teaching speaking is a process where a teacher helps the students to provide and facilitates them to obtain the learning goal, which is the need to improve their performance in speaking skills. The teacher

might encourage the students' desire to learn speaking skills during the teaching and learning process to help them obtain their goals.

According to Nunan (2003), Teaching Speaking is to teach EFL learners to a) produce English speech sounds and sound patterns. b) Use word and sentence stress, intonation patterns, and the rhythm of the second language. c) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. d) Organize their thoughts in a meaningful and logical sequence. e) Use language as a means of expressing values and judgments. f) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Thornbury (2005) stated that speaking requires at least three stages: contemplation, formulation, and articulation. During this moment, the speaker also monitors himself. Speakers become fluent as a result of these somewhat automated procedures. Contemplation is the process where the speaker thinks what to say, formulation is the process of organizing the thoughts into words, and articulation is the stage where the speaker says the words out loud.

Harmer (2001) describes the three levels of teaching speaking skills as follows:

- Pre-Speaking: This stage prepares students for speaking activities. It involves activities such as vocabulary development, grammar practice, and role-playing to assist students in feeling more at ease with the language and the work at hand.
- Speaking: At this stage, students participate in speaking activities. It entails communicating messages, expressing ideas, and sharing experiences using spoken language. The emphasis is on promoting communication and interaction among learners.
- Post-Speaking: After the speaking activity, students require feedback and reflection to develop their skills. This stage entails evaluating the learners' performance, providing criticism, and assisting them in understanding their faults so that they can enhance their future speaking experiences.

Mahruf & Sari (2022) stated that teaching speaking is a difficult task. The teacher should integrate multiple activities into one. They must have a diverse set of ideas and appealing approaches for teaching students with a diversity of traits. Therefore, teaching speaking involves integrated activities and the method used during the learning session. The technique used in teaching speaking should be able to actively promote speaking activities of students to provide broad chances to practice speaking. Thus, the Student-Centered Learning (SCL) technique can be used to provide students with active learning and chances to practice.

The study conducted by Hasanah & Syafar (2021) stated that the SCL technique was successful in improving students' speaking skills. Through SCL activities, the study probably promoted active student involvement and engagement, which is essential for speaking skill development. This could have produced a more engaging and dynamic learning environment, improving the speaking skills of the students.

Numerous methods are adapting the SCL technique; however, in this research, the use of Game-based learning is the main focus in teaching speaking. Game-based learning is one of the methods of adapting SCL techniques that provides students a broader chance of speaking practice and a less anxious learning environment, which supports them in improving their speaking skills. Besides that, numerous studies claim that Game-Based Learning is effective in reducing anxiety and improving students' speaking skills.

In conclusion, Teaching Speaking is a learning activity where the teacher acts as a facilitator to provide students with learning materials and an environment that supports the learning activity to obtain the speaking goals: appropriate pronunciation, accurate grammar, and vocabulary use, which leads to fluent and comprehensive oral sentence production

2.2 The Concept of Speaking Skill

Speaking involves producing and using language to convey a series of ideas while also using context to help with communication. It is a productive skill (Thornbury, 2005). This definition shows that speaking is not necessarily about pronunciation only, but also about how the ideas are communicated with others. The way of conveying thoughts in oral communication also needs to consider the choice and order of the words to avoid misunderstanding while exchanging ideas through speaking.

Another definition of English speaking skills is the competence to exchange insights fluently and accurately in choosing the appropriate vocabulary and grammar in all contexts (Nanthaboot, 2014). This definition examines English speaking skills, also known as the ability to use English in the context of exchanging information orally by using the appropriate language components, such as grammar and vocabulary.

According to Nunan (2003), speaking skills are an oral exchange in which participants must regulate who is entitled to say what, to whom, and about what, as well as negotiate the meaning that comes from thoughts and sentiments. This concept emphasizes speaking as dynamic and interactive, highlighting the role that both the speaker and the listener play in communication. Speaking is the intentional application of language to convey meanings for the advantage of other listeners. Speaking in this situation requires an advanced skill set that includes vocabulary, grammar, sound, and cultural subsystems of language. It implies that talking is the most effective way to use language. Thus, speaking aims to convey meanings that others can understand (Cameron, 2001).

Burns & Joyce (1997) define speaking as a dynamic activity involving producing and interpreting information to create meaning. This activity is characterized by its spontaneity, adaptability, and continuous evolution. In short, speaking integrates interpreting information before and after producing appropriate responses to create a meaningful communication process. Even so, in real-life situations, these processes should happen spontaneously based on certain contexts.

However, the ability to speak spontaneously is not gained in the blink of an eye, there are aspects of speaking that learners should consider to achieve proper speaking skills. The mastery of the aspects of speaking indicates that the speaker can communicate effectively. According to Brown (2004), there are five aspects of speaking skills:

- 1) Vocabulary is one of the linguistic factors consisting of several words that are used to compose language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place in a very early stage. In that condition, vocabulary in speaking can be the total number of words, which make up a language. The more learners understand the words, the better their speaking production will be.
- 2) Grammar: Grammar is the rule in spoken language and written language. In the speaking context, grammar refers to the appropriate use of language structures that enable the precise and clear communication of meaning. To express meaning accurately, learners should use proper grammatical rules to ensure their speech is understood by others.
- 3) Fluency: Fluency is the ability to exchange ideas at the appropriate speed of the flowing speech. It entails speaking in a natural way that allows for spontaneous and meaningful description by eliminating superfluous pauses or hesitations. The capacity of a speaker to convey information swiftly and effectively while preserving a natural speech rhythm and tempo is what defines fluency. It displays how at ease and skilled the speaker is at utilizing the language in conversation.
- 4) Comprehension: In speaking, comprehension is the capacity to understand the spoken language. This includes absorbing the speaker's intended meaning, context, and subtleties in addition to the words' and sentences' literal meanings. Understanding is essential to good communication because it allows the other person to reply correctly.
- 5) Pronunciation is the ability to produce language sounds correctly and clearly. this covers the proper stress, intonation, and rhythm patterns in spoken language, in addition to the precise articulation of each sound, or

phoneme. Clear communication requires accurate pronunciation since it guarantees that the listener understands what is being said.

Speaking fluently, pronunciation, vocabulary, grammar, and understanding are all essential components of effective communication. Ideas flow more easily when they are fluid. Clear pronunciation facilitates understanding of communication. A large vocabulary makes effective concept expression possible. Grammar makes sentences logical and obvious. Understanding the words and their meanings in context is aided by comprehension. Gaining proficiency in these areas enables people to communicate successfully in various settings.

The present study emphasizes improving students' speaking skills by focusing on pronunciation, vocabulary, and grammar, which are essential for effective communication. Integrating these aspects through real-life interactions enhances learners' engagement and language development. This is also supported by a game-based learning approach by creating a supportive environment for students. According to Gee (2003), games provide rich contexts in which students can explore meaning as they engage with language. On the journey from learners to literate speakers, GBL sees vocabulary not as a concern, but rather as an active tool that is learned in context to develop and grow a word bank enjoyably. Furthermore, GBL helps in improving pronunciation by audio-visualization, such as listening to native speakers, and gives an advantage to the students to listen to their teacher, who pronounces the words clearly, providing instant feedback and personalized guidance. Moreover, grammar is embedded in gameplay mechanics, allowing students to see how grammar is used in practice rather than merely regarding it as a set of fixed rules. By having these three aspects of speaking, students are encouraged to effectively improve their speaking skills in the descriptive task by also having a supportive environment.

Based on the previous definitions of speaking skill, it can be concluded that speaking skill is the ability to use language orally to express or share information by using the appropriate speaking components (vocabulary, pronunciation, grammar, comprehension, and fluency) in real-life situations based on certain contexts.

2.3 The Concept of Game-Based Learning

The contributions of several important theorists have modified the initial concepts of game-based learning, and their development cannot be credited to a single person. According to Jean Piaget's theory of cognitive development, children learn best through active exploration, which supports using age-appropriate educational games dedicated to the target audience's cognitive capacities (Piaget, 1952). The relevance of cooperative and multiplayer games in the classroom is supported by Lev Vygotsky's social development theory, which highlights the importance of social interaction in learning, notably through the Zone of Proximal Development, where learners achieve more with assistance (Vygotsky, 1978). Lastly, games that promote creativity, exploration, and experimentation align with the constructionism thesis of Seymour Papert, which holds that knowledge is best constructed by learners when they are actively participating in creating something significant (Papert, 1980). Together, these pillar ideas demonstrate how game-based learning can actively, socially, and creatively engage students.

Game-based learning revolves around the notion that games can serve as useful educational resources. Players learn when interacting with the instructional material integrated into the game. The results of playing the game, which can include learning new things and improving one's skills, are what are emphasized. Game-based learning uses interactive learning strategies, such as learning from mistakes, where failure gives the user essential feedback (Pivec, 2009). In GBL, the process of learning a language should emphasize the usage of games to build an enjoyable learning environment, and gentle feedback should be provided to enhance students' speaking skills.

According to Piaget (1974), games are the way to learn new things, the way to form and expand knowledge and skills, the way to combine thinking and action, and the important means of children's intellectual development. A game's system allows players to engage in abstract challenges, determined by rules, interaction, and feedback, which results in measurable objectives that cause psychological experience (Kapp, 2012; Koster, 2005). Game-based learning is often defined as 'the use of game design elements in a non-game setting' (Deterding et al., 2011).

According to L. Plass et al., (2020), Game-based learning (GBL) is a systematic educational approach in which games are developed to achieve certain learning objectives. This approach blends educational content into gameplay, to increase students' cognitive, motivational, and emotional engagement. Based on psychological and educational research, GBL is a carefully designed approach for enhancing both teaching and learning results. It can be concluded that game-based learning involves games in its learning and teaching activities.

In a study conducted by Adipat et al. (2021), Game-based learning enhances student engagement through fun and interactive learning, builds problem-solving abilities through organized challenges, encourages collaboration and information sharing among students, encourages a growth mindset through resilience and failure-based learning, and stimulates creativity through immersive and interactive experiences are all goals of game-based learning (GBL). GBL strives to enhance learning outcomes by offering a more dynamic and interesting learning environment, especially in disciplines like learning English. It also encourages lifelong learning by offering students the ability and confidence to keep learning and adjusting to new challenges and technology throughout their lives. Finally, it improves social skills by encouraging communication, coordination, and cooperation. Furthermore, by exposing students to a variety of situations and tasks, GBL fosters cognitive flexibility and boosts motivation by giving them a feeling of achievement and advancement. GBL can greatly improve learning and lead to higher educational outcomes by introducing aspects of fun, involvement, and cooperation.

These claims are supported by the study conducted on undergraduate students by Hart et al. (2020) that students reported more involvement and enjoyment with the gamified lecture, which they typically favored. Additionally, students thought that the gamified lecture encouraged improved peer and team engagement. The findings imply that gamification might be a useful technique for imparting planning knowledge, especially when it comes to cooperative learning and problem-solving. Ningsih (2023) also claimed that using games to teach vocabulary to English learners can increase students' motivation, spark their interest, and improve their vocabulary. Moreover, the use of games is useful for developing a variety of English language abilities, although it has less of an impact on developing writing abilities

in particular. Teaching through games is beneficial to students at all educational levels, including university, middle school, and primary school, demonstrating its applicability to a variety of age groups (Yinyu et al., 2022). Besides that, teaching English grammar to non-native speakers through games improves motivation, enjoyment, and learning outcomes. This statement is based on a systematic review study by Manokaran et al. (2023).

Based on the explanations above, Game-based learning has successfully contributed to the improvement and innovation in language learning and teaching activities from various aspects, conditions, and the level of language learners. Besides that, Game-based learning (GBL) also contributes to enhancing students' speaking skills. A study conducted by Elsa et al., (2021) aimed to enhance the English-speaking skill development of EFL in a public high school in Ambato; one of the cities in Ecuador, showed that the use of communication games in speaking class communication games contributed significantly to the student's oral production, which demonstrated an enhanced level of vocabulary, better accuracy and fluency, and a more relaxed engagement with their peers and their teacher, following the intervention. Moreover, the outcomes were quite encouraging in terms of speaking ability growth. It shows that the use of appropriate games in the classroom contributes to the students' success in achieving the learning goals, especially speaking goals.

Another research conducted by Pehlivan Coşkun & Şeker (2022) stated that the study acknowledges the game's foundation of learning via enjoyment, activating prior information, being appropriate for the children's developmental stages, and speaking properly. This study was conducted using a qualitative method that aimed to improve students' speaking skills by integrating web-based games. This study supports the previous study that indeed, game-based learning is effective in enhancing students' speaking skills at various levels.

The study using a specific game was also conducted by Asih & Halisiana (2022). This study aimed to enhance students' speaking skills through GBL, specifically using a game show. According to the study's findings, students' speaking abilities were enhanced by the introduction of game-based learning (GBL). Throughout the

learning process, students were better able to express their thoughts, raise questions, and offer comments and critiques. In conclusion, carrying out games in the learning process offers students a broader chance to express themselves in speaking English, which leads to the improvement of speaking skills.

Daeli et al. (2023) also conducted almost identical research, which specifically used mingle games in the implementation of Game-based learning. The study used the Mingle Game Strategy to improve the speaking skills of students at XI SMK Negeri 1 Gunungsitoli. In Cycle I, pupils performed poorly, with 60% scoring "Less" and 20% scoring "Adequate" levels. However, in Cycle II, all 30 students obtained "Good" ratings (100%), with the best at 95 and the lowest at 65. The study found that the Mingle Game Strategy effectively improved students' speaking skills, meeting the Minimum Competence Criterion.

There are types of games that can be used to enhance the learning session. However, the teacher should consider playing the right match to achieve the learning objectives. Therefore, here are some types of games that can be used in a classroom based on the purpose of the game in a language-learning setting (Lewis & Bedson, 2002):

1. Vocabulary games. The purpose of this type of game is to assist students in learning and reinforce the new words and their meanings. Some games are classified as vocabulary games as below:
 - Word association. This game aims to build the connection between students' new vocabulary and existing knowledge by requiring the players to associate the new words with the next words that are related to each other alternately.
 - Picture Matching. The students are asked to link the picture and its definition of matching phrases aiming to foster students' vocabulary via visual interactions.
 - Memory Games. Aiming to help students memorize new vocabulary, this game challenges the students to match the picture and the words (cards) that are all placed face down by flipping the cards alternately.

2. **Grammar Games.** This category of games emphasizes the practice of understanding grammatical structures in a fun and interactive way. Here are the games that are classified as grammar games:
 - **Sentence Building.** The practice of this game allows the students to construct grammatically accurate phrases and sentences. The students are asked to utilize various word cards to form grammatically correct sentences and phrases.
 - **Grammar Relay Races.** This game promotes the use of grammar rules through competition and teamwork. The students are divided into teams competing with another team to complete or fix the grammatical error using a list of specified words or phrases.

3. **Communication Games.** This game's main purpose is to improve speaking skill and interactive communication skills while also integrating listening skills. Here are examples of communication games:
 - **Role Plays.** This game encourages the students to use the target language in real-life contexts by acting out various scenarios or roles in practicing conversation and social interaction.
 - **Information Gap Activities.** This game highlights the point where the students need to communicate in pairs or groups where each person has different information. While communicating, they should talk to each other effectively to complete the task or solve a problem

4. **Pronunciation Games.** The purpose of these games is to enhance students' pronunciation and phonetic skills through the use of games. The stated below are games that are classified as pronunciation games:
 - **Tongue twister.** Students are asked to practice the pronunciation of words that have almost similar pronunciations. This game assists the students in improving articulation and phonetic clarity.
 - **Sound Bingo.** This game helps students recognize and articulate various phonetic sounds. The way to play this game is for the

students to listen to certain sounds or words and mark them on their cards. This game helps to increase student's listening abilities.

5. Fun Games. The purpose of this game is to create an enjoyable environment for students to practice various language skills. The games below are considered as fun games:

- Charades. This game encourages the use of vocabulary in English. The students are asked to act out the words or phrases without speaking, while others guess what they are acting out.
- Pictionary Games. This game is usually used to improve students' vocabulary. However, the fun learning environment within this game can also be used to improve the other skills of English. In playing this game, students are divided into teams. The players of this game draws a picture representing words or phrases, and others guess what is the players drawing. The Pictionary games reinforce students' vocabulary and quick thinking through drawing and guessing.

Based on those previous studies, various games can be used in teaching English skills based on the needs and purpose of the learning objectives. Therefore, It can be concluded that Game-based learning (GBL) is a teaching approach that integrates games to support the learning process in achieving learning objectives. However, in the present study, the researcher used Pictionary games to improve students' speaking skills in SMPN 2 Tanjung Raja. Pictionary is a drawing game in which players represent a word or phrase for their colleagues to guess. Teams take turns drawing while others attempt to identify the term being shown. The game encourages creativity and rapid thinking, making it an enjoyable and interactive tool for learning vocabulary and concepts (Poljak et al., 2018). In conclusion, Pictionary is a drawing-based game in which participants sketch a word or phrase for their colleagues to guess, fostering creativity and rapid thinking while interacting with vocabulary and concepts. Pictionary, invented by Robert Angel in 1985, is played by players split into teams who take turns drawing and identifying words or phrases. Every round, one pre-selected "drawer" picks a card with a word from a category

(person, place, action, etc.), and then has one minute to draw that word without writing words or vocalizing. Teammates must guess the word based on nothing but the drawing and earn points for correct answers before time runs out. The game is played until one team scores a set total (Walsh, 2005).

The Pictionary game was once created to improve students' vocabulary. Thus, its general rules focus on drawing and guessing the word or phrase while the artist can't practice speaking during the game. However, Pictionary games can be changed and adjusted for research to reach certain educational goals. (Peterson, 2017). Therefore, in this study, the pictionary games are modified to meet the goals of the research objectives, which are improving students' speaking skills and addressing the students' problem, which is speaking anxiety.

This study is more likely to adopt Pictionary instead of fully implementing the traditional rules by utilizing pictures and vocabulary without requiring students to draw in the first place. Instead of the role of the silent artist and making one-way speaking practice, in this study, the artist is known as the speaker, and teammates collaborated to help each other guess the word and describe it through meaningful conversation about the characteristics of the objects. This innovative approach not only maintained the interactive and engaging nature of the game but also highlighted the development of vocabulary, pronunciation, and grammar. By encouraging collaboration and communication, students could articulate their thoughts clearly and effectively. These modified steps align with constructivist principles, which emphasize active participation and social interaction in learning. (Piaget, 1976; Vygotsky, 1978). This also supports the idea that interactive games can enhance language acquisition and speaking skills. (Gee, 2003; Prensky, 2001). In short, the modified pictionary game is an adapted version of the traditional pictionary game. Instead of drawing and guessing silently, players cooperate to guess a word or phrase through interactive discussion.

According to the previous paragraphs, this study focuses on implementing modified pictionary games to improve students' speaking skills by providing a supportive and fun learning environment for students to also reduce their speaking anxiety.

2.4 Pictionary Games in Teaching Speaking

The Pictionary game is effective in improving students' speaking skills, as the primary function of this game is to promote innovative thought, improve language, vocabulary, and pronunciation, foster confidence in expressing ideas, and instill accountability, and collaborate with the students (Daulay et al., 2021).

According to a study administered by Putri (2020) at SMA Negeri 6 Medan by involving 216 students from the tenth grade were selected through cluster random sampling. The study used an experimental design using a quantitative methodology. It consisted of two groups: an experimental group that received the Pictionary game intervention (consisting of 36 students), and a control group that received no intervention (consisting of 36 students). The data were collected by utilizing pre-tests and post-tests and analyzed using a T-test. The study found that playing Pictionary dramatically enhanced pupils' speaking skills. In the experimental group, the highest pre-test score was 76 (19%), which improved to 92 (14% in the post-test), while the lowest score increased from 44 (8%) to 64 (8%). In comparison, the control group's highest score rose slightly from 76 (19%) to 88 (6%), while the lowest score fell from 44 (6%) to 56 (17%). The experimental group's superior performance demonstrates the effectiveness of the Pictionary game in improving speaking skills. It can be concluded that the Pictionary game considerably improved pupils' speaking abilities. It improved their vocabulary, pronunciation, and participation in speaking exercises, making the learning experience more participatory and pleasurable.

Hidayah & Sukmawati (2022) investigated the impact of the Pictionary game on students' engagement and speaking proficiency involving 21 students of SMPN 1 Teminabuan. This study employed a pre-experimental research design by utilizing observation sheets and speaking tests as the main instruments to collect the data. The observation data showed that students' participation in class increased from 40% to 85% during the Pictionary session. Besides, the attentiveness of students to the task increased from 50% to 90%. In short, the students developed better

engagement during the implementation of the Pictionary game. The speaking test scores were analyzed through paired sample T-tests, which revealed a substantial improvement in speaking proficiency ($p\text{-value} = 0.001$). The findings of this research examined that the speaking proficiency and engagement of the students were successfully fostered by the use of the Pictionary game in the learning session. Additionally, The game's engaging and pleasant nature encourages students to actively participate and practice their speaking skills. Incorporating game-based learning tactics, like Pictionary, can improve learning outcomes. A highly effective technique for increasing educational outcomes in language learning settings.

Arriola León (2023) conducted a study aiming to explore how the Pictionary game creates a pleasant and comfortable setting for students to engage in oral participation and enhance the learning session. This study involved 112 students in 1st year of high school in Cuenca, Ecuador. The Explatory Action Research (EAR) was developed to implement the pictionary games in the class. This study utilized a speaking rubric as the instrument for collecting the data and analyzed the data through Microsoft Excel. The findings of this study claimed that The usage of the Pictionary game improved students' oral participation in the English lesson. It increased not only the frequency of involvement but also the accuracy of word usage and pronunciation. The game also promoted student participation, teamwork, and communication abilities.

In another study conducted by Wirawati (2024) at SMPT Darussalam Reni Jaya Depok, this quantitative pre-experimental research in which data were analyzed statistically through a paired-sample t-test found that at a significance level of 5% ($\alpha = 0.05$), the t-count was 3.816 times higher than the t-table value of 1.684. This result showed that the score of students' post-tests was higher than the pre-test after the implementation of Pictionary games in the learning session. Therefore, this study concludes that the use of a Pictionary game effectively provides an improvement in students' speaking performance.

In the same year, another pictionary in speaking research was also conducted by Septiani (2024) at SMP Negeri 3 Langgam to determine the effect of using Pictionary games on the speaking ability of eighth-grade students. This research

implemented a quasi-experimental research design with 75 population of students in eighth grade. The data of this research was analyzed by using an independent sample T-test through SPSS version 23. The researcher found that sig. (2-tailed) of 0.000, which can be stated as $0.000 < 0.05$. That is, it can be stated that the alternative hypothesis (H_2) is accepted, and the null hypothesis (H_0) is rejected. Thus, the result showed that there is a significant difference in the influence of students' speaking ability taught and without using Pictionary games at SMP 3 Langgam.

Based on the examined previous studies, the use of Pictionary games in the classroom can foster not only students' speaking skills but also help them to engage, build up their confidence, and provide them with the chance to anxious in engaging, building speaking practice through a supportive and enjoyable learning environment. However, during the gameplay, it is stated that the condition of the class is less conducive cause the teams play at the same time (Septiani, 2024). Therefore, in the present study, the teams plays one by one to reduce noise in the classroom and make the classroom more conducive (Peterson, 2017). Besides, learners often face difficulty in drawing the words because they forget the words, which can be time-consuming and hinder effective learning (Peterson, 2017). Even though it is normal due to unfamiliarity, it is still an obstacle that needs to be tackled. Therefore, in the present study, the pictionary game used is the modified one. Where the learners are not required to draw but instead focus on meaningful conversation through social interaction and collaboration to foster students' speaking skills and reduce speaking anxiety (Piaget, 1976; Vygotsky, 1978).

In conclusion, adopting the pictionary games, this study implemented the modified version of pictionary games to match the research objectives, the needs of students, and fill the gap of the previous studies.

2.5 Procedures of Modified Pictionary Games in Teaching Speaking

The study conducted by Septiani (2024) modified Pictionary games from their genesis by asking students to describe the picture after they guessed it correctly. This procedure was chosen because it provides a well-established, interactive

framework that effectively promotes active language use among students, particularly in speaking skills. Septiani's approach involves students guessing and describing pictures, extending beyond traditional Pictionary gameplay to deepen verbal interaction. These steps include a detailed explanation of the grouping of players, the time allotted for guessing, and the maximum points that can be accumulated.

1. The researcher starts playing the Pictionary game by dividing students into several teams.
2. The researcher has some vocabulary with the theme "object";
3. The researcher asks a representative from each group to be a painter on the blackboard.
4. The researcher took a piece of paper containing vocabulary and showed each painter what vocabulary they would draw. Then, each painter started making pictures based on the vocabulary on the blackboard.
5. The researcher gives each group of painters three minutes to answer, and each group must try to guess the correct vocabulary from the picture. The group that manages to answer quickly and correctly and can describe the picture in at least three sentences gets a score.

The present study has a specific objective to create a broader chance for students to practice speaking and interacting during the gameplay. This study modifies the rules of the gameplay (Peterson, 2017); the verbal interaction is limited to 5-6 questions and answers without giving the direct names of words, and the teams play one by one in front of the class, and students are not required to draw instead should be able to describe the animal by looking at the picture. Here are the steps to teach speaking by using modified Pictionary games:

1. The game is started by dividing students into five groups consisting of 5 students in one group.
2. The researcher explain the rules of modified Pictionary games and do the simulation of the game.

3. The researcher invite one group to play the game within 6 minutes. In six minutes, the team should be able to guess and describe as many words as they can.
4. The researcher show the name of the animal/person/thing and its picture to the team, while the speaker needs to guess the word in one minute by asking for clues from the team. If the speaker makes it in one minute, she/he can look at the picture and describe it in at least three sentences to get a score. Yet, if in one minute the speaker fails to guess the word, another group can try and get a score if they can describe it.
5. After six minutes, the next group is invited to play the modified Pictionary games.

These steps were implemented as the treatment for this research. It is expected that by implementing these steps, the students can achieve better speaking skills and become less anxious to speak.

2.6 Advantages and Disadvantages of Using Game-Based Learning Through Modified Pictionary Games

Numerous previous studies have proven that the use of Game-Based learning fosters students' language skills and creates a less-anxious environment for students to be engaged in the learning process, which leads them to be proactive students in the classroom. This also benefits the effectiveness in achieving learning objectives. Here are the advantages and disadvantages of using Game-Based Learning through modified Pictionary games based on a study conducted by Peterson (2017):

1. GBL promotes self-confidence by allowing students to practice speaking in a friendly and non-threatening setting, eliminating shyness and anxiety about making errors. It also improves learners' motivation by recognizing their performance through rewards and feedback, resulting in improved engagement and involvement.
2. GBL gives plenty of chances for learners to practice speaking, which is critical for developing speaking abilities and overcoming shyness. In addition, it assists learners in developing key speaking abilities such as

sentence formation, which are required for effective English communication.

3. Games can be adjusted to match the requirements and interests of individual students, resulting in more personalized learning experiences. Moreover, Modified Game-Based Learning offers a more conducive learning environment for students who focus on winning the game by waiting for their turn and having chance sessions.

By introducing GBL into English language instruction, educators can create a more interesting and effective learning environment that promotes the development of speaking skills and overall language competency.

Besides the advantages, the implementation of Game-based learning through modified Pictionary games also has disadvantages, as stated by Peterson (2017) below:

1. The modified version of the Pictionary game enables the team to play one by one, which can be time-consuming for a larger sample. Since the teacher needs to ensure equal opportunities for each group in every round, this may extend the overall time allocated for other activities.
2. The modified Pictionary game format can lead to imbalanced participation. In this format, where teams take turns drawing and guessing, some students may dominate the discussion and activity while others may remain passive or less involved.
3. Students who struggle with drawing or expressing ideas visually may feel frustrated or discouraged, which can negatively impact their confidence and willingness to participate.

These limitations underscore the importance of thorough planning, implementation, and assessment of GBL to ensure its optimal integration into educational contexts and maximize student benefits.

2.7 Theoretical Assumption

Based on previous theories, the use of Game-Based Learning through Pictionary games is effective in improving students' speaking skills. As game-based Learning

provides plenty of opportunities for students to practice speaking, which covers five aspects of speaking itself: Pronunciation, vocabulary, grammar, comprehension, and fluency. In GBL activities, students are able to respond to instructions or questions during the learning process only if they understand them. Without the comprehension of the five aspects of speaking, the students might not be able to produce words in speaking skills. However, the use of Pictionary in this recent study highlights the three main aspects of speaking: vocabulary, pronunciation, and grammar, while implementing the modified Pictionary games.

Besides that, game-based learning offers a fun learning method and encourages students to practice actively speaking English. Game-based learning also leads the students to respond spontaneously to a contextual condition. By having this activity in learning English speaking, it is believed that game-based learning improves students' speaking skills in the classroom.

According to the findings of previous studies of the use of Pictionary as a part of GBL, the researcher believes that there is a statistically significant improvement in students' speaking skills after the implementation of Game-based learning (GBL) through Pictionary games.

2.8 Hypothesis

The following is the hypothesis of this study:

H0: There is no statistically significant improvement in students' speaking skill after the implementation of Modified Pictionary Games.

H1: There is a statistically significant improvement of student English speaking skill after the implementation of Modified Pictionary Games.

This chapter has already discussed the following topics: the concept of speaking, the principles of teaching speaking, the concept of game-based learning, Pictionary

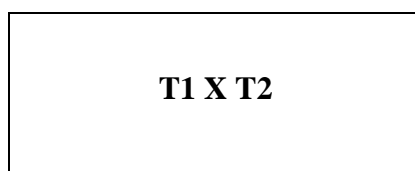
games in teaching speaking, procedures of using Pictionary games in teaching speaking, advantages and disadvantages, theoretical assumptions, and hypothesis.

III. METHODS

This chapter discusses research design, variables, data source, instrument, data collection, data analysis, data treatment, and hypothesis testing.

3.1 Design

This research intends to investigate whether there is any statistically significant improvement in students' speaking skills after the implementation of Game-based learning through modified Pictionary games. Therefore, the design of this research was adapted from the one-group pre-test and post-test design. The students have been tested before (pre-test) and after (post-test) the researcher gave treatment. This design is used to compare the scores of students' speaking pre-tests and post-tests. According to Setiyadi (2018), the one-group pre-test and post-test design are represented as follows:



Notes:

T : Pre-test for students' speaking skills before the treatment.

X : Teaching speaking through game-based learning (the treatment).

T2 : Post-test for students's speaking skills after the treatment.

3.2 Variables

This research consists of two variables which are; the independent variable (X) and the dependent variable (Y). The Game-based learning approach is categorized

as an independent variable focusing on the use of modified Pictionary games (X). The students' speaking skill is categorized as the dependent variable, focusing on descriptive speaking (Y).

3.3 Population and Sample

The population of this research was the eighth-grade students in SMPN 2 Tanjung Raja consisted of two classes, each class consisting of 25 students. In this study, the researcher chose one class that consisted of 25 students as the research sample. The sample was chosen by using cluster random sampling, which permits the selection of one entire class from the population, assuring that all students within the chosen class have an equal chance to be involved in the sample of the research (Setiyadi, 2018).

3.4 Instrument

The instrument of this research used the test of speaking in the pre-test and post-test. The scores of tests were measured through subjective scoring; speaking test scoring rubric adapted from Brown (2004) with adjusted components into 3, and customized explanations, as attached to the appendix.

3.4.1 Validity

This research should follow the rules of validity of research to convince that this research is appropriate to be conducted as scientific work. Therefore, there are two types of validity: content and construct (Hatch & Farhady, 1982). Those two types of validity were analyzed to measure whether the test has good validity.

Content validity is the degree to which a test measures an intended content area. The researcher conducted a test based on the goals of the school curriculum, which is *Kurikulum Merdeka* in SMPN 2 Tanjung Raja. The descriptive speaking was the focus to be improved in this recent study, which matches the

material required in the curriculum. Therefore, the instrument used in this research fulfills the content validity.

Construct validity is the accumulation of evidence to support the interpretation of what a measure reflects. It means that a test that measures the students' cognitive knowledge and skill according to the theory related to the materials has covered construct validity. According to Brown & Abeywickrama (2004), there are five aspects of speaking skills: vocabulary, pronunciation, grammar, comprehension, and fluency. However, this study adopts three aspects of speaking skills: vocabulary, pronunciation, and grammar. This is aligned to ensure that the instrument fulfills the construct validity. the test should cover the aspects that are going to be measured: vocabulary, pronunciation, and grammar. Based on the explanation above, the instrument of research is valid when it fulfills two types of validity: content validity and construct validity

3.4.2 Reliability

In developing a research test, reliability also needs to be considered. The appropriate research instrument to be used consisted of validity and reliability. According to Hatch & Farhady (1982), the reliability of a test is the extent to which a test produces consistent results when it is administered under similar conditions. A test can be considered reliable if it has a consistent result. To ensure the reliability of scores and avoid the subjectivity of this research, the researcher used inter-rater reliability. Inter-rater reliability was used when two raters independently estimated the score on the pre-test.

In this case, the first rater was the researcher, and the second rater was the English teacher of the eighth grade at SMPN 2 Tanjung Raja. It is significant to have both raters use the same scoring criteria before scoring students' speaking skills

In this study, the researcher used Cohen's Kappa (κ) method to measure the reliability of the research's tests. According to McHugh (2012); Nasir et al. (2022), Cohen's Kappa is a statistical measure comparing two categorical item raters. It tells whether the raters make comparable judgments or if their agreement is simply by chance. Cohen's Kappa solves this problem by giving a better agreement estimate, considering both the observed and expected agreement. This enables a clearer understanding of whether the degree of agreement is meaningful or just a random chance. The following table is the interpretation of the Cohen Kappa method:

Value of Kappa (κ)	Level of Agreement	% of Data Reliability
<0.00	Poor Agreement	None
0.0 - .20	Slight Agreement	0 - 20%
.21 - .40	Fair Agreement	21 – 40%
.41 - .60	Moderate Agreement	41 – 60%
.61 - .80	Substantial Agreement	61 – 80 %
.81 – 1.00	Almost Perfect Agreement	81 – 100%

Table 3.1 Interpretation of Cohen Kappa

Following the Cohen Kappa method, the researcher, as the first rater, and the teacher, as the second rater, scored the pre-test and post-test of the students. After gaining the pre-test and post-test scores on a scale of 1-5, the researcher input the scores of students from rater 1 and rater 2 into SPSS 26 to be analyzed using the Cohen Kappa method to investigate the reliability of the instrument or to see the level of agreement between two raters in scoring the pre-test and post-test result of the students.

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.610	.125	5.310	<,.001
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Table 3.2 Reliability of Pre-Test

Retrieved from the result of pre-test reliability, the kappa value is 0.610 with a significance of < 0.001 . According to Cohen's interpretation in McHugh (2012), the Kappa value of 0.61 – 0.80 shows a moderate level of agreement with 61% - 80% data reliability. The moderate level of agreement tells that the instrument used in the Pre-test is reliable.

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.641	.117	6.235	<,.001
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Table 3.3 Reliability of Post-Test

Based on the result of post-test reliability, the Kappa value is 0.641 with a significance < 0.001 . This result shows that the instrument reliability is categorized as a substantial level of agreement with 61% - 80% data reliability. The substantial level agreement tells that the instrument used in the Post-test is reliable.

This result shows that inter-rater reliability assessed in this study has a pretest kappa of 0.610 and a post-test kappa of 0.641 which is classified as a substantial level of agreement. These evolving figures indicate that there is a significant agreement on classifications between raters, reflected in high levels of consistency. The increase in agreement from the pretest to the post-test

indicates that the agreement observed is not due to chance but suggests an increase in the reliability of the classification process itself. Overall, such findings add to the confidence in data reliability and support the validation of research conclusions.

3.5 Data collection

In collecting the data, the researcher used a speaking test in pre-test and post-test. The speaking test form required the students to describe a picture of animals, people, and things. Students' answers to the test were recorded and scored based on the speaking scoring rubric. The complete steps of data collection for the present study:

1. Pre-test

The researcher tested the students' speaking skills by asking them to describe a picture of an animal, people, and things. The duration of this pre-test is two minutes for each student. This test was conducted in the presence of the researcher and the rater. The focus of this speaking test was on three aspects of speaking; vocabulary, pronunciation, and grammar. The student's description of the picture was recorded. The voice recording was transcribed and scored through a speaking scoring rubric. The result of this pre-test was compared to the post-test score.

2. Treatment

The researcher conducted three learning sessions as the research treatment, focusing on improving students' speaking skills through game-based learning by utilizing modified picture games. Each learning session lasted for 90 minutes. The students were guided on how to define the meaning of a vocabulary word and describe pictures of animals, people, and things using appropriate vocabulary, pronunciation, and grammar in the learning session.

3. Post-test

The instructions for speaking pre-test and post-test were similar. The post-test was conducted in the presence of the researcher and the rater. In the pre-

test, students are asked to describe a picture of an animal while in the post-test they were asked to describe different pictures of animals. The tests were recorded and transcribed. The results of students' post-tests were scored through a speaking scoring rubric and compared to the result of the pre-test.

4. Recording

During the pre-test and post-test, students' sentences in oral production were recorded through a phone recorder. It helps to ease the researcher in scoring the pre-test and post-test since the audio can be repeated. That means the scoring error can be minimized.

5. Transcribing

After the recording, all of the sentences in the students' pre-test and post-test were transcribed. The transcription was used to see further the improvement and errors of the students in speaking by describing animals, people, and things

6. Scoring

Through the voice recording and ensured by the transcription, students' pre-test and post-test were scored based on the scoring rubric. The scores of students' pre-test and post-test were gained from the average score of both raters, the first rater and the second rater.

7. Analyzing the test results (Pre-test and Post-test)

The score of the pre-test and post-test was analyzed by using SPSS version 26.00 to find out the improvement of students' speaking skills after the treatments. The result of analyzing the data is that there is an improvement in students' post-test results compared to pre-test results. It showed that there is an improvement in students' speaking skills based on the test results.

These steps of the research procedure met the aim of the research to determine whether there is a significant difference between the pre-test and post-test results after the treatment by utilizing Pictionary games.

3.6 Data Analysis

The data was analyzed by using quantitative data analysis to measure the significant difference between the two results from the same samples. In this research, The test was assessed by two raters by using the same measurement tool; the speaking test scoring rubric. Here is the systematical steps of the data analysis for this research:

1. Scoring the students' pre-test and post-test results.
2. Finding the mean of the pre-test and post-test results by using the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

Notes:

\bar{X} refers to mean.

$\sum x$ refers to the total score of students.

n refers to the number of students.

(Hatch & Farhady, 1982)

3. Drawing a conclusion based on the result of the paired-sample T-test in SPSS. The aim of using the Paired-Sample T-test in Statistical Product and Service Solution (SPSS) is to analyze the significance of the tests.

3.7 Data Treatment

The present study used a paired sample T-test to find out whether there is a significant result after implementing GBL in students' speaking skills. Therefore, before the data analysis using the Paired-Sample T-test, the data should have resulted in a normal distribution. Thus, the normality test was carried out as the data treatment of this study. Since the sample of this research was less than 50, the researcher used the Shapiro-Wilk test in SPSS to analyze the data distribution.

The hypothesis of the normality test is as follows:

H_0 : The data follows a normal distribution.

H_1 : The data does not follow a normal distribution.

The guideline to interpret the hypothesis based on the Shapiro-Wilk test is as follows:

- $P > 0.05$: The null hypothesis is accepted. It means the data may come from a normal distribution.
- $P < 0.05$: The null hypothesis is rejected. It indicates that the data does not appear to come from a normal distribution.

In conclusion, the normality by using the Shapiro-Wilk test is conducted to find out whether or not the data distribution is normal before the data analysis through the Paired-Sample T-test in SPSS ver 26.00. The result of the normality test in this research is as follows:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.174	25	.050	.940	25	.149
Post-test	.203	25	.009	.938	25	.130

a. Lilliefors Significance Correction. Table 2.4 The result of the Normality test

Based on the previous explanation, the data distribution in this study is normal. It is proven by the result of the analysis through Shapiro-Wilk. Where the P value of the pre-test is 0.149, while the P value of the Post-test is 0.130. Both of these P values are higher than 0.05 which means the null hypothesis is accepted. It can be concluded that if the $P > 0.05$, the data is normally distributed. Since the data has a normal distribution, this study is allowed to proceed to analyze the data by using a Paired Sample T-test to see the improvement of students' speaking skills.

3.8 Hypothesis Testing

This study's hypothesis was analyzed using the Paired-Sample T-test of the Statistical Package for Social Science (SPSS) at a significance level of 0.05.

$$H_0 = \text{Sig.} > 0.05$$

$$H_1 = \text{Sig.} < 0.05$$

The interpretation of the hypothesis testing is provided below:

- The null hypothesis (H_0) will be accepted if the p-value (significance level) obtained from the paired sample T-test is greater than or equal to 0.05 ($p > 0.05$).
- The alternative hypothesis (H_1) will be accepted if the p-value (significance level) obtained from the paired sample T-test is less than 0.05 ($p < 0.05$).

Therefore, the hypothesis of this study is stated below:

(H_0) There is no statistically significant improvement in students' speaking skills after the implementation of game-based learning through modified Pictionary games.

(H_1) There is a statistically significant improvement in students' speaking skills after the implementation of the game-based learning method through modified Pictionary games.

This chapter has discussed the research methods: design, variables, data sources, research instrument, data collecting technique, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION

This final chapter focuses on the conclusion of the study and suggestions for English teachers and other researchers in the future to conduct similar research.

5.1. Conclusion

The results of this study lead us to conclude that the implementation of game-based Learning (GBL) in the form of modified Pictionary games has a very high positive impact on the speaking skill of the students. Their pre-test and post-test scores analysis showed that students' pronunciation, vocabulary, and grammar had improved. The students showed most improvement in vocabulary, using a greater accuracy in grammar and better pronunciation, even though the pronunciation improved the least compared with grammar or vocabulary in all studies. These findings also suggest that Pictionary-type games provide an engaging and supportive learning environment, which enhances participation. The interactive game provided a way for students to release their speaking anxiety and gain confidence in addressing and sharing their thoughts. Also, the game's collaborative nature helped them learn to communicate and work together, which eventually encouraged them to speak more in English. Statistical tests showed that the students expressed themselves orally better after they were treated. The data thus indicate that game-based learning, especially adapted versions of playing Pictionary games, is an effective method to enhance the students' speaking skills in an EFL classroom context

5.2. Suggestions

Based on the conclusion above, several suggestions can be put forward from this research;

5.2.1 Suggestions for English Teachers

These are the suggestions for English Teachers:

1. Since in the implementation of modified pictionary games, the students have difficulty distinguishing the use of singular and plural nouns in sentences,

teachers are suggested to add more focused warm-up activities, such as a mini drill of singular and plural nouns, to achieve a better outcome after the implementation of modified pictictionary games.

2. To help students get a clearer understanding of vocabulary, teachers are recommended to give a model to clarify the meaning and definition of vocabulary through context, as giving a model and context about the difference between big and fat or long and tall.
3. Modified Pictionary games emphasizing that students communicate clearly instead of accurately, especially in pronunciation. However, to gain a better learning outcome, the teacher needs to create better pronunciation activities, such as highlighting phonetic differences, therefore the students can produce clearer sounds.

5.2.1 Suggestions for Further Researchers

These are the suggestions for further research:

1. Conducting longitudinal research could assist future researchers in gaining deeper insight into how modified picture games improve students' speaking skills.
2. The larger and diverse sample might help future researchers improve the generalizability of findings and validate the effects of modified pictictionary games on students' speaking or other English skills.
3. While the present study focused on improving students' speaking skills, especially pronunciation, vocabulary, and grammar, the future researcher could benefit from including all speaking aspects to compare how modified pictictionary games improve each aspect of speaking skills.

Concisely, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement the modified Pictionary game in teaching speaking, and for further researchers wanting to explore the research about this approach.

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