

# The Effect of Pictures through Guessing Games in Speaking Activities

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## The Effect of Pictures through Guessing Games in Speaking Activities

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**Abstract.** *The development of speaking skill is considered a primary objective in the acquisition of the English language. Nevertheless, many students were unable to speak English effectively because they disinterest in the learning process, whereas speaking skills require active participation and enthusiasm from students. Thus, the integration of innovative media into the learning process can play a crucial role in enhancing students' English proficiency, especially speaking skills. As the solution, the interesting media that can accommodate learning process is Guessing games from pictures. Thus, this research aims at investigating the effect of pictures through guessing game method in speaking activities. This study employed a pre-experimental design with one group pre-test and post-test as an instrument to collect data and was implemented to the VIII D students at one of private school in Sidoarjo. The study's findings indicate that the pictures through guessing game is gives effect to improve grade 8 students English speaking skills in descriptive text. This is demonstrated by the t-test was 0.000, which is less than the significant level of 0.05 ( $0.000 < 0.05$ ). Moreover, t-test value was higher than the t-table value ( $14,066 > 2,064$ ). In short, the effect of pictures in guessing games contributes in accommodating speaking classactivities to be more interesting and motivating in descriptive text material.*

**Keywords -** *Guessing Game, Pictures, Speaking Activities*

**Abstrak.** *Pengembangan keterampilan berbicara dianggap sebagai tujuan utama dalam penguasaan bahasa Inggris. Namun demikian, banyak siswa yang tidak dapat berbicara bahasa Inggris secara efektif karena mereka tidak tertarik pada proses pembelajaran, sedangkan keterampilan berbicara memerlukan partisipasi aktif dan antusiasme dari siswa. Dengan demikian, integrasi media inovatif ke dalam proses pembelajaran dapat berperan penting dalam meningkatkan kemampuan berbahasa Inggris siswa, khususnya keterampilan berbicara. Sebagai solusinya, media menarik yang dapat mengakomodir proses pembelajaran adalah permainan Menebak Gambar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh gambar melalui metode permainan tebak-tebakan dalam kegiatan berbicara. Penelitian ini menggunakan desain pre-experimental dengan one group pre-tes and post-tes sebagai instrumen untuk mengumpulkan data dan diimplementasikan pada siswa kelas VIII D di salah satu sekolah swasta di Sidoarjo. Temuan penelitian menunjukkan bahwa gambar melalui permainan tebak-tebakan memberikan pengaruh untuk meningkatkan kemampuan berbicara bahasa Inggris siswa kelas 8 dalam teks deskriptif. Hal ini ditunjukkan dengan t-test sebesar 0,000 yang lebih kecil dari taraf signifikan 0,05 ( $0,000 < 0,05$ ). Selain itu, nilai t-test lebih tinggi dari nilai t-tabel ( $14,066 > 2,064$ ). Singkatnya, efek gambar dalam permainan tebak-tebakan berkontribusi dalam mengakomodir kegiatan kelas berbicara menjadi lebih menarik dan memotivasi dalam materi teks deskriptif.*

**Kata Kunci -** *Permainan Tebak – tebakan, Gambar, Kegiatan Berbicara*

### I. INTRODUCTION

In Indonesia, learning English is one of the foreign languages that must be mastered at every school level. In addition, Arends also mentioned learning English means that it is important for the current generation to adapt to global communication, literature, and media in order to be successful in their work in the present and in the future [1]. In essence, learning English must be studied very seriously by many people, and realize that English is important to learn because using English will make it easier for us to communicate with other people in the international world. In learning English, there will be four skills that must be trained, namely, Listening, reading, speaking, and writing. The process of teaching and learning in education does not always go smoothly, particularly for students who do not like some of the subjects they are required to learn, such as English. This is especially true for students who are required to learn English. Some students think that English is a boring subject and difficult to learn, even students who have studied English for many years but many students cannot communicate effectively in English, both orally and in writing [2].

Furthermore, Saputri claims that student's abilities in learning English are still low, this has an effect on students' vocabulary mastery which is also still lacking, so students have trouble following lessons, which affects their abilities in reading, writing, listening, and speaking [3]. In the process of effective learning activities, students must be more active and be able to develop their English skills well, one of which is speaking skills. Based on Marsevani and Merliana, speaking skills need continuous practice in order to develop and improve, practice can be done

directly with people in the surrounding environment such as classmates or teachers who can speak English [4]. The ability to convey information and knowledge verbally will certainly make it easier for someone to understand the information and knowledge obtained from the reading and listening process. Therefore, speaking is the most crucial of listening, reading, and writing, because through speaking, people can express their thoughts, feelings and respond to situations related to personal experiences, physical, environmental, and so on.

In accordance, Yusri states that the majority of students still believe that considering the fact that studying English is something you have to do since it's an obligation and school requirement [5]. As a consequence, a significant number of students avoid participating in classroom discussions. They feel unprepared to speak in front of an audience and do not enjoy their speaking class. The students have the impression that talking in front of others is difficult for them. Because of this, students have refrained from verbally expressing their thoughts in English. As it is known, speaking skills are a skill for revealing knowledge, ideas, and mind. It is considered difficult because this skill is most challenging because they must arrange vocabulary and grammar into a decent sentence to communicate with others [5]. Even though the significance of both teaching and learning English is widely acknowledged, many people do not comprehend the most effective approach to maximizing students' capabilities in English-language learning. This relates to the quality of learning activities, which depends on the teacher's planning and implementation of the learning process by developing learning models and media.

There are many difficulties in applying speaking skills due to the lack of experienced English teachers and still use of monotonous learning methods, so students lack motivation in learning English. On the basis of the findings of the preliminary observations that have been conducted by researchers at one private junior high school in Sidoarjo, it is known that there are several problems, especially in speaking skills. The learning process which is still monotonous will result in learning outcomes that are still relatively low, so it is necessary to develop innovations in the media and learning methods used by teachers in the classroom. Moreover, the limited learning resources available at school make it difficult for students to associate material received at school with real situations in everyday life. The learning media used can provide a fun experience and meet the need to raise the standard quality of learning English. Therefore, in the learning process, teachers should be able to demonstrate learning that is innovative, effective, and efficient in accordance with students' perspectives by making strategic use of a wide range of media and encouraging them to cultivate a desire to learn through these methods.

Nadesan and Shah told that, provide guidelines for teachers, which state that teachers can generate maximum opportunities by collaborating on projects, using unique material, involving each student, reducing teacher talk and observing students, giving positive and constructive remarks, and prompting to guide speaking [6]. In speaking class, students must also demonstrate learning autonomy, thus practicing speaking is vital to teaching speaking skills. Teachers should vary tactics to increase students speaking ability. Teachers can quickly notice students' speaking challenges in the classroom and should help them complete speaking activities using innovative methods.

Using diverse teaching tools and media can improve the teaching and learning of speaking. Nowadays, the use of simple visual media that can facilitate the learning speaking process for students is picture media [7]. This is stated by Harmer that, several media that can be very helpful in the teaching and learning process one of which is pictures and images [8]. Students can benefit from the usage of visual aids such as photos and images in the form of flashcards, huge wall pictures, cue cards, photographs, and illustrations in a variety of learning contexts and activities through drilling, comprehension, communicative games, and conversations.

The use of picture media is very important because it can clarify an understanding of students. Therefore, picture media can have a beneficial impact on learning. One type of learning method activity that can be combined with this picture media is the guessing game method. A guessing game is a game in which instructions will be given to say the keyword or clue and the other members guessed from the clues that have been explained. Wright and Buck as cited by Kurniati and Ervina told that, in a guessing game the team or individual has to speculate, someone knows something and the other has to find out [9]. Furthermore, Nuraen and Karyati explain that learning of speaking can be learned through the use of guessing games [10]. Students can collaborate with their peers and challenge each other's ideas by playing guessing games. These activities encourage creativity and teamwork. It is possible to conclude that guessing games not only increase students' cognitive and emotional skills but also their social skills. In this case, Ladousse illustrates that the guessing game method can be demonstrated through role play [11]. Therefore, with the game method carried out in a classroom environment, students will be creative and fun. According to him, the basic role of this guessing game is very simple, where one person knows something that other people want to know. It can be objects, activities, words, objects, or other things. The utilization of guessing games can be facilitating the development of logical reasoning and inquiry skills among students.

There are many guessing game concepts that can be applied in learning to speak because it will directly provide practice in communicating. The method of this guessing game can help the teacher to invite students to participate and courage of students to develop their speaking skills. In addition, the teaching method of guessing games made students not feel bored during the learning process. The guessing game procedure is, first, students divided into several groups; then, in each group, one student sits with his back to the blackboard; The teacher writes words or

phrases on the blackboard to guess; All groups that can see this word or phrase will explain the characteristics (without saying the word or phrase itself) to team members sitting with their backs to the board; If the student with his back to the blackboard can guess the word that has written, then the group will get points [8].

Accordingly, Newton and Nation explain that the guessing game consists of several steps as follows. First, the class is divided into several groups, with each group having four to five students [12]. Second, one group is selected at random to come forward in front of the class and have a member of their group pick the topic that played from a box. Third, one member of the group sits with his back to the word or picture shown and students asked about the characteristics of the word or picture in question. Meanwhile, other group members only answered yes or no, until the category and word guessed were correct. Fourth, after the word or picture can be guessed, the other group members take turns sitting in front and guessing the next word. For some of the theories that have been explained about the guessing game procedure, the researcher used Harmer theory because it is considered simpler and the use of the guessing game method is related to the research subject, where this method is suitable to be applied in middle school students to improve speaking skills [8].

The researcher has discovered several previous researches that are relevant to the topic that the researcher raised in this research, including; First, the previous research written by Maqfirah, et.al [13]. This research investigates the impact on students' speaking fluency in the classroom using a speaking instruction approach that makes use of guessing games and is supported by the theory developed by [13] [14], namely; First, the teacher creates small containers, such as cigar boxes, and places one animal picture inside each container, corresponding to the number of students. Second, every student teams up with another. Then, in each group, one student got a box and investigates its contents without letting the other see what is in the box. After that, one student from each group must guess what's inside the box. The student who guessed then takes the role of the one holding the box, and the student who guessed then takes the role of the one holding the box. This study uses descriptive text material for the application of the guessing game method. The findings demonstrated that students' speaking abilities might be improved through the use of guessing games;

The second previous research belonged to Paramitha [15]. Researchers use guessing games to improve students' speaking skills when teaching in a classroom. During these lessons, students not only have the chance to practice their English language skills, but they also receive instruction on how to correctly construct questions and phrases using good English grammar, so that they don't mispronounce and don't make mistakes in asking something in other students, because they have prepared a lot of vocabulary.

The third previous research belonged to Suardiyasa [16]. According to the results of this study, there are four categories of guessing games with four different themes designed for use in teaching vocabulary to primary school kids in fifth grade. This research follows design R&D and uses the criteria for the school curriculum syllabus and the criteria for educational applications were used by Lee and Cherner as cited in Suardiyasa [16]. The concluding version of the guessing game is distributed to educators in the form of a CD accompanied by a detailed instruction manual.

The fourth previous research was taken from Masyhur [17]. This research used a quasi – experimental with a pre – test, and post – test control group design, which showed that the student's scores in the experimental class were better than the control class for the post-test [17]. The researcher uses a variety of techniques in using guessing games to increase their vocabulary so that students are active and happy when participating in class learning.

From several previous, researchers can conclude that there are similarities with the research that the researcher did, where researchers use guessing games to improve students' speaking skills when teaching in class, and data collection using pre-test and post-test. However, researchers have characteristics that are different from previous researchers. Researchers used participant one of a private school in Sidoarjo, specifically, focused on the media by using several pictures that are applied to the guessing game method. In the process of applying the guessing game, the researcher used the theory from Harmer which was modified by the researcher according to the students' needs. There are procedures for the guessing game, including; first, students divided into several groups, one group consists of knowers and guessers; then, in each group, students as knowers took one picture; all groups who can see the picture provided clues by describing the characteristics related to the picture without saying the original word; students who as guesser will guess from the clues that have been given by the knowers; if the student succeeds in guessing, the group will get points. This activity has never been implemented before, thus making novelty of this research [8].

Based on some issues that are prevalent among junior high school students in Indonesia related to English subject. One of the private schools in Sidoarjo continues to have a great deal of difficulty speaking English. The research discovered several issues that were connected to the educational activities that were taking place at a private school in Sidoarjo. These problems include; Students having low speaking skills; the teacher still employing instructional methods that there is still a need for the development of innovation in media and learning methods. Therefore, this research aims to develop a complete explanation of whether there is any effect of using pictures through guessing games on students' speaking activities, especially descriptive texts for middle school students. The

researcher formulated the research question as follows: Is there any effect of the guessing game method with pictures in speaking activities?

## II. METODE

In this research, the researcher used quantitative research through a pre – experimental research method with one group pretest – posttest design that was carried out on a single studied group without a control group or a comparative group. Pre – test, and post – tests were given to compare students' speaking fluency before and after giving the treatment. The summary of this research design is illustrated in table 1.

**Table 1.** Research Design

Group	Pre – test	Treatment	Post – test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
	Before given treatment		After given treatment

According to Sugiyono, this experimental model consists of three stages, which are as follows; Before the treatment is carried out, give a pre – test to measure the dependent variable (learning outcomes/speaking skills); Giving treatment to the research subject class by applying the guessing game method; After the treatment is carried out, give a post – test to measure the dependent variable [18].

The researcher argues that the guessing game is an activity that is both informative and interesting and that it helps students develop their language abilities in speaking by providing them with opportunities to practice those skills. Therefore, the objective of this research activity is to test the hypothesis to determine whether or not there is a significantly different effect on the speaking ability of students in class VIII D at SMP IT Ar - Rahman who are taught using guessing games compared to those who are taught without using guessing games.

The location of research took place at one of the private junior high schools in Sidoarjo district, East Java, Indonesia, namely SMP IT Ar – Rahman. The researcher chose this school because previously had conducted pre-observations at the location. As a result of these pre – observations, researchers have identified the problem that is the subject of this study namely the existence of problems regarding English learning, where students still have motivation and learning outcomes that do not reach the KKM, which is the minimum completeness condition. in learning English. Moreover, students' English speaking ability is also still relatively low because they lack confidence, and there is still a need to develop innovative media and also the learning methods used. Therefore, the researchers chose this location to find out the development of students' speaking if given pictures and learning methods in the form of guessing games. Furthermore, it can strengthen the researcher to select participants.

The research population was conducted on all class VIII students of SMP IT Ar - Rahman in the 2022/2023 academic year totaling 118 students. Sampling is carried out using a simple random sampling technique, this is done with the consideration that the position of students in the class is applied randomly without looking at grades, student gender, and student groups so that students are randomly distributed within the specified class. In addition, the number of students in the same class, students receive material based on the same curriculum, and students receive the same study time. Based on the simple random sampling technique, the researcher took eighth-grade D students totaling 25 students. There are four classes in the eight – grade, but the researcher only uses one class as a participant. Eighth-grade D students were chosen as the data source so that the English teacher could extend the activity to other classes that were similar to students in grade D.

In this study, for the instrument the researcher used a speaking test. Before the test was given, it was validated by two validators those are the lecturer and the English teacher so that it was in accordance with the indicators in the lesson plan used for the test. In addition to checking the validity of the lesson plans and test questions before being used in the treatment, related to pictures media, several steps were also taken to provide appropriate media. Subsequently, upon completion of the printed version of the picture media, a validation process will be conducted by two experts in the field of teaching media to assess the viability of the pictures throughout the entirety of the publication.

In general, the purpose of the speaking test is used to evaluate and assess the learning results of students when considering speaking English language proficiency, specifically in relation to cognitive learning outcomes relating to subject matter knowledge in accordance with educational and instructional goals. The use of pictures in conjunction with the guessing game approach to learning descriptive text is the focus of this research and serves as the independent variable. Additionally, the dependent variable in this research is student learning outcomes, with indicators: student knowledge (pre – test and post – test), student attitudes during the implementation of learning (student activity observation sheets), and students' skills in speaking directly (practice assessment guide sheets).

The research steps that were used were giving pre-tests to subjects, giving treatment, then giving post-tests [19].

The researcher used pre – test and post – test to evaluate students' speaking ability. The pre – test given in the form of an oral speaking test. The students are given the assignment to name a member of their family, such as their parents, siblings, sisters, etc. Then students described the physical characteristics and also the character of one of them. Therefore, the researcher identified based on the pre-test results what difficulties pupils have when speaking English. The pre – test is carried out when the researcher provided the topic on descriptive text during the class. After students are given a pre-test, the researcher provided treatment to students in the form of teaching using image media through a guessing game. This is expected to improve the accuracy, fluency, and understanding of students' speaking.

The steps of the treatment are: At the first meeting, the researcher explained the material about descriptive text by relating it to everyday life, such as students being asked to look at the characteristics of their friends; Then, dividing students into groups, 1 group of about 5 students. One group consists of an asker consisting of 4 people and 1 guesser; Then, in each group, students as askers take a picture that has been prepared by the teacher; Students who as askers gave instructions by explaining the characteristics associated with the picture without mentioning the original word; Students who act as guessers guessed from the clues given by the asker; If students guess successfully, the group got points; Then, they can switch until the allotted time is up. The summary of this procedure is illustrated in Figure 1. to find out the treatment steps from the picture through the guessing game method.

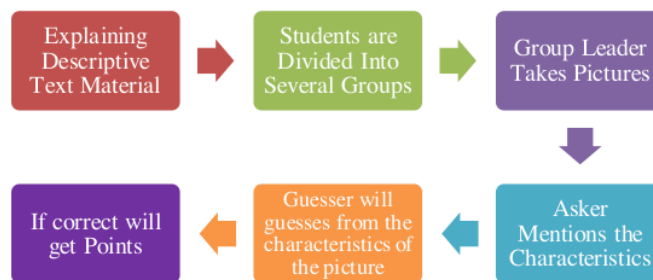


Figure 1. Procedure of treatment

The assessment post – test conducted after the completion of a learning activity in the form of an oral speaking test. In the post test, students must describe one of their idols with proper pronunciation and grammar. The researcher gave descriptive text material before the test. This part includes vocabulary and how to correctly pronounce phrases, and provide grammar to make sentences as well as the generic structure of descriptive paragraphs properly and correctly. Through the provision of this comprehension, students' capacity to speak orally may be evaluated through the use of a guessing game on picture media.

In data analysis, researchers used Descriptive Statistical Data Analysis which is used for describing the data that has been collected during the quantitative research process. The steps in compiling through this analysis are as follows: Average (Mean); The percentage (%) of the average value. Then, the researcher used the normality test, which is used to determine whether or not the data obtained is normal distribution, a test of homogeneity to determine whether or not the standard deviation of the samples taken from the population is the same, and utilized T-paired test to check the results compared to determine whether or not the treatment was successful in improving students' speaking skills and thus proving the hypothesis, that is if the t-test results higher than the t-table (t-test > t-table), the students' speaking ability improved significantly. Therefore, if  $t_{count} > t_{table}$  then  $H_0$  is rejected and  $H_1$  is accepted, which means the effect of the guessing game model on media images affects students' speaking abilities. Meanwhile, if  $t_{count} < t_{table}$  then  $H_0$  is rejected, meaning that the guessing game model on media images does not affect students' speaking abilities. The significance level used is 5% or equal to 0.05 [20]. The formula for the Paired Samples T – Test is:

$$t = \frac{\bar{X}d}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Information:

N = Number of data.

$\bar{X}d$  = Average of the reduction of the first data and the second data.

d =  $D - \bar{X}d$

$\sum d^2$  = The sum of the average differences from the reduction of the first data and the second data.

### III. RESULTS AND DISCUSSION

In this section, we discussed the results and analysis of the research entitled "The effect of pictures through guessing games in speaking activities" are discussed. Variable X in this study is the effect of pictures through guessing game while variable Y in this research is speaking activities. This research was conducted on class VIIID students at SMP IT Ar - Rahman on February 14 - March 07, 2023. The researchers conducted a treatment process for student<sup>1</sup> in three meetings using media images through a guessing game. Then the post – test was carried out once, and the pre-test was carried out twice.

Before the researcher gave the pre-test, at the first meeting The researcher provided a succinct elucidation of the descriptive text. Subsequently, the researcher administered a treatment using pictures through guessing games as a medium. The next meeting activity was to continue the treatment and provide feedback to students. Then, the last activity was giving a post – test to measure students' understanding of speaking after receiving treatment. The researcher collected all the data needed from the results of the pre-test and post-test and determined whether there is a significant difference between the pre-test and post-test. The summary of learning process is illustrated in Table 2.

**Table 2. Learning process**

Date	Meeting	Activities
February 14, 2023	1 Pre – test	<ul style="list-style-type: none"> <li>Teacher explained the descriptive text briefly and shown examples of descriptive text.</li> <li>Teacher gave adjectives vocabulary related with family member themes.</li> <li>Students made notes on descriptive text about their family members, then they memorized it.</li> </ul>
February 15, 2023	2 Pre – test	<ul style="list-style-type: none"> <li>Students started to speaking about their family member by individual.</li> </ul>
February 21, 2023	3 Treatment	<ul style="list-style-type: none"> <li>Teacher provided the instructional material about descriptive text include structure and language features.</li> <li>Teacher gave brainstorm using adjectives vocabulary.</li> <li>Teacher instructed the student to make a group consist of 4-5 students to applied guessing games.</li> <li>One group, each individual will give several clues to guess the picture correctly. Then, they switched to each other until all the pictures are correctly guessed.</li> <li>The group that can guess the picture in the shortest time will enter the elimination round.</li> </ul>
February 22, 2023	4 Treatment	<ul style="list-style-type: none"> <li>In the second treatment meeting, the elimination round group continued to compete in a guessing games through pictures.</li> <li>The group that can guess the fastest time is the winner. After this activity, teacher gave feedback to each groups.</li> <li>Teacher followed up the next meeting in the form of giving individual assignments by bringing 1 photo related to their idol.</li> </ul>
February 28, 2023	5 Treatment and post – test	<ul style="list-style-type: none"> <li>Teacher provided some adjective vocabulary to make it easier for students when making descriptive texts.</li> <li>By individually, students composed short and simple descriptive texts through a photo that has been brought under the supervision of the teacher.</li> <li>Students who are ready to present can advance to speaking as a post-test assessment.</li> </ul>
March, 07 2023	6 Post – test	<ul style="list-style-type: none"> <li>At the next meeting, students continued to present their project results as post-test in front of the class.</li> <li>Individual students made conclusions about what they have presented.</li> <li>The teacher provided feedback and reflected together.</li> </ul>

The<sup>1</sup> data from pre-test was presented by the researcher to the VIII-D class before taught by using guessing games. The class consists of 25 students, and for the student's speaking scores in the pre-test are illustrated in Figure 2 as follows:

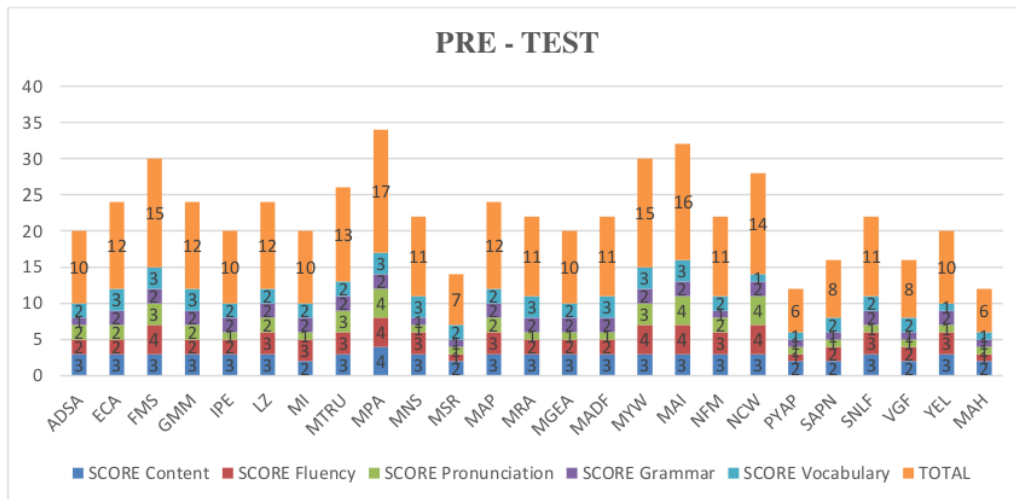


Figure 2. Scoring rubric of the pre – test

By assessing five speaking aspects, the maximum score to achieved is 25 to an Excellent category for a perfect score. However, there still some student scores classified as very low. In this pre-test, the minimum score that students have is 6 in the poor category, while the maximum score that students' have is 17 in the satisfactory category. Furthermore, this section presented post-test data after being given treatment in the form of pictures through a guessing game. The data obtained from the speaking test by describing their idol through the photos that each student had brought. The scores are illustrated in Figure 3 as follows:

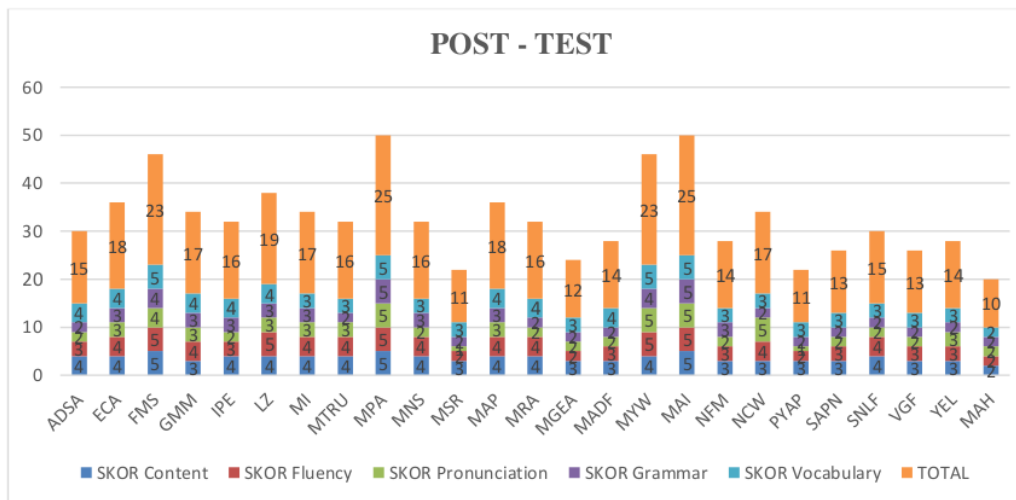


Figure 3. Scoring rubric of the post – test

The data above showed that the student's minimum score in post-test is 10, where there are some students show their speaking in the poor category, while there are also students with a maximum score of 25 with excellent category. The data presented indicates a significant increased in scores after giving treatment using a guessing game. The data obtained from the research conducted in the VIII-D class was subjected to analysis using SPSS version 22 by researchers. The outcomes are presented as follows:

Table 3. Output Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	6	17	11,12	2,877



Posttest	25	10	25	16,32	4,140
Valid N (listwise)	25				

The data shown above is the result of descriptive statistical analysis. By looking at the data above, we can find that the average score of the pre-test and post-test have a significant difference. These results can be interpreted that there is an effect in the use of images through guessing games on speaking activities.

The subsequent stage in data analysis conducted a normality test. This study presents that conducted a normality test to ascertain the normal distribution or not of the obtained data. The normality test was carried out using the Shapiro – Wilk column, with making criteria based on the significance level. Sig(2-tailed) > 0.05 means the residuals are normally distributed, while Sig (2-tailed) < 0.05 means the residuals are not normally distributed. Therefore, the result is as follows:

**Table 4. Output data of Normality Test**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Pretest Results	,149	25	,161	,962	25	,449
Speaking Posttest Results	,155	25	,125	,924	25	,065

a. Lilliefors Significance Correction

The normality test results above only focus on the Shapiro – Wilk significance value. In the Shapiro – Wilk normality test, it is observable that the Pretest significance value (0.449) > 0.05, so the data is normally distributed. In addition, the significance value on the Posttest (0.065) > 0.05 is also normally distributed. Thus, from the results of the normality test using the Shapiro – Wilk, it can be concluded that the pretest and posttest values have a normal distribution of data.

Furthermore, the researcher employed the paired sample t-test to evaluate the effectiveness of the treatment, as evidenced by the disparity between the mean values before and after giving the treatment. The application of a paired sample t-test is contingent upon the normal distribution of the data. The normality test data presented above indicates that the data exhibited normal distribution. Therefore, the paired sample t-test results can be obtained as follows:

**Table 5. Output data of Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-5,200	1,848	,370	-5,963	-4,437	-	24	,000
								14,066	

Source: SPSS Version 22.

Based on the output data above, the significant value shown in the table is 0.000 where (0.000) < 0.05. Therefore, the pretest and posttest scores have a relationship, because the specified significant level is 0.05 which is less than 0.000. Thus, it can be concluded that there is treatment effectiveness as indicated by the difference in the average before and after being given treatment.

In addition to assessing the significance level (Sig.) against a predetermined alpha level of 0.05, alternative methods can be employed to evaluate the hypothesis in the context of a paired sample t-test, such as comparing the value of t count with the t table. The criterion utilized for decision-making involves assessing the t count value higher than the t table value ( $t_{count} > t_{table}$ ). Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. In contrast, when the value of the t count is less than the t table ( $t_{count} < t_{table}$ ), the null hypothesis ( $H_0$ ) is accepted while the alternative hypothesis ( $H_a$ ) is rejected. According to the table displaying the results of the Paired Samples Test, it can be inferred that the t-value is negative -14.06605. The negative value of the t count suggests that the mean value of the Pre-test is lower than the mean value of the Post-test. In the given context, a t-count value that is negative can hold a positive connotation. The formula is expressed as follows:

$$t = \frac{\bar{X}d}{\sqrt{\frac{\sum d^2}{N(N-1)}}} = \frac{5,2}{0,369685} = 14,06605$$

Further, the analysis result shows that  $t_{count}$  was 14.06605 and  $t_{table}$   $\alpha = 0,05$  and  $df = 24$  was 2.064. It can be concluded that  $t_{count} > t_{table} = 14.06605 > 2.064$  so,  $H_a$  is accepted while  $H_o$  is rejected. It is also evidenced by data that has significant effectiveness, in which the result of the paired sample t-test is sig (2-tailed)  $0,000$ , which is smaller than the significant level ( $0.000 < 0.05$ ). Therefore the result indicated the null hypothesis that there is no effect of pictures through Guessing games in Speaking activities was rejected. It means that picture as the media through guessing games that were used in class was effective in students' speaking activities in descriptive text.

It has demonstrated that learning from guessing games can increase students' fluency in speaking [13]–[17] as evidenced by the findings of some of the results of previous research by the author compiled. The use of pictures can motivate students to speak English through image visualization analysis, and this is especially useful when administering treatment via guessing games, where students are more engaged in the speaking activity and are easy to comprehend in describing.

In addition, the implementation of pictures through guessing games can be used to teach speaking because it stimulates and engages students through experiences that naturally, are fun and comfortably to improve their speaking abilities. This statement is supported by Harmer that, if the classroom environment is positive, it is easier for students to speak up and participate in class discussions [8]. In order to make this condition of the class, guessing games is are selected as a method of instruction because it improves the atmosphere in the classroom and helps students to improve their speaking skills at the same time. It is also stated by Horwitz and Klippel that the basic rule of guessing games is eminently simple; One player has information that the other person needs to know, so they were to try guessing the pictures. As the point of the game was to race against the time to correctly identify the pictures, the players who did it the quickest dan get the correct guess were declared the winners [14].

During the treatments, this research shows teaching using pictures through guessing games can be applied. It means that the class situation determines how researchers took action in-class activities. Guessing games made students feel more comfortable speaking English and helped them to be confident in expressing their thoughts as a result of playing this game. This perception is also supported by Paramitha, the findings of their study indicate that the use of games in classroom settings enables students to enhance their speaking skills, particularly when the activities involve collaboration with their peers. Additionally, during the teaching step, students are not only allowed to practice speaking but they are also given instructions on how to correctly use vocabulary. However, in terms of pronunciation and sentence construction, it is still not in accordance with linguistic elements. This is a problem that is quite a sensitive condition because it effected in mispronunciation [15].

Guessing games made students feel more comfortable speaking English and help them to be confident in expressing their thoughts as a result of playing this game. This perception also supported by the previous research conducted by Paramitha, the findings of their study indicate that the use of games in classroom settings enables students to enhance their speaking skills, particularly when the activities involve collaboration with their peers. Games are more than just a function in the classroom, they also help students perform better. Additionally, students are not only given the opportunity to practice speaking, but they are also give instructions on how to correctly use vocabulary. As a result, students feel more confident and are free to improve their speaking abilities [15].

Moreover, another research was conducted by Sari and Mandarani, the guessing game was beneficial to students because it helped them develop their ideas and extend their vocabulary [21]. During the course of the activity, a student engaged in a guessing game while their peers oprovided some hints pertaining to the picture's characteristics, personality, characters, and physical features in order to assist in the identification of the pictures. The results suggest that students are able to increase their vocabulary through this method. This was also conveyed by Agnesia and Astutik, who stated that the use of guessing games as a learning media is not only for descriptive text material but it also can be utilized for repeating textual information when applied to narrative texts. The usage of guessing games in this context can aid the process of learning by adjusting the study material to suit the learner's needs [20].

Nevertheless, the results of this research found that the use of pictures through a guessing games in speaking activities in descriptive text material has a positive impact on students, especially students of class VIII in a junior high school. This makes the learning process in class as a result of increased student engagement because students are more active and work together in their respective groups. This is supported by the use of guessing games to make students not bored and fun because they can learn while playing. In addition to evidence by data that has significant effectiveness.

#### **IV. CONCLUSION**

In a nutshell, the researchers conclude that there are differences in values before and after being given treatment with pictures through a guessing game. It can be perceived from the pre-test and post-test conducted by the researchers. Consequently, utilizing pictures in guessing games as a medium for teaching and learning speaking skills is an effective method for enhancing students' comprehension in speaking activities of descriptive text material. The selection of appropriate media has the potential to enhance students' motivation to improve their oral communication skills. In addition, the accepted research hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_o$ ) indicate that the result has provided an answer to the research question that the effect of the pictures through the Guessing Game enhances the speaking proficiency of students.

Regarding the limitations of this research related to media in the form of pictures, it is recommended that forthcoming researchers explore the possibility of further developing picture media to improve both the ability to speak English besides other prospective skills such as reading and writing. Based on the findings of the study about the effect of pictures through Guessing Games in speaking activities can be employed anywhere, not only at school, and can be customized to the subject matter that has to be considered, but the researcher is inclined to make some recommendations, whereby teachers should consider selecting interesting topics and pictures for descriptive text that are familiar to students. It assists students practice speaking because they have the familiarity with the subject matter to discuss the topics and images presented. Furthermore, this research also suggests that creativity to incorporate local culture into educational materials or media should be given more attention as a means of fostering students' cultural awareness.

In addition, it is imperative for teachers to ensure that students possess a comprehensive understanding of the provided pictures before assigning them to engage in their practice speaking in front of their peers. This will enable students to effectively elaborate on their visuals during their speaking practice sessions. Because according to research findings, students exhibit lower levels of fluency, motivation, and confidence when it comes to public speaking due to insufficient opportunities to practice speaking. Furthermore, students are expected to engage in active participation in both individual and group speaking activities, regardless of whether in speaking class or not. This practice is widely regarded as one of the most effective methods for enhancing students' speaking abilities, particularly their fluency, which is often a challenge in their speaking performance.

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