



**THE EFFECT OF Pictionary GAME ON STUDENTS'  
SPEAKING SKILL AT THE TENTH GRADE OF SMA  
NEGERI 6 MEDAN**

**A THESIS**

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU  
Medan, as a partial Fulfilment of The Requirement for S-1 Program  
(S.Pd)*

**By :  
FAZAR AZRIANI PUTRI  
Reg. No.: 0304162117**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2020**



**THE EFFECT OF PICTONARY GAME ON STUDENTS' SPEAKING  
SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN**

**A THESIS**

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan, as a  
partial Fulfilment of The Requirement for S-1 Program (S.Pd)*

**By :**  
**FAZAR AZRIANI PUTRI**  
**Reg. No.: 0304162117**

**Advisor I**

**Advisor II**

**Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum**  
NIP: 19750622 200312 2 002

**Yani Lubis, S.Ag., M.Hum**  
NIP: 19700606 200003 1 006

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2020**

Nomor : Istimewa Medan, 13 Oktober 2020  
Lampiran : - Kepada Yth,  
Prihal : Skripsi Bapak Dekan Fakultas Ilmu Tarbiyah  
a.n. **Fazar Azriani Putri** dan Keguruan UIN Sumatera Utara  
di –  
Tempat

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mongoreksi dan memberi saran perbaikan seperlunya terhadap skripsi saudara

Nama : Fazar Azriani Putri

NIM : 0304162117

Jurusan : Pendidikan Bahasa Inggris

Judul : **THE EFFECT OF PICTONARY GAME ON STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamualaikum Wr. Wb.

Medan, 13 Oktober 2020

**Advisor I**

**Advisor II**

**Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** **Yani Lubis, S.Ag., M.Hum**

NIP: 19750622 200312 2 002

NIP: 19700606 200003 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Psr. V Telp. 6615683-6622683 Medan Estate 20731  
email: [ftiainsu@gmail.com](mailto:ftiainsu@gmail.com)

---

## SURAT PENGESAHAN

Skripsi yang berjudul : **“The Effect of Pictionary Game on Students’ Speaking Skill at the Tenth Grade of SMA Negeri 6 Medan”** oleh **Fazar Azriani Putri**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

**30 Oktober 2020**  
**13 Rabi’ul Awal 1442 H**

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi**  
**Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan**

Ketua

Sekretaris

**Dr. Sholihatul Hamidah Daulay, M.Hum**  
**NIP: 19750622 200312 2 002**

**Reflina, M.Pd**  
**NIB: 1100000078**

Anggota Penguji

**Dr. Sholihatul Hamidah Daulay, M.Hum**  
**NIP: 19750622 200312 2 002**

**Yani Lubis, S.Ag., M.Hum**  
**NIP: 19700606 200003 1 006**

**Dr. KH. Amiruddin, M.S., M.A., MBA., Ph.D**  
**NIP: 19550828 198603 1 008**

**Utami Dewi, S.Pd., M.Hum**  
**NIP: 19820227 200801 2 009**

Mengetahui  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

**Dr. Amiruddin Siahaan, M.Pd**  
**NIP: 19601006 199403 1 002**

## **PERNYATAAN KEASLIAN SKRIPSI**

Yang bertanda tangan di bawah ini:

**Nama : Fazar Azriani Putri**

**NIM : 0304162117**

**Jurusan : Pendidikan Bahasa Inggris**

**Judul : The Effect of Pictionary Game on Students' Speaking Skill at the Tenth Grade of SMA Negeri 6 Medan**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kuripan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 13 Oktober 2020

Yang Membuat Pernyataan,

Fazar Azriani Putri  
NIM. 0304162117

## ABSTRACT

**FAZAR AZRIANI PUTRI. 0304162117. THE EFFECT OF Pictionary GAME ON STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN. A Thesis. Department of English Education, Tarbiyah Faculty and Teacher Training. State Islamic University of North Sumatera, Medan, 2020.**

This study aimed to find out the effect of Pictionary game on students' speaking skill. This research conducted at the tenth grade of SMA Negeri 6 Medan. This study was experimental design and adopted quantitative approach. The data was collected from the result of students' test score was given to the both of class; the experimental class (X- MIA 4) and the control class (X-MIA 3). There were two kinds of the test that administered to collect the data; pre-test and post-test. There are three techniques that used to analyzing the data; normality testing, homogeneity testing, t- test. Based on the findings of the data analysis, it can be identified that the students' post-test score of experimental group was higher than control group. Then, the calculation above, it can be seen that  $t_{observed}$  was 2.07. In this research, the degree of the freedom is 70 ( $df= n1 + n2 - 2$ ) that means ( $df= 36 + 36 - 2$ ) at the significance level 0.05, so the critical value was 1.97. It can be concluded  $t_{table}$  was 1.97. After getting the calculation of students' scores, it found that  $t_{observed} > t_{table}$ . It shows that ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected. In the other words, there is significance effect of the students' speaking skill that treated by Pictionary game.

***Keyword: Students' speaking skill, Pictionary Game***

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Assalamu'alaikum Wr. Wb**

In the name of Allah SWT who always gives his bless and merciful to the writer to finish this thesis entitles “**THE EFFECT OF PICTONARY GAME ON STUDENTS’ SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN**” as a partial fulfillment of the partial requirement to get Sarjana Degree in English Education Department of State Islamic University of North Sumatera. *Sholawat* and *Salam* to the prophet Muhammad SAW who has brought us from the stupidity era to the intelligence era.

The writer realizes that there are many contributions of other people to help and support the writer to be able to complete this thesis. Therefore, the writer feels grateful and the writer would like to express special thanks to:

1. **Prof. Dr. Syahrin Harahap, M.A** as the Rector of State Islamic University of North Sumatera
2. **Dr. Amiruddin Siahaan, M.Pd** as the Dean of Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera.
3. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** as the Head of English Department.
4. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** as my first advisor who has given me guidance, suggestion, motivation, and correction in process of writing the thesis.

5. **Yani Lubis S.Ag., M.Hum** as my second advisor who has given me guidance, suggestion, correction, and beneficial opinion to improve my thesis.
6. My beloved parents, **Cokro Aminoto and Zu' Aspuri, S.S** who always prayed, supported me and motivated me to finish my thesis.
7. My beloved grandma, **Hj. Mariana** who always prayed, supported, and motivated me to finish my thesis.
8. My beloved brother, **Haykal Faridz Adrianto** who always motivated me, and entertained me.
9. **All the teachers and Staff in SMA Negeri 6 Medan** who permit me to conducted my study there.
10. My best partner in any situation, **Syawaluddin Angkat** who always helped me, supported me, and entertained me.
11. My beloved friends in PBI-6/216, especially **Khairima Fathurahmi, S.Pd,** and **Husna Amalia, S.Pd.** Thanks for their kindness to helped me, supported me, and motivated me to finish my thesis immediately.
12. For all people who always helped me that cannot mentioned name by name.

The writer hopes this research proposal will give benefit for readers, especially for students in the English Education Department.

Medan, 13<sup>th</sup> October 2020

Fazar Azriani Putri



## TABLE OF CONTENT

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENT .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF PIE CHART .....</b>	<b>viii</b>
<b>LIST OF APPENDICES.....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problem .....	3
C. Limitation of the Study.....	3
D. Formulation of the Study .....	3
E. Objective of the Study .....	4
F. Significance of the Study.....	4
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>5</b>
A. Speaking Skill .....	5
a. Definition of Speaking Skill.....	5
b. Problems in Speaking Skill.....	8
c. Function of Speaking Skill .....	9
d. Types of Spoken Test .....	10
B. Game.....	11
C. Pictionary Game.....	12
a. Definition of Pictionary Game .....	12

b. Teaching Speaking Using Pictionary Game .....	13
D. Related Study .....	15
E. Conceptual Framework .....	17
F. Hypothesis .....	18
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>19</b>
A. Location and Time of the Study .....	19
B. Population and Sample .....	19
1. Population of the Study .....	19
2. Sample of the Study .....	20
C. Research Design .....	20
D. Instrument of Collecting Data .....	21
E. Technique of Collecting Data .....	21
1. Conducting Pre-Test .....	21
2. Conducting Post-Test .....	22
F. Technique of Analyzing Data .....	26
1. Normality Test .....	26
2. Homogeneity Test .....	26
3. Hypothesis Test .....	27
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>29</b>
A. Data Analysis .....	29
1. The Result of Students' Test .....	29
2. The Result of Normality Test .....	31
3. The Result of Homogeneity Test .....	33

4. The Result of Hypothesis Test.....	35
B. Findings .....	36
C. Discussion.....	36
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>37</b>
A. Conclusion.....	37
B. Suggestion .....	37
C. Recommendation.....	37
<b>BIBLIOGRAPHY .....</b>	<b>39</b>
<b>APPENDICES.....</b>	<b>41</b>

## LIST OF TABLES

Table 3.1 Population of the Study .....	19
Table 3.2 Sample of the Study .....	20
Table 3.3 Research Design.....	21
Table 3.4 Oral Proficiency Scoring Categories proposed by Brown.....	22
Table 4.1 Normality Testing of Pre-Test in Experimental Group.....	32
Table 4.2 Normality Testing of Post-Test in Experimental Group .....	32
Table 4.3 Normality Testing of Pre-Test in Control Group.....	32
Table 4.4 Normality Testing of Post-Test in Control Group .....	33
Table 4.5 Homogeneity Testing of Pre-Test in Experimental Group and Pre-Test in Control Group .....	33
Table 4.6 Homogeneity Testing of Pre-Test in Experimental Group and Pre-Test in Control Group .....	34

## **LIST OF PIE CHART**

Pie Chart 4.1 Students Pre-Test Score of Experimental Class .....	29
Pie Chart 4.2 Students Post-Test Score of Experimental Class .....	30
Pie Chart 4.3 Students Pre-Test Score of Control Class .....	30
Pie Chart 4.4 Students Post-Test Score of Control Class .....	31

## LIST OF APPENDICES

Appendix I	: Lesson Plan I (Experimental Group) .....	41
Appendix II	: Lesson Plan II (Experimental Group) .....	50
Appendix III	: Lesson Plan (Control Group).....	56
Appendix IV	: Instrument of Pre-test of Student's Speaking Skill.....	67
Appendix V	: Instrument of Post-test of Student's Speaking Skill .....	68
Appendix VI	: Answer Key of Pre-test .....	69
Appendix VII	: Answer Key of Post-Test.....	70
Appendix VIII	: The Students' Attendance List of Experimental Group .....	71
Appendix IX	: The Students' Attendance List of Control Group.....	74
Appendix X	: Speaking Assessment of Experimental Group.....	77
Appendix XI	: Speaking Assessment of Control Group .....	78
Appendix XII	: Transcript of Students' Speaking Test in Experimental Group (Pre-test).....	81
Appendix XIII	: Transcript of Students' Speaking Test in Experimental Group (Post-test).....	82
Appendix XIV	: Transcript of Students' Speaking Test in Control Group (Pre-test).....	83
Appendix XV	: Transcript of Students' Speaking Test in Control Group (Post-test).....	84
Appendix XVI	: Documentation.....	85
Appendix XVII	: Curriculum vitae .....	92

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is an important aspect of human life to build a social relation each other, because originally human is a society creature. It can be understood the language is a breath of communication. Related to English language, English as an international language becomes an important to learn now days.

Having communication competence is important for the students, because communication is about someone's ability to understanding emotion and intentions behind the information.<sup>1</sup> Of course, having English communication competence is very useful for the students to increase their knowledge and support their ability in the other skills.

There are four skills that students have to able in English communication competence, they are speaking, listening, reading, and writing. The one of the skills is speaking. However, in reality the writer found that commonly students are still difficult to speak English well. Based on the interview with an English teacher in SMA Negeri 6 Medan, she said that her students have difficulties in learning English especially on speaking. Her students are difficult to express something by spoken language.

Based on her explanation, there are some factors of student's difficulties in speaking English. The common problem that faces by students is they have lack of vocabulary. Then the other problems that face by them are they are

---

<sup>1</sup> Sholihatul Hamidah Daulay, *Language and Society*, (Medan: LPPI, 2009), p.28

not interested in the topic, and they are low in grammar. Feel shy and afraid of making mistakes are feels by them. Additionally, based on the writer's observation, the learning media in teaching speaking English that used by teacher is less interesting.

The difficulties in English speaking skill can be solved by using the correct media, because it has a close relation to the teaching process. Using the right media can help the teacher to deliver their subject material to the students and it can be the way to ensure effective communication. There are many learning media that can be used as an effort to solve the students' difficulties in English speaking skill, but the writer wants to overcome this problem by applying game as learning media.

There are many games that can be adopted by the teacher. The one of the game is Pictionary game. The Pictionary is a game that suitable to apply by teacher in teaching-learning process in any level of students. Pictionary game should play by teams when the each team should identify their teammate's drawing.

Pictionary game will make students effort to remind, arrange the sentence, and speak up to guess the drawn. They will get enthusiast and challenging when they are learning by this game; it makes the students be more active in learning process. In the other words, this game is able to make the students don't feel bored, sleepy, or not interested.

Moreover, Pictionary game is very useful to apply in 2013 curriculum. This game will exercise the students to work cooperatively which means it



can help the students to learn by work in team. In the other words, it can build the student's social intelligence.

Based on the explanation above, the writer would like to conduct the study entitles **“THE EFFECT OF PICTONARY GAME ON STUDENTS’ SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN.”**

#### B. Identification of the Problem

Based on interview and observation on the location of the study, the problems could be identified as follows:

1. The students lack of vocabulary.
2. The students are not interested in the topic.
3. The students low in grammar.
4. The students are shy.
5. The students are afraid of making mistakes.
6. Less interesting learning media

#### C. Limitation of the Study

In this study, the writer limits the problem of this study is on the effect of Pictionary game on students' speaking skill.

#### D. Formulation of the Study

Based on the background of the study above, there is a question that may arise: Is there any significant effect of using Pictionary game on students' speaking skill at the tenth grade of SMA Negeri 6 Medan?

#### E. Objective of the Study

The objective of study is related to the title and formulation of the study above. Objective of this study is to find out the significance effect of Pictionary game on students' speaking skill at the tenth grade of SMA Negeri 6 Medan.

#### F. Significance of the Study

1. Theoretically, this study will be useful to enrich the theory of English speaking skill.
2. Practically:
  - a. Teachers, Pictionary game can be the one of the references for the teachers in teaching English speaking skill
  - b. Students, Pictionary game can be the one of the ways to improve their English speaking skill
  - c. Readers, this study can increase the reader's knowledge about teaching speaking skill by using Pictionary game.

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking Skill

##### 1. Definition of Speaking Skill

In speaking activity, there is an interaction between speaker and listener. Speaking is popularly referred to the “oral communication”. Oral communication itself is an activity that involves two or more people. Listeners and speakers must react to what they hear and make their contribution at a speed of high level.<sup>2</sup>

The statement above means that talking has a function as a communication tool that aims to express ideas or thought; speaker shares the information to listener, and listener accepts the information from speaker. It can be concluded that speaking is a tool to share the information with others.<sup>3</sup> Speaking also explains in the Nobel Qur’an:

##### a. Ar-Rahman verse 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

“He has created man (3) He has taught him speech (and intelligence) (4).”<sup>4</sup>

Based on these verses of Nobel Qur’an states that Allah as human creature and Allah is a subject of education that thought the humans are good talks. It means that the human’s speaking ability comes from Allah.

---

<sup>2</sup> Johnson, K. and Morrow, K.E., *Communication in The Classroom: Handbooks for Teachers’ Series*. (London: Longman, 1981), p.70

<sup>3</sup> F. Dobson, *Communication in The Class*, (New York: Longman, 1983), p. 17

<sup>4</sup> Abdullah Yusuf Ali, *The Holy Quran Text, Translation, and Commentary Volume One*, (New York: Hafner Publishing Company, 1964), p. 1472

Additionally, we also have to be able and try to use the good word in our speech. It is also explains in the Noble Qur'an:

b. An-Nisa verse 9

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَةً ضَعِيفًا حَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

“Let those (disposing of an estate) have the same fear in their minds as they would have for their own if they had left a helpless family. Behind: Let them fear God, and speak words of appropriate (comfort).<sup>5</sup>

c. At-Thoha verse 25-28

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحِلْ لِي غُدُوَّةً مِّنْ لَّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

“O my Lord! Expand me my breast; easy my task for me; and remove the impediment from my speech, so they may understand what I say”.<sup>6</sup>

Rasullullah SAW also teaches us to build a good communication by using good words and speak clearly to make the listener understand what the speaker's mean. This statement was supported by hadith:<sup>7</sup>

- a. In the hadith that Abu Dawud reported ‘A’isha said “the Holy Prophet spoke simply so that all those who listened to him understood him”.
- b. Abu Hurairah relates that the Holy Prophet said: “A good word is clarity” (Bukhori and Muslim).

<sup>5</sup> *Ibid.*, p. 180

<sup>6</sup> *Ibid.*, p. 794

<sup>7</sup>Yahiya ibn Sharaf Al-Nawawi, *Gardens of The Righteous Riyadh as-Salihin of Imam Nawawi*, Translated from the Arabic by: Muhammad Zafrulla Khan, (UK: Tilford Surrey, 1996), p. 141

- c. Adiyy Ibn Hatim relates that the Holy Prophet said: “Shield yourselves against the Fire even if it be only with half a date given in alms, and who cannot afford even that much should at least utter a good word” (Bukhori and Muslim).

There are processes in speaking activity to build a good communication, namely encoding and decoding. A speaker has to encode his message from the speaker to the listener and a listener has to decode or receive information from the speaker’s message.

Encoding means translating ideas, feelings and intentions into a message of information, while decoding itself means to talk about receiving and interpreting meaning, or internal response to the message. It means that good understanding is needed by speaker and listener.<sup>8</sup>

In Indonesia, English as a foreign language has been a subject material at school, from elementary school until senior high school. Mastering English speaking skill is very important for foreign learners. In the Nobel Qur’an, Allah SWT says:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّيَّةِ وَالْوَنُكُرِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

“And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily, in that are Signs for those who know.” (Ar Ruum: 22).<sup>9</sup>

---

<sup>8</sup> Johnson, *The Process of Encoding and Decoding Exist between Speaking and Listening*, (London: Longman, 1982), p. 128

<sup>9</sup> *Op.cit.*, p. 1056

This verse shows the existence of Allah as the creator, even every differences become the evidence of power and authority of Allah (for those who know) that means for people of knowledge.

## 2. Problems in Speaking Skill

The students need to improve their speaking skill in foreign languages and every student has their own problems that need to overcome. There are some problems of speaking skill in foreign language explain below are:<sup>10</sup>

### a. Inhabitation

There are four skills in English, but reading, writing, or listening are activities that totally different with speaking activities that needs some degree of real-time exposure to the audience.

Many students are often inhabited about trying to say something by using foreign language in the class; they worry about they will make some mistakes, they feel fearful of criticism, or losing face, or they feel shy of the attention.

### b. Nothing to say

The students are usually cannot think of anything to says; they do not have any motive for expressing themselves beyond their guilty feeling that they should be speaks.

### c. Low or uneven participation

In a large class, each one of the students only gets very little time to talk. This problem is compounded by the tendency of some

---

<sup>10</sup> A. Munjayanah, *The Implementation of Communicative Language*, (Jakarta: Bumi Aksara, 2004), p. 17

students to dominate the class, while the other students' have very little chance to talk or no talking at all.

d. Mother tongue use

Using mother tongue in the class is easier and it looks natural for the students than using foreign language. They feel unnatural to speak by using foreign language and less exposed when they are using their mother tongue to speak.

3. Function of Speaking Skill

According to Brown and Yule, there are three functions of speaking skill, there are: talk as interaction, talk as a transaction, and talk as a performance. Each of these speaking activities is different in term of form, function, and automatically it needs the different teaching approaches. The explanations are:<sup>11</sup>

a. Talk as Interaction

Talk as an interaction refers to the social function. When people meet others, they will exchange speaking. Interaction happens because people want to be a friendly person and build a comfortable zone of interaction each other.

b. Talk as Transaction

Talk as transaction focus on what is someone said or achieve to make listener is understood clearly and accurately.

---

<sup>11</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), p.21-24

c. Talk as Performance

Talk as performance refers to the public speaking that means someone talks to transmit the information before an audience, such as classroom presentation, public announcements and speech. Speaking as a performance usually tends to be in the form of a monologue rather than dialogue.

4. Types of Spoken Test

In teaching-learning activity, there are four spoken test types that commonly used by teacher to examine the students' ability in speaking class, they are: interview, live monologue, recorded monologues, and the last is role play. The items explain below:<sup>12</sup>

a. Interview

Interview is a spoken test that relatively easy to conduct by the teacher, especially when there is a room in part of the classroom where the learners can be interviewed. The teacher can give writing task or reading task (or even the written component of the examination) while the students' name called out, one by one, for do interview section.

b. Live Monologue

In this test, the candidates will prepare and present a short speech on preselected topic. This test can eliminate the interview effect and give the evidence for candidates to show their ability in

---

<sup>12</sup> Scott Thornburny, *How to Teach Speaking*, (Longman Kanisius: Kesainc Blanc, 2005), p.125-126



handling an extended turn, which is not always possible in interview activity.

c. Recorded monologue

There are the advantages of applying record tests that are the assessment can be done after the event, the examiners can rate the recording and their ratings can be compared to make sure the standardization.

d. Role Play

This test should not be a complicated game or need a lot of imagination. Situations that are close to daily life are the best choices.

The English teacher has to be able to choose the right assessment to know the student's achievement. In this research, the type of test that given to the students is recorded monologue test. The students practiced to describe by spoken language in virtual.

B. Game

Everyone has different reasons to play the game. The game is the one of the media in teaching-learning process that could be tried by teachers as a great solution to engage their students to be more active, creative, and communicative. In the other words, the game is an activity that can entertain and attract someone's interest; it can be challenging; it makes the students play and usually interact with people.<sup>13</sup>

---

<sup>13</sup> Wright, Andrew, D. Betteridge, M. Bucky, *Games for Language Learning Third Edition*, (Cambridge: Cambridge University Press, 2006), p.1.

Through the game, students will be more active in learning and social interaction, because games are used with an aim which is to encourage students to explore the target language, because games are funny and children will be like to play them<sup>14</sup>, and game has some rules, a goal, and there is an element to make students have fun to play them<sup>15</sup>. That means using games in teaching-learning process is a good choice when the teacher understands the game itself and the teacher able to choose the right game to support their subject material.

### 1. Pictionary Game

#### a. Definition of Pictionary Game

Pictionary is a game that represents the picture of the word that should be guess by the game player.<sup>16</sup> Pictionary is originally a board game that adapted as a language learning media. This game is playing by teams with players should identify their team mate's drawing and the other should draw the picture. Pictionary game is able to make the students be more active in the class, because this game will challenge and encourages the students actively to participate in teaching-learning process.

Moreover, the game that should play with teams such as Pictionary game can be an alternative to make students learning English by

---

<sup>14</sup> Gordon Lewis and Gunther Bedson, *Games for Children*, (New York: Oxford University Press, 2004), p.5

<sup>15</sup> Jill Halfield, *Intermediate Communication Games*, (Harlow: Pearson, 2005), p.v

<sup>16</sup> Melanie Napthine and Michael Daniel, *ESL English for Year 12*, (Victoria: Insight Publications, 2011), p. 102.

interactive ways. Considering to these explanation, the writer used Pictionary game as the one of fun games in this experiment.

b. Teaching Speaking Using Pictionary Game

Playing a game is the one of funniest way to learning English. Teaching in English speaking through the game will motivate the students to practice and apply everything by spoken language. In the other words, this is an opportunity for student for beginning the communication each other.

Malone states that Pictionary game is kind of game that is suitable to apply from elementary level to high school level.<sup>17</sup> It means Pictionary can be applied in certain level, but before playing this game in the class, the teacher should makes a draft and learn to give a stimulus for students. Draft and stimulus are expected can support the game can be done as teacher's expectation in the class, because the teacher and the students have known the rules.

There are several steps and rules that have to follow by players to play this game. According to Paula, there are several steps that should be followed in applying Pictionary game.

- 1) First, the students are divided into teams.
- 2) Second, each team should choose the one of member as an artist who should draw on the whiteboard. Each member of the group should take a turn to be an artist.

---

<sup>17</sup> Donna Malone, *Classroom Boredom Busters*, (Colorado: Outskirt Press Inc., 2017), p.100.

- 3) Third, the teacher tells what should be drawn.
- 4) Fourth, the team who can correctly guess deserves to get a score.<sup>18</sup>

Those steps above should be followed by teacher and students to play Pictionary game in teaching and learning speaking skill, but it can be modified based on students' needs. Considering to the English learning material at the tenth grade of senior high school that is descriptive text, the writer modified the game to ask the students to describe the picture after they guess it. Pictionary game is same like the other games which it has the rules that should be followed by all the teams' members.

- 1) The artist is cannot use any words.
- 2) The artist is cannot to make a signs by gestures.
- 3) The artist is cannot give audible noises.
- 4) The artist is cannot to draw numbers or letters.<sup>19</sup>

Pictionary game is same like the other common game which is almost all the games is students-centered. Student-center make the students feel get fully involved. So, the teacher should remind the students not to make noises and being rude.

### C. Related Study

In order to support this experimental, the writer collected the research which relevant to this research.

---

<sup>18</sup> Amy Buttner, *Activities, Games, Assessment Strategies for the Foreign Language Classroom*, (New York: Routledge, 2013), p. 158.

<sup>19</sup> Myfanwy Jones and Spiri Tsintziras, *Parlour Games for Modern Families*, (UK: Penguin, 2009), p. 158.

1. Thesis by Yuni Triandini entitles "*The Effect of a Pictionary Game on Students' Vocabulary Retention*".

Based on the results of her thesis, the Pictionary game has a significant effect on student vocabulary retention. This game makes students more enthusiastic in learning vocabulary, and there were no students felt sleepy or bored during the lesson.

Pictionary games also make students able to work in a team, and the researcher not found students who work individually, because where to be a winner they must work collaboratively. The Pictionary game can also be used by the teacher as a tool to review the material so that the teacher can find out what material students have not understood without having to ask them directly.<sup>20</sup>

The similarity between the related study and this study is trying to find out there is a significant effect of Pictionary game or not and using quantitative research. The differences between this related study and this study is Yuni Triandini was trying to find out the effect of Pictionary game on students' vocabulary retention while this study try to find out the effect of Pictionary game on students' speaking skill. In addition, subject of this study is students in SMA Negeri 6 Medan while her subject of research is students in MTsN 1 Kota Tangerang Selatan.

2. A thesis by Rina Dyah Iswandari entitles "*The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery*".

---

<sup>20</sup> Yuni Triandini, *The Effect of a Pictionary Game on Student Vocabulary Retention*, (Jakarta: UIN Syarif Hidayatullah, 2017), p. 47-48

Firstly, based on the data analysis, the Pictionary game is able to improve students' vocabulary mastery. Calculating the mean scores of the experimental group was proving it. The mean score of the pre-test of the experimental group was 65. However, after the students being treated by using Pictionary game, the mean score of post-test was changed to be 84. Secondly, the writer stated that the use of Pictionary game was more effective than using conventional teaching in improving students' vocabulary mastery. The mean scores are differences between the post-test result and t-test result was proved it. After students getting the treatment, the mean scores between the experimental group and the control group were gradually increased.<sup>21</sup>

The similarity between the related study and this study is both are using quantitative research. The differences between this related study and this study is Rina Dyah Iswandari was trying to find out the effectiveness of Pictionary game in improving students' vocabulary mastery while this study try to find out the effect of Pictionary game on students' speaking skill. In addition, subject of this study is students in SMA Negeri 6 Medan while her subject of research is students in SDN Ukir 2 Rembang.

3. A journal by Syaifudin Latif Darmawan dan Grassilia Nenny Fatmawati (2019) entitles "*The Comparison of Using Chain Word and Pictionary Games toward Vocabulary Mastery.*"

---

<sup>21</sup> Rina Dyah Iswandari, *The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery*, (Semarang: Universitas Negeri Semarang, 2017), p. 55-54

Based on the results of their thesis, the Pictionary game is more effective than chain word. This game makes students enjoy and more enthusiastic to follow the game. They were found some distinctions of the students' vocabulary mastery before taught using Chain word and Pictionary game. In pre-test score, the highest score was 57 and post-test was 80. It shows the students' vocabulary mastery was improving. The researcher trusts if the teachers apply the game then the students will get more knowledge with happily.<sup>22</sup>

The similarity between the related study and study is both are using quantitative research. The differences between this related study and this study. Syaifudin Latif Darmawan and Grassilia Nenny Fatmawati were trying to compare using Chain Word and Pictionary game towards students' vocabulary mastery while this study try to find out the effect of Pictionary game on students' speaking skill. In addition, subject of this study is students in SMA Negeri 6 Medan while their subject of research is students in SMPN 1 Pekalongan.

#### D. Conceptual Framework

Speaking is one of the ways to share the information. There are speaker and listener in speaking process. Moreover, speaking is the one of English skill that have to be able by the students, but the researcher found that speaking in a foreign language is something difficult for many students. The

---

<sup>22</sup> Syaifudin Latif Darmawan, and Grassilia Nenny Fatmawati, *The Comparison of Using Chain Word and Pictionary Games toward Vocabulary Mastery*, Vol. 2, No.1, 2019, p. 8.

students told that they are facing some difficulties in English learning, especially in speaking.

Using the game as media to deliver the material can be the one way to teach English speaking, because the game can engage someone to do something. Moreover, using game can be the one of the best ways in teaching, but the teacher has to attend to choose the right media to give the best effect of student's speaking skill. In this case, Pictionary game as teaching media is conducted to find out the effect of Pictionary game.

#### E. Hypothesis

The hypothesis of this study was:

H<sub>1</sub>: There is significance effect of using Pictionary Game on the students' speaking skill.

H<sub>0</sub>: There is no significance effect of using Pictionary Game on the students' speaking skill.



### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Location and Time of Study

This study was held on SMA Negeri 6 Medan on 8<sup>th</sup> August 2020 until 12<sup>th</sup> September 2020. It was located on Jalan Ansari, Number 34, Sei Rengas 1, Medan Kota, Medan City, North Sumatera province.

##### B. Population and Sample

###### 1. Population of the Study

Arikunto stated that “Population is all of subject research”.<sup>23</sup> In this study, the population was all of the students at the tenth grade of SMA Negeri 6 Medan. The tenth grade in this school consists of six classes; that divided into MIA-1, MIA-2, MIA-3, MIA-4, IIS 1, and IIS-2. There are 216 students at the tenth grade.

Table 3.1 Population of the Study

No	Class	Students
1	X-MIA 1	36
2	X-MIA 2	36
3	X-MIA 3	36
4	X-MIA 4	36
5	X-IIS 1	36
6	X- IIS 2	36
Total		216

---

<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 130

## 2. Sample of the Study

In order to conduct this study, the writer used “Cluster Random Sampling” by choosing two classes as a sample of the study. The one class was an experimental class, and the one class was a control class. Total of the tenth grade population of SMA Negeri 6 Medan are 215 students, and there are 72 students from two classes becomes sample of this study.

Table 3.2 Sample of the Study

No	Class	Students	Group
1	X-MIA 3	36	Control Group
2	X-MIA 4	36	Experimental Group
Total		72	

## C. Research Design

This study used experimental design and adopted quantitative approach. This was an experimental study aims to find out dependent variable can be influenced the researcher’s idea or not.<sup>24</sup> The writer chose this design because to know the effect of Pictionary game on student’s speaking skill.

The study conducted by using virtual in order to apply the healthy protocols during the COVID-19 pandemic. In this study the writer used Whatsapp and Google Classroom as social media to held virtual meeting.

---

<sup>24</sup> John W. Creswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition, (Boston: Pearson, 2012), p. 295

Table 3.3 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	√	Pictionary Game	√
Control	√	-	√

#### D. Instrument of Collecting Data

The instruments in this study were pre-test and post-test. The pre-test held to know the capability of students' in speaking and post-test held to know the effect of treatment towards students' speaking skill. The students' recorded themselves by using camera and they sent their video to Whatsapp group.

The validity of the instrument has been known by using content validity. Hughes stated that the test could be able to be valid if the test is measures accurately what is intended to measures.<sup>25</sup> The writer used descriptive text which is suitable with the senior high school syllabus and the writer assumes descriptive text is appropriate to the Pictionary game as learning media, and the type of speaking test that use in this study is recorded monologue.

#### E. Technique of Collecting Data

##### 1. Conducting Pre-test

Pre-test conducted at the beginning steps to collect data from both classes. The students asked to describe their favorite ecotourism destination in North Sumatera by spoken language. The students recorded themselves by using camera and they sent their video to Whatsapp group.

---

<sup>25</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson, 2004), p. 4

## 2. Conducting Post Test

The post-test conducted after giving treatment. In post-test, the researcher asked the students to describe their favorite famous historical building in North Sumatera by using spoken language. The students recorded themselves by using camera and they sent their video to Whatsapp group.

Considering to the type of speaking test that was recorded monologue test, the student's speaking measured based on five aspects of speaking skill; grammar, vocabulary, comprehension, fluency and pronunciation. The indicator of success of student's speaking skill on the table of scoring rubric of speaking by Brown.

Table 3.4 Oral Proficiency Scoring Categories proposed by Brown

No	Aspects	Indicators	Score
1.	Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2
		Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations	3

		on practical, social, and professional topics.	
		Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar is quite rare.	4
		Equivalent to that of an educated native speaker.	5
2	Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Able to speak the language with sufficient vocabulary to participate effectively, vocabulary is broad enough that he rarely has to grope for a word.	3
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5

3	Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	1
		Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge.	2
		Comprehension is quite complete at a normal rate of speech.	3
		Can understand any conversation within the range of his experience.	4
		Equivalent to that of an educated native speaker.	
4	Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency).	1
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
		Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3

		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	4
		Has complete fluency in the language such that his speech is fully accepted by educated native speakers	5
5	Pronunciation	Errors in pronunciation are frequent.	1
		Accent is intelligible though often quite faulty.	2
		Errors never interfere with understanding and rarely disturb the native speaker.	3
		Errors in pronunciation are quite rare.	4
		Equivalent to and fully accepted by educated native speaker.	5

Student's point:  $\frac{\text{result score}}{\text{maximum score}} \times 100$ <sup>26</sup>

## F. Technique of Analyzing Data

### 1. Normality Test

In this analysis, Chi-Square test used to find out the data is normal distribution or not. The formula as follow:<sup>27</sup>

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

Where:

$f_0$  = The observed frequency

$f_h$  = The expected frequency

The data is normal distribution *when*  $X_{\text{count}}^2 < X_{\text{table}}^2$  with

dk= n-1 and  $\alpha = 5\%$

### 2. Homogeneity Test

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

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

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

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

Where:

vb = bigger variant

---

<sup>26</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (New York: Pearson Education Inc, 2001), p. 173

<sup>27</sup> Sudjana, *Metode Statistik*, (Bandung: Tarsito, 2005), p. 293



vk = smaller variant

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

The data is not homogenous when  $F_{count} > F_{table}$ , so the criterion to get homogenous sample is when  $F_{count} < F_{table}$ .<sup>28</sup>

### 3. Hypothesis Testing

After collecting student's pre-test and post-test, the writer assessed the students' result to find out the different effect on students' speaking skill between experimental group and control group. The hypothesis is:

H<sub>1</sub>: There is significance effect of using Pictionary Game on the students' speaking skill.

H<sub>0</sub>: There is no significance effect of using Pictionary Game on the students' speaking skill.

The writer calculated the effect of Pictionary game based on their result of test by using t-test with the significance level the significance level is  $\alpha = 5\%$ , then the formula below:<sup>29</sup>

$$T\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} - \frac{S_2^2}{n_2}}}$$

Where:

$\bar{x}_1$  = Mean of sample owning of the experiment class.

$\bar{x}_2$  = Mean of sample owning of the control class.

$S_1^2$  = Variant of Pre-test – Post-test in experimental class.

---

<sup>28</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p.140

<sup>29</sup> Santoso, *Statistika Hospitalis*, (Yogyakarta: Deepublish, 2016), p.92

$S_2^2$  = Variant of Pre-test – Post-test in control class.

$n_1$  = Nominal of sample owning of the experimental class.

$n_2$  = Nominal of sample owning of the control class.

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

## CHAPTER IV

### DATA FINDINGS AND DISCUSSION

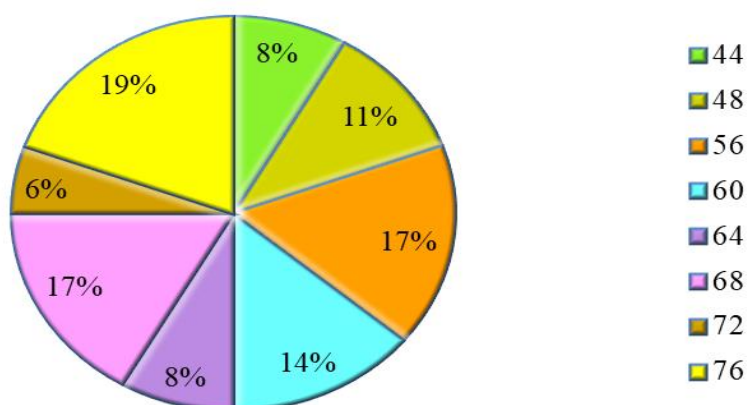
#### A. Data Analysis

The data was collected from the result of students' test score was given to the both of class; the experimental class (X- MIA 4) and the control class (X- MIA 3). There were two kinds of the test that administered to collect the data; pre-test and post-test.

##### 1. The Result of Students' Test

The students' speaking test score collected by the documentation of students' pre-test and the students' post-test. The students' speaking tests was scored referred to the indicator of success of student's speaking skill on the table 3.4 Oral Proficiency Scoring Categories proposed by Brown. The result of students' test score presented below:

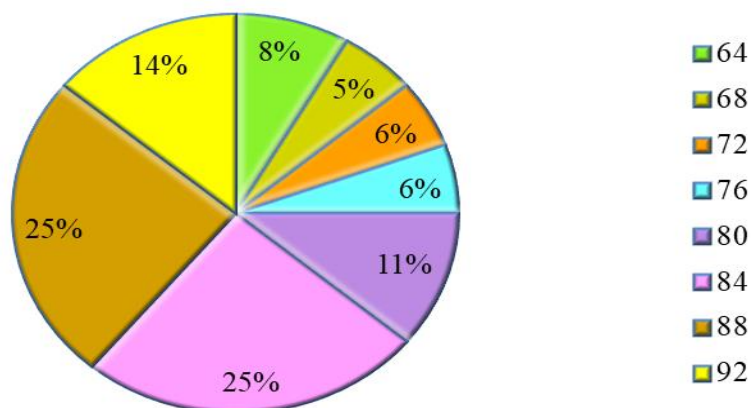
Pie Chart 4.1 Students Pre-Test Score of Experimental Class



There were 36 students of experimental group joined in the pre-test. The highest score of pre-test was 76 with percentage 19% of 36 students, while the lowest score of pre-test was 44 with percentage 8% of 36 students. The assessment of students' pre-test referred to the indicator of

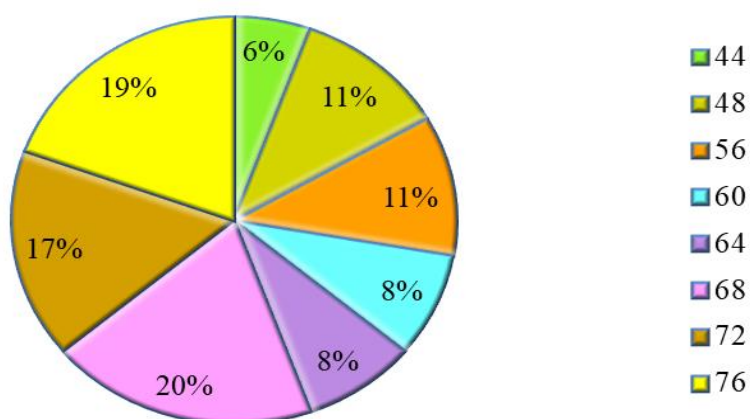
success of student's speaking skill on the table of Oral Proficiency Scoring Categories proposed by Brown.

Pie Chart 4.2 Students Post-Test Score of Experimental Class



There were 36 students of experimental group joined in the post-test. The highest score of post-test was 92 with percentage 14% of 36 students, while the lowest score of post-test was 64 with percentage 8% of 36 students. The assessment of students' pre-test referred to the Oral Proficiency Scoring Categories proposed by Brown.

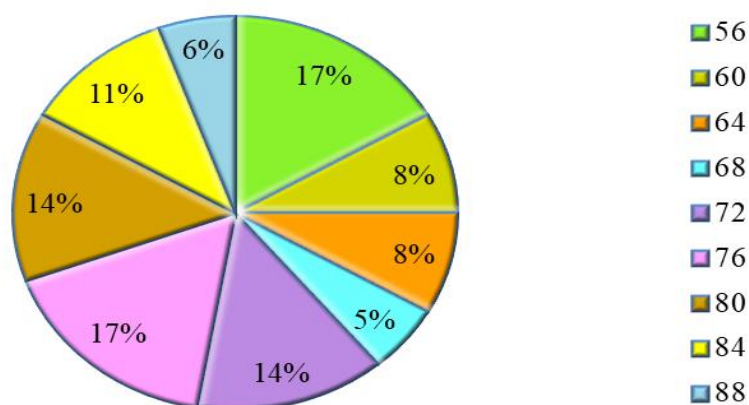
Pie Chart 4.3 Students Pre-Test Score of Control Class



There were 36 students of control group joined in the pre-test. The highest score of post-test was 44 with percentage 6% of 36 students, while

the lowest score of post-test was 76 with percentage 19% of 36 students. The assessment of students' pre-test referred to the Oral Proficiency Scoring Categories proposed by Brown.

Pie Chart 4.4 Students Post-Test Score of Control Class



There were 36 students of control group cooperated in the post-test. The highest score of post-test was 88 with percentage 6% of 36 students, while the lowest score of post-test was 56 with percentage 17% of 36 students. The assessment of students' pre-test referred to the Oral Proficiency Scoring Categories proposed by Brown.

Based on the result of pre-test and post-test from both classes, there were the differences between experimental class that treated by Pictionary game and control class that didn't get the treatment by Pictionary game. The data of students' post-test in experimental showed that the progress was significant than control group. It means Pictionary game was effective to increase the students' ability in speaking skill.

## 2. The Result of Normality Test

The normality test has been done towards the score of pre-test and post-test to find out the data is from both classes is normal distributed or

not. The researcher used Microsoft Excel 2010, and researcher used the one of normality testing that was Chi Square test by significance level 0.05. The result of the tests could be seen on the tables below:

Table 4.1 Normality Testing of Pre-Test in Experimental Group

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

Table 4.2 Normality Testing of Post Test in Experimental Group

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

Table 4.3 Normality Testing of Pre Test in Control Group

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

Table 4.4 Normality Testing of Post Test in Control Group

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

Based on the tables above, it could be seen the data is from the normal distributed. The table 4.1 showed that  $X^2_{\text{count}} (-46.89) < X^2_{\text{table}} 47.39988$  that means the data of pre-test in experimental class was normally distributed. The table 4.2 showed that  $X^2_{\text{count}} (-96.63) < X^2_{\text{table}} 47.39988$  that means the data of post-test in experimental class was normally distributed. The table 4.3 showed that  $X^2_{\text{count}} (-99.00) < X^2_{\text{table}} 47.39988$  that means the data pre-test in control class was normally distributed. Then the table 4.4 showed that  $X^2_{\text{count}} (-55.28) < X^2_{\text{table}} 47.39988$  that means the data of post-test in control class was normally distributed.

### 3. The Result of Homogeneity Test

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

Table 4.5 Homogeneity Testing of Pre-Test in Experimental Group and Pre-Test in Control Group

Value	Experimental Group	Control Group
N	36	36

Mean	62.11	64.33
Variance	105.32	102.36
Deviation Standard	10.26	10.04

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

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

$$F_{\text{count}} = 0.97$$

$$Df = (36-1, 36-1)$$

$$\alpha = 5\%$$

$$Df = 1.74$$

Based on the calculation above, it can be seen  $F_{\text{count}}(0.97) < F_{\text{table}}(1.74)$ .

So it can be concluded that the data of students, pre-test in experimental group and control group was homogeny.

Table 4.6 Homogeneity Testing of Post-Test in Experimental Group and Post-Test in Control Group

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

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



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

$$F_{\text{count}} = 0.68$$

$$Df = (36-1, 36-1)$$

$$\alpha = 5\%$$

$$Df = 1.74$$

Based on the calculation above, it can be seen  $F_{\text{count}}(0.68) < F_{\text{table}}(1.74)$ .

So it can be concluded that the data of students, post-test in experimental group and control group is homogeny.

#### 4. The Result of Hypothesis Test

$$t\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

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

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

$$t = 2.07$$

Based on the calculation above, it can be seen  $t_{\text{observed}}$  is 2.07. In this research, the degree of the freedom is 70 ( $df = n_1 + n_2 - 2$ ) that means ( $df = 36 + 36 - 2$ ) at the significance level 0.05, so the critical value was 1.97. So it can be concluded  $t_{\text{table}}$  was 1.97.

After getting the calculation of students' scores, it found that  $t_{\text{observed}} > t_{\text{table}}$ . It shows that ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected. It showed below:

$$t_{\text{observed}} > t_{\text{table}} (\alpha = 0.05)$$

$$2.07 > 1.97.$$

## B. Findings

This study conducted with aimed to answer the hypothesis: H<sub>0</sub>: There was no significance effect of using Pictionary Game on the students' speaking skill. H<sub>1</sub>: There was significance effect of using Pictionary Game on the students' speaking skill.

Analyzing data showed the important findings that could be able to answer the research question in this thesis. Based on the findings of data analysis, it can be concluded that there was significance effect of Pictionary game on the students' speaking skill.

## C. Discussion

Based on the explanation of the data analysis, the finding of this research was Pictionary game gave the significance effect on students' speaking skill. The findings of the study by Yuni Triandini showed the Pictionary game gave significant effect on student vocabulary retention. Rina Diyah Iswandari on her study found that the Pictionary game was able to improve students' vocabulary mastery. Syaifudin Latif Darmawan dan Grassilia Nenny Fatmawati on their study found that the Pictionary game was more effective than chain word to improve students' vocabulary mastery.

Therefore, based on the findings of three studies and the finding of this study it can be concluded that Pictionary game has the significant effect to improve some kinds of education materials such as vocabulary and also in speaking skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, it could be found that the students' speaking skill is improved who treated by Pictionary game as learning media is higher than the students' who did not get this treatment. The statistic calculation of showed that  $t_{\text{observed}}$  is 2.07 and  $t_{\text{table}}$  is 1.97. It shows that ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected because  $t_{\text{observed}} > t_{\text{table}}$ . In the other words, there was a significance effect of using Pictionary game on students' speaking skill.

#### B. Suggestion

After analyzing the effect of Pictionary game on the students speaking skill, the writer suggests the teacher have to able to find an interesting media and motivate their students to be more active in speaking class. To increase their speaking skill, the teacher can ask the students to play a game. It can be a fun way to teach them and assess their ability in speaking skill. Therefore, the writer suggests the result of this research can be used for further researcher who wants to know about Pictionary game in different context.

#### C. Recommendation

The writer expects that the result of this study can gives a valuable contribution for who are interested in teaching-learning English speaking:

1. The English teacher are recommended to apply Pictionary game in teaching English speaking skill, because this game make the student be more active in the class, because this game will challenge and

encourages the students actively to participate in teaching-learning process.

2. The students are recommended to apply Pictionary game in learning English, because it is an simple game, fun, and helpful to improve their speaking skill.
3. The readers are recommended in order to increase the reader's knowledge about teaching speaking skill by using Pictionary game.

## BIBLIOGRAPHY

- Ali, Abdullah Yusuf. (1964). *The Holy Quran Text, Translation, and Commentary Volume One*. New York: Hafner Publishing Company.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta
- Brown, H. Douglas. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Inc.
- \_\_\_\_\_. (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson
- Buttner, Amy. (2013). *Activities, Games, Assessment Strategies for the Foreign Language Classroom*. New York: Routledge.
- Creswell, John W. (2012). *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition. Boston: Pearson.
- Darmawan, Syaifudin Latif, and Fatmawati, Grassilia Nenny. (2019). *The Comparison of Using Chain Word and Pictionary Games toward Vocabulary Mastery*. Vol. 2. No.1.
- Daulay, Sholihatul Hamidah. (2009). *Language and Society*. Medan: LPPI.
- Dobson, F. (1983). *Communication in The Class*. New York: Longman.
- Halfield, Jill. (2005). *Intermediate Communication Games*. Harlow: Pearson.
- Iswandari, Rina Dyah. (2017). *The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery*. Semarang: Universitas Negeri Semarang.
- Johnson. (1982). *The Process of Enconding and Decoding Exist between Speaking and Listening*. London: Longman.
- Jones, Myfanwy., and Tsintziras, Spiri. (2009). *Parlour Games for Modern Families*. UK: Penguin.
- K. Johnson, and K. Morrow. (1981). *Communication in The Classroom: Handbooks for Teachers' Series*. London: Longman.
- Lewis, Gordon and Bedson, Gunther. (2004). *Games for Children*. New York: Oxford University Press.
- Malone, Donna. (2017). *Classroom Boredom Busters*. Colorado: Outskirt Press Inc.

- Munjayanah, A. (2004). *The Implementation of Communicative Language*. Jakarta: Bumi Aksara.
- Napthine, Melanie., and Daniel, Michael. (2011). *ESL English for Year 12*. Victoria: Insight Publications.
- Richards, Jack C. (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press.
- Santoso. (2016). *Statistika Hospitalis*. Yogyakarta: Deepublish
- Sharaf Al-Nawawi, Yahiya ibn. (1996). *Gardens of The Righteous Riyadh as Salihin of Imam Nawawi*, Translated from the Arabic by: Muhammad Zafrulla Khan. UK: Tilford Surrey
- Sudjana. (2005). *Metode Statistik*. Bandung: Tarsito.
- Sugiyono. (2010). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Thornburny, Scott. (2005). *How to Teach Speaking*. Longman Kanisius: Kesainc Blanc.
- Triandini, Yuni. (2017). *The Effect of Pictionary Game on Students' Vocabulary Retention*. Jakarta: UIN Syarif Hidayatullah.
- Wright, Andrew, Betteridge D, Bucky M. (2006). *Games for Language Learning Third Edition*. Cambridge: Cambridge University Press.

## APPENDIX I

### LESSON PLAN I

(COVID-19 Emergency Response Period)

(Experimental Class)

**School:** SMA Negeri 6 Medan

**Class:** X

**Subject Matter:** Descriptive Text

**Skill:** Speaking

**Meeting:** 1-4

#### A. The Objective of Learning

The students are able to arrange descriptive in oral texts related to the tourist attractions and historical buildings, taking into account social functions, structures, and linguistic elements, correctly and in context.

#### B. Teaching Media/Tools/Source:

Learning Media: PPT, video, Whatsapp, Google Classroom

Tools: Android/Laptop

Source: English text book K-13, (DIKTAT) Pronunciation Compiled Edited, Dr. Hj. Siti Zubaidah, M.Ag, and Asrina Sari Sembiring, M.Hum, Teachers experience, Internet.

#### H. Teaching and Learning Activity

<b>1. First Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>

- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to finish the test.
- Conducting pre-test:  
Ask the students to record their performance when they are describing their favorite ecotourism destination in North Sumatera, and send it to Whatsapp group.

### Core Activity

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher sends material in Google Classroom about main idea
- Teacher sends material in Google Classroom about the definition of descriptive text, generic structure, and its example.
- Teacher will asks the students analyze the generic structure:

Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>  
Picture 4.3

#### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

58 Kelas X SMA/MA/SMK/MAK

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:  
<http://www.history.com/topics/taj-mahal>  
<http://www.tushky.com/blog/taj-mahal-in-agra/>

- Teacher will asks the students to finish the task 3:



**TASK 3**

After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.

Part of Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Supporting paragraph that describes the object	
Paragraph 3	Supporting paragraph that describes the object	

- Students present their answer orally and they send to Google classroom after recording it.
- The teacher makes question and answer session in Google Classroom

### Closing Activivy

- The teacher gives conclusion in Whatsapp

## 2. Second Meeting

### Initial Activity

- Greeting to the students
- Guiding the students to fill attendance list in Whatsapp group
- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to explain about:
  - *Adjective and Noun*

### Core Activity ( 70 Minutes )

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher sends material in Google Classroom about:
  - *Adjective and Noun*

- Ask the students to finish task 2

**Task 2:**  
Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.

attractive	lake
memorable	waterfall
fresh	atmosphere
deep	trees
clear	people
gigantic	air
quiet	situation
relaxing	water

62 Kelas X SMA/MA/SMK/MAK

---

friendly	journey
intricate	dome
beautiful	cave
brehtaking	flora and fauna
large	stones
various	souvenirs
spectacular	view
misty	

1.	spectacular	view
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____

- Students record their voice when they combine the words, and send to Google Classroom.
- The teacher makes question and answer session in Google Classroom

**Closing Activity**

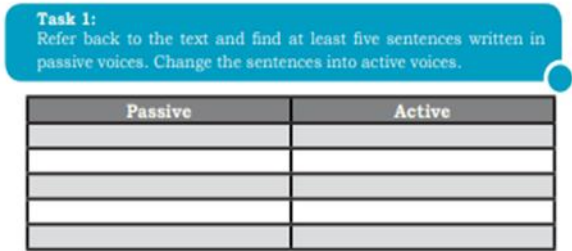
- The teacher gives conclusion in Whatsapp.

**3. Third Meeting**

**Initial Activity**

- Greeting to the students
- Guiding the students to fill attendance list in Whatsapp group
- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to explain about:
  - *Present Tense (Active Voice and Passive Voice)*

**Core Activity**

<ul style="list-style-type: none"> <li>Teacher tells the purpose of learning the material in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>Teacher sends material in Google Classroom about:           <ul style="list-style-type: none"> <li><i>Present Tense(Passive Voice and Active Voice)</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Ask the students to finish task 1</li> </ul> <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> <li>Students record their voice when they mention their answer and send to Google Classroom.</li> </ul>
<ul style="list-style-type: none"> <li>The teacher makes question and answer session in Google Classroom</li> </ul>
<b>Closing Activity</b>
<ul style="list-style-type: none"> <li>The teacher gives conclusion in Whatsapp.</li> </ul>

<b>4. Fourth Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>Guiding the students to fill attendance list in Whatsapp group</li> </ul>
<ul style="list-style-type: none"> <li>Relating the material to the students' experience or the last leaning material</li> </ul>
<ul style="list-style-type: none"> <li>Giving motivation for students to be more active in learning process and able to explain about:           <ul style="list-style-type: none"> <li><i>Punctuation (capital letter, full stop, commas).</i></li> </ul> </li> </ul>
<b>Core Activity</b>
<ul style="list-style-type: none"> <li>Teacher tells the purpose of learning the material in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>Teacher sends material in Google Classroom about:</li> </ul>

- <i>Punctuation (capital letter, full stop, commas).</i>
<ul style="list-style-type: none"> <li>Teacher ask the students to put the punctuation correctly in these descriptive text.</li> </ul> <p style="text-align: center;"><b>Bukit Lawang</b></p> <p>bukit lawang is located on bahorok district langkat regency north sumatera bukit lawang is the main access point to visit gunung leuser national park from the east side we need 2-3 hours to arrive in bukit lawang from medan city</p> <p>bukit lawang is known as the rehabilitation center for sumatera orang utan the most favorite activity there is tracking but we don't need to worry if we fail in enjoying this place by tracking the jungle because we can find beautiful view in this location it is surrounded by forest river and barisan hill</p> <p>when you want to visit bukit lawang you don't need to worry about facilities there are many restaurants that serve us with local food and halal food in addition there are also many guest houses to rent available public toilets everywhere and souvenir shops that sell many ethnic souvenirs</p>
<ul style="list-style-type: none"> <li>Students send their answer to Google Classroom.</li> </ul>
<ul style="list-style-type: none"> <li>The teacher makes question and answer session in Google Classroom</li> </ul>
<b>Closing Activity</b>
1. The teacher gives conclusion in Whatsapp.

### I. Scoring Rubric of Speaking

No	Criteria	Rating Score	Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a defined accent.
		3	Pronunciation problem necessities concentrated

			listening occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make a few (if any) noticeable errors of grammar and words order.
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.

		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Reading as fluent and efforts less as that of native speaker.
		4	Speed of reading seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Reading is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulties.

		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English.

Student's point:  $\frac{\text{result score}}{\text{maximum score}} \times 100$

Know:

The Principal of

English teacher

Researcher

SMA Negeri 6 Medan

(Dra. Hj. Erlinda)

(Rita Hartati S.S )

(Fazar Azriani Putri)

NIP: 19611224198603 2 004

NIP: 19800308 20110101 2 006

**APPENDIX II****LESSON PLAN II****(COVID-19 Emergency Response Period)****(Experimental Class)****School:** SMA Negeri 6 Medan**Class:** X**Subject Matter:** Descriptive Text**Skill:** Speaking**Meeting:** 5 and 6**A. The Objective of Learning**

The students are able to arrange descriptive in oral texts related to the tourist attractions and historical buildings, taking into account social functions, structures, and linguistic elements, correctly and in context.

**B. Teaching Media/Tools/Source:**

Learning Media: Pictionary, Whatsapp

Tools: Android/Laptop

Source: English text book K-13, teacher's experience, Internet.

<b>5. Fifth Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>
<ul style="list-style-type: none"> <li>• Relating the material to the students' experience or the last leaning material</li> </ul>
<ul style="list-style-type: none"> <li>• Giving motivation for students to be more active in learning process and able to:</li> </ul>



- <i>Describing object</i>
<b>Core Activity</b>
<ul style="list-style-type: none"> <li>• Teacher sends material in Google Classroom about:</li> <li>• Teacher tells the purpose of learning the material in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Teacher introduce Pictionary game to the students in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>- The teacher will invites the students to play Pictionary game and divides students into some groups.</li> <li>- Each group consists of 6 members. Each member of the group will get card based on the material that they were learning at the time (famous tourist attraction). Teacher sends photo of the card to each member by personal chat on Whatsapp.</li> <li>- The teacher gives 8 minutes to the each group. The artist should imagine and draw something to show the place on the card, and members should describe the place based on their friend's picture by using spoken language.</li> <li>- The teacher asks the students to take turns as an artist and guesser who will speak to represent their groups.</li> <li>- The game is played by using video call feature in Whatsapp application.</li> </ul>
<b>Closing Activity</b>
<ul style="list-style-type: none"> <li>• The teacher gives conclusion in Whatsapp.</li> </ul>

<b>6. Sixth Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>
<ul style="list-style-type: none"> <li>• Relating the material to the students' experience or the last leaning material</li> </ul>
<ul style="list-style-type: none"> <li>• Giving motivation for students to be more active in learning process</li> </ul>

and able to: - <i>Describing object</i>
<b>Core Activity</b>
<ul style="list-style-type: none"> <li>• Teacher sends material in Google Classroom about:</li> <li>• Teacher tells the purpose of learning the material in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Teacher introduce Pictionary game to the students in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>- The teacher will invites the students to play Pictionary game and divides students into some groups.</li> <li>- Each group consists of 6 members. Each member of the group will get card based on the material that they were learning at the time (famous historical building). Teacher sends photo of the card to each member by personal chat on Whatsapp.</li> <li>- The teacher gives 8 minutes to the each group. The artist should imagine and draw something to show the place on the card, and members should describe the place based on their friend's picture by using spoken language.</li> <li>- The teacher asks the students to take turns as an artist and guesser who will speak to represent their groups.</li> <li>- The game is played by using video call feature in Whatsapp application.</li> </ul>
<b>Closing Activity</b>
<ul style="list-style-type: none"> <li>• Conducting Post-Test: Ask the students to record their performance when they are describing their favorite famous historical building in North Sumatera, and send it to Whatsapp group.</li> </ul>
<ul style="list-style-type: none"> <li>• The teacher gives conclusion in Whatsapp.</li> </ul>

### I. Scoring Rubric of Speaking

No	Criteria	Rating	Description
----	----------	--------	-------------

		Score	
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a defined accent.
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make a few (if any) noticeable errors of grammar and words order.
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of

			lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Reading as fluent and efforts less as that of native speaker.
		4	Speed of reading seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Reading is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulties.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.

		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English.

Student's point:  $\frac{\text{result score}}{\text{maximum score}} \times 100$

Know:

The Principal of

English teacher

Researcher

SMA Negeri 6 Medan

(Dra. Hj. Erlinda)

(Rita Hartati S.S )

(Fazar Azriani Putri)

NIP: 19611224198603 2 004

NIP: 19800308 20110101 2 006

**APPENDIX III****LESSON PLAN****(COVID-19 Emergency Response Period)****(Control Class)****School:** SMA Negeri 6 Medan**Class:** X**Subject Matter:** Descriptive Text**Skill:** Speaking**Meeting:** 1-6**A. The Objective of Learning**

The students are able to arrange descriptive in oral texts related to the tourist attractions and historical buildings, taking into account social functions, structures, and linguistic elements, correctly and in context.

**B. Teaching Media/Tools/Source:**

Learning Media: PPT, video, Whatsapp, Google Classroom

Tools: Android/Laptop

Source: English text book K-13, (DIKTAT) Pronunciation Compiled Edited, Dr. Hj. Siti Zubaidah, M.Ag, and Asrina Sari Sembiring, M.Hum, Teachers experience, Internet.

**H. Teaching and Learning Activity**

<b>1. First Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>

- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to finish the test.
- Conducting pre-test:  
Ask the students to record their performance when they are describing their favorite ecotourism destination in North Sumatera, and send it to Whatsapp group.

### Core Activity

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher sends material in Google Classroom about main idea
- Teacher sends material in Google Classroom about the definition of descriptive text, generic structure, and its example.
- Teacher will asks the students analyze the generic structure:

Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>  
Picture 4.3

#### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

58 Kelas X SMA/MA/SMK/MAK

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:  
<http://www.history.com/topics/taj-mahal>  
<http://www.tushky.com/blog/taj-mahal-in-agra/>

- Teacher will asks the students to finish the task 3:

**TASK 3**

After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.

Part of Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Supporting paragraph that describes the object	
Paragraph 3	Supporting paragraph that describes the object	

- Students present their answer orally and they send to Google classroom after recording it.
- The teacher makes question and answer session in Google Classroom

### Closing Activivy

- The teacher gives conclusion in Whatsapp

## 2. Second Meeting

### Initial Activity

- Greeting to the students
- Guiding the students to fill attendance list in Whatsapp group
- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to explain about:
  - *Adjective and Noun*

### Core Activity ( 70 Minutes )

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher sends material in Google Classroom about:
  - *Adjective and Noun*



- Ask the students to finish task 2

**Task 2:**  
Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.

attractive	lake
memorable	waterfall
fresh	atmosphere
deep	trees
clear	people
gigantic	air
quiet	situation
relaxing	water

62 Kelas X SMA/MA/SMK/MAK

---

friendly	journey
intricate	dome
beautiful	cave
brehtaking	flora and fauna
large	stones
various	souvenirs
spectacular	view
misty	

1.	spectacular	view
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____

- Students record their voice when they combine the words, and send to Google Classroom.
- The teacher makes question and answer session in Google Classroom

**Closing Activity**

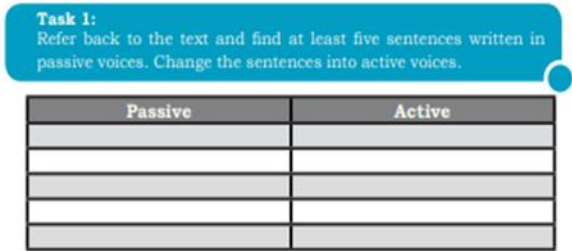
- The teacher gives conclusion in Whatsapp.

**3. Third Meeting**

**Initial Activity**

- Greeting to the students
- Guiding the students to fill attendance list in Whatsapp group
- Relating the material to the students' experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to explain about:
  - *Present Tense (Active Voice and Passive Voice)*

**Core Activity**

<ul style="list-style-type: none"> <li>• Teacher tells the purpose of learning the material in Whatsapp</li> </ul>												
<ul style="list-style-type: none"> <li>• Teacher sends material in Google Classroom about:             <ul style="list-style-type: none"> <li>- <i>Present Tense(Passive Voice and Active Voice)</i></li> </ul> </li> </ul>												
<ul style="list-style-type: none"> <li>• Ask the students to finish task 1</li> </ul> <div style="text-align: center;">  <p><b>Task 1:</b> Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50%;">Passive</th> <th style="width: 50%;">Active</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> </div>	Passive	Active										
Passive	Active											
<ul style="list-style-type: none"> <li>• Students record their voice when they mention their answer and send to Google Classroom.</li> </ul>												
<ul style="list-style-type: none"> <li>• The teacher makes question and answer session in Google Classroom</li> </ul>												
<b>Closing Activity</b>												
<ul style="list-style-type: none"> <li>• The teacher gives conclusion in Whatsapp.</li> </ul>												

<b>4. Fourth Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>
<ul style="list-style-type: none"> <li>• Relating the material to the students' experience or the last leaning material</li> </ul>
<ul style="list-style-type: none"> <li>• Giving motivation for students to be more active in learning process and able to explain about:             <ul style="list-style-type: none"> <li>- <i>Punctuation (capital letter, full stop, commas).</i></li> </ul> </li> </ul>
<b>Core Activity</b>
<ul style="list-style-type: none"> <li>• Teacher tells the purpose of learning the material in Whatsapp</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher sends material in Google Classroom about:</li> </ul>

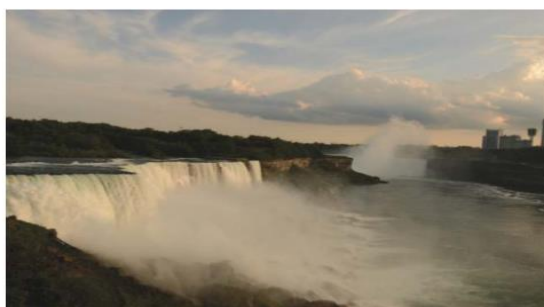
- <i>Punctuation (capital letter, full stop, commas).</i>
<ul style="list-style-type: none"> <li>• Teacher ask the students to put the punctuation correctly in these descriptive text.</li> </ul> <p style="text-align: center;"><b>Bukit Lawang</b></p> <p>bukit lawang is located on bahorok district langkat regency north sumatera bukit lawang is the main access point to visit gunung leuser national park from the east side we need 2-3 hours to arrive in bukit lawang from medan city</p> <p>bukit lawang is known as the rehabilitation center for sumatera orang utan the most favorite activity there is tracking but we don't need to worry if we fail in enjoying this place by tracking the jungle because we can find beautiful view in this location it is surrounded by forest river and barisan hill</p> <p>when you want to visit bukit lawang you don't need to worry about facilities there are many restaurants that serve us with local food and halal food in addition there are also many guest houses to rent available public toilets everywhere and souvenir shops that sell many ethnic souvenirs</p>
<ul style="list-style-type: none"> <li>• Students send their answer to Google Classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• The teacher makes question and answer session in Google Classroom</li> </ul>
<b>Closing Activity</b>
<ul style="list-style-type: none"> <li>• The teacher gives conclusion in Whatsapp.</li> </ul>

<b>5. Fifth Meeting</b>
<b>Initial Activity</b>
<ul style="list-style-type: none"> <li>• Greeting to the students</li> </ul>
<ul style="list-style-type: none"> <li>• Guiding the students to fill attendance list in Whatsapp group</li> </ul>
<ul style="list-style-type: none"> <li>• Relating the material to the students' experience or the last leaning material</li> </ul>
<ul style="list-style-type: none"> <li>• Giving motivation for students to be more active in learning process and able to explain about: <ul style="list-style-type: none"> <li>- <i>Describing Object</i></li> </ul> </li> </ul>

### Core Activity

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher sends material in Google Classroom about:
  - *Describing Object*
- Teacher asks the students to read the text “Visiting Niagara Falls” in the text book.

#### VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud  
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

72 Kelas X SMA/MA/SMK/MAK

The second charm is ***Maid of the Mist Boat Tour***. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

***Niagara Science Museum*** is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: [http://en.wikipedia.org/wiki/Niagara\\_Falls](http://en.wikipedia.org/wiki/Niagara_Falls) and <http://www.niagara-usa.com/things-do/attractions/falls-region>)

- Teacher ask the students to retell the text “Niagara Falls” by their own words.
- Students send their record to Google Classroom.
- The teacher makes question and answer session in Google Classroom

#### Closing Activity

- The teacher gives conclusion in Whatsapp.

## 6. Sixth Meeting

### Initial Activity

- Greeting to the students
- Guiding the students to fill attendance list in Whatsapp group
- Relating the material to the students’ experience or the last leaning material
- Giving motivation for students to be more active in learning process and able to:
  - *Describing object*

### Core Activity

- Teacher tells the purpose of learning the material in Whatsapp
- Teacher asks the students to finish the task

#### POINTS TO PONDER

Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.

<ul style="list-style-type: none"> <li>Teacher makes question and answer</li> </ul>
<b>Closing Activity</b>
<ul style="list-style-type: none"> <li>Conducting post-test: Ask the students to record their performance when they are describing their favorite famous historical building in North Sumatera, and send it to Whatsapp group.</li> </ul>
<ul style="list-style-type: none"> <li>The teacher gives conclusion in Whatsapp.</li> </ul>

### I. Scoring Rubric of Speaking

No	Criteria	Rating Score	Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a defined accent.
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make a few (if any) noticeable errors of grammar and words order.
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.

		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Reading as fluent and efforts less as that of native speaker.
		4	Speed of reading seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.

		1	Reading is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulties.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English.

Student's point:  $\frac{\text{result score}}{\text{maximum score}} \times 100$

Know:

The Principal of

English teacher

Researcher

SMA Negeri 6 Medan

(Dra. Hj. Erlinda)

(Rita Hartati, S.S)

(Fazar Azriani Putri)

NIP: 19611224198603 2 004 NIP: 19800308 20110101 2 006



**APPENDIX IV****INSTRUMENT OF PRE-TEST OF STUDENT'S SPEAKING SKILL**

Material: Descriptive text

Follow the instruction!

- a. Describe your favorite ecotourism destination in North Sumatera! Make it based on your own knowledge.
- b. After that, practice it by spoken language!

**APPENDIX V****INSTRUMENT OF POST-TEST OF STUDENT'S SPEAKING SKILL**

Material: Descriptive Text

Follow the instruction!

- a. Describe your favorite famous historical building in North Sumatera!

Make it based on your own knowledge.

- b. After that, practice it by spoken language!

## **APPENDIX VI**

### **ANSWER KEY OF PRE-TEST**

Bukit Lawang is located on Bahorok district, Langkat regenc, North Sumatera. Bukit Lawang is the main access point to visit Gunung Leuser National park from the east side. We need 2-3 hours to arrive in Bukit Lawang from Medan city.

Bukit Lawang is known as the rehabilitation center for Sumatera Orang Utan. The most favorite activity there is tracking, but we don't need to worry if we fail in enjoying this place by tracking the jungle, because we can find beautiful view in this location. It is surrounded by forest, river, and Barisan hill.

When you want to visit Bukit Lawang, you don't need to worry about facilities. There are many restaurants that serve us with local food and halal food. In addition, there are also many guest houses to rent, available public toilets everywhere, and souvenir shops that sell many ethnic souvenirs.

**APPENDIX VII****ANSWER KEY OF POST-TEST**

Great Mosque of Medan or Masjid Raya Al-Mashun is located on Jl. Sisingamangaraja, Medan, North Sumatera. This mosque is the one of popular sites in Medan that shows the existence of Malay empire and the position of Masjid Raya Al-Mashun is close to the location of Maimoon Palace.

The design of the mosque is very unique, because it has domes with octagonal broken shapes. The main dome is surrounded by other little dome. The components of color are dominated by green, white, and black. The ornament of the mosque is full of flowers and plants.

**APPENDIX VIII****THE STUDENTS' ATTENDANCE LIST OF EXPERIMENTAL GROUP****Class: X-MIA 4**

NO	NAME	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
1	Aero Gusriawan Putra	√	√	√	√	√	√
2	Alvi Syahri Ramadani	√	√	√	√	√	√
3	Astrida Joice Angelica Batubara	√	√	√	√	√	√
4	Az Zahra Martin	√	√	√	√	√	√
5	Citra Hanania Ritonga	√	√	√	√	√	√
6	Dandi Satria	√	√	√	√	√	√
7	Dava Al- Rizky	√	√	√	√	√	√
8	Dicky Zibran	√	√	√	√	√	√
9	Dimas Maulana Putra Harahap	√	√	√	√	√	√
10	Dzaky	√	√	√	√	√	√

	Abdullah						
11	Frisca Ayu Nabila	√	√	√	√	√	√
12	Havidz Andrian	√	√	√	√	√	√
13	Juni Sartika Sianturi	√	√	√	√	√	√
14	Justin Andriano Pushen	√	√	√	√	√	√
15	Keysha Tri Ananda	√	√	√	√	√	√
16	M. Bintang Pratama	√	√	√	√	√	√
17	M.Fadlul Hadi	√	√	√	√	√	√
18	M. Hazriel Aqilla	√	√	√	√	√	√
19	M. Irfansyah	√	√	√	√	√	√
20	Maufadilla Nadhisya	√	√	√	√	√	√
21	Muhamma d Abid Firman	√	√	√	√	√	√
22	Muhannad Dhaffa Al- Giffary	√	√	√	√	√	√
23	Muhamma d Fitra	√	√	√	√	√	√

	Asrian						
24	Muhamma d Rafly	√	√	√	√	√	√
25	Nayla Gina Calesta	√	√	√	√	√	√
26	Nikita Ariyanto	√	√	√	√	√	√
27	Niko Cristian Surbakti	√	√	√	√	√	√
28	Rafi Dwi Ananda	√	√	√	√	√	√
29	Rahmi Rahmadina	√	√	√	√	√	√
30	Risa Saskia Sari	√	√	√	√	√	√
31	Riska Anggriva Sitohang	√	√	√	√	√	√
32	Sri Rahmadani	√	√	√	√	√	√
33	Syiva Lutfiah	√	√	√	√	√	√
34	T. Selviza Namira	√	√	√	√	√	√
35	Tri Ayu Wulandari Siregar	√	√	√	√	√	√
36	Yasmin Aisah	√	√	√	√	√	√

**APPENDIX IX****THE STUDENTS' ATTENDANCE LIST OF CONTROL GROUP****Class: X-MIA 3**

NO	NAME	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
1	Ahmad Rizky	√	√	√	√	√	√
2	Aidil Habibi	√	√	√	√	√	√
3	Alya Akhraja Laila	√	√	√	√	√	√
4	Andika Sattya Akasah	√	√	√	√	√	√
5	Andini Oktaviani	√	√	√	√	√	√
6	Anggi Nurhamidah Lubis	√	√	√	√	√	√
7	Cici Amelia	√	√	√	√	√	√
8	Diana Puspita Ayu	√	√	√	√	√	√
9	Dwi Prayoga Eksa Capah	√	√	√	√	√	√
10	Firja Aulia Hendry	√	√	√	√	√	√
11	Hanif Wibowo	√	√	√	√	√	√
12	Khairunnisa	√	√	√	√	√	√



13	M. Firmansyah	√	√	√	√	√	√
14	Marissa Zahra Sitompul	√	√	√	√	√	√
15	Mhd. Rakha Fadlur Rahman	√	√	√	√	√	√
16	Muhammad Afandi	√	√	√	√	√	√
17	Muhammad Dava Hendry	√	√	√	√	√	√
18	Muhammad Fauzi	√	√	√	√	√	√
19	Muhammad Rafly Aulia	√	√	√	√	√	√
20	Muhammad Syahron	√	√	√	√	√	√
21	Nabila Pasya	√	√	√	√	√	√
22	Najwa Azzahra	√	√	√	√	√	√
23	Natasya Charlina Putri	√	√	√	√	√	√
24	Nesty Arimbi	√	√	√	√	√	√
25	Nurul Aini	√	√	√	√	√	√
26	Rabiatul Chazali	√	√	√	√	√	√

27	Rendy Handara Hidayat	√	√	√	√	√	√
28	Rizki Fadillah Lubis	√	√	√	√	√	√
29	Salsabila Amara	√	√	√	√	√	√
30	Sarah Nabira	√	√	√	√	√	√
31	Suci Lestari	√	√	√	√	√	√
32	Sylvia Anggita Angelina Hrp.	√	√	√	√	√	√
33	T. Irham Desriansyah	√	√	√	√	√	√
34	Toti Habibi Dalimunthe	√	√	√	√	√	√
35	Windy Afwika Putri	√	√	√	√	√	√
36	Zuhra Nabila	√	√	√	√	√	√

**APPENDIX X****SPEAKING ASSESSMENT OF EXPERIMENTAL GROUP**

No	Initial Name	Score of Pre-Test	Score of Post-test	Decrease
1	AGP	44	64	20
2	ASR	64	72	8
3	AJAB	60	68	8
4	AZM	56	80	24
5	CHR	48	76	28
6	DS	76	92	16
7	DAZ	60	84	24
8	DZ	56	88	32
9	DMPH	68	84	16
10	DA	48	64	16
11	FAN	68	88	20
12	HA	56	84	28
13	JSS	76	92	16
14	JAP	44	68	24
15	KTA	56	80	24
16	MBP	60	88	28
17	MFH	64	84	20
18	MHA	72	88	16
19	MI	48	80	32
20	MN	56	84	28
21	MAF	76	92	16
22	MDAG	68	88	20
23	MFA	60	84	24
24	MR	44	64	20
25	NGC	76	92	16
26	NA	68	88	20
27	NCS	76	92	16

28	RDA	56	76	20
29	RR	76	88	12
30	RSS	60	84	24
31	RAS	76	88	12
32	SR	68	84	16
33	SL	48	72	24
34	TSN	64	80	16
35	TAWS	68	84	16
36	YA	72	88	16
$\Sigma$		2236	2952	716
Mean		62.11	82.00	19.888889
Deviation Standard of Pre-Test		10.26		
Variance of Pre-Test		105.33		
Deviation Standard of Post-Test		8.35		
Variance of Post-Test		69.78		
Deviation Standard of Pre-Test and Post-Test		113.03		
Variance of Pre-Test and Post-Test		35.10		

**APPENDIX XI****SPEAKING ASSESSMENT OF CONTROL GROUP**

No	Initial Name	Score of Pre-Test	Score of Post-test	Decrease
1	AR	72	76	4
2	AH	56	60	4
3	AKL	60	64	4
4	ASA	76	80	4
5	AO	48	56	8
6	ANL	68	76	8
7	CA	56	60	4
8	DPA	44	56	12
9	DPEC	64	68	4
10	FAH	68	72	4
11	HW	72	76	4
12	K	48	56	8
13	MF	68	80	12
14	MZS	76	88	12
15	MRFR	48	56	8
16	MA	76	80	4
17	MDH	60	68	8
18	MF	68	72	4
19	MRA	72	84	12
20	MS	44	56	12
21	NP	76	88	12
22	NA	76	84	8
23	NCP	56	64	8
24	NA	72	84	12
25	NA	76	80	4
26	RC	68	76	8
27	RHH	72	80	8

28	RFL	64	72	8
29	SA	60	64	4
30	SN	56	56	0
31	SL	76	84	8
32	SAAH	68	72	4
33	TID	48	60	12
34	THD	72	76	4
35	WAP	68	72	4
36	ZN	64	76	12
$\Sigma$		2316	2572	256.00
Mean		64.33	71.44	7.11
Deviation Standard of Pre-Test		10.04		
Variance of Pre-Test		102.36		
Deviation Standard of Post-Test		10.12		
Variance of Post-Test		100.78		
Deviation Standard of Pre-Test and Post-Test		3.41		
Variance of Pre-Test and Post-Test		11.65		

**APPENDIX XII****TRANSCRIPT OF STUDENTS' SPEAKING TEST IN EXPERIMENTAL****CLASS****PRE-TEST****MBP**

Lake Toba. There is a lake that is so beautiful place. The cool air, and beautiful scenery. There is also so many inns for to spend the night, and also have many water rides that we can play on the lake. I love to go there, because I like to relax with beautiful nature and help to like in the mind.

**NCS**

Bukit Lawang. I like to go there, because the air is clean and the river is so clean too. From river, we can see the monkeys walking around the river, and in there I really like mount Leuser, and in there I can see the various types of monkeys, and I can see various types of trees and plants, and near around the mountain was very cool.

**TSN**

Lake Toba. Lake Toba is one of famous tourist attraction in Indonesian. Its lake is located in the middle of Northen island of Sumatera. Lake Toba is the largest lake in Indonesian. Lake Toba has a beautiful view. This lake is surrounded by many trees, several waterfalls, and warm water bath. This tourist attraction is great for relaxing and vocation.

**APPENDIX XII****TRANSCRIPT OF STUDENTS' SPEAKING TEST IN EXPERIMENTAL****CLASS****POST-TEST****MBP**

Tjong A Fie Mansion. We can find this historic building in the Medan city. We can find this historical building on Ahmad Yani street, Kesawan, Medan. This building is founded by Tjong A Fie on 1890 until 1921. Currently, Tjong A Fie Mansion is historic building in Medan. The visitors come to this building to take a picture, because inside of the building there are so many furniture, and picture of Tjong A Fie family.

**NCS**

Maimoon palace. Maimoon palace is the one of tourist object and also historical building in Medan. The location of Maimoon palace is close to the Great Mosque Medan. Inside of Maimoon palace, we can see historical real of Sultan Deli, such as: historical weapons, historical clothes, descriptions, and any more. Then, the outside of the building, we can see the large field and small building there.

**TSN**

Tjong A Fie mansion is the one of famous historical buildings in Medan, North Sumatera. Tjong A Fie mansion is location on Ahmad Yani Street, Medan. It is near from Tip Top restaurant. The painting of Tjong A Fie mantion is dominated by green. There are also so many old furniture, and plants there.



**APPENDIX XIV****TRANSCRIPT OF STUDENTS' SPEAKING TEST CONTROL CLASS****PRE-TEST****NA**

Lake Toba is the most famous lake in Indonesia, because the lake is very large with the small land in the middle of lake. Lake Toba is famous tourist spot in North Sumatera, because on the each of the lake there are many place to stay.

**THD**

Sembahe. This place is kind of beautiful river with a lot of rocks, so many tourist.

**HW**

Lake Toba is one of the most popular destination in Indonesia. Lake Toba is from by volcanic eruption. Lake is location on Toba Samosir district.

**APPENDIX XV****TRANSCRIPT OF STUDENTS' SPEAKING TEST CONTROL CLASS****POST-TEST****NA**

Maimoon palace is the biggest palace in Medan, North Sumatera. In this Maimoon palace, we can see many horses in ground palace. We can see tourist from the other country in Maimoon palace. My reason to Maimoon palace is want to know history from Maimoon Palace.

**THD**

The grand mosque Al-Mashun. This mosque was builded by Sultan Mahmud Al-Rasyid. The construction coast the equivalence of one million guilder. So, this mosque become a magnificence mosque.

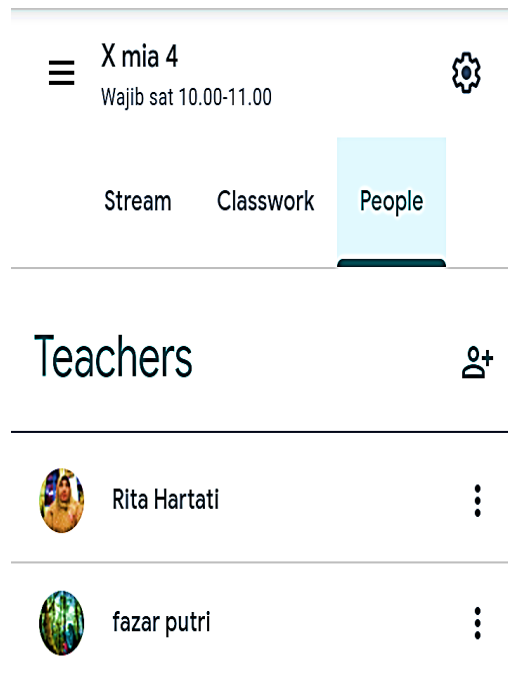
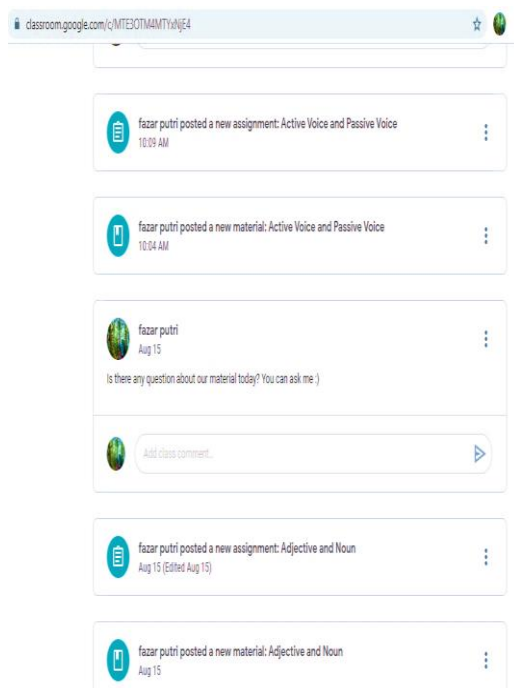
**HW**

In Maimun palace, there is Mariam Puntung. There are many visitors from outside and within the country. The air is hot. In Maimoon palace, there is shirt rental. Many students go to Maimun palace for meet with bule.

**APPENDIX XVI**

**DOCUMENTATION**






classroom.google.com (/MFE307E000k/MO15)

View all

- fazar putri posted a new assignment: Active Voice and Passive Voice  
11:15 AM
- fazar putri posted a new material: Active Voice and Passive Voice  
11:05 AM
- fazar putri  
Aug 15  
Is there any question about our material today? You can ask me :)
- fazar putri posted a new assignment: Adjective and Noun  
Aug 15
- fazar putri posted a new material: Adjective and Noun  
Aug 15

X mia 3 





Wajib sat 11.00-12.00

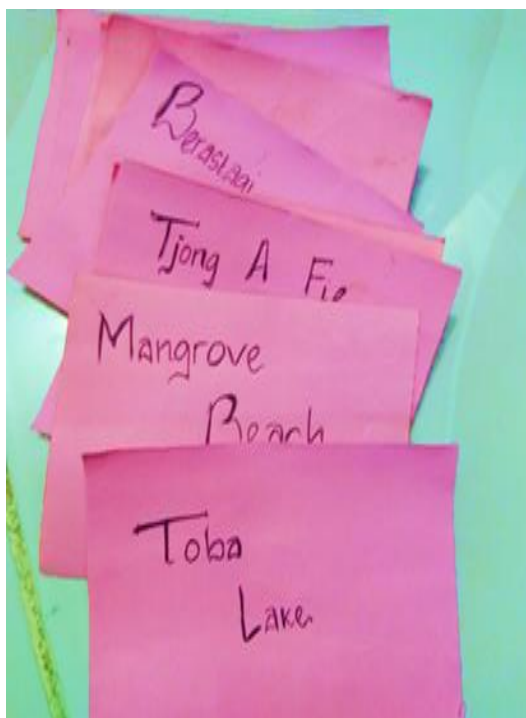
Stream Classwork **People**

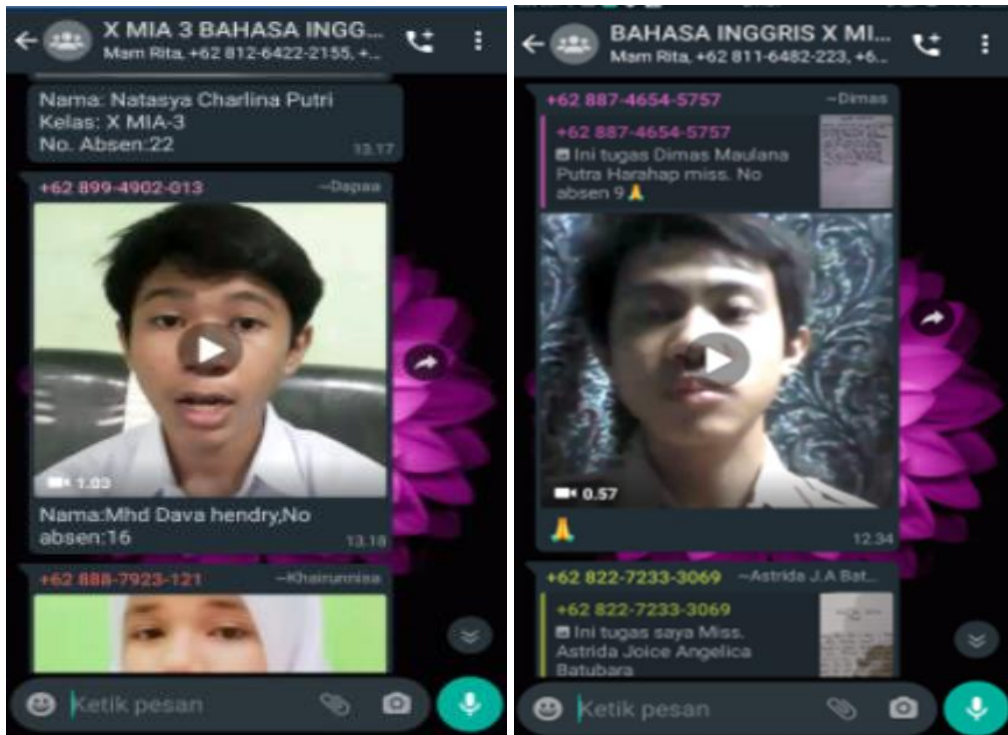
---

## Teachers

---

-  Rita Hartati 
-  fazar putri 







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-9387/ITK/ITK.V.3/PP.00.9/08/2020

08 Agustus 2020

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala SMA Negeri 6 Medan**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

<b>Nama</b>	: Fazar Azriani Putri
<b>NIM</b>	: 0304162117
<b>Tempat/Tanggal Lahir</b>	: Medan, 10 Desember 1998
<b>Program Studi</b>	: Pendidikan Bahasa Inggris
<b>Semester</b>	: VIII (Delapan)
<b>Alamat</b>	: JL.M.A SELATAN GG.GELAS No.1 Kelurahan SUKARAMAI 1 Kecamatan MEDAN AREA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Negeri 6 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***THE EFFECT OF Pictionary GAME ON STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 6 MEDAN***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 08 Agustus 2020  
a.n. DEKAN  
Wakil Dekan Bidang Akademik dan  
Kelembagaan



*Digitally Signed*

**Drs. RUSTAM, MA**  
NIP. 196809201995031002

**Tembusan:**

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan





PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN

**SEKOLAH MENENGAH ATAS (SMA) NEGERI 6 MEDAN**

Jalan Ansari No. 34 Kode Pos 20214 - Kecamatan Medan Kota - Kota Medan  
Telp. 061-7367580 - e-mail. sman6.medan@gmail.com - website. www.sman6medan.sch.id

NPSN. 10210859

**SURAT KETERANGAN**

Nomor: 070/ 546 /SMAN 6 MDN/2020

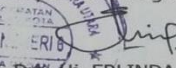
Kepala SMA Negeri 6 Medan, Medan Kota, Kota Medan, Provinsi Sumatera Utara, berdasarkan surat dari Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara (UIN-SU) Nomor: B-9387/ITK.V.3/PP.009/08/2020 tanggal 10 Agustus 2020 perihal Izin Riset, maka dengan ini menerangkan bahwa:

**N a m a** : FAZAR AZRIANI PUTRI  
**N I M** : 0304162117  
**Program Studi** : S1 - Pendidikan Bahasa Inggris  
**F a k u l t a s** : Ilmu Tarbiyah dan Keguruan  
**Perguruan Tinggi** : Universitas Islam Negeri Sumatera Utara (UIN-SU) Medan

benar telah melaksanakan penelitian dan atau sejenisnya di SMA Negeri 6 Medan pada tanggal 8 Agustus s.d 12 September 2020 guna memperoleh informasi/keterangan dan data yang berhubungan dengan judul:

"*The Effect of Pictionary Game on Students' Speaking Skill at The Tenth Grade of SMA Negeri 6 Medan*".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Medan, 12 September 2020  
Kepala SMA Negeri 6 Medan  
  
Dra. Hj. ERLINDA  
Pembina Tk. I  
NIP. 19611224 198603 2 004

**APPENDIX XVII****CURRICULUM VITAE****FAZAR AZRIANI PUTRI****0304162117**

Mobile Phone : 085270317256

Email : [Fazarputri1998@gmail.com](mailto:Fazarputri1998@gmail.com)**PERSONAL INFORMATION**Date of birth : December 10<sup>th</sup> 1998

Place of birth : Medan

Address : Jl. M.A. Selatan Gg. Gelas No. 1

Kelurahan Sukaramai I

Kec. Medan Area

Kota Medan

Prov. Sumatera Utara

20216

Gender : Female

Nationality : Indonesian

Religion : Islam

Material Status : Single

**EDUCATION BACKGROUND**

TK Pertiwi II	2003 – 2004
SDN 060790	2004 – 2007
SD Al-Ittihadiyah Medan	2007 – 2010

SMP Al-Ittihadiyah Medan	2010 – 2013
SMAN 6 Medan	2013 – 2016
Universitas Islam Negeri Sumatera Utara	2016 – 2020