

THE USE OF DESCRIBE AND DRAW GAME FOR IMPROVING STUDENTS' SPEAKING ABILITY

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ABSTRACT

The paper is entitled “The Use of Describe and Draw Game For Improving Students’ Speaking Ability” (Pre-experimental Study Done In The First Grade of Vocational High School). This research focused on finding out whether or not Describe and Draw game can improve students’ speaking ability and to know whether or not the students like being taught Describe and Draw Game in improving students’ speaking ability. The subject of this research were first grade of SMK Taruna Cempakamulya. The Population of this research was X-AP of SMK Taruna Cempakamulya, with 30 students. In conducting this research, the researcher collected the data from the class that was carried out through pre-test, post-test, and questionnaire. The result of this research showed that improving students’ speaking ability by using Describe and Draw game was effective. It can be seen from the result of the t-test showed that in significance degree of 0.05, the value comparison is $14.643 > 2.045$. It means that to (t-observation) is higher than tt (t-table). It could be said that t-test was higher than t-table. So, the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. It means that “The Use of Describe and Draw Game for Improving Students’ Speaking Ability” is effective. In other words Describe and Draw Game improve students’ speaking ability in the first grade of SMK Taruna Cempakamulya. And the result of questionnaire showed that more than half of the students agreed that using Describe and Draw improve their speaking ability. The students also gave positive response towards Describe and Draw Game for improving their speaking ability.

Keywords: Describe and Draw, Game, Speaking.

I. BACKGROUND

Teaching and learning English is not an easy to do. As Newton and Nasution (2009:x) says: “teaching English and training teachers of English are challenging but very rewarding profession”, so that the teachers must be able to attract students’ interest through the different method or strategy on their teaching to know which method or strategy that effective to teach English.

In teaching and learning English there are four skills, they are Speaking, Listening, Reading, and Writing. Egan (1999) further, “among the four language skills speaking is viewed to be at the heart of second language learning.” (Hasan, 2014). So that, the writer assumes that one of the important skills of English is speaking.

Based on the writer’s experience when Pre-Service Teaching or in bahasa it called PPL in SMP KP 1 Baleendah, the writer found that majority of students were not interested in studying English especially in speaking because they said that speaking English is difficult and it is not their language. Considering the condition above, there are some ways to teach Speaking, among others are by conversations or dialogues, role play, speech, games, and any other ways. In this paper the writer will use a technique to help students speak English language well that is using a game. As Salen (2008:56) stated that “game play is credited with fostering new forms of social organization and new ways of thinking and interacting”. The game that will be played in this paper focuses on Describe and Draw. Wright (2006:26-27) stated that:

“Describe and Draw game is describing a drawing and reproducing it by following instructions using imperatives, prepositions of location, adjectives and comparatives of adjectives, vocabulary for shapes, and possibly speacialized language.”

The writer believes that by using this game, the ability of the students’ will improve because this game is encourage the other students to participate in the classroom. Therefore, the research is entitled “The Use of Describe and Draw Game for Improving Students’ Speaking Ability” in eager to prove that conviction.

II. THEORITICAL FOUNDATION

2.1. The Speaking Skill

The following will discusses The Definition of Speaking, The Aspect of Speaking, The Purpose of Speaking, The Problem on Speaking, and The Resolution of The Problem on Speaking.

2.1.1. The Definition of Speaking

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. (Brown, 1994; Burns and Joyce, 1997 cited in Bedir Hasan, 2014: vol. 2). Speaking is basic skill that needed by any people in daily activities.

Among the four language skills “speaking is viewed to be at the heart of second language learning.” (Egan, 1999 cited in Hasan, 2014: vol. 2). It seems like speaking is the most important skill. Because it used to communicate each other.

2.1.2. The Aspect of Speaking

Spoken language production is often considered one of the most difficult aspects of language learning. (Brown and Yule 1983 cited in Tuan and Mai, 2015:8). There are some aspects of speaking that must be considered by students that is introduced by Heaton (1988:100 cited in Zulfikar 2013) as follow:

- 1) Accuracy
Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar, and word choice, so it can be understood.
- 2) Fluency
Fluency is the ability to produce communicative language eventhough it is not in perfect utterances but in continues speech and smooth.
- 3) Comprehensibility
Comprehensibility is the process of understanding of the utterances sent by speaker done by listener.

Those three aspects are required for assessment speaking. It also will help the writer to asses the students’ speaking ability in this research.

2.1.3. The Purpose of Speaking

The purpose of Speaking based on some expert is to share an information, expressing our feeling, and to communicate with each other. As Munawar (2015:490) “speaking is the human ability to produce sound or voice orally and to share or express feeling and thoughts with other as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions”. It means that to get an information we need to talk to other people, when we talked to other people we used speaking skill.

In the other hand, the purpose of speaking should be considered by teachers. As Sani (2014: 31-32 cited in Barret, 1988:8) stated three purposes of speaking, they are:

- 1) First, to increase the number of opportunities for students to practice. Practice is very needed in learning speaking foreign language (English), without practicing is impossible to be able to speak in foreign language. Thus, in speaking class teachers have to set their class with activities that make students can practice their English freely.
- 2) Second, according to KTSP 2006 the aim of learning English in Junior High School is to generate students to be able to reach functional level both in spoken and written from their daily life. Moreover the specific objective of learning English which stated in some competence, they are: first, is developing communicative competence in speaking and also writing. Next is having awareness about nature and importance od English to increase the nation competition in global society.
- 3) The last is developing understanding about the relationship of language in culture.

English as an international language must be mastered by everyone who wants to travelling around the world. And it must be taken by the students in Junior High School because English subject is written in curriculum in order to developing communicative competence in spoken. As a human who lives in society certainly need to mastered speaking ability both in bahasa or mother tongue and international language.

The purpose of Speaking as we know that to share an information, expressing our feeling, and to communicate with each other. As Munawar (2015: 490) “speaking is the human ability to produce sound or voice orally and to share or express feeling and thoughts with other as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions”. It means that to get an information we need to talk to other people, when we talked to other people we used speaking skill.

2.1.4. The Problem on Speaking

Based on the writer’s experience when Pre-Service Teaching or PPL, the writer found that many of students were not interested in studying English espeacially in speaking. Zulfikar (2013) explains about the causes of the problem why is speaking skill is difficult According to Ur (1996:121) they are:

- 1) Inhibition
Speaking is regarding as difficult skill because it needs confidence to convey what the speaker wants to say.
- 2) Nothing to say
Some of the students are difficult to practice their English speaking even to give their idea.
- 3) Low or no participation
In classroom interaction some students are dominationg the conversation. This situation makes another students feel upset and being down to speak out. As a result students do not participate or speak very little or not at all.
- 4) Mother tongue
This problem always appears in every students’ interaction because they are often using their mother tongue in sharing idea. They tend to use it because it easier to be uttered. In classroom activities, students talk using mother tongue both to other students and teacher. Hence this habit must be minimized by English language learners through cooperative learning includes team interview techniques.

The writer found the similarities between those four explanation and her experience in Pre-Service Teaching or PPL that many of students who dislike English subject especially in speaking skill and thinks that it was difficult because it is not their mother tongue. It seems that the students are not familiar with this skill because they practice rarely. They need to get their confidence first to convey what they want to say and participation in classroom activity.

2.1.5. The Resolution of the Problem on Speaking

Many of experts explain how to solve the problems on Speaking. There are some ways to solve the problem on speaking based on Zulfikar (2013) as follow:

- 1) Monologue
In monologue when some speaker use spoken language for the long of time, as in speechless, lectures, readings, language broadcasts, and the like, the hearer must process long streches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.
- 2) Dialogue
Dialogue involve two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which purpose is to convey proportional or factual information (transactional). In each case participants may have a good deal of shared knowledge (background information or Schemata).
- 3) Question and answer drills
The teacher can begin these by simply questioning to the learners. But the learners have mastered the questions patterns; they should practice questioning one another. After the numbers of questions have been mastered, questions and answer drills can used in wide variety of topics. There are many topics can asked, question about learners themselves, their surrounding, well-known events (recent and historical), and stories which everyone has read.
- 4) Speaking game
It is a very interesting activity of speaking games for making relax of the students while speaking. It can increase motivation of the students to speak English, like guessing games, speech through action (look and say, and do and say drill, or sing a song).
- 5) Group work
This increases the sheer amount of learner talk in a limited period of time and also the inhibitions of learners who are not willing to speak in front of the full class. In this case, the teacher can not supervise all learner speech, because the best way to keep students speaking the target language is simply to be themselves, there is no substitutes for nagging.

Based on the explanation above it can be concluded that in speaking class the student must be active, and productive spoken activities in the classroom. But, the students will not be able to speak fluently if they do not practice language. Practice to use language is very important to develop the students’ speaking ability, so that the writer would like to try speaking game in order to improve students’ speaking ability on her research.

2.2. The Teaching of Speaking

Teaching and learning speaking is not an easy to do. As Newton and Nasution (2009:x) says: “teaching English and training teachers of English are challenging but very rewarding profession”. As we know language has four skills they are Listening, Speaking, Reading, and Writing. Especially in speaking many of students were not interested.

As an English teachers, first we need to understand what speaking competence. Understanding the competence will help us to make a plan and deliver the lessons in order to develop learners’ speaking ability. As Littlewood (1992 cited in Anne Burns, 2012:52) stated that “teaching speaking is to help learners become better at combining various skills and processes during language production”.

2.2.1. The Principle of Teaching Speaking

Designing teaching is important in order to make the process of teaching and learning more planned. The principles of designing teaching speaking according to Westwood, Peter, and Oliver (1979) cited in Zulfikar (2013) are as follow:

- 1) Create an enjoyable, entertaining social learning situation which gives pleasure to the students. Teacher personality is a vital vector.
- 2) Keep the small group, not more that five or six students.
- 3) Arrange for fragment, intensive sessions in two or three short sessions daily.
- 4) Ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communicating ability.
- 5) Have clearly defined, short term goals for each sessions teaching a certain adjective, adverb, or conjunction: “and” and “but”.
- 6) Use material such as practices and games to hold attention as the basis for language simulation.
- 7) Observe the slow learner and give some degree of repetiotion in teaching if necessary.
- 8) Use pleasure and praise as reinforces.

Those principles above can be impelemented on the process of teaching and learning activities in the classroom. Some of them are creating an enjoyable situation, make a simple sessions in teaching each material, make an interesting learning in small group can be motivating them to join speaking class.

2.2.2. The Purpose of Teaching Speaking

The aim of teaching speaking in English as Munawar (2015:485) stated “is to train students to express meaningful and contextual communication in English as in real life”. The goal of teaching speaking must be able to improve students’ communicative skills, because the students need to express themselves and learn how to follow and participate in society.

As stated in our curriculum, the purpose of the English subject in junior highschool is to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of study.

2.3. Communicative Learning Teaching

Communicative learning teaching is based on real-life situations that require communication (Kayi, 2006). Oradee stated that “speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role playing”.

Communicative Language Teaching is one of the method which is compatible to teach language class. The goal of language teaching is to develop communicative language that referred to communicative competence. The teacher should be able to creates a classroom environment where the students have real-life communication, authentic activities, and meaningful tasks that promote oral language.

2.3.1. The Type of Speaking Activity

In order to promote oral language, the teacher needs to make an activitiy that can be used to improve students’ speaking ability. There are some activities to promote speaking according to Kayi (2006):

- 1) Discussion
The students may aim to arrive as a conclusion, share ideas about an event, or find solutions in their discussion group.
- 2) Roleplay
Students pretend they are in various social contexts and have a variety of social roles. In role-plays activities, the teacher gives information to the learners such as who they are and what they think or feel.
- 3) Simulation
In simulations, student can bring items to the class to create a realistic environment.
- 4) Information gap
In this activity, students are supposed to be working pairs. One student will have the information that other partner does not have and the partner will share their information.
- 5) Brainstorming
On a given topic, students can product ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.
- 6) Story telling
Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking.
- 7) Interviews
Students can conduct interviews on selected topic with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and help them becoming socialized.
- 8) Reporting
Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- 9) Playing cards
In this game, student should form groups of four. Each suit will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.
- 10) Picture narrating
This activity is based on several sequential picture. Students are asked to tell the story taking place in the sequential by paying attention to the criteria provided by the teacher as a rubric.
- 11) Picture describing
Another way to make use of picture in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Student discuss the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.
- 12) Find the difference
For this activity students can work in pairs and each couple is given two different picture, students in pair discuss the similarities and/or differences the picture.

From those activities above, the writer would like to use picture describing in order to improve students speaking ability. In implementation picture describing activity the writer will use game in language learning.

2.4. The Concept of Game in Language Learning

Game gives a new experience in teaching English both to the students and also to the teacher, and it gives the new atmosphere in the classroom. Not only teacher who get the new experience, the students will be more interested in studying English while the teacher gives some games that related to the material.

Using game in teaching speaking for junior high school students is one way to interact students. They will feel enjoy and fun in learning process, applying game in teaching speaking will motivate them to speak in the class and make class more enjoyable.

2.4.1. The Definition of Game in Language Learning

Games according to Wright, Betteridge, and Buckby (2006:1) “is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”. Game can transform boring class into a challenging and increasing students’ interest in language learning, because it can reduce students’ stress especially in learning speaking.

Game is an interactive activity which is creating good atmosphere in the classroom. Applying game in teaching and learning speaking will raise point of view from the students that learning speaking is not difficult to do.

2.4.2. The Kind of Game

The kinds of game are grouped according to their family type within each of the eight sections. There are several kinds of Game in Language Learning according to Wright, Betteridge, and Buckby (2006:5):

- 1) Care and Share
Caring and sharing game include all those game in which the learners fell comfortable while sharing personal information with other learners.
- 2) Do: Move, Mime, Draw, Obey
The learner is expected to do something non-verbally in response to a read or a heard text.
- 3) Identify: Discriminate, Guess, Speculate
The learner in challenged to identify something which is difficult to identify or to hypotheses about something which is the compared with the fact.
- 4) Describe
The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example draw a picture.
- 5) Connect: Compare, Match, Group
The learner is challenged is connect, compare, and match of group various items of information, perhaps picture or text, objectively or subjectively.
- 6) Order
The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put text, picture, objects, into a developmental sequence, also subjectively or objectively.
- 7) Remember
The learner tries to remember something and then communicate what he or she has remembered.
- 8) Create
The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination.

Describe is one of kinds of Games in Language Learning, that will be used by the writer to improve students’ speaking ability. In this research Describe and Draw game is included into Describe Game.

2.4.3. The Definition of Describe and Draw Game

In this research the writer would like to use Describe and Draw game to improve students’ speaking ability. Describe and draw game is chosen by the writer to find out the result of the research. Wright, Betteridge, and Buckby (2006:26-27) stated that:

“Describe and draw is describing a drawing and reproducing it by following instructions, giving and following instructions using imperatives, prepositions of location, adjectives and comparatives of adjectives, vocabulary for shapes, and possibly specialized language. “

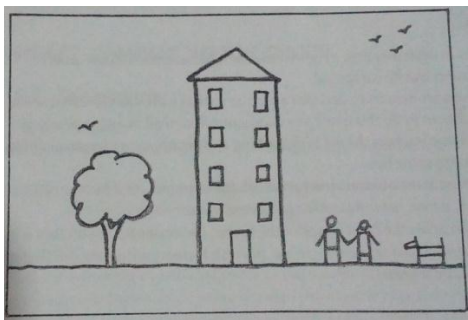
The writer thinks that it is an easy game to stimulate their confidence in speaking English. Because this game is challenging and they will be fun when they are playing this game with the class.

2.4.4. The Procedure of Describe and Draw Game

There are several procedures about how to play describe and draw games according to Wright, Betteridge, and Buckby (2006:26-27):

- 1) Ask a volunteer to stand by the board. Then display a large picture which all the class can see, except the volunteer by the board. For example, the picture can be displayed on a movable board. If necessary the picture can be held up to by two learners.
- 2) Invite the class to describe the picture and tell the volunteer how to draw it. Explain that the aim is to help the artist to make a good copy of the picture.

Based on the procedures above, here is an example for Describe and Draw game according to Wright, Betteridge, and Buckby (2006:27):



Based on the picture above, there will be a conversation in the class between the teacher and the student while playing a game.

- Teacher : *What is the shape of the picture?*
Learner 1 : *It is a rectangle.*
Teacher : *Artist, please draw a rectangle ... a long rectangle.*
(The artist draws a rectangle. The class can call out for him or her to make it longer or shorter.)
Teacher : *What is in the picture?*
Class : *A house ... a tree ... two people ... a dog ... some birds.*
Teacher : *OK. Now, is the line for the garden near the top of the picture, in the middle or near in the bottom of the picture.*
Learner 2 : *Near the bottom of the picture.*
Teacher : *Ok, Artist, draw the line near the bottom of the picture ... a long, straight line. OK, Now the house. What the shape is it?*
Learner 3 : *It is rectangle.*
Teacher : *Is it a long rectangle or a tall rectangle?*
Learner 4 : *It is a tall rectangle.*
Teacher : *And where is the house?*
Learner 5 : *It is the middle of the picture.*
Teacher : *OK. Artist, draw a tall rectangle in the middle of the picture.*

The writer hopes the student can describe the picture by mentioning every things on the picture. And then, the artist can redraw the picture based on the command from the other students who mentions the things on a picture.

2.4.5. The Step of Teaching Speaking by Using Describe and Draw Game

In this research the writer will teach speaking by using game based on descriptive text, which will use Describe and Draw Game. The writer will present how to use Describe and Draw Game in teaching speaking, as follow:

- Step 1 : the writer explains about descriptive text such as definition, generic structure, language feature, and example.
Step 2 : the writer gives example of descriptive text.
Step 3 : the writer divides the students into small group, each group have two members and ask them to identify words from the descriptive text given.
Step 4 : the writer introduces and explains about Describe and Draw game that will be used to teach vocabulary, then giving an example of how to play Describe and Draw.
Step 5 : the writer asks each group to come forward to play the game.
Step 6 : the writer shows the picture then one of the team will be an artist who redraws a picture and the other one will be speaker who tells the artist clue what should artist draws.
Step 7 : the team have to sit in pairs in such a way that only one of them who can see the picture that put by the teacher on display, and then ask one partner in each pair to describe the picture to the other, giving instructions on how to make an accurate reproduction. The artist must not see the original. The describer/speaker can see both the original and the copy being made.
Step 8 : the writer and the student discusses the pictures played.
The writer will teach the students' based on the steps above. By using Describe and Draw game students' are expected to improve their speaking mastery and give hem a lot of new experiences in learning speaking.

2.4.6. The Advantages of Describe and Draw Game in Teaching Speaking

The benefits of using games in language-learning can be summed up in nine points according to Chen (2005):

- 1) Games are learner centered
- 2) Games promote communicative competence
- 3) Games create meaningful context for language use
- 4) Games reduce learning anxiety
- 5) Games integrate various linguistic skills
- 6) Games encourage creative and spontaneous use of language
- 7) Games construct a cooperative learning environment.
- 8) Games foster participatory attitudes of the students.

Many kinds of game are motivating and challenging. Ersoz (2000 cited in Mania, 2012:5) stated that “Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication”, and according to Wright (2006:1) “Game is an activity which is entertaining

and engaging, often challenging, and an activity in which the learners play and usually interact with others”. Teaching and learning second language is not an easy to do, because both teacher and students need to be communicative as Johnson (1995 cited in Nguyen, 2015:9) claims that “ the second language students need communicative competence to participate in and learn from their classroom experience”.

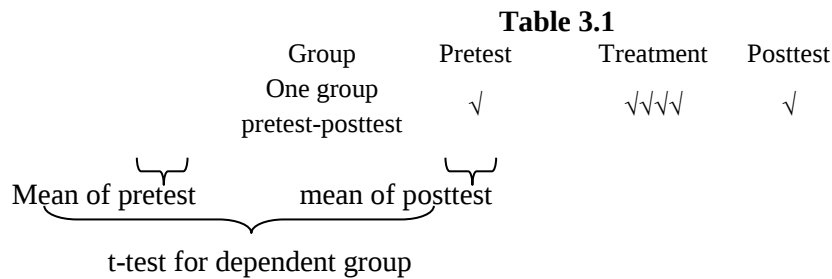
But, when the writer’s doing Pre-Service Teaching at SMP KP 1 Baleendah, she found that many of students are not interested to English subject, so in improving students’ speaking ability in second grade of junior high school, it hopes can help the students to be more confidence in participation with the class when learning English especially speaking. Learning is not an individual process; it is social and interactive (Webster, 2016:9). So, it can be concluded that game is effective to provide motivation, reducing students’ stress, and giving their a change for real communication.

III. RESEARCH METHODOLOGY

3.1. The Research Design

This research employs Pre-Experimental Research to achieve the goal. This design as Sodhi (2011) defines “experimental design include include the one shot case study (after only design) the one-group pre-test posttest design (before after without control group design) and the static group comparison”. In this type of experiment, a treatment is given to one group (Cottrel, 2010:184). In someway this design is similar to action research where a teacher researcher aims to improve students learning by implementing some activities believed to help address a problem (Kothari, 2004:57).

Note:



Result of t-test computation:

- 1. to ≥ t-table → Ho is rejected and Has is accepted
- 2. to ≤ t-table → Ho is retained

3.2. The Population and Sample

Sampling as Thomson (1992) said “is widely used in academic researches as a means of gathering useful information about a population”. (Ting, 2012:2). The following are population and sample:

3.2.1. Population

A population as Singh (2008:14) defines“is any group of individuals that have one or more characteristics in common that are of interest to the researcher”. And based on Gravetter (2010:3) “a population is the set of all the individuals of interest in a particular study”. It means that population here is the whole class that is in the school based on its level.

In this case the writer decides that the population of this research is the students in first grade of SMK Taruna Cempakamulya which is consist of 1 class. Which is consists of 30 students.

3.2.2. Sample

A sample as Singh (2008:14) defines “is a small proposition of a population selected for observation and analysis”. And according to Gravetter (2010:4) “sample is a set of individuals selected from a population in a research study”. It means that sample here is one of the class in population that choosen by the researcher.

The writer will choose one class from the population as sample. The sample in this research consists of 30 students.

3.3. The Research Procedure

In the procedure, the writer collects the data from pre-test, post-test and questionnaire. And the procedures are following:

- 1. Giving the Pre-test: Collecting data.
- 2. Preparing the Treatment: Making the lesson plan.
- 3. Carrying out the treatment.
- 4. Giving Post-test: Collecting data.
- 5. Analyzing the data of Pre-test and Post-test using t-test for dependent group.
- 6. Interpreting the result of the t-test.
- 7. Giving quetionnaire.
- 8. Analysing the result of quetionnaire.
- 9. Interpreting the result of questionnaire.
- 10. Answering the research question and testing the hypothesis.
- 11. Interpreting the result of the research.

12.Drawing conclusion.

3.4. The Research Instrument

The main instruments to collect the data are test of speaking and questionnaire as follow:

3.4.1. The Test

The students are tested before and after the treatment, as Mahendra (2016:3 cited in Sugiono, 2015:111) stated that “pretest is a test that is given before the treatment and posttest is the test that is given after treatment”. So, the writer gives the test to the students before and after the treatment, before the treatment is pre-test and after the treatment is post-test.

3.4.2. The Questionnaire

The questionnaire is given after the treatment based on the research question. Questionnaire are just one of a range of ways are getting information from people (or answers to our research questions), usually by posing direct or indirect questions. (Gilham, 2008)

3.5. The Treatment

The researcher gives the treatment by using Describe and Draw game to the class and implement 3 times treatment, each treatment takes 1 meeting. For the carity, the general schedule for the treatment is arranged. It can see in general schedule as follows:

Table 3.2
Meeting Activities

Meeting	Date	Activities
1st	May, 9 th 2018	➤ The researcher explored the knowledge of the students to looked how far the students’ knowledge about descriptive text. ➤ The researcher gives a general knowledge about descriptive text. ➤ The researcher shows the students a picture. ➤ Next the researcher asked the students to mentions any things on a picture. ➤ The researcher asks the students to describe the picture.
2nd	May, 10 th 2018	➤ The researcher gave the students an example to play describe and draw game ➤ The researcher divided the students in pair to play describe and draw ➤ The researcher gave the picture to each group to playing describe and draw ➤ Students did a works sheet
3rd	May, 17 th 2018	➤ The researcher gave the students an example to play describe and draw game ➤ The researcher divided the students in pair to play describe and draw

- The researcher gave the picture to each group to playing describe and draw
- Students did a works sheet

3.6. The Data Analysis

In order to get the result of the research, the writer needed to analyze the data first. Analysis of data is one of the most important aspects of research. (Kumar, 2008). In this study the data obtained from t-test and questionnaire.

3.6.1. The Test

The formula for the dependent t test according to Coolidge, 2000:160-163, (cited in Siti Nuraeni, 2017:36)

$$t = \frac{x^1 - x^2}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

Where:

- x^1 : The mean of the pre-test
- x^2 : The mean of the post-test
- $\sum D^2$: The sum of the squares of the differences between the pretest and posttest scores
- $(\sum D)^2$: The sum of differencesbetween the pretest scores and posttest scores
- N : Number of pairs of scores
- DF : The degree of freedom
- DF : $N - 1$

After collecting the data, the procedure to calculate the data based on Hatch & Farhady, (1982 cited in Siti Nuraeni, 2017:36) are as follow:

- Step 1 : subtract the pairs of scores from each other in the following manner
- Step 2 : calculate the mean of the pre test scores (X_1)
- Step 3 : calculate the mean of the post test scores (X_2)
- Step 4 : enter the values obtained from step 1-3 into the formula for the dependent t-test.
- Step 5 : interpret the result of the computation

3.6.2. The Questionnaire

A formal standardized questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school (Auriat, 2005:2). There are two aspects in designing a questionnaire according to Auriat (2005:22) they are the structure of the questions and the decisions on the types of response formats for each questions. And there are three structures to survey the questions broadly in speaking such as closed, open-ended, and contingency questions.

Based on explanation above the writer choses the first structure of questionnaire to her research that is closed questionnaire. Closed questionnaire or multiple choice is used toget the response from the students based on the second question of the research question of this paper. The respondent has a choice: yes or no, agree or disagree; ticking one answer out of four or five, and so on. (Gilham, 2008)

The data analysis on questionnaire in this study is using percentage formula based on Sudjana (2001:129) as follow:

$$x = \frac{Y}{Z} \times 100$$

Where:

- X = Percentage (quality of the answer)
- Y = Give amount (total of the respondents' answer)
- Z = Total amount (total the respondents)

Table 3.3	
Criteria of Percentage	
Percentage of Respondent	Criteria
1 – 25 %	Small number of the students
26 – 49 %	Nearly half of the students

50 %	Half of the students
51 – 75 %	More than half of the students
76 – 99 %	Almost all of the students
100 %	All of the students

IV. THE RESEARCH FINDING AND DISCUSSIONS

4.1. The Research Finding

To get data, the writer administered pre –test on May 5th 2018, the treatment using describe and draw game was given for 3 times on May 9th 2018, May 10th 2018, and on May 17th 2018. The post-test was given on May 18th 2018 with the questionnaire on the same date, and it was collected on May 18th 2018.

The subject of this research was taken from the first grade students of vocational high school at SMK Taruna Cempakamulya. The total number of students who became the object of the research was 30 students. The method of this research is quantitative research design with pre-experimental research design. The results of pre-test and post-test are discussed in the following section.

4.1.1. The Result of Pre-Test

Pre-test was conducted to identify students’ ability in speaking before giving the treatments. The pre-test was conducted on May 5th 2018. The scores of pre-test were gotten from the total score of rating aspects, they are fluency, vocabulary, grammar, pronunciation, and comprehension, where the score was gotten from the result of t-test instrument. The pre-test instrument used some questions which have to answer spontaneously by the students, the pre-test instrument are as follow:

- T: what is your name?
- S:
- T: where do you live?
- S:
- T: can you explain me about your hobby? Why do you like it so?
- S:
- T: can you describe me about yourself?
- S:

Where:

- T : Teacher
- S : Student

And the following are scores of the pre-test (X₁):

Table 4.1 The Result of Pre-Test Score

No	Subject	Oral Rating Sheet					Pre-test score (X ₁)
		Fluency	Vocabulary	Grammar	Pronunciation	Comprehension	
1	S1	10	10	10	10	10	50
2	S2	10	5	10	10	10	45
3	S3	5	10	5	10	5	35
4	S4	10	15	10	5	5	45
5	S5	5	10	5	10	5	35
6	S6	5	10	10	10	5	40
7	S 7	10	10	5	10	10	45
8	S 8	5	10	5	10	10	40
9	S 9	5	5	0	5	5	20
10	S 10	5	10	5	5	10	35
11	S 11	10	15	10	10	10	55
12	S 12	10	10	5	5	20	50
13	S 13	5	5	5	5	5	25
14	S 14	10	10	5	5	10	40
15	S 15	5	5	5	5	10	25
16	S 16	5	5	5	10	5	25

						17	S 17	5	5	0	5	5	20
						18	S 18	10	5	0	5	5	25
21	S 21	10	15	5	10	19	S 19	5	5	5	5	10	30
22	S 22	10	10	5	10	20	S 20	5	10	5	5	10	35
23	S 23	5	5	5	5								
24	S 24	10	10	5	10								
25	S 25	10	5	5	5								
26	S 26	10	10	5	5								
27	S 27	10	10	5	10								
28	S 28	5	10	5	10								
29	S 29	5	5	5	5								
30	S 30	10	5	5	5								

The table above showed the result of the pre-test scores. From 30 students, there was only one student (Student 11) who got the lowest score, the score was 20. And there were 3 students (student 9, 17, and 29) who got the highest score, the score was 55. The mean score of pre-test was 37.

Therefore, it can be concluded that almost all of the students got under the KKM, KKM score was 70. According to Abdul Matin cited in Arikunto (2006), the students' score of pre-test above can be categorized into this following shown in the table below:

Table 4.2 The categorization of Students' Pre-Test Score

TOTAL SCORE ($\sum X_i$)			
$\sum X_i = 1,110$			
Interval		Category	
No	AVERAGE ($\bar{X}_i$)		
1	80-100	37	Excellent
2	66-79		Good
3	56-65		Fair
4	40-45		Weak
5	0-39		Poor
Σ			

Table 4.3 The Characterization the Result of the Pre-Test

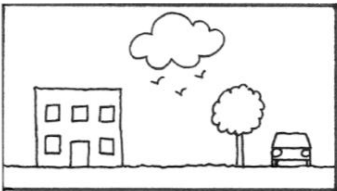
N	Interval	Frequency	Percentage	Category
1	80-100	-	-	-
2	66-79	-	-	-
3	56-65	-	-	-
4	40-55	15	50%	Weak
5	0-39	15	50%	Poor
	Σ	30	100%	

Based on the categorization of table of students' pre-test score, it can be concluded that there was 15 students (50%) who has categorized weak, 15 students (50%) who were categorized poor. Therefore, the students should be given treatment to improve their speaking ability. In order to improve students' speaking ability, the researcher gave the treatment by using Describe and Draw game for teaching speaking class in descriptive text.

4.1.2. The Treatment

The treatment was conducted for three times. It was carried out from May, 9th 2018, May, 10th 2018, and May, 17th 2018. The following are descriptions of activities of the treatments used describe and draw game for improving students' speaking ability.

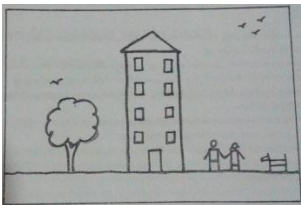
First meeting was held on Wednesday, May 9th 2018. In the first meeting the researcher explored the knowledge of the students to look how far the students' knowledge about descriptive text. Then, the researcher gave a general knowledge about how to describe something such as the social function and the generic structure also the language feature. After that, the researcher asked student to make a description about a picture orally. And then, the researcher introduced students about describe and draw game such as the rule and the procedure to play the game. The following was a picture that used on the first meeting:



(Source: Wright, 2006:34)

Second meeting was implemented on Thursday, May 10th 2018. In the second meeting the researcher showed the example descriptive text about a building. Then, the researcher explained about the characteristic of descriptive text such as introduction and description, adjective in describing building to the students. Then, the researcher explained how to play describe and draw game.

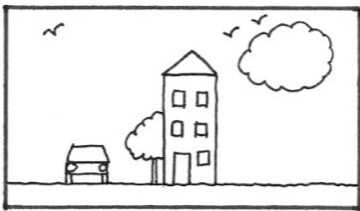
Before starting the game, the researcher gave some of simulation to students' about how to play describe and draw game and asked one of the students to be an artist while the teacher as a guide and the other students as speakers who gave the clues to the artist. Next, the researcher played that game with the class in theme environment. The following was a picture that used on the second meeting:



(Source: Wright, 2006:27)

Last meeting was implemented on Thursday, May 17th 2018. In the last meeting the researcher divided the students in pair. The researcher gave each group a picture. The students have to sit in pairs in such a way that only one of them can see the picture. The researcher asked one of them to be the speaker who described the picture to the other by giving instructions on how to make an accurate reproduction. And the other one being the drawer/artist who redraw the picture based on the speaker's command without knowing the picture before.

The students have to sit back to back so that the artist cannot see the picture. Then, the researcher asked the students to describe the picture to their partner in group. The researcher gave them limited time to finished the game, the group who finished the game first would be a winner. The winner got the chance to choose one of his classmates to be an artist who would redraw the picture in front of the class, and the students who lose should be the speaker that would be gave the clues to the drawer. The following was a picture that used on the last meeting:



(Source: Wright, 20016:34)

4.1.3. The Result of Post-Test

The post-test was conducted in order to know whether or not there was an improvement toward improving students' speaking ability after receiving the treatments. The post-test was conducted on May 18th 2018. The scores of post-test were gotten from the total score of rating aspects, they are fluency, vocabulary, grammar, pronunciation, and comprehension, where the score was gotten from the result of t-test instrument. The post-test instrument used an instruction which have to answer spontaneously by the students, the post-test instruction as follow:

Instruction:
Teacher will gives you some theme, then you have to choose one of them to describe!

Thing

Hobby

Where:
The teacher gave the options to the students which have to choose by the students to be described spontaneously.
And the following are scores of the post-test (X₂):

Table 4.4 The Result of Post-Test Score

No	Subject	Oral Rating Sheet					Post-test score (X ₂)
		Fluency	Vocabulary	Grammar	Pronunciation	Comprehension	
1	S1	15	10	10	15	20	70
2	S2	15	15	10	20	20	80
3	S3	10	10	10	10	15	55
4	S4	20	10	10	15	15	70
5	S5	15	10	5	10	10	50
6	S6	15	15	10	10	15	65
7	S 7	15	15	10	15	15	70
8	S 8	15	15	10	20	20	80
9	S 9	10	10	5	15	10	50
10	S 10	15	15	10	10	15	65
11	S 11	20	10	10	10	15	65
12	S 12	20	20	15	15	20	90
13	S 13	10	15	5	10	10	50
14	S 14	15	15	10	15	10	65
15	S 15	15	10	10	15	15	65
16	S 16	10	15	10	10	15	60
17	S 17	10	10	10	10	15	55
18	S 18	15	15	10	10	15	65
19	S 19	10	10	10	15	15	60

20	S 20	15	10	10	15	15	65
21	S 21	15	15	10	15	15	70
22	S 22	15	15	15	15	20	80
23	S 23	15	10	10	10	10	55
24	S 24	15	10	10	15	20	70
25	S 25	10	15	5	10	10	50
26	S 26	15	10	10	15	15	65
27	S 27	15	15	10	15	15	70
28	S 28	20	15	15	15	15	80
29	S 29	15	10	10	10	15	60
30	S 30	15	10	10	15	15	65
TOTAL SCORE ($\sum X_2$) $\sum X_2 = 2,000$							
AVERAGE (X_2) 67							

From the table above showed the result of the post-test. From 30 students, there was only one student (student 12) who got the highest score, the score was 90 and the lowest score is 50 it was achieved by four students (student 5, 9, 13, and 25), while the mean score is 67. According to Abdul Matin cited in Arikunto (2006), the students’ score of pre-test above can be categorized into this following shown in the table below:

Table 4.5 The categorization of Students’ Post-Test Score

No	Interval	Category
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	40-45	Weak
5	0-39	Poor
$\sum$		

Table 4.6 The Characterization the Result of the Post-Test

No	Interval	Frequency	Percentage	Category
1	80-100	5	16.7%	Excellent
2	66-79	6	20%	Good
3	56-65	12	40%	Fair
4	40-55	7	23.3%	Weak
5	0-39		-	Poor
	$\sum$	30	100%	

Based on the categorization of table of students’ pre-test score, it can be concluded that there was 5 students (16.7%) who were categorized excellent, 6 students (20%) who were categorized good, 12 students (40%) who were categorized fair, and 7 students (23.3%) who were categorized weak. It means the result after the treatment is better than before the treatment by using describe and draw game. Therefore to find out the effectiveness of describe and draw game in improving students’ speaking ability in descriptive text the researcher computes the result of the test in the following discussion.

4.2. The Data Analysis

4.2.1. The Computation of the Test

The data from the pre-test and post-test were shown in the following table:

Table 4.7 Table of the Pre-Test and Post-Test

Students’ Id (N)	Pre- Test Scores (X_1)	Post- Test Score (X_2)	D Scores	D^2
S1	50	70	-20	400
S2	45	80	-35	1225
S3	35	55	-20	400

S4	45	70	-25	625
S5	35	50	-15	225
S6	40	65	-25	625
S 7	45	70	-25	625
S 8	40	80	-40	1600
S 9	20	50	-40	1600
S 10	35	65	-30	900
S 11	55	65	-40	1600
S 12	50	90	-40	1600
S 13	25	50	-25	625
S 14	40	65	-25	625
S 15	25	65	-40	1600
S 16	25	60	-35	1225
S 17	20	55	-35	1225
S 18	25	65	-40	1600
S 19	30	60	-30	900
S 20	35	65	-30	900
S 21	50	70	-20	400
S 22	45	80	-35	1225
S 23	35	55	-20	400
S 24	45	70	-25	625
S 25	35	50	-15	225
S 26	40	65	-25	625
S 27	45	70	-25	625
S 28	40	80	-40	1600
S 29	20	60	-40	1600
S 30	35	65	-30	900
	$\sum X_1 =$ 1,110	$\sum X_2 =$ 2,000	$\sum D = - 890$ $(\sum D)^2 =$ $(- 890)^2$ $= 792,100$	$\sum D^2 =$ 29,975

From the table above, the researcher got:

- $\sum D = -890$
- The score of pre-test: $\sum X_1 = 1,110$
- The score of post-test: $\sum X_2 = 2,000$
- The mean of pre-test scores:

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{1,110}{30} = 37$$
- The mean of post-test scores:

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{2,000}{30} = 66.67$$
- The differences between the mean score of the post-test and the mean pre-test:

$$\sum D = \sum X_2 - \sum X_1 = 2,000 - 1,110 = 890$$
- The sum of the differences between the pre-test scores and the post-test scores:

$$\sum D^2 = 29,975$$
- N = 30
- The degree of freedom (DF):

$$DF = N - 1 = 30 - 1 = 29$$

From the data above, the researcher computed out the dependent t-Test using formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N (N - 1)}}$$

$$t = \frac{37 - 66.67}{\sqrt{\frac{29,975 - \frac{792,100}{30}}{30 (30 - 1)}}$$

$$t = \frac{-29.67}{\sqrt{\frac{29,975 - 26,403.33}{30 (29)}}}$$
$$t = \frac{-29.67}{\sqrt{\frac{3,571.67}{870}}} = \frac{-29.67}{\sqrt{4.1053}} = \frac{-29.67}{2.0261} = 14.643$$

From the result of the t-test above, the t-obtained is 14.643 while t-table at p= 0.05 with df= n – 1 = 30 -1 = 29, at the level of significance for two tailed test is 2.045. Then the researcher concluded that t-obtained is higher than t-table (14.643 > 2.045). Therefore, the Null hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. This means that using Describe and Draw for Improving Students’ Speaking Ability to the first grade of SMK Taruna Cempakamulya is effective.

4.2.2. The Questionnaire Data

Besides the pre-test and post-test, the researcher got the data from the questionnaire. It is about students’ response toward the Describe and Draw game for improving speaking ability. The questionnaire consists of ten questions and the following data present the result of the questionnaire:

Table 4.8 The Result of Questionnaire

No	Questions	Yes	No	Percentage	
				Yes	No
1	Apakah kamu menyukai pelajaran Bahasa Inggris? <i>(Do you like learning English?)</i>	18	12	60%	40%
2	Apakah kamu senang belajar bahasa inggris? <i>(are you happy studying english?)</i>	20	10	67%	23%
3	Apakah menurut kamu pelajaran Bahasa Inggris itu susah? <i>(Is English difficult for you?)</i>	25	5	83%	17%
4	Apakah kamu pernah berbicara dalam Bahasa Inggris? <i>(Have you ever spoken in English?)</i>	17	13	57%	43%
5	Apakah kamu mempunyai kesulitan dalam berbicara Bahasa Inggris? <i>(Do you have any difficulties in speaking English?)</i>	27	3	90%	10%
6	Apakah kamu pernah belajar mendeskripsikan sesuatu dengan menggunakan permainan? <i>(did you ever study describing something by using game before?)</i>	17	13	57%	43%
7	Apakah kamu senang belajar bahasa inggris dengan menggunakan game?	24	6	80%	20%

	<i>(are you happy to study English by using game?)</i>				
8	Apakah menurutmu dengan bermain describe and draw bisa meningkatkan kemampuan berbicara bahasa inggris mu? <i>(do you think that playing describe and draw can improve your speaking ability?)</i>	20	10	67%	33%
9	Apakah kamu senang belajar sambil bermain game? <i>(are you happy to study while playing the game?)</i>	21	9	70%	30%
10	Terakhir, apakah kamu merasa termotivasi untuk belajar bahasa Inggris khususnya berbicara? <i>(Last, have you been motivated for learning English especially on speaking?)</i>	20	10	67%	33%

Based on the table of questionnaire above, it showed the students responses toward the use of Describe and Draw game for improving students’ speaking ability. The researcher interpreted the result as follow:

The first question showed that more than half of the students (60%) liked an English subject and nearly half of the students (40%) disliked the English subject. And the second question showed that more than half of the students (67%) who were happy to studying English and nearly half of the students (33%) were not happy to studying English. It means that more than half of the students like being taught English subject. It also can be seen from the treatment there were several students who excited with the subject.

The third question showed that almost all of the students (83%) considered that learning English was difficult and small number of the students (17%) considered that learning English was easy. Beside that the fourth question showed that more than half of the students (57%) who ever speak English and nearly half of the students (43%) who never speak English. And the fifth question showed that almost all of the students (90%) who said yes that they have faced any kinds of difficulties when they tried to speak English but small number of the students (10%) who said no. It means that they got difficulties in speaking english because they were speak English rarely. It also shown during the treatment almost all of the students got difficulties to speak in English.

The sixth question showed that more than half of the students (57%) who had learned descriptive text using game and nearly half of the students (43%) who never had learned descriptive text using game. It could also be seen during the treatment the students enjoyed with the game.

The seventh question showed that almost all of the students (80%) loved to learn English especially on speaking with a game and small number of the students (20%) did not like to learn English with a game. It was proved during the treatments almost all of the students following the game seriously. And the eighth question showed that more than half of the students (67%) said that game could help them in improving their speaking skill and nearly half of the students (33%) said that game could not help them. It could be seen during the treatment almost all of the students loved to learn English by using describe and draw game and it helped them to improve their speaking ability.

The ninth question showed that more than half of the students (70%) who were happy studying English by using game and nearly half of the students (30%) were not happy studying English by using game. And the tenth question showed that more than half of the students (67%) were motivated to learn English especially on speaking after the treatment. It could be seen after the treatment more than half of the students were happy and motivated to learn English subject especially in speaking.

Based on the result of the questionnaire above, the researcher found that more than half of the students (60%) like to learn English, eventhough almost all of the students (83%) feel that learning English was difficult. It could be seen when

they have to speak English more than half of the students (57%) who ever speak in English because almost all of the students (90%) said that speaking was difficult to do. But, after the treatment by using Describe and Draw game almost all of the students (80%) were happy to learn English, more than half of the students (67%) considered that learning speaking by using Describe and Draw game can improve their speaking ability and they were motivated to learn English especially in Speaking.

4.3. The Discussion of Findings

Based on the data which is got from the pre-test, post-test, and questionnaire, it can be concluded that the result was proven by t-test calculation, where the t-obtained is higher than t-table ($14.643 > 2.045$). Therefore, the Null hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significance difference in the students' mean score before and after the treatment using Describe and Draw Game in spoken descriptive text. It means that Describe and Draw Game is effective to improve students' speaking ability. This finding is in line with Wright, (2006:1) who stated that "Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others".

Meanwhile, related to the result of the questionnaire, the researcher found that more than half of the students (60%) like to learn English, eventhough almost all of the students (83%) felt that learning English was difficult. It could be seen when they have to speak English more than half of the students (57%) who ever speak in English because almost all of the students (90%) said that speaking was difficult to do. But, after the treatment by using Describe and Draw game almost all of the students (80%) were happy to learn English, more than half of the students (67%) considered that learning speaking by using Describe and Draw game can improve their speaking ability and they were motivated to learn English especially in Speaking.

In shorts, students' responses toward Describe and Draw Game are positive, they feel happy, being motivated, and be able to improve their speaking ability. This fact is according with Ersoz (2000 cited in Mania, 2012:5) stated that "Games are highly motivating because they are amusing and interesting". So, it can be concluded that game is effective to build motivation in order to improve their speaking ability, reducing students' stress because it makes almost of the students are happy, and giving them a change for real communication.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

The study is concerned with improving students' speaking ability by using Describe and Draw Game. As stated in the first chapter, the aims of the study are to know whether or not describe and draw game is effective to improve students' speaking ability to the first grade of SMK Taruna Cempakamulya and to know whether or not students' of the second grade of SMK Taruna Cempakamulya like being taught describe and draw game in improving students' speaking ability.

Related to the first question, the researcher found the result that describe and draw game is effective to teach speaking to the first grade of vocational high school. Before the treatments, almost all of the students got under the KKM, it could be seen from the calculation scores of the pre-test scores. After the student have been given several treatments, the score of the students increased. It could be seen from the post-test scores that was higher than the pre-test score. And the calculation of the pre-test and post-test scores showed that the t-obtained is bigger than t-table. Therefore, the Null Hypotheses (H_0) is rejected and the Alternative Hypothesis is accepted. Thus, the finding means that describe and draw game was effective to improve students' speaking ability.

Moreover, the result of the questionnaire shows that more than half of the students agree that Describe and Draw game is able to improve their speaking ability. More than half of the students feel happy to learn English subject by using Describe and Draw game. And almost all of the students like being taught Describe and Draw game to improve their speaking ability. It can be seen from the students' responses that they are feel happy, and also motivated to improve their speaking ability. To be concluded that students were interested in learning speaking by using describe and draw game for improving their speaking ability.

5.2. Suggestions

Based on the result of the study, the researcher suggest that the use of describe and draw game can be alternative way to teach the language learners, especially to improve students' speaking ability. The result hopefully would motivate language teacher to use describe and draw game in teaching English in the classroom, especially when teaching English speaking to the first grade of Senior High School.

There are some suggestions that may be useful for further study as follows:

1. The teachers of English have to select the appropriate technique that they are supposed to master the material better. In addition, teacher has to know what students need.
2. Using a new technique in teaching and learning process is the best way to motivate the students to learn better.
3. Describe and Draw game is not only helps students to speak up but also teachers them how to build good communicative in group. They will be enjoyable during the learning and give positive feedback for the teachers in teaching and learning.

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