

INTRODUCTION

EFL students need to be able to master speaking skills. Mastering speaking skills can help students to convey their thoughts, feelings, and ideas effectively which shows a sign of students' language proficiency (Kaur & Aziz, 2020). Due to speaking is categorized as a productive skill which involve produce, receive, and delivering oral messages (Marzuki & Kuliahana, 2021). These processes help students to enhance their fluency, accuracy, and confidence (Daulay et al., 2021). Furthermore, mastering speaking skill help students in discussions, debates, and public speaking that useful for international communication, travel, and job opportunities (Yuliawati, 2024). In addition, Indonesian curriculum added English language as the course that must be taught to students (Nas et al., 2024). Therefore, mastering speaking skills is essential for students as they can use it as an international communication tool and expand their future job opportunities.

However, mastering speaking skill is challenging for several students. One significant challenge is the fear of making mistakes in front of teachers and classmates (Elsa et al., 2021). This fear is caused by a lack of awareness about the practical usefulness of English in real-life contexts and often seeing it only as an academic necessity (Dalimunthe et al., 2023). Therefore, this leads to students often hesitating in using English, whether due to concerns over mistakes, limited vocabulary, or low confidence levels (Amrullah, 2023). Furthermore, these challenges appear in a variety of ways, including grammatical errors, pronunciation problems, and reluctance to participate in speaking activities (Dewi et al., 2017). In addition, students' low motivation also hinders the development of their speaking skills (Marzuki & Kuliahana, 2021). Thus, addressing these challenges is crucial in developing students' speaking skill.

The researcher found similar problems in the seventh grade students at SMP Negeri 5 Sukawati to address students' challenges in mastering speaking skill. In the preliminary study, the researcher conducted speaking test and an interview with the English teacher. The result showed that students face challenges in mastering speaking skill due to limited of vocabulary, lack of confidence, afraid to make mistakes, and less-practices. Moreover, the researcher found that the teacher had tried to use role-play and communicative language teaching to the students, but it did not give a lot of improvement. Students also told the teachers that they felt bored to repeat the same activities in learning speaking. Thus, different method should be used to overcome this wall.

After the test was analyzed, the researcher discovered that the problem experienced by the students in the class was lack of vocabulary, mispronunciation, lack of fluency, and lack of grammar mastery. In vocabulary, students have difficulty finding the right vocabulary to express their opinions, this is due to the limited vocabulary they know. In addition, students experienced pronunciation errors. Some of them pronounce words incorrectly so that listeners have to try harder to understand them. As a result, the problem affects students' speaking fluency, they take longer to remember what they want to say. Based on the results of speaking tests and interviews, it was found that students' speaking difficulties include lack of vocabulary, lack of fluency, mispronunciation, and lack of grammar mastery.

Several researchers have been conducted research to overcome students' speaking challenges with various teaching method. A research conducted by Sayow and Marsevani (2024), showed the used of pictionary game improved students' speaking skills. This is proved by the comparison results between the pre-test and post-test. The students' average score for the pre-test was 70,74, while their average score for the post-test was 73. In addition, this study also showed a positive impact on students' attitude, interest, and effort in practicing English speaking skills using the Pictionary game. Therefore, the use of Pictionary game

in the classroom was an effective approach to improve students' speaking skills.

A research conducted by Nas et al. (2024), showed the use of Pictionary game was very effective to teach students' speaking skills. In addition, the Pictionary game provides an opportunity for students to recognize English vocabulary, develop students' creativity in drawing and guessing the vocabulary obtained, train and improve speaking skills by using the vocabulary they have guessed. In addition, the Pictionary game helped train cooperation and good communication between students when playing the game in the classroom.

A research conducted by Wirawati (2024), showed the used of Pictionary game was proven to be effective to improved students' speaking skill. It was proved by the comparison results between the pre-test and post-test. The result of post-test showed students who failed to passed the KKM (categorized as bad qualification) were only 2 students, while in pre-test consist of 12 students. In addition, the results of t-calculation were higher than t-table showed that the improvement of students' vocabulary mastery in the post-test affected by the utilization of Pictionary game as learning media.

Previous research had investigated the effectiveness of various language games, including Pictionary game for improving students' speaking skill. In fact, this school has problems in students' speaking ability, especially in grade seventh as explained above. Thus, research that focused to solve this problem is urgently needed. Therefore, this research arose to solve the challenges and improve seventh grade students' speaking Skill at SMP Negeri 5 Sukawati. Therefore, this study arose to investigate the best implementation of Pictionary Games in improving seventh grade students' speaking Skill at SMP Negeri 5 Sukawati.

METHODS OF RESEARCH

Research Design

This research employed a Classroom Action Research (CAR) design. The action taken is by using Pictionary Games to improve seventh grade students' speaking skill at SMP Negeri 5 Sukawati. According to Somekh (2006), Classroom Action Research is a type of intervention used to improve the teaching and learning process based on actual problems faced by teachers in their classrooms. Before conducting the research, the researcher needs to make observations to identify what the students' problems are and devise the best solution to overcome them. This study adopted Kemmis and McTaggart (1988) Spiral Model which involves four main phases in the research cycle. The four stages in the cycle are: planning, action, observation, and reflection.

Research Subject

The research subjects in this study were 38 students consisting of 22 female and 16 male students in class VII H of SMP Negeri 5 Sukawati. This class was chosen based on the result from preliminary study which showed most of the students did not able to pass the minimum criteria score (KKM). The students in this class were range between 13-14 years old. The class consisted of 21 female and 17 male students.

Data Collection Techniques

This study employed speaking test and observation. Speaking tests was used by researchers in this study. The purpose of using this speaking test is to obtain data on students' speaking ability. The researcher designed the blueprint of the speaking test with the English teacher. Therefore, the oral test used in this

study is in accordance with the material about asking and giving opinion. Furthermore, the oral test material is adjusted to the syllabus that has been designed by the school. Moreover, the researcher created content validity that signed by teachers and advisors to ensure the validity of the test. In addition, the test was conducted by the researcher by consulting it first to the EFL teacher to determine the material and the level of difficulty in the test given to students.

The data collection technique used to describe the activities in the classroom at a certain time used an observation sheet. Using the observation sheet, the researcher observed the English teaching and learning process in the classroom. The observation sheet was given to the evaluator who observed and marked the students' achievements during the teaching and learning process.

Data Analysis Technique

This research organized the data as a data analysis procedure to help understand the interpretation of the data. In this research, the data was divided into two, namely qualitative data and quantitative data. Qualitative data is data that describes phenomena through words. Quantitative data is data obtained in the form of numbers.

FINDINGS AND DISCUSSION

Findings

1. The Implementation of The First Cycle

In Cycle I, Pictionary Game integrated with Problem-Based Learning (PBL) was implemented in two meetings. The activities involved introducing a problem, group discussion, playing Pictionary Game, and presenting opinions and solutions. Observation results showed that students participated actively and responded positively to the learning activities. However, some students still experienced difficulties related to vocabulary mastery and confidence.

Table 1. Students' Speaking Score in Cycle 1

Qualification	Number of Students	
	Preliminary Research	Post-test Cycle 1
Students passed	17 (44.74%)	22 (57.89%)
Students failed	21 (55.26%)	16 (42.11%)
Total Students	38	38
Mean score	70,74	77,16
Highest score	84	88
Lowest score	60	64

Based on the data above, it can be seen that there is an improvement from the preliminary research results to the post-test in Cycle 1 results. The average score of students in the preliminary research was 70,74 while the average score of students improved to 77,16 in the Cycle 1. The highest score in the preliminary research was 84, while the highest score in Cycle 1 was 88. Furthermore, the lowest score in the preliminary research was 60 and improved to 64.

The Implementation of The Second Cycle

Based on the reflection results from Cycle I, additional vocabulary support, opinion sentence frames, and more speaking opportunities were provided in Cycle II. Students demonstrated higher confidence and participation during speaking activities. The use of pictures and Pictionary Game helped students generate ideas and express opinions more effectively.

Table 2. Students' Speaking Score in Cycle 2

Qualification	Number of Students		
	Preliminary Research	Post-test Cycle 1	Post-test Cycle 2
Students passed	17 (44.74%)	22 (57.89%)	28 (100%)
Students failed	21 (55.26%)	16 (42.11%)	0 (0%)
Total Students	38	38	38
Mean score	70,74	76,82	80,95
Highest score	84	88	92
Lowest score	60	64	76

Based on the data above, there was a marked improvement in student performance from the first post-test to the second post-test. The average score in the first post-test was 76,82, which increased to 80,95 in the second post-test. The highest score increased from 88 in the first post-test to 92 in the second post-test, while the lowest score increased from 64 to 76. Therefore, it can be concluded that 100% of students have scored above the KKM (75) which shows that the success indicator of this research was achieved in cycle 2. Through this research, it can be seen that the implementation of Pictionary Game with Classroom Action Research (CAR) design during the learning process can help improve students' speaking skill.

The results of Cycle II indicated a substantial improvement in students' speaking skills. All students successfully achieved the KKM, and the class mean score increased further. The findings suggest that the integration of Pictionary Game and PBL effectively improved students' speaking performance.

Discussion

The findings of this study showed that the implementation of Pictionary Game integrated with Problem-Based Learning (PBL) successfully improved students' speaking skills. The improvement was reflected in the students' mean scores, which increased from the preliminary study to Cycle I and further improved in Cycle II. In addition, students became more active, confident, and willing to participate in speaking activities. The observation results also indicated improvements in several speaking aspects, including vocabulary, grammar, fluency, pronunciation, and comprehension.

These findings support Brown's theory (1995), which states that speaking is a productive skill involving several aspects, namely vocabulary, grammar, fluency, pronunciation, and comprehension. The improvement observed in this study indicates that students developed these speaking aspects through continuous practice and interaction during the learning process. The use of Pictionary Game encouraged students to recall and use vocabulary actively, while group discussions and presentations provided opportunities to practice grammar, fluency, pronunciation, and comprehension in meaningful communication.

This study utilized Pictionary Game to improve students' speaking skill. According to Daulay et al. (2021), Pictionary game is a fairly simple game and can be applied to all levels of students. The main functions of this game are to improve grammar, vocabulary and pronunciation, build creative thinking, and develop students' courage in expressing ideas. Hidayah and Sukmawati (2022) explained Pictionary is a game that requires players to be able to draw and guess the words or phrases depicted, which encourages visual and verbal communication. In addition Pratika et al. (2024) emphasized in the Pictionary game, players who get their turn to guess must be able to guess words or phrases based on pictures provided by other players. Thus, students had the same chance to practice their speaking skill.

The incorporation of Problem Based Learning (PBL) must be counted in this study. Arends (2012) highlight PBL encourages the learning process to start with real and meaningful problems. The problems that are more relevant or close to students are better examples, as they may experience or face such problems. Furthermore, students are required to be able to work in groups to solve problems. Thus, students can collaborate in small groups. In addition, PBL emphasizes that teachers provide guidance, not direct solutions. Therefore, the presence of the teacher is necessary to provide small encouragement to students.

The findings are also consistent with the concept of Pictionary Game supported by Nas et al. (2024) which found the Pictionary game affected students' achievement in speaking English. Furthermore, Rasheed et al. (2024) found that students who received Pictionary-based instruction showed significant improvement in speaking, engagement, and learning outcomes compared to the control group. Wirawati (2024) also found Pictionary game contributed to the improvement of students' speaking outcome. In other words, Pictionary game was proven to be effective, used in promoting students' speaking proficiency. In addition, Daulay et al. (2021) highlight Pictionary game is a simple game and applicable for all levels of students. The main function of this game is building of creative thinking, increasing of grammar, vocabulary and pronunciation, developing student's bravery in expression of the ideas and creating of responsibility and cooperative towards the students.

CONCLUSION

This study aimed to investigate the best implementation of Pictionary Games in improving seventh grade students' speaking Skill at SMP Negeri 5 Sukawati. The results showed the used of Pictionary Game and Problem-Based Learning (PBL) which include introducing the problem, forming groups and planning learning, exploring the problem, presenting solutions or ideas, reflecting and evaluation showed able to improved students' speaking skill. During the problem-exploration stage, students were more active in practicing speaking with their peers in groups. During the stage of presenting solutions or ideas, students were more confident in asking and giving opinions on various issues individually in front of the teacher.

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