



**THE USE OF HIDDEN PICTURE AND NOUGHTS CROSSES GAMES FOR  
IMPROVING EFL STUDENTS' SPEAKING ABILITY IN DESCRIBING  
PEOPLE**

(A Quasi-Experimental Research at the Eleventh Grade Students in SMA N 2 Batang  
in the Academic Year of 2016/2017)

a final project

Submitted in partial fulfillment of the requirements for the degree of *Sarjana*  
*Pendidikan* in English

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**2017**

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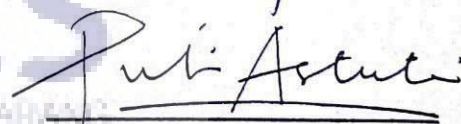
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**STATEMENT OF ORIGINALITY**

I, Eva Abdillah, hereby declare that this final project entitled *The Use of Hidden Picture and Noughts Crosses Games for Improving EFL Students' speaking Ability in Describing People* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of higher education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.



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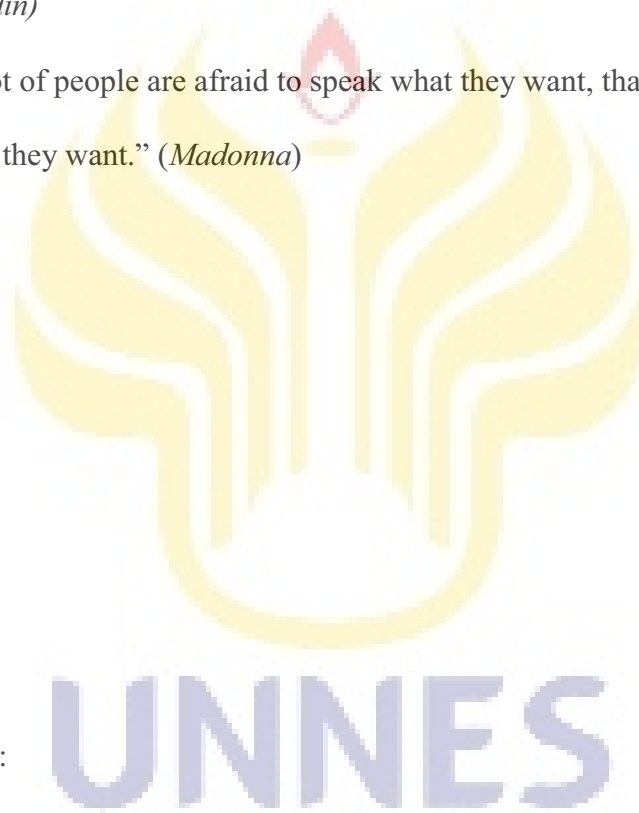
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A handwritten signature in black ink, appearing to read 'Eva Abdillah', written over the printed name.

(2201413112)

## MOTTO AND MOTIVATION

- “Time, energy, and talent can be more important than budget.” (*Scott Harrison, Founder of Charity*)
- "Our job is to make change. Our job is to connect to people, to interact with them in a way that leaves them better than we found them, more able to get where they'd like to go. Every time we waste that opportunity, every page or sentence that doesn't do enough to advance the cause, is waste." (*Seth Goddin*)
- “A lot of people are afraid to speak what they want, that's why they don't get what they want.” (*Madonna*)



Dedicated to:

- *My beloved mother and father, Hj. Wachitin and H. Ali Imron*
- *My family*
- *My best friends; Vikit, Vita, Irma, Ratna, Wilis, and many more*

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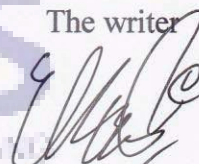
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11. All of my friends at the English Department 2013 for the precious friendship and memories.

Finally, there is nothing perfect in this world, so that the researcher realizes that this final project also has many weaknesses. the researcher also has a great expectation that this study will be beneficial and useful for anyone who is interested in learning more on the topic the researcher presented in this study.

Semarang,.....2017

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## ABSTRACT

Abdillah, Eva.(2017).*The Use of Hidden Picture and Noughts Crosses Games for Improving EFL Students' Speaking Ability in Describing People.(An Experimental Research at the Eleventh Grade of Students in SMA N 2 Batang in the Academic Year of 2016/2017.)* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Puji Astuti, S.Pd., M.Pd., Ph.D. as Advisor I, and Pasca Kalisa, S.Pd., M.A., M.Pd.as Advisor II.

**Keywords** : Hidden Picture and Noughts Crosses games, Describing People, Quasi Experimental Research

The aims of this study were to know the use of Hidden Picture and Noughts Crosses games affect the students' score of speaking ability focus describing people and to know the significant difference between the group who learned using Hidden Picture and who learned using Noughts Crosses.

According to the English teacher of SMA N 2 Batang, especially who teaches the eleventh grades, they usually used the material with teacher explanation, drilling method or book guidance. In result, the students' ability only stuck or even getting worst. Based on the problems faced by the students, the researcher designed experimental research using Hidden Picture and Noughts Crosses. The population of this study was the eleventh grade of SMA N 2 Batang. The sample of this study was chosen randomly; XI Science 3 as try out group, XI Science 4 as experiment group, and XI Science 5 as control group. The number students of try out group were 38, in experiment were 33, and control group were 33. In the experimental group, they were given Hidden Picture game as the medium to help in describing people, and the control group was given Noughts Crosses game. Hidden Picture game is the game where one of students in each group is demanded to guess what the picture about with giving any kind of clue from other students. Whereas Noughts Crosses is a board game that can be played using the board or paper by drawing three or even nine box frames. Each box contained a different picture of people which has to be guest by other students

The result of this research can be seen in the following data: the mean score of pre-test of the experimental group was 50,69 while in the control group was 48,0. In post-test, the mean score of experimental group was 73,20 and the control group was 68,0. From the score we can assume that the score of Hidden Picture game was higher, in other word, Hidden Picture was more effective technique rather than Noughts Crosses. However, before applying the formula, the writer checked if the data was normal by using normality test. The result showed that the data was normal. It because the probability score was 0,801, it was called normal because its significance  $> 0,05$ . Whereas the significant difference of both class were known by with using t-test measurement, where the t-value obtained 3,007 and 3,010, for probability = 5% with  $df = 65$ , t-table = 1,69. In result, the t-value is higher than t-table. Since the t-test measurement was higher than t-table, it was found that the hypotheses ( $H_a$ ) which is called: "There is a significance difference on the average of students' learning especially between experiment and control lass which used Hidden Picture and Noughts Crosses games" is totally accepted.

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## CHAPTER 1

### INTRODUCTION

This chapter deals with background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, scope of the study, and outline of the study.

#### 1.1 Background of the Study

Speaking becomes an important part in human's life. Human cannot be separated from speaking since they always use it in their daily life. They continue to use it to communicate with other and make them possible to exchange opinions, thoughts and meanings through communication. In one side people communicate each other because they are social creatures that need others. According to Webster (1980), speaking has variety of meanings: to tell, to say, to make known, or as by speaking, to declare.

Moreover, speaking is not always about the way to speak, that is why people also need the most suitable media to make sure that their communication can be understood each other. In this point English has the most important rule. It is because English is the most commonly accepted language used when people from various different countries get together. In addition, being able to speak English allow teachers to teach their students to speak the language from an early age, making it that much easier for the children to get grip with the grammar, vocabulary, even text.

Shofi'i (2011) stated that one of the purpose of English teaching in elementary is to develop their speaking ability. Moreover, Shofi'i said, in the

elementary itself, the English teaching is applied to take a simple interaction, for instance “here” and “there”. The topic is always related to their simple daily activity. In this point, the students are given stimulus to practice many short dialogues with their partner to make sure they will not face any kind of difficulties to pronounce English because basically language learning needs practice a lot.

Considering its importance, Yue (2015) said English has become a compulsory subject from year three of primary schools since 2003 and is gradually being introduced even earlier into the school curriculum in most primary schools. Although English has been introduced since in childhood, but most of students still face many difficulties in speaking comprehension, when they were in adulthood. Based on the Ur (1996) mentioned there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. In addition, Raba (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teachers, and the teaching strategies. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. In addition, the ignorance of teacher toward speaking aspect during class activities, successfully gives more negative impact on students` speaking comprehension.

Rahmawati (2013) in her thesis proved, the percentage between speaking and any other English learning aspect have a big difference. In speaking, it only spent 5% of duration when they are doing face to face interaction between teacher



and students, whereas another English aspect such as reading (50%), writing (30%), beside of that listening (15%) spent much more. It means that the teachers only focus on grammatical error and diction. In addition, Asfa (2010) stated that Indonesia students are usually afraid of joining foreign speaking language classes. They feel unmotivated and discouraged easily. Their mindset always says foreign language is difficult to learn. Unfortunately, those problems also similiar toward SMA N 2 Batang. When the resercaher conducted observation to the English teachers at SMA N 2 Batang especially who teaches the eleventh grades, they usually used the descriptive material with teacher explanation, drilling method or book guidance. In result, the students` ability only stuck or even getting worst. That is why, to make speaking lesson becomes effective, there are many things to be considered by teachers. Teachers should pay attention to the techniques, instrument, class organization, and learning activities. In other words, teachers should make the students become interested during the materials.

Based on the problems which the researcher has explained before, it leads this study to focus on the techniques that used in English teaching and learning process in speaking comprehension. Revealing the correct techniques toward the most essential indicators can help teachers in teaching speaking comprehension, in result their students in order to make them interest in learning English with the purpose that their speaking ability can be achieved.

In this study, the researcher chooses cooperative learning as an alternative in teaching speaking comprehension. Felder (2007) stated in his journal the term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the

team members be held individually accountable for the complete content of the assignment or project. Students work through the assignment until all group members successfully understand and complete it (Kagan, 1994).

Moreover, the researcher conducted an experimental study to help students find a way to improve their speaking ability in describing material through some games, those games were called Hidden Picture game and Noughts Crosses games.

Hidden picture is a kind of game where one of students in each group is demanded to guess what the picture about with giving any kind of clue from other students. The writer gets the inspiration of this game from many experts. Both of them are Rizki and a book of Gerlach. Furthermore, Rizki (2013) stated one of the most appropriate ways to develop students' understanding in speaking English is picture. He believes that the provision of pictures game as a medium of education can affect the control word. Moreover he said, that picture games gives English words so it will be easier to memorize vocabulary and controlled students. Furthermore, Gerlach (2008) in his books stated that the functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking. In other word, he also explained that many kind of games can be combined with picture and one of them is called as guessing picture technique, where the students are demanded to guess what the picture about with giving some clues, orally. By using guessing pictures teacher can encourage the students to make them capable create many kind of new vocabulary, to prevent misunderstanding between students' and teachers' perception. Gerlach also mentioned the benefits of using pictures as teaching and

learning media, they are: (1) pictures provide common for an entire group of students, (2) can help prevent misunderstanding, (3) pictures can help the students to focus on their attention, (4) pictures are all right for beginner and young learner, (5) pictures can create a learning interaction.

Additionally, Noughts Crosses game is a board game that can be played using the board or paper by drawing nine box frames. Each box is written different words or categories. Each player has to make sentences or questions with the words. If they get them right they can put symbol (O or X) on the square.

Puzzle It (2010), stated that Noughts Crosses is game that has been played in the United Kingdom for several centuries; even precise history seems to unknown. The game has become known as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However, not a single nought or cross has been found to confirm the link. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules.

Moreover, based on the previous researches that the writer has found, such as; Urrutia (2010), Kayi (2005) Fung, (2016), Demouy, (2010) most of them only conducted one technique in their experiment study. One class which was considered as experiment, was using a game to measure the students' excitement and enthusiasm. Beside of that, other class which was considered as control group was using a conventional method to teach English material. However, this study is

about comparing two interesting techniques. The techniques were called as Hidden Picture and Noughts Crosses games.

## **1.2 Reasons for Choosing the Topic**

In this study, the writer chooses the topic the use of Hidden Picture game for improving EFL students' speaking ability in eleventh grade students of SMA N 2 Batang of academic year 2016 / 2017, as following reasons :

- 1) Speaking skills are essential for the successful future career of a student, in competitive world, speaking skill in education are the most sought after another skills.
- 2) Rizki (2013) stated based on his journal, nowadays most of students are lack of interest in learning speaking English. They do not feel attracted and motivated in English since the teaching and learning process is less of communicative strategy. They need to be engaged in practicing real communication. This is one of the reasons why the students need an interesting technique to increase their attraction especially in speaking.
- 3) According to the observation that researcher has done at SMA N 2 Batang especially in eleventh grade, the students had difficulties in speaking. Because of that, the researcher wants to improve students' ability in speaking with Hidden Picture game and Noughts Crosses game.
- 4) Hidden Picture and Noughts Crosses games have not been used by English teacher of SMA N 2 Batang yet.
- 5) By using Hidden Picture and Noughts Crosses games which focus on the game itself, the students are able to communicate fluency. Maharani (2013) stated the

combination between game, pictures and sentences can help a lot of the students to memorize word per word and make sure that their sentences related to the describing people can be produced well.

### **1.3 Statements of the Problems**

Based on the background of the study above, this study is intended to answer the following questions:

- 1) How is the use of Hidden Picture and Nought Crosses games in teaching descriptive text at the eleventh grade of SMA N 2 Batang in the academic year of 2016/2017?
- 2) How does the use of Hidden Picture and Noughts Crosses games affect the students' score of speaking ability in describing people?

### **1.4 Objectives of the Study**

The objectives of the study are:

- 1) to describe the use of Hidden Picture and Noughts Crosses games in teaching descriptive text at the eleventh grade of SMA N 2 Batang in the academic year of 2016/2017
- 2) to know whether the use of Hidden Picture and Noughts Crosses games affect the students' score of speaking ability in describing people.

### **1.5 Significance of the Study**

By conducting this study, it is expected to obtain the following benefits.

- 1) For the teachers

The result of this study is expected to give a brief overview to the teacher on the importance of varying teaching media related to teaching descriptive material in order to make students enjoyable on understanding the material given.

## 2) For the students

Hidden Picture and Noughts Crosses game as the media in teaching descriptive material that can motivate students to learn more because they understand the learning material easily by the media provided. As a consequence, the students will get better achievement especially in speaking aspect.

## 3) For other researcher

This study is an output of the knowledge gotten by the researcher in the college. It is one of the outputs that may be used to face the education problem that is related to teach descriptive material.

Theoretically, the researcher hopes that this study to be one of the guidance to build an effective teaching learning process, especially for speaking class.

### **1.6 Scope of the Study**

The researcher conducted the research for this study to the eleventh grade students of SMA N 2 Batang in the academic year 2016/2017. In this research, the researcher observed about the use of Hidden Picture and Noughts Crosses games as the medium in improving students' speaking ability.

### **1.7 Outline of the Study**

This final project consists of five chapters which can be defined as follows:

Chapter the researcher presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of problem, objectives of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature consists of the previous studies, theoretical review and theoretical framework.

Chapter III presents the methods of investigation. It consists of research design, experimental design, time and setting, population and sample, variables, instruments of collecting data, procedure of collecting data, procedure analyzing data, and method of collecting data.

Chapter IV presents result of try-out test, analysis of pre-test, analysis of post-test, the result of pre-test and post-test, significance difference of two tests, discussion of students' mastery level..

Chapter V consists of conclusions and suggestions.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is divided into (1) review of previous studies, (2) review of relevant concepts, including the definition of speaking, teaching speaking, the characteristic of EFL students, the descriptive text concept, cooperative learning concept, Hidden Picture and Noughts Crosses game, and (3) theoretical framework.

#### **2.1 Review of Previous Studies**

For many researchers, using media as an aid in teaching and learning process is not a new topic, it is even chosen as an interesting topic. Therefore, there are some studies from the international journal that have been conducted by some researchers which the goal of the research is the same as the researcher did. The researcher chooses some of international journal which are closed to the writer's final project as references.

Urrutia (2010) conducted a study about improving students' skill through many games, one of them is picture games. The project was implemented with tenth grade students of a public school located in the Usme Zone in Bogotá. They decided to develop this action research project because they were concerned about their students' difficulties when attempting to speak English. To develop their project they used card picture, the teacher's journal and questionnaires answered by the students. The results showed that students felt better, free and confident when they participated in oral tasks, particularly during games. They saw collaboration, solidarity and interaction among them.



Kayi (2005) stated that considering board game activity as the major technique can make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Zainatuddar (2015) explained that the aimed of this study is to find out if there are any significant differences in achievement between the students who are taught speaking by using the Picture Series Technique (PST) and those who are taught by using the conventional method. This showed that the students who were taught speaking skills by using PST got better results in speaking than those who were not. Furthermore, the students were seen to be more active and creative in expressing their ideas, and more confident in speaking.

Fung (2016) stated about the effectiveness of “What You Say” as the representation of board game on speaking ability toward ESL learner. The board game “What Say You” employed during the treatment was a speaking activity which required players to speak on a topic within a given time frame. The experimental group played the board games over six sessions. The results from the experimental and control groups showed significant difference in the pre- and post-treatment speaking test scores. However, the speaking performance of the experimental group revealed significantly higher scores. Students who were initially hesitant and passive were more willing to speak and were able to present and justify their ideas more confidently as compared to the control group after the treatment. The findings reveal that the board game is a useful tool to engage learners’ participation in class and to enhance the speaking ability of low-proficiency ESL learners.

Demouy (2010) conducted a journal to investigate students’ experiences when using their own portable devices for additional speaking practice within a

course. Experience data were collected via weekly online questionnaires, recorded oral feedback and email. The use of iPods and MP3 players was quickly adopted by project participants; but whilst the challenge and the authentic aspect of doing activities on the phone appealed to some learners, he concluded that other learners will need to be helped towards to recognize the specific value of this type of practice as a stepping stone towards authentic communication.

Zhu (2012) stated that the communicative language teaching approach using games, which is communicative in essence, are often considered effective in developing students' communicative ability. In order to help English teachers put the communicative language teaching approach into practice, this paper, on the basis of pointing out the weaknesses of the traditional English teaching method, discusses what the communicative language teaching approach is, states the value and importance of using games in English teaching class, introduces eight types of games that could be used in class, and presents some suggestions when using the games.

Prank (2014) stated that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in speaking learning. Therefore, teachers have to try to motivate the students to speak by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improved the quality of students' communicative competence.

Karsono, (2014) conducted a study where the objectives of this study were to know the speaking ability of the grade eight at students after using pictures, and to know the student's participation. The procedures that he conducted such as : planning, acting, observing and reflecting. The result showed

that the use of pictures had succeeded, to some extent, to improve student's speaking ability and students' participation. The student's speaking ability improved as it showed that the number of students which were classified as good and very good' improved from 6, 4% in preliminary study to 83, 9% in cycle the researcher and became 100% in cycle 2.

Besides of those journal studies above, the researcher also chooses some studies from the final projects and thesis which discuss about the use of picture or boarding game in speaking comprehension.

Maharani (2013) in her final project conducted research about experimental research. This study has three main points of the background. Those are that the students are low in their mastery of simple past tense, in their mastery of past forms of the verbs, and in their motivation of learning the language. There are three objectives in this study. The first is to describe the students' mastery of simple past tense, the second is to explain the use of Tic Tac Toe game as the strategy in teaching learning process, and the last is to describe the effectiveness of Tic Tac Toe game in mastering simple past tense. The result of this research can be seen in the following data: the mean score of pre-test of the experimental group is 66.17 while that of the control group is 56. Thus, the difference between the two means is 10.17. In post-test, the mean score of experimental group is 80.67 and the control group is 69.67. The difference between two means is 10.33. The different score of pre-test and post-test in experimental group is 14.5, meanwhile the different score of pre-test and post-test in control group is 13.67. In analyzing the data, the writer used t-test formula. However, before applying the formula, the writer checked if the data is normal by using normality test. The result showed that the data is normal. After the calculation in t-value

measurement, the result showed that the score is 2.745. Based on the result above, it can be concluded that teaching simple past tense using Tic Tac Toe game resulted in a better learning achievement. The t-value of post-test is higher than the critical value, which means that the Tic Tac Toe game is effective enough as a learning strategy to be used in improving students' mastery of simple past tense.

Wulandhari (2011), stated that the aimed of her research is improving students' speaking ability through snake and ladder game. The research followed the principles of the experimental research procedures. This researcher tried to find the actual problems in the field and tried to solve collaboratively. The researcher worked together with other research team members, such as English teacher and the students of class XI IS 2 in SMA N 1 Kasihan. The research process consisted of identifying the field problem, selecting the field problem, and conducting objective analysis. The data were collected through observing the English Teaching Learning process. The data in the form of scores were also collected by conducting the pre – test and post – test activity. The researcher and other research team members found three problems which were feasible to solve. The problems were the lack of facilities in presenting the materials, the lack of input activities in speaking and the lack of media to motivate the students in speaking. The actions to solve the problem were using Power Point program through a viewer to present the material, applying listening activity in speaking lesson and using pictures to help the students to speak. Those actions gave positive results. Firstly, the students were more motivated and more interested in involving the English lesson. Secondly, the students' fluency, pronunciation, accuracy and vocabulary were increasing. Thirdly, it was easier for the students to

perform speaking by using pictures. The students' average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability.

Asfa (2010) conducted a research with the background of this study was an effort to know which technique is suitable to use in teaching speaking. Moreover, this study focused on the describing picture as technique method to improve students' speaking skill in descriptive text of the eight grade students of SMP H. Isriati Semarang in the academic year 2010 / 2011. The objective of the study was to know the effectiveness of using describing picture to improve students' speaking skill. The population of this study was the eight grade students of SMP H. Isriati Semarang. The research methodology was an experimental research. The writer gave speaking test to collect the data. The test had been tried to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. After the data had been collected by using test, it was found that t-test was (4.348), whereas the t-table was (2.01) for  $\alpha = 5\%$ . The t-test score was higher than the t-table ( $4.348 > 2.01$ ). It was meant that  $H_a$  (alternative hypotheses) was accepted while  $H_o$  (null hypotheses) was rejected. Since t-test score was higher than the t-table, describing picture was effective technique method in improving students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang.

Pertiwi (2010) conducted a research about using game in improving students' speaking ability.. She concluded that the difference between the means of both groups was statistically significant. Therefore, she rejected the null hypothesis, "There is no significant difference in achievement between students

who were by using board game and those who were taught without board game.” In other words, using board game in developing students’ mastery of speaking is more effective than without using board game. Pertiwi’s research improved the students’ mastery of speaking. She used board game as a technique in her teaching learning process. The game was effective to improve the students’ mastery of simple present tense. Pertiwi’s research has a relationship with my research because it has a similarity in topic about teaching speaking with a game as a technique.

Manalu (2006) stated that the research aims at improving students’ achievement in oral descriptive text using video by conducting a classroom action research (CAR). The subjects were Grade X, students of State Senior High School (Sekolah Menengah Atas Negeri: SMAN)17 Medan, the total number of the students was 39 students. The research was carried out in two cycles with three meetings in each cycle. There were two kinds of data collected during the research, quantitative and qualitative data. The instruments for collecting the quantitative data were spoken tests, while for qualitative data, gathered through observation sheet, interview, questionnaire, and diary notes. Based on the data analyses, the mean of the students’ score in the orientation test was 53.9, in Cycle I was 65.09, and in Cycle II was 75.34. Based on the mean scores, it can be concluded that the students’ speaking achievement in oral descriptive text by using video showed a significant improvement from 53.9 to 75.34. Therefore, it is suggested that teachers should try to use varieties of presentations in uplifting the students’ achievement in speaking.

Based on the above review, all of them use their own creativity in improving students’ speaking ability through descriptive text to make the students

understand the material easily whether it uses technique, tool or media. Using one of them is able to make students enjoy the teaching learning process and understand the material well and easily. That is why, those previous studies inspiring the writer to create another technique, they are Hidden Picture game and Noughts Crosses game. It is because those games are suitable to be considered as media to improve students' speaking ability. Rahmat (2011) stated that the combination between picture, board game, and any other fun techniques are able to trigger the students' interest much better than the conventional method.

Moreover, based on the previous researches the found, such as; (Urrutia, 2010), (Kayi, 2005), (Zainatuddar, 2015), (Fung, 2016), (Demouy, 2010), (Zhu, 2012), (Prank, 2014), (Karsono, 2014), (Maharani, 2013), (Whulandari, 2011), (Asfa, 2010), (Pertiwi, 2010), and (Ratri, 2006) most of them only conducted one technique in their experiment study. One class which was considered as experiment, was using a game to measure the students' excitement and enthusiasm. Beside of that, other class was considered as control group was using a conventional method to teach English material. Moreover, they only applied Normality and Homogeneity in pre -test result, unfortunately they did not measure the Normality and Homogeneity in post-test. In result, their measurement about students' similar capability of both classes was not accurate.

However, this study is about comparing two interesting techniques focused on teaching speaking. These techniques which were called as Hidden Picture and Noughts Crosses games were applied not only in experiment group, but also in control group. Later, to make sure that both classes have the same capability, the researcher used Homogeneity and Normality techniques. In addition, to strengthen

the assumption that both classes were in the same capability during the test, the researcher applied Normality and Homogeneity not only in pre – test but also post – test, which is different with previous researchers. In conclusion, the researcher wants to know whether or not comparing two techniques are able to be considered as the treatment to improve students' speaking ability in describing people and also to make it as a prove that one treatment is more effective for teaching speaking than others. Furthermore, excitement and enthusiasm that are resulted in Hidden Picture and Noughts and Crosses game can drive lesson content and lesson delivery at the same time.

## **2.2 Review of Relevant Concepts**

Review of theoretical study consists of some references and theories that support this study including the definition of speaking, teaching speaking, the characteristic of EFL students, the descriptive text concept, cooperative learning concept, Hidden Picture and Noughts Crosses games.

### **2.2.1 The Definition of Speaking**

Because this research is related to speaking skill, it is important to know what is meant by speaking. Speaking is an interactive process of constructing meaning that involves producing or receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, and the physical environment. Furthermore, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary, but also they could be understood when, why, and in what ways to produce language. Based on the Competence Based Curriculum speaking is one of



the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). In fact, speaking is the productive skill. It could not be separated from listening. When we speak we produce the voice and it should be meaningful. According to Risnaedi (1991) in his journal entitled, “Developing Students’ Speaking Ability”, speaking is described as the activity to express oneself in the situation or activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Beside of that, Tarigan (1990 : 8) described that “*Berbicara adalah cara untuk berkomunikasi yang mempengaruhi hidup kita sehari –hari*”. It means that speaking as the way of communication influences our individual live story. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process we can call it as an interaction between two sides.

### **2.2.2 Teaching Speaking**

Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown, 2000:7). As stated before that speaking skill is the basic of learning English, so that we can not ignore the greatest pattern of it. Brown (2017) mentioned that teaching speaking can follow the usual pattern of *preparation, presentation, practice, evaluation, and extension*. The teacher can use the *preparation* step to establish the context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted. *In presentation*, the teacher can provide learners with a

preproduction model that further learners comprehension and helps them become more attentive observers of language use. *Practice* involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. *Evaluation* involves directing attention to the skill being examined and asking learners to monitor and assesses their own progress. Finally, *extension* consists of activity that asked learners to use their strategies or skill in the different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones.

Although dialogues and conversation are the most obvious and most often used in speaking activities in language classroom, a teacher can select activities from a variety of tasks. Brown (1994) listed five possible task categories, such as Imitative, Intensive, responsive, transactional, and interpersonal. *Imitative drills* in which the learners simply repeat a phrase or structure (e.g “Excuse me or can you help me?”) for clarify and accuracy. *Intensive drills* or repetition is a specific phonological or grammatical points such as minimal pairs or repetition of a series of imperative sentences. *Responsive* short replies to teacher or learners` questions, such as series of answer to yes / no question. *Transactional dialogues* is conducted for the purpose of information exchange, such as information – gathering interview, role plays, or debate. *Interpersonal* is the part of categories to establish or maintain social relationship, such as personal interview or casual conversation role plays.

These tasks are not sequential. Each can be used independently or they can be integrated one another. For example, if learners are not using appropriate sentence intonations when participating in a transactional activity, the teacher might decide to follow up with a brief imitative lesson targeting this feature.

When presenting tasks, teacher should tell the learners about the language function to be produced in the task and the real context. They should give opportunities for interactive and practice to build upon previous instruction (Burns & Joyce 1997). Teacher should also be careful not to overload a speaking learning with other new material such as numerous vocabulary or grammatical structure because it can distract learners from the primary speaking goals of the lesson.

### *2.2.3 The Characteristic of EFL students*

Exley (2005) stated in his paper that five Australian teachers suggested the learner's characteristics of 'Asian' English as Foreign Language (EFL) secondary school and college students. In their semi-structured interview accounts, Exley suggested that one group of 'Asian' EFL students, Indonesian students, exhibited two opposing sets of learner characteristics. The students are described as 'typically passive, shy and/or quiet learners. Later, Ballard & Clanchy (1984) in their journal concluded that Indonesian habits are more passive, compliant and unreflective learner characteristic. Beh (1997) conducted a research and made a conclusion that eighty-five percent of students English spoken and written proficiency is less than good. Related to the condition of speaking skill, Lewis (1996) in his journal interviewed based study with 320 Indonesian students focusing in high school level. He made a conclusion the following nominations: speaking English with foreigner (65 per cent), learning in pairs and group (57.6 per cent), watching English language television programs (50 per cent), listening to tapes (49.2 per cent), putting words into sentences (48.4 per cent), paraphrasing (47.6 per cent), reading English newspapers (45.5 per cent), studying grammar (43.5 per cent), and learning functions (42.2 per cent). Lewis said, from the most

part, the students are silent, occasionally completing pronunciation drilling or answering comprehension question on the reading or grammar exercises.

#### **2.2.4 The Descriptive Text Concept**

*"Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc (Mukarto, 2007:140)".* From his statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have a two main parts such as identification and description that is called generic structure.

#### **Generic Structure in Descriptive text**

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as :

- **Identification** : Contains the identification of terms or preliminary / the general describe of someone or things of the topic.
- **Description** : Contains of the explained, describe of things and someone that more detail from the identification that has general describe.

#### **MacQuarie University**

**Identification** Macquarie University is one of the largest universities in Australia.

This year, in 2004, it celebrates its 40<sup>th</sup> anniversary.

**Description** The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university. Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enriches the university's most attractive natural features. A pleasing balance between buildings and planting is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleaurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass amphitheatre, and artificial lake... surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years' time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

To make descriptive text, we have to determine the topic descriptive text then you make general describe of descriptive text. The general describe that will be make detail description.

### Characteristic of Descriptive text

There are some characteristics of descriptive text to know whether the descriptive text or not, such as :

- Focusing on descriptive text such as the describe someone, place, animal, plant and things.
- Using simple present tense
- In the text title using the detail noun phrase such as the explain about phone, hence the title of which is use not only mobile phones, but use the title samsung galaxy E5 SM-E500F.
- Having an adjective as a noun explanations.
- Text is trying to describe things so the reader know its shape as through they are looking at what is described in the text.
- Writing explanation from general to specific.

Descriptive text is one of the type in writing method that have a good writing which suitable with novel, story, describe someone, describe place or other. we hope this article can be useful to the reader.

#### 2.2.5 Cooperative Learning Concept

Shlomo (1999) stated in his book, in general, there are five essential elements of Cooperative Learning (1) Positive Interdependence, (2) Face- to-face promotive interaction, (3) Individual accountability, (4) Social skills, (5) group processing. *Positive interdependence* is the perception that you are linked with others in such a way that you cannot succeed unless they do (and vice versa), that is, their work benefits you and your work benefits them. It happens when each group member

feels that they are responsible to their friends and so their friends (the other group members). This element is the main idea in cooperative learning. It makes students to maximize the learning of every member. *Face-to-face promotive interaction*, this element means that in cooperative learning, the students are led and promoted to interact with their group members, to help, to support, to encourage and to praise each other. *Individual accountability*, this individual accountability occurs when the performance of each individual student is assessed and the results are given back to the group and the individual. It is in line with Richard and Rogers statement that “individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.” *Social skills*, social skills determine the way students interact with other as team mates. It means that cooperative learning teaches students to have interpersonal and small-group skills. *Group processing*, group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship is such evaluation that every group should do in order to have a better understanding in the next session. In short, the students should assess how to work effectively

### **2.2.6 Hidden Picture and Noughts Crosses Games**

Games are communicative in essence, and so using game in English teaching and learning can well realize the fundamental idea of the communicative language teaching approach (Zhu, 2012:802). It means that using games in English class can get students relaxed and enjoying using the language.

Moreover, the main purpose of using games in English classes is to practise students' different skills, especially their communicative ability. From the statement above, here, the researcher is going to conduct this study using Hidden Picture and Noughts Crosses games.

#### **2.2.6.1 Hidden Picture**

Maharani (2013) explained, picture paints a thousand words, it is true, and pictures are the great way to improve the English skill, especially if they are visual learner. So, using picture to learn grammar or even vocabulary to make better the ability to speak, is one of the most suitable way. In addition, picture is not always about looking, but the students are able to discuss the meaning of them, see if they can describe what is happening in them, and named everything in them.

Karsono (2014) stated that using picture in the process of English teaching and learning is very useful. It is because most people are visual oriented. He explained that people learn about 10 percent from listening, but over 80 percent from what they see. More importantly, people are said to remember only about 20 percent of what they hear, but over 50 percent of what they see. Azhari (2010) conducted an action research in SMP N 19 Malang. He proved that the students' speaking skill had made an improvement after implementing the pictures as instructional media in classroom. Based on the research above, the writer considers pictures as the appropriate media to improve students' speaking ability.

Rizki (2013) stated in his journal, one of the most appropriate way to develop students' understanding in speaking English is picture. He believes that the provision of pictures game as a medium of education can affect the control



word. Moreover he said, that picture gives English words so it will be easier to memorize vocabulary and controlled students. Furthermore, Gerlach (2008) in his books stated that the functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking. In other word, he also explained that many kind of games can be combined with picture and one of them is called as guessing picture technique, where the students are demanded to guess what the meaning of picture with giving some clue, orally. By using pictures, teacher can encourage the students to make them capable create many kind of new vocabularies, so it prevents misunderstanding between students' and teachers' perception. From the Gerlach's explanation, we can say that his technique of English teaching looks similar with Hidden Picture game which is applied by the writer.

The Hidden Picture is a game to encourage students' skill to have a capability in guessing picture according to the characteristic that is given by others.

Instruction:

Each student creates a group consists of 4 until 5 members. But, before the activity is continued, the writer takes a picture and starts to describe her or his characteristic. For example " She has pointed nose, her hair is short- curly hair, she can sing and dance on the stage amazingly, her motto is go international, she is Agnes Mo." After giving much introduction and characteristic for each picture, the writer asks for each student to memorize what they have heard and watched in the previous activity. Then, the writer asks one student from each group to come forward and shows the pictures to other member without giving know to the represent. The represents have to guess what the picture about.

Whereas another group members have to give the estimate characteristic without showing out the content directly. Finally, the group who has high score than other, announced as the winner.

#### ***2.2.6.2 Noughts Crosses Game***

In one side the writer will use Hidden Picture game as a treatment in experiment group, in other side the writer will use Noughts Crosses game as the part of boarding game, in control group. Lahey (2010) wrote that board games are educational tools in disguise. Young people can learn how to planning and strategizing which are more important for gauging a child intelligence than IQ number. In fact, this game is also demand the students to be able to speak fluency, but the way to convert the material is a bit different from experiment group treatment because this game is combined with the kind of board game, Noughts and Crosses. Maharani (2013) stated in her final project that the result of her giving treatment which focus on boarding game (Tic Tac Toe game) getting increase significantly rather than before giving any kind of treatment. It could be seen from the percentage of students understanding it showed from 34,67 % become 88,17%. Although no books or websites told a lot about the history of Noughts Crosses games, yet Puzzle It (2010) which is kind of central game website, tried to state that Noughts Crosses is game that has been played in the United Kingdom for several centuries; even precise history seems to unknown. The game has become known as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into

surfaces all over the ancient Roman Empire. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules.

Noughts Crosses game is a board game that can be played using the board or paper by drawing nine box frames. Each box contains a different picture of people.

Instruction :

Students have to create 3 groups. Unfortunately, before the activity is continued, the writer takes a picture and starts to describe her or his characteristic. For example “She has pointed nose, her hair is short- curly hair, she can sing and dance on the stage amazingly, her motto is go international, she is Agnes Mo.” Then, the researcher puts nine or twelve boxes where behind of each box contained with the picture of people. Each group has to give one of their members to come forward. Then, the represent of each group has to guess what the picture about with getting clue from her or his members. The group who has much score than other, announced as the winner.

Noughts Crosses is a simple game and uses simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. This game can be made more complex by increasing the size of the board. For instance, Noughts Crosses played by players uses 3 x 3 grids. Each player tries to get three in a row. For 4 x 4 grids, each player tries to get four in a row. It also can be played on large grids, such as 10 x 10 grids or even 20 x 20 grids.

Above all, because this research is related to speaking skill, it is important to know what is meant by speaking. Speaking is an interactive process of constructing meaning that involves producing or receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking requires that learners not only know how to produce specific points of language such as : grammar, pronunciation, or vocabulary, but also they could understand when, why, and in what ways to produce language. Although speaking has variety of benefits and meaning, to be a good teacher we could not ignore about the real condition of our EFL students especially in Indonesia. Exley (2005) stated in his paper that one group of Indonesian students, exhibited two opposing sets of learner characteristics. The students are described as 'typically passive, shy and/or quiet learners. Beh (1997) conducted a research and made a conclusion that eighty-five percent of students English spoken and written proficiency is less than good.

After understanding the typically of Indonesian students, later the teachers have to know about the way to improve the students' motivation and ability in speaking, In other words, the teachers are demanded to create the most suitable media in approaching learning activity when they were teaching. Literally, teaching is guiding, facilitating learners, enabling the learners to learn, and setting the condition for learning (Brown, 2007) As stated before that teachers have to know about the suitable media, so that they can not ignore the greatest pattern of them. That is why, here the researcher try to improve it with combining the descriptive material with two interesting techniques which were called Hidden Picture and Noughts Crosses games.

Mukarto (2007) stated that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are

identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc. Beside of that Hidden Picture is a game to encourage students' skill to have a capability in guessing picture according to the characteristic that is given by others, whereas Noughts Crosses game is a board game that can be played using the board or paper by drawing nine box frames. The games were chosen to encourage the students intersert in capability because it was inspired by the theory of Prank (2014) stated that game is used for giving intense and passionate involment in learning communication to the students so that they can feel enjoyment and pleasure in speaking learning, in result their speaking ability could be improve significantly.

Furthemore, to support the implementation of those games, here the researcher used Cooperative learning concept. Shlomo (1999) stated that cooperative learning is the perception that you are linked with others in such a way that you cannot succeed unless they do (and vice versa), that is, their work benefits you and your work benefits them. It means, Cooperative learning happens when each group member feels that they are responsible to their friends and so their friends (the other group members). This element is the main idea in cooperative learning. In result, students can maximize the learning of every member.

### **2.3 Theoretical Framework**

This study is designed from the theory of Kayi. Moreover, Kayi (2005) stated that considering boarding game activitiy as the major technique can make students more active in the learning process and at the same time make their

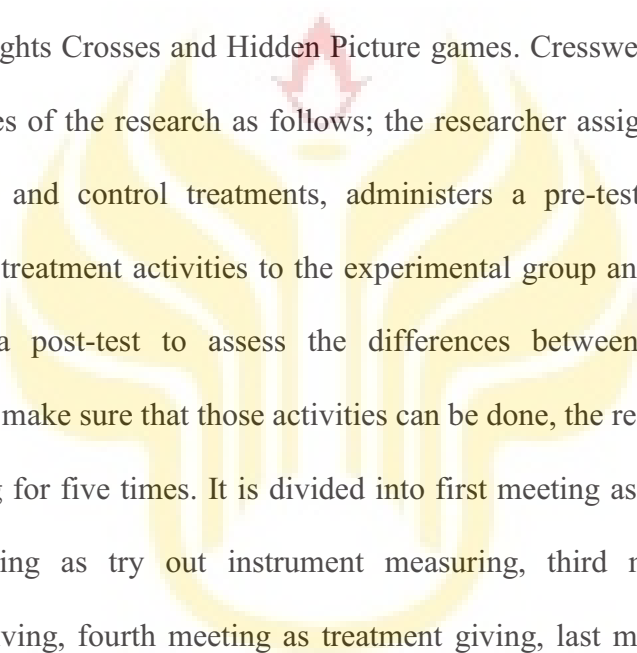
learning more meaningful and fun for them. In other words, children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it. Kayi also expect to be able to do the same in English, focus in speaking comprehension. Beside of that, speaking learning activity must be done on fun situation that make the students feel enjoy to learn it. That is why, from the Kayi`s expect, with the using of boarding game, the condition of the learning process class will be good, enjoy, fun, full of spirits, etc. In result, an attractive activity will make the brains of the students are processed and make the acquisition of them run effectively.

In addition, the reseracher also applies a cooperative learning as a media to combine the tratments research. It is inspired from the theory of Kagan and High (2002) who stated that in classroom students for whom English is a second language learn both English and academic content far more quickly and far more thoroughly than when traditional instructional strategies are used. Rather than planning cooperative lessons, the researcher makes cooperative learning part of any lesson by including structures.

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills. The researcher tried to use games as the treatment, they are Noughts Crosses game and Hidden Picture game to teach speaking. Using games in teaching speaking provides some activities that encourages and supportes the students to speak and to express their ideas. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions. By implementing the treatment, the researcher wants to

know which more effective technique between Noughts Crosses and Hidden Picture games. The researcher would give the students activities that encourage and support them to speak in order to make them able to speak English in describing people

Moreover, in conducting this study the researcher uses experimental research. The objective of this research is to find out whether there is an improvement after receiving the treatments and the more effective technique between Noughts Crosses and Hidden Picture games. Cresswell (2008) explained the procedures of the research as follows; the researcher assigns intact groups of experimental and control treatments, administers a pre-test for both groups, conducts the treatment activities to the experimental group and control, and then administers a post-test to assess the differences between the two groups. Therefore, to make sure that those activities can be done, the researcher will take a class meeting for five times. It is divided into first meeting as class introduction, second meeting as try out instrument measuring, third meeting as pretest instrument giving, fourth meeting as treatment giving, last meeting as post test. Below is a figure showing the procedure of the reasearch.



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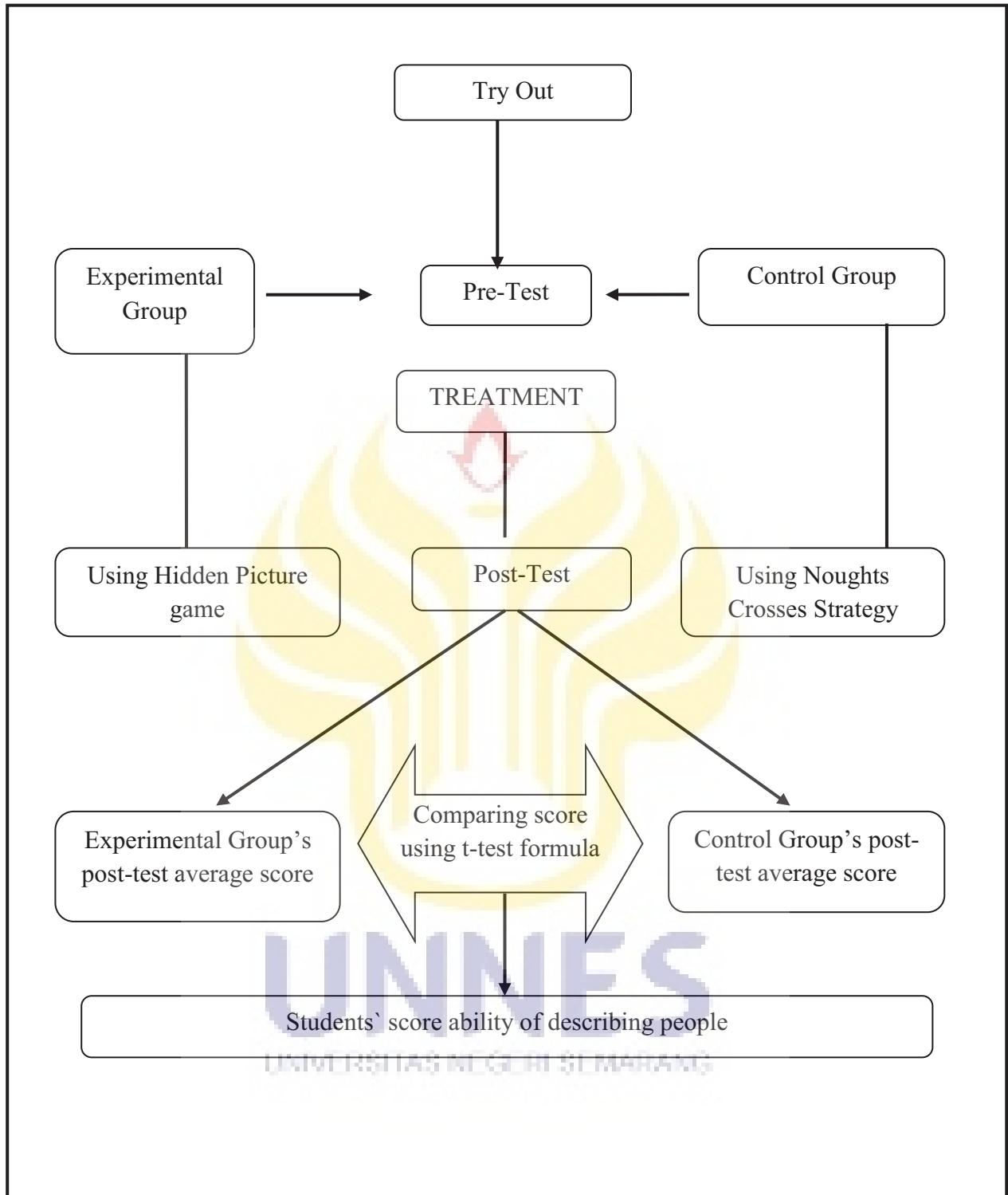


Figure 2.1 Procedure of Research



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The last chapter presents conclusions and suggestions. The conclusions are based on the results and discussion in chapter IV.

#### 1.1 Conclusions

Learning activity in the SMA N 2 Batang especially in descriptive material, usually used the conventional technique, such as: teacher explanation, drilling method, or book guidance. In result, the students` ability only stuck in the track or even getting worst. It was proved by their low score in examination and capability in identifying especially in descriptive material. Moreover, talking about students` mastery in speaking comprehension, some problems were faced by the students when converting some sentences to describe each picture. It could be proved when the researcher took a pre-test to measure their beginning capability, most of the students` speaking comprehension were poor. Beside of that, the researcher also realized that the students could not use correct grammar properly. In other words, they could not differentiate the implementation between present tense and past tense correctly. To minimize students` mistakes, the researcher used other techniques to make their speaking comprehension be much better. Hidden Picture and Noughts Crosses games can improve students` speaking ability in describing people. Although the most effective of the treatment in this research is Hidden Picture, but at least, the students` speaking score of both classes, has improved significantly. Beside of that, the students also got more interest and easier when they were forced to speak, which could be seen from their fast respond, high

enthusiasm, and giving much attention during the class. In fact, Hidden Picture and Noughts Crosses games forcing the students to be able to speak in the fun way without under pressure.

Talking about the result instrument of data calculation, statistically, the researcher conducted try out test toward try-out group with 38 students. Later, after conducting the try –out test, the researcher determined the reliability of each instrument and getting five valid items from the experts judgment, which were applied in pre -test and post- test. After collecting the five valid item number, the researcher conducting the pre test toward experiment and control group, with each group contained 34 students. In experiment group, the researcher applied Hidden Picture and in the control group using Noughts Crosses. Unfortunately, the score of pre-test for the experimental group and for the control group was dissatisfied, it because most of their scores belong to the sufficient and insufficient level. Surprisingly, after getting the experiment, the mean score of both classes increased significantly. But the mean of the experimental group score was higher than the control group. It means, the Hidden Picture technique was more effective than Noughts Crosses. Beside of that, talking about the significance of both techniques, there was a significant difference of students' ability in describing people between those who were taught using Hidden Picture game and those who were taught using Noughts Crosses game for the eleventh grade of SMA N 2 Batang. The significant difference is known by using t-test measurement which obtained 3.007 and 3,010, for probability = 5 % with  $df = 65$ ,  $t\text{-table} = 1,69$ . In other word, the t-value is higher than t-table. Since the t-test measurement is higher than t-table, it was found that the experimental group's ability was better than the control group. The researcher make a conclusion that the hypotheses ( $H_a$ )

which is called: “There is a significance difference on the average of students’ learning especially between experiment class which used Hidden Picture game and control class which used Noughts Crosses game” is totally accepted.

## **1.2 Suggestions**

Based on the result of the study, the researcher gives some suggestions which are presented as effort to improve the students’ speaking ability in describing people. The researcher suggests that the teachers should use games such as Hidden Picture and Noughts Crosses games in order to make the students enjoy and more interested in descriptive material. In addition, it also can help the teacher to encourage the students to speak with any kind of adjective clause as much as they can.

The population of this study was limited to the XI year students of SMA N 2 Batang in the academic year of 2016/2017. It is suggested that it should be conducted at other institutions as well to see how Hidden Picture and Noughts Crosses games could be applied effectively in improving students’ speaking ability in describing people or another aspect of English language.

Although Hidden Picture and Noughts Crosses games succeed in improving the students’ speaking ability in describing people, but, it is expected for the teachers to create more lively, fun and joyful games as a way of solving problems appearing in the English teaching.

## **1.3 The Limitation of the Study**

In this sub chapter, the researcher explained about the limitation of this reserach focus on the weaknesses.

Every methods have benefits and also weaknesses, surprisingly it also happened toward the using of Hidden Picture and Noughts Crosses games. Where those weaknesses such as, the teachers needed a lot of times to explain the procedure of the games, they were difficult to be organized when did the games. It because the class was divided into many groups and it made the teacher found some difficulties to arrange the students and became a judge whether the students' answers were right. Beside of that, the scoring technique was pure from the teachers' decision. One teacher and other teacher have the different statement while scoring one student. Later, most of the students agree that speaking belongs to the most difficult comprehension. However, while conducting the games the students were forced to speak directly. In fact, not every students have a brave and able to speak when the teacher asked the students directly.

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