

## THE EFFECTIVENESS OF USING PICTURE – GUESSING GAME IN WRITING SKILLS

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**Abstract:** Most of students feel bored in learning to write, one of the reasons is because the teaching and learning process still uses the teacher centered method. Thus, with the decline in learning achievement in writing, it seems that writing is difficult and boring. Therefore, the researcher used the picture guessing game media as a solution to the problem. The puposes in this study are to know the students' before and after being taught using picture guessing game and to know the significant effect of using picture guessing games on students' writing skills at class 7D MTs Salafiyah Syafiyah. The findings in this study are The student's score before being taught picture guessing game is still low and is included in the Enough score qualification. Then, the posttest scores of students after being taught the picture guessing game got an increase and were included in the qualification of good scores. The data shows that sig. (2-tailed) was 0.000. It was lower than 0.05. The results of these calculations mean that there is a significant effective of students' writing skills using the picture- guessing game. Thus, it can be concluded that the picture-guessing game is effective in teaching students' writing skills. So, it is strongly recommended for the teacher to use this media in writing class.

**Keywords:** *Effectiveness, Writing skill, Picture Guessing Game*

### INTRODUCTION

One of the language skills which must be mastered by the students who are studying the English language is writing skill. in Indonesia, however, writing skill is also considered important, as writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. (Toba & Noor, 2019).

Writing is the main activity in-class learning process. By writing, students can communicate and present ideas from both inside and outside. Writing is one skill that is important because of the presence of a post so we can find out various things in history that we never know. According to (Huy, 2015), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions,

beliefs, feelings, arguments, explanations, theories, etc. Writing skills may not be controlled only through a theory but implemented through regular training and practice so to as produce well-structured writing. Writing skill is the last sequence in the language learning process after listening skills, speaking, and reading.

Writing is one of the most important skills in studying English because it is not only writing an academic skill, but it is also an important skill that translates into any career field. Writing is one of the essential skills that must be mastered by the student (Huy, 2015). In writing students have to express their thoughts in writing. They need to express their creative ideas so that readers can understand their writing. Written language skills are considered the most difficult and complicated to learn. Writing needs to think hard to come up with ideas, words, sentences, paragraphs and, composition.

Mastering writing skills are absolutely necessary for today's modern life, but writing skills have received less attention. Writing is a skill that can help students develop other skills. (Adas & Bakir, 2013). In this research, concentrating on student writing skills will be compatible with descriptive text focuses that basically on writing. By using picture guessing game in writing skills, students will apply their knowledge immediately to communicate with foreigners. This will make writing not only beneficial for the research's purposes but will also make writing to be interesting especially in this era.

Based on the researcher's interview with an English teacher at MTS Salafiyah Syafi'iyah Seblak, the researcher concluded that class VIID students had difficulties in generating and organizing ideas and lacked the ability to make regular paragraphs. This can be influenced by various factors, including lack of motivation to learn because learning is too monotonous, students tend to be bored and cranky. Therefore, students find it difficult to compose texts that cause low learning scores, especially in descriptive texts, because most students have limited vocabulary, causing them to face many challenges in understanding. Other factors are learning materials, facilities, and teaching strategies.

According to Kurniawati (2013), picture-guessing game is a variation of many kinds of guessing games. In this game, the picture becomes the thing to be guessed. This game required students to logically guess what the picture is based on the clues given.

Based on the description above, this research will be carried out entitled “The Effectiveness of the using picture - guessing game in the writing skills at Class VII D of MTS Salafiyah Syafi’iyah Seblak in the Academic Year of 2021/2022.

## **LITERATURE REVIEW**

Writing is one of the language skills that need to be mastered well by everyone. Writing skills are one aspect that must be mastered in language skills. in addition to three other skills, namely reading, listening, and speaking. Writing is an activity that can usefully be prepared for my work in the other skills of listening, speaking and, reading. This preparation can make it possible for words that have been used receptively to come into productive use. Writing skills are very important to master learners (Newton & Nation, 2020).

Writing is used as an idea memory or practical tool to help students practice and work with the language they have been studying. Harmer (2007). states that Writing skills will be a lot of benefits in advanced-paced life now. Writing is an activity that is important to be able to pour the contents of thoughts, ideas or opinions, ideas, and feelings. Writing is one type of language skill that is owned and used by people as a means of indirect communication. Writing is a language skill that is used to communicate indirectly.

According to Richards & Renandya (2002), is the most difficult, writing skill for a second language learner a master of putting together strings of grammatically correct sentences. Why writing skills be the most difficult, skills among other skills, it is Because Reviews These skills are not found naturally. Writing skills can be owned by a person if they receive guidance and intensive writing exercises.

Ur (1996) said, "Writing is Widely used within the foreign language courses as a convenient means for engaging with the aspect of the language other than writing itself. For example: note down new vocabulary learners copy out the grammar rules written test. to learn foreign language skills can reinforce other writing skills. This may imply that besides serving as a communication tool is not Directly writing can also play a role to Facilitate students' critical thinking, deepening the language, enriching vocabulary, and correcting grammar.

Webster (2015) states that picture guessing game is a game in which the participants compete individually or in teams in the identification of something indicated

obscurely (as in riddles or charades). Picture-guessing game is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guess. This game requires students to logically guess what the picture is based on the clues given.

Picture-guessing games are the activity to improve the teaching of English. According to Kurniawati (2013), picture-guessing game is a variation of many kinds of guessing games. In this game, the picture becomes the thing to be guessed. This game required students to logically guess what the picture is based on the clues given.

## METHOD

This research was pre experimental research. The sample that is used by researchers has provisions, there are junior high school students who study English. In this study, the researcher uses a sample of 15 students of grade 7D at MTS Salafiyah Syafi'iyah Seblak.

In collecting the data, the reseacher uses the pre-test and post-test as the main instrument. Those data that from pretest and post-test are used to know the students' writing skills by using *picture - guessing game*. In this study, the instrument will be validated first by two English education lecturers before treatment. The students' writing scores on the pretest and posttest are used as data in this research. Before the *picture-guessing game* is applied, students are given a writing pretest first. furthermore, after doing the *picture – guessing game*, students are given a posttest. In this case, the data is in the form of students' writing scores.

The research procedures in the diagram above are explained are as follows, first is identification of the problems. The problems were identified first before planning the action. In this step, the researcher identified the problems occurring in the class. The problems refer to the factors causing the students difficult to improve their writing skill. To identify the problem, the researcher observed the teaching learning process. Second is literature Review. After identifying the problems we need to study or need to read or find out from the researcher first as our reference. Third is determining the source. Determine the data source and determine the population and sample. After we get the reference, we determine the place where the writer here will conduct research at MTS Salafiyah Syafi'iyah and use purposive sampling. Fourth is determining and arranging research instrument. Instrument is a tool to collect data. There are various kinds of instruments and

used in this research is a test (Pretest and Posttest). Fifth is validating the instrument. After we make the pretest and posttest questions, it is necessary to validate each item to measure whether the item is feasible or not to be used. Sixth is collecting data Pre-test and Post-test. After the instrument is validated, in the instrument can be applied in terms of data collection, the research used the result of the pre-test and post-test as data from study. Seventh is data Processing. The next step after data collection is data processing. The result of the pre-test and post-test of student in the writing class will be calculated using descriptive statistical analysis to determine the number and average scores of the pre-test and post-test obtained by students. Furthermore, researchers need to look for normality of the pre-test and post-test. Eight is data Analysis. To determine the occurrence of a significant increase, researcher conducted an analysis using paired sample t-test. When the difference between the average pretest score and the average posttest score is significant, it can be said that the using picture guessing-game is an effective to use in learning writing. This effectiveness is achieved when the value of sig. 2 tailed is lower 0.05. All calculations using the SPPSS application. Ninth is conclusion. Conclusion are obtained based on data analysis and it can be seen whether it is in accordance with the research objective.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **1. Students' Writing Before Being Taught Using Picture Guessing Game**

Based on the results of initial observations, the researchers found several problems in students' writing skills in learning English. Students still have difficulty in correct writing skills. They consider writing as a difficult task because they cannot transfer their ideas, thoughts, and feelings in writing using English. Therefore, researchers want to apply picture guessing game media in learning. The students' pretest scores. That there are 15 students' scores from the pretest and have been carried out. There are various scores obtained by each individual student. It shows that the sum of the students' pretest score is 760, the mean is 50.67, the highest score is 55 and the lowest score is 45. It means that most of students have low writing skill.

## **2. Students' Writing Ability After Being Taught Using *Give One Get One* Strategy**

In the treatment, the researcher practiced the picture-guessing game for two meetings. At the first meeting, the researcher delivered descriptive text material while practicing Picture - Guessing Game.

At the second meeting, The teacher prepares some pictures. and Activities in the classroom in the implementation of the guessing game are as follows. The teacher instructs students to count from 1 to 4. Students make groups according to their numbers. The teacher instructs the students' picture guessing game. Each student gets a picture to describe. Students compose descriptive texts with the right, good and correct sentences. Students are given 30 minutes to describe as many pictures as possible. Students are given 30 minutes to read the results of the descriptive text in their groups.

At the next meeting, after the treatment was applied, students were given a writing posttest to determine student learning outcomes after the picture-guessing game was applied. The students' posttest scores.

That the sum score of all students are 1180. It shows that the mean of the students' posttest score is 78.67, the highest score is 90 and the lowest score is 70. The students posttest score get better result than pretest score. It means that most of students have a good writing skill after being taught writing using picture – guessing game.

## **3. The Significant Difference of the student writing skill between before and after treatment by using picture – guessing game.**

Researchers need to find the normality of the pre-test and post-test. The next step, to find out the occurrence of significant differences in mean scores, researchers conducted an analysis using the paired sample t-test. If the difference between the average pretest score and the average posttest score is significant, it can be said that the picture-guessing game is effectively used in learning to write. This effectiveness is achieved when the value of sig. 2 tails lower than 0.05

The result of 0.200. it meant that the data is above 0.05. if the data is above 0.05 then the data is said to be normally distributed. If the data is said to be normally distributed, the next step is to calculate using a paired simple t-test to determine whether is a significant difference between the pretest and post-test.

That sig. (2-tailed) was 0.000. It was lower than 0.05. then the obtained t-count (22.005) was higher than table (0.200). The results of these calculations mean that there is a significant difference between students' writing skills before and after using the picture- guessing game. Because of their results significantly different, it can be said that the picture-guessing game is effective in teaching students' writing skills.

## **Discussion**

In this study, researchers conducted research in one class, this research was carried out by giving treatment. In which at the initial meeting students were immediately given Pretest questions to determine students' abilities in writing descriptive texts, and at the second meeting students were given treatment in learning, students are taught descriptive text by using picture guessing game and at the third meeting the students were given treatment using a picture guessing game. And in the fourth meeting, students were given posttest questions to measure how well students understood writing descriptive texts during class. This was done in order to determine whether or not there was a difference in the average descriptive text learning outcomes before and after using the picture guessing game through the results of the pretest and posttest given to students which were then analyzed using SPSS 25.

Based on the results of calculations that have been carried out by researchers, it appears that the acquisition of Posttest scores is higher than the Pretest scores. Before being given treatment, the Pretest score obtained an average of 50.63.

After the pretest was done at the first meeting, then at the second meeting the posttest questions were given. The average value generated in the posttest shows a different number, the posttest average value of 78.67. The results of the posttest were shown by the t-test of the pretest and posttest scores of student learning outcomes.

The pretest and posttest t-test tests were conducted to determine whether or not there was an influence in the learning process between before and after being given treatment. The data that has been interpreted above shows that there is a significant difference between before and after the use of the picture guessing game.

According to Kurniawati (2013), picture guessing games are variations of various kinds of guessing games. In this game, the picture becomes the thing to guess. This game requires students to guess logically what the picture is based on the clues given.

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Based on the identification of initial conditions, it is known that the obstacles in the learning process for students tend to be ineffective due to the passive response of students during learning. During the learning activities, students only listen to the teacher's explanation using the lecture method so that most of the time is spent listening to the teacher's explanation, if in continuous learning, students will quickly feel bored. Students in their learning exchange opinions and answer each other making students enthusiastic and motivated. However, self-efficacy can increase academic motivation because when students have positive beliefs about their abilities, students will tend to pay attention to learning in class and try to excel and develop themselves. (Erb, S., & Drysdale, 2017) They assume that learning is an unpleasant thing and makes students lazy to work on the material in learning. Low student will to learn resulted in decreased student learning outcomes. In the use of picture guessing can improve student learning outcomes in learning about writing descriptive text, this can be seen when learning takes place students focus on paying attention to the picture guessing game brought by the teacher to learn and listen to the teacher's explanation carefully. According to (Ormrod, 2006) How much motivation affects how students focus on learning and succeed in class. if a student is highly motivated, then they are more likely to succeed academically than if they are unmotivated. and if a student is focused in class or listening to the material they will easily understand the lesson.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the findings and discussion, it can be concluded that students' writing skills in the pre-test before using the picture guessing game got an average score of 50.67. This means that the grade 7D students of Mts Salafiyah Syafiyah Seblak before being taught the picture guessing game were still low and included in the qualifying grade of Enough. Next, students' writing skills in the pre-test before using the picture guessing game got an average score of 78.67. In the posttest grade students' grades 7D Mts Salafiyah Syafiyah Seblak. After being taught picture guessing games get an increase. That is, the posttest score of students is better than the posttest and is included in the qualification of the Good value.



Then, there is significant effectiveness to teach writing using picture guessing game. The data shows that sig. (2-tailed) was 0.000. It was lower than 0.05. The results of these calculations mean that there is a significant effective of students' writing skills using the picture- guessing game. Thus, it can be concluded that the picture-guessing game is effective in teaching students' writing skills.

### **Suggestions**

To support subsequent related studies and to improve students' writing skills using picture guessing games, the researcher has several suggestions. First is for the teachers. Teachers must be more creative in presenting material to create active learning. Teachers should tell students that they can still learn English outside of class. Teachers really need to encourage students to add insight into how to write correctly. By using the guessing game media, it is expected that students' writing skills will increase.

Second is for the students. Students must have good motivation in learning English, especially improving writing skills. They must realize that learning English is not difficult. By using a picture guessing game so that it should make students more enthusiastic about learning English. Third is for the other researchers. Hopefully this research can be used as a comparison or reference, as well as consideration for further research.

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