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From Text to Speech: Enhancing EFL Students' Descriptive Speaking Skills through Picture-Guessing Games

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ABSTRACT

English is a compulsory subject taught at all educational levels in Indonesia. However, many EFL students struggle to achieve fluency in spoken English despite years of study. This disinterest stems from limited enthusiasm and participation. Incorporating innovative media into learning is expected to improve students' speaking skills. Therefore, this research investigates the effect of using pictures in speaking skills development through guessing games. The study employed a quantitative method with a pre-experimental design. A sample of 25 eighth-grade students was selected from a population of 118 at a private school in Sidoarjo. SPSS Version 26 was used to analyze pre- and post-test data. The findings indicate that using pictures in guessing games effectively increased EFL students' speaking abilities, as evidenced by significant score disparities between the pre-test average (11.12) and post-test (16.32). Additionally, the t-count value of 14.066, compared to the t-table value of 2.064 at a 0.05 significance level, suggests a substantial improvement. These results demonstrate that guessing games using pictures significantly enhance student engagement and interest in learning speaking skills. The findings imply that employing pictures in guessing games can potentially enhance student engagement in speaking class activities. Teachers are encouraged to use innovative media to inspire students and enhance their speaking skills.

1. Introduction

English, recognized as the most predominant language in international communication, is a mandatory subject in Indonesian schools at every educational level. Emphasizing its significance, Arends (2012) highlights the crucial role of English in global communication, literature, and media, asserting its importance for the current and future generations' success. According to Rao (2019), effective English learning, particularly in verbal communication, is essential. It enables individuals to express their thoughts and engage in meaningful conversations on a range of topics including personal experiences, environmental influences, and others.

Despite the recognized importance of English, the process of teaching and learning the language is fraught with challenges. Nurrochmah (2013) notes that students often exhibit minimal engagement due to a general disinterest in English. This disengagement is a significant factor in why many students struggle with effective communication in English, both spoken and written. Rao (2019) underscores that speaking is a productive and active skill in English, yet it remains an area where many students lack proficiency. Saputri (2020) further elaborates on this issue, observing that students' deficiencies in English-learning skills adversely affect their vocabulary mastery, thereby impairing their speaking capabilities. Marsevani and Merliana (2022) support this view, stating that the development and improvement of speaking skills necessitate consistent practice.

The reluctance of students to participate in classroom discussions is another concern, as highlighted by Ratnasari (2020). She points out that students often lack confidence when speaking in front of an audience and perceive public speaking as a daunting task. Yusri (2013) adds that speaking in English is particularly challenging as it requires the skillful combination of vocabulary and grammar into coherent sentences for effective communication.

Amidst these challenges, there is a pressing need for innovative approaches to enhance the teaching and learning of English. The quality of learning activities significantly depends on the teacher's ability to plan and

implement creative learning models and media. Eighth-grade students, for instance, are expected to demonstrate their ideas, thoughts, and impressions in descriptive language, as stipulated by Kemendikbud (2013). However, Sulistyo (2020) observes that students often struggle to express their opinions clearly and concisely, which hampers their development of speaking skills. This observation underscores the necessity for effective teaching media and methods to improve students' speaking skills and address the gaps in literature regarding speaking learning methods.

In conducting preliminary observations at a private junior high school in Sidoarjo, several issues, particularly concerning speaking abilities, were identified. Most students were unable to meet the minimum passing criterion of 80, pointing to a low interest in English and the need for more engaging and innovative classroom media and teaching techniques. The limited learning materials and resources available in schools further exacerbate this issue, making it difficult for students to apply their learning to real-life contexts.

To address these challenges, Nadesan and Shah (2020) suggest that teachers can create maximum learning opportunities by actively involving and observing each student, providing positive and constructive feedback, and guiding speaking activities. One effective approach in this context is the use of simple visual media, such as pictures, to facilitate the learning process, as noted by Wardini et al. (2021). Harmer (2007) also supports the use of visual aids in the teaching and learning process, including flashcards, cue cards, photographs, and illustrations, which can be utilized in various activities like drilling, comprehension, communicative games, and conversations. Raimes (1983), as cited in Nurdini (2018), affirms that incorporating pictures in classroom settings can effectively stimulate students' attention and engagement, owing to the inherent artistic value of pictures, which renders them appealing to students. Nurdini (2018) further elaborates that pictures allow teachers to foster and facilitate creativity, catering to the specific needs and preferences of students.

Latuheru (1988), as cited by Nurdini (2018), argues that pictures are effective in conveying abstract concepts and are adaptable to various educational levels. They are also efficient in terms of teachers' time and energy and have the capacity to capture students' attention, thereby stimulating active engagement in verbal communication. An intriguing learning method that can be combined with picture media is the guessing game method. Wright and Buck, as cited by Kurniati and Ervina (2019), describe the guessing game as an interactive activity where one team or individual must guess while the others know and help discover the answer. Nuraen and Karyati (2018) explain that speaking skills can be effectively developed through guessing picture games, as they encourage students to collaborate and share ideas. Ladousse (1987) illustrates that the guessing game method can be implemented through role play, further enhancing its effectiveness in teaching.

To implement the guessing game method, various procedures have been proposed. For example, Harmer (2007) suggests forming groups of students, with one student in each group sitting with their back to the chalkboard while the teacher writes words or sentences for the others to guess. The group earns points if the student guesses the word correctly. Newton and Nation (2009) describe a slightly different approach, where the class is divided into small groups, and one group member is chosen to guess a word or picture based on the attributes described by the rest of the group. For this research, Harmer's simpler guessing game approach was selected for its relevance to the subject matter and its potential to enhance middle schoolers' speaking skills.

This introduction sets the stage for the research by reviewing previous studies and identifying gaps in the literature, particularly concerning the use of pictures in guessing games to improve speaking skills in descriptive text contexts among Indonesian middle school students. The research aims to fill this gap by exploring the effectiveness of pictures in guessing games as a medium for enhancing speaking abilities. The novelty of this study lies in its focus on the impact of pictures through guessing activities on speaking skills in a private junior high school in Sidoarjo, with a specific emphasis on the media employed in the guessing game method. The research question posed is: "Is there any effect of the guessing game method with pictures on the speaking skills of EFL students?" This study aims to contribute to the field of EFL teaching, particularly in speaking skills development, by providing valuable insights into effective teaching methods and materials.

2. Literature Review

2.1 Media as a Source of Learning

In the realm of educational methodologies, media plays a pivotal role in enhancing learning outcomes. As Qurani et al. (2021), articulates, the use of media can significantly improve student learning outcomes encompassing knowledge, skills, and attitudes. In the specific context of language learning, speaking is identified as a critical cognitive process. It involves the use of various linguistic organs for articulating thoughts and enabling effective communication in spoken interactions. Avia and Astutik (2018), emphasizes this aspect of language learning. The need for proficiency in speaking, particularly for junior high school students in Indonesia, is paramount. These students are expected to emerge with proficient English skills, especially in fluency and accuracy, to communicate effectively in real-world scenarios. Avia and Astutik (2018) delve into various facets of effective English language instruction, encompassing instructional methodologies,

techniques, and strategies. Harmer (2018) further supports this by proposing a range of classroom-appropriate speaking activities. Contrary to the traditional belief that learning should be devoid of amusement, Harmer (2018) advocates for integrating fun and engagement in language learning through innovative means like games.

2.2 Guessing Games as an Effective Method

The notion of incorporating games into language learning has gained substantial support in the field of education. Sukerni & Purnami (2019) argue that games can significantly benefit students' inclination and drive to learn English, thereby enhancing their oral proficiency. Echoing this sentiment, Richard-Amato, as cited by Fitriana (2013), posits that guessing games are not only a means of reinforcing concepts and providing routine tasks but also serve as effective ice-breakers. Such games play a crucial role in communication skills training. The integration of guessing games into the learning process serves as a method to combat boredom and foster active engagement in language practice. Furthermore, the implementation of innovative media in the form of picture books is expected to develop the abilities of EFL students. Rochania et al. (2021), referencing Fulton, argue that wordless picture books can be instrumental in developing essential literacy skills. These books, devoid of text, provide a robust foundation for enhancing students' communicative skills. Arif & Hashim (2008), as supported by Marina and Fatimah, affirm that wordless picture books are invaluable tools for assessing and developing children's cognitive abilities.

2.3 Speaking Skills in EFL Students

The issue of speaking ability in EFL students has been a persistent challenge, as discussed in previous research. Qurani (2021) highlights the ongoing struggle of Indonesian students in mastering speaking skills despite various instructional efforts. Maqfirah et al. (2018) point out that the persistence of traditional teaching methods, characterized by classical and unengaging approaches, hampers students' speaking development. Masyhur (2018) adds another dimension to this challenge, identifying the need for improved teacher training and support for teaching speaking skills in Indonesia. To enhance the teaching and learning process, teachers should prioritize a variety of teaching resources, including flashcards, pictures, and games, to foster a more dynamic and engaging learning environment.

Notably, previous studies focusing on guessing games have primarily concentrated on vocabulary acquisition. There is a scarcity of research exploring the efficacy of the guessing game method in conjunction with other innovative media, particularly in the context of improving EFL students' speaking skills (Suardiyasa, 2017; Paramitha, 2020). This gap underscores the necessity of research that assesses the impact of innovative media, such as guessing games, on EFL students' speaking skills. Paramitha (2020) contends that the use of engaging and innovative learning media can significantly boost students' motivation and interest in speaking, leading to improved speaking skills. Hence, there is a compelling need for further research on effective teaching media for teaching speaking, especially concerning descriptive text material.

This study aims to address these gaps by exploring the guessing game method applied to non-digital pictures in the context of learning descriptive text. It is anticipated that this approach will support the improvement of speaking skills among EFL students, helping them to overcome the challenges associated with speaking English. By examining the effectiveness of this method, the study seeks to contribute valuable insights into innovative teaching strategies that can enhance language acquisition and proficiency in EFL contexts.

3. Method

This study employed a quantitative approach using a pre-experimental research method with a one-group pre-test and post-test design, conducted on a single group without a control or comparative group. The primary objective was to compare students' speaking fluency before and after the treatment, as depicted in Table 1.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O_1 Before given treatment	X	O_2 After given treatment

According to Sugiyono (2013), this experimental model comprises three stages: a pre-test to measure the dependent variable (learning outcomes/speaking skills) before treatment, administering the guessing game method as treatment, and a post-test to measure the dependent variable after treatment. The research aimed to test the hypothesis regarding the effect of using pictures through guessing games on the speaking ability of eighth-grade students at SMP IT Ar-Rahman.

The research was conducted at a private junior high school in the Sidoarjo district, East Java, Indonesia. This school was chosen based on pre-observations that indicated problems in English learning due to low motivation and unmet minimum completeness conditions. Many students displayed relatively low speaking abilities, attributed to lack of confidence, necessitating the development of innovative media and learning methods.

The population comprised all eighth-grade students in the 2022/2023 academic year, totaling 118 students. The study involved 25 students from class VIII D, chosen randomly without considering grades, gender, or student groups. This random distribution ensured unbiased sample selection. The participants, with an

average age of 14 years, included 13 female and 12 male students. Their prior English proficiency was evaluated as low based on daily scores provided by the English teacher.

Data collection occurred from February to March 2023 using a test instrument. Before data collection, the test questions, media, and teaching materials underwent a validation process by a lecturer and an English teacher to align with lesson plan indicators. The researchers adopted internet-sourced pictures relevant to students' needs, which were validated by two experts in the field of teaching media.

Quantitative data were derived from a speaking test assessing students' English speaking ability, focusing on cognitive learning outcomes. The independent variable in this study was the use of pictures combined with the guessing game approach in learning descriptive text. The dependent variable was student learning outcomes, indicated by pre-test and post-test scores, student attitudes during learning, and direct skills assessment in speaking.

The data collection process involved administering pre-tests, treatment, and post-tests (Ary et al., 2010). The pre-test was an oral speaking test where students described a family member. The treatment involved teaching using image media through a guessing game, aiming to improve students' speaking accuracy, fluency, and understanding.

The treatment steps were as follows: 1) Introduction to descriptive text material; 2) Grouping students randomly for the guessing game; 3) Using pictures prepared by the teacher for the game; 4) Students describing the pictures without revealing the original word; 5) Guessers predicting based on clues; 6) Groups earning points for correct guesses; 7) Rotating roles until all pictures were used; 8) Determining a winning group; 9) Conducting two 90-minute game sessions. The procedure is detailed in Figure 1.

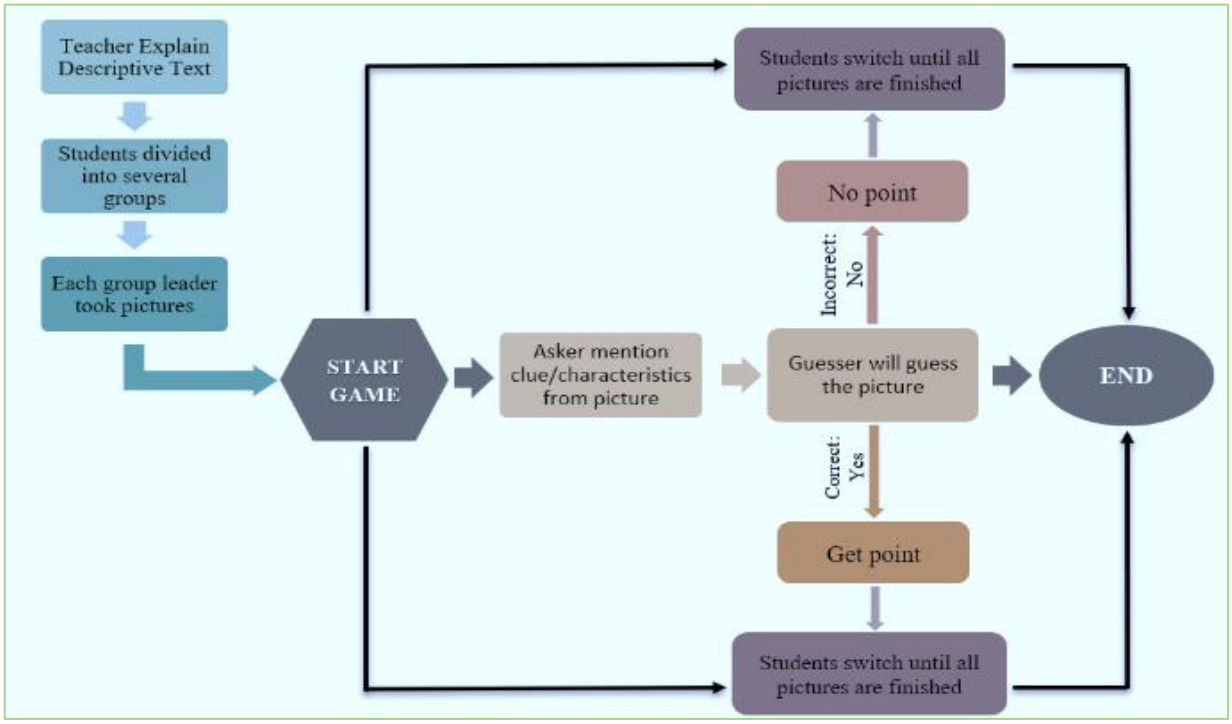


Figure 1. Procedure of Treatment

The post-test, conducted after the treatment, was an oral speaking test where students described a photo of their idol, focusing on pronunciation and grammar. The scoring rubric for the speaking tests was adapted from H. Douglas Brown's book, covering five aspects with scores ranging from one to five.

Data analysis was performed using SPSS for descriptive statistics, including mean and standard deviation. A normality test (Shapiro-Wilk) and a paired samples t-test were used to assess the effectiveness of the treatment. The hypothesis was considered supported if the t-test value was higher than the t-table value, with a significance level of 5% or 0.05 (Agnesia & Astutik, 2023). The formula for the Paired Samples t-test is as follows:

$$t = \frac{\overline{X}d}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Information:

N = number of data.

$\overline{X}d$ = Average of the reduction of the first data and the second data.

d = D – $\overline{X}d$

$\sum d^2$ = The total average differences from the first and second data reduction.

The analysis of the results from the pre-test and post-test values involved descriptive statistics such as the mean and standard deviation. To assess the normal distribution of the data, the Shapiro-Wilk test was applied. Subsequently, a paired samples t-test was used to determine the effectiveness of the treatment. If the calculated t-test value exceeded the t-table value, with a significance level of 5% (0.05), the hypothesis supporting the impact of the guessing game model on media images on students' speaking abilities was accepted.

Conversely, if the t-test value was lower than the t-table value, the hypothesis was rejected, indicating that the guessing game model on media images did not significantly affect students' speaking abilities (Agnesia & Astutik, 2023).

This research design and methodology were chosen to rigorously evaluate the impact of the guessing game approach with media images on improving students' speaking skills, contributing valuable insights to English language education. By adhering to this structured research methodology, the study aims to shed light on the effectiveness of innovative teaching methods in enhancing students' English speaking proficiency.

4. Result

This study aimed to determine the effect of using pictures in guessing activities to enhance the descriptive speaking skills of eighth-grade students by employing several variables. The following section discusses the findings and interpretation of the study titled "The Effect of Pictures through Guessing Games on Speaking Skills." Variable X in this study represents the effect of pictures through a guessing game, while variable Y represents speaking skill. This research was conducted in class VIII D at SMP IT Ar-Rahman from February 14 to March 07, 2023. The researchers conducted a treatment process for students in three meetings using a guessing picture game. The pre-test was administered twice, whereas the post-test was conducted only once.

Before the researcher administered the pre-test, a concise explanation of descriptive text was provided during the first meeting. Subsequently, a treatment was conducted using pictures through guessing games as a medium. The next meeting continued the treatment and provided students with feedback. The final activity was a post-test to measure students' understanding of speaking after receiving treatment. The researcher collected all the necessary data from the pre-test and post-test results and determined whether there was a significant difference between them. The summary of the learning process is illustrated in Table 2.

Table 2. Steps of the Learning Process and Treatment

Date	Meeting	Activities
February 14, 2023	1	Pre-test: The teacher briefly explained descriptive text and provided examples. Adjective vocabulary related to family members was introduced. Students took notes on a descriptive text about their family members and memorized it.
February 15, 2023	2	Pre-test: Students began to talk about their family members individually.
February 21, 2023	3	Treatment: The teacher provided instructional material about descriptive text, including structure and language features. Brainstorming using adjective vocabulary was conducted. Students were instructed to form groups of 4-5 students for guessing games. In each group, individuals provided clues to guess the picture correctly, switching until all pictures were guessed correctly. The group that guessed the pictures quickly proceeded to the elimination round.
February 22, 2023	4	Treatment: In the second treatment meeting, the elimination round continued, with groups competing in a guessing game using pictures. The group that guessed in the shortest time was declared the winner. After this activity, the teacher assigned individual tasks, requiring students to bring one photo of their idol.
February 28, 2023	5	Treatment and post-test: The teacher provided additional adjective vocabulary to facilitate the creation of short and simple descriptive texts about the photos students brought. Students were ready to present their texts as part of the post-test assessment.
March 07, 2023	6	Post-test: During this meeting, students presented their project results as post-tests to the class. Individual students drew conclusions from their presentations, and the teacher provided feedback and reflection.

Additionally, the value of the pre-treatment screening was considered in this research. The researcher presented the pre-test results to the eighth-grade class before introducing guessing games. A pre-test was administered to class VIII-D students at SMP IT Ar-Rahman to evaluate their initial speaking skills. The initial evaluation consisted of an oral description of a family member. The pre-test evaluated students' capacity to articulate descriptive text. This evaluation aimed to acquire primary data on the speaking skills of students prior to treatment. Figure 2 depicts the researcher's use of students' pre-test scores.

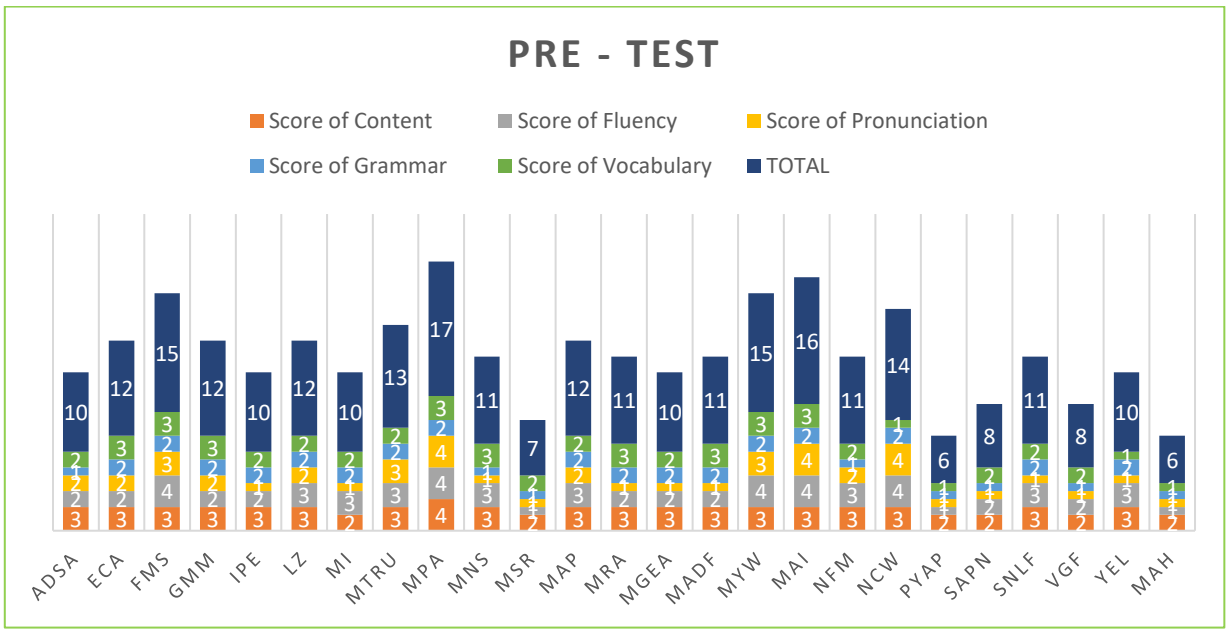


Figure 2. Scores of the Pre-test Speaking Description

The detailed analysis of the data presents a comprehensive picture of the students' speaking abilities in the VIII D class. It reveals that a significant portion, specifically 15 students or 60%, fell into the 'weak' category in terms of their speaking skills. This categorization was based on their total scores, which ranged from 6 to 11 points. Such scores clearly indicate that these students exhibit considerably poor speaking abilities. Furthermore, an additional group of nine students, constituting 36% of the class, managed to secure scores that placed them in the 'good' category. This achievement suggests that these students have a reasonably solid foundation in speaking skills, setting them apart from their peers in the lower scoring bracket.

Interestingly, the data also highlights an outlier - a single student, representing 4% of the class, who achieved a maximum score of 17, placing them in the 'satisfactory' category. This score signifies that the student possesses fairly good speaking skills, although there is room for improvement.

The overarching conclusion from this data is that the majority of students in the VIII D class exhibit relatively low English proficiency. This is further compounded by their low motivation to communicate, particularly evident in their reluctance to practice speaking in front of the class. However, it is noteworthy that the presence of scores across the 'poor', 'good', and 'satisfactory' categories indicates a latent potential among the students to develop and enhance their speaking skills.

This study, therefore, focuses on evaluating the impact of specific pedagogical interventions on the students' speaking abilities. It particularly examines the effect of the 'guessing game method', a novel treatment approach designed to improve speaking skills. In line with this, the section goes on to discuss the post-test data, which was collected after the students were exposed to this treatment method. The post-test, which involved the same 25 students who participated in the pre-test, aimed to assess any progress in their speaking abilities.

The methodology of the post-test was engaging and interactive; it required students to describe their idols using photographs they had personally selected and brought to the class. The scores obtained from this speaking test, however, reveal that the effectiveness of the treatment, in this case, the guessing game method, might be influenced by individual variances in the students' learning and speaking abilities.

Therefore, a thorough analysis of these post-test results is imperative. Such an analysis will help in evaluating the effectiveness of using picture-based guessing activities as a tool to enhance speaking skills among students. The detailed scores and their implications are illustrated and discussed in Figure 3 of the study.

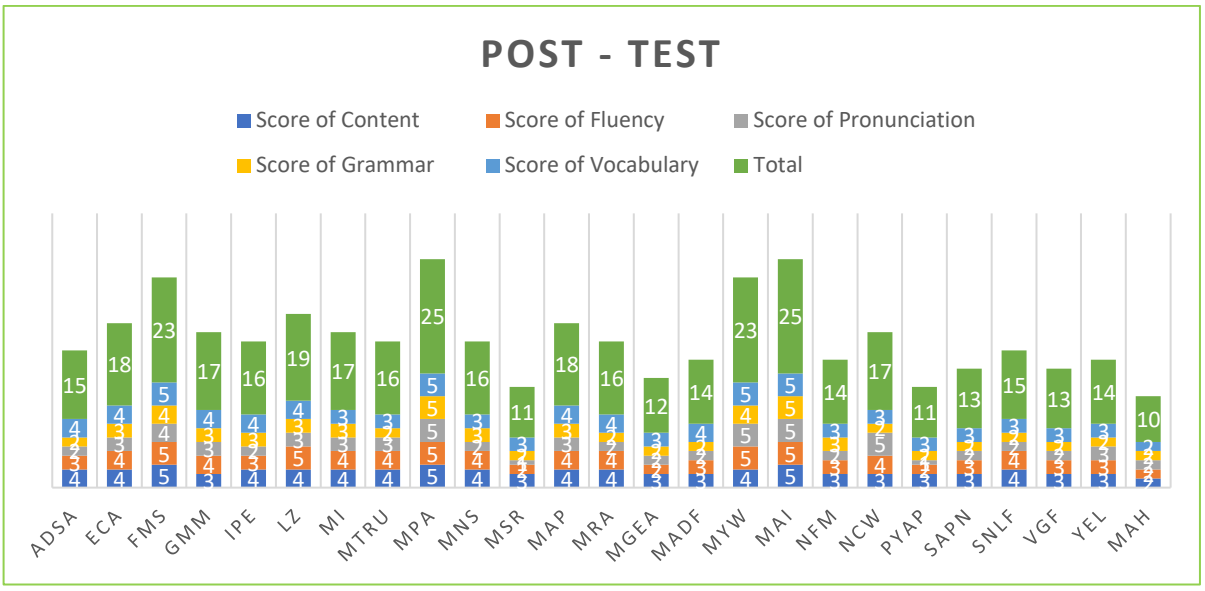


Figure 3. Scores of the Post-test Speaking Description

The data results from a post-test administered to 25 students who practiced speaking by describing paragraphs using the guessing pictures games method. The post-test was conducted after instructing students in descriptive text through picture-based guessing activities.

The students' scores ranged from 10 to 25, as shown in the table. The scores demonstrate that the students' speaking skills significantly improved compared to the pre-test outcomes. Most students (12) (48%) achieved scores in the good category. Six students (24%) scored satisfactorily, between 17 and 21. Additionally, four students (16%) scored in the excellent range with scores of 23 and 25. Only three students demonstrated weak speaking skills. The high scores obtained by students in class VIII-D can be attributed to the use of guessing picture games to enhance their speaking skills, especially in descriptive text material. Therefore, the data presented indicate a significant increase in scores after the treatment. Using pictures in the guessing game method allows students to practice speaking skills in a supportive and collaborative learning environment. This method can also encourage students to be more creative and expressive when describing visual elements, thereby increasing their motivation and participation in learning.

Next, researchers analyzed data obtained from the research conducted in class VIII-D, comparing pre-test and post-test scores using SPSS version 26. The outcomes are presented in Table 5.

Table 5. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	6	17	11.12	2.877
Post-test	25	10	25	16.32	4.140

The table presents results from descriptive statistical analysis, including the number of participants (N), minimum scores, maximum scores, average scores, and standard deviation values for both pre-test and post-test conditions. The minimum scores represent the lowest scores, with the pre-test score being 6 and the post-test score being 10, both in the weak category. The maximum scores denote the highest scores, with the pre-test score reaching 17 in the satisfactory category, while the post-test score reached 25 in the excellent category. The average score (Mean) on the pre-test was 11.12, while it increased to 16.32 on the post-test after treatment. The data reveals a significant difference between the pre-test and post-test average scores. It indicates that students' post-test scores increased from an average of 11.12 to 16.32 after participating in guessing activities involving images in descriptive learning. These findings suggest that the use of images in guessing games has a positive influence on speaking skills.

The subsequent step in data analysis involved a normality test. This study presents the results of the normality test analysis using a normality test to determine the normal distribution of the obtained data. The normality test utilized the Shapiro-Wilk test for both pre-test and post-test data, with criteria based on the significance level. A significance value (Sig) greater than 0.05 indicates that the residuals are normally distributed, while a significance value less than 0.05 suggests that the residuals are not normally distributed. The results are presented in Table 6.

Table 6. Normality Distribution Test of Students' Speaking

Test of Normality	Kolmogorov-Smirnov	Shapiro-Wilk
	Statistic	df
Speaking pre-test results	0.149	25
Speaking post-test results	0.155	25

a. Lilliefors Significance Correction

The significance value of the Shapiro-Wilk test is the focus of the normality test results. Since only 25 students were involved in this research, the pre-test's significance value from the Shapiro-Wilk normality test was 0.449, while the post-test's significance value was 0.065. With a reference alpha value of 0.05, it is evident that both pre-test and post-test data are normally distributed. Thus, from the results of the normality test using the Shapiro-Wilk test, it can be concluded that both pre-test and post-test data follow a normal distribution.

Furthermore, considering the normally distributed data, the researcher applied a paired sample t-test to assess the effectiveness of the treatment, as indicated by the difference between the mean values before and after treatment. The use of a paired sample t-test is contingent upon the normal distribution of the data. The paired sample t-test results are shown in Table 7.

Table 7. T-Test of Speaking Test

Paired Differences	95% Confidence Interval of the Difference	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-5.200	1.848	.370	-5.963	-4.437	-14.066	24	0.000

Source: SPSS Version 26.

According to Iskandar (2023), a significance level of less than 0.05 indicates a significant difference between the scores before and after the speaking test. Based on the output data, the significance value (Sig.) in the table is 0.000, which is less than 0.05. Therefore, there is a significant relationship between the pre-test and post-test scores, as the specified significance level is 0.05. Consequently, it can be concluded that there is treatment effectiveness, as indicated by the difference in the means before and after treatment.

In addition to assessing the significance level against a predetermined alpha level of 0.05, alternative methods can be employed to evaluate the hypothesis in a paired sample t-test. One such method involves comparing the t-count value with the t-table value. The criterion for decision-making entails assessing whether the t-count value is higher than the t-table value (t-count > t-table). In this case, the null hypothesis (HO) is rejected, and the alternative hypothesis (Ha) is accepted. Conversely, if the t-count value is less than the t-table value (t-count < t-table), the null hypothesis (HO) is accepted, while the alternative hypothesis (Ha) is rejected.

According to the table displaying the results of the Paired Samples Test, the t-value is -14.06605. The negative t-count value indicates that the pre-test's mean value is lower than the post-test's. In this context, a negative t-count value carries a positive interpretation. The formula for calculating t is expressed as follows:

$$t = \frac{\overline{X}d}{\sqrt{\frac{\sum d^2}{N(N-1)}}} = \frac{5{,}2}{0{,}369685} = 14{,}06605$$

The analysis indicates that the t-count was 14.06605, with a table α (alpha) of 0.05, and degrees of freedom (df) equal to 24, resulting in a critical t-value (t-table) of 2.064. Therefore, we can conclude that t-count > t-table, specifically 14.06605 > 2.064. This means that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. This finding is further supported by the data, which demonstrates significant effectiveness. The result of the paired sample t-test is reported as Sig (2-tailed) 0.000, which is smaller than the significance level (0.000 < 0.05). Consequently, the null hypothesis, suggesting no effect of guessing picture games on speaking skills, is rejected.

In essence, the use of pictures as a medium in guessing games during classroom instruction proved to be effective in enhancing students' speaking skills in descriptive text. This study achieved significant success in improving the speaking ability of EFL (English as a Foreign Language) students, as evidenced by the notable differences between the pre-test and post-test scores. It is worth noting that some students initially scored lower than others in the pre-test, which may have influenced the significant improvements observed in the post-test scores following the introduction of pictures through guessing games. The incorporation of pictures into

these guessing games has a demonstrably positive impact on students' speaking skills, particularly in the context of descriptive text material.

This study underscores the importance of diversifying existing educational media and introducing innovative teaching methods to enhance students' speaking proficiency. Consequently, the findings of this research have practical implications for educators, providing insights into the effectiveness of using pictures in guessing games as an impactful method for teaching speaking skills.

5. Discussion

This study aimed to determine the effectiveness of pictures through guessing games in improving the speaking skills of junior high school students in Indonesia in descriptive text material. The findings of this study revealed that most of the students initially had difficulty speaking English, with a range of issues concerning the speaking skills of EFL students. However, after being given treatment in the form of pictures through a guessing game on descriptive text material, their speaking ability increased significantly. The findings showed that guessing picture games positively affect students' speaking abilities. This can be seen from pretest results, which showed that none of the students scored in the "very good" category, while the majority of students (60%) were in the "fairly low" category. Meanwhile, the posttest results showed that most students (48%) belonged to the "good" category, and (16%) of students belonged to the "very good" category. This positive effect is based on media usage, which can motivate and actively increase student interaction to achieve learning objectives effectively and efficiently. This shows that the pictures in the guessing game improve the descriptive speaking skills of EFL students. Therefore, this supports the hypothesis developed for this research and also answers the Research Question.

This finding has been consistently proven by several previous studies that have shown that learning from pictures through guessing games can improve students' speaking skills. According to several previous studies such as (Horwitz & Klippel, 1986; Maqfirah et al., 2018; Masyhur, 2018; Paramitha, 2020; Suardiyasa, 2017), their findings stated that pictures can motivate students to speak English when giving treatment through guessing games, where students are more actively involved in speaking activities and they become easy to understand in describing something with English sentences. This research is also in line with the principles of constructivism, which emphasizes the significance of interactive student participation and practical learning experiences (Sulistyo et al., 2023). The use of pictures through guessing games encourages students to actively participate in the learning process by providing opportunities for them to practice their speaking skills through collaborative and interactive activities.

In addition, the implementation of pictures through guessing games can be used to teach speaking because it stimulates and engages students through experiences that are naturally fun and comfortable, which helps improve their speaking abilities. This statement is supported by Harmer (2007), who mentioned that a positive classroom environment makes it easier for students to speak up and participate in class discussions. Guessing games are selected as a method of instruction because they improve the classroom atmosphere and help students improve their speaking skills simultaneously. It is also stated by Horwitz & Klippel (1986) that the basic rule of guessing games is eminently simple; one player has information that the other person needs to know, so they try guessing the pictures. As the point of the game is to race against time to identify the pictures correctly, the players who do it the quickest and get the correct guess are declared the winners (Horwitz & Klippel, 1986).

This research shows that teaching using pictures through guessing games can be applied during treatments. It means that the class situation determines how researchers took action in-class activities. Guessing games make students confident in expressing their thoughts because their vocabulary improved more as a result of this game in saying sentences in English. The more fluent and improved their vocabulary, the more confident they will be in speaking English. This is in accordance with Rizki and Wiryosutomo (2019), who stated that the word charades game cultivates a sense of preparedness and adaptability in students, as they must be able to quickly guess, describe, and read words in various situations and locations. Students are taught to recognize when it is necessary to shift topics and conversations by modifying the words used in the game. They also learn how to adapt their attitudes and speech during various activities, such as playing and discussions, which call for different types of responses. This skill is an essential component in cultivating self-assurance, as it pertains to effective communication. According to a study by Lidenfild (1997, 7-11) as cited by (Rizki & Wiryosutomo, 2019), it is important to develop communication skills to cultivate self-confidence. This observation highlights the potential for students to develop self-assurance through the evaluation of their attitudes and students' speaking assessment as outlined in the lesson plan. This perception is also supported by Paramitha (2020), who stated that using games in the classroom enables students to enhance their speaking skills, mainly when the activities involve collaboration with their peers. Additionally, Paramitha (2020) stated that, during the teaching step, students are allowed to practice speaking and given instructions on how to use vocabulary correctly, therefore, their vocabulary increased. However, it does not align with linguistic pronunciation and sentence construction elements. It is a problem that is a necessary condition because it affects mispronunciation.

Moreover, Sari and Mandarani (2023) researched that the guessing game is helpful for students in developing their ideas and extending their vocabulary. While a student engaged in a guessing game, peers provided hints about the picture's characteristics, personality, characters, and physical features. The results suggest that students can increase their vocabulary through this method. It was also conveyed by Agnesia and Astutik (2023), who stated that

guessing games as a learning media are not only for descriptive text material but also for repeating textual information when applied to narrative texts. Using guessing games can aid learning by adjusting the study material to suit the student's needs. Additionally, Almeida and Guterres (2021) mentioned that guessing games may facilitate the kids' easier vocabulary improvement. Playing this game makes learning the material easier and more enjoyable because they are expected to participate in the lesson. The pupils cannot be stuffy, dull, sleepy, or similar. Instead, they must pay attention to the materials being presented and refrain from taking any other unfavorable actions, which will reduce the likelihood that the lesson will be misunderstood. Therefore, this study provides evidence to support the argument that teachers should vary the learning process by applying simple pictures through guessing games to improve students' speaking skills, which is not only applied to descriptive material but can adapt to other subject matter.

The findings of this study highlight the potential benefits of using innovative teaching with assessment criteria, such as vocabulary, grammar, fluency, and comprehension, to improve students' speaking skills. One of the limitations of this study is the small sample size. The study was conducted only with 25 students in one school, which may limit the generalizability of the findings. Therefore, it is suggested that similar research be conducted in other schools in Indonesia to test the effectiveness of pictures through guessing games for developing speaking skills among students.

In addition, the limitations of this research also relate to picture media. It is recommended that forthcoming researchers explore the possibility of further developing picture media, such as using electronic or digital pictures. This can support the development of students' abilities in the current digitalization era to improve not only their ability to speak English but also other prospective skills such as reading, listening, or writing. Fikri et al. (2023) stated that educational developments over time have certainly had a very significant impact, especially in digital developments. The role of teachers is crucial so that students can utilize various digital platforms in learning and use digital media to help the teaching and learning process.

Based on the findings of the study, the effect of pictures through Guessing Games in speaking activities can be employed anywhere, not only at school, and can be customized to the subject matter that has to be considered. The researcher is inclined to make some recommendations, whereby teachers should consider selecting interesting topics and pictures that are familiar to students. It helps students improve their speaking skills as they are well-versed in the subject matter and can confidently discuss the presented topics and images. Furthermore, this research also suggests that creativity to incorporate local culture into educational materials or media should be given more attention as a means of fostering students' cultural awareness. Studying English can be highly beneficial for students in the future, particularly when combined with an exploration of the local culture, which adds an intriguing dimension to their surroundings. Studying culture holds great significance as it serves as a major draw for tourism. Recommendations or suggestions for the next activity involve enhancing culture-based communicative language learning in other schools because culture is one of the unique things that is attractive, while language is a bridge that can convey that culture to the outside world.

Thus, by incorporating communicative learning, students can develop a deeper understanding, find joy, and cultivate interest in the subject matter (Warmadewi et al., 2021). Teachers' skills in designing instruments for evaluating the quality fulfillment of secondary education units and carrying out measurements of the quality of education in education units need to be improved. As the result, it is imperative for teachers to ensure that students possess a comprehensive understanding of the provided pictures before assigning them to engage in their practice speaking in front of their peers. This will enable students to effectively elaborate on their visuals during their speaking practice sessions. According to research findings, students exhibit lower levels of fluency, motivation, and confidence when it comes to public speaking due to insufficient opportunities to practice speaking. Krashen, (1984) as well as Irmawati, (2016) also explains that Language Exposure or the use of English in the environment around students is very important to help students improve their language skills. Regarding speaking skills, the more exposure and comprehensible input they get, the greater the opportunity for them to practice and produce English orally. Furthermore, students are expected to engage in active participation in both individual and group speaking activities, regardless of whether in the speaking class or not. This practice is widely regarded as one of the most effective methods for enhancing students' speaking abilities, particularly their fluency, which is often a challenge in their speaking performance.

In conclusion, this research finds that using pictures through a guessing game in speaking skills in descriptive text material positively impacts students, especially junior high school students in Indonesia. It is proved by the findings that have shown significant effectiveness. This makes the learning process in class as a result of increased student engagement because students are more active and work together in their respective groups. It is supported by the use of guessing games that make their vocabulary increase because the use of guessing games makes students more active so they are not bored and happy during the learning process because they can learn while playing. This statement has been supported by several previous studies conducted at the formal or informal school level. One of them is from (Tristin, 2021), where the implementation of guessing games has been found to be an effective method in addressing speaking skills challenges faced by EFL students, including issues like the use of the mother tongue and student motivation and self-control. As an academic researcher, it is worth noting that some students face challenges when it comes to discussing topics in English. However, it is encouraging to see that their peers encourage them to embrace English as a means of oral communication during the learning process. Furthermore, there may be instances where certain individuals struggle to articulate or select the

appropriate vocabulary during a guessing game. In such cases, their friends step in to offer encouragement and support, helping them identify the correct vocabulary and construct the sentence accurately. The findings of this research have significant implications for teachers and the field of education as a whole, as they highlight the potential advantages of incorporating innovative instructional media and methods with assessment criteria to enhance students' oral communication proficiency. Future research could delve deeper into the effectiveness of the pictures through guessing game within various educational contexts and among diverse student populations.

6. Conclusions

This study highlights the use of pictures in guessing games to enhance the speaking skills of EFL students, with a specific focus on descriptive text materials. The findings have revealed notable differences in scores between the pre-test and post-test, conducted before and after implementing the picture guessing treatment. Notably, the post-test scores exhibited a significant increase. This underscores the effectiveness of innovative media, in the form of images within guessing games, in motivating students and improving their understanding of descriptive text in terms of speaking skills. Despite the limitations of this research, such as a relatively small sample size and the exclusive use of pictures and guessing games for descriptive text material, it has proven effective in addressing the longstanding issue of students' low speaking proficiency. Moreover, the adaptable nature of this approach to other educational materials adds to its value. This study provides valuable insights into the utilization of images combined with guessing games among students at SMP IT Ar-Rahman Sidoarjo, particularly in the context of descriptive text materials. These insights bridge existing research gaps and enhance our comprehension of the efficacy of visual media, such as images employed in guessing games, across diverse educational environments and student populations. This study also encourages further exploration into the development of visually engaging media, including electronic or digital images, to support students' growth in the digital era. Additionally, it underscores the importance of integrating local culture into educational materials and media to enhance students' cultural awareness.

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